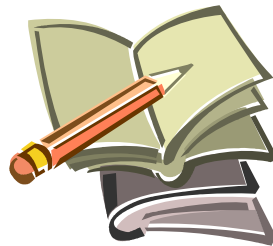


Constitutional Rights Foundation's

History Experience

Planner



Name: _____



Constitutional
Rights
Foundation

Educate. Participate.

The History Experience can be compared to investigating a mystery. You are the detective searching for clues, exploring the different sides of your topic, coming up with your own conclusion. This planner will assist you step by step to discover new ways to investigate your topic. It will guide you on how to read and analyze materials. You will soon find yourself absorbed in your mystery and be excited to share your discoveries with everyone.

I. Introduction of History Experience (HE)	
A. A Quick Look at Your History Experience	2
B. What is the History Experience?	3
C. Why study history?	4
D. Individual or Group Project?	5
E. Letter to parents	6
II. History Experience Research	
A. Overview – Declaration of Independence	7
B. Timeline – Declaration of Independence	8
C. Topic Idea Starter	9
D. Research Question	10
E. Multiple Perspectives	11
F. Collecting Sources	12
G. Keep or Not to Keep	13
H. Analyzing Sources (INSPECT)	14
I. Keeping Track of Sources	15
J. Putting it Together	16
III. History Experience Project	
A. Select a Project	17
B. Poster Presentation	18
C. Poster Presentation Storyboard	19
D. Multimedia Presentation	20
E. Multimedia Presentation Storyboard	21
F. Written Presentation Guidelines	22
G. Citations Examples	23
H. Reflection	24

A Quick Look at Your History Experience

Beginning your History Experience

- History is mysterious.
- History is important.
- Getting your detective tools.
- Working alone or with partners.
- Log #1 Due: _____



Preparing for your History Experience

- Getting briefed on your mystery.
- Deciding on a lead.
- Coming up with the right question.
- Log #2 Due: _____
- Log #3 Due: _____
- Log #4 Due: _____



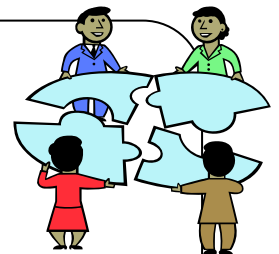
Investigating your mystery

- Collecting Sources.
- Multiple Perspectives.
- Analyzing Sources.
- Log #5 Due: _____
- Log #6 Due: _____



Solving your mystery

- Putting your evidence together.
- Solving your mystery.
- Presenting your discovery.
- Reflecting on your experience.
- Log #7 Due: _____
- Log #8 Due: _____



History Experience

A new way to learn history

Knowledge

You will develop an understanding and appreciation of history and civics.

Lifelong Skills

You will develop and enhance your research, writing, critical-thinking and analytical skills.

Project

You will use the knowledge and skills to create a project for your History Experience.

Project Presentation

You can create a project as an individual or in a group of 2-5 students.

Poster

A poster using labels and captions creatively with images to enhance the message.

Multimedia

Could include web casts, PowerPoints, or web sites using visual media such as photographs, video, audio, and graphics.

Written

Could include essays, hypothetical historical journal entries, point-of-view pieces, or newspaper articles.

Why study history?



Why study history? History tells us a story about our past. This is important because the past relates to the present. Often when we learn about the past, we better understand the present and can plan for the future.

History is more than names and dates; history is a story about everyday people just like you. It's a story about how ideas became things we have today, such as constitutions, public education, and computers.

In this history class, you are going to become a historian and participate in your own history experience! You will take the role of a historian and conduct research and create a project that reflects your own opinions about not only what happened in history, but how or why it happened.

What is a historian? Historians are people who study history and solve mysteries about the past. Their main job is uncovering the truth.

Let's look at an example. Let's say you were playing catch in the house and accidentally broke a lamp. Next to lamp is a ball. Similar to a historian, your parents would take a look at the facts to try to discover what happened. They would look at the ball, the broken lamp, and your history of playing catch in the house. They would take these facts to determine the truth (i.e., you played ball in the house and broke the lamp).



Historians do the same thing! Historians look at newspapers, conduct interviews, and find other sources to determine what really happened in a particular time in history. Historians try to tell true stories based on facts they uncover.

Tools. A good detective is prepared with the proper tools, such as a pen, notebook, camera, gloves, and bags to collect evidence. Detectives set up a case file where they record and organize all the evidence to solve a mystery.

For your History Experience, you will need to be prepared with the proper tools and keep a record of all the information you collect. You will need:

- History Experience Planner
- a pen or pencil
- library card
- Internet access

Individual or Group Project

In the History Experience, you will create a project. You will need to decide if you prefer to work as an individual or in a group of 2-5 students. To help you decide if your personality would fit best in a group or individual setting, answer the questions below.

