



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

Name of Educator: Denise Annette McIntire

Educator's Teaching Plan Number & Title: Project 51, "Sociology Lesson Plan"

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

Subject Area for Educator's Teaching Plan: Sociology

Educator's State: Indiana

Description of Educator's Teaching Plan: In this sociological approach, students study the changing nature of society; individual and collective behavior; and social problems today. Students examine civil rights and sixties protests; Orangeburg/Kent State/Jackson State; and the times via documentaries and protest music, flyers, banners, and artwork and compose a creative work expressing their own social change agenda.

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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Lesson Plan

Subject Area: Sociology

Grade level: 9-12

Academic Standards(s):

- S.8.2 Examine various social influences that can lead to immediate and long-term changes.
- S.8.3 Using an example, describe how collective behavior can influence and change society.
- S.8.7 Distinguish major differences between social movements and collective behavior with examples.
- S.9.1 Identify characteristics of a “social” problem, as opposed to an “individual” problem.
- S.9.2 Describe how social problems have changed over time. (History)
- S.9.5 Examine how individual and group responses are often associated with social problems.
- S.9.6 Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
- S.10.2 Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.

Standard

Topic (Key point, skill):

- Standard 1 — Foundations of Sociology as a Social Science
- Standard 2 — Culture
- Standard 3 – Socialization
- Standard 4 — Social Stratification
- Standard 5 – Sociology of Gender
- Standard 6 — Sociology of Groups
- Standard 7 — Social Institutions
- Standard 8 — Social Change**
- Standard 9 — Social Problems**
- Standard 10 — Individual and Community**
- Standard 11 – Deviance and Social Control

Goal/Objectives:

Students examine the changing nature of society. They explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and

others are major.

Students analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

Students examine the role of the individual as a member of the community. They also explore both individual and collective behavior.

Materials: Access to ppt for initial presentation, videos, and music. Printed copies of NatGeo article for each student from <https://www.nationalgeographic.com/history/article/2020-not-1968>, copies of Hawks vs Doves for each student, access to the following websites:

Orangeburg/ South Carolina State College Survivors video

<https://www.youtube.com/watch?v=yo7Vof-zJqM>

Video on Kent State

<https://www.youtube.com/watch?v=bJYSSJQmVE8>

Ball of Confusion

Four Dead in Ohio

Whats Going On

Procedures (teacher and student tasks)	Blooms	MI
<p><i>NOTE: Bold represents this project that has been added to my lessons.</i></p> <p><u>Standard Eight</u></p> <ol style="list-style-type: none"> 1. We will begin by viewing a presentation on Social Change. 2. Student will fill out a chart concerning social changes (25 points) and a worksheet on mass society using the text (20 points). 3. Students will watch the PBS documentary on the "Sixties". Every day they must list two social changes on a piece of paper. At the end of this documentary, the students will write their social changes on the board (or I will). This list will be up and each student will be given a chart and they will place the change under a "positive" or "negative" label. They will give a short explanation on why they placed it under that particular label. (70 points) 4. We will examine the ppt on Civil Rights and Student Protests. I will make sure that every student gets a chance to voice their opinions on the questions as well as put their answer in writing. 5. Students will use the article from National Geographic to 	<p>Knowledge Comprehension Application Analysis Evaluation Synthesis</p>	<p>Spatial Linguistic Intrapersonal Interpersonal Logical- Mathematical</p>

create a timeline on the build up civil rights in the 20th century. They will work either in pairs or groups of three. I will assist them as they work. They will have a worksheet that provides the year and they will need to fill in information concerning the corresponding year.

