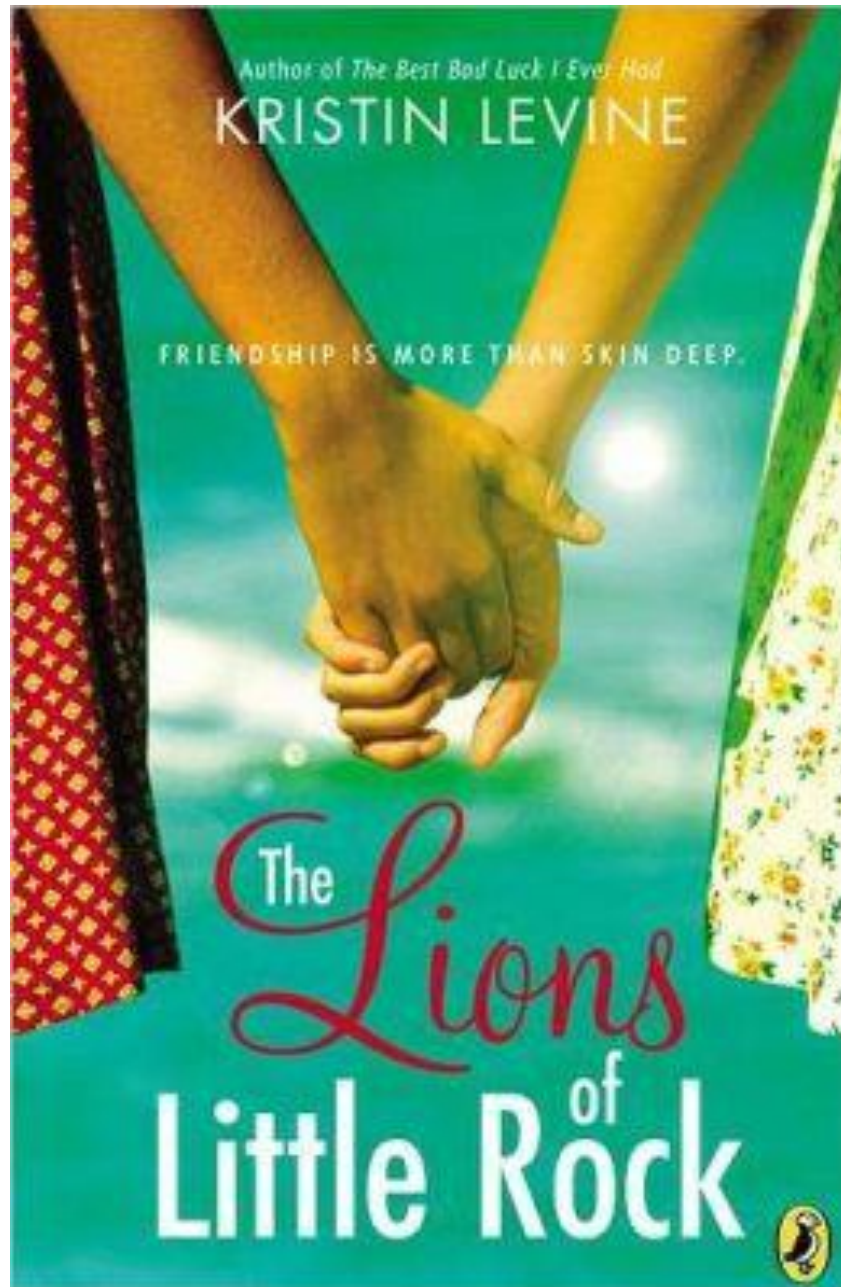


A Complete Teacher's Guide

Aligned to the Common Core State Standards



Written by Nicole Boylan and Erin Fry

<http://commoncorespecialists.blogspot.com/>

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Note to the Teacher

The activities and handouts in this Teacher's Guide are meant to supplement your students' reading of *The Lions of Little Rock* by Kristin Levine. You are free to use these materials as you'd like and copy them for your students. You are also welcome to share them with colleagues.

Summary

It's September 1958, Little Rock, Arkansas. One year earlier, the city gained the attention of the entire nation when nine African American students attended the all-white Central High School. The black students completed the year despite protests, verbal and physical abuse, and intense media scrutiny. When the book opens, the high schools are closed indefinitely as ordered by the Arkansas Governor.

Against this backdrop, Levine sets her story of an unlikely friendship between two young girls.

Quiet and withdrawn twelve-year-old Marlee doesn't have many friends until she meets Liz, the new girl at school. Liz is everything Marlee isn't, outspoken and brave. Liz seems to always know the right thing to say, especially to Sally, the most popular girl on campus, who has always bossed Marlee around in the past. Liz even helps Marlee overcome her greatest fear - speaking, which Marlee never does outside her family.

But then very suddenly, Liz is gone, replaced by the rumor that she was a Negro girl passing as white. Marlee though, decides that doesn't matter and wants Liz as a friend no matter what color skin she has. And to stay friends, Marlee and Liz are willing to take on integration and the dangers their friendship could bring to both their families.

Themes

Marlee and Liz's story has many themes that young readers can relate to. As you read, you may wish to help students note themes of friendship; overcoming personal challenges; breaking stereotypes and prejudices; and standing up for one's beliefs. A handout on page 45 will help students further analyze the novel's themes.

Pre-Reading Activities

Activities to activate students' prior knowledge and prepare them to read

Pre-Writing: Facing a Fear

Character Profile

Investigating Primary Source Images

Pre-Writing: Facing a Fear (W6.10)

In *The Lions of Little Rock*, the main character, Marlee, learns to overcome a fear with guidance from her friend, Liz. But Marlee has to practice and it doesn't happen quickly.

Think about a fear you might have. It can be something you are afraid of doing, such as speaking in front of a group or going on a roller coaster, or it can be a fear OF something, like spiders or snakes.

Pre-writing activity: In the space below, write a paragraph in which you complete the following task:

Describe a fear that you have, or a fear that you have had in the past. Make sure to talk about a time when that fear affected what you were doing. Then, discuss how you have tried to overcome that fear OR what you might do to conquer that fear.

Character Profile: Getting to Know Marlee (RL6.1, RL6.6, W6.10)

Directions: Authors let us get to know characters through several ways: their actions, their words, other characters' words, and sometimes by just describing them outright.

The following quotes describe Marlee, the seventh-grade main character of *The Lions of Little Rock*. Read each of the quotes below to learn about Marlee. Below each statement, explain what you think the author is revealing about Marlee's life, her personality, or her appearance. The first one is done for you.

1. "I talk a lot. Just not out loud where anyone can hear."

Marlee is quiet and withdrawn, though she has a lot of thoughts she just doesn't share.

2. "I know it sounds odd, but I much prefer numbers to words. In math, you always get the same answer, no matter how you do the problem. But with words, *blue* can be a thousand different shades! *Two* is always *two*. I like that."
3. "It was embarrassing. I shouldn't need my older sister to fuss over me or tell me what to do. But I did. Without her, I was afraid I'd just get quieter and quieter, until even Mother and Father didn't remember I was there."
4. "Ever since the Soviets sent up that Sputnik satellite last year, I've been studying really hard. Maybe I'll study mathematics at college and become a rocket scientist."
5. "People sometimes think I'm stupid because I'm so quiet. But I'm not stupid, I'm scared. Scared my voice will get all squeaky and people will laugh. Worried I'll look dumb if I say the wrong thing. Concerned about being a show-off if I get the answer right."

Now, write a paragraph that describes what you know about Marlee. Make sure your paragraph has

- a topic sentence
- at least three supporting sentences that give descriptions of Marlee and examples from the quotations above
- a conclusion sentence

Investigating Primary Source Images: Little Rock, Arkansas, 1957 – 1958 (RI.6.1, RI.6.7, SL.6.1b and c, RH.6-8.1, RH.6-8.7)

Note to the Teacher

The images used in the following activity come from the Library of Congress archives and can be used for educational purposes. Consider making overheads of the images or creating PowerPoint slides using the provided web links.

Consider running the activity on the following pages in this way:

- For each image, progress through Parts A and B as a class.
- In Part C, label each corner of the room with the letters: A, B, C, and D. Read through the situation as a class and review the choices. Instruct students to stand in the corner of the letter representing the choice they most agree with. Facilitate a discussion by asking students to explain why they are standing in their corner. Encourage students to move to other corners if they change their minds.

IMAGE 1: THE LITTLE ROCK NINE



PART A: ANALYZING THE IMAGE

1. What interesting things do you see in the image?
2. Where do you think these students are going?
3. Why might there be armed soldiers with them?
4. How might these students be feeling?

Source:

<http://www.loc.gov/exhibits/brown/brown-aftermath.html>

PART B: HISTORICAL CONTEXT

A Supreme Court case in 1896 called *Plessy v. Ferguson* ruled that schools could be “separate but equal”. In other words, as long as black schools were as good as white schools, cities could require black students to attend separate schools from whites. But black schools were rarely, if ever, as good as the white schools in terms of resources and facilities.

In 1954, the Supreme Court overturned its previous decision. In *Brown v. Board of Education*, the Court ruled that schools throughout the United States had to be desegregated. No longer could states or cities force black students to attend separate schools. This new law angered many people, particularly in the Southern states like Arkansas, and schools were slow to desegregate.