Circle the answer that best describes you:

1. I'm the type of person who likes to make all the decisions.
(A) Agree (B) Disagree
2. It doesn't bother me when I work with people who have different work habits than I do. I understand some people wait until the last minute, while others finish their assignments early.
(A) Disagree (B) Agree
3. I get along well with others.
(A) Disagree (B) Agree
4. I like to rely on myself to get things done.
(A) Agree (B) Disagree
5. I like to work at my own pace.
(A) Agree (B) Disagree
6. I have a lot of patience.
(A) Disagree (B) Agree
7. I prefer to make a plan and stick to it. It bothers me when people try to change something once we start.
(A) Agree (B) Disagree
8. It is difficult for me to consider too many opinions.
(A) Agree (B) Disagree
9. I like working as a team.
(A) Disagree (B) Agree
10. I understand students are busy (sports, music, homework). I don't get easily frustrated when trying to plan a meeting.
(A) Disagree (B) Agree

Add up the number of "A's" you circled and the number of "B's" you circled. If you have more "A's," you might prefer to work as an individual on your project. If you have more "B's," consider working in a group.

For my History Experience project, I would prefer to work as: (Circle One)

An Individual

A Group



History Experience
Parent Information
Log #1

Dear Parent or Guardian:

We are very excited to let you know that your child will be participating in a new high-quality history education program called the History Experience.

The History Experience offers 8th grade students the opportunity to develop and enhance their research, writing, and critical-thinking skills while they deepen their understanding and appreciation of history and civics. We'll be doing lessons, readings, and using project planning worksheets to guide students through this project. Projects can include posters, multimedia, and writing. Students will be working as individuals or in groups of two-five.

Through the History Experience, your child will develop lifelong skills and knowledge. Your child will be guided and instructed through the process, but you can play an important role. You can support your child by:

- Providing guidance as your child selects a topic, does research, and creates a project.
• Providing transportation to libraries.
• Assisting your child manage deadlines.

We hope you will support your child and join us when we highlight what students created at the History Experience showcase. More information will be sent home as we get closer to the showcase date. Thank you for playing a part in your child's education.

Best regards,

Teacher/Principal

Your child has decided to work on the History Experience project as:

