

**HISTORY NOW PROJECT INSTRUCTION SHEET** (keep this for yourself) **PROJECT IS DUE DEC 7, 2015**

**PROJECT OVERVIEW**

One of this course’s outcomes is for you to be able to “Distinguish between primary and secondary sources and apply appropriate analytical questions to each to demonstrate understanding of their scholarly uses in history.” While to some degree you have done this in all your papers, this final assignment is designed so you can **apply the historical thinking skills** you have developed throughout the entire term and **showcase your learning** in this course. As you focus on one single event in great depth, you will make use of fundamental historical concepts we’ve learned including chronology, sourcing, and historical context.

You will receive a packet of sources and other contributions assembled by previous students in my US History courses; each packet focuses on a significant event in American history since 1980. Your task is to study its contents and **EVALUATE** the current state of your packet. Then based on your assessment, you will **APPLY** your historical thinking skills by **IMPROVING** the packet, which requires you to **SELECT** a new **primary source** and **JUSTIFY** its inclusion in the improved packet.

**SUBMISSION AND GRADING GUIDELINES**

**\*IMPORTANT: DON’T PUT YOUR NAME ON ANY PART OF THE PROJECT\***

Submit all three parts of your assignment (critique + new source + justification) in this page protector sleeve, *along with the original folder*

**Due in class on Monday, December 7<sup>th</sup>**

If you choose, you can submit it early by putting it in my History mailbox (Sullivan 327-D).

**Please note:** This project cannot be submitted electronically, and it cannot be submitted late.

I will not accept the project, in any form, after class ends on December 7<sup>th</sup>.

The project is graded on a **15-point scale** and your results will be given to you at the final exam, or sent via email if I don’t see you at the exam. This is the rubric:

<b>Critique and assessment</b>	Demonstrates strong understanding of primary sources. Offers clear and thoughtful assessment.	/5
<b>New Source</b>	Adds a strong, reliable and/or web-stable new source	/5
<b>Source Justification</b>	Provides persuasive justification for the new source	/5
<b>Overall Project Grade</b>	Completes all parts with excellence	/15

### **PART ONE: WRITTEN CRITIQUE**

EVALUATE the packet as a whole in a 2-page critique. Do not remove anything from the packet – everything from before must stay, so you have to work with what you have. You might think about questions such as these –

Is the event clearly defined?

Do the packet's creator(s) justify the event's significance? In other words, is it clear to you why this event was important in US history?

Does the introductory essay (if included) provide essential background to help you understand this event?

Does the writing prompt (if included) ask a relevant *historical* question, as opposed to a hypothetical, psychological, scientific, moral, or unrelated one? Is it well-matched to the evidence provided, or does it ask for unfounded opinion/speculation?

Are enough sources included in the packet to be able to answer the question provided in the prompt? If the sources are online or only given as links, are they still working/live?

Do the additions of later students improve the packet of materials, and are those students' justifications for including the new sources persuasive?

What do you think this packet is lacking or how could it be improved?

### **PART TWO: NEW SOURCE + JUSTIFICATION**

Add a new PRIMARY source (preferably as a printed object, but a stable URL is ok too), and provide a 1-page justification for why the source is needed or why you chose it. How does it improve the packet or what added value does it provide? Remember – future students will judge your decision!