

STARI Unit 2.1 *Ghost Boys* Distance Learning Packet

Materials needed:

- This independent/partner reading packet
- *Ghost Boys* by Jewell Parker Rhodes
- Fluency passage packet at assigned level



For families:

This packet is designed to guide your students through the work of reading and comprehending the Unit 2.1 novel, ***Ghost Boys***, by **Jewell Parker Rhodes**. Students may use the packet independently, working at home.

How can I support my child in completing this packet?

STARI is meant to be a **discussion-based curriculum**. In fact, our research shows that it is students' talk about text that builds their comprehension skills. Therefore, we encourage you to try to find any possible opportunities for students to engage in talk about text. Could students connect with their partners virtually, to talk via phone or computer? Could you, or a sibling or other family member, read the novel and talk about it with your child? The more students are able to talk about the text, the more improvement in their skills we expect to see.

How should students use the fluency packets?

STARI students have been assigned a fluency level: A, B, C, or D. They have been taught a 2-day fluency routine. The steps of the routine can be found on pp. 3-4 of the packet. Students should engage in this 2-day routine one to two times per week. Each day of the routine involves a timed reading of the assigned passage. If students are able to pair up with someone (parent or family member, or online partner) to time them, that is ideal. Alternatively, they can record themselves reading and use the recording to time themselves, or submit the recording to their teacher.

How can we access the novel?

The novel for this unit is *Ghost Boys*, by Jewell Parker Rhodes. Many schools are providing students with PDFs or hard copies of assigned texts. If that is not the case for your school, this book is generally easily available for purchase. Your local bookstore or an online retailer may be able to ship it to you, or you can buy a digital copy. Alternatively, you may be able to check out a digital or hard copy from your local library. Finally, some STARI schools have directed students to online free libraries such as Open Library and National Emergency Library.

This packet is no substitute for the rich discussion that takes place in STARI classrooms, but we hope that it provides continuing support for students in these difficult times. For more information, contact your child's teacher or visit serpinstitute.org/stari/distance-learning.

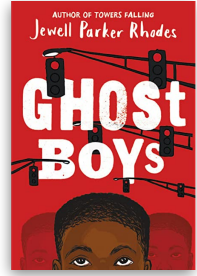


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STARI Unit 2.1 *Ghost Boys* Distance Learning Packet

For students:

This packet will guide you through the work of reading and comprehending the Unit 2.1 novel, ***Ghost Boys***, by **Jewell Parker Rhodes**.



Where do I start? Check with your teacher. In STARI, we don't start the novel until halfway through the unit. Your teacher may have work for you to do before you start the novel.

What do I do? Follow along in the packet to read the text in *Ghost Boys* and answer the questions in the packet. Complete the fluency routine when the packet reminds you to.

But don't I need a partner? Yes, if possible. For fluency, can you connect with a classmate over the phone to do fluency practice? Can you ask a parent or sibling to time you when you read? If you don't have a partner, record yourself reading (you can use your phone). Then you can listen to the recording and time yourself.

For reading the novel, can you connect with a classmate to discuss the book on the phone? Can a parent, sibling or family member read the book too, and discuss it with you?

But I don't have the book! If you are not able to get the book from school, try downloading a copy from your local library, or Open Library, or National Emergency Library. You can read it on your phone.

This isn't the same as reading in class with your teacher. But you can do it!

Guided reading

Ghost Boys (pp. 1-5)

Overview: The first chapter of *Ghost Boys* has the heading “DEAD.” Read to find out who is dead, and how that person died.

Vocabulary: During reading, clarify the following words:

murmur (p. 3): to speak softly

wail (p. 3):



I think wail means

abandoned (p. 5):

I think abandoned means



Comprehension: Read up to the gray line on p. 3 and answer the following questions:

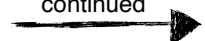
Who do you think is the narrator here?

On p. 3 in paragraph 2, the narrator says, “I stoop and stare at my face...” Is this a usual way for someone to describe themselves? What could explain why the narrator is describing himself in this way?



Read to the bottom of page 5, until you get to “He had a gun.” Answer the following questions:

continued



Guided reading, continued

Summarize what happened to Jerome. The book doesn't say exactly when this happened yet, but summarize what you do know so far using the 5Ws.

WHO: _____

WHAT: _____

WHEN: We don't know yet

WHERE: _____

WHY: _____




Partner reading

Ghost Boys (pp. 9-13)

WHEN does this scene take place? _____

Is Jerome: alive? dead?


 Read silently to the break at the top of page 12.

 With your partner, reread the paragraph in the middle of page 11 that starts with “Don’t worry.” Clarify the word **premonitions**.

Premonitions probably means _____

With your partner, take notes about what you have learned about the characters so far.

Character	What we know about them:
Jerome	
Ma	
Pop	

 Read silently to the bottom of page 13.

 With your partner, clarify the word **perilous** on the bottom of page 13.

Perilous probably means _____

Add to the chart with what you have learned about the other people in the family.

Character	What we know about them:
Grandma	
Kim	

→ Does Jerome seem like someone you could be friends with? Share your answer with your partner.

I shared my ideas about Jerome.

I heard my partner’s ideas about Jerome.



Homework

More connections

Good authors make their characters seem like real people, people that we know. Does anyone in *Ghost Boys* (so far) remind you of someone you know?

Pick a character from *Ghost Boys*.

Jerome

Kim

Ma

Pop

Grandma

Explain who they remind you of, and why.

_____ reminds me of _____. Some
reasons why are _____



Before you read these pages, complete the Day One fluency routine for passage 5.

Guided reading

Ghost Boys (pp. 14-26)

Overview: Let's review the characters we have met so far:

- **Jerome:** he is 12, a good kid, gets teased a lot
- **Ma:** works as a receptionist, wants Kim and Jerome to be educated
- **Pa:** works as a sanitation officer, worries
- **Grandma:** superstitious, maybe sees things that others don't
- **Kim:** Jerome's younger sister who is in 3rd grade

Today you will learn more about the area where Jerome and his family live. Remember, you are reading about events from the morning of December 9, when Jerome is still alive.

