

Expedition Title –How a historian works?

(The title should generate curiosity to know more about the expedition both among the children and educators. It should capture the essence of the expedition.)

Expedition Summary

The students of Grade 5 embark on a journey to unravel the mystery of the past. The children will don the hat of a Historian and study sources and monuments to understand the life of people in the past. Chiseled in stone or cast in bronze, monuments carry a story. Our students will learn how buildings tell a story. They will study one monument in detail and re-create stories about the people and place from the past.

In this expedition, students will learn to think historically and understand that history is not simply as a set of facts about the past. They will acquire the capacity to make connections and construct links between different events from the past. This expedition will provide them with the basic knowledge and skills of the way historians come to know about the past.

The expedition also introduces children to different types of sources and encourages the children to reflect on them critically. This would require the extracts from sources – inscriptions, religious texts, travel accounts, chronicles, newspapers, state documents, visual material etc. – become an integral part of their learning. The students will also do a detailed study of the palace at Fatehpur Sikri as part of Khoj. Discussions built around these sources would allow the students to develop analytical skills.

Grade level	Timeframe	Date of creation or revision
Grade 5	3 to 4 months	

Principles underlying the Expedition Designing

Designing an expedition is a creative discipline. It demands lot of rigour both at the thinking and doing levels. It involves mapping, making connections, planning, implementation, reviewing and documentation.

The big idea behind designing an expedition is to keep a track of how it evolves with each planning draft –important is to keep working on it. It takes minimum three years for an expedition to be effective and focused. The design framework helps educators to document each draft of the expedition plan and thus provides structure and space to make their thinking and understanding visible to self and others. It sets the context for shared learning and working together.

Some of the designing principles are:

1. Planning is important and not the plan. The idea is to continuously keep reviewing and modifying the plan and not to get stuck with a plan.
2. Planning is not a sequential process. There is lot of back and forth in the planning process. The structure or framework is to assist educators in initial phases of the expedition and thereafter, educators need to restructure it depending on the context, children's need and the flow inside the classroom.
3. Planning is a learning process. It helps us to make our thinking visible, which enables us to review our plans and others to share their thoughts on it. We can review what happened in the expedition vis-a-vis what we had planned, which is an important source of learning.

Big Ideas behind the Expedition

(It is the enduring understanding that we would like to develop in students, which will remain with them for the years to come.)

- Knowing our past helps us understand our present better.
- We can construct knowledge about our past through various sources like buildings, artifacts, manuscripts, etc
- History is about possibilities –learnings from past prepare us to create a better future.

Guiding Questions for the Expedition

(Guiding questions are generated from the big idea. They give direction, focus and set the boundary for the expedition. We should not have more than 2/3 guiding questions. Projects, case studies, research, activities, etc. in the expedition should help us in figuring out the guiding questions.)

- How does a historian work?
- How does a building tell us stories about the past? How have buildings of the past influenced the present day designs & construction? Why?
- What are the other sources of history?
- How does learnings from past help us to create a better future?

Focus of the Expedition

(Subjects, specific concepts and understanding, skills and values to be addressed in the expedition)

Subjects	Concepts/Understanding	Skills	Values
Science	Design and architecture of a buiding		Sustainability
Social science	Why we need to study history? How to reconstruct history through different sources? Different sources of history Studying building as a source of Knowledge. Studying the influences of the architecture of the past on the present day buildings. Design and architecture. What are the other sources of history?	Illustration, Observation and inference drawing	Empathy, tolerance
Language	Story writing	Imagination	
Art	Theatre	Theatre skills and working in crews	

