

Bud, Not Buddy

by
Christopher Paul Curtis

Literature Guide Developed by Kristen Bowers
for *Secondary Solutions*®

ISBN 10: 0-9789204-2-2

ISBN 13: 978-0-9789204-2-5

© 2007 **Secondary Solutions. All rights reserved.**

A classroom teacher who has purchased this guide may photocopy the materials in this publication for his/her classroom use only. Use or reproduction by a part of or an entire school or school system, by for-profit tutoring centers and like institutions, or for commercial sale, is strictly prohibited. No part of this publication may be reproduced, transmitted, translated or stored without the express written permission of the publisher. Created and printed in the United States of America.

Secondary  Solutions®
THE *FIRST* SOLUTION FOR THE SECONDARY TEACHER®
WWW.4SECONDARYSOLUTIONS.COM

Bud, Not Buddy Literature Guide
Table of Contents

About This Literature Guide	4
How to Use Our Literature Guides	5
Standards Focus: Author Biography	6
<i>Christopher Paul Curtis</i>	<i>6</i>
Standards Focus: Exploring Expository Writing	7
Standards Focus: Historical Context.....	8
<i>The Great Depression</i>	<i>8</i>
Standards Focus: Exploring Expository Writing	9
Anticipation/Reaction Guide	10
Anticipation/Reaction Guide Response	11
<i>Pre-Reading Individual Reflection</i>	<i>11</i>
Standards Focus: Elements of Fiction.....	12
<i>Literary Terms to Know.....</i>	<i>12</i>
Bud, Not Buddy Vocabulary List	13
Allusions and Terminology to Know	14
Chapters One-Three.....	16
<i>Note-Taking and Summarizing</i>	<i>16</i>
<i>Comprehension Check</i>	<i>18</i>
<i>Standards Focus: Figurative Language</i>	<i>19</i>
<i>Assessment Preparation: Word Origins</i>	<i>21</i>
Chapters Four-Six	23
<i>Note-Taking and Summarizing</i>	<i>23</i>
<i>Comprehension Check</i>	<i>25</i>
<i>Standards Focus: Narrator and Point of View</i>	<i>26</i>
<i>Assessment Preparation: Context Clues</i>	<i>29</i>
Chapters Seven-Eight	30
<i>Note-Taking and Summarizing</i>	<i>30</i>
<i>Comprehension Check</i>	<i>31</i>
<i>Standards Focus: Elements of Plot</i>	<i>32</i>
<i>Assessment Preparation: Synonyms and Antonyms</i>	<i>33</i>
Chapters Nine-Eleven	34
<i>Note-Taking and Summarizing</i>	<i>34</i>
<i>Comprehension Check</i>	<i>36</i>
<i>Standards Focus: Symbolism</i>	<i>37</i>
<i>Assessment Preparation: Identifying Parts of Speech</i>	<i>38</i>
Chapters Twelve-Fourteen	39
<i>Note-Taking and Summarizing</i>	<i>39</i>
<i>Comprehension Check</i>	<i>41</i>
<i>Standards Focus: Punctuation, Capitalization, and Spelling.....</i>	<i>42</i>
<i>Assessment Preparation: Shades of Meaning—Connotation/Denotation</i>	<i>43</i>
Chapters Fifteen-Seventeen.....	44
<i>Note-Taking and Summarizing</i>	<i>44</i>
<i>Comprehension Check</i>	<i>46</i>
<i>Standards Focus: Characterization</i>	<i>47</i>
<i>Assessment Preparation: Dependent and Independent Clauses</i>	<i>48</i>
Chapters Eighteen-Nineteen	49
<i>Note-Taking and Summarizing</i>	<i>49</i>
<i>Comprehension Check</i>	<i>50</i>
<i>Standards Focus: Theme and Anticipation/Reaction Guide.....</i>	<i>51</i>
<i>Assessment Preparation: Verbs and Verb Tense Agreement.....</i>	<i>52</i>

Vocabulary with Definitions	53
Just for Fun!	54
<i>Bud, Not Buddy Crossword Puzzle</i>	54
Just for Fun!	55
<i>Vocabulary Crossword</i>	55
Quiz: Chapters 1-3	56
Quiz: Chapters 4-6	57
Quiz: Chapters 7-8	58
Quiz: Chapters 9-11	59
Quiz: Chapters 12-14	60
Quiz: Chapters 15-17	61
Quiz: Chapters 18-19	62
Final Test	63
Final Test: Multiple Choice	67
Notes for the Teacher	70
<i>Summary of the Novel</i>	71
<i>Pre-Reading Ideas and Activities</i>	74
<i>Post-Reading Ideas and Alternative Assessment</i>	75
<i>Essay/Writing Ideas</i>	76
<i>Project Rubric A</i>	77
<i>Project Rubric B</i>	78
<i>Response to Literature Rubric</i>	79
<i>Answer Key</i>	81