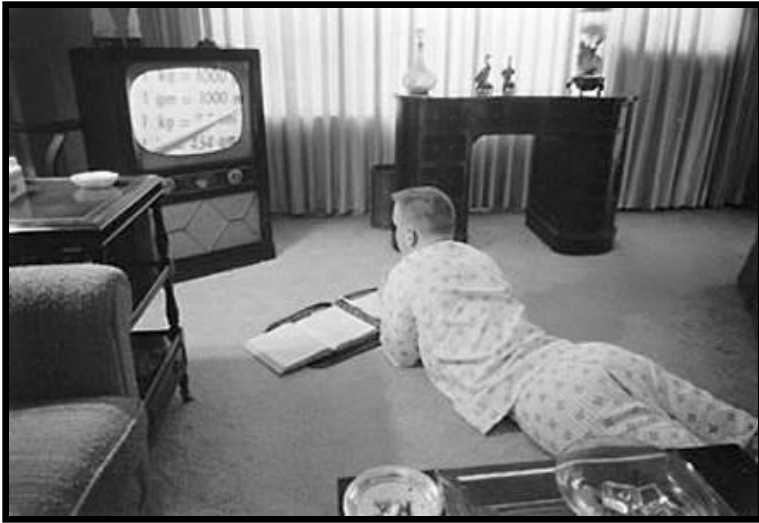
This image is from September 25, 1957. On this day, nine black students (chosen for their good grades and behavior) entered and began school at the previously all-white Central High School in Little Rock, Arkansas. They were met by an angry crowd of white protestors who spat at them, yelled obscenities, and made threats. Thankfully, federal troops had been sent to the school to escort the nine students into the building. Eight of the nine students completed the school year at Central High despite daily protests, verbal and physical abuse, and constant media attention. Today, these students are hailed as heroes for their bravery.

PART C: CRITICAL THINKING

Imagine that you are one of the black students in the image above. It is September 25, 1957. When you arrive at school, you are surrounded by hundreds of people yelling terrible things and holding mean signs. Federal soldiers approach you and tell you that they will escort you into school. What do you do?

- A. Get back in the car and return to your former all black high school.
- B. Get back in the car and wait for another day to begin Central High.
- C. Scream back at the protestors that you have a right to attend this school.
- D. Follow the federal soldiers and hope they will protect you.

IMAGE 2: NO SCHOOL



PART A: ANALYZING THE IMAGE

- 1) What interesting things do you see in the image?
- 2) What do you think this boy is doing?
- 3) Why might he have to go to “school” by watching television?
- 4) What kind of effect do you think a situation like this might have on students in this town?

Source:

http://www.usnews.com/usnews/photography/70thanniversary/50s/school_integration/school6.htm

PART B: HISTORICAL CONTEXT

In order to avoid further integration, Governor Faubus closed Little Rock’s four public high schools (black and white) in September 1958. The high schools remained closed for one year.

During that year, thousands of students watched televised courses conducted by white teachers in the Little Rock School District. The teen in this image, for instance, is watching a math lesson. Many students were frustrated by this method of education. Instead of the usual 87 subjects to choose from, students were only taught English, history, math, and science. In addition, students were unable to ask teachers questions, get feedback, or interact with their peers.

Other displaced white students went to private schools. Three Catholic schools already existed in Little Rock, and two new private schools opened. There were no private schools for black students.

Still other teenagers signed up for *correspondence courses*, classes offered at universities where students could send in their assignments through the mail. Finally, some families sent their teenagers to live with relatives across the country so that their children could attend a high school.

The Lost Year, as it came to be known, had a great impact on all of the students and families of Little Rock.

PART C: CRITICAL THINKING Imagine that you are a junior at Central High School in 1958. You plan to go to college and you know this is the most important year of your high school career. You just learned that Central High School is closed indefinitely. What do you do?

- A. Watch the television courses and hope that they schools open soon.
- B. Sign up for one the correspondence courses that are being offered at the college.
- C. Ask you parents if you can live with an out-of-state relative until this all blows over.
- D. Attend one of the all-white private schools in Little Rock.

Guided Reading Activities

Activities that can be assigned as students read the book

Vocabulary Activities

Chapter Response Questions

Theme Analysis

Vocabulary Activities

Expanding Vocabulary: Chapters 1-5 (L6.6)

Match the vocabulary word on the left with its correct definition on the right.

_____ console (p. 6)	a. having two balanced or identical sides
_____ communist (p.9)	b. cleanliness; conditions leading to good health
_____ hygiene (p. 16)	c. unable to speak; remaining silent
_____ integration (p. 17)	d. a cabinet on the floor for a radio or T.V.
_____ flair (p. 21)	e. a supporter of revolutionary or left-wing activities
_____ symmetrical (p. 24)	f. a unique style or quality
_____ mute (p. 24)	g. the act of including different groups as equals

Directions: Use one of the words above to correctly complete each sentence below.

1. The principal was worried that allowing the _____ of both boys and girls at a school dance could create problems.
2. Our television sits inside a very heavy _____ that my dad made.
3. It's important to brush your teeth to main good oral _____.
4. When he was much younger, many people thought my grandfather was a _____ because he attended a lot of protests and fought for civil liberties.
5. Hannah had a _____ for fashion that made her stand out among middle school girls.
6. Because my mom always liked things to be _____, she always made sure to decorate with even numbers of picture frames and candles.
7. At home, Jimmy would chatter up a storm, but in public he would often remain _____ and silent.

Expanding Vocabulary, Chapters 6-10 (L6.4a, L6.5c, L6.6)

Directions: A synonym is a word that means the same or almost the same as another word. Match the synonym or synonyms on the right with the vocabulary word on the left.

<u>Vocabulary Terms</u>	<u>Synonyms</u>
1. _____ frantically (p. 26)	a. imperfection, flaw
2. _____ daintily (p. 34)	b. uproar
3. _____ blemish (p. 35)	c. muscular, strong
4. _____ outcry (p. 42)	d. co-worker
5. _____ colleague (p. 43)	e. desperately, anxiously
6. _____ burly (p. 44)	f. mail, communication
7. _____ correspondence (p. 49)	g. delicately, gracefully

Now, find a Vocabulary Term on the left that fits in each sentence below.

8. Emily wanted to invite her new _____ to lunch, since the woman had just been hired to the office a week ago.
9. After she took a bite of the pie, she used her napkin to _____ wipe her face of crumbs.
10. Pushing through the pile of papers, he _____ searched for his lost passport, knowing that if he didn't find it, he wouldn't be able to leave the country.
11. Jim looked up at the two tall, _____ men and knew that they had a physical advantage over him.
12. Lynn had always maintained a 4.0 on her report card so getting a B- in English was a _____ that she knew colleges would hold against her.
13. There was a loud public _____ when the mayor raised parking fees from two dollars a day to ten dollars a day.
14. Even though the sisters live in different states, they have continued to have regular _____ with each other for over twenty years.

Expanding Vocabulary: Chapters 11-15 (L6.4a and d, L6.6)

Directions: Use the context—or the words surrounding the underlined word—to try to determine its meaning. Then, look the word up in a dictionary and compare your definition to the dictionary definition.

1. “What are you doing?” I asked. “Looking for a talisman.” “A what?” “A talisman. A good luck charm.” (page 54)

From this passage, a talisman might be a _____.

The dictionary says a talisman is a _____.

2. The rock crusher was an old abandoned quarry. The open mine sometimes filled with rainwater, making a small pond, but mostly it was just hills and trees and lots of rocks. (page 56)

From this passage, a quarry might be a _____.

The dictionary says a quarry is a _____.

3. I’d done it. I’d spoken aloud in class at school. But I didn’t feel powerful. I didn’t feel triumphant. I felt like I was getting the flu. (page 67)

From this passage, triumphant might mean _____.

The dictionary says triumphant is _____.

4. . . .[I]f I said I hadn’t done the presentation, that I’d chickened out, she’d console me and tell me that it was okay, and I could not handle that now, because everything was definitely *not* okay. (page 69)

From this passage, console might mean _____.

The dictionary says console means to _____.

5. “She lied to Marlee and everyone else at school. That’s not what I call the behavior of a nice girl. Marlee’s probably feeling betrayed and---” (page 71)

From this passage, betrayed might mean _____.

The dictionary says betrayed means _____.

Expanding Vocabulary: Chapters 16-20 (L6.6)

Directions: An **antonym** is a word that means the opposite or almost the opposite as another word. Match the antonym or antonyms on the right with the vocabulary word on the left.

<u>Vocabulary Terms</u>	<u>Antonyms</u>
1. _____dread, <i>n.</i> (p. 77)	a. concealed, hidden
2. _____indefinitely, (p. 77)	b. calmness, peace
3. _____ideal, <i>adj.</i> (p. 78)	c. lower, submit
4. _____relent, (p. 82)	d. fight
5. _____deterred, (p. 87)	e. flawed, imperfect
6. _____supersede, (p. 89)	f. encouraged
7. _____conspicuous, (p. 95)	g. definitely, certainly

Now, find a Vocabulary Term on the left that fits in each sentence below.

8. Jake didn't like to be so _____ about spying on his older brother, so he tried to blend in with the crowd.
9. Determined to finish the race, Kim was not _____ when she got a side cramp in the last mile, but kept running anyway.
10. The principal's punishments _____ what a teacher's consequences are for cheating on a test.
11. I know that babysitting your little sister every day is not an _____ situation, but it's what we need you to do until I get home from work.
12. I was hoping that when my mom saw my good report card, she might _____ and allow me to go to the dance on Friday night.
13. Because of the fire in the cafeteria, we'll be eating outside _____, since we don't know when the repairs can begin.
14. Seeing her mom so sick filled her with a sense of _____ and unease.

Expanding Vocabulary: Chapters 21-25 (L6.4a, L6.6)

Directions: Use the context to help you choose the best meaning for the underlined word or phrase in each of the following sentences. Circle the letter of the meaning you choose.

