

Facilitator notes for NJAHS Tule Lake teacher workshop

Tuesday

12:45 – 2:00 Exploring the exhibits in the MIS Learning Center

Activity set-up (5 mins.) – talking points

- They've gotten some background information this during the morning session.
- Now we're asking them to do some guided exploration; during this exploration they'll be focusing on one small piece of information and then moving to a bigger picture of the history surrounding it. They'll report back on their experience tomorrow morning.
- They should work until 2:00. Take a 15 minute break and be ready to leave for General DeWitt's office at 2:15.

Exhibit Recorder (55 mins.)

Wednesday

8:30 – 8:40 Welcome by Michele Gee

8:40 – 9:30 Reporting back on MIS Learning Center exhibition recorder
(Approximately 8 pairs to report out?)

- We'll have groups report out in chronological order, visiting each of their "focus" areas in order.
- I'll ask each pair a few questions stemming from the exhibit recorder.
Possible questions may include:
 - ✓ What drew you to this object, text, image?
 - ✓ What questions do you have about this object, text, image?
 - ✓ Did the questions you have change a lot when you looked at what's around this object? How did they change?
 - ✓ What message do you think the curator was hoping the audience would get from this area of the exhibition?
 - ✓ What question do you think the curator was answering here?
 - ✓ How do you think your piece connects with _____ (another object or another area of the museum)
 - ✓ What are the types of historic thinking promoted in this portion of the exhibit? Do you think your students would engage these same types of historic thinking if they looked at it?
 - ✓ Did thinking deeply about this part of the exhibition impact how you viewed the rest of the exhibition? What would have been different if you had explored in the opposite order (big picture to small)?
 - ✓ How did the tour of Japantown influence your experience of the text, object, image (or entire exhibition)?

- ✓ How has your experience at General DeWitt's office changed your impressions (or questions) about this text, image, object? What would have been different for you if you had experienced General DeWitt's office before you explored the exhibition?
- Conclusion: Later today we're going to be building off of our thinking about how we experience exhibitions and how we (as curators/teachers) edit the information we present to our students.

9:30 – 10:00 Slideshow of historic photographs

- I'll let the participants know that we have a slideshow with images of Tule Lake segregation center. I'll ask the participants to just "take-in" the images in the slide show. We're asking them to experience the images in this way because we can't take them to Tule Lake this morning, and we want them to have an immersive experience with the Tule Lake resource. Grace will show the slideshow (1st time).
- I'll give a little pause for them to reflect.
- I'll let the participants know that we're going to see the slideshow again. This time we'd like for them to choose 2 or 3 images that "speak" to them and record a few questions about those images. I'll hand out the "notes sheet" for the images. Grace will show the slideshow. (2nd time).
- I'll give time for them to finish up their questions.

1:30 – 3:45 Creating meaning with source documents with grade level teachers

Introduction and instructions (10 minutes)

- They'll work in grade level teams: elementary, middle, high.
- Each team will get a set of the photos from the slide show, a piece of poster board or flip chart paper and some markers.
- Each team should:
 - 1) Decide what they would like their students to understand about Tule Lake. What's important about Tule Lake in the context of the Japanese American experience and in the context of our history as a nation?
 - 2) Create an exhibit to convey those ideas. They will choose 5 photographs and arrange them on their poster board.
 - 3) Create a title for their exhibition.
- They'll have 1 hour and 20 minutes to do this.

Work time (1 hours and 20 minutes) – they should take a break as needed

Gallery walk (15 minutes)

- They will “visit” the other exhibits with their grade level team. What message do they think the creators of the exhibit are trying to get across? What questions does the exhibit raise for them? What historic question do they think the creators were answering? How does this exhibit connect with their own?

Discussion (25 minutes)

- We’ll talk about each exhibit. What did the creators feel was important? What did the creators intend as a message? What historic question were the creators answering? What did the audience take away? How did the title inform the audience’s experience of the exhibit? How/why did the creators choose these particular photos? What did they leave out? How would including that impact the audience’s experience?
- We’ll talk about the exhibits as a whole. How do the exhibits connect? Would this make sense across the grade levels? How would students experience the content if it were presented in this order?

Conclusion (5 minutes)

- We’re hoping this will inform their thinking tomorrow as they begin designing their units. What messages do they want to include? What historic question(s) do they want their students to explore? How will they connect their students to the Tule Lake resource? What media will they use? What will you choose to omit? How will that impact your students’ thinking? How will your unit connect to other grade levels?