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

Name of Educator: Lori Maglione Motry

Educator's Teaching Plan Number & Title: Project 59, "Unit Plan: Topics of the 60s"

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

Subject Area for Educator's Teaching Plan: American History and American Government

Educator's State: Ohio

Description of Educator's Teaching Plan: Opening up the history of May 4 through several lenses and a range of activities, this plan creates space for students to process their feelings and views. They progress through the draft lottery; First Amendment; protest; the May 4 site; and the federal civil trial brought by the May 4 families. They blog, reflect, analyze, create a digital collage for a public gallery walk, and conduct an oral history with someone who experienced the long sixties.

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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Making Meaning of May 4th:
The 1970 Shootings in U.S. History
Kent State University NEH Workshop
July 18-23, 2021

Unit Overview/Rationale/Unit Goals:

An important part of any Social Studies curriculum is the promotion of citizenship, community and active civic engagement. This unit plan was created for an elective class at ----- High School, Topics of the '60s, that usually includes senior students that have already taken American History and American Government; therefore I used the Ohio Learning Standards for American History and American Government, combining standards that pertain to this course. While studying the cold war era, and specifically the war in Vietnam, students will learn to research historic events and governmental policies that continue to impact our daily lives.

The events that occurred at Kent State University prior to and on May 4, 1970 are an important part of U.S. and Ohio's history and students should be aware of not only the events, but of the lessons learned and the effects of this time period. Going forward students will learn to think critically about societal issues and their constitutional rights to express their opinions to bring positive societal change.

Ohio Learning Standards for Social Studies

American History:

The United States followed a policy of containment during the Cold War in response to the spread of communism.

The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security

Ohio Learning Standards for Social Studies (continued)

American Government:

Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.

Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.

The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.

In the United States, people have rights which protect them from undue government interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.

Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

Technology I will use for this project:

School-issued student iPads/teacher iPad and MacBook

Classroom TV with mirroring capabilities for student presentations

Google Classroom for assignments and blogs

Google Forms, Docs and Slides for creation and submission of various assignments and reflections

Teacher printer/copier to print student projects for the memorial wall

Various Electronic Field Trip Forms for the end-of-year field trip

Ipads for student oral history interviews

Note: This unit directly follows a unit introducing the Vietnam War, the U.S. involvement and events leading up to 1968.

Day 1: By 1968, the U.S. had 500,000 troops in Vietnam

Topic: Would you have been called to serve? During the war, young men were conscripted into service using a draft system. Students will research and discover what their number would have been in the draft lottery in 1969 and consider their reactions had they been drafted to serve in Vietnam.

1. Discussion/notes regarding troop numbers leading to 1968/69
2. Draft lottery simulation (digital)
3. Students consider their options: willingly go; move to Canada (draft dodge); go however unwillingly; apply for conscientious objector status; go to college; burn their draft card and resist. Students will complete written assignment on their feelings about the draft, the Vietnam War and protests (as a pre-assessment)
4. Students will complete their written assignment in Google Forms.
5. Class discussion. Students share their results and opinions/reactions with class.

<https://www.usatoday.com/vietnam-war/draft-picker/>

Day 2 - Guaranteed rights in the 1st Amendment

Topic: Protesting for Civil Rights and/or the Vietnam War

Students will examine the 1st Amendment and discuss their rights to protest, according to the U.S. Bill of Rights.

Fortunate Son w/lyrics

Story Behind Fortunate Son

[Article on First Amendment rights to assemble and petition by John Inazu and Burt Neuborne]

1. What rights are protected under the 1st Amendment?
2. What constitutes a “peaceful protest/assembly?”
3. At what point is an assembly NOT peaceful?
4. What is NOT covered under “free speech?”
5. Should rights ever be limited?
6. Is there ANY ISSUE that you are passionate about and would be willing to demonstrate, walk out, sit in, or write your elected officials? Submit in class blog and comment on others.