1. There were a lot of **variables** involved with whether our party would be a success, including if enough people showed up and how the weather held up that night.
a. uncertain numbers b. factors that could change c. items on a list
2. When he **bellowed** at my cousin, my uncle's loud yell could be heard all the way down street.
a. hollered or shouted b. laughed c. sighed in disgust
3. Riding your sister on the handlebars of your bike was such a dangerous thing to do! Didn't you think about the **repercussions**?
a. injuries b. reactions of other people c. consequences
4. Trying to chase down the man that stole your skateboard was a **foolhardy** risk, since he could have tried to hurt you.
a. brave b. irresponsible and reckless c. calculated
5. Luke went to his teacher to **vouch** for his friend, Joey, and tell her that Joey had not cheated on the spelling test.
a. act as a witness b. deny knowing c. cheat for
6. The group helped get **injunctions** filed against protestors who were trying to disrupt the process.
a. judicial orders b. letters of support c. arrest records

Expanding Vocabulary: Chapters 26-30 (L6.6)

Direction: For each word, read the sentence from *The Lions of Little Rock* in which the word is found and its definition. Write your OWN sentence using the word. Answer the comprehension question.

1. ***rummaging* (p. 130)**

From the book: "We'll do the nines, then," I said, rummaging in my purse for a pen.

Definition: searching through something

Your sentence:

Comprehension Question: If you were rummaging through your backpack, what might you find?

2. ***cowered* (p. 135)**

From the book: . . . I expected her to smile, but she didn't, she just cowered back in her seat and raised her flyer in front of her face.

Definition: cringed or shrunk back in fear

Your sentence:

Comprehension Question: Which of the following might make a puppy cower?

- a. a dog treat b. a large man yelling loudly c. another puppy

3. ***idealism* (p. 136)**

From the book: "Miss Winthrop, I appreciate your idealism, but admitting Negro women into our group would be the end of the WEC."

Definition: belief in high standards or principles

Your sentence:

Comprehension Question: List someone who you think of when you see the word idealism. Why did you choose this person?

4. ***stammered* (p. 151)**

From the book: "If I run into her I will," I stammered finally.

Definition: spoke hesitantly or repeated oneself

Your sentence:

Comprehension Question: Someone who is stammering is most likely feeling:

- a. nervous b. happy c. confident

Expanding Vocabulary: Chapters 31-35 (L6.6)

Directions: Fill in the following Vocabulary Map by a) finding the sentence in which each word appears in the story and copying it in Column 2; b) looking up each word and writing a short definition in Column 3; c) making a connection with that word by drawing a picture or writing a sentence that explains how that word might relate to something familiar in your life in Column 4.

Vocabulary Map

Word	Sentence from the book in which the word appears	A short definition	An illustration of the word OR a way this word connects to my life
cashmere, p. 154			
shrill, p. 166			
amused, p. 167			
 dwell, p. 168			
satchel, p. 169			

Expanding Vocabulary: Chapters 36-40 (L6.6)

Directions: Match the vocabulary word on the left with the correct definition on the right.

- | | |
|-------------------------|---|
| _____ crawdads(p. 181) | a. a clerk licensed to prepare legal documents |
| _____ crevice (p.182) | b. filled with sudden shock or fright |
| _____ aghast (p. 187) | c. a tiny lobster-like crustacean usually found in freshwater |
| _____ irked (p. 190) | d. irritated or annoyed |
| _____ lynching (p. 202) | e. a crack forming an opening |
| _____ notary (p. 204) | f. a death by hanging, usually by a mob |

Directions: Use one of the words above to correctly complete each sentence below.

1. We had to get a _____ to sign my dad's legal papers before we could file them in court.
2. My grandmother was _____ when my brother and I burst into her room after it started thundering so loudly.
3. Only my grandfather remembered the _____ that had happened in town many years ago when a poor fellow had been hung in the town square after supposedly stealing the mayor's car.
4. Whenever my sister borrowed my clothes without asking me, it really _____ me.
5. Noah and James loved to go down to the creek in the summer and try to catch _____.
6. Hidden in a small _____ in the rocks, Mona found a brass button that she was sure had been there for many, many decades.

Expanding Vocabulary: Chapters 41-45 (L6.4a, L6.6)

Directions: Use the context—or the words and phrases surrounding the underlined word---to try to determine its meaning. Then, look the word up in a dictionary and compare your definition to the dictionary definition.

1. “Actually it was half the school board, and you weren’t really fired, but your contract wasn’t renewed for next year.” (page 213)

From this passage, renewed might mean _____.

The dictionary says renewed means to _____.

_____.

2. “They’d been told by their lawyer that without them there, there would be no quorum and all the teachers would be automatically rehired. But then, after lunch, those still there, . . . , declared themselves a quorum and started firing thirty-four teachers, seven principals and three secretaries.” (page 213)

From this passage, a quorum might be a _____.

The dictionary says a quorum is a _____.

_____.

3. I sat by Daddy at the table. He looked completely stricken. I’d never seen him so defeated. (page 214)

From this passage, stricken might mean _____.

The dictionary says stricken is _____.

_____.

4. ““But if I speak out on this issue, there will be real consequences for me. Not just words, people will boycott my store. I might lose business.”” (page 216)

From this passage, boycott might mean to _____.

The dictionary says boycott means to _____.

_____.

5. “We’re going to circulate a petition asking for a special election to recall the board members who voted for the teacher purge,” Dr. Agar explained. (page 224)

From this passage, a purge might be a _____.

The dictionary says a purge is a _____.

_____.

Expanding Vocabulary: Chapters 46-57 (L6.6)

Directions: Look up each of the following words. Then, use each in your own sentence that clearly shows you understand the meaning of the word.

1. coincidence (p. 238)

Definition: _____

My sentence: _____

2. trademark (p.250)

Definition: _____

My sentence: _____

3. wafted (p. 261)

Definition: _____

My sentence: _____

4. slander (p. 276)

Definition: _____

My sentence: _____

5. passive (p. 279)

Definition: _____

My sentence: _____

6. impulsive (p. 279)

Definition: _____

My sentence: _____

7. monotone (p. 285)

Definition: _____

My sentence: _____

Chapter Response Questions

Chapter 1: The High Dive (RL6.5)

1. How old is the main character Marlee?
2. Explain what happens to Marlee on the high dive. Who saves her?

Identifying Setting

The **setting** of a novel refers to the time period and location of the story. It may change as the story unfolds. Answer these questions to determine the **setting** of the *Lions of Little Rock*:

3. What is the month and year in the first chapter?
 4. In which city and state does the story take place?
 5. What two places does Marlee visit in this chapter?
 6. How important do you think the setting might be to the conflict of this novel? Explain.
-

Chapter 2: Coffee, Tea or Soda (RL6.1, RL6.6)

1. Why were the high schools in Little Rock closed in September 1958?
2. How does Daddy feel about the integration of the schools? Cite an example from the text to support your answer.
3. How does Mother feel about the integration of the schools? Cite an example from the text to support your answer.

Determining Point of View

The **point of view** of a story refers to the perspective from which the story is told. *The Lions of Little Rock* is told in a **first person point of view** because the story is narrated by a character (Marlee).

4. Why do you think an author would choose to write a book from a first person point of view?
 5. As a reader, what do you gain from a first person point of view? What do you lose?
 6. List three things you know about Marlee after reading this first chapter.
-

Chapter 3: Queen Elizabeth (L6.5, RL6.5)

1. Why did Marlee's father start driving her to school last year?
2. Who is "Queen Elizabeth?" Describe Marlee's first impression of her.

Interpreting Similes

Authors use **similes** to compare two unlike things. Similes use the words "like" or "as." They help the reader create more vivid and interesting mental images. Throughout the book, Marlee uses similes to compare people to drinks.

*You see, to me, people are **like** things you drink. Some are **like** a pot of black coffee, no cream, no sugar. They make me so nervous I start to tremble. Others calm me down enough that I can sort through the words in my head and find something to say.*

Complete the following table of similes comparing characters to drinks.

Comparing Characters to Drinks		
Character	Drink	What does the analogy tell us about how Marlee views this character?
David	sweet iced tea on a hot summer day	
Judy	ice cold Coca-Cola from the fridge	
Daddy	glass of milk, usually cold and delicious, but every once in a while, he goes sour.	
Mother	hot black tea, so strong, she's almost coffee	
Sally	strong cough syrup	
Nora	weak fruit punch	
Miss Taylor	plain old coffee or vinegar at the bottom of a jar of pickles	
Mr. Harding	chocolate malt shake	

Chapter 4: Five Little Words (RL6.1)

1. What will happen on September 12, 1958? How does Judy feel about this?
2. Explain why Marlee wishes she were more like the lions at the nearby zoo.

Examining a Character

Authors develop a believable character by giving the reader information about his/her background, family life, personality traits, and feelings. We learn about the characters in a novel by examining what they think, feel, say, and do, as well as what others say and think about them.

