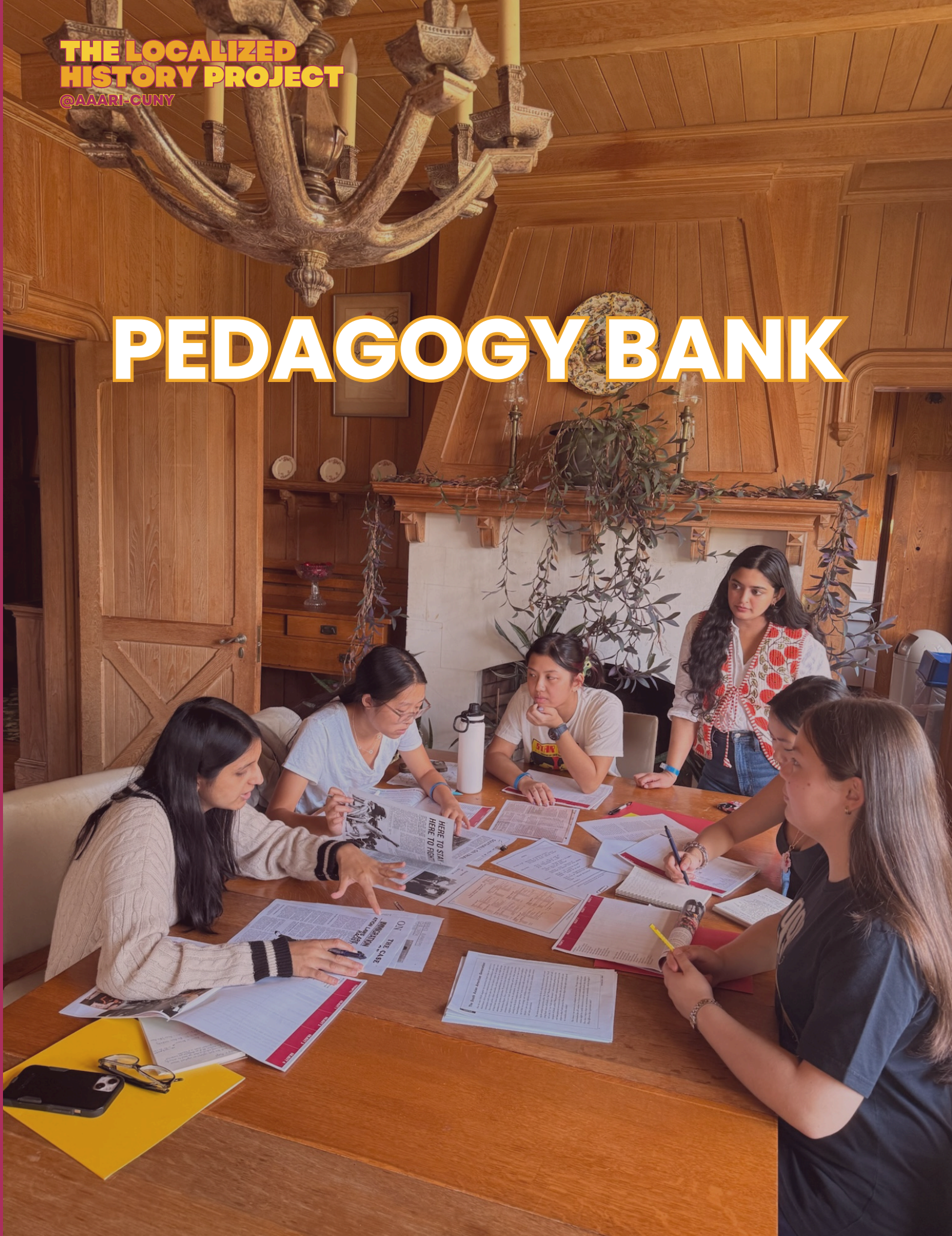


**THE LOCALIZED
HISTORY PROJECT**

@AAARI-CUNY

PEDAGOGY BANK



A NOTE FROM THE DIRECTOR SHREYA: *HOW TO TEACH THIS HISTORY*

Dear Educator Friends!

My name is Shreya Sunderram, and I am the founder and director of the Localized History Project. When I founded LHP in 2023, I did so with a two-fold mission: to challenge both what content was being taught in the high school history classroom, but also *how* it was being taught.

