

Step One: Read *Kindred* by Octavia Butler. By writing directly in the book or using post-it notes, annotate your novel as you read, marking any new/unknown vocabulary, themes or recurring patterns, and likes/dislikes you have and would like to share upon returning to school. **Please do this in a way that works for you.** If you want to make notes as you read, do so. If waiting until you have finished a chapter or section of the book is less disruptive to your reading process, that's also fine.

Step Two: Prepare for the test we will have the first week of school. The test will be comprehensive, ensuring that you have thoroughly read the book and are familiar with all characters and conflicts.

Step Three: Complete the "Connections to Enlightenment" handout that asks you to connect passages in the novel to major concepts of The Enlightenment. You may handwrite (legibly in ink, please) or type your responses. Either way, it is due on the first day of school.

Step Four: Choose a **current** article that you will be able to connect to the book through one of these topics. If none of these topics work for you, you may choose your own. Just make sure it is broad enough that your classmates can identify with the topic:

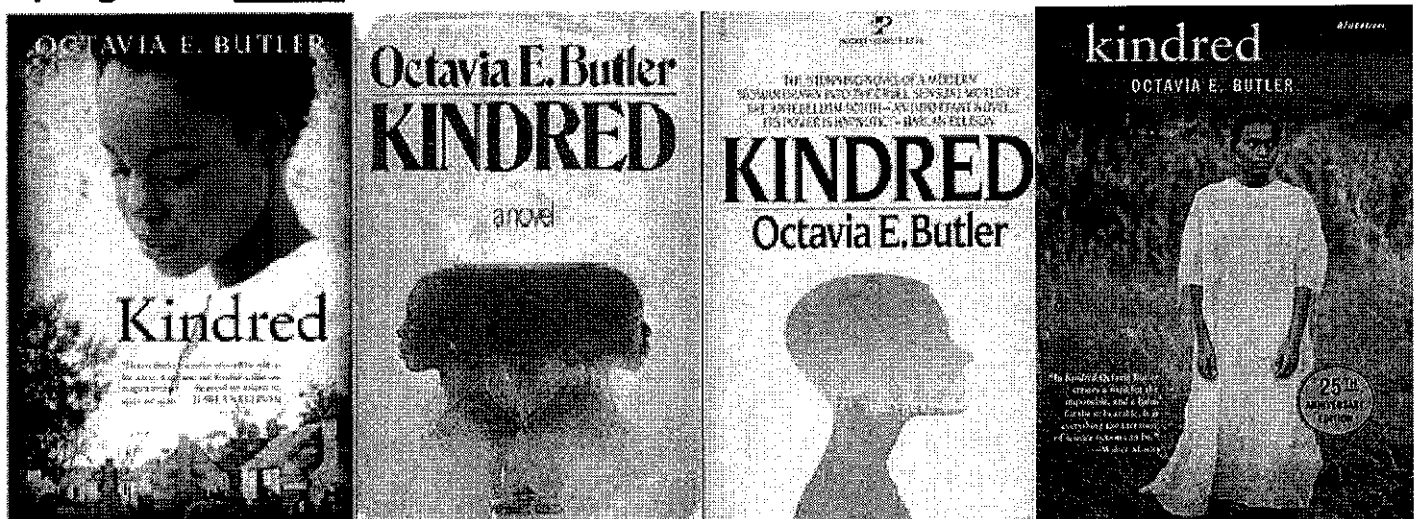
America
Community
Education & Knowledge
Fate & Free Will
Fear & Paranoia
Honor & Courage
Identity

Justice, Freedom & Equality
Loneliness & Isolation
Love
Man vs Man
Man vs Self
Man vs Society
Morality

Power & Greed
Prejudice & Discrimination
Revenge & Betrayal
Resilience & Success
Social Change & Revolution
Social Pressure

You do not need to write anything about your article—**yet!** But please be thoughtful and intentional about your article choice. When you have selected your article, please add it (a working link is acceptable) to the class stream on our Google classroom page. Please identify the topic in your post. **The class code to join Humanities**