3. Sketch a picture of how you envision Marlee. Around the picture, write 5 words describing what you know about Marlee's character at this point. You can include words about her appearance, her personality, where she lives, the things she likes etc. Under the picture, pull out three specific examples of things that Marlee did, said, or thought that support your words.
-

Chapter 5: James-Thomas

1. Who is JT? How does Marlee feel about him at the beginning of the chapter? How do you know this?
 2. Who is Red? How does Marlee feel about him? How do you know this?
 3. What does J.T. do that disappoints Marlee? Do you think her feelings for him will change?
-

Chapter 6: A New Partner (RL6.4)

1. What are magic squares? Based on what you know about her character, why do you think Marlee likes them so much?
 2. What does Liz mean when she tells Marlee: *"It's important to face your fears. . . It makes you a better person."* Do you agree? Why or why not?
-

Chapter 7: A New Roommate (RL6.4, L6.2a)

1. How does Marlee feel about Judy switching rooms? Why?
2. Explain what Marlee means when she says: *"Turns out, Betty Jean wasn't just plain water after all. She had a twist of lime that was all her own."* (p. 35)
3. Who is Marlee's "new roommate"? What is symbolic about Marlee having this particular pet in her room?

Examining Non-Restrictive Elements

Writers sometimes use *non-restrictive elements* - like commas, dashes, or parentheses - to add detail to a sentence. A non-restrictive element is a phrase or clause that interrupts a sentence to add a piece of information. You can recognize such an element because the sentence can still make sense without it. Examine these examples from *The Lions of Little Rock*.

EX: My sister, **the one I could always talk to**, didn't want me around anymore.

↙ ↘
non-restrictive clause set off by commas

EX: I was embarrassed she'd even asked me – **like I was her boss or something** – and gestured for her to go ahead.

↙ ↘
non-restrictive clause set off by dashes

EX: She had neatly trimmed fingernails (**which reminded me to stop chewing on my pinkie**) and a lovely tan too, like she'd been at the pool all summer, though I hadn't seen her there once.

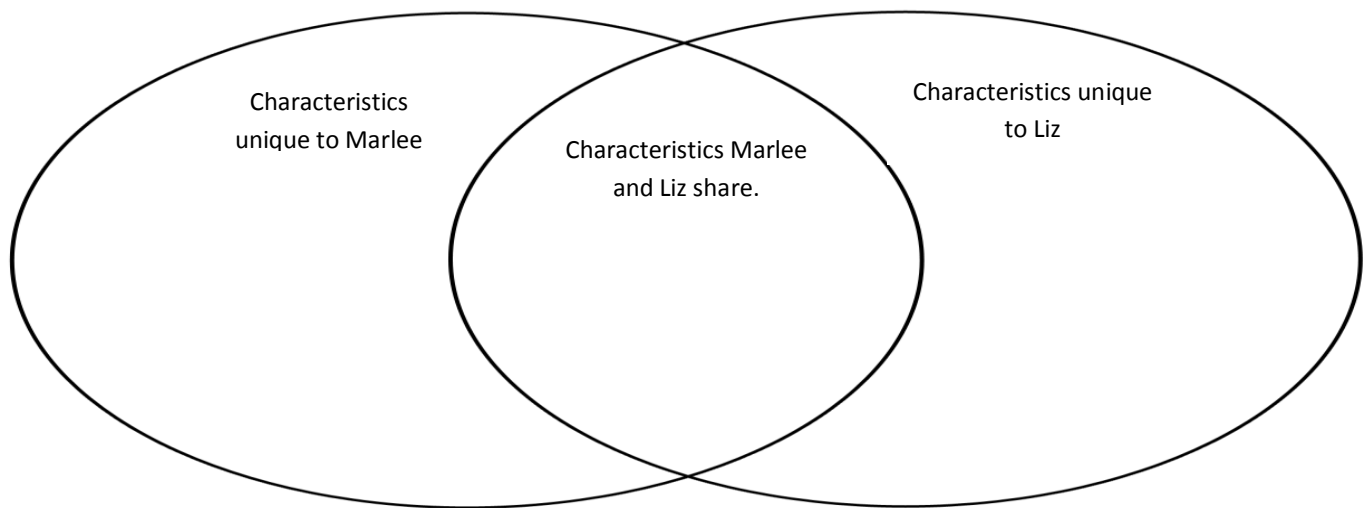
↙ ↘
non-restrictive clause set off by parentheses

Now reread the following sentences from *The Lions of Little Rock*. Circle the nonrestrictive element in each sentence.

4. I always walked home from school – guess Daddy figured I’d be safe enough with all the other kids around.
 5. JT, which was what everyone called him, was tall and blond and played football too.
 6. It was beautiful – black and orange – and fluttered like a tiny, pulsing heart in his hand
 7. I knew Negroes were allowed to use the library now – that rule had passed a few years ago – but I didn’t see them there much.
-

Chapter 8: A New Friend (RL6.3)

Complete the following Venn Diagram comparing Liz and Marlee. On the left, list characteristics unique to Marlee including items about her appearance, personality, background, lifestyle, etc. On the right, do the same for Liz. In the center, list characteristics that both girls share.



Chapter 9: The Football Game (W6.3b)

1. How does Daddy feel about the decision to start up the football program?
2. Do you agree with Daddy? Why or why not?

Examining Dialogue

3. Reread the dialogue between J.T and Marlee on page 45. What does the dialogue reveal about J.T’s character? Marlee’s character?
4. Now rewrite the following dialogue to express what Marlee is really thinking and feeling.

JT: *I’m so glad you stopped by. I wanted to ask you something.*

Marlee: *What?*

JT: *It's about the homework. You're getting all the problems right. You can't do that. See if I get them all right on my homework, but I don't do well on the tests, Mr. Harding is going to get suspicious. I need you to throw in a couple of wrong answers here and there.*

Marlee:

JT: *Do you like movies, Marlee? I do, but Mother won't let me go unless I keep my grades up. What do you say? Will you help me out?*

Marlee:

Chapter 10: Behind the Grin

1. Why do Mother and Daddy disagree about the governor's decision to keep the high schools closed?
2. What is a correspondence course? How does Judy feel about taking one?
3. What is "behind the grin" of David?

Chapter 11: The Talisman (RL6.4)

1. What is a talisman?
2. What talisman does Liz give Marlee? What is Marlee supposed to do with it?

Discovering Symbolism

A **symbol** is something (an object, place, or person) that stands for something else. Authors often use symbols to communicate a deeper meaning.

3. What do you think that the feather symbolizes to Marlee?
4. Crows and crow feathers sometimes symbolize omens or bad luck. What omen(s) might the author Kristin Levine be foreshadowing for Marlee?

Chapter 12: Blood Like a Jewel (RL6.4)

1. Why does Marlee like going to the "rook crusher"?
2. Why does Marlee ride the horse?
3. How does she feel while riding the horse? What does this reveal about how she is changing?

Analyzing a Simile

4. Reread the following simile (a comparison of two unlike items using the words *like* or *as*): *One final drop of blood oozed out and sat on my fingertip like a jewel, a secret given to me by my sister.* What two things are being compared? What kind of image does this simile help create your mind?

Chapter 13: Not the Stomach Flu (RL6.5)

1. How does Marlee feel the morning of the presentation? Cite an example from the text to support your answer.
2. According to Sally, why did Liz withdraw from school?
3. Why do you think that Marlee does the presentation without Liz?

Interpreting Mood

A *mood* refers to the general feeling in a novel (or in part of novel like a chapter). For instance, the mood of a chapter could be described as fearful, anxious, somber, light-hearted, serious or suspenseful. An author usually conveys various moods throughout a novel and sometimes even within a chapter.

4. Describe the mood at the beginning of this chapter. Cite at least TWO passages from the text that the author uses to create this mood.
 5. Describe the mood at the end of the chapter. Cite at least TWO passages from the text that the author uses to create this mood.
-

Chapter 14: Facing Facts (RI6.1, RI6.2, RI6.6, W6.2)

1. According to Betty Jean, what does “passing” mean? Why did some people do it?
2. How does Betty Jean feel about passing? Mother? Marlee?

Analyzing Primary Sources

A **primary source** is a firsthand testimony or piece of evidence from an event. Primary sources can be letters, newspaper articles, images, songs, or artifacts. Primary sources are particularly valuable because they offer firsthand accounts of a particular period.

Read the following excerpts from Chief Justice Earl Warren’s majority opinion in *Brown v. Board of Education*, a landmark unanimous Supreme Court decision that led to the integration of schools.

In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms. . .

To separate them [African Americans] from others of similar age and qualifications solely because of their race generates [creates] a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone.

We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently [fundamentally] unequal. Therefore, we hold that the plaintiffs and other similarly situated . . . are . . . deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

3. What is the purpose of a Chief Justice Warren’s opinion? In other words, why did he write it?
4. According to Chief Justice Warren, is education a right or a privilege? Explain.

5. Explain what Chief Justice Warren means when he says that: *Separate educational facilities are inherently unequal*.
 6. Write a paragraph summarizing this landmark decision. Include a topic sentence where you introduce the case. Add 2 or more sentences with relevant facts, details, or quotes from the decision. Conclude with a sentence describing the importance of this decision.
-

Chapter 15: Talking to Daddy (RI6.4)

1. What is the result of the vote on whether to reopen the schools? How does Daddy feel about the result?
 2. This vote is historically accurate. Are you surprised by the numbers? Why or why not?
 3. Daddy says that: . . . *those of us who believe in integration . . . We can't seem to find our voice*. In what ways can Marlee relate? How can she help Daddy get his voice back?
-

Chapter 16: Sent Away (W6.1)

1. Reread page 21. How has Marlee's opinion of J.T changed since the beginning of school? What are some of the reasons for the change?
2. Why is Judy being sent away?

Writing a Persuasive Paragraph

Should Judy be sent away to Granny's house so she can attend school? Write a persuasive paragraph from the point of view of Marlee where you take a position on this question. Your paragraph should include the following:

- a strong topic sentence where you take a clear position on the question.
 - 3-5 sentences which support your position. Include relevant reasons, examples, and evidence to support your claim.
 - a concluding sentence that restates your position.
-

Chapter 17: The Negro Church (RL6.4)

1. In what ways is the black Baptist church similar to Marlee's white Methodist church?
2. Why do you think Pastor George acted as if he didn't know who Liz was?

