Dissecting an integrated Thesis

We will be writing an integrated LA/SS paper when we return to school. You will also have to write integrated LA/SS papers in 10th and 11th grade. This activity will help you identify the components of a good integrated thesis.

What are the three parts of a thesis?

HOW|WHAT|SO WHAT

HOW: the language piece (novel, poem, essay, painting, song, speech, etc. etc.) that is being analyzed AND the language technique (literary devices, rhetorical device, propaganda technique) being used

WHAT: history connection – *how does the author use the language technique to reflect what’s going on in history (at the time)?*

SO WHAT: significance/impact(s) – *how is this language piece significant to the greater context of history?*

EXAMPLE:

In his Begin Match to source 9 in source list: Submitted to Skyline High School on 2019-12-20[poem “Love in the City”, Jose Marti](javascript:void(0);)End Match use metaphors Begin Match to source 9 in source list: Submitted to Skyline High School on 2019-12-20[to](javascript:void(0);)End Match illustrate Begin Match to source 9 in source list: Submitted to Skyline High School on 2019-12-20[the](javascript:void(0);)End Match corruption engulfing Cuba under imperialism, emphasizing the Cuban people’s idealization of an equitable and autonomous nation that spearheaded the late 19th-century independence struggles against Spain.

**Directions:** For each of the following thesis, highlight the HOW, WHAT, and SO WHAT.

1. In the poem "La Refalosa" Hilario Ascasubi uses brutish imagery and onomatopoeia to emphasize the cruelty directed at non-federalists during the Rosas regime whilst strengthening the solidarity of Argentinian Unitarists, leading to the downfall of the Rosas regime.
2. In the poem “Love in the City”, José Martí depicted the injustices in pre-independence Cuba through imagery and juxtaposition of oppression and love, emphasizing the destructive nature of systematic oppression under Spanish imperialism, which precipitated Cuba’s Second War for Independence.
3. In “En el teocalli de Cholula” by José María Heredia y Heredia, the author uses imagery to portray the intense economic pressure in Cuba from their Spanish colonizers, leading to a growing revolutionary sentiment among the lower classes.
4. In “The Gaucho, Martin Fierro”, Jose Hernandez uses metaphors to portray the wild, free gauchos’ refusal to conform to modern Argentina, ultimately revealing the loss of gaucho culture that came with Argentine industrialization.
5. Antônio Gonçalves Dias’s use of imagery in his poem, “Portuguese Language” reflects the turbulence that the colonial period and the subsequent regency era brought on Brazil, causing an increase in support for Pedro II’s early ascension to the throne as a way to achieve an authentic Brazil.
6. In Bartolome Hidalgo’s poem “New Patriotic Dialogue”, he uses dialogue to portray the emotions and ideals of gauchos, ultimately echoing the conflicting social and political nation-building perspectives of Argentina at the time.
7. In the poem “On the Teocalli of Cholula,” Jose Maria Heredia uses allusions to ancient civilizations to criticize Spain’s oppressive colonial presence in Cuba, ultimately inspiring others to lead the country to independence.