

## Contextualizing Cold War-Era Cleveland: Using Oral History Repositories to Engage High School and University Students

Some stories are ubiquitous in the collective memory of Northeast Ohio, the region surrounding the city of Cleveland. One is a prominent local, national, and international narrative. It is the story of May 4, 1970, when four college students at Kent State University, around 40 miles from downtown Cleveland, were shot and killed by the Ohio National Guard during an antiwar demonstration.<sup>1</sup> The second example, though less generally well-known, is the story of the four churchwomen serving as missionaries, locally known as the “martyrs,” who were killed in El Salvador at the beginning of the civil war on December 2, 1980.<sup>2</sup> These two events are not only indelibly marked on the history of the region, they are also actively commemorated each year by their communities, keeping the collective memory present in the minds of our students and their conceptualization of the history of Northeast Ohio.<sup>3</sup>

We met in 2015 when Naomi Randt was an undergraduate Social Studies and Secondary Education student and Shelley Rose was the director of the Social Studies Program at Cleveland State University. That year marked the start of the *History Speaks* oral history project aimed at making oral history interviews more accessible for PK-12 educators. Now in 2022 Naomi Randt is a high school social studies teacher and Shelley Rose has expanded digital humanities teaching at Cleveland State University. Making existing oral history primary sources available and user-friendly for educators, especially in Northeast Ohio, is a cornerstone of our collaborative projects over the past seven years.

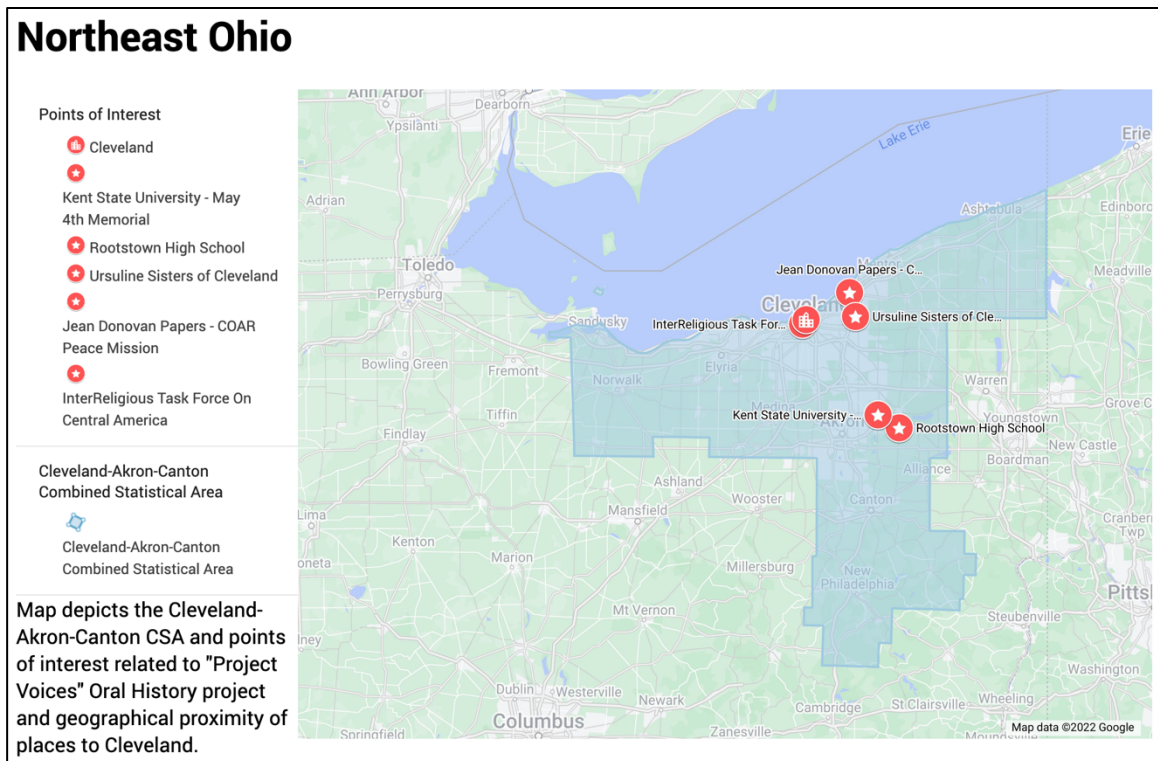


Figure 1: Map of Northeast Ohio. Created by Naomi A. Randt, July 11, 2022.

Oral histories are by nature deeply individual, personal, and place-based. They are also records of the lived experiences and multiple layers of global events like the Cold War. In this essay we demonstrate the value of identifying, curating, and leveraging historical narratives embedded in Northeast Ohio to emphasize connections between world history in the classroom and students' everyday lives. Both the students demonstrating against U.S. involvement in the Vietnam War and the missionaries who advocated for human rights in El Salvador were living and reacting to the tangled contexts of the Global Cold War. While the typical textbook covers the Cold War as a binary conflict between the U.S. and the Soviet Union waged through proxy wars, consumer battles, and foreign policies; it is imperative that students at both the PK-12 and postsecondary level understand the lived reality of the Cold War in the region they call home. Students often ask why they should study world history. One compelling answer, as historian and co-guest editor of this issue Tiffany Trimmer demonstrates, is to encourage students to explore the local-global connections in their everyday lives and regional history.<sup>4</sup> Meeting them where they are draws connections between familiar local narratives and the broader history of the Global Cold War. They learn about local students reacting to U.S. involvement in a war on another continent and missionaries whose families and friends were, and still are, embedded in Northeast Ohio trying to advocate for the poor in Latin America. These are themes and actions that continue to spark their interest decades after the events. In our analysis, we share our experiences

using local narratives in world history pedagogy, demonstrating how local oral history repositories (teacher/student-created or existing collections) can play a vital role in any classroom.

Scholars who study oral history and pedagogy often focus on the value of oral history methods themselves to encourage historical thinking among students. They accomplish this by training students to conduct oral history interviews as part of a lesson or unit.<sup>5</sup> While valuable, this oral history pedagogy can be impractical for many educators due to time and resource constraints. Other factors to consider in student-created oral histories include the logistics of organizing and conducting the interviews as well as privacy issues when students are tasked with interviewing those close to them such as family members. This article takes a different approach as we focus on the use and curation of existing oral history repositories to foster student historical thinking about the Global Cold War. We argue that collecting, curating, and connecting local-global oral history content to world history narratives is a method for scholars and archivists to meet educators and students where they are, regardless of resources. Instructors in secondary schools and higher education teach multiple subjects and lesson planning time is precious. While oral history repositories are rich in content, they are not always easily deployed when interviews are in the form of long audio files. When educators reach for familiar or easily accessible reliable sources to engage their students with the past, our goal is to help them find oral histories through the methods we have piloted in Northeast Ohio.

Our essay is structured in three main sections: first, we use local-global analysis to connect Cleveland to the Global Cold War; second, we provide a roadmap for researchers and educators on how we created resources to make oral history content findable and practical for use in PK-12 and university classrooms; third, we draw on our own experiences, presenting examples of how we have used oral histories in our teaching at the high school and university level.

