

# Project English and History

I love history! Remember when I turned into Historia to look at British history in *Green Line 3*? Well, if **you** want to understand history better, you must learn to 'read' historical<sup>1</sup> sources<sup>2</sup>: pictures (e.g. drawings<sup>3</sup>, photos), statistics<sup>4</sup> (e.g. graphs<sup>5</sup>) and texts – just like I did! Start here, and at the end do a project on **Milestones<sup>6</sup> in the history of New York.**



## STEP 1: Know – Find out – Learn

Before you start a project, it's a good idea to find out how much you already know. Try this:

### PROJECT SKILLS

Make a KFL grid like this for New York and write notes under the first two headings. Then talk about what you **know** and what you want to **find out**. During your project, add any new information you find. At the end, make notes about what you have **learned** – about the topic and about history project work.

Know	Find out	Learn
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- K** What do you already know?  
**F** What do you want to find out? Where can you find out?  
**L** What have you learned from your project?

## STEP 2: Look at and describe a historical picture

This drawing of the New Amsterdam Fort<sup>7</sup> (c.<sup>8</sup> 1626–28) in the south of Manhattan by Joost Hartgers is one of the earliest views of the city we now call New York.

a) What does this picture show us?



### USEFUL PHRASES

This is a picture/drawing/photo of ...  
 On the right/left ...  
 At the top/bottom ...  
 In the middle<sup>9</sup> ...  
 In the foreground<sup>10</sup>/background<sup>11</sup> ...  
 ... you can see ...  
 ... the people are ...  
 The date of the picture seems to be ...  
 because ...  
 The most important thing for the artist is ...

b) Why do you think the picture is called "Fort nieuw Amsterdam"?

c) What can you add to your KFL grid from Step 1 now?

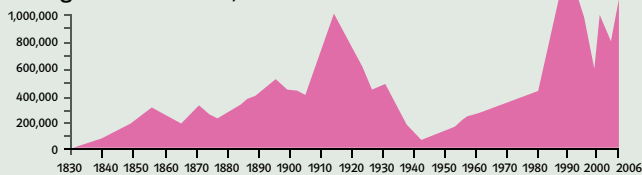
<sup>1</sup>historical [hɪ'stɔːrɪkl] = from the past • <sup>2</sup>source [sɔːs] = texts or pictures etc. that you get information from • <sup>3</sup>drawing ['drɔːɪŋ] = a picture that has been made with a pen or a pencil • <sup>4</sup>statistics [stə'tɪstɪks] = facts in the form of numbers • <sup>5</sup>graph [grɑːf] = a picture in which facts are shown with lines, bars etc. • <sup>6</sup>milestone ['maɪlstəʊn] = an important event in history • <sup>7</sup>fort [fɔːt] = a strong building which keeps out enemies • <sup>8</sup>c. (circa) [ˈsɜːkə] = (Latin) some time near • <sup>9</sup>middle ['mɪdl] = center • <sup>10</sup>foreground ['fɔːgraʊnd] = front (of a picture) • <sup>11</sup>background ['bækgraʊnd] = back (of a picture)

**STEP 3: Understand historical statistics**

About<sup>12</sup> 12 million immigrants went through the Ellis Island immigration center between 1892 and 1954. About 50 %<sup>13</sup> of Americans have a relative who came to the US this way.

- What does the graph tell you about when and how many immigrants came to the US?
- From what you know about history, why do you think they left their own countries?
- What can you add to your KFL grid from Step 1 now?

Immigration to the US, 1830–2006

**USEFUL PHRASES**

The graph shows ... You can see that ...  
 Immigration was highest/lowest<sup>14</sup> in ...  
 Immigration was higher/lower in ...  
 Most immigrants arrived between ... and ...  
 There was a slow/steady<sup>15</sup>/fast rise<sup>16</sup>/fall<sup>17</sup> in the number of immigrants between ... and ...

**STEP 4: Historical texts**

- When you look at a historical text, it is best to do this step by step. Listen to what one New Yorker said to a reporter after terrorists attacked the World Trade Center in 2001.
  - Is the event described clearly and correctly? Give reasons.
  - What can you add to your KFL grid from Step 1 now?

**HISTORY SKILLS**

- Listen once, for **gist**. What is the woman talking about?
- Listen again, **more closely**. Write down names of people and places, and times.
- Write a **summary**<sup>18</sup> in your own words.
- Find out **who** recorded<sup>19</sup> the text, and **who for**. Was it recorded for a **reason**?
- What **sources** were used to make it?
- Is the speaker **impartial**<sup>20</sup>? (Compare what is said with other sources.)

**STEP 5: Do a project: Milestones in the history of New York**

- Choose from one of these milestones as the topic for your project.
  - Life before the Europeans arrived
  - Early European settlers<sup>21</sup>
  - The Great Fire of 1835
  - Immigration through Ellis Island
  - The World Trade Center
- Do your project. Look for historical sources (pictures, statistics, and texts) and 'read' them like the ones on these pages. Make a poster for your classroom.
- In class, talk about what you have learned – about the history of New York, and about history project work.

<sup>12</sup> **about** [ə'baʊt] = a number near to • <sup>13</sup> **percent** (%) [pə'sent] = per hundred • <sup>14</sup> **low** [ləʊ] = the opposite of 'high' • <sup>15</sup> **steady** ['stedɪ] = regular • <sup>16</sup> **rise** [raɪz] = a number that is growing • <sup>17</sup> **fall** [fɔ:l] = the opposite of 'rise' • <sup>18</sup> **summary** ['sʌmri] = a short text that gives the most important information • <sup>19</sup> **(to) record** [rɪ'kɔ:d] = to write down; to save as audio or video • <sup>20</sup> **impartial** [ɪm'pɑ:ʃl] = fair • <sup>21</sup> **settler** ['setlɚ] = sb who makes his/her home on new land