Day 3 - Protest Movements

As a class we will watch a video of events in Vietnam 1968- and Anti-War Music.

In small groups students will analyze documents, make predictions and create questions about historical protest movements in general, using the following website: Student groups will share out with class.

Mapping America's Social Movements:

<https://depts.washington.edu/moves/index.shtml>

Day 4 - Analyze Anti-War Music of the 60's & 70's

Students will select one anti-war song from the Vietnam War Era and be prepared to share the lyrics, analyze the lyrics and share with the class in a forum. Students will be given the option to choose a pro-military song as well. In addition, students will select one song from “today,” that also represents a message of protest (regardless of the issue). Students will analyze and share the lyrics with the class and lead a discussion about that song.

Students will create a digital slide presentation for this project (complete with links to the songs and lyrics) and share the project with teacher. Students will present their project using their iPads and mirror to the classroom television for presentation purposes.

Day 5 - Music Presentations of the 60's & 70's

Students will present music selections in class today.

Day 6 May 4, 1970 “The Day the 60’s Died”

“Ohio” CSNY

Play “Ohio,” Discuss lyrics and meaning of the song.

Large class views the May 4, 1970 Kent State video “The Day the 60’s Died,” complete questions and full class debrief.

In addition, students will post their additional thoughts and questions relating to May 4 on the class blog and comment on other student posts.

Class discussion surrounding first amendment rights to free speech and assembly and what constitutes an peaceful assembly, the guard carrying live ammunition and other questions created by the students.

Day 7 - Individual Student Research using May 4 Collections at Kent State & Creation of Gallery Wall.

Using May 4th Digital Resources, students will select one person, group or topic surrounding the May 4 event to research and create a digital collage of that topic. The project will be digital but also printed to create a May 4 gallery wall in the classroom.

See assignment for list of items that should be included in each collage. Students will also create one original piece (poem, artwork, etc) on that subject.

<https://www.library.kent.edu/special-collections-and-archives/kent-state-shootings-may-4-collection>

Day 8

Work day to complete May 4 research and gallery wall.

Day 9

Complete Gallery Wall and conduct Gallery Walk. Gallery will also be available for any online students or absent students to complete.

(I will take pictures of our memorial wall and post them in our group folder)

Reflection on May 4 - Students will write a personal reflection on the events of May 4 and submit via Google Classroom.

Effects of May 4 Shootings

Lessons for today: What impact does May 4 have on protest movements, police enforcement, decisions about protests that political leaders and college administration will make.

What do students expect happened as a result of the shootings? Trials, Imprisonment, etc.

Share information on the hearings from 1970s. Small groups review & discuss

file:///Users/lorimotry/Downloads/1979%20May%204th%20Federal%20Civil%20Trial.pdf

View Guard testimony. View Guard oral history interviews.

<https://www.library.kent.edu/special-collections-and-archives/kent-state-shootings-may-4-collection>

Review primary documents relating to guard testimony

Reflections on this unit - Students will also complete an evaluation of this unit for future planning.

10. Oral History Project

This Oral History Project is meant to connect students to their older family members through a personal oral history interview. The students will select one person for their interview subject. That person should ideally be a family member, friend, teacher, or veteran who served or remembers the Vietnam War, events from the Civil Rights Movement and/or specific events from this time. The time period for the project includes 1954-1975, roughly the time period the class covers.

Students will create interview questions and submit to teacher; conduct interview and create a digital project that summarizes the interview and the reactions of the student at the completion.

Students will be given until the end of the semester to complete this project and will share their experience in a large class forum at the end of the semester. I have conducted this assignment for about 3 years now with my 60's students and I have found it really means a lot to them and even though they go into it thinking it will be a lot of work, after the fact they are thankful they took the time to interview family members while they can.

<https://www.library.ucla.edu/location/library-special-collections/location/center-oral-history-research/resources/conducting-oral-histories-family-members>