### **Local-Global Narratives of the Cold War**

The timeline presented by historian Carole K. Fink in *Cold War: An International History* includes events from all over the globe. Entries range from the Bay of Pigs invasion in Cuba (April 1961) to the Soviet occupation of Afghanistan (December 1979 - February 1989). Like many textbooks, Fink's survey of the Cold War is comprehensive, yet primarily a top-down approach to Cold War history intended for advanced high school courses and college surveys. Our work provides educators with a bottom-up method to supplement the framing textbooks provide in the classroom. We agree with historian Dominic Sachsenmaier that "the global and the local are enmeshed with each other in a wide variety of ways,"<sup>6</sup> and this essay is part of the body of research he describes as "reaching beyond those conceptions of space that have long dominated..."

ways of conceptualizing the past.”<sup>7</sup> As we reconceptualize the spaces of Cold War history, we are committed to connecting local to global using oral history. Our journey began with two simple questions. First, how can we improve student engagement with Cold War history, especially as that history becomes more chronologically distant? Second, how can we promote educator use of existing local primary sources, in this case the Cleveland Regional Oral History Collection (CROHC), to teach the history of the Cold War and inspire students with the local-global connections of our region? Our answer was to increase findability and usability of oral history interviews for classroom use. (See Appendix II for a link to the CROHC.)

### **A Roadmap to Oral History and Pedagogy in Northeast Ohio**


In 2015 Shelley Rose joined J. Mark Souther, director of the Center for Public History + Digital Humanities (CPHDH) to increase findability and flexibility of the oral history content in the CROHC for PK-12 educators. Training and working with educators made us wonder if there were ways to bring the content to them rather than point teachers to interviews that were often too long or unwieldy to use efficiently in the classroom. Our team received a grant to hire two undergraduate researchers for the project *History Speaks: Using Oral History to Teach Historical Thinking*.<sup>8</sup> (See Appendix II.) *History Speaks* was formulated specifically to research oral history findability and usability for educators in Ohio. At this point, Naomi Randt and Victoria McDonough joined our team and combed through the over 1000 interviews in the CROHC to link them to the content statements in the Ohio State Department of Education (ODE) Model Curricula.<sup>9</sup> Our choice of the Ohio state content statements was purposeful: they increased findability for educators searching the terms and phrases in the ODE curriculum and they targeted educators in Northeast Ohio, drawing clear local-global connections from local narratives to broader historical events. Northeast Ohio consists of thirteen counties and is encompassed by the Cleveland-Akron-Canton Combined Statistical Area (CSA).<sup>10</sup>

Understanding the practical time constraints on lesson planning, the *History Speaks* team took the step from findability to usability and created short audio clips for educators to use in their classrooms. Naomi Randt’s 2015 clip from Ukrainian immigrant Bill Leshinetsky’s interview, for example, provides educators with multiple entry points to discussions of world history, geography, and civics in the Cold War era.<sup>11</sup> [Figure 2] This clip is accompanied by an abstract, relevant content statements from the Ohio Department of Education, and a summary of potential classroom applications for the interview. Each *History Speaks* entry is a concise toolkit for incorporating oral history in the classroom and unlocking the rich CROHC collection for educators.

Posted on August 18, 2015 by Naomi Randt

The following clip relates to the [Ohio Department of Education curriculum for Social Studies](#) education through:

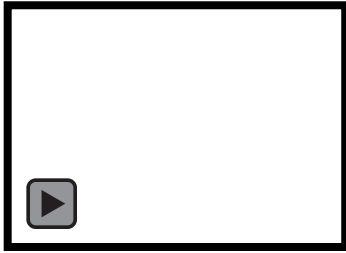
- **Modern World History Content Statement #4** – Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
- **Modern World History Content Statement #19** – Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.
- **World Geography Content Statement #8** – Physical, cultural, economic, and political factors contribute to human migrations (e.g. drought, religious conflicts, job opportunities, immigration laws).
- **American Government Content Statement #16** – In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.



**Abstract:**

Bill Leshinetsky is a Ukrainian immigrant. He came to the United States in 1950 but spent several years as a refugee during World War II. He is a representative for the [Ukrainian Cultural Garden](#). In this story clip, he gives the account of his travels after he left Ukraine when he was nineteen years old. He spent time in Slovakia and [Austria before ending up in Germany for four years. Shortly after Leshinetsky immi-](#)

Figure 2: Screenshot of Leshinetsky Interview Clip in History Speaks with content statements and abstract. Used with permission of the Center for Public History + Digital Humanities at Cleveland State University, see: <https://historyspeaks.clevelandhistory.org/2015/08/18/bill-leshinetsky-immigration-korean-war/>.



Audio Clip 1: Bill Leshinetsky Interview, 2005, Cleveland Regional Oral History Collection (CROHC). Interview 800044, 1:18-2:30. Used with permission of the Center for Public History + Digital Humanities at Cleveland State University, see: <https://engagedscholarship.csuohio.edu/croh000/345>.

### Next Stop: The “Protest Voices” Project

We brainstormed throughout the next academic year about the success of the *History Speaks* project. Both of us had an interest in protest history and its potential to enrich world history classrooms. In 2016 we teamed up with Souther and the Center for Public History + Digital Humanities (CPHDH) again, this time to start at the beginning of the oral history process. Naomi Randt trained in oral history methods at the CPHDH and conducted oral history interviews with local activists. Once the interviews were recorded, she processed them and worked with coresearcher Amanda Gedeon to clip and curate content for *History Speaks*. Randt interviewed eleven local activists and affiliates of the Cleveland Latin American Mission Team, creating the unique “Protest Voices” oral history repository.<sup>12</sup> (See Appendix II.) The “Protest Voices” project has had broad appeal. Randt and Gedeon won second place in the university-wide public research fair. The prizes were based on attendee votes and are a testament to how these narratives resonate with an interdisciplinary and general audience.

“Protest Voices” is both the name of our summer research project and the oral history collection we produced. After completing her training in oral history methods at the CPHDH, Naomi Randt’s research journey began with David Goldberg, a Cleveland State University (CSU) history faculty member who was a draft resister during the Vietnam War.<sup>13</sup> Goldberg was an ideal first interviewee for the project: he is an experienced historian who has conducted oral history interviews himself and he was able to connect us to networks of local activists. Through Goldberg, Naomi Randt established connections to the Cleveland Latin American Mission Team and those who knew or were inspired by the legacy of the four churchwomen. These two groups of interviewees were connected by the theme of protest during the Cold War and the sustained collective memory of those events in Northeast Ohio. Further, they demonstrate the value of local narratives for understanding the impact of the Global Cold War on everyday lives.

Based on these networks, the majority of Naomi Randt's interviews focused on the story of the two churchwomen who were from Cleveland and part of the Cleveland Latin American Mission Team, Ursuline sister Dorothy Kazel and lay missionary Jean Donovan. The 2016 interviews are archived in the Cleveland Regional Oral History Collection. These interviews were also clipped and aligned with ODE Social Studies Content Statements on the *History Speaks* project site. (See Appendix II.)

