

Name: \_\_\_\_\_

## The Tuesdays Project Overview

A specific assignment sheet will follow for each assignment.

Check if complete:

- \_\_\_\_\_ Letter to resident (25 points)
- \_\_\_\_\_ Questions (25 points)
- \_\_\_\_\_ Reflection Blog #1 after first visit (15 points)
- \_\_\_\_\_ One reply to a classmate's Blog #1 (10 points)
- \_\_\_\_\_ Notes from first visit (20 points)
- \_\_\_\_\_ Reflection Blog #2 after second visit (15 points)
- \_\_\_\_\_ One reply to a classmate's Blog #2 (10 points)
- \_\_\_\_\_ Notes from second visit (20 points)
- \_\_\_\_\_ Bibliography cards, five per partner (25 points)
- \_\_\_\_\_ Research note cards, ten per partner (50 points)
- \_\_\_\_\_ Storyboard of presentation (50 points)
- \_\_\_\_\_ Individual script for video (50 points)
- \_\_\_\_\_ Final product of video (150 points)

## Rules for Nursing Home Visits

- Bring a notebook and pen. Be prepared to take notes.
- Be respectful at all times, from the time we leave school until we return to school. We will not tolerate misbehavior.
- Dress appropriately.
- Be a good listener.

I will grade you on your behavior on the field trip (50 points). The grade will reflect how respectful you are and how well you listen and take notes.



Being a good listener is not easy!



“I believe in being fully present,” Morrie said. “That means you should be with the person you’re with. When I’m talking to you now . . . I try to keep focused only on what is going on between us. I’m not thinking of what’s coming up. I am talking to you. I am thinking about you.”

Remember: Times change, but feelings, emotions, dreams, and disappointments are common to all of us, regardless of our age or time in history.

Being a good listener is not easy. It takes practice! Here are some important tips:

- Smile.
- Maintain eye contact.
- While the other person is talking, nod your head or say something encouraging.
- Use open body language: Sit up. Don't slouch.
- Speak slowly and simply. Use a normal tone of voice. Keep a friendly tone to your voice.

Here are some tips for talking to older persons:

- Don't expect a quick response. Give the person time to process the information. If you need to repeat your question or statement, use the same words, or simplify.
- Position yourself in the person's line of vision. Touch his or her arm or shoulder gently.
- Present one idea at a time. Do not offer choices that make decisions difficult.
- Share some of your own memories, because this helps make the person feel more comfortable. Remember, however, that your focus is on what the other person has to say.
- Ask questions in ways that encourage memories. For example, the person may not be able to tell you how many years ago they got married, but they will probably be able to tell you the year they got married.
- Allow topics to lead to other topics. What else was going on at the time? Who else was there?



### **Snail Mail**

The first element of our Tuesdays Project is a letter of introduction. In this letter, you will introduce yourself to the nursing home resident with whom you will be spending time in the coming weeks.

In your letter, you may choose to include details about the following:

- Your interests and hobbies
- School activities you're involved in
- Your favorite school subject or subjects, and why you like them
- Your family
- Any other information about you that you would like to share

Note: Please make sure to emphasize in your letter that you look forward to meeting and talking with this resident. This will help break the ice before you even arrive for the first visit.

Your letter should be 300–350 words long. A final copy of your letter is due on

\_\_\_\_\_.

This assignment will be worth twenty-five points.

Name \_\_\_\_\_

## **Interview Questions for the Tuesdays Project**

What's your name?

How old are you?

What's your cultural background?

Where did you grow up?

Tell me about your family.

Retell a funny story from childhood.

Tell me the story behind your name.

What was your occupation?

What were your hobbies, or what are some memories from when you were a

- child?
- young adult?
- early adult?
- middle-aged adult?

What are your hobbies now?

What do you like to do more than anything else?

What are you known for being good at?

What's your favorite memory of your

- family?
- school?
- home?
- church, synagogue, or other organization?
- friends?

What was your most important accomplishment in life?

What was life like when you were a teenager? What do you recall about

- homes and schools?
- historical events?
- books you read?
- music and radio?
- fashions?
- fads?
- theater, film, and television (or other types of entertainment)?

## **Reflection Blogs**

You will use Moodle to reflect on each visit to the nursing home. You will write a total of two blogs and two responses.

