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

Name of Educators: Jenna Bates, Whitney Mae Mihalik

Educator's Teaching Plan Number & Title: Project 49, "Saving the World One Generation at a Time"

Level of Students for Educator's Teaching Plan: 11th grade

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

Educator's State: Ohio

Description of Educator's Teaching Plan: School year covers social movements by decade in the 20th century: Greatest/Silent Generation; through Baby Boomers, with a focus on civil rights, labor, student antiwar movements & May 4; culminating with key movements for Gen X, Y & Z. Concepts include patterns, good & evil, strain theory.

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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Saving the World One Generation at a Time

Kent State Massacre Unit Plan

Taught by ----- (ELA) and ----- (History)

Overview and rationale: ----- (June session) and ----- (July session) are planning to co-teach 11th grade ELA and Integrated History during the entire 2021-2022 school year, using History through Social Movements as our guiding theme. Both of us have an interest in teaching a social justice curriculum. ----- has been teaching units on African-American and feminist literature for the past decade but began adopting a broader social justice theme over the past two years, mainly focusing on racial justice, gender identity, and access to mental health. This unit that addresses student activism past and present is a natural offshoot of this teaching philosophy and pedagogy and will be just one of many units that will explain the intersection among social movements.

We have decided to break up the year into decades beginning with a brief overview of the Greatest Generation (also called the Silent Generation and the World War II Generation), then moving into more in-depth studies of the Baby Boomers during, which will focus on the civil rights movement, the labor movement, and finally the student anti-war movement. We will then study Generation X, concentrating on the women's movement. After that, it's on to the Millennials, continuing to follow the evolution of the civil rights and women's movements as well as LGBTQ+ movements. We will end with Generation Z, Black Lives Matter, and burgeoning social justice movements.

Since May 4, 1970 is often referred to as "the official end of the Sixties," we will end our Baby Boomer unit by studying the events of the Kent State Massacre. Because this unit is part of an entire social justice curriculum, it is not being taught in a vacuum, and connections between the Kent State Massacre and other social movements will continue to be made throughout the school year. Our primary goal with this social justice curriculum is to help students identify and understand individual historical events but also to analyze patterns among these events. In doing so, it is our hope that they will be able to establish their own opinions and belief systems and to become more informed and conscientious citizens now and in the future.

Notes:

- Since ----- and ----- will be co-teaching, and ----- is participating in the June session, you'll see sections where the history study/activities are left blank or contain only vague references. [The history] teaching sections are highlighted in blue.
- Most of the class periods contained in the unit will be either 70 or 50 minutes. We may have opportunities to add more time if needed during our school's "flex" time.
- ----- doesn't directly use Ohio's Common Core standards; each teacher instead adopts a set of course learning objectives that are directly linked to assessments. We also employ mastery learning rather than a traditional grading system.

Primary Learning Objectives Addressed in the Unit	
ELA	History
<p>LO 10: Listening and Discussion — Students will be able to initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lead) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. They will refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. They will work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. They will propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>Engaged Learning:</p> <p>Research Exploration: Student identifies, utilizes and implements appropriate resources for project completion.</p> <p>Research Analysis: Student analyzes and evaluates appropriate resources to make authentic applicable connections using a variety of resources and tools.</p> <p>Applied Modeling: Student uses and evaluates historical models, mathematical modeling, prototype designs, and scaled models to demonstrate their understanding in a variety of context applications.</p> <p>Complex Modeling: Student analyzes and creates models, articulate data, and propose solutions for authentic problems.</p> <p>Documentation: Student appropriately documents all work to show their learning progression.</p>
<p>LO 4: Evidence Integration & Analysis — Students will be able to provide evidence either in print or verbally in the form of summaries, paraphrases, quotes, specific references, figures, etc. to support points and claims. The evidence should be (a) introduced and contextualized, (b) provided and cited, (c) analyzed - significance is explained, and (d) connected back to the text's purpose/thesis.</p>	<p>Effective Communication:</p> <p>Written Communication: Student conveys their learning clearly, in their own words, using appropriate, content-specific vocabulary writing conventions.</p> <p>Oral Communication: Student verbalizes ideas and justifies thinking clearly, using content-specific vocabulary correctly.</p> <p>Evidence-Based Communication: Student constructs evidence-based explanations with appropriate citations.</p> <p>Evidence-Based Argumentation: Student constructs evidence-based arguments with appropriate citations.</p> <p>Media & Technology Application: Student uses relevant technology and tools in order to convey information and data appropriately.</p> <p>Professional Communication: Student identifies and analyzes the intended audience, purpose, and context. Student selects and use appropriate medium, tone, and message. Student adapts tone, language, and message accordingly.</p>

