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

Name of Educator: Kathleen M. Holmes

Educator's Teaching Plan Number & Title: Project 56, "The Power of Protest and Dissent"

Level of Students for Educator's Teaching Plan: Grade 8

Subject Area for Educator's Teaching Plan: English Language Arts

Educator's State: New York

Description of Educator's Teaching Plan: Injustice and protest—individual and collective—in history and literature and today. Affirms young people can make a difference. Students research/write on different topics from an extensive menu and share new knowledge.

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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Final Project

Introduction/overview/unit rationale

The Power of Protest and Dissent

“The way to right wrongs is to shine the light of truth on them.” --- Ida B. Wells

Protest – a public expression or declaration of objection, disapproval, or dissent, often in opposition to something a person is powerless to prevent or avoid.

The use of protest to achieve change has increasingly become a part of the world around us and given social media, is becoming ever more impactful. Knowledge about past protests both those that were peaceful and those that led to violence is essential to better know how to participate in and achieve meaningful success in current and future protests.

In recent years there have been significant actions taken by high school and middle students in hopes of ushering in societal change. The Black Lives Matter, MeToo, and March For Our Lives movements are examples of some of the current protest efforts on the part of students. The current generation will benefit from a deeper understanding of the protest events in the last half century or so. It is essential that these students learn from the past to both identify the things that worked and to avoid the things that can cause harm.

This unit will provide an exploration of some aspects of the power of protest both on an individual as well as collective scale. It will also offer an exploration of literary (fictional) protest as well as real-life historical events. The goal will be to get students to study, explore, question, and discuss how protest has impacted US society, and more importantly, how it connects to their lives and their futures.

Unit goals

Our school uses a base model where social studies and English teachers share the same group of students. This unit is designed to fit within the pre-existing units for English 8 and would occur around the same time as civil rights instruction takes place in the social studies classes. It's also possible for the Research Project to stand alone without the preceding lessons on the novel *Roll of Thunder, Hear My Cry*, “Letter from Birmingham Jail,” and The Children’s March. The main goal is a study of protest and dissent primarily linked to the Kent State Shooting with the possibility of a broader study of the 1960s.

Hopefully, students will gain an understanding of the nature of different protests and dissent and be able to draw some conclusions from the topics covered. Two main, overarching goals will be to have students delineate their takeaways from the studies in a short paper and a creative product of their choice as well as discussing how these things apply to their lives.

Planned dissemination of project to school district:

- Present in MS and HS social studies and English department meetings
- Be available to present a one-day lesson for social studies teachers when they cover the 1960s.
- Possible presentation at a Superintendent’s Conference Day.
- Possible professional development course offered outside of the school day for in-service credit.

Connection to state standards

8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)

8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)

8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8W2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

8W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful

8W2c: Use precise language and content-specific vocabulary to explain a topic.

8W2d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

8W2e: Provide a concluding statement or section that explains the significance of the information presented.

8W2f: Establish and maintain a style appropriate to the writing task.

8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.

8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.

8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Detailed description of what will happen each day

Day 1 – What should we consider when we protest?

This day could feature any piece of literature that has some form(s) of dissent or protests that could serve to connect with previous learning OR this day could just be a general introduction to the concepts of dissent and protest.

Example of connecting to previous study: The students will have read the novel *Roll of Thunder, Hear My Cry* by Mildred B Taylor. The goal will be to have students reflect back on their reading of the novel and recall as many instances of “protest” as they can.

Start with defining “protest” and pointing out that the dissent or protest in the book may be individual or collective. Some possible examples to be discussed by students:

- School bus running black students off the road
- The textbooks at Great Faith School
- Cassie and Lillian Jean
- Cassie’s objections to how Mr. Barnett treats her, T.J., and Stacey
- Boycott of the Wallace store

Goals: Students will explore the nature of the different protests and draw conclusions regarding effectiveness of the various ways each was dealt with. What were the risks and consequences.

General introduction to protest and dissent:

Additional sources:

<https://www.adl.org/education/resources/tools-and-strategies/the-purpose-and-power-of-protest>

Days 2-3 – “Injustice anywhere is a threat to justice everywhere.” – Martin Luther King, Jr.

Have students read and annotate “Letter from Birmingham Jail” by Martin Luther King, Jr. [This could be assigned for homework on Day 1 to set-up this lesson, or it could be an in-class assignment designed in whatever way the teacher likes.]

https://kinginstitute.stanford.edu/sites/mlk/files/letterfrombirmingham_wwcw_0.pdf

Some possible things to focus on:

- “Injustice anywhere is a threat to justice everywhere.”
- Four basic steps to a nonviolent campaign.
- “Justice too long delayed is justice denied.”
- The difference between just and unjust laws ---“an unjust law is no law at all.”

Questions to consider:

How does “Letter from Birmingham Jail” connect with the events in *Roll of Thunder, Hear My Cry*?

What injustices does King delineate in his letter?

How have they been addressed?

How and why is a nonviolent campaign being conducted?

What consequences and risks are there?

