

Humanities and Communication Magnet Program
Eastern Middle School
300 University Boulevard, East
Silver Spring, Maryland 20901

June 2020

Dear Humanities 7 Students,

The 7th grade Humanities team is looking forward to a great year. It will be an exciting and challenging year as we will actively engage in the development of original project concepts, scholarly research, personal and expository writing, and multimedia productions of all of these ideas through the World Studies, English, and Media classes. You will develop writing and projects in these classes that offer analysis of and practice with communication concepts, challenging your comfort zones and strengthening your skill sets.

The 7th Grade historical research paper is a seminar experience two days a week for an entire semester in which students learn the research process along with appropriate formal expository writing techniques in combined English and World Studies classes. The research project and related assignments will be graded in both classes as the structure of the experience is roughly 50% process, 25% historical research, and 25% writing process. This extensive research experience will evolve into a National History Day (NHD) entry, which integrates technology and the arts. The 2020-2021 theme for NHD is “***Communication in History: The Key to Understanding.***” Students’ interdisciplinary study continues with Africa, the World Wars, and the Middle Ages and Shakespeare.

The long term project for the year in Media is the production of a documentary. These short form documentaries are published on the Our Rock Project website (ourrockproject.org). The goal is for these documentaries to be used as resources and learning tools by educational institutions from around the world. As a result, students are expected to produce their own primary and secondary source material rather than rely on found images and pre-recorded material. The Documentary Production Project gives students an opportunity to provide analysis of real world problems and propose solutions to a worldwide audience.

Throughout the year, all 3 classes will read a variety of texts, essays, short stories, and poetry to complement and support the content and context of what we are studying in class. However, here is a **partial list of readings** for English and World Studies classes.

Reading	Author	Unit
<i>Things Fall Apart</i>	Chinua Achebe	Africa
Excerpts from <i>All Quiet on the Western Front</i>	Erich Maria Remarque	World War I
<i>The Moon is Down</i>	John Steinbeck	World War II
<i>All But My Life</i>	Gerda Weissmann Klein	World War II
Excerpts from <i>The Canterbury Tales</i>	Geoffrey Chaucer	Middle Ages/Renaissance
Independent text study of selected plays of Shakespeare	Shakespeare	Middle Ages/Renaissance
Critical Perspective Articles and Media	Various	Qs 1-4

Mr. MacFadden, Humanities Media

Ned_D_MacFadden@mcpsmd.org

I really look forward to working with you this upcoming school year! We are going to have a lot of fun creating and designing multimedia messages together. I will be spending my summer teaching Video Production workshops at American University and through the National Student Leadership Conference at UC-Berkeley. I will also enjoy freelancing as a photographer and producing web-based videos for local businesses. Enjoy your summer!

Dr. Ellerbe, Humanities World Studies

jermaine_a_ellerbe@mcpsmd.org

Greetings scholars! I am excited to have you join me as we examine primary sources to explore the cultural and physical characteristics of ancient civilizations. Furthermore, we'll investigate the effects of the World Wars. All of this will be accomplished by utilizing historical thinking skills (close reading, sourcing, corroboration, and contextualization). Additionally, you will conduct research related to this year's National History Day theme. Until then, stay safe and enjoy your break. I look forward to meeting you, whether it's virtual or in person. Get ready for our adventure to study the past, understand the present, and impact the future. Let's soar eagles!

Mr. Flynn, Humanities English

ryan_flynn@mcpsmd.org

I hope everyone will take the summer to recharge and get ready for a challenging and exciting year. We begin with the 7th Grade Historical Research Paper, a scholarly research project that will escalate your skills as a researcher, thinker, and writer. We will also read and explore different genres, examine myriad techniques of writing - through which you will strengthen your own style, and learn to look at language and literature through different lenses that you maybe haven't considered before. We focus strongly on the purposeful use of language to craft impactful "text" - traditional, auditory, and visual. We regularly discuss how authors develop characters and storylines, and their purpose for doing so. This is life; this is humanity. And this is what we explore, discuss, and present. If you have questions, get in touch with me via the email address above. See you then.

The summer 7th Grade Research Paper workshops will be 6/26, 7/1, and 8/18. Please access the flier [here](#). It is the same workshop offered three different times. These workshops frontload information to strengthen student understanding - **not to get ahead**. This year they will be held virtually through Zoom and all info is in the flier linked above. Docs for the summer assignments will be available in the 7th Grade Research Paper/NHD classroom - join using code: **m5s5cgz**. Finally, if you have not seen our welcome video, please access [here](#).

