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## 2020 Humanities 8 Summer Assignments

### Eastern Middle School

Welcome to your final year in the Eastern Humanities and Communication Magnet Program! You have worked so hard over the last few years to grow as students, filmmakers, and individuals and we are so excited to work with you to end your time at Eastern in a meaningful way.

The theme for all three magnet classes this year is **Foundations of Change: Examining the Roots of Modern Movements**. This year we are challenging you to immerse yourself in a political or social movement that impacts or has impacted American life and to produce a documentary that gets at the core of this movement. Ask yourself these questions:

- What political or social issues get me fired up? What issues am I passionate about?
  - What sub-issues are within that topic? (For example, if you are interested in working on the environmental movement, consider focusing in an even more specific way on something like sustainable energy, etc.)
- If I can't think of any issues off the top of my head, what issues are my friends or family members passionate about or have I seen in the news, that I would like to learn more about?
- What underlying needs, goals, and problems are at the core of this movement?
- Who supports this movement? Who opposes it? Why?
- What has advocacy looked like within this movement?
- What are the main policy goals of this movement? (What do they hope to change?)
- Are there disagreements within this movement?
- What actions or events are at the core of this event? In other words, why does it exist?

As you complete the assignments for each class, keep these questions and your potential focus issue in mind as you make connections and start the early planning process for your documentary.

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## Humanities 8 Team Bios

We are so excited to get to know you and to start your final year at Eastern. This will be our fourth year together as a Humanities team and we are proud of the program we have created together. Here's a bit more about us!

### **Mr. Scheib, Humanities Media 8**

[Warren\\_ScheibIII@mcpsmd.org](mailto:Warren_ScheibIII@mcpsmd.org)

I am looking forward to working with you and picking up where you left off in 7<sup>th</sup> grade media. Over the summer I will be introducing our incoming 6<sup>th</sup> graders to Eastern remotely during our annual Summer Media Institute. Other plans I have this summer include spending time with my wife and two daughters, (if/when restrictions are lifted) vacationing in OBX, boating/fishing in the Chesapeake Bay, golfing, and visiting family and friends in Pennsylvania. If you have any questions during the summer feel free to send me an email, I'd enjoy hearing from you. Until then, enjoy the rest of your summer break!

Don't forget to check the Google Classroom to access and complete your Summer Media Assignment and other information for the start of the school year.

### **Ms. Schuster, Humanities English 8**

[Megan\\_E\\_Schuster-Archer@mcpsmd.org](mailto:Megan_E_Schuster-Archer@mcpsmd.org)

I'm so excited to meet and work with all of you next year! Next year we will be building on all of the research, analysis, and synthesis skills you have been practicing the last two years. This summer I will be spending some relaxing time with my husband and puppies, getting ready for our first human baby (due this fall). If you have any questions over the break, send me an email; I'd love to hear from you. Until then, enjoy your time off!

### **Mr. Halpren, Humanities U.S. History 8 and 8th Grade Team Leader**

[Joshua\\_I\\_Halpren1@mcpsmd.org](mailto:Joshua_I_Halpren1@mcpsmd.org)

This year we'll work together to analyze American history from pre-contact indigenous societies through Reconstruction. We'll do this through documents, music, debate, and discussion and I'm so excited to get to work with you all. While I wish I could be travelling this summer, I am still excited to finish up my Master's degree in American History and Government, read some good books, go on some (socially-distant) walks and hikes and spend as much time outside as I can. I also really love to cook so don't be surprised if you ever bump into me at the Silver Spring or Takoma Park Farmers Markets!

