

# College of Staten Island High School for International Studies

## Rising Junior Summer Assignment

Next year you will be studying United States History, but you will continue to advance towards meeting the requirements of the ISSN Graduate Profile, including becoming Ready for College, developing Knowledgeable for the Global Era, being Skilled for Success, and Connected to the World. Your Junior Summer Assignment will provide you with an introduction to United States Studies in a global context and prepare you for success in meeting the requirements of the ISSN/ CSIHISIS Graduate Portfolio.

There are thousands of events that have occurred throughout the history of the world that have had an impact on our nation and the international community. Throughout the world, natural disasters and man-made tragedies occur every year. It is important for us to understand not just how these tragedies affect us, but also how they affect people living in other countries. We live in a global society, and something that happens in one country produces a ripple effect that touches the lives of people all over the world. It is also important to consider that we often have different perspectives about these events. This project will allow you to examine diverse perspectives of these events, the causes, the effects, and the effectiveness of the responses in the wake of the event.

### **You must choose ONE of the following events:**

- North Korean Famine (2002-Present)
  - Fresh Water Scarcity in Sub-Saharan Africa (2006-Present)
  - AIDS Epidemic in Sub-Saharan African (1990s-Present)
  - The Haiti Earthquakes (2010),
  - The Japanese Earthquakes & Tsunami (2011)
  - Typhoon Haiyan in Philippines (2013)
  - Kidnapping of Chibok Schoolgirls by Boko Haram in Nigeria (2014)
  - Hunger & Poverty in Asia or Sub-Saharan Africa (2014-Present)
  - Unaccompanied Minors Crossing the United States Border (2014-Present)
  - Deforestation in Honduras, Nigeria, The Philippines, or Benin (2009-Present)
  - Pollution in China (2015)
  - Nepal Earthquakes (2015)
  - Syrian Refugee Crisis (2015)
  - Paris Terrorist Attacks (2015)
  - Belgium Terrorist Attacks (2016)
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**DUE DATE: SEPTEMBER 5, 2019**

*Please recall that failure to submit this project on time will result in deduction of points as per the late project policy outlined in the CSI Family Handbook.*

## **PART I: RESEARCH AND PERSPECTIVE**

### **STEPS**

**1. RESEARCH THE EVENT** Become very familiar with all aspects of information surrounding the event that you selected.

**2. ORGANIZE YOUR EVIDENCE AND DETAILS** by CREATING a graphic organizer to record the:

- Causes of the event
- Facts about the event
- Short and long term effects of the event on the nation and the world
- The responses of the United States and other countries to the event
- The overall effectiveness of these responses

**3. SELECT THREE SUBSTANTIAL ARTICLES** from all of the research that you have conducted. These articles must be **from three DIFFERENT nations** about the event of your choice. These articles must **offer varied perspectives** – at least one of the articles must represent a perspective different from the other two. These articles MUST be from legitimate and reputable news outlets. Below is an example of different sources that could be used to research the 2004 South East Asian Tsunami.

### **3. PRINT THESE ARTICLES**

**4. ACTIVELY READ EACH ARTICLE** You must actively read each article by recording main ideas and key points for EVERY paragraph in the left margin and your thoughts, opinions, connections, and analysis for EVERY paragraph in the right margin.

#### **EXAMPLE: 2004 South East Asian Tsunami**

*Below is an example of possible resources for the South East Asian Tsunami of 2004. This is to assist you in determining the different types of news resources that you can use for your selected event. You must conduct your own research for information unique to the event you selected.*

#### **National Geographic - January 7, 2005**

*This presents an in-depth look at the geographical effects and causes of the tsunami from a US publication.*  
[http://news.nationalgeographic.com/news/2004/12/1227\\_041226\\_tsunami.html](http://news.nationalgeographic.com/news/2004/12/1227_041226_tsunami.html)

#### **CNN.com - “After the Tsunami”**

*An in depth look at the disaster, focusing on the events that happened after from a US news agency.*  
<http://www.cnn.com/SPECIALS/2004/tsunami.disaster/>

#### **Tsunami Missing Persons Blog**

*A site for people to post about missing family & friends in the hope that they would be located.*  
<http://tsunamimissing.blogspot.com/>

