Are we perpetuating stereotype or truth by publishing the single story narrative?

Students will pick a topic/event (that must be instructor approved) from the scope of American history, explore the event and its legitimacy (or lack thereof), and argue for or against re-establishing the narrative as a controlled, single narrative or the need to rediscover and re tell the story in a more complete and inclusive truth.

\*\*Topics must be able to be explored and argued from 2 sides in order to give context and present a well balanced, non biased essay/project.

This project will be composed in multimodal media- both an argumentative essay and a powerpoint presented over zoom. Cameras and microphones, audio and visual, are absolutely required for this assignment.

Students will develop this assignment over parts (scaffold), particularly essay development, and include in depth research on their topics, which will be collected and represented In an annotated bibliography and then present it to their peers through powerpoint.

For example:

\*If I were doing this project, I would be examining the topic of Black Wall Street/Tulsa Race Massacre of 1921. I would offer context on the topic and explore “the conspiracy of silence” surrounding this topic/ expose those in power that made the decision to hide this story for 100 years.  I would also present the argument of the necessity of exploration of this single/unknown story and the need for consistency and completeness of education. We cannot, as educators/curricula developers, design narratives that only tell one version of history. We need to educate our students, at all ages, the truths about their state and national history as completely and accurately as possible. We owe them truth, and not preference and construct. Also, students of color, need to know stories of representation, where they are more than just less than. where they can see themselves in positive light and not only symbols of negativity and oppression.

The counterargument in consideration that some things should be left in the annals of history, educators/curricula developers have to make decisions on WHAT gets taught, when, and to whom because of time in the school year, depth of topics, content, purpose, and effect, and other aspects for consideration.

Scaffolding parts-

Post substantive paragraph that outlines project focus and respond to 3 other students’ posts.

Examine argumentative genre and examples

Compose beginning and ending paragraphs

Examine thesis construction, construct thesis, participate in thesis workshop.

Building Body Paragraphs

Review MLA/in text citations and outside sources

Discuss powerpoint genre

Draft work/peer review

-Presentations

Essays must be 5-6 pgs, with a 2 pg reflection paper, also have a properly composed works cited page in mla format. Double spaced, times new roman font. The reflection paper must discuss how the assignment fits in the rhetorical situation and how it meets (which specific) course learning outcomes. The reflection paper must also discuss what happens to the rhetorical situation when you change media (refer to the discussion on the zoom recording.

**Powerpoint presentations must be a minimum of 6 slides and 7 minutes. I will be keeping the time!**

1 slide must be a title slide

1 slide must be a properly composed works cited slide in mla format

\*\*4 slides must be body slides, yes you can have more body slides, but you must have a minimum of 4 body slides