“You never really understand a person until you consider things from his point of view, until you climb into his skin and walk around in it.”

Forged by Fire

Name_________________________

Period____________
Reading Strategies

Sometimes we need help. Reading can be hard. Here are my top recommended strategies for reading TKAM/FBF

1. Read the Study Guide questions BEFORE you read the chapters. The questions will help you know what to look for while you’re reading. Teachers call this “setting a purpose” for reading.

2. Read a summary BEFORE you read the chapter. This can help you figure out what to look for.

3. Read a summary AFTER you read the chapter. This can help you make sure you got what you needed.

4. Try visualizing what you read or acting it out in your mind. Sometimes that can help make “sense” of a tricky passage.

5. READ ALOUD or Ask a parent/guardian/friend to read a passage or two aloud to you to help with a tough spot.

6. Pay attention to characters who have the same problems you do. An emotional connection can sometimes fuel a brain connection.

7. Just ENJOY reading. Don’t worry about your annotating until you’re done reading it through once.

8. Do your annotations sheet WHILE you read instead of waiting for afterward.

9. Look ahead in the packet. If there are quotes or excerpts from the chapters you’re working on, read those first and then you’ll know what to look for in the chapter.

10. Pay attention to repetition (and other red flags)—remember the rule of 3. Anything an author repeats three or more times is important.
## Character Analysis Chapters 1-4

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<thead>
<tr>
<th></th>
<th>Gerald</th>
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<tr>
<td>Physical description</td>
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Questions Chapters 1–4

1. Why do you think the author spends so much time describing Christmas for Gerald and Aunt Queen?

2. What was one place in the book that you thought was foreshadowing what will happen later?

3. So far, what do you think fire represents?

4. List all the examples of colors that you’ve found so far. What characters get associated with which colors, and why do you think that is?

5. What do you predict life will be like for Gerald once his mother returns? Explain why you think this.
Quotes Chapters 1-4

Reading strategy: Look ahead in the packet. If there are “quote questions” or excerpts of the chapters, read those first. That way you know what to look for while you read the rest of the chapter.

For each of the following quotes from these two chapters do three things and jot them down on the back of this sheet:

1. Figure out who said it
2. What does it teach us about that character’s personality? Or about the story?
3. Figure out & explain how it connects to the characters, subjects and symbols on your bookmarks.

Quote A
Once Aunt Queen found Gerald curled up behind the couch sucking his thumb. His pajamas were soaked and smelly and he was shivering and hungry Mama had been gone all day. She had told him not to leave the room, and he had really, really tried to be good, but he was so cold, so very cold. (6-7)

Quote B
That night, Mama had hugged him and kissed him and held him close until he fell asleep. Gerald had felt so warm and special and golden—he wanted to feel like that forever. He knew his mama loved him…”You know you’re my best baby boy, don’t you, Gerald? You know you’re my baby, don’t you?” And he would smile and that warm, golden feeling would start at his toes and fill him all the way up to his smile. (7)

Quote C
Then he remembered the tiny fire dancer, and he wondered if it still lived in there with the fire-sword soldier. After numerous flicks, he got the fire to stay on. He grinned with delight. The dancer was there, smiling at him and bowing for him, changing from splendid orange to icy green to iridescent purple. The lighter flame flickered magically, making golden the purple shadows on the walls. (9-10)

Quote D
Gerald heard a loud whoosh and then he turned in terror to see the whole window covered with harsh red flames that crawled and licked and jumped along the windowsill. (10)

Quote E
He [Gerald] was a quiet boy who listened more than he talked and who rarely shared his dreams or his fears with anyone, even Aunt Queen, whom he adored. Since the day that she had taken him home when he was released from the hospital, he had lived here with her, under her loving, careful eyes. At first, he had cried for his mother constantly. Aunt Queen had hugged him and hummed old hymns to him and filled the empty spaces in his heart. (20-1).
Quote F
Gerald couldn’t breathe for a moment. His heart felt tight and crunched inside his chest. All the hot fears and fiery memories that he had let fade over the last few years were only hidden, not forgotten. (30)

Quote G
“…she asked me not to bring you there because she wanted you to grow up strong and secure, and she didn’t want you to see her in a place like that. I always sent her pictures of you, and she’s kept up with how well you’re doing in school and what a fine young man you’re growing up to be.” (30-1)
**Questions Chapters 1-4**

#1) Remember the ways authors show you how to judge characters, the techniques of **characterization**.
- Character’s appearance
- What a character says
- What a character does
- How a character interacts with others
- How others react to the character

Look closely at the passages about the new characters, Jordan and Angel. Underline key words in the passages and label the technique of characterization. Then, either draw or list what you know about the character based on these passages.