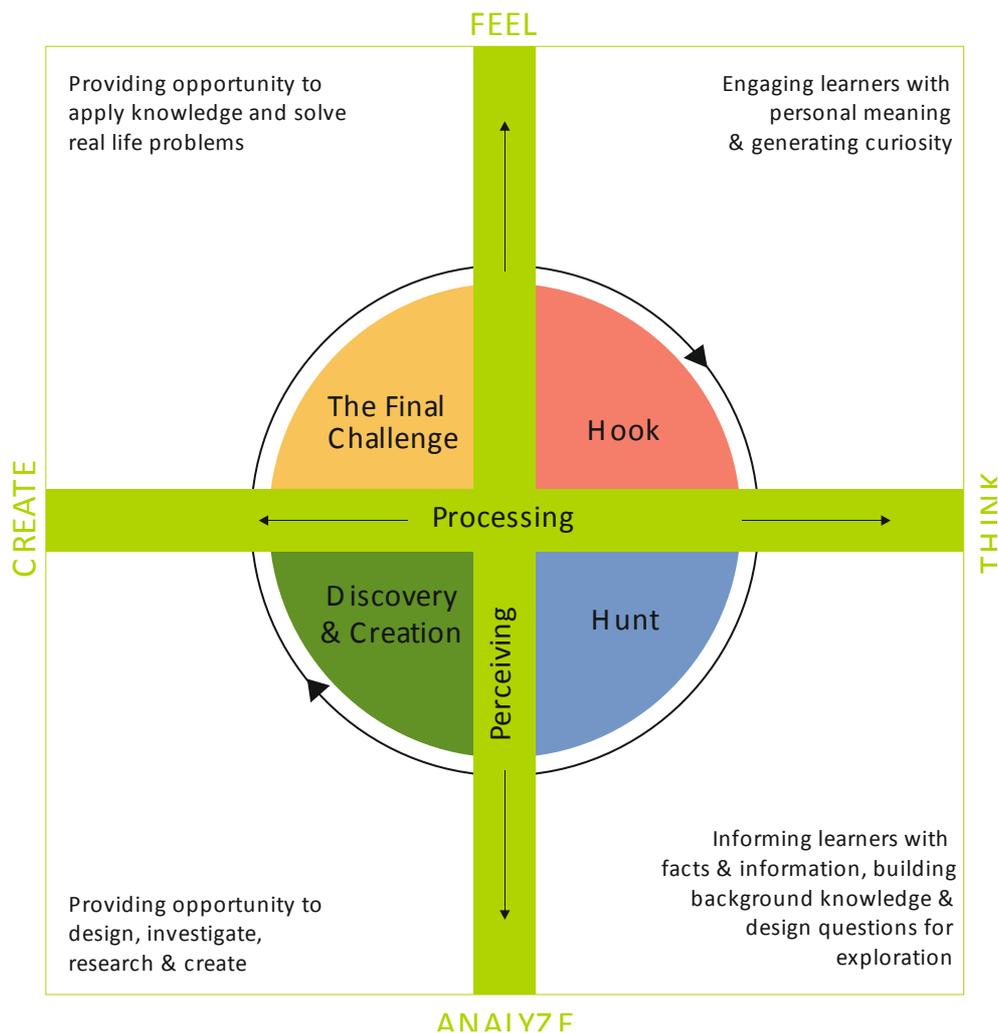
The Learning Targets

Learning Targets to be addressed in the Expedition are (to be finalised with teachers)

Subjects	Learning Targets
Social Science	<ul style="list-style-type: none"> • I can use literary and non-literary sources to construct history the way a historian does. • I can use buildings to construct history like a historian. • I can interpret secondary sources. • I can evaluate a secondary source with appropriate arguments. • I can gather information from print and digital sources and integrate them while avoiding plagiarism. • I can design questions that help me decipher history.
Reading	<ul style="list-style-type: none"> • I can determine the main idea(s) of a text based on key details.
Writing	<ul style="list-style-type: none"> • I can write an informative piece that is organized and has variety of ideas.
Visual and performing arts	<ul style="list-style-type: none"> • I can perform my part keeping the following while maintaining the following: <ul style="list-style-type: none"> ○ Voice ○ Face Expression ○ Body Movement ○ Space ○ Coordination
Craftsmanship	<ul style="list-style-type: none"> • I can seek feedback on my work • I can critique my work based on the targets set by me and my peers
Character and culture	<ul style="list-style-type: none"> • I can seek and give constructive feedback to improve my work as well as that of others. • I can focus on the task at hand. • I can help my crew members keeping in mind my areas of strength.
Process Skills	<ul style="list-style-type: none"> • I can frame grammatically correct questions. • I can ask questions to elicit information that is specific to my area of inquiry. • I can confidently ask questions to the expert to get

	the information I require.
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The Expedition Design Framework



