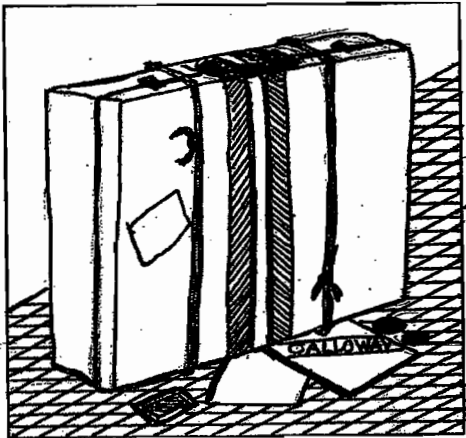




The activities in this packet were written by Cynthia Gahr, Ohio Career Development Program

The packet was illustrated by Annie King, Ohio Hi-Point Career Development Program



For additional activities, visit our site at www.ohiociad.com

Issue 3 2007-2008 Middle School

Bud, Not Buddy

Featuring Ohio's Academic Content Standards:

In the Know: *Language Arts:* Acquisition of Vocabulary, Grades 4-7 B, F; Grades 8-10 A, B

Dealing with Discrimination: *Language Arts:* Writing Applications, Grades 5-7 B
Writing Conventions, Grades 5-7 A-C
Concepts of Print, Comprehension Strategies and Self-Monitoring, Grades 4-7 B, C

Social Studies: People in Societies, Grades 6-8 C
Social Studies Skills and Methods, Grades 6-8 B, D

Mathematics: Mathematical Processes, Grades 5-7 G
Data Analysis and Probability, Grades 5-7 A, B

The "Bud" Book Club: *Language Arts:* Literary Text, Grades 4-7 A-G

Bud, Not Buddy and You: *Language Arts:* Writing Process, Grades 5-7, A-H; Writing Conventions, Grades 5-7 A-C
Communications: Oral and Visual, Grades 5-7 E, F

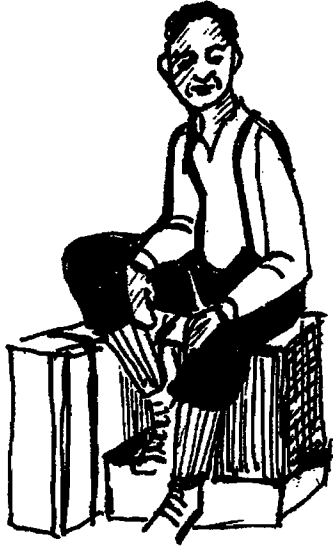
The Great Depression: *Language Arts:* Communications: Oral and Visual, Grades 5-7 C-F

Social Studies: Economics, Grades 6-8 C

Social Studies Skills and Methods, Grades 6-8 B

People Who Influenced Bud: *Language Arts:* Literary Text, Grades 4-7 A

About the Author: *Language Arts:* Writing Conventions, Grades 5-7 A-C; Writing Applications, Grades 5-7 B, C
Writing Process, Grades 5-7 A-H



TO THE TEACHER,

Bud, Not Buddy is a rich book for young people that contains topics crossing many curricular areas. Written by Christopher Paul Curtis, it is described as being for students in grades 4-7, but it addresses issues that even older students can learn from and discuss. This book has similar themes to the popular adult novel, The Secret Life of Bees, by Sue Monk.

How Does This Relate to Career Development?

Often, educators think that if material does not focus on World of Work information, then it is not career-related. Bud, Not Buddy includes many career development topics such as self-awareness, economics, and reduction of bias. As in all the packets, these topics are specified on the bottom of

each activity, so you can see the career relevance. If you are interested in teaching career information through award-winning books, go to the standards integrations activities at www.ohiocareerdev.org, to find activities on books such as The Giver and A Single Shard. Both of these books are Newberry award-winners and have a strong career theme.

