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

Name of Educator: Karen Gedeon

Educator's Teaching Plan Number & Title: Project 53, "Student Protest at Kent State: May 4th 1970 POV"

Level of Students for Educator's Teaching Plan: Grades 7-8

Subject Area for Educator's Teaching Plan: Social studies, American History

Educator's State: Ohio

Description of Educator's Teaching Plan: In this combined ELA/SS plan, students study both multiple points of view and delve deeper into individual POVs/particular topic in order to understand the climate and what it was like to come of age in 1970s Ohio. They move from the differing voices in Wiles' *Kent State* to answering questions about a particular POV. For their final project, they add in socio-historical content, presented in a format of choice.

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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Student Protest at Kent State

May 4th, 1970 POV

Introduction

As many draw parallels between the 1960s and today's political climate, the significance of the events of May 4th, 1970 can not be overlooked. Often viewed as the event which made America take stock of itself, May 4th, 1970 was the day we killed our own children on their own college campus, a place their parents entrusted their children to thinking the university would keep them safe.

This unit will introduce students to a multiple of points of view, then allow the students to further research the one point of view which intrigues them the most as a way to better understand the climate of the 1970s Kent, Ohio.

This unit supports the ----- Schools 7th grade curriculum during their protest unit in social studies. It also supports ----- 8th grade students who are taking American History during their protest/1960s unit.

Goals

Students will:

1. Be exposed to multiple points of view of the events leading up to and taking place on May 4th, 1970 in Kent, Ohio.
2. Learn and practice quality research skills as they research their choice of point of view on the events of May 4th and learn more about the political climate of the 1960s.
3. Identify similarities between the 1960s political climate and current day.
4. Present their findings to their classmates in a project format they chose from a project choice board.

This unit was designed under the guidance of the NEH Making Meaning of May 4th: The 1970 Shootings in U.S. History, session: July 18-23, 2021. It was designed for use by middle schools. Users may copy then adapt and/or edit the lesson to fit their needs.

State Standards

7th Grade

- SS:
 - Strand: History,
 - Topic: Historical Thinking and Skills:
 - Topic: Historical thinking begins with a clear sense of time, past, present and future, and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
- SS:
 - Strand: Government,
 - Topic Civic Participation and Skills:
 - Topic: Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy. Content Statement: Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.
- ELA
 - Reading Standards for Informational Text
 - Key Ideas and Details
 - RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
 - Craft and Structure
 - RI.7.6 Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.
 - Integration of Knowledge and Ideas
 - RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

- RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- Writing
 - Research to Build and Present Knowledge
 - W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
 - W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
 - W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
- Speaking and Listening
 - Comprehension and Collaboration
 - SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
 - SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
 - SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
 - SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
 - Key Ideas and Details
 - RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
 - RH.6-8.2 Analyze content-area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate summary that includes the central ideas of the source.

- Craft and Structure
 - RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - RH.6-8.6 Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Integration of Knowledge and Ideas
 - RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
 - Production and Distribution of Writing
 - WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - Research to Build and Present Knowledge
 - WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
 - WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

8th Grade/American History

- SS:
 - Theme: The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course.
- SS:
 - 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:
 - 1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
 - 2. Historians develop theses and use evidence to support or refute positions.
 - 3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
- HS American History
 - Topic: The Cold War (1945-1991)
 - Strand 25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
 - Topic: Social Transformations in the United States (1945 - 1994)
 - 27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
 - 30. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.
- ELA
 - Reading Standards for Informational Text
 - Key Ideas and Details
 - RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
 - Craft and Structure
 - RI.8.6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
 - Integration of Knowledge and Ideas
 - RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
 - RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
 - Writing
 - Research to Build and Present Knowledge
 - W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources

and generating additional related, focused questions that allow for multiple avenues of exploration.

- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
- Speaking and Listening
 - Presentation of Knowledge and Ideas
 - SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
 - SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
 - 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.
- Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
 - Key Ideas and Details
 - RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
 - RH.6-8.2 Analyze content-area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate summary that includes the central ideas of the source.
 - Craft and Structure
 - RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- RH.6-8.6 Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Integration of Knowledge and Ideas
 - RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
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 - WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
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 - WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
 - WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

Lesson Plan

Day 1:

- Determine background knowledge by asking what students know about the Vietnam War, May 4th, Kent State and student protests.
- Explain project
 - Part 1: read and discuss Kent State by Deborah Wiles in ELA
 - Part 2: Research May 1st - 4th events in Kent in ELA and SS
 - Part 3: Complete a project and present it to your ELA or SS class. The grade you earn will be earned in both your ELA and SS class.
- Introduce Kent State by Deborah Wiles - explain it will be read and discussed by the whole class.
- Read or listen to the Prelude, Lament and Friday May 1st (approx 46 pages)

- Stop throughout asking questions such as:
 - What significance does the design of the book cover have? Ans: The four bullet holes on the cover represent the four deaths, there are 64? Bullet holes all together representing every shot fired during those 13 seconds. Also at one time it was documented that Allison placed a flower in a Guard's rifle stating "aren't flowers better than guns?"
 - Is there a point of view which is beginning to stand out to you? If so, what makes this particular character resonate with you?

Day 2

- Read or listen to Saturday May 2nd and Sunday May 3rd (approx 64 pages).
- Stop throughout asking questions such as:
 - How are the events of Saturday May 2nd and Sunday May 3rd similar? How are they different?
 - Is there a point of view which stands out to you? If so, what makes this particular character resonate with you? Has this changed from yesterday? What did you learn today that supported your change to this POV or supports your stance from yesterday?

Day 3

- Read or listen to Monday May 4th, Elegy, and the Author's Note (approx 66 pages).
- Stop throughout asking questions such as:
 - Is one point of view correct or more correct than any other?
 - What commonalities do you see between the time period the narrators are discussing and today?

Day 4

- Introduce students to the unit project in ELA:
 - Students choose one point of view from the story (there are 6 distinct views) or choose a politician's point of view.
 - Students read and become familiar with final project choices.
 - Students will have up to 2 days (days 4 & 5) in two classes (four class periods) to research. Students are to use the list of resources provided.
 - Students will have 2 days (days 6 & 7) in two classes (four class periods) to research.
 - Students will have 3-5 minutes (day 8) in their ELA or SS class (predetermined by ELA and SS teachers) to present their project. Grades will be based on the supplied rubric and project choice board.
 - Students will research the events of May 4th, 1970 using the digital May 4th archives supplied by Kent State, INFOhio and Gale in Context Middle School. [The teacher] will introduce how to locate information in each source, suggest keywords and remind students to look for quality information.

Day 5

- In both ELA and SS students will continue searching for relevant information for their project.
- Students are reminded in both ELA and SS to follow the grading rubric and use the project choice board.

Day 6

- In both ELA and SS students begin to compile the information they have located and start forming their project. Students are reminded in both ELA and SS to follow the grading rubric and use the project choice board.

Day 7

- In both ELA and SS students complete their project. Students are reminded in both ELA and SS to follow the grading rubric and use the project choice board.

Day 8

- Students are given 3-5 minutes (time may be adjusted for class period) to present their final project.

Assessments (formal and informal)

- *Informal assessments* will occur throughout the project:
 - ELA, SS and media specialists will assess student understanding while reviewing projects on day 4. This will be done through observation and corrective action will be immediately taken.
 - ELA, SS and media specialists will assess student understanding while students are researching on days 4 & 5. This will be done through observation and corrective action will be immediately taken.
 - ELA, SS and media specialists will assess student understanding while students are preparing their projects on days 6 & 7. This will be done through observation and corrective action will be immediately taken.
- Students will be *formally assessed* based upon the rubric found in the project presentation on day 8.

Technology Needs

- Students will need their school assigned 1:1 device.
- Students will need to be able to access their NoodleTools accounts.
- Students will need to be able to access online resources (INFOhio, Gale in Context Middle School, and various May 4th websites) supplied by the school.

Required Materials

- Individual student copies of Kent State by Deborah Wiles. [This has also been published as an audiobook.]
- Project Presentation complete with grading rubric and choice board.

