NATIONAL ENDOWMENT FOR THE HUMANITIES

KENT STATE UNIVERSITY
M4Y
—50 YEARS—

Making Meaning of May 4
K-12 Teaching Plan

Name of Educator: Dondrinea Scretchings

Educator's Teaching Plan Number & Title: Project 39, "May 4th Project Instructions"

Level of Students for Educator's Teaching Plan: 9-12 grades

Subject Area for Educator's Teaching Plan: US History

Educator's State: Texas

Description of Educator's Teaching Plan: Students demonstrate understanding of May 4 through tasks including an artistic graphic organizer with images and text; composing a summary statement on a prompt such as *How will May 4 affect the next decade?*; joining a *Twitter Beef* in the guise of a key May 4 figure and responding to *How might May 4 have been characterized differently if Twitter existed in 1970?*

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.

Terms of Use

You will be creating an artistic graphic organizer that reflects the events of May 4, 1970, at Kent State Univ.

This project can be completed on paper or digitally

The graphic organizer will be contained in one of the following titles: it is your choice

Please see example

A. May 4
B. 1970
C. KENT
D. OHIO

GRADING CRITERIA

- Each character (letter or number) in the project title will represent one of the following topics regarding the shootings at Kent State University on May 4, 1970

    1. The National Guard, The Government (National, state, local), & Politicians
    2. The University and the town of Kent
    3. The days leading up to May 4th
    4. The day of the shooting; The Heartbeat of May 4th

For each of the above topics you will evaluate which places, events, people, images, **best represent** each topic
- You must have at least two pictures/images/symbols in each character

- You must include quotes, people, *and* events from our study of Kent State and its documents

- *Must have 5 – 7 TOTAL events/quotes/people and at least 2 pictures/images/symbols for each character*

- *Will also be graded on accuracy, neatness, and creativity*

Summary:

Choose one of the following question and complete a 2 – 3 Paragraph summary that explains one of the following:

1. How you think the events of the previous decade led up to the shootings at Kent State on May 4th.
2. How the events of May 4th impacted American's feelings toward the Vietnam War
3. Predict how the events of May 4th will impact the next decade
4. Compare and contrast the events of May 4th with modern protest movements around the world
5. Determine how the May 4th events would have been shown to the public if there had been social media, 24 hour news, cell phones, etc.

🐦 May 4ᵗʰ Twitter Beef 🐦
What is the truth about what happened on May 4, 1970 @ Kent State University

Imagine the Twitter and social media were available in 1970. How would the events have been characterized if they had been? You will decide who you want to represent in the twitter feud

1. Create a twitter handle and find a symbol that represents you
2. Respond to the initial question
3. Respond to AT LEAST one other person
4. Use at least one original hashtag

New student at Kent State in the Fall of 1970 (the teacher) tweets:
"Hey, what really happened on May 4ᵗʰ last semester? This is weird!" #tellthetruth

1. A national guardsman
2. The president of US
3. The Governor of Ohio
4. The President of Kent State Univ
5. A student protestor
6. A member of the Black United Students
7. A student NOT involved in the protest
8. A professor
9. An average citizen of Kent, Ohio
10. A photographer for the Kent Stater

You can add or delete from this list as you wish. You may have to assign roles to students; depends on your class! I have found that by the time we get to a twitter feud, most students know where they stand on the topic.

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BASIC directions for how to use the www.prankmenot.com website. It takes some Practice, but you can get the hang of it pretty quick

>> Enlist the help of you campus/district IT or Ed Tech person
>> Can also be done using discussion boards in the LMS that you use, its just not as fun

- Using Prank Me Not, create a fake tweet to show your character's reaction to the incident. This is your character's initial post.
- You may want to use the Open Clip Art site to download an image to **legally** use as your character's icon
- On your Chromebook, save your image to your Google Drive (remember where you save it).
- After you create the fake tweet, copy the URL that is created.
- Click the Reply button below and paste your image in the reply (you do this by clicking on the image icon in the editor then pasting the URL in the URL field). Your image should display in the discussion. If the URL is displayed, you have not done this correctly!