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

Name of Educator: Jim Ryan

Educator's Teaching Plan Number & Title: Project 35, "May 4 1970 Unit Outline: Lesson Plans"

Level of Students for Educator's Teaching Plan: Grade 5

Subject Area for Educator's Teaching Plan: Social Studies

Educator's State: Ohio

Description of Educator's Teaching Plan: Documentary background and close reading of a May 4 photo initiate students' May 4 study, followed by creation of a multitiered timeline. Frames include the First Amendment & decision makers/decisions made. Meaning is made of a May 4 photo compared to a Jan. 6, 2021, photo. Synthesizing follows.

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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May 4, 1970

Unit Outline/Lesson Plans

Unit Overview

This unit will investigate the series of events related to the shootings on May 4, 1970 at Kent State University. Students will learn about the days leading up to May 4 and the impact of these events on our society moving forward. Students will also have the opportunity to tie issues like freedom of speech and dissent into issues of today (such as the January 6 events at the United States Capitol).

Unit Outline

1. Intro (Analyze a Photograph)...students use an organizer to try to answer who,what,when,where,why questions...students will also be able to write down questions they have about the image.
**Debrief
2. Video (we will watch a short video detailing the events of May 4)
**Discussion
3. Timeline (students create a timeline of events)
4. May 4 Visitor Center (virtual tour)
5. Opinion Writing Piece (students will choose one of the topics from a list of possible subjects or create their own topic to address, I am still working on topics)...possible topics include A.) Do you think the students had a right to gather? B.) Draft age vs. Voter age C.)student idea
6. Implications for today (compare/contrast an image from May 4 and one from January 6 of this year)...students will use a Venn Diagram organizer to complete this activity.
**Debrief
7. Culminating Project (show me what you know/learned)...students will pick a project from the "choice board" to complete this project (I am still working on this)
**Gallery Walk (at the end of a project I like to have a "gallery walk" like an art show where students move around and look at student projects and speak with each other...I usually do this over a couple of days and students take turns...after we debrief the topic and the projects students created).

Lesson Plans

Objectives/Standards:

Government Strand

11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Historical Thinking and Skills

1. Multiple-tier timelines can be used to show relationships among events and places.

Standards for Literacy in History/Social Studies

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.

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.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with resources and information. (a-d)

*In addition to the previous standard this assignment will also include a prewriting activity, peer editing, student/teacher conferencing, and revising/editing/rewrite activities.

Factual Knowledge (students will know)

1. The events surrounding the May 4 shootings at Kent State University
2. Through discussion (and an accompanying organizer) students will learn about the First Amendment, free speech, and the right to assemble
3. The chain of command with regard to the decision makers and the decisions made during this time
4. Using images of both events students will compare/contrast the May 4 shootings with the January 6 event at the U.S. Capitol

Procedural Knowledge (students will be able to)

1. Discuss the image of Kent State May 4 to increase understand of the event and ask questions for further study
2. Create a multi-tier timeline of the events leading up to and including the May 4 shootings to better understand the topic

3. Discuss/ask questions regarding the May 4 visitor center (virtual tour)

Conceptual Knowledge (students will understand)

- 1.

Learning Activities

- A. Introduction (analyze a photograph)
- B. Video (summary of the events surrounding May 4)
- C. Timeline (a two-tier timeline of the events)
- D. Video (a virtual tour of the May 4 visitor center)
- E. Opinion Writing assignment (students choose a topic or come up with their own to explore)
- F. “Implications for today” (compare/contrast a photograph from May 4 and the January 6 event at the U.S. Capitol)
- G. Culminating Project (using a “choice board” students will choose a project to demonstrate what they learned through this unit)

Lesson Descriptions

Lesson #1 Introduction (analyze a photograph)

Lesson #2 Summary of the events surrounding May 4 (video)

Lesson #3 Timeline (a two-tier timeline of the events)

Lesson #4 Virtual Tour of the May 4 visitor center (video)

Lesson #5 Opinion Writing (including planning/conferencing/editing/final copy)

Lesson #6 Compare/Contrast (May 4 and January 6 at the U.S. Capitol)

Lesson #7 Culminating Project (“show what you know” with accompanying “Gallery Walk”)