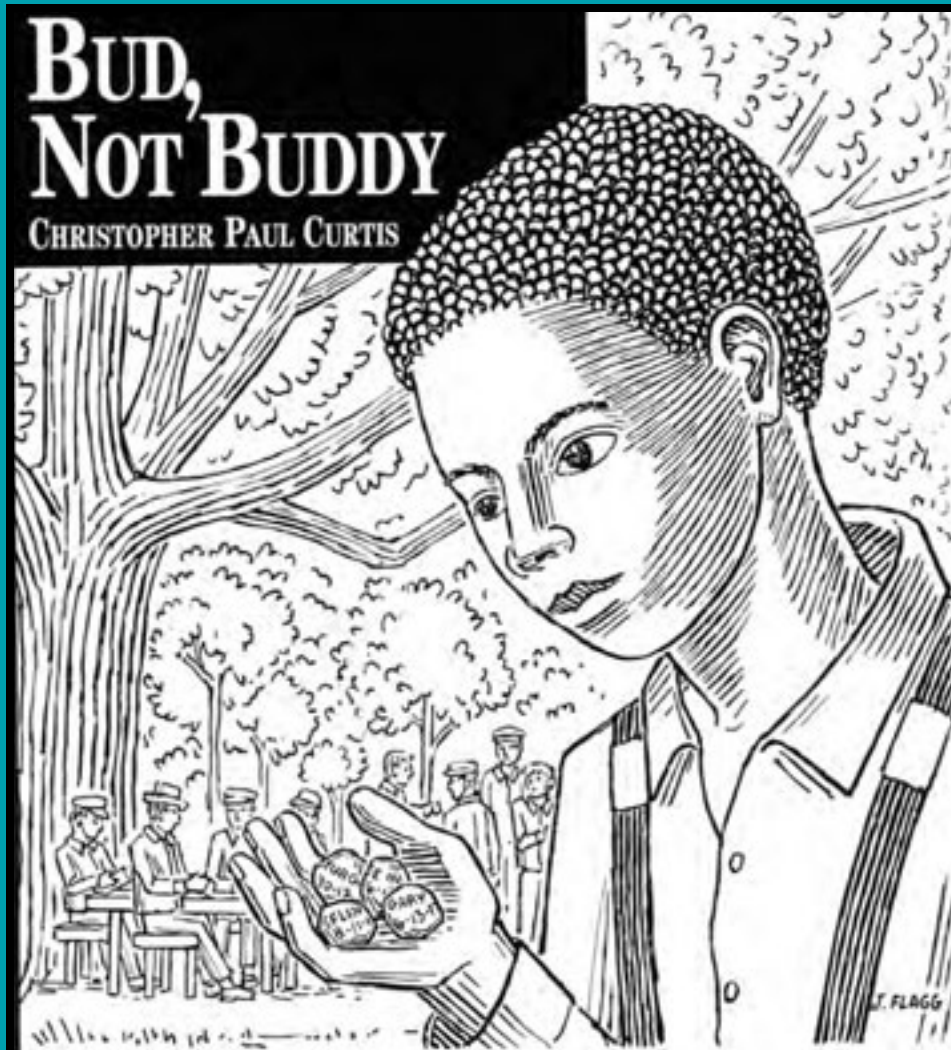


Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Bud, Not Buddy*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

BACKGROUND INFORMATION

The Great Depression

The economic hard times that lasted from 1929 to 1941 are known as the Great Depression. On October 29, 1929, later called Black Tuesday, the stock market crashed. Following this, the economy slid into a severe depression, a serious reduction in business activity. Many Americans experienced the despair of joblessness. Families could not pay their rent and had little money for food and clothing. Homeless, jobless men and women drifted from town to town looking for work. Some “rode the rails.” They lived in railroad cars and hitched rides on freight trains. In cities across the country, the homeless built shacks out of wooden crates and scrap metal. Many blamed President Herbert Hoover, who believed that government should not interfere with the business community, for doing too little to help. They called the shacks where the homeless lived “Hoovervilles.” In many cases, the police tolerated these makeshift communities, although many Hoovervilles were raided and burned down by sheriffs and vigilante groups.

Private charities did what they could to help. Churches and groups such as the YMCA fed the hungry at soup kitchens. Leaders of ethnic communities organized their own relief programs. The number of destitute, however, often became overwhelming. People would stand on “bread lines” for hours just to get a hot meal.

Urban African-American families had an especially hard time because of prejudice and discrimination. Many employers refused to hire them. Even when they did get jobs, they were forced to work longer hours and were paid less than white co-workers.

During the Great Depression many people sought to forget their troubles through different forms of entertainment. Radio shows and movies were very popular as was music. One of the most popular musical forms was jazz. Rooted in the musical tradition of African-Americans, Jazz is characterized by collective improvisation by all performers within the harmonic structure of the tune. In the 1920s and ‘30s jazz musicians migrated from New Orleans to Chicago to New York, specifically Harlem. The new music swept the United States and then quickly spread around the world.

The Great Depression was still in force when President Franklin Roosevelt took office in 1931, promising “a new deal for the American people.” The New Deal had three main goals: relief for the unemployed, plans for recovery, and reforms to prevent another depression. During the New Deal, Roosevelt pushed for programs not only to help the unemployed, but also to help workers. In 1935 Congress passed the Wagner Act, which protected American workers from unfair management practices, such as firing a worker for joining a union. Despite the Wagner Act, employers tried to stop workers from joining unions. Violence often erupted between workers and employers. Workers then tried a new strategy, the sit-down strike. They would stop work and refuse to leave the place of business until their union was recognized. This tactic proved to be very successful.

Although the New Deal did offer relief for many suffering Americans, the depression continued until the United States entered World War II. It was the wartime demand for goods that quickly ended the great depression.

Pre-Reading Activities (cont.)

11. The author uses chapter numbers instead of chapter titles. As you finish each chapter, write a title that conveys the main idea.

Chapter	Chapter Title
Chapter 1	
Chapter 2	
Chapter 3	
Chapter 4	
Chapter 5	
Chapter 6	
Chapter 7	
Chapter 8	
Chapter 9	
Chapter 10	
Chapter 11	
Chapter 12	
Chapter 13	
Chapter 14	
Chapter 15	
Chapter 16	
Chapter 17	
Chapter 18	
Chapter 19	