### **Into the Classroom: The Global Cold War in Northeast Ohio Narratives**

The "Protest Voices" interviews pull students into local-global connections and historical context of everyday people during the Cold War. They hear Goldberg as a young American student debating policies during the Vietnam War through a Cold War lens. Students engage with his deep conviction that he should not be compelled to support American Cold War foreign policy by serving in the military. Our research team remembers the moment well when Goldberg explained how he crafted a statement for the judge to read at his trial for draft resistance. The team was on the edge of our seats, listening to Goldberg relate how he outlined his opposition to the Vietnam War and in his own words, "why civil disobedience played an important role in U.S. history going back the American Revolution, the abolitionists, the sit-down strikes, the civil rights movement, and how much had been achieved by civil disobedience, and said I was part of that tradition." We all took a breath and Naomi Randt asked, "Was there any sort of reaction?" "Yeah," Goldberg replied, "Judge said two years."<sup>14</sup> These are the narratives that help students think historically, imagining themselves in Goldberg's situation and what it felt like to live through and make daily decisions in the context of the Vietnam and Cold Wars. His interview provides a unique entry point to discuss the May 4 Shootings at Kent State University. Both incidents involve college aged students acting against the Vietnam War. In Goldberg, we have an example of individual resistance while the Kent students provide an example of group action and how their efforts were met by authorities. As Naomi Randt demonstrates in her high school classroom it is these extremely local events connected to world history contexts - the Kent State students protesting the invasion of Cambodia in May 1970 - that inspire students to grapple with historical content and hone their critical thinking, research, writing, and communication skills in the process.

The case of the four churchwomen has similar resonance among students in Northeast Ohio. While not as nationally or internationally well-known, the Cleveland Latin American Mission Team (CLAM) has maintained a presence in El Salvador since 1964 and their activities were caught up in the global framework of the Cold War. CLAM has provided outreach to impoverished communities in La Libertad and Teotepeque through periods of civil war and geopolitical strife in the region. Ursuline Sister Dorothy Kazel, Maryknoll Sisters Ita Ford and Maura Clarke, and laywoman Jean Donovan were

members of mission teams sent to El Salvador to serve the needs of impoverished Salvadorans. The country's national guard, which the United States' military helped train as part of Cold War foreign policy, held to the belief that anyone serving the poor were communists and subversives.<sup>15</sup> On December 2, 1980, Kazel and Donovan had picked up Ford and Clarke from the airport after the pair had returned from a meeting in Nicaragua. The van they were driving in was stopped by members of the Salvadoran military. The four churchwomen were raped and murdered; shot at close range and left in shallow graves. According to the military junta, these American women were attempting to subvert Salvadoran authority when their mission provided religious services and community outreach to the poorest neighborhoods in the mountains of the country. As Kazel said herself before her death in cassette tapes in the Ursuline special collections, "I have been just called a Communist ... but so what's new. They always call us Communists."<sup>16</sup> These women and their mission team were entangled with the global struggle of Capitalism *versus* Communism that students read in the master narratives in world history textbooks.

Sister Martha Owen, a member of CLAM, reflected on her time in El Salvador during her interview for the "Protest Voices" project. She shared her personal connection to the murdered churchwomen and her thoughts on the impact of their stories on the communities of Cleveland. Specifically, she had this to say about the impact of mission work and why she chose to join the team in El Salvador:

*When we talk about that blue marble, you know, that we are more alike than different. I just heard somebody who was talked about, he was just in one of these terrorist attacks. And he said he was crouched next to a person of a different culture and he said we were both scared to death and I could feel his humanity. And I think that is probably the key. That we are all human and if we could only realize that.<sup>17</sup>*

Fostering historical thinking through a sense of shared humanity is another important reason to use oral histories in the classroom. Reading the transcript of the quote above is not the same primary source experience as listening to the emotions in Owen's voice as she describes her friends and her mission work. Historian Julie Livingston notes her frustration with the limits of oral history transcripts as historical sources in the 2012 *AHR* Conversation on "The Historical Study of Emotions." Transcripts, Livingston argues, "stripped [interviews] of their performative and emotional qualities and reduced [them] to texts."<sup>18</sup> The "Protest Voices" interviews reinforce her statement that, "[i]t mattered whether someone had laughed or cried or grown suddenly silent as they recalled or debated particular events."<sup>19</sup> Owen's voice, and those of other interviewees, lend humanity to the institutional narratives that dominate histories of the Cold War. The churchwomen were ordinary people, not politicians, caught up in global events. The relationship of the four churchwomen to the Catholic



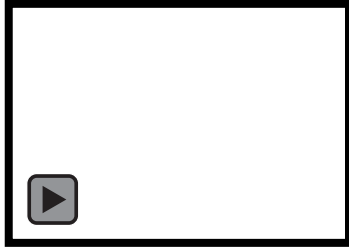
Church and its global mission during the Cold War, for example, continues in the annual commemoration of their deaths and the 2020 recognition of the four “martyrs” by Pope Francis in his general audience.<sup>20</sup> The case of the churchwomen spans many layers of Cold War history from the personal to the political, and in the case of the church, the institutional. These are the local-global connections that humanize Cold War frameworks and prove useful in teaching world history in Northeast Ohio.

### **Using “Protest Voices” in a High School World History Classroom: Naomi A. Randt**

The summer of 2016 and the experience of working on the “Protest Voices” project proved to be transformative. Listening to the men and women of the Cleveland Latin American Mission team recount stories of their time in El Salvador inspired me. They empowered women, drove up treacherous mountain terrain to offer aid to poor farmers, and more, all while under the watchful eye of a military junta that did not appreciate their presence. Being enthralled with Goldberg’s story of resisting the draft during Vietnam, burning his draft card and suffering the consequences, gave me a boastful pride in living in a city that has been marked by such selfless and caring individuals.

Whether using interview clips or having students generate their own oral history interviews, giving voice to the past provides a unique window into history. At the beginning of the school year, I tell students that history is the story of everyday people living their lives in the unique circumstances of their world. Voices of local individuals provide a connection to historical topics and help them understand that history is all around them. The work we pursued during the summer of 2016 connecting local activists and church workers with topics of global significance conveyed the value of connection and the power of collective memory.

The process of using oral history interviews in the classroom can take on many different shapes. Clips of interviews, like the ones created as part of the “Protest Voices” project, can be used to “hook,” or introduce a lesson to students. The creation of oral history interviews can be used as a formative assessment tool at the end of a unit on historical inquiry, a topic-specific unit, or a combination of the two areas of study. In order to convey the effectiveness of oral history clips in the classroom, “Protest Voices” led to the creation of several premade clips along with suggested uses and connections to Ohio Social Studies teaching standards. A repository of these clips and proposed lessons can be found on the *History Speaks* website. (See Appendix II.) To highlight an example of its use in my World History classes, consider the clip of Goldberg discussing draft resistance.<sup>21</sup>



Audio Clip 2: "David Goldberg interview, 15 June 2016" (2016). Cleveland Regional Oral History Collection (CROHC). Interview 75000, 34:15-37:05. Used with permission of the Center for Public History + Digital Humanities at Cleveland State University, see: <https://engagedscholarship.csuohio.edu/croh000/763>.

