Bud, Not Buddy by Christopher Paul Curtis

Required Summer Reading for all New Hope Students entering 6th Grade

Answer all questions in complete sentences unless otherwise noted.

Suggested pacing guide available on the NHCA Summer Reading Website.

1. Before Reading Strategies: Cover Survey & Making Text to Text Connections

It is always helpful to think about what we are reading before we even start reading. Whenever you pick up a new book to read, take a good look at the cover, consider the title, and read the blurb on the back or dust jacket. This process will help to activate your brain, build anticipation and allow you to make some connections as you begin to read.

Follow this procedure now for Bud, Not Buddy. What do you think is happening in the cover illustration of this book? Does it cause you to wonder about this book? What wonderings does the cover cause you to have about this story?

This book is written by Christopher Paul Curtis, the author who wrote The Watsons Go to Birmingham – 1963. Think about Watsons. What kind of story was Watsons? What elements made Watsons a good story? After looking at the cover and reading the synopsis on the back, make some predictions about Bud, Not Buddy, using what you know about Christopher Paul Curtis, his writing style, and The Watsons.
Chapters 1 and 2

2. Author’s Craft: Literary Devices – The Hook

Christopher Paul Curtis is a master at using a “hook” or an opening passage that grabs the reader’s attention almost immediately. What is the hook that he uses at the beginning of Bud, Not Buddy?

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3. Author’s Craft: Understanding Literary Devices – Point of View (POV)

When an author begins writing a story, he or she must decide how to tell the story and who should tell it.

Most books or stories are told from a third person point of view (POV). The narrator (person telling the story) is not a character in the story, but is an outside observer who does not take part in the action of the story. The reader learns about the characters (how they think, feel and act) from this unknown narrator. The author uses the pronouns he, she and they when writing from the third person point of view.

In first person point of view, the narrator is a character in the story. The narrator actually takes part in the action of the story. When an author uses first person point of view to tell a story, the reader learns about events as the narrator learns about them. Everything we know about the other characters in the story is from what the narrator knows about the other characters and events. The narrator uses the pronouns I, we, and me.

Who is the narrator of Bud, Not Buddy and what POV does Curtis use to tell the story?

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Why do you think Christopher Paul Curtis chose to tell this story from this point of view?

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4. **Author’s Craft: Understanding Literary Devices – The Flashback**

Christopher Paul Curtis uses a literary device called a **flashback** to help the reader learn more about Bud’s life before he came to the home. A **flashback** interrupts the chronological sequence of the story to describe events that occurred before the beginning of the story. A flashback is really a story-within-a-story. In *Bud, Not Buddy*, the flashback in Chapter 1 reveals information about how Bud came to be at the home. What did you learn about Bud from this flashback?

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5. **Reading Strategy: Making Inferences and Drawing Conclusions**

Bud tells us that the appearance of the caseworker meant “bad news.” What were the two reasons that the caseworker came to see the boys? Make an inference and draw some conclusions about why Bud would see these events as “bad news.”

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How do you know that Todd lied about having an asthma attack?

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6. **Reading Skill: Compare and Contrast**

In *Bud, Not Buddy*, Christopher Paul Curtis wants his readers to understand the kind of people the Amoses are. What is interesting about the Amoses is that they see themselves very differently from how they actually act. There is a huge difference between the Amoses’ opinion of themselves and what Bud and the reader sees. In the chart on the next page, list the things Mrs. Amos believes about herself and her son Todd in the left hand column. In the right hand column, describe what the Amoses are really like.
7. Reading Skill: Reading for Details

Bud says, “Most folks think you start to be a real adult when you’re fifteen or sixteen years old, but that’s not true, it really starts when you’re around six.” The reasons he gives for his thinking provides the reader with many details about Bud’s early childhood. What are some reasons that Bud decided that adulthood began at age six.

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8. Reading Skill: Summarizing Main Ideas

One way readers can check their comprehension of any reading material is to summarize the main idea or ideas of the reading passage. Christopher Paul Curtis uses chapter numbers instead of titles in Bud, Not Buddy. After you read chapters 1 and 2, create a title for each chapter that summarizes the main idea of the chapter. Be Creative!

