**Birthright Citizenship Project**

**Guiding Question: To what extent does the media influence how the public hears and understands a political story?**

Every day, the media masterfully tells stories to the public, from the impact of the latest snowstorm to the progress of the next presidential election. While all these stories come from seeds of truth, each story is told from a certain perspective with certain biases. In order to be informed, you must have the skills to identify and understand these perspectives through research. One way to do this is by completing an OPCVL analysis and identifying specific language (such as rhetoric and persuasion appeals) that demonstrates bias. For this project, you will investigate and present on two different stories (sides) of the birthright citizenship debate to practice these skills of evaluation. The objective of this project is to help you evaluate a variety of sources from two sides of a story so you can draw your own conclusions, not for you to present on which story is “right”.

**Requirements:**

You will work in partners to find a total of 4 different sources to investigate both stories (sides) of the birthright citizenship debate. You will need one visual for each story (side), in this case political cartoons. You also need at least 2 written sources, one for each story (side).

**4 sources and 1 works cited page** (this can be put on the back of your poster)**:**

* 2 cartoons (one from each story/side) *– You may choose from my collection of cartoons or you can find your own.*
* Writing Sources (one for each side):
	+ 1 primary source

*Primary source: immediate, first-hand account of a topic from people with a direct connection to the event. For the purposes of this project, you will need to select a source other than a newspaper article for this.*

*Ex. Interview transcript, tweets from the president*

* + 1 article (at least one page long, this may be a newspaper article)

**For each source you will:**

1. Complete a detailed OPCVL analysis for each source. Origins, Purpose and Content may be presented in bullet points. Value and Limitations for the previous should be presented in several insightful sentences.
2. Annotate your source by identifying 2-3 elements of rhetoric and persuasion for each source. Provide short explanations of significance for your annotations (go beyond just identification).

**Presentation:**

All of this information will be compiled on a poster to present as partners during a gallery walk. This integrated project will be a total of 50 points and will be entered as a culminating score in both gradebooks.

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| OPCVL /15 | Correct identification of origin, purpose and content with detailed and thorough analysis of values and limitations for each | Correct identification of origin, purpose and content with analysis of values and limitations for each | Identifies origin, purpose and content though some information may be missing. Analysis of values and limitations is present but may need more detail | Origin purpose and content may have some inaccuracies. Values and limitations may not show up for each or are incorrect |
| Language (Persuasion and rhetoric) /15 | Identifies 2-3 elements of rhetoric/persuasion for each source and provides insightful explanations of significance for each | Identifies 2-3 elements of rhetoric/persuasion for each source and provides short explanations of the significance for each | Identifies 2-3 elements of rhetoric and/or persuasion for most sources and provides short explanations of the significance for some | Identifies less than 2-3 elements of rhetoric/ persuasion for most sources and no explanations for significance are provided  |
| Presentation /10 | Presentation clearly explains key discoveries for each story/side and makes strong connections between the discoveries and guiding question | Presentation explains some discoveries for each story/side, or explains all discoveries and makes connections between discoveries and guiding question | Presentation explains some or all discoveries from each story/side, but connections between discoveries and guiding question need clarity | Presentation does not explain discoveries from each story/side and/or connection between discoveries and guiding question is confusing and/or incorrect |
| Aesthetics/Following Instructions /5 | Poster is well designed with attention to aesthetics in a way that is conducive to note takingPoster includes 4 sources as well as a guiding question and works cited page | Poster is well designed in a way that is conducive to note takingPoster includes 4 sources as well as a guiding question and works cited page | Poster is designed in a way that is conducive to note taking. There may be some distracting elementsPoster may be missing 1 of the required pieces | Poster is not conducive to note taking and there are many distracting elementsPoster is missing many of the required pieces |

MLA Works cited page /5

 Total /50