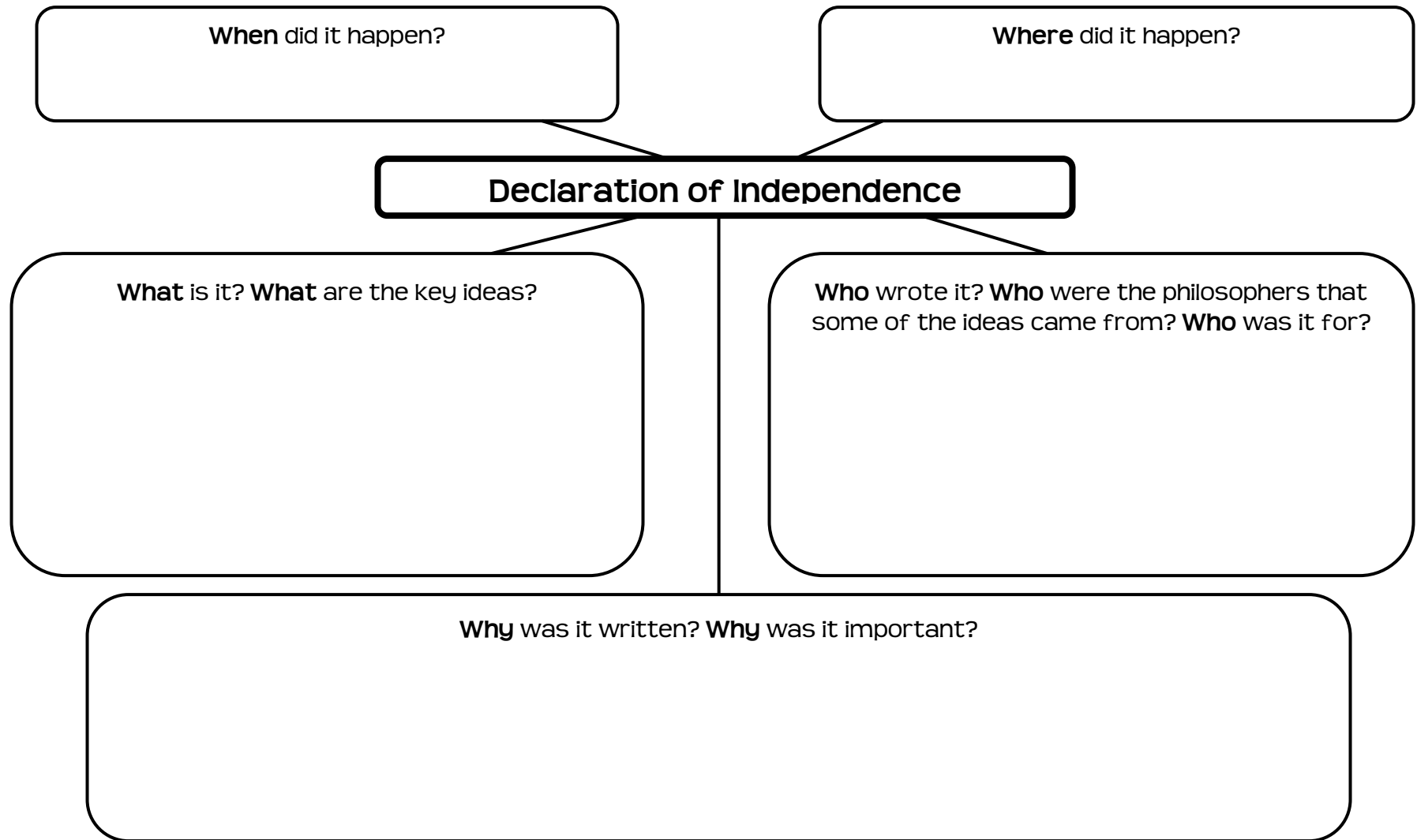
[] An individual (student name) _____

[] A group (2-5 students) _____

Parent Signature: _____ Date: _____

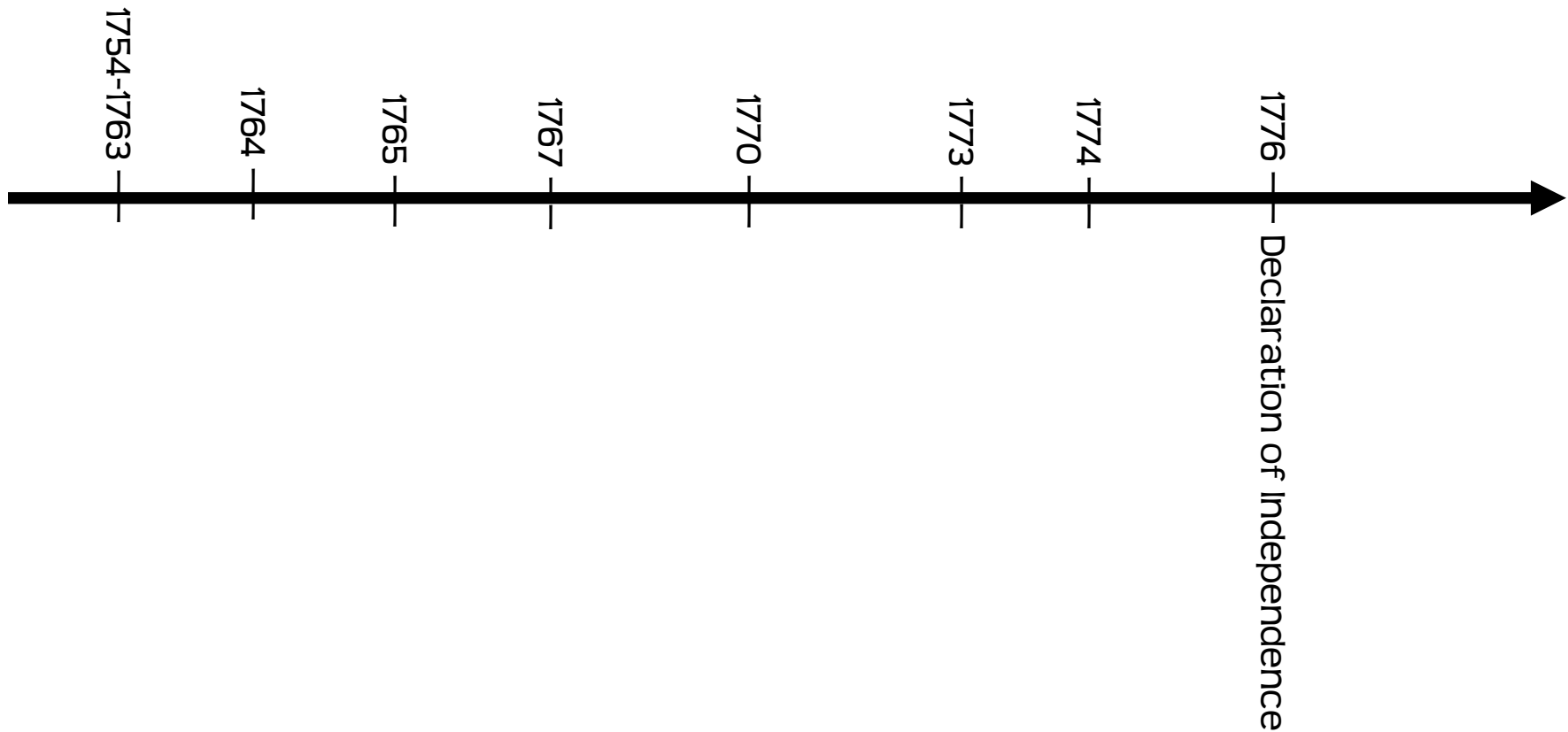
Declaration of Independence Overview – Log 2