SAMPLE ONLY - SALE or Copying Prohibited

About This Literature Guide

Secondary Solutions® is the endeavor of a high school English teacher who could not seem to find appropriate materials to help her students master the necessary concepts at the secondary level. She grew tired of spending countless hours researching, creating, writing, and revising lesson plans, worksheets, quizzes, tests and extension activities to motivate and inspire her students, and at the same time, address those ominous content standards! Materials that were available were either juvenile in nature, skimpy in content, or were moderately engaging activities that did not come close to meeting the content standards on which her students were being tested. Frustrated and tired of trying to get by with inappropriate, inane lessons, she finally decided that if the right materials were going to be available to her and other teachers, she was going to have to make them herself! Mrs. Bowers set to work to create one of the most comprehensive and innovative Literature Guide sets on the market. Joined by a middle school teacher with 21 years of secondary school experience, **Secondary Solutions®** began, and has matured into a specialized team of intermediate and secondary teachers who have developed for you a set of materials unsurpassed by all others.

Before the innovation of **Secondary Solutions®**, materials that could be purchased offered a reproducible student workbook and a separate set of teacher materials at an additional cost. Other units provided the teacher with student materials only, and very often, the content standards were ignored. **Secondary Solutions®** provides all of the necessary materials for complete coverage of the literature units of study, including author biographies, pre-reading activities, numerous and varied vocabulary and comprehension activities, study-guide questions, graphic organizers, literary analysis and critical thinking activities, essay-writing ideas, extension activities, quizzes, unit tests, alternative assessment, online teacher assistance, and much, much more. Each guide is designed to address the unique learning styles and comprehension levels of every student in your classroom. All materials are written and presented at the grade level of the learner, and include **extensive coverage of the content standards**. As an added bonus, all teacher materials are *included!*

As a busy teacher, you don't have time to waste reinventing the wheel. You want to get down to the business of *teaching!* With our professionally developed teacher-written literature guides, **Secondary Solutions®** has provided you with the answer to your time management problems, while saving you hours of tedious and exhausting work. Our guides will allow you to focus on the most important aspects of teaching—the personal, one-on-one, hands-on instruction you enjoy most—the reason you became a teacher in the first place.

Secondary Solutions—The *First* Solution for the Secondary Teacher!®

How to Use Our Literature Guides

Our Literature Guides are based upon the *National Council of Teachers of English* and the *International Readers Association's* national English/Language Arts Curriculum and Content Area Standards. The materials we offer allow you to teach the love and full enjoyment of literature, while still addressing the concepts upon which your students are assessed.

These Guides are designed to be used in their sequential entirety, or may be divided into separate parts. Not all activities must be used, but to achieve full comprehension and mastery of the skills involved, it is recommended that you utilize everything each Guide has to offer. Most importantly, you now have a variety of valuable materials to choose from, and you are not forced into extra work!

There are several distinct categories within each Literature Guide:

- **Comprehension Check: Exploring Expository Writing**—Worksheets designed to address the exploration and analysis of functional and/or informational materials
 - ✓ *Author Biography*
 - ✓ *Biographies of non-fiction characters*
 - ✓ *Relevant news and magazine articles, etc.*
- **Comprehension Check**—Similar to *Exploring Expository Writing*, but designed for comprehension of narrative text—study questions designed to guide students *as they read the text*; (*Have they done the reading?*) Questions are intended to check simple understanding and are deliberately set at the lower-levels of questioning.
- **Standards Focus**—Worksheets and activities that directly address the content standards and allow students extensive practice in literary skills and analysis. *Standards Focus* activities are found with every chapter or section. These include higher-level questioning. Some examples:
 - ✓ *Figurative Language*
 - ✓ *Irony*
 - ✓ *Flashback*

Please note: While there is a specific focus for these Standards Focus activities, many other standards are being addressed at the same time. Consult your state's content standards often for these correlations.
- **Assessment Preparation**—Vocabulary activities which emulate the types of vocabulary/ grammar proficiency on which students are tested in state and national assessments. *Assessment Preparation* activities are found within every chapter or section. Some examples:
 - ✓ *Context Clues*
 - ✓ *Connotation/Denotation*
 - ✓ *Word Roots*

Please note: While there is a specific focus for these Standards Focus activities, many other standards are being addressed at the same time. Consult your state's content standards often for these correlations.
- **Quizzes and Tests**—Quizzes are included for each chapter or designated section; final tests as well as alternative assessment are available at the end of each Guide. These include:
 - ✓ *Multiple Choice*
 - ✓ *Matching*
 - ✓ *Short Response*
- **Pre-Reading, Post-Reading Activities, Essay/Writing Ideas plus Sample Rubrics**—Each Guide also has its own unique pre-reading, post reading and essay/writing ideas and alternative assessment activities.

Each Guide contains handouts and activities for varied levels of difficulty. We know that not all students are alike—nor are all teachers! We hope you can effectively utilize every aspect our Literature Guides have to offer—we want to make things easier on you! If you need additional assistance, please email us at info@4secondarysolutions.com. For specific information on how the Guides are directly correlated to your state's content standards, please write us an email, including the name of your state, and send it to: contentstandards@4secondarysolutions.com. Thank you for choosing Secondary Solutions®!

