

10th Grade Humanities Summer Work

Dear Students,

Welcome to 10th Grade Humanities! This letter describes the work you are required to complete prior to the first full day of class. Please read it carefully. The summer work is a significant part of your first marking period grade, so failure to complete this work will have a serious, negative impact on that grade.

You will be writing a position paper based on the following two articles NPR's On Point, [The Humanities Studies Debate](#). In addition to writing the paper, we will also be engaging in class discussions based on these articles and these discussions will showcase how we will be interacting with text all year... so don't blow it off!

ASSIGNMENT PART 1:

First, your assignment is to read two articles from *The Washington Post*:

Why Major in the Humanities? Not Just for a good job - for a good life.

by Mark Edmunson, August 8, 2013

We don't need more humanities majors

by Edward Conrad, July 30 2013

These two articles should be printed out, annotated and brought into class. In the first week of school you will be tasked with writing a position paper utilizing the articles provided. Making thorough annotations will make the writing process more approachable and tips for how to create helpful, informative annotations can be found here: <https://courses.lumenlearning.com/englishcomp1v2xmaster/chapter/how-to-write-an-annotation/>

ASSIGNMENT PART 2:

Next, **you will complete a SOAPStone analysis** of ONE of the two articles referenced above. You may print out and hand write onto the attached form or create your own using the same format. Again, you only need to complete this task for a single article- not both. Directions on how to conduct a SOAPStone analysis and the expectations for what is contained within your analysis is described at the end of this document. As before, you will be expected to complete this analysis prior to the first class.

ASSIGNMENT PART 3:

Lastly, please **listen to: The Humanities Debate**

(link: <http://www.wbur.org/onpoint/2013/08/20/the-humanities-studies-debate>) wherein the two authors of the previously mentioned articles (Mark Edmunson and Edward Conrad) debate the role of humanities in American education. As you listen, **please write down 5 quotes from the discussion that you found thought-provoking and follow-up each quote with a brief paragraph (3-5 sentences) explaining:**

- Why did you choose this particular quote and why did you find it interesting?
- How does this chosen quote support one side of the debate or the other?

We look forward to having you in 10th Grade Humanities and excited for the upcoming year.

Best Regards,

Lauren Goethals
Spencer D'Agostino

Mr. D'Agostino and Ms. Goethals

ARTICLE 1: Why major in humanities? Not just for a good job — for a good life.

By Mark Edmundson August 8, 2013

Mark Edmundson teaches English at the University of Virginia. His new book, [“Why Teach?”](#) comes out this month.

Humanities professors have come up with a seemingly foolproof defense against those who trash degrees in, say, English literature or philosophy as wasted tuition dollars, one-way tickets to unemployment. Oh no, we say — the humanities prepare students to succeed in the working world just as well as all those alleged practical majors, maybe even better.

We offer tools of thought. We teach our students to understand and analyze complex ideas. We help them develop powers of expression, written and verbal. The lengthy essays we assign enhance their capacity to do independent work. At our best, we teach them how to reason — and reasoning undergirds every successful professional project.

In the short term, such a defense may seem effective. But it is dead wrong.

In the Chronicle of Higher Education, a distinguished humanities scholar [recently wrote](#) with pride about a student of his, a classics major, who wrote brilliantly on Spinoza yet plans to become a military surgeon. A [recent article](#) in Business Insider offered “11 Reasons to Ignore the Haters and Major in the Humanities.” For example: You’ll be able to do things machines can’t do in a service economy. You’ll learn to explain and sell an idea. You’ll stand out in the crowd in the coming STEM glut. In the same publication, Bracken Darrell, the chief executive of Logitech, [talked about](#) why he loves hiring English majors: “The best CEOs and leaders are extremely good writers and have this ability to articulate and verbalize what they’re thinking.”

Some of my colleagues are getting quite aggressive about this line of reasoning. “I think we actually do a better job getting people ready for law school and business than the people in economics do,” a good friend who teaches humanities told me not long ago.

It seems that there’s no problem, then. Want success? Come on in, our tent flap is open.

But the humanities are not about success. They’re about questioning success — and every important social value. Socrates taught us this, and we shouldn’t forget it. Sure, someone who studies literature or philosophy is learning to think clearly and write well. But those skills are means to an end. That end, as Plato said, is learning how to live one’s life. “This discussion is not about any chance question,” Plato’s Socrates says in [“The Republic.”](#) “but about the way one should live.”