Chapter 1:
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Chapter 2:
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9. **Reading Skill: Understanding Vocabulary**  
Match the word on the left with its definition on the right.

| _____1. glum | a. string |
| _____2. depression | b. to express regret for having done something wrong |
| _____3. grateful | c. social workers |
| _____4. luxurious | d. a raggedly dressed child |
| _____5. apologize | e. an economic condition in which many people are out of work, prices are low, and business is slow |
| _____6. commence | f. thankful |
| _____7. flyers | g. rich |
| _____8. caseworkers | h. begin |
| _____9. twine | i. bothers |
| _____10. devastate | k. destroy |
| _____11. cur | l. of the same kind |
| _____12. provoked | m. brochures |
| _____13. urchins | n. to incite to anger or resentment |
| _____14. plagues | o. a mean, cowardly person |
| _____15. ilk | p. sad |
10. **Author’s Craft – Literary Devices – The Cliffhanger**

Christopher Paul Curtis ends Chapter 3 with a cliffhanger. A cliffhanger is a literary device where the author ends a section of the story with a suspenseful or dramatic moment to ensure that the reader will continue to read to find out what happens next. What is the cliffhanger at the end of Chapter 3?

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11. **Author’s Craft: Literary Element – Setting**

The *when* and *where* a story takes place is the setting. It is extremely important that an author describe the setting in such a way that the reader feels that they are right there.

An important part of creating a believable setting is a vivid description of the setting which appeals to all the reader’s senses. In Chapter 3, Bud is forced to spend the night in a dark shed. Curtis’s description of the shed appeals to all the reader’s senses. Give examples from the text of Curtis’s description.

<table>
<thead>
<tr>
<th>Sense</th>
<th>Description from Story</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
<td></td>
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<tr>
<td>Smell</td>
<td></td>
<td></td>
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<tr>
<td>Touch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. Author’s Craft – Literary Devices – Figurative Language

Figurative language is a tool that authors use to create “word pictures” for the reader. Figurative language helps keep readers interested in the story and allows readers to use their imagination. Three common forms of figurative language are similes, metaphors, and onomatopoeia.

A **simile** compares two unlike things using the words **like** or **as**. For example, that girl is as busy as a bee is a simile because it uses the word **as** to compare a girl to a bee.

A **metaphor** compares two unlike things to each other but without using the words **like** or **as**. For example, the offensive lineman of the football team was a wall. This metaphor compares a football player to a wall but **without** using the words **like** or **as**. The comparison means that no one could run through him just as people can’t run through walls.

**Onomatopoeia** is a figurative language device where the words used imitate the sound they represent. The phrase, “the cymbals clanged loud and clear” is an example of onomatopoeia because the word clang sounds like the actual sound the cymbal makes.

Read each example of figurative language in the table below. Identify the form of figurative language in each example and describe the picture the words paint in your mind.

<table>
<thead>
<tr>
<th>Figurative Language Example</th>
<th>Form of Figurative Language Portrayed in Example</th>
<th>My Visualization (The Picture in My Mind) of What This Phrase Means (Use Text or Draw a Picture)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The paper peeled away in little curly yellow strips like that stuff rich people throw on New Year’s Eve.”</td>
<td>Simile</td>
<td>My visualization of the paper peeling away, image of yellow strips, and the comparison to New Year’s Eve.</td>
</tr>
<tr>
<td>“He smiled and the warm water from the jelly jar opened that little valve up and . . . woop, zoop, sloop . . . he soaked his sheets!”</td>
<td>Metaphor</td>
<td>The warm water flow through the little valve opening up and the sound it makes, the person soaking their sheets.</td>
</tr>
<tr>
<td>“I put my hand out like Paul Robeson running down the football field.”</td>
<td>Simile</td>
<td>My visualization of Paul Robeson running down the field, the comparison to putting hand out.</td>
</tr>
<tr>
<td>“Todd might’ve been a lot bigger than me but he’d better be ready, this wasn’t going to be a bird’s nest sitting on the ground for him.”</td>
<td>Metaphor</td>
<td>The comparison to a bird’s nest, the image of the bird’s nest and the comparison to Todd.</td>
</tr>
<tr>
<td>“In her eyes Todd’s mouth was a prayer book.”</td>
<td>Metaphor</td>
<td>The comparison to a prayer book, the image of Todd’s mouth, the mouth as a prayer book.</td>
</tr>
<tr>
<td>“…I woke up from a good sleep because it felt like a steam-locomotive had jumped the tracks and chug-chug-chugged its way straight into my nose.”</td>
<td>Onomatopoeia</td>
<td>The sounds of the steam-locomotive, the image of the locomotive jumping the tracks and the chug-chug sounds.</td>
</tr>
<tr>
<td>“…when one of the caseworkers came in and tap-tap-tapped down the line.”</td>
<td>Onomatopoeia</td>
<td>The sounds of tap-tap-tap, the image of the caseworker and the tapping sound.</td>
</tr>
</tbody>
</table>
13. **Author’s Craft: Literary Device – Situational Irony**