Standards Focus: Author Biography

Christopher Paul Curtis

Christopher Paul Curtis was born in Flint, Michigan on May 10, 1953. He grew up learning about his famous grandfathers Earl "Lefty" Lewis, who was a pitcher in the Negro Baseball League, and Herman E. Curtis, the bandleader of "Herman Curtis and the Dusky Devastators of the Depression," both of whom would later become inspiration for characters in *Bud, Not Buddy*.

After graduating from high school in 1971, Curtis worked at several odd jobs, including thirteen years hanging doors on automobiles in Flint. As he worked, he attended the University of Michigan in Flint part time, studying for a degree in Political Science. On his breaks at the factory, Curtis spent time writing. Eventually, his wife Kaysandra suggested Curtis to take a year off from work to write full time. He spent hours in the local library finishing his first novel *The Watsons Go to Birmingham—1963*, which was published in 1995. *The Watsons Go to Birmingham—1963* went on to receive numerous awards, including the prestigious Newberry Honor Book Award and the Coretta Scott King Honor for an outstanding contribution to children's literature by African-American writers.

For his second novel, *Bud, Not Buddy*, Curtis spent months reading old books, magazines, and newspapers researching the Great Depression. The book was originally intended to be about the strikes and the formation of the United Auto Workers Union in the 1930's, however after attending a family reunion, Curtis decided to write about his grandfather Herman E. Curtis as a young boy. His story changed again as the character of Bud was developed, and the characters Herman E. Calloway and Lefty Lewis, were instead based upon his grandfathers and their stories.

Like his first novel, *Bud, Not Buddy* received numerous awards, including the distinctive honor of being the first book to win both the Newberry Medal and Coretta Scott King Author Award in 2000. Curtis's third book, *Bucking the Sarge* was published in 2004, followed by *Mr. Chickee's Funny Money* in 2005.

According to Curtis, although he never intended on becoming a writer of children's books, he loves making his characters come to life for his audience. While he was not an avid reader growing up because of the lack of reading material that appealed to the young Curtis ("there weren't books by, for, or about me") he now has found a few favorites, including: Toni Morrison, Kurt Vonnegut, Zora Neale Hurston, and Jim Thompson. Curtis hopes that his books will touch the lives of all kids from all backgrounds and cultures.

Christopher Paul Curtis currently lives with his wife, Kaysandra, in Windsor, Ontario, Canada. They have two children, Steven and Cydney.

Standards Focus: Exploring Expository Writing

Directions: Using the article about Christopher Paul Curtis, answer the following using complete sentences.

1. Who were inspirations for characters in *Bud, Not Buddy*? Why do you think Curtis based his characters on these men? _____

2. What are the names of Curtis's books? When was each published? _____

3. Curtis originally intended to write a different story for *Bud, Not Buddy*. What was his original intention, and how did he change it? _____

4. Why was Curtis not an avid reader growing up? Do you think the variety of books available has changed in any way? _____

5. If you were to ask Curtis two questions, what would you ask him? _____

6. Using the Internet, conduct a search for the Coretta Scott King Award. Who was Coretta Scott King married to? Why did she establish this award? Who does her award aim to honor? What are some of the names of past award-winning books? Do any of these appeal to you? Why? _____

Standards Focus: Historical Context

The Great Depression

One of the worst periods in United States history was a time called the Great Depression. The specific causes of this era are debated, however the widespread poverty and social despair that resulted is indisputable.

There are many theories about the causes of the Great Depression. During the 1920s, America was experiencing a time of great prosperity and living a life of excess in which people had lots of money and weren't afraid to spend it on new inventions such as automobiles, refrigerators, and the radio. For the first time, people had credit cards, and were spending more than they made. Individuals were living life to the fullest, and the U.S. economy began to thrive at an unprecedented rate.



from the *Migrant Mother* Collection
by Dorothea Lange

In 1929, on a day that was eventually called "Black Tuesday," the stock market crashed. This meant that eventually, the value of money had lost its worth. Essentially, what someone could have bought with one dollar the day before now cost three to five dollars. Businesses could no longer afford to pay their workers, and began laying off hundreds of thousands of people. Banks could not afford to give people their money, and were forced to declare bankruptcy. People's life savings suddenly disappeared, and as a result, people could not afford to pay their house payments or buy food, clothing or other necessities.

The downward spiral continued. Because people had no money, harvesting and manufacture of new crops and products slowed drastically. Since no one had money to buy anything, production slowed, and even more people lost their jobs. By 1932, 30% (about 16-20 million people) of the American population was unemployed. Since people couldn't work, they couldn't pay their debts, and many were left homeless. When inflation (a rise in prices) hit, even more could not afford to buy food, clothing, or other necessities. Because the American people could no longer afford to spend money, the economy began to worsen even more. Banks could not afford to stay open, and many people's entire life savings disappeared.