Other learning objectives are addressed in the final integrated project.	<p>Sense of Community:</p> <p>Empathy: Student understands and shares different peer experiences, emotions, and viewpoints.</p> <p>Cross-Cultural Connections: Student respectfully incorporates a variety of cultural experiences to enrich their learning.</p> <p>Cultural Exposure and Understanding: Student actively participates in outreach activities to build connections with people outside their own cultural identity.</p> <p>Social and Global Actions: Student develops creative solutions related to social or global issues that demonstrate an awareness of its authentic applications.</p> <p>Community Development: Student contributes to the development of a safe, positive learning environment where people can express themselves freely.</p> <p>Community Advocacy: Student respectfully intervenes with threats to the safe and positive learning environment and school culture.</p>
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Some definitions

Generational Segment — References the individual segments of the courses; the divisions of Baby Boomers, Gen X, Millennials, and Gen Z

Unit — Focused on a specific aspect within a segment, in this case the Kent State Massacre

Lesson — Individual lessons within the unit

Student Prior Knowledge

Generational Segment: Baby Boomers	
ELA	History
<p>Foundational theme: Good and Evil</p> <p>In addition to the framework of the year being “Saving the World One Generation at a Time,” I also ground my course in the theme of good and evil, using Philip Zimbardo’s ideas in <i>The Lucifer Effect</i>. He suggests that except in rare and extreme cases of psychopathy, there is no such thing as a “bad apple.” Instead, he poses the idea that there</p>	<p>Foundational theme: Who, What, When, Where, and Why?</p> <p>I am working this year to teach history through the lens of social and cultural historiography. So much history is taught to students through the political and military perspective, essentially top down. However, my class focuses on WWII and beyond, which means we have a wealth of resources that</p>

<p>are “bad barrels,” the idea that a particular situation can cause an otherwise “good” person to do something evil. Even more importantly, he poses the idea of the “bad barrel maker,” the idea that the institution corrupts individuals. We come back to this concept again and again throughout the course, applying it to characters we read in the literature we study as well as to current and historical events. The May 4th unit will offer a unique opportunity for students to apply this foundational concept.</p>	<p>focus on the everyday person. Students will be looking at events from 1945 on through the lens of people like themselves and determining how world events are affecting society and culture. Students will be asked to focus on the <i>why</i> of the different generations. The hope of this lens is to encourage students to be active participants in their own societies and determine why things are the way they are in their families, communities, states, countries, and how to create a narrative using evidence to define <i>why</i> things are the way they are.</p>
<p>Students will also have been introduced to the sociological concept of strain theory as a way to introduce the reason why some movements may have emerged. I have a class set of comic books that explain the evolution of the theory over time, and we will be applying this theory throughout the class to help explain resistance movements.</p>	<p>Students will read a number of primary sources about the Civil Rights Movement and the Labor Movement, including:</p> <ul style="list-style-type: none"> • <i>The Negro Motorist Green Book</i> • “I Investigate Lynchings” by Walter White • The Black Panther Party Service to the People Program • “Loving for All” • “The Negro’s Place in World Reorganization” by Marcus Garvey • Orval Faubus Speech, September 1958 • To Fulfill These Rights, Lyndon B. Johnson • Universal Declaration of Human Rights, 1948 • “Patience is a Dirty and Nasty Word,” John Lewis • Letter from Birmingham Jail, MLK Jr. • “Where Do We Go From Here: Chaos or Community?” MLK Jr. • “We Back America” • “The Manpower Revolution” • “LBJ and Big Strikes--Is Rail Fight a Pattern?” • “Convention Expels Teamsters” • “Letters to Michael and Hugh” by P.M. Newman • “When Peace Becomes Obnoxious” MLK Jr.
<p>Even though he was part of the Harlem Renaissance, students will have studied the following Langston Hughes poems since he lays the foundation for civil rights poetry:</p> <ul style="list-style-type: none"> • “The South” • “America” • “Song for a Dark Girl” • “Christ in Alabama” • “Let America Be America Again” 	
<p><u>Poetry</u> and the Civil Rights Movement</p>	
<p>The will have also studied the following Beat poets and Confessional poets:</p> <ul style="list-style-type: none"> • “America” by Allen Ginsberg • “A Supermarket in California” by Allen Ginsberg • Segment from an interview with Ginsberg • “Plath as Confessional Poet” (essay) • “Daddy” by Sylvia Plath • “Lady Lazarus” by Sylvia Plath • “Constantly Risking Absurdity” by Lawrence Ferlinghetti 	<p>Students will have read or studied the following legislation:</p> <ul style="list-style-type: none"> • Civil Rights Act of 1964 • Voting Rights Act of 1965 • Executive Order 9981 • Executive Order 9808