Topics of Diversity

For the activities in Our Changing Population, help students understand the growing diversity in this country and in Ohio. It is this diversity and our many cultures that help to make us the nation we are today. The face of that diversity depends on the area of the state in which you live. Some parts of Ohio have predominantly white populations. In the larger cities, Ohio has gained many African, Middle Eastern and Russian immigrants. Hispanics and Latinos are increasing in Ohio, in both the cities and along the western side of the state which has many migrant workers. People of Asian Indian and Eastern Asian descent have immigrated to our cities, and some to the west central part of Ohio. The US Census Web site can provide interesting data to discuss. Go to the Web site at <http://factfinder.census.gov/> and click on Maps to find US data.

This book could be used as part of a multi-cultural or understanding diversity curriculum. It is important for students to understand that in the future as they go on to higher education or into the work force, they will likely be working and living with people of many different cultures. This is part of being a global society.

The Great Depression Web Sites

For basic explanations about the Great Depression (that students could understand), go to the following Web sites:

<http://www.42explore2.com/depresn.htm>

<http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/wwii>



IN THE KNOW



There are many words and phrases in *Bud, Not Buddy* that you may not be familiar with, but are important to a better understanding of the story—particularly its setting. Before you read the book, work in a team to do a word sort of the vocabulary below. Remember, your word sort should include at least four categories, and may include more. “Other” may not be used as a category.

Hooverville	embouchure	prodigy
Nubian	dusky	sit down strikes
Labor unions	Great Depression	Pretty Boy Floyd
S.R.O.	on the lam	J. Edgar Hoover
food lines	mouth organ	the Blues
Baby Face Nelson	the mission	New Deal
Al Capone	Pullman porters	John Brown
Ku Klux Klan	reed	eighty-eights

Extension: Design a word sort based on your career interest or a Career Pathway/Field. Use vocabulary that would be specific to that career or pathway. The 16 Ohio Career Fields are listed below.

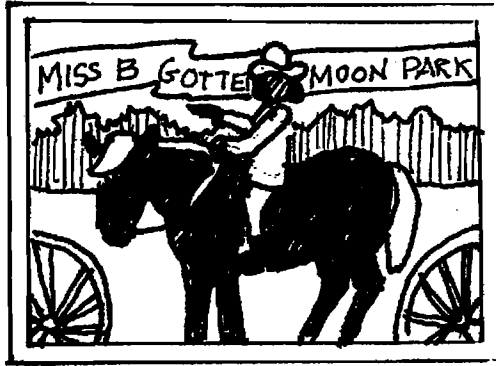
Agriculture and Engineering Systems	Health Services
Arts and Communication	Hospitality and Tourism
Business and Administrative Services	Human Services
Construction Technologies	Information Technology
Education and Training	Law and Public Safety
Engineering and Science Technologies	Manufacturing Technologies
Finance	Marketing
Government and Public Administration	Transportation

Ohio's Academic Content Standards

Language Arts: Acquisition of Vocabulary, Grades 4-7 B, F;
Grades 8-10 A, B

Career Information





BUD, NOT BUDDY AND YOU

Choose one of the activities below to relate aspects of the book to your personal life.

- Bud's most prized possession was his suitcase that carried reminders of his mother and his past. These possessions were physical connections to

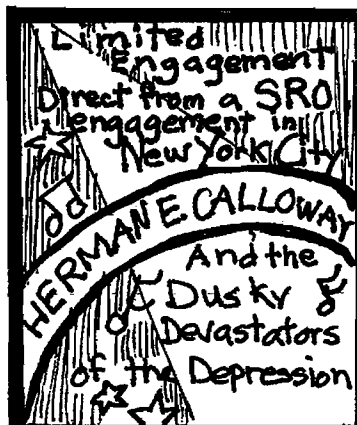
his family, but they also provided links to his future. Create a visual image such as a poster, collage, interactive website, or power point of the six to eight items you would keep in your "suitcase", as a reminder of your past. Think beyond photographs (remember, Bud only had one picture of his mother) and include other items. Think about how these items might relate to your future and show that in your visual image.