Analyzing and Writing a Simile

3. Reread the following simile and explain what it means in your own words: *Judy's green suitcase sat by the door like a wart*.
 4. Now write your own simile. Your simile can be about anything, as long as it compares two unlike things.
-

Chapter 18: When Pretty Boy Died (RL6.4)

1. Summarize Mother and Daddy's argument about T.J. Raney.

Understanding Analogies

An **analogy** is a comparison of two things or two ideas. Similes and metaphors are two kinds of analogies. Though similes are very short, usually confined to one sentence, some analogies are extended, meaning they can stretch into many sentences, or even paragraphs or chapters. In this chapter, the story of Pretty Boy serves as an analogy to Marlee's family.

1. Reread the story of Pretty Boy. Explain the analogy of the Day Pretty Boy Died and Marlee's family.
 2. Do you think Marlee believes the analogy? Why or why not?
 3. Do you think Daddy believes the analogy? Why or why not?
-

Chapter 19: Colored (W6.3)

1. Why did Liz try to "pass" at West Side Junior High?
2. Why is it so dangerous for Marlee and Liz to meet again?

Writing From a Point of View

3. How do you think Liz feels about the situation at her old and new school? Write a diary entry from the point of view of Liz and include the following:
 - a reflection about how Liz felt when Sally's mother discovered her secret of trying to "pass" at West Side Junior High.
 - a description of how Liz is being treated at Dunbar Middle School.
 - a list of things Liz hopes for the future.
-

Chapter 20: The WEC (RL6.4)

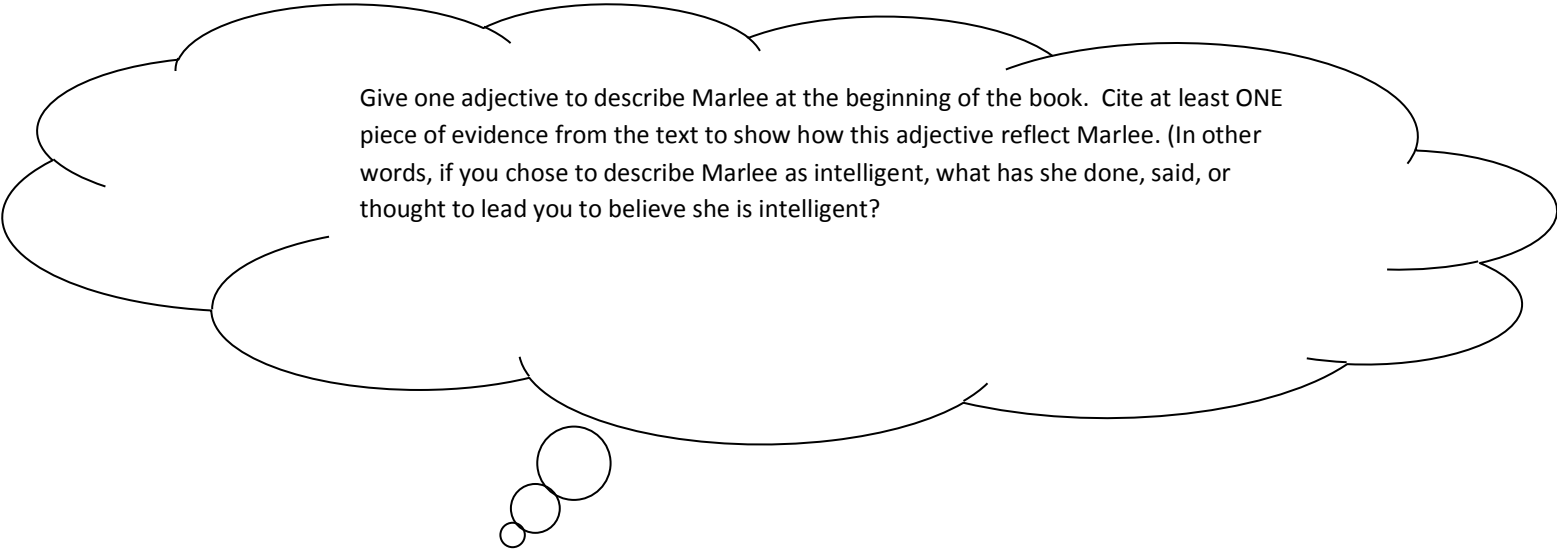
1. What is the WEC?
 2. Why doesn't Mother want to join the WEC?
 3. Why do you think Marlee joins the WEC?
 4. Why do you think the author includes this particular Bible verse? What might the Bible verse foreshadow?
-

Chapter 21: Three Good Things (RL6.3, RL6.4)

1. Draw the flyer that Marlee got from the WEC and include the quote. What does the quote mean? What does the flyer suggest about the direction of the WEC?
2. What are the three good things that the title of the chapter suggests?

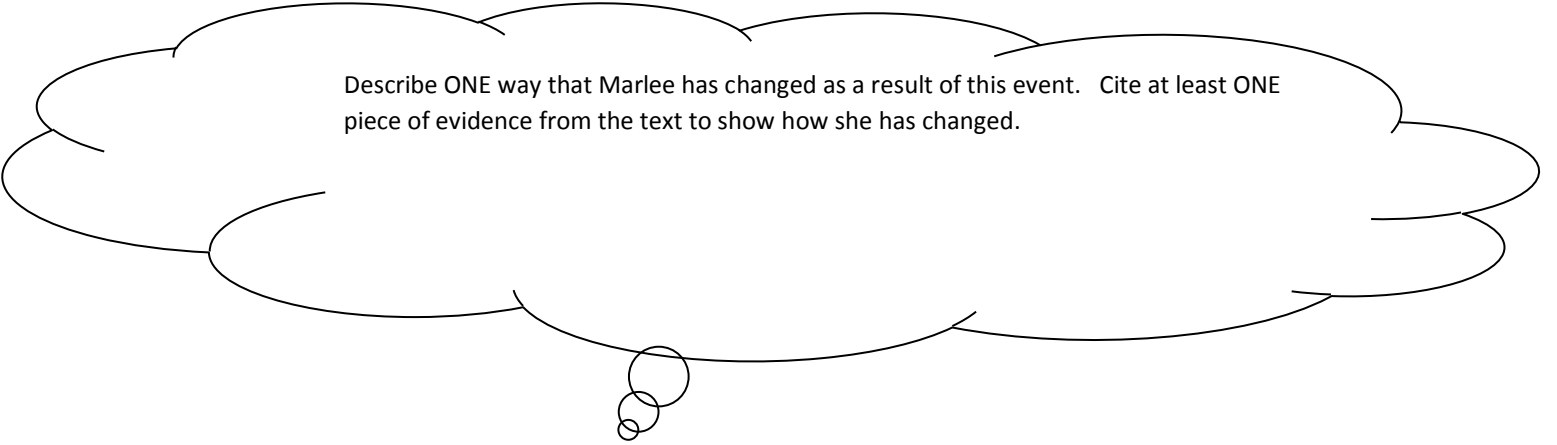
Documenting Change Within a Character

In this chapter, Marlee herself recognizes how much she has changed this year. What events led to this change? What has been the impact of those events on Marlee? Reflect on Marlee's change by completing the following graphic organizer.



Give one adjective to describe Marlee at the beginning of the book. Cite at least ONE piece of evidence from the text to show how this adjective reflect Marlee. (In other words, if you chose to describe Marlee as intelligent, what has she done, said, or thought to lead you to believe she is intelligent?)

Identify ONE big event (historical or personal to Marlee) that has happened so far in the book.



Describe ONE way that Marlee has changed as a result of this event. Cite at least ONE piece of evidence from the text to show how she has changed.

Chapter 22: The Gem

1. Reread Marlee's description of entering the movie theater on page 109. How did *you* feel after reading that passage?
2. What did *you* think about Marlee when you read that description?
3. Have you ever felt like Marlee did in this chapter? Explain.

Chapter 23: The Rock Crusher (L6.1a, L6.1c)

1. Why do you think Betty Jean decides to keep Marlee's secret?
2. What does Liz want Marlee to teach her? Why?

Investigating Pronouns

Pronouns are used in place of nouns. You probably use pronouns all the time without realizing it! There are several different types of pronouns, but PERSONAL PRONOUNS are the most common. Personal pronouns can be SUBJECTIVE or OBJECTIVE.

Subjective pronouns replace the subject of a sentence. In other words, subjective pronouns perform the action of the verb.

***SHE** lifted the sleeping child gently from the car.*

Subjective Pronouns		Objective Pronouns	
I	we	me	us
you	you	you	you
he/she/it	they	him/her/it	them

Objective pronouns are typically used as the object of a verb or preposition.

*Sarah saw **ME** through the window and waved.*

Here are some sentences from *The Lions of Little Rock* that show PERSONAL PRONOUNS in action.

Underline the pronoun(s)—there may be more than one. Then, in the blank, identify each as SUBJECTIVE or OBJECTIVE.

3. _____ Liz was late. I started to worry that she wasn't going to come at all . . .
4. _____ Betty Jean was waiting for me in the kitchen . . .
5. _____ And Mr. Harding . . . Now that we were doing math together, sometimes I said more than just numbers.
6. _____ "It means other people won't be able to find us."
7. _____ The teacher asked Janet to hand out books and she skipped me.

Some pronouns show ownership. These are called POSSESSIVE PRONOUNS.