Day 4 – The Children’s March

View this PBS clip/use resources to prep lesson:

<https://www.pbs.org/wnet/religionandethics/2013/04/26/april-26-2013-birmingham-and-the-childrens-march/16051/>

<https://www.learningforjustice.org/classroom-resources/film-kits/mighty-times-the-childrens-march>

Questions to consider:

What were the injustices being addressed?

Why children?

What were the consequences and risks?

How does this connect to everything we have done so far?

Day 6 – Introduce Research Project on Kent State Shooting on May 4, 1970, and the 1960s. This will include a short paper (5 paragraphs with three in-text citations) and a creative work that will feature student findings designed to be shared with the class at the end.

Introduce Exploration of the 1960s and the Kent State Shooting using some or all of the attached links:

<https://www.youtube.com/watch?v=s5h-QeQVzMQ> (use from 10:30-17:00)

<https://www.youtube.com/watch?v=QZo49cNhal0>

<https://www.kent.edu/may4kentstate50/may-4-visitors-center>

<https://www.fireintheheartland.tv/videos>

<https://www.fireintheheartland.tv/behind-the-scenes-1>

Days 7-11 – Research discovery days and writing.

Day 7 – Go over the menu of possible topics. Reading and exploration of possible topics.

Day 8 – Reading and writing day – How to do in text citations and Works Cited page/submit topic choices by end of day

Day 9 – Workday – topic assignments/more reading and exploration/submit possible thesis by end of day

Day 10 – Final day for questions and draft work. Students then have time to write their final drafts (how many days will vary depending on how the process has gone).

Day 11-12 – work on Google slides OR creative products for class presentation

Days 13-14 – Class presentation of slides OR creative pieces/Q and A sessions/Discussions on how this applies to today

Use of both informal and formal assessments

Informal assessments

- Quick write exit tickets for daily lessons
- Class discussions
- Thought pages (especially as a concluding piece at the end of any specific lesson)

Formal assessments

- Research paper and its components
- Google slides OR personal creative pieces

Technological needs

One-to-one devices and internet access for students using Google classroom

Film projection of some sort to show film clips and student slides/creative pieces

Access to YouTube and other links

Materials needed to complete the unit

If choosing the first option in Day 1 copies of whatever literature is chosen e.g. *Roll of Thunder, Hear My Cry*

Research Paper assignment sheets with specific guidelines (see following pages for example)

Objectives:

- To learn about one aspect of the Kent State shooting in-depth
- To write a research paper using MLA (Modern Language Association) format
- To create TWO Google slides to share research findings with the class
OR
- Create some other form of media or product that illustrates what you learned from your research [Examples of possibilities: photo essay, movie short, poem, short story, song, journal entries, posters, etc.] Use your imagination. Be creative!

NOTE: To be introduced after Days 1-5 of The Power of Protest and Dissent Unit or this project can be a stand-alone.

Steps of the Project

Step 1 - Introduction and Possible Research Paper Topics

Step 2 –Research Paper Outline and Requirements

Step 3 – How to do citations and proper MLA formatting

Step 4 –Final checklist for paper

Step 5 - Google slides – Checklist of what should be included

Some Key Considerations:

- Not everything is in the menu on the next page, it is a work in progress, So if you find something of interest you may want to pursue, run it by your teacher. It may be something we can add to the list.
- We are trying to get at as many details as we can so we can better understand how this event happened.
- Whatever topic you choose should help you draw some conclusions about the event as well as some insights about protest and dissent.

Possible Research Paper Project Topics

Directions: Everyone will need to do a different topic relevant to the Kent State shooting on May 4, 1970 and/or the 1960s so that the class is able to learn about as many things as possible while also becoming familiar with the event. To that end, we will look through this menu of topics and briefly discuss any you are not sure about. Then you will select THREE topics you are interested in. List your choices in order of preference [#1 your top choice; #2 next possible choice; etc.] in the Google form provided in the lesson in Google classroom. Each student will be assigned a unique topic based on the submissions in the Google form.

Events

- Orangeburg and the South Carolina State University shooting
- Jackson State shooting
- Assassination of Martin Luther King
- Assassination of Robert F. Kennedy
- George Wallace candidacy for President
- Protests in Birmingham, Alabama
- Woodstock Music Festival
- Democratic National Convention 1968

People

- Slain students – Jeff Miller/Sandy Scheuer/Allison Krause/Bill Schroeder
- Wounded students – nine students
- Parents of students
- Other witnesses
- Governor Rhodes
- Kent State University President and other University leaders
- Professor Glenn Frank and other teachers and staff
- National guardsmen
- Townspeople
- Danny Thompson and the Freedom Riders
- W.D. Ehrhart

Geography of the campus

Events timeline

- Friday, May 1
- Saturday, May 2
- Sunday, May 3
- Monday, May 4
- Aftermath

Music of the Era

- Anti-war
- Social issues
- Pop culture

Fashions/Hippy culture/Counterculture movement

Organizations

- Students for a Democratic Society (SDS)
- Black United Students (BUS)
- Vietnam Veterans Against the War (VVAW)
- Reserve Officer Training Corp. (ROTC)
- Deacons for Defense