- Both Bud and his new-found grandfather had rules that they lived by. Go back through the book and see if any of Bud's *Bud Caldwell's Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself* are rules by which you also might abide. Create your own list of rules in which you believe. You may include two to three of Bud's rules if they apply to you.



- The author thought a person's name is so important that he selected *Bud, Not Buddy* as the title of this book. Bud's mother gave him that name because of a specific meaning it had for her. All of the musicians

described in the book had special nicknames and carefully selected a nickname for Bud. Talk to your parents/guardians about why both your first and middle names were selected. Write a one-page paper about your name. Include any nicknames that your family calls you and why, or other nicknames friends in school may call you and why. Also include what name (real name or nickname) you would like to use in the future as you enter a career.



Ohio's Academic Content Standards

Language Arts: Writing Process, Grades 5-7, A-H

Writing Conventions, Grades 5-7 A-C

Communications: Oral and Visual, Grades 5-7 E, F

Self Awareness

PEOPLE WHO INFLUENCED BUD

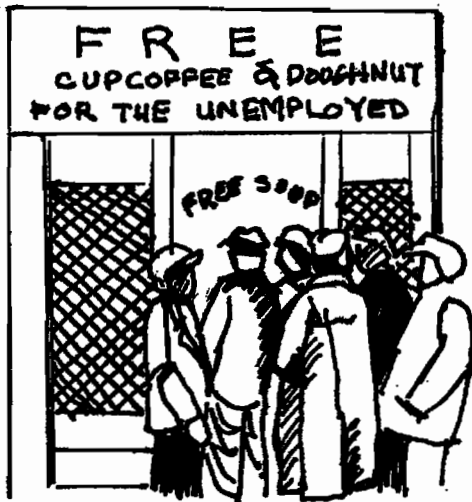
Based on the book *Bud, Not Buddy* by Christopher Paul Curtis



Even though Bud was an orphan and homeless, he had many people who influenced him, or left an impression on him in the short time period this book reflects. Use the graphic organizer below to represent these influences. One has been done for you.

Character	Relationship to Bud	Influence or "Gift"	What Bud Learned
Mrs. Amos	<i>Foster mother</i>	<i>Mistreatment of Bud</i>	<i>Gave him the courage to run away</i>
Momma			
Miss Hill			
Bugs			
Lefty Lewis			
Miss Thomas			
Steady Eddie			
Herman E. Calloway			

On another page, create your own graphic organizer to show the people who have influenced your life so far. Use the same categories as above.



Some of the characteristics of the Great Depression include high rates of the following:

- Unemployment (more than one-fourth of Americans lost their jobs during this time period);
- Homelessness because of extreme poverty;
- Transients as people "rode the rails" to find work to support themselves; and,
- Migration of minorities from the South to the North looking for work.



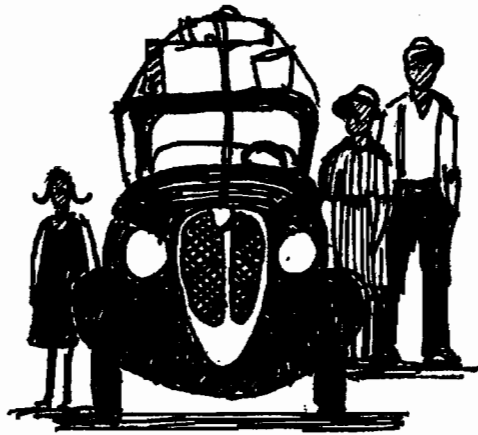
THE GREAT DEPRESSION

It is important to understand the setting of the book, *Bud, Not Buddy*. This book takes place in the middle of the Great Depression, a time in American History that impacted many other nations. This era started in October of 1929 with the Stock Market Crash, and ended in 1941 when our economy strengthened at the beginning of World War II, with many people going back to work to produce war products.



People were also angry at the American government (and especially President Hoover) for not helping people in need.





ACTIVITY

Find out more information about the Great Depression on-line, or from other resources. Below are five topics to be researched. Form five teams within your class, and select one of the following topics, or another one designated by your teacher. Create a website, power point or other media presentation of at least 10 frames to answer the question for your class.