In 1932, Democrat Franklin D. Roosevelt was elected President of the United States in the hopes he could turn the economy around and help those who were suffering. Despite changes such as the New Deal, which helped instill faith in the government by introducing new programs such as Social Security, mass unemployment and economic stagnation continued for several years. The start of World War II soon sparked the economy, as foreign countries began buying from American producers. While the Great Depression officially ended after the United States entered World War II in 1941, the scars of extreme poverty and despair left their mark, and the Great Depression continues to be viewed as one of the most difficult periods in U.S. history.

Standards Focus: Exploring Expository Writing

Directions: After reading the article about the Great Depression on page 8, answer the following questions, either writing the letter of the correct answer on the line provided, or writing the answer using complete sentences.

1. _____ What does the word indisputable mean in the following sentence from the article?

The specific causes of this era are debated, however the widespread poverty and social despair that resulted is indisputable.

- a. arguable
- b. dishonest
- c. unchanging
- d. undeniable

2. _____ What would be the BEST way to improve the following run-on sentence?

During the 1920s, America was experiencing a time of great prosperity and living a life of excess in which people had lots of money and weren't afraid to spend it on new inventions such as automobiles, refrigerators, and the radio.

- a. During the 1920s, America was experiencing a time of great prosperity; living a life of excess in which people had lots of money—who weren't afraid to spend it on new inventions such as automobiles, refrigerators, and the radio.
- b. During the 1920s, America was experiencing a time of great prosperity. Americans had a lot of money and weren't afraid to spend it on new inventions such as automobiles, refrigerators, and the radio.
- c. During the 1920s, America was experiencing a time of great prosperity, and living a life of excess. People had lots of money, and weren't afraid to spend it. On new inventions such as automobiles, refrigerators, and the radio.
- d. During the 1920s, America was experiencing a time of great prosperity, living a life of excess in which people had lots of money. They weren't afraid to spend it on new inventions such as automobiles, refrigerators, and the radio.

3. Why did production of new crops and goods slow during this time? _____

4. Why did the Great Depression finally end? Explain what contributed to its end and how these things helped bring this era to a close. _____

Anticipation/Reaction Guide

Directions: Before reading the novel, write "yes" if you agree with the statement, "no" if you disagree with the statement, and "?" if you don't have a strong opinion about the statement. After reading the entire novel, you will complete the last column, revisiting your responses.

Yes = I agree

No = I disagree

? = I don't know

Before Reading	Statement	After Reading
	1) It is important to everyone to have a family.	
	2) Running away is not a good option.	
	3) We never forget loved ones who have died.	
	4) Poverty affects all races.	
	5) There was a time in American history when many people were not able to find jobs and were homeless.	
	6) All orphans want to be adopted by a good family.	
	7) Humor can be a helpful skill for survival.	

After completing the "Before Reading" column, get into small groups to discuss the statements above. Using the chart below, record the number of "yes", "no" and "?" responses for each question, as shown in the example below.

Group Members: _____

Statement #	Yes	No	I Don't Know
<i>EXAMPLE</i>			0
1			
2			
3			
4			
5			
6			
7			

Once you have collected your data, discuss those issues about which your group was divided. Make your case for your opinions, and pay attention to your classmates' arguments. Once you have discussed all of the issues, answer the questions on the next page.

**Your teacher will collect and keep your chart and responses to use after you have finished reading the novel.*

Anticipation/Reaction Guide Response
Pre-Reading Individual Reflection

Directions: Use the information and discussion from the "Before Reading" responses to answer the following questions. Be sure to use complete sentences.

1. Which statement triggered the most thought-provoking or interesting discussion?
Why? _____

2. Summarize your group's most interesting discussion/debate.

3. For any of the statements that you discussed, what were some of the strongest or most memorable points made by your group members? Why were they strong or memorable?

4. How did you feel when a group member disagreed with the way you feel about an issue? Did they accept your personal opinion or disrespect it? What was your response to the disagreement?

5. Was any argument strong enough to make you change your mind or want to change any of your initial responses? Why or why not? What made the argument effective? How could your own arguments been more effective?

Your teacher will collect your chart and responses to be used again when you have finished reading the novel.

Standards Focus: Elements of Fiction
Literary Terms to Know

Books can be divided into two broad categories: fiction and non-fiction. **Non-fiction** texts are true stories—they give real accounts of events that actually happened. Such non-fiction literature includes newspaper articles, biographies, autobiographies, documentaries, textbooks, etc. **Fiction** is made-up. Fiction can be based upon true events, such as in *Bud, Not Buddy*, but the majority of the novel is from the author’s imagination. Fiction includes novels, short stories, fables, fairy tales, and more. As you read *Bud, Not Buddy*, pay attention to each of the characteristics of a novel, and see how well the book fits into the category of fiction.

Directions: For each of the following examples, indicate whether the text is fiction or non-fiction.

