



# The History Harvest Project at the Rio School District

## Rio District Teacher Quotes:

"I believe that my students have developed a respect for the diversity of others. They feel empowered, proud, more knowledgeable of their own culture, and that of the Mixtec culture."

"I have acquired first-hand knowledge and experience of the Inquiry-Based Learning Project... process; the planning, preparation, and successful implementation..."

"I'm getting a general consensus the other students see the Mixtec students now in a new light, and that it's "cool" to speak or be able to understand Mixtec Culture."

## Co-Directors for the Non-Profit Organization:

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Teachers for the Study of Educational Institutions (TSEI) provides practical instruction that meets K-12 HSS Standards, ELA Common Core Standards, and mandates of The FAIR Education Act.



## History Harvest—an Inquiry-Based, Community-linked Research Project

Students in the Rio School District are learning to be researchers, *harvesting* artifacts and engaging with community leaders by conducting oral history interviews to learn more about the culture and history of the Mixtec community. For more information visit:

<http://rioschools.org/departments/educational-services/programs-services/history-harvest-project/>

Contact Jacqueline Reid, Co-Director *Teachers for the Study of Educational Institutions (TSEI)* at [jreid@TeachingFAIR.org](mailto:jreid@TeachingFAIR.org) or visit our website <http://www.TeachingFAIR.org> .

## For Teachers Across Grade Levels:

What does the History Harvest Project offer teachers?

- One-on-One mentoring and/or History Harvest team workshops in Inquiry-Based Design process and implementation.
- Lesson frameworks and strategies that afford students opportunities to conduct original research through analysis of primary/secondary sources (artifacts, photographs, documents).
- Frameworks that enable students to be more knowledgeable about difference and better able to appreciate contributions others have made to their own history.
- Teachers' lessons and student interactions are videotaped for evaluative purposes.
- Additional data collected includes photographs that are taken to document the students' progress as well as the lessons implemented in the classroom.

## For Students Across Grade Levels

A research project and presentation model that meets grade level standards and affords students opportunities to:

- Conduct original research through analysis of primary/secondary sources to explore connections between students, the school community, and the community-at-large.
- Learn how to conduct family history interviews and community-based interviews in order to trace connections between their own histories and to the curriculum.
- Preserve and share previously unknown or under-appreciated artifacts for presentation to the community and for inclusion in a unique digital archive of the "people's history."
- "See themselves" in the curriculum for the first time.
- Verbally "identify" as Mixteco rather than remain silent or hide their identities.

**Jacqueline Reid** teaches Social Justice and Educational Leadership courses at Antioch University. While pursuing her doctorate at UCSB, she was Director of Projects for the Center for Education Research on Literacies, Learning & Inquiry in Networking Communities (L2INC). She taught elementary school in California for ten years and then conducted trainings that supported the social/emotional needs of students while promoting safe and peaceful school environments for both private and public elementary school students, teachers and administrative staff. Prior to teaching at Antioch, she held the position of Associate Regional Director and Director of Education for the Santa Barbara/Tri-Counties Anti-Defamation League (ADL).

**Anissa R. Stewart** is the Director of the Business & Management, Legal Studies and Education Programs for UCSB Extension. During graduate school she taught courses in the Teacher Education Program at UCSB on Language, Culture, Teaching and Learning, Technology Tools for Teachers, and Instructional Design for Secondary Teachers. She also coordinated the Performance Assessment for California Teachers (PACT). Before teaching graduate school, she taught high school social studies for nine years in northern Virginia and Maryland.