Vocabulary:

debris (p. 14): scattered pieces of something destroyed

superstition (p. 24):



I think superstition means

shatter (p. 25):

I think shatter means

wispy (p. 26): thin and streaky like smoke or clouds




Comprehension: Read pp. 14-16 and answer the following questions:

What evidence did you find about Jerome's neighborhood? Based on the evidence you found, what kind of neighborhood does he live in?

You met some new characters—Snap, Eddie, and Mike. What did you learn about them? How did they treat Jerome?

Guided reading, continued

 **On p. 19, you will see the word DEAD. On p. 21, you will see the word GHOST. Remember that the book is moving back and forth between the time where Jerome is dead, and the time where Jerome is alive. Read p. 21-22 and answer the following questions:**

What event is taking place in Jerome’s apartment?

How is Jerome’s mother responding to his death?

How is Kim responding to his death?

 **Read pp. 22-26 and answer the following questions:**

How is Grandma responding to Jerome’s death?

How is Pop responding to Jerome’s death? What does he mean when he says “No justice, no peace?”

Emmett Till and Tamir Rice are two figures from history who are mentioned on pp. 24-25. Who are they? Why do you think they are mentioned? How do their lives connect to what happened to Jerome?

On p. 26, who do you think Jerome saw?



Homework

Jewell Parker Rhodes



“I’m Gonna Be A Storyteller!”

Jewell Parker Rhodes has always loved books. As a child, her family called her “the little professor” because all she ever wanted to do was read. She wrote stories all the time. But she never considered becoming an author.

Why not? Rhodes says, “I had never read a book by a Black person or any person of color until I became a junior in college. And when I saw that Black women could write books, that was when I decided, that’s going to be my profession.” She called her grandmother, who had raised her. She said to her, “I’m gonna be a storyteller!”

Today, she has written over a dozen books, both for kids and adults. Her young adult books focus on controversial subjects. One book, *Ghost Boys*, is about police violence. Another, *Towers Falling*, is about the September 11 attacks on America. She has also written the Louisiana Girls trilogy: three books about strong Black girls in Louisiana, in different time periods.

Source: “Black Lives Matter for Middle Schoolers,” *The Longest Shortest Time*, May 2, 2018.

What did you learn about Jewell Parker Rhodes?

If you could tell something to Jewell Parker Rhodes when she was a child, what would it be?

If you could ask the adult Jewell Parker Rhodes something, what would it be?



Before you read these pages, complete the Day Two fluency routine for passage 5.



Partner reading

Ghost Boys (pp. 27-31)

In this part of the book, Is Jerome: alive? dead?

WHERE does this chapter take place? _____



Silently read pages 27-29. Stop at the bottom of page 29.



With your partner, reread this section:

““An open casket” murmurs Ma. “I want the whole world to see what they did to my boy.’ Isn’t that what Mrs. Till said? Isn’t it?”

What is Ma referring to? _____

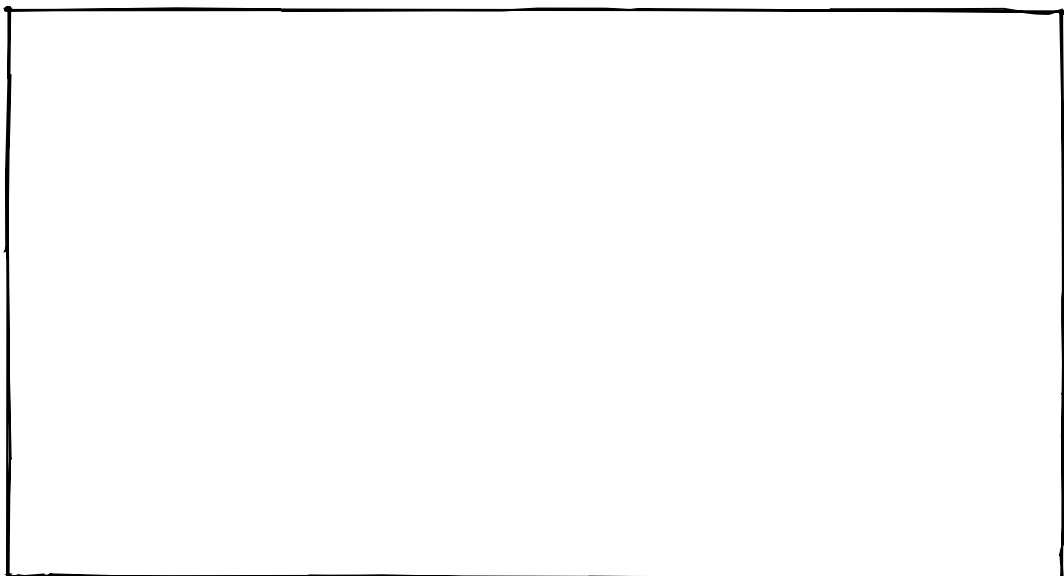
How does her comment relate to Jerome’s funeral? _____

On page 29, we met a character named Carlos. What does the text tell us about Carlos?



Silently read pages 30 and 31.

Re-read the description of the “ghost friend” on page 30. Sketch a picture of him here.



Partner reading, continued

What does the "ghost friend" say when Jerome asks, "Who're you?"

What might this mean?

Guided reading

Ghost Boys (pp. 35-44)

Overview: In this “ALIVE” chapter, we will learn more about Jerome’s school, and about Jerome’s friend, Carlos.

Vocabulary:

wince (p. 36):



I think wince means _____

pity (p. 37):

I think pity means _____

wary (p. 38): not trusting, holding back

tentatively (p. 40): not confident, not definite



Comprehension: Read pp. 35-38 and answer the following questions:

What did we learn about Carlos?

What did Jerome do for Carlos?

Why did Jerome wince after he said “*hola*”?

Based on what we read in this chapter, what kind of person is Jerome?