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## Humanities 8 Summer Work Checklist

**English and History Assignments** should be turned in via the Humanities 8 Google Classroom: Join Code: slnhm42

**Media Assignments** should be turned in via the Humanities Media 8 Google Classroom: Join Code: **i7wasj2**

### English

- Secure a copy of Melanie Crowder's book *Audacity* by either purchasing it online through [Amazon](#), [IndieBound](#), or another bookstore of your choice, borrowing it from the public library (when it reopens), or picking up a copy in the Eastern Main Office.
- Read the entire book
- While you are reading, select passages for the analysis capture sheet

### History

- Select a policy issue either from the list in the assignment or based on your own interests.
- Use the linked websites as well as other reliable research sources to learn about that issue and the advocacy currently being done on that issue.
- Use the template in the assignment to write a 1-2 page policy memo about that issue and what you think should be done about it.

### Media

*Use the policy issue you researched for your History assignment to guide your work on your Media assignment. As you learn more, this topic can evolve and change but use the research you have done to inform your work here.*

- Complete Thesis Development assignment (including identifying at least one potential interviewee relevant to your topic)
- Complete Written Treatment
- Prepare for initial Oral Pitch

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## Humanities English 8 Summer Assignment 2020-2021: Audacity

Ms. Schuster

[Megan E Schuster-Archer@mcpsmd.org](mailto:Megan_E_Schuster-Archer@mcpsmd.org)

### Essential Questions:

*How has the immigrant experience contributed to the development of American culture? How has the experience of immigrating affected immigrants' culture and identity? What story is Audacity telling of the immigrant experience? What stories are being left out? What perspective does Crowder have of the immigrant experience? What are the advantages and limitations of portraying the immigrant experience in this way?*

### The Novel:

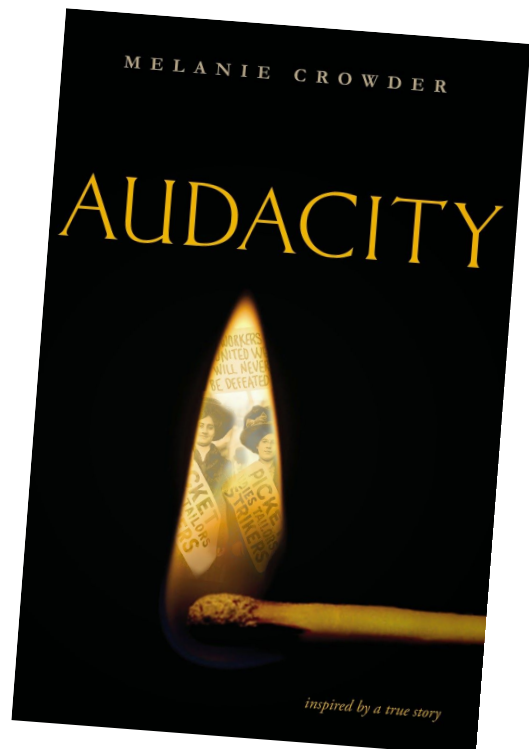
*Audacity* by Melanie Crowder offers a fictionalized “autobiography” of Clara Lemlich, a Russian Jew who immigrated to the United States in the early twentieth century. Through her experiences working in shirtwaist factories, Clara’s social awareness and social conscience grew, leading her to become a founder and executive board member of the Local 25 chapter of the International Ladies’ Garment Workers’ Union. **We have limited copies of the text that you may check out; these copies are available in the front office of Eastern. Alternatively, you may borrow a copy from a library or order it from [Amazon](#) or [Indiebound](#).**

### Your Task:

Read *Audacity* thoughtfully and critically. As you do so, you need to select **FIVE (5) short passages (less than 10 lines or so)** that strike you as particularly powerful, interesting, or thought-provoking. Using the provided capture sheet, **record those passages and reflect upon what makes the passages important to the text as a whole. Each reflection should be ~4-5 sentences long.** Consider and reflect upon how your selected passages offer insight into the essential questions above. How can we use these passages and the novel as a whole to frame our thinking about New York City and/or about the development of America as a whole?

Type your responses in the copy of the [electronic version](#) of the capture sheet (responses must be Times New Roman, 12 pt.) released to you in our Humanities 8 Google Classroom (**Join Code: slnhm42**). **Turn in your final draft to the Humanities 8 Google Classroom by the first day of school.**

See the rubric and example on the back to help clarify expectations!



