



# CENTER FOR THE HUMANITIES

A Chesterfield County Public Schools Specialty Center at Monacan High School

Dear Humanities 10<sup>th</sup> Graders,

You will find within the next few pages your summer assignments for your 10<sup>th</sup> Grade Humanities classes. We hope that your completion of these assignments will enliven your hearts and minds and kindle excitement for our upcoming school year. While we are looking forward to a restful and relaxing summer break, we are also eager to welcome you to the 10<sup>th</sup> grade, to see your smiling faces, and to begin working together in class. As you begin working on these assignments, feel free to reach out to your instructors, or to me, with any questions.

As a part of the Humanities Center's program of study, students are required to complete 20 hours of community service each year. There are additional details regarding this below and we will address this more completely during the first week of school. But, for your planning purposes, students will be able to use both summer 2023 and summer 2024 to accumulate hours for their 10<sup>th</sup> grade year. There is no expectation that students start this summer. But, we know many students are already active in service, and so students are welcome to begin immediately should they feel inclined.

Wishing you a happy and safe summer!

-Mark Davis, Humanities Coordinator

## 10<sup>th</sup> Grade Humanities Team

Course	Instructor	Email Address	Summer Assignment
English 10	Ms. Victoria Parent	Victoria_Parent@ccpsnet.net	Page 2
AP European History	Ms. Sarah Ehret	Sarah_Ehret@ccpsnet.net	Pages 3-5
Perspectives II	Ms. Megan Fiske	Megan_Fiske @ccpsnet.net	No Assignment
Humanities Coordinator	Mr. Mark Davis	Mark_Davis@ccpsnet.net	Service Learning Pages 6-8

Hi everyone! I am thrilled to learn and grow with all of you in Humanities English 10 in the upcoming school year. We have had quite the year, and I hope that you all have time planned to both rest and have fun this summer. With this in mind, your summer assignment is simple.

1) Please write me an **"anything essay."**

- There are very few rules with an "anything essay"! Is there something you're passionate about? Something you're interested in? A meaningful memory? A story you want to tell? Here is a chance to tell me about it!
- In the past, students have created comic strips about their summer, written about the time they went to the State championships in their sport, created poetry, composed persuasive essays about the change they wanted to see in the world, shared a short story they had been working on... There is so much room for creativity, and I am curious to see what path you choose.

Here's how to do it:

- Write about ANY topic of your choice (school appropriate, though!)
- Can be written in ANY style. Consider:
  - Narrative nonfiction
  - Academic (expository, persuasive, analytical "school" writing)
  - Fiction (think: short story)
  - Poetry (maybe a collection of poems, or a longer one!)
  - Comics/short graphic novel/narrative art
    - **You are encouraged to be nontraditional and creative!**
- Two pages in length

This assignment is intentionally vague— I want to see your interests and instincts when it comes to writing/creating. :) I will look for the following when I grade:

2 *full* pages in length (no more, no less!)

Cleanly edited, formatted, and free from errors (spelling, grammar, etc.). Make sure you turn in a high-quality final product!

**Evidence of thoughtful, invested work. I want to learn about you, your interests, and your creativity through this assignment. Don't overthink it! :)**

2) Please read this summer!

- Read at least one book this summer, and be prepared to do an activity with it at the beginning of the school year

Your summer assignment will be due at the beginning of the **second** week of school.

Please send me an email at [victoria\\_parent@ccpsnet.net](mailto:victoria_parent@ccpsnet.net) to introduce yourself, or if you have questions. I'll do my best to respond to your email within a week during the summer, but will be traveling for much of June (please expect responses in July!). Have a *wonderful* summer, and I'm already thrilled to get started with you all in the fall!

## AP European History Summer Assignment

Welcome to AP European History! I am looking forward to working with you this year. It will be an informative and insightful journey through the intellectual, social, political, economic, and cultural history of Europe.

Our studies begin in the Renaissance, and although this is “only” the history of a continent, the breadth and depth of the curriculum is challenging. Because of this, we need to get a head start with an AP Summer Packet. This assignment includes map work, and an assignment focused on the analysis of primary source documents. These assignments serve as a foundation for the course, and you will be expected to know where major European countries are located, as well as be able to analyze primary source documents right out of the gate. The summer assignment will not be accepted after the third week of school.

Please read each section of the summer packet for the directions specific to the map work, and the primary source writing assignment. I have provided the modern European map for you. For the primary source writing assignment, I am providing copies of information that will be helpful. Please answer the questions in complete sentences. I would prefer that written work is typed. I ask that you be mindful of your ethical responsibilities as a student and **do your own original work.**

I am pretty prompt about answering my email, although my schedule is less predictable in the summer. If I don't respond in a timely manner, I am probably out-of-town and will answer as soon as I can.

I am looking forward to meeting you in the Fall!