Irony refers to the conflict between appearance and reality. Situational irony describes a situation that turns out the opposite of the way it might be expected to turn out. For example, it is ironic that Mrs. Amos accuses Bud of starting the fight in Chapter 2, when Todd actually instigated the fight.

How was Bud’s revenge on Todd ironic? (Hint: What did Todd accuse Bud of being in Chapter 2?)

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14. **Reading Strategy: Making Connections**

Bud is angry after he escapes from the shed. He understands that the hornet’s nest wasn’t a vampire and that he let his fear get the best of him. He vows to get revenge on the Amoses. Describe a time in your life when you would have liked to get revenge on someone. What did you do? What was the result? How did you feel after you had calmed down?

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15. **Reading Strategy: Making Inferences and Drawing Conclusions**

Why was Bud relieved when he looked under the table? Why was he so concerned about his “suitcase”?

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16. Author’s Craft: Characterization – Minor Characters

In these chapters, readers learn more about Bud’s mother from his memories of her. What are four things that Bud’s mother repeatedly told him? What does Bud wish that his mother had done differently?

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17. Author’s Craft: Literary Element – Character – Direct & Indirect Characterization

For many readers, the characters [the people or animals] in the story are what make a story interesting. Good authors know that they must create characters that seem real and are believable even when writing fiction. Characterization is the process through which the writer reveals the personality of the characters in the story.

Authors can let the reader know about characters through direct and indirect characterization. When an author uses direct characterization, the author actually tells the reader about the character.

When an author uses indirect characterization to develop a character, information about the character is shown to the reader. There are five ways an author can show the reader information about a character’s personality. You can use the mnemonic STEAL to remember these five types of indirect characterization.

<table>
<thead>
<tr>
<th>S</th>
<th>What does the character say? How does the character speak?</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>What is revealed to the reader through the character’s private thoughts and feelings?</td>
</tr>
<tr>
<td>E</td>
<td>What is revealed to the character’s effect on other people or characters in the story? How do other characters in the story feel or behave in reaction to the character? Includes what other characters in the story think and say about the character.</td>
</tr>
<tr>
<td>A</td>
<td>What does the character do? How does the character act or behave?</td>
</tr>
<tr>
<td>L</td>
<td>What does the character look like? How does the character dress?</td>
</tr>
</tbody>
</table>

For example, the reader learns quite a lot about Bud from his actions during the fight with Todd. The reader understands that Bud is brave, sensible, and smart. He is brave enough to try to fight Todd, but sensible enough to know when to give up. He apologizes to avoid a beating, and plots revenge against the Amoses. He is also smart enough to hide the shotgun before carrying out his revenge. Yet, he is still a young boy and has a
child-like understanding of things and with a boy’s fears, for example, thinking that the hornet’s nest is a vampire. The reader learns all of this through indirect characterization.

Think about what you have learned about Bud thus far in the novel. Use the character map on the next page to organize details about him as you read. (You may want to go back and review what you have already learned about Bud in the earlier chapter. Add to the map as you learn more about Bud.

