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

Name of Educator: Tory Shambaugh DeVries

Educator's Teaching Plan Number & Title: Project 14, "How does imagery-visual media impact the human experience?"

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

Subject Area for Educator's Teaching Plan: Photography and Video

Educator's State: Iowa

Description of Educator's Teaching Plan: In this visual arts plan, students examine *How do visual media impact human experience?* In addition to learning what happened on May 4, students analyze the exhibit in the Kent State University May 4 Visitors Center; a documentary with commentary about creation of exhibits relating the lives of Allison Krause, Bill Schroeder, Jeff Miller, and Sandy Scheuer, who were killed by guardsmen on May 4, 1970; and a video with closeups of the still exhibits. Students create *joy board* or *praise panel* about someone they know.

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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Introduction/overview/unit rationale:

Essential Question: How does imagery/visual media impact the human experience?

Unit goals:

By analyzing imagery and digital media, build an awareness around the Kent State shootings.

Inquire - the students will engage in a variety of Q & A sessions and discussions about May 4.

Research - the students will examine how visual media influences and informs the audience.

Evaluate - the students will analyze information from multiple sources.

Construct - the students will create a joy board or praise panel.

Connection to state standards:

National Visual Arts Standards

Responding Anchor Standard 7: Perceive and analyze artistic work.

High School Proficient (VA:Re.7.1.Ia) Hypothesize ways in which art influences perception and understanding of human experiences.

High School Accomplished (VA:Re.7.2.IIa) Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Creating Anchor Standard 2: Organize and develop artistic ideas and work.

High School Advanced (VA:Cr2.2.IIIa) Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

Detailed description of what will happen each day

Days 1 - 2 Introduction to Allison, Bill, Sandy and Jeff

Watch [Allison, Bill, Sandy and Jeff](#) (30 min)

Whole Group Discussion

1. What is the desired reaction to the video?
 - a. Who is the intended audience?
2. What imagery was the most impactful?
 - a. Why do you think those stood out?
3. What new knowledge did you gain?
 - a. What do you need to know more about?

Write/Pair/Share Team Work Team Allison, Team Bill, Team Sandy and Team Jeff

1. What did you learn about your subject (Allison, Bill, Sandy or Jeff)?
2. What do you wonder?

3. What design choices were made?
 - a. Why is each design different?
 - b. What impact does the design have on the viewer?
4. What's missing?

Debrief Whole Class

Answer wonders, share missings. Answer or research for next day.

Days 2 - 3 Introduction to the history of Kent State.

Begin with any new wonders which may have developed.

Finish prior days' discussion as needed.

Watch video *Fire in the Heartland* (60-90 mins?) Waiting to hear back from them to use video.

- May need to use something else like [The Day the 60s Died](#)

Think/Pair/Share

1. How did this video differ from *Allison, Bill, Sandy and Jeff*?
 - a. Are the intended audience and intended reaction the same?
 - i. Why or why not?
2. What questions got answered from yesterday?
3. How is the imagery/visual media in this video impacting your view of the event?
 - a. What do you think of when you hear the term surveillance?
 - b. How about the term documentary?
 - c. What's the difference?
4. What new wonders do you have?

[Video recounting what happened on May 4, 1970]

Individual Reflection

1. After watching the three videos on the Kent State shootings, analyze the differences. Specifically examining the role of visual media (photos, videos, music, art, etc.). How was your reaction to each video different or the same as intended?

Days 4 - 5+ Introduction to personal and graphic design elements

[Beginning Graphic Design:](#)

Small Group Activity

1. Looking through the [May 4 Visitor Center](#) and [Remembering May 4 \(Allison, Bill, Sandy & Jeff\)](#) websites, create a list of design choices you notice.

2. Sketch a blueprint of the different personal, historical and commentary elements included in the displays and how those elements are arranged in the space.

Group/Pair/Share

1. What designs did you like and why?
2. What would you change or add?
3. Is there a limit to the number of colors or fonts? Should there be? Why?

Curate a Joy Board or Praise Panel using design elements inspired by your praise person for display.

Size requirement: 24" x 36" x 300 ppi

Activity - brainstorming

For this activity you will think about people who are closest to you (no famous people, must be someone you have access to). Write down the first person who comes to mind when I give you each prompt. You may use the same name more than once.

- Positive contributor
- Critical thinker
- A protector
- Change maker
- Role model
- Someone who challenges you
- Active listener
- Caregiver
- Truth seeker
- Best friend
- Favorite classmate

Graphic organizer (need to create)

Elements to consider for joy board or praise panel:

- Quotes
- Poems
- Lyrics
- Photos
- Handwritten work
- Art
- Videos (QR Code)
- Symbolic design
- Music (QR Code)
- Advertisements
- Current events
- Articles

Individual Work Time

Plan for the creation of Joy Board or Praise Panel

Moodboard > Color/Design > List of Elements > Sketch Layout/Blueprint

[Photoshop Graphic Design for Beginners](#)

Homework - collect artifacts to scan

Work Time

Scan, resize and create praise panel in Photoshop

Written Reflection & Presentation of Praise Panel

Describe the power of the arts and visual media to influence and inform history.

Use of both informal and formal assessments

- Formative assessments:
 - Daily Q & A discussion contribution
 - Write/Pair/Share, Think/Pair/Share, Group/Pair/Share
 - Individual reflection
 - Small group blueprint activity May 4 designs
 - Graphic organizer
- Summative assessments:
 - Joy Board or Praise Panel
 - Written reflection

Technological needs:

- Internet access
- Adobe Photoshop or similar editing app
- QR code generator
- Scanner
- Art supplies
- Projector and screen

Materials needed to complete the unit:

- Release form for displaying joy board/praise panel
- Allison, Bill, Sandy and Jeff video [see Recommended Sources list]
- Fire in the Heartland video (pending access)
 - May need to use something else like *The Day the 60s Died*. Dir. Jonathan Halperin. 2015. (TV documentary) [Visit PBS.org for purchase and viewing information.]
- 1971 Kent State Yearbook
<https://www.library.kent.edu/burr/1971>
- Kent State Special Collections and Archives
<https://omeka.library.kent.edu/special-collections/kent-state-shootings-digital-archive>
- Student materials for Joy Board/Praise Panel
- Scanner
- Art supplies
- Introduction to personal and graphic design elements
- May 4 Visitor Center
<https://www.kent.edu/may4visitorscenter>
- Four Fallen Students - Allison, Bill, Sandy and Jeff Exhibit
<https://www.rememberingmay4.org/>
- May 4 Visitor Center Online Exhibits
<https://www.kent.edu/may4visitorscenter/online-exhibits>

- Beginning Graphic Design:
<https://www.youtube.com/watch?v=YqQx75OPRa0>
- Photoshop Graphic Design for Beginners:
https://www.youtube.com/watch?v=mvAceDeU_gU