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## ***Making Meaning of May 4*** **K-12 Teaching Plan**

**Name of Educator:** Richard Kennedy

**Educator's Teaching Plan Number & Title:** Project 37, "May 4th 1970 Unit Plan"

**Level of Students for Educator's Teaching Plan:** Grade 11

**Subject Area for Educator's Teaching Plan:** US History

**Educator's State:** Texas

**Description of Educator's Teaching Plan:** Builds upon preceding coverage of the Vietnam War and continues the theme expressed in the 1619 Project that "Black folks and African Americans have played a central role in making the US realize or attempt to realize its highest ideals: freedom, equality, democracy, equity."

This educational teaching plan was developed during Kent State University's Summer 2021 workshop titled Making Meaning of May 4: The 1970 Kent State Shootings in US History. The workshop was supported by Kent State and the National Endowment for the Humanities (NEH) grant program titled *Landmarks of American History and Culture: Workshops for School Teachers*.

This teaching plan is shared to promote understanding of the Kent State shootings on May 4, 1970; enhance humanities education across the disciplines; and illustrate the meaning of May 4 for today.

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## May 4, 1970- Unit Plan

**Course:** On Level US History/ AP US History (11<sup>th</sup> Grade)

### Standards:

TEKS (On-Level)	Standards (APUSH)
<p>8 (F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.</p> <p>25 (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;</p> <p>28 (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;</p> <p>28 (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context;</p> <p>28 (E) identify bias and support with historical evidence a point of view on a social studies issue or event.</p>	<p>8. I Explain the causes and effects of the Vietnam War</p> <p>8. J Explain the causes and effects of continuing policy debates about the role of the federal government over time</p> <p>8. N Explain how and why opposition to existing policies and values developed and changed over the course of the 20<sup>th</sup> century</p> <p>8.Q Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.</p>

**Unit Purpose:** This unit, which is appropriate for a high school US History, leadership, or government course will inspire students to pursue meaningful social change by understanding the events that occurred at Kent State on May 4, 1970.

### Unit Essential Questions

1. How were the protests that occurred at Kent State on May 4, 1970 representative of the Counterculture movement of the Vietnam War?
2. What is the importance of the first amendment in protest and activism movements?
3. How do current students (those in Generation Z) compare to those in the Baby Boomers Generation?
4. What avenues can students take to utilize their first amendment rights and make social change?

**Unit At A Glance:**

DAY 1	Exploring May 4, 1970
DAY 2	Counterculture Nearpod
DAY 3	Protest Songs Analysis
DAY 4	Generations Throughout History (Gen Z vs. The Boomers)
DAY 5	Upstander Project
DAY 6	Upstander Project
DAY 7	Upstander Project
DAY 8	Present Projects

**Formative Assessments:** Nearpod, Protest Songs Activity, and Generations Chart

**Summative Assessment:** Upstander Project and Presentation

**Detailed Unit Plan:**

Day 1 Exploring May 4, 1970	<p>Students will brainstorm what they know about the Vietnam War. They will then discuss the reactions that people had to the war.</p> <p>We will watch this short youtube clip discussing a 50 year reflection on May 4<sup>th</sup>: <a href="https://www.youtube.com/watch?v=l26iWfa_oqI">https://www.youtube.com/watch?v=l26iWfa_oqI</a></p> <p>They will then complete the May 4<sup>th</sup> AR Experience: <a href="https://may4thxr.kent.edu/XR/">https://may4thxr.kent.edu/XR/</a></p> <p>Students will then write a reflective paragraph with the following prompt: "Explain the circumstances that led to the events on May 4<sup>th</sup>, 1970."</p>
Day 2 Counter- culture Nearpod	<p>Students will participate in a Nearpod activity over the Counterculture of the 1960s. The Nearpod can be either Student-Paced or teacher led. Nearpod integrates traditional lecture with activities to be interactive.</p> <p>Link to Nearpod here: [link removed]</p>
Day 3 Protest Songs of the Vietnam War Analysis	<p>Students will listen to and reflect on 6 different protest songs of the Vietnam War Era. Students will use the song to answer the culminating question of "Describe the responses to the Vietnam War by Americans."</p> <p>Link to Activity: [link removed]</p>
Day 4	Students will watch a youtube video over the Generations in America from

Genera- tions Through- out History	<p>1901-Present. Students will fill in a graphic organizer and answer guiding questions. The teacher will lead the students through an interactive discussion about the generations focusing specifically on parallels between the Baby Boomers and Generation Z and their focus on Social Activism.</p> <p>Link to Assignment: [link removed]</p>
Days 5-8 Upstander Project	<p>Students will pick an "Upstander" in American History who used their voice to make meaningful social change. Students are encouraged to select people related to the Counterculture/Vietnam Protest Movement. Students will present their projects to the class.</p> <p>Link to Project: [link removed]</p>