

GHOST BOYS

Teaching Companion

by Suzann Peterson

Vocabulary, Critical Thinking, Close Reading,
Writing, Research, Discussion Guides,
Templates for Vocabulary and Written Responses,
Historical References and Resources

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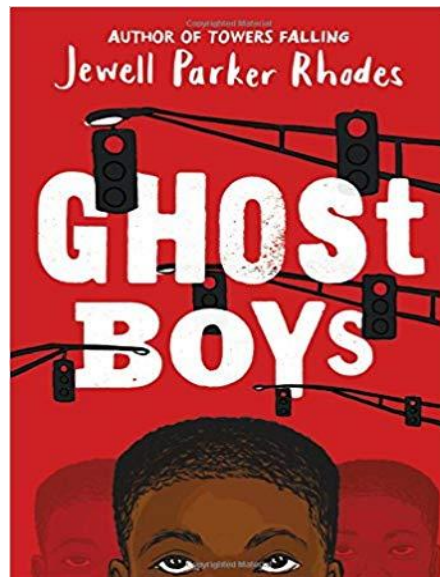
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Notes to the Teacher

Quotes from author Jewell Parker Rhodes

The following are some quotes from author Jewell Parker Rhodes to help guide your lessons. Her approach and purpose for writing is not accusatory, rather, it is about sharing stories, and bearing witness, so that we reach a level of understanding, awareness, and empathy, in order to help make our lives and world better.

- “I believe words have the power to shape the world....”
- “My novel makes space for strong emotions but doesn’t slay hope and optimism; it celebrates the inherent power in each child to be and make the change.”
- “Though I write about tough subjects, kids know that my stories are also infused with kindness, hope, and ultimately, it empowers them.”
- “Only the living can make the world better. Live and make it better.” That is the clarion call I believe all children want hear. “Live....Make the world better.”
- “...I hope to convey the feeling, the emotional truth that “people are people are people: and that all should be treated equitably and given respect.”
- “I hope young readers will feel inspired and know that their thoughts and feelings matter.”
- “Storytelling is the human discourse that unifies and inspires us all.”



Notes to the Teacher

Resources, Informational Links, Websites

Teacher references to guide you as you guide the students through difficult conversations about themes in this book. Always preview novels and sites before deciding to share them with your students.

- Helping Students Discuss Race Openly
<http://www.ascd.org/publications/educational-leadership/nov16/vol74/num03/Helping-Students-Discuss-Race-Openly.aspx>

Educational Leadership, Disrupting Inequity, November 2016, Volume 74, Number 3.

This article offers guidelines on how to plan a guide on how to plan and facilitate classroom conversations about race, with a trusting classroom community.

“Classroom conversations about race—whether in response to a word problem, a presentation, or a story about how a shop owner treated a student—can happen when we establish an atmosphere of respect and openness. When we help students navigate issues of history and justice, right and wrong, we give them a profound gift—and a sense of hope. Although it's often the hardest work we can do to close the opportunity gap, it's the most important” (Julie Landsman).

- Teaching about Race, Racism, and Police Violence
<https://www.tolerance.org/moment/racism-and-police-violence>

This website offers informational resources to plan and guide lessons. The resources include articles, feature stories, professional development, classroom resources, and related resources that can all help spur discussion around implicit bias and systemic racism, and empower your students to enact the changes that will create a more just society.

- A Look at Race Relations through a Child's Eyes “Kids on Race, the Hidden Picture”
<http://ac360.blogs.cnn.com/2012/04/02/study-race-relations-through-a-childs-eyes/>

This is a YouTube video in which Anderson Cooper of CNN details a study that seeks to gain insight into the way black and white children perceive each other (9:29 min.).

- The Importance of Bearing Witness | Fernando Pérez | TEDxBellevueCollege
https://www.youtube.com/watch?v=NOG_vJzrno8

Published on May 17, 2017

The importance of listening, and validating the stories of others, is demonstrated through an intimate look at Pérez's great-grandmother who emigrated from Mexico to the U.S. and moved to Los Angeles in the 1920s (9:22 min).

Notes to the Teacher

Complimentary Books – Text to Text Connections

One effective way for students to enhance their understanding of novels is through paired texts, for example complimentary novels, films, and informational articles. Following is a list of complimentary novels for the book GHOST BOYS. Note: This list encompasses a variety of reading levels and age and development appropriateness. Review for student reader appropriateness prior to lessons.

