

# Creating Inclusive Dialogues with the Past for the Secondary Classroom: A Digital Humanities Class Project

Programs researched and created by students in History 288: Sophomore Historical Methods Seminar, Spring 2019: Kathryn Boucher, Jake Continenza, Taylor Deling, Travis DuChene, Lily Duquaine, Brooke Erickson, Cristiano Favazza, Nicole Goodman, Austin Gulbrandson, Jack Halls, Alex Hoff, Gabe Hollman, Nick Johnson, Jessica Jones, Austin Kaiser, Tiana Marthaler, Sauchengh Moua, Jack Nord, Jakob Otterson, Jessica Pacheco, Molly Panasuk, Riley Rakowiecki, and Sarah Ritchie. *This project was made possible by funding and support from the UW-EC Learning and Technology Services (LTS) and from the UW-EC History Department.*

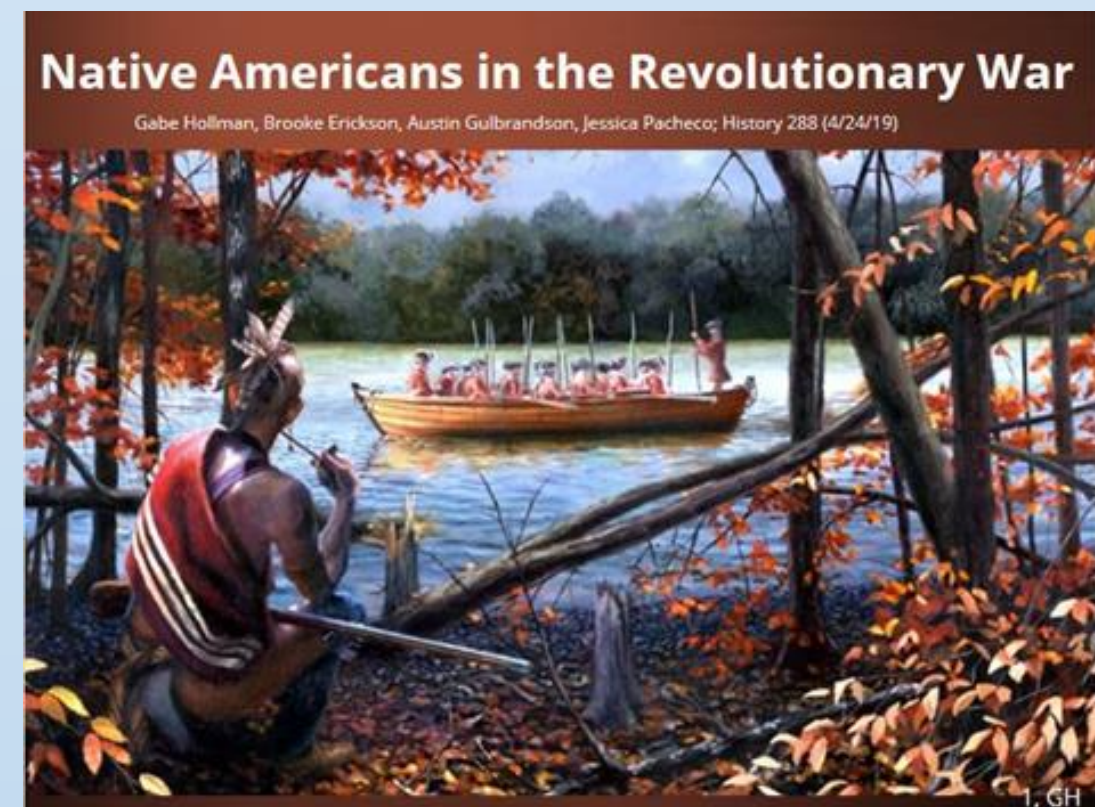
Project Mentors: Dr. Patricia Turner and Paul Ergen | History Department | University of Wisconsin – Eau Claire

## PROJECT OBJECTIVES

- Use digital humanities methods to create interactive, multimedia programs that enrich and diversify history content taught in the secondary classroom (middle and high school).
- Employ primary sources and recent historiography to add inclusive, culturally responsive content into existing secondary school curricula.
- Make programs available for educational use on [www.historytelling.org](http://www.historytelling.org).
- Enhance digital literacy of UWEC History liberal arts, public history, teaching and Broadfield Social Studies majors.