Overview – You have examined the Declaration of Independence and the key ideas behind it. Let’s review the Declaration of Independence. To complete this log review Handout 2A or go to the <http://crf-usa.org/history-experience-program/>.



Declaration of Independence Timeline - Log #3

The next step is to examine the time around the Declaration of Independence. The time, prior events, and attitudes of the time will help you understand the background. What events or things lead to the Declaration of Independence? What happened after the Declaration of Independence? Add events to the key dates, plus feel free to add additional dates. To complete the timeline below, search your history textbook or go to: <http://crf-usa.org/history-experience-program/>.



Topic Ideas Starter

You have overviewed the Declaration of Independence and its timeline. Now let's start thinking about a topic for your History Experience Project, below are ideas to get you started. Your topic must be related to the Declaration of Independence.

Documents, Events, Ideals, and People

Abraham Lincoln	King George III
Alexander Hamilton	Patrick Henry
All men are created equal	Quartering Act
American Prohibitory Act	Revolutionary War
Boston Massacre	Second Continental Congress
Boston Tea Party	Seneca Falls Convention
<i>Brown v. Board of Education</i>	Slavery
Civil Rights Act of 1964	Stamp Act
Civil Rights Movement	Taxation without representation
Civil War	Thomas Jefferson
Consent of the governed	Townshend Acts
Constitutional Convention	Unalienable rights
Death of Jefferson/Adams	Voting Rights Act
<i>Dred Scott v. Sandford</i>	Women's Suffrage
Frederick Douglass	13 th Amendment
James Madison	14 th Amendment
John Adams	15 th Amendment
John Calhoun	19 th Amendment
John Locke	

Tips to pick a topic:

- Look at your overview and timeline. Is there something that interests you?
- Check out the list above to get some ideas.
- Explore on your own to find your topic.

List two to three possible topic ideas. Begin researching one of the topic ideas from your list to get an overview of the topic. This will help you decide on your final topic for your project. You may find that you are not interested in that topic idea. Don't worry, simply pick another topic idea from your list and start again.

- 1) _____
- 2) _____
- 3) _____

Research Question – Log #4

Now that you have decided on your topic, it is time to think of a question you want to answer in your research.

A good research question:

- Is open-ended (not just a simple yes or no answer, has different possible answers based on evidence).
- Explores how or why something happened (think about cause and effect, influence, or impact).

Sample research questions:

How has the sinking of the Titanic changed safety regulations?

Why did so few people survive the sinking of the Titanic?

Possible research questions:

