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To All Summer Providers

Jackson Public Schools deeply appreciates your partnership with us in supporting summer reading for students and the entire community. You are a crucial part of this city-wide reading movement. It will not happen without you. This handbook has been prepared as a resource for you and your staff. Please feel free to adapt the activities and let them spark additional creative ideas. We want our city, and especially our youth, to experience the positive value of reading. In whatever way you can foster the reading experience, we give you our heartfelt appreciation.

Summer Reading Mission Statement

Jackson Public Schools and its partners will provide supports to encourage students, families and community members to read extensively throughout the summer.

Goals

- Engage 30,000 readers with 100,000 books
- Create a culture of reading across the City of Jackson
- Bring students back to school in August with academic gains

Rationale

Students who do not read or have enriching experiences across the summer can lose up to three months of academic progress. As Jackson leaders, we cannot afford to let our students‘ gains disappear over the summer!

Research

Hundreds of reading research studies have yielded robust and conclusive data: wide reading is closely correlated to reading growth. Extensive summer reading has been shown to have a similar or greater effect than summer school. (See Allington‘s article.) Reading begets reading scores!

For more information contact:
Jeanette S. Whisenton, JPS TRC Coordinator/Lead Librarian
jwhisenton@jackson.k12ms.us; 601.960.8350

Maggie Stevenson, MPB Director of Early Childhood
maggie.stevenson@mpbonline.org; 601.432.6258
Background

Since 1999, JPS and the Jackson Hinds Library System collaborated on summer reading for JPS students. Summer 2011 marked a significant shift with the creation of *One Jackson, Many Readers*. Major changes included the following:

- selecting one required title with additional titles chosen by the reader
- reducing the number of requirements to focus on more extensive reading
- building in incentives for reading, reducing punitive measures
- involving adult readers
- working closely with additional city-wide partners

Research shows that students who do not read across the summer can lose up to three months of academic growth. The goal of *One Jackson, Many Readers* is to prevent that learning loss and create reading growth instead! Therefore, *One Jackson, Many Readers* works to build a culture of reading across Jackson that brings students back to school in August with stronger vocabularies, improved comprehension skills, and a wealth of background knowledge.

Collaboration with community partners has been crucial to building the city-wide movement. Major partners in 2011 were JPS, the City of Jackson, United Way of the Capital Area, the Community Foundation of Greater Jackson, Jackson Hinds Library System, and Friends of the Library. New partners for 2012 are the Mississippi Children’s Museum and Mississippi Public Broadcasting. The United Way, MPB, and Jackson Hinds Library System hold events and provide a systemic support system all across the summer. The City of Jackson is incorporating reading expectations into its summer programs, both children’s activities and its youth employment. MPB also works with summer providers and churches who have students during the summer.

**Purpose of Resource Handbook**

This handbook serves as an information source to guide summer providers and their volunteers when implementing the summer reading program. It includes resources for each of the required books along with plans for promoting independent reading of the students’ choice.
# Summer Reading Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Designee</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2013</td>
<td>Principal selects coordinators to build summer reading program with staff and students</td>
<td>Principal</td>
</tr>
<tr>
<td>April 2013</td>
<td>Informational meetings with school coordinators to implement administrators’ handbook</td>
<td>SRC and Lead Librarian</td>
</tr>
<tr>
<td></td>
<td>Conduct School and Community Book Drive “Pages of Promise”</td>
<td>Coordinators/Principal</td>
</tr>
<tr>
<td></td>
<td>Plan Summer Reading Roll-Out to be carried out the week of May 20-24</td>
<td>Coordinators/Principal</td>
</tr>
<tr>
<td>April 30, 2013</td>
<td>Press Conference – 10:00 a.m. – Eudora Welty</td>
<td>Publicity Committee</td>
</tr>
<tr>
<td>May 14, 2013</td>
<td>MPB – Provider Training – 10:00 – 2:00 p.m.</td>
<td>MPB/JPS</td>
</tr>
<tr>
<td>May 20-24, 2013</td>
<td>Teachers distribute student booklets and implement May Lesson Plans</td>
<td>Teachers with Coordinators and Principal Direction</td>
</tr>
<tr>
<td>School Roll-Out</td>
<td>Generate Excitement and Motivation</td>
<td>Entire Staff Led by Principal/Coordinators</td>
</tr>
<tr>
<td>May 30, 2013</td>
<td>Parent Orientation/ Jackson Hinds Library Branches – 10:00 – 11:00 a.m.</td>
<td>JHLS-Jackson Hinds Library System.</td>
</tr>
<tr>
<td>June /July 2013</td>
<td>Summer Events</td>
<td>JHLS, United Way, Summer Providers</td>
</tr>
<tr>
<td>August 2013</td>
<td>Reiterate guidelines and connect teachers with August Teacher’s Guides</td>
<td>Teachers and Coordinators</td>
</tr>
<tr>
<td></td>
<td><strong>Students hand in Reading Records, numbers are tallied</strong></td>
<td></td>
</tr>
<tr>
<td>August 2013</td>
<td>School Celebration for all students who read minimum and additional incentives for high readers</td>
<td>Principal and Coordinators</td>
</tr>
<tr>
<td>September 2013</td>
<td>District Celebration for high readers</td>
<td>JPS, Partners, Community Donors</td>
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</tbody>
</table>

## Expectations for Time Line.

The timeline established is expected to be followed. With proper planning and preparation, all Coordinators will lead their schools in a successful Summer Reading Adventure.
FREQUENTLY ASKED QUESTIONS

WHERE ARE THE SUMMER READING REQUIREMENTS?
Each student is provided a Student Booklet by his/her school that lists requirements, incentives, and support services. Included in the booklet is the Reading Record for students to complete as they read across the summer. These documents are also available on the JPS website. If students prefer, or if they lose their booklets, they may complete their Reading Record on regular paper, or in a notebook, or create it electronically.

WHAT BOOKS ARE STUDENTS EXPECTED TO READ?
A. All students have one assigned title to read for their grade level. You can find the list and required logs in the booklet prepared for all JPS families. Materials and information for assisting students with these books is included in this provider manual.
B. Additional books (at least two) are selected by students. One of your primary roles is to help students find books they are interested in that are at an appropriate level for their independent reading. Books can be on any topic, of any type--fiction, non-fiction, biography, graphic novels, informational, how-to, etc. Any book that a student is motivated to read is a good book for him/her to choose. The short log that is expected for each book is in the student booklet prepared for all JPS families.

DO WE NEED TO PURCHASE OUR OWN BOOK COPIES?
It certainly helps if you have a set of books or even a small library on site, but there are other ways to help students get the resources to read. Students could be required to bring books as part of their required supplies. The public library is a great resource. A weekly trip could be part of your routine. Note that there is a library card application in the student booklet near the back.

WHAT MOTIVATES A STUDENT TO READ?
A. A topic that connects to his/her interests
B. A reading level that he/she does not struggle with
Readers need to understand approximately 90% of the words in order to comprehend the text. Get to know the student's reading level by having him/her sample books and read aloud a page or two. If there is a lot of hesitancy and stumbling, it is probably too difficult and he/she may give up rather than read it. For summer independent reading, it is better to have a book at or a little below the student's reading level that "pulls him/her in" rather than one so difficult that he/she gives up. All reading is valuable for student growth and builds vocabulary and background information, even if not on a challenging reading level. Think of your own reading choices. Which ones do you voluntarily read? Which ones do you abandon and why?

HOW CAN PROVIDERS HELP A STUDENT FIND MOTIVATING BOOKS?
A. The public library is an excellent place to get help for your students in selecting books. The librarians know their materials, are trained in helping students match up with books they will enjoy, and delight in seeing those students return for more.
B. Once you find one book a student genuinely likes, you have the key to find more. Discuss with him/her what the positive aspects of the book were. Was it the genre of mystery, horror? Was it the romance, teen topic? Was it the author’s style? Does this author have more books? Find the book on Amazon and look at the other suggested titles that "Customers who bought this book also bought." For older students, reading descriptions on Amazon and similar sites may help them find books they like.

IS IT OK IF OUR GROUP READS A BOOK TOGETHER?
Absolutely! Reading together is a great way to promote and enrich the reading experience. You can combine reading aloud to students while they follow along, taking turns reading, buddy reading, having them read a portion independently, then revisiting key passages together, acting out a scene, retelling the portion before moving on, etc. Students benefit a great deal when reading is part of a social experience. Reluctant readers may especially benefit from the social structure of reading with a group. Note: Scholastic has packs of books, called R.E.A.L., (Mentoring Students to Read, Excel, Achieve, and Lead) designed for group reading with bookmark type guides for the students and leaders.

WHAT HELPS STUDENTS STAY INTERESTED ENOUGH IN A CHAPTER BOOK TO FINISH IT?
A. It is helpful to preview the book to identify unfamiliar content. Doing some prep work with students prior to reading can help remove barriers. You can usually find a summary on the Internet and then ask yourself, –What content will be unfamiliar to my students?” For example, if students are about to read Little Red Riding Hood, if you stop to think about it, you will recognize that Little Red’s hood is outdated. You could explain hoods and their similarity to today’s hooded jackets. Before reading Bud Not Buddy (grade 6 required title), students will need help understanding the economic conditions of the 1930s and the Great Depression when many people lived in makeshift camps in the open and ate at soup kitchens.

B. Breaking the book up into sections and doing activities and discussion after each section helps make it manageable.

C. Building connections to students’ lives is often helpful. You can use questions such as –What does ____ remind you of?“ Has anything similar happened to you?” Talking is an extremely important activity for student engagement.

D. Students are highly individual of course, but fun activities are often winners, such as art, drama, puppets, props, games, food connected to the book, readers' theater, field trips.

WHERE CAN I FIND ADDITIONAL ACTIVITIES FOR SPECIFIC BOOKS?
There are amazing websites that provide free, well-elaborated ideas for book engagement. Type in your book title + lesson plans + free. A short search usually produces engaging activities that you can use with your students.

HOW CAN PROVIDERS SUPPORT STUDENTS IN WRITING THEIR LOGS?
Talk with the student about the book before writing. Talking helps students begin processing the book, sorting their thoughts, and shaping their ideas. Talking produces oral meaning and is a bridge to written meaning. Let the student do most of the talking. As necessary, ask him/her questions that nudge him/her to go deeper. Jot notes as the student
talks, so you can suggest how he/she can start writing later. The student booklet has general questions in it and is a place to start. Listed below are additional questions that may help you focus on a particular type of book.

**Sample questions for fiction:**
What scene in the book is particularly memorable to you?
What was the main character like?
Did the main character change during the book?
What was the main problem and how was it solved?
What new thing did you learn in this book?
Have you ever had a similar experience to this book?
Is there any advice you would like to give the character?