## MIDDLE SCHOOL PROGRAMS

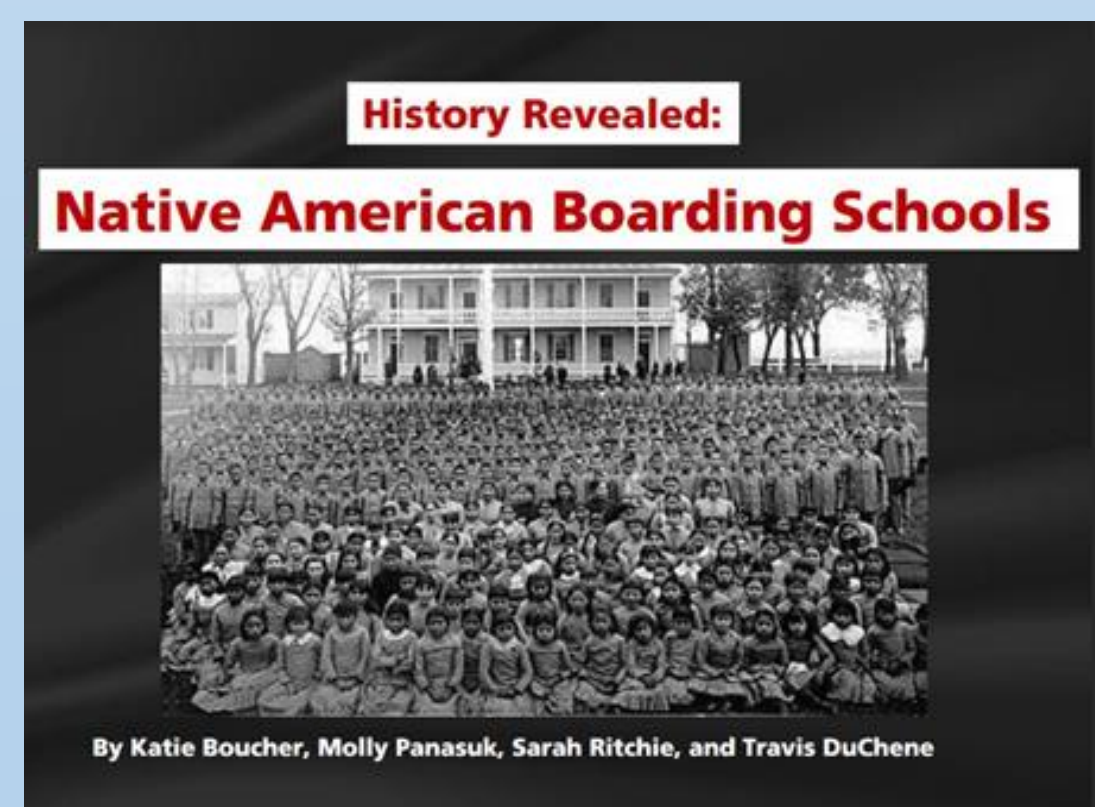
### “Native Americans in the Revolutionary War”



Focuses on the experiences of Native Americans during the Revolutionary War, and specifically challenges the Eurocentric narrative typically taught in middle school classrooms.