The Hook

A compelling experience from the local context of the child that engages and sparks curiosity in children for the exploration.

The Hunt (Building Background Knowledge)

Critical discussions that let the child seek out important facts, knowledge and more importantly the questions that she wants to inquire further. It is about building the background knowledge for the expedition.

Projects (Discovery & Creation)

Hands on exploratory projects with opportunities to design, investigate, research & create in the local context of the child that will build the required understanding and skills.

The Final Challenge

An integrated experience that lets the child apply the new found knowledge and understanding to real life problem solving or creation.

The Hook

(As the name itself suggests, the 'hook' should be able to create the curiosity and excitement in children for the expedition. The idea is to prepare children for the expedition. The hook should be crisp and engaging for the students. It is imperative that educators have the desired inquiry questions in mind while they design the hook. Often a hook, which by itself is extremely exciting and engaging, can be fruitless if it doesn't lead the children to the desired questions of inquiry and exploration.)

It can be designed around the different sources of history or a guided tour of any engaging monument like qutab minar

Or

Reconstructing the history of the family... Each child will collect sources like coins, photographs, letters, clothes, jewelry and utensils etc from his family - parents/grandparents of the earlier times. They will now try and construct history of their own families as a historian. They will share the history of their family based on the sources collected with their crew.

Building Background Knowledge (BBK)

(Building Background Knowledge is a protocol through which students become interested to explore the different topics of the expedition, build background knowledge and use this background knowledge to become better and more informed about the expedition. The design of the BBK enables students to quickly engage with the topic and raise questions to further deepen their understanding. The hunt should be short and focused and should help in expanding students' perspective of the big idea by exposing them to diverse aspects, views and theories behind the expedition. This model of building background knowledge adapts easily to content in many disciplines and the design of the workshop ensures that all students read, think and contribute. It is particularly useful in introducing the expedition because it fosters curiosity.)

BBK Design

1. Mystery piece – around different sources of history (it can also be designed around a local monument)
2. Silent Gallery should be on –different sources of history, work of historian, different monuments, history of india, different civilizations, local history, etc (we can even think of doing it at national museum)
3. Common text –why we need to study history and the different sources
4. Expert text on –difference between historian and archaleogist, history of the city we live in, history of any building, any one biography of a great leader or ruler, any incidence from the history like jalianwala bagh, etc
5. Finalizing the questions of inquiry

The Launch of the Expedition

Tasks	How
What is the plan for the launch?	Sharing of the expedition overview
What we need to communicate to children? How?	Expedition overview and the flow
What we need to communicate to parents? How?	Expedition overview and the flow
Who is responsible for what?	

Projects (Discovery & Creation)

(It consist of hands on exploratory projects with opportunities to design, investigate, research and create. This is where students do their core inquiry and creation. The aim is to find answers through investigations, experiments, tinkering, research etc. Ideally the students should have a balance of working individually and in groups. Emphasis should be on creating authentic, original and quality work whether it is creating an end product or while working on presenting their findings. For an expedition, we can have 2 to 3 projects depending upon the key concepts and skills that we aim to develop. Each project will have a case study that helps children in building the conceptual understanding of the big idea and key concepts behind the project and making connections across ideas/concepts. The idea is to build a real and engaging context for the project. It also makes the learning targets realistic and tangible.)