See you soon!

Sincerely,

The Seventh Grade Humanities Team

Humanities Media 7
Summer Assignment Planning Sheet

Mr. MacFadden

Ned_D_MacFadden@mcpsmd.org

Part 1

This year you will have an opportunity to create a 5-10 minute documentary in collaboration with Our Rock Project. Our Rock Project is a non-profit organization that combines STEAM education with the art of filmmaking in a project-based learning model designed to allow students to explore their world. You can visit the **Our Rock website** to see past examples of 7th grade Media work (<http://ourrockproject.org>).

After viewing the Our Rock Project website, write a well-developed paragraph that pitches your idea for a documentary production. The paragraph should describe a topic or experience that is important to you. The documentary you produce will be created using original media, and will document your world. Think of your documentary as a time capsule people from the future can use to understand what your world was like.

Brainstorm three ideas- what do you do that might make a good story? It is important that you are a part of this documentary story because we want you to be able to shoot all the footage. In other words, this documentary project does not use images or video found online. Think about activities you like to do, and places you typically go.

Use the following questions to help structure your paragraph:

Pick one of your ideas. Why would this make for an interesting story?

Who is an authority on your topic that you could interview (name/description/contact

information)? You will need to research to find this information. You will not be interviewing them over the summer. You are only planning on whom you would like to interview. An interview by way of teleconferencing will be fine. **Do not conduct your interview over the summer.**

What kind of visuals (that you can record) are needed to tell your story?

What kind of locations would you need to visit to tell your story?

What kind of sounds can be recorded (beside interview and narration)?

What else can you think of that would be important or unique to your storytelling?

Part 2

Use the information above to individually create a paragraph for Part II of your summer assignment. You will submit your paragraph to your new Media Google Classroom during the first week of school.

Part 3

Shoot Background footage of your proposed topic. A camera phone will work great. Capture five shots of your topic. You are welcome to shoot more! Remember, you are telling a story that is easy for you to capture. Don't shoot footage of the Chesapeake Bay if you are not able to return multiple times throughout the year. For example- plan to shoot footage on a day you are planning to play a game of chess with your Uncle. The value of this part of the assignment is that you are confirming your ability to capture footage of your topic. You will need to choose another topic to produce if you find you are unable to capture original footage.

Camera tips:

- Each of your five shots are to be a minimum of ten seconds.
- Stabilize your camera (place on a table, on the ground, etc.)
- Don't move the camera while recording. Let your subject move in the frame.
- Capture the event from five different angles. Actions are typically repetitive, so you are looking to get different angles of the same actions.

Use the table below to plan what you will shoot. Describe what is happening in the shot.

Long Shot (establish your setting)-

--

Close Up-

--

Extreme Close Up-

--

High Angle-

--

Low Angle-

--

Upload your footage to your Google Drive. You will submit your B-roll to your new Media Google Classroom during the first week of school.

Note:

-Be prepared to present your paragraph and B-roll footage to the class during the first week of school.

-During the first week of school you will submit this planning sheet for credit*

HUMANITIES 7 ~ ENGLISH AND WORLD STUDIES

SUMMER ASSIGNMENT

DR. ELLERBE & MR. FLYNN

jermaine_a_ellerbe@mcpsmd.org ~ ELLERBE

ryan_flynn@mcpsmd.org ~ FLYNN



The 7th grade summer assignment focuses solely on the research paper and is designed to ensure you are completely prepared to begin work on the research paper on Day 1 of school. Because we will. There are 4 separate assignments:

1. Complete preliminary reading to determine what topics interest you and fit the theme
2. Create a topic list of 5 different potential topics and 5 thesis statements to explore
3. Find 5 sources (2 primary and 3 secondary sources) that support your preferred topic
4. Evaluate 1 primary and 1 secondary source from this list

The 2020-2021 National History Day (NHD) theme is
Communication in History: The Key to Understanding.

