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

Name of Educator: Dena McSweeney

Educator's Teaching Plan Number & Title: Project 7, "Creating Student Organizations"

Level of Students for Educator's Teaching Plan: Grade 10

Subject Area for Educator's Teaching Plan: U.S. History

Educator's State: Ohio

Description of Educator's Teaching Plan: Coursework preceding study of May 4 includes study of prominent civil rights figures, student organizations, and Orangeburg/Kent State/Jackson State. Students understand May 4 through small group creation of an advocacy organization with website relating mission statement; logo; poster; song (using current one with their issue); testimonial on an org event. Students also create speech as if one were addressing crowd at the Victory Bell during May 4 and consider dynamic between law enforcement and dissenters then & now.

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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McSweeney, Dena, Project 7, "Creating Student Organizations," Making Meaning of May 4. Kent State University, accessed [add date], www.kent.edu/ehhs/making-meaning-may-4/sample-teaching-plans.

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Making Meaning of May 4 Project: Creating Student Organizations
10th Grade U.S. History
5 Week Civil Rights & Vietnam Unit / 50 min class periods

OHIO U.S. HISTORY STANDARDS

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.

- 1. Historical events provide opportunities to examine alternative courses of action.
- 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.

30. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare, and national security.

The controversies surrounding the federal government's role in protecting the country from communist infiltration and subversion continued during the Vietnam War Era.

Domestic issues that led to debates over national security included: • anti-war protests; • Civil Rights Movement; and • balance between individual rights and national security.

EXPECTATIONS FOR LEARNING: Explain why the government's role in the economy, environmental protection, social welfare, and national security became the topic of political debates between 1945 and 1994.

26. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

The Vietnam War divided the country and sparked massive protests. Major domestic issues and events included: • cuts to spending on domestic programs; • urban unrest and violence; and • anti-war protests.

EXPECTATIONS FOR LEARNING: Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.

UNIT OVERVIEW

WEEKS 1-3

- Leading up to May 4 Project - Students will have learned about civil rights discourse, including but not limited to CORE, SNCC, SCLC, Sit-ins, Freedom Rides, Freedom Summer, BPP. Along with engaging notes and lessons on prominent civil rights activists-- MLK, Malcolm X, Stokely Carmichael (Kwame Ture), Fannie Lou Hammer, etc.

- Students will also have engaged in interactive notes, activities, and videos on Cold War Context, including but not limited to, Vietnam, Counterculture, Protests- Orangeburg / Kent State / Jackson State Shootings.
- Students will also take a field trip to Kent State May 4 Memorial (all 10th grade U.S. students)
- I would also like to see if I could or my colleagues could get Chic Canfora to speak to our students either virtually or in person about her experiences at KSU as an activist.
- For the Student project, I decided I would like to put it in place of a test for this unit.

WEEK 4

DAY 1

1. Bellwork: Question about KSU Victory Bell Protest / Discussion:

- Analyze the image above (KSU students at victory bell) what do you think is going on here?
- What is symbolic speech? What is symbolic about burying the constitution? Why would protestors do that? What do you think they meant?
- What kind of issues in our current society are you passionate about and would like to see change? (brainstorm web / write on board)

2. Introduce Final Project Assignment:

(Historians develop theses and use evidence to support or refute positions.)

- Students pair up into groups (2-3 students per group) to create their own advocacy organization based on a current topic they are passionate about and wish to see changes made
- Students will create a real-life website that would recruit members / highlighting information about the organization.
 - Include its founding, major beliefs, and goals, methods of activism.
 - Include your group's own version of the Constitution Burial Speech
 - Include testimonials created by each member of your group
 - Include one current protest song that relates to your issue and explain the connection (embedded into website with lyrics) *If you cannot find one, your group will create or find a current poem.
 - Create a logo or protest poster on canva for your organization to include on your website

3. Students should create and share a google site with group members.

4. Students should discuss and brainstorm project ideas & have their project idea by tomorrow.

DAY 2

- Bellwork: Rank the following words of dissent. (Protest, Battle, Riot, Argument Discussion, etc) 1 being the most intense, 10 being the most peaceful. Write a few sentences explaining your ranking. What qualifies a riot vs a protest? (Discussion)
- Work on project with group members.
- Work on google website. (Think about your bellwork as you are starting your google site and use the outline provided to help you fill out your organizations founding / beliefs / goals / methods)

DAY 3

(Ohio Standards: The use of primary and secondary sources of information includes an examination of the credibility of each source. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causations and long- and short-term causal relations.)