**Sample questions for biography/autobiography:**
What is the subject of your book famous for?
What was the subject like? (character traits, ethnicity, gender, etc.)
What event in the subject's life is particularly memorable to you?
Did the subject encounter challenges and how did he/she solve them?
What new thing did you learn in this book?
Have you ever had a similar experience to something in this book?
What advice do you think the subject might give you?

**Sample questions for non-fiction informational books:**
What was the main topic of this book?
What makes this an important topic in our world today?
How does the information in this book affect your life?
What new things did you learn from this book?
What are three interesting facts you learned from this book?
Pretend you are explaining this book to a younger child. What would you tell him/her?

**Sample questions for a picture book:**
Tell me about the cover.
Did a character have a problem? If so, how was it solved?
If the character was an animal, in what ways was he/she like a human person? Unlike?
What happened first? What happened in the middle? How did the book end?
Point out facial expressions in the pictures. Tell me how this character is feeling.
Have you ever had an experience like something in this book?

As the student talks about the book, *note where energy and connection appear.* After talking, encourage the student to write about the part where he/she was most responsive. Students entering kindergarten to grade 2 start by drawing something from the book. Stick figures are fine! Crayons, pencils, or markers are fine. Young students are not expected to write polished pieces about their books. It is important for them to write genuinely, but feel free to help them discover ideas and help them with spelling, etc. if they need that support.

Encourage older students to write a solid paragraph in their log space and to practice Standard English writing conventions of spelling, punctuation, and grammar, but do not overemphasize mechanics. Reading and responding genuinely is most important.
### Sample Logs:

Some of these are merely adequate, but still count toward the assignment / extra credit.

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Author</th>
<th>Draw a picture about your book</th>
<th>Write about your picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Something Beautiful</strong></td>
<td>Sharon Werner</td>
<td><img src="image" alt="Image of a drawing" /></td>
<td>A lot of trash</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>D'Yem B, Grade 1</td>
<td></td>
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<td>2</td>
<td><strong>Penguins, Penguins, Everywhere</strong></td>
<td>Bob Barner</td>
<td><img src="image" alt="Image of a penguin" /></td>
<td>The father penguin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sits on an egg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thomas G, Casey, Grade 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Wayside School Is Falling Down</strong></td>
<td>Louis Sachar</td>
<td>This story is about a school that's not like other schools. It was 30 stories tall! The janitor is named Louis. He has 13 cows in the school building. I think this book is very funny.</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Robert T, Grade 4, Timberlawn</td>
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</table>
1. Title: Tears of a Tiger
   Author: Sharon M. Draper
   Summary or Reflection:
   A boy named Andy was a star basketball player at his school. His best friend Rod was the captain of the basketball team. One day after a game they went to a field and drank some beer. They crashed on the way home. Rod drove home, but he was drunk. The car blew up and Rod didn't make it. The next day Andy was feeling like everything shot himself. His brother found him dead in his room. That's what happened in the Tears of a Tiger.

2. Title: I Know Why The Caged Bird Sings
   Author: Maya Angelou
   Summary or Reflection:
   The scene I remember from this book is when Mr. Freeman, U201cMaya's stepfather,u201d raped her. Her mother thought she was sick because she had a fever, and she would not talk to anyone. Her mother moved her cover, and Maya's underwear fell on the floor. Then that is when her mother realized she was raped. Maya went to the hospital and she told her brother Bailey who raped her. He told their grandmother, and Mr. Freeman was arrested. When they went to court, the judge had given Mr. Freeman one year and one day in jail, but his lawyer got him released that afternoon. Maya's uncles murdered Mr. Freeman behind the slaughter house. A white policeman came to Maya's house and told them what happened. She wouldn't talk for two years. One day her mother took her to a dress shop, and there Maya met a woman named Ms. Flowers. She and Ms. Flowers became close and she got Maya to read something out loud to her to get her voice back, and this got Maya to talk again.

   -Tyler J. Jim Hill High School, Grade 11
Interest Inventory

1) What do you like to do when you get home from school?

2) What do you like to do on weekends?

3) What pets do you have?

4) What is the best trip you have ever taken?

5) What games do you like to play?

6) What are your favorite television shows?

7) What do you like to do on the computer?

8) What sports do you like to play or watch?

9) What are your favorite toys or electronics?

10) What are the best books anyone has ever read to you?

11) Who are your favorite book characters?

12) Who are your favorite authors?

13) What are some books you like to read on your own?

14) What is your goal for reading this summer? (how many books?)

An on-line survey is available at
Grade K- Brown Bear, Brown Bear What Do You See?

Book Overview
Children see a variety of animals, each one a different color, and a teacher looking at them. On each page, we meet a new animal who nudges us onward to discover which creature will show up next: "Blue Horse, Blue Horse, What do you see? I see a green frog looking at me." This pattern is repeated over and over, until the pre-reader can chime in with the reader, easily predicting the next rhyme.

Suggested Activities that Support Reading

Before Reading

PREVIEW/MAKE PREDICTIONS

1. The student will look at the front cover and tell what they think the text will be about according to the title and what appears on the front cover.

   Alphabet Book- Students may create an alphabet book in which they list other words that begin with the same sound as each character in the book.

During Reading

Reading Formats

- **Choral Reading:** Group reads text together.
- **Echo Reading:** The teacher reads a phrase or sentence, and students repeat.
- **Partner Reading:** Two students read text chorally or alternating pages or paragraphs.
- **Teacher Read Aloud:** The teacher reads text aloud, while students read it silently.

After Reading
Wh-Question Cards

Purpose: To summarize a narrative passage or story


Procedure:

1. Students line the cards up in a column on the left side of their desks.

2. Teacher asks questions about passage:
   a. Who are the characters?
   b. What happened to the animals?
   c. When did all of this happen?
   d. Where did this happen?
   e. Why did this happen?

Prove It!

1. Have students preview text and make predictions. (Number the predictions)
2. After reading, have students prove whether or not their statements are true or false by reading the parts of the text aloud that prove it.
3. After reading, place a check next to any predictions that are true, and modify any untrue predictions.

More Activities for Grade K - Brown Bear, Brown Bear What Do You See?

1. Animal Pictures
   - Make animals from the story using various materials and display them.
   - Use the animals to help teach the children their colors.
   - Use the animals to help the children retell the story.

2. Paint-a-palooza
   - Mix paints to make different colors (e.g. brown for the brown bear).
   - Allow the children to draw a picture of the bear.
   - Use the paint to color the bear brown.

3. Goldfish Crackers Pictures
   - Use Goldfish Crackers to make a picture of the yellow fish.
   - Allow children to glue Goldfish Crackers onto on a fish pattern.

4. Bait and Tackle Shop - Create a dramatic play area scene.
   - Set up the dramatic play area to resemble a bait and tackle shop. Have children discuss where fish live and what they would need to catch one.

5. Art-Binoculars - Create special binoculars.
   - Have children bring empty paper tubes from tissue or paper towels and let them make binoculars to search for the animals from the story.

6. Animal Footprints – Make footprints of the various animals in the story.
   - Make animal footprints with sponges and allow children to stamp them onto art paper.

   - Allow the children to use modeling clay to make bears.

   - Allow children to bring their favorite bear to school for a teddy bear parade and picnic.

9. Art Project – Create scenes from the book.
   - Provide children with butcher paper and allow them to draw scenes from the story.
Grade 1 - Peter’s Chair

Book Overview

Peter's Chair is the story of a boy named Peter whose parents have just had a new baby. Peter walks around the house and notices that his parents are fussing with the new baby and painting his baby furniture pink! Peter's jealousy caused him to make a serious decision. He packs some things, including his little chair which he is determined his parents will not paint pink, and decides to run away. Peter sits in his chair just outside the house to think a bit. Just then Peter's mother calls to him and invites him back in for a special lunch. Peter suddenly realizes that he is too big for the chair, anyway. He goes inside and tells his father that he'd like to paint the chair pink for his new baby sister. The story ends with Peter and his father painting the chair, with a warm feeling of giving and understanding.

Suggested Activities that Support Reading

Before Reading

PREVIEW/MAKE PREDICTIONS

The students will look at the front cover and tell what they think the text will be about according to the title and what appears on the front cover.

During Reading

Reading Formats

- Choral Reading: Group reads text together.
- Echo Reading: The teacher reads a phrase or sentence, and students repeat.
- Partner Reading: Two students read text chorally or alternating pages or paragraphs.
- Teacher Read Aloud: The teacher reads text aloud, while students read it silently.

After Reading

Wh-Question Cards
Purpose: To summarize a narrative passage or story


Procedure:

3. Students line the cards up in a column on the left side of their desks.

4. Teacher asks questions about passage:
   a. Who are the characters?
   b. What was the problem in the story?
   c. When did all of this happen?
   d. Where did this happen?
   e. Why did this happen?

Prove It!

4. Have students preview text and make predictions. (Number the predictions)
5. After reading, have students prove whether or not their statements are true or false by reading the parts of the text aloud that “prove it.”
6. After reading, place a check next to any predictions that are true, and modify any untrue predictions.
More Activities for Grade 1- Peter’s Chair

1. **Vocabulary Games**
   - Play games with the children to introduce new vocabulary words (e.g. rascal, cradle, jealous, sharing).

2. **Emotions Poster**
   - Talk with the children about new siblings and let them use the emotions poster to show how they felt when the new sibling was born.

3. **Family Photos**
   - Allow children to create a collage or draw a picture of their families and label each family member.

4. **Retell the Story**
   - Allow children to retell the story using members of their families.

5. **Feeling Collage**
   - Take pictures from magazines or newspapers and let children use them to make a feeling collage or face to express various emotions.

6. **Family Timeline**
   - Allow children to create a family timeline with pictures showing the progression of the family highlighting major events (e.g. parents’ marriage, children being born, etc.).

7. **Room Design**
   - Allow children to use magazines and other materials to design their dream bedroom or a room for a new sibling.
Grade 2 - *Something Beautiful*

**Book Overview**

Every day a young girl is disheartened by the things in her neighborhood: the trash on the streets, the graffiti on the walls, and the homeless woman that sleeps in a box. When she learns the word "beautiful" at school, she sets out to find "something beautiful" in her surroundings. In her search, this little girl learns to see beyond the barren ugliness of her environment to find beauty in her friendships, her family, and herself.

**Suggested Activities that Support Reading**

**Before Reading**

**PREVIEW/MAKE PREDICTIONS**

2. The student will look at the front cover and tell what they think the text will be about according to the title and what appears on the front cover.

**During Reading**

**Reading Formats**

- **Choral Reading**: Group reads text together.
- **Echo Reading**: The teacher reads a phrase or sentence, and students repeat.
- **Partner Reading**: Two students read text chorally or alternating pages or paragraphs.
- **Teacher Read Aloud**: The teacher reads text aloud, while students read it silently.

**After Reading**

**Wh-Question Cards**

Purpose: To summarize a narrative passage or story

Procedure:

5. Students line the cards up in a column on the left side of their desks.

6. Teacher asks questions about passage:
   a. Who are the characters?
   b. What was the problem in the story?
   c. When did all of this happen?
   d. Where did this happen?
   e. Why did this happen?

