

The Civil War Group Research Project:

Overview:

For the last month of school, you and a few partners will go beyond what we are covering in class and investigate the experiences of the Civil War. Your group will do primary source and secondary source research on the way to creating a project describing those experiences or critiques, placing them in a larger historical context, and taking a position on your topic's relevance for American social and cultural life.

Selecting Topics:

I will in class have a selection of different topics that your group may choose from. Pick what interests you all. You may also talk to me about an alternative topic, but look through those provided first.

Your topic choice: _____

Advice for Group Work:

2 people per group max!

This project requires collaboration. Divide up the work. Set specific deadlines. Give one another feedback. *Select a project manager who will oversee the work, do final edits and revisions on the paper, and pull together the presentation.* **We will try to set aside a bit of class time for group work on this project, but you will have to do some of the work outside of class.** On the most effective projects, group members will do more than is necessary initially, then revise and edit to achieve a strong result. Doing the minimum necessary, and hoping it will all fit together, will likely result in less effective projects.

Problems? That's why I'm here! But talk to me sooner rather than later. I can help with research problems, conceptualization issues, suggesting sources, and group dynamics early in the process, but there will be less and less I can do to help resolve problems as the final deadline approaches.

PROJECT REQUIREMENTS (Five Parts) AND DUE DATES

*[*Read through the entire project description before you begin work—I will assume your familiarity with the directions and requirements, and I will evaluate your project accordingly! This project is worth a full summative grade plus formatives with research.]*

PART 1: Source Investigation (40 pts.; students evaluated individually)

After first reading some basic background information (in the textbook or online), **each student** will find and read **one primary source** and **one secondary source** written by a historian (for example, one or more chapters from a scholarly book, or an article from a published or online academic journal; **not** from Wikipedia, Facts on File, or other encyclopedia-like sources). **Report** on what you learned, **describe** its relevance for the larger topic, and **pose** at least two questions you might want your project to answer. **Cite** the source you used.

***DUE DATE: May 6th**

PART 2: Creating the Project

You will be creating a presentation with your research for the class. You will have a choice of what form your presentation takes. Your choices are:

A Documentary: This should take the form a video that includes graphics and sound. It can be submitted via email, a flash drive or a link to Youtube.

An Exhibit: This can be anything from a poster board, to a diorama to actually making an example of your topic (food?). There should be also a written report or presentation to along with the visual. (**No Powerpoints**, unless as part of a larger performance)

A Paper: An essay written on your subject.

A Performance: A dramatic portrayal of history. This can be recorded if you choose, but should show the information through what is happening. Examples such as a radio interview, a skit, a dance etc.

If you would like more guidance on the topics, a guide to making them and examples, go to the following link: <https://www.nhd.org/categories>

PART 3: Peer Review

Groups will present to others in order to give feedback for correction before the final presentation the next week. Your project should be almost done or be in a draft stage for this.

****DUE DATE: Tuesday May 21st****

PART 4: Class Presentation

On the due date, you and your group will present your project to the class.

****DUE DATE: All groups will present in class on Thursday/Friday 23/24. ****

PART 5: Peer Evaluation

All students will fill out a Peer Evaluation survey on the other members of their group. *Should your partners rate your contribution to the project as below what could be fairly expected, your project grade will be adjusted accordingly.*

GOOD LUCK!