Guided reading, continued

 Read pp. 38-42. Stop at the line on p. 42, then answer the following questions:

Complete the 5Ws to summarize what happened in this scene:

WHO: _____

DID WHAT: ate lunch squatting over a toilet seat

WHEN: _____

WHERE: _____

WHY: _____

Does this sound like a nice place to eat lunch? Why or why not?

What's happening between Carlos and Jerome in this scene? How is their relationship changing?

 Read pp. 42-44 and answer the following questions:

Complete the 5Ws to summarize what happened in this scene:

WHO: Carlos

DID WHAT: _____

WHEN: _____

WHERE: the bathroom on the highest floor at school

WHY: _____

Carlos uses the Spanish word “muerto” at the end of this scene. What do you think the word “muerto” means?

Partner reading


Ghost Boys (pp. 49-53)

In this part of the book, Is Jerome: alive? dead?

WHEN and WHERE does this chapter take place? _____


How much time has passed since the last “DEAD” chapter? _____

 Silently read from page 49 to the break on page 52.

 Turn and talk to your partner: On page 50, it says that Officer Moore has “glazed, blue eyes.” **Glazed** means shiny, like glass. If the officer has glassy eyes, what might he be feeling?

 Find *Does Officer Moore tell the truth?* on workbook page 88:

- Fill in at least two details about what Officer Moore says happened the night he shot Jerome.
- Fill in at least one detail about what Officer Moore says about how Jerome looks.
- Fill in at least one detail about what you know about how Jerome looks.

 Silently read pages 52 and 53.

→ Officer Moore’s wife and daughter are present in the courtroom. What is special about his daughter?

→ Put yourself in the daughter’s shoes. Knowing what her father did, what might she be thinking and feeling?

Does Officer Moore tell the truth?

What Officer Moore says happened when he shot Jerome:

What Officer Moore says about how Jerome looks:

What we know about how Jerome looks:

What Officer Moore says about the time of day of the shooting:

What we know about the time of day of the shooting:

What Officer Moore says about firing at Jerome from the police car:

What we know about what happened when Officer Moore fired at Jerome:

What Office Moore says about shooting Jerome in the back:

What we know Jerome was doing when he got shot:

Guided reading

Ghost Boys (pp. 57-68)

Overview: In partner reading, we saw Officer Moore claim that he thought Jerome was a 25-year-old man, and that Jerome threatened him with a gun. We also learned that so far, nobody who is living has really seen Jerome now that he's a ghost. Now, we are back in the "ALIVE" timeline, picking up where we left off. Read to find out what happens after Carlos pulls a gun on the bullies.

Vocabulary:

hysterical (p. 59):



I think hysterical means _____

contradict (p. 66): to deny something is true or say the opposite.



Comprehension: Read pp. 57-59 and answer the following questions:

Complete the 5Ws to summarize what happened in this scene:

WHO: Eddie, Mike, and Snap

DID WHAT: _____

WHEN: During lunch time

WHERE: _____

WHY: _____

What important information did we find out about Carlos's gun?

How might this information fit in with the rest of what's happening in this book?

Guided reading, continued

 **Read pp. 63-65. This is a “DEAD” chapter. Stop at the bottom of p. 65, where it says “Depends.”, then answer the following questions:**

Where is Jerome in this chapter?

Describe the girl, Sarah’s room, house and neighborhood. What does this tell us about Sarah?

On p. 64, Sarah says, “My dad was doing his job”. Why do you think Sarah is saying this?

 **Read p. 66-68, stopping at the top of p. 68 after, “Can I control that?”, then answer the following questions:**

Look at what Sarah was saying on p. 64 (“My dad was doing his job”) to p. 67, (“He made a mistake”) How are her ideas about what her dad did changing?

Why do you think Sarah wants to be friends with Jerome?



Before you read these pages, complete the Day One fluency routine for passage 6.



Partner reading

Ghost Boys (pp. 68-70)

In this part of the book, Is Jerome: alive? dead?

WHERE is Jerome in this chapter? _____



Silently read from the top of page 68 (“Beside Sarah, I feel like I’m being watched...”) to the space at the top of page 70. Stop after “...as soon as I could read.”



Turn and talk to your partner:

→ Sarah says people feel different ways about what her father did. She said some people think _____ but some people think _____.

→ Jerome says Sarah doesn’t have to be afraid someone will shoot her because “You’re a girl. And white.” Do you think that’s true? Why or why not?

→ Does your partner think Sarah doesn’t have to be afraid?

- We both think what Jerome says is true.
- We both think what Jerome says is NOT true.
- We disagree about this.



Silently read the rest of page 70.

Sarah tells Jerome, “I think I’m supposed to help you.”