7. Prove It!
   Have students preview text and make predictions. (Number the predictions)
8. After reading, have students prove whether or not their statements are true or false by reading the parts of the text aloud that prove it.
9. After reading, place a check next to any predictions that are true, and modify any untrue predictions.
More Activities for Grade 2- *Something Beautiful*

1. *Something Beautiful Collage*
   - Make collages using old pictures, newspapers, or magazines.

2. **Self Portraits**
   - Allow children to draw or paint portraits of themselves.

3. **Class ABC Book**
   - Allow children to list beautiful things from A-Z and include a picture.
   - Compile a class book with the pictures the children find to be beautiful for each letter of the alphabet.

4. **Letters to the Author**
   - Allow children to ask questions about the story and write letters to the author. (e.g. Why did you write the book? What do you find to be beautiful?).

5. **Pen Pal Project***
   - Allow children to make friends with children from another state or country and exchange pictures by mail or email of things they find beautiful or of difference places and people in their cities.

*Adults should exercise caution and be aware of privacy concerns related to sharing the personal information and photos of children.

6. **Community or Room Beautification Project**
   - Have children to make crafts to make their classrooms beautiful or more inviting.
   - Allow children to participate in a community or neighborhood cleanup project.

7. **Music Appreciation**
   - Allow children to share different types of music with the class and learn to appreciate different genres of music.
**Grade 3 - Sheila Rae, the Brave**

**Book Overview**
*Sheila Rae, the Brave* is the story of Sheila, who considers herself very brave.” When Sheila gets lost one day, she learns that maybe she isn't as brave as she thought.

**Suggested Activities that Support Reading**

- Have students keep a “Sheila Notebook” in which they will keep track of the things they do or see others do that might be considered brave.” Students can also write about experiences in which they weren't very brave.”

- Have students act out the book in a play format after it has been read.

Parts (8): Narrator 1  Narrator 2  Narrator 3  Narrator 4  Narrator 5
Sheila Rae  Louise  Friends

**Narrator 1:** SHEILA RAE, THE BRAVE  by Kevin Henkes

**Narrator 2:** Sheila Rae wasn't afraid of anything. She wasn't afraid of the dark. She wasn't afraid of thunder and lightning. And she wasn't afraid of the big black dog at the end of the block.

**Narrator 3:** At dinner, Sheila Rae made believe that the cherries in her fruit cocktail were the eyes of dead bears, and she ate five of them.

**Narrator 4:** At school, Sheila Rae giggled when the principal walked by.

**Narrator 5:** And when her classmate Wendell stole her jump rope during recess, Sheila Rae tied him up until the bell rang.

Sheila Rae: "I'm very brave,"

**Narrator 1:** Sheila Rae said, patting herself on the back.

**Narrator 2:** Sheila Rae stepped on every crack in the sidewalk without fear.

**Narrator 3:** When her sister, Louise, said there was a monster in the closet, Sheila Rae attacked it.

**Narrator 4:** And she rode her bicycle no-handed with her eyes closed.
Friends: "Yea! Yea! Sheila Rae!"
Narrator 5: her friends yelled, clapping their hands.
Narrator 1: One day, Sheila Rae decided to walk home from school a new way. Louise was afraid to.
Louise: "You're too brave for me,"
Narrator 2: Louise said.
Sheila Rae: "You're always such a scaredy-cat,"
Narrator 2: Sheila Rae called.
Louise: "Am not,"
Narrator 2: whispered Louise.
Narrator 3: Sheila Rae started off, skipping.
Sheila Rae: "I am brave, I am fearless."
Narrator 3: she sang.
Narrator 4: She stepped on every crack. She walked backwards with her eyes closed.
Narrator 5: She growled at stray dogs, and bared her teeth at stray cats. And she pretended that the trees were evil creatures.
Narrator 1: She climbed up them and broke their fingers off. Snap, snap, snap.
Narrator 2: Sheila Rae walked and walked. She turned corners. She crossed streets.
Narrator 3: It suddenly occurred to Sheila Rae that nothing looked familiar.
Narrator 4: Sheila Rae heard frightening noises. They sounded worse than thunder.
Narrator 5: She thought horrible thoughts. They were worse than anything she had ever imagined.
Sheila Rae: "I am brave, I am fearless."
Narrator 1: Sheila Rae tried to convince herself.
Narrator 2: The sounds became more frightening. The thoughts became more horrible. Sheila Rae sat down on a rock and cried.
Sheila Rae: "Help,"
Narrator 3: she sniffed. She thought of her mother and her father and Louise. She cried, Sheila Rae: "Mother! Father! Louise!"

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Louise: "Here I am,"
Narrator 4: a voice said.
Sheila Rae: "Louise!"
Narrator 4: Sheila Rae hugged her sister.
Sheila Rae: "We're lost,"
Narrator 5: Sheila Rae said. Louise said,
Louise: "No, we're not, I know the way home. Follow me!"
Narrator 1: Louise stepped on every crack. She walked backwards with her eyes closed.
Narrator 2: She growled at stray dogs, and bared her teeth at stray cats.
Narrator 3: And she pretended that the trees were evil creatures.
Narrator 4: She jumped up and broke their fingers off. Snap, snap, snap.
Narrator 5: Sheila Rae walked quickly behind her.
Narrator 1: They walked and walked. They crossed streets. They turned corners.
Narrator 2: Soon their house could be seen between the trees. Sheila Rae grabbed Louise
and dashed up the street.
Narrator 3: When they reached their own yard and the gate was closed behind them, Sheila
Rae said,
Sheila Rae: "Louise, you are brave. You are fearless."
Louise: "We both are,"
Narrator 4: said Louise. And they walked backwards into the house with their eyes closed.

More Activities for Grade 3- Sheila Rae, the Brave

1. Word Wall
   - Create a word wall in the classroom of sight words from the story.
   - Suggested words- brave, afraid, principal, confident, familiar, thunder, giggled
2. Class Diagram
   - Give each child a piece of drawing paper along with drawing tools to illustrate
     pictures of things they are and are not afraid of. Compare the children’s drawings
     and make a class diagram.
3. Short Story
• Allow children to write a short story about bravery. Discuss the word bravery and its meaning and have the children share about times when they were brave during a crisis.

4. **Amazing Authors**
   • Encourage children to write and illustrate their own story using their names in the title of the book as Sheila Rae, the Brave. Allow them to write a similar story demonstrating a time when they were brave and/or afraid.
Grade 4 - Wayside School is Falling Down

Book Overview
Wayside School is Falling Down is the second book about students who attend a very different school. Wayside School is 30 stories tall, with the classrooms stacked on top of each other. Each chapter is a story about one of the unusual students and teachers at Wayside High. It is funny, interesting, and easy to read.

Suggested Activities that Support Reading
- Have students keep a “Wayside Notebook” in which they will be responsible for explaining who the main characters are, the problem, and the resolution for each chapter.
- Plan time for book discussions so that students can share their thoughts on the book as they read. Allow students to discuss what they thought was funny in each chapter, how their school is similar or different from Wayside, and whether or not they would like to attend Wayside. Also, lead students in discussing what they would do if they attended Wayside.
- Have students identify things that are realistic and contrast with those that could not actually occur in the world as we know it.

More Activities for Grade 4- Wayside School Is Falling Down

1. Word Wall
   - Create a Word Wall of new vocabulary words from each chapter as they are read and discussed. Find a location in the classroom and place the book title on the wall at the eye level of the tallest child. Use 4x6 index cards to write the word on with the definition included. Be sure to highlight the word.

2. Character Cut-Outs
   - Use butcher paper to outline each character on as they are mentioned in each chapter. Have the children to use their imaginations to draw the face and clothing of each character. Display the character cut-outs around the room, and as new information is learned about each character from each chapter, write it on a small piece of paper and place it next to the character cut-out.
3. **Chapter Extension Activities**
   - Plan an activity related to each chapter of the book. For example, in Chapter 1, Mrs. Jewls taught the children about gravity, so extend that by allowing the children to test objects of gravitation. In Chapter 4, one of the students brought something for show and tell to class; therefore, have the children to do the same and share why they chose to show and tell about what they brought.

4. **Mural**
   - Make a class of Wayside School. Have the children to work together to color or paint the mural to look similar to the one featured on the cover. As a group, have the children to vote on giving their new school a name.

5. **Author Study**
   - Research the author and engage children in a discussion of why he has written this genre of books.

6. **Create Your Own Endings**
   - After the book has been read, related activities and class discussions completed, allow the children to begin to write their own versions of the chapters from their own experiences.
**Grade 5 - *The Watsons Go to Birmingham—1963***

**Book Overview**

*The Watsons Go To Birmingham-1963* is an interesting historical fiction novel about a family that lives in Michigan during the time of the Civil Rights Movement. The main character, Kenny, lives with his parents, older brother, and younger sister in a neighborhood (and state for that matter) that hasn't felt the repercussions of being a black family in the 60's.

Kenny's brother, Byron, has been getting into lots of trouble, and so his parents decide to leave Byron with their grandmother in Birmingham, Alabama, for the summer. Thus begins the family trip. Once in Birmingham, the Watsons encounter events that made history and taught them about what it was like to be black and live in a southern state.

This book deals with serious issues, yet keeps it light with lots of humor.

**Suggested Activities that Support Reading**

- Have students keep a “Watsons Notebook” in which they will be responsible for answering and asking questions about the story as they read. At the end of each chapter, have students respond to one of the following questions:

  **Chapter 1**
  - What interesting language does the author use to describe how cold it is in Flint?
  - How does Hambone Henderson try to discourage Wilona from marrying Mr. Watson? What do you think Mr. Watson thinks of Hambone? How can you tell?
  - What kind of relationship does Kenny have with his brother, Byron?

  **Chapter 2**
  - Why do you think Kenny is afraid when he realizes that the reading he has been chosen to do will be for Byron’s class?
  - What happens after the reading that surprises Kenny?
  - Why does Kenny see Rufus, the new boy on the bus, as his “personal saver”?

  **Chapter 3**
  - Why is Kenny hesitant to spend time with Rufus?
  - How was Rufus’s life in Arkansas different than it is in Flint?
  - Why do you think Kenny is friends with LJ, even though LJ isn’t nice to him?
  - Why does Kenny end up thinking that Rufus is a better friend than LJ?

  **Chapter 4**
• What kind of relationship does Kenny have with Joetta? Can you give examples of things that happen between them that make you think that?
• Why do you think Byron stops Larry Dunn from giving Kenny a “Super Maytag” when Byron often plays similar tricks on Kenny himself?
• How does the author make the reader sympathize with Larry Dunn?
• Have you ever had a problem with a bully at your school? How did you work it out?

Chapter 5
• Why do you think Mrs. Watson speaks “Southern-style” when she gets angry?
• If you were Mrs. Watson, how would you punish Byron when he plays with fire?
• Do you agree with Mrs. Watson’s way of punishing him? Why?

