

English 3201 Research Assignment:

The Paperless Research Project

Timeline: May 10 – June 6

Expectations:

You are to follow the model with the exception of your essay **MUST** be single-sided pages.

You will find model essays on my webpage: go to school webpage, find my name and click on the website address there.

All formatting is to follow the model:

Please use as checklist:

- | | |
|-----------------------------------|------------------------|
| Double spacing | 12 point font type |
| In text citations | Work cited page |
| Numbered pages | Relevant title |
| Relevant information on page one: | |
| Your name | |
| Class | |
| Date | |
| My name | |

This assignment is three fold:

Primarily it concerns how well you know how to gather **information** and give **credit** where it is due. Anything you find about your topic that is new to is likely new to the audience (me), too, and needs to be given credit (what is known as **cited**; you are acknowledging the written thoughts of SOMEONE ELSE.

Such acknowledgement is **TWO FOLD (in text citation)** and then evident AGAIN at the end at the **WORKS CITED page**. Anything you quote is cited, and quotes longer than four lines are indented as in the model. Anything you paraphrase or summarize that you learned through these sources is also cited, which is why sometimes citations appear at the end of sentences even when you did not directly quote. If the information is not common knowledge, say where you found it; that is the essence of research, reading the ideas of other people to help shape your own.

Anything that you cut and paste can be found as quickly by me as by you; if this happens, it is called PLAGIARISM and this is very serious. You stole, intentionally or not, the thoughts of someone else. Your **grade would reflect** how you balance your ideas with those of other people and how you give credit.

Thus, the grading will follow:

- | | | |
|----|---|-----|
| 1. | Depth of information and analysis provided concerning your topic | /50 |
| 2. | Adherence to research methods and use of properly formatted citations | /30 |
| 3. | Adherence to formal writing and research paper form | /20 |

Further...

Your paper must be between 3-5 pages in length (that’s nuddin) and you must use at least five sources
Your Works Cited must be accurate; to assist you, I have found this handy site:

<http://www.citationmachine.net/bibliographies/99695020?new=true>

Basically, you put in the information and it generates the accurate form.

Eg; Peace, Tom "Music as a Gateway to Understanding Historical Practice." *ActiveHistoryca*. 2012. Web. 09 May 2016.

As for sourcing, YouTube does count

You must take care to write accurately concerning sentence and paragraph structure.

You must email me your paper: margaretheneghan@nlesd.ca

Now, as for your topic: **Music as a Path to History**

Since the study of history has essentially become optional within the school system, many people are graduating without a sense of how events shape culture and societies. Yet all of us have access to music and music can be a means to learning about the causes and effects, the protagonists and foils of actual happenings.

So, your role is researcher-as-teacher; and your task is to pick songs that have taught you something.

Choose five songs that were written based on actual events.

In your selection, consider why you chose them and what you learned from them

Identify the lessons/learning presented in these songs

And consider which and how many of the following characteristics apply to the songs you chose.

- 1) **Trivia and basic facts:** Boney M's *Rasputin* is a song full of biographical detail about Grigori Rasputin, adviser to Czar Nicolas II.
- 2) **Commemoration of Events:** U2's or John Lennon and Yoko Ono's *Sunday Bloody Sunday* can be used to teach about the 1972 killing of civil rights protestors by British soldiers in Derry, Ireland.
- 3) **Primary Source:** Songs like Pete Seeger's *Bring 'Em Home*, Buffy Sainte-Marie's *Universal Soldier*, and Edwin Starr's *War* (originally recorded by the Temptations) serve as useful primary sources to introduce people to the anti-war movement in the 1960s and 1970s.
- 4) **Commemoration of Historical Processes:** Neil Young's *Pocahontas* is useful for beginning discussions about the European colonization of North America and dispossession of the continent's Aboriginal people.
- 5) **Change over time:** Although it's a rather simple song, *Istanbul (not Constantinople)*, (first recorded in 1953 but perhaps now better known by its cover by They Might Be Giants) can be used to illustrate how the meaning of places change over time.
- 6) **Teaching Oral Traditions:** Organizations like Mariposa in the Schools emphasize the importance of oral cultural traditions in the school system. Their music program emphasizes themes such as migration and cultural interaction as well as the development of specific types of music such as folk and the blues.
- 7) **Telling Alternative Narratives:** On the eve of the bicentennial of the War of 1812 it is worth noting Stan Rogers's efforts to tell some of the lesser known stories of the war. One of Rogers's better known songs about 1812, *MacDonnell on the Heights*, tells the story of a valiant major who met his death during the battle of Queenston Heights but whose legacy languished because of General Isaac Brock's legacy (Brock, incidentally, died at the beginning of the battle with which he is most frequently associated).

Now, I will say everything all over again!