

# Olathe Schools Honors 9 Language Arts

## Summer Reading Assignment

Olathe North – Olathe South – Olathe East – Olathe Northwest – Olathe West

2018-2019

Welcome to high school! We're excited you chose to take on the fun and challenge of the Honors 9 English class! Please read carefully through the entire assignment packet and follow all instructions.

### This summer you will have the following responsibilities:

1. Read the novel *The Secret Life of Bees* by Sue Monk Kidd. You can check out the novel from the public library or check at the front office of your high school, but we strongly recommend purchasing your own copy that can be earmarked, written in, and underlined. Books can be found at Barnes & Noble, or used copies can be found at amazon.com at a very low price.

2. **ALL PARTS OF THE ASSIGNMENT ARE ON THE FOLLOWING PAGES; THEY INCLUDE:**

***Part I: Dialectical Journal \****

***Part II: Informational Text***

***Part III: Extended Response \****

***Part IV: Community-based Performance Task***

3. A **TYPED** hard copy of your assignment must be turned in to your instructor. **\* In addition, you must have an electronic copy of parts I and III saved on a flash drive or cloud-based service (Dropbox, Google drive, etc.) to be used the first week of class.** If you do not meet these deadlines, be aware that the assignment will be counted as late and will negatively affect your grade.

If you have any questions, feel free to contact any Olathe Freshman Honors 9 Language Arts teacher. Email addresses can be found at the website of the high school you are attending:

<http://schools.olatheschools.com/buildings/north/>

<http://schools.olatheschools.com/buildings/east/>

<https://www.olatheschools.org/west>

<http://schools.olatheschools.com/buildings/south/>

<http://www.onwravens.net/>

This is your first high school assignment; make sure to **DO YOUR OWN WORK!**

Please note that your **TYPED** summer reading assignment and electronic copy are due on the following dates depending on your school of attendance.

**Olathe East:** Assignment due on August 16. Work dates: Wednesday, June 13, from 9-10 am, Monday, August 13, from 3:30-4:30.

**Olathe North:** Assignment due on Friday, August 17. Work dates: Wednesday, June 20 from 10:00-11:00 am Wednesday, August 8, from 3:30-4:30 pm. Both work dates will be in room 911. \*Use Driver's ED entrance.

**Olathe Northwest:** Assignment due on August 17. Work dates: Thursday, June 7<sup>th</sup> from 6-7:30, Thursday, August 9.

**Olathe South:** Assignment due on August 24. The first week of school will be used to answer questions about the assignment. Work dates: None, please email Honors 9 teachers with questions.

**Olathe West:** Assignment due on the first day of school. Work dates: Wednesday, June 27 and Wednesday August 8 from 4-5 from 3:30-4:30 at OWHS library.

# Olathe Schools Honors 9 Summer Reading Assignment

## Part I: Dialectical Journal

**Dialectical Journal** – This section should be recorded in a **Dialectical Journal** (two columns on the paper); the columns need to be set up and labeled in the following way:

**EVIDENCE** – Label for the left side of the paper: evidence is defined as the quote and page number.

**COMMENTARY** – Label for the right side of the paper: your reaction and/or comment as to the importance and/or significance of the passage – **DO NOT REPEAT WHAT IS WRITTEN ON THE LEFT HAND SIDE! Each commentary entry should be approximately 3-6 sentences in length.**

1. **Characterization (Lily)** – Find at least 3 pieces of evidence throughout the novel that help to define the character of Lily. **Choose quotes that show change or growth that takes place;** the evidence should be chosen from the **beginning, middle, and end** of the book. **Comment on the importance and/or significance of each piece of evidence and what it shows us about our protagonist. (3 dialectical journal entries)**

*\*Be sure to label your entries in order as: Lily - Beginning, Lily - Middle, & Lily - End*

Evidence: Lily - Beginning	Commentary:
Evidence: Lily - Middle	Commentary:
Evidence: Lily - End	Commentary:

2. **Characterization (Others)** – Next, consider how the remaining characters of **T. Ray, Deborah Owens, Rosaleen, August, May, and June** *affect* Lily, the person she is, and who she becomes. **Create an entry for three of the characters that you feel impact Lily the most. Choose at least one piece of evidence per character then comment on how the character is defined by his or her words/actions, AND how Lily is affected by knowing and living with or without the character.**

*\* 3 characters = 3 dialectical journal entries, total, labeled as above with character names on the left and commentary on the right. \* YOU DO NOT NEED "BEGINNING, MIDDLE, and END" for these entries!*

**\*Please keep in mind that the purpose of keeping a dialectical journal is to develop critical reading skills, not to document your personal responses or merely paraphrase what the quote/evidence already reveals. Critical reading is an essential part of developing and articulating a legitimate reading of a literary text.**

**Helpful Hint:** Most times your "Commentary" section should be just as long (if not longer) than your "Evidence" section. Be sure you "dig deep" and go below the surface of the evidence. Demonstrate critical analysis and offer insight to your evidence that no one else may have ever thought of before.