1) _____

2) _____

3) _____

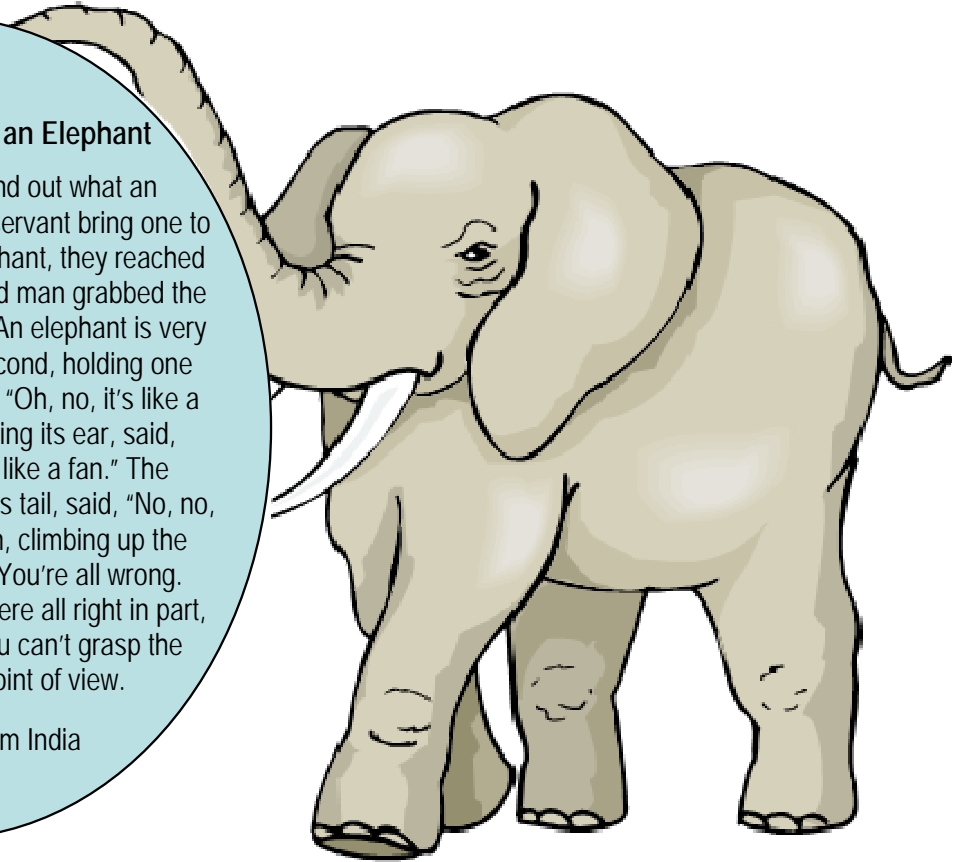
Tip: As you do your research, you might modify your question or change your question altogether.

Multiple Perspectives

Five Blind Men and an Elephant

Five blind men wanted to find out what an elephant was. They had a servant bring one to them. Surrounding the elephant, they reached out to touch it. The first blind man grabbed the elephant's trunk. He said, "An elephant is very much like a snake." The second, holding one of the elephant's legs, said, "Oh, no, it's like a tree trunk." The third, grabbing its ear, said, "How can you say that? It's like a fan." The fourth, clutching the animal's tail, said, "No, no, no. It's like a rope." The fifth, climbing up the side of the elephant, said, "You're all wrong. It's like a small hill." They were all right in part, but they were all wrong. You can't grasp the truth by knowing just one point of view.

— A folktale from India



You need to look at different points of view from many sources. That way you will be able to get all the facts about your topic. Remember: There are two kinds of sources – primary and secondary.

* A **primary source** is a piece of information about a historical event or period in which the creator of the source was an actual participant in or a contemporary of a historical moment. The purpose of primary sources is to capture the words, the thoughts and the intentions of the past. Primary sources help you to interpret what happened and why it happened. Examples are:

- Artifacts
- Advertisements
- Diaries
- Drawings/Paintings
- Financial or legal documents
- Letters
- Newspapers
- Oral histories
- Photographs

* A **secondary source** is a source that was not created first-hand by someone who participated in the historical era. Secondary sources are usually created by historians, but based on the historian's reading of primary sources. Secondary sources are usually written decades, if not centuries, after the event occurred by people who did not live through or participate in the event or issue. The purpose of a secondary source is to help build the story of your research from multiple perspectives and to give your research historical context. Examples are:

- Books
- Encyclopedias
- Textbooks
- Journal/magazine articles

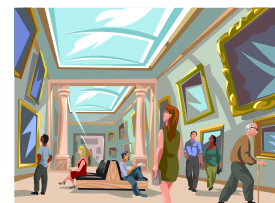
* National History Day's definition of primary and secondary sources.

Collecting Sources

Where to find sources? A great place to look for sources on your topic is online with CRF's [History Experience Research Links](#). This site offers links to the best Internet research sites.

Other places to find sources:

- **Libraries.** You can find books and manuscripts (original copies of historic documents).
 - School or public libraries. Ask the librarian for advice on sources about your topic.
 - Special collections. Many libraries have collections devoted to one historic person or subject.
- **Museums.**
 - Art museums often contain historical art and artifacts, such as the Los Angeles County Museum of Art.
 - Other museums are devoted to specific historical subjects, such as the Autry Museum of the American West.
- **Historical sites.** Often the places where events occur have their own libraries, museums, and even historians!
- **Digital archives.** Local, state and federal government sources have online archives of documents, photos, art, and official records.



Research Plan – Develop ideas on locations and types of sources you can use in your research. These ideas will be helpful when you discuss your research with a librarian, historian, or other advisor.

Locations

Internet Sites

Possible Sources	
_____	_____
_____	_____
_____	_____
_____	_____

Sources – Keep or Not to Keep

Keep or not to keep – After you find several sources, you should decide if those sources will help you answer your research question.