In the spring semester, we cover the Cold War, with attention paid to the antiwar movement and how people's voices intermingle with the greater geopolitical struggles of the time as societies and peoples struggle for autonomy, independence, and self-determination. The clip is used to highlight different ways individuals sought to influence American foreign policy. Prior to this lesson, students have received an overview of the Vietnam War, American foreign policy of containment, and role-play simulations to describe the domino theory and Mutually Assured Destruction. The following abstract summarizes the clip I use in my classrooms:

*[Goldberg] discusses the emergence of the group known as The Resistance in 1967. The Resistance advocated individual action against the war by not cooperating with the Selective Service program, i.e. the Draft. Dr. Goldberg includes the story of turning in his own draft card on October 16, 1967, as part of the larger draft card turn-in effort organized by the Resistance. Afterwards, he sent a letter to his draft board, which outlined his feelings on the draft and why he chose not to cooperate. This letter ultimately led to the loss of his 2-S student deferment and his conviction and incarceration as a draft resister, for which he served 19 months in federal prison.<sup>22</sup>*

I begin the lesson by introducing the topic of draft resistance and generally include a discussion about draft resistance versus draft dodging. Students are typically more familiar with draft dodging and thus require clearing up misconceptions at the beginning of the lesson.<sup>23</sup> Once students are clear on the concepts, I play Goldberg's clip. In some instances, depending on the needs of students, this could be assigned individually to allow for private listening as some benefit from being able to slow down playback speed or listening multiple times. Next, I facilitate a whole class discussion on what they listened to and collect their reactions to his story. This can be framed through a reflective lens by asking students to think about how they might have reacted if they had been in Goldberg's shoes. Student reactions can also be gathered through typed or written responses. The lesson also has room for enrichment by including a copy of the letter that Goldberg sent to his draft board. Students use the historical thinking skills

developed over the course of the year to engage with the letter, creating meaning and connection to the overall topic. A lesson plan of the above procedures is provided in Appendix 1.<sup>24</sup>

My tenure as a social studies teacher at Rootstown High School has made clear several local connections to modern world history. Located just a few miles east is the city of Kent, Ohio which is a touchstone for surrounding communities. Many of our 11<sup>th</sup> and 12<sup>th</sup> grade students enroll in college credit plus courses offered by Kent State University. Thus, Kent State exists in the collective memory of our student body as a prominent source of higher education.

The Kent State Shooting led to protests on college campuses all over the United States and had a profound impact on the antiwar movement of the time. Usually, students learn about the events of May 4, 1970, in the context of the broader antiwar movement and student activism. Clips from interviews conducted with Goldberg are a great hook to get students interested in the antiwar movement of the day. His recollections of resisting the draft as an 18-year-old student are a powerful reminder to students that even at their age, they can make a difference.

Linking the Kent State shooting to the broader antiwar movement provides a connection to students that can transcend abstract understanding of a topic. Deliberate action to bring the voices of community members into the classroom provides a different lens through which students can view their parents, aunts, uncles, grandparents, and other community members at large. Kent State University, a personal landmark to many as a place of learning, becomes a more nuanced historical location as the oral history process and investigation into the May 4<sup>th</sup> shootings uncovers the importance of collective memory.

## **Toward Creating Oral History in the High School Classroom: Naomi A. Randt**

As I reflect on my teaching practice, I continue to refine my methods and think about possibilities for promoting student interaction with the historical inquiry process. Having students create oral histories is a prime example of how I could implement such strategies into my classrooms. While I have yet to conduct such a unit due to various constraints (end-of-year exams and testing schedules) I present a plan of action for teachers wanting to experiment with the process. According to Glenn Whitman, director of the Center for Transformative Teaching and Learning at St. Andrew's School, oral history creation would have seven distinct phases that help students build understanding and context around their chosen interviewee, as well as outlining best practices for the creation of quality archival material. Those seven phases are interviewee selection, biography, historical contextualization, interview and transcription, historical analysis, public presentation, and assessment.<sup>25</sup> Each phase can

be structured as an individual lesson or series of lessons, with unique, scaffolded instructional strategies and essential questions, as part of a larger oral history creation unit. While Whitman provides a rubric for a formative assessment at the end of the creation process, each phase should have formal and informal feedback to ensure students understand the process and importance of each step.<sup>26</sup> Student voice and choice can and should be incorporated throughout the unit as well.

Phases one (interviewee selection) and six (public presentation) are ideally suited to allow students freedom to express their interests and creativity. Selecting an interviewee, whether from a list of potential subjects arranged ahead of time or generated through student submissions, is a crucial first step in student engagement. By using a choice board, students are given freedom to demonstrate their learning and expertise in the public presentation phase. Choices might include a physical or digital poster, a one-act play, a song, dance, or other creative outlet. In phase four, the question of accessibility and discoverability can also be tackled through the creation of keyword logs and audio clips.

A unit of this scope would require careful planning, extensive use of feedback to students, and significant prep work before implementation.<sup>27</sup> As an end-of-year culminating experience, an oral history project can connect the historical thinking skills that are taught and reinforced throughout the year. This kind of hands-on reinforcement of the historical inquiry process would be a valuable experience to students. The historical and personal connections possible through such a unit make history more tangible.

Student-created oral histories can do more than enrich the classroom and promote engagement with the historical process. They can build bridges to a wider community. The creation of archival material allows countless others to access the stories and imagine the lives of their neighbors and family members in rich detail. The work we accomplished on “Protest Voices”—creating archival materials, made easily accessible to the public—proves the value in sharing a community’s stories. The process of creating oral histories is one of collaboration and enrichment. Students are assessed on their critical thinking, research, writing, and communication skills while simultaneously providing a service to a community that will endure beyond their high school careers. Every community has people like Goldberg, whose story of resisting the draft during the Vietnam War has inspired students in my own classrooms. Their voices connect people from all generations through stories told in rich detail as only those who experienced an event can accomplish.

## The “Protest Voices” Collection and An Introduction to Historical Methods- Cleveland State University: Shelley E. Rose

History majors—and at CSU Social Studies majors as well—leave our program well-equipped for a range of professions. The AHA provides examples of history majors working as educators in classrooms, in publishing, in museums and archives, and local, state, and national governments.<sup>28</sup> At CSU we expand this list to include graduates who work in marketing, as instructional designers, and as professional writers. They find success in nongovernmental organizations, local and federal law enforcement, political office, and sit on boards of education. In short, our majors use the skills they acquire in a history classroom well beyond the bounds of the history discipline.

