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

**Name of Educator:** Rena Weber

**Educator's Teaching Plan Number & Title:** Project 45, "Project: Unit Plan"

**Level of Students for Educator's Teaching Plan:** 9-12 grades

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

**Educator's State:** Arizona

**Description of Educator's Teaching Plan:** Students learn the history of May 4 from multiple sources: photos, film documentary, and popular music. They synthesize by creating a May 4 picture book depicting student protest context, the shootings and aftermath, comparison to today, and afterword of inspiring lyrics.

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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National Endowment for the Humanities

Making Meaning of May 4<sup>th</sup>, 1970 - Kent State Shootings

6/20/2021-6/25/2021

Project – Unit Plan

The following lessons will be completed after studying the Vietnam War (the lottery activity will be completed in the previous lessons on the Vietnam War).

**Background Information:** Watch National Geographic's documentary on the Kent State Shootings: (60 min.)

Teacher fills in gaps with historically accurate facts about the Kent State Shootings (i.e. The bars in Kent were closed on the previous evenings and that's why students were angry and milling around in the streets – some causing trouble – others helping to repair damage on Sunday, May 3rd). (20 -30 min.)

Teacher guides students through analyzing photographs of the Kent State University shootings at: <https://www.gettyimages.com/photos/kent-state-massacre> & <https://www.library.kent.edu/special-collections-and-archives/kent-state-shootings-photographs-various-sources> (1-2 class periods)

**Ask students:**

- 1) What questions come to mind?
- 2) Make sure they are open-ended and not closed-ended questions (yes/no).
- 3) Discuss the advantages and disadvantages of each question.
- 4) Revise closed-ended questions (yes/no) to make them open-ended.
- 5) Prioritize the questions – Choose 3 that will best explain to the class what is happening in these questions.
- 6) Research key questions. Find 2 or 3 articles from different sources that will help you answer your questions. Consider using Kent State Library archives and special collections which are open to all at <https://www.library.kent.edu/special-collections-and-archives/kent-state-shootings-photographs-various-sources>
- 7) If using Google, make sure to scroll down past the first few entries to find .edu websites or prestigious newspapers and magazine articles with reputations for historical accuracy.

**Colorado State History Standards** addressed:

- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- Collaborate with peers, experts, and others using contemporary media to contribute to a content related knowledge base to compile, synthesize, produce, and disseminate information.
- How does cultural, political, economic, and social diversity affect perceptions of change over time?
- How are human rights respected and defended in a world of different nations and cultures?
- Historical thinkers understand that the ability to negotiate the complex relationships among change, diversity, and unity throughout world history.
- Historical thinkers understand that the ability to analyze the significance of interactions among eras, ideas, individuals, and groups is an essential skill in an increasingly globalizing world.
- Historical thinkers analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

**Protest Song Activity** (1 class period)

**1. “Blowin’ in the Wind”**

How many different kinds of conflict can be identified in the first stanza?

**2. “Turn, Turn, Turn”**

The song is based on Ecclesiastes 3:1-8. In what ways is it like Ecclesiastes? How does it differ substantially from the “spirit” of Ecclesiastes?

**3. “For What It’s Worth”**

How and why does the song make use of popular language (slang)?

**4. “Strawberry Fields Forever”**

What kind of behavior or stance is criticized? What kind of behavior or approach is advocated?

**5. “Get Together—Love Your Brother”**

Compare the meaning(s) of the song and its key images to “Turn, Turn, Turn.”

**6. “San Francisco (Be Sure to Wear Some Flowers In Your Hair)”**

If wearing a flower in your hair is a metaphor or figure of speech, what does the phrase mean?

**7. “The Times They Are A-Changin’”**

Discuss the allusion to Matthew 19:30, 20:16.

**8. “Eve of Destruction”**

What reflections of the time in which the song was written can be inferred from details in the song? Are any of the reflections of that time relevant to today?

**9. “White Rabbit”**

The song encourages listeners, “Feed your head.” What does this mean?

**10. “Abraham, Martin and John”**

Who is Abraham? What is the effect of mentioning the other people in connection to Abraham?


