



Stained Glass Summer

Discussion Guide

By: Mindy Hardwick

Musa Publishing/Euterpe YA Imprint

December, 2011

ISBN: 978-1-61937-047-0

Twelve-year-old Jasmine wants to be an artist. But, can she escape the shadow of her artistic Father to discover her own path as a glass artist?

About the Book

Twelve-year-old Jasmine adores her photographer Father and wants to be an artist just like him. But when Dad abandons the family, Jasmine is sent to spend the summer with her Uncle on a Pacific Northwest Island. Soon, Jasmine is learning stained glass from island glass artist, Opal, and thinking she might just be developing a crush on Island boy, Cole. But, it's not until Jasmine finds herself mentoring another young artist that she can truly let go of her Father and call herself an artist by her own terms. The story will appeal to young readers between the ages of 8-13.

If You Liked This Book, Try...

Pictures of Hollis Woods, Patricia Reilly Giff.

Shakespeare Bats Clean-up, Ron Koertge

A Single Shard, Linda Sue Park

Gathering Blue, Lois Lowry

The Artsy Smartsy Club, Daniel Pinkwater

Websites

- Stained Glass Summer Facebook Page: www.facebook.com/stainedglasssummer
- Author Website: www.mindyhardwick.com
- Martin Luther King, JR Day of Service: <http://mlkday.gov/>
- National Mentoring Month: <http://www.nationalmentoringmonth.org/>
- Kids Design Glass: <http://www.museumofglass.org/page.aspx?pid=394>, a great exhibit at the Tacoma Glass Museum
- Euterpe Quarterly Young Writer's Contest: <http://euterpe-ya.blogspot.com/p/quarterly-contest.html>

About the Author



Mindy Hardwick is a former middle school teacher who now writes full-time from her home in Seattle. While writing *Stained Glass Summer*, Mindy tried a stained glass class. But, she found glass art to be a challenge and is glad to be a writer! Mindy facilitates a poetry workshop with teens at Denney Youth Juvenile Justice Center. She is the co-editor of four anthologies, written by the youth at Denney, as well as the teen's blog at www.denneypoetry.com.

Mindy is included on the Washington State Arts Commission Teaching Artist Roster and worked with the youth of the Tulalip Tribe in the 2011 New Directions Music and Art Prevention Program. She holds an MFA in Writing for Children and Young Adults from Vermont College and is a member of Seattle SCBWI. When Mindy is not writing, she likes to art journal and visit the San Juan Islands where she takes hikes and enjoys seeing eagles from pebble beaches.

Mindy's Published Writing

Rachel: The Pike Place Market Piggy Bank – Public Art in Seattle Article, Middle Grade
<http://columbia.washingtonhistory.org/kids/Fall2008/what-is-that.aspx>

Fremont Troll – Public Art in Seattle Article, Middle Grade
<http://columbia.washingtonhistory.org/kids/spring2010/whatisthat.aspx>

I Believe--Audio Short Story for Tweens:
<http://www.snipplits.com/storiesforauthor.jsp?a=242>

Ghost in the Lighthouse – Historical Fiction Short Story for Middle Grades
<http://columbia.washingtonhistory.org/kids/fall2009/onedayinhistory.aspx>

Weaving Magic – Young Adult Novel
http://museituppublishing.com/musepub/index.php?option=com_content&view=article&id=227:author&catid=35:authors

Interview with Mindy Hardwick

How did you start writing?

I was always a reader. As a child, I devoured books. My favorite books were: *The Little Princess* by Frances Burnett Hodgson, *Mandy* by Julie Andrews Edwards, *Homecoming* and *Dacey's Song* by Cynthia Voigt. I always feel that Jasmine and Dacey would be very good friends and you can read a blog post I wrote about *Homecoming* here:

<http://basicallyamazing.blogspot.com/2011/05/memory-monday-meet-mindy.html>

In middle school, I really enjoyed reading stories. But, somehow, I never made the connection that I could be the person who wrote those stories! When I got to college, I majored in Creative Writing and spent time working on the St John Fisher College literary magazine, *The Angle*, which was also where my first published writing appeared. By then, I knew I liked to write, but I had to figure out *what* I liked to write! A few years later, I was teaching middle school language arts. I took a group of students to a young author's day, and I heard children's authors speak. That was the moment I began to connect my passion for children's stories to writing.