10/English is: 1g0erj



"All struggles are essentially **power struggles**. Who will rule? Who will lead? Who will define, refine, confine, design? Who will dominate?"(Octavia Butler)

“Connections to Enlightenment”

Because Humanities is the blending of English and social studies, you should begin to see the connections between the texts we read in both courses. This exercise is designed to assist you in the intersections that exist in Humanities. **After reading the model, complete three of your own examples.**

GOALS:

- I can accurately **define** concepts of The Enlightenment.
- I can **apply** those concepts to other times and places in history.
- I can **support** my inferences with textual evidence.
- My written explanation **connects** my textual evidence back to the concept under discussion.

CONCEPTS: **Social contract** **Cruel and unusual punishment** **Natural Rights**
 Freedom of Speech

Model:

Concept	Working Definition	Textual Evidence from <i>Kindred</i> (Include chapter title, section #, page #, and paragraph #)	Explanation of how my textual evidence falls under this category of Enlightenment thinking	Extending my thinking to my own life and the world around me
Natural Rights	Rights that are universal; they cannot be taken away; these are different than legal rights.	<p>“I was the worst possible guardian for him [Rufus]—a black to watch over him in a society that considered blacks subhuman, a woman to watch over him in a society that considered women perennial children.”</p> <p>(“The Fall”, section 3, page 68, paragraph 9)</p>	<p>This textual example shows that Dana’s natural rights are being violated. <u>Although</u> she lives in a country whose constitution is grounded in the ideals of the Enlightenment, these ideals are unattainable for her and others in <i>Kindred</i>. The quote, which contains Dana’s inner thoughts, shows that she understands that society views her as “subhuman” and a “perennial child.” <u>As such</u>, basic rights, such as her own life and freedom, are taken from her.</p> <p>Please use both of these “moves” in your writing:</p> <ul style="list-style-type: none"> • Bolded Words: Academic vocabulary • <u>Italicized and underlined words:</u> Transitional language 	<p>It’s hard for me to comprehend how and if people truly saw African-Americans as not human. How could that possibly be?</p> <p>Because many definitions of Natural Rights include beings made by a “Creator,” I wonder why animals aren’t included in this definition...or for that matter, grass? Trees? Flowers?</p> <p>For that matter, how often do I place a peer—a colleague, a student, the person behind me at the grocery store—in a category of subhuman because I label them as “evil” “bad” or whatever? How do I use labels and language to justify my poor treatment of others?</p>

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Freedom of Speech**Student Example 1:**

Concept	Working Definition	Textual Evidence from <i>Kindred</i> (Include chapter title, section #, page #, and paragraph #)	Explanation of how my textual evidence falls under this category of Enlightenment thinking	Extending my thinking to my own life and the world around me

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Student Example 2:

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CONCEPTS: Social contract Cruel and unusual punishment Natural Rights
Freedom of Speech

Student Example 3:

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Rubric for Enlightenment Connections (Part Three) Assignment