#2) Think about how gold/fire/sunshine come up in this section. Look at p. 35, 57, 58. Write down at least three passages that refer to this symbol, and then add to what you think gold/fire/sunshine symbolize.

#3) In this section, Aunt Queen’s death is a huge event. Around this event, brainstorm all its effects on the other characters.

#4) We’ve listed passages on the poster. Discuss those passages and connect them to the concepts and symbols. Explain how the passages connect.

#5) You had a lot of foreshadowing in these chapters. Look at ch. 5-7 and list two passages that foreshadow what you later learn or what happens later.
Quotes Chapters 5-9

Reading strategy: Look ahead in the packet. If there are “quote questions” or excerpts of the chapters, read those first. That way you know what to look for while you read the rest of the chapter.

For each of the following quotes from these two chapters do three things and jot them down on the back of this sheet:

1. Figure out who said it
2. What does it teach us about that character’s personality? Or about the story?
3. Figure out & explain how it connects to the characters, subjects and symbols on your bookmarks.

Quote A
When Monique arrives, Aunt Queen speaks “with a tightness in her voice that Gerald had never heard there before. ‘Get some clothes on and be a man. You can’t stay in here all day. Besides, I need you out there’” (35).

Quote B
When Aunt Queen dies, “Gerald dropped to the floor, buried his head in his hands, and sat there, moaning and rocking….Monique looked at Gerald and felt she ought to do something, but she was afraid to touch him or try to hold him. She was afraid he would blame her for Aunt Queen’s death. So she sat there, wiping her hands with a Kleenex and watching her son shudder with grief in the middle of the waiting room floor.

Quote C
Angel, who had been watching quietly, walked slowly over to Gerald, sat down next to him, and took his hand in hers” (48).

Quote D
“Gerald said nothing for a moment, but stared at Jordan with hatred and pain. His hands, clenched into tight, angry fists, threatened at any moment to explode with purple rage into Jordan’s face. But he didn’t want to give Jordan the satisfaction of knowing he had hurt him, and he didn’t want to endanger Angel. Jordan started to hit Gerald again, but the fire in the boy’s eyes made him stop. Instead, he grabbed his coat suddenly and ran out” (57).

Quote E
“Angel smiled softly. ‘I think he’s scared.’
‘You’re right, little one. I think we’re all a little scared,’ replied Aunt Queen” (40).
Quote F
“'No, baby, that ain’t fear—that’s respect. He’s a man and I’m a woman. He’s stronger and tougher and he takes care of me. It’s okay if he gets a little rough sometimes. That’s just to show me who’s boss, and to show me he loves me’” (60).

Quote G
“When Monique tried to speak up, he only laughed and said, ‘Shut up, woman! I’m gonna make that stupid boy of yours a man!’ Gerald had learned to dodge and duck, but he wasn’t always fast enough” (58).

Quote H
“Angel looked with wonder at the sparkling snow. ‘Everything looks so clean! It’s like all the bad stuff is covered up with shiny stuff,’ she said, barely smiling” (62).

Quote I
“It was the Friday before school started. Monique was laughing and dancing to a new song on the radio with Angel. Jordan wasn’t home. Angel looked relaxed and happier than he had seen her in a long time. She was a natural dancer—her petite frame and her long, graceful limbs made her movements seem as if they melted into the music” (60).
# Activities Chapters 5–9

## Part 1: Characterization

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<thead>
<tr>
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<th>Jordan</th>
<th>Angel</th>
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<tr>
<td>What the character looks like</td>
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<td>What the character says</td>
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<td>How the character interacts with others</td>
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<td>Three words to describe this character</td>
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Part 2: Gold/Fire/Sunshine

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<td>Passage #2</td>
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<td>Passage #3</td>
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Gold seems to symbolize

____________________________________________________________________________________

____________________________________________________________________________________

Fire seems to symbolize

____________________________________________________________________________________

____________________________________________________________________________________

Sunshine seems to symbolize

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Part 3: Foreshadowing

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<th>Passage</th>
<th>What It Foreshadows</th>
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Activities Chapters 10-14

Select one of the following activities to complete today. If you finish early, please move on and start a second activity.

Earth Angel
Create a visual representation of Angel. Show how she has changed, both physically and emotionally, in this section. Show what’s important to her, and use symbols and quotes from the book to connect her to important concepts, like music, hot/cold, dirtiness/shame, hope, and fear.

If Only...
Write as if you were Aunt Queen in the afterlife, watching the trial. What happens in that trial that would make Aunt Queen angry, proud, sad, and grateful? Think about all the people involved in that scene: Mr. Washington, Jordan, Monique, Gerald, and Angel. Try to use Aunt Queen’s powerful, smart voice.

Monique, We Need to Talk
Imagine Mr. Washington sits down to talk with Monique. What would he say to her? How would she respond? Use what you know about both characters, and then write a script for their conversation about issues like manhood, happiness, family, parenting, Gerald, and Angel.

