

## 7th GRADE SUMMER ASSIGNMENT 2018

### PART I: WRITING

Write a one page, double-spaced, typed autobiography -- please stay within these limits. You may approach the assignment any way you wish. Focus the writing around your identity. The only restriction on content, aside from length, is that the first two words of the first paragraph must be "I am...."

Please bring this printed autobiography with you on the first day of school.

### PART II: READING

You must read three books over the summer. One of the books must be a work of historical fiction. For suggestions, see the booklist below. Most of these are works of historical fiction where the events occur sometime between the years of exploration (approximately 1492) and the end of the Civil War (1865). These take place in North or South America or Europe.

As you read your historical fiction book, you should focus on tracking the characterization and development of one character (either the main character or an important character that you have a lot of information about -- even the antagonist).

Annotate in your book or use post-its to take notes on important details and moments that show **who your character is** and **how he/she develops throughout the novel**.

### Character Analysis Assignment

Complete the attached "Character Analysis Worksheet" (there are two sides to this worksheet) for the character from your historical fiction book. Fill in all the information that you have from your book (for example, if your character's religion is not included in the book, then you do not need to answer that bullet).

You will need to bring this to class on Thursday, September 6, 2018.

When choosing an historical fiction novel, be sure it meets the requirements of our time period -- 1492 through 1865 (the end of the Civil War). If you are unsure as to whether or not a book is appropriate, choose one from the list below. These books are suggestions. Please do not come in September having spent time and effort reading and recording information on a book that will not be acceptable.

**Please do not read Chains (by Laurie Halse Anderson), Lord of the Flies (by William Golding), or Twelve Angry Men (by Reginald Rose) as these are our class texts.**

HISTORICAL FICTION BOOKS

Alcott, Louisa May	any title
Avi	True Confessions of Charlotte Doyle
Blackwood, Gary	The Year of the Hangman
Cooper, James Fenimore	any title
Collier, James and Chris	My Brother Sam is Dead
Crane, Stephen	Red Badge of Courage
Curtis, Christopher Paul	Elijah of Buxton
Fast, Howard	April Morning
Forbes, Esther	Johnny Tremain
Fox, Paula	The Slave Dancer
Hesse, Karen	The Stowaway
Lasky, Kathryn	True North
Mitchell, Margaret	Gone with the Wind
Paterson, Katherine	Lyddie
Paulsen, Gary	Sarny
Paulsen, Gary	Nightjohn
Petry, Ann	Tituba of Salem Village
Rinaldi, Ann	Amelia's War
Speare, Elizabeth	The Witch of Blackbeard Pond
Twain, Mark	Any title.

OTHER SUGGESTED TITLES

Anderson, M. T.	The Astonishing Life of Octavian Nothing
Armstrong, Jennifer	Steal Away
Austen, Jane	any title
Beatty, Patrick	Be Ever Hopeful, Hanna Lee

Blackwood, Gary	The Year of the Hangman
Brink, Coral Ryrie	Caddie Woodlawn
Bronte, Charlotte	any title
Burgess, Melvin	Burning Issy
Draper, Sharon	Copper Sun
Peck, Richard	The River Between Us
Rees, Celia	Pirates

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

## Character Analysis Worksheet

Complete the following chart with information on the main character from your historical fiction summer reading book. Answers should be in note-form—complete sentences are unnecessary.

Character's Name: \_\_\_\_\_ Book \_\_\_\_\_

Title: \_\_\_\_\_

What is his/her role in story?	
Provide a physical description. Some things to think about: <ul style="list-style-type: none"><li>• age, height, weight, hair, skin, physique</li><li>• facial features</li><li>• clothing</li><li>• grooming</li><li>• distinguishing features or habits, mannerisms</li><li>• voice</li></ul>	
Provide some background information. Some things to think about: <ul style="list-style-type: none"><li>• Ethnicity</li><li>• Education</li><li>• Religion</li><li>• Personal experience</li><li>• Occupation, work experience</li><li>• Residence</li></ul>	
What do other people notice about her/him? <ul style="list-style-type: none"><li>• striking outside characteristics</li><li>• personality</li><li>• behavior</li></ul>	

<p>How would you describe his or her personality traits and character?</p> <ul style="list-style-type: none"><li>• Strongest character trait</li><li>• Weakest character trait</li><li>• Philosophy—how s/he sees life</li><li>• Morals—how s/he sees right and wrong</li><li>• His/her mood a majority of the time</li></ul>	
<p>Is there a significant event that molded the character's personality? Explain.</p>	
<p>What are the important relationships in his/her life? Describe those relationships.</p> <ul style="list-style-type: none"><li>• Best friend</li><li>• Other friends</li><li>• Family</li><li>• Enemies</li></ul>	
<p>What does the character want that he/she is not getting? What prevents the character from getting what he or she wants? (for ex, him/herself, someone else, or an outside force such as society or nature)</p>	
<p>EXTRA CREDIT: In the character's own words: something the character says which is illustrative of her/his self-perception [awareness of yourself]. Explain how the quote illustrates this self-perception. Include a page number.</p>	

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What lesson(s) did you learn from this character and his/her story? Use details from the story to support your answer. (*Please answer in complete sentences.*)

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### **PART III: BOOKER T. WASHINGTON**

Read a biography of Booker T. Washington or an article about him (one is included at the end of this document.)