Chapter 6
• Why do you think Byron gets sick after he kills the mourning dove?
• Why does he get angry at Kenny so suddenly?
• How does the author show that Byron is not as tough as he pretends to be?

Chapter 7
• What is your first clue about Byron’s latest misdeed?
• Why do you think Byron keeps doing things that his parents have forbidden?
• When Byron misbehaves, who do you think handles the situation better, Mr. or Mrs. Watson? Why?
• In addition to thinking it is ugly, why does Mrs. Watson object to Byron’s new hairdo?

Chapter 8
• Why do you think Kenny is so eager to have a real mustache like his dad’s?
• Why do the Watsons think sending Byron to Alabama will help him to behave better? Do you think it will work?

Chapter 9
• Besides not wanting to get hooked on country music, why do you think Daddy decides to install the TT-700 in the Brown Bomber?
• Why do you think Joetta wants to keep the angel from Mrs. Davidson in a drawer?
• Why do you think Mrs. Watson is so careful with her planning of the trip, such as where the family is going to stay?

Chapter 10
• Why does Kenny ask for a second serving of Kool-Aid, even though it tastes bad to him?
• Why do you think Kenny feels scared when they’re driving through the mountains?

Chapter 11
• How is Birmingham like Flint? How is it different?
• Have you ever traveled to meet relatives who lived far away from you? How did it feel when you first met them?
• How does Byron behave when he meets Grandma Sands? Were you surprised by his behavior?
Chapter 12
• How does Mrs. Watson act differently when she is with her mother in Alabama compared with how she acts at home in Flint?

Chapter 13
• How does Byron change when the Watsons arrive in Alabama?
• Why do you think he changes so suddenly?
• Why does Kenny decide that it is okay to go into the water at Collier's Landing?
• What did you learn about Byron's feelings for Kenny in this chapter?

Chapter 14
• How does the author describe the scene at the church, after it has been bombed?
• Why do you think Kenny sees the Wool Pooh in the church after it has been bombed?
• Why does Joetta think that Kenny has changed his clothes?

Chapter 15
• Why does Byron spend so much time with Kenny when they come back to Flint?
• Why does Kenny start going to the World-Famous Watson Pet Hospital so often?
• How does Byron help Kenny to feel better at the end of the book?

Plan time for book discussions so that students can share their thoughts on the book as they read. Encourage students to discuss what they like and dislike about the events and characters in the book. Ask them to examine what they might change if they were to rewrite the book.

More Activities for Grade 5 – The Watsons Go to Birmingham-1963

1. **Journal Books**
   • As the book is read chapter to chapter, discuss in whole group what is taking place. Have the children to make their own journal books by using card stock on the front and back with lined and unlined paper in between. Use brass fasteners to hold the book together. After a couple of chapters have been read, give children topics to write about and allow them to illustrate their own views of what is taking place with the family.

2. **Family Tree**
   • Have the children to design a family tree and place as many family members as they can find out about from their parents and grandparents. This will help them to understand the history of their family.
3. **Family Story**
   - Allow the children to write a family story using only their immediate family members or those living in the same house with them.

4. **Family Rules Poster**
   - Allow the children to create a poster highlighting family rules that must be followed in their families and/or those that are stated to them by their parents.

5. **Road Map Design**
   - Have children to design a road map to a relative's home in another city or state that they have visited. Place landmarks, restaurants, stores, and parks that are along the way.

6. **Civil Rights Report**
   - Allow children to research and write a short report about something that happened in the 1960s during the Civil Rights era and present it to the group.

7. **What’s the Word?**
   - Create a dictionary of words learned and discussed while reading the book. Design a shoe box for the words to be placed in after they are written on index cards. Play *What’s the Word?* by pulling a word card from the box, reading the definition, and asking the children to state the word.
**Grade 6 – Bud, Not Buddy**

**Book Overview**
A young boy named Bud (not Buddy!) Caldwell, who has been an orphan since he was six, runs away after being abused in a foster home. He sets out to find his father, a man named Herman E. Calloway, a bandleader in Michigan during the Depression. He has many adventures along the way and learns many lessons he can take with him in his life.

**Setting**
Flint and Grand Rapids, Michigan in the 1930’s during the Great Depression.

**Protagonist**
The protagonist is Bud (not Buddy) Caldwell who has been an orphan since he was six. He seeks his father whom he believes is Herman E. Caldwell, a local band leader. In the process of trying to escape the foster home system and find his father, Bud learns all about life and people and eventually finds the place where he is meant to be.

**Antagonist**
There are several antagonists. The first is the foster home system, which often places children like Bud in unsuitable homes or warehouses them in over-crowded orphanages. The second set of antagonists is the Amoses. This family tortures Bud for no reason other than they like to bully the foster children they bring into their home. The third antagonist is Mr. Calloway who is convinced Bud is up to no good. He is a very unhappy man and has a hard time giving of himself. Bud must be patient and learn how to break down his defenses so they can be a family. The final antagonist is the unwritten laws of segregation that affect Mr. Calloway’s right to own land and Bud’s right to walk the streets at 2:00AM.

**Climax**
The climax occurs when Bud is forced to blurt out his mother’s name and the band members and Mr. Calloway now know that she was Mr. Calloway’s daughter and Bud is his grandson.

**Outcome/Conclusion**
Bud is fully accepted into the Calloway family and even into his grandfather’s band. Bud knows that he must be patient until his new-found grandfather can come to terms with all that has happened in his life.

**Suggested Activities that Support Reading**

- Have students keep a comprehension notebook in which they will be responsible for answering and asking questions about the story as they read. At the end of each set of chapters, have students respond to the following questions:

**Chapters 1-2**
- What are three bad or negative things Bud associates with being six?
- What message does Bud believe is hidden in the Dusky Devastators of the Depression poster?
• What does Bud mean when he says of Mrs. Amos, “in her eyes Todd’s mouth was a prayer book”?

Chapters 3-5
• How did Bud’s friend Bugs get his nickname?
• How does Bud turn Todd’s lie around to punish him?
• Why doesn’t Bud let people call him Buddy?

Chapters 6-8
• How did Bud get breakfast when he arrived at the mission after the attendant closed the line?
• How did the lady in the library break Rule Number 16?
• Why does Bugs come to the library in search of Bud?

Chapters 9-11
• Why does Bud like Civil War books?
• What idea started growing when Billie Burns told Bud that he didn’t know who his daddy was?
• What does Bud do to protect himself from the man?

Chapters 12-14
• Mr. Lewis is involved in a labor union for the Pullman porters on the railroads. Why did he go to Flint?
• What advice does Doug the Thug give Bud and what does Bud think of the advice?
• What new idea does Bud get as he eats dinner at the Sweet Pea?

Chapters 15-17
• Why is Mr. Calloway’s house called Grand Calloway Station?
• What does Miss Thomas say about the bedroom that makes Bud think it may be haunted?
• What are the three reasons that the band gives Bud the stage name Sleepy LaBone?

Chapters 18-19
• For what two reasons does Mr. Calloway always keep one white musician in his band?
• Bud discovers that he and Mr. Calloway share a collection. What is collected and for whom and what relationship do they reveal?
• What gift does the band give to Bud?

More Activities for Bud, Not Buddy
Set the Stage:
Use the following to get the students ready to read:

Discuss with students The Great Depression, including the unemployment rate and the difficulties families faced.

Describe Hoovervilles and why they sprang up all over the country. Discuss why they were called this name. Discuss how lives were similar and different from today’s homeless.

Discuss the concept of segregation as it existed during the Depression.
Review:
After reading the book, discuss the following:

Why is it so important for Bud to make sure no one calls him Buddy?

Why is the suitcase so important to Bud? Do you keep things that have sentimental value?
What are some things you have saved and why are they important? Why do people feel the need to do this?

Why does Bud think that six is when you are a grown-up?

How is Bud treated at the Amos house? Why do you think they wanted him to come and live with them? How does Bud get even with the Amos family?

Why does Bud think that Herman E. Calloway is his father? Why does he decide to set out looking for him?

What obstacles does Bud face on his journey from Flint to Grand Rapids? Who helps him along the way? Why were people so kind to him? Do you think people today would act the same way?

What clues are there that Herman E. Calloway is not Bud's father? Why is Herman E. Calloway important to Bud? Did you guess the relationship before it was revealed?

Why does Bud finally unpack his suitcase at the end of the book?

Related Activities:
To extend students' enjoyment of the book, try these:

**Big Bands:** Herman E. Calloway was a band leader. Use the Internet or local library to find recordings of music from the Depression era. Play these for the class. Discuss why the songs might have been important to the people of the time. Discuss what songs are important to them today and why. Have students write a summary about how music reflects real life.

**It’s All in the Flyer:** Have students design a flyer that a band like Herman E. Calloway and The Dusky Devastators of the Depression might have made. Have them come up with an original band name and design for the flyer.

**Hoovervilles:** Bud and Bugs stayed the night in a Hooverville. Have the students list five useful items that they would want to have if they lived in a Hooverville in the 1930s. Then have students write a one paragraph explanation of why they selected the specific five items.

**Walk a Mile in My Shoes:** Bud and the librarian determined the mileage from Flint to Grand Rapids. Have students use a map scale to find the mileage from their home town to a city of their choice. Then have students calculate how many hours it would take to walk that distance if they traveled at 5 miles per hour. Last, have students calculate the time it would take to travel that distance in a car going 65 miles per hour.

**Highlighting the Times:** Have students research the Depression era. Then have them make a poster that creatively displays five characteristics reflective of that era. Students can write a summary paper explaining each of the five displays and how they characterize the 1930s.

**Pack Your Bags:** Bud carried all of his special items in his suitcase. Have students use a shoebox to make and decorate a suitcase. Students are to put five items that represent themselves. Students can share their suitcase with the class.
A Place to Call Home
Based on Bud, Not Buddy by Christopher Paul Curtis

Directions: Describe how the following people helped Bud on his journey to discover a place he could unpack his suitcase.

The librarian:
________________________________________________________________________________________
________________________________________________________________________________________

Bugs:
________________________________________________________________________________________
________________________________________________________________________________________

Deza Malone:
________________________________________________________________________________________
________________________________________________________________________________________

Lefty Lewis:
________________________________________________________________________________________
________________________________________________________________________________________

Mrs. Sleets:
________________________________________________________________________________________
________________________________________________________________________________________

Steady Eddie:
________________________________________________________________________________________
________________________________________________________________________________________

Miss Thomas:
________________________________________________________________________________________
________________________________________________________________________________________
Grade 7 – *Tears of a Tiger*

**Book Overview**

After the death of his longtime friend and fellow Hazelwood Tiger, Andy, the driver of the car, blames himself and cannot get past his guilt and pain. While his other friends have managed to work through their grief and move on, Andy allows death to become the focus of his life. In the months that follow the accident, the lives of Andy and his friends are traced through a series of letters, articles, homework assignments, and dialogues, and it becomes clear that Tigers do indeed need to cry.

