

Faces and Spaces of Upson's Past

Name	Bethany Norris
School	Upson-Lee High School
Community Partner	Jamesan Gramme, Kaila Jones, and Taylor Watson
Community Partner's Organization	Thomaston-Upson Archives, Upson Historical Society, and Georgia Military College
Projected Dates	August 2023 – March 2024
Title	Faces and Spaces of Upson's Past
Overview	Students will be tasked with interviewing members of our community in order to gain a perspective on what society was like for the people who lived and worked in their rural area. Students will then work with the local archives to find primary sources that relate to the information learned and gathered in those sources. They will then use those sources to create a museum exhibit as well as brochures to be provided to the businesses (if the buildings still stand) of places brought up in the interviews. This will allow patrons to see the change over time of the building, as well as its uses in the past. There will be a QR code in the brochures to link to additional information about the site - hopefully a Youtube video.
Essential or Investigative Question	How can I learn about the my community's past through the analysis of primary sources and conducting oral history interviews?
Audience	I will be working with my AP U.S. History students as well as my on-level U.S History students.
Grant Goals	Include the grant goals which apply to your project: <ul style="list-style-type: none"> <input type="checkbox"/> How have rural places shaped the history of the nation? <input type="checkbox"/> How has our geographic, social, economic, and political landscape changed over time? <input type="checkbox"/> What different perspectives are there on those changes and on the benefits and costs of those changes?
Student Objectives	Student objectives along with any additional objectives specific to your project: <ul style="list-style-type: none"> <input type="checkbox"/> Investigate local and regional histories deeply. <input type="checkbox"/> Connect their own histories to the larger human experience.
Implementation	This will be a project that will take place for the entire school year. Potential standards:

	<p>SSUSH17 Analyze the causes and consequences of the Great Depression.</p> <p>SSUSH18 Evaluate Franklin D. Roosevelt’s New Deal as a response to the Great Depression and compare how governmental programs aided those in need.</p> <p>SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.</p> <p>SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.</p> <p>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</p> <p>SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.</p>
<p>LOC Resources & TPS Album</p>	<p>Folklife Poster: https://www.loc.gov/folklife/poster/ExploreYrCommunityPoster.pdf</p> <p>Oral and Social History Lesson Plan: https://www.loc.gov/classroom-materials/oral-history-and-social-history/</p> <p>Thomaston, GA Farmer: https://www.loc.gov/pictures/resource/fsa.8b29663/</p> <p>African American rural house: https://www.loc.gov/pictures/item/2017794943/</p> <p>Rural shopper: https://www.loc.gov/pictures/item/2017753724/</p> <p>Sharecropper cabin: https://www.loc.gov/pictures/item/2017800926/</p> <p>Shoes made from tires: https://www.loc.gov/item/2017801080/</p> <p>Farmer: https://www.loc.gov/item/2017770515/</p> <p>Well: https://www.loc.gov/item/2017770514/</p> <p>Sharecropper Family: https://www.loc.gov/item/2017770441/</p> <p>Abandoned tenant house: https://www.loc.gov/item/2017800514/</p> <p>Sharecropper and sons: https://www.loc.gov/item/2017770499/</p> <p>Swimming hole: https://www.loc.gov/item/2017770403/</p> <p>Sharecropping mother and children: https://www.loc.gov/item/2017770423/</p> <p>Sharecropper and family in wagon:</p>

	<p>https://www.loc.gov/item/2017770352/ Rural scarecrow: https://www.loc.gov/item/2017717150/ Plow: https://www.loc.gov/item/2017717174/ Rural mailbox: https://www.loc.gov/item/2017770409/ Mule sales: https://www.loc.gov/item/2017800543/ Tobacco barn: https://www.loc.gov/item/2017761631/ Horse and buggy on rural road: https://www.loc.gov/item/2017753686/ Martin nests: https://www.loc.gov/item/2017763009/ Rural neighborhood: https://www.loc.gov/item/99472417/ Oral History Association - Best Practices: https://www.oralhistory.org/best-practices/</p>
Procedures	<ol style="list-style-type: none"> 1. Show students photos from rural Georgia and ask them to make guesses about the time period, location, and the lives of the people in the photographs. 2. Students will then follow the lesson plan from the Library of Congress on Oral and Social History posted above. Ask students to write out topics they think of when they think of history. Have students share their topics and find out how many students mentioned topics relating to social history rather than political history. Point out that military and political historians exist, but social historians do as well. Share with them the types of topics that interest social historians in their research. 3. Students will take a field trip to the Pettigrew White Stamps House, complete a downtown Thomaston walking tour, and visit our local archives to see the historic places in our area they can study. 4. They will choose a location in town to research, and create a brochure from the archives based on the history of that location. 5. Introduce the students to the <i>American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940</i> as that will serve as the introduction to the process. There are some audio recordings of actors reading the interviews. Break students into groups to read and analyze oral histories with questions provided to them to help them focus. They will create three research questions and choose a social history topic as the focus (dancing, cars, women's work etc.) for their oral history interviews. As a class, compile a list of the research questions student groups identified.

	<ol style="list-style-type: none"> 6. Before they conduct their own interviews, students will look over the oral histories from the Library of Congress and pull-out topics in the interview they would include in a museum exhibit. We will analyze a completed museum panel on display and pay attention to the information included in the panel. They will then work in small groups to create a slide for their interview by creating a mock-up of a panel based on the information learned from the interview which they will then present to their peers. This is something that they will practice, with a new interview to work with each week. 7. Students will be presented with a due date for their interviews and presentations as well as expectations for the interview process. They will need to have approval of ten questions to be presented to the interviewees which they will create together. 8. Students can work in pairs when they interview with one student asking questions and the other recording the answers through video. They will use the best practices from the Oral History Association. 9. Once they have completed their interviews, they will work with the archives to gather primary sources connected to the information gathered from the interviews as well as the other students in the class, so that they can share out locations students might have researched earlier that came up in the oral history interviews. They will then create their mock-up of the museum panels in slides connected to their interviews. 10. Panels will then be created based on the students' research. They will be able to attach their labels, copies of photos, and quote excerpts to the boards themselves. 11. Students will create videos of their location with a snippet of oral history, if available, to use for a QR code for the brochures and panels. If interviews are not available, students can record their own voices providing information about the locations. Those brochures will then be made available to the locations and the displays will be available in the media center.
Assessment/Final Culminating Product	Students will create a museum exhibit using the display cases outside of our library as well as brochures showcasing specific locations in Thomaston. They will mix quotes from the interviews, sources from the archives, and short biographical panels to display the experiences of Thomaston's past. These displays and brochures will illustrate how life has changed from the period of research with the evidence gathered from the sources and interviews.
Reflection	Students will reflect on the impact of rural places in the history of the country, how the landscape has changed over time, and the different perspectives of those changes as well as the benefits and costs of those changes.