Title	Description (from title websites)
<i>All American Boys</i> by Jason Reynolds & Brendan Kiely	A young-adult novel published in 2015. This modern-day narrative tells the story of an incident of police brutality through the alternating voices of two high school students: Rashad, whose chapters are written by author Jason Reynolds, and Quinn, whose chapters are written by author Brendan Kiely.
<i>Beloved</i> by Toni Morrison	A novel published in 1987 and winner of the 1988 Pulitzer Prize for fiction. The work examines the destructive legacy of slavery as it chronicles the life of a black woman named Sethe, from her pre-Civil War days as a slave in Kentucky to her time in Cincinnati, Ohio, in 1873.
<i>Between the World and Me</i> by Ta-nehisi Coats	This book is written as a letter to the author's teenage son about the feelings, symbolism, and realities associated with being Black in the United States.
<i>Coco</i> Directed by Lee Unkrich	Pixar's movie <i>Coco</i> celebrates life by diving into death. <i>Coco</i> is a lovely, effervescent film about death. It explores themes of familial responsibility, death, and loss, but marries those heavy themes with musical numbers and unforced comedy. The animation is uniformly beautiful and the script is often hilarious.
<i>Dear Martin</i> by Nic Stone	Parental Alert: This is a story of an Ivy League-bound African-American student named Justyce who becomes a victim of racial profiling. He struggles to reconcile the fact that he's a "good kid" with suddenly being in police handcuffs.
<i>Finding Langston</i> by Lesa Cline-Ransom	This book is about eleven-year-old Langston, a young boy from Alabama who moves with his father to Chicago in 1946 after the death of his mother. The movie jars Langston as he is forced to grapple with a new city, a new way of life, and a new school.
<i>The Hate U Give</i> by Angie Thomas	Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer.
<i>I am Alfonso Jones</i> By Tony Medina	Alfonso is a valued member of his community. He's interested in music and drama, and he works hard at school and his job. After he's killed, he's able to make peace with his fate, vowing to help others who find themselves on the ghost train. The graphic novel opens with Alfonso being shot to death at close range.
<i>Invisible Man</i> By Ralph Ellison	The narrator of <i>Invisible Man</i> is a nameless young black man who moves in a 20th-century United States where reality is surreal and who can survive only through pretense. Because the people he encounters "see only my surroundings, themselves, or figments of their imagination," he is effectively invisible.
<i>Long Way Down</i> By Jason Reynolds	A novel written in free verse that tells the story of an African American teen boy at a crossroads. Determined to avenge his 19-year-old brother's death, Will, age 15, takes his brother's gun out of their shared bedroom to kill the person he's certain is the murderer, but it's a long way down in the elevator.

<i>The Lovely Bones</i> By Alice Sebold	This novel is the story of Susie Salmon, a teenage girl who is raped and murdered in 1973. She goes to heaven and watches over her family as they cope with their loss. She also tries to give them clues so they can find her murderer—their next-door neighbor.
<i>Spoon River Anthology</i> By Lee Edgar Masters	This book is a collection of short free verse poems that collectively narrates the epitaphs of the residents of Spoon River, a fictional small town named after the real Spoon River that ran near Masters' home town of Lewistown, Illinois. The aim of the poems is to demystify rural and small town American life. The collection includes 212 separate characters, in all providing 244 accounts of their lives, losses, and manner of death. Many of the poems contain cross-references that create an unabashed tapestry of the community. The poems were originally published in the St. Louis, Missouri literary journal <i>Reedy's Mirror</i> .
“ <i>Strange Fruit</i> ” Lyrics by Abel Meeropol and Recordings by Billie Holiday and Nina Simone	Strange Fruit takes place in a Georgia town in the 1920s and focuses on the relationship between Tracy Deen, son of some prominent white townspeople, and Nonnie, a beautiful and intelligent young black woman whom he once rescued from attacking white boys.
<i>Their Eyes Were Watching God</i> By Zora Neale Hurston	This is a 1937 novel that explores main character Janie Crawford's "ripening from a vibrant, but voiceless, teenage girl into a woman with her finger on the trigger of her own destiny."
<i>To Kill a Mockingbird</i> By Harper Lee	The story is told by six-year-old girl Jean Louise Finch nicknamed Scout. She is a rebellious girl who has tomboy tendencies. The storyline is based in Maycomb, a small town in Alabama in the 1930s where Scout lives with her elder brother Jem, and her father, Atticus, who is widowed.
<i>Towers Falling</i> By Jewell Parker Rhodes	This story is set in Brooklyn, New York, fifteen years after the 9/11 terrorist attacks. Jewel Parker Rhodes writes an eloquent story about fifth graders who were not alive to witness the attacks on the towers.
<i>Wonder</i> By R. J. Palacio	August or "Auggie" Pullman, a ten-year-old boy living in New York City, was born with a facial deformity that has made it difficult for him to make friends. He lives with his parents, his older sister Via, and his dog Daisy.

Notes to the Teacher

Reading and Writing Connection

- Reading literature builds cultural literacy and fosters valuable qualities like empathy and social skills.
- “Reading literature gives opportunity for us to internalize what the character is feeling by mirroring those feelings and actions” (Kelly Gallagher).
- “Some books are so rich that they merit whole class instruction” (Kelly Gallagher).
- If a book is worthy of whole class instruction, it should be presented such that every student can make a deep connection to their world today.
- “All students, not just a select few, should have opportunity to wrestle with questions embedded in novels” (Kelly Gallagher).
- To deepen student understanding, they need to be offered points of reference, such as maps, photos, vocabulary, definitions, and explanations.
- Helping students with vocabulary doesn’t enable them, rather it gives them additional tools to understand a novel well enough to think deeply about it (rigor).
- If the students at any time show deep confusion, revisit the text with them.
- Better readers make better writers.
- Better writers make better readers.
- Students get to explore their thinking through their writing.
- Writing helps the writer express ideas, beliefs and personality; writing helps the writer learn more about himself and others.
- Writing is important because it improves communication skills, creative thinking and creativity.

Notes to the Teacher

Vocabulary Connection

Included in this supplemental resource are lists of suggested vocabulary words with referenced chapter and page numbers that correspond with the novel. The definitions offer enrichment, as well as pictures and descriptions of the many cultural places, things and people to which the author refers in *GHOST BOYS*.

Pre-teaching vocabulary and sharing images help to set students up for success. Both provide a clear point of reference, which in turn leads to a deeper understanding and comprehension.

There have been many studies done on which methods and procedures are the most effective when teaching vocabulary.

