



Summer Engagement Activity For Rising Grade 10 Students Summer 2019



Dear rising 10th grade student:

As you know, all 10th grade students here at Meade High School are part of our IB Middle Years Programme. That means you are part of an international community of learners. There are over 4,000 IB schools in 140 countries around the world. The IB works to “develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”

The MYP Personal Project is a culminating 10th grade requirement for all students, which you have already started this year as a 9th grader. This is a months-long project in which you get to pursue a topic or interest that you choose. The goal is not to complete just a report or powerpoint but to do, create, and share.

What you have already done:

- Visited the MYP Showcase in March with your English 9 class
- Brainstormed a topic and goal in your process journal in English 9
- Investigated your topic in your US History class

This summer you are **NOT being asked to complete the entire project.** You should **ONLY** focus on the investigating step of your project. This handout goes through the assignment step by step for you. You need to do these 3 things:

- 1) Continue to find sources for the idea you brainstormed in English 9 and US History and reflect in at least 1 process journal entry.
- 2) Create at least 2 process journal entries to document your brainstorming and researching.
- 3) Read at least 1 book about your topic and reflect in at least 1 of your process journal entries about what you learned and how it will help you with your project.

The summer assignment should be completed in the process journal you started this school year. The entries should just be added to what you have already done.

Sincerely, Meade High School IB Faculty

Continuing Your Investigation
Step 1—Find Additional Sources of Information

Journal Entry #1: Put the date at the top of the page. Reflect on what sources you found during your investigation during the school year and what additional sources may help answer your questions.

Use whatever format is best to help you brainstorm types of sources to use. You might use a web or you might just make a list. Here are four different categories to think about for information.

<p>What could you read? <i>newspapers</i> <i>magazines</i> <i>websites</i> <i>books</i> <i>access school & library databases</i></p>	<p>What could you watch? <i>documentaries</i> <i>TV shows</i> <i>Youtube videos</i> <i>movies</i></p>	<p>Who could you talk to? <i>friends & family</i> <i>neighbors</i> <i>teachers & coaches</i> <i>businesses</i> <i>non-profit organizations</i></p>	<p>Where could you go? <i>museums</i> <i>businesses</i> <i>non-profit organizations</i></p>
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Journal entry #2 and #3: Find and evaluate sources of information. Take notes based on sources that you believe are trustworthy.

As you do your research, keep a running list of ALL the sources that you find. For each source of information, write down all of the information you would need to find the source again. If it is a website, make sure to write the URL (the web address). If it is a book, write down where you got it and the title and author. You can add to the Works Cited page you created in US History using a citation maker like NoodleTools to keep track of all of the key information. Here's the link: <https://my.noodletools.com/logon/signin>. Sign in on the RIGHT HAND SIDE using your AACPS gmail account (StudentID#@aacps.org).

After you have found a source, evaluate it using the chart on the next page. If you decide that the source is not a good one or not appropriate for your topic, you should still list it and explain why you decided not to use it. Once you determine that a source is trustworthy, take notes on the information that you learn relevant to your topic. Make sure to stay organized so you know which source gave you what information.

This is a process that you should do over time—not just on one day! You will end up writing multiple entries as you find sources throughout the summer. Just keeping adding to your list and adding to your notes. All of this will help you to decide on a final project goal.

Step 2—Evaluate Your Sources

Evaluating Sources of Information	
Source Information	Include the information you need to identify and find the source again. For websites, include the URL (web address). You should start creating a Works Cited page/bibliography. Use a citation maker like Noodletools to help you (see link above).
Trustworthy?	What makes the author or speaker an expert on this topic?
Up-to-date?	When was this information published?
Point of view? Bias?	<ul style="list-style-type: none"> • What is the intended purpose of this source? • Is it easy to make out the author’s opinions? • Are there other perspectives on this topic that are missing?
Value?	<ul style="list-style-type: none"> • What have you learned from this source? • How will it help you with your project?

Step 3— Journal entry #4 Read at least one book about your project topic

You can choose ANY book you would like. The book might be very specific or could be on a more general topic that more loosely relates to the personal project.

This is a suggested book list ONLY. NONE of these is required.