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### Audacity Double Entry Journal Rubric

	20	16.5	14.5	12.5
<b>Quotations</b>	Journal includes five thoughtfully selected quotations from throughout the text.	Journal includes five quotations from throughout the text.	Journal includes five quotations, but they may not be drawn from throughout the text.	Journal includes fewer than five quotations, quotations are all from one section of the novel, or selection of quotations is haphazard.
<b>Analysis</b>	Reflections demonstrate a sophisticated and insightful understanding of Crowder's portrayal of the immigrant experience.	Reflections demonstrate a solid understanding of Crowder's portrayal of the immigrant experience.	Essay demonstrates a basic understanding of Crowder's portrayal of the immigrant experience, though analysis may focus on more superficial connections.	Essay does not demonstrate an understanding of Crowder's portrayal of the immigrant experience.
	Reflections draw connections which show a high level of thought and are particularly perceptive.	Reflections include accurate and thoughtful connections.	Reflections are present but thoughts and connections are not fully explained.	Reflections may not be present, focus on paraphrase over analysis, or may be inaccurate.
	The entries as a whole record a thoughtful, inventive, and evidence-based exploration of the text.	The entries as a whole record a strong effort to explore elements of the text in some detail.	The entries as a whole represent some effort to make sense of the text.	The entries do not involve a thoughtful effort to make sense of the text.
<b>Mechanics</b>	All quotations are appropriately cited by page number.	Most quotations are cited by page number.	Two or more quotations are missing citations.	Quotations are not cited by page number.
	The entry is typed or neatly handwritten and free of errors in grammar, spelling, and mechanics.	The entry is typed or neatly handwritten and generally free of errors in grammar, spelling, and mechanics.	The entry may not be neat or may contain errors in grammar, spelling, or mechanics that occasionally hamper meaning.	The entry is not neat or contains numerous errors in grammar, spelling, and mechanics that consistently hamper meaning.

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### **Audacity Double Entry Journal Example:**

*Take particular note of how the analysis digs into the language of the passage and connects back to the big picture of the text.*

<b>Passage from the Text</b>	<b>Reflection</b>
<p>“I spot a cracked cobble in front of the bakery.</p> <p>Out of the sliver of exposed dirt a little tree is trying to grow no bigger than a weed sprouting three tear-shaped leaves and reaching with endless optimism toward the sky” (305)</p>	<p>This passage, while not directly talking about the immigrant experience, alludes to it from beginning to end. The tree “reaching with endless optimism toward the sky” is a reflection of Clara’s personal experience trying to find a job in her new country and change the lives of female workers in the process, even though she understands others view her as no more than “a weed.” Even in the most unlikely place, under the most unpromising conditions, beautiful things can live and grow. For immigrants in New York, life was hard and the outlook was bleak, but for those willing to push forward, America and New York City afforded the opportunity to grow and flourish and succeed.</p>

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## Analyzing Audacity by Melanie Crowder

### **Essential Questions:**

*How has the immigrant experience contributed to the development of American culture? How has the experience of immigrating affected immigrants' culture and identity? What story is Audacity telling of the immigrant experience? What stories are being left out? What perspective does Crowder have of the immigrant experience? What are the advantages and limitations of portraying the immigrant experience in this way?*

<b>Passage from the Text</b> <i>Be sure to cite the page number(s)!</i>	<b>Reflection</b> <i>What makes this passage particularly interesting, powerful, or thought-provoking? How does it address one or more of the essential questions? How does the word choice and language Crowder uses work to convey her perspective on the immigrant experience?</i>

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<p><b>Passage from the Text</b> <i>Be sure to cite the page number(s)!</i></p>	<p><b>Reflection</b> <i>What makes this passage particularly interesting, powerful, or thought-provoking? How does it address one or more of the essential questions? How does the word choice and language Crowder uses work to convey her perspective on the immigrant experience?</i></p>



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## **Humanities U.S. History 8 Summer 2020 Assignment**

### *Foundations of Change: Examining the Roots of Modern Movements*

You should complete this assignment **before** you complete  
your Media Assignment!