Below are a few methods for consideration. Visit this website for examples of these and other methods that work, as well as some thoughts on ways that do not work when teaching vocabulary. <http://www.giftedguru.com/strategies-teaching-vocabulary-theory-technique>

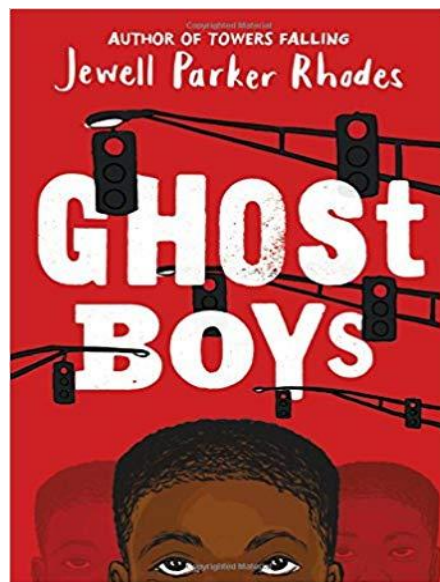
DEFINE AS YOU READ

- Share the vocabulary in context; define the words as the class reads the novel.
- Create a word wall - Students write the words and meanings on index cards or sentence strips, display the words and definitions for all to see.

EASE METHOD

- Enunciate new words syllable-by-syllable and then blend the word.
- Associate the word with definitions and examples that students already know.
- Synthesize the words with other words and concepts that they have already studied. This will give them opportunity to demonstrate deep knowledge of the new word.
- Emphasize new words in classroom discussion. **ASK QUESTIONS.** Students learn the vocabulary best when teachers actually integrate questioning and discussion into lessons, rather than just defining them. Example questions:
 - What other words do you know that are similar to this word
 - How can we use this word in [insert other thing you've studied]
 - Do you recognize any of the parts of this word, i.e., base word, prefix, suffix, and Greek or Latin roots?

- If I said that [insert another word here] is the same or similar as this word, would that be true?
- SIX STEP MODEL of Vocabulary Introduction (Marzano).
 - Step one: The teacher explains a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery).
 - Step two: Students restate or explain the new word in their own words (verbally and/or in writing).
 - Step three: Ask students to create a nonlinguistic representation of the word (a picture, or symbolic representation).
 - Step four: Students engage in activities to deepen their knowledge of the new word (compare words, classify terms, and write their own analogies and metaphors).
 - Step five: Students discuss the new word (pair-share, shoulder partners, elbow partners).
 - Step six: Students periodically play games to review new vocabulary (Pyramid, Jeopardy, and Telephone).



Notes to the Teacher
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Name: _____

Date: _____

Novel: *GHOST BOYS*

Read About It, Think About It, Talk About It, Write About It

- Read the following quote, written by the author of the book *GHOST BOYS*.
- Discuss with your partner, what the quote means to you.
- After you've discussed your interpretations, write your personal response below, describing what the quote means to you, and how you can connect it to how you live your life.
- Be prepared to share your thoughts with the whole class.

*“Only the living can
make the world better.
Live better and make it better.”*



To me this quote means:


Name: _____




Date: _____

GHOST BOYS, pages 1-31

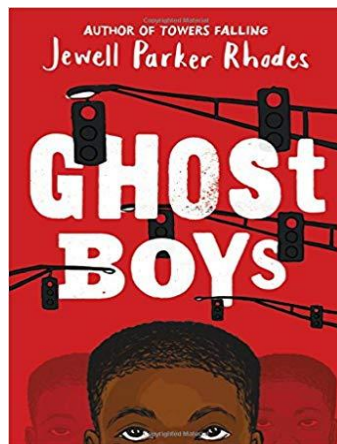
Vocabulary

Page	Word	Definition and Enrichment Notes
10	Minecraft	Minecraft is a video game that puts players in a randomly-generated world where they can create their own structures and contraptions out of textured cubes. There are two main modes within the game; 'survival' and 'creative.'
10	Motown	<ul style="list-style-type: none">• The first black-owned record company in the US, Tamla Motown was founded in Detroit in 1959 by Berry Gordy.• It was important in popularizing soul music, producing artists such as the Supremes, Stevie Wonder, and Marvin Gaye.• Their music came to be known as the Motown Sound, a style of soul music with a pop influence.
10	The Temptations 	<ul style="list-style-type: none">• The Temptations are an American vocal group who released a series of successful singles and albums with Motown Records during the 1960s and 1970s.• Berry Gordy, Motown founder, insisted that all his musical acts be equally appealing to both white as well as black audiences, and employed an extensive creative team to help tailor Motown talent for the crossover success he desired
10	The Supremes 	American pop-soul vocal group whose tremendous popularity with a broad audience made its members among the most successful performers of the 1960s, and the model act of Motown Records.
10	Sixties Pop Music	Pop music is a genre of popular music that originated in its modern form in the United States and United Kingdom during the mid-1950s. Pop music is eclectic - the music comes from a variety of styles such as urban, dance, rock, Latin, and country.

10	Lame	A 'lame excuse' is an excuse of poor quality or lack of thought; an inappropriate excuse.
10	Hip-Hop	Although widely considered a synonym for rap music, the term hip-hop refers to a complex culture comprising several elements: de-jaying, or turn tabling, rapping, also known as M-Cing, or rhyming.
11	Premonition	A strong feeling that something is about to happen, especially something unpleasant.
11	Shaft of light in the hallway	A column of light, as from a beacon, a light beam, ray of light, beam of light.
12	Clasps	Grasp or hold onto something tightly with one's hand; a device with interlocking parts used for fastening things together.
13	Perilous	Full of danger or risk; exposed to imminent risk of disaster or ruin.
14	Meth Lab	<p>A place where drugs are manufactured illegally, especially Meth.</p> <ul style="list-style-type: none"> • Meth is an illegal drug that is classified in the same way as cocaine because it's a stimulant. • Meth is incredibly dangerous and addictive, and many people say they become addicted to it after only trying it once. • It is a synthetic drug made from chemicals, and is associated not just with the high people seek, but also with very serious and frequently deadly mental and physical health problems. • Meth can lead to aggression and psychotic or delusional behaviors that can play a role in a person hurting themselves or someone else. It damages the heart and brain, along with almost every other part of a person's body.
21	Cornbread 	A type of quick bread of Native American origin. It is made from cornmeal and typically leavened without yeast, and often baked and sometimes cooked in a skillet.
23	Rasp	A harsh, grating noise; to irritate; an unpleasant sound.