### **Directions for Blog Entries and Responses**

Web address: freedom/moodle

You will write a reflection after each visit to the nursing home.

Here are some questions to think about (you're not limited to these, however):

- What emotions did you experience?
- What did you expect?
- What surprised you?
- What did you like?
- What was a challenge?
- What could you improve on?
- What did you do well?

Each blog entry should be at least 75 words long.

You will also write a response to one classmate's blog entry. Remember, the goal is to further the discussion. Add your own experiences, or make a connection. Ask questions. Do not summarize. You may respond to a response if you wish.

Response entries should be about 50 words long.

### **General Rules for Blog Entries and Responses**

All writing must be school appropriate. We will pull any questionable material (name-calling, profanity, insults, and so on) from the blog, and the writer will receive a zero.

Blog entries are due within two school days of the visit. Responses are due within four school days of the visit.

### **Thinking Back to the First Visit**

Directions: Look back over your notes from the first visit. From the topics you discussed, choose three to five solid ones you feel you can do research on for your video.

In the end, you and your partner will weave your research into your video.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Each partner needs to choose one topic to research further.

The driving question for your video is: What can we learn about history, culture, and life from older members of the community?



### **Research Avenues to Explore**

#### **Books**

- The card catalog (the Books folder on the computer desktop)
- The reference section (explore this -- it has useful information for some topics!)

#### **Magazines/Newspaper Articles**

- SIRS Researcher: <http://sks.sirs.com>
  - Username: PL2218
  - Password: 15042
- Home-access use
  - Username: PL2218H
  - Password: 15042
- Decades: <http://decades.sirs.com>
  - The username and password for school and home use are the same as for SIRS.
- Power Library (See computer desktop)
  - EbscoHost, History Reference Center, Biography Reference, and other useful databases

#### **Internet Articles**

- Do not use sites listed by an individual. (They feature “~” in the Web address.)
- Use government sites or sites from a reputable organization (with URLs that end in *.gov* or *.org*).
- Use sites from newspapers or well-known businesses.

## Research

#1: Bibliography cards (Each partner needs at least five sources.)—25 points

Source #
<p><b>CITATION goes here.</b></p> <p><b>Use MLA FORMATTING SHEET TO FILL IN THE INFORMATION FOR EACH SOURCE</b></p>

#2: Note cards (Each partner needs at least ten note cards)—50 points

SOURCE # (From Bibliography Card)
<p><b><u>HEADING</u></b></p> <p>The heading should specifically state what kind of information is on the card. Be specific in your headings. This will help you sort out the information later.</p> <p>NOTES:</p> <ul style="list-style-type: none"><li>• SUMMARIZE AND PARAPHRASE—DO NOT PLAGIARIZE!</li><li>• IF YOU INCLUDE <b><u>ANY</u></b> EXACT WORDS OR PHRASES, YOU <b><u>MUST</u></b> QUOTE!</li><li>• INCLUDE ONLY THE INFORMATION THAT FITS UNDER THE SPECIFIC HEADING!</li></ul> <p>Page # from book</p>

## Storyboard (50 points)

The *Encarta Dictionary* says, “A storyboard is a set of sketches, arranged in a sequence on panels that outline the scenes that will make up something to be filmed.” In this case, you will base your storyboard on the information you decide to include in your video for this project.

Remember the essential question of the unit that your video should focus on answering: What can we learn about culture, history, life, and ourselves from older members of the community?

So, what can your interaction with the resident you visited teach you about history? About culture? About life in general? About yourself? You should communicate all of these things within your video.

The next component is the storyboard. Using Inspiration software, you need to create a storyboard, or rough draft, of your video. Please follow these guidelines exactly.

Check if complete:

\_\_\_\_\_ The storyboard must have at least ten panels that outline exactly what you will cover in your video.

\_\_\_\_\_ Clearly label who will create each panel. You must evenly distribute the work.

\_\_\_\_\_ Clearly label where and how you will include research in the video.

\_\_\_\_\_ Clearly label the sound effects or music for each scene or sequence.

\_\_\_\_\_ Provide detailed notes on the titles for each scene or sequence.

\_\_\_\_\_ Provide detailed notes on the transitions from scene to scene.

