



final evaluation of the Latino History Project:
a Pilot Youth Program for Collecting Community History
report : 01

research summary

Latino History Project Youth Outcomes

“I just felt a really big connection with the elders. They’re so proud of everything they did...That’s what made me see what a real community is. It’s not just this small little area that you live in, but it’s much bigger than that. And what you do within the few blocks you live in affects not just those people, but the larger community.” —youth interview

The Oakland Museum of California (OMCA), in collaboration with the Spanish Speakers Citizens’ Foundation Youth and Family Services, the Puente Project, and its Hayward High School Puente Project designed the Latino History Project: A Pilot Youth Program for Collecting Community History (LHP). This project was developed as a summer program in Oakland and an after-school program in Hayward. During the course of these two different project phases, the LHP

- recruited students to become Latino community youth historians,¹
- taught the youth how to conduct historical research, including oral histories,
- guided the youth through the completion of written narratives, poster designs, and a group website, and
- offered paid internships for the youth at the OMCA.

With regard to youth outcomes, the LHP designed a curriculum to improve students’ historical research skills, increase students’ knowledge of Latino history, and strengthen students’ communication skills. They also hoped to teach new job skills, and strengthen students’ ties to the Latino community.

This evaluation finds that the youth showed improvements in:

- knowledge of Latino history,
- archival research, note taking, and research topic development skills, and
- poster and web-design skills.

This evaluation also documents profound social outcomes for the youth involved in the LHP. 12 youth have an increased sense of pride or self-respect.²

“After being in the project and listening to the stories of some Latinos I am more proud and honored to be who I am and to come from where I do.” —final evaluation comment

¹ Fifteen students completed the project. Fourteen of these students have Mexican or other Latino ethnic identities. One of these students has an African American ethnic identity. Ten of these students are young women, five of these students are young men.

² The number of students cited in this section comes from the analysis of documents from thirteen students. Two other students were not included in the analysis and may have experienced similar changes in skills and attitudes.

11 youth want to continue as community historians and leaders.

“Now we can share what we found with the next generation .” —youth journal

**“This project is going to affect my life. I would like to do community service, spend a couple of hours a week while I’m going to college helping my community. I learned a lot of things. I think I’m capable of helping out and making an impact.”
—youth interview**

In addition, 10 youth gained new job experience and 9 youth developed new relationships with adults that have helped shape college and career goals.

This evaluation uncovered several other findings. Most importantly, this evaluation shows that community history projects lead to greater retention of history. Analysis of youth historian journals indicate that the youth learned many details related to Latinos’ everyday lives:

“From our group interview with Yolanda I was very interested in the topic of her uncles in the war. I thought it was very sad to hear that her favorite uncle came back from the war and didn’t speak for 6 months. I find that interesting because I would like to know what he was thinking about. What he felt and what it was like to be back home. I mean just to imagine all those men coming back from the war, having flashbacks.” —youth journal

“Sugar, nylons and other good things were hard to get.” —youth journal

“I didn’t know the children had to wear dog tags to identify them in case of an emergency.” —youth journal

At the same time, the LHP fostered a love of history.

“I didn’t really care (about history) when I was younger...Until the Latino History Project, that’s when I got really interested in everything and I heard everybody’s lives and how they were so amazing ...” —youth interview

“I really, really loved it. I was like, ‘OK, now I love history.’” —youth interview

Findings also suggest that by focusing on World War II and Latino political organizations, this particular community history project underpinned students’ sense of patriotism.

“These are people who weren’t from here, you know from Mexico, and here they come and they’re trying to help their country and they’re helping. It just gave me a sense of pride and I really admire them...They worked really long and hard and the men, too, the *braceros*...I admire all of them (for) doing all that hard work and helping this nation.” —youth interview

Conclusions

The LHP met their desired goals with regard to student educational and social outcomes, though further improvement in writing skills may have been attained through additional revisions of narratives.

In attaining these outcomes, this evaluation offers some significant contributions to the educational literature. This evaluation supports the existing education literature by showing that a community history project can

- introduce students to new primary sources of information,
- improve the acquisition of historical knowledge,
- improve students' research skills,
- encourage new relationships with adults as role models,
- improve self-respect,
- underpin feelings of patriotism, and
- foster a love of history.

This evaluation of the LHP also uncovers some new findings by showing that a community history project can

- introduce elders as invaluable sources of community history,
- teach students poster and web-design skills as a means of communicating historical research findings, and
- encourage students to continue as community historians and leaders.

In attaining these outcomes, the LHP also reinforced a range of California State English and Visual Arts content standards and supplemented a number of History and Social Studies Content Standards for 11th Grade U.S. History and Geography.

Differences between the two phases did occur. Overall, Hayward youth gave the LHP lower ratings than the Oakland youth. Content analysis of the final evaluations indicate that Hayward youth were frustrated because they were not given lead roles in the interviews with adults. Interviews with project educators also indicate that the after school structure of the Hayward program inhibited post-interview discussions. In contrast, the Oakland summer program met daily and debriefed regularly. The summer program structure also fostered a strong sense of teamwork.

Recommendations

Educators implementing the LHP in the future might spend more time revising written narratives to strengthen writing skills; explore ways to include youth more centrally in the interviews with elders; develop consistent research instruments; and consider combining the structure of the Oakland and Hayward phases, offering a program that begins with a daily summer program and extends through the school year.

introduction

History and Social Studies Education in California

California history educators have developed clear content standards that aim to teach world and American history while simultaneously urging students toward responsible citizenship. They have shaped a Tenth Grade World History, Culture, and Geography curriculum to teach that “democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world.” —*California Department of Education 2000, page 42*. Educators have shaped an Eleventh Grade United States History and Geography curriculum to teach that “our rights under the U.S. constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.” —*California Department of Education 2000, page 47*

At the same time, academic educators argue that community history provides the most effective means of teaching civic responsibility and history. Among the many benefits of community history, educators argue that:

- Using objects and documents to record community history can help foster commitments to civic institutions. —*Allen and Meyer 1996*
- Community history projects reinforce the acquisition of historical knowledge as well as historical research, historical thinking, general analysis, and critical thinking skills. —*Sears 1990, Miculka 1997, Olmedo 1994, Ogawa 2000*
- Students are more motivated and achieve higher levels of performance in community-based history programs. —*Hoover 1989, Calabrese 1993*

Thus, in order to most effectively teach history while simultaneously encouraging students to become involved citizens, we must develop community-based curricula.

Fortunately, the content standards encourage teachers to address the experience of most ethnic and racial communities. One of the greatest weaknesses of the content standards, however, is the treatment of Latino history. Latino history is marginalized within the content standards despite the fact that the majority of California public school students have Mexican, Hispanic, or other Latino ethnic identities.

Latinos in California and California Public Schools

Over the last 20 years, the population in California has changed dramatically. The most dramatic increases have occurred among the Mexican/Hispanic/Latino and Asian/Pacific Islander communities. In 1980, the U.S. Census reports that Californians reported the following racial or ethnic identities³:

- 66%** reported white (not Hispanic)
- 8%** reported black (not Hispanic)
- 19%** reported Mexican, Hispanic, or Latino⁴
- 5%** reported an Asian or Pacific Island ethnic identity (not Hispanic)
- 1%** reported an American Indian identity (not Hispanic)
- 1%** reported another racial or ethnic identity

In 2000, the number of people reporting Mexican, other Hispanic or Latino ethnic identities, and Asian or Pacific Islander identities almost doubled.⁵ That is, in 2000 Californians reported the following racial or ethnic identities:

- 46%** reported white (not Hispanic)
- 6%** reported black (not Hispanic)
- 33%** reported Mexican, Hispanic, or Latino⁶
- 11%** reported an Asian or Pacific Island ethnic identity (not Hispanic)
- 1%** reported an American Indian identity (not Hispanic)
- 3%** reported another racial or ethnic identity

With this change in the general population, California public schools now serve more Mexican and Hispanic or Latino students than white students. Table 1 shows the shift in racial or ethnic identity of public school students between 1980 and 2000.

