AP/USH+

Final Project 2022

**What explains the segregation that exists in the Rochester region?**

For the final project, you will be put into groups of three from your class.

**Part I:** each partner in your group must complete the **Compelling Question exercise** by choosing **ONE** of the three possible sources provided. Each partner must choose a different source. After you have examined the source, you need to answer the following questions:

* Which source did you choose?
* What inequity/injustice did the individual experience?
* What action did he/she/they take?

**Part II:** each partner is to choose **ONE** of the following **Supporting Questions**. For the question you choose, examine all of the featured sources, and answer the questions that go with them. You must answer all of the questions.

* **Supporting Question #1** - What stories do the statistics tell about the Rochester region?
* **Supporting Question #2** - How has redlining impacted the Rochester region?
* **Supporting Question #3** - How have restrictive covenants affected housing in the Rochester region?

Each Supporting Question comes with its own questions and sources. Please take the time to examine the sources (they should all be clickable links) and answer the questions on the charts, to the best of your ability. The research you are doing here will be shared with your partners and will be the research for your final paper so it is important that you complete your section so that the information can be shared with your group members.

**Part III**: share your research with your partners, so that they have it for their papers. Summarize your research down to the five most important facts you found and the corresponding resources you got them from. You will each receive 5 index cards to write this information on for your group discussion.

**Process**:

1. We will be working on this project and paper starting June 3rd and ending June 13th in class.
   * **Friday** 6/3 – Compelling Question
   * **Monday** 6/6 – divide the group responsibilities (Supporting Questions) and begin individual research
   * **Tuesday** 6/7 – **IN LIBRARY**: meet with Mrs. Swift individually or continue research
   * **Wednesday** 6/8 - **IN LIBRARY**: meet with Mrs. Swift individually or continue research
   * **Thursday** 6/9 – complete research, begin writing
   * **Friday** 6/10 – continue writing
   * **Monday** 6/13 – finish writing
2. During class the week of June 6-10, Mrs. Swift will be meeting with you individually to give you her critique of your summer paper, showing you how you need to improve your MLA citations, so that when you write the final paper you won’t make the same mistakes. The summer paper was just graded for completeness, this will be graded for correctness. The grade for this paper will be on the historical accuracy of your paper and on the MLA accuracy of your paper. The final grade will be a Unit Test grade (150pts) and will replace the third MCC Unit Test.
3. You will have class time and your own time outside of class to complete your research and write the paper. There are no more crutches, so this is your homework until the end of the year. The paper is to be emailed to Mrs. Swift (make sure your last name and Opp # are in the file name) **and** submitted into Schoology by **3pm** on **June 13th.**
4. Paper specifications are as follows:

* MLA formatted (includes proper margins, font, and font size) and include a **Works Cited page** and **parenthetical citations** (review the MLA Guide)
* Minimum of **FIVE full pages** in length (this does NOT include the Works Cited page)
* Include the use of a minimum of **THREE different scholarly sources** (from the database not Google)