Project One

<p>Project Title Reconstructing the history of Fathepur sikri</p>	<p>Big Ideas/Broader concepts</p> <ol style="list-style-type: none"> 1. Building as a source of history 2. Why we need to study history? How is history is about creating new possibilities?
<p>Key Steps</p> <ol style="list-style-type: none"> 1. Exploring Fathepur sikri 2. Guided tour of the palace 3. Children doing focused research on the different parts/architectural design elements of the palace. They can do it in small crews... 4. Focused interacton with a historian 5. Reconstruting history of the palaces in the form of a story 6. Writing stories and depicting it through a play 	<p>Skills to be developed</p> <ol style="list-style-type: none"> 1. Illustration? 2. Story writing
<p>Learning targets to be addressed</p> <ul style="list-style-type: none"> • I can write an informative piece that is organized and has variety of ideas. • I can use buildings to construct history like a historian. • I can listen attentively to the expert and take detailed notes of his/her responses. • I can seek feedback on my work. • I can make several drafts of the same piece of work, incorporating feedback given. • I can frame grammatically correct questions. • I can ask questions to elicit information that is specific to my area of inquiry. • I can confidently ask questions to the expert to get the information I require. 	
<p>Case study <i>(For setting the conceptual context for the project)</i></p> <ol style="list-style-type: none"> 1. Akbhar and his rule, policies, systems, religion, etc 	<p>Outbound KHOJ expedition to fathepur sikri</p>

<p>Experts</p> <ol style="list-style-type: none"> 1. Historian 2. history guides 3. story writing expert 4. theatre expert 	<p>Final product/performance and the audience <i>(What skills & knowledge will students need to complete this product/performance?)</i></p> <p>Reconstructing the history of fathepur sikri in the form of a story</p> <p>Audience: grade 2 students</p>
<p>Assessment</p> <p>Formative Assessment</p>	<p>Service</p> <p>Working with ASI on cleaning the palace</p>

Project Two

Project Title Different sources of history	Big Ideas/Broader concepts <ol style="list-style-type: none"> 1. what are the other different sources of history 2. how are we documenting the present for future? Who is doing it?
Key Steps <ol style="list-style-type: none"> 1. studying travel log 2. studying manuscripts 3. coins 4. how are we keeping/maintianing the records and documents at present? Who is responsible for it? State archives department...what all they keep record of? And why? 	Skills to be developed
Learning targets to be addressed	
Case study <i>(For setting the conceptual context for the project)</i> <ol style="list-style-type: none"> 1. Different sources of history 	City bound National museum District archives office
Experts <ol style="list-style-type: none"> 1. Local historians 	Final product/performance and the audience <i>(What skills & knowledge will students need to complete this product/performance?)</i> We will spread awareness about the history of the monuments at Farrukhh Nagar. Setting up a museum of personal histories by children. Audience: parents
Assessment - Summative Assessment History of Farrukhh Nagar Students are allotted parts of Farrukhh Nagar to analyze. They will collect information from both primary and secondary sources based on who, what, when, where, why and how. They will write informative texts.	Service: We will adopt Farrukhh Nagar in Gurgaon. As a service, we will build awareness about the monument and preserve through service in years to come.

The Final Challenge

(The final challenge should provide an opportunity to children to apply their new found knowledge and understanding in solving real life problems or creating new possibilities leading to performances of understanding.)

visiting the local monument and reconstructing its history. Also doing a campaign for its conservation....and if school is interested it can take it as a long –term project.

Also writing a small essay on

What sources your grandchildren will use to construct their family history?

The Expedition Culmination

Tasks	
How are we planning to culminate the expedition?	Giving the tour of the local monument
What do we want to communicate to the school, parents community and the society at large?	Why history is important
Who all will be part of the culmination? (Audience)	Parents and community members
Who all we want to acknowledge and appreciate?	
Who is responsible for what?	
When? (Timeline)	

Expedition Planning Grid

Months	Week 1	Week 2	Week 3	Week 4

“It’s not the plan that is important, it’s the planning.”

Dr. Gramme Edwards