³ *The evaluator recognizes that census reporting sometimes forces individuals to state a racial or ethnic identity that they do not actually hold.*

⁴ *15% said Mexican. 4% reported another Hispanic or Latino ethnic identity*

⁵ *The populations of Oakland and Hayward experienced shifts that were similar to those in the state of California. Between 1980 and 2000, in Oakland, the percentage of residents with white and African American racial identities fell. Those with Mexican or other Hispanic/Latino identities, Asian /Pacific Islander identities, and other racial or ethnic identities doubled. In Hayward, the percentage of residents with white racial identities fell in half, while those with African American/Black, Asian/Pacific Islander, and other racial identities doubled. Those with either Mexican or other Hispanic/Latino identities increased by 70%. See Appendix A.*

⁶ *26% said Mexican. 7% reported another Hispanic or Latino ethnic identity*

table 1: racial or ethnic identity of california public school students

racial or ethnic identity	percent in 1980	percent in 2000
white	56%	37%
african american/black	10%	9%
mexican and other hispanic/latino identities	26%	42%
asian or pacific islander	7%	11%
american indian or alaska native	1%	1%
other racial or ethnic identity	<1%	<1%

Despite these dramatic demographic shifts, the 2000 California State Content Standards for History and Social Studies fail to adequately address the history of Mexican and other Latino communities in California. A content analysis of the content standards finds that the number of recommended topics are not commensurate with the identities of students. Table 2 provides a summary of the number of recommendations made to teachers to focus on people with different racial or ethnic identities in the Grade Eleven content standards. These numbers were compiled by reading each topic and sub-topic within the content standards for eleventh grade and tallying each specific reference to different continents, immigrants from particular continents, people indigenous to the U.S., and African Americans.⁷

⁷ *This rubric leaves out many individuals. For example, those who have a white identity but who do not come from Europe. This rubric only includes communities covered in the content standards.*

table 2: number of recommendations to study particular communities

ethnic identity category (originating continent)	number of citations	percent of citations	percent of population in public schools 2000
white (europe)	20	56%	37%
african american	7	19%	9%
mexican or hispanic/latino (central or south america)	4	11%	42%
asian or pacific islander	3	8%	11%
american indian or alaska native (north america)	2	6%	1%

The table shows that those with a white identity and whose families come from Europe, African Americans, and people indigenous to the U.S. are over-represented in the content standards. That is, there is a higher percentage of recommendations to teachers to study each community than the percentage of students in the public schools. Asian Americans are slightly underrepresented. The largest disparity, however, lies with Mexicans and other Latinos. While Mexican/Hispanic/Latino students make up 42% of the public school student body, only 11% of the citations encouraging teachers to discuss specific ethnic groups mention Mexicans or other Latinos.

Moreover, there are omissions that reinforce historical inaccuracies about Mexicans and other Latinos. In particular, there is no mention of Latinos between Spanish Colonization and post-World War II era. By treating Central (and South) American immigration as a post-WWII phenomenon, the content standards fail to encourage lessons on the role of Spanish colonialists and people indigenous to Central America in the western states during the 18th and 19th centuries; the contribution made by Mexicans and other Latinos during the period of 20th century industrialization; the active role of the U.S. in encouraging the immigration of Mexican agricultural and industrial laborers during World War II through the *braceros* program; and the enormous contribution of Mexicans and other Latinos to the agricultural and industrial sectors of the economy during World War II.

History of the Latino History Project

One possible reason for the omission of Latinos from the content standards is that there is very little information available on the 20th century history of Mexican Americans and Latinos. Beginning in 1998, the curatorial and education staffs of the Oakland Museum of California (OMCA) became aware of and concerned

about a lack of teachers' resources that accurately reflected the state's population. At the same time, members of the OMCA Latino Advisory Committee were frustrated that materials on the 20th century history of Latinos were not available in museums, libraries, or other public institutions.

OMCA formed a partnership with the Spanish Speaking Citizens' Foundation Youth and Family Services (SSCF) in order to develop a pilot Latino History Project. With funding from the Institute of Museum and Library Services, OMCA and SSCF developed a community-based history program with five goals:

- To address an urgent need to collect and preserve primary source materials on the history of the Latino community in the San Francisco Bay Area, particularly in Oakland and the East Bay.
- To teach high school students to collect and preserve local Latino history and culture.
- To help community members, especially young people, see themselves as history makers—contributors to and stewards of their community's cultural heritage.
- To acquire first-person accounts and identify photographs and artifacts for the museum's permanent collections that will promote further documentation, preservation, and exchange of community history.
- To produce and distribute educational resources on Latino community history for broad use by schools, libraries, community organizations, and the general public.

The pilot project ran in 1998. After the success of this pilot, OMCA wanted to expand the project. They sought and received funding from the Institute of Museum and Library Services, The Evelyn and Walter Haas, Jr. Fund, and the East Bay Community Foundation. OMCA continued their work with the SSCF and expanded the partnership to include the Puente Project and its Hayward High School Puente Project (PP).

Between 2000 and 2002, the LHP was implemented in two phases. During the summer of 2001, OMCA offered a history program for Latino youth living in Oakland. Eight youth completed the program. Five of the youth are young women, and three are young men. This program met daily for eight weeks. The curriculum was loosely outlined at the beginning of the summer. Educators and project historians developed daily lessons as they went along (educator field notes). Through the course of the project, youth chose a topic about World War II to research, conducted library, archival, and internet searches for books and articles about their topic, conducted large and small group interviews with members of the Latino community, and completed journal assignments about their impressions of the project. Students' final assignments included individual poster art, individual narrative essays, and work on an LHP website. After completing the final assignments, youth were offered paid internships at OMCA after school during the following school year. Three of the Oakland youth accepted the internship. These youth completed administrative support work for the Education Department,

planned an awards ceremony, guided museum tours, and helped with an exhibit entitled “Half Past Autumn: The Art of Gordon Parks” while they were interns.⁸

The project was replicated during the 2001-2002 school year in Hayward as an after-school program. Seven youth completed the program. Five of these youth are young women, and two are young men. Notably, one of the young women has an African American identity rather than a Latina identity. An English teacher at Hayward High School was appointed by the Puente Project to facilitate this phase of the project with a project historian. This phase met two times each week after school for the course of the academic year. While the Hayward phase of the project had learned lessons from the Oakland phase, they adapted daily lessons as they went along in order to fit them into an after-school format. Like the Oakland youth, the Hayward youth chose a Latino history topic to research, conducted library, archival, and internet searches for books and articles about their topic, and conducted large and small group interviews with members of the Latino community. Hayward youth used their journals to record reading and interview notes, but did not complete as many assignments about their impressions of the project. Students’ final assignments included individual poster art, individual narrative essays, and work on an LHP website. They were offered paid internships during the summer. Six of the Hayward youth accepted the paid internship. These youth completed administrative support work for the Education Department, planned an awards ceremony, guided museum tours, and completed an exhibit of the Oakland and Hayward posters as well as an altar installation for OMCA’s 2002 *Días de los Muertos* exhibit.

In addition to the assignments produced by the youth, the Education Department of the OMCA completed a number of documents to support area educators. The OMCA has produced:

- a curriculum handbook for teachers interested in replicating the project entitled “Collecting Community History: A Training Handbook for Educators,”
- a case-study based handbook for project directors,
- an anthology of the oral histories collected by the youth historians and project historians,
- an LHP website,⁹ and
- eight educational posters for museum and school educators that summarize the historical findings of the project.¹⁰

⁸ *Two additional students from the Oakland phase returned to help with this exhibit.*

⁹ *The students contributed to this website, although the bulk of work was completed by adults in OMCA’s Education Department and consultants.*

¹⁰ *These eight posters differ from the student posters. The student posters reflect the new knowledge gained by each individual. The posters for educators compile information collected by students as well as by adult project historians, reporting on eight common themes.*

The remainder of this evaluation report focuses on how the youth benefited from their participation in the LHP. The report is split into the following sections: Methodology, Findings, Analysis of Findings, Conclusions, and Recommendations.

methodology

Evaluation Design Overview

OMCA hired an external evaluator, Ceres Policy Research, to complete this evaluation in the final six weeks of the LHP funding cycle.

In order to complete an analysis of student outcomes across the Oakland and Hayward phases of the project, the evaluator relied on a content analysis of:

- student journals from five Oakland youth and six Hayward youth,
- student posters and final writing projects from seven Oakland youth and seven Hayward youth, and
- student evaluations of the LHP from six Oakland youth and six Hayward youth.

This analysis was supplemented by:

- Interviews with eight youth. All eight youth are Latino. Six of these youth are young women. Two of these youth are young men.
- Interviews with six key staff members. Three of these adults are white. Three of these adults are Latino. Five of these adults are women. One is a man.

Interviews were conducted in person, over the phone, and through e-mail. Table 3 reports how each of the student and key staff member interviews were conducted.

table 3: type of interview

type of interview	in-person	phone	e-mail
youth	4	3	1
key staff members	3	—	3

The topic guides used for the in-person, phone, and e-mail interviews are provided in Appendix B. The interviews were guided by a number of key issues. Interviews with the key staff members focused on:

- strengths of the LHP
- challenges of the LHP
- perceived student outcomes
- perceived personal outcomes, and
- advice to future LHP educators

Interviews with the youth focused on:

- views of the Latino community before project involvement,
- knowledge of Latino history before project involvement,
- strengths and weaknesses of the LHP,
- new knowledge of Latino history, and
- views of the museum internship.