[ACCESS SUPPORT VIDEO HERE](#)

ASSIGNMENT #1: Via personal or public library or internet, read across many topics, local and national and international, to determine if a topic you are interested in a) fits the theme; and b) will have enough sources and perspectives available to support the assignment expectations (4 primary and 6 secondary)

Assignment requirements:

- ***Read a little from a lot:*** read as many short pieces as you can about topics that interest you to determine if there is potential in using the topic to respond to the theme.
- ***How much are you finding?*** If your search returns the same few titles and authors and websites, this is not a topic that will work.
- Possible starting points:
 - [2021 NHD Theme Narrative](#) - *helps with ideas, however it is provided as a starting point for your thinking. Don't be tempted to use an idea from someone else - you run the risk of not being fully invested.*
 - [Research Affiliates of NHD](#)
 - [Online Research Sources](#) *All sources are expected to be evaluated by the student
 - If you have a topic, a simple Google search (or Google Scholar depending on how familiar you are) will get you going. Remember, create a new Google Doc and start copying and pasting URLs of the sources you access; for hard copies, record title and author and location of the source.
- **There is nothing to turn in for this assignment.**

ASSIGNMENT #2: Five Topics with 5 Thesis Statements

Assignment requirements:

- Your topics/events must have occurred prior to 2005.
- Your topics must have a direct connection with the theme of *Communication in History: The Key to Understanding*.
- Create 5 thesis statements for 5 possible *different* topics.
 - Follow the 5 criteria of the 7th Grade Research Paper thesis statement.
 - We will revisit thesis statements and what they look like in the research paper in the summer workshop.
- Complete on a New Google Doc and submit to the assignment posted in the Research/NHD Classroom (join code: m5s5cgz)
 - Each thesis statement should be 1 complete and grammatically correct sentence.
 - **Example of Format** (the following example does *not* support the NHD theme):

TOPIC: *Brown v. Board of Education* - The shortcomings of landmark civil rights legislation

THESIS: While *Brown v. Board of Education* failed to meet its stated objectives as schools and communities resegregated despite the legal mandates, school districts failed to provide quality resources for all students, and the negative perceptions of black people progressed.

ASSIGNMENT #3: Find 5 scholarly sources that support your #1 topic

Assignment requirements:

- Determine which 1 of your 5 topics and thesis statements is your most preferred - define *most preferred* as the one you are most interested in AND the one that will allow you to be most successful in the research process (i.e., has sources and relates to the theme).
- Find 5 sources that support the topic: 2 primary sources and 3 secondary sources
 - Remind yourself of the difference between primary and secondary sources.
 - Use NHD affiliate links above, EMS/MCPS research databases, as well as Google and Google scholar searches. Do online searches of local libraries so you are ready to go when they begin circulating again.
 - We will review primary and secondary sources in the summer workshop.
- Complete the Google Doc attached to the assignment posted in the Research/NHD Classroom (join code: m5s5cgz) and submit.

ASSIGNMENT #4: Evaluate 1 primary and 1 secondary source from Assignment #3

Assignment requirements:

- Choose 1 primary and 1 secondary source from Assignment #3 and complete the CRAAP evaluation worksheet for each. Worksheet is in the assignment in Google Classroom.
- Use resources to help you:
 - Review the videos about [evaluating sources](#) from NCSU and the [CRAAP test](#) from Parkland College.
 - Watch video modeling application of the CRAAP test to a source linked [here](#).
 - Review documents about the CRAAP test posted to the Google Classroom.
 - **We will practice the CRAAP test in the summer workshop.**
 - **Complete the Google Doc attached to the assignment posted in the Research/NHD Classroom** (join code: **m5s5cgz**) and submit.

*****The assignments are due in the 7th grade Research Paper/NHD Google Classroom by the end of the 1st day of school: August 31; the deadline is Friday, September, 4.*****

Rubrics/Criteria for Success

5 Topics and 5 Thesis Statements (on Different Topics) - 30 pts

Thesis Statements	Points
Takes a stand (1 pt per thesis)	5
Can be reasonably debated or opposed (1 pt per thesis)	5
Shows impact (change - the <i>so what?</i>) (1 pt per thesis)	5
Direct and strong connection to theme (1 pt per thesis)	5
Is measurable (1 pt per thesis)	5
5 topics are different from one another (1 pt per thesis)	5
TOTAL	/30 pts

Primary/Secondary Source Identification - 16 points

Criteria	Points
Primary Source is accurately labeled	4 pts
Primary Source is scholarly	4 pts
Secondary Source is accurately labeled	4 pts
Secondary Source is scholarly	4 pts
TOTAL	/16 pts

Source Evaluation (CRAAP Test) - 24 points

Criteria	Points
Primary Source scores recorded on worksheet (2 pts per criteria)	10 pts
Evaluation Total Score and Conclusion	2 pts
Secondary Source scores recorded on worksheet (2 pts per criteria)	10 pts
Evaluation Total Score and Conclusion	2 pts
TOTAL	/24pts