1. Bellwork: What was the dynamic between the guardsmen & students May 1-4. What is the current dynamic between protestors and police? What should the role of police be in a democracy? (Inquiry & Discussion)
 - a. *Kent State Guardsmen Oral History Project, Ohio Northern University:*
<https://www.kentguardvoices1970.com/the-interviews.html>
 - b. *Potential excerpts from This We Know / Death & Dissent*
 - c. *May 4 collection: Eye Witness testimonials*
 - i. <https://omeka.library.kent.edu/special-collections/>
 - ii. *Browse by subject area*
 - iii. *Journals & Reports*
2. Work on project with group members (Think about your bellwork as you are working your google site and filling in the questions on the outline to help you fill out your organizations beliefs / goals / methods)

DAY 4

(Ohio Standard: Historical events provide opportunities to examine alternative courses of action)

1. Bellwork: Write a collaborative speech with your group as if you were leading the crowd of protesters at the KSU victory bell when the constitution was buried. What specifically would your organization say to the crowd to connect the words of the constitution to the issues your organization is fighting for? Make sure the speech is somewhere on your website.
 - a. *Use images in May 4 collection of students gathered around victory bell*
 - b. *Provide Preamble & Bill of Rights from the Constitution*
2. Collaborate on speech - think about your organization's goals and beliefs. How does that relate to specific wording of the constitution?
3. add speech on website / continue to work on other aspects of website (tabs / organization of website, additional pictures, colors, themes, etc)

DAY 5

1. Bellwork: Each group member must research & choose an event in history related to their passion project organization and write a testimonial as if they were present that day as a member of the organization created. (Example: If your organization is fighting for an end to police injustice - perhaps you were at a recent march; If your organization is fighting for environmental rights perhaps you were present at recent pipeline protests) Make sure these testimonials are somewhere on your website.
 - a. *Use of current online news reports, current activist organization websites, research.*
2. Research current events / historical events to write about.
3. Add each group member's testimonial to website with a short description of the event.
4. Work on Project with group members (tabs / organization of website, additional pictures, colors, themes, etc)

WEEK 5

DAY 6

(Ohio Standards: The use of primary and secondary sources of information includes an examination of the credibility of each source.)

1. Bellwork: Analyze Protest Posters & buttons. Which of the following images stands out to you the most and why? What is the purpose of protest posters and buttons? What are some new or current ways to spread ideas? (Inquiry & Discussion)
 - a. *May 4 collection: protests posters, buttons, & artwork*
 - i. <https://omeka.library.kent.edu/special-collections/>
 - ii. *Browse by subject area*
 - iii. *Artwork, banners, flyers/leaflets*
2. Create organization logo and/or poster on Canva. Use the archival research for a creative muse! Make sure you will be able to explain how you plan to use these items for your advocacy!
3. Work on Project with group members (tabs / organization of website, additional pictures, colors, themes, etc)

DAY 7

(Ohio Standards: The use of primary and secondary sources of information includes an examination of the credibility of each source.)

1. Bellwork: Analyze protest music & poetry from the 60s (Teacher will present two songs on record player & 1 poem with all lyrics passed out. Students listen and highlight significant stanzas, sentences, ideas that speak to them / relate to historical context of Vietnam, Protests, counterculture. Students will annotate on lyrics sheets) (Discussion)
 - a. *Use of Summer of Love songs / Songs of Vietnam Era handout Qs*
 - b. *Use of Poetry explication handout*
 - c. *Possibly use of excerpts from Death & Dissent in the Long Sixties about music in relation to protest*
2. Students will find a current protest song(s) that relates to your group's organization.
3. Embed video / song lyrics on to website. (*students may create or find a poem if they are struggling to find a particular song)
4. Work on Project with group members (tabs / organization of website, additional pictures, colors, themes, etc)

DAY 8

1. Work on project with group members. (tabs / organization of website, additional pictures, colors, themes, etc)
2. Finalize website / get all information on to website.
 - a. Include its founding, major beliefs, and goals.
 - b. Include your groups own version of the Constitution Burial
 - c. Include testimonials created by each member of your group
 - d. Include one current protest song that relates to your issue and explain the connection (embedded into website with lyrics) *If you cannot find one, your group will create or find a current poem.

- e. Create a logo or protest poster on canva for your organization to include on your website. <https://www.canva.com/>

DAY 9

1. Last day to work on project (tabs / organization of website, additional pictures, colors, themes, etc)
2. finalize website / get all information on to website.
 - a. Include its founding, major beliefs, and goals.
 - b. Include your groups own version of the Constitution Burial
 - c. Include testimonials created by each member of your group
 - d. Include one current protest song that relates to your issue and explain the connection (embedded into website with lyrics) *If you cannot find one, your group will create or find a current poem.
 - e. Create a logo or protest poster on canva for your organization to include on your website

DAY 10

1. Presentations of websites

FORMAL ASSESSMENT

- **Website** - rubric/guidelines will be provided.
- **Presentation** - rubric/guidelines will be provided. Students not presenting will also be expected to follow along with some sort of outline/questionnaire.

