

## COURSE OVERVIEW

*Gray May: Historical Thinking, Citizenship, and the Kent State Shootings*

Topic: May 1<sup>st</sup> through May 4<sup>th</sup> 1970 on the Kent State University Campus and in Kent, Ohio

### *Course Schedule*

<i>Day &amp; Time</i>	<i>Activities</i>	<i>Coursework Due</i>
Class #1	Introduction <i>Ohio</i> Discussion <i>Four Dead in Ohio</i> Discussion Primary & Secondary Sources May 4 <sup>th</sup> Visitors Center Visit (12:30PM)	<b>Exit Slip</b> What are you curious to learn about May 1 <sup>st</sup> through May 4 <sup>th</sup> 1970 on the Kent State University Campus and in Kent, Ohio?
Class #2	SCIM-C Strategy Investigating Primary Sources 1. Photos-hard copy and May 4 <sup>th</sup> Digital Collection 2. KSU Oral Histories Project Personal Narratives-hard copy and May 4 <sup>th</sup> Digital Collection 3. Local, State, & National Investigative Reports-hard copy 4. Governmental Correspondence & Scranton Commission Report-hard copy *Secondary Source Book Collection-hard copy	<b>SCIM-C Strategy Questions</b> Using one set of primary source documents please respond to each of the 20 SCIM-C Strategy Questions.
Class #3	Investigating Primary Sources 1. Photos-hard copy and May 4 <sup>th</sup> Digital Collection 2. KSU Oral Histories Project Personal Narratives-hard copy and May 4 <sup>th</sup> Digital Collection 3. Local, State, & National Investigative Reports-hard copy 4. Governmental Correspondence & Scranton Commission Report-hard copy *Secondary Source Book Collection-hard copy	<b>Exit Slip</b> What have you learned about historical thinking and May 1 <sup>st</sup> through May 4 <sup>th</sup> 1970 on the Kent State University Campus and in Kent, Ohio thus far?  <b><i>SCIM-C Strategy Questions Due</i></b>
Class #4	Investigating Primary Sources 1. Photos-hard copy and May 4 <sup>th</sup> Digital Collection 2. KSU Oral Histories Project Personal Narratives-hard copy and May 4 <sup>th</sup> Digital Collection 3. Local, State, & National Investigative Reports-hard copy 4. Governmental Correspondence & Scranton Commission Report-hard copy	

	*Secondary Source Book Collection-hard copy	
Class #5	Investigating Primary Sources 1. Photos-hard copy and May 4 <sup>th</sup> Digital Collection 2. KSU Oral Histories Project Personal Narratives-hard copy and May 4 <sup>th</sup> Digital Collection 3. Local, State, & National Investigative Reports-hard copy 4. Governmental Correspondence & Scranton Commission Report-hard copy *Secondary Source Book Collection-hard copy	<b>Begin Synthesis Project (outside of class)</b> Projects should include one visual and/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, what was learned about investigating history through primary sources, and how one thinks/feels about this historical event
Class #6	Debriefing Synthesis Project Workshop	<b>Synthesis Project</b> Projects should include one visual and/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, what was learned about investigating history through primary sources, and how one thinks/feels about this historical event  <b><i>Synthesis Project Due</i></b>
Class #7	Community Forum Presentations	<b>Bring Synthesis Project for Presentations</b>

## LESSON PLANS

*Gray May: Historical Thinking, Citizenship, and the Kent State Shootings*

Class #1: An Introduction: Primary & Secondary Sources

Unit/Topic: May 1<sup>st</sup> through May 4<sup>th</sup> on the Kent State University Campus and in Kent, Ohio

### PECOAT Questions/Goal(s):

- How do songs/art often reflect the greater issues of history, citizenship, culture, and/or politics during the time they are made?
- What is the difference between a primary source and a secondary source?
- How does power impact the ideas and behaviors of citizens?
- What are the roles and responsibilities of a *good* citizen in the United States?