Type of Text	Fiction or Non-Fiction?
1. Magazine article from <i>Newsweek</i>	
2. Magazine article from <i>The National Enquirer</i>	
3. Instructions on how to install a software program	
4. Dictionary definition	
5. Newspaper article from the <i>LA Times</i>	
6. Comic book	
7. Advertisement in a magazine	
8. List of ingredients in a recipe	
9. Novel about the first American Colonists	
10. Short story about first love	
11. Biography on Abraham Lincoln	
12. Poem by William Shakespeare	
13. Essay on the Paleolithic Era	
14. Comic strip	
15. First-person accounts of slavery	

Bud, Not Buddy Vocabulary List

Chapters One-Three

1. brute
2. commence
3. cur
4. decoder
5. glum
6. ilk
7. ingratitude
8. lavatory
9. provoked
10. twine
11. urchins
12. vermin
13. welted

Chapters Four-Six

1. crouched
2. lam
3. privilege
4. raggedy
5. spigots
6. swopped

Chapters Seven-Eight

1. britches
2. crawdad
3. dandelion
4. gait
5. hypnotizing
6. kin
7. matrimonial
8. muskrat
9. radiating
10. retrieve
11. whiff
12. wiry

Chapters Nine-Eleven

1. conscience
2. fangs
3. knickers
4. paltry
5. puny
6. scooted
7. trousers

Chapters Twelve-Fourteen

1. acquaintance
2. alias
3. bawling
4. festering
5. meddling
6. mellowed
7. scamp
8. shunned
9. sully

Chapters Fifteen-Seventeen

1. copacetic
2. embouchure
3. scales
4. slacking off
5. strap

Chapters Eighteen-Nineteen

1. offended
2. stiffed
3. nudging
4. rummaging
5. insinuating
6. tidings
7. conclusions
8. crow (verb)
9. ornery

Allusions and Terminology to Know

Chapter One

- **caseworker**- a social worker assigned to find homes for and take care of orphans
- **foster home**- a temporary home in which orphans go until they are adopted
- **“doggoned”**- slang for “darn”; used to emphasize how bad something is
- **Depression**- the Great Depression; an era of severe economic crisis during the 1930s in which many, many people were left jobless and homeless; said to be caused by the Stock Market Crash of 1929
- **Flint**- a city in Michigan, the fourth largest city in the state; located along the Flint River

Chapter Two

- **locomotive**- a railroad engine; a train
- **“kiss my wrist”**- a saying used by Bud meaning “think twice”
- **John Dillinger**- an infamous gangster of the 1920s and 30s; listed as Public Enemy Number One on the FBI’s Most Wanted List for bank robbery
- **cream puffs**- a baked sweet treat with cream in the middle
- **Brer Rabbit**- the hero of Uncle Remus stories derived from African-American folktales
- **icebox**- an early name for refrigerator; a wood box in which blocks of ice were kept to keep food chilled

Chapter Three

- **whilst**- an outdated expression meaning “while”
- **Louisville Slugger**- a baseball bat
- **Paul Bunyan**- a mythical lumberjack in American tall tales; said to be an enormous hero traveling with an equally large blue ox named Babe
- **Paul Robeson**- an African-American actor, author, and activist; one of the most prolific black actors of his time

Chapter Four

- **Public Enemy Number One**- the top criminal on the FBI’s Most Wanted List; at the time the novel takes place, John Dillinger was considered Public Enemy Number One
- **J. Edgar Hoover**- founder and director of the FBI (see below)
- **FBI**- Federal Bureau of Investigation; began in 1908 as the primary investigators of crime and terrorism in the United States
- **“on the lam”**- slang for “on the run”

Chapter Five

- **“Pretty Boy” Floyd**- Charles Arthur “Pretty Boy” Floyd; a bank robber and killer on the FBI’s Most Wanted List

- **The “Real McCoy”**- the “real McCoy” is an idiom for the “real thing”; its origins are still being debated
- **twenty-five gallon hat**- similar to the legendary ten-gallon hat, a legendary cowboy hat; it is depicted as being extremely tall
- **telegraph**- a type of communication system through wires used before the telephone was invented
- **mission**- a building or group of buildings run by a religious organization; often a center to help the needy

Chapter Eight

- **cardboard jungle**- an area of shacks and huts inhabited by homeless people
- **mouth organ**- a harmonica
- **Hoovervilles**- a collection of huts and shacks at the edge of a city, housing the homeless during the 1930s; named after President Herbert Hoover (see below)
- **Herbert Hoover**- the 31st President of the United States; blamed for society’s problems during the Great Depression

Chapter Nine

- **Billy Goats Gruff**- “The Three Billy Goats Gruff” is a traditional fairy tale in which three goats try to cross a bridge guarded by a troll
- **“The Fox and the Grapes”**- a fable attributed to Aesop in which a fox cannot reach grapes hanging high in a tree; the moral is that it is easy to hate what we cannot have
- **“The Dog That Saw His Reflection in the Water”**- Aesop’s fable in which a dog sees another dog holding a bone in a reflection in a river; the dog wants the bone and goes after it, causing him to drown; the moral is that you should not let go of what you have in order to go after something that may not really be there
- **boxcar**- an enclosed railroad car
- **billy club**- a long stick used by police
- **Shantytowns**- small towns of very low-cost homes, usually made of scraps of wood or cardboard
- **Commies**- a derogatory term for Communists; Communism is a type of government in which property is believed to be held by the common society
- **“Big Little Books”**- a series of compact books (usually about 4”) published by the Whitman Publishing Company of Racine, Wisconsin.
- **Gangbusters**- one of the series of “Big Little Books”; first printed in 1938; later became a radio program; stories of dramatic police case histories