Take a closer look at each source and do a quick evaluation. This should only take a few minutes per source.

- Look at the title. How well does it fit my topic?
- Look at the message. Does it provide you with evidence to help you answer your research question?
- Look at photos, charts, and other images. Will they be useful for your project?
- To skim the content of a book, do the following:
 - Look at table of contents or summary to find out what the source is about.
 - Look for the author’s main point by looking at chapter headings and items in bold.
 - Read the first couple of paragraphs of a few chapters to get information about your topic.

Decide for each source. if it will help you answer your research question.

Yes



No

Keep the source for further analysis.

It’s OK to put back sources that won’t help you solve your mystery.

You will need at least three different sources to complete your project, but more is better!

Tip: If your teacher has sticky notes, you can use them to record your thoughts or questions and stick them on your source, like a bookmark.



Analyzing Sources (INSPECT) – Log #5

As you research your topic and gather your evidence, examine your sources carefully. For each source, ask the following questions and take notes. You will need more than one copy of this log or use your own paper.

INSPECT – Analyzing Sources	
I DNENTIFY. What is it? (Book, photo, song, etc.) When was it created? What was happening at the time? Where was it created? It is a primary or secondary source?	
N AME. Who created the source?	
S LANT. Is there any evidence of bias? Do others disagree with this person?	
P URPOSE. Why was the source created? Who was the intended audience?	
E VIDENCE. What does the source show or prove?	
C REDIBILITY. Is the source authentic? Where was the source discovered? Who discovered it? Do experts question if this source is real? Is it accurate?	
T HINK. Evaluate the source. Do other sources back it up? Try to find other sources.	

Keeping Track of Sources – Log #6

For your History Experience Project, you must cite the main sources you used. Also, you may need to look at a source again. For each source, fill out as much of the following information as you can. You will need more than one copy of this log or use your own paper.

Author: (If there is more than one author, write all the names.)

Title: (If it is a magazine/journal, include both title of article *and* magazine/journal title.)

Page Numbers: _____ Date: _____

Publisher: _____

Place of Publication: (City and state abbreviation) _____

If it is a website:

URL: (Website address) _____

Date you accessed the site: _____

Additional notes: (facts, quotes, ideas, images, graphs, etc.)

Do not plagiarize! It is OK to use ideas, quotes, and images, but you must cite the source you used. To avoid plagiarism you should:

- Paraphrase – restate what has been said in your own words.
- Summarize – give a shortened version of what has been said, stating the main points.
- Always credit the source.

Putting it Together

Now that you have gathered all the evidence, it is time to put everything together, analyze what you have, and come up with a conclusion. You will need all the components below.

Step 1 – Introduction. Introduce your topic by providing a brief background and state your research question. When and where does it take place? What happened before?

Step 2 – Evidence. Review your INSPECT logs and notes and provide important facts, elements, and valid interpretations from different sources. Demonstrate understanding and explain the relationships between different sources of evidence and counterclaims.

Remember, you need to use at least three sources, but more are recommended.

Sources – Supporting Evidence. Present supporting facts, ideas, quotations, and other examples. Explain how this evidence answers your research question and why the evidence you use is valid.

Sources – Opposing Evidence. Present supporting facts, ideas, quotations, and other examples. Show a different perspective and prove why the evidence in this source is **not valid**.

Step 3 – Conclusion. State your conclusion and explain, based on all of your evidence, why your conclusion is important in history.

Summarize your conclusion. Answer your research question in a clear and focused conclusion by summarizing evidence.

“So what” conclusion. Why is this important in history? What were the effects? Why is it important today?

Select a Project – Log #7

Congratulations historian! You have worked hard to solve your history mystery. You picked a topic, conducted research, analyzed the clues and came to a conclusion. It's time to put your hard work on display. There are many ways historians tell people about their findings. For example, they may write papers, create websites, conduct lectures or even create museum displays. You too will have a chance to showoff your findings.

Do you enjoying writing? Are you a wiz with technology? Do you shine when it comes to art? Read the description of the different presentations options on the following pages and select how you will present your research. Return this log to your teacher. Remember, be creative. Sharing your findings with others is one of the best parts of being a historian!

Name(s):

Topic:

Project Presentation (Circle One):

Poster

A poster, using labels and captions creatively with images to enhance the message.

Multimedia

Could include web casts, PowerPoints, or web sites using visual media such as photographs, video, audio, and graphics.

Written

Could include essays, hypothetical historical journal entries, point-of-view pieces, or newspaper articles.

Poster Presentation

A poster is a visual presentation of your research and why you think your topic is important in history.

Poster Design – Your poster must have both a historical explanation and visual interest.

