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

Name of Educator: Casey Greene, Debora A. Slutz

Educator's Teaching Plan Number & Title: Project 13, "Finding Your Voice: Inquire, Learn, Reflect"

Level of Students for Educator's Teaching Plan: 9-10 grade

Subject Area for Educator's Teaching Plan: English

Educator's State: Ohio

Description of Educator's Teaching Plan: Part 1 of this collaborative unit plan takes place over 5 days and is designed for all tenth-grade students to take in their ELA class. In Part 2, students working with an intervention specialist continue during 5 additional days to build upon what they learned in Part 1, while the remaining ELA students continue independent research. All students employ what they learn to respond to one of three essential questions centered around how: one choice or experience can change one's life; facts or truths may differ based on perspectives; young people can make a difference. Sources studied come in many forms. Activities include analysis, creative work, evidence-based essays, and display of students' work in the school's Spring art show.

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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Finding Your Voice

“Inquire, Learn, Reflect”

Unit Plan Part 1

Overview:

In this five day unit of study, students will analyze many primary sources to draw their own conclusions to one of the essential questions below. Students will be exposed to photos, newspaper articles, poems, and video recordings from the 1960/1970's. Focusing on the National Historic Landmark May 4 at the Kent State main campus, students examine the events, art, music, and accounts of May 4. Students will complete rhetorical analysis on primary and secondary sources of information surrounding the shooting May 4, 1970. Students will also utilize and compare modern protests to the events in the discussion format of socratic seminars. Students will reflect on these sources, draw conclusions, and apply those conclusions to one of the essential questions posed. This reflection will be in the form of art, poetry, recording, graphic and will be uploaded to a class google site to be used in part two of the unit. This unit will be completed by all 10th grade ELA students and be presented during the school art show in May.

Essential Questions:

How can young people make a difference in the world?

How can one choice or experience change your life for the better?

How can facts or truths be different based on perspectives?

Unit Goals:

By the end of the unit, the students will be able to analyze and select sources to support their stance on an argument.

By the end of the unit, the students will be able to express their ideas verbally, visually, and linguistically.

By the end of the unit, the students will be able to contribute to an academic discussion through textual support and academic language.

Culminating Activity / Publication of Ideas: Students will be displaying their projects on a two sided wall at the school art show in the spring. The date of the art show is usually around May 4th.

Five Day Unit #1:

Gallery Walk (via QR codes)

Using a collection of photos, music, and posters students will complete a gallery walk.

As they walk around the room, students will record and post reactions, questions, comments to each item. We will then have a brief discussion about the items. Posing questions students will need to research.

Introduction to the dissent in the 1960 -

The Kent State May 4 Story. The story is told with pictures, primary sources, poetry, and song.

Presentation of materials for background research (Primary Sources vs. Secondary Sources)

Once students have an idea of the information, students will be able to research and read materials they are interested in to answer their questions.

Rhetorical Analysis of primary sources.

Students select and discuss the materials using stations. At each station, students will be challenged to relate this information to an event, idea, news happening today. Parkland student video. Socratic Seminars to share and challenge ideas.

Reflections on one of the essential questions: In the form of art, recorded message, writing, poem, Each reflection will have references to sources to be used by other students.

All reflections will be combined in a google site for classroom use for Part II of the Unit Project.

Standards:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Materials/Sources:

Barbato, Carole A., Laura L. Davis, and Mark F. Seeman. *This We Know: A Chronology of the Shootings at Kent State, May 1970*. Kent, OH: Kent State University Press, 2012.

“Bates, Candace. "Peace: Learn It, Live It, Teach It",” *Kent State University Libraries. Special Collections and Archives*, accessed June 22, 2021,
<https://omeka.library.kent.edu/special-collections/items/show/6702>.

“Burning River Vol. 1, No. 6,” *Kent State University Libraries. Special Collections and Archives*,
accessed June 24, 2021,
<https://omeka.library.kent.edu/special-collections/items/show/2881>.

CBS This Morning. (2018). *Parkland shooting survivors on activism: "We're what every American should be"*. YouTube. <https://www.youtube.com/watch?v=tRCGkWVD4aI>.

“First teargas canisters fired, 5/4, 12:10 PM,” *Kent State University Libraries. Special Collections and Archives*, accessed June 24, 2021,
<https://omeka.library.kent.edu/special-collections/items/show/1274>.

Grace, Thomas M. “Kent State: Death and Dissent in the Long Sixties.” Amherst, MA: University of Massachusetts Press, 2016.

“I moved near the guardsmen as they prepared to advance, 5/4, 12:15 PM,” *Kent State University Libraries. Special Collections and Archives*, accessed June 24, 2021,
<https://omeka.library.kent.edu/special-collections/items/show/1279>.