<ul style="list-style-type: none"> • “Two Scavengers in a Truck, Two Beautiful People in a Mercedes” by Lawrence Ferlinghetti • “In Celebration of my Uterus” by Anne Sexton • “Her Kind” by Anne Sexton • “The Mother” by Gwendolyn Brooks 	<ul style="list-style-type: none"> • Fair Housing Act (1968) • The Taft Hartley Act (1947) <p>Students will be familiar with the following Supreme Court cases:</p> <ul style="list-style-type: none"> • Plessy v. Ferguson • Brown v. Board of Education of Topeka • American Communications Association v. Douds
In order to introduce the thread of Crosby, Stills, Nash, and Young, they will also have engaged in a comparison of “Southern Man” by Neil Young and “Sweet Home Alabama” by Lynyrd Skynyrd.	Teacher-Led: Google slides presentation on the Orangeburg Massacre.

Activity	ELA	History
Day One		
Springboard	Each morning at 8:25, a requested song is played over the loudspeaker. We will request that Jimi Hendrix’s version of “The National Anthem” be played on the day we begin our unit.	
Springboard	<p>Questions: Did you hear “The National Anthem” this morning? What do you know about this version? What do you know about Jimi Hendrix? What did you think of it? What do you think it represents? Do you find it engaging or disrespectful?</p> <p>---</p> <p>Thread: “Woodstock” by Crosby, Stills, Nash, & Young</p> <p>I will play the song “Woodstock” for the students and provide them with the lyrics for the song. We will discuss it as a whole group as a way to model the discussion to come.</p> <p>Some possible discussion questions:</p> <ol style="list-style-type: none"> 1. In what ways does this song illustrate the idealism of the 1960s? 2. In what ways does it also 	<p>Reflection Journal: What do you believe America’s responsibility is for other countries in the world?</p> <p>Activity: Students will break into small groups. Each group will be given the same list of events from the beginning to the end of the Vietnam War, as well as “everyday headlines” from American households and will be asked to try and put them in order on a timeline.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How were the events in Vietnam affecting how people lived back home in America? 2. Do you see any parallels in our world today? <p>Research</p> <p>Students will stay in their groups and will each be assigned one of the events from the timeline about Vietnam. They will research the</p>

	<p>suggest underlying concerns about the Vietnam War and the spectre of annihilation?</p> <p>3. Do you see any connections between this song and the Hendrix version of ‘The National Anthem’?</p> <p>Then students will divide into six groups. Three of these groups will be given “Summer of Love” songs to react to while the other three will be given poems about Vietnam.</p> <p>Songs: “San Francisco” by Scott McKenzie, “The Times They Are A-Changin’” by Bob Dylan, and “Get Together” by The Youngbloods</p> <p>Poems: “Guns” by Bill Ehrhart, “Beautiful Wreckage” by Bill Ehrhart, and “Facing It” by Yusef Komunyakaa</p> <p>Inquiry questions:</p> <ol style="list-style-type: none"> 1. How does the song or poem epitomize the time period? 2. What is the general message of the song or poem? 3. What is the tone of the song or poem? 4. What is your personal/emotional reaction to the song or poem? Why? <p>Student groups will present their findings, playing or reading their pieces first.</p> <p>Wrap-up question for the class: What do these two perspectives tell us about this time period?</p>	<p>event, answering the following questions, and then do a brief share out to their classmates.</p> <p>Research Questions: Date of event? American Role? Vietnamese Role? Cause? Result?</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How do the events in Vietnam evolve? 2. How does American involvement evolve? 3. What is America’s purpose at each event? 4. Think back to the Bell Ringer. What is America’s role in the world? Was America fulfilling that role in these conflicts?
Day Two		
Springboard	<p>How long is 13 seconds?</p> <p>Students will be asked if they think 13 seconds is a long or short amount of time. In what situations might it seem like a long time, do you think?</p>	