Each interview was reviewed once looking for themes related to the project outcomes. Illustrative quotes were transcribed during this review. Quotes are used in the report to illustrate the responses given. In these quotes:

- ...indicates that a section of the text has been omitted
- (word) indicates that a word has been inserted to clarify the text

The short evaluation period limited the number of interviews that could be completed.

There were several other pre- and post-project surveys that were developed by the OMCA Education Department staff and completed by youth. These additional surveys were not analyzed by the external evaluator for one of two reasons:

- the corresponding pre- and post- survey did not have the same questions and could therefore not be used to measure change in attitude or knowledge, or
- the survey was only used by one phase of the project and did not represent the entire population of youth.

Project Outcomes and Measures

This evaluation seeks to measure the outcomes for youth involved in the LHP. From the beginning, OMCA staff clearly defined and stated three student educational outcomes:

- improve students' historical research skills,
- increase students' knowledge of Latino history, and
- strengthen students' communication skills.

The evaluator also chose to explore two social outcomes that were informally mentioned in the LHP grant application:

- teach new job skills and expose youth to new career options, and
- strengthen students' ties to the Latino Community.

The evaluator used a four-step process to develop measures for these outcomes.

- The evaluator first reviewed the completed curriculum for the LHP.
- The evaluator then reviewed the California content standards for History and Social Studies, English and Language Arts, and Visual and Performing Studies and listed all content standards related to the LHP curriculum.
- The evaluator then reduced the content standards to a list of skills and areas of knowledge, categorizing each skill and area of knowledge under each identified student outcome.
- Finally, the evaluator developed a set of measures that corresponded with each skill or area of knowledge.

The completed outcome measurement rubric is reported in Appendix C.

findings

Before the Latino History Project

Content analysis of the eight student interviews provides a way to describe students' lives before the LHP and set the context for student educational and social gains.

Students' Previous Views of their Community

The youth who were interviewed had varied views of their community before the LHP. One young man was very involved with his Latino community as a muralist. Three youth took their community for granted or simply defined their community by the few blocks that they lived in.

“I really did think it was just the few streets around where I lived. That is where so and so lives and this is my community. These are the people I’m around and I talk to and I deal with. And, since I live across the street from an elementary school, the people that go there and the people that I know, but I didn’t think...It was just a community...What I used to think was people that lived around each other but I didn’t think there was anything important about that.” — youth interview

Two youth discussed how they were mostly aware of Latinos who were struggling and how outsiders view their community negatively. One youth historian said:

“I knew that Latinos were in jobs as janitors, cooks, and stuff like that. That we had a bad reputation overall and that some Latinos are not getting ahead education wise.” — youth interview

Another youth historian said:

“Most of my life I’ve lived around 98th Avenue so there’s always a lot of drama (laughs) in the neighborhood. I mean, you can hear the police, the helicopters and everything. So there’s always something going on. It’s just crazy. You get tired of the same thing. The same things happening over and over...But, it’s like everybody has to do whatever they have to do, you know, so they sell drugs, or whatever. I just don’t think about it.” — *youth interview*

Students’ Previous Knowledge of Latino History

One of the youth had a strong interest in learning about Latino history before the project. He was enrolled in a Latino history class at his high school before the project. As a result, he had strong knowledge of national Latino history. In particular, he knew about zoot suits, brown berets, and the labor strikes led by Cesar Chavez.

Another student had a moderate understanding of Latino history, describing the life of Che Guevara and a brief history of El Salvador, where her father immigrated from.

The other six youth who were interviewed had very skeletal knowledge of Latino history. One young woman had heard of the *braceros*. One student had heard there were grape strikes. Four youth had heard of Cesar Chavez. These students, however, knew few historical details. The following discussion reflects the typical depth of knowledge about Latino history.

Evaluator: What did you know about Latino history before?

Student: Absolutely nothing. I really didn’t know nothing except Cesar Chavez. That’s about it.

Evaluator: Did you know what Cesar Chavez did?

Student: Yeah, I knew what he did, but no details. That was about it. I don’t remember learning that in school . — *youth interview*

Like the student above, many youth were not familiar with Latino history because it is not taught in their schools.

“They didn’t really tell you much in school. I just knew about Columbus discovered America, but you really don’t know that much about Latinos. Also, because I really didn’t go to class (laughs). But, that’s actually why, ‘cause the stuff they taught didn’t really interest me.” — *youth interview*

“I really didn’t care about anything, really. I really did not like history. I didn’t...The way that history has been taught in my classrooms, I just don’t like it because tests are all about memorizing how these dates or what happened in this war. No!” — youth interview

Some youth had parents who tried to supplement school classes with their own history lessons. However, these youth were not interested in learning about Latino history.

“It was just something that my dad tried to teach me about California and how it used to be Mexico and I just never listened. (I thought), ‘I’m never going to need that anyway.’ So I didn’t really know nothing else except Cesar Chavez.” — youth interview

Educational Outcomes for Youth

Improve Historical Research Skills

Several sources of data indicate that the LHP improved students’ archival research, note-taking, and research topic development skills. Results are more mixed about improvements in interviewing skills.

Archival Research, Note-taking, and Research Topic Development

Content analysis of students’ journals and final evaluations show that the majority of Oakland and Hayward improved the specific skills of locating primary sources, developing interview questions, and honing research topics. Thirteen youth described how the project improved their archival research skills.¹¹

“I can look-up, check references and be skeptical.” — final evaluation comment

“I gained more skills on how to look for things—not only one place.” — final evaluation comment

Student journals document that there is improvement over time in note-taking skills, though the type of improvement varies by phase of project. Over time, the Oakland youth stop taking general notes and start focusing only on their topic. The Hayward youth also focus on their topic over time, though they also become more detailed. These students take close to verbatim interview notes. Moreover, the entire group of students develops this quality of note-taking.

The student journals also reveal the process by which youth narrowed their research questions and topics. In ten of the journals, you could see how youth took interview notes, acquired an interest in a particular topic, honed research

¹¹ Appendix D reports the total number of students completing each assignment in their journal as well as the number of students who report learning each skill.

questions, researched the topic, and then completed their narratives. I use one young woman from Oakland as an example. On July 17th and 18th, this young woman took detailed notes from several interviews. On July 20th, she completed a journal entry about what she learned from the last three interviews:

“What I learned from the interviews with Yolanda, Rosa, and Eduardo was that WWII was a very scary experience...I also didn’t know you had to die (sic) butter so it would look like butter, and I didn’t know women could wear levi jeans back then.” — youth journal

Less than a week later, this same young woman completed an assignment narrowing her topic. She wrote:

“I want to put working women during WWII (on my poster). I want to show that women back then had to be strong and were accepted in the working world of men. I also want to show women in different styles of clothes, like jeans. Were there any women unions to protect women? How (sic) was it like? Were the women paid and given the same amount of work as the men? How did they get to work? Where did they come from? ” — youth journal

This woman’s final essay focused on a Latina welder who lived in San Francisco and commuted to the Richmond Kaiser shipyard. She discussed how women had to play two roles in society, the housewife and workingwoman. She concludes by saying:

“The women who worked during World War II are known as “Rosie the Riveters” because of their hard work and effort to help the soldiers to win the battle against Japan and Germany. Latina shipyard workers who came from Oakland not only helped build Liberty Ships, but they also had a motto that is something we should all live by, which is “Si se puede! .” — youth essay

This one young woman was initially interested in living conditions during World War II and the experience of women during World War II. She ultimately developed a more focused essay and poster about Latina women working in the Oakland shipyards. Other youth similarly honed their research topics.

Conducting Interviews

Results are more mixed about whether youth improved interviewing skills. The final evaluation asked one question about improvements in general historical research skills. Specifically, youth were asked if the program “strengthened youth’s historical research skills.” Youth were asked to give a score from 1-10 with a 1 meaning the LHP “did not accomplish this goal at all” and a 10 meaning the LHP “accomplished this goal with excellence.” The twelve youth who completed final evaluations gave the project an average score of 7.1. There were differences in scores by phase of project. Six Oakland youth gave an average score of 8.8. Six Hayward youth gave an average score of 5.3.

Content analysis of the interviews with youth and the final evaluations indicate that the difference between youth scores is founded in the way that each phase was structured. During both phases, the interviews were conducted with large or small groups of youth. The adult historians asked most of the questions. Youth were allowed to ask questions about their topic during the course of the interview. Youth in both phases of the project appreciated the guidance from the adult historians. At the same time, they found this structure difficult:

“It was difficult to ask questions to steer the conversation .” — *field notes*

“I had specific questions about *braceros*, but she kept on going. I didn’t know how to stop her.” — *field notes*

“He trailed off and I didn’t know how to redirect him.” — *field notes*

Yet, five of the six Hayward youth said that they felt unprepared for interviews and that they would have liked more practice.

