11th Grade Second Semester Integrated Project

**Aims**: The purpose of this project is to help you understand the integrated nature of Humanities while also developing research, analytical writing and critical reading skills.

* + Integrate Social Studies and Language Arts in one thesis-driven essay
  + Use language analysis (rhetorical appeals, propaganda techniques, etc.)
  + Use OPCVL analysis
  + Use cultural universals, other historical themes and language lenses decided by grade level

**Directions**: Students will choose a post-1940s America topic and explore both historical and language sources around the subject. Students will then craft a research question, evaluate sources, and craft a thesis driven analytical paper.

**Requirements**:

* Research Question
* OPCVL and language analysis two differing primary sources, one secondary source with a clear perspective (historiographical, political, cultural, economic)
* Thesis-driven paper—1900-2100 words
* 7 sources total

**Source Evaluation Component**:

* Students will use OPCVL and language analysis for **two differing primary source and one secondary source with a clear perspective** that will be used in their investigation. In this section students must:
* Clearly state the **QUESTION** they have chosen to investigate (this must be stated as a research question)
* Include an **OPCVL** of the three sources they have selected for detailed analysis, including an explanation of their **relevance** to the investigation, **origins, purpose and content,** and the **value and limitations** of the three sources.
* Analyze the **language** of the three sources using analysis such as rhetorical appeals, propaganda techniques, etc.
* The source evaluation will be included in the final paper (but not in the final word count), and will be scored in the culminating category.

**Process Components**:

* Brief overview of your topic that leads to research question creation
* Outline including thesis, BTS, cited evidence, and analysis
* Rough draft with Works Cited Page and Source Evaluation included

**Culminating Components**:

* Source Evaluation including OPCVL and language analysis
* Final, thesis-driven essay
* Scored using Humanities rubric

**Due Dates and Work Days**:

* Brief overview research day 2/13
* Research question due 2/25
* Library day 2/26
* Split OPCVL work days 3/3 and 3/4
* Printed OPCVL due 3/6 (start of class)
* Outline work day 3/9
* Outline due 3/13 (10pm on turntin.com)
* Rough draft work day 3/19
* Rough draft due 3/20 (10pm, printed copy to class 3/23)
* Peer edit rough draft 3/23
* Final due 3/27 (start of class)