Chapter Nine

- **Grand Rapids**- a city in Michigan; the second largest city in the state
- **Jack Robinson**- a make-believe person; indicates a very short amount of time

Chapter Ten

- **pop**- a short name for "soda pop"; a carbonated beverage
- **ventriloquist**- someone who manipulates his or her voice so it appears as if a doll is speaking
- **"Baby Face" Nelson**- Lester Joseph Gillis; also known as George "Baby Face" Nelson for his youthful face; a bank-robber and member of the Dillinger Gang
- **FBI's Ten Most Wanted List**- The Federal Bureau of Investigation's list of the ten most dangerous criminals in the United States

Chapter Eleven

- **Big War**- a slang term for World War I
- **George Washington Carver**- an African-American scientist; known for transforming southern agriculture by introducing products made by peanuts and sweet potatoes, easing the reliance on cotton farming
- **Tuskegee, Alabama**- where George Washington Carver worked as director of the Department of Agricultural Research
- **"boo"**- slang term meaning "anything" or "nothing"
- **Pullman porter**- a porter is employed to carry people's luggage at a railroad station; Pullman porters were employed by the Pullman company; by the 1920s, more African-American men were working as Pullman Porters than any other job

Chapter Twelve

- **Western Union**- a money transfer company started in the 1850s
- **telegram**- a message sent by telegraph
- **"Machine Gun" Kelly**- George Kelly Barnes; bank robber and gangster; wanted by the FBI; listed as an expert machine gunner
- **Al Capone**- Alphonse Capone; notorious gangster known for terrorizing Chicago in the 1920s; committed numerous murders
- **labor organizer**- a person who tries to get workers united and organized in order to get improved working conditions and benefits
- **Packard**- a brand of luxury car; first made in 1890 by the Packard Motor Company
- **ethyl**- a form of fuel for cars; used from the 1920s to the 1950s
- **Ku Kluxer**- slang for a member of the Ku Klux Klan, an organized group of whites seeking supremacy over other races

- **John Brown**- a white abolitionist who was hung for treason for his beliefs

Chapter Thirteen

- **"Sam Hill"**- an expression for "heck" or "hell"
- **"bread and butter"**-an expression that means that something is a person's main source of income
- **"mean old coot"**-an expression after the "coot", an aggressive, territorial bird
- **"play the dozens"**- to hurl insults back and forth in a sort of game; to tease
- **"stuff our craws"**- similar to "stuff ourselves"; a craw is another name for an animal's throat or stomach

Chapter Fourteen

- **"Blind" Lemon Jefferson**- a blind blues singer and guitarist from Texas; popular during the 1920s and 30s

Chapter Fifteen

- **Grand Central Station**- a train station terminal in New York City, New York; currently serves nearly 600,000 visitors per day
- **YMCA**- Young Men's Christian Association; originally founded in London in 1844 in response to poor living conditions; in 1853 the first African-American YMCA was founded in Washington D.C.; work for social change and help underprivileged youth

Chapter Sixteen

- **outhouse**- an outdoor toilet
- **Loudean**- possibly Calloway's feminine nickname for the car (refers to "plugs", which may be spark plugs); the author could not find any indication that the Loudean was a brand of automobile
- **moving pictures**- an early term for cinema, motion pictures, or movies

Chapter Seventeen

- **Twenty Thousand "Leaks" Under the Sea**- Bud is referring to *Twenty Thousand Leagues Under the Sea*, a science fiction novel by Jules Verne
- **Captain Nemo**- the protagonist in Verne's *Twenty Thousand Leagues Under the Sea*
- **Niagara Falls**- giant waterfalls located on the Niagara River, on the border between New York and Canada; a popular tourist spot

Chapter Eighteen

- **"eighty-eights"**- a slang term for piano

Chapter Nineteen

- **peanuts**- slang for a very small amount of money
- **pawnshop**- an establishment in which personal property can be left as security in exchange for a loan of money

Chapters One-Three

Note-Taking and Summarizing

To help you keep track of the novel's events as they happen, use the following note-taking chart to help you summarize the important details for Chapters One-Three. For each chapter, fill in the chart with the necessary information. A brief explanation of each column is below Chapter one.

Chapter One	
Characters We Meet	<i>(A list of the names of new characters [if any] in the chapter)</i>
	1.
	2.
Description and Useful Information About Character	<i>(A description and/or useful information about the new characters from the chapter.)</i>
	1.
	2.
Summary of the Chapter	<i>(A 3-5 sentence summary of the chapter.)</i>
Most Important Events of the Chapter	<i>(Choose the 3 most important events of the chapter)</i>
	•
	•
Prediction of Coming Events	<i>(Make a prediction of what you think will happen in the next chapter.)</i>
Chapter Two	
Characters We Meet	1.
	2.
	3.
Description and Useful Information About Character	1.
	2.
	3.