“I believe it would have helped if we could lead the interviews so that we could be more confident in accomplishing our own.” — *final evaluation comment*

These students were limited in the time that they had to prepare for each interview because they were meeting after school. The Oakland students, in contrast, had the time to prepare before each interview and to reflect after each interview. Comments and journal entries from Oakland youth show that these youth absorbed new lessons about interviewing because of these times to reflect. The educator’s field notes quote one student sharing the following lesson during a time for reflection:

“If you’re going to interrupt, make sure it’s on the topic.” — *field notes*

Another Oakland student later wrote

“I learned how to ask questions that would lead to stories instead of asking questions that had answers of about three words.” — *final evaluation comment*

Additionally, many interviews with the elders were held during the day. Oakland students during the summer were able to attend these interviews, while the Hayward students were in school. For this reason, Oakland students may have had more opportunities to attend interviews as well as practice interviewing skills.

Increase Knowledge of Latino History

We saw above that only one student had solid knowledge of Latino history before the project. Several sources of data suggest that all of the youth increased their knowledge of Latino history.

Final evaluation results indicate that the youth felt that they learned about Latino history through the project. On the final evaluation, students were asked if the program “increased youth knowledge of Latino history.” Youth were asked to give a score from 1-10 with a 1 meaning the LHP “did not accomplish this goal at all” and a 10 meaning the LHP “accomplished this goal with excellence.” Six Oakland youth gave an average score of 9.2. Six Hayward youth gave an average score of 8.5. Together, all of the youth completing the final evaluation gave an average score of 8.8.

In addition, all of the youth wrote general comments on the final evaluation stating that they know more about Latino history than they did before the project. Three youth said they want to learn even more.

“I felt I was able to add a lot of information, but we think there is some missing.”
— *final evaluation comment*

Content analysis of journals and the final evaluations provides a way to measure the scope of acquired knowledge. Table 4 reports on the number of youth who took notes on a particular time period and the number of youth who applied new knowledge of a time period in their written narratives or poster designs. There were differences between the two phases of the project in both note-taking and final project topics. Fewer Oakland youth took notes across all five time periods. This makes sense because the Oakland and Hayward phases of the project focused on different periods in history. The Oakland project focused primarily on the WWII period. The Hayward interviews spanned the period from the Mexican Revolution through the present, but tended to focus on local political organizing around Sunset High School or groups like the Mexican American Political Association (MAPA). The topics covered in the final projects reflect these differences in emphasis. Table 4 shows that all of the Oakland youth covered topics related to World War II and virtually no other topic. Some of the Hayward youth touched on other time periods, but all of their final projects included information about the involvement of Latinos in national, state, or local political movements.

table 4: scope of acquired knowledge

	number of youth who took notes on this time period in their journal.	number of youth who applied new knowledge in their written narratives or poster designs.
total	O=5 H=6 T=11	O=7 H=7 T=14
industrialization and large-scale rural-to-urban migration prior to WWII	O=4 H=4 T=8	O=0 H=2 T=2
the experiences of latinos during the depression and the new deal	O=4 H=6 T=10	O=1 H=1 T=2
the experiences of latinos during wwii	O=5 H=6 T=11	O=7 H=3 T=10
the experiences of latinos after wwii	O=3 H=6 T=9	O=0 H=2 T=2
the involvement of latinos in national, state, or local political movements	O=3 H=6 T=9	O=0 H=6 T=6

O=Oakland; H=Hayward; T=Total

Strengthen Communication Skills

Content analysis of final assignments, student journals, and the final evaluation suggest that all of the youth strengthened their web- and poster-design. The data are less clear about improvements in public speaking and writing skills.¹²

Table 5 reports the number of youth who completed each type of communication assignment as well as the number of youth who described strengthening each skill. All but one of the youth completed a poster. All but two youths contributed to a web-site. All of the youth who completed these assignments feel that they strengthened their poster and web-site design skills. Improvements for these skills are fairly easy to measure because students had virtually no experience before the project and were very excited about gaining experience in both fields.

¹² *There was a question on the final evaluation asking students to rate the project on the development of communication skills. The Hayward students gave very low scores, explaining that they were frustrated with the lack of training for interviews. I am disregarding the findings from this question because they do not measure students' opinions about the skills that I am evaluating.*

table 5: youth historian reports of strengthened communication skills

assignment	number of youth who complete the assignment	number of youth who describe strengthening this skill
youth strengthen their writing skills by completing an historian’s statement and an historical narrative.	O=7 H=7 T=14	O=2 H=2 T=4
youth strengthen their public speaking skills by presenting their findings at a public event.	O=7 H=7 T=14	O=1 H=0 T=1
youth strengthen their web-design skills by contributing to the LHP web-site and the web-based poster exhibit.	O=6 H=7 T=13	O=6 H=7 T=13
youth strengthen their poster design skills by completing an historical poster.	O=6 H=7 T=13	O=6 H=7 T=13

O=Oakland; H=Hayward; T=Total

The LHP provided unique opportunities for young people to speak publicly, though improvements in public speaking skills are difficult to measure. All youth presented at the closing reception for their program. All of the Oakland students spoke about their posters and all of the Hayward students gave remarks during the reception program for the “Uncovering Hidden Roots” exhibit. In addition:

- Two youth historians from Oakland spoke to Hayward High School students. This was an orientation session for Hayward students and their parents about joining the second phase of the LHP.
- Two youth historians from Oakland spoke at a *Día de los Muertos* festival in the Fruitvale community in Oakland.
- Two Hayward youth spoke about their installation in the museum exhibition “*Espiritu Sin Fronteras: Ofrendas For the Days of the Dead*” during a teacher open house program.
- One Hayward youth spoke during the closing ceremony for the museum exhibition “*Espiritu Sin Fronteras: Ofrendas For the Days of the Dead*”
- Two youth historians from Hayward led tours of the “Half Past Autumn: The Art of Gordon Parks” exhibit.
- Six Hayward youth gave tours of the “*Arte Latino: Treasures from the Smithsonian American Art Museum*” and the “Uncovering Hidden Roots: Latinos in the East Bay” exhibitions.
- One Oakland and One Hayward student gave talks to visitors in the “Uncovering Hidden Roots: Latinos in the East Bay” exhibition.

- Two Hayward youth spoke at the opening reception for the “Uncovering Hidden Roots: Latinos in the East Bay” exhibition that was held in the Hayward City Hall.

Improvements in public speaking, however, are difficult to gauge because there was no pre-project assessment of public speaking skills and students did not report improvements.

With regard to writing, it is clear that the youth historians had much practice writing. Fourteen of 15 youth completed the final two writing assignments. All 14 youth spent some time revising their text.

Improvements in writing skills are difficult to gauge because there was no pre-project assessment of writing. Four youth stated that they felt that their skills improved, but they do not necessarily represent the other youth.

Content analysis of the final projects indicate that more time might have been spent on revising the writing, with particular attention paid to student’s central thesis and citation of sources. There is much variation in the strength of students’ arguments. Six of the 14 narratives contain a central thesis statement. Eight of the 14 narratives do not. There is no difference between the two phases of the project.

There is also much variation in the strength of support for students’ arguments. Despite an abundance of notes from interviews with community elders as well as reading notes from newspaper articles and other primary sources, there was much variation in the way that youth cited sources in their final narratives. Table 6 reports the number of youth who provided references for primary and secondary sources, the number of youth who summarized interviews with elders but did not provide direct quotes, the number of youth who provided direct quotes from an interview or newspaper article, and the number of youth who provided some sort of parenthetical citation, endnotes, footnotes, or bibliography in their final narrative. Hayward youth were more likely to paraphrase an interview while Oakland youth were more likely to insert a direct quote. No student provided bibliographic information in their report.

table 6: variation in source citation

phase	no clear citations	summary from an interview	direct quote	parenthetical citations, endnotes, or footnotes
oakland	1	1	4	0
hayward	0	5	2	0

With more time to revise, all youth would have developed clear theses and would have correctly cited sources, two skills required for college writing assignments.

