 

CHRIST (Deemed to be University)

Faculty of Engineering, Bangalore – 560074.

Department of Computer Science and Engineering

**History Maker**

by

Arjun Kashyap 1560437, Yashasvi 1560463

7BTCS-C, 7BTCS-B

IVth Year

In partial fulfillment of the requirements of **Service Learning (CS – 772)** in Bachelor of Technology in Computer Science and Engineering / Information Technology

**Faculty In-Charge Head of Department**

|  |  |  |
| --- | --- | --- |
| **Contents** | |  |
|  | | Page No |
| **Abstract** | |  |
| **List of Contents** | |  |
| **Chapter 1.** | **Introduction** |  |
| 1.1 | Background |  |
| 1.2 | Problem Statement |  |
| 1.3 | Objectives |  |
| **Chapter 2** | **Literature Survey** |  |
| **Chapter 3** | **Methodology** |  |
| 3.1 | Architecture/flow diagram |  |
| 3.2 | Components |  |
| 3.3 | Software and Hardware Requirements |  |
| 3.4 | Description |  |
| 3.5 | Results and Screenshots |  |
| **Chapter 4** | **Conclusion** |  |
| 4.1 | Learning Outcome |  |
| 4.2 | Limitation and/or Challenges |  |
| 4.3 | Future Scope |  |
| **References**  **Appendices**  **A Community Profile**  **B Relevant documents of meeting /interacting with community (includes photographs, mail communications, letters)** | |  |

Formats:

Font Name: Times New Roman

Font Size: **HEADING – 16 with Bold**

**Sub-Heading – 14 with Bold**

**Second Sub Heading – 12 with Bold**

Remaining Content – 12

Line spacing – 1.5

Justify Alignment.

Use common Bullets/numbering throughout the report.

Margin: Left 1.25, Right 0.75

Top and Bottom – 1

Header: Project Name (Left aligned)

Footer: Department of Computer Science and Engineering (Left aligned) Page No (Right Alignment)

**Abstract**

Historical thinking is a set of critical literacy skills for evaluating and analyzing primary source documents to construct a meaningful account of the past. Sometimes called historical reasoning skills, historical thinking skills are frequently described in contrast to history content such as names, dates, and places. This dichotomous presentation is often misinterpreted as a claim for the superiority of one form of knowing over the other. In fact, the distinction is generally made to underscore the importance of developing thinking skills that can be applied when individuals encounter any history content. Most educators agree that together, history content—or facts about the past—and historical thinking skills enable students to interpret, analyze and use information about past events. In doing so, students will realize the complexity of history with all of the pieces and perspectives that cannot be captured through one narrative. Furthermore, as described by Dr. T. Mills Kelly, characteristics of historical thinking develop sourcing skills, the ability to construct and support an argument, and, "the ability to present the past in clear ways, whether in writing or in other media, saying what can be said and not saying what cannot."

The project is designed by Mr. Vikram Vincent who is currently pursuing his Ph.D. in IIT, Mumbai. The project aims to helps history students to visualize, understand and analyze historical events and come up with their own conclusion. It uses historical notations to help visualize the events. It is a browser-based tool which means it can be accessed from anywhere as long as the user has internet connection. It uses JointJs which is a library to create diagrams and display on the canvas element of the html document. The user can save the diagram in JSON format and can share between the peers and can also continue to work even after a gap of long duration.

1. **Introduction**
   1. **Background**

The study of history, as noted earlier, rests on knowledge of facts, dates, names, places, events, and ideas. In addition, true historical understanding requires students to engage in historical thinking: to raise questions and to marshal solid evidence in support of their answers; to go beyond the facts presented in their textbooks and examine the historical record for themselves; to consult documents, journals, diaries, artifacts, historic sites, works of art, quantitative data, and other evidence from the past, and to do so imaginatively–taking into account the historical context in which these records were created and comparing the multiple points of view of those on the scene at the time.

