

## Humanities 8 Summer Assignments

Welcome to your final year in the Humanities and Communication Magnet program at Eastern. Over your time here, you have grown so much as writers, thinkers, filmmakers and people. Our 8<sup>th</sup> Grade Humanities team is so excited to work with you to put all those skills to the test and continue to grow throughout the year. These summer assignments are designed to get you started with the critical thinking work we will do over the course of this year. They will also help you to prepare for our trip to New York City in October and for your Final Conference documentary.

About a year from now you will be sitting at the AFI Silver Theater seeing the amazing documentaries you will have produced on this year's theme: **"Dueling Perspectives: Challenging the American Narrative."** This year's theme will challenge you to identify a current or historic event in American history, or an aspect of American culture and consider it from a new or unique perspective. All of these summer assignments will help prepare you to do this. We can't wait to see the wonderful films you all will produce! But first, let us introduce ourselves:

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

[Warren.Scheib111@mcpsmd.org](mailto:Warren.Scheib111@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 during our annual Summer Media Institute. Other plans I have this summer include spending time with my wife and two daughters, a few trips to the beach, fishing in the Chesapeake Bay, golfing, and visiting family and friends. 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. Start planning now to plan for our big trip to New York City, which takes place October 14-18, 2019. See you in early September!

### **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 a bit of time in Colorado visiting family, but mostly have big plans to relax with my husband and puppies. 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 Team Leader**

[Joshua.I.Halpren1@mcpsmd.org](mailto:Joshua.I.Halpren1@mcpsmd.org)

I'm really excited to work with all of you next year. Our U.S. History class will focus on looking at early American history from pre-contact native societies through the Civil War and Reconstruction. I'm looking forward to sharing my passion for history with you and helping you learn to ask critical questions about the past. This summer I will be in grad school at Georgetown University but am also looking forward to some road trips with my friends and some summer concerts. Feel free to email me if you have any questions! Have a great summer!

## Summer Work Overview

As always, our program is dedicated to making interdisciplinary connections between all of your classes culminating in the work you will present at Final Conference at the American Film Institute in June. This summer you will complete three assignments that will enable you to hit the ground running on this endeavor in all three classes. If you have questions about an assignment, please contact the teacher directly, using the emails in this packet.

**Media assignments can be found on the Media 8 Google Classroom (Join Code: xyc61u6)**

**English and History assignments can be found on the Humanities 8 Google Classroom (Join Code: br7056)**

### **Media: (Submitted through Classroom)**

- Develop thesis for Final Conference documentary pitch
  - Research at least two potential New York interviewees for this topic
- Complete written treatment
- Prepare for Pitch
- Make initial contact with two potential interviewees

### **English: (Submitted through Classroom or as a hard copy)**

- Read *Audacity*
- Complete Capture Sheet

### **U.S. History: (Submitted through Classroom or as a hard copy)**

- Research sites in New York City that will enhance your knowledge of your documentary topic
- Complete Grant Application



Summer Assignment

The Beginning of F-Con

Media 8 / Class Code: xyc61u6

Mr. Scheib

Warren\_ScheibIII@mcpsmd.org

### Documentary Overview

Humanities 8 students will visit New York City from October 14 – 18 to begin the production process for this interdisciplinary capstone project. The project will culminate in a five to eight minute documentary that will be presented at the AFI Silver Theatre and Cultural Center in late May or early June. Over the summer, you will develop a theme based on the topic ***“Dueling Perspectives: Challenging the American Narrative.”***

### Thesis Development

You will first identify a cultural or historical topic that challenges the American narrative to conduct research to relate to this year’s theme: ***“Dueling Perspectives: Challenging the American Narrative.”*** 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 two potential interviewees based in New York City who are 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 two additional spring interviews in the Washington D.C., Metro area to gain different perspectives to continue your narrative that will already be established from your New York interviews. Your interviews 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 the interviewee will include their professional experiences that may include the telling of an event or series of events as it relates to ***“Dueling Perspectives: Challenging the American Narrative.”***

### Treatment Writing

You will also receive a grade 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 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 11-point size, using Arial 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 when we return from summer break. Your overall goal is to gain the support of your peers for selecting your theme 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 *Dueling Perspectives*, 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 *Dueling Perspectives*. 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. 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 potential interviewees. You are required to contact your potential interviewee over the summer. Making contact with your potential interviewee strongly helps in selling your pitch to convince your peers on the first day of school, by providing context that supports your thesis. 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 in New York; otherwise make contact on your own by reaching out via email or phone. *(See page 3 of this document for more information about initially contacting your interviewee.)*

