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

Name of Educator: Michele Markouc

Educator's Teaching Plan Number & Title: Project 63, "Were 1st Amendment rights violated on the Kent State Campus on May 4, 1970?"

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

Subject Area for Educator's Teaching Plan: English

Educator's State: Ohio

Description of Educator's Teaching Plan: Students look through frames including the First Amendment; US Supreme Court decisions; patterns during the long sixties; messages of protest music; May 4 chronology; the lives of Allison, Bill, Sandy, and Jeff; witness accounts; and evidence of the historic site to gauge the balance of rights and injustice and reflect on connections to their own lives.

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 - Project

Introduction/Overview/Rationale

“Remembrance is a form of justice-sometimes the only justice” (Laura Davis) Literature, poetry, music and art is the human part of history that “makes history relevant to be useful to the present” (Allison Krause). This unit is inspired by the video “The Lives of Allison, Bill, Sandy, and Jeff.” The goal is to create a unit that teaches the role of May 4 in American culture answering the essential question: Were 1st Amendment rights violated on the Kent State Campus on May 4, 1970?

Unit Goals

- To understand the events of May 4, 1970 and connect the events to today’s students
- To develop and empower student voices
- To encourage civil discourse

Connection to State Standards

The Following Ohio State ELA Standards will be addressed:

- Determine an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Description of Unit

Day One

- Show and discuss why the 1st Amendment is important and what kinds of activities might be considered violating the 1st amendment
- Have students read 2 Supreme court Cases (Tinker vs. Des Moines School District; West Virginia State Board vs. Barnette) and determine how they would rule and why
- Read the actual ruling and discuss
- Invite Mary Tinker to speak to the class (students will create questions to ask her)

Day Two

- KWL chart
Student Inquiry [Insert KWL chart of your choice]
- Show students 2 short videos about May 4 to create background knowledge
- After watching videos, students will bullet everything they know about May 4th
- Students get into groups and discuss their bullets. Each group will settle on 4 points to share with the class.
- The points from each group will be documented on a shared KWL chart in the K column
- Students individually write down any questions and/or what they want to know about May 4th
- Students will get into groups and share their questions. Each group will settle on 4 questions to share with the class
- The questions from each group will be recorded in the W column
- At the end of the Unit, Students will complete the L (what I learned column). If they cannot answer the questions, they will research the answer

Day Three

- Show video clip about the background of Allison, Bill, Sandy and Jeff
- While students are watching the video, they will be writing down short phrases and bullet points that stand out to them that may reflect the lives of the 4 slain students i.e. “Flowers are better than bullets”
- Show the video clip from “Fire in the Heartland”

- While students are watching the clip they should be jotting down phrases and bullet points. i.e. “they just walked away” “Innocent young people” “unnecessary” “unwarranted” inexcusable”
- Once students have their bullet points/phrases, students will create a one page reflection of the lives of the 4 students and what happened on May 4th. The Names Allison. Bill, Sandy and Jeff should appear prominently on the response. (Formative Assessment) See example (*The Color Purple and The Hillbilly Elegy*)

[Image: Mini graphic story depiction. For their reflection, students may create a one-page annotated map with text, hand-drawn objects, directional lines, and so on.]

- Invite Chic Canfora to speak to the class. Students will create questions to ask

Day Four

- Field Trip to the May 4 Visitor's Museum at Kent State. Students will write a reflection of their experience (Formative Assessment)

Day Five

- Students will have a written text account of what happened on May 4th. They will use the text to create a Found Poem. Students will highlight words and phrases from the text and use those words to create a poem reflecting May 4th (Formative Assessment)
- Students will listen to protest music of the 1960's and discuss the lyrics.
- Students will research current music that could be seen as protesting the current time period. Students will research 1 to 2 songs tell what those songs are protesting and why (Formative Assessment)

Day Six

- Socratic Seminar. Students will have prepared answers, questions and thoughts for the seminar. This is completely led and directed by the students in the class. (Formative Assessment)

**** Students will return to the KWL to complete the L (What I learned column) column. If they cannot find the answer, they must research the answer and put it in the webquest column.

Day Seven

Before students begin the summative assessment, students will submit 5 connections they made from this unit to their own lives. (Formative Summative)

Summative Assessment:

Students will choose a project from the choice board to show their understanding of the events of May 4, 1970 and its impact. If students do not see a choice they like on the board, they can create the own choice.

Choice Board

podcast	Write a Feature Article	Design Magazine cover w/Article	Create soundtrack	Word.art
Write a letter	3 sketches/drawings or paintings	Mini graphic story depiction	Original song	Create a map
Create a game	Create buttons/pins	Create a crossword puzzle	Write an essay	Create a website or social media page

Technological Needs

One to one computers for students

Smartboard

Projector

Google Classroom access

Materials Needed to Complete the Project

YouTube video clips

Contact information for Mary Tinker and Chic Canfora

Links for the KSU archives

Create documents for student direction and use