With this career diversity in mind, the history department at CSU overhauled both our traditional history major and the integrated social studies major required for students seeking education certification in the state of Ohio in 2014. One of the key components of this revision is the gateway course for all majors, HIS 299: Introduction to Historical Methods. In partnership with CSU career specialist Elaine Suarez, in this course I focus on transferable skills and link course assignments to “career readiness” as framed by the National Association of Colleges and Employers (NACE).<sup>29</sup> Career readiness competencies include: Career & Self Development; Communication; Critical Thinking; Equity & Inclusion; Leadership; Professionalism; Teamwork; and Technology. Indeed, one of the first-day activities in HIS 299 is for my students to annotate the syllabus, an exercise Remi Kalir has written about extensively, showing where the course materials, activities, and assessments will help students develop one of these competencies.<sup>30</sup>

I frequently bring my own research on protest movements, gender history, and activist biographies into the classroom. In HIS 299 I framed our archival and historical thinking activities around a rich local case study: the case of the four churchwomen and the “Protest Voices” oral history collection created and curated by Naomi Randt and our project team in 2016. The biographies of Dorothy Kazel, Jean Donovan, Ita Ford, and Maura Clarke bring the Cold War close to home for students in Cleveland. First, two of the women were from Cleveland and local CSU students are often familiar with the story about their brutal murders in El Salvador, even over 40 years later. Second, Donovan was in her twenties when she was killed and a recent college student herself. The fact that she was trying to figure things out when her life was cut short encourages students to grapple with the idea that everyday people are agents in both local and world history.

The cases of Donovan and Kazel are excellent lenses into some of the challenges of conducting historical research, such as the creation of archival collections including: the availability of equipment and labor to conduct, curate, and eventually transcribe these interviews; the institutional support for preservation of materials; and the

influence of existing frameworks and dominant narratives, such as the annual commemoration of the churchwomen in Cleveland and around the world.<sup>31</sup>

Based on the “Protest Voices” project, I am not only able to point my students to the interviews conducted right in Cleveland by Naomi Randt, but also provide them with details about how that digital archive was created. We can talk about which interviews exist and why. They think through what interviews might be “missing.” We also discuss why some archival material is saved and some materials struggle to find a home. For instance, Kazel’s papers are curated and maintained by the Ursuline sisters. When historians go looking for information on Kazel, her archives are found in a place that is clearly connected to her institutional history. The collections of the Maryknoll sisters Ford and Clarke are curated and maintained by the Maryknoll community. The Jean Donovan collection, on the other hand, is housed in the Community of St. Oscar Romero (COAR) mission office because Donovan worked with this group in El Salvador before her murder. Donovan’s papers are much less findable for those outside of the close-knit community of the COAR mission. I worked through the local networks we established in 2016 for years before finally understanding where this collection existed. As a lay missionary, Donovan’s archival materials are located outside the structural frameworks of the Ursuline collections. Institutionally, primary sources related to Donovan’s life fall between the cracks in terms of archival material and preservation. Her case is a key illustration for my students that archives are a site for knowledge production and the narratives that dominate historians’ understandings of the Cold War are not accidental.<sup>32</sup> These dominant narratives, like those in Carole Fink’s book, *Cold War: An International History*, are most often the narratives that have been curated intentionally by institutions, governments, and even individual archivists.

One of the reasons Donovan and Kazel’s biographies remain so present in 2022 is the annual commemoration of their deaths. This commemoration reinforces the dominant narratives of the local Ursuline sisters and the broader Catholic community that the churchwomen are martyrs for their Catholic faith. Their murders galvanized the work of the Cleveland Latin American Mission Team and sparked the foundation of the InterReligious Task Force on Central America in Cleveland so that Ohioans “would live out their legacy—standing in solidarity with oppressed peoples as they struggle for peace, dignity and justice.”<sup>33</sup> On the fortieth anniversary of their murders, activists and supporters from around the world gathered virtually to recognize their sacrifice. In fact, Naomi Randt’s “Protest Voices” interview with Bishop Pilla was clipped and added to a slideshow for the virtual commemoration.<sup>34</sup>

### **Hands-On Historical Thinking: Shelley E. Rose**

In HIS 299: Introduction to Historical Studies we move on from discussing the creation and curation of archives to the practice of research and the audiences we intend to

reach. Using the archival collections related to the four churchwomen, students practice primary source analysis using the four historical thinking skills outlined by the Stanford History Education Group: Sourcing, Contextualization, Corroboration, and Close Reading.<sup>35</sup> This primary source analysis provides students with experience in critical thinking that aligns with NACE career readiness competencies. Students then work on a semester-long historical thinking project to be published as a digital exhibit centered on the narratives of the four churchwomen.<sup>36</sup>

The process of creating the digital exhibit is grounded in project based learning (PBL). The Buck Institute defines PBL as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.”<sup>37</sup> For HIS 299 students, the authentic question is how historians practice history in public and present complex historical narratives to broad audiences. Each student created an individual project using the digital methods and product of their choice. As a class we then designed a class exhibit, “The Cleveland Latin American Mission Team in Context,” that combined these projects, emphasizing the positionality of the four churchwomen at the intersection of multiple histories including the Cold War, human rights history, gender history, and the history of the Catholic Church.<sup>38</sup> (See Appendix II).

In terms of career readiness, I encourage each student to create a product that corresponds with their interests and could be used in their future careers as long as it connected the case of the four churchwomen to the Global Cold War context. The local example of the four churchwomen was the glue holding the exhibit together, and the Global Cold War was the larger conceptual framework. This way, I was able to engage students and allow them “voice and choice” in topic and product.<sup>39</sup> For example, students interested in teaching high school created lesson or unit plans. Those interested in journalism or politics created digital exhibits or podcasts. Each product provided students with an opportunity to work on their communication skills and the class as a whole practiced teamwork by curating and organizing the exhibit to reflect the broader world history narratives each project addressed.

The class curated the digital exhibit “The Cleveland Latin American Mission Team in Context,” in the Omeka content management system. The exhibit highlighted rich connections between the local, national, and global narratives of Cleveland, Latin America, and the Cold War in the 1980s.<sup>40</sup> In section one, “Biographies and Networks,” students engaged with biographical and network analysis. In particular, Madison Matuszak created a podcast that analyzed the archival materials and collective memory about Jean Donovan.<sup>41</sup> The next two sections of the exhibit focused on global and local connections with Latin America. One of the largest sections in the exhibit connects the churchwomen to U.S. foreign policy during the Cold War from the involvement of the School of Americas to an analysis of the career of Ambassador Robert White who sought justice for the churchwomen even after his career in the Foreign Service ended.<sup>42</sup> This

section of the exhibit was critical for course discussions on the actions of the United States during the Cold War and questions of empire. The “Women, Gender, and Conflict” section not only engaged with the broadest historical contexts, but student authors in this section also created the widest range of digital products. Here Danny Gallagher explored gender roles in the modern Catholic church and Asha Tinker-Phelps created artwork inspired by the intersection of the four churchwomen’s deaths with the gendered history of human rights.<sup>43</sup> Each project represented an individual student’s lens into Cold War history through the lens of Kazel and Donovan’s lives and deaths.

The final step in the historical thinking project is for each student to present their portion of the exhibit at a campus-wide digital research showcase.<sup>44</sup> This showcase is an excellent opportunity for students to practice communication skills, as well as teamwork and professionalism. The HIS 299 students presented their findings to peers, faculty members, staff and administrators, as well as members and affiliates of the Cleveland Latin American Mission Team and the Ursuline sisters who attended the showcase. After spending a semester studying these local archival materials and linking them to world history narratives, the conversations we had with those who curated the legacy of the churchwomen and had been interviewed during the “Protest Voices” project reinforced the fact that the actions of ordinary Clevelanders like Donovan and Kazel were a part of the history of the Global Cold War, human rights, and gender history.

