

The Founded by NYC Student Competition

Activity Sheet

Creating Your Performance Piece

Overview

- A. What Story Do You Want to Tell?
- B. Where to Start Your Research and Research Organizer
- C. How Will You Tell Your Story?
- D. Write Your Performance Piece

A. What Story Do You Want to Tell?

Based on your interests, history, and community, decide what New York City story you want to tell and how to draw the audience into that story. The story you create should have a connection to New York City's history, culture, or innovation.

Consider: How do you think New York City has shaped history and continues to influence the world today? Do you have a story about how New York City has influenced you?

How can you use primary or research sources to create a performance piece based on your idea? Quotes from primary sources are a great way to get creative with your research. Use the Research Organizer below to help you with this part of the project.

B. Where to Start Your Research and Research Organizer

There are abundant resources on New York City's rich culture and history. Not sure where to get started? We've included some resources below in Where to Start Your Research.

Once you have an idea, use the Research Organizer to gather information on your source to create your performance piece.

Where to Start Your Research

The resources provided on this sheet can be used as a starting point to determine your topic or to develop your research. There are a wide variety of resources available that may not be listed below, so we encourage you to work with your teacher on finding the best source available for your topic.

National Collections

- [Library of Congress](https://www.loc.gov/collections/) (https://www.loc.gov/collections/)
- [National Archives and Records Administration](https://www.archives.gov/research) (https://www.archives.gov/research)
- [Founders Online](https://founders.archives.gov) (https://founders.archives.gov)
- “Ask a Librarian”
 - Visit your local library and ask your librarian for help with your research!
- [Gilder Lehrman Collection](https://www.gilderlehrman.org/collection) (https://www.gilderlehrman.org/collection)

New York State Collections

- [NYS Historic Newspapers](https://www.nyshistoricnewspapers.org/) (https://www.nyshistoricnewspapers.org/)
- [New York State Library Digital Collections](https://www.nysl.nysed.gov/scandocs/) (https://www.nysl.nysed.gov/scandocs/)
- [New York State Archives Digital Collections](https://digitalcollections.archives.nysed.gov/) (https://digitalcollections.archives.nysed.gov/)
- [New York State Museum Collections](https://www.nysm.nysed.gov/research-collections) (https://www.nysm.nysed.gov/research-collections)
- [Fort Ticonderoga Online Collections](https://fortticonderoga.catalogaccess.com/home) (https://fortticonderoga.catalogaccess.com/home)

New York City–Wide Collections

- [NYPL Digital Collections](https://digitalcollections.nypl.org/) (https://digitalcollections.nypl.org/)
- [Urban Archive](https://www.urbanarchive.org/) (https://www.urbanarchive.org/)
- [Museum of the City of New York](https://www.mcny.org/digital) (https://www.mcny.org/digital)
- [New York City Municipal Archives](https://nycrecords.access.preservica.com/) (https://nycrecords.access.preservica.com/)

Five Borough Collections

- [Center for Brooklyn History](https://www.bklynlibrary.org/locations/center-for-brooklyn-history) (https://www.bklynlibrary.org/locations/center-for-brooklyn-history)
- [Queens Public Library Digital Archives](http://digitalarchives.queenslibrary.org/collections) (http://digitalarchives.queenslibrary.org/collections)
- [Staten Island Museum Collections](https://www.statenislandmuseum.org/sim-collections/) (https://www.statenislandmuseum.org/sim-collections/)
- [Bronx Research: Archival Collections Guide](https://libguides.lehman.edu/c.php?g=331130&p=2230215) from Lehman College, CUNY (https://libguides.lehman.edu/c.php?g=331130&p=2230215)
- [New-York Historical Society Digital Collections](https://www.nyhistory.org/explore) (Manhattan) (https://www.nyhistory.org/explore)