Social Outcomes for Youth

Youth Historians Strengthen Their Ties to Their Community

Content analysis of student journals, final evaluations, and student and staff interviews indicate that youth strengthened their ties to the Latino community in three ways: they have developed an increased sense of pride and self-respect, they have developed a new sense of leadership, and they have developed new relationships with adults. Table 7 reports the numbers of youth describing each tie to their community. Results are spread between the Oakland and Hayward phases of the project. I describe each type of community tie in more detail below.

table 7: number of youth describing new ties to the latino community

	increased pride and self-respect	new sense of leadership	new relationships with adults
number of youth	O=6 H=6 T=12	O=6 H=5 T=11	O=3 H=5 T=8

O=Oakland; H=Hayward; T=Total

Pride/Orgullo

Several sources of data indicate that all of the youth have an increased sense of self-respect or pride after participating in the LHP.

Final evaluation results indicate that the youth felt that they gained increased self-respect as a Latino. On the final evaluation, youth were asked if the program “increased youth self-respect as a Latino.” Youth were asked to give a score from 1-10 with a 1 meaning the LHP “did not accomplish this goal at all” and a 10 meaning the LHP “accomplished this goal with excellence.” Together, twelve youth gave an average score of 8.4. Youth from the two phases varied. Six Oakland youth gave an average score of 10. Six Hayward youth gave an average score of 6.8. Qualitative answers to the same questions indicate that the wording of the question led some of the Hayward youth to give low scores on the final evaluation. Three of the youth who gave low scores did so because they felt that they had self-respect before the project. These same three youth also mentioned in other parts of the evaluation that they had an increased sense of pride.

Content analysis of the journals and final evaluations allowed a broader analysis of increased self-respect or pride. Results indicate that twelve youth have an increased sense of self-respect or pride.

“I now know that there were a lot of (Latino) people here before me and I know that they did a lot to help.” — final evaluation comment

“I know what Latinos did so that makes me proud of their hard work.” — *final evaluation comment*

“After being in the project and listening to the stories of some Latinos I am more proud and honored to be who I am and to come from where I do.” — *final evaluation comment*

“I have become more aware of the contributions my fellow Latinos have given society. I have been able to experience through them the stories of their lives. I have learned about their suffering, struggles, and triumphs. I have changed into a better person because of this research. I became better by being more ‘*orgullosa de mi raza*’ than I ever was.” — *youth journal*

“I believe knowing more about my people’s struggles and success did increase the respect that I have for myself and pushes me to succeed even more than they did.” — *youth journal*

Making a Difference as Community Historians and Leaders

Content analysis of the journals and final evaluations found that most youth have gained a new interest in making a difference within the Latino community. Eleven youth discussed how they personally feel responsible for continuing to collect and share Latino history.

“I felt that I had a purpose that everything the people we interviewed did was now my responsibility to express to the world.” — *youth journal*

“Now we can share what we found with the next generation.” — *youth journal*

“Now, when people get me started, ‘Oh, this and this happened. And this.’ There’s a lot of people that don’t know and having the ability to share that. I remember in college, I brought up the subject of *braceros* and World War II and Latinos and it got me so excited, not because ‘I’m such a smart person and I know all of this.’ It’s just like, ‘Oh my god, I can share this.’” — *youth interview*

Youth are also beginning to collect family histories.

“I didn’t really care when I was younger...Until the Latino History Project, that’s when I got really interested in everything and I heard everybody’s lives and how they were so amazing. That’s what made me ask, you know, my parents...My dad has worked since he was five years old. He has 12 brothers and sisters and he’s the oldest so he had to start working when he was five and he got there and, I remember, he told me when he got there he started picking lettuce and he didn’t have any money so they spent that first week eating nothing but lettuce...So I really look up to him because he’s been through a lot.” — *youth interview*

Youth want to extend their role within the community beyond that of historian to become community service providers and leaders.

“This project is going to affect my life. I would like to do community service, spend a couple of hours a week while I’m going to college helping my community. I learned a lot of things. I think I’m capable of helping out and making an impact.”
— *youth interview*

“We are barely starting and people don’t know about it yet. (We have) to make people know that we are there so they could see us.” — *final evaluation comment*

“It’s all like a connection and this project made me realize that this is my duty. This is what I need to do and I’m privileged that I didn’t have to immigrate from another country...since I have this privilege, I should help others that are in difficult times.” — *youth interview*

Youth Historians Develop New Relationships with Adults

Content analysis of journals, the final evaluations, as well as student and staff interviews indicate that nine youth developed new relationships with adults. Several of these youth developed more than one relationship with an adult. These relationships vary and are described below.

Role Models

Six youth described at least one project staff member or elder as new role models. When asked whether they had any new role models, four young women responded, “Evelyn.” Evelyn was the supervisor for the youth during their internship in the OMCA Education Department.

“Evelyn. She is so much fun. She helped us...with our writing. And when we were going to speak, she saw that we were nervous and she said, ‘Slow down. Take a deep breath.’ She really helped us out.” — *youth interview*

Other youth were inspired by the elders they interviewed.

“Malaquias has given me the idea of pursuing my goal. Meaning no matter what you want to do you can do it no matter what anyone else says. I got the message when he told us the story when he was little they asked him what he wanted to be when he grows up and Malaquias answer (sic), ‘I want to be an artist.’ People said, ‘No, be a lawyer or something else.’ ...And that’s what I want to do, I want to do what’s in my heart.” — *youth journal*

Another young woman described her favorite story.

“At the beginning of MAPA, how it started, it was mostly men and (Marietta Solis) was the wife of the president. So she kind of lured in the wives to get involved, so the way they got involved was they would have these potlucks, so she was the one in charge of the pot lucks and then little by little, they just started joining in, the husbands with the wives, and they mixed so the women started putting in their input and opinions and finally acted upon what MAPA is all about. So, through that, she started as the treasurer and she gradually became president. It was very inspiring.” — youth interview

College Applications

Staff members helped two youth apply to college by reviewing applications or writing letters of recommendation.

E-mail Correspondence

Three youth continue to e-mail one of the project historians. One of the young men I interviewed said that in his personal relationship with the historian, he has discussed career goals:

“He said that being an historian doesn’t pay that well. (So) I have been focused on computer programming.” — youth interview

Other Personal Relationships

One of the youth, who continues to work with the museum, went to a play about *pachucos*, or zoot suiters, with museum staff members. The adults invited the student to the play because she had researched *pachucos* for her poster. This student described attending the play in great detail during an interview. This event made the student feel special, reinforced her interest in *pachucos*, and made her more committed as a community historian.

Youth Historians Gain New Career Experience

Final evaluation results indicate that the youth felt that they gained new career experience. On the final evaluation, youth were asked if the program “increased youth awareness of career options.” Youth were asked to give a score from 1-10 with a 1 meaning the LHP “did not accomplish this goal at all” and a 10 meaning the LHP “accomplished this goal with excellence.” Together, 12 youth gave an average score of 8.4. Youth from the two phases varied. Six Oakland youth gave an average score of 9.8. Six Hayward youth gave an average score of 7.

Content analysis of student journals, student interviews, and student evaluations shows that youth appreciated the job experience gained through the project and the internship, though several Hayward youth would have liked more information about possible careers.

Youth described three separate ways that the LHP will help them with their future goals. Each is described below.

Job Experience

Ten youth stated that they appreciated learning about possible jobs. One young woman wrote in her journal:

“I think that being in this project has really helped me to learn new skills that may be of use in the future. I am really happy and excited about building the website not only because I love using computers but because we are learning new things.” — youth journal

Another young woman said in an interview:

“I really enjoyed it because I had my friends, my new friends, and I was working in the museum, something prestigious and I was getting paid to learn.” — youth interview

Most youth also accumulated actual job experience. Three Oakland youth and six Hayward youth completed an internship at the museum. Youth in the short-term internship accumulated experience in administrative support, program support, and exhibit installation. That is, in addition to supporting the administrative work of the Education Department, youth assisted museum teachers, gave tours of the museum, helped complete exhibits, and gave talks at exhibit openings. Additionally, two Oakland youth who hadn’t accepted the short-term internship helped were trained to give public tours of the “Half Past Autumn: The Art of Gordon Parks” exhibit.

Most youth have continued to gain job experience after the internships ended. One of the Oakland youth has continued to work for the museum and currently holds a full-time job with the Development office. Two other Oakland youth and one Hayward student continue to help with programs for the Education Department. Five Hayward youth continue to be available for museum tours and special programs on the weekends (they are paid for this work).

Table 8 below summarizes the number of youth who have accumulated each type of experience.

table 8: types of job experience

phase	exhibit installation	short-term administrative and program support	long-term administrative and program support
oakland	5	3	3
hayward	6	6	6

This was a first job for eight of the 11 youth. Other youth did not take the internship because they already had jobs. This information suggests that the LHP provided a bridge into the paid labor market, but only for youth who hadn't accumulated experience prior to the project.