Hello, Young Man
Like Angel, Gerald is also a dynamic character. Trace the changes in Gerald. You can do this one of two ways: 1) by creating two columns, one with quotes from the book and the other column explaining what they show about Gerald; or 2) by drawing the development of Gerald’s courage and strength. Use symbols and concepts around him—things like fire, golden feelings, shame, courage, and family.

Poetry in Motion
Make a list of powerful lines or phrases from the book, and arrange them into an original poem. This is called a “found poem.” You might select lines about warmth/gold/fire, cold/snow, feeling dirty vs. clean, shame, hope, hope, courage, love, family—anything you think is powerful.
Jordan looked older, harder, and angrier. He smiled, but his eyes stayed cold and unfeeling. Monique was beside herself with excitement. She had fixed Jordan a steak dinner and an apple pie, and Monique was not known for her good cooking.

Angel screamed, ran to her room, and locked the door. Gerald, no longer an eleven-year-old kid, but a strong, muscular seventeen-year-old, looked him square in the face. “You ain’t stayin’ here! Now get out!”

Jordan didn’t even blink. “Now, what kinda greetin’ as that for a man who just wants to see his children?” he asked in that gravelly voice that Gerald hated.

“You ain’t my daddy, and you don’t deserve to be hers!”

“Oh, but I am her daddy, boy, and court says I been rehabilitated. Court says I get visitation rights. Court says you ain’t got nothin’ to say about that!” (103).

1. Summarize the passage

2. How do you feel about this passage?

3. What does the passage make you think about? How does it connect to the characters, subjects and symbols on your bookmark?
Passage #2

The story she danced was about a lost child, a child who feared the darkness but found the light with the help of the wind and the stars. It was as if the dance had been created just for her. As she danced, Gerald could feel her pain; he could see her fear and misery. The music was her voice, and the dance was her only means of escape.

When the music finally stopped, the audience reacted with stunned silence; the dance had been so beautiful and expressive. Gradually, the applause grew from very small to a thunderous standing ovation for the little girl who took her bows with tears in her eyes.

Gerald was so proud of her he was about to explode. He clapped so hard his hands hurt. He cheered. He whistled. He stomped his feet. …

Monique clapped also, but she seemed nervous and kept looking over her shoulder toward the back of the auditorium. Jordan had not arrived.

“He’ll be sorry he missed this,” she whispered to Gerald.

“I’m glad he did. It would dirty a beautiful moment for Angel.”

“Don’t be so mean, Gerald. Hasn’t he been a perfect gentleman since he’s been out? Hasn’t he tried to show you he’s sorry and he’s changed? You gotta learn to forgive and forget!”

Gerald sighed. Monique would never see, because she didn’t want to see. Yes, Jordan had been acting perfectly. But Gerald was sure it was just that—an act. He did not trust Jordan Sparks. (112-3)

1. Summarize the passage

2. How do you feel about this passage?

3. What does the passage make you think about? How does it connect to the characters, subjects and symbols on your bookmark?
Passage #3

Angel sighed. “If she dies…doesn’t make it, Gerald, all we got is Jordan. I can’t bear to even think about it, and that’s all I been doing lately.”

“Monique is not gonna die,” Gerald told her firmly. “If she was gonna die, that taxi woulda killed her!”

Angel just stared out of the window and stroked her sleeping cat. Finally Gerald had an idea. He put a tape into her little cassette player and pushed PLAY. It was the music to the dance she’d performed just a few months before. Angel at first refused to notice, but as the beauty of the music grew in intensity, all of the pain and memories of her past grew within her. She wept. She cried until she had no tears left. Finally, she stood up and moved lightly to the final strains of the melody.

“Thanks, Gerald,” she said quietly. “I’m gonna be okay.”

“I know, Angel. You know you always got me. “

She smiled at him. “Yeah, I know that. But first I gotta make sure I got hold of me.” (120-1)

1. Summarize the passage

2. How do you feel about this passage?

3. What does the passage make you think about? How does it connect to the characters, subjects and symbols on your bookmark?
Passage #4

Angel laughed. “…My mama was a real fancy lady.”

“She still is, Angel,” Kiara reminded her. “She’s gonna be back like she was. You’ll see.”

“Yeah, I hope so. You know, even though she wasn’t always the best mother in the world, she’s all I got.” Angel started to cry.

“It’s gonna be okay, Angel. It’s gonna be okay,” Kiara soothed her friend over the phone. “You want to come over this weekend?”

“Yeah, that’ll be cool.”

“I’ll see if my dad can pick you up.”

“Thanks, Kiara. I’m glad I got somebody to talk to.”

“Hey, you can tell me anything, girl. Peace.”