**11. “Street Fighting Man”**

**Why does it make sense that the song refers to summer? Does summer have the same meaning in both this song and “San Francisco”?**

-  [1\) Bob Dylan - Blowin' in the Wind.mp3](#) (2.599 MB)  
Written by/Artist: Bob Dylan (released 1963)

[Text - Lyrics]

**TURN, TURN, TURN**

-  [2\) The Byrds - Turn! Turn! Turn!.mp3](#) (3.626 MB)  
Written by: Pete Seeger/Artists: The Byrds (released 1965)

[Text - Lyrics]

## FOR WHAT IT'S WORTH

-  [3\) Buffalo Springfield - For What It's Worth.mp3](#) (2.402 MB)

Written by: Stephen Stills/Artists: Buffalo Springfield (released 1966)

[Text - Lyrics]

-  [4\) The Beatles - Strawberry Fields Forever.mp3](#) (4.02 MB)

Written by: Lennon-McCartney/Artists: The Beatles (released 1967)

[Text - Lyrics]

## **GET TOGETHER—LOVE YOUR BROTHER**


-  [5\) The Youngbloods - Get Together.mp3](#) (4.286 MB)

Written by: Chet Powers/Artists: The Youngbloods (released 1967)

[Text - Lyrics]



- **SAN FRANCISCO (Be Sure to Wear Some Flowers in Your Hair)**

-  [6\) Scott McKenzie - San Francisco.mp3](#) (2.725 MB)  
Written by/Artist: Scott McKenzie (released 1967)

[Text - Lyrics]

## **THE TIMES THEY ARE A-CHANGIN'**

○  [7\) Bob Dylan - The Times They Are A-Changin'.mp3](#) (2.955 MB)  
Written by/Artist: Bob Dylan (released 1964)

[Text - Lyrics]

## **EVE OF DESTRUCTION**

○  [8\) Eve Of Destruction - Barry McGuire.mp3](#) (3.294 MB)  
Written by P. F. Sloan/Artist: Barry McGuire (released 1965)

[Text - Lyrics]


## **WHITE RABBIT**

-  [9\) Jefferson Airplane - White Rabbit.mp3](#) (2.27 MB)

Written by: Grace Slick/Artists: Jefferson Airplane (released 1967)

[Text - Lyrics]

## **ABRAHAM, MARTIN AND John-Dion**

-  [10\) Abraham, Martin and John - Dion.mp3](#) (3.089 MB)

Written by: Richard Holler/Artist: Dion (released 1968)

[Text - Lyrics]

## **STREET FIGHTING MAN**

○  [11\) The Rolling Stones - Street Fighting Man.mp3](#) (3.004 MB)  
Written by Jagger-Richards/Artists: Rolling Stones (released 1968)

[Text - Lyrics]

**Create an Illustrated / Interactive Picture Book  
about Kent State Shootings  
May 4<sup>th</sup>, 1970**



- Your assignment is to create an illustrated **book** about the shootings at Kent State University, May 4<sup>th</sup>, 1970. Each page of the book should be dedicated to a specific historical part of the May 4<sup>th</sup> incident itself or the events leading up to the Ohio National Guard shooting 4 unarmed students at Kent State and wounding 9 others. The book should go in historical order while covering the following segments: (2 class periods for creation – 1 class period for presentations).
- PAGE 1 – **What** were the students protesting?
- PAGE 2 - **When** did the anti-war protest at Kent State start?
- PAGE 3 - **How** did the May 4<sup>TH</sup>, 1970, incident start?
- PAGE 4 - **Where** is Kent State?
- PAGE 5 - **Why** did the Ohio National Guard fear the students?
- PAGE 6 - **Why** did the students fear the Ohio National Guard?
- PAGE 7 - **What** types of protests were Americans doing at home against the war? (sit-ins, anti-war songs/music, flag burning, etc.)
- PAGE 8 – **How** did the protest finally end?
- PAGE 9 – **How** many students were killed or wounded?

- PAGE 10 – **What** did President Nixon and Congress do in the aftermath of the shootings at Kent State? (think changes as that was what the protesters set out to do... to promote change – did it work?).
  - PAGE 11 – **Was** the use of deadly force necessary? (Back up your opinion with factual evidence).
  - PAGE 12 - **How** can you relate/compare the events of May 4<sup>th</sup>, 1970, to events today? (i.e. Black Lives Matter, the attempted coup on the capitol on January 6<sup>th</sup>, 2021, etcetera...)
  - PAGE 13 – **Lyrics** to an inspirational song, a quote, or a poem.
- Please use pictures, illustrations, and easy to understand words - as if it were written for a freshman in high school. Consider pop-ups, slide-outs, and touch and feel objects. Make your book appealing and informative for young adults to read. Think about how to make it historically accurate and factual. Analyze your sources carefully.
  - Your finished book should include:
    - An illustrated cover
    - the author's name (your name) on the cover
    - PAGES 1-13 (Why 13?)
    - A dedication page to be featured on the **inside cover** – EXAMPLE: *"I dedicate this book to all of the teachers, instructors, and activists, who inspired me to always speak my truth, do what is right, and do my best to be a productive and upstanding citizen."*

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