### **Interview Setup Reminders**

- ✓ Use the email template (below) for your initial contact with your subject.
- ✓ The interviewee must be available for an interview during the afternoon of either Tuesday, October 15, Wednesday, October 16, or Thursday, October 17.
- ✓ The interview must start between 1:00 p.m. and 4:00 p.m. and be finished by 5:00 p.m., When scheduling you must allow time to travel to your interview location, at least 30 minutes for dinner, and travel time to the 7:00 p.m. Broadway shows.
- ✓ At the start of the school year, you will be assigned a group of approximately 6-8 students with whom you will work on this yearlong capstone documentary project.
- ✓ The group will collaboratively decide on the chosen theme and topics for the documentary. Once your group has made its decision, you will be able to follow up with your interviewees. There is a separate email template for this process at the end of this document.
- ✓ If contact has previously been made with an interviewee over the summer. A follow-up confirmation email must be sent once all students have had the opportunity to pitch to the class and the group has selected a pitch with that potential interviewee. At this point you will need to logistically set up a date and time using the below template.

### Template: Initially Contacting Your Interviewee

Use the template below to contact your interviewee. You must use your @easternms.org school account and copy "CC" Mr. Scheib's email (warren\_scheibiii@mcpsmd.org) on this email correspondence. The email needs to be professional and include the following information:

Dear Mr./Ms. \_\_\_\_\_,

I am an 8<sup>th</sup> grade student at Eastern Middle School in the Humanities and Communication Magnet Program in Silver Spring, Maryland. Each year our 8<sup>th</sup> grade classes take a one-week trip to NYC. As part of the media portion of our trip we conduct a video interview with a professional in NYC asking questions about themselves, their work, and their connection to NYC in order to produce an original documentary that will be aired at the American Film Institute for a school project. At this time I am looking for a **potential** interviewee for the afternoon of 10/15, 10/16, or 10/17 between the hours of 1:00-4:00 p.m. In early September, I will pitch your name and credentials to my class and then as a group of 6-8 students, we will decide upon two interviews. At that time we will make final plans and send confirmation. I am writing to you and am interested in interviewing you because

\_\_\_\_\_.

Please let me know if this is a possibility for you. You may contact my media teacher Warren Scheib, [Warren\\_ScheibIII@mcpsmd.org](mailto:Warren_ScheibIII@mcpsmd.org) if you have questions about the project.

Respectfully,

[Insert first and last name(s)]

### **Template: Follow-up Email to Interviewee to Confirm Interview**

Dear Mr./Mrs. \_\_\_\_\_,

Thanks so much for agreeing to be a part of our documentary project. I think the areas where you could offer insights -- about \_\_\_\_\_, and \_\_\_\_\_ -- would work very well with what we are trying to do.

At this time we would like to setup when and where we could conduct the interview. Can you please provide a date and time that works well for you during the afternoon of 10/15, 10/16 or 10/17 between the hours of 1:00-4:00 p.m.?

I realize you know that this is very much a learning experience for us, and your patience and kindness as we figure out the logistics of planning, filming and travel plans is hugely appreciated. We are grateful beyond words for your willingness to be part of our project.

Respectfully,

[Insert first and last name(s)]

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### **Template: Follow-up Email to Interviewee When Unable to Conduct Interview**

Dear Mr./Mrs. \_\_\_\_\_,

Thanks so much for being willing to help our documentary project. I think the areas where you could offer insights -- about \_\_\_\_\_, and \_\_\_\_\_ -- would work very well with what we are trying to do.

At the same time, we're increasingly appreciating just how hard it is to logistically plan this kind of project, given how much scheduling and moving parts are involved. If we can't make the timing work

with you for an interview, might it be possible for somebody in my production team if necessary to hear from you later by phone to get a few more details about your work with \_\_\_\_\_?

I realize you know that this is very much a learning experience for us, and your patience and kindness as we figure out the logistics of planning, filming and travel plans is hugely appreciated. It's amazing how much kindnesses we've been shown by the people we have asked to take time from their schedules to help. However our project turns out, we'll always be grateful beyond words for your willingness to be part of it.

Respectfully,

[Insert first and last name(s)]

# Humanities English 8 Summer Assignment 2019-2020: 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:

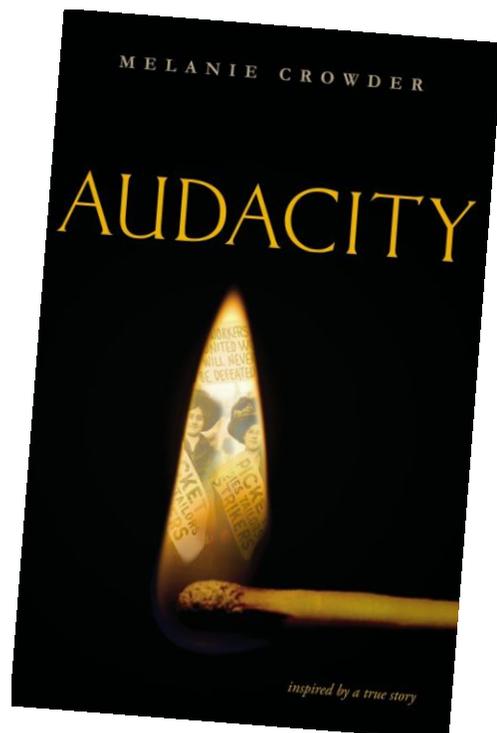
*Audacity* by Melanie Crowder offers a fictionalized autobiography of Clara Lemlich, a Russian Jew who immigrated to the United States in the early twentieth century. Through her experiences working in shirtwaist factories, Clara's social awareness and social conscience grew, leading her to become a 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. Alternately, you may borrow a copy from a library or order it from [Amazon](#).**