	<p>Students will then be asked to sit quietly while the SmartBoard counts down 13 seconds. Revisit the same question.</p> <p>Start the timer again. Now ask them to imagine being shot at during that same time period. (I may play the audio of the shots, but I'm not sure yet. I have to think about how traumatic this last part might be.)</p>
<p>Activity</p>	<div data-bbox="479 472 950 1239"> <p>Thread: "Find the Cost of Freedom" by Crosby, Stills, Nash, & Young</p> <p>Students will listen to this haunting song that contains only four lines.</p> <p>In pairs, students will discuss who or what they think the song is about then share their thoughts with the class.</p> <p>Some discussion questions:</p> <ol style="list-style-type: none"> 1. What are some metaphors contained in these lines? 2. Who or what is buried in the ground? 3. Whose body is laid down? 4. What is the price we pay for freedom? What kinds of freedoms are we talking about? How do we protect those freedoms? <p>---</p> </div> <div data-bbox="479 1270 950 1858"> <p>Thread: "Teach Your Children" by Crosby, Stills, Nash, & Young</p> <p>Coming back together as a whole class, students will listen to this song and then discuss it. This will set the stage for their protest song activity.</p> <p>Some discussion questions:</p> <ol style="list-style-type: none"> 1. What are the two points of view presented in the song? Do you think one is more important than the other or are both equally important? 2. What is the "hell" that both go through? Why does it go by slowly? </div> <div data-bbox="966 472 1421 1879"> <p>Reflection Journal: Please consider the 1st Amendment. What do you define as the rights that it provides?</p> <p>Activity: Protests throughout American History</p> <p>Students will partner up and be assigned a protest from some time in history. There will be a mix of peaceful and violent events. Students will be asked to research the events and determine the causes, what happened, and any effects of the protest.</p> <p>Students will share out in brief presentations for their peers what they learned.</p> <p>Class Reading: Students will read "Remembering the May 4, 1970 Shootings at Kent State University" from the Akron Beacon Journal (a local newspaper).</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What are similarities between the protests you researched and the events at Kent State? 2. Why were the Kent State students gathering? 3. How different were the activities at Kent State between May 1st and 4th? 4. According to the First Amendment, were the students gathering illegally on May 4th? 5. What is the role of the police National Guard, in general? 6. Why do you think the </div>

		<p>National Guard were brought to Kent State?</p> <p>7. Did the National Guard fulfill their job duties on May 4th?</p> <p>8. What continuity do you see between May 4th and events of the last couple years?</p>
Day Three		
Content Activity	<p>Watch documentary (if available) <i>Fire in the Heartland</i>.</p> <p>Alternates: Aljazeera: The Day the War Came Home Audio recording: May 4th Archives: The 1971 Chestnut Burr Insert PBS: The Day the 60s Died</p>	
Reflection Activity	Journal about your initial reactions to the events of May 1-4, 1970.	
Discussion	<ol style="list-style-type: none">Thinking about our study of good and evil, what are the applications here? How do you think those applications might change depending on differing perspectives of the students, the guardsmen, witnesses, parents, Portage County residents?What parallels to today did you see in the film?	
Day Four		
Activity	<p>Thread: “Ohio” by Crosby, Stills, Nash, & Young</p> <p>As a whole group, the class will listen to the CSNY song, “Ohio.” Then, in small groups, the students will annotate the lyrics using the Google comment feature.</p> <p>Two students from each group will rotate to another group, and the newly-formed group will share their findings with each other, comparing their notes.</p> <p>Some possible discussion questions:</p> <ol style="list-style-type: none">Knowing the history of May 4th, what connections do you hear in the song?Who is speaking?How does the music itself help to reinforce the meaning of the	<p>Discussion: What is oral history? Why is it necessary for historical narratives? Who has it served? What are its problems?</p> <p>Research:</p> <ul style="list-style-type: none">Introduce students to the Kent State University Archives.Explain the difference between an archive, a museum, and a library and the importance of each in research.Give students a brief overview of how to use the website.Navigate students to the oral histories section. Assign a different oral history to each student.Have students circle up and reflect on the oral histories