1. What were some of the causes of the Great Depression?
2. Who were the Presidents during the Great Depression, and what was their impact?
3. What was the music and art of this era?
4. Compare and contrast the problems of homelessness during the Great Depression with the problems of homelessness today.
5. What was the activity of Labor Unions during the Great Depression?



Ohio's Academic Content Standards

Language Arts: Communications: Oral and Visual, Grades 5-7 C-F

Social Studies: Economics, Grades 6-8 C

Social Studies Skills and Methods, Grades 6-8 B

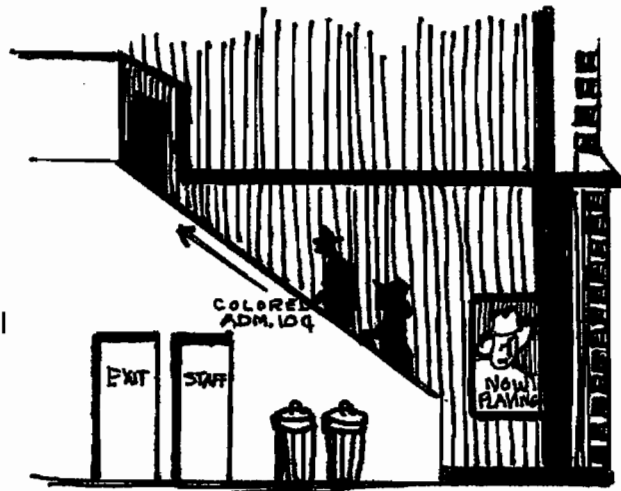
Economics

DEALING WITH DISCRIMINATION

Discrimination: to make distinctions in treatment; show partiality or prejudice

Racism: the practice of racial discrimination, segregation, etc.

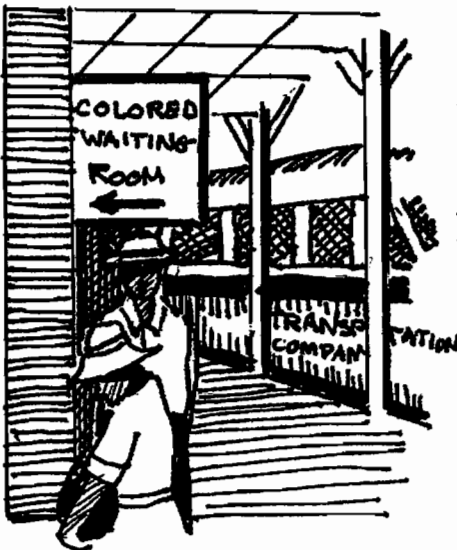
In *Bud, Not Buddy*, Christopher Paul Curtis does a masterful job of presenting how racism was prevalent during the Great Depression. Below, list at least three situations from the book that illustrate racist ideas or practices.



1.

2.

3.



In the second chapter of the book, Mrs. Amos lashes out at Bud as cited below.

"Boy," Mrs. Amos said, "I am not the least bit surprised at your show of ingratitude. Lord knows I have been stung by my own people before. But take a good look at me because I am one person who is totally fed up with you and your ilk. I do not have time to put up with the foolishness of those members of our race who do not want to be uplifted..."

Do you believe this quote is an example of discrimination? Defend your answer.

To better understand racist practices during the Great Depression and later, go to the Website at www.loc.gov/rr/print/list/085_disc.html for photographs taken during this time period. (There is an underscore between 085 and disc.) This is a Library of Congress Website.

Unfortunately, discrimination still exists today in the United States. During the Great Depression, the largest minority in this country consisted of Black Americans. Since the later years in the 20th Century and the early 21st Century, the face of the United States is changing. In some states, White Americans make up just over half of the population of the state. And the population is changing, reflecting many different minorities and ethnic groups.

