Project- Civil War & Reconstruction Memorials/Monuments

How do we remember the past? Who decides the events, people, places, etc. that are to be memorialized and remembered? Many historians argue that the period from the beginning of the Civil War to the end of Reconstruction defined the future of African Americans today. For this project, you will research an event, person, place, etc. that took place between 1859-1877. Then you will write a proposal for a memorial/monument and then create its prototype. Your goal is to bring these issues and topics to the forefront of awareness and provide community members a chance to reflect on past events.

Part I- Topic Analysis and Research
1. Pick a topic that you feel passionately about. You may use the textbook or African American history database to brainstorm possible topics.
2. Prior to research write 2 questions per category of inquiry based on Bloom's taxonomy. These must be written before you begin researching. These will be your guiding questions as you research and should be answered by the end of your research.
    DUE: Wednesday, January 17th (10 pts. HW)
3. Using the the library databases, research your topic. See below for expectations and specific instructions.
4. As you research, document your sources in NoodleTools. Be sure to share your research in the Dropbox called **"African American History: Monuments and Memorials."** See below for grading criteria.
    Research is due: by 3pm Friday, January 19th (20 pts. PPP)
5. Write a 2 page summary (typed, double-spaced) of the issue/topic. Be sure to use specific information from your research as you answer your research questions. Include Footnotes. In the same document, include a Works Cited at the end of your summary.
    Due Tuesday, January 23rd by 3pm to Turnitin.com (30 pts. Test/Quiz)

Research (20 pts.)- PPP

In order to earn a 70% or higher the following must be completed:

- ❏ All sources are CORRECTLY cited in Chicago style
- ❏ You must use <u>8-10 sources</u>. All must be a library database.
    - ❏ 4-5 sources must be <u>secondary</u>
    - ❏ 4-5 sources must be <u>primary</u>
- ❏ All sources are annotated. Each annotation should be from 1-3 sentences
    - ❏ Evaluate the authority or background of the author
    - ❏ Comment on the intended audience
    - ❏ Compare or contrast this work with another you have cited
- ❏ Each source has at least three notecards
- ❏ Sources are sorted by Primary and Secondary sources
- ❏ All notecards are fully completed, including:
    - ❏ Title
    - ❏ Tag w/ initials
    - ❏ Direct quotation
    - ❏ Paraphrase
    - ❏ My Ideas
    - ❏ Sorted into piles
- ❏ Cards are sorted into subject specific piles

****The criteria below will be used to assess the quality of your research and documentation of sources.****

Criteria	Sophisticated	Proficient	Partial	Attempted
Determine the extent of information needed	Effectively defines the scope of the research question/thesis/topic. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question/thesis/topic completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question	Defines the scope of the research question/thesis/topic incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the needed information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate information and its sources critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be	Shows an emerging awareness of present assumptions (sometimes labels assertions as

	evaluates the relevance of contexts when presenting a position.		more aware of others' assumptions than one's own (or vice versa).	assumptions). Begins to identify some contexts when presenting a position.
Use information effectively to accomplish a specific purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and use information ethically and legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential,and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential,and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential,and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential,and/or proprietary information.

Rubric: Final Product- Box

Historical Relevance   _____/10 pts
Final product demonstrates historical relevance of the topic in an accessible manner.
Information and artifacts emphasize reasons why this topic is worth knowing more about.

Creativity   _____/7.5 pts
Elements of box suggest thoughtful consideration of the end-product. Elements show effort
made in regards to placement of artifacts and understanding that all parts work together to
communicate a whole message regarding the topic. Artist took measures to communicate
information through untraditional and maybe even non-literal avenues.

Summary   _____/10 pts
Written summary provides audience with further information of the topic. Wording is concise,
clearly-written and free of grammar and spelling errors. Evident that artist took consideration in
how the message was communicated and made sure that all information is relevant to topic and
augments the historical relevance of the topic.

Correlation   _____/15 pts
All elements of the box work together and compliment each other. It is clear that each element
"plays off" each other and that each element tells an aspect of the story. Without a particular
element the story would be incomplete.

Effort/Execution-   _____/7.5 pts
The box and all elements are demonstrate thoughtful and careful execution. Final product is
clean and neat. Artist shows special consideration to the overall look and feel of the box and
how the viewer will interact with the box.

                                        Total: _____/50 pts