## Conclusion

Case studies like the Kent State shootings and the four churchwomen help students understand how local and global interact.<sup>45</sup> This interaction occurs in diverse spaces ranging from our interview rooms during the “Protest Voices” project to the students in our classrooms hearing the interviewees words for the first time. As we demonstrate in this essay, oral history interviews are a powerful medium for conveying individual agency and the ways in which those individuals were entangled in Global Cold War contexts. Both the Kent State shootings and the murders of the four churchwomen resonated with residents of Northeast Ohio and are regularly curated to keep them present in the collective memory of the region and nation.

In the case of the May 4, 1970 Kent State shooting, the geographic proximity of Kent State University to Naomi Randt’s classroom in Rootstown provides an intriguing context for students to explore not only historical thinking through oral histories, but also offers the future possibility of creating archival materials by conducting their own interviews. In such a future interview project, they would learn firsthand how difficult it is to conduct research within the context of carefully curated narratives and strong local collective memory. The use of clips from interviews also allows students to reflect on agency and how the individual can influence even the largest global, geopolitical narratives, as evidenced by Goldberg’s acts of draft resistance, the willingness of college



students to take a stand against authority, and the impact of the four churchwomen in El Salvador.

Figure 3 is an illustration from the national Religious Task Force on Central America. It depicts a commemoration of the four martyrs and shows how their images became symbols of the consequences of brutal policies in Latin America, the violence committed by forces trained by the American military, and the general tensions that characterize the global frameworks of the Cold War. These four women were recognizable far beyond Northeast Ohio, and as the HIS 299 class project at CSU demonstrates, students can use their “voice and choice” to explore how they are connected to global narratives. Their stories and those of student activists link the local to the global as we guide our students through the entangled history of the Cold War.



Figure 3: Lee H. Miller, Illustration for Religious Task Force on Central America pamphlet depicting Kazel, Donovan, Ford, and Clarke, 1989. Used with permission of the Laurie S. Wiseberg & Harry Scoble Human Rights Internet Collection, Archives & Special Collections, University of Connecticut Library.

Finally, this essay reveals how history educators can become a part of these complex processes. Last year, Rose participated in the “Memory and Resistance Coalition” sponsored by the InterReligious Task Force as part of the yearlong commemoration of the fortieth anniversary of the four churchwomen’s deaths. The panel facilitated by the partnership between the Memory and Resistance community leaders and CSU, “Activism: An Interdisciplinary Conversation,” focused not only on the legacy of the churchwomen as activists, but also explored the nature of activism in various disciplines and the ways in which participants continued to engage in acts of protest in the 21<sup>st</sup> century.<sup>46</sup> As Naomi Randt prepares her students to engage with and curate the memories of May 4 and Shelley Rose’s students at CSU continue to grapple

with the Cold War connections of the churchwomen and the annual commemorations, we argue that all instructors have the potential to identify and curate local narratives that will engage students in historical thinking through the creative use of oral history methods and existing interviews. The examples presented throughout this essay are meant to empower students and instructors to interact with global history; making local connections and building stronger bridges to understanding our common humanity through the historical inquiry process.

## Appendix I

Goldberg Draft Resistance Clip Lesson Plan by Naomi A. Randt:

Subject: Modern World History, 1500 – present

Topics: Cold War—Vietnam—Antiwar movement—Oral history and historical thinking skills

Content Standards: Ohio Modern World History Content Statements

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.
17. The United States and the Soviet Union became superpowers and competed for global influence.

Students Will Be Able To (SWBAT): Describe the differences between draft dodging and draft resistance, as well as place the oral history of an individual draft resister into the proper context of the Cold War.

Essential questions:

- What is draft resistance and how does it compare to draft-dodging?
- How did the Vietnam War affect college students in the USA?

Materials:

- David Goldberg’s audio clip: <https://historyspeaks.clevelandhistory.org/2016/07/15/david-goldberg-draft-resistance/>
- Copies of his draft resistance letter: [https://historyspeaks.clevelandhistory.org/wp-content/uploads/2016/07/Goldberg\\_Draft-Refusal-7\\_17\\_1968.pdf](https://historyspeaks.clevelandhistory.org/wp-content/uploads/2016/07/Goldberg_Draft-Refusal-7_17_1968.pdf)
- Historical Thinking Chart from Stanford Historical Education Group (SHEG): <https://sheg.stanford.edu/sites/default/files/download-pdf/Historical%20Thinking%20Chart.pdf>
- I have also adapted Stanford (SHEG) chart for my own classroom use: [https://docs.google.com/presentation/d/1t11U\\_kGOJGjJv2xdtKCSWqdm2Ml7WhhafpYicCYu7Kg/edit#slide=id.p](https://docs.google.com/presentation/d/1t11U_kGOJGjJv2xdtKCSWqdm2Ml7WhhafpYicCYu7Kg/edit#slide=id.p)

| Procedure          | Lesson Details   |
|--------------------|--|
| Bell Ringer        | <p>Introduction - Whole class discussion</p> <ul style="list-style-type: none"> <li>• Write on the board: “In your own words, define the term draft resistance.”</li> <li>• Let students brainstorm on their own for two to three minutes.</li> <li>• Ask students to share out their responses, noting their ideas on the board, without comment from teacher.</li> <li>• If necessary, after discussing their ideas on draft resistance, explain the differences between draft resistance and draft-dodging.</li> </ul>  |
| Listening Activity | <ul style="list-style-type: none"> <li>• Tell students they will hear the story of one individual who resisted the draft and how his actions impacted his life.</li> <li>• Play this audio clip: <a href="https://historyspeaks.clevelandhistory.org/2016/07/15/david-goldberg-draft-resistance/">https://historyspeaks.clevelandhistory.org/2016/07/15/david-goldberg-draft-resistance/</a><br/> <u>Accessibility Note:</u> clip can be assigned as individual listening through chosen web platform, i.e. Google Classroom. Transcript can also be printed or displayed.</li> <li>• Replay the audio a second time, if needed.</li> <li>• Have students record their notes and reactions to Goldberg’s story, using these reaction questions:             <ol style="list-style-type: none"> <li>1. What they took from it: observations, feelings, reactions?</li> <li>2. Would they resist like Goldberg did?</li> <li>3. Is there any cause they might be willing to risk jail time for?</li> <li>4. What does it mean to stand up to authority in this way?</li> <li>5. Have there been any other issues/events that have led to similar actions taken by others?</li> </ol> </li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <p>Whole Class Discussion</p>     | <ul style="list-style-type: none"> <li>• Facilitate whole class discussion.</li> <li>• Use students’ notes as a springboard to create meaningful discussion on the topic and how it relates to the Cold War, the anti-Vietnam war protests, and individual agency.</li> <li>• Notes of student responses can be made on the board to keep the discussion orderly.</li> </ul>  |
| <p>Historical Thinking Skills</p> | <ul style="list-style-type: none"> <li>• Give students copies or access to Goldberg’s draft resistance letter.</li> <li>• Using SHEG historical thinking charts, students engage Goldberg’s letter to derive greater connection between his words and actions and what they already know about the Vietnam War.</li> </ul>  |
| <p>Exit Ticket**</p>              | <ul style="list-style-type: none"> <li>• Time permitting, have students answer the following questions:             <ol style="list-style-type: none"> <li>1. How might the Vietnam War have affected people like David Goldberg?</li> <li>2. What is the difference between draft resistance and draft-dodging?</li> <li>3. How does Goldberg’s story change your view of antiwar protests?</li> </ol> </li> </ul> |

Necessary prior knowledge: this lesson follows in sequence in a broader Vietnam War unit plan. Thus, prior to this lesson, students are familiar with the geopolitical structure of the Cold War, American foreign policy, and U.S. President Richard M. Nixon’s engagement with the conflict.

