

Special Assessment– Archive Project

To close out the semester, you will have a project focused on the War of 1812. This project will draw on the skills we've been working on throughout the semester. The project will be due on December 13 during the Special Assessment block for our class and will be worth 10% of your quarter grade.

It's one thing to read history, to listen to me lecture, to do a simulation, or to write a paper, but in order to understand history on a more personal level, it's necessary to look at the artifacts of the time period. By looking at artifacts rather than documents we are able to look at meaning, memories, and personal applications to the history we study. Artifacts tell a story; they illustrate connections between people, places, other objects; and objects can have many stories and perspectives.

We will begin the project with a trip (Tuesday, November 27) to the Lyman Allyn to see the exhibit *THE ROCKET'S RED GLARE: THE WAR OF 1812 IN CONNECTICUT*. (For more information on the exhibit, visit: <http://www.lymanallyn.org/exhibitions.html>) After you have time to peruse the exhibit, you will select an object in the exhibit. This object will be your focus for the project and ultimately you will be creating an informative and creative artifact record for the object.

Through a series of activities, you will explore the object's history and how it fits into historical context. Keep the following in mind:

- 1) What is the historical context of the artifact? How does it fit into the War of 1812? What region, battles, people, etc. would have a connection to the object?
- 2) As best as you can ascertain, what is the story of the artifact? What questions are you left with and how do you think you could find the answers?

PROCESS:

Visit museum: select artifact, learn about other artifacts and general history of War of 1812.

Complete the **PRELIMINARY OBSERVATIONS** chart.

Complete the **NEXT STEPS/QUESTIONS TO BE ANSWERED** chart.

Continue to develop **NoodleTools bibliography and note cards** – this is ongoing!

Write **Historical Context paper/ Story telling**

Special Assessment block: **Oral Defense**

Complete the PRELIMINARY OBSERVATIONS chart. (This should be completed during the museum trip).

When we go to the museum, you will be asked to complete the chart. You should use information provided in exhibit, as well as your deductive reasoning skills.

Complete the NEXT STEPS/QUESTIONS TO BE ANSWERED chart. (To be completed in class on Thursday; due Monday).

Now that you know a little bit about your artifact, how will you proceed? What info will you need to know? How will you find it? Who will you reach out to? What sources will you use?

Complete the chart to come up with a plan.

Continue to develop NoodleTools bibliography and note cards (ON GOING)

In NoodleTools, you will need to complete a bibliography. You should use a number and variety of sources. Be sure to include primary documents, academic essays, and background. Please use Chicago style. The drop box is called "War of 1812 Artifact Project."

For every source you input, you will also need to explain how the source is helpful. You should do this in the annotation box. Your explanations should be 1-2 sentences.

Lastly, all of your research should be documented using note cards. You can organize your note cards by source or by topic. You should have a minimum of FIVE note cards, but are encouraged to have more!

Complete the Historical Context paper. Due December 13.

You will need to write 3-5 pages explaining the historical context of your artifact and the story of your artifact. You should provide background about the War of 1812 as well as historical information pertinent to the artifact itself. It goes without saying that you need to cite your sources (footnotes/end notes).

Should you wish to tell the story of your object in a more creative way (I.e. create a website, short film, etc.) you may do so; however, you **MUST** come to me with an organized plan.

Oral Defense

During the Special Assessment block for our class (December 13, second session), we will again head to the Lyman Allen. You will present your findings to the class and to a panel of special guests. Your presentation should be 3-5 minutes and you will also take questions.

How will you be graded?

Research (including charts, NoodleTools) / 100

Context Paper /100

Oral Defense /100

Ms. Kleinfelder's Sources:

IAR Narrative Template, Mystic Seaport Summer Fellowship.

Mystic Seaport and Online Learning Community websites.

National Archives website.

<http://historicalthinkingmatters.org/why/>

[http://www.nps.gov/history/museum/tmc/docs/How to Read an Object.pdf](http://www.nps.gov/history/museum/tmc/docs/How_to_Read_an_Object.pdf)