## 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?

You may handwrite your analysis on the attached capture sheet, or use the [electronic version](#) (responses must be Times New Roman, 12 pt.) in our Humanities 8 Google Classroom (**Join Code: br7056**). **You must, however, submit a hard copy of the capture sheet to Ms. Schuster on the first day of school.**

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



### 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.                 |

### 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.*

| Passage from the Text  | Reflection   |
|--|--|
| <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> |



## 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><br><i>Be sure to cite the page number(s)!</i> | <b>Reflection</b><br><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><b>Passage from the Text</b><br/><i>Be sure to cite the page number(s)!</i></p> | <p><b>Reflection</b><br/><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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# Final Conference Field Research Summer Assignment for U.S. History

Mr. Joshua Halpren

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

As you prepare your pitch for your Final Conference documentary, consider the background information and research you will need to do in order to be well-informed on this topic. For your U.S. History Summer Assignment, **select a site in New York City that will enhance your understanding of this topic and explain how visiting this site would benefit your proposed documentary. *This is due on the first day of school.***

## Tasks:

- Finalize your documentary topic and complete the pitch for your Media assignment.
- Research sites in New York that could help you develop background information on your topic. (Note, this is not necessarily a place where you will film but a place where you can collect information and learn about your topic.)
- Complete the attached grant application so the Humanities 8 Team can consider your proposal.
- Turn it in in U.S. History class on the first day of school.

## Criteria for Success:

- Applicant clearly demonstrates understanding of the site and what content it covers.
- Applicant clearly demonstrates understanding of the logistics involved in visiting this site (transportation, cost, operating hours, etc.)
- Applicant clearly explains how the proposed site visit connects directly to the content covered in the proposed documentary.
- Applicant clearly expresses a research question they will seek to answer at the site and why visiting the site is necessary for answering this question.
- Application is submitted on time, includes all requested information, and is written in a clear and persuasive manner.



## **New York Field Research Grant Application**

Use the form attached to propose a site to visit in New York City that will enhance your background knowledge on the topic for the documentary you will pitch this fall.

The Humanities 8 grant committee will evaluate your request for funds (to cover the cost of admission to the site for all group members) and will have final say on whether your site visit is approved. Even if the site you propose has no entrance fee, you must complete this application so your visit can be approved.

Note: This should not be a B-Roll site or place you necessarily intend to film (although you may be able to take footage there). It should be a place where you can learn additional information or gain new perspectives on your topic. Examples include but are not limited to museums, historic sites, national parks, historic homes, art galleries, libraries, concert halls, civic and government buildings.

## **New York Field Research Grant Application**

### **Eastern Middle School Humanities and Communication Magnet Program**

*Applications are due on the first day of school (Tuesday, September 3) No applications will be accepted after Friday September 7)*

Student Name \_\_\_\_\_

### **Documentary Information**

Describe the topic for your proposed documentary in five sentences or less:

Describe the interviews and/or footage you envision collecting in New York City for this documentary. *You likely don't know exactly what you will be filming yet but make some predictions about what you would like to capture.*

Describe how the documentary connects to this year's theme of "Dueling Perspectives: Challenging the American Narrative."

**Field Research Site Information**

Full name of proposed site:

Address:

Operating Hours:

Best method of transportation to this address from Long Island City, Queens (use Google Maps or NYC Subway website to make a guess)

Estimated Travel Time:

Cost of Admission per Student: \$\_\_\_\_\_

Do students need IDs to get this price or to get through security? \_\_\_\_\_

Cost of Admission per Adult Chaperone \$\_\_\_\_\_

Is a teacher discount available? \_\_\_\_\_

Are you visiting this site for the entire space or for a specific exhibit? If so, please describe the specific exhibit you wish to visit.

How does this site relate to the topic in your proposed documentary?

How is this site different from other sites we will visit as a full group? (Ellis Island, Tenement Museum, New York Historical Society, Paley Center for Media, Interview Sites, Brooklyn Bridge)

What is the central research question you are asking in visiting this site? How do you anticipate this site will help you to answer this question? *While visiting this site, you will take notes attempting to answer this question.*