**Suggested Activities that Support Reading**

1) Have students keep a comprehension notebook in which they will be responsible for answering and asking questions about the story as they read. At the end of each set of chapters, have students respond to the following questions:

**Pages 1-34**

- Who was involved in the accident? Who was admitted to the hospital?
- Why couldn't the boys rescue Rob from his car?
- How is B.J. different from his friends?
- How would you describe Gerald’s home life?
- Why does Gerald say that Andy and his friends “ended up buying five dollars worth of death”?

**Pages 35-49**

- What does Andy believe is the reason the team won their first game after the accident?
- Does Andy blame himself for the accident? Why?
- How does Andy feel about his parents?
- How does Andy feel about Monty as compared to the rest of the family?
- How does Andy feel about taking Rob’s position as center?

**Pages 50-70**

- Why is Andy upset with Keisha?
- Why does Andy think his parents don’t understand him?
- What happened when Andy visited the school counselor?
- What information is given in Keisha’s diary entry?
- What does Ms. Blackwell compare poetry to?

**Pages 71-105**

- How does Andy perceive his relationship with Keisha?
• What is the title of the poem Ms. Blackwell reads to the class? What is it about? How does Gerald relate to the poem himself?
• Why might Andy remember the retaining wall being larger than it actually was on the night of the accident?
• What is Monty afraid of?
• Why does Andy say he decided to write a letter to Rob’s parents?

Pages 106-135
• How is Macbeth similar to Andy?
• What did B.J. have to say in regard to the passage from Macbeth?
• Why does Andy run out of class when they are discussing Macbeth?
• What are the different ways Rhonda talks about “love” in her note to Tyrone?
• How do you think Andy will respond to this break-up with Keisha?

Pages 136-154
• Did Andy’s parents attend the talent show to watch him perform? Why or why not?
• Why didn’t Andy tell his parents on the vacation that he was going out for a late night swim?
• What is Andy’s father’s real name?
• What does Andy’s father feel that is Andy is lacking?
• How is Andy’s relationship with his father different from his relationship with Coach Ripley?

Pages 155-180
• Who did Andy first call to talk about his emotional state?
• How does Andy feel about talking to answering machines?
• How does Andy identify with a tiger?
• What were the students advised to do to help ease their pain? How would this activity help?
• What is B.J.’s attitude when speaking to the Lord about Andy?
• What changes have occurred in Andy’s family since his death?

2) As students read, encourage them to discuss and generate a graphic organizer on the emotional decline of the main character. (See graphic organizer example below.)

<table>
<thead>
<tr>
<th>Page #</th>
<th>Incident (Summarize)</th>
<th>What it reveals about Andy’s emotional state</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) Participate in group discussion(s) on social issues presented in the text (i.e., drugs and alcohol, substance abuse, suicide, and depression).
Teaching Note from Nicole Sledge: I choose to use this excerpt because year after year, I encounter students who seem to do just enough work to "get by" and who appear to have a "fear" of academically succeeding. We read aloud the excerpt, then have a follow-up discussion using either Socratic Seminar or the Fish Bowl Activity. Both Socratic Seminar and Fish Bowl are means of facilitating in-depth discussions between students based on a particular text. Below the excerpt, you will find a few sample guided questions to use during either of those discussion methods.

Introduction to the text: Andy, the main character, is going through a great deal of turmoil dealing with the recent accidental death of his best friend. Because of this, Andy’s parents have sent him to discuss his problems with a psychologist. Below is a piece of their discussion during Andy’s second visit.

Note: This excerpt starts on page 55 of Tears of a Tiger and ends on page 58.

--There is this kid in my class named Marcus who always makes good grades. We call him the curve buster. All the other brothers in class be makin‘ Cs and Ds. My man Marc us be pullin’ As on a regular basis. Instead of that makin’ him popular, we all hate him.

--Why do you think that’s true?

--Cause he’s doin’ somethin’ that all our parents have told us we could do, but somehow we just can’t. It’s like easier to just — make do,” to get by. I like getting good grades, but my friends talk about me if I get called up to the front on Awards Day with all the white kids. It’s easier to sit in the back of the auditorium, and laugh, and make hootin’ noises when people like Mary Alice Applesapple go up to get their Honor Roll awards.

--What do you think your dad would think of kids like Marcus or Mary Alice?

--He’d probably want me to marry the girl. And I’d get a big speech about Marcus and how black youngsters need to achieve and how we got to work so hard to show ourselves better than the white students. I’ve heard it a million times.

--But your dad’s speeches don’t have any meaning for you?

--Look, when my dad was seventeen, he was already out of school and workin‘ full-time in the mail room of Proctor and Gamble. He didn’t have to worry bout getting into college, because the chance wasn’t there. And he didn’t have to worry about scholarships or stupid school counselors or just plain feelin’ useless.

--I bet he had his share of feeling useless. Have you ever talked to him about it?

--Naw, man. My dad don’t talk. He lectures, he preaches, he yells. But we don’t ever just talk.

--What about your counselors at school? Are they any help? If I remember, when I was in high school, the counselor was there to help kids out who had academic problems, or problems at home.
--You had counselors who would talk to black students and see their point of view and help them out?

--No, you're right. It was probably even worse when I was in school. I just happened to be fortunate enough to find a lady who recognized a spark in me and gave me some direction.

--I don't know what it was like back then, but all my counselor be doin' is makin' up schedules and callin' people out of class, as far as I can tell. We got one or two that maybe I could talk to, but they're assigned to another grade level. I'm stuck with the one I got.

--Have you ever talked to your counselor?

--Yeah, once, I did. It was a waste of time. I went to see her about graduation requirements and that kind of stuff. She's this wrinkled old bat with bad breath, so kids avoid her. I tried to sit downwind of her breath, but it was right after lunch and she kept burpin' little bursts of garlic. It was really gross. So I was tryin' to get out of there as quick as possible, and she's givin' me this speech about career goals, so I happen to mention that I might like to go into pre-law. She looked at me like I said I wanna see her with her pants down. She said someone with my athletic potential shouldn't be tryin' to make his college career too complicated. She said, --Why don't you major in P.E., enjoy your college years, then maybe come back here in a few years and teach gym?‖ She said pre-law was too demandin' and that I couldn't afford to miss all those classes while we were on the road playin' basketball, and that my grades would slip and I probably wouldn't get accepted into a law school anyway. Now I have nothin' against gym teachers, but I've always liked --L.A. Law‖ and even --Perry Mason."". But after talking to her, I felt, you know, kinda useless. So what difference does it make if I make good grades or not?

Sample Guided Questions
1. Have you ever made fun of someone for getting a good grade or for receiving an academic award?
2. How did that make you feel and what made you do this?
3. Where you ever made fun of for getting a good grade or for receiving an academic award?
   How did that make you feel and why do you think it happened?
4. Why do you think that Andy's guidance counselor tried to persuade him to become a gym teacher instead of a lawyer? What can you infer about the guidance counselor?
5. Does it make a difference if Andy makes good grades or not?
6. Do you think that Andy struggles with his schoolwork? How do you know?
7. Did anyone make a text-to-self connection with Andy? How so?

http://www.scholastic.com/teachers/article/sharing-excerpt-tears-tiger

Another Activity for Grade 7 – Tears of a Tiger

Poetry Expression

- Poetry can be used to express emotions that teens keep locked up inside. Using the poems from pages 63-70 as a guide, allow teens to write their own poems. Loss, disappointment, guilt, frustration and fear are dominant themes in the book and common among teens. Teens should write about something they have experienced. Sharing poems with classmates can promote productive conversations about difficult topics.
Book Overview
The story is about a renowned brain surgeon who overcame obstacles to change the course of medicine forever. Young Ben Carson didn’t have much of a chance. Growing up in a broken home amongst poverty and prejudice, his grades suffered and his temper flared. And yet, his mother never lost her faith in him. Insisting he follow the opportunities she never had, she helped to grow his imagination, intelligence and, most importantly, his belief in himself. That faith would be his gift – the thing that would drive him to follow his dream of becoming one of the world’s leading neurosurgeons.

Suggested Activities that Support Reading
- As students read, have them discuss the obstacles that discrimination (based on poverty, race, etc.) placed on Ben Carson. Discuss how he overcame those discriminations and how he turned those obstacles into hurdles.

- Have students draw a picture of one scene that is important in one or two chapters and explain why they think their selected scene is important.

- As students read, have them select passages they believe are important and explain the moral of each passage.

- After reading, have students respond to the following questions in small groups and then discuss their responses as a whole group:
  1. When Ben finally gains the acceptance of his high school peers, he is ultimately not happy? Why?
  2. As a teenager, what was Ben’s biggest character flaw?
  3. As a teenager, what program does Ben credit with helping to put him “on the right track”? What was the significance of this program?
  4. Describe the experience Ben has that makes him think he is destined for something great.
  5. At what point in the book does Ben feel like he really came “into his own” as a person and a doctor?
  6. Why do you think Ben devotes an entire chapter to Maranda?
  7. Why does Ben emphasize in his book that he does not like to listen to his critics?
  8. Ben Carson has said that part of his story’s appeal lies in the fact that he has defied the odds. Describe three elements of Ben’s story that shows how he did just that.

Another Activity for Grade 8 – Gifted Hands

Using Your “Gifted Hands”
- Have teens create an item with their own hands and bring it to share with the class.
According to Ponyboy, there are two kinds of people in the world: greasers and socs. A soc (short for "social") has money, can get away with just about anything, and has an attitude longer than a limousine. A greaser, on the other hand, always lives on the outside and needs to watch his back. Ponyboy is a greaser, and he's always been proud of it, even willing to rumble against a gang of socs for the sake of his fellow greasers—until one terrible night when his friend Johnny kills a soc. The murder gets under Ponyboy's skin, causing his bifurcated world to crumble and teaching him that pain feels the same whether a soc or a greaser. This classic, written by S. E. Hinton when she was 16 years old, is as profound today as it was when it was first published in 1967.

Chapter One
1. Describe each of the characters and their relationship with one another.
2. Who are the Socs? Who are the greasers?
4. Why is the 'gang' important to Johnny?
5. How does Ponyboy react to what Sodapop tells him about Darry?

Chapter Two
1. Who is the fuzz? (p. 20)
3. Who are Cherry and Marcia?
4. Why doesn't Ponyboy like referring to Sodapop as a dropout?
5. What is Ponyboy comparing Two-Bit to when he calls him a "chessy cat" on page 27? What figure of speech is this besides a simile?

Chapter Three
1. What does Cherry explain as the difference between the Socs and the greasers?
2. What does Ponyboy mean on p. 39 when he says "Johnny and I understood each other without saying anything"? Have you ever had a relationship with someone who you understood, or who understood you, without having to say anything?
3. When and how did Pony's parents die?
4. What happens when Pony comes home after his curfew?
5. Why does Johnny like it better when his father is hitting him?
6. At the end of the chapter, how does the author foreshadow that bad things are to come?