- Use images to tell the story – such as photos, illustrations, graphs, charts, and documents.
- Use captions with your visual images to add to the message of the poster.
- Use labels to organize your poster and give it direction.
 - Your biggest label should be your title.
 - All other labels should be subheadings that guide through your poster.
 - Use borders to make things stand out.



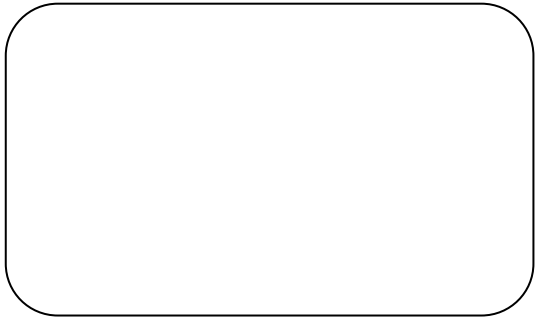
An example of an image with border and caption.

Poster Requirements

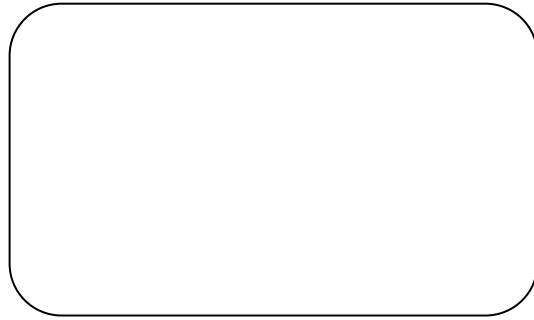
- Poster size is limited to 30 x 40 inches.
- Portrait or landscape.
- Student written words limited to 300 words. This limit does not include title of poster, quotes, timelines, or writings from artifacts, documents, and illustrations.

Poster Presentation Storyboard

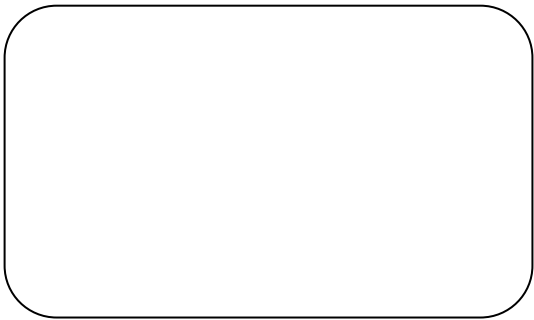
Before you begin to put your poster together, you should plan out what images and documents you want to use.



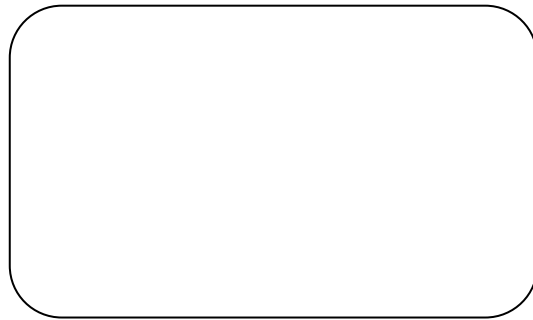
Notes _____



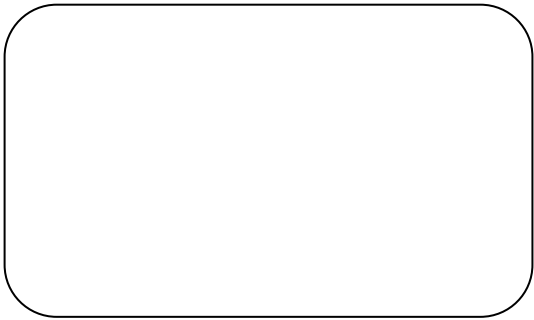
Notes _____



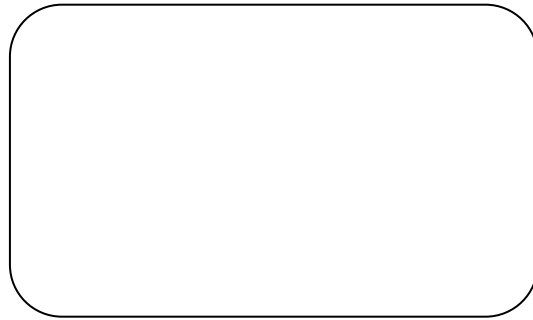
Notes _____



Notes _____



Notes _____



Notes _____

Multimedia Presentation

A multimedia presentation can be a PowerPoint, webcast, or website. All multimedia presentations must have both historical explanation and visual interest. Use the storyboard in the handbook to layout your presentation.