Kent State University. "The May 4th Augmented Reality Experience." *National Endowment for the Humanities*. May 4, 2021, <https://may4thxr.kent.edu/index.html>

McCormick, Patricia. "The Girl in the Kent State Photo." *The Washington Post*, 19 Apr. 2021, www.washingtonpost.com/magazine/2021/04/19/girl-kent-state-photo-lifelong-burden-bing-national-symbol/.

Scruggs, J. C. (1998). *Voices from the wall*. Vietnam Veterans Memorial Fund.

"Thompson, Daniel: "My Alma Mater"," *Kent State University Libraries. Special Collections and Archives*, accessed June 23, 2021, <https://omeka.library.kent.edu/special-collections/items/show/3260>.

Yusef Komunyakaa, "Facing It" from *Pleasure Dome: New and Collected Poems*. Copyright © 2001 by Yusef Komunyakaa. Reprinted with the permission of Wesleyan University Press.

***Students will also be directed towards the Kent State Archives, Library, Walking Tour, and Visitor Center.

Assessments:

Students will be informally assessed on their ability to locate and interpret information through rhetorical analysis through discussion, exit tickets, and quick writes.

Students will be formally assessed using a rubric of their reflection piece presented in the google site. *Socratic seminar for discussion.

Disseminating Knowledge:

Presenting to our English Department at our August meeting.

Unit will be added to our curriculum map within the nine weeks where **Outliers** by Malcolm

Gladwell is the anchor text. This means the entire 10th grade will be completing this unit.

Materials and resources have been collected in the shared English Department files where all teachers at all grade levels will have access for supplemental materials.

Students will be able to share with the community their projects at the spring art fair.

Finding Your Voice

“Inquire, Learn, Reflect”

Unit Plan Part 2

Overview:

In this five day unit of study, students will build upon the knowledge gained from the rhetorical analysis of the primary and secondary source material from the Part 1 of the Unit. Students will now utilize and analyze many primary sources to draw their own conclusions to one of the essential questions below. Students will be exposed to photos, newspaper articles, poems, and video recordings from the 1960/1970's. The focus will be the Kent State Shooting May 4, 1970. Students will be working collaboratively to answer an essential question through essay writing and visual construction.

Essential Questions:

How can one choice or experience change your life for the better?

How can young people make a difference in the world?

How can facts or truths be different based on perspectives?

Unit Goals:

By the end of the unit, the students will be able to analyze and select sources to support their stance on an argument.

By the end of the unit, the students will be able to express their ideas verbally, visually, and linguistically.

By the end of the unit, the students will be able to contribute to an academic discussion through textual support and academic language.

Five Day Unit:

Students will read the reflections posted on the classroom google site. Students will select materials to read to form an answer to their essential question.

Students will answer their selected essential question using materials from several sources.

Additional materials may be necessary. Our Librarian will be available to help students locate resources as necessary.

Students will be placed in groups of 3 with other students that chose their same essential question. This will be the group that writes their essay together. Each student will be responsible for a body paragraph (introduction and conclusion can be written collaboratively).

Students will write an argument essay with three visual elements (one visual per body paragraph). Students will create a way to present their ideas within their argument to be exhibited to the school. The exhibit will be on display at the school during the Art Show which welcomes the students, parents, and community members.

The following technology will be utilized to create the visuals that enhance the students' essays.

Comic Strip (Storyboard That)

Poster (Canva)

Infographic (Thinglink)

Wanted Poster (Canva)

Album Cover (Canva)

Graphs/Charts (Canva or Google Spreadsheet)

Timeline (Thinglink)

Standards:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 *topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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CBS This Morning. (2018). *Parkland shooting survivors on activism: "We're what every American should be"*. YouTube. <https://www.youtube.com/watch?v=tRCGkWVD4aI>.

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Grace, Thomas M. “Kent State: Death and Dissent in the Long Sixties.” Amherst, MA: University of Massachusetts Press, 2016.

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McCormick, Patricia. "The Girl in the Kent State Photo." *The Washington Post*, 19 Apr. 2021, www.washingtonpost.com/magazine/2021/04/19/girl-kent-state-photo-lifelong-burden-bing-national-symbol/.

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Yusef Komunyakaa, "Facing It" from *Pleasure Dome: New and Collected Poems*. Copyright © 2001 by Yusef Komunyakaa. Reprinted with the permission of Wesleyan University Press.

***Students will also be directed towards the Kent State Archives, Library, Walking Tour, and Visitor Center.

Assessments:

Students will be informally assessed through discussion, exit tickets, and quick writes.

Students will be formally assessed using a rubric of their collaborative argument essay with visuals.

*Socratic seminar for discussion