Remember, your video should have a clear introduction, body, and conclusion that all relate back to the driving question.

Good luck, and have fun!



## Storyboard/Script Rubric

**Teacher Name:**

**Group Members:**

Category	Excellent—4	Good—3	Average—2	Poor—1	Score
<b>Concept</b>	The team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his or her work will contribute to the final product.	The team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his or her work will contribute to the final product.	The team members have brainstormed their concept, but no clear focus has emerged. Team members may describe the goals or final product differently.	The team has spent little effort on brainstorming and refining a concept. Team members are unclear about the goal and how their contributions will help them reach the goal.	____ / 25
<b>Storyboard</b>	The storyboard is complete with sketches for each scene and detailed notes on titles, transitions, special effects, sound, and so on. The storyboard reflects outstanding planning and organization for the visuals in the video.	The storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, and so on. The storyboard reflects effective planning and organization for the visuals in the video.	The storyboard has glaring omissions in scene planning. There are some sketches and notes on titles, transitions, special effects, sound, and so on. The storyboard reflects an attempt at planning and organizing the visuals in the video.	The storyboard is not done or is so incomplete that the group could not use it even as a general guide. The storyboard reflects very little planning of the visuals.	____ / 25
<b>Script</b>	The script is complete, and it is clear what each student will say and do. The script is professional.	The script is mostly complete. It is clear what each student will say and do. The script shows planning.	The script has a few major flaws. It is not always clear what the students are to say and do. The script shows an attempt at planning but seems incomplete.	The script is incomplete, or the group has not turned one in.	____ / 25
<b>Research</b>	The group has expertly blended its research into the body of the film. The chosen research elements clearly represent each group member's contribution.	The group has somewhat blended its research into the body of the film. The chosen research elements are present, but they do not fully represent each group member's contribution.	The research seems out of place in the body of the film. The chosen research elements are present, but they represent the contributions of fewer than half of the group members.	The research is either poor or nonexistent. The group needs to make substantial additions.	____ / 25

**TOTAL SCORE:** \_\_\_\_ / 100

## THE TUESDAYS PROJECT

Category	Excellent—4	Good—3	Average—2	Poor—1	Score
<b>Research</b>	Each element of the video clearly communicates the outcome of the group's research.	Some of the elements of the video communicate the outcome of the group's research.	A few of the elements of the video communicate the outcome of the group's research.	What research?	
<b>Images/Film Content</b>	The group expertly chose images and video clips that added variety and interest to the film.	The group chose images and video clips that added an average amount of variety and interest to the film.	The group chose images and video clips that served little purpose in the overall film.	The group chose film clips or images that served no useful purpose in the film.	
<b>Format/Focus</b>	The format of the video is tightly unified from beginning to end; each segment of the video plays a role in the chosen format.	The format of the video is somewhat unified from beginning to end; some segments of the video play a role in the chosen format, though some do not.	The format of the video is loosely constructed. A few segments of the video make the format clear, but there are some scenes that do not fit in at all.	It is not clear what the group intended the true format of the video to be.	
<b>Transitions</b>	Each shot and segment of the video leads naturally into the next, creating a smooth flow of ideas from beginning to end.	The shots and segments of the video lead from one to the next, but they are choppy in a few spots.	The shots and segments of the video seem jumbled in places.	All scenes function as separate entities and are not joined in any way.	
<b>Music Choice/Audio</b>	The chosen music perfectly fits the mood of the scene. The balance of music to audio, where applicable, is excellent.	The chosen music somewhat fits the mood of the scene. At times, the group could have improved the balance of music to audio.	The chosen music does not fit into the mood of the scene. The audio within the video is difficult to hear.	The video does not feature music. The viewer is unable to hear any audio.	
<b>Grammar and Conventions</b>	There are up to two errors in the narration and titles.	There are three to five errors in the narration and titles.	There are six to eight errors in the narration and titles.	There are more than nine errors in the narration and titles.	
<b>Overall</b>	Without a doubt, the group answered the driving question.	The group has answered the driving question but could have been more thorough.	The video shows an attempt to answer the driving question.	The video does not answer the driving question.	
<b>Individual Teamwork Grade</b>	Excellent	Good	Average	Poor	

**TOTAL SCORE:** \_\_\_\_\_