



San Joaquin County Historical Society & Museum
INCOPORATED

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Valley Days Information Sheet

Valley Days--A Partner's Project, is an environmental living program set in an 1880 agricultural community. It has been designed by teachers, museum docents and staff; and developed as a result of a pilot project carried out at the museum in 1983.

Valley Days is planned to provide you, the teacher, with the tools and facilities that will help you in teaching local California and American history at the 3 – 5th grade level.

This program requires that you commit one day with your class to pioneer living experience at the museum, one day in training in preparation for the program, and an additional day when volunteers are trained. You are also asked to design your classroom curriculum to prepare your students in advance for this pioneer living experience.

Teacher training workshops are scheduled once a year and classes are scheduled for the Valley days experience on a year-round basis. The museum and its volunteers continued to add to and improve its facilities so that your Valley Days experience will be a memorable one.

The fee is \$100 per class. Volunteers enter at no cost as do all Historical Society members.

The term "A Partner's Project" describes the relationship between the classroom teacher, the museum and its volunteers. This means that the teacher plans the activities for the day, arranges for necessary supplies and some equipment and secures 8-10 volunteers to assist with the program. The museum provides the facilities and docents to serve as support personnel.

This explains an extensive program in a nutshell. If you are interested in more specific information, please call the museum office at 331-2055 or 957-3460 or fax 331-2057.

VALLEY DAYS

A Pioneer Living Project

PROGRAM GOALS

1. To develop an understanding of the lifestyle of the people who lived in San Joaquin County in the late 1800's.
2. To develop an awareness of how nineteenth century San Joaquin County life fit into larger concept of the development of the West.
3. To develop a sense of stewardship toward our heritage and the sites and artifacts we preserve.

PROGRAMS OBJECTIVES

Students will

1. Place themselves into the past in a historical setting.
2. Develop an appreciation for rural life in San Joaquin County during the late 1800's.
3. Participate in hands-on activities, creating various products of the past.
4. Practice learning and thinking skills, including problem solving, as they deal with everyday tasks of an earlier period.
5. Experience the interdependency of individuals and families in early rural community life.
6. Develop an understanding of the educational system of the period and of its ability to meet the individual needs of the students.

THE VALLEY DAYS PROJECT

PROGRAM COMPONENTS

The Valley Days program consists of six components

1. Enrollment
2. A training workshop
3. In-class preparation
4. Volunteers scheduling and training
5. The on-site experience
6. Follow-up and evaluation

ENROLLMENT

Enrollment is accomplished by submitting a Valley Days Project application to the San Joaquin County Museum at Micke Grove Park and receiving confirmation of a reservation.

TEACHER TRAINING WORKSHOP

The training workshop for teachers **is required** for participation in the program. Included in the one-day workshop will be:

1. Review of the teacher's guide, which is loaned to each participant.
2. Sharing ideas with teachers who have previously participated in the program.
3. Developing plans to meet needs of individual classes.
4. Discussion of available resource persons and methods of recruiting volunteers.

IN-CLASS PREPARATION

Research and development of many skills and background occurs **in the classroom** before the on-site experience, using various techniques including, but not limited to the following:

1. Reading textbooks for background on the period and reading special books, which deal with nineteenth century life.
2. Using films, filmstrips, cassettes, and educational television programs.
3. Individual and group research into life in the county, farming techniques, printing techniques, important people, appropriate behavior for children of the period, school routine in a one room rural school, recreational activities, crafts, foods and food preparation, dress, etc.

4. Using community resource people.
5. Having hands-on experience with some of the crafts and skills of the period.
6. Learning some of the games and songs common to children of the period.
7. Planning specifics of the on-site experience including schedule, behavior, safety, dress, lunch, cleanup and use of restrooms.
8. Role playing

THE ON-SITE EXPERIENCE

1. For activities see the ACTIVITY CENTERS section of this guide.
2. The museum supplies the facilities; the visiting class is responsible for bringing all needed supplies.
3. The teacher is responsible is responsible for:
 - a. Preparing the schedule for the visiting class
 - b. Securing a resource person with expertise and/or training to operate each activity center
 - c. Arranging for needed supplies and equipment
 - d. Planning for lunch and recreational activities, which may include games and pioneer crafts.
 - e. Arranging for parent volunteers to accompanying the group. One responsible adult must be assigned to each group of not more than 6 students
 - f. Anticipating hazardous situations and developing safety procedures with the students
 - g. Scheduling programmed restroom breaks, which should be adhered to so far as is reasonable.
 - h. Assignment of people to cleanup, so that the facilities are left in the condition in which they were found
 - i. Photography, if desired
4. The Docent Committee and Museum Staff, with the help of experienced teachers, will:
 - a. Developing the Teacher's Guide and be responsible for regular revisions
 - b. Arrange for the teacher and volunteer training workshops
 - c. Be available for special assistance during the on-site experience
 - d. Make reasonable adjustments in the program as the result of the follow-up evaluation

5. Parent Volunteers may support the project in various ways, such as:
 - a. Recruiting resource persons
 - b. Being resource persons
 - c. Fund-raising
 - d. Providing materials and/or equipment for activities
 - e. Participating in all stages of preparation, including the workshop
 - f. Providing transportation
 - g. Participation in the on-site experience
 - h. Assisting in ensuring that students are under control during the on-site visit

6. Volunteers and resource persons need to:
 - a. Be comfortable with children
 - b. Have some sort understanding of children's developing stages
 - c. Be able and willing to communicate with children about the activity being performed and offering or assisting with a hands-on experience

VOLUNTEER TRAINING

1. Participation in the volunteer training is required for Activity Center leaders and enhances the effectiveness of group guides

2. All volunteers directly involved in Valley Days **Blacksmith Center** *must* have completed **at least one formal training session** on that center. Additional training and practice are recommended

3. The teacher will duplicate and distribute to each volunteer a copy of the volunteer and/or group leader guidelines.

4. Volunteer training is scheduled several times per year. (see schedules for dates), Refresher sessions are recommended

5. The teacher will instruct volunteers acting as group guides on the goals of the program and the responsibilities of the group guides.

FOLLOW-UP EVALUATION

The teacher, the students, and the museum/docent staff will do follow-up and evaluation. The purpose of all evaluation is to refine and improve the VALLEY DAYS experience. The guide with the completed forms must be returned to the museum within two weeks following the on-site visit.

1. Evaluation by the teacher will include:
 - a. Preparation of the facility
 - b. Planning by the teacher
 - c. Experiences in the classroom prior to the on-site visit
 - d. Assistance provided by the museum/ docent staff

2. Evaluation by the students may be done in various ways. Suggested are:
 - a. A class diary or book about their experience
 - b. Thank you letters to the museum
 - c. Drawings of their favorite activities
 - d. An evaluation form created by the students and the teacher
 - e. Any other procedure devised by the teacher

3. Evaluation by the museum/docent staff should include:
 - a. Preparation of the facility
 - b. Preparation by the teacher
 - c. Participation of the students
 - d. Preparation and participation of volunteers
 - e. Attentiveness and overall behavior of students