



October 2, 2020

Dear TCS Students and Families,

Welcome to the first edition of our newsletter for the virtual 1st marking period at TCS. I appreciate everyone's patience, understanding, and support as we continue to navigate a very challenging situation. I know that what we have put together is not perfect, but I am proud of our teachers for their hard work to make virtual learning as engaging as possible. We have truly enjoyed seeing groups of students on Fridays and believe the students have liked being at TCS.

Included in this newsletter are writing pieces from our students about their summer reading assignments – they are very impressive! I also added some photos from our experiences at TCS during the pandemic.

Our Board of Directors is meeting next week and will discuss the timetable for us to reopen for some sort of in-person instruction. We are consulting with the Chester County Health Department and will make a decision that keeps students and staff as safe as possible from COVID-19, while striving to meet the instructional and emotional needs of our learners. The original plan was to remain virtual through the 1st marking period, which ends on November 5, 2020. I will notify you as soon as a decision is made.

Sincerely,
Bill

Important dates to mark on your family calendar:

October 9th: Progress reports shared with students and families

October 22nd: Virtual Parent/Teacher conferences (as needed)

October 23rd: School CLOSED for teacher in-service

November 3: School CLOSED for Election Day

November 5th: End of 1st marking period

November 13th: Reports cards issued

Mid-Marking Period Progress Reports Coming October 9th

Virtual learning is not what any of us signed up for and it can be very challenging for our students. In addition to you being able to see what your daughter or son is doing via Google Classroom, we are sending out a progress report to all students and their families on October 9, 2020. The report will let you know the following:

- completion of Mr. Schullery's morning check-in
- grades earned on assignments
- how many class periods have been missed
- the overall grade for the class

Please contact us with any questions after you receive the progress report.



TCS Spirit Wear is Available!

You can show your love of TCS by purchasing spirit wear online! Click the link below to place your order online. Items will be delivered to TCS in a few weeks. The school makes no profit from these items and is selling them at cost.

<https://tuttlemarketing.com/store/products/the-concept-school-1319>



English Language Arts Summer Reading



Mrs. Griffith's and Mrs. Wright's English classes created fantastic projects for the summer reading novel *The Hate U Give*. Students chose emojis to symbolize specific events in the story. They also wrote acrostic poems showing they understood the characters, and they analyzed a Tupac Shakur poem. Finally, they wrote a mini-literary analysis connecting the events of the novel to the recent Civil Rights Movement in our country showing that they are knowledgeable of the world in which they live and empathetic for their fellow human beings.

We are so proud that they took the time to read this summer! Take a look at their creativity!



Character Acrostic Poem by John Krajicek

S She is sad about Khalil's death but remains strong.

T Thoughtful about the tough decision she has to make.

A Angry for Officer 115 killing Khalil and the fact that the officer didn't get any consequences.

R Riots about racism and Officer 115 spreading.

R Runs for justice and is ready to speak up.

C Cares about her community,

A And wants to make future changes.

R Realizes she needs to use her voice,

T To stand against racism and the killing.

E Every person should be kind and deserves...

R Respect.



Character Acrostic Poem by Justin Simeone

K Killed for having a hair comb.

H Honored for his wrongful death,

A And there were riots in his name.

L Loved by his family and friends.

I Injustice...

L Long live KHALIL!!



 **Character Acrostic Poem by Faith McAfee**

- D** Devoted to her family.
- O** Outgoing in her music career.
- L** Loves everyone she knows.
- L** Lives in the hometown of country music - Nashville, Tennessee.
- Y** Young at heart because of her love of music.



 **Character Acrostic Poem by Bristol Simon**

- S** Strong because of her activism.
- T** Takes matters into her own hands and stands up for Khalil.
- A** Avenges Khalil’s murder by protesting against Officer 115.
- R** Radical: Starr is powerful, strong, and brave.
- R** Radiant: Starr knows what she believes in and is willing to fight for it.



