SWBAT...

1. Determine the meaning of vocabulary in context.
2. Make connections between this book and Bud, Not Buddy.
3. Identify the plot elements of the chapter.

Do it Now - Let's Do This!!!

Card 50

Tutankhamun's Tomb

The young Egyptian king, Tutankhamun, died when he was eighteen years old after ruling for only nine years. At the time of his death in 1346 B.C., burial customs included embalming the body and wrapping it in cloth. This helped to preserve the body. It was important to keep the body from decomposing as long as possible because the Egyptians believed the dead were on a journey to another world. Important people, such as kings, were then buried in elaborate tombs. The tomb was filled with things the person used in life. This was done to make the journey more comfortable. Tutankhamun's tomb was discovered by an archaeologist in 1922. It was one of the few tombs that had not, after all the years, been plundered by grave robbers. It was considered one of the greatest archaeological discoveries of all time.

1. The discovery of the tomb
   a. was of interest only to historians.
   b. made headlines all over the world.
   c. was never made public.

2. The tomb contained
   a. many 20th century items.
   b. an old telephone.
   c. furniture, weapons, and jewels.

3. Things taken from the tomb were
   a. studied and put on display.
   b. burned.
   c. buried again.

4. The things taken from the tomb are now
   a. worthless.
   b. very valuable.
   c. for sale at a low price.
Independent Practice – Chapter Questions

**Directions:** After reading chapter 9, answer the questions below.

**Make Inferences**

Why did Momma and Dad make Byron sleep in their room the night before the big trip?

They made him sleep in their room **because they probably suspected Byron of running away.**

What would have given Momma and Dad the impression that Byron may try to run away?

The impression was probably given by Joetta. She probably told on him because she didn't want him to get in worse trouble.

**Characters’ Perspectives**

How does Kenny really feel about sending Byron to Grandma Sands’ house for the summer?

Kenny probably doesn't want Byron to go. He'd probably prefer just to scare him into behaving by pretending to drive there.

**Characters’ Motivations**

Why did Momma have the whole trip to Birmingham planned?

She planned the whole trip probably to save money and keep Dad from driving too much at once.
Why would Momma and Dad decide that sending Byron to Birmingham for the summer is a good idea?

They probably hope to help him grow up some by removing him from under Buphead's influence and into a less privileged environment.
Small-Group Discussion

Joetta put the angel that Mrs. Davidson gave her as a gift in her sock drawer because she didn’t like it. Have you ever received a gift that you didn’t like? How did you react and what did you do?

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REFLECT

How would you feel if you were separated from your peers or denied certain rights because of the way you looked or because of a set of beliefs you had? What are ways that diversity actually makes our lives better? Can you think of examples of how differences among people have improved a situation?
The Watsons Go to Birmingham - 1963
Literature Focus: Figurative Language

Figurative language communicates ideas beyond their literal meaning to create an image in the reader’s mind. Some common types of figurative language, also called figures of speech, are similes and metaphors.

• A simile compares two unlike things using the words “like” or “as.”
  o For example: “It was one of those super-duper-cold Saturdays. One of those days that when you breathed out your breath kind of hung frozen in the air like a hunk of smoke and you could walk along and look exactly like a train blowing out big, fat; white puffs of smoke.” (p. 1)
  o Explanation: Breath is compared to smoke coming from a train.

• A metaphor compares two unlike things without using the words “like” or “as.”
  o For example, “I went over to the Brown Bomber’s passenger side and started hacking away at the scab of ice that was all over the windows.” (p. 7)
  o Explanation: Ice is compared to a scab, a healing wound on a knee or elbow, thick and crusty.

Directions: Read each quote from the novel. Identify the type of figurative language that has been underlined, and explain how it creates an image in the reader’s mind to further the author’s point. An example has been done for you.

Ex. My legs started wobbling like my knees were made out of Jell-O, my eyes started leaking water, my nose started running. (p.94)
  a. Figurative Language: simile
  b. Explanation: The simile compares his knees to Jell-O to show how nervous and shaky he felt.

