

REHUGO - Pre-AP English II

Reading, Entertainment, History, Universal Truths, Government, and Observation. 1

This assignment is designed to help begin to gather **high-quality** information about the world for your AP Language and Composition course next year. Of course, there is no guarantee that the information will actually cause you to score higher on the exam, but you are guaranteed a greater awareness of the world and around you, and that information can only prove to be helpful in your future. Please continue to check Mr. Brown's web site (www.jerrywbrown.com) for updates to this assignment.

OVERVIEW

REHUGO is made up of the following: a focus on the world around you, synthesizing that information and looking at your local community.

1. **Book notes on two (2) books** – You must choose from the list on Mr. Brown's website. See the book note section for the format of the book notes.
2. **Movie notes on two (2) movies** – must be non-fiction, or based on real life or history. Use the movie analysis form on the teachers' websites. See Mr. Brown's website for links to the lists of movies.

Putting it all together (synthesizing) — AP essays will require you to bring together many sources to discuss one idea. To practice this you will write an in class essay in which you connect your Universal Truth to your event in history, current issue, and trend.

3. **Three (3) Universal Truths.** Choose a quotation that you feel is a **universal truth** (no clichés, please). [If you can, link the truth to the book you read, the movie you watched, or the historical event you chose]. See the Glogster form for this assignment on the teachers' websites
4. **Your choice of three (3) events in history:** Write an essay about the event including dates, a brief description of the event, major players in the event, what big ideas you connect with the event, and why you chose the event. Document your sources using the documentation guide in the RRHS library, on the RRHS web site, or in the teacher's classroom.
5. **Choose the three (3) most important current issues as reflected by the media** (you may bring ideas to class for us to collect.) Make sure you know the difference between an event and an issue! Form a personal opinion on each issue based on your reading of newspapers, newsmagazines, and other reliable and credible sources. You must examine all sides of the issue. The articles you collect and turn in with your essay should reflect various opinions. Write a **persuasive** essay in which you compare the various sides of the issue and then state your opinion of the issue based on what you have learned from your reading. Support your opinion using your media sources. Document the quotes used in your essay. A documentation guide can be found in the library, on the RRHS web site, or in teacher's classroom. Turn in a persuasive essay for each issue and the media support you have collected.

6. **Observe two (2) trends in society (local, state, national, or global).** Over the next weeks collect information on these trends including media. Evaluate each trend. Is it a good thing or a bad thing for society? What is causing it? What are the possible effects? Turn in the trend, your write up, and media support.

Looking at your local community

7. **One (1) way in which your community could be improved.** Think local. Find a situation that interests you. Think about what you and people like you could do to improve the situation. Look for possible community improvements in the *Round Rock Leader*, the *Round Rock Impact*, or the Williamson County section of the *Austin American Statesman*. Write up your idea of a community improvement for Round Rock and turn it in with the media support you have found. You must also include a letter to the editor, an e-mail, or other documentation to prove that you attempted to have your idea or plan implemented.

8. **Notes on a play and a concert.** Let me encourage you to attend the plays here at Round Rock High School. While you are at the event, remember that you are still looking for big ideas. What is the theme of the play? How it is relevant to today's world. What ideas are expressed by the music and/or the artists? You are encouraged to discover music and art outside your "comfort zone." See the teachers' websites for the analysis form for this assignment.

9. **Notes from visits to two (2) museums.** Your notes should include a brief description of the museum's holdings and strengths, and detailed descriptions of several paintings or objects, and the ideas they aroused in you. The exhibit at the museum may correlate to the historical event and the movie you watched. Write notes which describe the exhibit, tell what you found most interesting in the exhibit, and explain how the exhibit correlated to the historical event you chose and the movie you watched. Along with your write up of your museum visit, include the ticket stub or a brochure about the museum.

Many of the museums in Austin and the surrounding area are free. There is no need to pay to enter a museum to fulfill this requirement. There is a list of Central Texas museums at Mr. Brown's website.

