

## **M4Y: Voices for Change**

### **C3 FRAMEWORK & INQUIRY ARC CONNECTIONS**

Utilizing primary source documents to help students see the complexity and nuance of history can be a helpful way to spark inquiry questions, to build content knowledge, and to scaffold student development of sound arguments. In doing so within the Inquiry Arc of the C3 Framework, students can work together to develop questions and plan inquiries. Teachers, with the support of an archivist, can be better equipped to scaffold students in the selection of sources, offering experiences that allow students to gather evidence and make historical arguments and claims, and to work to connect conclusions to taking informed civic action. (Swan & Lee, 2014, p. 5).

### **POTENTIAL C3 FRAMEWORK STANDARDS ADDRESSED:**

#### *Civic & Political Institutions*

- Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
- Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights

#### *Geography*

- Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

#### *History*

- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- Analyze how historical contexts shaped and continue to shape people's perspectives.
- Analyze the relationship between historical sources and the secondary interpretations made from them.
- Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- Critique the appropriateness of the historical sources used in a secondary interpretation.
- Analyze multiple and complex causes and effects of events in the past.

- Distinguish between long-term causes and triggering events in developing a historical argument.
- Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Evaluating Sources & Using Evidence

- Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- Evaluate the credibility of a source by examining how experts value the source.
- Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Communicating Conclusions & Taking Informed Action

- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- Critique the use of the reasoning, sequencing, and supporting details of explanations.
- Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**SPECIFIC C3 FRAMEWORK INQUIRY ARC**

<p><u>History-Dimension 2</u></p> <p><i>Change, Continuity, &amp; Context</i> D2.His.1.9-12</p> <p>-Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>D2.His.2.6-8</p> <p>-Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p><i>Historical Sources &amp; Evidence</i> D2.His.9.9-12</p> <p>-Analyze the relationship between historical sources and the secondary interpretations made from them.</p>	<p><u>Civic &amp; Political Institutions-Dimension 2</u></p> <p><i>Civic &amp; Political Institutions</i> D2.Civ.5.9-12</p> <p>-Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p><i>Processes, Rules, &amp; Laws</i> D2.Civ.12.9-12</p> <p>-Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>
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<p><i>Causation &amp; Argumentation</i> D2.His.14.9-12 -Analyze multiple and complex causes and effects of events in the past. D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	
<p><u>Evaluating Sources &amp; Using Evidence-Dimension 3</u></p> <p><i>Gathering &amp; Evaluating Sources</i> D3.1.9-12 -Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><i>Developing Claims &amp; Using Evidence</i> D3.3.9-12 -Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. D3.4.9-12 -Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p><u>Communicating Conclusions &amp; Taking Informed Action-Dimension 4</u></p> <p><i>Communicating Conclusions</i> D4.1.9-12 -Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. D4.2.9-12 -Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p><i>Taking Informed Action</i> D4.8.9-12 -Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>

### **KSU SHOOTINGS/MAY 4<sup>th</sup> 1970 LESSON IDEA**

*This unit will engage the impact/effect of May 4th 1970 toward 1st amendment rights of free speech and peaceful assembly; and the impact/effect of May 4th 1970 within the context of the Vietnam War Protest Movement and the larger cultural zeitgeist of the of the 1960s and 1970s.*

*National Council for the Social Studies Standards & Practices*

#2: Time, Continuity, and Change

#3: People, Places, and Environments

#5: Individuals, Groups, and Institutions

#6: Power, Authority, and Governance

#10: Civic Ideals and Practices

*Staging the Question*

Students will investigate the roles and responsibilities of...

- 1). Kent State University students and faculty as well as unaffiliated protesters and citizens;
- 2). Kent mayor Leroy Satrum and Local Authorities;
- 3). Ohio Governor James A. Rhodes and the Ohio National Guard;
- 4). United States President Richard Nixon and the Scranton Commission Report toward the shooting by the Ohio National Guard that resulted in the death of four students and the injuring of nine students on the campus of Kent State University, May 4th 1970.

**C3 INQUIRY LESSON PLAN IDEAS**

<b>Support Question #1</b>	<b>Support Question #2</b>	<b>Support Question #3</b>	<b>Support Question #4</b>
<i>Explain</i>	<i>Analyze</i>	<i>Evaluate</i>	<i>Synthesize</i>
How do songs/art discuss the greater issues of history, citizenship, culture, and/or politics in the context of the time in which they are created?	How did the thoughts and actions of Kent State University students and faculty as well as unaffiliated protesters and citizens, Kent mayor Leroy Satrum and local authorities, Ohio Governor James A. Rhodes and the Ohio National Guard, and United States President Richard Nixon and the U.S. Congress lead to the tragic ends of the May 4th 1970 shootings?	How does power impact the ideas and behaviors of military and civilian leaders, soldiers and citizens?	How can we use primary sources (and secondary sources) to construct our own narratives of selected historical events?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Students will work in small groups to consider, discuss, and analyze the song and lyrics of Crosby, Stills, Nash, and Young's <i>Ohio</i> and the context in which the song was created. In doing so, they will produce a short narrative explaining their interpretation of the song and to creatively compose an image that serves as an album cover for the song and conveys a	Students will individually and in small groups engage and explore digitized primary resources from the Kent State University Digital Archives to learn valuable content knowledge about the	Students will watch and take observation notes on the following three documentaries: Ken Burn's PBS documentary: <i>The Vietnam War</i> , Bill Couturie's documentary: <i>Dear America: Letters Home from Vietnam</i> , Sam Green & Bill Siegel's documentary: <i>The Weather Underground: The Explosive Story of America's Most Notorious Revolutionaries</i> . These observation	Students will work individually, in small groups, and collectively as a class to engage in research in order to create a three-tiered timeline (local, state, and national levels) of primary and secondary visual and narrative sources to construct their own historical narrative focused on May 1st 1970 through May 4th 1970.
			<b>Featured Sources</b>