<table>
<thead>
<tr>
<th>Character Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Characterization</strong> – What the author told me about this character.</td>
</tr>
<tr>
<td><strong>Speech</strong> – What I learned about this character by what he or she said.</td>
</tr>
<tr>
<td><strong>Thoughts and Feelings</strong> – What I learned about this character from his or her thoughts and feelings.</td>
</tr>
<tr>
<td><strong>Effect on others</strong> – What I learned about this character by his or her effect on others and how other characters reacted to this character.</td>
</tr>
<tr>
<td><strong>Actions</strong> – What I learned about this character by his or her actions.</td>
</tr>
<tr>
<td><strong>Looks</strong> – What I learned about this character from his or her looks.</td>
</tr>
</tbody>
</table>
18. **Author’s Craft: Literary Device – Situational Irony**

What did the billboard above the mission kitchen say? Explain the situational irony of the billboard hanging above the mission kitchen.

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19. **Author’s Craft: Literary Element – Theme**

The theme of a story is often referred to as a big idea that the author wants the reader to understand by the time they are finished with the story. Themes in fictional works are generally about life and how people behave. Authors often include more than one theme in their stories.

Themes are seldom explicitly stated in fiction. Readers must infer the themes from hints that the author gives the reader.

An important theme in *Bud, Not Buddy*, is the importance of people helping each other. Give an example of an event described in Chapter 6 that demonstrates this theme.

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20. **Reading Skill: Reading for Details**

Why does Bud feel so strongly about his name?

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Momma told Bud, “When one door closes, another always opens.” How did Bud understand this when he was a small boy? How did his interpretation change as he grew older?

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21. **Reading Strategy: Making Inferences and Drawing Conclusions**

What do you think Bud’s mother really meant by the saying, “When one door closes, another always opens.”

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What is the most likely reason that the family at the food kitchen helped Bud?

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22. **Author’s Craft: Setting (Vivid Details)**

Bud seemed to be very familiar with the library and used vivid imagery to describe the library’s appeal to all of Bud’s senses (sight, sound, touch, and smell).

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23. **Reading Strategy: Making Predictions**

Good readers use illustrations, titles, previous information in the text and their own background knowledge to make predictions about the story before they begin reading and during reading. Making predictions involves thinking ahead and anticipating future events. As they read, readers refine, revise and verify their predictions. This strategy helps readers comprehend the text by actively engaging them in the reading process.

At the end of Chapter 7, Bud realizes a door has closed. Make a prediction. What do you think is the next door that will open for Bud?

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Chapters 8 and 9

24. Author’s Craft: Literary Device – Figurative Language

Recall that figurative language is a tool that authors use to create “word pictures” for the reader. Figurative language helps keep readers interested in the story and allows readers to use their imagination to visualize the setting and events of the novel.

In Chapter 8, Christopher Paul Curtis uses another form of figurative language called Personification. Personification is a literary device in which an author gives human qualities to animals or to other non-human objects. An example of personification would be

Read each example of figurative language in the table below. Identify the form of figurative language in each example as personification, simile, metaphor or onomatopoeia. Describe the picture the words paint in your mind.

<table>
<thead>
<tr>
<th>Figurative Language Example</th>
<th>Form of Figurative Language Portrayed in Example</th>
<th>My Visualization (The Picture in My Mind) of What This Phrase Means (Use Text or Draw a Picture)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The locomotive was hissing and spitting coal black smoke into the sky . . . “</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“. . . poor kids on the road all alone are like dust in the wind.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Shoot, this ain’t no city, this is just another cardboard jungle.”</td>
<td></td>
<td></td>
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<tr>
<td>“Everybody froze when the train whistle blew one long time and the engine started saying shuh-shuh-shuh.”</td>
<td></td>
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</tr>
</tbody>
</table>

25. Author’s Craft: Integrating History and Culture in Historical Fiction

When writing historical fiction, authors must be careful to include realistic historical and cultural facts. Christopher Paul Curtis stresses the importance of the events occurring in the United States and their effect on all people in Chapter 8 of Bud, not Buddy.