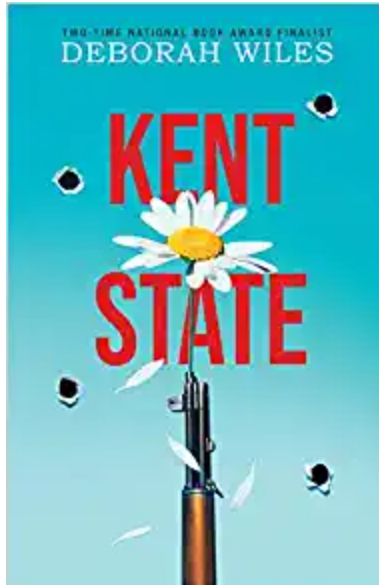
STUDENT PAGE:

The 1960s in the United States was a very turbulent time. The Civil Rights movement was growing following the leadership and then assassination of Martin Luther King Jr. The Black Panther Party was created as a more violent response to injustice against African Americans. Also during this time, the United States became involved in the Vietnam War, often referred to as the most contested war in our nation's history. By the end of the 1960s both the Women's Liberation movement as well as the Gay Liberation movements had also begun.

Many students coming of age in the mid to late 60s held different views on these topics than their parents, often creating tension and sometimes alienation between family members. Those with "traditional" values often supported the war in Vietnam, believing what the government told them while those with more "contemporary" views (some of whom actually served in Vietnam or were the recipient of racial hate) did not trust the government and supported more equality.

These two vastly different points of view often clashed throughout the decade, once with deadly results just down the road from us in Kent Ohio. This unit will introduce you to various sides of the Kent State Shootings story which is often thought of as the culmination of anger, lack of communication and unwillingness to compromise. Unfortunately, these vast differences, and unwillingness to just talk to each other would lead to the death of four Kent State students on the campus of Kent State University on May 4th, 1970.

This unit will begin with us reading Kent State by Deborah Wiles as a class in ELA.



OUR UNIT

Upon completion of this short novel, you will choose a point of view expressed in the book.

You will then use the sources found on the **Resources** page to research that point of view. Source requirements and tips can also be found on that page.

After researching you will choose a final project from the choices listed below in Part Two. For whichever project you choose you will assume the point of view you researched and answer all the questions in Part One. Final projects will be shared with your class as assigned by your ELA or SS teacher. Keep your audience in mind when you are constructing your final project. There are two parts to your project. Part one is what questions or topics you must address in your project and part two are final project choice formats you can choose from.

PART ONE:

From the point of view you have chosen to research and share, please address the following items in your final project. These items will be what you will be graded on.

1. Tell us the name of your character you are taking on and your assumed point of view. *This may or may not be your personal point of view.* Be sure your audience can easily identify your point of view throughout.
2. Give us some background information on your character. For example: age, sex, family, home town, job, etc. Remember the time period (computers, cell phones and social media did not exist).
3. Tell us what your character's role in the events of May 1st - 4th, 1970 is.
4. How does your character feel about the events which took place between *May 1st and May 3th, 1970* in Kent? Be sure to include evidence supporting your character's feelings.
5. What is your character's reaction to the Kent State Shootings on May 4th, 1970 and why do they feel that way? Be sure to include evidence from your sources.
6. Did your character's view of the Vietnam War or the Civil Rights Movement change after four students were killed protesting these issues? Provide evidence from your sources.
7. Compare the political environment at Kent State during the protests with the current day protests. Be sure to include evidence.
8. You must include a works cited page of any work you used in your project.

PART TWO:

You may choose from any of the following as your final project format. If you would like a choice which is not listed, please see your ELA or SS teacher, but be prepared to sell us on why you feel this choice is the best for you.

1. Create a website - Google Sites is a great choice for this.
2. Write a Poem - this can be videotaped or shared live.
3. Write a script (with one or more actors) - this can be videotaped or shared live.
4. Write a song - this can be performed live or videotaped.
5. Create a Google Slideshow.
6. Create a podcast - this must be scripted and prerecorded.
7. Create an infographic - Google Drawing or Canva would work well for this.
8. Make an interactive hyperdoc - Google Drawing is a great choice for this.