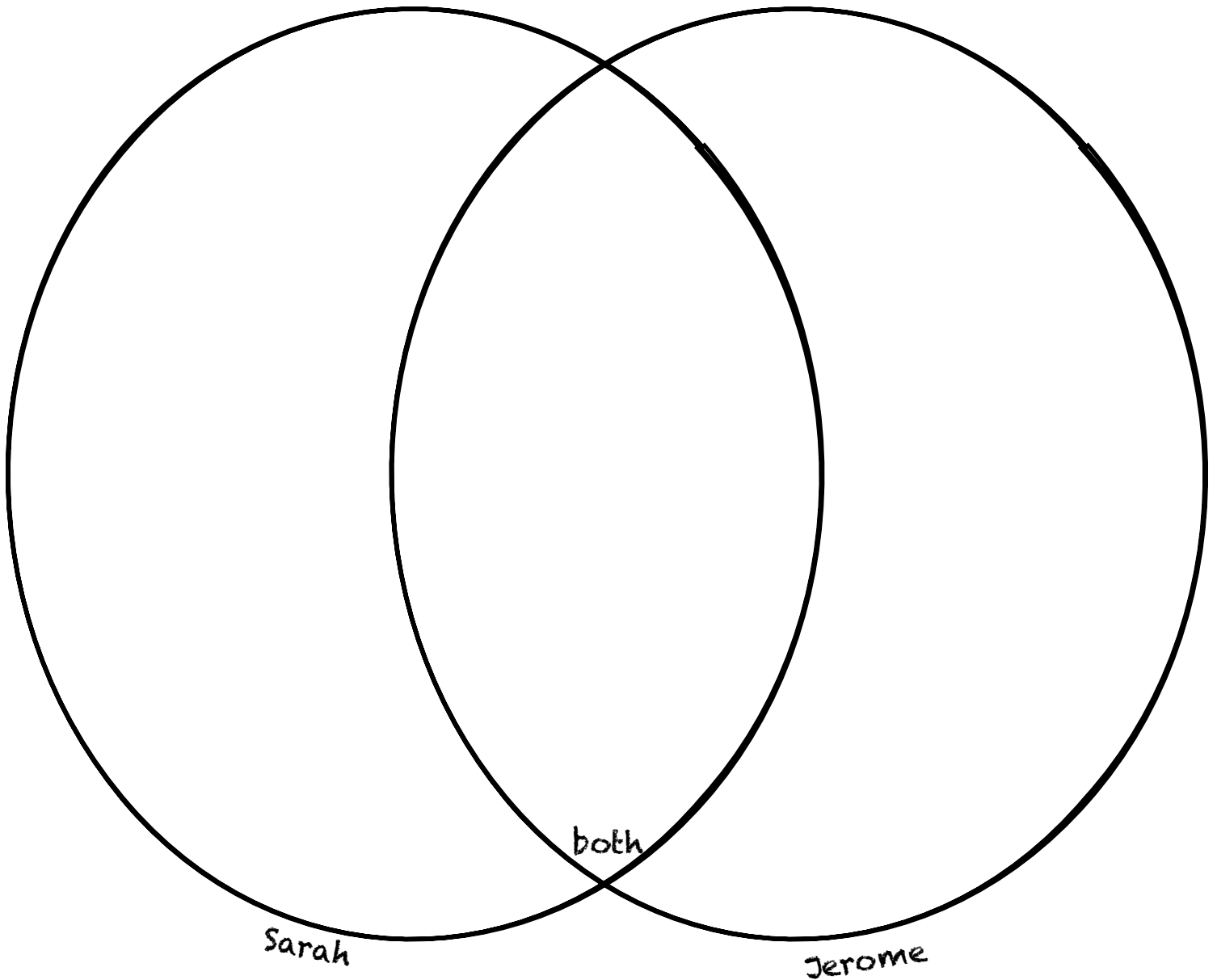
Do you think Sarah can help Jerome? Why or why not?



Homework

Comparing and contrasting characters

What do Sarah and Jerome have in common? How are they different? Use a Venn diagram to compare and contrast the two characters.





Before you read these pages, complete the Day Two fluency routine for passage 6.

Guided reading

Ghost Boys (pp. 75-80)

Overview: We are back in the “Alive” timeline. Carlos pulled a gun on the bullies, and they ran away. Then he showed Jerome that it was actually a toy gun, but the bullies don’t know that. Let’s find out what happens next.

Vocabulary:

exhausted (p. 75):



I think exhausted means

anxious (p. 75):

I think anxious means

tense (p. 75): nervous or tight

ambush (p. 78): a surprise attack



Comprehension: Read p. 75 and answer the following question:

Why is Jerome feeling anxious and tense?



Read pp. 76-80 and answer the following questions:

Jerome took a long time deciding whether or not to take the toy gun from Carlos. What did he consider? What made him finally decided to take it?

Why does Jerome want Kim not to tell Ma, Grandma, or Pop about the toy gun? How do you think they would react? Why?



Before you read these pages, complete the Day One fluency routine with passage 7.



Partner reading

Ghost Boys (pp. 85-87)

In this part of the book, Is Jerome: alive? dead?

WHEN and WHERE does this chapter take place? _____



Silently read pages 85-87.



Turn back to workbook page 88. Fill in one detail about what Officer Moore says about the time of day of the shooting, and one detail about what we know about the time of day of the shooting.



Turn and talk with your partner.

→ The lawyer says that Officer Moore is prejudiced, that he has racial bias, and that he has stereotypes about Black males. These are all ways of saying the same thing. What is the lawyer saying? _____

→ Do you agree with the lawyer? Why or why not? _____

→ Does your partner agree with the lawyer? Write down what your partner thinks. _____



Re-read the paragraph at the bottom of page 86. Show your partner with your body how Sarah is sitting.

How do you think Sarah is feeling? _____

What does "ghost boy" do? _____



Before you read these pages, complete the Day Two fluency routine with passage 7.

Guided reading

Ghost Boys (pp. 89-97)

Overview: In this chapter, we are back in Sarah’s room, where Sarah and Jerome’s ghost are talking. The chapter is called “Lost.” What do you think that chapter title might mean?

Vocabulary:

silhouette (p. 91): the dark shape of a person’s body against a light background

quizzical (p. 94): a look people give when they are puzzled, worried, or confused

Comprehension: Read pp. 89-90 and answer the following questions:

Who is Jerome talking about when he says, “You saw him today?”

In this section, Jerome talks about the difference between “real” and “fantasy.” What does Jerome think is real? What does Jerome think is fantasy? What do you think about this?

Read pp. 90-97 and answer the following questions:

We learned something important about “ghost boy.” Who is he? Why do you think he is in this story? What do he and Jerome have in common?

Who do Jerome and Sarah see when they look out the window?

Guided reading, continued

How do they react to what they see? How is Sarah's reaction different from Jerome's reaction?



Homework

Jewell Parker Rhodes believes in ghosts



Jerome’s grandma says, “Every goodbye ain’t gone.” This is an African-American saying that Jewell Parker Rhodes believes.

Rhodes was raised by her grandmother. One week after Rhodes called to say she had decided to be a writer, her grandmother died. She died in a hospital elevator. She chose to go to the only hospital in Pittsburgh that allowed Black doctors. They didn’t have the equipment they needed to save her life on the first floor.