What is a Hooverville?
What does Deza tell Bud about the family sitting a way from the rest of the group? Why would they not accept food or blankets? How is this image different from the picture above the mission? What does this family’s response tell the reader about race relations in the United States at this time?

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26. Author’s Craft: Literary Device – Verbal Irony

Christopher Paul Curtis uses another type of irony in Chapter 8. Remember that irony refers to the conflict between appearance and reality. Verbal irony exists when the speaker means something totally different than what they are actually saying. Explain the verbal irony of this passage explaining how the Hoovervilles got their name. (Hint: Hoover was President during the 1930s and people blamed his policies for causing the Depression.)

“That's right, Mr. Hoover worked so hard at making sure every city has got one that it seems criminal to call them anything else.”

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27. Author’s Craft: Theme

The importance of family is another important theme in *Bud, not Buddy*. Give some examples in Chapter 8 that support this idea.

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28. Author’s Craft: Literary Device – Foreshadowing

Bud has emphasized how important his suitcase and its contents are to him several times throughout the story thus far. Curtis is giving the reader a hint that these items are important and will play a part in the story. Curtis is using the literary device known as Foreshadowing. Foreshadowing is the use of hints or clues to suggest what will happen later in the story. When a reader recognizes foreshadowing in the story, it is a good place to stop and think about the story and make a prediction about what may happen later in the story.

Make a prediction about what you think may happen later in the story based on what you know about Buddy’s plans and the items Bud carries with him in his suitcase.

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29. Author’s Craft: Literary Device – The Extended Metaphor

A metaphor is a comparison between two items without using the words like or as. Authors also use a device called an Extended Metaphor to describe ideas. While the author may introduce the extended metaphor with any figurative language device (including a simile), but the comparison continues over several sentences or paragraphs instead of within a short phrase or single sentence.

Bud develops an important extended metaphor in Chapter 9. This extended metaphor begins, “It’s funny how ideas are, in a lot of ways they’re just like seeds.” Bud goes on to explain how his idea was like a seed that grew and grew. What was Bud’s idea? Explain the extended metaphor.

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30. Author’s Craft: Literary Device – Flashback

Describe the flashback in Chapter 9. What purpose does it serve?

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31. Reading Skill: Understanding Vocabulary

Complete the Crossword Puzzle using words provided in the word bank.

Across
2. an institution for the care of children who have no parents
6. place established by a religious organization to provide food, shelter, and spiritual guidance for the poor
7. saving the soul

Down
1. relatives; a group of people related by blood or marriage
3. the act of or a way of getting even or paying back
4. noisily cheerful
5. a false or assumed name

Word Bank
alias
boisterous
kin
mission
orphanage
revenge
salvation
32. **Reading Skill: Recognizing Cause and Effect Relationships**

Every action has a reaction, is a common saying that everything that happens causes something else to happen. Your parents or teachers tell you that your actions have consequences. Both of these statements basically mean there is a Cause and an Effect.

A novel’s plot is really a series of linked Causes and Effects. A cause is the reason why something happens. The effect is what happens. If you can identify and understand these causes and effects, it will help you understand the plot of the novel and how the characters affect each other.

Look at the **Cause and Effect Diagram** below. Either the cause or the effect of an incident in the book is noted. Think about each incident. Add the missing information to the table. An example has been completed for you.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Todd pushes a pencil up Bud’s nose.</td>
<td>Bud and Todd get into a fight.</td>
</tr>
<tr>
<td></td>
<td>Todd fakes an asthma attack.</td>
</tr>
<tr>
<td></td>
<td>Bud tells people not to open his suitcase.</td>
</tr>
<tr>
<td>Bud is late for breakfast at the mission.</td>
<td></td>
</tr>
<tr>
<td>Bud’s blue flyer flies out of his suitcase as he is running to hop the train out of Hooverville.</td>
<td>Bud decides to go to Grand Rapids to find Herman Calloway</td>
</tr>
<tr>
<td>Mr. Lewis sees Bud walking along the road in Oswosso.</td>
<td></td>
</tr>
<tr>
<td>Mr. Lewis offers Bud a baloney and mustard sandwich.</td>
<td>Bud tries to drive away in Mr. Lewis’s car.</td>
</tr>
<tr>
<td></td>
<td>Bud tells Mr. Lewis he is from Grand Rapids.</td>
</tr>
</tbody>
</table>
33. **Author’s Craft: Integrating History and Culture in Historical Fiction**

Why was Mr. Lewis concerned about his and Bud's safety while they were in Owosso, Michigan? What does this tell readers about this period in history?