Where does change come from? Does it happen naturally or by an interruption in the normal course of events? Does it happen most effectively when led by an individual or a team or a nation? Is change always a good thing? These are questions you will seek to answer this year as you create a documentary focused on identifying and tracing the roots of change, the origins of movements, and the people who make them happen.

In the midst of a global pandemic, a presidential election, and a rapidly changing world we cannot yet predict what our world, much less the school year, is going to look like at this point. But part of being a filmmaker and a journalist is adapting to change and telling stories in a variety of circumstances. Before you can begin to tell these stories, though, you need to ground yourself in a thorough understanding of the issue itself, then you can effectively advocate for solutions to these problems.

Your task for this summer is to research an ongoing issue on which individuals and/or organizations are engaged in advocacy. Essentially, you will get at the roots of an issue to understand the challenges people face and the potential solutions to this problem.

You will complete the following:

- **Issue Policy Memo:** Research an ongoing political issue on which individuals and/or organizations are working to effect change and consider a variety of perspectives on this issue
- **Connect this to your Media Assignment:** Research two individuals working in this field or one closely related to it to interview (you will not interview them yet but are simply gathering names of individuals who you could possibly interview). It helps if they are based in either New York City or the Washington D.C. Metro area but interviews could also be conducted via Zoom, Skype, or other video conferencing software. (See Mr. Scheib's Media assignment for more details on this)

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## **Writing an Issue Policy Memo**

Your first task is to identify a political or social issue impacting the United States and/or the world at large about which you would like to learn more. This can be more general (such as responding to climate change or ensuring access to healthcare) or it can be a specific challenge facing the United States (such as displacement of populations due to climate change or access to testing for COVID-19, etc.). Research this issue to write a mini-policy memo. (See the next pages for the template you will use, some sample issues, and suggestions of where to start your research). Your policy memo must include the following components:

- Summary of the problem (what is happening, who is involved, why is it a problem)
- Two possible solutions and why each would solve this problem
  - For each solution consider the Three Es and 1 F (see below)
- Conclusion in which you select the option you see as best.

### **The Three E's and 1 F of Public Policy**

- Effectiveness: Do current or proposed policies actually do what they were designed to do?
- Efficiency: Do current or proposed policies do what they are designed to do without wasting scarce resources?
- Equity: Do current or proposed policies treat people equally and/or allow all people to have their voices heard?
- Feasibility: What would need to happen for this policy to change? Who would you have to get on board?

### **Citing Sources**

When citing sources in a policy memo you should use footnotes to indicate where you got this information. When using Google Docs, click on the Insert drop down menu and select Footnote to insert a Footnote. In the footnote, cite the source in [MLA format](#). (Just do your best with this. Points will not be deducted for MLA formatting, etc. As long as it is clear what you are citing, it is okay.)

### **Suggested Length - 1-2 pages**

This is a memo, not an extensive report. And in advocacy and public policy, succinctness and brevity--packing a lot of meaning into fewer words--is highly valued. Pull out the most important details to help convince your target audience of the importance of this issue and the potential success of your proposed solution.

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## **Policy Memo Template**

To: ***Insert name of elected official or advocate who could make change on this issue***

From: ***Your name goes here***

Date:

Re: ***Create a brief title that encompasses the issue you are discussing***

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### **Summary**

*This is where you give a brief, 1-2 paragraph description of the problem and why it matters. You want the person you are addressing to know what is going on, why it is happening, and why it is urgent that this problem be solved.<sup>1</sup>*

### **Possible Solutions**

*Based on your research and your own thinking, consider two options for how this issue should be addressed. They can be solutions that others have proposed or that you propose yourself. For each option, consider its effectiveness, efficiency, equity, and feasibility using the key above. It is okay to use bulleted lists for this section.*

### **Conclusion**

*Choose the option from the section above that you think will work best towards solving this problem. This is where you use your advocacy skills to convince the person you are addressing that this is the option they should select. This is where you make your case succinctly and strongly.*

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<sup>1</sup> This is where you put your MLA citation for the source you are citing.