Chapter Four
1. What does Pony mean when he says the Socs were "reeling pickled" on page 54?
2. What major event happens in this chapter?
3. How did the author foreshadow that Johnny would use his knife in chapter 2?
4. What would your advice be to Johnny and Ponyboy if they had come to you for help?
Chapter Five
1. Why does Pony have a problem with Johnny's idea to disguise themselves?
2. What does Pony mean when he says, "I was supposed to be the deep one" (p. 75)?
3. Why does Johnny think Dally is a hero (p. 76)? Do you think Dally is a hero based on what he did?
4. Why does Pony realize he doesn't like Dally? Can you explain what he means by this?
5. Examine Robert Frost's poem, Nothing Gold can Stay. What do you think the poem is saying? How might this apply to the characters in the novel?

Chapter Six
1. Do you think Dally's parents have influenced the way he is; his personality? Explain.
2. Why doesn't Dally want Johnny to turn himself in?
3. What "other side" of Dallas is revealed in this chapter?
4. What's your own definition of a hero? Do the three boys prove themselves to be heroes, according to your definition? Explain.
5. Why do you think Johnny wasn't scared, despite the obvious danger, on page 92?

Chapter Seven
2. What condition is Johnny in after the fire?
3. Why would being crippled be worse for Johnny than someone else?
4. "Maybe people are younger when they are asleep" (p.104). What do you think about this comment?
5. What is a juvenile delinquent (p. 107)? Find a definition on the internet, in a dictionary, or create your own based on your own knowledge.

Chapter Eight
1. How does what the doctor first says, on page 119, foreshadow Johnny's condition?
2. "We needed Johnny as much as he needed the gang. And for the same reason" (p.121). What do you think Pony means, and what is the reason?
3. What does Pony mean on p. 123 when he says, "we could get along without anyone but Johnny"?
4. If Darry didn't have Soda and Pony, why would he be a soc?
5. What does Cherry mean when she says Bob "wasn't just anyone" on p.129?

Chapter Nine
1. On the bottom of p.133, when Pony asks what kind of a world it is, what comment is he making about how society judges people?
2. Why do the boys fight? Why is Pony different?
3. What is the difference between Tim Sheppard's gang and Ponyboy's? Explain how Pony feels this difference might give his group the upper hand?
4. What do you think Johnny's last words to Pony mean?
Chapter Ten
Vocabulary - indignantly p.159
1. How does Pony's dreaming, or lying to himself, finally work in this chapter?
2. Why was Johnny's dying so difficult for Dally to handle?
3. Why do you think Dally would have wanted to die?

Chapter Eleven
Vocabulary - acquitted p.168
1. Explain why Pony might rather have anyone's hate than their pity (p.162)?
2. What do you think is going on with Ponyboy when he says, "Johnny didn't have anything to do with Bob's getting killed" (p.166)?

ACTIVITIES for The Outsiders

Activity 1:
Group work, East vs. West – Chart out the differences and similarities between the Greasers and Socs.

Activity 2:
After students read the first chapter, have them describe characteristics of Ponyboy's identity and compare his identity to their own.

Activity 3:
Students will hand in their writing about a famous person who has similar identity and values to themselves. Their explanation should include reference to themselves and give a description of why they feel they have a similar identity and similar values.

Activity 4:
Groups of 3 or 4, assign each group to create a poster on one character: Ponyboy, Soda, Darry, Steve, Two-Bit, Johnny, and Cherry. Each poster will include:
  • Character's name
  • Physical characteristics
  • Personality traits
  • Relationship to other characters
  • Any other relevant information

Activity 5: Autobiography Poem:
In what light do the students see themselves? Are they able to identify traits, emotions, and feelings that help in representing their identity?

Activity 4: Gender and Identity in Magazines
1. Find two advertisements from your magazines. These advertisements must include representations of people.
2. Examine how men and women are portrayed in the advertisements.
   ~How are differences shown?
   ~What ideals are created? What identity is created?
Activity 5:
1. Have students use a large expanse of paper to create a board wall of graffiti. Students draw a wall with a city skyline in the background such as might appear in *The Outsiders*.

2. Students write brief graffiti type statements that reveal understanding of the novel and characters. Each piece of graffiti is signed by one of the characters of their initials. 
   ~ Example —RIP Johnny-Ponyboy” —Sunsets R awesome- Cherry”

Activity 6: ID CARD: Role Play

Students, in groups of 3 or 4, will role play different scenes from Chapters 2 and 3 to demonstrate different characters identities and personalities. The students will choose who will play each of the characters in the scene and one student will play the narrator.

Role Play 1:
p. 21 - 22
—“Take your feet off my chair …” to —shook my head, wide-eyed. —No.”"

Role Play 2:
p. 22 – 23
—“Suddenly she smiled.” to —. . . but you could hardly say it about Soda.”

Role Play 3:
p. 24 – 25
—“Dally came striding back . . .” to —From what I saw, you do.”

Role Play 4:
p. 28 – 29
—“Hey, where is ol’ Dally, anyways?” to —He pays up. No sweat.”

Role Play 5:
p. 32 – 33
—“Somehow the gang sensed . . .” to —“It’s okay, Johnnycake, they’re gone now. It’s okay.”

Role Play 6:
p. 38 – 39
—“Rat race is a perfect name . . .” to —“Fill I met Cherry Valance.”

Role Play 7:
p. 45 – 56
—“Two-Bit took a long drag . . .” to —“I hope I never see him again, or I will.”

Role Play 8:
p. 49 – 50
—“Where the heck have you been?” to —“His eyes were huge. Ponyboy . . .”

*For each identity, prepare a card with the Role Play number on it and a quick description of the setting.*
Activity 7: Whose Line Is It Anyway?

Students will be given a line from the text. They will first identify what character said the line and explain their thoughts on its meaning.

Whose Line Is It Anyway? ______________
Explain.

Line 2. It’s okay…We aren’t in the same class. Just don’t forget that some of us watch the sunset too.
Whose Line Is It Anyway? ______________
Explain.

Line 3. Dally was so real he scared me.
Whose Line Is It Anyway? ______________
Explain.

Line 4. Greasers will still be greasers and Socs will still be Socs. Sometimes I think it’s the ones in the middle that are really the lucky stiffs.
Whose Line Is It Anyway? ______________
Explain.

Line 5. We couldn’t get along without him. We needed Johnny as much as he needed the gang. And for the same reason.
Whose Line Is It Anyway? ______________
Explain.

Activity 8: Putting It All Together

Writing. Imagine that you could spend time with Ponyboy Curtis, Johnny Cade, or Dallas Winston. Which character would you choose? Write a brief essay explaining your choice. Use events and details from the story to help your reader understand the character and the reasons behind your choice.

Mock Trial. Should Johnny Cade be found guilty of murder in the death of Bob Sheldon? Work with a group of students to present a mock trial of Johnny Cade. One group member should be the prosecutor, giving reasons why Johnny should be declared guilty. Another group member should be the defense lawyer, giving reasons why Johnny should be declared innocent. The balance of the group members should act as the jury, which will discuss the evidence for both sides and declare a verdict.
The Secret Life of Bees, set in the American South in 1964 amid racial unrest, tells the coming-of-age story of Lily Owens, a white 14-year-old girl who is searching for the truth about her deceased mother. She lives on a peach farm with her cruel father, T. Ray, who tells Lily that she accidentally shot her mother, Deborah, when she was four. Lily accompanies the family’s black housekeeper, Rosaleen, to town to register to vote. Taunted by white men, she spills the contents of her snuff jar on their feet, is beaten, taken to jail, and later to the hospital. T. Ray reacts by punishing Lily, prompting her to run away. Back with Rosaleen, she heads to South Carolina to investigate a picture of her mother’s of a black Madonna with the words “Tiburon, SC” written on the back. In a store she sees jars of honey with the same picture, leading her to the black Boatwright sisters—August, June, and May—who raise bees and harvest honey, live in a bright pink house, and practice their own religion. Though the sisters provide a loving home for Lily, she’s reluctant to ask about her mother. She befriends Zach, a black boy who works with the bees, and witnesses additional examples of racism in the town. Eventually, she learns the truth about her mother.

**Exercise:**
Bring in a copy of Sue Monk Kidd’s book The Secret Life of Bees. Ask the students to look at the cover of the book.
- Is there a picture or image? What function do those images have? Note too, the colors on the cover. What do the colors mean and why were they chosen? Do these images help sell this edition?
- What words did the publishers choose to put on the cover? In what font is the title of the book? What other words or phrases are on the cover? Do these words and phrases help sell this edition? Are you more likely to buy a book or magazine based on images or words? Are there images and words on the back cover?
- Why did Ms. Kidd choose this title? Did she feel the title would help sell copies of the book? Is the book really about bees or are they a symbol? After reading follow up: Ask the students to create a poster or book cover for The Secret Life of Bees. They can cut images out of magazines and newspapers or draw them. What words will they include and why?

**Exercise:**
The group forms a circle and a copy of The Secret Life of Bees is placed at the center. In turn, each student has the opportunity to dramatize how they think they will feel about the novel based on the exercise above. For example, a person who still feels they don’t know anything about the book may stand at a distance from it and stare at it. A person who thinks he’s going to love the book may cradle it in his arms. A person who thinks it’s going to be boring may turn his back to the book. Students should be encouraged to be completely honest about their responses. This exercise can be repeated after reading, in order to compare the students’ pre-read expectations to their post-read reactions.

**Questions:**
1. What does T. Ray tell Lily about her mother? (39) How do you think she feels?
2. Why does Lily say “I was thinking how much older fourteen had made me. In the space of a few hours I’d become forty years old” (43). What occurred to make her feel this way? What makes children grow up too fast?
3. Monk Kidd describes the Sylvan Memorial Hospital with a list of smells (45). How can smell characterize a place?

**End of Book Activity:**
Write interview questions for the author and/or for the main characters. Pretend you're a talk show host and have invited the characters to speak. Stage the show before the class.

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**Secret Life of Bees Activities**

**Activity 1: Anticipation Guide: The Secret Life of Bees – Sue Monk Kidd**

*True or False. What do you think the author will say about dealing with losses or hurtful experiences? After marking each of your answers, you will have a chance to discuss why you chose either true or false on the following statements.*

**True**  **False**

_____  _____ People always deal with tragic events in the same way.

_____  _____ It may take time for someone to come to grips with a hard experience.

_____  _____ Mourning is a roadblock for progressing forward only when it goes on too long.

_____  _____ Everyone who is hurt becomes a hard and closed person.

_____  _____ If you have done something to hurt another person, you become unlovable.

_____  _____ It is acceptable to react poorly or lash-out because of your problems.

_____  _____ People can only find the strength to do what is right if they are religious.

_____  _____ People act logically even when they have been through a tough situation.

_____  _____ People don't always end up in the direction in which they started life.

_____  _____ The only grand purpose in life is not just to love, but to persist in love.

**Read more:**
Activity 2: Readers Theater

This activity can help students become more excited about material in classic works of literature that are found in the library. Select several groups of students in a class or grade to put on a presentation of a scene or two from a work of fiction. The presentation can be funny, serious or a mix of both. Try to encourage students who would not normally participate by making it a competition of some kind with a big prize. The students do not have to memorize lines, they simply can sit in their chairs and read the book, but they can use their voices to make the material fun and interesting.