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34. **Author’s Craft: Literary Device – Irony**

In Chapter 10, Bud tells Mr. Lewis a lie about where he was from. Why did Bud lie? How was this lie Bud told ironic?

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35. **Author’s Craft: Literary Device – Humor**

One of the reasons Bud accepts that Mr. Lewis is not a vampire was that Mr. Lewis had such a good sense of humor. Humor is the quality that makes a person laugh or smile. Cite at least three examples of Mr. Lewis’s sense of humor.

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36. **Reading Strategy: Making Predictions**

What do you think will happen when Bud arrives and Grand Rapids and meets Mr. Calloway?
37. Reading Skill: Compare and Contrast

Compare and contrast Bud's dinners at the orphanage with the dinner he ate with Mr. Lewis and his family.
Chapters 12, 13, 14 and 15

38. Author’s Craft: Literary Element – Plot

The plot of a story is the sequence of events or the action in the story that leads to the resolution of a problem or conflict. In most fictional stories, the plot relies on the following elements and follows this specific pattern. Use what you know to begin filling in the plot diagram.

- In the exposition, the author introduces the characters and the setting of the story.
- The plot includes a conflict or problem that the character or characters must resolve.
- The development of complications and further problems provides a period of rising action.
- The turning point or climax is the point of crisis in the story and leads to a solution to the problem.
- After the climax, the period of falling action begins to wrap up the story.
- The resolution is the point where the problem or conflict is solved.
39. **Reading Strategy: Understanding Cause and Effect**

Why did the police stop Lefty Lewis and Bud?

Why did Mr. Lewis have Bud hide the box of flyers under the seat of the car?

What was Bud’s real reason for persuading Mr. Lewis to allow him to face Mr. Calloway alone? What reason does he give Mr. Lewis? Why do you think Mr. Lewis tells Bud to go to the train station and call for him if he ever decides to run away again?

40. **Reading Strategy – Making Connections**

Pretend that you are Bud. Describe your feelings as you approach Grand Rapids to meet Herman E. Calloway. Provide vivid details.
41. Reading Skill: Compare and Contrast

The band members react differently to Bud’s claim that Herman E. Calloway is his father. Use the Venn Diagram below to compare and contrast their reactions.
42. **Reading Skill: Drawing Conclusions**

Even though Herman Calloway denies being Bud’s father, and the band members agree, Bud still insists that Mr. Calloway is his father. What reasons does Bud give to support his argument? Are his reasons valid?

Do you think that Herman E. Calloway is Bud’s father? Why or why not?

43. **Reading Strategy: Synthesizing**

Synthesizing is a multi-step comprehension strategy that involves combining new information with existing knowledge to form an original idea or interpretation.

- Synthesizing begins with the reader stopping and thinking about what he or she is reading or has read. The reader may make some connections or ask questions about the text.
- The reader then may need to summarize in his or her mind what he knows and begin to make inferences and predictions. The reader revises and reworks his or her understandings as he or she is introduced to new information.
- Finally, the reader reaches an “Aha!” moment where he or she puts together answers to his or her questions, predictions, visualizations, and inferences he or she has made throughout the novel to achieve new insight that changes the way the reader thinks about text.

Use this process as you think about the following questions and synthesize (or put together) what you have learned about Bud throughout the novel.