1. “They said that the top-dog wolf is always getting challenged by jive little wolves. They said the top-dog wolf can’t show no weakness at all, that if he do, if he gets hurt or something, if he steps on a broke bottle and starts limping or something, all the little jive wolves in the pack start trying to overthrow him.” (p.92)
   a. Figurative Language: Metaphor
   b. Explanation: Kenny is picking on Byron when he is weak in the way wolves attack when someone is weak.
2. "Well, Bozo," she said flicking a piece of By's hair out over his left ear and then another piece out over his right one, "maybe you were planning on joining the circus, 'cause you sure do look like an honest-to-God clown now." (p.88)

a. Figurative Language: **simile**

b. Explanation: This compares how silly and ridiculous **Byron** looks with his hair cut to the way a **clown** looks.
The Watsons Go to Birmingham - 1963
Language Focus: Spelling, Punctuation, and Capitalization

Directions: Find the errors in punctuation, capitalization, and spelling for each of the following sentences. Rewrite the sentences, correcting the errors you find. There is more than one error for each sentence. An example has been done for you.

Ex. “Good, because, Kenny we’ve done all we can and it seems the temptations are just two much for By here in Flint.

“Good, because, Kenny, we’ve done all we can and it seems the temptations are just too much for By here in Flint.”

1. “But you’re right, kenneth, it can be scary, and it gets a lot scaryer when you’re responsible for three little lives.”

2. “Sure, well go by seniority.” dad was in the United Auto Workers at work so seniority was real important in hour house.”
Time to Think

_Ticking, ticking_. For most kids, the average school day—six and a half hours—is long enough. But in some states, officials want more time on students' side. Kids need more time to learn, they say.

More class time can improve test scores, according to a recent report by the research group Education Sector. As a result, schools are experimenting with tacking on an hour or more to the school day.

Elementary and middle school students at Fletcher-Maynard Academy in Cambridge, Massachusetts, have gone to an eight-hour school day. Fletcher-Maynard Academy is just one of 10 schools in Massachusetts trying out the new schedule. Lawmakers in Minnesota, New Mexico, New York, and Washington, D.C., are also debating extended school hours.

People in favor of longer school days say kids need to learn more to stay competitive in today's world. The additional hours enable teachers to spend more time on each subject. Fletcher-Maynard principal Robin Harris likes having the extra hours. "Teachers can be a little more creative," she told _WR News_.

Students aren't just spending the extra time with their heads in a book, though. Harris explains that her students get longer recesses and more snack time. Parent Dawn Oliver says her 11-year-old daughter, Brittany, is an advice columnist for a magazine at her school in Fall River, Massachusetts. "The kids get so involved in these things because it's not all book work," says Oliver.

Critics argue that extended school days could be too long for today's busy kids. And extra school time might prevent students from exploring other interests. Some students have complained about having to stay later. They are concerned that they wouldn't be able to concentrate during the last classes of the day.

Other people point out that longer school days _interfere_ with, or get in the way of, after-school sports and clubs. "The day is long enough already," student Cameron Villers from Ansonia, Connecticut, told _WR News_. "After-school activities would be affected. Nobody wants to be at school from 7:30 a.m. to 4 p.m." If schools have different schedules, planning athletic games could prove difficult.
“Time to Think” Questions

1. The author wrote this to
   a. encourage more schools to have a longer day.
   b. discourage schools from having a longer day.
   c. encourage readers to speak out against longer school days.
   d. inform the reader about schools with longer days.

2. Students who attend schools that have a longer day
   a. are smarter than students than who attend schools that have a shorter day.
   b. are more frustrated and tired than students who attend schools that have a shorter day.
   c. have longer recesses than students who attend schools that have a shorter day.
   d. all of the above.

3. ____________ encourage students to learn more and do well in school.
   a. Schools with longer days
   b. Typical schools
   c. Both types of schools
   d. Neither type of school

4. Schools that have a six-and-a-half-hour day
   a. give students a longer recess.
   b. allow the teachers more time to teach each subject.
   c. have students that do not score well on tests.
   d. give students more time for after school activities.

5. Do you think it is a good idea to have a longer school day? Why or why not?

Don’t forget to restate!! 😊