Where did you get the idea for *Stained Glass Summer*?

An artist friend of mine gave me three pieces of glass she had found in a dumpster. The story was originally called, *Jewels from the Dumpster*, and it was about a girl with an alcoholic mother. The story went through numerous drafts which included changes in the title, Jasmine's age, as well as details about Jasmine's parents. However, what never changed was the stained glass aspect.

What advice would you give young writers?

Read, write, have patience and persistence, but most of all, believe in your story. It took six years to write *Stained Glass Summer*, and ten years to sell the book. There were many times I wanted to give up. But, I always had faith in Jasmine and her story, and that kept me going.

How can readers contact you?

I love to hear from readers and you can find me:

Website: www.mindyhardwick.com

Blog: www.mindyhardwick.wordpress.com

Twitter: <https://twitter.com/#!/mindyhardwick>

Facebook: www.facebook.com/stainedglasssummer

Discussion Questions: Prologue/Chapter One

➤ Predict

Look at the cover. Read the Prologue. Predict what this story will be about. What are the cover art details or prologue details which give shape to this prediction?

➤ Journal

Write about a time you received a gift. Did you like it? Why or why not?

Do you believe in superstitions or lucky charms? Why or why not?

➤ Discuss

How would you describe the relationship between Jasmine and her Dad? How would you describe the relationship between Jasmine and her Mom? How do you predict these relationships will impact Jasmine's story?

Why does Jasmine want to win the art contest? How do her Father's expectations influence how she thinks of herself as an artist? Have you ever been expected to live up to something? How can expectations influence how we see ourselves?

What are Dad's rules in the art studio? Are these rules reasonable? Why or why not?

➤ Activity: Descriptive Writing

Jasmine loves Dad's studio. Think of a place you love. On a piece of white paper, draw that place. Write a one paragraph summary describing what you have drawn in words. Remember to include the five senses in your description.

Discussion Questions: Chapter Two and Three

➤ **Predict**

Do you think Jasmine will win the art contest? Why or why not?

➤ **Journal**

Write about a time when you entered a contest or played a big game. Did you win or lose? Describe how you felt at the outcome.

Write about a place you've heard about but never seen. Describe the place. Why do you want to visit that place?

➤ **Discussion Questions**

In Chapter three, Dad leaves Jasmine and her Mom. How is Dad's leaving foreshadowed at the beginning of chapter two? Does it surprise you that Dad leaves? Why or why not?

How does Jasmine respond to the contest announcement? How does she respond to Dad's leaving? What do her responses tell us about her character?

Uncle Jasper agrees to allow Jasmine to live on the Island for the summer. How do you think he is feeling about this decision? How do you think her Mom feels about her choice? What are some of the expectations Jasmine has about the Island?

➤ **Activity: Travel Writing**

Research the San Juan Islands in Washington State. Write a one-page, "Day in the Life" which tells prospective visitors about a day in the San Juan Islands. You might include photos and make a flyer, brochure, or powerpoint.

Discussion Questions: Chapter Four and Five

➤ **Predict**

Will the island match Jasmine's expectations? Why or why not?

➤ **Journal**

Write about a time when you traveled or moved somewhere new. Describe the day you arrived. How did you feel?

Write about a time you tried a new food. Did you like it? Dislike it?

➤ **Discussion Questions**

Describe Opal. What do you know about her personality? What does her personality tell us about the island? Have you ever known someone who is "eccentric?"

How does Jasmine feel when she arrives on the island? How does Jasmine react to her new surroundings? What does Jasmine's response to the island tell us about her character?

Jasmine's Dad is not physically in chapters four and five, and yet, Dad is still present in the story. How is Dad part of the story in chapters four and five?

➤ **Activity: Character Sketch Writing**

Identify someone in your life who is an "eccentric" character. Write a one-page character description of that person. Describe their appearance, manners, way of speaking, hobbies and interests.