<p>metaphorical representation of their narrative.</p>	<p>context, and scope of the May 4th shootings and Vietnam Era as well as to learn the skill of analyzing primary source documents utilizing the SCIM-C Method.</p>	<p>notes of individual students will be discussed in small groups to support breadth and depth of student understand and meaning-making.</p>	<p>-Photos-May 4<sup>th</sup> Digital Archive Collection          -KSU Oral Histories Project (Personal Narratives)-May 4<sup>th</sup> Digital Archives Collection          Local/State, -  <i>Investigative Reports</i> (Kent Police Department &amp; Ohio State Highway Patrol-          May 4<sup>th</sup> Digital Archives Collection          -<i>Governmental Correspondence</i> (Scranton Commission Report)</p>
<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>	
<p>-Ohio-Corsby, Stills, Nash, &amp; Young (song)          -Four Dead in Ohio (article from <i>The Burr</i>)          -Song Lyrics (Creative Construction)</p>	<p>-Photos-May 4<sup>th</sup> Digital Archives Archive Collection          -KSU Oral Histories Project (Personal Narratives)-May 4<sup>th</sup> Digital Archive Collection          Local/State, -  <i>Investigative Reports</i> (Kent Police Department &amp; Ohio State Highway Patrol-          May 4<sup>th</sup> Digital Archive Collection          -<i>Governmental Correspondence</i> (Scranton Commission Report)</p>	<p>-Ken Burn's PBS documentary: <i>The Vietnam War</i>          -Bill Couturie's documentary: <i>Dear America: Letters Home from Vietnam</i>          -Sam Green &amp; Bill Siegel's documentary: <i>The Weather Underground: The Explosive Story of America's Most Notorious Revolutionaries</i></p>	

**FORMITIVE & SUMMITIVE ASSESSMENT IDEAS**

<p><b>Summative Performance Task(s)</b></p> <ul style="list-style-type: none"> <li>-Collective-Class Art Chapbook of Poetry &amp; Digital Playlist of Songs.</li> <li>-Collective-Class Timeline including dates, event descriptions, names, sources and source excerpt, and historical narrative.</li> <li>-Individual-Artistic Synthesis Project-a poem, song, painting/drawing, video (brief documentary and/or reenactment), model/diorama, essay, narrative, theatrical script, children's book, comic strip/political cartoon, poster, etc. (if you have an idea not noted, please talk with the course instructor about it). Each synthesis project must include at least one visual or musical piece, one text piece, and a one to two paragraph composition statement that explains what was done for the synthesis project, why this choice was made, and what was learned.</li> <li>-Individual-Critical Argumentative Essay: How does power impacts the ideas and behavior of military and civilian leaders, soldiers and citizens.</li> </ul>
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## **Argument Addressing Main Inquiry Question(s)**

### *Analytical Thinking*

Analytical thinking is important to uphold so that individuals are capable practitioners of problem-solving and being tolerant or accepting of differing point of view. By being thoughtful in the analyzing of sources and information and solving of problems students can address arising quandaries and find absolution to whatever dilemmas ail us individually and as a collective society.

### *Critical Thinking*

By promoting critical thinking, we can work to develop critical societies, and establish critical thinkers as important and socially valuable commodities to society, thus entrenching critical thinking as a routinely cultivated attribute in all citizens. Critical thinking is important to promote so that the citizenry is aware of differing historical narratives and perspectives and is able to ask questions about the dominating narratives of how a story in history is told.

### *Developing Inquiry Skills*

Students should be able to conduct matters of critical, social, and historical inquiry. Inquiry is an important academic skill. As you inquire, you use your intelligence and knowledge, applying whatever understanding you have to the materials or experience being investigated in the moment. Inquiry is not simply a matter of asking questions chaotically, but rather asking questions in a natural, organic way that compliments both our curiosity and the materials being collected and read as evidence. Deep inquiry does not assume one outcome or one experience as universal, but rather invites and recognizes whatever tools, materials, research, and questions are necessary to reveal many *truth(s)* within the context of a shared, supported democratic learning community with many equitable voices

### *Extension/Action*

Students should be able to engage in analytical and critical thinking, skills, and practices that help to analyze and evaluate what values and actions are most important in a democracy that upholds equity and justice. Teachers and students can work together to engage inquiry questions such as what values, traits, and characteristics are inhabited by the 'good' citizen? What kind of society do we want to have? And how should justice and equality be approached and realized in America? Teachers and students can work together to discuss, infer, construct, and modify a fluid framework for the 'good' citizen, a needed social movement, and/or for a democratic American society.

Teachers, students, and archivists can work together to engage in simultaneous projects connected by mutual support and taking action. Teachers, students, and archivists can work together to discuss, infer, construct, and modify their own projects that encompass the work of "taking informed action". Two parallel examples of projects include: 1) A district-wide project in which teachers and students (with archivist support) across all grade levels (K-12) contribute to creating a local archive of primary and secondary sources that chronicles the history and civic past of their local and/or regional community. 2) The other example project will be from the perspective of the archivist working with other archivists (with support from teachers and students) to document dissent and activism via an online space dedicated to these pursuits known as *Project STAND*.