

Freshman Social Studies The Eddie Project

DUE DATE:

Monday, February 29

ASSIGNMENT GOALS:

In completing this assignment, students will:

- Demonstrate an understanding of the culture and history of Edward Little High School (by answering “What it means to be an Eddie?”)

WHAT IS THE ASSIGNMENT?

In *The Rivals*, we found out what it meant to be from two towns and attend two different high schools: Cape Elizabeth/CEHS and Rumford/MVHS.

The purpose of this assignment is for you explore what it means to be from **this** town, Auburn, and go to **this** high school, Edward Little. For this assignment, you will conduct a number of interviews with people who are connected in a variety of ways to Edward Little High School. This means you will meet, speak with, and learn about different “Eddies” who are here to help you reach your goals and make your school experience successful.

In short, your job is to interview **SIX** members of the ELHS community (must have been a member for at least one year). At least **FOUR of the SIX** must be ADULTS! The other two could be upperclassmen or even recent alumni. Below is a list of adults with whom you might consider speaking:

- School librarian
- Main office secretary
- Your guidance counselor
- A classroom teacher
- Mentor teacher
- Assistant principal (Mr. Simpson)
- The principal (Mr. Miller)
- The school nurse
- The school resource officer
- A custodian
- Upperclassmen
- Coaches

INTERVIEW PROCEDURE

Use the guide below for setting up and conducting the interview:

1. Introduce yourself
2. Explain your purpose
3. To make sure (s)he meet the eligibility requirements, ask if (s)he has worked at or attended ELHS for more than a year
4. Ask if (s)he would like to participate. If yes, set up a time for the interview (now, after school, etc.)
5. Arrive punctually to the scheduled time.
6. Speak with the person about the following:
 - a. What is his/her role at ELHS?
 - b. What has his/her experience at ELHS been like? What does (s)he know about the history and culture of ELHS? What are some of the customs, traditions, or rites of passage that make Edward Little High school unique?
 - c. What advice does (s)he have for you about making the most of your time at ELHS (important reminders and people to know; fun clubs or teams; best classes, programs, or teachers; worthwhile school events, etc)?
 - d. What does it mean to be an Eddie?
7. **Take brief notes on what they said.**

To keep you honest with the interviews, I am requiring you to complete the **verification form**, which is attached to this paper.

HOW WILL MY WORK BE ASSESSED?

In addition to collecting your verification sheets, there are a couple of options for how your work will be assessed. Be aware: all assessments are due on the same date and official rubrics will be provided to you in the very near future. For your assessment, you will do two things:

1. Design a logo that symbolizes what it means to be an Eddie **AND**
2. Write a short essay OR give a short presentation that explains how various elements of the logo represent the various cultural elements of ELHS.

Your logo can be hand-drawn or designed digitally. Regardless, it **MUST** be of your own creation.

Here's your scoring guide:

An A:

- Demonstrates a sophisticated understanding of different cultural and historical elements of the school and what it means to be an Eddie.
- Makes effective use of visual media to represent ideas.
- Effectively sequences ideas in the writing/speaking component and MUGS are sophisticated. Uses the writing/speaking to illuminate and explain the project and its messages/themes.

A B:

- Demonstrates an understanding of a few cultural and historical elements of the school and what it means to be an Eddie.
- The visual medium was used relatively well to represent ideas. One or two elements could have been clearer.
- Ideas flow logically. MUGS contain a few minor errors. The writing/speaking mostly illuminates and explains the project and its messages/themes.

A C:

- Limited or overly simplified understanding of the culture or history of the school.
- Visual medium is confusing and/or used with little thought.
- The writing is difficult to follow in more than a few places. The MUGS errors begin to interfere with understanding. The writing/speaking explains a few of the project's themes/messages but misses other elements.