Primary Source Journal Project Digital Learning

COVID-19 Journaling Historical Writing Project

**What is a Primary Source?**

Primary sources are any documents that tell a first-person account and/or that come directly from a time and place under study. When we talk about history, primary sources cover everything from historical and government documents, speeches, and books to personal photographs, diaries, and letters. The second set of these are of special importance because they show us the experiences of individuals, including ordinary people, which helps us to understand how important events affect everyone.

**Understanding Your Role as a Primary Source**

You are the most important primary source of your life story. Your friends, family members, and many others can add important information about who you are, but you are the central figure of that story.

Likewise, you have an important role in all of the historical events that happen around you. Everything from elections to pop culture has an impact on you. Your reactions, emotions, and experiences in the face of these events contributes to your life but also to the larger, shared human experience of the twenty first century.

Thanks to ever-improving technology, it has never been possible to document history as vividly and in as many media as is possible today. You are probably already documenting your life on social media and in text messages.

**Recording History**

The world-wide pandemic and widespread closures and cancelations caused by the Coronavirus (COVID-19) are happening right now. They are happening to all of us, even if we are lucky enough to be safe from the virus itself. You may feel angry, isolated, bored, anxious, or even excited. These feelings are valid. You may be experiencing a health scare or the cancelation of long-awaited events in your life.

As part of your digital learning experience during this time, create a blog to record the coming weeks. Review the requirements, create a log of primary sources you see online, post on your blog, and get creative. **Post a link to your blog on our Canvas discussion board by Wednesday, April 1, 2020 by 3:00pm.**

**Grading**

**I will grade your blogs (only the minimum requirements on the following page) when we return to school.** A rubric will be uploaded to Schoology over the next few weeks. I will be checking everyone’s blog periodically, so be sure to **update it regularly**. Let’s use these blogs to keep in touch, record history, but also continue to positively connect with others!

**REQUIREMENTS.**

❏ Create a digital blog where you can candidly record how the world is responding to and affected by the coronavirus. The blog must have a personalized title and include your name and period.

❏ Wix.com, WordPress.com, Weebly.com, Blogger.com, Tumblr.com

❏ Post a link to your blog on our Schoology discussion board by 4/1/20 by 3:00PM

❏ At minimum, the blog should have the following posts:

❏ Introduction Post: Briefly describe who you are and your general thoughts, feelings, reactions to COVID-19.

❏ Weekly Reflection Posts (2 per week, both due every Sunday by 11:59 PM): Take time to reflect on the rapidly changing world around you. Responses should be at least 150+ words. Pictures/videos welcome!

Use the reflection questions below to guide your responses:

❏ Describe how coronavirus is affecting you, your family, community, etc.

❏ How do you feel about school closing? What are your thoughts on online learning?

❏ What weaknesses — and what strengths — is coronavirus exposing in our society?

❏ What lessons can we learn from this crisis? How should we apply those lessons?

❏ What have you been doing to pass the time and stay mindful, calm, and well during this time?

❏ What role should leaders, in government and elsewhere, play during a crisis like this one?

❏ What ethical issues does this pandemic raise — for each of us personally, for our immediate communities and for us all as global citizens? What does it mean to be a “good citizen” in the context of this outbreak?

❏ What historical parallels, like to the 1918 flu pandemic and to the plague, can we find, and what can — and can’t — we learn from them?

❏ What are the causes and effects of this pandemic? What future effects can you predict, whether they happen in days, weeks, months or years? Why?

❏ How can you best help yourself, your friends and family, or any other communities your are a part of that are affected by this pandemic?

❏ Weekly Questions Post (4 total due every Sunday by 11:59 PM): Post a complex, level three (can’t be answered with a yes/no) question you have about COVID-19. The question should reflect your experiences or readings of that week regarding the virus.

❏ Three Readings About COVID-19: Readings can be any type of your choosing that you find interesting. Be sure to link the reading and write a paragraph analysis of the reading. Explain why you choose it. Evaluate it for validity (refer here). Elaborate on its importance.

❏ Photo or Video Post: Take a photo that represents the moment of COVID-19 concern. Write a short caption for the photo explaining why you chose that photo.

❏ Go to our Schoology discussion board where you posted your blog. Click through your peers’ blogs and interact. Leave a minimum of 10 comments on others’ posts.

★ Get creative with your blog! You are truly a historian living through a compelling, uncertain, and unforgettable time. I encourage you to add more than the minimum posts. Also, it’s a blog--something that is innately personal to you. If you are feeling bored, anxious, unsure, etc. use your blog as a way to cope through this stressful time. All of your feelings are valid and normal. Only the minimum requirements will be graded.

★ EXTRA CREDIT: Listen to the Ologies Podcast episode, “Virology” about COVID-19. Create a post summarizing what you learned, aspects that resonated with you, and what you’re still left wondering.

★ See Mrs. Herrera’s blog here.