Possessive Pronouns						
mine	yours	hers	his	ours	theirs	whose
my	your	her	his	its	our	their whose

Possessive pronouns can describe a noun: *That is **HER** computer.*

Or possessive pronouns can stand alone: *That computer is **HERS**.*

Here are some sentences from *The Lions of Little Rock* that show POSSESSIVE PRONOUNS in action.

Underline the possessive pronoun—there may be more than one.

8. But there was a catch in her voice, and her smile seemed just a little too tight.
9. I knew what this was about. My time with a certain girl from Kansas.
10. The grass was tall and turning brown, but a few wildflowers still poked their heads up above the meadow.

In each of the sentences below, a pronoun is missing. Decide which pronoun would work best. Write that pronoun in the blank. Then, tell if you think it is SUBJECTIVE, OBJECTIVE, or POSSESSIVE.

11. _____ "My mother is so angry at _____, she nearly made me go live with my aunt."
12. _____ We walked down the narrow aisle single file, carrying the popcorn and looking for a seat, Tommy first, then Liz, then _____.
13. _____ I pedaled faster, trying to drive out the knowledge that I was disobeying _____ father.
14. _____ Liz gave me a look . . . _____ had to work real hard to keep the frown on her face.

Chapter 24: Halloween

1. List 3 adjectives to describe Red. Then, give at least two examples of things Red has done or said that support those adjectives.
2. Why do you think JT defends Marlee? Does this surprise you? Why?
3. Has your impression about JT changed in this chapter? How?

Chapter 25: Betty Jean's Son (RH6-8.1, RH6-8.2, RH6-8.6)

1. Why was Betty Jean's son arrested?
2. Who was Emmett Till? How did his death impact Daddy?

Examining Primary Sources

The brutal murder of fourteen year old Emmett Till in 1955 shook the nation. Many people, both white and black, were outraged, especially after the acquittal of the two white murderers. Others felt that Till deserved his fate. The event sparked intense national debate and came to be seen as a pivotal moment in the Civil Rights Movement.

A **primary source** is a firsthand testimony or piece of evidence from an event. Primary sources can be letters, newspaper articles, images, songs, or artifacts. Primary sources are particularly valuable because they offer firsthand accounts of a particular period. Examine and compare the following primary source excerpts from the period after Till's murder (excerpts taken from http://www.pbs.org/wgbh/amex/till/filmmore/ps_reactions.html)

Western Union Telegram September 6, 1955

To: J. Edgar Hoover, Director, FBI
From: Lester Banks, Los Angeles, California

The world will regard America's sense of justice as a hollow mockery if the white men who brutally lynched young Emmett Till in Mississippi are not punished. I do not mean Mississippi justice. There is as much justice in Mississippi as in Communist Russia. This case legally falls under your jurisdiction and should be prosecuted in a federal court as Emmett Till's civil rights were violated.

3. W

4. Who is it to? Who is it from? Where was it sent from?
5. What is the point of view of the author about the murder of Emmett Till?

September 6, 1955

To: Herbert G. Brownwell , Attorney General
From: J. Edgar Hoover, Director, FBI

I want to bring to your attention certain facts concerning the alleged kidnapping and death in Mississippi of the victim, a fifteen-year-old Negro from Chicago, Illinois. It is noted that considerable "pressure" is being generated by some newspapers and organizations in an effort to have the Federal Government take some action in this matter. . . .

The facts in this case indicate a state offense of kidnapping and murder but there is no indication to date of a violation of the Federal Kidnapping Statute or the Federal Civil Rights Statute inasmuch as the action was taken against a private citizen by a group of citizens. There has been no allegation made that the victim has been subjected to the deprivation of any right or privilege which is secured and protected by the Constitution and the laws of the United States which would come within the provisions of Section 241, Title 18, United States Code. It should be noted that recently in Washington, D.C., a group of white boys from the State of Mississippi were beaten and knifed by Negro youths and this Bureau did not conduct an investigation into that matter upon the instructions of the Criminal Division.

6. Who wrote this letter? Who is it addressed to?
7. Does Hoover believe that the murderers of Emmett Till should be prosecuted under Federal Law (which would carry a more severe sentence)? Why or why not?
8. Why might Hoover want to avoid making the murder Emmett Till a national case?

Chapter 26: Being Quiet (RL6.1)

1. Find and copy two quotes from this chapter that illustrate how much Marlee has changed and grown since the beginning of the book. Then explain how the quotes show Marlee's growth.
2. Reread the last sentence of this chapter. Authors use sentences like this to foreshadow, or indicate a future event. What might the author be foreshadowing here?

Chapter 27: At the Meeting (RL6.4)

1. What metaphor does Marlee use to describe Mrs. Dalton? Why does she use that analogy? Where does Marlee think Mrs. Dalton got her scar on her eyebrow?
2. Why do Mrs. Brewer and Miss Winthrop get into a small disagreement (page 136)?
3. What does the phone call at the end of the chapter tell you about the climate of the period?

Chapter 28: Thanksgiving

1. Do you think Marlee's idea of having Liz carry around a notebook will work? Why or why not?
2. Why does Marlee feel betrayed by Judy?

Chapter 29: Good Enough (WHST 6-8.7,RI6.2)

1. Why can't Liz go to the parade? How does Marlee react?
2. Describe three things that Marlee learns from Betty Jean.

Conducting Historical Research: What happened to the Little Rock Nine?

Go to this website, <http://littlerock9.com/Home.aspx>, and choose ONE of the Little Rock Nine students to research. Use the resources there to learn about your person: Then write a paragraph summarizing what happened to that person after he/she attended Central High School in 1957. Make sure your summary is in your own words.

Chapter 30: The Christmas Parade (L6.1b)

1. Why was the school board deadlocked again? Why was that significant?
2. What does JT warn Marlee about?
3. What more do you learn about the Dalton family in this chapter?

Using Intensive Pronouns

Intensive pronouns are pronouns that are used only for emphasis. Since an intensive pronoun is not needed in a sentence, you should be able to take it out and the sentence will still make sense.

Here are some examples from this chapter:

I couldn't think of any other way to get him to be quiet, except to be utterly quiet on the topic myself.
Yep. That's right. JT himself.

Intensive Pronouns	
myself	ourselves
yourself	yourselves
Himself/herself	themselves

Circle the intensive pronouns in these sentences from *The Lions of Little Rock*.

4. I never skip brushing my teeth myself.
5. Sometimes she could be as bossy as Sally herself.
6. I knew Daddy supported it, and I'd always thought it was a good idea myself.
7. He could just do the homework himself.

Now insert an intensive pronoun into these sentences.

8. But he didn't sound too sure about it _____.
9. I wanted to cry _____.
10. But I wasn't sure he believed it _____.

Chapter 31: An Unwelcome Christmas Gift (L6.5)

1. What simile does Marlee use to describe Granny? What does the simile imply about the way Marlee feels about Granny?
2. Describe Marlee's reaction to the unwelcome gift. Why is it unwelcome?

Chapter 32: The Airplane Ride (RL6.1, RL6.3)

1. How is Marlee's first plane ride different than her experience on the high dive?

Evaluating Change in a Character

2. Marlee's first flight reveals to us just how much she has grown since her experience on the high dive. Reflect on Marlee's growth by creating an illustrated timeline with events that you think contributed to Marlee's growth. Start with a sketch of a high dive on the far left and an airplane on the far right. In the middle, include illustrations of at least 3 events that you think have led to Marlee's growth. Underneath each illustration, briefly explain why you think the event changed Marlee.



Chapter 33: New Year's Resolutions (W6.10)

1. How does Marlee stick up for herself in this chapter? Name two different ways.

Writing a Reflection

2. Reflect on a time that you stuck up for yourself. How did it make you feel? Why is it sometimes hard to stick up for yourself?

Chapter 34: Mail, Measles and More (RL6.1, RL6.3)

1. Why did Mother give Marlee a letter opener for Marlee's birthday?
2. Why do you think the author chose a letter opener as the gift from Mother? What might the letter opener symbolize?

Chapter 35: Mother Gets Involved (W.6.3b)

1. Name two ways that Mother gets "involved" in this chapter.

Examining Dialogue

2. Marlee seems to have lost her voice again in this chapter. Complete the following dialogue passages to say what she is really feeling inside.

Mother: [JT] told me he was having trouble in math, and you're so good at it, I thought you could tutor him. He said that would be swell and to meet him today after school . . .

Marlee:

JT: Thanks, Marlee. . . . See you around.

Marlee:

JT: Sally MacDaniels is having a birthday party . . . I wanted to ask if Marlee would go with me.

Mother: Oh, that would be lovely.

Marlee:

Chapter 36: Facing Fears (RL6.1)

1. What fear does Liz face in this chapter? How?
 2. What fear does Marlee face? How?
-

Chapter 37: The Roller-Skating Party (RL6.1, RL6.3, RL6.5)

1. How does Marlee feel after she sticks up to JT? How do you know?
2. How do you think Mother feels after Marlee sticks up to her?

Dissecting Conflict

Conflict is a struggle between opposing forces in a story. Conflict can be *external*, meaning it takes place outside of the character. External conflicts can be with another character, society, or a natural force like a hurricane. Conflict can also be *internal*, meaning it takes place within the character's own mind.

The chart below lists several of the external and internal conflicts that Marlee is struggling with in *The Lions of Little Rock*. For each conflict, give one example from the story that illustrates how the author developed that conflict. Then, in the final column, explain how that conflict has been resolved. If it hasn't yet been resolved, leave it blank.