So often, in curriculum work, we are focused the content of what is being taught in the K-16 classroom—are all stories and voices included, are we pulling from a variety of perspectives, are we being culturally responsive? All of this is critical and essential work, and it is also the commitment of LHP. However, as my time as a teacher and academic, I find that we less frequently think about how curriculum should be taught, and by whom. It is one thing to be revolutionary in historical content and inclusion, it is another to be pedagogically revolutionary.

As named in Tintiango-Cubales (2010, p. viii):

“Pedagogy is a philosophy of education informed by positionalities, ideologies, and standpoints. It takes into account the critical relationships between the purpose of education, the context of education, the content of what is being taught, and the methods of how it is taught. It also includes (the identity of) who is being taught, who is teaching, their relationship to each other, and their relationship to structure and power.”

The charge of the pedagogical revolution reaches beyond developing an inclusive Asian American curriculum; we must challenge the power structures and norms of who typically dictates curriculum in the classroom, and the mechanisms by which we teach history.


As a proud former educator in a Project Based Learning school, I knew that I wanted to ensure that our archive included not just historical essays, primary sources, and student created histories (which is part of a pedagogical intervention about who are historians!) but that our website also included resources on how to teach these histories in manners that challenged the status quo of the test-driven, lecture-oriented history classrooms.

So with all of that being said: I hope that this pedagogy banks serves useful to educators in planning activities and youth-led learning practices in their classrooms, which can absolutely be used to teach our materials, or any other historical materials! This guide will be routinely revised and edited with feedback from K-12 educators in NYC.


We hope that this guide will help make the history classroom a more liberatory, egalitarian, problem-posing, and co-created space.




arts based pedagogy




Create a protest poster: What would your sign say? What language or slogans would you use? Can you think of protest signs you've seen in contemporary movements that feel like historical parallels to the archival images in this exhibit?



Create a Zine! Zines are homemade and often hand-made magazines that are used often in political movements. What images, texts, collaged-images do you want to include to convey a historical argument? You can find zines here:




Create a Family Archive by going through physical media, like family photo albums and documents, with an elder. Ask them about the memories associated with these materials and think about ways to craft narratives behind them. For instance, consider writing a poem or compiling parts of your materials into a Zine to share with others.




Photography analysis of a collection of historical photographs and weave from them a story. What we can learn about the people in these pictures based on what they are wearing, holding, gesturing to? What questions do you have about them?


place based activities




Conduct an Oral History Interview with a family or community member to learn more about their life, culture, identity, etc. Prepare a range of open ended questions, using your objective for the conversation to guide them. Practice by conducting mini oral histories with peers in class, choosing a main theme or topic to begin practicing (e.g. students rely on other students to simulate what an oral history is like so they will feel prepared when going home or into their community)



Visit A Neighborhood Community Space like a restaurant, laundromat, or library. Observe and find clues that could point you in the right direction about its history. Jot down your thoughts and feel free to talk with other customers, or staff, to uncover its history. As you notice what is going on around you, ask yourself what the purpose of the establishment is, who it helps, its role within your/others' community. What histories does your neighborhood hold?




Recreate a Family Recipe or discover a new one that holds significance for your culture. Ask family members about their memories and connection to it and/or research its historical development online. When making the recipe, feel free to add a new, modern twist to it. Create new memories by sharing it with friends, or bringing it into school.




Create a Walking Tour either filming yourself at different stops in your neighborhood, where you can share histories, OR through the use of a free software like StoryMaps! What are they key places in your neighborhood that hold stories? What do you want others to know about your home? What do you fear losing to time, gentrification, changing demographics?


simulations and game based learning



Freedom Thinkers Roundtable What would happen if WEB Du Bois and Ambedkar got the chance to meet in person? What would they be talking to each other about? Use primary sources from various exhibits as a way to ground your discussions. To level this up, bring in other thinkers from the time who may or may not have interacted with these freedom thinkers.



Historical RPG: while much more time consuming, simulation and historical role playing games are a deeply immersive way for students to learn and engage with history. Based off of Dungeons and Dragons, historical simulation games place students in moments of historical crisis, and have them make decisions that might change the course of history. For instance, see this game on the [History of the Opium Wars](#), (made by Shreya and former students!) where students take on the roles of anti-opium activists, tea planters, factory workers, and smugglers, who enter the game on the precipices of the first opium war.



The Dragon's Lair: This game, built using Twine, utilizes a classic "Choose Your Own Adventure" model to have students teach a skill to a ferocious dragon—or else get eaten. This is a great game for students to lead a class in recall or skill development, but without relying on inter-class competition models of game based recall. The game focuses on collaborative decision making and creative problem solving within the class to present to and teach one another.