23	Chicago Bears  Chicago Bears Logo	<ul style="list-style-type: none"> • The Chicago Bears is a professional American football team based in Chicago, Illinois. • The Bears compete in the National Football League (NFL) as a member club of the league's National Football Conference (NFC) North division.
24	Slavery	<p>Slavery is a condition where individuals are owned by others who control where they live, and at what they work. A slave is considered the property of another, and is deprived of most rights ordinarily held by free people.</p> <ul style="list-style-type: none"> • The 13th Amendment to the Constitution abolished (got rid of) slavery in 1865. • The 14th Amendment to the Constitution gave former slaves the right to be a citizen of the United States, in 1868. • The 15th Amendment gave African American men the right to vote in 1870.
26	Wispy	Fine; feathery.
28	Black Cadillac 	A Cadillac is considered to be an upscale or fancy car. In this story, Jerome's family rode in a Cadillac used for the special occasion of his funeral.
28	Open Casket	A term used to describe a funeral at which the coffin is open and people can see the dead person's body.
29	Señor	A Spanish term meaning <i>Sir</i> or <i>Mr.</i>
30	Swells (organ music swells) 	A gradual increase (crescendo) followed by a gradual decrease (diminuendo) in loudness or force of musical sound. A device, as in an organ, by which the loudness of tones may be varied.

30	Amazing Grace	<p>"Amazing Grace" is a famous Christian hymn published in 1779, with words written by the English poet and Anglican clergyman John Newton (1725–1807). Newton wrote the words from personal experience. This hymn is often sung at church, and funerals.</p> <p>Lyrics: Amazing Grace, How sweet the sound That saved a wretch like me I once was lost, but now am found T'was blind but now I see T'was Grace that taught my heart to fear And Grace, my fears relieved How precious did that grace appear The hour I first believed Through many dangers, toils and snares We have already come. T'was grace that brought us safe thus far And grace will lead us home, And grace will lead us home Amazing grace, How Sweet the sound That saved a wretch like me I once was lost but now am found T'was blind but now I see Was blind, but now I see.</p>
30	Deacon	<p>In Catholic, Anglican, and Orthodox Churches, a deacon is an ordained (officially appointed) minister. A deacon's order of rank is below that of a priest. A deacon cannot perform the Holy Sacraments, but they can assist the priest in all other duties.</p>



Name: _____

Date: _____

Novel: *GHOST BOYS*, pages 1-31

Read About It, Think About It, Talk About It, Write About It

Directions:

- After reading pages 1-31, think about the following questions.
- Then take a few moments to talk about each of these questions with a partner.
- Write your responses on the lines provided, using complete sentences, proper grammar, spelling, and punctuation.

1. As the story opens, Jerome is shot, and dies. His ghost self is looking down at his deceased self, and says, "Now I'm famous" (p. 4). Why does Jerome think he's famous after he dies?

2. Jerome says, "I'm the good kid. Wish I wasn't. I've got troubles but I don't get *in* trouble. Big difference" (p. 9).

a. What is the difference between getting in trouble and having trouble?

b. Do we each have the power to control whether we 'get' in trouble? Explain your answer, why or why not?

c. Do we each have the power to control 'having' troubles? Explain your answer why or why not?

d. Why do you think Jerome says he wishes he wasn't a good kid?

3. a. Why does Jerome say that bullies are worse than drug dealers (pp. 14-15)?

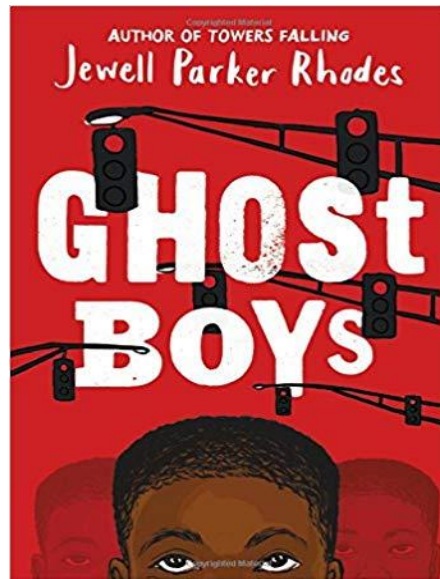
b. Explain why you either agree or disagree with his statement.

4. a. Describe Jerome's neighborhood; use text-based details.

b. What impact or influence can the neighborhood you live in have on your life?

c. Does a "bad" neighborhood have only negative influences, and a "good" neighborhood have only positive influences on the people living there? Explain the reasoning for your answer.

e. Why did Jerome's Ma want an open casket at his funeral (p. 28)?












