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

Name of Educator: Mark Douglas Gainer

Educator's Teaching Plan Number & Title: Project 26, "KSU Shootings"

Level of Students for Educator's Teaching Plan: Grades 10-12

Subject Area for Educator's Teaching Plan: Social Studies

Educator's State: Ohio

Description of Educator's Teaching Plan: Previous study includes Nixon's Cambodia invasion announcement and his calling student protestors "*bums*." Sources to build understanding of May 4 include photos, "Ohio," site visit and maps, chronology. Students select from a project choice board that includes: what they'd have done on May 4; prosecution of the 28 guardsmen who fired; creative work; comparing Orangeburg, Kent State, Jackson State; Supreme Court decisions on student free speech; and bios of Allison Krause, Jeff Miller, Sandy Scheuer, and Bill Schroeder, killed by guardsmen on May 4.

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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Kent State Shootings (May 4, 1970) Unit Plan

UNIT: KSU Shootings TIME FRAME: 5 Days TEACHER: Mark -----

Unit Standards:

Ohio Social Studies Standards

TOPIC: HISTORICAL THINKING AND SKILLS

Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

CONTENT STATEMENTS:

2. The use of primary and secondary sources of information includes an examination of the credibility of each source.
3. Historians develop theses and use evidence to support or refute positions.
4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

TOPIC: THE COLD WAR (1945-1991)

The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

CONTENT STATEMENTS:

24. The United States followed a policy of containment during the Cold War in response to the spread of communism.
26. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

TOPIC: CIVIC PARTICIPATION AND SKILLS

Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.

CONTENT STATEMENTS:

3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.
4. The processes of persuasion, compromise, consensus building and negotiation, contribute to the resolution of conflicts and differences.

TOPIC: ROLE OF THE PEOPLE

The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.

CONTENT STATEMENTS:

16. In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.

Criteria for Success (I can statements):

1. I can evaluate the events at Kent State University on May 4, 1970.
2. I can participate in a class discussion about the events of May 4th.
3. I can engage in a practice known as inquiry pedagogy which entails asking compelling questions about May 4th, and then finding the answers via research.
4. I can utilize the vast world of research to create a project devoted to the events of May 4th.
5. I can make decisions about my research project which are driven by my particular interest in May 4th.
6. I can teach a mini lesson to my peers whilst presenting my project to them.

Assessments:

Informal:

1. Students will be awarded points for discussion of the events of May 4th. Participation will be tracked by the instructor using a student roster. Students who do not wish to speak aloud may email the instructor for participation points.
2. Students will be awarded points for entries in several rounds of Padlet, Pear Deck, and Jamboard.

Formal:

1. All work products from this unit will be submitted for a grade. That is, notes taken, research materials found, questions, ideas, etc.
2. The final version of the project will be graded as a unit exam.
3. Presentation of the project will be graded as well.

*Students will receive a rubric for the project on Day #1 of the unit.

Lesson Plans:

Lesson # 1

Duration (# class periods): 1

Lesson Description –

*Students will volunteer their knowledge of the previous lesson which described President Richard Nixon’s decision (and April 30th announcement) of the U.S. incursion into Cambodia. Students will also recall the May 1, 1970 comment by Nixon referring to college protesters as “bums” played during the previous lesson.

*Students will use their laptops to log onto Padlet.

*Using Padlet, each student will post their prior knowledge of the Kent State Shootings on May 4, 1970.

*Students will then engage in a brief discussion based on their Padlet postings.

*Students will then view a 22-slide presentation by the instructor which concludes with a playing of the song “Ohio” by Crosby, Stills, Nash, and Young. The lyrics will be presented on the Smartboard at this time.

*Students will create a document for the purpose of capturing their reactions to the slide show, and song. The document will house their thoughts, reactions, and questions, regarding the shootings. Students will be instructed to use the fruits of

this document as the basis of their project. Using this document, students will flesh out their specific area of interest/inquiry surrounding May 4th.

*Students will examine the project choice board, and will be encouraged to discuss the items on it. For example, a student may not find any of the items on the choice board appealing, and may suggest an alternate project to complete.

*Students will then be given a copy of the project rubric (also posted on Classroom).