Name _____ Period _____

Summary of the Chapter	
Most Important Events of the Chapter	<ul style="list-style-type: none"> • • •
Prediction of Coming Events	
Chapter Three	
Characters We Meet	1.
	2.
	3.
Description and Useful Information About Character	1.
	2.
	3.
Summary of the Chapter	
Most Important Events of the Chapter	<ul style="list-style-type: none"> • • •
Prediction of Coming Events	

Comprehension Check

Chapters One-Three

To help you understand all parts of the novel, answer the following questions for Chapters 1-3. Write your answers on a separate piece of paper using complete sentences.

Chapter One

1. Where do the boys live?
2. Where does the woman tell Buddy he will be going?
3. What is Bud's reaction to this news?
4. Why does Bud think that where Jerry is going will be better than where he is going?
5. How is being six years old a turning point in kids' lives, according to Bud?
6. Why was losing a tooth such a traumatic event for Buddy? What did he fear might happen next?
7. What does the blue flyer have on it? Why is Buddy so impressed by the six exclamation points?
8. Why does Bud keep the flyer in his suitcase?
9. What do you think Bud means by repeating "Here we go again" at the end of the chapter?

Chapter Two

1. What does Toddy do to Bud at the beginning of the chapter?
2. Why does Toddy begin to breathe "like some kind of big animal was inside of him"?
3. What lie does Toddy tell?
4. Why does Bud keep a numbered list of "Rules and Things"?
5. What do you think of Bud's Rule Number 118?
6. Where does Bud have to spend the night? Why?

Chapter Three

1. What happened to Bugs?
2. What does Bud think he sees in the corner of the shed? What did he really see?
3. What does Bud want to do at the end of the chapter?

Standards Focus: Figurative Language

Chapters One-Three

Figurative language is the use of words to communicate a deeper meaning in a text. Often, skilled writers use figurative language to make a story more interesting and to paint a picture in a reader's mind. Some common types of figurative language (also called figures of speech) are **simile**, **metaphor**, and **personification**.

Simile is a comparison between two seemingly unlike things, using the word "like" or "as" in the comparison. For example, "Lisa's tears streamed down her face **like a dam had been broken.**"

Metaphor is a comparison between two seemingly unlike things, without the use of the words "like" or "as." For example, "My brother **is a garbage disposal**—he'll eat anyone's leftovers!"

Personification is when human characteristics are given to non-human objects. For example, "The **wind sang** its sad song."

Directions: For the following examples from Chapters 1-3, a) underline the words used in the figurative language, b) identify the type of figurative language being used, and c) explain how the figurative language is being used. An example has been done for you.

Ex. "All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little fire-crackers going off on the wooden floor."

Type of figurative language: simile

Explanation: The heels of the woman's shoes were making light, quick tapping sounds when she walked on the wood floor.

1. "Jerry looked like he'd just found out they were going to dip him in a pot of boiling milk." (Chapter 1)

- Type of figurative language: _____
- Explanation: _____

2. "Unless you're as stupid as a lamppost, you've got to wonder what's coming off next, your arm?" (Chapter 1)

- Type of figurative language: _____
- Explanation: _____

3. "Todd's next punch crashed into the side of my ear and I fell on the floor and pulled my knees up to my chest and crossed my arms in front of my head like a turtle in a shell." (Chapter 2)

- Type of figurative language: _____
- Explanation: _____

4. "He started huffing and puffing with his eyes bucking out of his head and his chest going up and down so hard that it looked like some kind of big animal was inside of him trying to bust out." (Chapter 2)
 - Type of figurative language: _____
 - Explanation: _____

5. "'I was only trying to help...' -he was sounding like a horse that had been run too hard in the winter—and...and look what it's gotten me.'" (Chapter 2)
 - Type of figurative language: _____
 - Explanation: _____

6. "In her eyes, Todd's mouth was a prayer book." (Chapter 2)
 - Type of figurative language: _____
 - Explanation: _____

7. "What had really happened was that I woke up from a good sleep because it felt like a steam locomotive had jumped the tracks and chug-chug-chugged its way straight into my nose." (Chapter 2)
 - Type of figurative language: _____
 - Explanation: _____

8. "Todd might've been a lot bigger than me but he'd better be ready, this wasn't going to be a bird's nest sitting on the ground for him." (Chapter 2)
 - Type of figurative language: _____
 - Explanation: _____

9. "These Amoses might look like a bunch of cream puffs, but if she was anything like Todd I bet she could pack a real wallop." (Chapter 2)
 - Type of figurative language: _____
 - Explanation: _____

10. "I squeezed my tongue between my teeth to hold it still 'cause I know a lot of times your brain might want to be brave but your mouth might let some real chicken-sounding stuff come out of it." (Chapter 2)
 - Type of figurative language: _____
 - Explanation: _____

Assessment Preparation: Word Origins Chapters One-Three

Directions: For each of the vocabulary words from Chapters 1-3 below:

- a. Read the origin of the word
- b. Draw an inference of the vocabulary word's meaning based upon the word origin
- c. Look up the meaning in a dictionary
- d. Use the correct definition in a complete sentence, showing that you understand what the vocabulary word means.

