

Lesson Title

Comparing Kent State with Tiananmen

Class and Grade level(s)

7-8 Social Studies

Goals and Objectives**The student will be able to:**

- Explain the events leading up to and following the Kent State Massacre
- Explain the events leading up to and following the Tiananmen Square Massacre
- Compare and contrast the human rights available to citizens of America and China
- Use primary sources to explain how Tiananmen and Kent State are remembered

Time required/class periods needed

2 blocks (87 minutes each) or about 4 periods (45 minutes each)

Primary source bibliography

The Commissar Vanishes by David King, <http://www.amazon.com/The-Commissar-Vanishes-Falsification-Photographs/dp/0805052941>

Commisar Vanishes Review <https://www.marxists.org/history/etol/revhist/backiss/vol7/no2/flewers3.html>

Tiananmen Square, 1989: The Declassified History

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB16/documents/index.html#d13>

1950 to 2000: China from Asia for Educators

<http://afe.easia.columbia.edu/tps/1950.htm#tiananmen>

May 4th Archive

<http://www.may4archive.org/>

Google China

<http://images.google.cn>

Google America

<http://images.google.com>

Required materials/supplies

- Computers with internet access
- OPTIONAL:
- Incident Report Sheets of your own design
 - Compare and Contrast sheets of your own design

Vocabulary

- Censorship
- Protest
- Democratization
- Right to assembly – 1st Amendment

Procedure – Day One (Block) or Day 1-2 (Regular classes)

1. “What is the best way to protest something you disagree with?” Anticipatory guide. Ask students how they would protest something they disagree with – like a war, continued reliance on fossil fuels or a longer school day.
2. Make a list of the pros and cons of different types of protest:
 - a. How good is it at getting the message out?
 - b. What drawbacks are there to this form of protest? Is there any threat of harm to the protestors – bodily harm, fines, loss of jobs, ostracism by the community
 - c. How many people would you need to make this protest work?
 - d. What are the benefits of protesting peacefully? The disadvantages? What about violent protests?
 - e. How could the media help this protest succeed or fail?
 - f. Other questions as needed. Explain to students that they’re going to be learning about two different protests in two different parts of the world, both of which ended in tragedy.
3. Short lecture – Kent State and Tiananmen Square
 - a. Have students fill out the Episode Pattern Organizer or History Frame for both protests.
4. Compare and Contrast
 - a. Have students find two similarities and two differences between the two protests

Procedure – Day Two (Block) or Day 3-4 (Regular classes)

5. “Can we trust history?” Anticipatory guide.
 - a. Break up students into four groups. Give each student group a picture from “The Commissar Vanishes” feature “Four, three, two, one.”
 - b. Ask students if they believe that everything in their history books is fact. As an example from the modern day, ask how many students think George W. Bush was a good President.
 - c. Explain that what happens in the past is not necessarily represented accurately through history. Ask the students from the first group (with only Stalin) to describe the people in their picture. Then have the second group (with two people) describe theirs. Repeat for the other groups.
6. Compare and contrast – A Picture is Worth a Thousand Words (You might briefly address how things have changed since Photoshop....)
 - a. Have students go to Google Images and type in “Kent State Massacre” and “Tiananmen Square Massacre” and write about the images they find there. Write at least three adjectives to describe the feelings these images evoke.
 - i. The predominant image from Kent State should be the woman crying over the body of a fallen protester.
 - ii. The predominant image from the Tiananmen Square Massacre should be the man standing up to the tank.

- b. Ask students the question: "How are these two protests remembered in America?"
7. Compare and contrast – History is a Lie Agreed Upon
 - a. Have students open up two windows in their web browsers. Have students search for "Tiananmen Square Massacre" on the American version of Google Images. Then have students open up the Chinese version of Google Images and type in the same thing.
 - b. Ask students questions about the pictures they find
 - i. How many "hits" did the students find when they searched for those terms on the American version? The Chinese version?
 - ii. What images were present on the American version?
 - iii. What images were present on the Chinese version?
 - c. How is the Tiananmen Square Massacre being remembered in China? Is it being remembered at all?
8. Short writing assignment – Should we as a society remember our traumatic events?
 - a. Ask students if the Kent State Massacre should be emphasized in textbooks – why or why not?
 - b. Have students think from the perspective of the Chinese. Should the Tiananmen Square Massacre be left out of Chinese textbooks?
 - i. Have students think of a few cons to leaving the massacre out of the textbook.
 - ii. Have students try to think of some pros to leaving the massacre out of the textbook.
 - c. Have students write one paragraph agreeing or disagreeing with the following statement: "Publishers of history textbooks in China should not print material about the Tiananmen Square Massacre."

Assessment

- Episode Pattern Organizer or History Frame for Kent State and Tiananmen Square
- Compare and Contrast sheet for Kent State and Tiananmen Square
- Compare and Contrast sheet for American and Chinese Google images.
- Writing assignment – Agree or Disagree with the statement