Instead of two physical museums, you may visit one physical museum and one virtual museum if you wish. See the teachers' websites for the list of acceptable virtual museums.

10. **Create a works cited page** using the RRHS documentation guide. A documentation guide can be found in the library, on the RRHS web site, or in the teachers' classrooms.

A portion of REHUGO is due, approximately, each six weeks.

Due February 2nd (A Day)/3rd (B Day):

- | | |
|---|---|
| <input type="checkbox"/> movie form | <input type="checkbox"/> current issue essay |
| <input type="checkbox"/> historical event essay | <input type="checkbox"/> work cited page |
| <input type="checkbox"/> museum form | <input type="checkbox"/> in class synthesis essay |
| <input type="checkbox"/> universal truth glogster | |

Due March 24th (A Day)/25th (B Day):

- | | |
|---|---|
| <input type="checkbox"/> book analysis essay | <input type="checkbox"/> current issue essay |
| <input type="checkbox"/> movie form | <input type="checkbox"/> trend in society essay |
| <input type="checkbox"/> historical event essay | <input type="checkbox"/> concert form |
| <input type="checkbox"/> museum form | <input type="checkbox"/> work cited page |
| <input type="checkbox"/> universal truth glogster | <input type="checkbox"/> in class synthesis essay |

Due May 12th (A Day)/13th (B Day):

- | | |
|---|--|
| <input type="checkbox"/> book analysis essay | <input type="checkbox"/> community improvement essay
and proof of attempted
implementation |
| <input type="checkbox"/> historical event essay | <input type="checkbox"/> work cited page |
| <input type="checkbox"/> universal truth glogster | <input type="checkbox"/> in class synthesis essay |
| <input type="checkbox"/> current issue essay | |
| <input type="checkbox"/> trend in society essay | |
| <input type="checkbox"/> play form | |

Important Reminder: On the day the assignment is due, be prepared to write an essay in class in which you synthesize (bring all parts together) to prove one of your universal truths.

Please be aware of the following from page 27 of *Student-Parent Handbook and Student Code of Conduct* which states:

"Students who miss a class due to illness or any other approved absence generally have one class day for each day missed to make up work. Previously assigned work for which they have had adequate notice and time to complete, even with the absence, should be handed in on time unless the delay is approved by the teacher. Any test missed due to absence will be made up immediately upon return or at the earliest possible day at the teacher's discretion."

If the student is unable to bring the assignment to school, please have a parent or friend bring the assignment to school for the student and leave it with the office. The office will date the material and place it in the teacher's mail box.

The REHUGO project addresses and/or emphasizes the following

Texas Essential Knowledge and Skills.

TEKS:

- **1C)** organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- **2E)** use technology for aspects of creating, revising, editing, and publishing texts.
- **4A)** use writing to formulate questions, refine topics, and clarify ideas;
- **4C)** compile information from primary and secondary sources in systematic ways using available technology.
- **4D)** represent information in a variety of ways such as graphics, conceptual maps, and learning logs.
- **4F)** compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and
- **4G)** analyze strategies that writers in different fields use to compose.
- **6A)** expand vocabulary through wide reading, listening, and discussing.
- **6F)** discriminate between connotative and denotative meanings and interpret the connotative power of words.
- **7E)** analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding.
- **8B)** read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media.
- **10B)** use elements of text to defend his/her own responses and interpretations; and
- **10C)** compare reviews of literature, film, and performance with his/her own responses.
- **13B)** locate appropriate print and non-print information using text and technical resources, including databases and the Internet.
- **13D)** produce reports and research projects in varying forms for audiences; and
- **13E)** draw conclusions from information gathered.
- **14A)** produce reports and research projects in varying forms for audiences
- **15C)** evaluate informative and persuasive presentations of peers, public figures, and media presentations.
- **17B)** choose valid proofs from reliable sources to support claims.
- **19C)** distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.
- **20A)** investigate the source of a media presentation or production such as who made it and why it was made.
- **20E)** recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each,
- **21A)** examine the effect of media on constructing his/her own perception of reality;
- **21B)** use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.