Sincerely,  
Mrs. Ehret  
[sarah\\_ehret@ccpsnet.net](mailto:sarah_ehret@ccpsnet.net)

## Summer Assignment:

- I. Modern European Map
- II. Primary Source Analysis

### I. Modern European Map

You are expected to have a general working knowledge of the geography of Europe before we begin our studies. Please print, and complete the following map.

Modern Europe - [https://drive.google.com/file/d/1s\\_apibrHIHDdx5Ga8nkTYpeVfTMHlycU/view](https://drive.google.com/file/d/1s_apibrHIHDdx5Ga8nkTYpeVfTMHlycU/view)

### II: Primary Source Analysis

1. Please choose **three** historical primary source documents from 1500-2023 (make sure each primary source is from a different century). Depending on length, examples can include the entire document, or just an excerpt. There are many different types of primary sources. I would like for you to focus on the following:

- letters and diaries
- speeches
- newspaper articles published at the time
- political cartoons
- government publications
- records of organizations
- research data, e.g. public opinion polls

2. Please include the source in your paper, and the following analytical information. (SHIPP)

- a. Summary of primary source
- b. Historical context
- c. Intended Audience
- d. Point of View of author or artist
- e. Purpose of the document

To help with the document analysis, please refer to the example provided, and **USE the HIPP Sentence Frames**. Aside from the summary and historical context of the source, everything else should literally be 2-3 sentences!

HIPP Sentence Frames -

[https://docs.google.com/document/d/18feqLLpKX3RKTkcbvjtnnEM09cBXcATni9o\\_KUxSjL4/edit](https://docs.google.com/document/d/18feqLLpKX3RKTkcbvjtnnEM09cBXcATni9o_KUxSjL4/edit)

Primary Source Example:

### The Mercantilist Argument for Colonial Expansion



Source: Philip Dorf, *Our Early Heritage: Ancient and Medieval History*, Oxford Book Company (adapted)

**A: Summary:** This cartoon represents the concept of mercantilism which is the idea that the colonies exist to serve the mother country. The colonies are represented as servants. The mother country here is most likely England.

**B: Historical Context:** During the 18th century, trade between European states and their colonies increased drastically. It is important to understand that because of mercantilism, European nations saw great change in the economy. For example, towns and cities grew, and new industries such as textiles and sugar refining increased. This also led to new jobs for those living in Europe.

**C: Intended Audience:** The intended audience of this political cartoon are the people of European nations that are involved in mercantilism. This is because the cartoon is depicting the items that the colonies are providing to the mother country.

**D: Point of View:** The cartoonist is likely from a country that is benefiting from mercantilism. Because of that, he probably drew this in an attempt to show the positive aspects of mercantilism. War, disease, unbalancing of power is not brought up, only the goods that are benefiting the mother country.

**E: Purpose of document:** The purpose of the cartoon is to showcase the motives of a European country in maintaining colonies. The artist does this by clearly illustrating the goods (gold, silver, food, and raw materials) that are essentially "feeding" the mother country's power and wealth.

## SERVICE LEARNING FOR THE HUMANITIES

This course will require students to perform community service throughout their four years in the Center for Humanities, allowing them to receive a credit in Service Learning at the end of their Senior year. During this time students will be exposed to contemporary social problems facing our society and understand the role volunteers can play in finding possible solutions. Students will be expected to complete a minimum of 20 hours of volunteer work each academic year outside of school.

### Course Requirements:

#### Hours

- Students will perform 20 hours of volunteer service each year\* (minimum)  
\* year runs from the first day of summer through the last day of school, **except senior year** when all hours due in **May**
- **Suggested** breakdown of hours:  
Summer = 10 hours  
1<sup>st</sup> semester = 5 hours minimum  
2<sup>nd</sup> semester = 5 hours minimum

#### Guidelines for Volunteering

- Students will be presented with a choice of possible volunteer locations and activities—students are welcome to find other alternatives.
  - Some examples are elementary schools, hospitals, animal shelters, museums, parks, special events volunteer—please check the **service board in the Humanities library** or **Humanities website** for suggestions
- Service Advisors may be able to assist students in this endeavor
- Please register at Hands On Richmond (<http://www.handsonrva.org/>)

#### Service Journals

- Students will complete **two service journals** each 9 week period (8 per year)
- Students will receive their journal topics at the beginning of each school year (ex., personal reflection, response to short essay on volunteering, etc.). These are **also posted on the Humanities website**.

#### Student Service Days

- Students will participate in two class service days each year (9-11)
- Hours from these required days will total approximately 48 by the end of their senior year
- Each year students will collectively volunteer at organizations identified by themes chosen by Service Advisors  
(Theme = food→volunteer at Central Virginia Food Bank, Homeless Shelter)

#### Senior/Graduation Requirements

- 80 minimum hours (total of all four years)
- 48 Class/Grade Level Service day hours (total of all four years)
- 32 total journals (total of all four year)
- Service project completed (organized and completed during senior year)

#### Service Advisor (Teacher)

- The role of the Service Advisor is to keep track of student volunteer hours, respond to, grade and keep journals and advise students of any volunteer issues that may arise.