PowerPoint. A PowerPoint is an electronic presentation using slides to show your research. Ask your teacher or your parent if you have access to a PowerPoint program.

- Use text and images to tell the story such as photos, graphics, charts, and documents.
- Use captions with your visual images.
- You can also incorporate video and sound into your presentation.

Webcast. A webcast is a video presentation posted online. Your webcast will explain your History Experience research. You can use a camera on your computer, a cell phone, or a video camera to record your presentation.

- Use sound, interviews and your own narration throughout the presentation.
- Use text and images to tell the story such as photos, graphics, charts, and documents.
- Use captions with your visual images.

Website. A website is a series of pages that are posted on the Internet. Your website will present your research using text, images, videos and sound. Below are examples of free sites that you can use to create your own website.

- Education.weebly.com
- Kafafa.com
- Webnode.com
- Webs.com
- Wikispaces.com
- Yola.com

Multimedia Requirements

PowerPoint – 10 slides or less.

Webcast – No more than five minutes.

Website – No more than five pages.

Remember, cite the sources of illustrations, specific ideas, and direct quotations. Video and audio clips must be less than 30 seconds.

Multimedia Presentation Storyboard

Before you begin to put your multimedia presentation together, you should plan out what images, audio, video and text you want to use.

Slide or Scene No. _____

Image: _____
Audio: _____
Notes: _____

Slide or Scene No. _____

Image: _____
Audio: _____
Notes: _____

Slide or Scene No. _____

Image: _____
Audio: _____
Notes: _____

Slide or Scene No. _____

Image: _____
Audio: _____
Notes: _____

Slide or Scene No. _____

Image: _____
Audio: _____
Notes: _____

Slide or Scene No. _____

Image: _____
Audio: _____
Notes: _____

Written Presentation

A written presentation can take many forms, such as an essay, front-page of a newspaper, or hypothetical journal entry. Regardless of how you plan to present your topic, you will need to create an outline. Think of the outline as a plan to show how you solved your mystery.



Example of a research outline.

- I. Start with your research question.
- II. Provide a background on your research question.
 - a. Basic what, when, where questions.
Example:
What: Sinking of the Titanic killed a lot of people, especially poor people.
When: It happened in 1912, when a lot of immigrants were leaving their countries and moving to America.
 - b. Provide the “how” or “why” questions.
- III. Main Point(s) to answer your research question.
 - a. Provide the answers to the “how” or “why” questions.
 - b. Support claims with evidence.
 - c. Are there other points of view? How is your viewpoint different?
- IV. Conclusion

Written Requirements



- Your written presentation is limited to 1,000 words.
- Title Page (Title in the center and your name).
- Cite the sources of illustrations, specific ideas, and direct quotations, used in the written presentation.

Citations Examples

The following are examples of bibliographic citations based on the MLA style guide.

A Book by a Single Author

Lord, Walter. *A Night to Remember*. New York: Holt, Rinehart & Winston, 1955. Print.

An Article in a Scholarly Journal

Bellairs, Carlyon. "The Titanic Disaster." *Contemporary Review* (1912): 788-97. Print.

An Article in a Newspaper

Jeromack, Paul. "The Titanic Sinks with 1,800 on Board; Only 675, Mostly Women and Children, Saved." *New York Herald* 15 April 1912: A1+. Print.

A Specific Song

The White Star Orchestra. "The White Star March." Rec. Jan.-Feb. 1997. *Titanic: Music As Heard On The Fateful Voyage*. Rhino, 1997. Song.

An Advertisement

Vinolia Otto Toilet Soap by Vinola Company L.T.D. Advertisement. London Newspaper April 1921. Print.

A Document From an Internet Site

Delgado, James P. "Archaeology of *Titanic*." *Archaeology*. 65.3 (2012). Web. 19 Dec. 2012. Website.
<http://www.archaeology.org/1205/features/titanic_shipwreck_jean_charcot_site_map.html>.

For your History Experience, you will have to cite the sources you used to develop your project. The Citation Page should:

- List the primary and secondary sources separately, list your primary sources first.
- List your sources in alphabetical order.
- Skip one line between each source.

For Example:

Primary sources

Jeromack, Paul. "The Titanic Sinks with 1,800 on Board; Only 675, Mostly Women and Children, Saved." *New York Herald* 15 April 1912: A1+. Print.

Vinolia Otto Toilet Soap by Vinola Company L.T.D. Advertisement. London Newspaper April 1921. Print.

Secondary Sources

Bellairs, Carlyon. "The Titanic Disaster." *Contemporary Review* (1912): 788-97. Print.

Lord, Walter. *A Night to Remember*. New York: Holt, Rinehart & Winston, 1955. Print.