Name: _____


Date: _____

GHOST BOYS, pages 32-59

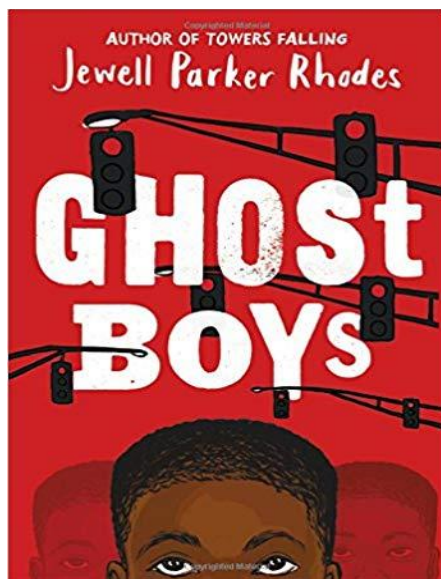
Vocabulary

Page	Word	Definition and Enrichment Notes
35	San Antonio, Texas	<p>San Antonio is a major city in south-central Texas, with a rich colonial heritage.</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">San Antonio, Texas</p> <p style="text-align: center;">United States, showing the state of Texas and the city of San Antonio within Texas</p>
35	<p>Chimes</p> 	<p>Wind chimes are a type of percussion instrument constructed from suspended tubes, rods, bells or other objects that are often made of metal or wood. Wind chimes are thought to be good luck in some parts of the world.</p>
35	Dominican	<p>People who are from the Dominican Republic, speak Dominican; the Dominican Republic is a Caribbean nation that shares the island of Hispaniola with Haiti to the west.</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Dominican Republic is located south of the United States, in the Caribbean</p>

	Chicago	<p>Chicago is located in northeastern Illinois on the southwestern shores of Lake Michigan. It is the main city in the Chicago metropolitan area, situated in the Midwestern United States and the Great Lakes region.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Chicago, Illinois</p> </div> <div style="text-align: center;">  <p>United States, showing the state of Illinois and the city of Chicago in Illinois</p> </div> </div>
37	Hola	A Spanish word that is the informal way to say, “Hi,” “Hello,” or “Hey.”
37	Crew	A group or class of people who work closely together at a common activity, generally in a structured or hierarchical organization.
37	Stuck up	One who is very proud and unfriendly because they think of themselves as very important; they think they are better than others.
37	Disrespectful	A behavior that is rude, unpleasant, inappropriate, or unprofessional. It causes hurt feelings and distresses, disturbs, or offends others; it shows a lack of respect or courtesy; impolite.
37	Pity	The feeling of sorrow and compassion caused by the suffering and misfortunes of others.
39	Metal Detectors	<p>An electronic device that gives an audible or other signal when it is close to metal. It is used to search for buried objects or to detect hidden weapons. There are hand-held detectors and walk-through detectors.</p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;">   </div>
40	Alliances	A bond or connection between families, states, parties, or individuals.

41	Bully	One who is habitually cruel, insulting, or threatening to others who are weaker, smaller, or in some way vulnerable.
41	Shudder	To tremble, shiver, or quiver.
41	Friend	One attached to another by affection or esteem.
42	Air Jordan 	Air Jordan is a brand of basketball shoes, athletic, casual, and style clothing produced by Nike. The original Air Jordan sneakers were produced exclusively for basketball player Michael Jordan in early 1984, and eventually released to the public in late 1984.
43	Snitch	To secretly tell someone in authority that someone else has done something bad, often in order to cause trouble.
44	Snarled	To make an aggressive growl with teeth showing.
44	Muerto	Spanish for "dead person." Muerto is the male form of the word, and Muerta is the female form of the word.
49	Courthouse	A building in which courts of law are regularly held. Courthouse buildings are often the main building in which other county offices are also located.
49	Preliminary hearing	A hearing held after a criminal defendant's first appearance in court, especially for the purpose of deciding whether there is probable cause to believe that the defendant committed a felony with which he or she is charged. <ul style="list-style-type: none"> • Felony - a crime, usually involving violence. It is regarded as more serious than a misdemeanor (minor wrongdoing), and usually punishable by imprisonment for more than one year. • Defendant – a person accused of committing a crime.
49	Jury	A group of people who have been legally selected and chosen to listen to the facts of a trial in a law court and to give their verdict or decide whether a person is guilty or not guilty, or whether a claim has been proved.
51	Prosecutor	The prosecutor is the lawyer who conducts the case against a defendant in a criminal court. To prosecute is the process of pursuing formal charges against an offender to final judgment.

51	Assailant	A person who attacks someone violently.
51	Threatened	Having an uncertain chance of continued survival; feeling as if you're going to be hurt in some manner.
52	Gavel	A mallet used by a judge, officer or auctioneer for commanding attention or confirming an action.
52	Justice	The quality of being fair and reasonable; the impartial adjustment of conflicting claims or the assignment of merited or deserved rewards or punishments.
58	Saunter	To walk about in an idle or leisurely manner; stroll.



Name: _____

Date: _____

Novel: *GHOST BOYS*, pages 32-59

Read About It, Think About It, Talk About It, Write About It

Directions:

- After reading pages 32-59, think about the following questions.
- Then take a few moments to talk about each of these questions with a partner.
- Write your responses on the lines provided, using complete sentences, proper grammar, spelling, and punctuation.

1. Jerome states, "I wish I were done with middle school. I get tired of dreaming about how life's going to be different when I grow up" (p. 37).

a. Why is Jerome is dreaming of how his life will be different when he grows up, and why is he tired of dreaming?

2. Describe a situation in your life that you hope will be different when you grow up.

3. Jerome states, "Middle school is like a country. Alliances are hard, dangerous" (p. 3). Define the word alliance, and then describe why Jerome considers alliances hard and dangerous.

4. "We all turn. Carlos has a gun" (p. 49).

a. Why do you think Carlos, a middle school student, has a gun?

b. Write some alternative ways that you think Carlos could solve his problems, other than having a gun.