RESOURCES PAGE:

Please use resources from the following locations. Check with your ELA teacher or SS teacher if you would like to use a resource linked to something below that takes you out of the original website. ***DO NOT go to a search engine such as Google or Wikipedia.***

- Be sure to follow Copyright and Fair Use guidelines.
- You must use a variety of media sources. A minimum of three sources, two of which are different types of media is required. For example: 2 text resources and one audio interview or 1 text resource, one photograph and one audio interview.
- All sources must be cited on a works cited page. Some sources such as INFOhio and Gale usually supply citations for you, other citations will need to be created in **NoodleTools**.

If you have questions, please see your ELA or SS teacher or Mrs. Gedeon.

General Resources:

- INFOhio - use the ISearch bar, along with boolean operators to get your best results. Then use your filters to start limiting your results. <https://www.infohio.org/resources/g68>
- Gale in Context Middle School - use boolean operators and quotation marks to get your best results. Then use your filters to start limiting your results.
- Kent State Archives, May 4th Collection, Oral Histories: it's important to remember that these are memories of events that happened 50 years ago and memories may not be perfect. You will need to find collaborating evidence for facts if you wish to use them. If you would like to use these resources, [your teacher] will provide a quick lesson on how to navigate and search through this resource.
 - Kent State Shootings Oral Histories: <https://omeka.library.kent.edu/special-collections/kent-state-shootings-oral-histories>
 - Bob Carpenter Papers include audio recordings of several events related to the Kent State Shootings as well as interviews of politicians & law enforcement: <https://omeka.library.kent.edu/special-collections/kent-state-shootings-digital-archive/browse-by-sub-collection#Bob%20Carpenter%20papers>
 - WKSU audio: interviews and news stories related to the Kent State Shootings: <https://omeka.library.kent.edu/special-collections/kent-state-shootings-digital-archive/browse-by-sub-collection#WKSU%20Audio%20Recordings%20Related%20to%20the%20Kent%20State%20Shootings>
- The following books will be made available to you during class:
 - *The Kent State Coverup* by Joseph Kelner and James Menves
 - *The Kent State Shootings* by Natalie M Rosinsky
 - *The Kent State Tragedy* by Rachel A Koestler-Grack
 - *May 4, 1970: The Kent State Story in Pictures* by The Akron Beacon Journal

- *Death at Kent State: how a photograph brought the Vietnam War home to America* by Michael Burgan

Political/Guard Resources:

- Untold Stories: The 1970 Kent State Shootings. An article about the Oral History Project from Ohio Northern University:
<https://www.onu.edu/news/untold-stories-1970-kent-state-shootings>
- Kent State Guardsmen Oral History Project from Ohio Northern University:
<https://www.kentguardvoices1970.com/>
- Multiple interviews, meetings and site tour with Colonel Charles Fassinger:
<https://omeka.library.kent.edu/special-collections/kent-state-shootings-digital-archive/browse-by-sub-collection#Laura%20Davis%20May%204%20papers>
- Interview with Captain Ron Snyder in Cleveland.com
https://www.cleveland.com/pdextra/2010/04/former_ohio_national_guard_off.html
- Guardman testifies he lied:
<https://www.nytimes.com/1975/07/01/archives/kent-state-guardsman-testifies-he-lied.html>

Students:

- What happened to the girl in the famous photo? (student protestor)
<https://www.washingtonpost.com/magazine/2021/04/19/girl-kent-state-photo-lifelong-burden-being-national-symbol/>
- Students were drafted based upon their birthday: [link removed]

Civil Rights Movement:

- The Children's Crusade (political makeup/civil rights):
<https://nmaahc.si.edu/blog/childrens-crusade>
- Black Student Movements Orangeburg, Kent State and Jackson State 1968 - 1970
<https://isyed1.wixsite.com/mysite-1>
- A Digital History of the Civil Rights and Black Power Movements at Kent State:
<https://digitalhistoryofcivilrightsandblackpoweratksu.wordpress.com/>

Works Cited

Be sure to cite your sources. That goes for everything: text, audio, photographs, video, everything. Use [NoodleTools](#) if the citation is not supplied (INFOhio, Gale, and Kent State provide citations for most of their entries).

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