**Historical Autobiography Project**

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**Time:** 13 Days (Students do not have access to computers at home, so most of the work done during the 90 minute blocks in the computer lab).

**Objectives: Students will be able to:**

1. Research into family history and how the family ended up in the Boston area via in-person interviews, phone interviews, internet searches
2. Research into culture/country of ancestral origin via internet to find out the largest wave of immigration, reason for immigrating/migrating, and largest concentration in the U.S.
3. Analyze and synthesize information from non-fiction sources
4. Use Google Docs to take notes, share information, write and edit their drafts
5. Write a historical autobiography about their family histories while integrating their research.

**CCR Standards Reading: CCR Standards Writing:**

CCR Anchor 1: C and D CCR Anchor 1: C, D and E

 CCR Anchor 2: D CCR Anchor 2: D and E

 CCR Anchor 3: D and E CCR Anchor 3: C, D and E

 CCR Anchor 7: D and E CCR Anchor 4: D

 CCR Anchor 9: C and E CCR Anchor 5: C and D

 CCR Anchor 10 CCR Anchor 6: D and E

 CCR Anchor 7: C, D and E

 CCR Anchor 8: C, D and E

 CCR Anchor 9

**Activities:**

**Day 1: Assignment and Google Docs**

* Introduce the assignment: [Family History and Immigration Project](file:///%5C%5C%5C%5Ccbdserver%5C%5Cusers_ls%5C%5Ctwong%5C%5CInterpreter%20of%20Maladies%5C%5CFinal%20Project.docx)
* Make sure students understand exactly what is asked of them. Many will think that they are writing a story about themselves.
* Remind students that every resource must be cited.
* Re-introduce Google Docs and sharing
* Make sure all students have an account
	+ Log in
	+ Click on Apps
		- Go to Drive
	+ Click on “Create” or “New”
	+ Click on “Untitled Document”
		- Rename it “Final Project Notes”
	+ Set up notes with space for “Family History,” “General Research of Country/Culture,” “Largest Wave of Immigration,” “Largest Concentration in U.S.,” “Reasons for Leaving,” and “How Research and Family History Align”
	+ Click on “Share”
		- Share with Teacher’s Gmail Account
* Open a separate window and begin research
	+ May contact parents/relatives via phone, social media, email at this time
	+ Guide students in asking the right questions for the project
	+ Can try to use ancestry.com, but had very little success with students due to lack of traditional family settings
* Take notes on Google Document as new information comes up. Be sure to copy and paste the website address for future reading and works cited page.
* **Homework:** Interview family members. Continue research and notes at home.

**Day 2 - 5: Continue research and notes**

* Support students in use of search engine aka key words and differentiating between valid and invalid websites
* Guide students as they read and analyze research. Many students have a hard time finding what is important or relevant information to their research.
* Give one-on-one help as students ask for or teacher deems necessary. Critical reading and analysis may be difficult for some students.
* May need to help students put their notes into the correct areas on the Notes page.
* Monitor and grade to make sure everyone is on task
* **Homework:** Interview family members. Continue research and notes at home.

**Day 6 – 9: Continue research and notes as needed, but rough draft due on Day 9.**

* Some students may need to continue research because they may have difficulty figuring out family history or finding information on more obscure countries and their immigration waves to the United States.
* Have students set up and share a new Google document named “Rough Draft” with the teacher.
* Hand out paper template for students to use if they want to. [Final Project Paper Outline](file:///%5C%5Ccbdserver%5Cusers_ls%5Ctwong%5CInterpreter%20of%20Maladies%5CFinal%20Project%20Paper%20Outline.docx)
* Answer questions and guide students in their writing.
* Check shared documents daily to make comments and highlight areas in need of corrections.
* **Homework:** Work on rough draft due \_\_\_\_\_\_.

**Day 10 – 13: Revise and edit. Final draft due on day 13.**

* Have students look through comments and highlights to correct errors in organization, language, development, and conventions.
* Guide students who have difficulty making the necessary changes
* Teachers may want to put all the papers together to create a book as a keepsake and way of sharing and socializing for the students.
* **Homework:** Work on final draft due \_\_\_\_\_.

**Assessments:**

1. Daily monitoring of student work as they work and reading what is shared
2. Checking student’s research sites for validity (no Wikipedia)
3. Commenting on rough draft
4. Grade final paper using [Final Paper Rubric](file:///%5C%5Ccbdserver%5Cusers_ls%5Ctwong%5CInterpreter%20of%20Maladies%5CFinal%20Paper%20Rubric.docx)

**Materials:**

1. Project Instructions
2. Paper Outline Template
3. Grading Rubric
4. Computers with Internet Access
5. Google Accounts

**Reflections:**

Many students enjoyed the project because they learned something new or interesting about their families or their country/cultural origin that they did not know about before. However, other students were very frustrated because family situations denied them access to their own family histories such as lack of people to contact or lack of knowledge within the family itself. Some students had success with Ancestry.com, but most did not because of their family backgrounds (mostly minorities). Also, many students have little patience or attention spans to read and wade through the research. They became bored, then frustrated, then sometimes belligerent.

 When I saw that students were deflating due to lack of information or boredom, I told them why I created this project and how I came up with the idea. I let them know that my final project for my Asian American Studies certificate was a research project much like this one, but instead of three to five pages in three weeks, I worked for four months and ended with forty-eight pages. I told them that the skills of research, reading closely, analyzing information, and reporting findings are all skills they will need to pass their HiSET, to excel in college, and to stand out in their careers. They appreciated this information. Next time, I will tell them in the beginning to get more of a buy-in.