

# MAGNET SUMMER 2018 REHUGO

## 7<sup>TH</sup> GRADE

**What is the purpose of REHUGO?** To inspire students to think *critically* about the world around them and to make connections that enables them to become socially responsible global citizens?

**How do we make connections?** We search for universal truths that are found in music, art, literature, films and current events.

**What is a universal truth?** A statement about the human experience that is true to all humans at all times.

**What is REHUGO?** A project that makes connections in the following areas:

**R=reading**

**E=entertainment**

**H=history**

**U=universal concepts/truths**

**G=government & current events**

**O=observations & personal experiences**

**When is the project due?** THE SECOND DAY OF SCHOOL

## PROJECT REQUIREMENTS

Your final project may be a binder or a scrapbook, with elements from this summer's exploration, in the following order:

1. Title Page including full name and date
2. Certificate of Originality
3. Table of Contents
4. 3 Book Reviews (R)
5. 2 Movie Reviews (E)
6. Museum Summary (E)
7. Fine Art Summary (E)
8. Historical Person Paper (H)
9. Current Event Outline (G)
10. Personal Observation Protocol (O)
11. Universal Truth Graphic Organizer (U)
12. Works Cited Page including your books, movies, and research resources. No WIKIPEDIA, ANSWERS.com or ABOUT.com

### NO ELECTRONIC VERSIONS WILL BE ACCEPTED

Book/Movie Reviews must include the following things

1. A title (headline for your review)
2. The names of the main characters (may be included in your summary)
3. A summary of the plot of the story
4. A possible theme "universal truth"
5. Your opinion of the book or movie as a whole (include details you thought were interesting or awful)
6. Give the "audience demographic" or who would like this book or movie
7. A score/rating system (thumbs up/down. stars. tomatoes, unicorn horns)

Museum/Fine Arts Summaries must include the following things:

1. A title (where did you go)
2. What type of museum or fine arts performance was it?
3. Why did they make this type of museum or what was the theme of the performance?
4. What did you find most interesting?
5. You must include an artifact such as ticket stub, program or pictures.

Current Event

Should be a newspaper or article about an event that has taken place in 2018.

CERTIFICATE OF ORIGINALITY

This is to certify that I am responsible for the work submitted in this REHUGO, that the original work is my own except as specified in acknowledgments or the works cited page.

..... ( Signed )

..... ( Date)

| R  | E   | H   | U  | G  | O  |
|--|---|---|--|--|--|
| <p>Read <i>The Outsiders</i>, <i>Nothing But the Truth</i> <u>AND</u> 1 other books of your choice from the list below.</p> <p>***Hinton, S.E. <i>The Outsiders</i>***<br/> ***AVI <i>Nothing But the Truth</i>***</p> <ul style="list-style-type: none"> <li>• Hobbs, Will <i>Take Me to the River</i></li> <li>• Kelly, Jacqueline <i>The Evolution of Calpurnia Tate</i></li> <li>• Garland, Sherry <i>In the Shadow of the Alamo</i></li> <li>• Cisneros, Sandra <i>The House on Mango Street</i></li> <li>• Taylor, Mildred <i>Roll of Thunder, Hear My Cry</i></li> </ul> <p>•Any book on the 2018 Lonestar List (see attached list)</p> <p>Complete a "Book Review for each book"</p> | <p>View 2 of the 4 movie choices, attend a musical, concert or play, and visit 1 museum</p> <p><i>Giant</i></p> <p><i>Hidden Figures</i></p> <p><i>The Long Walk Home</i></p> <p><i>The Lone Ranger</i></p> <p><i>Rio Bravo</i></p> <p><i>Places in the Heart</i></p> <p><i>The Alamo (2004)</i></p> <p><b>Complete Movie Review for each movie</b></p> <p><b>Complete Fine Arts (musical, concert or play) Summary</b></p> <p><b>Complete Museum Summary</b></p> | <p>Watch the video "The Danger of a Single Story" from TED Talks- link below.</p> <p>Then, choose a historical figure that you believe has been single storied and write a one page paper presenting the other side of their story. Conclude your paper by explaining, "What is the danger of a single story?"</p> <p>Include the sources that you used to research in your works cited page.</p> | <p>Students will fill out the Universal Truth graphic organizer.</p> | <p>Choose a newspaper or news article of a current event that took place in the <i>last</i> year.</p> <p>Write a one page description of your event. Include the 5 W's (Who was involved? What happened? Where did the event take place? When did it take place? Why did it happen and Why is your event important?)</p> | <p>Students will work through and fill in the Observation Protocol for Problem Based Learning.</p> |

