

K-12 Collection – Collection Plan

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*A Journal of the Plague Year: An Archive of COVID-19*

Curatorial Intern

## **Mission**

The *Journal of the Plague Year* is a crowdsourced collection of images, videos, audio recordings, and documents that record the everyday lived experiences of the COVID-19 pandemic. It archives the quotidian response to COVID-19 in local communities around the world, allowing historians to understand and interpret the global pandemic through both personal and public perspectives. The K-12 Collection documents the daily experiences of teachers, students, administrators, and parents to provide historical insight into the unprecedented number of campus closures and display the efforts made by educators to offer quality learning at a distance, reflecting the central concerns of society in the midst of a pandemic.

## **Collection Scope**

The K-12 Collection serves to document the K-12 experience during the COVID-19 pandemic from multiple viewpoints. It aims to archive the different methods implemented by teachers, administrators, students, and parents to continue learning beyond the physical classroom. This collection will help historians understand the human reaction to quarantine when school, a longstanding source of continuity and dependability, is forced to close its doors. The K-12 Collection will focus on multiple aspects of the K-12 reaction, including the administrative decision to close, instructional methods implemented by teachers, the student experience, and the role of parents suddenly forced to care for and educate their children from home. As more items are added to the collection, it is hoped that educational experiences from all corners of the globe will be documented, shedding light on the different ways that communities responded, which methods worked best, and the cultural values of our society. This collection will archive the everyday difficulties faced from all sides of K-12 education to help historians analyze our experience and understand why decisions were made when they were. Future generations will be able to examine this collection and understand the value and importance of education in our society and the many ways in which communities hurt without the daily gathering of students in school buildings.

## **Acquisitions**

Teachers, administrators, students, and parents are often parts of vast social networks that allow for the quick distribution of information amongst each other. To take advantage of this interconnectivity, efforts would be made to post calls for submissions across various social media outlets and educational groups, where this information will organically spread and reach many individuals in the target population. In addition, intern archivists with employment positions within these inner circles of educators will be encouraged to disperse information and spread the call for submission among coworkers who have additional materials.

## **Evaluation**

Unlike the Australia and New Orleans collections, which center around specific geographic areas, or the LGBTQ+ collection, focused upon a specific subgroup of society, the K-12 Collection will address both a particular employment sector and the oft-silenced group of children. In historical archives, children's experiences are often disregarded, however, the K-12

Collection will directly focus upon the K-12 experience, both from the perspective of children and the perspective of adults working to better the learning of these children. Although there could be overlap between this collection and others already in the *Journal of the Plague Year*, such as schools in Australia or New Orleans or the experiences of LGBTQ+ youth, this collection primarily stands alone and fills a gap currently in the archive.