6. Students will be given the handout on Hawks vs Doves. We will go over this as a class to discuss the ideas. Students will then classify themselves using the handout and write/cite the reason why they believe they belong in the category. **Need rubric.**
7. We will view video on Orangeburg at <https://www.youtube.com/watch?v=vo7Vof-zJqM>
We will follow this with a discussion on the incident.
8. We will watch video on Kent State at <https://www.youtube.com/watch?v=bJYSSJQmVE8>
We will follow this with negative reactions from media the New York Times article handout and at: <https://www.facebook.com/NBCNews/videos/10156607570673689/>
We will follow this with a discussion on the incident and sort truth from fiction.
9. We will watch video on Jackson – **need video.**
We will follow this with a discussion on the incident.
10. Students will have access to “This We Know” to create a flow chart of the events starting on Friday, May 1, 1970. **Need rubric and ideas on art.**
11. We will listen to Crosby, Stills, Nash and Young’s “Four Dead in Ohio”, Marvin Gaye’s “Whats Going On”, and Temptation’s “Ball of Confusion”.
12. Students will create a mural, or poem, or lyrics for their personal social change agenda. Access Kent State Archives for artwork and banners and flyers as examples or create ppt to be going during their working time. **Need rubric.**

Great photos to possibly use:

<https://www.beaconjournal.com/story/news/2021/04/29/looking-back-may-4-1970-ohio-national-guard-shootings-kent-state-university-four-students-killed/7396482002/>

Assessment (How objective is met by student: observation, written work, quiz, etc.):

1. Chapter 16 on social change, the students answer question on the first worksheet. (110 points)
2. I will read the second half of Chapter 16 while the students answer question on the second worksheet. (92 points)
3. Student will fill out a chart concerning social changes (25 points) and a worksheet on mass society (20 points).
4. Students will watch the PBS documentary on the “Sixties”. This will take a few days and at the beginning and end of each class we will have a discussion on the social changes that took place in American society. Participation grades will be given for the completion of this particular assignment. (50 points)
5. Students will read and answer questions about social problems as I progress through a Power point presentations covering Standard 9. (100 pts)

Extension

Accommodations

Students tested in small group settings.

Students allowed extra time for testing and quizzes.

Students provided with examples in presented format for testing and quizzes.

Students allowed to sit where needed (away from distractions or close to front for board work)

Additional Information

*Areas of Bloom’s Taxonomy or Gardner’s Multiple Intelligences listed are used **at least** once.*

Social Change

Civil Rights

And

Student Protests

In order to understand the civil rights movement and student protests, we must first re-examine the specifics of social change and the manner in which these two movements are incorporated into the concept of social change.

Social change has four
major characteristics:

1. Social change happens all the time.

It can be quick or slow – examples?

2. Social change is sometimes intentional but often unplanned.

One example of each?

3. Social change is controversial.

What is controversial today?

4. Some changes matter more than others.

What changes matter most to you?

Social movement is a part of social change which lies in our own efforts.

It is defined as organized activity that encourages or discourages social change.

By applying the two variables of “who is changed” and “how much change” means there are four types of social movement.

Alternative – small change in
small population

Redemptive – large change in
small population

Reformative – limited change for
all population

Collective Behavior

The voluntary, relatively spontaneous short-term response to an emerging situation by a large group of people that often violates norms and values.

Social Movement

A collective action by a group of people with a shared or collective identity based on a set of beliefs and opinions that intend to change or maintain some aspect of the social order.

America Movements in the 1960s

[see link below]

- **American Apartheid.** [see link below]
- **Disparity in Wealth.** [see link below]

- **Institutional Terror.** [see link below]

What can you tell me about the
sixties in the United States?
(from PBS documentary)

Does it relate to any of the
previous slides?

Article on civil rights

<https://www.nationalgeographic.com/history/article/2020-not-1968>

Orangeburg/ South Carolina State College Survivors video

<https://www.youtube.com/watch?v=yo7Vof-zJqM>

Video on Kent State

<https://www.youtube.com/watch?v=bJYSSJQmVE8>

Ball of Confusion

Four Dead in Ohio

Whats Going On

Timeline Assignment

Next to each year should be pertinent information about what happened that year and where it happened.

1919

1921

1943

1965

1966

1967

1968

1992

2013

2020