Link for video "The Danger of a Single Story"

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

# Universal Truth Graphic Organizer

Students will need to complete the graphic organizer based on each experience but do not need to identify a universal truth at this time. Teachers will work with students the first week of school to use this information to develop a Universal Truth.

Think about this questions: What “theme or lesson learned” did you find in each of your experiences?

Directions:

Create a graphic organizer that:

- 1.) Names your experience
- 2.) State the theme or lesson from each experience

|         |                  |                      |
|---------|------------------|----------------------|
| Book 1  | Book 2           | Book 3               |
| Movie 1 | Movie 2          | Musical/Concert/Play |
| Museum  | Historical Event | Current Event        |

# Observation Protocol

Step 1: Define a Real World, Authentic Problem: Identify a suitable problem in your home, school, neighborhood or community. Examples: Pet waste in community spaces, School lunch time is too short, Family members disrespect property, homeless population in Austin, etc.

Step 2: Generate a variety of questions about the problem. For example, what is the source of the problem? Who is affected by the problem? How might solving this problem create other problems? Think about the intended audience of the solution.

Step 3: Write a paragraph clearly explaining the problem you've identified.

Step 4: Think about this problem from different perspectives. Choose at least 3 points of view and write a second paragraph explaining how each audience might observe this problem differently.

Step 5: Do background research about the problem. Write a third paragraph clearly explaining what information you need to gather be able to solve the problem.

Don't worry about solving this problem just yet. We will be using your information to tackle a problem based learning unit during the school year.

# Works Cited Page

Be sure and include all the books, movies and research sources.

## Works Cited

Author's Name. Title of Book. City: Publisher, Year.

Author's Name. "Title of Article." Title of Publication Date Published: Pages.

Author's Name. "Title of Online Article." Title of Online Publication Version (Year Published): Pages. Date

Accessed <Web address>.

"Title of Article." Title of Media. CD-ROM. City: Publisher, Year.

\*\*\*You can use easybib.com to help format the citations. **Make sure you use MLA format.** When creating entries in easybib, Make sure you click on the term "Manual Entry" . DO NOT Autocite your entries.

Alphabetize the entries by the first letter of the entry excluding A, An, The.

For example *The Animal Kingdom* would go before *Apes in the Wild* \*\*\*\*\*

Components of Final Project:

