



THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, *Chancellor*

Henrietta Coursey, Principal
John Baruso, Assistant Principal, Organization
STAR Early College High School @ Erasmus, Region 6
A Brooklyn College and Gateway Institute Partnership School
911 Flatbush Ave. Brooklyn, New York 11226
Telephone: (718) 564-2540 Ext. 16322 Fax: (718) 564-2541
www.starec.org

**Freshmen Year College Preparatory Program on
University Library Based Research Project**
(Year One Implementation)

Objectives

Students will gain a basic understanding of how to use the library to research a challenging historical question. In the process of researching and writing this project, students will gain the following skills.

- a) Familiarity with the Library of Congress
- b) Rules and conduct of the library
- c) Exposure to a variety of departments and functions within the library
- d) Paraphrasing, note-taking and use of index cards for referencing information
- e) Utilizing primary and secondary source materials
- f) Creating outlines, summarizing, rough drafts and the final draft of a project
- g) Using their imaginations to explore a historical period
- h) Collaborating with classmates
- i) Sharing discoveries with the wider STAR community
- j) Citations including footnotes, endnotes, parenthetical citations and MLA referencing

Unifying Theme: Identity

Text: Mark Mathabane's Kaffir Boy (to be read over winter vacation)

Students will explore the theme of national identity. In their research they will ask the following questions. How is a nation's identity defined? How does national identity help define the identity of individuals? What are the most important aspects of a nation's identity? Who and what defines a nation? These thematic questions help connect the historical exploration of national identity with the literary exploration of this theme. In English, students will read literature through the lens of identity. In their study of literature, students will examine identity in relation to the self, community, a nation and the world. Over winter vacation, all Freshmen students will read Mark Mathabane's Kaffir Boy. Mathabane's autobiographical account of growing-up in South Africa during Apartheid shows the intersection of identity in its historical and personal manifestations. In this story, we see that Apartheid is both a national identity and a way of life. Students will recognize that when you study the historical formation of identity in a country you are also learning about the lives of everyday people.

Freshmen Spring Library Research Paper

Topic: Formation of identity in post-colonial West Indian/Caribbean nations.

Countries: Guyana, Grenada, Haiti, Jamaica and Trinidad

Grouping: In history class, students will be divided by the teacher into heterogeneous groups.

Assignment: Each group will be assigned a country to research. Within the group, each student will be designated to study one of the following aspects of national identity.

These categories are based on New York State social studies standards.

- a) Political
- b) Social
- c) Economic
- d) Geographic

Students will be provided with a series of guiding questions to effectively pursue their research. Their responses to these questions will form the foundational outline for their research paper. These guiding questions will be based on NY State Regents' historical themes. Students will only be allowed to use printed materials for this assignment.

Pre-Library Visit:

1) ***In English Class:*** Students will learn to summarize, organize and paraphrase printed sources. They will be taught how to use index cards to record their findings and to keep track of and organize their sources. Particular emphasis will be placed on the difference between paraphrasing and plagiarizing a source. Also, students will be guided in separating relevant from irrelevant information. Prior to their first library visit, students will work in the Mac lab or use desk top computers to access the Brooklyn College Library catalogue and decide in advance which books/materials they will look at in the library.

2) ***In History Class:*** Students will learn the difference between primary and secondary sources, how to detect and compensate for bias and work with students on sorting relevant from irrelevant information. The history teachers will also examine the proposed sources before the students visit the library.

Brooklyn College Library Partnership

First library visit - - Students will visit the Brooklyn College library with their English and history teachers. During the student's initial visit, they will receive guidance from the librarians to sharpen their library search. At the library, they will take notes on index cards. These index cards will be collected after the library visit and will be assessed in part on student attentiveness and diligence during their library visit.

Second library visit - - Students will return to the Brooklyn College library a second time either on their own or during one of the scheduled after school visits. During this second visit, students will be guided in the library by one of STAR's faculty or a Brooklyn College tutor. Students will produce a second set of index cards after this visit. These cards will be similarly assessed for student attentiveness and diligence during their library visit.

Final Assignments

Individual:

- a) Each student will be graded individually on his/her chapter of the book.
- b) Each student will write a fictionalized narrative about a day in the life of an individual in the pre-colonial period. This account will be based on the research of his or her country and will require he or she to step in the shoes of an individual from that period.

Group:

- a) Poster depicting the cover of their five chapter book.
- b) Each student will present a short oral report synthesizing his or her research.

Assessments

Students will be assessed by history and English teachers. Final grades for the project will be an average of history and English teachers' grades.

