

US History Literacy Project

STUDENT LEARNING OBJECTIVES:

The student is able to connect events and ideas to time, place, and regional movements through analysis and interpretation of source documents.

The student can evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

What: You are creating your own document based question.

Purpose: This is a project designed to measure the historical skills of sourcing, contextualization, critical thinking, and writing (the student learning objectives).

When: We will be working on components of this project throughout the first three terms. The final project will be due on Monday, April 18 (A Day)/Tuesday, April 19 (B Day).

Requirements:

- Select a theme to focus your research.
 - Migration
 - Ideas, Belief, and Culture
 - Government
 - America in the world
- Research and select 10 documents that align with your theme.
 - Find differing perspectives
 - Use at least 3 types of documents (photograph, political cartoon, speech, etc.)
 - Document sources must come from the list of approved websites and databases
- Provide a source analysis for each of the 10 documents
 - Step 1 – Organize your documents using the rationale chart found in this packet. You will be turning in this chart for completion points.
 - Step 2 – Complete the source analysis for each document using the source analysis sheets found in this packet.
- Construct a document based question.
 - Step 1 – Refer to the document-based question criteria found in this packet.
 - Step 2 – Approve your document-based question with your teacher.
- Write an essay to answer your document based question.
 - Step 1 – Select at least 6 of the 10 documents you previously analyzed to answer your question
 - Step 2 – Following the Social Studies Writing Rubric, provide the answer to your document-based question.
 - Format- Times New Roman or Cambria size 12 font.

US History Literacy Project **TIMELINE**

Term 1

- Teaching sourcing, contextualization, essay writing, creating questions (historical skills)
- Explanation of US History Literacy Project

Term 2

- Continue working on historical skills
- Database training: Researching skills November 3/November 4

Term 3

- Continue working on historical skills
- Select/analyze documents by March 16/March 17
- Approve your document-based question by March 28/29
(DO NOT START WRITING THE ESSAY UNTIL YOUR PROMPT IS APPROVED BY TEACHER)
- Start writing the essay April 12/April 13

Term 4

- Turn in final project on April 18/April 19
- Projects will be graded and returned by May 2/May 3