5. On pages 50-51, Officer Moore's testimony becomes confusing. Why do you think he answered the questions the way he did?

6. In the last line on page 53, Jerome questions, "Why can't it be Kim who sees me? Why this stupid girl?" Predict what role this girl who can see Jerome's ghost will play during the rest of the story.

7. a. What important information do we learn on page 53?

b. How does this information change things?

8. On page 57, Jerome says, "I should've known better. Friends get you in trouble." What is your opinion about that statement? What might be the reason he believes this?

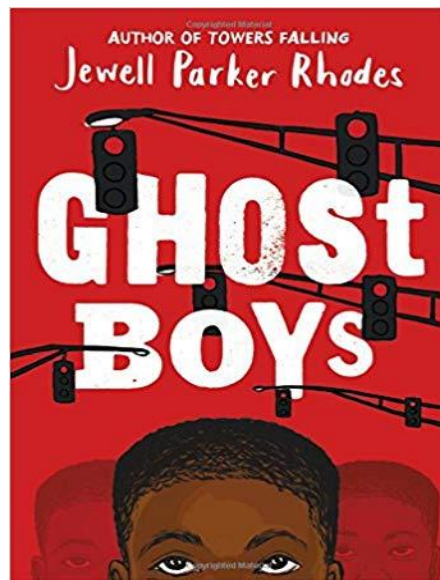
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GHOST BOYS, pages 60-81

Vocabulary

Page	Word	Definition and Enrichment Notes
68	Humiliate	To make someone feel ashamed and foolish by injuring their dignity and self-respect, especially publicly.
69	Embarrassed	A feeling or showing a state of confusion and distress; to feel awkward, self-conscious, or ashamed.
75	Anxious	Extreme uneasiness of mind; worried
77	Clammy	Damp, soft, sticky, and usually cool; lacking normal human warmth.



Name: _____

Date: _____

GHOST BOYS, pages 60-81

Read About It, Think About It, Talk About It, Write About It

Directions:

- After reading pages 60-81, think about the following questions.
 - Then take a few moments to talk about each of these questions with a partner.
 - Write your responses on the lines provided, using complete sentences, proper grammar, spelling, and punctuation.
1. Describe the kind of home Sara lives in, and how it's different from Jerome's home. Use text-based details to support your answer.

2. Compare and contrast Jerome and Sarah using text-based details. List their looks, character traits, life styles and any positives and negatives in their lives that we've learned about so far.

Jerome	Similarities	Sarah

3. Sarah and her dad have an intense conversation during which Sarah confronts her father, "Dad? Is it true he was twelve?" Sarah's dad responded, "It's a rough neighborhood."

a. How did you feel about his response to Sarah?

b. What did Sarah still believe about her dad after he left her room?

c. What does Jerome say to cause Sarah to feel conflicted about her dad shooting Jerome?

4. Jerome decides to leave Sarah's house, however, Sarah asks him to stay so that they can be friends. Jerome responds, "That's the stupidest thing." He then thinks to himself, "I've never had a friend like Sarah. A white girl. I laugh, it's so stupid. Die and a white girl can be your friend" (p. 67).

Why do you think Sarah wants to be Jerome's friend, and why do you think Jerome is at first hesitant to be her friend?

5. On page 69, we learn that Sarah is being bullied at school because of what her dad did.

a. Have you ever been bullied? If yes, how did it make you feel?

b. Have you ever been judged based on the people with whom you associate? If yes, how did it make you feel?

c. What is your opinion about people who form opinions about someone else based on the wrongful action of their relative or a friend?

d. On pages 69-70, Jerome thinks about the many times he has heard his Pop says, “Be careful of police.” “Be careful of white people....” “Everybody in the neighborhood knew it, Pop told me as soon as I could read.”

How did this make you feel as you read it, and why?

6. What is revealed about Sarah’s purpose in the story on page 70?

7. On page 78, Jerome states, “Today, I wasn’t stomped. Wasn’t so lonely. I’m confused. Being good gets me in trouble; scaring bullies gets me out. I don’t like it. I don’t like thinking about how to keep myself safe tomorrow. And the next day. I don’t have a toy gun” (p. 75).

a. The literary term ironic means that something happened in the opposite way than the way it was expected to happen. Why is it ironic, or confusing, to Jerome that if he’s good he gets in trouble, and if he’s bad, he gets out of trouble?

b. What advice would you offer to Jerome to help him feel less confused, to give him hope, and to not think that having a gun (toy or real) is the answer to his troubles?

8. Why doesn't Jerome want Kim to know what happened at school (p. 77)?

9. How did Jerome respond, both physically and in his thoughts, when Carlos gave him the toy gun? Why so you think his body and mind responded this way (pp. 77-79)?


10. Jerome recognizes that the way Kim is staring at him is her silent way to tell him to not take the toy gun. Despite Kim's look of warning, Jerome goes against what he knows is right, and takes the gun. What might Jerome be feeling at this point in the story such that he decides to go against what he knows his Grandma, Ma, and Pop would want?