*Students will be directed to skim the following posted (on Classroom) reading:

-”This We Know: A Chronology of the Shootings at Kent State, May 1970” by Carole A. Barbato, Laura L. Davis, and Mark F. Seeman. Kent State University Press (2012).

*Students will be given a homework assignment which calls for them to list the top five facts they learned from “This We Know.”

*Students will use posted maps of Kent State University detailing the events of May 4, 1970, and their locations as preparation for the field trip.

Lesson # 2

Duration (# class periods): 1

Lesson Description –

*Students will take a field trip to Kent State University.

*Students will be taken on a detailed tour of the entire scene of the tragedy on May 4, 1970.

*Students will call upon the notes they previously took based on labeled photographs of the scene (posted on Classroom).

*The instructor will identify the significance, and the particular events, of each highlighted location on campus as students walk to them in chronological order with that of the first weekend of May, 1970.

*Students will engage in several moments of silence along the tour.

*Students will ask questions, and register reflections, throughout the tour.

*Students will conclude their tour by examining the indoor May 4th exhibits.

Lesson # 3

Duration (# class periods): 1

Lesson Description –

*Students will participate in an interactive research methods tutorial conducted by the instructor.

*Students will use their laptops to explore the various avenues open to them in researching May 4th.

*Students will be provided with a posted (on Classroom) link page to get them started on the right path. These links will be to major sites chronicling May 4th such as Kent State University itself.

*Students will then examine the project choice board posted on Classroom. The project choice board represents the culmination of the unit on May 4th. The choice board provides students with ample, and varied, opportunities to express their feelings/interests/inquiries regarding May 4th.

Students may select any subtopic from the shootings, and then:

- Create a slideshow
- Write a research paper
- Build a pictorial of the shootings
- Write a song/poem
- Create a work of art
- Write a commentary on the actions taken by those involved
- Write a personal reflection identifying how the student would have acted if at the scene at Kent on the weekend of May 1, 1970. Would you have been an active protester against the war, or the presence of the guard, etc.?
- Conduct a prosecution of the 28 Ohio National Guardsmen who opened fire on the students. Make your case to your peers as though they were a criminal jury. What would you tell the jury during your opening statement? What evidence would you present to the jury?
- Teach a 5-minute lesson using the instructional method of your choice. It is recommended that your lesson be as interactive as possible.

Students will be given the following subtopics to use as a guide for getting started:

- The timeline of events on campus leading to the shootings.
- The actions of the student protesters, their motivations, or objectives.
- The actions of the Ohio National Guard, their motivations, and their culpability with regard to “following orders.”
- Biographies of the 4 fatal victims of the shootings.
- Other shootings such as Orangeburg Massacre at South Carolina State on February 8, 1968, and Jackson State University in Jackson, MS on May 15, 1970 (or, the Boston Massacre on March 5, 1770).
- Contemporary comparative events such as the Capitol Riot on January 6, 2021, or the police killings of Black Americans in recent U.S. history.
- The Constitutional implications of May 4th related to the Bill of Rights regarding gatherings, and free speech expression.
- Legal analysis focusing on subsequent court proceedings such as criminal trials, civil lawsuits, or federal court rulings,

and their specific outcomes.

- Address such macro questions as “WHY did this happen?” or “HOW could this have happened?”
- Trace, and evaluate, the Supreme Court’s rulings in the matter of students’ constitutional rights using such cases as
West Virginia State Board of Education vs. Barnette (1943)
Tinker vs. Des Moines (1969)
Papish vs. University of Missouri (1973)
Bethel vs. Fraser (1986)
Hazelwood School District vs. Kuhlmeier (1988)
Morse vs. Frederick (2007)

Lesson # 4

Duration (# class periods): 1

Lesson Description –

Students will spend class time completing their projects as the instructor plays the role of facilitator.

Students may collaborate, but groups are not to exceed 3 students. Collaboration may take place in the form of simple assistance to a peer, or students may unite to complete a project.

Students will solicit guidance, clarification, suggestions, and assistance from the instructor.

Students will engage with each other, and with the instructor, regarding finding resources, examining them, comprehending them, and using the material to complete their projects.

