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

**Name of Educator: Aaron Hido**

**Educator's Teaching Plan Number & Title: Project 29, "Making Meaning from May 4th: Unit plan"**

**Level of Students for Educator's Teaching Plan: 6-8 grade**

**Subject Area for Educator's Teaching Plan: Language Arts/Social Studies/Media Specialist**

**Educator's State: Ohio**

**Description of Educator's Teaching Plan: Administrator's plan for interwoven, 8-day cross-disciplinary teaching of May 4 by ELA/SS/Media Specialist faculty. Topics/sources/work incl. the history and significance of May 4; pro-/anti-Vietnam War posters (students then create their own poster); researching in KSU's May 4 Collection; May 4 site visit. Students reflect on: How does May 4 connect to my life and to preventing similar scenarios during social justice protests today?**

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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## Making Meaning from May 4th – Unit plan

**Day 1** – Social Studies teacher does lesson on history and significance of May 4, 1970

**Day 2** – ELA teacher assigns a research and writing and presentation assignment with the prompt **“How to connect the lessons learned from May 4th to my life and current social justice causes”** culminating in a class presentation using technology the following week.

**Day 3** – The Media Center Specialist explains how to use the May 4th Special Collections website to research May 4th following the ELA teacher’s criteria and provides support as they research

**Day 4** – School admin coordinates a field trip to the May 4th Visitors Center and the protest sites and student memorials

**Day 5** – Social Studies teacher does a lesson on pro-Vietnam and protest posters with students then assigns the students to create their own poster in class.

**Day 6** – ELA teacher leads a Socratic Seminar on May 4th based on knowledge gleaned from lessons, research, field trip, posters, and reflection. **The focus of the seminar is how what we learn from May 4th connects to preventing similar scenarios and protested for social justice in present-day life.**

**Day 7** – Students present their May 4<sup>th</sup> social justice assignments using a variety of media in combined Social Studies and ELA class

**Day 8** – Students present their May 4th social justice assignments using a variety of media in combined Social Studies and ELA class

ELA and Social Studies state standards connected to this 8-day lesson:

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Government Content Statements:

8.20. Active participation in social and civic groups can lead to the attainment of individual and public goals.

8.21. Informed citizens understand how media and communication technology influence public opinion.