Rhodes believes her grandmother is still with her. She says, “I feel her presence every single day. I feel that I can access her, her goodness, her love, and it restores me.”

Rhodes says that believing in ghosts is an African-American tradition. She says that many African faiths believe that everything has a spirit. And those spirits don’t disappear. We should honor the spirits of our ancestors. “The dead are still with us,” she says.

Source: “Black Lives Matter for Middle Schoolers,”
The Longest Shortest Time, May 2, 2018.

→ Summarize the story of how Jewell Parker Rhodes’ grandmother died, told in paragraph 2.

WHO is this about? Jewell Parker Rhodes’ grandmother

WHAT happened to her? _____

WHEN did this happen? _____

WHERE did this happen? _____

WHY did this happen? _____

→ Do you agree that the dead are still with us? Why or why not?



Before reading these pages, complete the Day One fluency routine with passage 8.

Partner reading

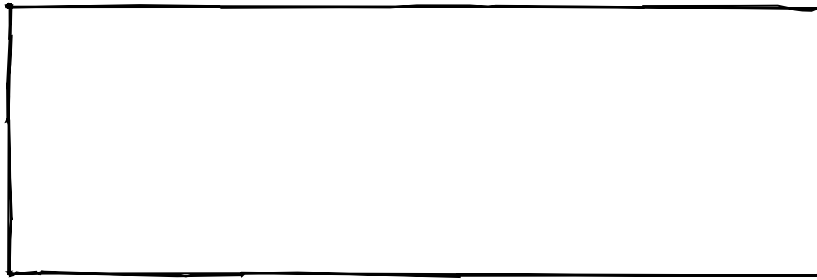
Ghost Boys (pp. 99-110)

In this part of the book, Is Jerome: alive? dead?

Silently read from page 99 to the space at the top of page 100. Stop after “Dead is too real.”

On page 100, the text says that Jerome is “slyed, crippled with grief.” Clarify with your partner. What do you think that phrase might mean?

Sketch a picture of Jerome and Emmett sitting on the church steps. Be sure to show Jerome’s emotions through his body language.



Silently read pages 100-103.

Talk with your partner. Look back at *The Murder of Emmett Till* if you need to.

→ What did you learn about Emmett Till in this chapter that you also read about in *The Murder of Emmett Till*?

→ What did you learn in this chapter that you did not read about in *The Murder of Emmett Till*?


Things about Emmett that are in *Ghost Boys* and *The Murder of Emmett Till*

Things about Emmett that are only in *Ghost Boys*

Partner reading, continued


 Read the first sentence on the top of page 105.

WHEN and WHERE does this section take place? _____

 Silently read from page 105 to the break at the top of 106. Stop after "...Reverend Thornton."

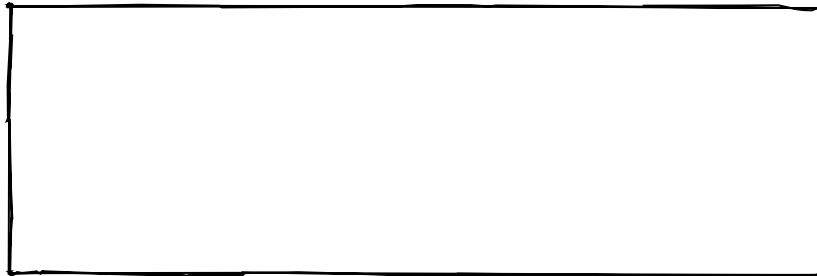
 Turn and talk with your partner.

→ What is going on outside the courtroom? _____


 Silently read the rest of page 106.

WHEN and WHERE does this section take place? _____

What is going on outside Sarah's house? Sketch what you are picturing in your mind.



How is Sarah feeling? _____

 Silently read pages 107-110.

 Turn and talk with your partner.

→ What important information did we learn about what happened when Officer Moore shot Jerome?

→ What do you think about this?



Before reading these pages, complete the Day Two fluency routine with passage 8.

Guided reading

Ghost Boys (pp. 111-117)

Overview: We will start out this chapter back in the courtroom at Officer Moore’s preliminary trial. We’ll hear from the 911 operator who answered the call that sent the police after Jerome the day he was killed.

Vocabulary:

operator (p. 111):



I think operator means _____

transcript (p. 111): the written record of a conversation

discrimination (p. 117):

I think discrimination means _____

proverb (p. 117): a traditional saying



Comprehension: Read pp. 111-112 and answer the following questions:

What did the caller say when he or she called 911?

What did the 911 operators say to the police officers?



Read pp. 113-117 and answer the following questions:


What did Sarah learn about Emmett Till in this chapter?

Why do you think this chapter is called “Civil Rights”?

Partner reading

Ghost Boys (pp. 119-127)

In this part of the book, Is Jerome: alive? dead?

 Silently read from pages 119-120.


 Turn and talk to your partner.

→ How is Jerome feeling in this section?

→ What evidence from the text shows you how he is feeling?

→ Who do you think the ghost from Florida with the gray hoodie is?

 Silently read pages 121-123.

 Turn and talk to your partner.

Clarify the expression “A police car is a coffin.” What does Officer Moore mean by that? _____

Clarify the word “unconscionable.” (Hint: the base word is conscience.) We think **unconscionable** means _____.

Turn to workbook p. 88. Fill in at least one detail about what Officer Moore said about firing at Jerome from the police car.

Fill in at least one detail about what we know happened when Officer Moore fired at Jerome.

 Silently read pages 125-127.

 Turn and talk with your partner.