Creators: Brooke Erickson, Austin Gulbrandson, Gabe Hollman, Jessica Pacheco

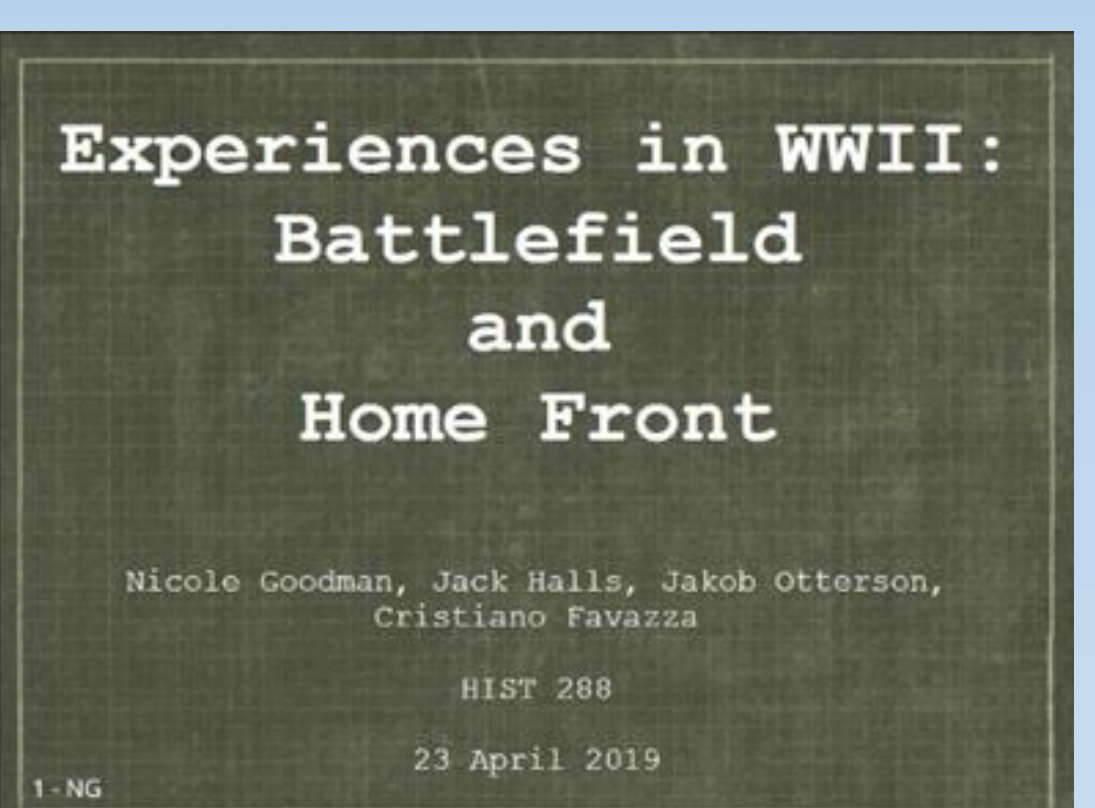
### “Native American Boarding Schools”



Focuses on the experiences of and agency by Native American children sent to boarding schools in the early 20<sup>th</sup> century.

Creators: Kathryn Boucher, Travis DuChene, Molly Panasuk, Sarah Ritchie

### “US and Japanese Experiences in World War II”



Explores US and Japanese experiences, soldiers and civilians, in WW II. Aims to increase appreciation of historical perspective and cross-cultural awareness.

Creators: Cristiano Favazza, Nicole Goodman, Jack Halls, Jakob Otterson

## METHODOLOGY

- Researched historiography on topics aligned with middle and high school history/social studies textbooks.
- Researched and selected primary sources, oral histories and multimedia.
- Constructed historical narratives that diversify existing curricula by bringing into dialogue diverse firsthand perspectives.
- Developed proficiency in e-learning software *Articulate Storyline 360*.
- Created interactive, culturally responsive programs tailored for middle and high school classrooms.

