

Museum of Sonoma County
Sonoma County Stories

CA Art Content Standards:

Connect [Adv.VA:Cn10]

Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design

Connect [Prof.VA:Cn11]

Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Create [Prof.VA:Cr1.2]

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

Create [Prof.VA:Cr2.3]

Collaboratively develop an installation, artwork, or space design that transforms the perception and experience of a particular place.

Present [Prof.VA:Pr4]

Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Present [Prof.VA:Pr6]

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

ELD Standard:

Interpretive

[P1.B5] Listening actively to spoken English in a range of social and academic contexts

Collaborative

[P1.A1] Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

Productive

Focal concept/idea:

Creating a community atlas that maps sites of personal significance and stories of place

Essential Questions:

What is representation? Why is it important?

How do stories shape and preserve history?

Whose stories are heard and why?

What purpose does a map serve? What does it show?

How does a map reflect a place?

How is photography a support for representation?

[P1.C12] Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	
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Learning Objective(s): Students Will Be Able To (SWBAT)...

- SWBAT....connect their personal stories and identity to their community
 - SWBAT....learn about the practice of mapping
 - SWBAT...document places and people to support representation
 - SWBAT...will learn how to conduct oral history projects and use photography to capture the stories of underrepresented communities.
 - SWBAT...
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Curriculum Objective:

The curriculum aims to cultivate a sense of belonging among under-represented communities of Sonoma County through exploration and documentation of community and culture. By incorporating many voices, cultures, and histories from under-represented communities within Sonoma County, this curriculum aims to support students in seeing themselves as a part of history-making within their local community.

This curriculum will highlight the importance of storytelling in creating and documenting history and explore the concepts of place and belonging through creating a community atlas and undertaking an oral history and portrait photography project.

The community atlas created by students will then be showcased as a rotating component of the permanent exhibition to shape and support community awareness of local narratives of under-represented communities and individuals stories and experiences.

Project Overview:

Students will collectively create a Sonoma County atlas that reflects places and landmarks of personal significance within their communities. Maps could include:

- Places of a personal memory, experience and/or story
- Places and landmarks where they feel/felt a sense of connection and/or purpose
- Places that connect to a strong feeling (joy, pride, grief, longing, anger, fun, connection)

The atlas will visually represent these sites of belonging and personal significance by incorporating photographs of these places.

Students will also undertake oral history interviews from members within their community about their connection to place and belonging and may include aspects of cultural heritage and background. Students will photograph their interview subjects and record their conversation.

These interviews + portraits will then be incorporated into the map as place-based stories.

Learning Segment Overview & Vocabulary

2 days; 50-90 min in-classroom visits

Day 1

- The Power of Stories + Place: What is a story? How do and which stories become history?
- Icebreaker: Share a connection to a place in Sonoma County
- Sharing Exhibition Materials (slideshow)
 - Indigenous People/Native History
 - Pacific Trade (Fort Ross, Mission, Rancho)
 - All kinds of people, All kinds of communities
 - Agriculture + Environmentalism
- Introduce + Outline Oral History, Photography, Mapping Project
 - Mapping (In-Class)
 - Photograph Sites of Belonging
 - Oral History Interviews + Portraits
 - Introduce the concept of oral history and its importance in documenting and preserving the stories and histories
 - Introduce the concept of photography as a means of storytelling and representation. Discuss how photography can be used to tell stories and create visual narratives.
- Mapping Activity: How does a map tell a story?
 - Group Read + Annotation: Introduction, *Infinite City*
 - Create Personal Maps of Sonoma County
 - Share out maps in small groups + invite students to share highlights

Homework:

- Photograph Personal Map Sites (at least 1, 5 images)
- Oral History Interview + Portrait

Day 2

- Discussion: Why are preserving stories important, especially those that are not well represented?
- Recap + Share Out: Students share highlights from oral history interviews
- Reflection Exercise: Students write a brief narrative based on the stories and histories they have gathered through the oral history project.
- Create Community Atlas
- Wrap-Up +Reflection:
 - Invite students to share their reflections with the class.
 - Ask students to reflect on what they learned about storytelling, their community, and the theme of "place" over the past two days.

