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

**Name of Educator: Ian Canary-King**

**Educator's Teaching Plan Number & Title: Project 17, "Kent State"**

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

**Subject Area for Educator's Teaching Plan: US History**

**Educator's State: North Carolina**

**Description of Educator's Teaching Plan: For this history unit for an arts school, incorporates performing arts and potentially drama, students choose a perspective on day 1, such as protestor, guardsman, Black United Students member, governor, from which they will write their first monologue. Staying with that perspective, they will respond to other elements, incl. "Ohio"; thoughts from the mother of US soldier in the Vietnam War; the Guard's *statement of regret*; memorial markers at Kent State. Students conclude with reflection on events of their lifetime.**

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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## Unit Plan: Kent State

2021

**Introduction:** These lessons were designed for an 8<sup>th</sup> grade U.S. History classroom. This week of lessons could be inserted into a larger unit about the Vietnam War Era. As a teacher at an Arts Integration school, I have incorporated performing arts and a potential collaboration with our Drama teacher into this unit. My school recently implemented a 1-to-1 Chromebook initiative, and students will be using their Chromebooks during the course of these lessons.

**Essential Questions:** How do people experience the same event differently, depending upon their vantage point, role, and worldview?  
How can we use diverse perspectives to better understand a historical event?

**North Carolina Social Studies Standards:**

8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives.

8.H.1.5 Analyze the relationship between historical context and decision-making.

8.H.2.2 Summarize how leadership and citizen actions influenced the outcome of key conflicts in North Carolina and the United States.

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Anticipatory Set:</b> View a cropped image of the National Guard on Kent State’s campus on May 4<sup>th</sup>. Ask students to predict what might be happening in this image. Next, reveal the full image and introduce the events surrounding May 4<sup>th</sup>. (10 min)</p> <p><b>Documentary:</b> Watch Al Jazeera’s “Four Dead in Ohio” and provide an opportunity for students to make observations/ask questions. (35 minutes)</p>	<p><b>Anticipatory Set:</b> Listen to “Ohio” by Crosby, Stills, Nash and Young. Ask students to explain how this song portrays the history that we learned yesterday. Which facts and perspectives are prioritized within this song? Which facts or perspectives are omitted? (10 min)</p> <p><b>Brainstorming:</b> Teacher will model the process of developing inquiry questions. Students will be grouped according to the perspective that they</p>	<p><b>Anticipatory Set:</b> Watch the YouTube video “Vietnam War American Mother Describes Ordeal.” Ask students what they notice within the video. Highlight the emotional tenor and specificity of her remarks. Relate this video to their upcoming assignment. (8 min)</p> <p><b>Monologue Assignment:</b> Provide more detail, instructions, and rubrics for this assignment. Students will each write a monologue from the</p>	<p><b>Anticipatory Set:</b> Read the “Statement of Regret” that was signed by the guardsmen. Discuss student impressions and ask what this document reveals about the perspectives of the guardsmen themselves. (10 min)</p> <p><b>Technology Lesson:</b> Show students how to record videos of themselves using FlipGrid. Provide tips about how to orient the camera, project your voice, etc... (10 min)</p>	<p><b>Anticipatory Set:</b> Show an image of the Prentice Parking Lot Memorial Markers. Ask students to share their impressions. Lead into a discussion of the controversies surrounding memorializing May 4<sup>th</sup>. (15 min)</p> <p><b>Student Projects:</b> View students’ videos and introduce the virtual gallery that will be used to share these videos with their families and the school community. (25 min)</p>

<p><b>Assignment Introduction:</b> Explain to students that they will be picking a specific perspective to focus upon during the coming days. They can choose to focus upon the protesters, BUS members, guardsmen, or Gov. Rhodes' staff. They will then develop inquiry questions, research their topic, and write a monologue from the perspective of a member of this group. (10 min)</p> <p><b>Closure:</b> Students will write their choice of topic, as well as any questions about the project on an Exit Slip. (5 min)</p>	<p>chose to focus upon during yesterday's class. Groups will develop a set of questions that they would like to answer about their chosen topic. (15 min)</p> <p><b>Research Time:</b> Students will each receive an introductory reading and a list of suggested links about their topic. Students will search for information that is related to their inquiry questions and record their notes in a Google Doc. These notes will be submitted via Google Classroom when they finish (either today or tomorrow). (30 min)</p> <p><b>Closure Discussion:</b> What was the most interesting/ surprising/ confusing thing that you discovered in the course of your research today? (5 min)</p>	<p>perspective of their chosen character. These monologues should express a clear, historically informed perspective toward the events of May 4<sup>th</sup>. Monologues will be written during class and then recorded for a virtual gallery. (Our school's Drama teacher may be available to help introduce this assignment and assist students with their writing/practicing). (7 min)</p> <p><b>Work Time:</b> Students will work individually. They can use some time to finish their research from yesterday. They can start writing their monologues whenever they feel ready. (40 min)</p> <p><b>Closure:</b> Remind students that we will be recording tomorrow. Let them know that they can bring costumes or props for their videos. Offer time for students to visit the school "costume closet" during dismissal. (5 min)</p>	<p><b>Work Time:</b> Students will finish their monologues, practice, and record their videos. Students who finish early may watch their classmates' videos and post supportive comments. Students who do not finish by the end of class and complete their work from home this evening. (35 min)</p> <p><b>Closure:</b> Tell students that you are implementing this project for the first time. Ask them to answer the following questions on an Exit Slip: What do you enjoy about this project? Which aspects of this project helped you to learn about the Kent State shootings? Which aspects of this project did you find confusing or difficult? Why? Do you have any ideas for improving this project in future years?</p>	<p><b>Discussion:</b> What are defining events for your generation? What perspectives can you identify within those events? (15 min)</p> <p><b>Closure:</b> Exit Slip - What is the most important lesson that we can learn from the Kent State shooting? (5 min)</p>
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**Partial List of Sources:**

Al Jazeera English. "Four Dead in Ohio." *YouTube*, 5/5/2010, <https://www.youtube.com/watch?v=TdCpl2qdsd8>.

Barbato, Carole, et al. *This We Know: A Chronology of Shootings at Kent State, May 1970*. Kent, Ohio: Kent State University Press, 2012.

Crosby, Stills, Nash & Young. "Ohio." *So Far*, Atlantic Records, 1974.

Grace, Tom. *Kent State: Death and Dissent in the Long Sixties*. Amherst: University of Massachusetts Press, 2016.

Hoffman, David. "Vietnam War Mother Describes Ordeal." *YouTube*, 1969, [https://www.youtube.com/watch?v=YMpl\\_J1VQrw](https://www.youtube.com/watch?v=YMpl_J1VQrw).

"Regrets about Kent State." *New York Times*, 1/8/1979, <https://www.nytimes.com/1979/01/08/archives/regrets-about-kent-state.html>.

**Plan for Sharing Unit with Colleagues:**

This unit would be shared with my school's drama teacher. We will collaborate to further develop these lessons and support students with their monologue project. Finished projects would be shared with the school community, which could lead to additional discussions and sharing of resources.