Please complete:

Write four facts about his early years.

How did he get the name Booker T. Washington?

What obstacles did Booker T. Washington have to overcome in his pursuit of an education?

What were two of Washington's achievements?

Why do you think our school was named for him?

*To think about.... These questions will be discussed in school*

Why did his critics oppose his view on how to improve race relations?

What was his lasting impact on education and racial relations?

***"Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome. If you want to lift yourself up, lift up someone else."***

*~Booker T. Washington*

## Booker T. Washington

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Source: Black History Now  
<http://blackhistorynow.com/>



**1856-1915 Booker Taliaferro Washington was one of the leading African American figures of his era. Born a slave and initially denied an education, he was ultimately responsible for founding one of the preeminent black educational institutions in the U.S., and was known for his philosophy of hard work, vocational training, and self-reliance as the path to full political and civil participation for African Americans.**

### **Up from Slavery**

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Washington was born in 1856 to an enslaved mother, and a white father who may have been her master, near Hales Ford, Virginia. Washington and his two brothers grew up in typically harsh conditions, sleeping on the bare floor of a shanty and working from a very early age. His mother married a slave named Washington Ferguson, who escaped with the outbreak of the Civil War in 1861. Schooling for slaves was illegal, and the closest young Washington got to a schoolhouse was to carry books for the master's daughter. He adopted his stepfather's first name as his own last name, and in 1865, liberated by the Emancipation Proclamation, he and his mother rejoined his stepfather in Walden, West Virginia.

Washington labored in salt plants and coal mines. In order to attend a local school for Blacks, he began work at 4:00 am and returned to the mine in the evening after school. While working for the mine owner's wife as a houseboy, he received her encouragement to continue his education. In 1872 at age 16, Washington set out on foot for a 500-mile journey across Virginia to a school devoted to training black teachers, the Hampton Normal and Agricultural Institute (now Hampton University). He worked odd jobs along the way, and arrived at the school in such a disheveled condition that he was initially denied admission. After proving his worth by cleaning a room, he was admitted and given a job as janitor to help defray his tuition.

The school's principal, Samuel Armstrong, took an interest in Washington and became his mentor. Armstrong's views on practical education provided the basis for



much of Washington's subsequent philosophy. After graduating he taught briefly back in West Virginia, and then attended Wayland Seminary in Washington, D.C. from 1878 to 1879. Shortly thereafter, Armstrong was asked to recommend a white teacher to found a black school in Alabama. He recommended Washington instead.

### **Tuskegee Normal and Industrial Institute**

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In 1881, Washington arrived in Tuskegee, Alabama to find that his total budget was \$2,000, barely enough to pay a small staff. He established what would become the Tuskegee Institute in a shed owned by the local church, teaching an initial class of some 30 students, acting as the school's president and first principal. Here his ideas about industrial education and economic self-reliance came to full fruition. Washington believed that political and civil engagement for African Americans, recently freed from slavery and lacking education, voting rights, and knowledge of the political process, would only come from developing vocational skills, hard work and self-reliance.

During this period, Washington spent a great deal of time traveling in pursuit of funds for the school. As a result, he became known as a spokesman and advocate, and was eventually able to purchase an abandoned plantation on Tuskegee's outskirts. Construction of a building followed, and by 1888 the school was teaching some 400 students on a 540-acre campus. In 1882, he married Fannie Smith, his childhood sweetheart. They had a daughter the next year, but Fannie died soon after. He was remarried to a former Hampton student and Tuskegee assistant principal Olivia Davidson in 1885; they had two sons prior to her death in 1889. He then married Margaret James Murray in 1893.

In 1895, Washington was honored with an invitation to address the Southern States International Cotton Exhibition in Atlanta, Georgia. His speech, widely reported in the press and dubbed the "Atlanta Compromise," articulated his theory that militant struggles against the prevailing post-Reconstruction order were futile. This view invited opposition, notably from W.E.B. Du Bois, Frederick Douglass, and other black thinkers involved with the Niagara Movement and the creation of the N.A.A.C.P.