Essential Vocabulary:

Place
Belonging
Community
Representation
Visual Narrative
Site-Specific
Atlas
Map
Site
Identity
Oral History
Photography
Cultural Heritage
Ethnography
Social-Geography

Day 1

Materials:

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A. Introductions, Welcome & Review Agenda:

Begin by welcoming everyone and reviewing the the agenda

Agenda

- Discussion: The Power of Stories + Place (10 mins)
- Warm-Up Sites of Connection (5 mins)
- Exhibition Slideshow (10 mins)
- Introduce + Outline Oral History, Photography, Mapping Project (5 mins)
- Mapping Activity (20 mins)

B. Discussion: The Power of Stories + Place (10 mins):

- Introduction to the concept of storytelling and its significance in history.
- Explain that students will be exploring the stories of under-represented communities of Sonoma County through a mapping and oral history/photography project
- Discussion of underrepresented communities in Sonoma County, specifically Latinx, Native American, Chinese, and Japanese communities in Sonoma County

C. Warm-Up Activity: Sites of Connection (5 mins)

- Ask students to share a personal connection to a place or community of people in Sonoma County.
- If their share of a place/community connects to their own cultural identity, ask students how it felt to see their cultural identity represented in a place or group

D. Exhibition Slideshow (10 mins)

E. Introduce + Mapping/Oral History/Photography Project (5 mins)

- Using Slideshow introduce project and give examples:
- Introduce the concept of oral history and its importance in documenting and preserving the stories and histories of under-represented communities.
- Give students oral history guide handout with example questions
- Introduce the concept of photography as a means of storytelling and representation. Discuss how photography can be used to tell stories and create visual narratives.
- Explain to students that they will be conducting oral history interviews with members of their communities and taking their photograph (with consent). Encourage students to focus on stories of social justice, joy, and celebration of identity. Students will use photographs to capture the stories and experiences of the community members they interviewed.

F. Mapping Activity (20 mins)

- Discussion of the importance of maps in storytelling and highlight the idea that maps tell stories and can reveal the hidden stories and histories of a place.
- Distribute and have students read the introduction to *Infinite City*
- Students will create a map of their community, highlighting places and landmarks where they feel/felt a sense of connection and/or purpose and that tie to a strong feeling (joy, pride, grief, longing, anger, fun, connection), personal memory, experience and/or story
- After the mapping exercise, have students share their maps with the class and reflect on what they learned about their own connection to a place.
- HOMEWORK: Have students take pictures of their neighborhoods, focusing on landmarks and locations associated with stories and histories they identified in the mapping exercise.

Day 2 - School

Materials:

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A. Welcome & Review Agenda (5 mins):

Begin by welcoming everyone and reviewing the the agenda and vision for today's activity

Agenda

- Discussion: Why are stories important? (5 mins)
- Recap + Share Out (10 mins)
- Oral History Interview Reflection Exercise (15 mins)
- Create Community Atlas (20 mins)
- Wrap-Up +Reflection (10 mins)

B. Discussion - Why are stories important? (5 mins)

C. Recap + Share Out (10 mins)

- After the interviews, have students share their findings with the class and how their photographs help to tell the stories and experiences of their subject.

D. Oral History Interview Reflection Exercise (15 mins)

- Have students write a brief narrative based on the stories and histories they have gathered through the mapping exercise and oral history project.

E. Create Community Atlas (20 mins)

F. Wrap-Up + Reflection (10 mins)

- Ask students to reflect on what they learned about storytelling, their community, and the theme of "place" over the past two days.
 - Invite students to share their reflections with the class.
 - Discuss the importance of preserving the stories, especially of communities that are not well represented.
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