This continuing job experience has transformed the youth. One staff member said

"I can remember when (two of the youth) started the program. They were quiet and weren't that involved in the program. Now they are poised young women ."
— *staff interview*

The youth have loved their jobs so much that they take on extra responsibilities. One of the youth now sits on the *Días de los Muertos* Advisory Committee. She and another student both exclaimed,

"I'm never going to leave!" — *youth interview*

Skills for College

Three youth (one from Oakland and two from Hayward) mentioned that this experience will help them in college. One youth historian said:

"This project made me think even more about what classes I want to take in college that can help me towards my career goal." — *final evaluation comment*

Another youth historian said:

"I'm really glad that I (completed) this. I know at the beginning I was doubtful and I wasn't going to accept, because I didn't know where I was going to go for university and I didn't want to waste my time. But, it's just the title of it, the Latino History Project. (There) was something in that (that) brought me in and said, 'No, there's something about that that is going to take you somewhere.' And, luckily, step by step, it took a long time, I finally work here as an intern...And I think this project has influenced me to (study) Latin American Studies." — *youth interview*

Skills for Future Career

Two youth (both young men) mentioned that this experience will help them in the future as they pursue careers as web-designers. One of these men wrote the following as his final journal entry:

"Well at this moment I am behind, but hopefully I can get everything done by wed. next week if not sooner. I am happy of learning something everyday and glad that I could use this skill later on in life to get a better job. Thank you Oakland Museum of CA for all the good opportunities you gave me." — *youth journal*

Another young man wrote:

“After the web-site I am pretty sure I want to be a web designer.” — *final evaluation comment*

However, three youth stated that they wished they had learned more about possible careers, apart from gaining job experience. All of these youth were Hayward students, accounting for the difference in final evaluation scores.

Additional Findings

Patriotism and Citizenship

Many of the Oakland youth were touched by the patriotism of the elders they interviewed. In an interview, one young woman said:

“This patriotism...These are people who weren’t from here, you know from Mexico, and here they come and they’re trying to help their country and they’re helping. It just gave me a sense of pride and I really admire them...They worked really long and hard and the men, too, the *braceros*...I admire all of them (for) doing all that hard work and helping this nation.” — *youth interview*

One student focused his historical narrative on the patriotism of Latinos fighting in World War II:

“After the bombing of Pearl Harbor in 1941, the United States entered the war. Many people became involved in the war believing it to be a worthy cause. Latinos saw this as the opportunity to prove their loyalty and patriotism. Many volunteered into the armed forces to demonstrate their pride, honor, and willingness to risk their lives to make a contribution to this nation. Eduardo Carrasco, a former Oakland resident and member of the United States Coast Guard in WWII, had a proud outlook on the war...(He said), ‘Everybody was proud to fight for their country, because you’re patriotic.’” — *youth essay*

Several youth spoke of a more contemporary patriotism, connecting their role as Latinos to their role as Americans. One young man clearly values his position as an American. He said of the project:

“I got a chance to learn a lot of things for my career and my fellow countrymen. Now I’ll be able to help *La Raza*.” — *youth interview*

Another young man described his frustration with not being valued as an American:

“I think the way that the future and this present day relate is the way that we the latinos still do a lot for this country and its future like in World War II and still sometimes we don’t even get our recognition for our job.” — youth journal

Community-based history leads to greater retention and a new love of history

Content analysis of the journals and the final evaluations also indicates that the community history format of the LHP led to greater retention of information by the youth as well as a new love of history. The journals from the Oakland phase best illustrate this point. These youth were consistently asked to write what they remember from various interviews and articles. This gives us a measure of what information youth best retained. Analysis of journal assignments indicates that youth retained many details related to Latino’s everyday lives:

“It interested me how Yolanda used to save/collect bubble gums, because of war there wasn’t much of them so they had to save them for the next day.” — youth journal

“What interests me was the way (Yolanda) married someone Asian.” — youth journal

“From our group interview with Yolanda I was very interested in the topic of her uncles in the war. I thought it was very sad to hear that her favorite uncle came back from the war and didn’t speak for 6 months. I find that interesting because I would like to know what he was thinking about. What he felt and what it was like to be back home. I mean just to imagine all those men coming back from the war, having flashbacks.” — youth journal

“Sugar, nylons and other good things were hard to get.” — youth journal

“I didn’t know the children had to wear dog tags to identify them in case of an emergency.” — youth journal

“I didn’t know you had to die (sic) butter so it would look like butter.” — youth journal

“I didn’t know women could wear Levi’s jeans back then.” — youth journal

“Rosa used to have to work 12 hours a day, seven days a week, with only Christmas off.” — youth journal

“I liked the part when (Rosa) told us that her father was 6ft and her mother was 4ft 11 inches. I imagined that in my head and thought that they were a cute couple.” — youth journal

“I didn’t know the *pachucos* dressed up in zoot suits. It was amazing how they got ready just like a girl would.” — youth journal

Youth clearly identified with the individuals whose stories they heard and read about. Their journal entries often recorded emotional responses to historical events:

“World War II was scary.” — youth journal

“The only way the U.S. Government allowed Latinos from Mexico to enter U.S. soil was by a 6 month contract. I think that is not fair, to people who came and enjoyed their time here, then had to go back to a horrible life. This didn’t help them succeed, this made them feel discouraged .” — youth journal

“The way they treated Latinos, by not letting them come in a restaurant and eat was wrong for them to do. The Latinos didn’t do anything to them. So why were they treated like trash.” — youth journal

This approach to teaching history clearly changed the way that the youth generally feel about the field of history. One young woman described her new feelings in an interview:

“I really, really loved it. I was like, ‘OK, now I love history.’” — youth interview

In a meeting during the Oakland phase of the project, one student spontaneously said

“With interviews, you get a better feel for the history and learn more than in school.” — educator field notes

Another student said

“I might not be Mexican but it is interesting to hear...about other people’s struggles to survive in a different environment where they are not treated the same as other men, in this case whites.” — youth journal

Youth saw that the lives of different Latinos were connected.

“One thing that I liked was that no matter what they were saying it seemed to connect with each others stories.” — youth journal

Youth also saw that by connecting to the elders and other people in their community, they are making history themselves.

“I just felt a really big connection with the elders. They’re so proud of everything they did and they just feel, I’m just thinking in Spanish, sorry, they feel so much pride in everything they did and having us interview them and for them to share and open not just what they did and their work, but their LIFE with us. I thought that was a very important part. That’s what made me see what a real community is. It’s not just this small little area that you live in, but it’s much bigger than that. And what you do within the few blocks you live in affects not just those people, but the larger community.” — youth interview

Oakland Youth Historians Developed a Strong Sense of Team Work

Five of the six youth from the Oakland phase of the project described teamwork as a strength of the program.

“Working with different people has been great, a lot of people have different ideas and that’s helped everyone to know each other better.” — youth journal

Additionally, the education coordinator remarked several times in her field notes:

“I am amazed by the group’s continued growth towards solidarity and their great intrinsic motivation to learn about the period.” — educator field notes

“All outside activities are important, like the field trip (to the movies). This group has truly become a team and are very, very close.” — educator field notes

This may have been reinforced by the fact that youth met daily over eight weeks during the summer rather than twice a week during the school year. The pace of the Oakland project was fast. Towards the end of the project, the educator wrote in her field notes,

“Everyone is stressed out .” — educator field notes

Amidst this “intensity”(—*educator field notes*), the adults struggled with ways to create opportunities for the youth to reflect on what they were learning. They developed a system of daily progress reports that seemed to reinforce the feeling of camaraderie. Youth provided feedback to one another during these meetings. For example, one young woman responded to another woman’s presentation:

“That’s good information because now she can tie Sweets (Ballroom) into the whole reason people went to places like Sweets during the war.” — educator field notes

During another meeting, the project historian held a debriefing session that concluded with the realization that everyone had found something at the library that added to their research. The educator said:

“Spirits were high and the group concluded into (sic) a round of spontaneous applause for each other at the end of the meeting.” — educator field notes

Youth historians and educators from the Hayward phase didn’t describe as much stress or teamwork.

Limited Time

Youth from both phases of the project felt they didn’t have enough time to finish their poster. Three of these youth are from the Oakland phase of the project. Four of the youth are from the Hayward phase of the project. As explained by one young man:

“I felt very rushed and when I get rushed I don’t do good work. If I had more time I would have done better.” — final evaluation comment

Student Attrition

There was some attrition during both phases of the project. The Oakland phase began with ten youth and ended with eight. According to interviews with the educators as well as educator field notes, the youth who dropped out had competing work and family obligations during the summer. The Hayward portion of the project began with thirteen youth and ended with seven. According to interviews with the educators, the five youth pulled out of the program due to time conflicts with extracurricular activities and jobs.

analysis of findings

Summary of Outcomes

This evaluation has found that there are clear educational outcomes for student participants in the LHP. Youth show improvements in:

- knowledge of Latino history, particularly the history of Latinos in the East Bay during World War II as well as Latino organizations working for social, political, and economic change during the late 1960s and early 1970s,
- archival research, note-taking, and research topic development skills, and
- poster and web-design skills.