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### **Suggested Policy Issues and Organizations**

(these sites are a good place to start your research and you may even find some individuals to interview at these organizations)

*Note: These are just suggestions. You are not required to select an issue or organization from this list*

#### Immigration

- [CASA](#)
- [Lutheran Immigration and Refugee Service](#)
- [Hebrew Immigrant Aid Society](#)
- [Immigration Equality](#)

#### LGBTQ Equality and Advocacy

- [Human Rights Campaign](#)
- [Casa Ruby](#)
- [GLAAD](#)
- [National Center for Transgender Equality](#)
- [Lambda Legal](#)

#### Environment, Energy, and Climate CHange

- [Sierra Club](#)
- [Natural Resources Defense Council](#)
- [The Nature Conservancy](#)
- [American Wind Energy Association](#)
- [American Council on Renewable Energy](#)
- [U.S. Green Building Council](#)

#### Education and Children's Issues

- [American Enterprise Institute](#)
- [National Education Association](#)
- [American Federation of Teachers](#)
- [Fight for Children](#)
- [National Association for the Education of Young Children](#)
- [National School Boards Association](#)
- [National Alliance for Public Charter Schools](#)
- [Higher Achievement](#)

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### Healthcare

- [Patient Advocate Foundation](#)
- [National Alliance on Mental Illness](#)
- [Families USA](#)
- [American Heart Association](#)
- [American Cancer Society](#)

### Homelessness and Poverty

- [National Alliance to End Homelessness](#)
- [National Coalition for the Homeless](#)
- [The Ali Forney Center](#)
- [The Bowery Mission](#)
- [Southern Poverty Law Center](#) (could be used for multiple topics)

### Racial Equality and Social Justice

- [NAACP](#)
- [Black Lives Matter Global Network](#)
- [National Coalition on Black Civic Participation](#)
- [Asian American Youth Leadership Empowerment and Development \(AALEAD\)](#)
- [UnidosUS](#)
- [Voto Latino](#)
- [National Congress of American Indians](#)
- [National Indian Education Association](#)

### Local DC and Montgomery County Initiatives

- [DC Central Kitchen](#)
- [CASA de Maryland](#)
- [Montgomery Housing Partnership](#)
- [Centro Nia](#)
- [Impact Silver Spring](#)
- [Manna Food Center](#)
- [The Arc of Montgomery County](#)
- [DC Center for the LGBT Community](#)
- [District Alliance for Safe Housing](#)
- [Rock Creek Conservancy](#)
- [Shepherd's Table](#)

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**Humanities Media 8 Summer Assignment**  
**Foundations of Change: Examining the Roots of Modern Movements**

**Classroom Code: i7wasj2**  
**Mr. Scheib: Warren\_ScheibIII@mcpsmd.org**

**Documentary Overview**

Media 8 students will begin in the preproduction phase of the documentary filmmaking production process for this interdisciplinary capstone project. The project will culminate in a five to eight-minute documentary to be presented at the AFI Silver Theatre and Cultural Center in late May/early June. Over the summer, you will develop a thesis based on the topic *Foundations of Change: Examining the Roots of Modern Movements* and identify a potential interviewee to be interviewed about your thesis.