11. If you were Jerome, would you have taken the toy gun? Explain why or why not.

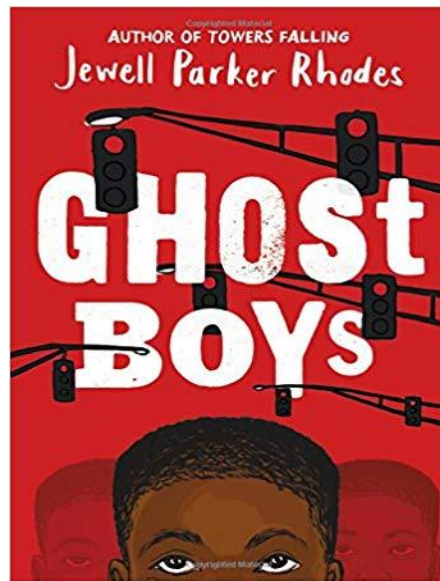
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GHOST BOYS, pages 82-110**Vocabulary**

Page	Word	Definition and Enrichment Notes
75	Anxious	Extreme uneasiness of mind; worried.
77	Clammy	Damp, soft, sticky, and usually cool; lacking normal human warmth.
85	Prejudiced	Preconceived opinion that is not based on reason or actual experience; bias for or especially against; an unfair and unreasonable opinion or feeling formed without enough thought or knowledge.
91	Peter Pan 	<p>Peter Pan is a fairy tale written by J.M. Barrie in 1904.</p> <ul style="list-style-type: none"> • Peter Pan is a fictional main character. As the protagonist, he is a young child who refuses to grow up; he is a free-spirited and mischievous. • Peter Pan spends his never-ending childhood having adventures on the mythical island of Neverland as the leader of the Lost Boys, interacting with fairies, pirates, mermaids, Native Americans, and occasionally ordinary children from the world outside Neverland. • Peter Pan has become a cultural icon symbolizing youthful innocence and escapism. • Childhood innocence refers to the idea of simplicity; lack of knowledge; purity that is not yet exposed to some hard things about life to which adults are exposed.
93	Ernie Banks	The first African-American to play for the Chicago Cubes baseball team.
106	ABC, NBC, FOX Television Networks	A television network is a telecommunications network for distribution of television program content, whereby a central operation provides programming to many people. The four major US television networks are: NBC – National Broad Casting Company ABC – American Broadcasting Company FOX – Fox Broadcasting Company CBS – Columbia Broadcasting Company
108	Paramedic	A person trained to give emergency medical care to people who are seriously ill with the aim of stabilizing them before they are taken to the hospital.

109	Sarcastic	Remarks that mean the opposite of what they say; made to criticize someone or something in a way that is amusing to others, but annoying to the person criticized.
110	Flush	To become red and hot in the face, typically as the result a strong emotion, or an illness.



Name: _____

Date: _____

GHOST BOYS, pages 82-110

Read About It, Think About It, Talk About It, Write About It

Directions:

- After reading pages 82-110, think about the following questions.
- Then take a few moments to talk about each of these questions with a partner.
- Write your responses on the lines provided, using complete sentences, proper grammar, spelling, and punctuation.

1. As the prosecutor continues the questioning (p. 85), Officer Moore testifies that the person he shot was “bigger than any other twelve-year-old.” The prosecutor’s responses during this dialogue with Officer Moore include, “Are you prejudiced?” “Have you heard of racial bias?” “How tall is your daughter?”

What is the prosecutor trying to point out to the court, and to Officer Moore, with these questions?

2. Why is Jerome so upset that Officer Moore is getting paid for not working (p. 90)?

3. An allusion is a literary device used to call to attention to something without directly stating it. The author used an allusion when she wrote that Sara’s book, *Peter Pan*, caught Jerome’s attention (p. 91). Peter Pan, the main character in the book Jerome is looking at, never grows up; he keeps his childhood innocence.

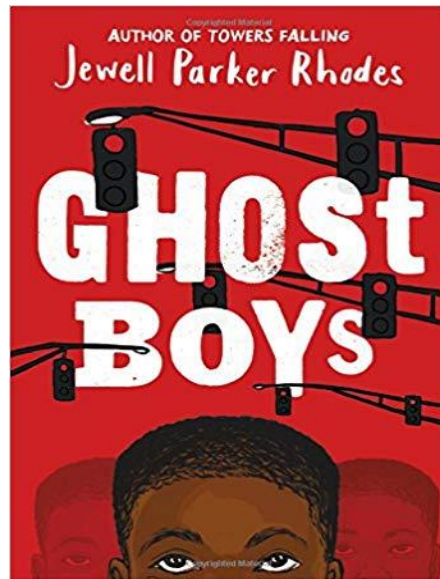
What is the author calling to the readers mind about Jerome with the reference to Peter Pan?