 **“Emoji That!” by Tor Munson**

	The story highly involved police and how Khalil was shot. His best friend Starr witnesses his murder and fights for justice for him through the book. Police were a major part of the plot because of Khalil’s painful murder.
	There is a lot of gang-related activity in the book and one of the main characters was a king lord. Garden Heights was known as the “hood” and it was where Starr, Sekani, Seven, Maverick, and Lisa Carter lived. In some ways the setting of the book impacted all their lives.
	Everyone is upset with what happened to Khalil and that's why all of the protesting and rioting happened. This emoji also represents how Starr feels after she witnessed Khalil’s murder. It also can symbolize

	the sadness that Starr has from when her friend, Natasha was killed when they were 10 years old.
	This growing plant emoji describes the main character, Starr and her growth through the book. Starr grew mentally by realizing she needed to avenge Khalil and stand up for Khalil herself. She grew physically because she became stronger and more brave throughout the story, which led to her ability to use her voice against racism.



 **Character Acrostic Poem by Kade Morin**

Starr a master code switcher
Tries to help solve Khlails case
A ruined friendship with Hailey
Radical character to change throughout the story
Realizes she has to move on somehow in her own way.



 **Sam Mandell’s Study of Tupac Shakur’s “The Rose That Grew from Concrete”**

“Roses”

(People who Grow)

“The Concrete”

(Hardships They Faced)

Maverick	Maverick went to prison for King. He also tried to help Garden Heights for years. Maverick helped his family, especially Starr because he put her in a better school.
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Khalil	Khalil's grandmother had cancer, and Khalil's mother was a drug dealer. He had to raise himself on his own. He was trying but he died.
Devante	Devante tries to get out of Garden Heights and drug dealing. He comes to Maverick for help. His life was saved when he went to live with Carlos.
Seven	Seven was born to a prostitute and a drug addict. He could have gone down that route, but he didn't. Then, he saved Starr's life when she was protesting.



Samuel Van Duyn's *The Hate U Give* and Real-Life Analysis

There are several connections between Angie Thomas's *The Hate U Give* and the recent civil rights movement. First, in the novel Khalil was killed by a police officer because of the color of his skin. Likewise, in real life George Floyd was killed by a police officer because of the color of his skin. Next, in the novel, after the officer was not charged with the crime of murder, people started looting stores and burning buildings. Similarly, in real life, after George Floyd was killed by police officers and they weren't charged right away, people started looting stores and burning buildings. Finally, in the novel, there were protests after Khalil was murdered and no one was charged. Similarly, in real life, after George Floyd was killed, people took to the streets all over the country to protest. Therefore, there are several connections between *The Hate U Give* and the recent civil rights movement.



Preston Micklesavage's Literary and Real-Life Connections

There are several connections between Angie Thomas's *The Hate U Give* and the recent civil rights movement. First, the novel has young angry protesters on the street rioting, looting, burning and not knowing how many people are in danger just like at Maverick's Grocery Store that was burned to the ground. Likewise, in real life there are people doing the same thing in the major cities: Memphis. In Memphis people are killing people off the streets and they are taking and burning whatever they like

and disregarding that other people are living there with them. Secondly in the novel Starr was in the middle of a protest that should not have happened. Her ex-friend Hailey wanted the best for her but had no idea what that really meant. In modern times, people are using random black people who were killed by a white cop to make them feel like they are doing this for the betterment of the people but it's actually hurting the people in the end. Lastly, when Starr's family left Garden Heights and lived in a different place it feels better for the family. Nowadays, the people who feel so unsafe in the cities are moving away from them and heading into more in the rural or suburban areas from the taxes and the rioting from the protesters. Therefore, the book *The Hate U Give* is a scary because of how close to real life it was and is in the modern age.



 **“Emoji That!” by Alex Miller**

Emoji	Explanation
	The Star Emoji represents Starr's name being picked because she's one in a million. She spoke up against police brutality after Khalil was murdered.
	The Oncoming Police Car Emoji represents the uncertainty shown throughout the book. In various chapters, we are left with a cliffhanger in not knowing if Officer Cruze will be arrested.
	The School represents the different society that Starr and Seven have to endure during school. The school that Starr and Seven attend is a majority white community, so sometimes they don't feel like they fit in. She has to code switch.
	The Fire represents the unrest and anger of the community when Officer Cruize isn't indicted. People were destroying police cars, throwing rocks, burning businesses, and blocking the police.