- Student Nonviolent Coordinating Committee (SNCC)
- Kent Committee to End the War in Vietnam (KCEWV)
- Black Panthers

Government/Politics

- Cambodian Incursion
- Tet Offensive
- Richard Nixon's plan to end the war in Vietnam
- The Draft Lottery
- Hawks vs. Doves
- The Scranton Commission

Science

- Lunar landing
- Heart transplants/Dr. Christian Barnard

Sports

- Protest at the 1968 Olympics
- Muhammed Ali and conscientious objectors

Research Paper Guidelines

Directions: Draft a FIVE paragraph essay that discusses and highlights the topic connected to Kent State shooting topic you were assigned.

Introduction

- Begin with a general statement that places your topic in the historical perspective.
- Write two or three sentences that provide an overview or brief background.
- Write a thesis statement that identifies what you will prove or show.

Three Body Paragraphs

- Based on the thesis statement, create a topic sentence for each body paragraph. A topic sentence should include the main idea for the rest of each paragraph.
- Write THREE details that support each topic sentence. Include only details that relate to your topic sentence. In ONE DETAIL IN EACH PARAGRAPH, include a reference from one of your sources. In other words, put ONE citation in to support the information on the topic in each paragraph. Use MLA style formatting.
- Write a concluding sentence for each paragraph with a transition to the next paragraph.

Conclusion

- Write a general concluding sentence that makes a transition to the more specific sentences that follow.
- Write THREE sentences summarizing each body paragraph.
- Write an overall statement that concludes your thesis.

Works Cited Page [How to do MLA Citations]

- On a separate page, in bold print, center the words---Works Cited Page
- List the THREE sources you referenced in the body paragraphs using MLA style formatting. The format for commonly used sources are:

Book--- Author's last name, first initial. *Title*. Publication city: Publisher, Year. Print.

Web Site--- Author (if listed). "Title of Article." Title of Web Site. Date information was posted or updated, <Web address> Date information was accessed. Electronic.

Interview--- Name of Interviewee. Personal Interview. Date of Interview. Oral.

Magazine/Newspaper Article--- Author, "Title of Article." *Title of Publication* Date of Publication: Page Numbers. Print.

- List the sources alphabetically by authors' last names. Use correct punctuation. Indent five spaces if the information carries to a second or third line.

How to Put Citations in Your Paper

Direct Quote

To document quotations within your essay, put the quoted material within quotation marks, and place the author's last name and the page number of the source within parentheses at the end of the quote. Place the period to end the sentence and the quote after the parentheses. If the author's name is stated within the sentence, it does not need to be placed in the parentheses; only the page numbers need to be put in.

Examples:

[author not identified in the writing]

"The decision to bring the Ohio National Guard onto the Kent State University campus was directly related to decisions regarding American involvement in the Vietnam War" (Lewis 12).

[author identified before or within the quote]

According to author Jerry Lewis, "The decision to bring the Ohio National Guard onto the Kent State University campus was directly related to decisions regarding American involvement in the Vietnam War" (12).

Paraphrased information

Use the same pattern that is used for direct quotes, but do not use quotation marks.

Example:

America's involvement in the Vietnam War was directly related to the decision to send the National Guard onto the Kent State University campus (Lewis 12).

Final Checklist for the Paper

Use the following checklist to make sure you have completed the paper properly.

1. Does my essay have the proper MLA heading my teacher requires?
2. Does my essay have a title?
3. Do my sentences begin with capital letters and end with punctuation?
4. Does each sentence have a subject (noun/pronoun) and predicate (verb)?
5. Are all my words spelled correctly?
6. Did I include commas where needed?
7. Is there an introductory paragraph with a thesis statement?
8. Is each main idea in a separate paragraph?
9. Does every idea in each paragraph connect to the topic and thesis?
10. Is there ONE citation (quote/paraphrase) in each body paragraph?
11. Have I put all quoted information in quotation marks?
12. Is the text double-spaced, in 12 pt. font, Times New Roman?

Guidelines for Making a Google Slide Based on Research Topic OR Creating Your Own Product That Shows What You Learned

Make TWO Google slides with the following information on it:

- One picture or graphic on each slide that best illustrates the information on that specific slide.
- THREE - FIVE pieces of information on each slide.

OR

Create something that represents what you learned from your research. This could be, but is not limited to, the suggested list provided on the next page. The list is designed to get you thinking about the possibilities.

Write a poem or a short story.

Create personal journal entries of a student at Kent State in the 1960s-70s either before, during, or after the event.

Write letters of correspondence to and from people involved.

Create an anti-war poster or banner or some other relevant poster

Draw or paint an interpretive piece and write an explanation of what you intend the piece to say.

Photo essay

Create a front page of a newspaper

Write a magazine article with pictures

Compose a song

Describe how this event would have been reported if it happened today (“What if...”)