University Collections

- [Columbia University Digital Collections](https://library.columbia.edu/collections/digital-collections.html)
(<https://library.columbia.edu/collections/digital-collections.html>)
- [Fordham University Digital Collections](https://www.library.fordham.edu/digital/?_ga=2.139150512.202759819.1753214798-1297271383.1753214798)
(https://www.library.fordham.edu/digital/?_ga=2.139150512.202759819.1753214798-1297271383.1753214798)
- [NYU Archival Collections](https://specialcollections.library.nyu.edu/search/?f%5Bdao_sim%5D%5B%5D=Translation+missing%3A+en.ead_indexer.fields.dao)
(https://specialcollections.library.nyu.edu/search/?f%5Bdao_sim%5D%5B%5D=Translation+missing%3A+en.ead_indexer.fields.dao)

Culture

- [American Social History Project](https://ashp.cuny.edu/) (<https://ashp.cuny.edu/>)
- [Tenement Museum Photo Archive](https://tenement.pastperfectonline.com/) (<https://tenement.pastperfectonline.com/>)
- [Schomburg Center for Research in Black Culture \(NYPL\)](https://www.nypl.org/about/locations/schomburg/webarchives)
(<https://www.nypl.org/about/locations/schomburg/webarchives>)
- [Museum of Chinese America Oral History Archive](https://ohms.mocanyc.org/) (<https://ohms.mocanyc.org/>)
- [NYSL Native American Materials](https://www.nysl.nysed.gov/scandocs/nativeamerican.htm)
(<https://www.nysl.nysed.gov/scandocs/nativeamerican.htm>)
- [American Jewish Historical Society](https://ajhs.org/our-collections/collections-overview/)
(<https://ajhs.org/our-collections/collections-overview/>)
- [Archives of the Puerto Rican Diaspora, Hunter College](https://centroarchives.hunter.cuny.edu/)
(<https://centroarchives.hunter.cuny.edu/>)
- [Jackie Robinson Museum](https://www.jackierobinsonmuseum.org/learn/student-family-resources/)
(<https://www.jackierobinsonmuseum.org/learn/student-family-resources/>)

LGBTQIA+

- [Lesbian Herstory Archives](https://herstories.prattinfoschool.nyc/omeka/) (<https://herstories.prattinfoschool.nyc/omeka/>)
- [Alice Austen House Online Collections](https://aliceausten.pastperfectonline.com/) (<https://aliceausten.pastperfectonline.com/>)

Architecture/Infrastructure

- [New York Preservation Archive Project](https://www.nypap.org/preservation-history/) (<https://www.nypap.org/preservation-history/>)
- [New York Transit Museum Collections](https://www.nytransitmuseum.org/exhibits-collections/collections/)
(<https://www.nytransitmuseum.org/exhibits-collections/collections/>)

September 11, 2001

- [911 Digital Archive](https://911digitalarchive.org/) (<https://911digitalarchive.org/>)
- [9/11 Memorial & Museum Collection](https://www.911memorial.org/visit/museum/collection)
(<https://www.911memorial.org/visit/museum/collection>)

Research Organizer

Research Topic: _____

Background Summary (In 2–4 sentences, identify the most significant, interesting, or memorable facts or aspects of the topic of your research)

Research Sources (Find at least three sources. Primary sources are best for this project. Find powerful quotes in each document to help create your piece.)

Research Source 1 (Cite the first document and source here.):

Notes or Quotations (Place the key facts from this source and any quotations here.)

(Repeat the same process for Primary Sources 2 and 3.)

Primary Source 2:

Notes or Quotations: _____

Primary Source 3:

Notes or Quotations: _____

The Big Finish (What aspect of this topic “speaks” to you? How will your research help you tell your story?):

C. How Will You Tell Your Story?

Which format should you use—rap, song, poem, monologue, or scene? What style of artistic expression best tells your story?

Consider: Is there a specific genre of music or creative expression that was new or influential during the time of your research topic? Is there already a creative aspect of the topic you can use in your performance piece?

D. Write Your Performance Piece

Remember to keep the following guidelines in mind when creating your performance piece:

- It must highlight how New York City has shaped history and continues to inspire the world today.
- Students may not work in groups.
- Written performance pieces should not exceed 750 words.
- If recorded, the Submission must be under 2 minutes long.
- If recorded, the Submission must be a performance by the student who researched and wrote the piece.
- The creative piece must not violate any party's copyrights or trademark rights.