Term Project Assessment:

Note-cards = 10% (to be submitted after each library visit/ 5 pts possible per library visit)

Proposal = 10% (includes hypothesis, plan of action and bibliography of sources)

Outline = 10%

Poster = 10% (submitted by the group for a group grade)

Chapter = 60%

Fictionalized Narrative:

English teachers will grade the fictional narratives of a day in the life of an individual in the pre-colonial period. The grade will only be counted towards their English class.

Benchmarks

Thursday, February 1st - - In history class, the assignment sheet will be distributed and explained. Students will be assigned groups and the theme of identity will be defined.

Friday, February 2nd - - Katie Taylor will conduct a one period workshop with each of the English classes to teach students to effectively use note cards when doing library research. She will work in Ms. Louis' classroom periods 1 and 6. She will work in Mr. Havel's classroom periods 2 and 7.

Tuesday, February 6th - -

Group A will meet at 8:05 a.m. in the Brooklyn College cafeteria. Mr. Jezer, Ms. Axinn and Ms. Taylor will take attendance and escort students to the library. Students will work in the library from 8:30 – 10:30 a.m. Students will return to school by yellow school bus at 10:45 a.m. and resume their day. The students will arrive at STAR in time for scanning and then lunch.

Group B will attend periods 1 and 2 at STAR. At 9:45 a.m., these students will meet Ms. Louis and will walk to Bedford Avenue where they will take a yellow school bus to Brooklyn College. Students will eat an early lunch in the Brooklyn College cafeteria. They will be asked to bring a bag lunch. (We will also provide lunch for those students who require school lunch.) Students will eat together in the B.C. cafeteria from 10:15 until 10:50. At 10:50 students will exit the cafeteria and go to the B.C. library. At 11 a.m. in the B.C. library students will be joined by Ms. Axinn and Ms. Taylor and will begin research at the Brooklyn College library. Students will work in the library from 11:00 – 1:00 p.m. A yellow school bus will take them back to STAR at 1:00 p.m. Students will resume regular seventh period humanities classes when they return.

Wednesday, February 7th - -

Group C will meet at 8:05 a.m. in the Brooklyn College cafeteria. Mr. Camastro, Ms. Axinn and Ms. Taylor will take attendance and escort students to the library. Students will work in the library from 8:30 – 10:30 a.m. Students will return to school by yellow school bus at 10:45 a.m. and resume their day. The students will arrive at STAR in time for scanning and then lunch.

Group D will attend periods 1 and 2 at STAR. At 9:45 a.m., these students will meet Mr. Havel and will walk to Bedford Avenue where they will take a yellow school bus to Brooklyn College. Students will eat an early lunch in the Brooklyn College cafeteria. They will be asked to bring a bag lunch. (We will also provide lunch for those students who require school lunch.) Students will eat together in the B.C. cafeteria from 10:15 until 10:50. At 10:50 students will exit the cafeteria and go to the B.C. library. At 11 a.m. in the B.C. library students will be joined by Ms. Axinn and Ms. Taylor and will begin research at the Brooklyn College library. Students will work in the library from 11:00 – 1:00 p.m. A yellow school bus will take them back to STAR at 1:00 p.m. Students will resume regular seventh period humanities classes when they return.

-> **Due February 6th/7th** - - Note cards will be collected and assessed after the library visit.

-> **Due Monday, February 12th** - - Preliminary bibliography of sources

Wednesday, February 14th --

Group A will meet at 8:05 a.m. in the Brooklyn College cafeteria. Mr. Jezer, Ms. Axinn and Ms. Taylor will take attendance and escort students to the library. Students will work in the library from 8:30 – 10:30 a.m. Students will return to school by yellow school bus at 10:45 a.m. and resume their day. The students will arrive at STAR in time for scanning and then lunch.

Group B will attend periods 1 and 2 at STAR. At 9:45 a.m., these students will meet Ms. Louis and will walk to Bedford Avenue where they will take a yellow school bus to Brooklyn College. Students will eat an early lunch in the Brooklyn College cafeteria. They will be asked to bring a bag lunch. (We will also provide lunch for those students who require school lunch.) Students will eat together in the B.C. cafeteria from 10:15 until 10:50. At 10:50 students will exit the cafeteria and go to the B.C. library. At 11 a.m. in the B.C. library students will be joined by Ms. Axinn and Ms. Taylor and will begin research at the Brooklyn College library. Students will work in the library from 11:00 – 1:00 p.m. A yellow school bus will take them back to STAR at 1:00 p.m. Students will resume regular seventh period humanities classes when they return.

