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

Name of Educator: CJ McClung

Educator's Teaching Plan Number & Title: Project 36, "May 4, 1970 Unit Plan"

Level of Students for Educator's Teaching Plan: 10-12 grades

Subject Area for Educator's Teaching Plan: Social Science

Educator's State: California

Description of Educator's Teaching Plan: A focus on the student protest movement and counterculture of the long sixties has students looking at: protest songs for Americans' response to the war; reflections of the counterculture in May 4; an *Upstander* from these movements who made social change; similarities between Boomers and Gen Z; and the importance of the First Amendment to protest then and 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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May 4th, 1970 Unit Plan

Unit Overview: Introduction and Rationale

Introduction: The goal of this unit is to provide a deeper and more meaningful context to the long civil rights movement and the anti-war demonstrations and student activism in the 60s and 70s. A number of themes will be addressed such as student activism both then and now, First Amendment rights, anti-imperialism, Black radicalism and its influence on white liberals/students, and the New Left, and the legacy, significance, and impact of the May 4th shooting. Students will be building on their prior learning/knowledge about the Vietnam war to contextualize the historical record and make connections to anti-capitalist, anti-imperialist movements of the past and present. In turn, students will deepen their knowledge on how to synthesize domestic and foreign imperialism, capitalism, and state sanctioned violence. "May 4th represented the war coming home to America. And in many ways it was. It was soldiers firing at unarmed people," - Jerry M. Lewis

Rationale: This unit will serve to complement other units of study within the civil rights movement, the Vietnam War, the anti-war movement, and student activism. Oftentimes, these subjects are compartmentalized and students rarely get a chance to consider and question how these movements, people, groups, organizations, and activists worked together, influenced one another, disagreed, and envisioned their work. As Dr. Idris Kabir Syed alluded to in our discussions, there is a reason why Black radicals like Kwame Ture, Jesse Jackson, Huey Newton, and others visited and spoke at Kent State on the memorial of the shooting. The ultimate goal is to continue a theme introduced at the beginning of the year using the 1619 Project that Black folks and African Americans have played a central role in making the US realize or at the minimum attempt to realize it's highest ideals that are constantly taught: freedom, equality, democracy, equity. While the Kent State Shooting largely involved white students, the traditions of resistance, rebellion, and revolution are ones rooted in the Black experience and practice.

Unit Goals and Objectives

1. Students will explore the Kent State Shootings through a variety of instructional strategies and content engagement to further their understanding of the long civil rights movement
2. Students will compare abolitionist and anti-police rhetoric or language and demands from activists before/during/ and after the Kent State Shooting and make connections to similar rhetoric or language from activists today in BLM and other leftist movements
3. Students will conduct chronological analysis and sequencing through a gallery walk of documents, photos, written accounts, etc. to better understand the day's event and the context of what happened years prior.
4. Students will evaluate the media and narratives of the May 4th event and consider multiple perspectives
5. Students will examine how the Black student population and Black led organizations like BUS led anti-imperialists movements in the years and days leading up to May 4th.
6. Students will examine the First Amendment and consider questions about how it is limited by SCOTUS decisions
7. To synthesize and conclude their learning, students will write a short essay/reflection response that makes connections from Kent State student activism to current events, activism, and movements, such as police abolition, defunding the police/military.
8. Students will create a poem, art work, or other creative piece to symbolize their understanding of the Kent State shooting and it's connection to today.

Unit Content and Common Core Standards/Framework Questions

HSS: 11.10.5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

HSS: 11.10. Students analyze the development of federal civil rights and voting rights.

HSS: 11.9. Students analyze U.S. foreign policy since World War II.

CCSS: 11.7. Conduct short as well as more sustained research projects to answer a question a question (including a self-generated question) or solve a problem; (including a self-generated question) or solve a problem; narrow or broaden the narrow or broaden the inquiry when appropriate; synthesize multiple inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject strating understanding of the subject under investigation. ge under investigation.

CCSS: 11. 8. Gather relevant information from multiple authoritative print and digital sources, led sources, using advanced searches effectively; assess the usefulness of using advanced searches effectively; assess the strengths and limitations of each t Know each source in answering the research question; integrate information source in terms of the task, purpose, and audience; integrate information into the into the text selectively to maintain the flow of ideas

Unit Essential Questions

CA HSS Framework Questions: How did the war in Vietnam affect movements for equality at home? How did various movements for equality build upon one another?

Other Questions: Should we allow dissent of state policy? How did black folks play a role in Kent State student activism? Whose truth matters?