Ex. brute

- a. Word Origin: "of or belonging to animals," from Middle French *brut* "coarse, brutal," from Latin *brutus* "heavy, dull"
- b. My Definition: acting mean or uncivilized; like an animal
- c. Dictionary Definition: someone who is cruel, ruthless, or insensitive
- d. Sentence: Mrs. Amos thought Bud was acting like a brute, so she made him sleep outside like an animal.

1. commence

- a. Word Origin: from Old French *comencier*, from Latin *cominitiare*, which means "to initiate as priest," from the Latin combination of *com-* "together" + *initiare* "to initiate"
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

2. cur

- a. Word Origin: from *curre*, from Old Norse *kurra* meaning "to growl"
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

3. decoder (de- + code + -er)

- a. Word Origin: a combination of Old French *code* "system of laws," from Latin *codex*, "book, book of laws," PLUS the prefix *de-*, meaning "opposite of; reverse, PLUS the suffix *-er*, which changes the verb to a noun
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

4. glum

- a. Word Origin: from Middle English *gloumen* "become dark," *gloumben* "gloomy or sullen"
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

5. ilk

- a. Word Origin: from Old English *ilca* meaning "same"
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

6. **ingratitude (in- + gratitude)**

- a. Word Origin: a combination of Medieval Latin *gratitudo*, from Latin *gratus* "grateful" PLUS the prefix *in-* meaning "not"
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

7. **lavatory**

- a. Word Origin: from Latin *lavatorium* "place for washing," from Latin *lavare* "to wash"
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

8. **provoked (provoke + -ed)**

- a. Word Origin: from Latin *provocare* "call forth, challenge," from *pro-* "forth" + *vocare* "to call," PLUS the suffix *-ed*, changing the present tense to a past tense verb
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

9. **twine**

- a. Word Origin: from Old English *twin* "double," and Ger. *zwirn* "thread"
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

10. **urchins (urchin + -s)**

- a. Word Origin: from Old French *herichun* "hedgehog" ; the meaning "poorly clothed, raggedy child" emerged the 1550s
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

11. **vermin**

- a. Word Origin: from Latin *vermis* "worm"; the meaning "low, detestable people" appeared in the 1560s
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

12. **welted (welt + -ed)**

- a. Word Origin: from Middle English *welten* "to overturn, roll over" from Old Norse *velta*
- b. My Definition: _____
- c. Dictionary Definition: _____
- d. Sentence: _____

Chapters Four-Six
Note-Taking and Summarizing

Chapter Four	
Characters We Meet	1.
	2.
	3.
Description and Useful Information About Character	1.
	2.
	3.
Summary of the Chapter	
Most Important Events of the Chapter	<ul style="list-style-type: none"> • • •
Prediction of Coming Events	
Chapter Five	
Characters We Meet	1.
	2.
	3.
Description and Useful Information About Character	1.
	2.
	3.

<p>Summary of the Chapter</p>	
<p>Most Important Events of the Chapter</p>	<ul style="list-style-type: none"> • • •
<p>Prediction of Coming Events</p>	
<p>Chapter Six</p>	
<p>Characters We Meet</p>	<p>1.</p>
	<p>2.</p>
	<p>3.</p>
<p>Description and Useful Information About Character</p>	<p>1.</p>
	<p>2.</p>
	<p>3.</p>
<p>Summary of the Chapter</p>	
<p>Most Important Events of the Chapter</p>	<ul style="list-style-type: none"> • • •
<p>Prediction of Coming Events</p>	

Comprehension Check

Chapters Four-Six

To help you understand all parts of the novel, answer the following questions for Chapters 4-6. Write your answers on a separate piece of paper using complete sentences.

Chapter Four

1. What is the first part of his "revenge plan"? Why does he do this?
2. What does Bud do to get revenge on Toddy?
3. Why do you think he chooses this particular act of revenge?

Chapter Five

1. To where does Bud run away? Why does he go there?
2. Why can't Bud get into the library?
3. Where does he decide to go instead? Why is this a good spot?
4. When Bud checks to make sure nothing is missing from his suitcase, what do we learn he has been carrying around with him?
5. According to Bud, why was his momma upset in the picture?
6. Why does Bud insist that he not be called "Buddy"?
7. What advice did his momma give him? How does he explain what she meant?
8. Where is Bud planning to get breakfast the next morning?

Chapter Six

1. What does the man in overalls call Bud? Why?
2. What are the Pretend Poppa and Pretend Momma doing for Bud?
3. Describe the gigantic picture. Why do the people in line find it so amusing?
4. What does Pretend Daddy mean when he says "...you wouldn't expect that they'd have the nerve to come down here and tell the truth"?
5. Why do you think the mission would have to announce on a big sign in big letters that they have no work available?
6. What special treat does Pretend Momma give the children?