

# Community Civics through Historical Inquiry

## Public History Project

Name	<i>Joe Brewer</i>
School	<i>Cuba High School</i>
Community Partner	<i>Sue Scott, Western IL Museum John Hallwas &amp; Katherine Nichols, Western IL University Archives</i>
Community Partner's Organization	<i>Western IL Museum Western IL University Archives</i>
Projected Dates	<ul style="list-style-type: none"> <li>● <i>August 2024 - September 2024 - Facilitating &amp; Implementing project, Selecting Topics, Forming Questions, Identifying Sources (WIU Archives, WIU Museum, etc.), (Phase 1)</i></li> <li>● <i>September 2024 - October 2024 - Sustain Investigations, Create Artifacts (Phase 2)</i></li> <li>● <i>October 2024 - December 2024 - Seek feedback from community partner (Sue), Participate in Showcase Day to share what they learned and created with the community (Phase 3)</i></li> </ul>
Title	<i>Public History of Forgottonia</i>
Overview	<i>Students will self-select a local history topic that interests them. They will visit area museums (Western Illinois University Archives, WI Museum) to research primary sources that will help them learn more about their topic. They will sustain investigations by conducting interviews with informed experts to deepen their understanding. They will select a public medium and create an artifact. Finally, they will present their products to the community via a showcase day at our school library. Projects will also be featured in the local Fulton Democrat newspaper.</i>
Essential or Investigative Question	<p><i>Our guiding questions will be situated within the 5 major themes of Change in Rural America; especially as they relate to community, managing change, &amp; persistence (Debre Reid, EIU)</i></p> <ul style="list-style-type: none"> <li>● <i>IDENTITY: What does "rural America" mean? What makes these places unique? How do we identify with them?</i></li> <li>● <i>LAND: How has our attraction to &amp; interaction with the land formed the basis of rural America/</i></li> <li>● <i>COMMUNITY: How have rural communities &amp; small towns evolved &amp; changed?</i></li> <li>● <i>MANAGING CHANGE: Changes transformed rural America (including global influences), especially during the 1900s</i></li> <li>● <i>PERSISTENCE: What are some of these changes, &amp; what have they meant for rural life? People are holding on in their rural communities? Why &amp; how?</i></li> </ul>

Audience	<ul style="list-style-type: none"> <li>• <i>This project will be completed by high school students in Mr. Brewer's U.S. and Illinois history class. Other students part of Cuba High School's History Club will also be eligible to participate.</i></li> <li>• <i>RATIONALE: Conducting work in this setting ensures maximum participation from students who are not currently enrolled in a history course. This setting also provides flexibility to organize field trips to the Western IL archives and other local museums/libraries that may house primary sources that will provide further insight for students' work.</i></li> </ul>
Grant Goals	<ul style="list-style-type: none"> <li>□ <i>What is rural America?</i></li> <li>□ <i>How have rural places shaped the history of the nation?</i></li> <li>□ <i>How has our geographic, social, economic, and political landscape changed over time?</i></li> <li>□ <i>What different perspectives are there on those changes and on the benefits and costs of those changes?</i></li> </ul>
Student Objectives	<ul style="list-style-type: none"> <li>□ <i>Investigate local and regional histories deeply.</i></li> <li>□ <i>Connect our own histories to the larger human experience.</i></li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• <i>IL Social Science Inquiry Standard #13 - Apply appropriate civic engagement strategies &amp; procedures to address local, regional, or global concerns &amp; take action in or out of school</i></li> </ul>
LOC Resources & TPS Album	<ul style="list-style-type: none"> <li>• <a href="#"><u>Link to our class site, The Forgottonia Project where projects will be featured</u></a></li> <li>• <a href="#"><u>Link to Rural Forgottonia Resources on TPS</u></a></li> <li>• <a href="#"><u>Link to Western IL Museum</u></a></li> <li>• <a href="#"><u>Link to Canton Heritage Museum</u></a></li> <li>• <a href="#"><u>Link to Fulton Democrat Newspaper</u></a></li> <li>• <a href="#"><u>Link to Western IL University Archives</u></a></li> <li>• <a href="#"><u>Link to LOC Using Oral History</u></a></li> <li>• <a href="#"><u>Link to Fostering Oral History Interview Skills Collection on Forgottonia Project webpage</u></a></li> <li>• <a href="#"><u>Link to StoryCorps which provides resources for conducting oral history interviews</u></a></li> </ul>
Procedures	<ul style="list-style-type: none"> <li>• <i>RECRUITMENT - Mr. Brewer will make an engaging video to inform students about the project (this video will be emailed to each student) and a digital poster to hang around the school. Both the video &amp; poster will be broadcast on our cafeteria TV during lunch.</i></li> <li>• <i>PHASE 1 - Participants not enrolled in a history class, will meet weekly during our ADVISORY/LUNCH periods in August &amp; September to explore topics, generate an essential question to guide their project (these questions will align with guidelines for effective essential question provided by C3), &amp; arrange field trips to identify &amp; explore primary sources related to their topic.</i></li> <li>• <i>PHASE 2 - Using the C3 IDM model, participants will sustain investigations by generating supporting questions, conduct at least one interview, and participate in other creative activities to generate responses to their supporting and essential questions (examples include forming historical arguments, recognizing multiple perspectives, primary source analysis activities, etc.). This work will help students gain deep understanding about their topic. Finally, students will identify and public history project medium and begin creating their public history artifact.</i></li> <li>• <i>PHASE 3 - Students will finalize their public history project and receive feedback from community partners (Sue). After they make changes based on this feedback, students will participate in the end of semester showcase day. Students work will also be featured on the Western IL Museum, Fulton Democrat, and our Forgottonia Project website.</i></li> </ul>
Assessment/Final Culminating Product	<ul style="list-style-type: none"> <li>• <i><a href="#"><u>Forgottonia Project Podcast &amp; website</u></a> (Each student's project will be featured on this webpage)</i></li> <li>• <i>Western IL Museum "<a href="#"><u>Our Front Porch</u></a>" program</i></li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Fulton Democrat newspaper feature</i></li> </ul>
Reflection	<ul style="list-style-type: none"> <li>● <i>Each student will be required to complete a post-reflection questionnaire as part of their project. These questions are provided by the NCHE. Each student will record their responses to be featured on our webpage and podcast.</i></li> </ul>

- Phase #1 - August 2024 - September 2024 - Implementing the project - Selecting Topics, Forming Questions, Identifying Sources (WIU Archives, WIU Museum, etc.)
  - Forgottonia Video & Overview of Project (AUGUST)
  - Yearbook & Trophy Case Experience to prompt curiosity (AUGUST)
  - Browse LOC Catalog & other online regional archives. Potential categories include...
    - Social/Culture (Music, Relationships, Sports, Art, Crime, etc.)
    - Economic (Local Businesses, Community Development, Roads, Industry - mining, farming, Storm/tornado disasters, etc.)
    - Political (Local leaders, Counties, etc.)
    - Unforgettable Forgottonianas?
  - Browse Past Projects from Students and Mr. Brewer's LOC Forgottonia catalog of primary sources
  - **FORM #1** - Statement of Commitment (*Student & Parent signatures notifying your commitment to seeing the project through*)
  - **FORM #2** - Complete ORQ(*Observe Reflect, Question analysis over Forgottonia catalog of primary sources*)
  - **FORM #3** - [Phase #1 Components](#)(*Topic, Essential Questions, Supporting Questions*)
  - **FORM #4** - Complete SITE VISIT Experience & Reflection (*Primary purpose is to gather primary & secondary sources as well as deepen understanding of the project and your topic*)
- Phase #2 - September 2024 - October 2024 - Sustain Investigations & Begin Creating Artifacts
  - Ideas to sustain investigations to deepen understanding of topics include...
    - Conduct at least one interview with an informed expert (Informed expert interview subject profile)
    - Primary source analysis
    - Form a historical argument
    - Fakebook & Circle of perspectives (to understand multiple perspectives) and participate in other creative activities to generate responses to their supporting and essential questions
    - Identify a public history project medium (audio, art, creative writing, digital exhibit, etc.) and begin creating their public history artifact
    - Annotated Bibliography of resources
  - **FORM #5** - Phase #2 Components(*Interview, Primary Source analysis, Historical argument response, Circle of perspectives, Public history project idea*)
- Phase #3 - October 2024 - December 2024 -Feedback & Showcase Day
  - Complete artifact
  - Initiate and receive feedback from community partner (Then apply changes to your artifact)
  - Create a poster to share your project with the community
  - Participate in showcase day
  - Celebrate success
  - **FORM #6** - Phase #3 Components(*Feedback prompts, Post-reflection exercise, Poster guidelines, Invitation prompts, Survey of preferences to celebrate success*)

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Potential Topic Ideas include

- Profile of a community or person showcased on Illinois new Freedom Corridor Trail
- Profile 1 of the 16 counties that make up rural Forgottonia (or feature a community within a county)
- Unforgettable Forgottonians Feature: Potential examples include...
  - African American historical figures like Free Frank McWorter or Hiram Revels
  - Notable Crimes like the Bond Trials (Civil War draft resistor) & the Maxwell Brothers
  - Writers & Activists like Edgar Lee Masters, Carl Sandburg, Minnie Vautrin
  - Native Americans Charles Eastman, Chief Blackhawk...

- Interview community builders to discuss rural changes & strategies to overcome obstacles (Rushville Hub Center, Sue Scott, IL Humanities, Cheryl Bielema & Friends, Canton Heritage Center, etc.)
- Labor in Forgottonia
  - Rural Farm life (Children)
  - Strip Mining & Tunnel Mining
  - International Harvester Factory (P&O)
  - Spoon River Prison
  - Railroads
  - Schools
- Former Students & how they've experienced change in past 10 (or more) years since high school graduation
  - Alyssa Hall Anderson Feature (Former student & Sociologists, Rural Brain Drain)
- Sports & Recreation in Forgottonia
  - Ryan Windsor Feature, Professional Cornhole player
  - Joe Decker, Former World's Fittest Man, Founder of Gut Check Fitness & Local Endurance Event called "The Suck"
- Local/Rural News
  - Jon & Wendy, History of the Fulton Democrat newspaper & challenges of local news today