Discussion Questions: Chapter Six and Seven

➤ **Predict**

At the end of Chapter five, Opal tells Jasmine that she will “fit into the Island.” Do you think Jasmine will fit in? Why or why not?

➤ **Journal**

Write about a time you met someone new. What did you expect? Did the person meet your expectations?

Write about a disagreement you’ve had with a younger sibling, cousin, friend, or neighbor. Did the disagreement get resolved? Why or why not?

➤ **Discussion Questions**

Jasmine meets many new people in chapters six and seven. Think about Cole and Alexa who have always lived on the island. How would they describe Jasmine?

Why is Jasmine’s memory of the girl with the sandal important? Is her first meeting with Cole realistic? Can you think of the first time you met someone and wanted to make a good impression?

How do Cole, Sammy, and the stained glass shop show the personality of the Island?

➤ **Activity: Role Play**

There are many scenes in chapters six and seven in which Jasmine meets someone new. Select one of the scenes in chapter six or seven to act out. After you have enacted the scene, reflect on how it felt to be that character. Did your acting give you new insight into the characters of the story? How?

Discussion Questions: Chapter Eight and Nine

➤ **Predict**

At the end of chapter seven, Jasmine says, "It's obvious that I don't have a place in this shop. Not yet. But I will. Soon." How do you think Jasmine will find her place in the stained glass shop?

➤ **Journal**

Sandals are important to Jasmine and overalls are important to Sammy. Think about an article of clothing or a pair of shoes that are important to you. Write about why it is significant.

In chapters eight and nine, Jasmine begins to learn stained glass. Write about a time you learned something new. What was challenging? How did you overcome those challenges?

➤ **Discussion Questions**

Why are Sammy's overalls significant? Why are Jasmine's sandals important? Why is the apron important? How do these items reveal the girls' personality?

How does Jasmine's ring help her learn about Sammy? How does the ring help her learn about Cole? What is Jasmine learning about herself from her ring?

Discuss how Dad is present in these chapters without being physically in the chapters.

➤ **Activity: Monologue Point of View Writing**

Write a monologue from the point of view of one of the characters talking about their most important item of clothing or jewelry. Where did they get the item? Why is it important? Act out the monologue.

Discussion Questions: Chapter Ten and Eleven

➤ **Predict**

How will Jasmine resolve the problem of not having a mentor? Will she be able to stay on the island?

➤ **Journal**

Write about your favorite book or character. Why is it your favorite?

Write about an adventure that you experienced while traveling or sightseeing. What did you learn about yourself on that adventure?

➤ **Discussion Questions**

Pretend you are Sammy. Describe how you see Jasmine. Then, pretend you are Jasmine. Describe how Jasmine sees Sammy. What are the similarities? Differences? Consider drawing a Venn diagram to compare and contrast the two characters.

Why does Jasmine change her mind about swimming with the Orcas? What is Jasmine beginning to learn about herself? How do you think this new understanding will affect her feelings toward her Dad?

Jasmine's expectations play a role in chapter ten and eleven. What are her expectations about Cole? What are her expectations about Dad? How does she respond to the reality of her expectations?

➤ **Activity: Expository Writing**

Design and draw a window with two or three symbols that represent the novel. Write two to three paragraphs explaining your symbols and how they represent the story.

Discussion Questions: Chapter Twelve and Thirteen

➤ **Predict**

Will Jasmine win the stained glass contest? Will Cole kiss Jasmine?

➤ **Journal**

Write about a time you were disappointed.

Sammy's Band-Aids and rock castle are important in chapters twelve and thirteen. Write about an item that was important to you when you were five.

➤ **Discussion Questions**

How does Jasmine feel when she learns Dad hasn't asked about her? What do you think of Dad at this point in the story? What advice would you give to Jasmine about her Dad if she was your best friend?

How does Sammy try to comfort Jasmine at the picnic? How do Sammy's actions on the beach mirror how Jasmine is feeling?

What does Jasmine mean when she says, "The glass is not just fragile. All of us are fragile too."

