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

**Name of Educator:** Emily Jacobs

**Educator's Teaching Plan Number & Title:** Project 47, "Remember May 4 Lesson Inspirations"

**Level of Students for Educator's Teaching Plan:** 9th grade

**Subject Area for Educator's Teaching Plan:** AVID (Advancement via Individual Determination),  
Bilingual/ESL Social Studies

**Educator's State:** Illinois

**Description of Educator's Teaching Plan:** Select 1 lesson or all 5, each meaningful: why history matters; how we build the historical record; the message you want remembered; stories photos tell; the difference I make in the world.

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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## Topic 1 Guiding Questions and activities:

Why does history matter? How do multiple perspectives come together to create our view of the world? Why do deep divides and pushback against change exist?

- Why it matters for us to engage in learning multiple perspectives and hearing each other's stories:
  - [Opinion | Preparing Young Americans for a Complex World \(Published 2017\)](#)
  - [Chimamanda Ngozi Adichie: The danger of a single story](#)
- How history is created:
  - [Lunchroom Fight I | Stanford History Education Group](#)
  - [What is historical memory? - Choices Program](#)

## Topic 2 Guiding Questions and activities: What is our role in building the historical record? Why does our perspective matter?

- Explore the archives/feature key artifacts or oral histories to prove that students are eyewitnesses to history [Browse By Sub-Collection · Kent State University Libraries. Special Collections and Archives](#)
- Students select their own primary source and submit it to a class archive
  - [YOU are the Primary Source. These 400+ History Organizations Want... | by Made By Us | \(History\) Made By Us](#)
  - [Trash or Treasure? What Gets Saved \\*Might\\* Get Remembered](#)



# Topic 3 Guiding Questions and activities: What does our popular culture say about our society today? How do you want to be remembered?

- [The evolution of American protest music](#)
- Analyze their own favorite song with what message it sends

## Topic 4 Guiding Questions and activities: How do photographs tell a story? (analysis/evidence)

### ■ Media Literacy

- Socratic Seminar using Kent State photos to learn analysis methods and how photographs can influence perception  
[Photos: Kent State May 4 shootings - Confrontation turns into national tragedy](#) (Inspiration also from [Lesson Plan: The power of photographs from Vietnam to the border crisis](#))
- Student-led Socratic bringing photos of a scene that impacted them (Border crisis)

## Topic 5 Guiding Questions and activities: How do I make a difference in the world? What values do I want my future college to have?

- Personal mission: What would you do if money was no object? (Chic)
- Historical and current context:
  - Newspapers from Illinois Universities [Browse By Sub-Collection · Kent State University Libraries. Special Collections and Archives](#)
  - [Reagan note on Berkeley protest](#)
  - [Choices Program | Taking It to the Streets: A Year of Global Protests](#)
  - [Port Huron Statement · Exhibit · Resistance and Revolution: The Anti-Vietnam War Movement at the University of Michigan, 1965-1972](#)
- Call to action: [My Wish For US](#)
- Narrative unit:
  - Tell the story of a group/event that you believe is “forgotten” (I’ll provide options)
  - Something about yourself that is unknown
  - [Kent State shootings: Paralyzed survivor Dean Kahler harbors no anger](#)