Nick Moscufo's Literary and Real-Life Connections Analysis

There are numerous connections between the fictitious events in *The Hate You Give* and the current racial tension in America. At the very beginning of our story we see an example of racial profiling, prejudice, and police brutality in Khalil being wrongfully pulled over and murdered. Unfortunately, this is already something we see within our country, most recently in the death of George Floyd, a man assumed to be a threat because of his skin color. This leads into my next point: the response from people outside of our main character's' culture stays consistent within *The Hate You Give* and real-life media outlets such as Fox News. For example, inside of our story when Khalil's death finally made the news, the things said about him somehow became about what he, the victim, did wrong. They said things about Khalil like "He was a drug dealer, we didn't lose much". This is similar to real life media depiction, once again, the death of George Floyd where people attempted to justify his murder through unrelated indictment on him as a person like "He was trying to use counterfeit money". Finally, the feelings of Starr not being heard correlate with the feelings of real-life victims and perhaps ignorant views on an oppressed group of people creates polarization, which leads to protest and a militaristic response from our government. Inside *The Hate You Give* when Khalil's murder was not charged the response from Garden Heights was a massive protest which lead to the burning down of many stores and properties. This caused a reaction from the government who responded militaristically. All of this is near parallel to the events that we have seen over the last six or so months. Just the other night only one of three of Breanna Taylor's murderers were charged which led to one of the largest protests in recent memory. The distinction being that the city was put in a state of emergency and the National Guard was deployed before the hearing. In conclusion, there are many connections between *The Hate You Give* and real-life events such as racial profiling, prejudice, murder, public outcry, media polarization, protests, and a militaristic response from the government.



Thank you for reading our students' work! We are so proud of them!

Mrs. Griffith & Mrs. Wright

Pandemic TCS



Mr. Schullery, Mrs. Griffith, and Mr. Loux work in August to prepare for the year.



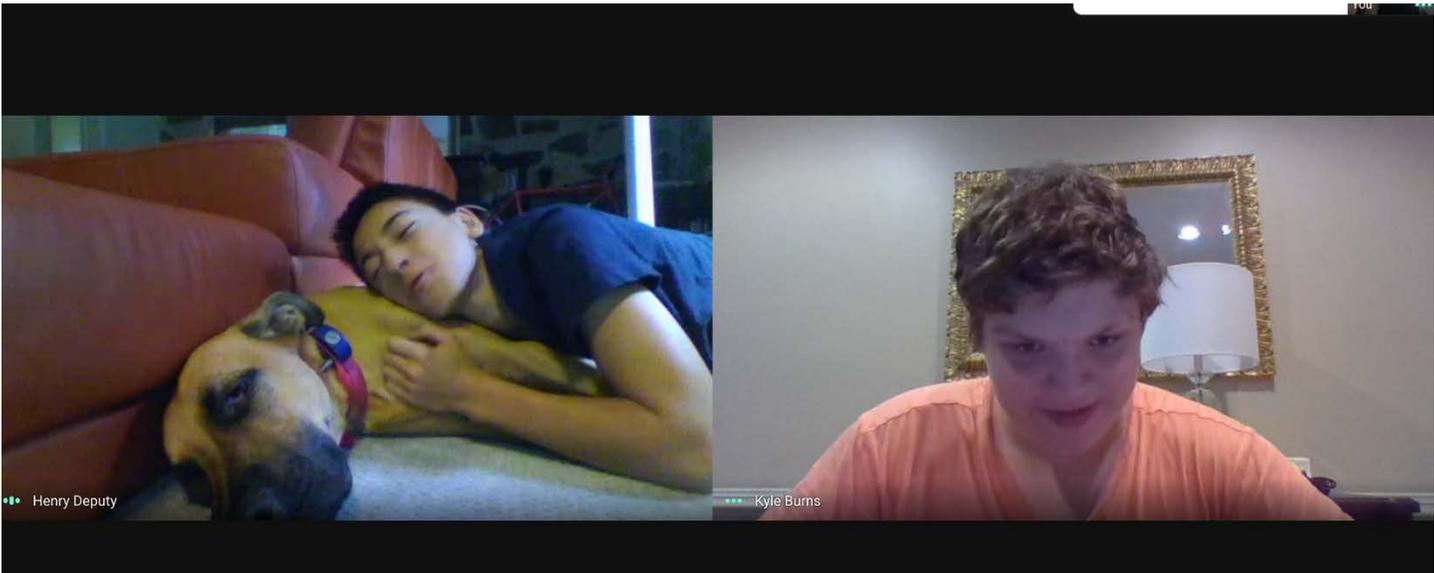
One of Mrs. Wright's classes hard at work!