### NCSS Strands:

- #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

### **C3 Standards:**

#### *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.

-Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

#### *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 the relationship between historical sources and the secondary interpretations made from them.

-Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

#### *Civic & Political Institutions*

-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.

### **Student Learning Outcomes:**

Students will analyze and assess a primary source in the form of the song *Ohio* written and preformed by Crosby, Stills, Nash, & Young as a response to the Kent State May 4<sup>th</sup> Shootings. Students will analyze and assess the article *Four Dead in Ohio* from the Spring 2010 issue of *The Burr*.

### **Rationale:**

#### *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 students in the analyzing of sources and information and solving of problems we 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.

**Lesson Procedure:**

<b>Timeframe: 45-minutes</b>	<b>Teachers</b>	<b>Students</b>
<p><b>Entry:</b> (10-minutes) Defining primary and secondary sources through examples (<i>Ohio</i> song &amp; lyrics, <i>Four Dead in Ohio</i> article from the Burr).</p> <p><b>Development:</b> (25-minutes) Reading and discussing the lyrics to <i>Ohio</i> and the <i>Four Dead in Ohio</i> article and developing questions about May 1<sup>st</sup> through May 4<sup>th</sup> on the Kent State University campus and in the city of Kent.</p>	<p>-Teachers should support students in dialoguing about the primary and secondary source materials they are investigating. Informally they can support student thinking, and discussion in any direction that is appropriate for the learning environment.</p>	<p>-Using primary and secondary sources, students will apply their own inquiry curiosities and ideas to analyze and assess the song <i>Ohio</i> and the article <i>Four Dead in Ohio</i>, resources investigating May 1<sup>st</sup> – May 4<sup>th</sup> 1970 on the campus of Kent State University and in the town of Kent, Ohio. Specifically, students will discuss the following questions in pairs or small groups:</p> <ul style="list-style-type: none"> <li>-Based on the song and its lyrics, what do you think this song is about? Why do you believe this?</li> <li>-What people and events are mentioned in the song? Who are these people and what happened in terms of these events?</li> </ul>
<p><b>Closure:</b> (10-minutes) Revisiting two and three paragraph textbook histories to foster inquiry; debriefing using exit slips, asking what students are curious about and/or what they want to learn about May 1<sup>st</sup> through May 4<sup>th</sup>?</p>	<p>-Formally, teachers should be working to establish rapport with students, building a positive and collaborative learning environment, and pushing students to develop inquiry questions about their own individual wonderings about May 1<sup>st</sup> through May 4<sup>th</sup> on the campus of Kent State University and in the town of Kent, Ohio.</p>	<p>-Students should begin to consider and note questions about May 1<sup>st</sup> – May 4<sup>th</sup> 1970 on the campus of Kent State University and in the town of Kent, Ohio, as they will be asked to provide these questions on an exit slip after attending the May 4<sup>th</sup> Visitor’s Center.</p>

**Media/Materials:** *Ohio* song (to be played), *Four Dead in Ohio* article from the Burr, photos, videos, etc. available upon visiting the May 4<sup>th</sup> Visitor’s Center.

**Assignments:** Exit slip containing individual inquiry questions.

**Assessment/Evaluation:** Exit slips will be used to assess student inquiry interests regarding analyzing and assessing primary resources investigating May 1<sup>st</sup> – May 4<sup>th</sup> 1970 on the campus of Kent State University and in the town of Kent, Ohio.

### LESSON PLAN

*Gray May: Historical Thinking, Citizenship, and the Kent State Shootings*

Class #2, #3, #4, #5: Building a Historical Narrative: Analysis and Assessment of Sources

Unit/Topic: May 1<sup>st</sup> through May 4<sup>th</sup> on the Kent State University Campus and in Kent, Ohio

#### **PECOAT Questions/Goal(s):**

- How can we use primary sources (and secondary sources) to construct our own narratives of selected historical events?
- What criteria should be used to determine the validity of a source?
- What is the difference between a primary source and a secondary source?
- What are the roles and responsibilities of a *good* citizen in the United States?
- How does power impact the ideas and behaviors of citizens?
- What are a United States citizen's First Amendment rights? How do those rights protect citizens?