→ What is Carlos doing in this chapter? _____

→ How is Jerome feeling in this chapter? _____

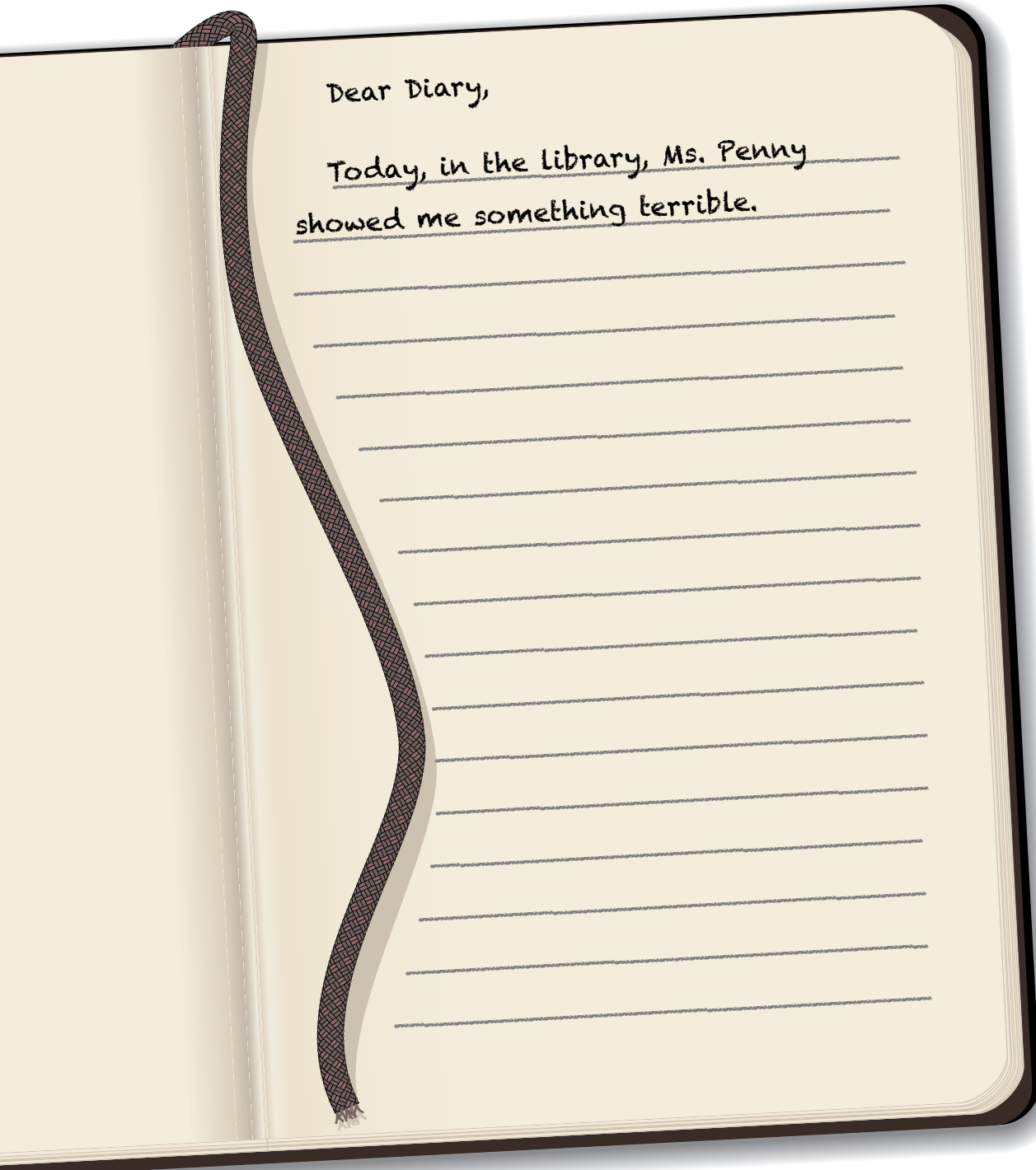


Homework

Sarah's diary

In the chapter "Civil Rights," Sarah sees a picture of Emmett Till in his coffin. You know what that picture looked like from reading *The Murder of Emmett Till*.

Imagine that Sarah is writing an entry in her diary about what happened. Describe what Sarah saw. Also describe what she thinks and feels about it.





Before reading these pages, complete the Day One fluency routine with passage 9.

Guided reading

Ghost Boys (pp. 129-138)

Overview: We are back in the courtroom at the preliminary hearing. Today, we are going to read about the judge’s decision.

Vocabulary:

sustained (p. 130): in court, when the judge agrees to stop a line of questioning after the lawyer on the other side objects.

roam (p. 133):



I think roam means _____

circumstances (p. 138): a set of factors or happenings



Comprehension: Read pp. 129-132 and answer the following questions:

Why is it important that Jerome was shot in the back? Why does this information cause an “uproar” in the courtroom?

What do you predict is going to happen in the preliminary trial?



Read pp. 133-138 and answer the following questions:

What did the judge decide?

Why did she make this decision?

What do you think about the judge’s decision?



Homework

Jewell Parker Rhodes didn't want to write *Ghost Boys*



Jewell Parker Rhodes described her process of writing *Ghost Boys*. “I think I resisted every step of the way writing this book,” she said. “The book was not my idea. It was my editor’s idea.”

Rhodes wrote 27 pages, and thought she was done. She said her first draft of the book “was just sadness. Jerome was shot. He died. We saw the bleakness in his family, went to the courthouse and saw the police officer was set free. And he had such rage and a sense that the world was unjust.”

Later, she came back to those 27 pages. She said, “That isn’t good enough. Because life is much more complicated. People are much more complicated. I think that I didn’t quite yet have that depth of compassion for all my characters. You know a fiction writer has to love all their characters.”

But how could Rhodes bring herself to love the character of Officer Moore? The answer came when she created the character of Sarah. She said, “Sarah would immediately humanize the police officer.”

But that wasn’t the only reason Rhodes included this character. She said, “It was important to me that there be Carlos as an Hispanic boy, Jerome as an African American boy, and this wondrous White girl, who through their multiethnic backgrounds are ready to move the world forward.”

Source: “Black Lives Matter for Middle Schoolers,” The Longest Shortest Time, May 2, 2018.

Clarify the following words from the passage.

“We saw the **bleakness** in his family.”