Read more: High School Library Activities | eHow.com
http://www.ehow.com/list_6619637_high-school-library-activities.html#ixzz1plgAqpQk

Activity 3: BUZZ-Worthy Facts About Bees

Check out these fun facts. The facilitator may want to make this a true or false or fact or fiction game.

• There are nearly 20,000 species of bees in nine recognized families, though many are not catalogued and there are probably more!
• Honeybees live in hives or colonies. A small hive contains about 20,000 bees, while some larger hives may have over 100,000 bees. Hives include one queen, hundreds of drones, and thousands of worker bees.
• The worker bees are female, but they do not breed. The queen bee is female and creates all the babies for the hive! The drone bees are male and do not have stingers.
• Bees communicate with each other about food sources using dances. The sounds from the movement of the bees are picked up by the tiny hairs on the bee’s head. Bees without stingers communicate only by sounds.
• The honeybee’s hive has cells made of wax. This is where the queen bee lays her eggs. She can lay 2000 eggs in one day during spring and 1000-1500 during foraging season.
• Bees can travel as many as 55,000 miles and visit more than 2 million flowers to gather enough nectar to make just one pound of honey.
• A bee generally gathers only pollen or nectar. As she sucks the nectar from the flower, it is stored in her second stomach ready to be transferred to the honey-making bees in the hive. If hungry she opens a valve in the nectar “sac” and a portion of the payload passes through to her own stomach to be converted to energy for her own needs.
• When her nectar “sacs” are full, the honeybee returns to the hive. Nectar is delivered to one of the indoor bees and is then passed mouth-to-mouth from bee to bee until its moisture content is reduced from about 70 percent to 20 percent. This changes the nectar into honey.
• The bee is a wonderful flying machine and can carry a load of nectar or pollen close to her own weight.
• When a bee stings, the stinger, poison sac, and several others parts of the bee’s anatomy are torn from the bee’s body. It soon dies.
Activity 4: Follow-Up Activity
As a group, look at the following list of other animals that are known to display social characteristics like bees (i.e., forming relationships and power roles within the group). Small groups of 2-3 people can research an animal and report back to the group about human-like qualities that they display in their daily lives.

Gorillas    Dolphins
Penguins    Lions
Dogs        Bonobos
Wolves      Meerkats
Chimpanzees Hyenas

Check out Animal Planet for information: http://animal.discovery.com/animals
Visit National Geographic to learn more: http://animals.nationalgeographic.com/animals/a-to-z

Read more: http://www.trulymovingpictures.org/movies/secret-life-of-bees-the/

Activity 5: Advocacy Idea
Although the Civil Rights Movement of the 1960s has long passed, racial inequalities and other social issues continue in the United States today. While great strides have been made through the law, problems persist in the enforcement of civil and human rights. What is a social issue that you care deeply about?
Some ideas include:
• Affordable housing
• Environmental justice
• Disabilities
• Reproductive rights
• Poverty and welfare
• Child welfare

Some ideas include:
• Gay rights
• Affirmative action
• Public health
• Gender equality
• Death penalty

Research the major current-day issues surrounding the topic of your choice. What federal laws have been passed around these issues? Are they being enforced in local communities? What laws would you like passed in support of your position?

Once you have devised your opinions and conducted your research, start a letter-writing campaign to your state’s U.S. Representatives or Senators. You can even submit messages online through email. Urge them to consider your recommendations!

Use the following links to assist with your letter writing:
http://usgovinfo.about.com/library/weekly/aa020199.htm
http://www.pulmonaryfibrosis.org/sample_letter.htm
http://www.congress.org/congressorg/home/ (Write your zip code on the home page to find your elected officials and get their contact info.)

Activity 6: SECRETS!!!!
Do you have a burning secret that you would like to share but don’t know how? Examples might be small, such as hiding a bad habit like biting your nails, or more significant, like not telling your parents that you smoke or have a girlfriend or boyfriend. Like Lily, who despises her father, you may have secret emotions about someone in your family or school.
Revealing secrets is never easy and sometimes takes days, months, or years. Some people live their whole lives without revealing their secrets or seeking forgiveness. One easy step, at least one that will help you let go of some of the stress involved in withholding information, is to write a letter expressing your emotions.

In the book Lily writes an angry letter to T. Ray, which she proceeds to tear up. In the space provided on the following page, address a letter to the person you wish to tell about your secret. Explain the secret or secret emotion to that person. Use your genuine emotions to express yourself. Ask for forgiveness if needed and state what you want from this person.

After you have completed your letter, how do you feel? Did the act of writing out your emotions help you in any way? Why or why not? Would you be willing to actually send this letter to the person? How would he or she respond? If you don't plan on sending it, tear it up! As you probably know, people are eager to learn other people’s secrets. If it is something private, you do not want it floating around for someone else to find.

Read more: http://www.trulymovingpictures.org/movies/secret-life-of-bees-the/
I Know Why the Caged Bird Sings is the autobiography of Marguerite Johnson, later known as Maya Angelou. The book takes the reader from Marguerite’s arrival in Stamps, Arkansas, to the birth of her son.

Through the writer's vivid portrayals of events, the reader experiences Marguerite’s insecurity, her love of family, her church and school experiences which were so important in her growing up, and her visits to her mother and father. On one of these visits to her mother’s, Marguerite is raped by her mother’s friend. The ultimate result of this violation is his death at the hands of Mother Dear's brothers. Marguerite is mute for some time after this. (Some sources say she did not speak for five years.)

Marguerite describes in detail how she returns to Stamps and is at last able to make two friends: Mrs. Flowers and Louise Kendricks. As Marguerite matures she is able to observe the social order around her in Stamps. She describes the church picnic, the congregating of the neighbors in the Store to hear the fights on the radio, and the pride of the community in the eighth-grade graduation exercises. All the while, the young narrator is observing the class and caste system of the South.

Chapter 1
1. Why are Marguerite and Bailey living with Momma (Annie Henderson)?
2. What does the Store reveal about Momma?
3. What does the contrast between the morning and late afternoon cotton pickers reveal about Black Southern life?

Chapter 2
1. Why is Uncle Willie’s disability so challenging for him?
2. Why does the scene with the strangers give Marguerite the deepest understanding and intimacy she has ever had with Uncle Willie?
3. Why does Marguerite love Shakespeare? Why is this a problem?

Chapter 3
1. How does Marguerite feel about the Store? Why?
2. What does Marguerite think of Mr. Steward and his “act of kindness”?

Chapter 4
1. What is unique about Mr. McElroy?
2. Describe the relationship between Bailey and Marguerite.
3. Describe the segregation in Stamps and how it influences Marguerite.

Chapter 5
1. Compare and contrast the “customary laws” that Marguerite and her peers follow vs. those of the “powhitetrash children.”
2. What is the “contest” between Momma and the girls, and how does Momma win?

Chapter 6
1. How do Marguerite and Bailey feel about Reverend Howard Thomas? Why?
2. What does Momma expect of Bailey and Marguerite in church? What happens during the Sister Monroe incident?

Chapter 7
1. What are the main characteristics of Annie Henderson?
2. What is the significance of the legend that involves Mrs. Henderson?

Chapter 8
1. Compare/contrast the conditions in the white and black communities.
2. Explain why the Christmas presents have such an impact on Bailey and Marguerite.

Chapter 9
1. Describe Bailey and Marguerite’s father and mother.
2. Compare and contrast the reactions of Bailey and Marguerite to their parents.

Chapter 10
1. Describe Grandmother Baxter and her family.
2. Compare and contrast the educational experiences in St. Louis vs. Stamps for Bailey and Marguerite.

Chapter 11
1. Describe Mr. Freeman.
2. What conflicting emotions does Marguerite experience with Mr. Freeman? Why is she so confused about what happened?

Chapter 12
1. What fears torment Marguerite after the rape?

Chapter 13
1. Why does Marguerite feel she has to lie in court?
2. What happens to Mr. Freeman? What is implied by “His lawyer (or someone) got him released…”?
3. What impact does Mr. Freeman’s death have on Marguerite?
4. What happens to Marguerite and Bailey because of Marguerite’s decision to stop talking?

Chapter 14
1. How do Bailey and Marguerite respond to being back in Stamps?

Chapter 15
1. Describe Mrs. Bertha Flowers. How does she provide Marguerite her “first life line”?
2. Why does Momma get so upset with Marguerite’s use of “by the way”? 
Chapter 16
1. What makes Marguerite so angry with Mrs. Cullinan? How does she protest?

Chapter 17
1. Why is Momma so concerned when Bailey returns home late?
2. What has shaken Bailey into silence? What does this reveal about his relationship with his mother?

Chapter 18
1. What do the revival meetings reveal about the importance of Christianity in the African-American community?

Chapter 19
1. Why is the Joe Louis victory so important to the community?

Chapter 20
1. Why is Louise Kendricks so important to Marguerite?
2. Why does Marguerite have such a difficult time with Tommy Valdon’s attentions?

Chapter 21
1. What is Joyce’s impact on Bailey?

Chapter 22
1. How does Mrs. Taylor’s death impact Marguerite?
2. What is the significance of Mr. Taylor’s vision? How does his story impact Marguerite?

Chapter 23
1. How does Mr. Donleavy nearly destroy Marguerite’s much anticipated graduation? What inequities does he reveal?
2. How does Henry Reed change the tone of the graduation?

Chapter 24
1. What connection does Momma have to Dentist Lincoln? How does he treat her and her request?
2. What is the significance of Marguerite’s version of Momma’s confrontation with Dentist Lincoln?

Chapter 25
1. What distresses Bailey so much? What does this lead Momma to do?

Chapter 26
1. What characteristics of Vivian Baxter stand out the most to Marguerite?

Chapter 27
1. Why does San Francisco appeal to Marguerite?
2. What are her main observations about race relations in the city?
Chapter 28
1. What does Marguerite learn from her different educational experiences?

Chapter 29
1. What does Marguerite think of Daddy Clidell and his friends? What does she learn from them?

Chapter 31
1. Describe the escalating conflict between Dolores Strickland and Marguerite.
2. Describe the relationship between Marguerite and her father. How does Marguerite feel about their experiences in Mexico?
3. Why does Marguerite decide to leave her father and not return to her mother?

Chapter 32
1. How does Marguerite develop during her time in the junkyard?