Use the statistics below to create a graph showing the different minority and ethnic groups in Ohio.*

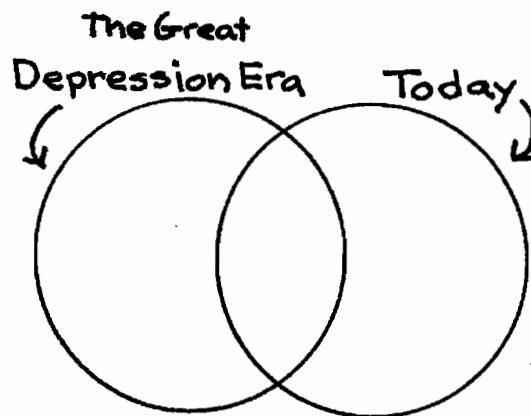
White	85.1%	Black	11.9%
Asian	1.4 %	American Indian/Alaskan Native	0.2%
Hispanic/Latino	2.3%	Persons reporting 2 or more races	1.3%

NOTE: Hispanics and Latinos are an ethnic group, not a race. What is the difference? The statistic shown above represents Hispanics and Latinos of any race. How might you show this on your graph?

The Ohio estimated population for the year 2006 is 11,478,006. Based on this statistic, how many Ohioans are there in each of the racial and ethnic groups above?

*Information comes from the US Census Website at <http://factfinder.census.gov/>, and is based on 2005 data.

Working with a partner or in a team, create a Venn diagram (on a separate piece of paper) that compares and contrasts racial and discriminatory issues between the Great Depression and today. Base your information on what you read in *Bud, Not Buddy*, classroom discussions, current events, and other resources.



Reduction of Bias

Ohio's Academic Content Standards

Language Arts: Writing Applications, Grades 5-7 B

Writing Conventions, Grades 5-7 A-C

Concepts of Print, Comprehension Strategies and Self-Monitoring, Grades 4-7 B, C

Social Studies: People in Societies, Grades 6-8 C

Social Studies Skills and Methods, Grades 6-8 B, D

Mathematics: Mathematical Processes, Grades 5-7 G

Data Analysis and Probability, Grades 5-7 A, B



The "Bud" Book Club

Book clubs are a popular activity for both adults and teens who enjoy reading. The point of a book club is to share reactions to the book, discuss the author's purpose, and develop a better understanding of the novel.

As a class form your own book club. Take 10-15 minutes each day to discuss one of the questions below. You can do this in the class as a whole, or divide into smaller groups. You may have other questions you can bring to the Book Club about *Bud, Not Buddy* that you would like to discuss.



1. Why do you think Bud's mother never went back to her father's house?
2. Bud said many times that his eyes just couldn't cry anymore, yet he broke down when he was having a great time at the Sweet Pea Restaurant, and couldn't stop crying. Why do you think this happened?
3. How would Bud's life have been different today?
4. Bud's mother always told him that when one door closes, another one always opens. How does this relate to hope? Have you had this experience in your life?
5. A favorite idea of Bud's was that a mighty maple tree grows from a little seed. What examples in the book support this? Have you ever experienced this in your life?
6. Bud lied on occasion to help himself. How do you feel about this? Find examples of this in the book, and decide how the story would have been different if he had told the truth.

If you liked this book, and would like to read others like it try one of the books below.



To Kill a Mockingbird, by Harper Lee
Out of the Dust, by Karen Hesse
Roll of Thunder, Hear My Cry, by Mildred D. Taylor

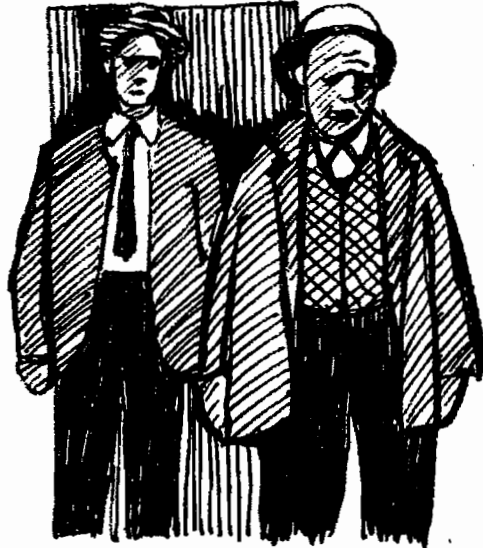
Ohio's Academic Content Standards
Language Arts: Literary Text, Grades 4-7 A-G