Thursday, February 15th - -

Group C will meet at 8:05 a.m. in the Brooklyn College cafeteria. Mr. Camastro, Ms. Axinn and Ms. Taylor will take attendance and escort students to the library. Students will work in the library from 8:30 – 10:30 a.m. Students will return to school by yellow school bus at 10:45 a.m. and resume their day.

Group D will attend periods 1 and 2 at STAR. At 9:45 a.m., these students will meet Mr. Havel and will walk to Bedford Avenue where they will take a yellow school bus to Brooklyn College. Students will eat an early lunch in the Brooklyn College cafeteria. They will be asked to bring a bag lunch. At 11 a.m. students will be joined by Ms. Axinn and Ms. Taylor and will begin research at the Brooklyn College library. They will work in the library from 11:00 -1:00 a.m. A yellow school bus will take them back to STAR at 1:00 p.m. Students will resume regular classes when they return.

-> **Due February 14th/15th** - - Note cards will be collected and assessed after the library visit.

-> **Due Tuesday, February 27th** - - Fictionalized narratives about a day in the life of an individual in the pre-colonial period. This account is based on the research of their country.

Tuesday, February 27th through Friday, March 2nd - - All students will be required to visit the Brooklyn College library a second time. Students may complete this requirement on their own or may visit the library with the guidance of a Brooklyn College tutor or a STAR faculty member. Tutors and faculty will be available after-school on these days. After the second library visit, students will submit a second set of note-cards to be graded.

->Due Monday, March 5th - - Outline due

->Due Monday, March 12th - - Final project including chapter book and poster. This day will be devoted to sharing work and displaying posters.

How to Use Note Cards to Complete a Research Paper

1. 3-2-1 on your research
 - a. What are three more interesting things that you learned?
 - b. What two things do you wish to learn more about?
 - c. What is the most important thing that you learned?
2. Think about the most important thing that you learned.
 - a. What question would it answer?
3. Convert your question into a thesis statement.
4. Create an outline of how you will answer your question
5. Put your note cards in order according to the outline (in pencil # the back).
6. List what other information that you need to answer the question
7. Share your outline, etc., with a partner. Ask them what other information they want/need. Ask them if this makes sense.

STAR Early College High School @ Erasmus Hall
National Identities in the Caribbean Research Report
Identity and Economic History

The following are a series of guiding questions that are meant to help you with your research. You do not need to necessarily answer all or even any of these questions. If you have alternative questions that will help you show how your country of study's Economic History helped it or its people develop a national identity, please use them.

- How does economics affect your country's identity?
- What form of economic system did your country have before, during and after the colonialism?
- What form of economic system does your country presently have?
- Who are your country's major trading partners?
- What are your country's gross domestic product (GDP) and gross national product (GNP)?
- How do your country's GDP and GNP affect your country?
- What crops are grown in your country? What crops were grown before colonialism and during colonialism?
- How does your country's colonial history affect your country's economic class structure?
- To which economic organizations does your country belong? Why did it join these organizations? How have they helped or hindered your country?
- What is your country's currency?
- What do the symbols used on the bills and coins represent?
- Is your country in debt? If so? How much debt does it have? To whom is it indebted?

STAR Early College High School @ Erasmus Hall
National Identities in the Caribbean Research Report
Identity and Political History

The following are a series of guiding questions that are meant to help you with your research. You do not need to necessarily answer all or even any of these questions. If you have alternative questions that will help you show how your country of study's Political History helped it or its people develop a national identity, please use them.

1. When, why and how did people in your country call for and gain an independent political identity?
2. How is your country's political identity shaped by the colonial experience?
3. How is internationalism affecting your country's political identity?
 - a. What kind of government or ruling structure existed before the Europeans conquered the territory?
 - b. How did the colonial power's governmental system affect the goals of the independence leaders and affect today's governmental system?
 - c. What kind of government does your country have? Has it had this same form of government since independence?
 - d. What does your country's flag look like? What do the colors and symbols represent?
 - e. Who were the two or three leaders most important in your country's history? Describe their leadership styles and their affects on your country's history?
 - f. Have there been civil wars or rebellions since independence? What were their causes and how were they resolved?
 - g. Have there been examples of poor or ineffective leadership? Did this leadership cause people to want to leave the country?

STAR Early College High School @ Erasmus Hall
National Identities in the Caribbean Research Report
Identity and Social History

The following are a series of guiding questions that are meant to help you with your research. You do not need to necessarily answer all or even any of these questions. If you have alternative questions that will help you show how your country of study's Social History helped it or its people develop a national identity, please use them.