Mr. Loux's family loaned us this canopy for outside activities at TCS. Thank you, Mr. Loux!



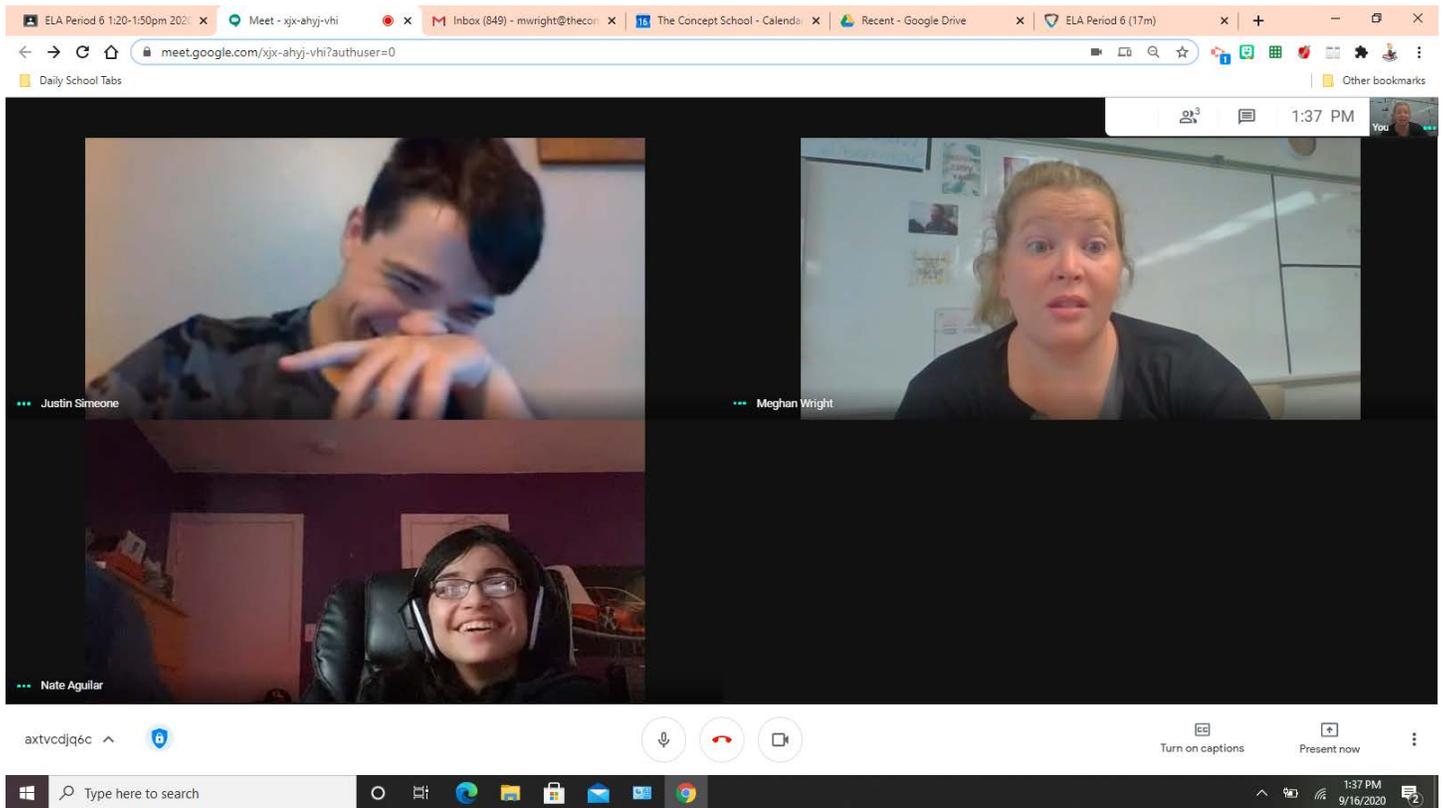
Bear, Mr. Schullery's assistant, enjoys a Friday