Daily Lesson Plans

Day 1 - Chronology and Historical Context (Gallery Walk)

Instructional Sequence	Student-Led/Centered Activities and/or Teacher Instruction/Modeling/Examples/Etc.	Materials/Resources/Technology
Setting the Stage (Prior Knowledge/Anticipatory Setting/etc.)	Students will listen to and read the lyrics of "Ohio" by CSNY and be asked to predict what happened or what this song addresses. The teacher will lead the discussion with students by drawing on students randomly from equity cards.	
Lesson body	Using the teacher's google website, students will complete a gallery walk to help them understand the historical context of May 4th and what happened on that fateful day through a graphic organizer. They will explore images, text, video, and oral histories. (Considering moving this to a second day to solidify their context and chronology of events through the Augmented Reality Tour)	https://may4thxr.kent.edu/index.html Google Website (To be created..)
Closing	Once students complete their gallery walk, the teacher will hold a class discussion on their findings, what they found interesting, gaps in their knowledge, questions about the historical context, etc.	N/A

Day 2 - Generation Gap and Media Coverage (Thread: Power of Narratives)

Instructional Sequence	Student-Led/Centered Activities and/or Teacher Instruction/Modeling/Examples/Etc.	Materials/Resources/Technology
Setting the Stage (Prior Knowledge/Anticipatory Setting/etc.)	Students will be asked to think about some major generational differences between them and their parents. How do you view BLM versus your parents? How do you view climate change versus your parents? This will set the stage for a discussion about generational differences and confrontations at Kent State before, during, and after the shooting.	N/A
Lesson body	<p>EQ: What was the American public perception and response to the Kent State Shootings? Given recent events, is violence still being promoted by the right? What kind of community support was available for the survivors and the families of the victims?</p> <p>Historical Context: Students will read excerpts from Dr. Grace's book on Kent State to better understand the kind of activism at Kent State in the years, months, and days prior to the shooting. They will also consider headlines and newspaper clippings to consider multiple perspectives within the Kent State community, the National Guard, state, and nation. If available and appropriate, students will also listen to oral histories of hate mail, support, etc. from the community and society by surviving victims. Students will then hold a socratic seminar to discuss their findings, questions, concerns, misunderstandings/confusion, etc.</p>	Death and Dissent; Newspaper clippings/headlines; Oral histories;(Further research needed from the archives)

Closing	Exit Ticket: What did this lesson demonstrate to you about the power of narratives? Whose story was told? What truths were conflicting?	

Day 3 - Black Student Role at Kent State

Instructional Sequence	Student-Led/Centered Activities and/or Teacher Instruction/Modeling/Examples/Etc.	Materials/Resources/Technology
Setting the Stage (Prior Knowledge/Anticipatory Setting/etc.)	Students will read a poem by Mwatabu S. Okantah that reflects on the George Floyd and Breonna Taylor murders. Students will choose a stanza and explain its meaning in terms of the history of racism, white supremacy, and policing in the US. The teacher will lead a discussion by calling on students with equity cards to share their chosen stanza and interpretations.	Poem
Lesson body	<p>EQ: How did Black students lead the activism that took place at Kent State throughout the prior decade leading up to May 4th, 1970?</p> <p>Students will complete a webquest that guides them through several websites to discover and explore the ways in which Black students were central to the larger civil rights movement and the relationships between activists. Students will also connect the abolitionist/defunding demands by SDS, BUS, and other student activists to the BLM movement today.</p>	Civil Rights/Black Power Movements Digital History Black Student Movements
Closing	Students will complete a short reflection on their learning the EQ: How did Black students lead the activism that took place at Kent State throughout the prior decade leading up to May 4th, 1970?	

Day 4 - May 4th Activists and Activism Today

Instructional Sequence	Student-Led/Centered Activities and/or Teacher Instruction/Modeling/Examples/Etc.	Materials/Resources/Technology
Setting the Stage (Prior Knowledge/Anticipatory Setting/etc.)	In small groups, students will read and discuss what meaning and interpretations they find in the poem. A whole class discussion will follow.	Driving While Black Poem

Lesson body	<p>EQ: What parallels or connections do you see between the activism of the long civil rights movement and today? What strategies, language, rhetoric, ideas, are still in use today? What has evolved?</p> <p>The teacher will lead students through reading and discussion of several sources through document based questions to help address the EQ.</p> <p>Students will then explore what “defund” and police abolition mean through a series of Angela Davis excerpts and the 10 Point Program by the Black Panthers. In small groups, students will discuss what parallels or connections they see in Black Panther work and today’s BLM movement and abolition today.</p> <p>Students will be introduced to activism and mutual aid groups within their community.</p>	<p>Sacramento Police Budget</p> <p>Oakland Police Visit to Kent State/Demands (Source needed)</p> <p>Stephon Clark</p> <p>10 Point Program</p> <p>New Jim Crow by Michelle Alexander</p> <p>APTP Norcal Resist BLM Sacramento</p>
Closing	Students will reflect on the following questions through discussion: What do activists today have in common with activists in the 1960s and 70s?	

Day 5 - Memorialization and Remembrance

Instructional Sequence	Student-Led/Centered Activities and/or Teacher Instruction/Modeling/Examples/Etc.	Materials/Resources/Technology
Setting the Stage (Prior Knowledge/Anticipatory Setting/etc.)	In pairs, students will define one of the two terms (memorialization/remembrance) in their own words. Students will discuss the two terms in a pair share and a whole class discussion will be lead by the teacher.	
Lesson body	<p>EQ: How has the Kent State Shooting been memorialized and remembered? Why is it important to remember what happened at Kent State?</p> <p>The teacher will provide a short lecture on the events, personal stories, how the state responded, and university action (or lack thereof) in the years after the shooting. Included will be the story of John Cleary and his memorial proposal. We will compare the current memorials, ceremony, May 4th project. Etc. in a compare and contrast venn diagram.</p>	
Closing	Students will discuss their venn diagrams with a partner and whole	

Works Cited

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<https://www.youtube.com/watch?v=g2UBQX7fwBQ>.

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