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

Name of Educator: Indi Burton

Educator's Teaching Plan Number & Title: Project 5, "And the Children will Lead Them: Youth Activism"

Level of Students for Educator's Teaching Plan: 10-11 grade

Subject Area for Educator's Teaching Plan: US History, AP US History

Educator's State: Alabama

Description of Educator's Teaching Plan: Students begin by considering *Can young people change society?* through examining youth activism in the Civil Rights Movement. Protests at Orangeburg, Kent State, and Jackson State prompt the question *Is nonviolent protest an effective method for change?* Discussion carries over to today's movements. Writing assignments incl. letters to the editor, analysis of *Tinker v. Des Moines*, and creative work or Ted Talk/other presentation.

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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And the Children will Lead Them: Youth Activism a Unit of Study

Subject/ Grade Level: US History & AP US History 10th and 11th Grade

Unit Essential Questions:

- 1) When have youth led movements influenced change in the past and what can we learn from them?
- 2) How much of a difference can young people make and in addressing problems our society faces?
- 3) Do instances of injustice affect society as a whole?
- 4) What are basic human rights? Does everyone have these rights?

Unit Rational: In this unit students will use historic pictures, essays, political cartoons, song, and other various forms of media to explore the role that youth movements have had in addressing societal problems. Students will be asked to consider the ways in which youth participation in the various instances of activism contributed to the overall outcome of the movement. This unit will provide students with examples of ways that throughout history and also at the present the activism of young people has been at the very essence of some very pivotal moments in history.

Unit Goals:

- 1) To encourage reflection on the events of youth participation in larger movements of activism throughout history.
- 2) To make connections between the role youth play in addressing societal problems and in past and the role that youth in current struggles for justice and equality.
- 3) To evaluate and interpret primary source documents.

Alabama Course of Study Standards:

Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975, including the Battle of Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]

Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s. [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]

Examples: economic impact on the culture, feminist movement, recession, Arab oil embargo, technical revolution

Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.h., A.1.i., A.1.k.]

Examples: Nixon's policy of détente; Cambodia; Watergate scandal; pardon of Nixon; Iranian hostage situation; Reaganomics; Libyan crisis; end of the Cold War; Persian Gulf War; impeachment trial of William "Bill" Clinton; terrorist attack of September 11, 2001; Operation Iraqi Freedom; war in Afghanistan; election of the first African-American president, Barack Obama; terrorism; global warming; immigration

Detailed overview of lessons to be taught in this Unit:

We will begin the Unit with a Turn and Talk Bell ringer Activity. They will respond in writing to the following prompts, and then in pairs discuss before we share out as a class.

- Can young adults under the age of 21 impact or change society? (Be instrumental in changing laws and policies on issues they care about?) Give examples to support your answer.
- What skill set are unique to young people and how might they help to make their voices powerful?

The next activity that we will do will be a gallery walk. I will have six stations positioned around the room that will display photos, documents, songs ect. The students will rotate through each station in groups and record their responses on the chart paper at each station as well as on their groups own sheet. We will come back together as a group as unpack findings.

Day2

The students will be introduced to the activism of youth during the Civil Rights Movement. Video Clips of the Children's March in Birmingham, Greensboro Lunch Counter, and Little Rock Nine will be main areas of focus. Students will then engage in an Archive Activity. Using several suggested archival sites students will search archives and find requested material and then present them to class in short presentation format

Day 3

Students will be introduced to the events surrounding the anti-war protest at Kent State. Activities will include short introductory documentary which will be accompanied with a documentary viewing guide for completion while viewing the film. A film clip of Higher Learning will also be shown. A court case analysis activity of Tinker v. Des Moines will take places as well.

Day 4

Students will engage in Socratic Seminar encompassing newly acquired knowledge of youth involvement throughout history. Various topics will be covered (listed but not limited to)

- were students responsible for the events on May 4th on Kent State Campus
- The Orangeburg Massacre
- Events occurring at Jackson State
- Is nonviolent protest and effective method for change
- Is violence ever justified when addressing societal problems

Day 5

Video clips of Black Lives Matter, George Floyd, Breonna Taylor, Events at the Capital and other modern protest presented using Pear Deck or Near Pod which allows for student interaction and informal assessment during class presentation

Letter to the Editor Activity will be assigned after this class period

Culminating Activity for the Unit

Students will present original works to demonstrate their understanding of the unit. The works can be in the form of original poem or rap, Podcast, PowerPoint Presentation, Ted- Talk original piece of artwork or other approved submission. Rubrics will be provided.

Assessment:

Formative: students will be asked to write a lot in this unit. They will write poems, scripts for their Podcast and/or Ted Talks. Their completion of the court analysis and responses they must prepare for their participation in the Socratic Circle will all be assessed as well.

Summative: Culminating Activity, AP Exam, and Unit Exam

Technological Needs :

Personal Computer

Internet Access

Resources Used

- Reading (books, articles, social media ect:)
Daily Kent Stater
May 4th special collections
Gil Scott –Heron The Revolution Will Not Be Televised
1619 Project Collection of Essays
New York Times
- Viewing
Blackish episode (ABC)
Eyes on the Prize (YouTube)

Day 1 Activity

Gallery Walk

[Political cartoon - America Is Dead, by Mark Vallen]

[Photo - Black Lives Matter protestors]

<https://www.nytimes.com/1970/05/05/archives/4-kent-state-students-killed-by-troops-8-hurt-as-shooting-follows.html>

[Photo - Children's Crusade, Birmingham, 1963]



Name _____ Date _____

Gallery Walk

Prompt #1: (type prompt here)

My response: _____

Prompt #2: (type prompt here)

My response: _____

Prompt #3: (type prompt here)

My response: _____

Prompt #4: (type prompt here)

My response: _____

Prompt #5: (type prompt here)

My response: _____

Prompt #6: (type prompt here)

My response: _____

Day 2

<https://youtu.be/uFQ3ZCAgAA0>

<https://youtu.be/SyS10ZqjsUw>

<https://youtu.be/oodolEmUg2g>

Archive Activity

Students will search their choice of the following archival websites and find two of the following:

Library of Congress

State Archives

Various Approved Newspaper and media sources (New York Times)

1) primary source document photo from this time period

1) one oral recording from this time period

1) 1 written primary source document from this time period

Class table talk discussions to follow after search

