

Sensory History

A Journal of the Plague Year: An Archive of Covid-19



U.S. History Curriculum

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Sensory History & COVID-19

Purpose:

The purpose of this activity is for students to learn about sensory history and how sensory history helps in the construction of historical narratives. Student work is being submitted to the *A Journal of the Plague Year: An Archive of Covid-19* as student submissions highlight unique sensory memories during the COVID-19 pandemic.

Essential Question:

How can sensory history help historians construct historical narratives?
What do sensory memories tell us about the history of the pandemic?

Student Outcomes:

- Student will be able to articulate the benefits of sensory history.
- Students will study the sensory history of a specific historical event.
- Students will write about a personal COVID-19 sensory memory.
- Students will submit their COVID-19 sensory memory to *A Journal of the Plague Year: An Archive of Covid-19*.

Activity Ideas:

- Discuss sensory history.
- Study the sensory history of a specific historical event. Here, students studied the sensory experience of immigrants that passed through Ellis Island. Specific activities and websites used to facilitate these activities are included in Appendix A and Appendix B.
- Read [this article](#) that discusses the sensory experience of the COVID-19 pandemic. Article link included in Appendix A.
- Explore current *JOTPY* sensory history submissions. Sample submissions included in Appendix A.
- Submit personal COVID-19 sensory memories to *JOTPY*.

APPENDIX A - WEBSITES

Virtual Tour - Scholastic Interactive Tour of Ellis Island

<http://teacher.scholastic.com/activities/immigration/tour/>

Video - Godfather Ellis Island

https://www.youtube.com/watch?v=ubT-Bm36L2U&feature=emb_title

Video - Deconstructing History: Ellis Island

https://www.youtube.com/watch?v=M3wJpIRRaxk&feature=emb_title

Article - Welcome to Your Sensory Revolution, Thanks to the Pandemic

<https://theconversation.com/welcome-to-your-sensory-revolution-thanks-to-the-pandemic-136321>

JOTPY Sensory History Submission - I Stood Beneath An Orange Sky

<https://covid-19archive.org/s/archive/item/29750>

JOTPY Sensory History Submission - Bedtime Band

<https://covid-19archive.org/s/archive/item/29889>

JOTPY Sensory History Submission - The End of Quiet Time At Home

<https://covid-19archive.org/s/archive/item/29877>

APPENDIX B - SCREENSHOTS FROM DIGITAL NOTEBOOK

What is Sensory History?

Oct 22



THINK ABOUT IT: How does sensory history help historians tell a better story about the past?

An area of academic study which examines the role the five senses have played in the past. Sensory historians try to convey a deeper understanding of the past through an emphasis on physical experiences.



Ellis Island Virtual Tour

Click title to begin.

Oct 22

1-FROM MRS. GAGNON: WHAT IS ELLIS ISLAND?

2-OVERVIEW: What 10 STOPS did immigrants have to make once they arrived at Ellis Island?

- | | |
|----|-----|
| 1- | 6- |
| 2- | 7- |
| 3- | 8- |
| 4- | 9- |
| 5- | 10- |

3-OVERVIEW: What YEARS did Ellis Island operate? HOW MANY immigrants passed through Ellis Island?

4-1ST STOP: WHERE were most of the immigrants who came to America through Ellis Island from?

5-1ST STOP: What were some of the SIMILARITIES/DIFFERENCES people immigrating to the US had?

similarities-

differences-

Ellis Island Virtual Tour (continued)

Oct 22

6-1ST STOP: Click on "Photos." Describe the **SENSORY EXPERIENCE** for immigrants traveling to the US. What did they see, hear, smell, taste, touch?

7-2ND STOP: **WHAT** were the tired immigrants **GREETED BY** as they entered Ellis Island and how did they **REACT**?

8-2ND STOP: Why were **ONLY 75%** of a ship's passengers **ADMITTED** to Ellis Island?

9-2ND STOP: Click on "Photos," "Audio," and "Video". Describe the **SENSORY EXPERIENCE** for immigrants when they arrived to the US. What did they see, hear, smell, taste, touch?

10-3RD STOP: Where did immigrants leave their **BELONGINGS** once they entered Ellis Island?

11-3RD STOP: What did immigrants bring with them in their **"BUNDLES"**?

Ellis Island Virtual Tour (continued)

Oct 22

12-3RD STOP: Check out the **MENU** for the Ellis Island concession stand. **WHY** do you think they chose that particular menu?

13-3RD STOP: Click on "Photos," "Audio," and "Video". Describe the **SENSORY EXPERIENCE** of the baggage room. What did they see, hear, smell, taste, touch?