**Thesis Development**

Identify a cultural or historical topic to research that examines the historical aspects of a modern movement. Your selection should relate to this year's theme: *Foundations of Change: Examining the Roots of Modern Movements*. You will explore the cultural, social, economic, or political significance of your topic to be showcased in a professional documentary film production. After selecting your topic, you will develop a thesis by completing open-ended sentences in a document in Google Classroom titled **Thesis Development for F-Con Documentary**. In the document you will identify at least one potential interviewee who is relevant to your topic. You will utilize the interview to generate multiple concepts to include in your documentary, while taking a balanced approach. The content of the interviews will be used to further develop the narrative of your story. Later in the year, you will conduct additional interviews to gain different perspectives to continue your narrative that will already be established from your previous interviews. Your interview should play an important role in shaping the ever-changing narrative of your documentary and be crafted in a way to interest your audience. Specifically, the information shared with you from your interviewees will include their professional experiences that may include the telling of an event or series of events as it relates to *Foundations of Change: Examining the Roots of Modern Movements*.

**Treatment Writing**

You will also be evaluated based on a written treatment for your potential documentary concept and interviewee. The treatment should be completed in the document in Google Classroom titled **Treatment for F-Con Documentary** before the first day of school. When writing your treatment consider the “who, what, when, where, and why” of your potential interviewee. Be

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sure to use your own words and paraphrase as necessary or, if quoting directly, use quotation marks and cite sources in a references section in MLA format. Use of voice in writing and conventions are also part of the written assessment. Type your name, documentary title, date, and class period on the top of the Google Doc. Your text needs to be typed, double-spaced in 12-point size, using Times New Roman font. Your treatment will consist of conducting research on your chosen topic, showing varying perspectives, providing a brief history, stating likely outcomes, identifying potential interviewees, writing a concept statement and identifying your approach. See the document in Google Classroom for specifics regarding each of these criteria.

### **The Pitch**

In order to present your subject to the class, you will need to prepare an oral pitch approximately one-minute in length. The oral pitch will be presented during the **first class** of the school year. Your overall goal is to gain the support of your peers for selecting your topic as it relates to your potential interviewee, when you are assigned documentary groups during the first week of school. Though having all of your thinking together this early in the process will be difficult, you should be able to begin to prepare your ideas so that you can successfully make a one-minute pitch (called an “elevator pitch”) of a documentary idea to the entire class.

Your pitch should include reasons how your topic relates to the topic of *Foundations of Change: Examining the Roots of Modern Movements*, and why your interviewee should be chosen for your documentary. You must conduct background research on your chosen topic, two potential interviewees, and the organization from which they are employed. Your pitch should be persuasive and capture your audience’s interest, while remaining simple and to the point. Try to show the benefits that your production team would have by selecting your perspective, theme, and potential interviewees. Include the background of your perspective and potential interviewees and how they would relate to *Foundations of Change: Examining the Roots of Modern Movements*. Discuss what makes your potential interviewee special, how s/he reveals interest, the relation to your topic, and the suggested style of coverage. If possible, you should also describe any changes or growth expected during the filming. A conclusion statement of why it is important to make this documentary and why you are motivated to make it are key factors to selling your interviewee to your peers. Your words should be descriptive and your enthusiasm should convey a clear, almost pictorial, sense of what the documentary will be like and why it should be made.

### **Presentation of Pitch**

You will be assessed on various forms of public speaking, including professionalism, during your oral presentation. Your pitch should be organized, clear, concise, and easy to follow. Use complete sentences and rehearse your pitch in front of a mirror prior to the first day of school.



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Note cards are permitted during the presentation. Pay attention to your stance, which includes how you present yourself, your movements, your ability to connect with the audience, and the use of appropriate gestures. Your voice projection should be loud and clear. Focus on proper enunciation, including emphasizing words, changing tones when necessary, and using appropriate pauses. Finally, the pace of your pitch should fit within the timeframe and should not come across as too fast or too slow.

### **Interviewee Initial Contact**

At this point you should have identified story ideas, topics, perspectives, and a potential interviewee. You should **not** contact your potential interviewee over the summer. Making contact with your potential interviewee will begin after pitching to your peers, and if/when your topic is selected by your production team. If you are having difficulty identifying potential interviewees after conducting research on your topic, check with your family or friends to see if they have any connections. Please email Mr. Scheib with any questions over the summer. He will be responding to emails throughout the summer.