#### **NCSS Strands:**

- #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

#### **C3 Standards:**

##### *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.
- Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

##### *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 the relationship between historical sources and the secondary interpretations made from them.
- 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.

##### *Civic & Political Institutions*

- 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.

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).

**Student Learning Outcomes:**

Students will analyze and assess primary sources and first hand accounts investigating, in-depth, the historical events from May 1<sup>st</sup> through May 4<sup>th</sup> 1970 on the Kent State University campus and in Kent, Ohio. Students will examine and critique citizenship roles and responsibilities in terms of the First Amendment freedoms (freedom of speech, freedom of assembly) by considering the campus protest movement of the late 1960’s and early 1970’s by again investigating, in-depth, the historical events from May 1<sup>st</sup> through May 4<sup>th</sup> 1970 on the Kent State University campus and in Kent, Ohio.

**Rationale:**

*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 students in the analyzing of sources and information and solving of problems we 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.

**Lesson Procedure:**

<b>Timeframe: 120-minutes</b>	<b>Teachers</b>	<b>Students</b>
<b>Entry: (10-minutes)</b> Using the	-Teachers should support	- Students will be introduced

<p>SCIM-C Strategy.</p> <p><b>Development:</b> (90-minutes) Adding key May 1<sup>st</sup> through May 4<sup>th</sup> information and questions to the dry erase boards.</p>	<p>students in dialoguing about the primary source materials they are investigating. Informally they can support student thinking and discussion in any direction that is appropriate for the learning environment.</p>	<p>to the SCIM-C criteria and procedures for evaluating historical sources during Class #2. Using mostly primary and a few secondary sources, students will be asked to apply the SCIM-C method to analyze and assess digital and/or hard copy picture and text document resources investigating May 1<sup>st</sup> – May 4<sup>th</sup> 1970 on the campus of Kent State University and in the town of Kent, Ohio.</p>
<p><b>Closure:</b> (20-minutes) Debriefing, asking what did we learn today? (including about primary source document analysis or about Kent State University from May 1<sup>st</sup> – May 4<sup>th</sup>).</p>	<p>- Formally, teachers should be engaging students using the SCIM-C strategy to help scaffold the analysis and assessment of primary sources as well as the continued construction of a historical narrative representing the time frame of May 1<sup>st</sup> through May 4<sup>th</sup> 1970.</p>	<p>-Any time a student finds a piece of information they determine to be relevant, important, or decide to pose an important question, the student should make note on the appropriate dry erase board. Collectively then, students will work to construct a historical narrative (or story) together by analyzing, assessing, and asking questions related to primary sources documenting events from May 1<sup>st</sup> through May 4<sup>th</sup>. -Individually, after Class #5 students will work to produce and compose an original text or visual piece that discusses their understanding of the historical narrative (or part of it) investigated and reported by the class concerning the historical events from May 1<sup>st</sup> through May 4<sup>th</sup> 1970 on the Kent State University campus and in Kent, Ohio.</p>

**Media/Materials:** Record of Resources, SCIM-C Investigative Tool, Primary Source Documents (1. Photos-hard copy and May 4<sup>th</sup> Digital Collection, 2. KSU Oral Histories Project Personal Narratives-hard copy and May 4<sup>th</sup> Digital Collection, 3. Local, State, National Investigative Reports-hard copy, 4. Governmental Correspondence & Scranton Commission Report-hard copy, \*Secondary Source Book Collection-hard copy), Synthesis Project Overview.

**Assignments:** Record of Resources, SCIM-C Investigative Tool, Exit Slip

**Assessment/Evaluation:** SCIM-C Investigative Tool will be used to assess student learning regarding analyzing and assessing primary resources and to help support students who are

struggling after with SCIM-C after Class #2. An exit slip will be collected after Class #3 with responses focused on what students have learned up to that point. Students should begin Synthesis Projects outside of class after Class #5.