But Washington had mastered a political balance that enabled his finest achievements: southern Whites were sufficiently comforted by his positions to allow his institute to prosper; northern Whites, including philanthropic titans John D. Rockefeller and Andrew Carnegie, were sufficiently reassured to donate large sums of money; and Blacks were sufficiently motivated to attend Tuskegee in pursuit of practical training and economic rewards. In private, Washington personally financed various anti-segregationist, civil rights, and general education causes; but his public persona was labeled by Du Bois "The Great Accommodator," and relations between the two leaders deteriorated. Washington also secured funding for dozens of smaller schools throughout the South, and for the establishment of a Tuskegee agricultural school in 1896. He engaged the preeminent African American agricultural chemist, George Washington Carver, as its leader. He founded the National Negro

**Business League in 1900 to support “commercial, agricultural, educational, and industrial advancement.”**

**By this time, Washington was widely perceived as the leading spokesman and key national advisor for the African American community. He was the first of its members to be invited to the White House by a President, Theodore Roosevelt, in 1901. He was routinely consulted on all federal political appointments of Blacks by both Roosevelt and President William H. Taft. Also in 1901, he published his autobiography, *Up From Slavery*, a best-seller which further enhanced Washington’s reputation; the proceeds helped underwrite Tuskegee’s financial security. His standing was soon international: he toured Europe, where he was received by Britain’s Queen Victoria. During the final years of his life, Washington lectured extensively nationwide, making the most of his role as senior spokesman, and speaking out more actively against racism.**

**But he succumbed to exhaustion due to overwork in 1915 at age 59. By that time the Tuskegee Institute had an endowment of \$1,945,000, a staff of almost 200, and a student population of 1,500. Today, Tuskegee University has 3,000 students on a 5,000-acre campus with over 70 buildings. Notable additions include the Tuskegee Veteran’s Administration Hospital, the Tuskegee Airmen flight training program, the National Center for Bioethics in Research and Health Care, doctoral programs in integrative biosciences and materials science and engineering, a College of Business and Information Sciences, and an Aerospace Engineering department at the College of Engineering, Architecture and Physical Sciences.**

**In recognition of Washington’s remarkable contributions, he was awarded honorary degrees from Harvard University and Dartmouth College. His birthplace was made a National Monument in 1956, and he was the first African American to be featured on a U.S. coin, the Booker T. Washington Memorial Half Dollar, and on a United States Postal Service stamp.**

**For more information on the life and works of Booker T. Washington, check out books from the public library or explore some of the online resources in this packet. Use the information you gain to answer the questions provided.**

**Read More About Booker T. Washington**

Search for more than 20 biographies and reference resources in the BTW Library. Visit your local public library as well.

**Web Articles that give additional information about his life, work and importance.**

BlackPast.org “Washington, Booker T. (1856-1915) The Black Past: Remembered and Reclaimed”  
([http://www.blackpast.org/aad/washington-booker-t-\(1856-1915\)](http://www.blackpast.org/aad/washington-booker-t-(1856-1915)))

Booker T. Washington. Online Resources from Library of Congress.  
<https://www.loc.gov/rr/program/bib/btwashington/>

Constitutional Rights Foundation. "Three visions for African Americans" In the early years of the 20<sup>th</sup> century, Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey developed competing visions for the future of African Americans. (<http://www.crf-usa.org/brown-v-board-50th-anniversary/three-visions-for-african-americans.html>)

Encyclopedia Britannica. <https://www.britannica.com/biography/Booker-T-Washington>

History Cooperative: A Short History of Nearly Everything. "Fire for Learning: Booker T. Washington's Drive for Education" brief biography and information on his achievements.

(<http://historycooperative.org/btw/>)

Library of Congress Web Guide to Resources on Booker T. Washington.  
<https://www.loc.gov/rr/program/bib/btwashington/>

PBS. "The Rise and Fall of Jim Crow. Jim Crow Stories. Booker T. Washington/PBS. "  
(<https://www.thirteen.org/wnet/jimcrow/stories-people-booker.html>)

Reeser, D. Martin, "Washington, Book. T. "One of the most influential (and controversial) African Americans in history..." (<https://www.learningtogive.org/resources/washington-booker-t>)

Schaub, Diana. "Booker T. Washington and the Promise of Racial Reconciliation" The Heritage Foundation. In a climate of extreme racism, Washington stressed the need for incremental progress through education and economic advancement of African Americans.  
(<https://www.heritage.org/political-process/report/booker-t-washington-and-the-promise-racial-reconciliation>)

Sanneh, Kelefa, "The Wizard: Before there was a black American President, black America had a President." New Yorker Magazine , Feb. 2, 2009.  
<https://www.newyorker.com/magazine/2009/02/02/the-wizard>

Selfa, Lance . SocialistWorker.org. "Booker T. Washington and the Black Capitalism," With is conservative 'self-help' philosophy, Booker T. Washington became the main spokesperson for Blacks at the end of the 19<sup>th</sup> century. (<https://socialistworker.org/2012/05/11/booker-washington-and-black-capitalism>)

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PBS. "The Rise and Fall of Jim Crow. Jim Crow Stories. Booker T. Washington/PBS. "

(<https://www.thirteen.org/wnet/jimcrow/stories-people-booker.html>)

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