

TEACHING FAIR: FIFTH GRADE “HISTORY HARVEST”¹ PROJECT

STAGE 1: IDENTIFY DESIRED RESULTS

(Where are we going?)

What are the Established Goals of this project as it relates to The FAIR Education Act?

- Introduce students to the History Harvest project—archives and histories that highlight contributions, concepts, events, and themes from the perspectives of diverse racial and cultural groups as an experiential learning project known to digitize the “people’s history.”
- Use participatory pedagogy to provide students with opportunities to position themselves as agents who may influence the course of interaction, e.g., bring topics from their own worlds into the interaction within formal, non-formal, and informal contexts of learning.²
- Model and implement an inquiry-based learning process in which students investigate relevant questions, learn about other people’s histories in relation to their own histories for the purposes of creating a more inclusive school environment and curriculum and for developing cultural proficiencies.
- Use innovative new technologies to engage students in presentation of history, reflection on historical change, and collaboration to create interpretive accounts of materials they collect and share with others.
- Enable students who have felt marginalized in the curriculum because of the absence of historical figures like themselves will be able to “see themselves” in the curriculum.

What will students Understand as a result of this project?

- “Contributions” as included in the *FAIR Education Act* refer to a collective history found in oral histories and in artifacts people collect to tell the story of their lives.
- Oral histories and personal historical artifacts formulate a multi-faceted and diverse history known as the “people’s history.”
- PREDICTABLE MISUNDERSTANDING: History is found in archives, historical societies, museums or libraries, but not necessarily in the ordinary people stories.

What Essential Questions will guide this project approach?

- What connections can you make between your own family history and the history of the community and/or California?
- How do primary/secondary sources (i.e. interviews, artifacts, documents, newspapers, diaries, photographs, etc. show evidence of these connections?
- How does the present connect to the past—how have certain things changed over time while others have stayed the same?

What will students know?

- How their own family’s history relates to the local, community, or California history
- Similarity and differences between the present and the past histories.
- Definitions of terms like conflict, cooperation, exploration, immigration, settlement patterns, political, religious, social, and economic institutions.
- Contributions their own family members/local community members made to the development of the nation/California/Santa Barbara/Oxnard, etc.

What will students be able to do (Common Core Standards)?

- Analyze primary sources to develop and refine cognitive, investigative, deductive reasoning and problem-solving skills.
- Write informative texts to examine a topic and convey ideas and information clearly.
- Gather relevant information from print and digital sources; summarize or paraphrase information in finished work.
- Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on other’s ideas and expressing their own clearly.

¹ Adapted from the University of Nebraska-Lincoln Department of History’s *History Harvest*, an open, digital archive of historical artifacts gathered from communities across the United States.

² Learning Bridges: Toward Participatory Learning Environments, CICERO Learning/the Learning Bridges Research Project: www.oppimisensillat.fi (also available in English)

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE AND ASSESSMENT
(How will we know we've arrived?)

What evidence will show that students understand how contributions (as defined in The FAIR Education Act) refer to a collective history found in oral histories and in artifacts people collect to tell the story of their lives?

Performance Tasks:

- Locate and Analyze primary sources
- Conducting Oral History interview(s) through connection with local community group
- Written interpretation of artifacts and oral histories (Production of Writing)
- Presentation of knowledge on History Harvest Day
- Digital Archiving

Other Evidence (Ongoing Assessment):

- Small group/large group discussion
- Quick Write Reflection/Q & A format
- Interview strategies

STAGE 3: PLANNING THE LEARNING EXPERIENCES AND INSTRUCTION
(How are we going to get there?)

What learning experiences and instruction will enable students to achieve these standards?

This Fifth Grade (United States History and Geography) *History Harvest* Project build on the written and oral assessments continued from the Second Grade (Identity and Family History), Third Grade (Community-Continuity and Change), and Fourth Grade (California History).

Approximate Project Timeline

Month	Project Objective	Assignment
February/March	<ul style="list-style-type: none"> • Teacher frames understanding/analysis of primary sources (community or library archives or family archives). • Students identify personal artifact and develop a research question. • Mini-presentation from community organization member to frame interviews based preliminary meeting Teaching FAIR. • Students may be provided sampling of artifacts through community group/library connection. 	<p>Modeling of presentation an approach to analysis.</p> <p>Students complete “Topic Contract” Begin process of analysis.</p>
March/April	<ul style="list-style-type: none"> • Students continue analysis of personal artifacts. Students digitize artifacts. • Students conduct oral history interviews with members from organization in classroom. • Students begin analysis of oral histories. 	Students plan complete interview plan of investigation.
April	<ul style="list-style-type: none"> • Students continue analysis of personal artifacts and oral histories. • Students engage in the digitizing process (schedule over course of a few weeks)—by Teaching FAIR and may include parent/volunteer participation. 	
May/June	<ul style="list-style-type: none"> • Students produce written project and prepare presentation. 	Students recall information from analysis of primary sources and produce writing to reflect such analysis
June	<ul style="list-style-type: none"> • Presentations to be determined. 	Presentation of Project