## Appendix II

Online Oral History Resources Mentioned in This Article:

- Cleveland Regional Oral History Collection (CROHC), <https://engagedscholarship.csuohio.edu/croh/>
- History Speaks Project, <https://historyspeaks.clevelandhistory.org>
- “Protest Voices” Oral History Collection, <https://clevelandvoices.org/collections/show/53>
- Cleveland State University HIS 299 Digital Exhibit, “The Cleveland Latin American Mission Team in Context,” <https://csuhisppg.shelleyrose.org/exhibits/show/clam/context>

- HIS 299 Historical Thinking Assignment Materials: <https://csuhisppg.shelleyrose.org/exhibits/show/clam/htproject>
- Social Studies @ CSU, “Audacity Tutorial: Creating a Story Clip,” <https://socialstudies.clevelandhistory.org/audacity-tutorial-creating-a-story-clip/>

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## Notes

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<sup>1</sup> Research for this essay was supported by the Undergraduate Student Research Award Program, CSU Office of Research at Cleveland State University in 2015 and 2016; Kent State University, “May 4, 1970,” accessed January 4, 2022, <https://www.kent.edu/may-4-1970>.

<sup>2</sup> InterReligious Task Force on Central America, “About the Martyrs,” accessed January 4, 2022, <https://www.irtfcleveland.org/content/about-martyrs>.

<sup>3</sup> David Glassberg, *Sense of History: The Place of the Past in American Life* (Amherst: University of Massachusetts Press, 2001), 6.

<sup>4</sup> Tiffany Trimmer, “Relatable World History: Local-Global Migration Histories of La Crosse, Wisconsin, the Malay Peninsula, and Barbados (ca 1620s–1930s),” *World History Connected* 15 no. 3 (October 2018), <https://worldhistoryconnected.press.uillinois.edu/15.3/trimmer.html>.

<sup>5</sup> Naomi A. Randt discusses the approaches of Glenn Whitman and A. Glenn Crothers in her 2015 blog post “Scholarship on Oral History Pedagogy,” *Social Studies @ CSU*, June 5, 2015, <https://socialstudies.clevelandhistory.org/scholarship-on-oral-history-pedagogy/>. See also Glenn Whitman, “Teaching Students How to Be Historians: An Oral History Project for the Secondary School Classroom,” *The History Teacher* 33, no. 4 (August 2000): 471-473; A. Glenn Crothers, “‘Bringing History to Life’: Oral History, Community Research, and Multiple Levels of Learning,” *The Journal of American History* 88, no. 4 (March 2002); Kristina R. Llewellyn and Nicholas Ng-A-Fook, *Oral History and Education: Theories, Dilemmas, and Practices* (New York: Palgrave MacMillan, 2017); Philip F. Napoli, Matthew Gherman, Elizabeth Jefimova, Joshua Spanton, and Cheyenne Stone, “The Radicalism of Oral History: Teaching and Reflecting on War, Empire, and Capitalism,” *Radical Teacher* 117 (August 1, 2020). Another notable article on using existing repositories and student-created interviews is Timothy Nicholson, “Intimate Decolonization: Strategies for Reconceptualizing and Teaching the End of European Empires,” *World History Connected* 15 no. 3 (October 2018), [https://worldhistoryconnected.press.uillinois.edu/15.3/forum\\_nicholson.html](https://worldhistoryconnected.press.uillinois.edu/15.3/forum_nicholson.html).

<sup>6</sup> Dominic Sachsenmaier, *Global Perspectives on Global History: Theories and Approaches in a Connected World* (Cambridge: Cambridge University Press, 2011), 5.

<sup>7</sup> Sachsenmaier, *Global Perspectives*, 2.

<sup>8</sup> Shelley E. Rose and J. Mark Souther, “About-History Speaks: Using Oral Histories to Teach Historical Thinking,” *History Speaks*, accessed July 11, 2022, <https://historyspeaks.clevelandhistory.org/about/>. On the Center for Public History + Digital Humanities (CPHDH), see <https://csudigitalhumanities.org/>.

<sup>9</sup> The ODE Model Curricula are available at <https://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies>.

- <sup>10</sup> The U.S. Census Bureau defines a CSA as two or more adjacent metropolitan or micropolitan areas connected by employment and commuting habits of residents. See U.S. Census Bureau, “Glossary,” accessed July 13, 2022, <https://www.census.gov/programs-surveys/metro-micro/about/glossary.html>.
- <sup>11</sup> Naomi A. Randt, “Bill Leshinetsky on Immigration during the Korean War,” *History Speaks*, August 18, 2015, <https://historyspeaks.clevelandhistory.org/2015/08/18/bill-leshinetsky-immigration-korean-war/>.
- <sup>12</sup> The EngagedScholarship “Protest Voices” collection has nearly 900 downloads and 1300 views across 32 countries at the time of writing. The interviews are accessible at “Protest Voices (USRA 2016),” *Cleveland Voices*, <https://clevelandvoices.org/collections/show/53> and “Protest Voices (USRA 2016),” Cleveland Regional Oral History Collection, *EngagedScholarship @ Cleveland State University*, <https://engagedscholarship.csuohio.edu/croh750/>.
- <sup>13</sup> “David Goldberg interview, 15 June 2016,” Cleveland Regional Oral History Collection (hereafter CROHC), Interview 750001, <https://engagedscholarship.csuohio.edu/croh750001/763> and “David Goldberg interview, 29 June 2016,” CROHC, Interview 750002, <https://engagedscholarship.csuohio.edu/croh750002/764>.
- <sup>14</sup> “David Goldberg interview, 15 June 2016,” CROHC, 00:56:36 – 00:57:06.
- <sup>15</sup> Stephanie M. Huevo, “The Murdered Churchwomen in El Salvador,” *Origins: Current Events in Historical Perspective*, accessed July 7, 2022, [https://origins.osu.edu/milestones/murdered-churchwomen-el-salvador?language\\_content\\_entity=en#:~:text=On%20December%202%2C%201980%2C%20four,the%20poor%20in%20El%20Salvador.](https://origins.osu.edu/milestones/murdered-churchwomen-el-salvador?language_content_entity=en#:~:text=On%20December%202%2C%201980%2C%20four,the%20poor%20in%20El%20Salvador.)
- <sup>16</sup> Naomi A. Randt, “Sister Dorothy Kazel on El Salvador, February 1979,” *History Speaks*, August 22, 2016, <https://historyspeaks.clevelandhistory.org/2016/08/22/sister-dorothy-kazel/>.
- <sup>17</sup> “Sister Martha Owen interview, 8 July 2016,” *Cleveland Voices*, <https://clevelandvoices.org/items/show/1778>.
- <sup>18</sup> Julie Livingston, “AHR Conversation: The Historical Study of Emotions,” *The American Historical Review* 117 no. 5 (December 2012), 1488-89.
- <sup>19</sup> Livingston, “AHR Conversation,” 1489.
- <sup>20</sup> “Pope prays for missionaries slain 40 years ago in El Salvador,” *Vatican News*, December 2, 2020, <https://www.vaticannews.va/en/pope/news/2020-12/pope-francis-general-audience-prayer-el-salvador-martyrs.html?fbclid=IwAR2jtW2uGv2YNt6MS6yy1nI7xHR6s-1XxaoAAGRcpkUWioyXtV4CYINe6NM>