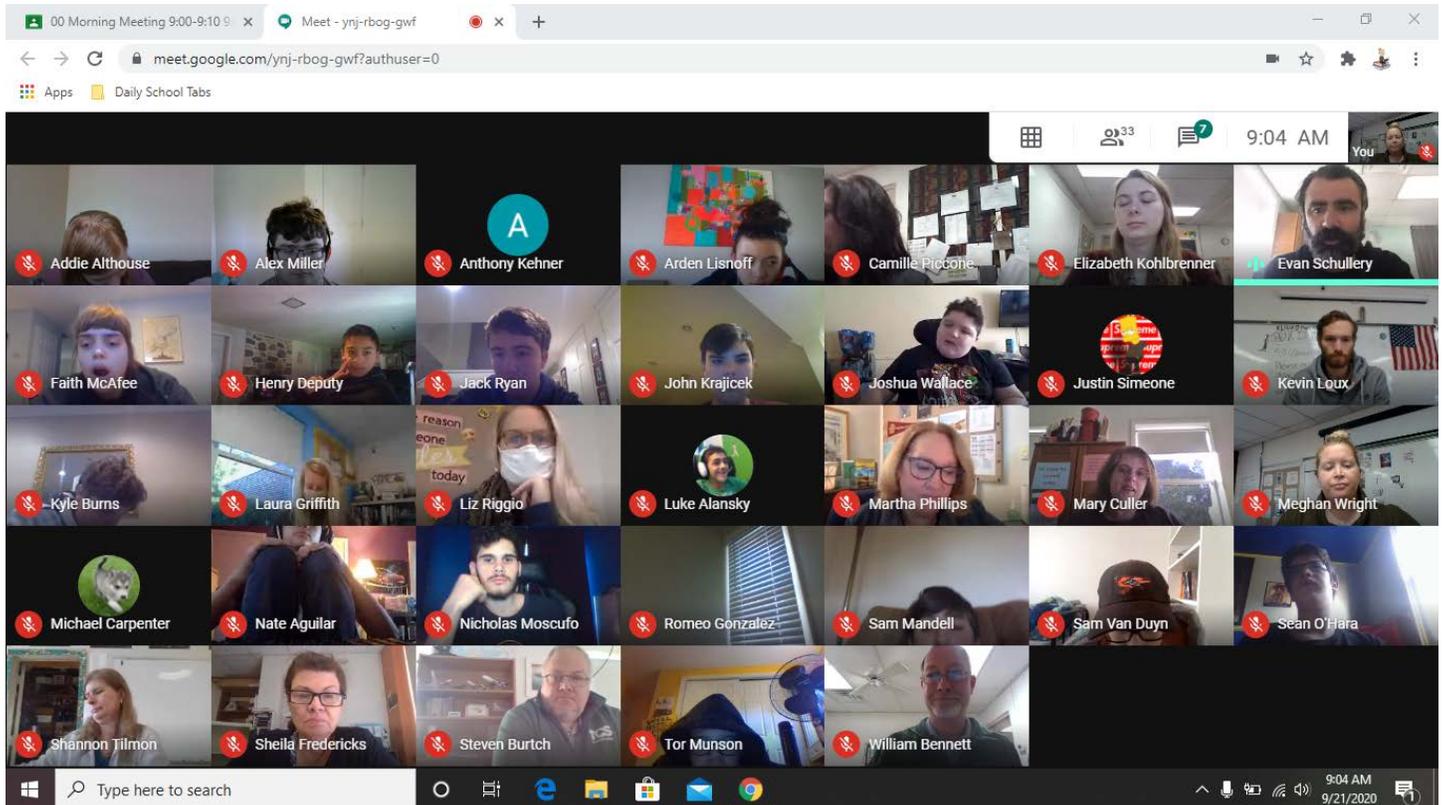
Henry and Kyle learning from home!



Introducing Peanut, TCS' newest furry friend. Students enjoyed holding him, Brownie, and Picklepuff.



Mrs. Wright, Justin, and Nate sharing a laugh.



We begin each day at 9:00 with everyone together. Here, we are listening to Mr. Schullery's daily riddle.