### For example\*:

*\*taken from another text*

Entry  
labeled →

<b>Evidence: Richard</b> "I shook with fright. I was alone upon the dark, hostile streets and gangs were after me. I had the choice of being beaten at home or away from home." – pg. 20
---

*\*taken from another text*

↑  
**Page Number  
Required**

#### Commentary:

Throughout the story, Richard has a phobia of being beaten. I think his fear started when he was very little and his parents started beating him. Fear in general was a big factor in his life. It caused him to do many of the things we see throughout the chapter. Most people would say that this is sick behavior, but I believe that you have to consider his circumstances: he is very young and very afraid.

# Olathe Schools Honors 9 Summer Reading Assignment

## Part II: Informational Text

**Instructions: Complete the steps below to read and annotate the article fully.**

**Step 1: Skim** the article using these symbols as you read:

(\*) important, (!) surprising, (?) wondering

**Step 2: Read** the article **carefully** and **make notes in the margin on the right.**

Notes should include:

- Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
- Questions you have that show what you are **wondering** about as you read.

**Step 3: Read a third time** underlining, highlighting, or boxing statements and/or instances that connect or relate to ideas in *The Secret Life of Bees*.

### Youth in the Civil Rights Movement

At its height in the 1960s, the Civil Rights Movement drew children, teenagers, and young adults into a maelstrom of meetings, marches, violence, and in some cases, imprisonment. Why did so many young people decide to become activists for social justice? Joyce Ladner answers this question in her interview with the Civil Rights History Project, pointing to the strong support of her elders in shaping her future path: "The Movement was the most exciting thing that one could engage in. I often say that, in fact, I coined the term, the 'Emmett Till generation.' I said that there was no more exciting time to have been born at the time and the place and to the parents that movement, young movement, people were born to... I remember so clearly Uncle Archie who was in World War I, went to France, and he always told us, 'Your generation is going to change things.'"

Several activists interviewed for the Civil Rights History Project were in elementary school when they joined the movement. Freeman Hrabowski was 12 years old when he was inspired to march in the Birmingham Children's Crusade of 1963. While sitting in the back of church one Sunday, his ears perked up when he heard a man speak about a march for integrated schools. A math geek, Hrabowski was excited about the possibility of competing academically with white children. While spending many days in prison after he was arrested at the march, photographs of police and dogs attacking the children drew nationwide attention. Hrabowski remembers that at the prison, Dr. King told him and the other children, "What you do this day will have an impact on children yet unborn." He continues, "I'll never forget that. I didn't even understand it, but I knew it was powerful, powerful, very powerful." Hrabowski went on to become president of the University of Maryland, Baltimore County, where he has made extraordinary strides to support African American students who pursue math and science degrees.

As a child, Clara Luper attended many meetings of the NAACP Youth Council in Oklahoma City because her mother, Marilyn, was the leader of this group. She remembers, "We were having an NAACP Youth Council meeting, and I was eight years old at that time. That's how I can remember that I was not ten years old. And I – we

**Notes on my thoughts, reactions and questions as I read:**

# Olathe Schools Honors 9 Summer Reading Assignment

## Part II: Informational Text (continued)

were talking about our experiences and our negotiation – and I suggested, made a motion that we would go down to Katz Drug Store and just sit, just sit and sit until they served us.” This protest led to the desegregation of the drug store’s lunch counter in Oklahoma City. Luper relates more stories about what it was like to grow up in a family that was constantly involved in the movement.