Self Awareness
Goal Setting and Decision-Making

ABOUT THE AUTHOR

Celebrate with *Bud, Not Buddy*

Christopher Paul Curtis has written several books for young readers. After he graduated from high school, he spent 13 years working on an assembly line in an automobile factory in Flint, Michigan. He didn't like it, but the job supported him while he went to college in the evenings. He often wrote during his breaks at work. As you read in the Afterword of *Bud, Not Buddy*, he loosely based the characters of Lefty Lewis and Herman Calloway on his two grandfathers and the work that they did.



He has some great advice and suggestions for young people. One was described in the Afterword, when he encourages young people to talk to their grandparents, parents, guardians, or other relatives to find out their stories of growing up.

His other suggestion is for young writers, and can be found on his Website at <http://www.randomhouse.com/features/christopherpaulcurtis/>. Click on Activities.

Celebrate others and you through choosing one of Curtis' activities to pursue. You may either:

- Interview an older relative and write about their life growing up, including the work that they chose to do.

OR

- Journal for at least 15 minutes a day for two weeks about what you have done during the day, life lessons learned, or the topics about which you would like to write.

Christopher Paul Curtis won two high honors for the book *Bud, Not Buddy*. The book was awarded the Coretta Scott King Award in 2000, given annually to an African-American author and illustrator for the promotion, understanding, and appreciation of the culture of all peoples and their contribution to the realization of the American dream.

The book was also awarded the John Newberry Award in 2000, given annually to the American author who has made the most distinguished contribution to American literature for children (young people 14 years of age and younger).



Bud, Not Buddy is the only book to have ever been given both awards!

Celebrate the book and the author by choosing one of the following activities:

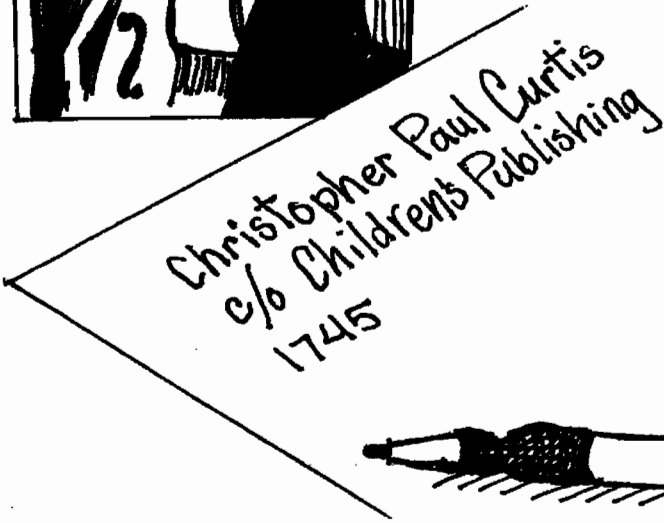


ACTIVITY: Write a letter or send an email to the American Library Association or the Coretta Scott King committee to show your support for *Bud, Not Buddy* receiving these awards. Using the criteria above, explain why you think the book deserved these awards. The Website is www.ala.org. You will need to click on Awards and Scholarships and/or Contact Us to find the information you need.

OR

Write a letter to Christopher Paul Curtis. Ask him specific questions about being an author, or let him know what you liked about his book. Address the envelope to him, in care of

Children's Publishing
1745 Broadway, 10th Floor
New York, NY 10019



Ohio's Academic Content Standards
Language Arts: Writing Conventions, Grades 5-7 A-C
Writing Applications, Grades 5-7 B, C
Writing Process, Grades 5-7 A-H

Self Awareness
Career Information