Developing Your Beliefs	<ul style="list-style-type: none"> • This I Believe: the personal philosophies of remarkable men and women / edited by Jay Allison and Dan Gediman • Taking Sides. Clashing views on global issues / selected, edited, and with introductions by James E. Hart and Mark Owen Lombardi • Ideas that Changed the World by Julie Ferris • The Girls' Guide to Life: how to take charge of the issues that affect you by Catherine Dee
Volunteering	<ul style="list-style-type: none"> • Volunteering: the ultimate teen guide by Kathlyn Gay
Activism	<ul style="list-style-type: none"> • Letters to a Young Activist by Todd Gitlin • What is humanity's greatest challenge? / edited by Roman Espejo • It's your world-- if you don't like it, change it : activism for

	<p>teenagers by Halpin, Mikki</p> <ul style="list-style-type: none"> • One makes the difference: inspiring actions that change our world Julia Butterfly Hill • I am Malala : how one girl stood up for education and changed the world by Malala Yousafzai • The progressive movement : advocating social change by Tim McNeese • Women's rights : people and perspectives / edited by Crista DeLuzio • Freedom riders : John Lewis and Jim Zwerg on the front lines of the Civil Rights Movement by Ann Bausum • Eyes on the prize : America's civil rights years, 1954-1965 by Juan Williams • When thunder comes : poems for civil rights leaders by J. Patrick Lewis • You can't do that to me! : Famous fights for human rights / Jules Archer
Leadership	<ul style="list-style-type: none"> • Everything you need to know about the art of leadership: how to be a positive influence in your home, school, and community by Holly Cefrey
The Arts	<ul style="list-style-type: none"> • What every artist needs to know about paints & colors by David Pyle • The artist's handbook by Ray Smith • Fashion design drawing course : principles, practice, and techniques : the ultimate guide for the aspiring fashion artist by Caroline Tatham • Color mixing for artists : minimum colors for maximum effect, using watercolors, acrylics, and oils by John Lidzey • Guide to cartooning by Al Bohl • Poetry from A to Z : a guide for young writers / compiled by Paul B. Janeczko
The Sciences	<ul style="list-style-type: none"> • Inventing the 20th century, from the airplane to the zipper : 100 inventions that shaped the world by Stephen Van Dulken • 101 things you wish you'd invented--and some you wish no one had by Richard Horne
Designing & Building	<ul style="list-style-type: none"> • Invention by design: how engineers get from thought to thing by Henry Petroski • The complete manual of woodworking by A. Jackson

Step 4—Reflect on the book you read for step 3.

After reading the book that you selected, make at least a 250-word process journal entry to reflect on the book that you chose. Make sure to include citations as appropriate. Also, include the information that you will need for creating your bibliography. Here is a format to use in your process journal.

Date: _____

Bibliographic Info—look at the first few pages for this info:

Title of Book: _____

Author(s)/Editor(s): _____

Year (most recent): _____ City: _____

Publishing Company: _____

Reflection (at least 250 words)

Here are some *guiding* questions to help you. You don't have to answer them all.

- Why did you choose to read this book?
- What is the main message?
- What was the most interesting part? Inspiring? Shocking? Intriguing? Challenging? Exciting? Surprising?
- What is the most valuable piece of information/advice/insight that you will take away from this book?
- Is there anything that you disagreed with?
- How do the ideas in this book connect to the personal project that you have chosen to do?
- How will this book help you to complete your personal project?
- What questions do you now have?
- What do you need to research next?

The goal for the summer is NOT to complete the entire personal project. We ONLY want you to do all of the brainstorming, thinking, and researching you need to determine a final project goal. You will bring your project goal idea to your supervisor when school starts.

HOWEVER, if you want to go further with the personal project this summer, you **must** contact Ms. Lerro, the IB MYP coordinator, at jlerro@aacps.org to discuss your next steps. We want to make sure that any work you do fits into the project requirements.

Feedback

Your process journal will be your first grade for US Government and should be turned in when you return to school. You will receive feedback on the skills you share and reflect upon in your process journal.

Summer Assignment Process Journal Checklist

Name: _____

N/E = No Evidence 1 = Partially Demonstrates 2 = Fully Demonstrates

Date for every entry? _____ Yes _____ No

Research Skills	Score and Comments
Collect, record, verify, and use a range of sources/data.	
Use critical-literacy skills to analyse and interpret information.	
Make connections between various sources of information, prior knowledge and subject-specific knowledge.	
Create references and citations	
Take effective notes during project development	

If you need any additional help with the project this summer, you have two ways of getting help:

- Visit our Personal Project site:
<https://sites.google.com/aacps.org/meadepersonalproject/home>
- Email Ms. Lerro, the MYP coordinator, at jlerro@aacps.org