- How do social interactions affect your country's identity?
- What kind of social hierarchy existed before, during and after the age of colonialism?
- How does culture affect your country of study's identity?
- Are there any forms of music and art that are particular to your country?
- How have the colonial, pre-colonial and post-colonial experiences affected your country of study's culture?
- How do or did other cultures affect your country's culture? How did this come about?
- Who are important artists from your country? What makes them important?
- How is your country's language affected by that of other countries and cultures?
- How does religion affect your country of study's identity?
- Describe the dominant religion(s) before, during and after colonialism.
- How do other nations and/or cultures affect religion as it is practiced in your country?
- What other questions do you have?

STAR Early College High School @ Erasmus Hall
National Identities in the Caribbean Research Report
Identity and Geography

The following are a series of guiding questions that are meant to help you with your research. You do not need to necessarily answer all or even any of these questions. If you have alternative questions that will help you show how your country of study's geography helped it or its people develop a national identity, please use them.

- How has geography affected your country's identity?
- What effects does geography have on your country's economy?
- How did geography affect the colonial power's choice of importing enslaved persons?
- Describe the ecosystem that existed before colonialism, during colonialism and after colonialism.
- Describe the country's land mass?
- What is the longitude and latitude of the country?
- What is the climate like and how does that affect society's behavior?
- What geographic features and/or places have special meaning to people in your country of study?
- Please add your own questions.

Research Rubric

Student Name: _____

CATEGORY	Excellent 5	Good 4	Fair 3	Poor 2
FORMAT: Introduction	An excellent attempt has been made to introduce both all topics discussed and a specific thesis. You have your audience's attention and they are ready to read more.	You have introduced the topics discussed and have stated your thesis. Your reader has a clear idea of what is going to be discussed.	You have simply covered the topics and introduced the thesis. One or the other could use more detail. Your reader may have one or two questions about what is to be discussed.	Your thesis and/or the introduction of the topics covered are lacking. The reader has very little idea of what you are going to discuss.
FORMAT: Transitions	All of your paper follows a clear line of thought. Transition words are used clearly through out task to logically connect ideas.	The majority of your paper follows a clear line of thought. 1-3 transition words or phrases are needed for better clarity.	Parts of your paper seem disconnected from the main idea. 4-6 transition words or phrases are needed for better clarity	The majority of your paper seems disconnected from the main idea. 7 or more transition words or phrases are needed fro better clarity.
FORMAT: Conclusions	All of your major points are restated. You have left the reader with an overall impression as to why you completed this paper.	Either you have failed to restate 1-3 of your points and/or you have not left the reader with an overall impression as to why you completed this paper.	You have failed to restate 4-6 of your points and/or you have not left the reader with an overall impression as to why you completed this paper.	Little to no attempt has been made to restate your points or give the reader an overall impression as to why this paper was written.
DATA: Evidence	You have data backing up all aspects of your thesis.	The majority of your points are backed up using data, however 1-3 more examples would further support your point(s).	Some of your points are backed up using data. You need 4-6 more examples to support your points.	Many more examples are needed to back up your points. It appears you have completed no research for the paper.

DATA: Accuracy	All evidence used to support thesis is factual and correct. Excellent job with your research.	1-3 of your facts need to be checked for accuracy.	4-6 of your facts need to be checked for accuracy. You needed to spend more time conducting your research.	Your data is inaccurate. You are showing little evidence of valid research.
DATA: Relevancy	Your data clearly goes well with all the points you are trying to prove. Good job backing up your points with effective evidence.	Most of your data goes along with all the points. 1-3 pieces may be lacking relevancy.	Some of your data does not fit well with the point you are trying to prove. 4-6 pieces of evidence do not go along with the point you are trying to prove.	Few to none of the data back up your point. 7 or more examples are needed.
CONVENTIONS: Citations	You have footnotes (parenthetical citations) backing up where you got all data. You have a clear works cited page.	You are missing 1-2 footnotes, or works cited page may have some problems.	You are missing 3-5 footnotes, and/or the works cited page is incomplete.	You have little to no footnotes. Your works cited page is either missing or incomplete.
CONVENTIONS: Spelling	There are no spelling mistakes. Good job with your proof-reading.	Your paper contains 1-4 spelling mistakes.	Your paper contains 4-8 spelling mistakes.	You have over 8 spelling mistakes.
CONVENTIONS: Grammar and Punctuation	There are no grammar or punctuation mistakes. Good job with your proof-reading.	Your paper contains 1-4 grammar and/or punctuation mistakes.	Your paper contains 4-8 grammar and/or punctuation mistakes.	You have over 8 grammar and/or punctuation mistakes.