Think about how Jerome’s family felt after Jerome was killed. Use this information to clarify the word “bleakness.”

→ I think **bleakness** means _____

“And he had such rage and a sense that the world was **unjust**.”

Circle the base word in “unjust.” Use the base word to clarify the meaning of “unjust.” (Hint: Think about justice.)

→ I think **unjust** means _____

Homework, continued

“I think that I didn’t quite yet have that depth of **compassion** for all my characters. You know a fiction writer has to love all their characters.”

Circle the base word in “compassion.” Use the base word and the context to clarify the meaning of “compassion.”

→ I think **compassion** means _____

“Sarah would immediately **humanize** the police officer.”

Circle the base word in “humanize.” Use the base word to clarify the meaning of “humanize.”

→ I think **humanize** means _____

What might it mean that Sarah would “humanize” the police officer?

I think it would mean _____

“It was important to me that there be Carlos as an Hispanic boy, Jerome as an African American boy, and this wondrous White girl, who through their **multiethnic** backgrounds are ready to move the world forward.”

Circle the base word in “multiethnic.” Use the base word and the context to clarify the meaning of “multiethnic.”

→ I think **multiethnic** means _____

What do you think it would have been like to read Jewell Parker Rhodes’ first 27 pages? Do you think it would have been a better or a worse book than *Ghost Boys*?

I think it would be better worse because _____



Before reading these pages, complete the Day Two fluency routine with passage 9.



Partner reading

Ghost Boys (pp. 139-147)

In this part of the book, Is Jerome: alive? dead?



Silently read from page 139 to the break on page 141. Stop after “Just a truce.”



Turn and talk with your partner.

Page 140 says, “Even a toy brings cops, endangers Kim.” Clarify the word “endangers.” (Hint: Use the base word!)

→ We think **endangers** means _____



Clarify the exchange between Carlos and Eddie in Spanish. You may need to get help from someone who speaks Spanish.

Carlos says, “Kim es mi familia. Ella es mi familia.”

→ This means _____

Eddie says, “Bueno. Con respeto.”

→ This means _____

Use the 5 Ws to summarize what happened between Carlos and Eddie.

WHO _____

WHAT _____

WHEN _____

WHERE _____

WHY _____



Silently read pages 141-143.



Turn and talk to your partner.


What does Carlos have to tell Grandma?


Partner reading, continued

Do you agree with Kim that Carlos has to tell Grandma this? Why or why not?

What does your partner think?

- We both think Carlos should tell Grandma.
- We both think Carlos should NOT tell Grandma.
- We think different things about this.

 Silently read pages 145-147.

 What does Jerome say about people telling their stories in this chapter?

Do you agree with Jerome? Why or why not?

What does your partner think?



Homework

Changes in Eddie

In the chapter "School & After," we see some changes in Eddie. How has he changed?

At the beginning of the story, Eddie was _____.

List details from the story that show you that Eddie was this way:

- _____
- _____

Now, Eddie is _____.

List details from the story that show you that Eddie is this way:

- _____
- _____

Why do you think Eddie changed?



I think Eddie changed because _____

Guided reading

Ghost Boys (pp. 149-159)

Overview: In this section, Jerome will finally hear Emmett’s story. How do you think he will react?

Vocabulary:

outrage (p. 155):



I think outrage means _____

dumbfounded (p. 155): amazed, so shocked you can’t speak

petrified (p. 157): so scared that you can’t move



Comprehension: Read pp. 149-151. Stop after, “...like I’m going to drown”, then answer the following question:

What details did Jewell Parker Rhodes include in Emmett’s story, to help us picture it and feel like we were there?



Read pp. 151-154. Stop after “He walks into the store” and answer the following questions:

What do Emmett’s cousins tell him about how to act in Mississippi?

How does Emmett respond to what his cousins tell him?

What do you think about Emmett’s behavior?

Guided reading, continued

 **Read pp. 154-157. Stop after “I stare into his eyes.” and answer the following questions:**

Use the 5Ws to summarize what happened between Mrs. Bryant and Emmett.

WHO: _____

WHAT: _____

WHEN: _____

WHERE: _____

WHY: _____

On p. 156, Emmett says he begged his cousins not to tell his aunt and uncle what happened. What do you think would have happened if they had told the adults?

Did Emmett do anything wrong?

 **Read pp. 157-159 and answer the following questions:**

What details did Jewell Parker Rhodes include to make us feel like we were there?

What emotions or reactions did those details bring up for you?



Before reading these pages, complete the Day One fluency routine with passage 10.



Partner reading

Ghost Boys (pp. 160-170)

In this part of the book, Is Jerome: alive? dead?



Silently read pages 160-161.



Turn and talk to your partner.

→ What does it mean to bear witness? _____

→ What's one way that people today could bear witness? _____

→ Do you think it will help Jerome if people bear witness? _____

What does your partner think?

We both think it will help Jerome if people bear witness

We both think it will NOT help Jerome if people bear witness.

We think different things about this.



Silently read from page 163 to the break at the bottom of page 167. Stop after "You forgive me?"

Use the 5 Ws to summarize what happened between Carlos and Jerome's ghost

WHO is this about? _____

WHAT did he/she do? _____

WHEN did this happen? _____

WHERE did this happen? _____

WHY did this happen? _____

Partner reading, continued

 Silently read pages 167-170

 Turn and talk to your partner.

Carlos says he was ashamed. Underline the base word in **ashamed**. Now use the base word to clarify the word “ashamed.”

→ I think **ashamed** means _____

How do you think Grandma will react when Carlos tells her that he gave Jerome the toy gun?



Homework

Signs of Resilience



For years, the sign was covered with bullet holes. Set near a river in Mississippi, the sign remembered Emmett Till. It marked where Emmett Till’s body was pulled from the river. This is an important spot in Civil Rights history. It is also a target for vandalism by White supremacists.

The first sign was raised on the site in 2008. However, it was stolen and never recovered. The second sign stood until 2016. It was covered with bullet holes for years before it was replaced. The third sign was shot up within just 35 days.