No, not everything, Angel thought as she hung up the phone. Some things had to stay in the secret places (124).

1. Summarize the passage

2. How do you feel about this passage?

3. What does the passage make you think about? How does it connect to the characters, subjects and symbols on your bookmark?
Discussion Chapters 15-19

Please record your group’s responses to these questions on the sheet below.

1) Why is dance so important to Angel? What do you think is the message in this book about the role of music/dance in people’s lives?

2) What does Tiger represent to Angel? Explain why you feel the way you do.

3) Think about the characters who’ve been abused in this book: Monique, Angel, and Gerald. How has abuse affected each of them differently? Think about their attitudes, feelings, and behavior in response to Jordan’s abuse.

   Monique:

   Angel:

   Gerald:

4) How has Jordan’s return changed Gerald? How has it changed Angel?

5) What do you think needs to happen for Monique to survive? Is she a goner, or can she redeem herself?
“Hold on there, sister! You gonna run me over with all them questions at once! Calm down a little! I’m so proud of you! I knew you were the best!” Gerald hugged her then, tight enough to let her know how proud he was and how much he adored her.

Angel half-skipped, half-bounced the rest of the way home. She was chattering about costumes and rehearsals and the crown she would wear on her hair. Gerald only smiled and let her rattle on. He was so very proud of her, and it made him feel warm inside to know she was truly happy at last.

Her long brown hair blew behind her in the breeze, fuzzy and never quite cooperating with brush and comb. Her eyes were sparkling and full of hope. Something in the breeze made him think of Aunt Queen, and for the first time in a very long time, he, too, felt at peace.

They climbed the six flights of stairs easily—laughing and planning for the dance recital. Angel ran through the door, calling with excitement, “Mama! I’m a star! I’m a sta--!”

Her words died. She felt as if she were choking, drowning. Sitting on the sofa, cowboy boots and all, was Jordan Sparks. (101-2)
Creative Project

**TKAM Only: Exploring Setting**

Construct a model of Maycomb. Include
- The homes of the major characters: the Finches, Calpurnia, Dill, Miss Maudie, Mrs. Dubois, the Radleys, Tom Robinson, the Ewells, the Cunninghams.
- The courthouse
- The school
- The sheriff’s office

Use the text to determine placement of the buildings. Remember to label the buildings. You may use your imagination for details not specifically mentioned. Your model must be creative and colorful.

Write a short accompanying piece that explains what a person can learn about the culture and society of Maycomb based on the physical setting.

**TKAM or FBF: Exploring Point of View**

Produce a newspaper that might have been published in Maycomb. The paper should include
- Two articles about current events from the novel. Remember to answer the journalistic questions: who, what, when, where, and why.
- An editorial about a controversial issue facing the community
- A letter to the editor from a citizen of Maycomb or Aunt Queen
- A church news article
- An obituary of someone from the novel who died.

Articles should have headlines; the paper should have a name. Present in an authentic newspaper format.

**TKAM or FBF: Exploring Character**

Prepare a scrapbook that one of the major characters might have kept. Make sure to include
- 10 items or pictures from different “memories” in the novel.
- A written explanation for each picture/item. Your explanation should use the character’s voice to describe why s/he would have selected those particular items and what the item reveals that character’s personality.

Present in an authentic scrapbook format. It should be creative, colorful and should rely on high quality visuals and writing.
Creative Project Rubric

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<th>Creativity (25 points)</th>
<th>Apparent Effort (25 points)</th>
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<tr>
<td>• Student uses character’s point of view.</td>
<td>• Student pays attention to detail in the project.</td>
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<tr>
<td>• Student approaches materials, project choices, layout and other creative components with innovative style.</td>
<td>• Student uses flawless Grammar, spelling, and punctuation.</td>
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<tr>
<td>• Student solves problems in order to make the project look good</td>
<td>• Student’s written components are thorough, detailed, and typed.</td>
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<td>• Student’s project contains indicators of significant time (or significant lack of time) spent on project.</td>
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<th>Accuracy to the Text (25 points)</th>
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<td>These requirements are also outlined on the assignment sheet.</td>
<td>• Student’s project sticks closely to the text in terms of character’s point of view, voice, location of events and places, etc.</td>
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<td>• Student’s project is authentic to time period of novel and point of view of likely citizens of Maycomb/FBF, unless specifically prohibited by the genre (e.g. an anime version of a scrapbook)</td>
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<td>• Student’s project clearly relies on the novel rather than the film.</td>
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<th>Point of View</th>
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<td>• The homes of the major characters: the Finches, Calpurnia, Dill, Miss Maudie, Mrs. Dubois, the Radleys, Tom Robinson, the Ewells, the Cunninghams</td>
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<td>• The school</td>
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Total Score ________________