	<p>song? How does it make you feel?</p> <p>4. What is the tone of the song and the singer? How does this differ from “Woodstock” and “The Cost of Freedom”?</p> <p>If there’s time, I will roll out the protest song project after this, but I’ll include the details on a separate day just in case we’re a bit behind at this point and need to make up some time.</p>	<p>that they listened to.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. Discussion how to conduct a professional oral history interview.2. I will ask students to remind me what memory studies are.3. How do you think the oral histories of the Kent State shootings have affected the historical narrative? <p>Teacher-Led: Google slides presentation providing information regarding the reporting on the shooting right after it happened, and the guard testimony after the first month. Then share how that testimony changed over time.</p>
Day Five		
Speaker	If Chic Canfora is available, we’d love for her to come talk to the students.	
	Students will be expected to bring two interview questions based on our discussion of oral history.	
Day Six		
Speaker	Author James Renner who wrote about the burning of ROTC buildings by FBI agents in the <i>Free Press</i> will come speak to the students.	
	Students will be expected to bring two interview questions based on our discussion of oral history.	
Day Seven		
Speaker	This is a big IF, but I just found out that the chaplain for my husband’s fire department was a member of G Company and fired his weapon. I have no idea if he ever speaks publicly about the incident, but I’m going to try to get him to talk to our students. Another possibility is my father-in-law who is a Vietnam vet.	
	Students will be expected to bring two interview questions based on our discussion of oral history.	
Day Eight		
Activity and Assessment	In groups of three or four, students will choose a protest song from any era,	Students will choose a current social movement that they are passionate

(informal)	<p>analyze it, and present it in any way they'd like to.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • We must be able to listen to the song in recording or performance. • Provide the lyrics in some way. • Explain what the song is protesting and who the audience is. • Note any particular images, poetic elements, lines or phrases that resonate. • Make a connection between the song and at least one other social movement you've learned about in the past or know about currently. Be sure to explain the connection clearly, providing necessary examples. 	<p>about and create a flyer for a "protest."</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Create a name for the event. • Define the social movement in a succinct "elevator pitch" on the flyer. • Choose a date that is significant to the movement in some way. • Write a 200-word short essay explaining why you chose this social movement and what the movement's importance is in the historical narrative. • Must be visually appealing and easy to read (we'll have studied graphic design concepts to help with this).
Day Nine		
Activity and Assessment	Students will have time to finish their work with the protest songs and will present. They may need two days for this.	Students will complete a DBQ essay test on the material from the unit.
Day Ten		
Activity	<p>Whitney and I will roll out the integrated project (see below), answer any questions the students may have, guide them through the online archives, and will devote the rest of the class to work time for the students. Students will probably have three class periods to work on the project, and then they will either present at least one individual piece or they may just turn in the project, depending on time constraints.</p>	

Final Integrated Project

Kent State Massacre

May 4, 1970

Overview: At the time of the May 4th shootings, there were limited ways to communicate what happened in a timely manner. There were radio announcements and eventually newspaper accounts, many incorrect. People could make phone calls (although the phone lines were shut down immediately following the shootings) or write letters. If the events of May 4 were to happen today, how would you imagine that the communication of those events would happen? Do you think the information conveyed would be more or less accurate than it was 51 years ago?

Collaborating in groups of three, choose three different modes of communication to disseminate information and then reproduce those methods to the best of your ability. Each method should contain a different angle or perspective. For example, one may concentrate on an overview or summary of events (like a broadcast news segment or newspaper article), one may present the events from the point of view of a particular person, and the other could be from an opposing viewpoint. One must be reproducible in print and included in your quarterly magazine at the end of our generational segment.

Think about the ways in which we got our information then and how we get it now. Some examples are below, but you are not limited to those. Think about how *you* typically get information, if those sources are reliable, who the audience for that format typically is, the inherent biases contained in that mode of communication, and how the information is approached in that particular format.

- | | |
|---------------------------------------|---------------|
| ● In person | ● Film |
| ● Newspaper (print and internet) | ● Songs |
| ● Magazines (print and internet) | ● Video Games |
| ● Television (free, cable, streaming) | ● Facebook |
| ● Books | ● Instagram |
| ● Advertisements | ● TikTok |
| ● Radio | ● Twitter |
| ● Letters and email | ● Reddit |
| ● Visual Art | ● Tumblr |
| ● Music | |

Requirements

- Groups should contain no more than three people. If a group of four is necessary because of numbers, that group would produce four pieces. A group of two would still produce three pieces.
- You must communicate the events of May 4, 1970 in three different formats, one of which must be in print of some kind.
- Each format has to approach the events from a different angle or perspective.
- Groups must use at least one document or recording from the Kent State May 4th Archives and transfer the information (either exact or paraphrased in such a way that the meaning isn't changed) into a different mode of communication. For example, if the original is an audio recording, you can't reproduce *just* another audio recording.
- Although everyone in the group may and should help each other on each of the three pieces, each individual group member should be primarily responsible for one.

- Individual videos or other recordings should be no more than 8 minutes in length. Written accounts should be no more than three pages.

