

## 1940s – 1950s Research Projects

**Assignment:** For each unit of study, students will work either by themselves or in groups of NO MORE THAN FOUR to research an assigned topic. The topics will all be historical context of the unit itself and determined by the teacher. Groups may request to research other historically appropriate topics, but the teacher reserves the right to reject those requests.

**What is due:** From each student, a **three** page Annotated Bibliography is due (three sources – one per page). Annotated Bibliographies must follow the examples: provide a 2-3 sentence summary of the information, and explain the usefulness of the information in 2-3 sentences. On the assigned due date, groups will present a “lesson” about the historical event they researched. The presentations must address **what the event itself was, important people related to the event, significance at the time, and long-term significance of the event, as well as other important details** as determined by the group. **One** primary document **per person** must be shown via the computer – a map, an image or picture of the event, a copy of news clipping about the event, etc. – with an explanation of how it relates to the event itself. Students must submit a **one page summary** of all of the **research** and the **selected document** and how they all **contribute to our understanding of the time period and how is significant to the growth and development of our country**. Both the paragraph and the Annotated Bibliography are to be submitted to turnitin.com.

Students will take notes on the presentations and keep the notes in class binders. There will be the occasional “pop quiz” on contextual events and students may use the notes they took, so it will be important to not lose them. For absent students, it will be their responsibility to get the notes from students BEFORE a quiz is given.

Due dates and topics will be assigned at the beginning of each unit. Presentations should be creative and interesting and designed to teach students about the topic.

### Unit Topics:

Contemporary Literature	<ul style="list-style-type: none"> <li>• Selective Training and Service Act</li> <li>• FDR</li> <li>• WWII: <b>A.</b> Germany <b>B.</b> Japan <b>C.</b> USA <b>D.</b> Benjamin O. Davis Sr. (select only 1)</li> <li>• Internment Camps</li> <li>• Mussolini</li> <li>• Hitler</li> <li>• Warsaw</li> <li>• D-Day</li> <li>• Hiroshima</li> <li>• Harry Truman</li> <li>• Mahatma Gandhi</li> <li>• NATO</li> <li>• Korea</li> <li>• Vietnam War: <b>A.</b> Protests <b>B.</b> Ho Chi Minh <b>C.</b> Battle of Khe Sanh <b>D.</b> Agent Orange</li> <li>• Sen. McCarthy/McCarthyism</li> </ul>
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### Grading:

Annotated Bib:	45 points	15 points each: three sources and correct format (summary)
Presentation:	30 points	15 points: slides, primary source, cohesive
		15 points: depth of knowledge, eye contact, vocal quality
Summary:	25 points:	20 points: content
		5 points: word choice and mechanics

## **Guidelines for Annotated Bibliography**

Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority.

What is an Annotated Bibliography? An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Your annotated bibliography must include the following:

- ❖ The work cited information for the source – ([www.easybib.com](http://www.easybib.com)) is a good source to use if you need help with the citation. (5pts)
- ❖ A paragraph where you summarize the information of the site/article/etc. (5)
- ❖ Bulleted information responding to the following: (3)
  - How useful was this site? What does it add to your research? List facts and statements you found useful.
  - How reliable is the information? Is this a legitimate source? How do you know?
  - Provide details of the author(s) expertise with this topic. What are the credentials? (this may need you to complete further research)
- ❖ Mechanics – make sure you pay attention to MLA formatting – (heading on page 1/ running header on other pages) (2)

## **Guidelines for Summary:**

The summary of the information needs to be structured as one page review of the material you researched – it must include all of the sources you used and the primary document needs to be explained. Be sure to document your information in the paragraph.

What did you learn about your topic? How did it change the climate of America at the time? Why is the primary source a valuable piece of evidence of your topic? What connections can you make from this event and what is going on in the country/world today?

## **MLA Heading:**

Arthur Miller

Mrs. Mihalov

English 11

8 September 2017

Annotated Bibliography – Your specific topic