Real historical understanding requires that students have opportunity to create historical narratives and arguments of their own. Such narratives and arguments may take many forms–essays, debates, and editorials, for instance. They can be initiated in a variety of ways. None, however, more powerfully initiates historical thinking than those issues, past and present, that challenge students to enter knowledgeably into the historical record and to bring sound historical perspectives to bear in the analysis of a problem.

Historical understanding also requires that students thoughtfully read the historical narratives created by others. Well-written historical narratives are interpretative, revealing and explaining connections, change, and consequences. They are also analytical, combining lively storytelling and biography with conceptual analysis drawn from all relevant disciplines. Such narratives promote essential skills in historical thinking.

* 1. **Problem Statement**

The history as a subject is too vast and there are numerous events that shaped the time and future. Thus, in order to understand better history students and historians like to visualize the events on paper using historical thinking notations. However, it gets difficult to keep track and have the entire diagram on one sheet of paper along with clarity. It is also not easy to share one’s own visualization. This tool helps to do that digitally and can eradicate all these issues.

* 1. **Objectives**

The objectives for the project were:

1. Enhance the UI/UX of the front end of the web application.

2. Remove all the major bugs from the front-end:

* Fix text wrapping for the historical notations.
* Fix the UI by separating the Question/Answer panel.
* Add dynamic expansion of the canvas.
* Remove redundant post method to save to database.

3. Host the application on a server with domain “planethackers.in”.

1. **Literature Survey**

**History Standards:** The development of the History Standards was administered by the National Center for History in the Schools at the University of California, Los Angeles under the guidance of the National Council for History Standards. The standards were developed with funding from the National Endowment for the Humanities and the U.S. Department of Education.

These 1996 revised history standards were the result of nearly four years of intensive work by hundreds of gifted classroom teachers of history; of supervisors, state social studies specialists, and chief state school officers responsible for history in the schools; of dozens of talented and active academic historians in the nation; and of representatives of a broad array of professional and scholarly organizations, civic and public interest groups, parents and individual citizens with a stake in the teaching of history in the schools.

**Significance of history for educated citizen:** Setting standards for history in the schools requires a clear vision of the place and importance of history in the general education of all students. The widespread and growing support for more and better history in the schools, beginning in the early grades of elementary education, is one of the more encouraging signs of the decade. The reasons are many, but none are more important to a democratic society than this: knowledge of history is the precondition of political intelligence. Without history, a society shares no common memory of where it has been, what its core values are, or what decisions of the past account for present circumstances. Without history, we cannot undertake any sensible inquiry into the political, social, or moral issues in society. And without historical knowledge and inquiry, we cannot achieve the informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment for all our citizens of the nation’s democratic ideals.

**Standards in historical thinking**: Students engaged in activities of the kinds just considered will draw upon skills in the following five interconnected dimensions of historical thinking:

1. Chronological Thinking

2. Historical Comprehension

3. Historical Analysis and Interpretation

4. Historical Research Capabilities

5. Historical Issues-Analysis and Decision-Making

In short, these five sets of skills, developed in the following pages as the five Standards in Historical Thinking, are statements of the outcomes that students need to achieve. They are not mutually exclusive when put into practice, nor do they prescribe a particular teaching sequence to be followed. Teachers will draw upon all these Thinking Standards, as appropriate, to develop their teaching plans and to guide students through challenging programs of study in history. it is important to point out that these five sets of Standards in Historical Thinking are defined in the following pages largely independent of historical content in order to specify the quality of thinking desired for each. It is essential to understand, however, that these skills do not develop, nor can they be practiced, in a vacuum.

1. **Methodology**
   1. **Architecture/flow diagram**
   2. **Components**
   3. **Software and Hardware Requirements**
   4. **Description**
   5. **Results and Screenshots**
2. **Conclusion**
   1. **Learning Outcome**
   2. **Limitations/Challenges**
   3. **Future Scope**

**References**

**Appendix**

**A: Community Profile**

**B: Relevant documents of meeting and interaction**