|   | EXCELLENT<br>5   | GOOD<br>4   | ACCEPTABLE<br>3   | NEEDS<br>IMPROVEMENT<br>2  | UNACCEPTABLE<br>1   | MISSING<br>0                         |
|---|--|---|---|--|---|--------------------------------------|
| <p><b>*Title Page</b><br/> <b>*Certificate of Originality</b><br/> <b>*Table of Contents</b><br/> <b>*Universal Truth Organizer</b><br/> <b>*Works cited page</b></p> | All 5 are present  | 4 are present   | 3 are present   | 2 is present   | 1 are present   | all are missing                      |
| <b>Book Reviews*</b>  | All reviews are complete. Components are covered sufficiently and reviews are in paragraph form.   | MOST reviews are complete. Major components are covered.  | Some reviews are complete. Major components are cover, possibly in list form.   | Some reviews are complete. Up to 2 major components are missing.   | Few or no reviews. Major components are missing.  | Reviews are missing.                 |
| <b>Movie Reviews*</b>   | All reviews are complete. Components are covered sufficiently and reviews are in paragraph form.   | MOST reviews are complete. Major components are covered.  | Some reviews are complete. Major components are cover, possibly in list form.   | Some reviews are complete. Up to 2 major components are missing.   | Few or no reviews. Major components are missing.  | Reviews are missing.                 |
| <b>Museum Summary</b>   | Summary is complete. Components are covered sufficiently and are in paragraph form. Artifact is included   | Summary is MOSTLY complete. Major components are covered. Artifacts are included.   | Summary is MOSTLY complete. Major components are covered. Artifacts may or may not be included.   | Summary is incomplete or missing major components. Artifacts may or may not be included.   |   | No museum summary.                   |
| <b>Play/Musical or Concert Summary</b>  | Summary is complete. Components are covered sufficiently and are in paragraph form. Artifacts are included.  | Summary is MOSTLY complete. Major components are covered. Artifacts are included.   | Summary is MOSTLY complete. Major components are covered. Artifacts may or may not be included.   | Summary is incomplete or missing major components. Artifacts may or may not be included.   |   | No Fine Arts summary.                |
| <b>Danger of a Single Story Paper*</b>  | The writer does an <b>excellent</b> job explaining the other side of the historical figure's story. The concluding paragraph gives <b>excellent</b> insight into the danger of a single story. The reader can easily follow the writer's train of thought. | The writer does a <b>good</b> job explaining the other side of the historical figure's story. The concluding paragraph gives <b>good</b> insight into the danger of a single story. The reader can easily follow the writer's train of thought. | The writer makes attempts to explaining the other side of the historical figure's story. The concluding paragraph gives some insight into the danger of a single story. Some ideas and thoughts are | The writer makes <b>no attempt to explain</b> the other side of the historical figure's story. The concluding paragraph gives some insight into the danger of a single story. Some of the writing is organized. Some ideas and | The writer makes <b>no attempt to explain</b> the other side of the historical figure's story. The concluding paragraph gives no insight into the danger of a single story. There is no | No "Danger of a Single Story" paper. |

|   | EXCELLENT<br>5   | GOOD<br>4   | ACCEPTABLE<br>3  | NEEDS<br>IMPROVEMENT<br>2   | UNACCEPTABLE<br>1   | MISSING<br>0                   |
|---|--|---|--|---|---|--------------------------------|
| <b>Current Event Paper*</b>                                       | The writing is well organized and contains all 5 W's. The reader can easily follow the writer's train of thought. The event happened within the last year. | Most of the writing is well organized. MOST information is present. The reader can follow the writer's train of thought. The event is more than a year old. | Some of the writing is organized and contains few facts. Some ideas and thoughts are hard to follow. | There is no organization in the writing. Missing most of the information. |   | No current event paper.        |
| <b>Observation Protocol*</b>                                      | All 5 steps of the observation protocol are thoroughly addressed.  | MOST steps of the observation protocol are thoroughly addressed.  | SOME steps of the observation protocol are thoroughly addressed.                                     | A FEW steps of the observation protocol are thoroughly addressed.         |   | No observation protocol paper. |
| <b>Grammar Mechanics</b>  | Grammar and mechanics are superb.  | Few grammar or mechanics issues.  | Grammar and mechanics are acceptable.  | There are some issues with grammar and mechanics.                         | Numerous issues with grammar and mechanics.                               |                                |
| <b>Visual Appearance and Order of Scrapbook works cited page*</b> | Requirements are exceeded. All components of the project are present and in the correct order.   | Requirements are met. Project is out of order.  | SOME requirements are met. Minor components are missing.   | SOME requirements are met. Up to 2 major components are missing.          | FEW or NO requirements are met. More than 2 major components are missing. |                                |
| <b>Totals</b>   |  |   |  |   |   |                                |

## Book

**MLA** Last, First M. *Book*. City Published: Publisher, Year Published. Print.

**Ex:** Carley, Michael J. 1939: *The Alliance That Never Was and the Coming of World War II*.  
Chicago: Dee, 1999. Print.

## Chapter/Anthology

**MLA** Last, First M. "Section Title." *Book/Anthology*. Ed. <sup>Book Editor</sup> First M. Last. <sup>Ex: 5th ed.</sup> Edition. City Published:  
Publisher, Year Published. Page Range. Print.

**Ex:** Melville, Herman. "Hawthorne and His Mosses." *The Norton Anthology of American Literature*.  
Ed. Nina Baym. 3rd ed. New York: Norton, 1989. 5-25. Print.