Bud feels that he has finally found a home and is where he is supposed to be even though Herman E. Calloway denies that he is Bud’s father. Why does Bud feel this way?
44. **Author’s Craft: Theme**

A theme is a big idea that the author wants the reader to understand. In *Bud, Not Buddy*, Christopher Paul Curtis develops several themes. We have talked about two of those themes so far:
- The Importance of People Helping Each Other
- The Importance of Family

Authors seldom come out and tell the reader what themes they want their readers to understand. Readers must synthesize this information for themselves. Use the procedure for synthesis above as you think about the following questions.

Why do you think Christopher Paul Curtis included Bud’s rules in this novel? How have “Bud Caldwell’s Rules and Things to have a Funner Life and Make a Better Liar Out of Yourself” helped Bud survive difficult situations throughout the novel?

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What influences did Bud’s mother leave with him, and how did her influence help him survive throughout his adventure?

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Throughout his adventure thus far, what has Bud relied upon to help him survive? Support your answer with evidence from the text.

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Use these questions and your answers to develop an idea of one of the themes of *Bud, Not Buddy*. 
Chapters 16, 17, and 18

45. Reading Strategy: Monitoring Understanding

On what condition is Bud allowed to stay with the band?

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How does Mr. Calloway feel about this plan?

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What does Miss Thomas tell Bud to always remember? Why does she want him to remember this?

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What do the band members do to make Bud feel welcome? Give at least three examples and describe Bud’s response to the band’s efforts.

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46. **Author’s Craft: Theme**

Why does Mr. Calloway always have one white member in his band?

Christopher Paul Curtis offers this information in support of one of the major themes in *Bud, not Buddy.* What is this theme or idea that he wants his readers to understand?

47. **Author’s Craft – The Extended Metaphor**

Christopher Paul Curtis develops another extended metaphor in Chapter 17 to describe the music the band plays. Explain the metaphor. Describe how the music makes Bud feel. Provide details.

48. **Author’s Craft: Plot – The Conflict**

Every story requires a problem or conflict or there is no story. The plot of the story depends upon the choices the characters make in attempting to solve the problem. Just as in real life, characters may be dealing with many problems at one time, but there is always at least one major problem or conflict upon which the entire story is based. Think about *Bud, Not Buddy.* Describe the major problem or conflict that Bud has had to deal with throughout the entire novel.
49. **Author's Craft: Plot – The Climax**

The **climax** is the turning point of the novel. The problem or conflict reaches a moment of crisis upon which the whole story depends. This moment of crisis leads to the resolution of the problem.

Identify and describe the moment of crisis or climax of **Bud, Not Buddy**? Remember to include this information on the plot diagram on page 20.

50. **Reading Strategy: Understanding Vocabulary**

Readers often come across words as they read that are unfamiliar to them. They must use the context to help them figure out the meaning of the word. Use the context and make a guess as to what the underlined words might mean in each of the following quotes.

“If you’re going to be traveling with us it just wouldn’t look too **copacetic** for you to be carrying that ratty old bag.”

“I got it. We’ll **compromise**. [during the discussion about Bud’s new nickname] How about Sleepy La Bone?”

51. **Reading Strategy: Making Predictions**

Do you think that Bud is Herman E. Calloway’s grandson? Support your conclusion.
Chapter 19 and The Afterword

52. Author’s Craft: Plot – The Resolution

Bud’s main problem throughout the entire novel was his need for a home. He had thought he had found one when he found Herman E. Calloway, but Calloway denied being his father and further complications developed until the climax in Chapter 18 where Bud and the reader discover that Herman E. Calloway may be Bud’s grandfather. In Chapter 19, the reader reaches the resolution of the story where all of the loose ends are tied up and the story reaches a satisfying conclusion.

Why does Bud think Herman E. Calloway is sitting at the table crying?

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What do you think is the real reason for Mr. Calloway’s grief?

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Why does Bud reach out and pat Herman E. Calloway on the back, and why is this important?

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Why does Miss Thomas send Mr. Jimmy upstairs? How does Miss Thomas’s explanation help clear up the remaining questions that Bud or the reader might have?

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53. Author’s Craft: The Afterword

Why does Christopher Paul Curtis include an Afterword in Bud, Not Buddy? Did you find the Afterword helpful? Who is the narrator of the Afterword?

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