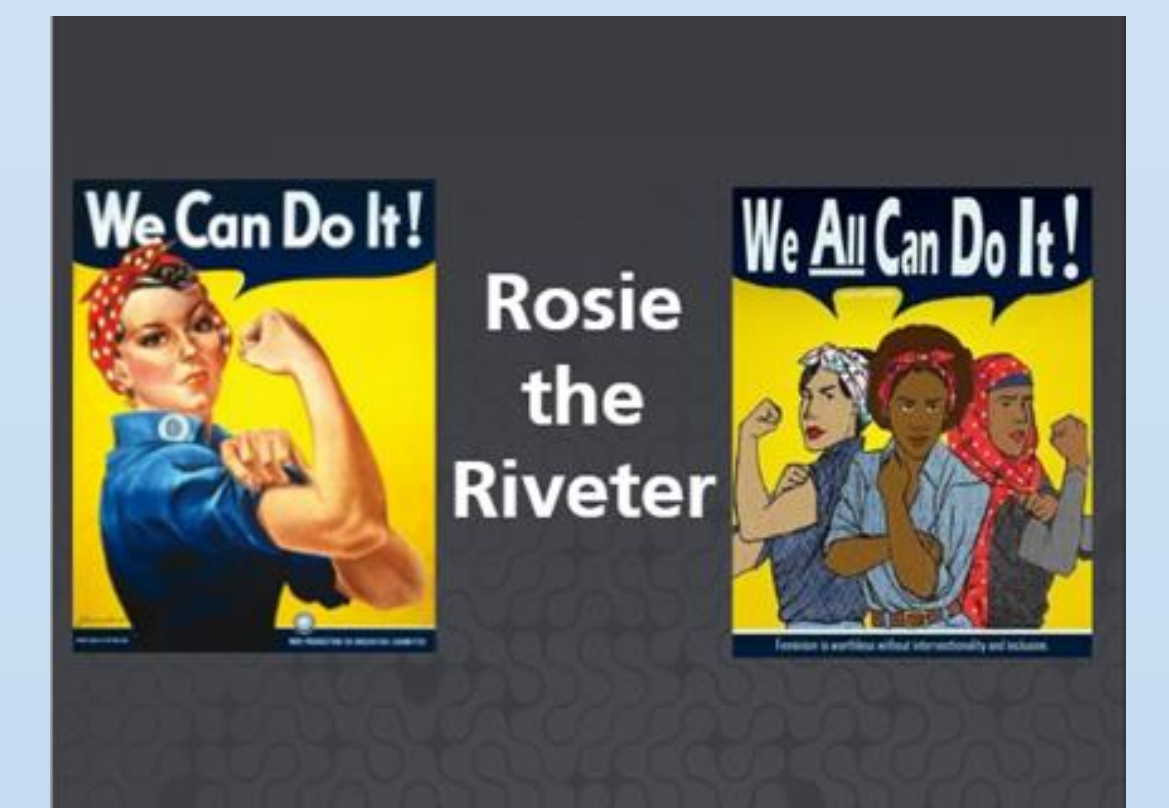
## PROJECT SIGNIFICANCE

- Digital humanities resources are scarce in U.S. secondary classrooms – despite readily available technology (e.g., internet, server space, smart screens, student laptops etc.)
- Project enriches existing curricular resources (e.g., textbooks, worksheets, multimedia) with inclusive, culturally responsive history content that incorporates primary sources and recent historiography.
- Project creates interactive programs aligned with secondary school curricula that can be used in class or outside the classroom for individual instruction.
- Project provides pre-service teachers with the digital expertise necessary to create digital humanities projects for their future classrooms.

## HIGH SCHOOL PROGRAMS

### “Rosie the Riveter”

Reframes the traditional historical narrative of W.W. II “Rosie” by revealing the ethnic, racial and class identities of the millions of women in the US whose work supported the war effort.



Creators: Alex Hoff, Austin Kaiser, Tiana Marthaler, Sauchengh Moua

### “Hispanic Experiences in the Civil War”

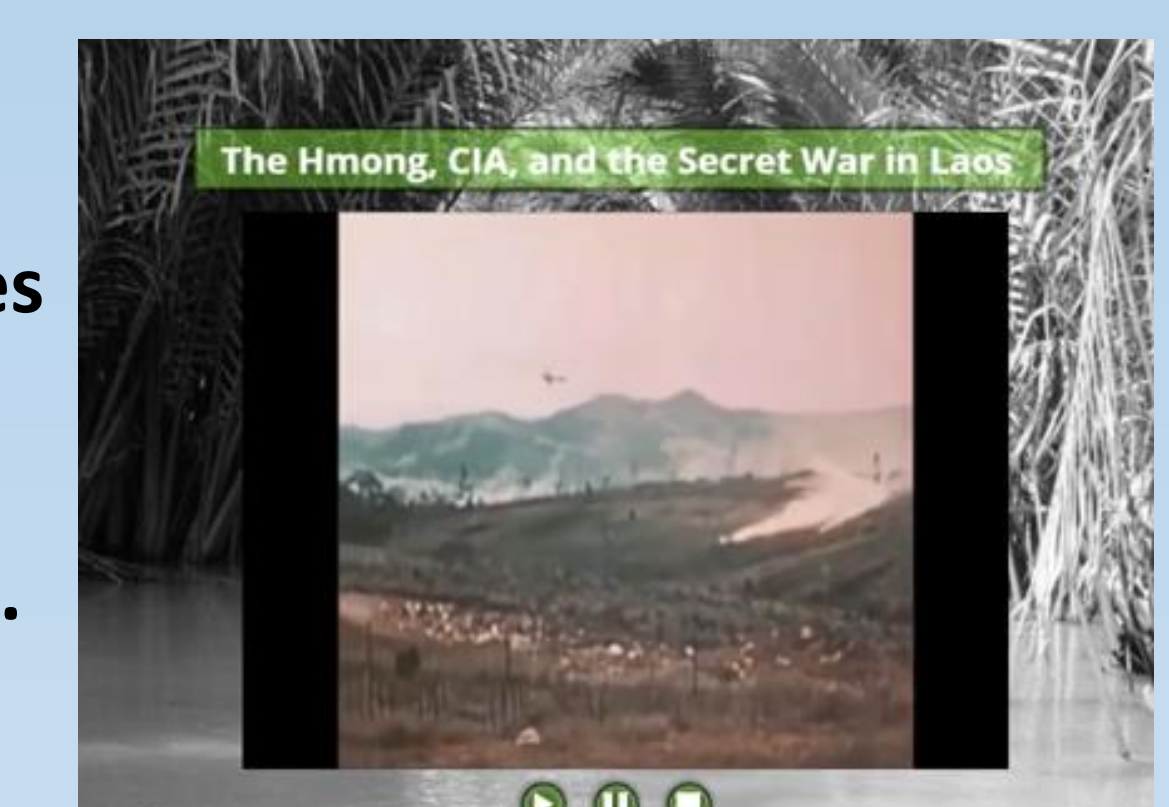
Uses primary sources and firsthand accounts to expand traditional understandings of the Civil War by focusing on how Hispanic Americans participated in every aspect and on every side of the conflict.



