



Albert Einstein High School

Summer Task Cover Sheet



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Course: AP Human Geography

- ✓ **Purpose of the Summer Assignment:** The purpose of the trip is to use the Metro Red Line to explore the human, cultural, economic and geographic diversity that exists in the Washington Metropolitan Area.
- ✓ **Relationship between Summer Task and 1st Quarter Objectives:** Human geography is the study of human diversity, that is, the similarities and differences among the world's people, especially as those differences are impacted by where people live. This task provides a relatively quick and fun way to explore that diversity in our local area, which is very diverse compared to most regions in both the United States and the world.
- ✓ **Description of the Task:** The students are asked to take one or more trips on the Metro Red Line, exiting the train at four or more stops to observe and record the similarities and differences among the people and places they observe. The students will present their findings in a presentation, the medium of which is of their choosing. The presentation will take place either during an APHG class period, or to the teacher before or after school. The student's presentation can be done individually or by all the students who took the trip together.
- ✓ **Supportive Resources:** The assignment encourages the student to take the trip and make the presentation with one or more other students taking APHG (one of the rules is that the trip cannot be taken by an individual traveling alone). There is a great deal of material online about the Metro and what is located near each of its stops, so that planning an itinerary should be relatively easy. Students are also encouraged to contact me beforehand if they have any questions.

Grading:

- ✓ **DUE DATE:** Presentations will begin no sooner than the second week of school, so due dates will be set once a presentation calendar has been established. However, no one will have a due date the very first week of school.
- ✓ **DEADLINE:** Because students will have plenty of lead time, the due date is also the deadline
- ✓ **Grading Category:** Each presentation will receive two grades, one in the formative category and one in the "completed work" category.
- ✓ **Points:** 40 points formative; 20 points completed work.



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- ✓ **Extent to which the summer task counts towards the marking period grade:** Both grades will be part of the first quarter final grade.
- ✓ **Grading Criteria and Rubric:** The formative category grade will focus on the substance of the presentation, both in terms of the physical product and the presentation of that product—does it fully comply with the requirements of the assignment? Has the student explored at least four physically distinct stops off the Red Line? How well has the student described the human and geographical diversity she/he has observed? There will be four likely results, although the teacher reserves the right to issue a slightly different grade based on the quality of the presentation. An excellent presentation will likely receive all 40 points; a good or satisfactory presentation will likely receive 34/40; a poor presentation that does not meet the requirements of the assignment will likely receive a 20/40; and the failure to make a presentation will receive a zero.

The “completed work” category grade will focus on the stylistic quality of the presentation, both in terms of the physical product and the presentation of that product. Again, there will be four likely results, although the teacher reserves the right to issue a slightly different grade based on the quality of the presentation. An excellent presentation will likely receive all 20 points; a good or satisfactory presentation will likely receive 17/20; a poor presentation that does not meet the requirements of the assignment will likely receive a 10/20; and the failure to make a presentation will receive a zero.

Frequently, both the substantive and stylistic aspects of the presentation reach the same standard for grading, but sometimes the qualitative standards for substance and style are not the same.

May 25, 2018

Dear Students,

Welcome to AP Human Geography (APHG). I am delighted that you have chosen to take this course, which touches on so many other fields of study in addition to geography.

Human geography examines the relationship of us as human beings to the physical biosphere we inhabit—the planet Earth. How do the Earth and where we live on the Earth impact significantly on who we are; and how do we as human beings, in turn, impact significantly on how the earth once looked, looks now, and will look in the near term and the long term?

Human geography encompasses large elements of all the other social studies and relates them to the physical and life sciences. As a result, by broadening our vision, human geography gives us a clearer view of the “big picture”—why the world is the way it is, both the good and the bad.

Your summer 2018 assignment seeks to engage the breadth of your vision and imagination. You are to take a daytime summer trip or trips on the Metro Red Line, and to memorialize what you see and hear in a presentation of your choosing that you share with me and perhaps your fellow students. Your presentation can be a written report describing what you observed; a two-dimensional or three-dimensional physical display (artwork, photographs, video); an audiovisual rendition of what you saw or heard; a poem or song; a powerpoint on the people and places you observed; or a combination of these. You may do it alone but you should have more fun traveling and presenting with other APHG students who take the trip with you. Here are some specific rules or guidelines for you:

- You must inform your parents of your Red Line trip, its purpose, and its particular details. If your parents do not consent, you are not to take the trip and you should do the alternative summer assignment. There is no penalty in choosing the alternative assignment. Or, as another alternative, if you are going on a particularly noteworthy trip this summer, like to a country outside the U.S.A., you may contact me beforehand to arrange to use that trip as the basis for your geographical exploration and presentation.
- You must not travel alone. Preferably your co-travelers will include a parent or another adult.
- You should study a map of the Red Line before you begin and chart an itinerary in order to gain a sense of what you might be seeing and seeking. See <http://www.wmata.com>.
- Your trip must begin and end in daylight hours.
- Your trip may begin and end at the Metro Red Line stops of your choosing. The Red Line takes the shape of a parabola or arc, both beginning (Glenmont) and ending (Shady Grove) in Montgomery County but including a remarkably noteworthy swath of Washington, D.C.
- You must explore, BY LEAVING THE METRO STATION, the area surrounding FOUR OR MORE stops along the way (which may include the beginning and ending stops). Please note the similarities and differences that you observe at these different locations—differences in the demographics of the people you observe and hear, the languages you hear, the size and types of buildings you see, and the social and economic life going on around each particular stop; in other words, the geographical, biological, physical, cultural, religious, historical, sociological, architectural, psychological and economic images you see and hear, whether big or small. YOU SHOULD PLAN YOUR STOPS FOR GEOGRAPHICAL DIVERSITY AND INTEREST. Choosing to present four similar suburban stops like Glenmont, Wheaton, Forest Glen, and Silver Spring will not result in a good evaluation. D.C. stops are more interesting than MD stops.
- Your presentation must note the day, date and time of your trip (or trips).

Four gradations of your presentation will be based on your product and conformity with the rules: exemplary (100% credit); satisfactory (85% credit); and unsatisfactory (half or no credit).

Before you begin your trip or presentation, you are strongly encouraged to contact me with any questions or concerns you might have. Please see me before school ends or e-mail me at my school e-mail address, which I will open daily: steven_garfinkel@mcpsmd.org.