\*Essays, shorts stories, and poems are put in quotes. Works originally published independently such as plays and novels generally are italicized

## Magazine

**MLA** Last, First M. "Article." *Magazine* Day Month Year: <sup>Ex:1-5 or 15.</sup> Page(s). Print.

**Ex:** Pressman, Aaron. "Bottom Fishing in Rough Waters." *BusinessWeek* 29 Sept. 2008: 27. Print.

## Newspaper

**MLA** Last, First M. "Article." *Newspaper* Day Month Year: <sup>Ex:1-5 or A12.</sup> Page(s). Print.

**Ex:** Campoy, Ana. "Gasoline Surges in Southeast After Ike." *The Wall Street Journal* 23 Sept. 2008:  
A14. Print.

## Journal

**MLA** <sup>Two Authors</sup> Last, First M., and First M. Last. "Article." *Journal Name* <sup>Ex: 13</sup> Volume.Issue (Year): <sup>Ex: 2-7 or 32.</sup> Page(s). Print.

**Ex:** Bharadwaj, Parag, and Katerine T. Ward. "Ethical Considerations of Patients with  
Pacemakers." *American Family Physician* 78 (2008): 398-99. Print.

## Website

**MLA** Last, First M. "Website Article." *Website*. Publisher, <sup>Date electronically published</sup> Day Month Year. Web. <sup>Date Accessed</sup> Day Month Year.

**Ex:** Satalkar, Bhakti. "Water Aerobics." *Buzzle.com*. Buzzle.com, 15 July 2010. Web. 16 July 2010.

## Online Database (Journal)

**MLA** Last, First M. "Article." *Journal* <sup>Ex: 12.3</sup> Volume.Issue (Year): Pages. *Database*. Web. Day Month Year.

**Ex:** Ahn, Hyunchul, and Kyoung-jae Kim. "Using Genetic Algorithms to Optimize Nearest Neighbors  
for Data Mining." *Annals of Operations Research* 263.1 (2008): 5-18. *Academic Search  
Premier*. Web. 25 Sept. 2008.

\*MLA abbreviates all months except for May, June and July. For example, "February" is "Feb."

### TV/ Radio

**MLA** "Episode." Contributors. *Program*. Network. Call Letter, City, Date. Medium.

**Ex:** "The Saudi Experience." Prod. Mary Walsh. *Sixty Minutes*. CBS. WCBS, New York, 5 May 2009. Television.

### Film

**MLA** *Title*. Contributors. Distributor, Year of release. <sup>DVD, Film etc..</sup> Medium viewed.

**Ex:** *The Dark Knight*. Dir. Christopher Nolan. Perf. Christian Bale, Heath Ledger, and Aaron Eckhart. Warner Bros., 2008. DVD.

### Sound Recording

**MLA** Contributors. "Song." *Album*. Band. Manufacturer, Year. <sup>MP3, CD etc...</sup> Medium.

**Ex:** Corgan, Billy, and Butch Vig. "Today." *Siamese Dream*. Smashing Pumpkins. Virgins Records America, 1993. CD.

### Visual Art / Photograph

**MLA** Last, First M. *Painting*. Year created. Medium of work. Museum / collection, City.

**Ex:** Picasso, Pablo. *Three Musicians*. 1921. Oil on panel. Museum of Mod. Art, New York.

### Lecture / Speech

**MLA** Last, First M. "Speech." Meeting / Organization. Location. Date. Description.

**Ex:** Obama, Barack H. "Inaugural Address." 2009 Presidential Inaugural. Capitol Building Washington. 20 Jan. 2009. Address.

### Interview

**MLA** Interviewee. <sup>If any</sup> "Title." Interview by interviewer. <sup>Magazine, newspaper, television information</sup> Publication information. Medium.

**Ex:** Abdul, Paula. Interview by Cynthia McFadden. *Nightline*. ABC. WABC, New York. 23 Apr. 2009. Television.

### Cartoon

**MLA** Last, First M. <sup>If any</sup> "Title." Cartoon / Comic strip. <sup>Magazine, newspaper, book</sup> Publication information. Medium.

**Ex:** Trudeau, Garry. "Doonesbury." Comic strip. *New York Times* 8 May 2008: 12. Print.

\*MLA abbreviates all months except for May, June and July. For example, "February" is "Feb."

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