Chapter 33
1. How does Marguerite react to the conflict between her mother and brother?

Chapter 34
1. What does Marguerite realize as she pursues her goal of becoming a streetcar conductorette?

Chapter 35
1. What are Marguerite’s concerns about her own sexuality, and what does she do to address her concerns?

Chapter 36
1. How does Marguerite handle her pregnancy? How do Vivian and Daddy Clidell handle it?

ACTIVITIES for *I Know Why the Caged Bird Sings*

Activity 1: Imagine that you are Marguerite. Write a letter to your old friend Louise in Stamps, Arkansas, telling her about your graduation from high school in San Francisco, about your family and the birth of your newborn son.

Activity 2: Explore the differences between the autobiographic and memoir aspects of the book. Autobiography accentuates personal data and spans an entire lifetime. Memoir is more reflective and focuses on a moment in the author's life. Ask students to choose one word from the narrative that resonated personally, write it in on a slip of paper, and place it in a large envelope. Then pass the envelope around the room for each student to pull a word out and write sentences using the new key word three times. Reading paragraphs aloud, students then analyze each paper for the key word and discuss why that word was significant.

Read more: Student Activities for "I Know Why the Caged Bird Sings" | eHow.com http://www.ehow.com/info_7997776_student-activities-caged-bird-sings.html#ixzz1plvU3U7r

Activity 3: Creating a dramatization of an autobiography teaches the art of adaptation and interpretation, and characterization. Drama allows students to experience and illustrate viscerally
the subtext of the author's purpose. Create a series of class-written monologues. Assign students a name from the book and instruct students to craft a monologue written in the character's voice. Encourage students to integrate their character's actions in their monologue.

Read more: Student Activities for "I Know Why the Caged Bird Sings" | eHow.com http://www.ehow.com/info_7997776_student-activities-caged-bird-sings.html#ixzz1plvmTDxL

**Activity 4:** Create a performance poem with teams of four students. Each student writes a four-line poem with the line "I Know Why the Caged Bird Sings" as one of the four lines. One team at a time stands up in a horizontal line. The first student reads only his first line. Without interruption, the next student reads her first line, until all four have read their first lines in succession. The group poem continues seamlessly in the same manner with the second, third and fourth line. Thus a new poem is created with the recurring rhythm of the title, "I Know Why the Caged Bird Sings."

Read more: Student Activities for "I Know Why the Caged Bird Sings" | eHow.com http://www.ehow.com/info_7997776_student-activities-caged-bird-sings.html#ixzz1plvxMu9Q

**Activity 5:**
Read Maya Angelou’s poem “Still I Rise.” Ask students to write a journal telling what they believe is the message of the poem.
http://urbandreams.ousd.k12.ca.us/lessonplans/angelou/lesson02.html
http://urbandreams.ousd.k12.ca.us/lessonplans/angelou/pdf/stillirise

Still I Rise
By Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.
Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.
Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.
Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops.
Weakened by my soulful cries.
Does my haughtiness offend you?
Don't you take it awful hard
You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.
Does my sexiness upset you?
Does it come as a surprise
'Cause I laugh like I've got gold mines
Diggin' in my own back yard.
That I dance like I've got diamonds
At the meeting of my thighs?
Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.
Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise.
I rise
I rise.
Two main themes run through *The Runaway Jury*. The first is the power and influence of the major corporations in America, especially the tobacco companies. With immense amounts of profits from the sales of cigarettes, they spend millions of dollars advertising their products. They claim that smoking is a choice. They are not forcing anyone to smoke. These companies defend themselves in trials brought against them by the relatives of people who have died from lung cancer after smoking all their lives. In the book, their methods are often illegal in order to win the case.

The second major theme is the abuse of the American legal system. In any trial, but especially those where one side stands to win or lose vast amounts of money, the members of the jury are carefully vetted by both the defense and prosecution lawyers, to ensure that the people selected will deliver the verdict they want. Once the jurors are selected, any potential problems with them are dealt with by the lawyers, legally or illegally. It is sadly true that in some of these trials, jurors are bribed, tricked, even threatened so that they have no choice but to deliver the desired verdict.

Finally, the book is a triumph for the “little man”, in this case Marlee and Nicholas, over the giant corporations. Over many years, they have planned how to beat the tobacco companies. They keep their real intentions hidden from Fitch, who thinks they are on his side. At the end, they return the money that he has paid them, knowing that the loss of the court case will do the tobacco companies irreparable damage.

**Chapters 1–3**
1 In Chapters 1– who … ?
   (a) managed The Fund
   (b) is the boss of Pynex
   (c) is the plaintiff
   (d) is the lawyer for the plaintiff
   (e) is the foreman of the jury
   (f) is the main lawyer for Pynex
   (g) is the eleventh juror
   (h) is the only black man on the jury
   (i) phoned Fitch with some secret information

2 Answer these questions.
   (a) Why were the tobacco companies being attacked?
   (b) What is The Fund for?
   (c) Why did the plaintiff’s lawyers choose Biloxi for the case?
   (d) Why did Jacob Wood die?
   (e) When had Nicholas met Fitch before?
   (f) Who had hidden a secret camera in the courtroom?
   (g) Who tells the jury to stare at a woman in the courtroom?
   (h) Who thinks that people are stupid to smoke cigarettes and should give up?
Chapters 4–6
1 Put the beginnings (a–f) and endings (i–vi) of these sentences together without looking at the book.
(a) Marlee tells Fitch that juror number two
(b) Nicholas suggested to the jury
(c) Lonnie was nervous about going to the golf club because
(d) The price of Pynex shares rose because
(e) Hoppy agreed to the Stillwater Bay deal because
(f) Fitch studied the file from the Cimmino case because
(i) that they swear the Pledge of Allegiance.
(ii) the evidence from the plaintiff was so boring.
(iii) he realized that Easter was the same person as Lancaster.
(iv) there might not be any other black people there.
(v) will wear a light blue shirt, faded jeans and running shoes.
(vi) he thought he could make a lot of money.

2 The following sentences are false. Correct them.
(a) On Friday morning, Marlee made her first phone call at 8 am.
(b) Marlee’s third call that day was to Fitch.
(c) Taunton explained to Lonnie that if the plaintiff won, the tobacco companies would make huge profits.
(d) Jerry and Nicholas went to the casino alone.
(e) The juror that Fitch really wanted to influence was Monica Coleman.
(f) The motel was called the Fiesta Motel.
(g) Krigler testified for the defense.
(h) Krigler was paid $500,000 never to testify again
(i) Hoppy doesn’t know Jimmy Hull Moke.

Chapters 7–9
1 Who said these things? Who were they talking to?
(a) No please, not here. My office, please.
(b) What was the purpose of your meeting with Jimmy Hull Moke?
(c) This deal has nothing to do with the law. It's political.
(d) The tobacco companies know that 3,000 kids start smoking every day and that in early all adult smokers start as teenagers.
(e) Because the issue is addiction and an addict can't make choices.
(f) How old were you when you started smoking?
(g) We could rent a big boat and go fishing.
(h) What are the chances of meeting without your goons hiding behind the bushes.

2 The following sentences are false. Correct them.
(a) The Hoppy scam would cost The Fund one hundred thousand dollars.
(b) Fitch broke into Nicholas’ apartment.
(c) Robilio had worked for the tobacco company for thirty years.
(d) 2,000 children start smoking every day in the USA.
(e) The report on Robilio came from the Justice Department.
(f) Rohr had presented twelve witnesses to the jury.
(g) Marlee wants Fitch to pay her after the jury have delivered their verdict.
Chapters 10–12
Put these events in the correct order.
(a) Hoppy showed Millie the false information about Robilio.
(b) Colonel Herrera was dismissed from the jury.
(c) Marlee demanded ten million dollars from Fitch.
(d) Agent Madden arrested Napier and Nitchman.
(e) Jankle was called as a witness.
(f) Hoppy met Millie in the motel room.
(g) Nicholas hid secret documents in Colonel Herrera’s room.
(h) FBI agent Madden phoned Marlee.
(i) Derrick had a meeting with Cleve.
(j) Fitch told each of the bosses of the Big Four tobacco companies to put two million dollars into The Fund.
(k) Jankle was questioned by Wendall Rohr.

Chapters 13–15
Answer these questions.
(a) Why does Marlee tell Fitch to relax when they meet?
(b) What does Fitch tell the CEOs of the tobacco companies at the beach house?
(c) Why did Nicholas put drugs in Herman Grims’ coffee?
(d) Why did Marlee tell Fitch to transfer the money to Panama City?
(e) What did Nicholas tell the jury to do?
(f) How did Marlee make a lot of money?
(g) What did Fitch find out about Marlee’s parents?
(h) How did the jury decide on the amount of damages to be paid to Celeste Wood?
(i) What did Nicholas do after the trial had ended?

ACTIVITIES for The Runaway Jury

Activity 1: Group work: Have students work in small groups and discuss the following question: Should people be allowed to smoke if they want to? Why or why not? Have students share their ideas as a class. Then take a class poll. How many are in favor of giving people the choice to smoke? How many are against it?

Activity 2: Pair work: In pairs, have students look at the cover of the book. What could the pictures and symbols represent? Have students share their ideas.

Activity 3: Group work: In small groups, have students think about the role or a juror in a trial. What words describe the best kind of juror? Have students share their best five words with the class. They should be prepared to explain their choices.

Activity 4: Pair work: In pairs, have students discuss Nicholas Easter. Consider his actions. What words would they use to describe each action? Why do they think he does each action?
Then have students guess what role Nicholas might have in the novel. They write down their ideas and save these to look at again after completing the novel. Have students guess what role Nicholas might have in the novel. They write down their ideas and save these to look at again after completing the novel.

<table>
<thead>
<tr>
<th>Action taken by Nicholas</th>
<th>Action taken by Nicholas</th>
<th>Action taken by Nicholas</th>
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</table>

Activity 5: Group work: In groups, have students discuss the way the following people try to influence others in the case. Have students fill out a chart.

<table>
<thead>
<tr>
<th>Who?</th>
<th>Who does he/she try to influence?</th>
<th>How does he/she do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rohr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marlee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicholas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Pair</td>
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</tbody>
</table>

Activity 6: Role play - Have students imagine the conversation Millie and Nicholas would have when Millie was trying to decide whether she should stay on the jury.

Student A: You are Millie. Why might you feel that you should leave the jury?
Student B: You are Nicholas. Respond to Millie’s concerns. How could you encourage her to stay on the jury?


Activity 7: Have students imagine they are Fitch and they have just finished their meeting with Marlee in New York (after the case is finished). What might they say to her in a letter? Have students write a letter from Fitch to Marlee that explains their feelings about what happened.

Activity 8: Have students imagine they are Marlee. Have them express their views about smoking in a letter to the editor of a local newspaper.

Activity 9: Think about a character in the story that you thought was interesting. What did the person do in this story and why? Do you think that person did the right thing? Why or why not?