Integrated May 4th project Learning Objectives Note: We use a mastery grading system at Bio-Med. Usually, each LO would be worth 4 points, but we are switching to a different LMS in the fall, and we're not exactly sure how the grades are going to work yet, so it would be premature to assign points to this project at this time.	
ELA	History
LO 1: Process and Reflection — Students will be able to: Self-manage tasks related to writing like planning, drafting, revision, editing, peer revision, polish toward publication. Students will also demonstrate an awareness of other creative processes as well as an understanding of how to make their processes work better for them.	Engaged Learning: Research Exploration: Student identifies, utilizes and implements appropriate resources for project completion. Research Analysis: Student analyzes and evaluates appropriate resources to make authentic applicable connections using a variety of resources and tools. Applied Modeling: Student uses and evaluates historical models, mathematical modeling, prototype designs, and scaled models to demonstrate their understanding in a variety of context applications. Complex Modeling: Student analyzes and creates models, articulate data, and propose solutions for authentic problems. Documentation: Student appropriately documents all work to show their learning progression.
LO 2: Research — Students will be able to: Demonstrate an awareness of different kinds of research (database, experiments, qualitative, quantitative, etc.) and an ability to determine what kind of research is appropriate given the situation. Synthesize information collected and use it to form an argument rather than just finding information that supports a predetermined argument.	Effective Communication: Written Communication: Student conveys their learning clearly, in their own words, using appropriate, content-specific vocabulary writing conventions. Oral Communication: Student verbalizes ideas and justifies thinking clearly, using content-specific vocabulary correctly. Evidence-Based Communication: Student constructs evidence-based explanations with appropriate citations. Evidence-Based Argumentation: Student constructs evidence-based arguments with appropriate citations. Media & Technology Application: Student uses relevant technology and tools in order to convey information and data appropriately. Professional Communication: Student identifies

	and analyzes the intended audience, purpose, and context. Student selects and use appropriate medium, tone, and message. Student adapts tone, language, and message accordingly.
<p>LO 4: Evidence Integration & Analysis – Students will be able to:</p> <p>Provide evidence in the form of summaries, paraphrases, quotes, figures, etc. to support points and claims. The evidence should be (a) introduced and contextualized, (b) provided and cited, (c) analyzed – significance is explained, and (d) connected back to the text’s purpose/thesis.</p>	<p>Sense of Community: Empathy: Student understands and shares different peer experiences, emotions, and viewpoints. Cross-Cultural Connections: Student respectfully incorporates a variety of cultural experiences to enrich their learning. Cultural Exposure and Understanding: Student actively participates in outreach activities to build connections with people outside their own cultural identity. Social and Global Actions: Student develops creative solutions related to social or global issues that demonstrate an awareness of its authentic applications. Community Development: Student contributes to the development of a safe, positive learning environment where people can express themselves freely. Community Advocacy: Student respectfully intervenes with threats to the safe and positive learning environment and school culture.</p>
<p>LO 6: Final Product Professionalism – Students will be able to:</p> <p>Produce clean and professional final products that follow the appropriate genre conventions (e.g. academic essays, short stories, lab reports, videos, presentations, etc.) with few or no errors.</p>	<p>Personal Agency: Self-Advocacy: Student identifies and professionally communicates their needs to be successful. Personal Development: Student creates and implements strategies to grow or overcome present and future challenges. Self-Monitoring: Student analyzes and communicates their progress towards meeting goals or objectives. Self-Directed Learning: Student is self-directed, organized, and maintains responsibility throughout the duration of the project, class or assignment by managing task deadlines. Taking Initiative: Student can identify, break down a problem into smaller parts, and independently utilize outside resources and tools. Resiliency: Student consistently perseveres when presented with challenges. Responsible Decision Making: Student uses their experiences to make conscious decisions in anticipation of future challenges by applying and</p>

	documenting decision-making processes.
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Other ideas and possibilities

- I really want to add an art component, but that might be overkill at this point, so I'm trying to figure out what that might be. I keep coming back to the idea of an album cover or a poster. In the poetry unit prior to this unit, I may have students create an album cover or protest poster that would depict the poems we read (most of which are social justice oriented) in preparation for this unit or Whitney and I have discussed having them create an "If this generation were an album, what would that look like" at the end of a generational segment. I've had students create albums for *Hamlet* before, and it's worked out incredibly well.

Materials and Tech

- SmartBoard: YouTube
- Kent State Library Special Collections and Archives online
- Large Post-It Notes for the walls and markers for group activities

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