Creators: Taylor Deling, Jessica Jones, Riley Rakowiecki

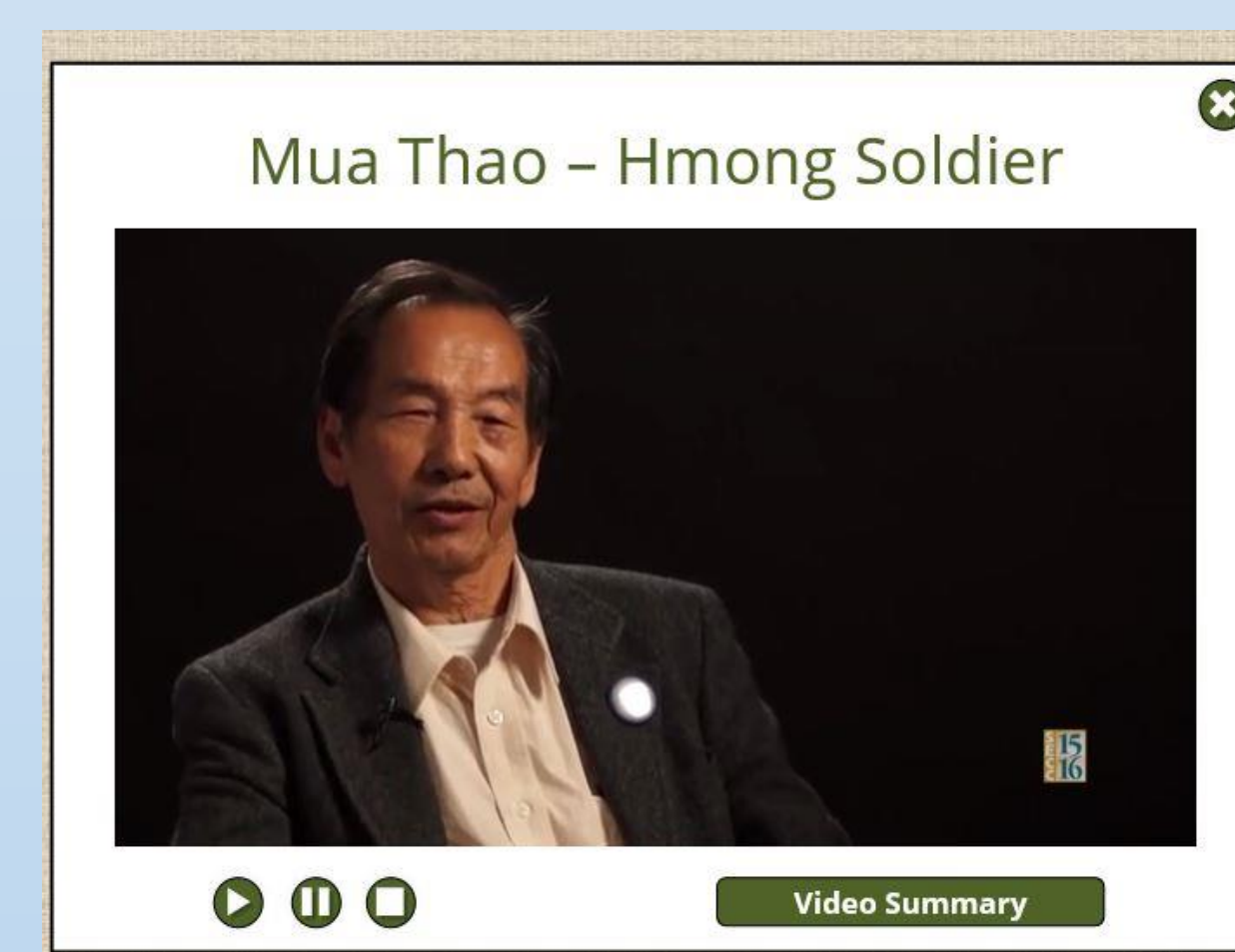
### “The Hmong, CIA, and the Secret War in Laos”