Conflicts	Example from story that illustrates conflict	Resolution of conflict
<p>Marlee's fear of heights</p> <p>Marlee's struggle to speak out more</p> <p>Marlee's feelings about continuing her friendship with Liz</p>		
<p>Marlee's anger toward J.T.</p> <p>Marlee's tension with her mom</p> <p>Marlee's fear of Red</p>		

Chapter 38: Secrets on the Bus (RH6-8.1, RH6-8.2)

1. Summarize Act 10.
 2. How does David feel about Act 10?
 3. How does David feel about integration?
-

Chapter 39: Robes in the Closet (RI.6.1, RH.6-8.2)

Examining a Secondary Source (also Informational Text)

Unlike primary sources, **secondary sources** were created after a particular event by someone who did not participate in that event. Examples of secondary sources include encyclopedia entries, biographies, Secondary sources are helpful because they combine information from primary sources, and often offer an analysis of an event.

Read the following biography of Adolphine Fletcher Terry from The Encyclopedia of Arkansas History and Culture. Note that the Terry and Brewer are actual characters in *The Lions of Little Rock*.



Adolphine Fletcher Terry was a civic-minded woman from a prominent [Little Rock \(Pulaski County\)](#) family . . . In the fall of 1957, when Terry learned that Governor Orval Faubus had used troops to prevent black students from attending Central High School during the Little Rock desegregation crisis and that a white mob had terrorized the students, she wrote: “For days, I walked about unable to concentrate on anything, except the fact that we had been disgraced by a group of poor whites and a portion of the lunatic fringe.... Where had the better class been while this was being concocted? Shame on us.”

Terry and two friends, Vivion Brewer and Pat House . . . formed the Women’s Emergency Committee (WEC) after a ballot measure to close Little Rock’s high schools, as a means of avoiding desegregation, passed in 1958. They became the first organized group of white moderates to oppose the governor and demand the reopening of the city’s four public high schools.

Vivion L. Brewer, Adolphine Fletcher Terry and Pat House (left to right); November 2, 1963.

1. What were some of the dangers of belonging to the WEC?
 2. Why do you think the women continued their work despite those dangers? What does it reveal about the characters of these women?
-

Chapter 40: Dynamite (RL.6.4)

1. Why was Daddy’s “face pinched and pale” at the opening of this chapter? How do those choice of words reflect the tone for the chapter?
 2. What did Marlee trip over at the quarry? What did Red do with it?
 3. What do you think Red will do with the dynamite?
-

Chapter 41: Consequences

1. Why are Marlee and her family worried about Liz’s safety?
2. How was the school board able to fire so many teachers?
3. Why was Daddy one of the people to get fired?

Chapter 42: Mother’s Speech (RL6.1, RL6.3, W6.1, SL6.4)

1. What does Marlee give Mother before her speech? Why?
2. Mother’s speech has a great impact on the audience and they all stand to applaud her. Reread the speech. Copy 1-2 sentences that you think best show how much Mother has changed since the beginning of the book. Explain how the sentences reflect her change.

Writing a Persuasive Speech

After the speech at Forest Park, Marlee’s parents plan on driving her to Pine Bluff to live with her grandmother. Write a mini speech that Marlee could deliver to her parents, persuading them to let her stay in Little Rock. Include the following:

- A strong introduction where Marlee states her desire to stay in Little Rock
- At least three reasons why Marlee should stay
- A strong conclusion

Practice giving your speech aloud. Your teacher may choose to have you deliver your speech to “Daddy” and “Mother” and have them decide your fate.

Chapter 43: After the Speech (RL6.1)

1. Who does Marlee aspire to be like? Why?
 2. What turning point has Marlee reached with Mother? How do you think her relationship with Mother will change?
-

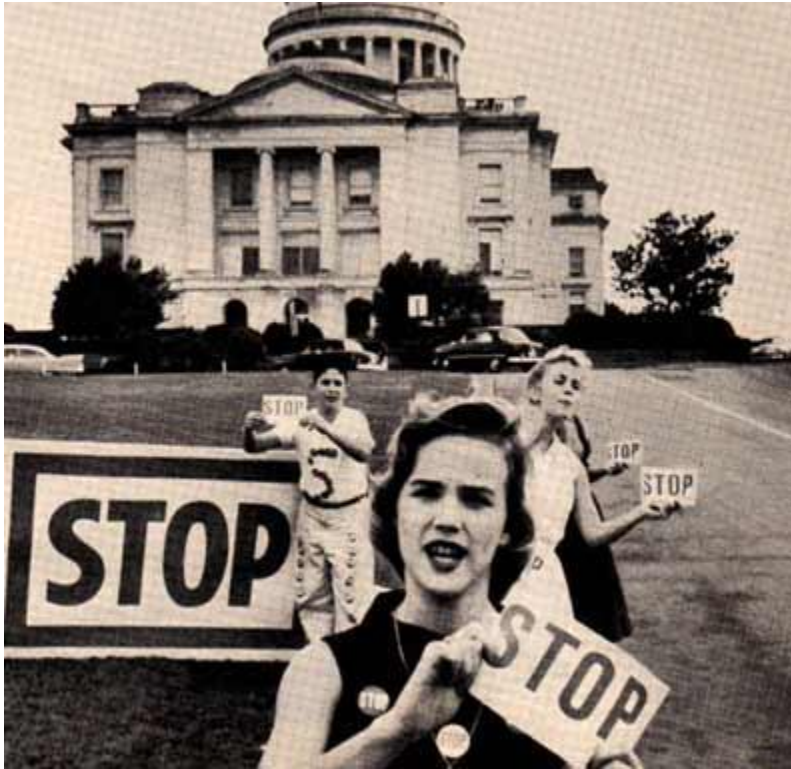
Chapter 44: Stop This Outrageous Purge (RH6-8.1, RH8.2, RH8.6)

1. Do you think Marlee and Liz will ever be able to hang out with each other again? Why or why not?
2. The author, Kristin Levine, has made JT a complex character, meaning that he has many different sides to his personality. In what way might JT be considered “complex”?
3. What is STOP? Why do they want to get the three school board members removed?

Interpreting Primary Sources

Recall that primary sources include not only printed material, but also images and or posters and signs from a particular period. Examine the following poster of STOP supporters. Then answer the accompanying questions.

PRIMARY SOURCE D: Poster of STOP Supporters



Source: <http://www.thelostyear.com/>

1. What is this an image of?
2. What building do you think the people are protesting in front of? How can you tell?
3. What is the photographer's point of view about integration? How can you tell?
4. Reread page 224 of *The Lions of Little Rock*. Explain how this source relates to the story.

Chapter 45: Maybe Brave (RH6-8.6)

1. What is CROSS?
2. Mother compares Marlee to the lions at the zoo. Do you agree? In what ways is Marlee like the lions?

Analyzing the Author's Point of View

The author, Kristin Levine, has a point of view that is distinct or separate from Marlee. We come to understand the author's point of view by looking at her choice of language, how she portrays her characters, as well as her inclusion of certain events. Reread pages 227 – 229. What do you think is Levine's point of view of the CROSS? How can you tell?

Chapter 46: Saints, Sinners and Savables (RL6.4, RL6.5)

1. In regards to the voters, Liz says: *We got the saints, the sinners and the savables*. Who are the saints? Who are the sinners? Who are the savables? Why is the name of the chapter?
 2. What is the WEC strategy in preparing for the upcoming vote?
-

Chapter 47: The Keys (RL6.3)

1. What do you think is going to happen next?

Exploring Suspense

There are many ways that authors create suspense in their novels. *The Ticking Bomb* method, as it is sometimes called, occurs when an author builds and prolongs an inevitable crisis, all the while pulling the reader further into the storyline. This chapter reflects that method.

Reread this chapter and identify 3 moments that lead to the suspenseful climax of Marlee being locked in the trunk. Sketch each of those 3 moments (as if creating a comic strip) and label them.

Chapter 48: God Bless Mother

1. How do you think you would have reacted to being in the trunk?
 2. Do you think Marlee is brave, stupid or both? Explain.
-

Chapter 49: God Bless David (RL6.1)

1. Why did Marlee run away from the house?
 2. Reread the last sentence of the chapter. Why do you think Marlee is happier? Use an example from the text to support your opinion.
-

Chapter 50: Worries (L6.5)

1. Do you believe that JT won't tell Marlee's secret? Why or why not?

Analyzing Similes

2. Find a simile (a comparison using the word "like" or "as") on page 254. Copy it and explain it in your own words.
-

Chapter 51: Stopping By Betty Jean's (RH6-8.2, RH6-8.6, RH6-8.7)

1. Why is Marlee scared she will lose Liz?
2. The chapter ends in great suspense. What do you think will happen next?

Analyzing a Primary Source

Examine the following newspaper advertisement from *The Mother's League*, a group against segregation.



Segregationist newspaper advertisement that advocated removing the school board members who supported desegregation, May 1958.