While some young people came into the movement by way of their parents’ activism and their explicit encouragement, others had to make an abrupt and hard break in order to do so, with some even severing familial ties. Joan Trumpauer Mulholland was a young white girl from Arlington, Virginia, when she came to realize the hypocrisy of her segregated church in which she learned songs such as “Jesus loves the little children, red and yellow, black and white.” When she left Duke University to join the movement, her mother, who had been raised in Georgia, “thought I had been sort of sucked up into a cult... it went against everything she had grown up and believed in. I can say that a little more generously now than I could have then.” Phil Hutchings’ father was a lifetime member of the NAACP, but couldn’t support his son when he moved toward radicalism and Black Power in the late 1960s. Hutchings reflects on the way their different approaches to the struggle divided the two men, a common generational divide for many families who lived through those times: “He just couldn’t go beyond a certain point. And we had gone beyond that... and the fact that his son was doing it... the first person in the family who had a chance to complete a college education. I dropped out of school for eleven years... He thought I was wasting my life. He said, ‘Are you ... happy working for Mr. Castro?’”

Many college student activists sacrificed or postponed their formal education, but they were also picking up practical skills that would shape their later careers. Michael Thelwell remembers his time as a student activist with the Nonviolent Action Group, an organization never officially recognized by Howard University and a precursor to the Student Nonviolent Coordinating Committee (SNCC): “I don’t think any of us got to Howard with any extensive training in radical political activism. By that I mean, how do you write a press conference [release]? How do you get the attention of the press? How do you conduct a nonviolent protest? How do you deal with the police? How do you negotiate or maneuver around the administration? We didn’t come with that experience.” Thelwell’s first job after he graduated from college was to work for SNCC in Washington, D.C., as a lobbyist.

Similar reflections about young people in the freedom struggle are available in other collections in the Library. One such compelling narrative can be found in the webcast of the 2009 Library of Congress lecture by journalist and movement activist, Tracy Sugarman, entitled, “We Had Sneakers, They Had Guns: The Kids Who Fought for Civil Rights in Mississippi.” As is readily apparent from that lecture and the previous examples, drawn from the Civil Rights History Project collection, the movement completely transformed the lives of young activists. Many of them went on to great success as lawyers, professors, politicians, and leaders of their own communities and other social justice movements. They joined the struggle to not only shape their own futures, but to also open the possibilities of a more just world for the generations that came behind them.

*Notes on my thoughts, reactions and questions as I read:*

# Olathe Schools Honors 9 Summer Reading Assignment

## Part III: Extended Response

**Extended Response** – The following items should be answered in **paragraph form** (5-7 sentences). Answers should be complete thoughts and may include evidence from the book that supports your answer. If quotes are used, make sure to include page numbers.

1. A major component of the novel is Lily discovering enough about herself so that she has the power to finally stand up for what she believes. Rosaleen seems to have this trait from the start. Many of the young people and students from the article in **Part II** seem to share this trait as well. What compels Rosaleen to spit on the three men's shoes? What compelled the individuals mentioned in the article to become activists for social justice? **Write about what makes a person willing to face the consequences of truly standing up for what they believe.**
2. Another major aspect of the novel is the motif of learning and discovery, specifically through the knowledge gained from a mentor/teacher. Much like Lily learns from Rosaleen, August, and the other Calendar Sisters, who have you learned from in your life? How has the relationship changed you or made you a better person? **Write about a mentor or teacher from your life discussing what knowledge you have gained from them.**

**Your paragraphs should NOT JUST TOUCH ON SURFACE INFORMATION; dig deep!**

# Olathe Schools Freshman Summer Reading Assignment

## Part IV: Community-Based Performance Task

In *The Secret Life of Bees* the protagonist, Lily, comes to understand the power and significance in being part of a community. In order to share in her experience, **you will take part in our community by choosing one of the following performance tasks:**

### A Good Day's Work

- Lily discovers the satisfaction and enrichment that comes from helping August work with the bees on her farm. **We want you to experience the same feeling by participating in a service project to benefit others.** This can be as big as helping build a house with Habitat for Humanity or as small as mowing your neighbor's yard. Be intentional and creative! We want you to have fun and make a difference!

### The Power of the Written Word

- From May's notes on her wailing wall to Lily's journal and notes to T. Ray, the novel shows the impact of what writing can do. **We want you to display this power by writing 5-10 meaningful and sincere notes of thanks and/or encouragement.** These notes must be *neatly* hand-written (approx. 1 paragraph in length) and hand delivered.

**Lastly, we want you to share your acts of community building! To do so, you must post photographic evidence of your task to either your own or your parents' Twitter, Instagram, and/or Facebook accounts on or before Wednesday, August 15<sup>th</sup>.**

**\*IMPORTANT NOTE:** To receive credit, all entries must be tagged with #BeeOlatheFresh