Youth also practiced writing, public speaking, and interview skills, though it is less clear whether youth experienced improvements in these areas.

This evaluation has documented profound social outcomes for the youth involved in the LHP.

- 12 youth have an increased sense of pride or self-respect.¹³
- 11 youth want to continue as community historians and leaders.
- 10 youth gained new job experience.
- 9 youth developed new relationships with adults that have helped shape college and career goals.

This evaluation uncovered several other findings. Most importantly, this evaluation shows that community history projects effectively teach history while simultaneously developing a love for the discipline. Findings also suggest that by focusing on World War II and Latino political organizations, this particular community history project underpinned students' sense of patriotism.

Differences Between the Two Phases of the Project

There were some notable differences between the Oakland and Hayward phases of the project. The differences are summarized below in Table 9.

In sum, the Hayward youth gave lower ratings to the LHP than their Oakland counterparts. Content analysis of the final evaluations indicate that these lower ratings are due to variation in the way that the community interviews were structured in each phase of the project. For both phases, adult historians contacted community elders, setting up interview times that were convenient for the elders. The adult historians then accompanied the youth historians during the interviews. The adult historians also generally took the lead in asking questions, allowing the youth historians to interject questions when they wanted. The youth historians in both the Oakland and Hayward phases were nervous about interviewing their elders and were glad to have the adult historians ask most of the questions during the first interviews. Differences in the final evaluation scores were due to the differences between the structure of a summer program and the structure of an after school program. Several Hayward youth wanted to attend more interviews but couldn't due to the times that interviews were scheduled. Oakland youth could attend more interviews because they were part of a summer program that took place from 9-5. They could therefore attend interviews with elders who could only meet during the middle of the day, times that the Hayward youth were in school. Additionally, several Hayward youth wished that they had been trained to eventually conduct their own interviews. This difference may also be attributed to the variation in structure. The Oakland phase of the project was finished within 8 weeks, while the Hayward phase lasted an entire school year. The Hayward

¹³ *The number of students cited in this section comes from the analysis of documents from thirteen students. Two other students were not included in the analysis and may have experienced similar changes in skills and attitudes.*

youth may have built up more confidence over time and wished to take more responsibility toward the end of the year.

table 9: differences between oakland and hayward phases of the project

oakland phase	hayward phase
met every day	met twice a week during the school year
frequent opportunities to process lessons	diffuse processing sessions
content focus on second world war	content covered entire 19 th century, focusing on latino organizations working for social, political, and economic change
youth historians completed many journal entries about what they learned during different interviews, reading assignments, and movies	youth historians had very few journal entries processing what they learned
quality of youth historian interview and reading notes varied	youth historians took extremely detailed notes from interviews and readings
higher final evaluation scores from youth historians	lower final evaluation scores from youth historians

Comparison to Content Standards

By comparing project outcomes to the California State Content Standards, this evaluation shows that the LHP reinforced, fulfilled, or supplemented student learning on a wide range of content standards.

The LHP reinforced and supplemented a range of U.S. History and Geography content standards. These are reported in Table 10a.

table 10a: reinforcement and supplementation of history content standards

history and social studies content standards	information from lhp interviews that reinforces content standards	information from lhp interviews that supplements standards
11.2 industrialization and large-scale rural-to-urban migration	descriptions of industrialization and rural-to-urban migration	descriptions of immigration after the mexican revolution and rural-to-rural migration before the second world war
11.6 great depression and the new deal, including dust bowl migrants	descriptions of great depression	descriptions of migrating to california at the same time as dust bowl migrants
11.7 american participation in the second world war, including segregated forces	experiences of latino soldiers	descriptions of life in the bay area during the second world war (sweets ballroom, <i>pachucos</i> , working in the shipyards).
11.8 the economic boom and social transformation after the second world war.	descriptions of careers after the second world war (hair dressers, cannery workers)	--
11.9 foreign and domestic policy after the second world war with a focus on the civil rights movements	stories about cesar chavez and latino organizations	descriptions of local movements such as the one to save Sunset High School.
11.11 social problems and domestic policy issues, including the changing roles of women in society.	descriptions of latin@s in the workforce and the difficulties in balancing work and family	verification that latin@s have been in the workforce since the second world war

The LHP reinforced a number of English content standards. In particular, the LHP succeeded in meeting content standards related to historical research and public speaking. These are reported in Table 10b.

table 10b: reinforcement of english content standards

english and language arts content standards	how the lhp reinforced english content standards
writing strategies-grades 9 and 10	
1.3 use of suitable research methods (e.g. library, electronic media, personal interview) to elicit evidence from primary and secondary sources	collection of historical data from the library, through the internet, and through interviews with community elders
1.3 use of clear research questions to elicit evidence from primary and secondary sources.	use of research questions to gather focused information about their individual topics
reading comprehension-grades 9 and 10	
2.3 generation of relevant questions about readings on issues that can be researched.	development of research questions based on readings and interviews
speaking applications-grades 9 and 10	
2.3 introduction to interviewing techniques, including asking relevant questions, compiling and reporting responses, and evaluating the effectiveness of the interview.	development of interview questions, completion of interview notes, and compilation of responses for their narratives (youth historians in oakland evaluated the effectiveness of the interviews)
speaking applications-grades 11 and 12	
2.1 delivery of reflective presentations	delivery of oral presentations at the awards ceremonies that included reflection of project
2.2 delivery of oral presentations	delivery of oral presentations at the awards ceremonies that covered new knowledge learned

The largest gap between the content standards and student assignments is in the area of writing. The LHP reinforced some of the writing content standards but failed to meet other important content standards. The English and Language Content Standards outline several long lists of content standards related to writing. The evaluator chose to compare LHP performance to the 9th and 10th grade content standards. This seemed appropriate since all of the youth were 11th graders and the LHP was not an advanced writing course. Table 10c reports the successes and failures of the LHP in meeting 9th and 10th grade writing related content standards. The greatest improvement could be made in encouraging youth to more clearly convey their central thesis and accurately identify historical sources.

table 10c: the lhp and writing related content standards

english and language arts content standards	how the lhp reinforced writing related content standards	content standards that the lhp did not reinforce
1.1 establishing a controlling impression or coherent thesis	majority of youth narratives were focused on single topics	eight of 13 student essays did not contain a thesis statement
1.2 use of precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice	youth historians used appropriate language and voice	--
1.3 use of clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.	youth historians used clear research questions to gather information about their topics	--
1.4 use of supporting evidence	12 of 13 youth historians included supporting evidence in their reports	--
1.5 synthesis information from multiple sources with different perspectives	--	youth historians did not identify discrepancies or different perspectives in their reports
1.6 integration of quotations and citations into a written text while maintaining the flow of ideas	five of 13 youth integrated quotations or citations into their text and noted the source	eight youth paraphrased information from community interviews and readings, but did not identify the source
1.7 use of appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals	--	none of the youth historians adhered to a common style manual with regard to notes or bibliographies
1.8 revise writing to improve the logic and coherence of the essay	youth historians revised their text	youth historians might have revised the text further in order to more clearly convey their central thesis and accurately identify supporting sources

The LHP reached beyond history and English related content standards. Youth fulfilled a number of visual arts content standards. These are reported in Table 10d.

table 10d: fulfillment of visual arts content standards

visual and performing arts content standards for the california public schools	latino history project
visual arts for ninth through twelfth grade (for proficiency)	
2.1 solve a visual arts problem that involves the effective use of the elements of art and the principles of design	youth historians designed, refined, and completed a poster that reflects a theme from latino history
2.6 create a two- or three-dimensional work of art that addresses a social issue	youth historians designed, refined, and completed a poster that reflects a theme from latino history
4.4 articulate the process and rationale for refining and reworking one of their own works of art	youth historians completed an historian’s statement describing their process and what the poster means to them and shared their statement at an awards ceremony
5.2 create a work of art that communicates a cross-cultural or universal theme taken from literature or history	youth historians designed, refined, and completed a poster that reflects a theme from latino history
visual arts for ninth through twelfth grade (for proficiency)	
2.3 develop and refine skill in the manipulation of digital imagery.	youth historians designed and completed a general website and a web-based exhibit of their posters

Comparison to Education Literature

A number of educators have argued that youth greatly benefit from community history projects. For example, Sunshine and Menkart (1991) argued that

“The presentation of history through the eyes of ordinary people promotes critical thinking rather than simply memorizing information and ensures authenticity and relevance of the material.”