A Very thorough	You addressed all parts of the assignment. The passages you selected clearly support the concept and your explanation of the development of the concept is very thorough. Your connections to the world around you are thoughtful and lead to larger questions that we can explore throughout first quarter. The quality and development of ideas, organization, relevance, wording and phrasing, grammar, punctuation, and style were all excellent and appropriate for a Humanities sophomore student. You clearly worked hard on this and your hard work is appreciated. You are on your way to success in Humanities 10.
B Good job	You addressed all parts of the assignment. The passages you selected support the concept and your explanation of the development of the concept is included, but it is not as thorough as it needs to be. You need to work on better explaining how the concept develops in the passage. Your connections to the world around you may lack depth or complexity. Your writing is appropriate for a sophomore, but may need some more work to be considered exemplary level. Your writing is organized and there were few errors in grammar, punctuation and spelling. You will need to apply yourself more in order to earn an A for Humanities English, but your potential for success is evident.
C Average	You addressed all parts of the assignment. The passages you selected do not completely support your concept and therefore leave your explanation of the development of the concept lacking. You need to select better passages to support your subject and work on explaining how the concept is developed through the passage. Your writing lacks style and is less engaging than it could be. You should focus more on the quality and development of ideas, organization, and making sure what you are writing about is relevant to the topic. There are several errors in grammar, punctuation, and spelling. Expect to work harder in Humanities English this year, but don't give up!
D What happened?	You have not covered all of the requirements of the assignment and your work shows little effort. You have not selected passages from the book to support the concept and/or your explanation of the development of the concept is therefore not evident. Your writing is below average for a sophomore student. You will need to work on organizing your writing, developing quality ideas, and improving the wording and phrasing of your writing. There are too many errors in grammar, punctuation, and spelling. You will need to work much harder in order to maintain an average grade in Humanities English.
F	Clearly, there is not enough information included or the project was not submitted. There is little to no effort in your project. You should reflect and think deeply about why you selected to enroll in an honors level course, and if you are willing to do the hard work it will take to pass the course.

Summer Assignment

Humanities 10: Social Studies

Instructor: Donte Goosby

Email: dgoosby5124@columbus.k12.oh.us

Background	Guiding Question/Objectives	Activities
<p>Definition: The idea of the social contract is one of the foundations of the <u>American political system. This is the belief that the state (government) only exists to serve the will of the people, and they are the source of all political power enjoyed by the state.</u> They can choose to give or withhold this power.</p> <p>The origin of the term social contract can be found in the writings of Plato. However, English philosopher Thomas Hobbes expanded on the idea when he wrote <i>Leviathan</i> in response to the English Civil War. In this book he wrote that in the earliest days there was no government. Instead, those who were the strongest could take control and use their power at any time over others. Hobbes' theory was that the people mutually agreed to create a state, only giving it enough power to provide protection of their well-being. However, in Hobbes' theory, once the power was given to the state, the people then relinquished any right to that power. In effect, that would be the price of the protection they sought.</p> <p>Jean Jacques Rousseau and John Locke each took the social contract theory one step further. Rousseau wrote <i>The Social Contract, or Principles of Political Right</i> in which he explained that the government is based on the idea of <u>popular sovereignty</u>. Thus the will of the people as a whole gives power and direction to the state. John Locke also based his political writings on the idea of the social contract. He stressed the role of the individual. He also believed that revolution was not just a right but an obligation if the state abused their given power.</p>	<p>What is the Social Contract? How does it serve America today?</p> <p>1. Following this lesson students will be able to define and describe the political ideal known as the social contract.</p> <p>2. Students will also be able identify examples in their daily lives that mirror the social contract between citizens and their government.</p>	<p>1. Read the background and definition of the Social contract and compose your own functional definition of a social contract. List and provide at least three examples of situations in your life that may in some way be similar (maybe not identical) to the social contract discussed in the background information.</p> <p>2. Read and analyze documents #1-#2. Answer the questions that follow each document in the proper section of the answer document provided.</p> <p>3. Compose a video that in some way (no instructions—be creative) clearly demonstrates a social contract being honored or violated. The only two requirements are that it must involve two or more people and it must be at least 1:30 seconds in length. Post the video to YouTube under “2019-2020 Humanities: Social Contract”. Video must be submitted by Friday, August 9. If posting the video to YouTube makes you uncomfortable, please email me to make alternative arrangements: dgoosby5124@columbus.k12.oh.us</p>

Document #1: Declaration of Independence

The Declaration includes a list of grievances the colonists have with the King of Great Britain and Parliament as a justification for independence. The grievances refer to a series of events since the French and Indian War which the colonists believed were acts of tyranny that took away their rights.

