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

**Name of Educator:** Becky Villagran

**Educator's Teaching Plan Number & Title:** Project 38, "May 4th Inquiry: IB History of the Americas"

**Level of Students for Educator's Teaching Plan:** Grades 11-12

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

**Educator's State:** California

**Description of Educator's Teaching Plan:** Students' preceding work views the Vietnam War as a case study for how well American democracy functions. This line of inquiry is repeated for May 4, regarding which students select a focus from one of 8 elements of democracy spelling out R-E-S-P-E-C-T, such as *R is for rights*.

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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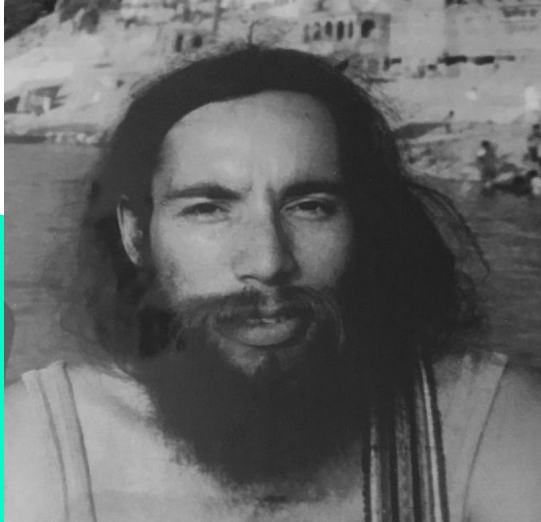
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# MAY 4TH INQUIRY



IB History of the Americas Year 2

# MAY 4TH INQUIRY CONTEXT

## IB Paper 2 Topic

- **Development of Democratic States**
  - **The American War in Vietnam (1945- 1975) is examined as a case study in the challenges to the development and maintenance of a Democratic State**
  - **To what extent does the United States function as a Democracy during this time period?**
    - **Expansion of Democracy: 18-20 year olds get suffrage, Protest, Civil Rights, Engaged Citizens, Media, Tinker Case**
    - **Democracy in Decline: Imperialism, State Sanctioned Violence, Tonkin Resolution/Blank Check for War/ Pentagon Papers, Kent State and other massacres, War on Drugs, Cointelpro, My Lai Cover-Up**

# ELEMENTS OF DEMOCRACY

## RESPECT Acronym

R- Rights

E- Equality

S- Suffrage

P- Pluralism

E- Education

C- Citizenship

T- Transparency

[Photo: Aretha Franklin, with “R-E-S-P-E-C-T”  
superimposed]

# INQUIRY

## Looking at the May 4th Shootings at Kent State:

**Students will develop an inquiry question to research and create a product to share with a small group for a panel discussion on the Meaning of May 4th, 1970**

[Photo: Alan Canfora waves black protest flag in the direction of Ohio National Guardsmen pointing their rifles, May 4, 1970]

**What does this event reveal about the status of Democracy in the United States?**

# REQUIREMENTS

Question should have a chosen theme.

Question should address at least one element of Democracy (RESPECT Acronym)

Product should utilize 3 secondary academic sources and 2- 3 primary source visuals

Product should have at least 10 pieces of evidence and reach a well reasoned conclusion.

# JAMBOARD OR GOOGLE SLIDES (STUDENT WORK: SOUTH AFRICA TOPIC)

[Image: Sample “Jamboard” graphic]

# EXTENSION

Since Inquiries should be done in cycles, if time, I would have one more cycle of Inquiry where students evaluate May 4th and one other event to examine the continuity and the change between the two events/periods related to their first inquiry.

For example: If first question was: To what extent was the May 4th shooting the result of the rise of polarized rhetoric in the early Nixon Era?

Then the second inquiry question might be: To what extent has rhetorical polarization increased between the May 4th shooting and the Trump Era?