Some believed the sign should be left up with the bullet holes. “It’s really indicative of the fact that racism is yet alive,” said Airickca Gordon-Taylor. Gordon-Taylor is related to Emmett Till. She directs a foundation that preserves his memory.

In 2019, a new sign was put up. The new marker weighs over 500 pounds and is bulletproof. It is protected from vandalism by a layer of glass. New, motion-detecting cameras also help prevent vandalism. Gordon-Taylor appreciates how the new sign preserves the site’s history. It explains how past signs were stolen and defaced. It reminds readers “of the progress yet to be made.”

Source: “This Emmett Till memorial was vandalized again. And again. And again. Now, it’s bulletproof,” *The Washington Post*, October 20, 2019.

Should we replace important signs like this one when they are vandalized? Or is it better for people to see the bullet holes and remember “that racism is yet alive”?





Before reading these pages, complete the Day Two fluency routine with passage 10.

Guided reading

Ghost Boys (pp. 171-176)

Overview: In the last section, Carlos finally confessed to his dad that he was the one who gave Jerome the toy gun. His dad told him he has to tell Jerome’s Grandma. How do you think Grandma will react when Carlos tells her the truth?

Vocabulary:

expansive (p. 172): big, wide-ranging

mischievous (p. 174):



I think mischievous means _____



Comprehension: Read pp. 171-174. Stop at the break at the top of the page, after “Grandma, Kim and Carlos.”

What reason did Carlos give for giving Jerome the gun?

So far, how did Grandma react?



Read pp. 174-175. Stop at the break at the top of the page, after “Kim and Carlos tissues, too.”

What reasons did Grandma give for letting Jerome go outside?

In what ways do Grandma and Kim feel responsible for Jerome’s death too?

Guided reading, continued

Did Grandma react the way you expected her to? Explain.

 **Read pp. 175-176 and answer the following questions:**

Grandma asked Carlos to tell her three good things, but he never did. Are there three good things at the end of the chapter? If so, what might they be?

Jerome says “One more thing to do before I’m gone.” Make a prediction. What might that one thing be?

Guided reading

Ghost Boys (pp. 177-186)

Overview: In this chapter, we're back at Sarah's house. In the previous Sarah chapter, Jerome said that Sarah is "forever changed." As you read, think about whether or not you believe that Sarah is "forever changed"

Vocabulary:

stricken (p. 179): reacting badly, very upset

linger (p. 185):



I think linger means

contort (p. 186): bending out of shape



Comprehension: Read pp. 177-180 and answer the following questions:

How has Sarah's room changed? How does this reflect the change in Sarah?

Jerome tells Sarah, "You can't help me, you can't help the dead." He also wonders: *Does a page really do anything? Make change?* What do you think—can Sarah's website help Jerome?

Do you think Sarah should hate her dad?

Do you think Sarah can help her dad to not be afraid of black boys?

Guided reading, continued

 **Read pp. 181-183 and answer the following question:**

What are Sarah's feelings about her dad?

 **Read pp. 184-186 and answer the following questions:**

What happens between Sarah and her dad here?

Why do you think Jerome cares so much about fixing the relationship between Sarah and her dad? Is he right to care?



Partner reading

Ghost Boys (pp. 187-191)

In this part of the book, is Jerome: alive? dead?



Silently read from page 187 to the top of page 190. Stop after "...Grandpa Leni's grave."



Turn and talk to your partner.

Kim	
Carlos	
Grandma	

→ What does each character tell Jerome?

How do you think these characters are feeling in this chapter?



Silently read pages 190-191.

Why does Jerome say the ghost boys stick around?

Do you believe Sarah is going to "do good"?



Homework

Bearing witness

- Laquan McDonald was killed on October 20, 2014 in Chicago, Illinois. He was 17 years old. Laquan was shot 16 times by Officer Van Dyke of the Chicago police. Van Dyke claimed Laquan was threatening him with a knife. But the video showed something different. Laquan was walking away from Officer Van Dyke when he was shot. Van Dyke was found guilty of murder and sentenced to six years in prison.

- Michael Brown was killed on August 9, 2014 in Ferguson, Missouri. He was 18 years old. He was shot by a White police officer named Darren Wilson. Wilson claimed that Michael attacked him while he was sitting in his police car. He said Michael was trying to get his gun. Michael's friend Dorian Johnson was also there. Dorian said Officer Wilson started it by reaching out his car window and grabbing Michael by the neck. Michael and Dorian ran away and Officer Wilson pursued them. Wilson said that Michael turned around and began running toward him, as Officer Wilson was shooting at him. A jury decided not to charge Officer Wilson with a crime.

- Jordan Edwards was killed on April 29, 2017 in Balch Springs, Texas. He was 15. He was shot by Officer Roy Oliver. The police were called to break up a party. Jordan and his brother got into his brother's car to try to leave. Officer Oliver tried to stop the car, but they drove away. Officer Oliver fired into the car, hitting Jordan in the back of the head. Officer Oliver was sentenced to 15 years in prison.

Choose one of these stories. Bear witness by summarizing what happened to the young man in the story. Use the 5 Ws to summarize.

WHO is this about? _____

WHAT did he/she do? _____

WHEN did this happen? _____

WHERE did this happen? _____

WHY did this happen? _____

Guided reading

Ghost Boys (pp. 195-203)

Overview: We are back in the “ALIVE” timeline. We’re finally going to hear the story of what happened when Jerome was killed.

Vocabulary:

first person shooter game (p. 195): a realistic computer game where the player takes on the role of a gunman fighting enemies

evade (p. 196): to get away from someone or something

 **Comprehension: Read pp. 195-198 and answer the following questions:**

What was happening immediately before Jerome was shot?

What details did you hear about Jerome’s death? What do those details add to what you already knew about his death?

 **Read pp. 203, Jerome’s last words to us in the book, and answer the following question:**

Jerome wants us to bear witness, to live and make it better, and not let anyone tell this story again. Can we do that? Is it possible? Will it help?