INFORMAL ASSESSMENTS

- Symbolic speech discussion (Day 1)
- Beliefs and goals of organization outline (Days 2-5)
- What makes a protest? Discussion (Day 2)
- Inquiry & Discussion on the role of police in democracy (Day 3)
- Burying the Constitution Speech (Day 4)
- Current Event Testimonial (Day 5)
- May 4th artwork inquiry/questions (Day 6)
- 60s music inquiry, annotation and modern-day comparison (Day 7)

TECHNOLOGY USED: Google site, canva (<https://www.canva.com/>), archival work, internet research.

MAKING MEANING OF MAY 4 PROJECT

INTRODUCTION / UNIT OVERVIEW

- X 10th grade U.S. History
- X 5 Week Unit Plan
- X 3 Weeks leading up to May 4 Project - Civil Rights Movement & Cold War Context- Activism / leaders, Vietnam, Counterculture, Protests- Orangeburg / Kent State / Jackson State Shootings.
- X Including a visit to Kent State's Campus
- X This project I will like to put in place of a final test. In a typical year I finish with this era and think it would be a good culmination project.

OHIO U.S. HISTORY STANDARDS / GOALS OF PROJECT

26. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

30. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare, and national security.

- X Students will analyze the thought processes of the students, guardsmen, and government concerning the Kent State shooting
- X Students will identify strategies and tools of their own to raise consciousness and influence Americans to take action against a current issue in society they are passionate about.

PROJECT OVERVIEW

- X Students pair up into groups (2-3 students per group) to create their own advocacy organization based on a topic they are passionate about and wish to see changes made
- X Students will create a real-life website that would recruit members / highlighting information about the organization.

REQUIREMENTS FOR WEBSITE

- X Include its founding, major beliefs, goals, and methods.
- X Include your groups own version of the Constitution Burial
- X Include testimonials created by each member of your group
- X Include one current protest song that relates to your issue and explain the connection (embedded into website with lyrics) *If you cannot find one, your group will create or find a current poem.
- X Create a logo or protest poster on canva for your organization to include on your website

INFORMAL ASSESSMENTS THROUGHOUT 2 WEEKS

1. Beliefs / Goals
Outline

2. What makes a
protest?
Discussion

3. Constitution
Speech

4. Current event
testimonial

5. Police role in
democracy
discussion

6. May 4 Artwork
inquiry

7. 60s Music
inquiry

FORMAL ASSESSMENTS

- X **Website** - rubric / guidelines will be provided.
- X **Presentation** - rubric / guidelines will be provided. Students not presenting will also be expected to follow along with some sort of outline / questionnaire.

TECHNOLOGY USED

Google Sites

<https://sites.google.com/>

Students can collaborate with others and design their website how they see best fit

Canva

<https://www.canva.com/>

Students can collaborate with others using multiple free templates

Archival Research

<https://omeka.library.kent.edu/special-collections/>

Students will analyze specific information in the archives to further their understanding of protest movements

DISSEMINATING PROJECT INFORMATION

Share this powerpoint presentation & unit plan with all social studies team as world history & government students could create similar projects

Have my U.S students work with government students to discuss 1st amendment and/or federalism

Type up notes on KSU archival research directions to share with colleagues so they can easily access documents

Share documents / resources provided and collected from this workshop

Take advantage of guest speakers who are willing to come into our districts classroom's to speak to our students

Take advantage of field trip to KSU and encourage all department teachers to bring students

1-7

DAYS 1-7

Detailed description & expectation for
students of days work for the two weeks of
the project

[Photo: May 1, 1970, symbolic Burial of the U.S. Constitution.
(View from Commons looking toward Victory Bell and students
sitting on Blanket Hill)]

Day 1: Symbolic speech inquiry & Introduction of final project

Analyze the image above: What do you think is going on here?

On Friday May 1, 1970 SDS students buried the U.S. Constitution in front of the KSU Victory Bell in a form of protest.



Bellwork Day 1: What is the significance of burying the Constitution? What message was SDS trying to convey?

BRAINSTORMING:

- x What kind of issues are present in our current society that you are passionate about and would like to see change?
- x Brainstorm web / write on board)

[Photo: Representative current protest]

EXPECTATIONS FOR DAY 1

- X Students should form their group with 1-2 other classmates
- X Students should discuss / brainstorm with their group and [teacher] on ideas for their organization
- X Students should open google sites & create / share their website with their group
- X *(Homework) Students should have their idea by the start of class tomorrow.*

DAY 2 BELLWORK

What makes a protest? Inquiry discussion & formulating your organizations beliefs + goals

Rank the following words of unrest.