14-4TH STOP: **WHERE AND HOW** did the immigration process begin?

15-4TH STOP: What was the **HIGHEST NUMBER** of immigrants that Ellis Island processed in a single day? **HOW LONG** did processing typically take?

16-4TH STOP: Click on "Photos," "Audio," and "Video". Describe the **SENSORY EXPERIENCE** of the stairs to the registry room. What did they see, hear, smell, taste, touch?

17-5TH STOP: What was the **PURPOSE** of the Great Hall of Ellis Island?

Ellis Island Virtual Tour (continued)

Oct 22

18-5TH STOP: Why were many **WOMEN DETAINED** at Ellis Island? And why were many **CHILDREN SENT BACK** to their home countries?

19-5TH STOP: Click on "Photos" and "Audio." Describe the **SENSORY EXPERIENCE** of the registry room. What did they see, hear, smell, taste, touch?

20-6TH STOP: **HOW LONG** did the physical at Ellis Island take? **WHAT** were the medical examiners looking for?

21-6TH STOP: **HOW MANY** immigrants were sent home for incurable diseases or disabilities?

22-6TH STOP: Click on "Photos" and "Audio." Describe the **SENSORY EXPERIENCE** of the medical exam. What did they see, hear, smell, taste, touch?

23-7TH STOP: What did the **LEGAL INSPECTION** consist of? **WHAT TYPE** of questions were asked?

24-7TH STOP: How long did legal **DETAINEES HAVE TO WAIT**?

Ellis Island Virtual Tour (continued)

Oct 22

25-7TH STOP: Click on "Photos" and "Audio." Describe the **SENSORY EXPERIENCE** of the legal inspection. What did they see, hear, smell, taste, touch?

26-8TH STOP: How many **BABIES** were born on Ellis Island? How many people **DIED**?

27-8TH STOP: Click on "Photos" and "Audio." Describe the **SENSORY EXPERIENCE** for those working on Ellis Island. What did they see, hear, smell, taste, touch?

28-9TH STOP: How much **MONEY** did you need to enter America?

29-9TH STOP: Click on "Photos" and "Audio." Describe the **SENSORY EXPERIENCE** for those that made it to the "Stairs of Separation". What did they see, hear, smell, taste, touch?

Ellis Island Virtual Tour (continued)

Oct 22

30-10TH STOP: What was the **LAST STAGE** of Ellis Island called? **WHY** was it called this?

31-10TH STOP: Click on "Photos" and "Audio." Describe the **SENSORY EXPERIENCE** for those that made into America. What did they see, hear, smell, taste, touch?

32-Now, look back at all of the **GREEN HIGHLIGHTED** questions/answers and **WATCH THIS VIDEO** and **THIS VIDEO**.
How does sensory history help historians better understand the immigrant experience?
What does the sensory experience of immigrants add to the history of immigration in America?

COVID-19 Sensory Memory (1 of 3)

OCT 26

FIRST: Read [THIS ARTICLE](#) about senses during the COVID-19 pandemic.
Why is the COVID-19 pandemic considered a sensory revolution?

SECOND: Check out a few sensory history memories from the COVID-19 archive
[I Stood Beneath An Orange Sky](#) [Bedtime Band](#) [The End of Quiet Time At Home](#)

THIRD: Write your own sensory memory. Use the next slide to write out your memory. Once you finish, submit it to the [COVID-19 archive](#).

FINALLY: Submit the exact title of your sensory memory [HERE](#). Without this I will not be able to locate your submission to the archive and *you will not receive credit* for your submission.

COVID-19 Sensory Memory (2 of 3)

OCT 26

Give your story a title.	
What sort of object is this? And where did you find it?	
THIS IS THE MOST IMPORTANT PART OF SUBMISSION. MAKE IT AWESOME! :) Tell us a story. Share your experience. Describe what the object or story you've uploaded says about the pandemic, and/or why what you've submitted is important to you.	

COVID-19 Sensory Memory (3 of 3)

OCT 26

Use one-word hashtags to describe your story. For example: Where did it originate? How does this object make you feel? How does this object relate to the pandemic?	California High School, American Studies, San Francisco Bay Area, sensory history
Enter a URL associated with this object, if relevant	
Who originally created this object?	
Give this story a date.	
Location of your story.	

FINALLY: (You must complete both of the below forms to receive credit.)

#1-Submit your sensory memory to the [COVID-19 archive](#).

#2-Submit the exact title of your sensory memory [HERE](#).