

From: Hutchison, Megan <megan.hutchison@sno.wednet.edu>
Sent time: 01/05/2021 03:12:41 PM
To: [REDACTED]
Cc: Appelgate, Holly <holly.appelgate@sno.wednet.edu>
Subject: Re: Parent response/inquiry. Fwd: Freshman English Week 15: Dec. 14-18

DOC ID 1269

I have read your questions, but would ask you to please respect that I am teaching a district approved text in a way that meets the Common Core State Standards and aligns with the goals of this class, as established at the district level. I will be supporting students in their understanding of this novel appropriately, as a literary text. Having taught this novel for quite a number of years I believe students will both enjoy and learn from this unit with the learning targets I outlined previously.

Megan Hutchison

From: [REDACTED] >
Sent: Monday, January 4, 2021 10:04 PM
To: Hutchison, Megan <megan.hutchison@sno.wednet.edu>
Subject: Re: Parent response/inquiry. Fwd: Freshman English Week 15: Dec. 14-18

[External Email]

Hi Megan,

Thanks for getting back to me. Kind of a non-answer, but I get you are trying to be safe with your response. Can I please ask you two follow ups:

1. How can you discuss the authors purpose without condemning Communism (collectivism), and its sad and evil end game?

Wouldnt that be missing the point entirely and dishonest to the students?

2. You stated the students will: analyze the text - to see elements of individualism and collectivism (terms from Rand) and how they highlight the human experience.

How can they evaluate these elements without seeing right vs wrong, good vs evil, joy vs sadness, love vs control? And if not, isnt it your role to guide them to that?

They dont just highlight the human experience, they highlight the obvious flaws in trying to make everyone (who are actually created in uniqueness) the same. Robotic, emotionless, non-thinkers, merely servants of the State is NOT the Human experience. Yes, definitely governments have tried to make this so by force and killed millions who resisted. However, its anti-human. Humans arent made that way. You and I both know that.

You are their teacher. This is your high calling. Parents are having to count on you to teach the truth, not let the students teach themselves without correction. Theres nothing wrong with teaching the truth. Many many parents will have your back. And history does too.

[REDACTED]

Sent from my iPhone

On Jan 4, 2021, at 7:08 PM, Hutchison, Megan <megan.hutchison@sno.wednet.edu> wrote:

?

[REDACTED],

Thank you for reaching out - I am going to try to answer your questions to the degree that they relate to our class and discussion of *Anthem*. Our focus in class will be author's purpose, character development, and literary analysis - rather than political philosophy. Because this is our focus, we will not be delving into

Communism other than to talk about how it relates to the author's personal experience and purpose in writing the novella. Ayn Rand wrote this novel before publishing her more politically motivated books, though of course *Anthem* reflects her experience growing up during the Russian Revolution. I know she is a controversial public figure, but this is also a district-approved text and is intended to be used as a literary novel rather than propaganda.

My job as a teacher is to encourage students to analyze the text - to see elements of individualism and collectivism (terms from Rand) and how they highlight the human experience. We will talk about the internal conflict the character experiences in his dystopian society as well as the illogical dreams he has at the end of the novel. I will not be sharing my own political positions in class or here - it is simply not appropriate in my role as an educator.

We will be doing some reading in class - however not all of it. I always start novels aloud in class because not all students will begin on their own. Especially during remote learning I am working to support learners and readers at all levels without any immediate feedback - doing some reading aloud helps with that. In addition, it allows me to model the thinking I do as a reader - it sounds like this is what you are doing at home as well. Not all students are lucky enough to have a parent who will go through the text with them!

I hope this helps, and that you enjoy discussing the novel with [REDACTED]!

Megan Hutchison

From: [REDACTED]
Sent: Sunday, January 3, 2021 2:36 PM
To: Hutchison, Megan <megan.hutchison@sno.wednet.edu>
Subject: Parent response/inquiry. Fwd: Freshman English Week 15: Dec. 14-18

[External Email]

?Hello Megan,

This is [REDACTED] dad. Ive been following your emails this fall but due to a heavy workload, Ive not written you sooner.

I have a couple questions about this next couple weeks or month with the new book youll be doing lessons from.

Im happy to see which one it is, but I have concerns, because this is a Public school. So, I hope you get back to me.

I love it that in a confusing time for teens, where the evils of previous generations are being pitched as good, you are having them read a book that exposes the evils, the horrors, the emptiness, and the hypocrisy of Communism when fully implemented (due to courage lost and no one resisting). Communism both as an economic system and as an ideology.

However, even though the book does explain the authors political views clearly (not sure youll cover those pages with the students), Im concerned because in todays world and in todays schools there is a push against long standing American ideals of freedom, individuality, the pursuit of happiness, the value of each life, and capitalism as an economic system.

So, as the teacher of this class and book, what do you believe about Capitalism vs Communism? Will you teach honest history about the horrendous atrocities committed in the past to force communism on large populations? (In Russia, China, Cambodia, Cuba, to name a few). And how millions fled this murderous system to get to freedom?

I appreciate knowing your own beliefs to determine how much of your class I will allow [REDACTED] to participate in. Im ok with the truth, but not ok with anything that will in the least bit promote or justify the principles of Socialism/Communism to my daughter.

Secondly, weve already read the first two chapters together (so I can help her see the theme and point out parallels to what the left is attempting to do today), but she still thinks class time is going to be used for reading, so that she doesnt need to do independent reading. Are you going to use class time for reading? I told her that would be silly, as you are 9th graders and can read alone and dont need to have class to do that. Class

time would be for instruction or evaluation of learning. I'd love it if you'd clear this up for us too. Thanks.



Begin forwarded message:

From: do_not_reply@wa-k12.net
Date: December 13, 2020 at 2:27:14 PM PST
To: [Redacted]
Subject: Freshman English Week 15: Dec. 14-18
Reply-To: Megan.Hutchison@sno.wednet.edu

?This email is regarding: [Redacted].
Class: ENGLISH 9 A Prd: 3 Teacher: Megan Hutchison

Dear Students and Families,

Thank you to the students who have worked so hard to keep up this month as the holidays get closer, and to their families who are supporting them through the struggles that distance learning presents. I am so impressed with this group of 9th graders. Not only are they working hard, they are so thoughtful. I appreciate all of the little messages in the chat to say hi or thank you throughout the week, and so many will unmute themselves at the beginning or end of class just to check in. These small connections mean so much to all of us.

In this last week before break, students are finishing up our second unit and their first major writing assignment. The plan is to head off to a two week break with no homework and no Zooms just a chance to rest and refresh before the new year. This week we have an important deadline **All late work from this unit (The Most Dangerous Game and The Necklace) is due no later than Friday!** There is one exception to this we are turning in a paragraph this week, which I will grade and provide feedback on after break. Students can rewrite or submit through January 8th.

Last week we took a quiz on The Necklace and drafted our paragraph in a graphic organizer. Students stretched their thinking about irony and theme, and turned in their paragraph quotes to verify that what they had selected would work in the writing assignment. Armed with this feedback, they should be ready to move to submitting a final paragraph this week!

Megan Hutchison

December 14-18

Monday/Tuesday

In-Class: Review final paragraph instructions - use the graphic organizer to create a final paragraph in a Word document using MLA formatting.

Homework: Finish paragraph draft before next class.

Wednesday/Thursday

In-Class: Revise paragraph and submit final paragraph!

Homework: Finish and submit paragraph

Friday

In-Class: ANY last questions or work from this unit!!!

Homework: NONE!

District: SNOHOMISH S D NO 201

District Web Site:

State: WA

District Code: 31201