#### **Tsunami Survivor Stories**

*This website is about SURVIVAL. On December 26, 2004, hundreds of thousands of people witnesses experienced and survived a tsunami. This comes from a European news outlet.*  
<http://phukettsunami.blogspot.com/>

#### **Impact of 2004 Tsunami in the Islands of Indian Ocean: Lessons Learned**

*This is a scholarly publication of medical, scientific, and technological literature based out of Cairo, Egypt.*  
<http://www.hindawi.com/journals/emi/2011/920813/>

# **SUBMIT: THREE ANNOTATED ARTICLES & ORGANIZER**

## **Part II: MULTIMEDIA PRESENTATION**

You will design a multimedia presentation (website, video, Prezi, Glogster.edu, etc.) describing the EVENT. This will be a **multi-media project**. It can be a website dedicated to the information you have uncovered about the event OR a video which you MUST upload onto School Tube or converted into a file that is saved onto a flash drive and able to be played on school computers.

### **STEPS:**

1. **SELECT A MULTI-MEDIA PLATFORM** that you believe will best showcase what you have learned about the event. You can create a School Tube account; make an iMovie, Glogster.edu, or Prezi OR find a free web-hosting site to use as the basis for your presentation.
2. **BUILD THE MULTIMEDIA PRESENTATION** create a trailer, movie, Prezi, Glogster.edu, or website complete with pictures, music, captions, graphs, videos, interviews, tables, and data outlining:
  - a. The causes of the event (consider PERMS)
  - b. A thorough and detailed description of the event
  - c. The short term and long effects of this event both on the nation and the world (PERMS)
  - d. A description of how the United States Government responded to the event and the overall success of this response in addressing the causes of the event and/or in preventing the event from happening again in the future.
3. **CREATE A WORKS CITED PAGE** You must also include a Works Cited page at the end of your movie or website in MLA format. You can use the following citation generator to support you in creating a works cited page. <http://www.citationmachine.net/>
4. **PREPARE TALKING POINTS OR A SCRIPT** Prepare a **script to support a** brief presentation that you will be conducting within your advisory. The purpose of the presentation is to fully address the above mention points in support of your multimedia project in order to raise your classmates awareness of current and recent global issues.

## **SUBMIT: THE MULTIMEDIA PROJECT & SCRIPT**

Original Website or Movie can be uploaded onto SCHOOL TUBE with a link emailed to your advisor or the file can be saved to a USB drive. You must also include a Works Cited page at the end of your movie or website in MLA format. **The link MUST be emailed to your advisor prior to the due date or the flash drive submitted with the other parts of your project.** Be sure to save your file as an MP\$ file to ensure that it can be played on various programs.

## **PART III: ARGUMENTATIVE ESSAY**

You will be showcasing your analysis of the event you selected by writing an argumentative essay. The argumentative essay is a genre of writing that requires you to investigate a topic; collect,

generate, and evaluate evidence; and establish a position on the topic in a concise manner. **This essay should be written in MLA format and be TWO pages typed.**

### **STEPS:**

**1. SELECT A PROMPT** You will write an argumentative essay in response to **ONE** of the two following prompts. Be sure to consider the type of event (Humanitarian vs. Political) you selected for your multimedia project for this will inform your selection. Option #1 works well for humanitarian events like natural disasters; while option #2 works best for political events like acts of war or human rights violations.

**Option #1: Does the United States have a responsibility to come to the aid of nations or peoples in need of assistance? Why? Why Not?**

**OR**

**Option #2: Should the United States serve as a policeman of the world? Why? Why Not?**

### **2. ORGANIZE YOUR ESSAY**

- Develop a minimum of THREE claims in support of your argument
- Gather specific details that support each claim. You should consider the event you have researched and similar events in order to help gather your evidence in support of the claim.
- Support your evidence with thoughtful analysis that shows precisely how this evidence proves your claim and ultimately your argument.
- Consider counterclaims: consider the opposing viewpoint or objections of others to your arguments, claims, evidence, and analysis.
- Conclude by refuting counterclaims and restating your argument
- You can access an outline template to support you in this phase of the project at:

<https://depts.washington.edu/owrc/Handouts/Argumentative%20Paper%20Format.pdf>

3. **WRITE YOUR FIRST DRAFT** Write a draft of your essay. You may want to use the format that you are familiar with from your English class or you can use the following Argumentative Essay format:

<https://depts.washington.edu/owrc/Handouts/Argumentative%20Paper%20Format.pdf>

4. **EDIT YOUR ESSAY** Have a friend, classmate, or family member read, review and edit your essay not only for grammatical and spelling errors but also for clarity and content. Ask them to write directly on your first draft by making corrections and suggestions.