1 being the most intense, 10 being the most peaceful.

Write a few sentences explaining your ranking.

What qualifies a riot vs a protest?

Works of unrest

- X Protest
- X Meeting
- X Discussion
- X Fight
- X Battle
- X Argument
- X March
- X Riot

EXPECTATIONS FOR DAY 2

- ✕ Students should be working on their project / website with group members.
- ✕ Students should think about our bellwork exercise as they are start working on the google site.
- ✕ Students should work together to & use the outline provided to help organize thoughts and ideas.
- ✕ Founding, beliefs, goals of your organization.

DAY 3 BELLWORK:

1. What was the dynamic between the guardsmen & students May 1-4.
2. What is the current dynamic between protestors and police?
3. What should the role of police be in a democracy?

The use of primary and secondary sources of information includes an examination of the credibility of each source.

Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

Police in Democracy Inquiry & Website work

[Photo: Representative view of protestors running from armed, uniformed, masked authorities with rifles]

<https://www.kentguardvoices1970.com/the-interviews.html>

May 4 collection: Eye Witness testimonials

<https://omeka.library.kent.edu/special-collections/>

Browse by subject area
Journals & Reports

EXPECTATIONS FOR DAY 3

- ✗ Work on project with group members
- ✗ Think about your bellwork as you are working your google site and filling in the questions on the outline to help you fill out your organization's beliefs / goals

DAY 4 BELLWORK: WRITING A SPEECH FOR YOUR ORGANIZATION

- X Write a collaborative speech with your group as if you were leading a crowd of protesters at the KSU victory bell as your organization buried the U.S. Constitution.
- X What specifically would your organization say to the crowd to connect the words of the constitution to the issues your organization is fighting for?
- X Make sure the speech is somewhere on your website.

Historical events provide opportunities to examine alternative courses of action.

EXPECTATIONS FOR DAY 4

- ✕ Work on project with group members
- ✕ Collaborate on speech - think about your organization's goals and beliefs. How does that relate to specific wording of the constitution?
- ✕ Add speech on site / continue to work on other aspects of website (tabs / organization of website, additional pictures, colors, themes, etc)

Current Event Testimonials & Website work

DAY 5 BELLWORK:

Each group member must research & choose an event related to their passion project and write a testimonial as if they were present that day as a member of the organization your group created.

Make sure these testimonials are somewhere on your website.

EXPECTATIONS FOR DAY 5

- ✕ Research current events in history to choose an event.
- ✕ Add each group member's testimonial to site with a short description of the event.
- ✕ Work on Project with group members (tabs / organization of website, additional pictures, colors, themes, etc)

DAY 6 BELLWORK:

Analyzing protest artwork & creating a + logo, button, or poster.

- X Analyze Protest Posters & buttons.
- X Which of the following images stands out to you the most and why?
- X What is the purpose of protest posters and buttons?
- X What are some new or current ways to spread ideas?



May 4 collection: protests posters, buttons, & artwork

<https://omeka.library.kent.edu/special-collections/>

Browse by subject area

Artwork, banners, flyers/leaflets

The use of primary and secondary sources of information includes an examination of the credibility of each source.

EXPECTATIONS FOR DAY 6

- ✗ Create organization logo and/or poster on Canva. Use the archival research for a creative muse!
- ✗ Make sure you will be able to explain how you plan to use these items for your advocacy!
- ✗ Work on Project with group members (tabs / organization of website, additional pictures, colors, themes, etc)

DAY 7 BELLWORK: ANALYZE & ANNOTATE MUSIC & POETRY

- ✗ Analyze protest music & poetry from the 60s
 - ✗ Highlight phrases, stanzas that speak to you
 - ✗ Write down any historical context you notice (annotate)

EXPECTATIONS FOR DAY 7

- ✗ Find a current protest song(s) that relates to group's organization and explain why.
- ✗ Embed song, along with lyrics, into your website.
- ✗ Work on Project with group members (tabs / organization of website, additional pictures, colors, themes, etc)

8-10

DAYS 8-9

Work on finishing touches of Project

- X Work on project with group members. (tabs / organization of website, additional pictures, colors, themes, etc)
- X Finalize website / get all information on to website.
 - X Include its founding, major beliefs, and goals.
 - X Include your groups own version of the Constitution Burial
 - X Include testimonials created by each member of your group
 - X Include one current protest song that relates to your issue and explain the connection (embedded into website with lyrics) *If you cannot find one, your group will create or find a current poem.
 - X Create a logo or protest poster on canva for your organization to include on your website

DAY 10

Presentation of websites