Integrated Research Presentation

 American Studies Semester 1 Magee-Ruether

**Objective**: To develop understanding and practice of the research process, and to develop source analysis skills.

**Assignment:** Select a topic and language lens, locate sources of differing perspectives, analyze sources, and write a research question. Research will be presented to peers and teacher with a tri-fold or poster board display of your own design.

**Step 1: Pick a language lens.**

Conflict

Stereotypes

Journalism

Bias

The Media

Gender & Power

Morality

Language & Power

The State

**Step 2: Pick a topic from 1840 to 1940**. DUE 12/16

**Step 3: Research**

1. Broad Overview Research. DUE 12/20
	1. Minimum of 4 Britannica-level articles.
	2. Product:
		1. Paragraph explanation of how you will apply your language lens to your topic.
		2. Works consulted
		3. Submit to Turnitin.com
2. Research (5 sources total). DUE 1/10 at 10pm
	1. Locate Sources:
		1. Source 1: Primary.
		2. Source 2: Primary. Differing perspective from Source 1
		3. Source 3: Secondary
		4. Source 4: Secondary. Differing perspective from Source 3
		5. Source 5: Visual (political cartoon, graph, photograph)
	2. Analyze Sources:
		1. Excerpt an appropriate length text (think visual presentation).
		2. Choose how you will present your analysis; clearly differentiate between lang. and hist. analysis.
		3. Language Analysis: rhetorical appeals, propaganda terms (use specific vocab).
		4. Historical Analysis: Origins, Purpose, Content, Values, Limitations.
3. Presentation. DUE 1/16-17
	1. Create a poster:
		1. Title needs to include topic and language lens.
		2. Include excerpts.
		3. Include analysis that clearly differentiates between language and literature analysis.
		4. Formal research question. Based on your research and analysis of these 5 sources, what question would a scholar pose?
	2. Upload document of research to Turnitin.com, including: title, text excerpts, analysis of language and history, research question and works cited.
	3. Presentation to peers
		1. Explain how your sources led to your research question.
		2. Explain how your research question ties back to your language lens.

**Assessment**: Full integration in both LA and SS gradebooks, culminating category. Rubric will be provided separately.

My topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My language lens:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why are you interested in exploring this topic from this perspective? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 1** |  |  |  | **12/12****Project Intro** | **12/13** |
| **Week 2** | **12/16** **Topic Choice due/OPCVL****Work Day Ruether** | **12/17** | **12/18** | **12/19****Work Day Magee** | **12/20****Broad Research Overview due TII** |
| **Week 3** | **1/6** | **1/7****Work Day Ruether** | **1/8****Work Day Ruether** | **1/9** | **1/10****In-depth research due TII** |
| **Week 4** | **1/13** | **1/14** | **1/15** | **1/16****Presentations** | **1/17****Presentations** |

**Language Lens Descriptors**

**Language & Power:** How is language used to convey power or influence over others? What choices are being made in a text to inform, entertain, or persuade and what makes them effective? Consider propaganda, advertising, speeches, and rhetoric, as well as translation (including what can be lost in translation), the history of a language, and multilingualism/bilingualism.

**Conflict**: What conflicts arise within the text and how are they resolved, or why do they remain unresolved? How is conflict created? What is the resulting impact, or consequences of the conflict? Examine the use of differing perspectives on particular conflicts.

**Stereotypes:** Examine the role of stereotyping based on race, gender, class, sexuality, and the resulting impact on the individual and society. Consider the history of the stereotype and origin, as well as harmful effects on individuals and groups of people.

**Journalism:** Examine different forms of journalism and the impact journalism has on society. What is the function of journalism and different forms. Consider looking at news coverage online and in print, opinion pieces, blogs, etc.

**Bias**: prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. Examine the use of biased language within a text. What is the impact of the choices being made that are biased in favor of one side vs. another. Consider propaganda techniques such as card stacking as well as issues of censorship, differing perspectives, etc.

**The Media:** How does mass media use language and image to inform, persuade, or entertain? What political, educational, and/or ideological influence does the media have through different forms of communication?

**Gender & Power:** How does language surrounding gender convey or combat inequality? How does language surrounding gender create constructions of masculinity and/or femininity and what is the impact? How can gender and sexuality be constructed through language?

**Morality:** What determines whether or not something is moral or immoral? Consider how people use morality to persuade and influence others. Consider what consequences can arise when people or groups disagree over issues of morality?

**The State:** Examine the role of the government in the text and what power and influence the government holds in understanding the meaning of the text. What language specifically is used to convey government power? What persuasive language emerges within political speeches and what is the resulting impact?

**Topic List**

This is a list of POSSIBLE topics. It is not exhaustive. The requirements are that your topic relates to America during the time period of 1840-1940.

Back to Africa Movement, Marcus Garvey

Booker T. Washington

Bureau of Indian Affairs

Charlotte Perkins Gilman or Kate Chopin (looking at women and their role in Progressive Era)

Chinese Exclusion Act 1882

Conflict in the West: Choose tribe to research (Shawnee, Sioux, Apache) or battle (Battle of Little Bighorn/Wounded Knee)

Electric Power: Edison/Westinghouse/Tesla

Feminist Movement: birth control & Margaret Sanger

Flappers

Frederick Douglass after Civil War

Freedman’s Bureau

Gilded age capitalists (pick one to focus on: Carnegie, Vanderbilt, Fisk, Gould, Astor, JP Morgan, Rockefeller, Ford etc).

Great Depression: Bonus Army, Federal Writer’s Project

Great Migration (circa WWI)

Harlem Renaissance (focus on poet or artist: Langston Hughes, Aaron Douglas, etc)

History of Medicine: Elizabeth Blackwell

Immigration: Ellis Island or Angel Island

Muckrakers: Jacob Riis

Jazz Age: Louis Armstrong, Bessie Smith, Duke Ellington

Jim Crow Laws

Journalism and Nellie Bly

Lost Generation: Ernest Hemmingway

Lynching epidemic/Ida B. Wells

Mexican-American War

Minstrel Shows

Native Americans: Reservations and Dawes Act

Oklahoma Land Rush 1890s

Political Machines/Tammany Hall

Rise of socialist political party; Eugene V. Debs

Settlement House movement: Hull House

Social Hysteria and The Red Scare 1920s; Palmer Raids

Spanish American War

Sports: Jack Dempsey, Babe Ruth, Gertrude Ederle, Jim Thorpe, Charles Lindberg

Temperance movement: 18th Amendment, Carry Nation

*The Jungle*

Thomas Nast/Political Cartoons

Transcontinental Railroad

Unions (Haymarket Affair, Homestead Strike, Pullman Strike)

US Imperialism intervention in Puerto Rico/Hawaii/Philippines/Mexico/Panama/China

W.E.B. Du Bois and the Talented Tenth

Williams Jennings Bryant

Women’s suffrage: Focus on ratification of 19th Amendment or reformer (Susan B. Anthony, Alice Paul, Mary Church Terrell, Elizabeth Cady Stanton)

Yellow Journalism