5. **REVISE & TYPE YOUR FINAL DRAFT**. Using the suggestions from your reviewer, make the modifications, and type your final published copy in MLA format. The essay **MUST** be TWO pages typed. Be sure to follow MLA guidelines outlined on the following website:

<https://owl.english.purdue.edu/owl/section/2/11/>

**SUBMIT: TYPED ARGUMENTATIVE ESSAY & EDITED DRAFT**

Name: \_\_\_\_\_

Block: \_\_\_\_\_

### **Junior Summer Assignment Rubric**

#### **Part I: Research and Multimedia Project**

<b>Category</b>	<b>E</b>	<b>G</b>	<b>S</b>	<b>N</b>
Research	The organizer is well developed and detailed with specific evidence. The three annotated articles are appropriate for the event, demonstrate different viewpoints, and are thoughtfully annotated with summary points and insightful analysis.	The organizer is somewhat well developed. The three annotated articles are appropriate but not present diverse perspective and annotations provide summary points and analysis.	The organizer is developed but may lack information in each or some of the categories. The articles have limited annotations and may not fit appropriately into the event or present multiple perspectives	Articles are not annotated and/or the appropriate number of articles is not present. The organizer is lacking information, categories
Multimedia Project – Technology	Project is carefully and thoughtfully constructed with no errors using several forms of media creatively to engage the audience. It thoroughly and thoughtfully addresses all parts of the task.	Project is thoughtfully constructed with minor errors using a few forms of media creatively to engage the audience. It addresses all parts of the task but may lack depth or insight.	Project is adequately constructed with some errors using very few forms of media creatively to engage the audience. It addresses some parts of the task but lacks depth and insight.	Project is poorly constructed using little to no forms of media to engage the audience. It addresses one or two parts of the task but lacks depth and insight.
Multimedia Project – Presentation	Student is thoroughly prepared and makes a well-informed and interesting presentation addressing all aspects of the tasks thoroughly and insightfully.	Student is prepared and makes an informed presentation that addresses all aspects of the task but may lack some depth and insight.	Student is somewhat prepared; may read directly off screen or has a difficult time articulating the important details of the event or analysis regarding the impact.	Student either reads entire presentation from screen OR does not make clearly address the aspects of the task.

#### **Part II: Argumentation Paper**

<b>Category</b>	<b>E</b>	<b>G</b>	<b>S</b>	<b>N</b>
Use of Claims	Thoughtful claims thoroughly support the argument and are introduced carefully and supported with strong evidence and insightful analysis	Claims support the argument with solid evidence and thoughtful analysis.	Claims support argument with some evidence and inconsistent analysis	Claims do not always support argument. There is little to no analysis or the analysis is faulty.
Counterclaim	Counterclaim is carefully and thoughtfully constructed and insightfully rebutted with logic and thoughtful analysis.	Counterclaim is solidly constructed and rebutted with thoughtful analysis	Counterclaim is addressed and rebutted, although the rebuttal is not as strong as the counterclaim and/or the analysis is faulty.	Counterclaim is either not addressed or unclear or underdeveloped.
Sentence Structure, Organization, and Format	Student uses complex sentence structure and transition words to create a logical progression of ideas from beginning to end with strong fluency. The paper is TWO pages typed and in MLA format.	Student uses compound and complex sentence structure with some transitions to create a progression of ideas with consistent fluency. The paper is slightly less than 2 pages typed and/or may not have full MLA. formatting	Student uses mostly simple sentences with some compound sentences does not use transitions well; ideas do not always progress logically. The paper is slightly less than 2 pages typed and/or MLA format is faulty.	There is little to no organization with almost entirely simple sentences. The paper is less than two pages and the MLA is severely flawed.
Grammar/Usage	Student demonstrate control of conventions with essentially no errors, even with sophisticated language	Student demonstrate some control of conventions with slight errors that do not interfere with comprehension	Student makes several errors that sometimes interfere with comprehension	Multiple errors that make the paper nearly incomprehensible

**OVERALL GRADE:** \_\_\_\_\_

**COMMENTS:**