The education literature includes articles that cite specific student outcomes. Tables 11a and 11b compare the existing literature to the findings from this evaluation report. In sum, this evaluation of the LHP supports the education literature by showing that a community history project can

- introduce students to new primary sources of information;
- improve the acquisition of historical knowledge;
- improve students’ research skills;
- encourage new relationships with adults as role models;
- improve self-respect;
- underpin feelings of patriotism; and
- instill a love of history.

This evaluation of the LHP provides new contributions to the education literature by showing that a community history project can

- introduce elders as invaluable sources of community history (This is particularly important in the California Latino community where there has been scant documentation of history);
- teach youth poster and web-design skills as a means of communicating historical research findings; and
- encourage youth to continue as community historians and leaders.

table 11a: comparison of lhp findings to the education literature (educational outcomes)

education literature findings on student outcomes	lhp findings that support the educational literature	new contributions to the educational literature from the lhp
community history projects introduce people to new primary sources located in their towns and cities (mcmurtry 1995).	youth historians used the library and historical society archives in their community for the first time	youth historians were introduced to elders in their community as invaluable historical resources
community history projects reinforce the acquisition of historical knowledge. (sears 1990, miculka 1997, olmedo 1994, ogawa 2000).	youth historians report that they learned about latino history, particularly the second world war and latino civil rights organizations	--
community history projects reinforce the acquisition of historical research skills. (sears 1990, miculka 1997, olmedo 1994, ogawa 2000).	youth historians report that they have improved their archival research and note-taking skills after participating in the project	--
community history projects develop student reading, speaking, and writing skills. (miller 1988, olmedo 1994).		youth historians learned how to use poster and web-design skills to communicate historical knowledge

table 11b: comparison of lhp findings to the education literature (social outcomes)

education literature findings on student outcomes	lhp findings that support the educational literature	new contributions to the educational literature
community history projects that incorporate the history of minorities alleviate prejudice and introduce students to minority role models. (hoover 1989)	eight of 13 youth historians report new relationships with adults with latino identities	--
community history projects give students more confidence and self-respect (hoover 1989, garrison 1992).	12 of 13 youth historians report improved self-respect and pride in their community	--
using objects and documents to record community history can help foster commitments to civic institutions. (allen and meyer 1996)	the lhp underpinned youth historians' ties to their country	most youth historians expect to continue as latino historians and leaders
community history projects enhance students' interest in U.S. history (calabrese 1993, lamme 1994).	youth historians report a new love of history	--

final summary

Conclusions

The LHP met their desired goals with regard to student educational and social outcomes.

In attaining these outcomes, the evaluation of the LHP provides some significant contributions to the educational literature (see Tables 11a and 11b above).

In attaining these outcomes, the LHP also reinforces a range of California State English and Visual Arts content standards and supplements a number of History and Social Studies Content Standards for 11th Grade U.S. History and Geography (See Table 10a above).

Improvements could be made in the area of teaching writing and interview skills.

Recommendations

Educators implementing the LHP in the future might:

- spend more time at the end revising the written narratives in order to give youth guided practice in developing central thesis statements and bibliographic citations.
- explore ways to include youth more centrally in the interviews with elders. Possibilities include smaller groups or assigning lead interviewer roles to individual youth.
- consider improving project documentation. The development of corresponding pre-and post- surveys as well as the consistent distribution of surveys to all phases of the project would allow more systematic analysis of student changes over time. Educators might also consider the consistent use of student journals to process student lessons. The journals from the Oakland youth provided a valuable source of information about how youth felt about the program on a day-to-day basis.
- consider combining the structure of the Oakland and Hayward phases. That is, future educators might offer a program that begins in the summer and extends through the school year. Educators can create a sense of teamwork during an intensive summer program. Educators can reinforce the historical lessons and spend time revising written narratives in an after-school program, thereby ensuring greater cognitive outcomes.

appendix a

Population Shifts in Oakland and Hayward 1980-2000

Table a.1 shows racial and ethnic identity of the general population in Oakland and Hayward in 1980.

table a.1

racial or ethnic identity	oakland 1980	hayward 1980
white	35%	65%
african american/black	46%	6%
mexican or other hispanic/latino identity	9%	20%
asian or pacific islander identity	8%	8%
american indian or alaska native identity	<1%	1%
another racial or ethnic identity	<1%	<1%

Table a.2 shows racial and ethnic identity of the general population in Oakland and Hayward in 2000.

table a.2

racial or ethnic identity	oakland 2000	hayward 2000
white	23%	29%
african american/black	35%	11%
mexican or other hispanic/latino identity	21%	34%
asian or pacific islander identity	16%	20%
american indian or alaska native identity	<1%	<1%
another racial or ethnic identity	4%	6%

appendix b

Educator and Youth Historian Interview Protocols

Interview Schedule for Educators

1. How did you get involved with the LHP?
2. In which ways was the LHP most successful?
3. What were some of the biggest challenges faced by the LHP? How were they overcome?
 - How many students dropped out? Why?
4. What did the students take from the LHP?
5. What did you take from the LHP?
 - Were there any new student friendships?
 - Were there any new relationships between students and teachers or community members?
6. What advice would you give to someone implementing the curriculum?
 - If you were to do the Summer Program over again, is there anything that you would change?

Interview Schedule for Students

Before the Latino History Project

1. Before the LHP, how did you define “your community”?
2. How did you feel about your community before the LHP?
3. Who were your role models before the LHP?
4. What did you know about Latino History?

The Latino History Project

5. How did you get involved with the LHP?
6. What period of history do you feel most knowledgeable about after the LHP?
7. What were the best parts of the LHP?
 - What was it like interviewing people from your community?
 - Do you have any new role models?
 - How did you feel about your community after the LHP?
 - Do you have any new friends?
8. What were the worst parts of the LHP? What would you change?
 - In their evaluations, a number of young people said that they wished they had been able to conduct some of the interviews themselves. How do you feel?
 - In their evaluations, a number of young people said that they wished they had more time for some of the assignments. How do you feel?

Museum Internship Program

9. Did you have an internship at the OMCA? If yes, what was the best part of the internship?
 - Do you have any new friends from the internship?
 - Do you have any new role models?
 - Did you get to complete any installations? What was that like?
10. What was the worst part of the internship? What would you change?

Work Experience and Future Goals

11. Did you have a job before the LHP. Do you have a job now?
12. What will you be doing next year?
13. What career would you like to pursue?

<p>c. the second world war</p> <p>d. the economic boom after the second world war</p> <p>e. civil rights movements</p>	<p>(c.i.) number of youth journals, final assignments, or final evaluations that reflect new knowledge about the second world war and the experience of americans who stayed home</p> <p>(d.i.) number of youth journals, final assignments, or final evaluations that reflect new knowledge about the economic boom after the second world war</p> <p>(e.i.) number of youth journals, final assignments, or final evaluations that reflect new knowledge about latino organizations working for social, political, and economic change.</p>
<p>3. improve communication skills</p> <p>a. youth improve their writing skills</p> <p>b. youth improve their public speaking skills</p> <p>c. youth learn web-design</p> <p>d. youth learn poster design</p>	<p>(a.i.) number of youth who complete a historical narrative that employs written language conventions, includes a central thesis, and presents supporting evidence from historical sources.</p> <p>(a.ii.) youth revise the text of their reports</p> <p>(b.i.) number of youth who speak publicly</p> <p>(c.i.) number of youth who help develop an LHP website and web-based poster exhibit</p> <p>(d.i.) number of youth who design, refine, and complete a poster that reflects their newly learned knowledge</p>
<p>4. teach new job skills and expose youth to new career options</p>	<p>number of youth who describe, in their journals or during interviews, that they have developed new job skills and/or a greater awareness of career options</p>
<p>5. strengthen ties to the latino community</p>	<p>number of youth who describe, in their journals or during interviews, that they feel stronger ties to their community</p>

appendix d

Number of youth who completed historical research assignments and the number of youth who described strengthening historical research skills

assignment	number of youth who completed the assignment in their journal or according to teachers' notes	number of youth who describe strengthening this skill in their journal or the final evaluation
strengthen background research skills by finding historical sources at the library and through the internet	O=4 H=6 T=10	O=6 H=7 T=13
develop relevant research questions by completing research questions or describing research topics	O=4 H=6 T=10	O=0 H=4 T=4
strengthen interviewing skills by developing interview questions	O=3 H=5 T=8	O=5 H=7 T=12
strengthen note-taking skills by taking reading and interview notes	O=5 H=6 T=11	O=1 H=4 T=5

O=Oakland; H=Hayward; T=Total

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