### LESSON PLANS

*Gray May: Historical Thinking, Citizenship, and the Kent State Shootings*

Class #6: Culminating Activity/Synthesis Project:

Creating a Narrative and Our Own May 4<sup>th</sup> Compilation

(Hardcopy 'Zine and/or Digital Blog at Tumblr)

Unit/Topic: May 1<sup>st</sup> through May 4<sup>th</sup> on the Kent State University Campus and in Kent, Ohio

#### **PECOAT Questions/Goal(s):**

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##### History

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##### Civic & Political Institutions

- 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.

**Student Learning Outcomes:**

Individually, students will produce and compose an original text and visual/musical piece that discusses their understanding of the historical narrative (or part of it) investigated and constructed by the class concerning the historical events from May 1<sup>st</sup> through May 4<sup>th</sup> 1970 on the Kent State University campus and in Kent, Ohio. Collectively, students and teachers will construct a post-course ‘zine and/or tumblr blog that showcases individual historical narrative synthesis projects as well as excerpts from classes #1-#5 that reflect the analysis, assessment, and critical work done in investigating the historical events from May 1<sup>st</sup> through May 4<sup>th</sup> 1970 on the Kent State University campus and in Kent, Ohio.

**Rationale:**

*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 students in the analyzing of sources and information and solving of problems we can address arising quandaries and find absolution to whatever dilemmas ail us individually and as a collective society.

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**Lesson Procedure:**

<b>Timeframe: 120-minutes</b>	<b>Teachers</b>	<b>Students</b>
<p><b>Entry:</b> (10-minutes)</p> <p><b>Development:</b> (100-minutes)</p>	<p>-Teachers should support students in dialoguing about the primary and secondary source materials they have engaged and investigated and how they are aiming to synthesize this story (or part of story) for their Synthesis Projects. Informally, teachers should support student thinking, and discussion in any direction that is appropriate for the learning environment.</p>	<p>-Individually and drawing on their collectively built historical narrative, students will produce and compose an original text and visual/musical piece that discusses their understanding of the historical narrative (or part of the story) investigated and reported by the class concerning the historical events from May 1<sup>st</sup> through May 4<sup>th</sup> 1970 on the Kent</p>

		State University campus and in Kent, Ohio.
<b>Closure:</b> (10-minutes)	-Formally, teachers should be working to support and scaffold student synthesis project work and completion. Teachers should be pushing students to complete synthesis projects that reflect their own thinking, learning, and narrative about May 1 <sup>st</sup> through May 4 <sup>th</sup> on the campus of Kent State University and in the town of Kent, Ohio	-Collectively, students and teachers will use their individual synthesis projects to construct a post-course 'zine (hardcopy) and/or tumblr blog (digital) that encompasses individual historical narrative synthesis projects as well as excerpts (drawn from exit slips or other feedback forms) from classes #1-#5) that comment and reflect upon the experience of analysis, assessment, and critical work done in investigating the historical events from May 1 <sup>st</sup> through May 4 <sup>th</sup> 1970 on the Kent State University campus and in Kent, Ohio.

**Media/Materials:** Synthesis Project Overview, Synthesis Projects.

**Assignments:** 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, annotated timeline, 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, what was learned about investigating history through primary sources, and how one feels about this historical event. Synthesis Projects may include a more general perspective that encompasses a historical narrative addressing May 1<sup>st</sup> through May 4<sup>th</sup> or it can focus on a more specific history or citizenship piece/aspect of May 1<sup>st</sup> through May 4<sup>th</sup>.

**Assessment/Evaluation:** Synthesis Projects will be used to assess student learning regarding the analyzing and assessing primary resources in investigating May 1<sup>st</sup> – May 4<sup>th</sup> 1970 on the campus of Kent State University and in the town of Kent, Ohio. A grade of pass/fail will be determined by the instructor based on student's fulfillment of the coursework.