Source: <http://www.nps.gov/chsc/planyourvisit/upload/SitebulletinWEC.pdf>

1. What is the purpose of this advertisement?
 2. What is the point of view of the creator of this ad about integration?
 3. Who is this ad appealing to? In other words, who is it trying to persuade?
 4. Reread page 256. How is this primary source relevant to the story?
-

Chapter 52: Afterwards (RL6.1)

1. How does the policeman react to Marlee's story? Give an example from the chapter.
 2. Why does he treat Marlee's parents with such disrespect?
 3. How would you feel at the end of this chapter if you were Marlee?
-

Chapter 53: The Election

1. What is the result of the election?
 2. Why isn't Marlee happy about the result?
 3. Why does Marlee realize that relating people to drinks isn't really fair?
-

Chapter 54: Speaking Up (RL6.3)

1. Why does Marlee feel sorry for JT?

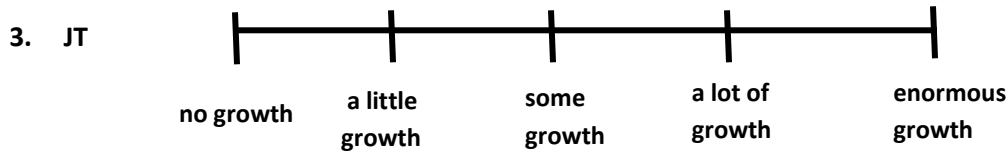
2. Who are the characters in this chapter that “speak up”? What does it show how they have changed throughout the novel?
-

Chapter 55: The Last Days of School (RL6.3)

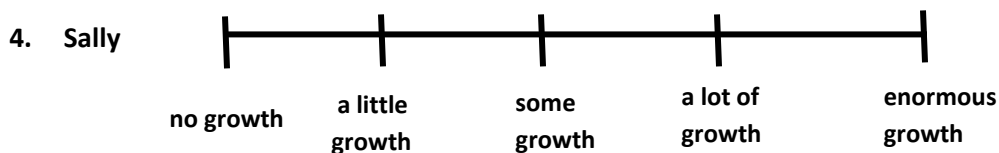
1. Explain what Mother means when she says, “*Marlee listens to lions*”.

Evaluating Change and Growth in a Character

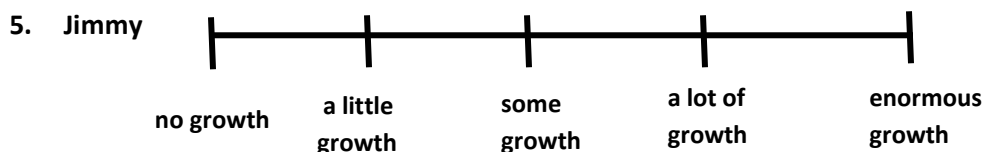
Marlee’s friends have also changed and grown throughout the course of the novel. Rank their growth on the following growth charts. Then give an example from the book to defend your ranking.



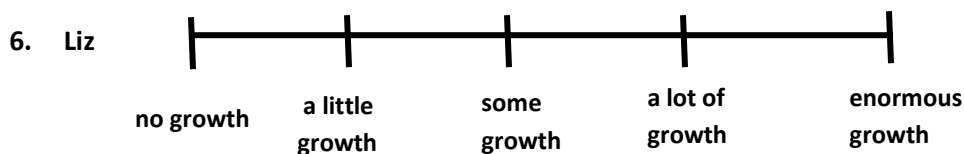
Example:



Example:



Example:



Example:

Chapter 56: Summer (W6.3)

Writing from a Point of View

Write a letter to Liz from the point of view of Marlee. Include the following:

- how things that have changed in your personal life.
 - your opinion about how integration is going
 - how much you miss Liz
-

Chapter 57: The High Dive, Part 2 (RL6.1, RL6.5)

1. Why do you think the author chose to begin and end the book with Marlee on the high dive?
2. Choose 2 quotes from Marlee in this chapter that are meaningful to you and reflect Marlee's new perspective on life. Copy each quote and explain why you chose it.

Theme Analysis (RL, 6.1, RL6.2)

As you read *The Lions of Little Rock*, think about how these four themes are developed throughout the story. Give specific examples from the text that show how each theme is portrayed. Then, in the final column, discuss what you think the author's message might be to her readers concerning that theme.

Theme	Examples from the Text	Author's Message
Friendship		
Overcoming Personal Challenges		
Breaking Stereotypes And Prejudices		
Standing Up For One's Beliefs		

Post-Reading Activities

Activities to help students process the main ideas of the book

Essay: Analyzing Theme and Character

Character Talk Show

Essay: Analyzing Theme and Character (RL6.2, RL6.3, W6.9, W6.10)

Choose ONE of the following prompts and write an essay in which you complete the task, using examples from the reading to support your position.

#1: Marlee is a dynamic character; this means she changes and matures throughout the story. Write an essay in which you explain two or three ways in which Marlee changes, using specific examples from the book to illustrate your points.

#2: The author has several themes that build throughout the novel. Describe three of them and then give specific examples from the story to show how these themes developed and what the final message from the author might be.

Write a 5-paragraph essay in which you address one of the above prompts. Make sure that your essay includes:

An INTRODUCTION—make sure that your introduction . . .

- States your thesis (a position which you can defend). For example,
 - *Throughout The Lions of Little Rock, Kristin Levine’s main character, Marlee, grows and changes in many ways.*
 - *In The Lions of Little Rock, Kristin Levine develops several themes.*
- Lists the main points you plan to cover
- Hooks the reader with something interesting

BODY PARAPGRAPHS—these paragraphs should . . .

- Starts with a transition (First, Most importantly, Next, Finally)
- Contain a topic sentence
- Include TWO-THREE supporting facts/ details from the book

A CONCLUSION—this final paragraph must . . .

- Begin with a summary transition (In conclusion, In summary, Overall)
- Restate your position and the main points of your essay
- End by answering the question “So what?”

CHARACTER TALK SHOW

NOTE TO TEACHER

The activity on the following page, **Character Talk Show**, is a fun and interactive way to have students analyze the motives and development of various characters in a novel. Follow these steps:

Day 1:

1. Assign each student one of the characters.
2. Distribute a copy of the Character Talk Show handout (on next page) to each student. Review the directions. Then, have students get into small groups based on the character they've been assigned (i.e all the students who have been assigned to Marlee should meet in a designated spot).
3. Give small groups sufficient amount of time, probably 20-30 minutes, to complete the questions on the handout.
4. Once they have completed the handout, instruct groups to write questions for the other characters to prepare for the interviews the following day. Explain that questions should be open-ended, appropriate to the story, and meaningful. You may want to model a few good questions, such as: "Marlee, how likely do you think it is that you and Liz will ever be able to have a normal friendship?" or "Red, are you remorseful for the actions you took against Liz and her family? Why or why not?"

Day 2:

5. Before class, set up your classroom to resemble a talk show. Line up enough chairs for "guests" to sit in the front, find something to use as a microphone, and create a large sign that says APPLAUSE to use when the interview guests are introduced.
6. When class starts, describe the activity. Students will be role playing the characters in the novel as they are interviewed on a mock "talk show". The rest of the class will act as the audience and get the opportunity to ask questions of the Talk Show guests.
7. Call on volunteers to role play each of the characters. As each is introduced, hold up the APPLAUSE sign and have the audience applaud.
8. Take on the role of Talk Show Host and ask each character a few basic questions, such as "Tell me a little about yourself," or "How did you feel about school integration?" Gradually, move into more difficult questions that require students to really delve into their character.
9. Allow the audience the opportunity to ask questions of the guests.
10. Finally, encourage the guests to interact with each other. You might facilitate a discussion between Marlee and Red about whether she has forgiven him for what he did, or between Sally and Liz.

Character Talk Show (RL 6.3, RL6.6, SL6.1a-c, SL6.6)

Your teacher will assign you to one of the following characters. Circle your assigned character.

Characters:

Marlee	Liz	Sally	J.T.	Red
Mother	Daddy	Judy	Betty Jean	

Work with your group to learn as much about your character as you can. Answer these questions.

- 1) Find one action that your character did in the book that you think was POSITIVE. (i.e. they did something kind, helpful, courageous, wise, or changed for the better.) Describe the action here with the page number you found it on.
- 2) Find one action that your character did in the book that you think was NEGATIVE (i.e., they were mean, spiteful, angry, unhelpful, weak, etc.) Describe the action here with the page number you found it on.
- 3) List THREE WORDS to describe your character. Then, describe at least ONE action from the book to defend your words.
- 4) What would you say is your character's GREATEST strength? Why?
- 5) What is your character's GREATEST WEAKNESS? Why?
- 6) Find ONE QUOTE (something your character said) from the book that you think reveals his/her character. Write it here along with the page number.
- 7) What TWO QUESTIONS do you think you might get asked when your character is in the HOT SEAT.
- 8) On the back of this paper, write TWO QUESTIONS for every character but yours.

Language Arts Common Core Standards

Grade Level	Reading of Literature	Reading of Informational Text	Writing	Listening and Speaking	Language Conventions	ELA: History and Social Studies
Grade 6	RL.6.1.	RI.6.1.	W 6.1	SL.6.1b and c	L 6.1.a-c	RH 6-8.1
	RL. 6.2.	RI. 6.2.	W 6.2	SL6.4	L 6.2.a	RH 6-8.2
	RL. 6.3.	RI 6.4	W6.3b	SL.6.6	L.6.4.a., d.	RH 6-8.6
	RL. 6.4.	RI 6.6	W.6.4.		L.6.5. a, c	RH 6-8.7
	RL 6.5	RI 6.7	W.6.9.		L6.6	WHST 6-8.7
	RL. 6.6.	RI 6.9.	w.6.10			
Grade 7	RL.7.1.	RI.7.1.	W 7.1	SL.7.1. b and c	L.7.4. a., d.	RH 6-8.1
	RL.7.2	RI 7.2	W 7.2	SL 7.4	L.7.5. b.	RH 6-8.2
	RL 7.3	RI 7.4	W 7.3b	SL 7.6	L7.6	RH 6-8.6
	RL.7.4.	RI 7.6	W.7.4.			RH 6-8.7
	RL.7.6.	RI 7.9	W.7.9.			WHST 6-8.7
	RL 7.9.		W 7.10			