- The first 12 grievances outline the king's abuses of executive power against the colonies. By dissolving the elected legislatures and suspending the laws enacted by them, the king deprived American colonists the basics of representative governance.
- The king, through Parliament, subjected the colonies to a variety of unconstitutional taxes and economic controls, all without the colonists having representation in Parliament. Grievances 13 through 22 deal with these directly. Grievances 23 through 27 attack the king's violence and cruelty in waging war against his American subjects.
- The Declaration's final charge against the king criticizes his lack of attention to the colonists' pleas for compensation for past wrongs and resistance to positive changes for the future. By concluding the grievance section with this final indictment, the writers of the Declaration make their final point: A king who rules as a tyrant has no right to rule a free society, and said society's citizens have the right and duty to declare their independence.

The Declaration of Independence ends with a clear statement that the political ties between the colonies and Great Britain are ended. Independence is declared as an exercise of social contract thought. By outlining their concerns about how King George III treated them, the Declaration aimed to convince the rest of the world that independence was justified and necessary. While the Declaration does not itself form a government, it does indicate what the colonists would avoid (abuse of power, or tyranny) or pursue (representation in the legislature, states' rights) when they did form governments in the future.

Questions:

1. Knowledge:

- a. The Dec of Independence was essentially a break up letter written from _____ to _____.
- b. This letter included a list of complaints that are commonly referred to as _____. Two of these complaints would include the Kings refusal to _____ and that the crown was too _____ toward its subjects.

2. Comprehension:

- a. In your own words provide as accurate description for the term grievance as possible.
- b. The act of the colonist deciding to separate from the British crown as a result of the King and Parliaments' treatment reflect

-The adaptation of enlightenment ideals including a belief that governments are responsible for providing for the economic well-being of their citizens.

- The belief that governments receive their power from the consent of the governed and are responsible for protecting the interest of those citizens.

- Citizens should reject all forms of organized government because they often abuse power and lead to conditions necessary of revolution.

3. **Evaluation:** Based on your understanding of the purpose of the Dec of Independence and the circumstance that preceded its creation compose a 1-2 paragraph response to one of the two prompts below. In your response be sure to take a strong stance and support it with either information from the document and/or other accurate historical information.
- a. The colonists were just a group of greedy second son's that wanted more money and more control; they were not interested in honoring enlightenment ideals or the social contract.
 - b. The colonists were champions of the ideals expressed during the enlightenment, had the bravery to apply the ideals that were written about.

Document # 2: Original Ten Amendments: The Bill of Rights

Amendment I: Freedoms, Petitions, Assembly

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II: Right to bear arms

A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III: Quartering of soldiers

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV: Search and arrest

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V: Rights in criminal cases

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI: Right to a fair trial

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII: Rights in civil cases

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII: Bail, fines, punishment

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX: Rights retained by the People

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Amendment X: States' rights

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Questions:

1. Knowledge:

- a. Make a list below of at least three important protections guaranteed to citizens by the Bill of Rights. (Identify amendments by number and summary or title).

- b. What guarantee does the 10th amendment to the constitution provide? Why is this protection important?

2. Application:

- a. Does the Bill of Rights highlight an attempt by the Founding Fathers to solidify/establish the role of the State (government) in fulfilling its responsibilities in the social contract? Why or why not? Explain. Be sure to use specific examples to support your response.

3. Evaluation:

- a. (Argument) Which amendment best highlights the proposed relationship between citizens and their government based on the theory of the social contract? (Support) Explain why this particular amendment best highlights this relationship.

Name: _____

Date: _____

Class: _____

Answer Document

Section 1: Background Definition

Define the term Social Contract in your own words:

Examples:

Section 2: Document 1

Knowledge: you do not have to rewrite the entire statement but you must number each blank from this section.

(a1) _____

Comprehension: Write out the entire response that you believe to be correct for question b from this section.

Evaluation: write your response below

Section 3: Document 2

Knowledge:

Application:

Evaluation:

Section 4: Document 3

Knowledge: you do not have to rewrite the entire statement but you must number each blank from this section.

(a1) _____

Analysis: