

## ARCHIVES ALIVE!

### Due dates:

ENTER DATE: Explore DIY History

ENTER DATE: Research workshop

ENTER DATE: Document analysis, part 1

ENTER DATE: Document analysis, part 2

ENTER DATE: Document analysis, part 3

ENTER DATE: Video workshop

ENTER DATE: Presentation workshop

ENTER DATE: Student presentations

ENTER DATE: Student presentations (if two class periods are necessary)

### INTRODUCTION

Archives Alive! is a project that allows you to use and contribute to the University of Iowa's online DIY History—a crowdsourced initiative that calls on the public to transcribe important handwritten documents so that they are searchable. This project asks you to delve into the world of primary source material to hone your skills as a researcher and rhetorical analyst. Your contributions will further the UI Libraries' efforts to publicize these materials and make them available to other researchers.

This project consists of six parts:

1. Selecting and transcribing an archival document
2. Analyzing its historical context and rhetoric with the use of a visual bibliography
3. Tweeting about your project (optional)
4. Creating a video featuring the document and your analysis
5. Presenting the results of your inquiry in class
6. Reflecting on your work in the project

Creating a multimodal project affords you an opportunity to share your ideas through writing, images, videos, and speaking. In addition to learning about a specific historical moment, you will also develop skills of design, video composition, and public speaking that are important in professional communication.

### PROCESS

*[Instructor fills in date to be completed]*

**Transcribe** and rhetorically analyze a document from the UI Libraries' [DIY History](#) project. [Instructors may choose to recommend a section of the DIY site/topic here]. You may transcribe only a single page or, if you find it useful, transcribe more pages.

*[Instructor fills in date to be completed]*

**Research** the historical context of DIY History documents and collections using the University of Iowa Libraries collections and other relevant resources in order to help you understand the document you've chosen. Read pages that precede and follow the page or pages you transcribed. Look at the [Collections Guide](#) and the [DIY History Subject Guide](#) to learn more about how the document was created and how it ended up in the UI Libraries' holdings.

**Write** an 800-word analysis that includes images and links (for example, in the form of a blog post).

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**Step 1** (400 words):

- Part 1 is a rhetorical analysis of the document in light of its context, the maker, the kinds of claims and appeals utilized, and the effectiveness of those claims and appeals. Use the tools of rhetoric to analyze how the document achieves its purpose. Step 1 will resemble the kind of work you already did on the first major assignment.

*[Instructor fills in date to be completed]*

**Step 2** (400 words):

- Part 2 is a historical contextualization of the document. Here you will provide a sense of the world in which this document was written. The historical context need not be directly connected to the document, though historical events mentioned in the document should be explained.
- Use [Coggle](#) to create a visual bibliography that will help to organize your ideas and keep track of your research.

*[Instructor fills in date to be completed]*

**Step 3:**

- Revise for a final draft
- Integrate Steps 1 and 2 into a cohesive document. Your final draft will begin with a succinct introduction that lets the reader know you'll be historically contextualizing *and*

rhetorically analyzing the archival document. The intro will include a thesis statement clearly explaining your analytical argument related to the rhetoric used in the document. It will also include a robust opening sentence that catches your reader's attention and subsequent sentences that lend detail to the claims made in your thesis statement.

- Your body paragraphs will contain topic sentences that state the objective of each paragraph and transitional sentences that connect one paragraph's thoughts to those in the next paragraph. The conclusion will provide a clear summation, and a strong conclusion may also look beyond the scope of your thesis to other questions, ideas, and implications that suggest why your analysis is important or meaningful in a wider context.

In historically contextualizing your document, make sure to consult more sources than Wikipedia and to use research tools other than Google. The UI Libraries have graciously put together a [subject guide](#) to help you conduct your research. Pursue questions through a variety of sources, and make use of the Libraries when composing your analysis.

Include images of and a hyperlink to the archival document as well as a link to your video tour (described below). Use hyperlinks to relevant articles or other sources used to develop your analysis of the document. All images and sources (in your analysis, video, and presentation) must be cited. Directions for sources can be found on the [Libraries' Research Paper Resources Subject Guide](#) (scroll down for section on Bibliographic style). Those sources must be cited in bibliography style at the end of the post. You may want to consult [Easybib.com](#) (but also double check) for quick citation production.

*[Instructor fills in date to be completed]*

**Record** a 1:30 to 3-minute video in which you walk the viewer through the document you transcribed. Include the most compelling observations from your analysis of the documents and interesting insights you discovered throughout the project. Think of the video as a short tour of your work to understand the archival document, an illustration of what it teaches us about the time, place, and people through which it arose.

In the video, you may comment briefly on the transcription process. You might point out portions of the archival document and its historical context that you found compelling, vexing, or personally relevant. Look at the archival collection guide using the link available at the top of each transcription page.

Please note, your video must include:

- A title screen with the following elements: title, name, section, semester.
- All images (in your analysis, video, and presentation) must be cited--directions for citing images can be found on the [resources page](#).
- You must also include a final slide with citations.

For this project, you will use software to create a video using narration and still images (photographs, slides, images of your archival document, etc.) Any of the following software applications will work:

- Adobe Premiere Pro: available on all ITS computers, Mac or PC – [here are instructions](#).
- iMovie (Mac only) – [here are instructions](#).
- Windows Moviemaker (PC only, [free download](#))
- Photo Story 3 (PC only, [free download](#)) – [here are instructions](#).

You may save time by consulting a [Lynda.com tutorial](#) associated with the software option you want to use (Adobe Premiere, iMovie, Moviemaker, and Photo Story) in order to learn how to use the video composition technique called the [Ken Burns effect](#) (panning and zooming across still images with narration).

See an example of a previous response to the Archives Alive! project [here](#). Also see examples of student-produced videos in the [Archives Alive! series](#) in the University of Iowa's Institutional Repository.

*[Instructor fills in date to be completed]*

**Present** your work in a 6-7 minute PowerPoint, [Haiku Deck](#) or [Prezi](#). While you may not show your video, you can certainly incorporate its language and images into your live presentation. There are many ways to begin your stand-and-deliver presentation, but you should make sure to establish a particular tone at the outset. You must decide, for yourself, the best tone with which to address your audience. In addition, you'll want to be sure you craft a narrative arc in describing your work. This arc might be chronological, thematic, or some other organizational form. You will want to use personal experience or engaging narrative as a way to hold the audience's attention, especially if many in the audience have been through the process of composing this project themselves.

In addition, signposting and a repetition of your main points will help keep the audience aware of where you're going and where you've been in the presentation (and the archival document). Your audience cannot go back and reread a paragraph as they might have in your essay. Be specific in your claims and examples and return to your main points often – particularly in your conclusion.

Use your speech's conclusion to look beyond the document at hand or invoke particularly effective rhetorical flourishes. If you do so, make sure they underscore the main points of your speech.

*[Instructor fills in date to be completed]*

**Tweet** (optional) one interesting fact you learned in the process of completing the project. Make sure to include a link to your document. We will use the hashtag #ArchivesAlive for our work. Tag [@DIY\\_History](#)

*[Instructor fills in date to be completed]*

**Write** a follow-up 400-word reflection in which you discuss the techniques or broader concepts you mastered while working on this project. As a starting point, pick one or two of the following:

- Compare the two modes of presentation: video and stand-and-deliver.
- Explore any personal connections you felt to your archival document and how and why those connections developed.
- Describe your encounter with primary source material or any techniques you learned while researching.
- Explain what you learned about history while working with your archival document.
- Explain what you learned about the particular lens (or lenses) you used to interpret your archival document.
- Share insights about the project design and any challenges or surprises you encountered while working on it.

*[Instructor fills in date to be completed]*

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