Expands standard unilateral American narratives of the Vietnam War, and emphasizes the varied experiences of Southeast Asian peoples in Laos during the Cold War era.

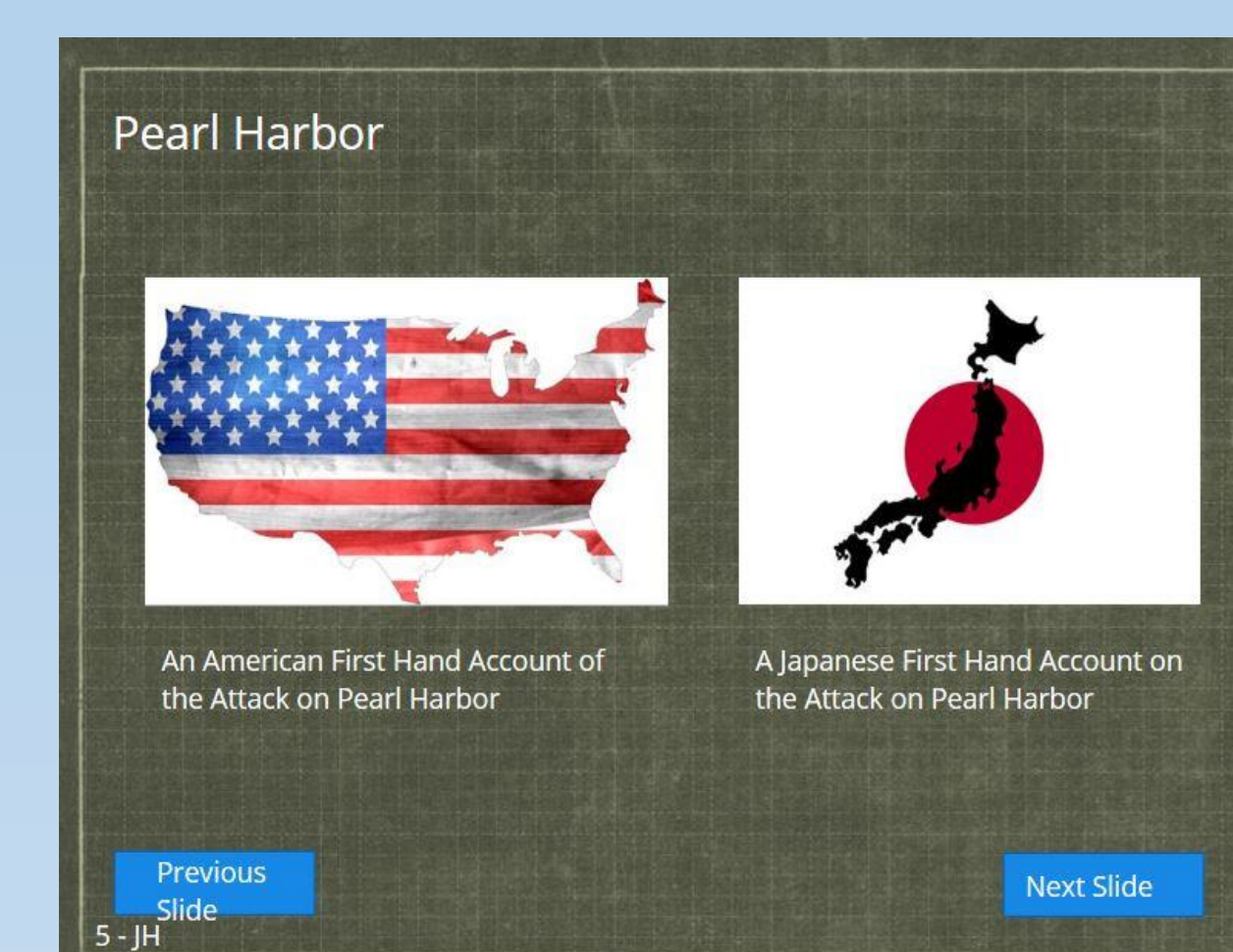
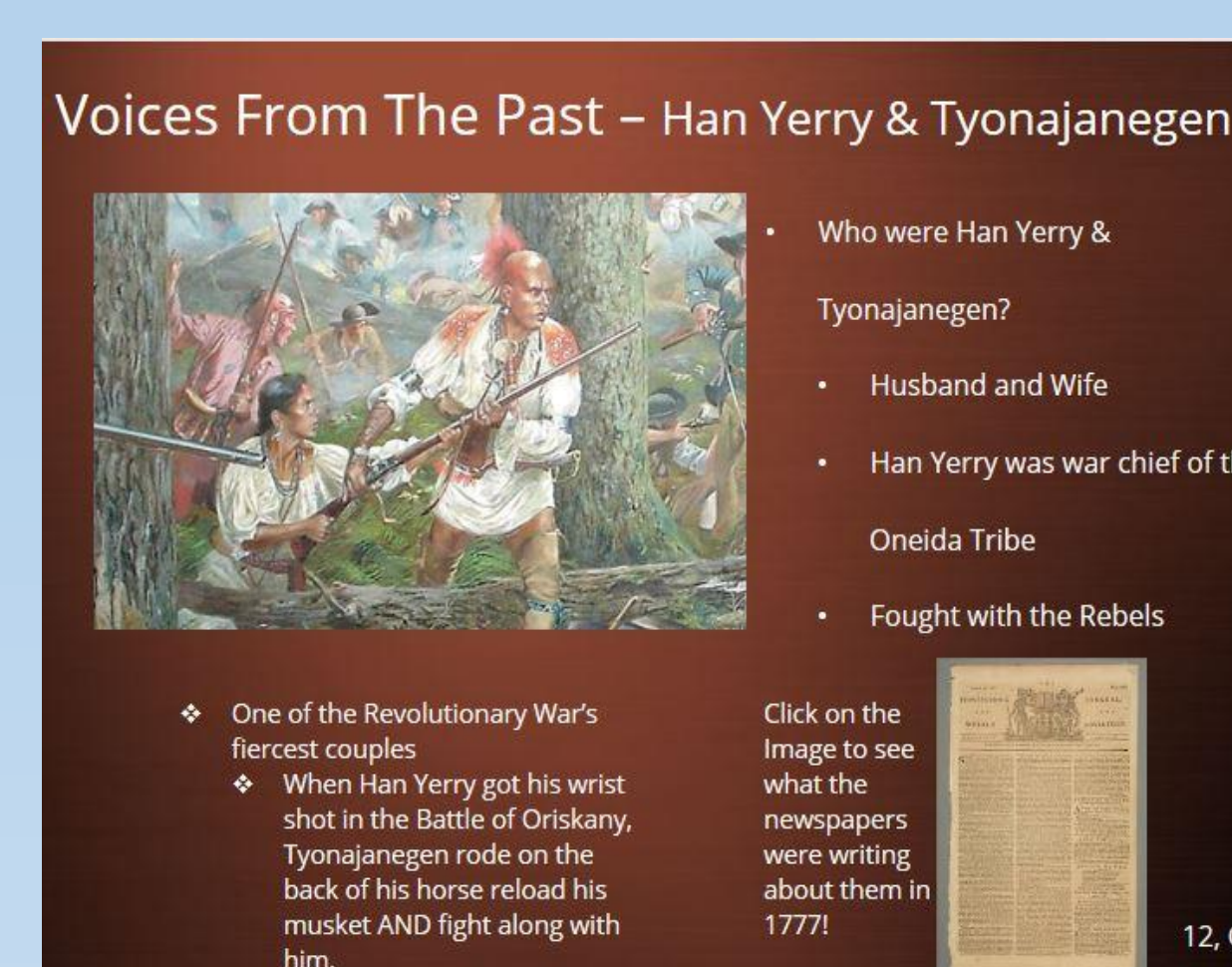
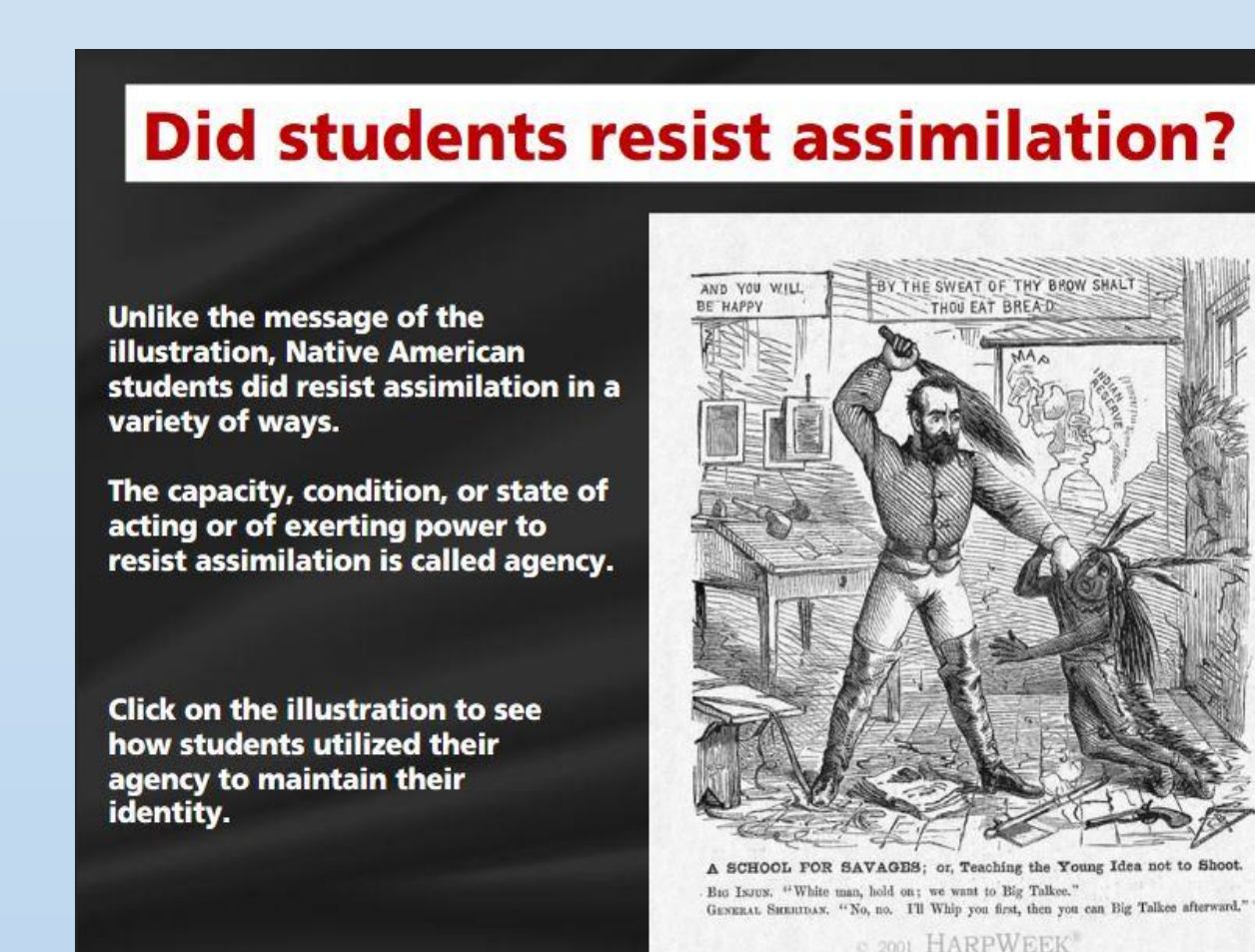


Creators: Jake Continenza, Lily Duquaine, Nick Johnson, Jack Nord

### Multiple Voices, Firsthand Accounts



### Culturally Responsive Perspectives



## BIBLIOGRAPHY

Cohen and Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (Univ. Penn, 2005); Hirsch, Brett, editor. *Digital Humanities Pedagogy* (Open Book Publishers, 2012); Lynch, Tom. “Readers of Ones and Zeros: A Case for K–12 Digital Humanities Education.” *English Journal*, 105.4 (2016): 111–113; Risam, Roopika, *New Digital Worlds: Postcolonial Digital Humanities in Theory, Praxis and Pedagogy* (Northwestern University Press, 2018)