➤ **Activity: Poetry Writing**

Select one of the following topics and write a free-verse poem from the point of view of one of the characters.

"I always wanted to tell you..."

"You see me as...but really I am..."

"Beware of..."

Discussion Questions: Chapter Fourteen and Epilogue

➤ **Predict**

How will Jasmine resolve her relationship with her Dad?

➤ **Journal**

Write about a difficult conversation or a time you had to confront someone.

Write about a time when you let someone or something go.

➤ **Discussion Questions**

Describe Jasmine's conversation with her Mom. What has she learned about herself? Her Mom?

Describe Jasmine's conversation with her Dad. What has she learned about herself? Her Dad?

How does the epilogue relate back to the prologue? Who is the girl who picks up the ring?

➤ **Activity: Collage**

Gather magazines and images and create a collage about the book either by cutting and pasting or digital. Pretend you are Jasmine. How would she judge your collage if it was in a contest? Write an evaluation from her point-of-view about your collage.

Book Activities and Resources

1. Interview different artists about mentorship. Create a blog which showcases your mentoring interview. Post the link on Stained Glass Summer's Facebook Fan Page: www.facebook.com/stainedglasssummer
2. Host an art contest. Decide what type of art will be entered, who the judges will be, the criteria each piece will be judged on, and the deadline. Judge the pieces and have an awards ceremony for the top three winners and honorable mentions. Take pictures and post the winning art to www.facebook.com/stainedglasssummer
3. Enter a writing or art contest. In order to find a writing contest, check out Hope Clark's Funds for Writers Kid Newsletter at: www.fundsforwriters.com

Be sure to check out the quarterly writing contest hosted by, Euterpa, the YA imprint of Musa publishing at:

<http://euterpe-ya.blogspot.com/p/quarterly-contest.html>

4. Take a series of photographs and write about each one. Create a display or exhibit which you might hang in your library, local art museum, artist cooperative, church, or other community center. Or, create a series of art work which might be displayed in an artist cooperative or gallery. Ask friends to join in the fun of creating their own gallery exhibit.

5. Research stained glass and try a stained glass project. See the following links for ideas.

PBS Make Stained Glass

<http://pbskids.org/dragonflytv/show/stainedglass.html>

History of Stained Glass

<http://www.thestorefinder.com/glass/library/history.html>

Smith Museum of Stained Glass--Chicago

http://www.navypier.com/things2do/rides_attract/smith_museum.html

Stained Glass Jars Craft Activity:

http://www.firstpalette.com/Craft_themes/Special_Occassions/Christmas/stainedglassjars/stainedglassjars.html

Stained Glass Craft Activity:

http://www.crafts4kids.com/projects/stained_glass.htm

6. Research Tiffany Art Glass and the Tiffany Girls. Draw a mural which might be put into stained glass. To find out more about Tiffany Art Glass:
<http://www.studiosoft.it/antiquetiffany.htm>
7. Research the “Kids Design Glass” project at the Tacoma Glass Museum. Draw a design which you might enter in project. Kids Design Glass website:
<http://www.museumofglass.org/page.aspx?pid=394>
8. Volunteer in your community. Check out these websites for ideas:
Martin Luther King, JR Day of Service: <http://mlkday.gov/>
Volunteers of America: <http://www.voa.org/>
United We Serve: <http://www.serve.gov/>
Humane Society:
<http://www.humanesociety.org/about/departments/students/>
9. Mentor. January is National Mentor Month. Become a mentor or sign up with an organization such as Big Brothers/Big Sisters to have a mentor. Consider mentoring a young elementary student, a new student in your class or find opportunities here:
<http://www.nationalmentoringmonth.org/>

http://www.nationalmentoringmonth.org/take_action/becomeamentor/

http://www.bbbs.org/site/c.9iILI3NGKhK6F/b.5962335/k.4DD4/Start_Something_for_a_child_today.htm
10. Read a non-fiction book about an artist and visit an art museum. Chose a painting to use for inspiration as a story or character idea. Create a page which might go into the [Bookshelf Muse Setting Thesaurus](#) for an Art Museum, Cooperative Art Gallery, and/or Artist Studio.

