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

Name of Educator: Donna Morin

Educator's Teaching Plan Number & Title: Project 52, "Socratic Seminar Comparing the Youth Protest Movements of the 1960's to Today"

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

Subject Area for Educator's Teaching Plan: Social Studies

Educator's State: New Hampshire

Description of Educator's Teaching Plan: Socratic seminar feat. comparison/contrast of student protest movements then and now. Student research includes culling evidence from articles on contemporary movements.

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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Socratic Seminar Comparing the Youth Protest Movements of the 1960's to Today

100 points

Overarching question How powerful is the voice of youth in America?

Step 1 - Complete a close read and annotate the following articles - 20 points

- “Youth Activist Movements of the 2010's: A Timeline and Brief History of a Decade of Change” by Jameelah Nasheed. Vogue Magazine, December 16, 2019
<https://www.teenvogue.com/story/youth-activist-movements-2010s-brief-history-timeline-decade-of-change>
- The Rage Unifying Boomers and Gen Z by Ronald Brownstein June 18, 2020
<https://www.theatlantic.com/politics/archive/2020/06/todays-protest-movements-are-as-big-as-the-1960s/613207/>

Close Reading Instructions:

- Annotate by writing in the margins comments, important points you want to remember, etc
- Underline the main idea
- Use a question mark (?) something you don't understand
- **Highlight** supporting details OR something important (do NOT highlight entire paragraphs)
- Use a checkmark with something you agree with
- Use an exclamation point (!) with something that surprised or alarmed you

Step 2 - Answer the question below. - 10 points

You must include evidence from the articles AND information from class. Each answer can be bulleted but please type in bold red font. You will use your responses during the socratic seminar - highlight important facts, quotes, etc that you may want to bring up. You must have evidence for EACH response to receive credit.

1. Todd Gitlin, a historian, sociologist and veteran of the protest movements of the 1960's wrote that protests of the 1960's was “a great political defeat and a great cultural success. That's how we ended up with the left marching on the English department while the right took Washington.” (from Brownstein, Ronald. “The Rage Unifying Boomers and Gen Z.” *The Atlantic*, 18 June 2020, [www.theatlantic.com/politics/archive/2020/06/todays-protest-movements-are-as-big-as-the-1960s/613207.](https://www.theatlantic.com/politics/archive/2020/06/todays-protest-movements-are-as-big-as-the-1960s/613207/))
 - a. What is the meaning of this quote?
 - b. What evidence is there to support this quote?

Step 2 - Answer FIVE questions below. - 40 points (8 points each)

You must include evidence from the articles AND information from class. Each answer can be bulleted but please type in bold red font. You will use your responses during the socratic seminar - highlight important facts, quotes, etc that you may want to bring up. You must have evidence for EACH response to receive credit.

1. What similarities do modern youth movements share with those of the 60's?
2. What differences are there between movements of today and those of the 60's?
3. From the Vogue reading, which modern day movements are the most important to you? Provide evidence that change is needed in that area and what has been the progress?
4. What steps can the youth movement take to encourage policy changes today?
5. Compare the reactions of the media and older generations of Americans during protests in the 1960's and today.
6. What lessons can today's youth take from the 1960's
7. How do the issues that youth are concerned about compare from the 1960's today?
8. Is the youth of America in a greater danger than their predecessors in the 1960's? (from the issues they are fighting against and/or authority)
9. How does the presence of a show of force (ie - bringing in police, National Guard, etc) change a protest's momentum?
10. How can our society balance the safety of people and property with our first amendment freedoms?
11. Discuss how there could be multiple truths at an event, even though there is only one set of facts. Illustrate with an example.
12. Do protests have a significant effect on change in a society? .

Part 4: Socratic Seminar individual grade (25 points)

- On the day of the final we will have a socratic seminar discussing the EQ. You will need to be prepared to fully discuss this question.

Part 5 - Socratic Seminar Class Grade (5 points)

An "A" discussion would look like this:

1. Everyone participates, and more or less equally.
2. There is a sense of balance and order: focus is on one speaker and one idea at a time.
3. There is an attempt to resolve questions and issues before moving on to new ones.
4. Students are attentive and respectful of others' opinions and questions.
5. Students tackle tough questions and push towards deeper and/or broader levels of thinking about the text and topic.
6. Students back up what they say with examples, quotations, etc.
7. All students come well prepared.
8. The text and research is referred to often, but not simply re-read.

The class will earn a "B" by doing most of the things on this list a "C" by doing only half of what's on the list (half the class is cruising) and a "D" by doing less than half