That’s what’s at the heart of the humanities — informed, thoughtful dialogue about the way we ought to conduct life. This dialogue honors no pieties: All positions are debatable; all values are up for discussion. Ralph Waldo Emerson speaks for the spirit of the humanities in [“Self-Reliance”](#) when he says that we “must not be hindered by the name of goodness, but must explore if it be goodness.” He will not accept what the world calls “good” without consideration: He’ll look into it as Socrates did and see if it actually is good. When Montaigne doubts received opinion and asks himself what he really knows and what he does not, he is acting in the spirit of the humanities. “Que sais-Je?” or “What do I know?” was his motto.

Socrates, who probably concentrates the spirit of the humanities better than anyone, spent his time rambling around Athens asking people if they thought they were living virtuous lives. He believed that his city was getting proud and lazy, like an overfed thoroughbred horse, and that it needed him, the stinging gadfly, to wake

it up. The Athenians had to ask themselves if the lives they were leading really were good. Socrates didn't help them work their way to success; he helped them work their way to insight and virtue.

Now, Americans are in love with success — success for their children in particular. As a parent of sons in their 20s, I understand this and sympathize with it. But our job as humanists isn't to second whatever values happen to be in place in society. We're here to question those values and maybe — using the best that has been thought and said — offer alternatives.

We commonly think in binaries. Vanilla is the opposite of chocolate. The opposite of success — often defined today as high-status work and a big paycheck — is failure. But the great books tell us that this is not necessarily true. Think of Henry David Thoreau's life of voluntary poverty and his dedication to nature and writing. Some of my students have cultivated values similar to Thoreau's and have done so at least in part through the study of the humanities. They've become environmental activists and park rangers. Or they have worked modestly paid jobs to spend all the time they can outdoors. They are not failures. Nor are those who work for the poor, or who explore their artistic talents, or who enlist in the military. These students are usually not in pursuit of traditional success. They have often been inspired by work they've encountered in humanities courses — and, for a time at least, they are choosing something other than middle-class corporate life.

The humanities are not against conventional success; far from it. Many of our students go on to distinguished careers in law and business. But I like to think they do so with a fuller social and self-awareness than most people. For they have approached success as a matter of debate, not as an idol of worship. They have considered the options. They have called "success" into question and, after due consideration, they have decided to pursue it. I have to imagine that such people are far better employees than those who have moved lockstep into their occupations. I also believe that self-aware, questioning people tend to be far more successful in the long run.

What makes humanities students different isn't their power of expression, their capacity to frame an argument or their ability to do independent work. Yes, these are valuable qualities, and we humanities teachers try to cultivate them. But true humanities students are exceptional because they have been, and are, engaged in the activity that Plato commends — seeking to understand themselves and how they ought to lead their lives.

If some of our current defenders have their way, the humanities will survive, but in name only. The humanities will become synonymous with unreflective training for corporate success.

What would Socrates think?

ARTICLE 2: We don't need more humanities majors

By Edward Conard July 30, 2013

The Question: *This piece is in response to the question: do we need more humanities majors? [You can read the "yes" answer to this question here](#) and [make your case here](#).*

About the author: [Ed Conard](#) is the author of "[Unintended Consequences: Why Everything You've Been Told About the Economy is Wrong](#)." He is a [visiting scholar at the American Enterprise Institute \(AEI\)](#) and a former Managing Director at Bain Capital. This piece reflects his opinion.

Students experiment with patterns at an interactive display at the National Museum of Mathematics in New York, Monday, Dec. 17, 2012. (AP Photo/Seth Wenig)

It's no secret that innovation grows America's economy. But that growth is constrained in two ways. It is constrained by the amount of properly trained talent, which is needed to produce innovation. And it is constrained by this talent's willingness to take the entrepreneurial risks critical to commercializing innovation. Given those constraints, it is hard to believe humanities degree programs are the best way to train America's most talented students.

[According to the Bureau of Labor Statistics \(BLS\)](#), U.S. employment has grown roughly 45 percent since the early 1980s. [Over the same period](#), Germany's employment grew roughly 20 percent, while France's employment grew less than 20 percent and Japan's only 13 percent. U.S. employment growth put roughly 10 million immigrants to work since the BLS started keeping track in 1996 and it has employed tens of millions of people offshore. The share of people in the world living on less than \$1.25-a-day has fallen from over 50 percent to nearly 20 percent today, [according to The World Bank](#). Name another high-wage economy that has done more than the United States for the employment of the world's poor and middle class during this time period.