Students will hear the top hits of 1970 on the Billboard Charts over the course of the entire session.

Lesson # 5

Duration (# class periods): 1

Lesson Description –

Students will spend class time completing their projects as the instructor plays the role of facilitator.

Students may collaborate, but groups are not to exceed 3 students. Collaboration may take place in the form of simple assistance to a peer, or students may unite to complete a project.

Students will solicit guidance, clarification, suggestions, and assistance from the instructor.

Students will engage with each other, and with the instructor, regarding finding resources, examining them, comprehending

them, and using the material to complete their projects.

Students will hear the top hits of 1970 on the Billboard Charts over the course of the entire session.

*Students will present their projects to the class at the following session, thus giving them the weekend to finish.

Sources

Barbato, Carole A., Davis, Laura L., and Seeman, Mark F. (2012). This We Know: A Chronology of the Shootings at Kent State, May 1970. Kent State University Press.

Grace, Thomas M. (2016). Kent State: Death and Dissent in the Long Sixties. University of Massachusetts Press.

<https://www.library.kent.edu>

Espar, David, and Ward, Geoffrey C. 1990. The American Experience: Nixon (Part 2). PBS.

Crosby, Stills, Nash, & Young. "Ohio." 1970. Atlantic Records.

12th Grade U.S. History

May 4th Project Choice Board

In consultation with [your teacher], you are to **choose 1 assignment** from this choice board. If you prefer to create a project that is not on this board, please meet with [your teacher].

Your presentation must be at least 5 minutes in length. You are free to present beyond 5 minutes.

Your presentation must be the result of at least 5 sources.

The project is **due next Monday** at the beginning of class.

The rubric for this project is posted on Classroom.

Create a Google Slides presentation. This is a 20-slide minimum, with no maximum limit. Tell the story of your subtopic with these slides. You may link videos to your presentation. Be sure to include your sources on your final slide.	Write a research paper telling the story of your subtopic. The minimum is 3 pages, with no maximum limit. Be sure to include your sources.	Create a pictorial using the photographs taken on May 4th. You may use Google Slides to present your photographs. Be prepared to tell the story of each photo. You may include descriptions of each photo in a paper.
Write a song, or a poem, about the events of May 4th. You may write about the event in general, or you may focus on a subtopic. You are encouraged to "perform" your song/poem to your peers, and avoid simply reading it.	Create a work of art to convey your subtopic. This can be a drawing, a sketch, a painting, or any other conveyance you choose. You will be required to describe your art to your peers.	Write commentary as though you are a columnist for a newspaper, blog, or any other periodical. Be sure to include evidence to substantiate your points. You are encouraged to choose a side, and condemn, or support, the actors involved.
Write a personal reflection detailing how you would have conducted yourself had you been on KSU's campus on May 4, 1970. What would you have done if you had been there? How would you have reacted to what happened? What would you have done in the aftermath, and how would it have changed your life?	Conduct a prosecution of the 28 Ohio National Guardsmen who opened fire on the students. Make your case to your peers as though they were a criminal jury. What would you tell the jury during your opening statement? What evidence would you present to the jury?	Teach a 5-minute lesson using the instructional method of your choice. It is recommended that your lesson be as interactive as possible.

May 4th Project Rubric

Criterion	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Score
Theme	Project lacks a consistent theme related to May 4th.	Project contains a consistent theme related to May 4th.	Project displays a clear theme that is thoroughly connected to May 4th.	
Evidence of Inquiry	Project contains almost no evidence of inquiry/research.	Project clearly demonstrates inquiry/research.	Inquiry/research is substantially displayed throughout project.	
Quality of Project	Project lacks quality, and displays very little time invested.	Project clearly demonstrates a high level of effort, and time invested.	Project is of college-level, and demonstrates an abundance of time, energy, effort, and thought.	
Presentation length	Presentation is far less than 5 minutes in length.	Presentation is at least 5 minutes in length.	Presentation exceeds 5 minutes in length.	
Bibliography	Project contains either no bibliography, or a bibliography with only a few sources.	Project contains a bibliography of at least 5 sources.	Project contains bibliography of 6 or more sources.	
TOTAL				