<sup>21</sup> Naomi Randt, “David Goldberg on Draft Resistance during the Vietnam War,” *History Speaks*, July 15, 2016, <https://historyspeaks.clevelandhistory.org/2016/07/15/david-goldberg-draft-resistance/>.

<sup>22</sup> Naomi A. Randt, “David Goldberg on Draft Resistance.”

<sup>23</sup> Student misconceptions include thinking draft-dodging is the sole way to resist Selective Service. They are usually familiar with stories of people fleeing to Canada or getting doctor’s notes to avoid being drafted. It also carries a negative connotation as students tend to view draft-dodgers as cowards or traitors.

<sup>24</sup> Naomi Randt, “Goldberg Draft Resistance Lesson Plan,” accessed July 15, 2022, [https://docs.google.com/document/d/e/2PACX-1vTf7ODXo-MujpRIgzxM9lwiEvhgMXJPZyJ6ACJq2rIzozspWQYVg4ZeDG4EeNzyKIFQV\\_VeY6IHobl2/pub](https://docs.google.com/document/d/e/2PACX-1vTf7ODXo-MujpRIgzxM9lwiEvhgMXJPZyJ6ACJq2rIzozspWQYVg4ZeDG4EeNzyKIFQV_VeY6IHobl2/pub).

<sup>25</sup> Glenn Whitman, “Teaching Students How to Be Historians,” 469–81.

<sup>26</sup> The rubric can be found in Whitman, “Teaching Students How to Be Historians,” 478.

<sup>27</sup> I write in more detail about oral history pedagogy on the *Social Studies @ CSU* blog in Naomi A. Randt, “Scholarship on Oral History Pedagogy,” *Social Studies @ CSU*, June 5, 2015, <https://socialstudies.clevelandhistory.org/scholarship-on-oral-history-pedagogy/>.

<sup>28</sup> Constance Schulz, Page Putnam Miller, Aaron Marrs, and Kevin Allen, “Careers for Students of History,” *American Historical Association*, accessed January 7, 2022, <https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history>.

<sup>29</sup> National Association of Colleges and Employers, “What is Career Readiness?” accessed January 8, 2022, <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>.

<sup>30</sup> Remi Kalir, “#AnnotatedSyllabus,” accessed July 15, 2022, <https://remikalir.com/annotatedsyllabus/>.

<sup>31</sup> For the 40<sup>th</sup> Anniversary materials compiled for the annual commemoration see Ursuline Sisters of Cleveland, “We Remember and Recommit,” accessed January 9, 2022, <https://www.ursulinesisters.org/we-remember-and-recommit> and “The Memory and Resistance Coalition,” accessed August 1, 2022, <https://web.archive.org/web/20210310010625/https://memoryandresistance.squarespace.com/>.

<sup>32</sup> For more on how archives are created, curated, and read across the grain, see the “Introduction” of Nupur Chaudhuri, Sherry J. Katz, and Mary Elizabeth Perry, *Contesting Archives: Finding Women in the Sources* (Urbana, IL: University of Illinois Press, 2010).



- <sup>33</sup> InterReligious Task Force on Central America, “IRTF Mission and Vision,” accessed January 6, 2022, <https://www.irtfcleveland.org/content/irtf-mission-and-vision>.
- <sup>34</sup> Mary Moran, “Bishop Anthony Pilla, Cleveland Voices, 2016,” Vimeo, October 29, 2020, <https://vimeo.com/473444028>.
- <sup>35</sup> Stanford History Education Group, “Historical Thinking Chart,” accessed January 6, 2022, <https://sheg.stanford.edu/history-lessons/historical-thinking-chart>.
- <sup>36</sup> For the historical thinking project assignment, rubric, and formative assessments see <https://csuhisppg.shelleyrose.org/exhibits/show/clam/htproject>.
- <sup>37</sup> Buck Institute for Education, “What is PBL?” accessed January 5, 2022, <https://www.pblworks.org/what-is-pbl>.
- <sup>38</sup> “Cleveland Latin American Mission Team in Context,” Politics of Protest and Gender, Fall 2019, <https://csuhisppg.shelleyrose.org/exhibits/show/clam/context>.
- <sup>39</sup> Michigan Virtual Learning Research Institute, “How Implementing Voice & Choice Can Improve Student Engagement,” September 1, 2020, <https://michiganvirtual.org/blog/how-implementing-voice-choice-can-improve-student-engagement/>.
- <sup>40</sup> “Cleveland Latin American Mission Team in Context.”
- <sup>41</sup> Madison Matuszak, “Jean Donovan: We Hardly Know Ye,” Cleveland Latin American Mission Team in Context, November 21, 2019, <https://csuhisppg.shelleyrose.org/exhibits/show/clam/networks/donovan>.
- <sup>42</sup> Helen Dunne, “The Broad Impact of the School of the Americas,” Cleveland Latin American Mission Team in Context, November 21, 2019, <https://csuhisppg.shelleyrose.org/exhibits/show/clam/foreignpolicy/soa> and Oliver Ellis, “A Foreign Policy Nightmare,” Cleveland Latin American Mission Team in Context, November 21, 2019, <https://csuhisppg.shelleyrose.org/exhibits/show/clam/foreignpolicy/podcastwhite>.
- <sup>43</sup> Danny Gallagher, “Gender Roles in the Catholic Church,” <https://csuhisppg.shelleyrose.org/exhibits/show/clam/gender/genderchurch> and Asha Tinker-Phelps, “Whose Human Rights?” Cleveland Latin American Mission Team in Context, accessed January 10, 2022, <https://csuhisppg.shelleyrose.org/exhibits/show/clam/gender/humanrights>.
- <sup>44</sup> DigitalCSU, “Student Research Showcase,” November 26, 2019, <https://engagedscholarship.csuohio.edu/digitalcsu/20192020meetings/all20192020/1/>.
- <sup>45</sup> Trimmer, “Relatable World History.”
- <sup>46</sup> Rose et. al., “Activism: An Interdisciplinary Conversation,” March 31, 2021, <https://engagedscholarship.csuohio.edu/activismconversation/>.