Contrary to popular belief, U.S. employment growth isn't outpacing other high-wage economies because of growing employment in small businesses. Europe has plenty of small family-owned businesses. U.S. growth is predominantly driven by successful high-tech startups, such as Google, Microsoft, and Apple, which have spawned large industries around them.

[A Kauffman Institute survey](#) of over 500 engineering and tech companies established between 1995 and 2005 reveals that 55 percent of the U.S.-born founders held degrees in the science, engineering, technology or mathematics, so called STEM-related fields, and over 90 percent held terminal degrees in STEM, business, economics, law and health care. Only 7 percent held terminal degrees in other areas — only 3 percent in the arts, humanities or social sciences. It's true some advanced degree holders may have earned undergraduate degrees in humanities, but they quickly learned humanities degrees alone offered inadequate training, and they returned to school for more technical degrees.

Other studies reach similar conclusions. A seminal study by Stanford economics professor Charles Jones estimates that 50 percent of the growth since the 1950s comes from increasing the number of scientific researchers relative to the population. Another recent study from UC-Davis economics professor Giovanni Peri and Colgate economics associate professor Chad Sparber [finds](#) the small number of "foreign scientists and engineers brought into this country under the H-1B visa program have contributed to 10%-20% of the yearly productivity growth in the U.S. during the period 1990-2010." Despite the outsized importance of business and technology to America's economic growth, [nearly half of all recent bachelor's degrees in the 2010-2011](#)

[academic year](#) were awarded in fields outside these areas of study. Critical thinking is valuable in all forms, but it is more valuable when applied directly to the most pressing demands of society.

At the same time, U.S. universities expect to graduate a third of the computer scientists our society demands, [according to a study released by Microsoft](#). The talent gap in the information technology sector has been bridged by non-computer science majors, according to [a report](#) by [Daniel Costa](#), the Economic Policy Institute's director of immigration law and policy research. Costa finds that the sector has recruited two-thirds of its talent from other disciplines—predominately workers with other technical degrees. But with the share of U.S. students with top quintile SAT/ACT scores and GPAs earning STEM-related degrees [declining sharply over the last two decades](#), the industry has turned to foreign-born workers and increasingly offshore workers to fill its talent needs. While American consumers will benefit from discoveries made in other countries, discoveries made and commercialized here have driven and will continue to drive demand for U.S. employment—both skilled and unskilled.

UC-Berkeley economics professor Enrico Moretti [estimates](#) each additional high-tech job creates nearly five jobs in the local economy, more than any other industry. Unlike a restaurant for example, high-tech employment tends to increase demand overall rather than merely shifting employment from one competing establishment to another. If talented workers opt out of valuable training and end up underemployed, not only have they failed to create employment for other less talented workers, they have taken jobs those workers likely could have filled.

Thirty years ago, America could afford to misallocate a large share of its talent and still grow faster than the rest of the world. Not anymore; much of the world has caught up. My analysis of [data](#) collected by economics professors Robert Barro of Harvard University and Jong-Wha Lee of Korea University reveals that over the last decade America only supplied 10 percent of the increase in the world's college graduates, much less than the roughly 30 percent it supplied thirty years ago. Fully harnessing America's talent and putting it to work addressing the needs of mankind directly would have a greater impact on raising standards of living in both the United States and the rest of the world than other alternatives available today.

Name: _____

Date: _____

Humanities Summer Work
The SOAPSTone Strategy

Title of Article: _____ **Author:** _____ **Publish Date:** _____

	Analysis
Speaker	
Occasion	
Audience	
Purpose	
Subject	
Tone	

Name: _____

Date: _____

Humanities Summer Work
Quotation Log: [On Point, The Humanities Studies Debate](#)

Name of Speaker:	Direct Quote:	Analysis & Response:

Annotation Rubric

1 - Attempts	2 - Approaching	3 - Meets Expectation	4 - Exceeds Expectation
<u>Little evidence of true interaction with text:</u>	<u>Evidence of some interaction with text:</u>	<u>Evidence of strong interaction with text:</u>	<u>Evidence of thorough interaction with text:</u>
Does 1 or 0 of the required skills <ul style="list-style-type: none"> Just underlying Rarely marks text with accompanying margin notes Margin notes may not be thoughtful Margin notes may be rushed 	Does 2 or 3 of the 4 required skills (but not all): <ul style="list-style-type: none"> Underlines labels and explain main ideas, claims, thesis, and purpose of text Vocabulary circle and defines words Identifying confusing or complex concepts/ sentences/phrases and attempting to provide analysis Meaningful notes in margins, point of view 	Completes all 4 of the required skills <ul style="list-style-type: none"> Underlines labels and explain main ideas, claims, thesis, and purpose of text Vocabulary circle and defines words Identifying confusing or complex concepts/ sentences/phrases and attempting to provide analysis Meaningful notes in margins, point of view 	Thoroughly does all 4 of the required skills but goes above and beyond in quantity and depth of thinking <ul style="list-style-type: none"> Underlines labels and explain main ideas, claims, thesis, and purpose of text Vocabulary circle and defines words Identifying confusing or complex concepts/ sentences/phrases and attempting to provide analysis Meaningful notes in margins, point of view

Annotation Skill	Description (What a “4” should look like)
Underline, Label and Explain	<ul style="list-style-type: none"> All main ideas, claims, thesis and purpose of text are correctly identified, labeled and explained in margins Students will be graded based on how thoroughly this is completed
Vocabulary	<ul style="list-style-type: none"> Unknown words are circled, defined/ context clues are used to define the word AND explored why the author may have used that word
Confusing or complex concepts/ sentences / phrases	<ul style="list-style-type: none"> Confusing or complex sentences/phrases/ are circled AND the student tried to make meaning and analysis (“I think this means...”)
Meaningful notes in margins, point of view	<ul style="list-style-type: none"> Student did ALL of the following things: made connections, agreed/disagreed, clarified concepts, provided analysis, asked questions, explained the text for clarity - the notes clearly reflect that thinking of the student and his/ her understanding of text

SOAPSTone Components Explained

Directions: Use the explanations below to help complete the SOAPSTone chart on the previous page. Remember that the SOAPSTone Strategy can be used when you have to read something (especially non-fiction) as well as when you have to write something (especially essays).

Who is the Speaker?

As a reader, the “speaker” is the voice that tells the story. While you are reading, you should be able to identify what makes the author’s voice unique. Whether this voice belongs to a fictional character or to the author, you should determine how the attributes of the speaker’s voice influence the perceived meaning of the piece.

As a writer, ask yourself these questions: Who are you? What details will you reveal? Why is it important that the audience know who you are?

What is the Occasion?

As a reader, the “occasion” is the time and the place of the piece; the context that prompted the writing. Writing does not occur in a vacuum. All writers are influenced by the *larger occasion*: an environment of ideas, attitudes, and emotions that swirl around a broad issue. Then there is the *immediate occasion*: an event or situation that catches the writer’s attention and triggers a response.

As a writer, Ask yourself these questions: How does your knowledge of the larger occasion and the immediate occasion affect what you are writing about?

Who is the Audience?

As a reader, the “audience” is the group of readers to whom this piece is directed. At some point during your reading, you must determine who the audience is that the writer intends to address. It may be one person or a specific group. This choice of audience will affect how and why authors write a particular text.

As a writer, ask yourself these questions: What are the characteristics of the person(s) for whom I am writing? How are they related to you? Why are you addressing them?

What is the Purpose?

As a reader, the “purpose” is the reason behind the text. By the end of the reading, you need to have considered the purpose of the text in order to identify the thesis or the argument and its logic. You should ask yourself, “What does the author want the audience to think or do as a result of reading their text?”

As a writer, ask yourself these questions: Explain to yourself what you hope to accomplish by this expression of opinion. How would you like your audience to respond?

What is the Subject?

As a reader, the “subject” is the topic being discussed. You should be able to state the subject of a text in a few words or phrases. This step also helps you to focus on a text’s intended task.

As a writer, ask yourself these questions: What are you talking about? Just a few words!

What is the Tone?

As a reader, the “tone” is the attitude of the author. The spoken word can convey the speaker’s attitude and thus help to impart meaning through tone of voice. With the written word, it is tone that extends meaning beyond the literal, and you must learn to identify tone by examining authors’ diction (choice of words), syntax (sentence construction), and imagery (metaphors, similes, and other types of figurative language). The ability to manage tone is one of the best indicators of a sophisticated writer!

As a writer, ask yourself these questions: What attitude(s) do you want your audience to feel? How will your attitude(s) enhance the effectiveness of your piece? Choose a few words or phrases that will reflect a particular attitude.