4. Ghost Boy Emmett tells Jerome to look out the window. What does Jerome see (p. 93)?

5. Why hasn't Ghost Boy Emmett or any of the other Ghost Boys been able say goodbye and move on?

6. Why does Ghost Boy tell Jerome that it matters that Sara can see him (p. 103)?

7. What was Sarah's reaction after she viewed the video of her Dad's shooting?





Name: _____






Date: _____


GHOST BOYS, pages 111-138

Vocabulary

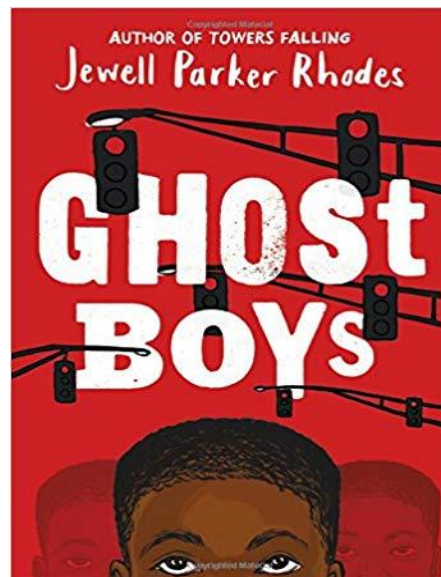
Page	Word	Definition and Enrichment Notes
111	Transcript	A written or printed version of material originally presented verbally.
112	Credibility	The quality of being trusted and believed in.
112	Objection	An expression or feeling of disapproval or opposition; a reason for disagreeing.
112	Sustained	Continuing for an extended period or without interruption.
112	Dismissed	To order or allow to leave; to send away; to refuse further hearing as in a legal case.
113	Civil Rights	The rights of citizens to political and social freedom and equality.
115	Flustered	To make someone agitated or confused.
115	Black History Month	<ul style="list-style-type: none"> • Every February since 1976, the United States has celebrated the achievements of African-Americans during Black History Month. • The month-long celebration puts those accomplishments and milestones into focus via the media and in classrooms, with the goal of creating and supporting social change and offering empowerment tools.
116	Martin Luther King (1929 – 1968) 	<ul style="list-style-type: none"> • An American Baptist minister and activist became the most visible spokesperson and leader in the Civil Rights Movement. • Best known for advancing civil rights through nonviolence and civil disobedience (refusal to obey the demands or commands of a government or occupying power, without resorting to violence). • He is well-known for his speech “I Have A Dream,” which focused on equality for all. 

116	Brown vs. Board of Education 1954	<ul style="list-style-type: none"> • A landmark 1954 Supreme Court case in which the justices ruled unanimously that racial segregation of children in public schools was unconstitutional. • This court case was one of the cornerstones of the civil rights movement, and helped establish the precedent that “separate-but-equal” education and other services were not, in fact, equal at all. • The Court's decision in Brown partially overruled the court case Plessey v. Ferguson by declaring that the "separate but equal" notion was unconstitutional for American public schools and educational facilities. • It paved the way for integration and was a major victory of the Civil Rights Movement.
116	Rosa Parks (1913 – 2005)	<ul style="list-style-type: none"> • Rosa Louise McCauley Parks was an American activist in the Civil Rights Movement. • She is known for her pivotal role in the Montgomery bus boycott; she refused to give up her seat to a white man on a Montgomery, Alabama city bus in 1955. • Because of this, Parks became a nationally recognized symbol of dignity and strength in the struggle to end entrenched racial segregation. • The United States Congress has called her "the first lady of Civil Rights" and "the mother of the freedom movement."
116	Voting Rights Act 1964	<ul style="list-style-type: none"> • The Voting Rights Act of 1965, signed into law by President Lyndon B. Johnson, aimed to overcome legal barriers at the state and local levels that prevented African Americans from exercising their right to vote as guaranteed under the 15th Amendment to the U.S. Constitution. <p>Notes: Amendments were changes to the U.S. Constitution. 13th Amendment - Ended Slavery 14th Amendment - Former slaves could be considered citizens – all of their legal rights were to be respected, including receiving due rights. 15th Amendment – African American men could vote.</p>
117	Discrimination	The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.
117	Chinese Proverb	Proverbs are old but familiar sayings that usually give advice.

123	Clarification	Making a statement or situation less confused and more understandable.
123	Unconscionable	Not right or reasonable; extremely unjust, or overwhelmingly one-sided.
123	Aid	To help, typically of a practical nature.
123	Adjourned	Break off (a meeting, legal case, or game) with the intention of resuming it later; put off or postpone.
126	San Antonio River and The River Walk  	<ul style="list-style-type: none"> • The San Antonio River is 240 miles long. It is a major waterway that originates in central Texas and follows a roughly southeastern path through the state. It feeds into the Guadalupe River about 10 miles from San Antonio Bay on the Gulf of Mexico. • The River Walk, 15-miles long, is considered a city park, and is part of a network of walkways along the banks of the San Antonio River, one story beneath the streets of San Antonio, Texas. • It flows through approximately 5-miles of downtown San Antonio. • It is lined by bars, shops, restaurants, nature, public artwork, and is a major tourist attraction. • It was originally created when San Antonio had flooding problems. The engineers made a new plan so that there would be less flooding; the River Walk Park were part of that plan.  
129	Mariachi music (jazz, pop) 	<ul style="list-style-type: none"> • A style of music and musical group performance that dates back to the 18th century. • It has evolved over time in the countryside of various regions of western Mexico. It has distinctive instrumentation, musical genre, performance and singing styles, and clothing. • Because of its many cultural traits such as dress and dance, it has become an important part of the Mexican heritage, tradition and identity.

130	<p>Witness chair</p> 	<p>The witness usually sits in the witness chair, located in the front of the court, next to the judge, during a court proceeding.</p> <p>Note: A witness is a person who sees an event, typically a crime or accident, take place. A witness has evidence or proof, or has knowledge of an event from personal observation or experience.</p>
130	Victim	A person harmed, tricked, duped, injured, or killed as a result of a crime, accident, or other event or action.
130	Prosecutor	<p>A person, especially a public official, who starts legal proceedings against someone; a lawyer who conducts the case against a defendant in a criminal court.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Both prosecutor and defense lawyer are attorneys who participate in the trial on criminal cases. • A defense attorney attends both civil and criminal trials, while a prosecutor only works on criminal cases. The defense attorney's goal is to try to keep his client from being convicted (found guilty). • The plaintiff is the person bringing a lawsuit to court, by filing a "plea" or "motion" (the charges). More frequently these days, in civil law cases, a plaintiff is often called a claimant. • The defendant is the person being sued; the person against whom the complaint is filed.
131	Community Activists	Community activism is about people in communities creating opportunities for growth and change; deliberate movement advocating for or opposing against a cause or issue vigorously, especially political causes.
131	"Order, order."	<ul style="list-style-type: none"> • Inside the courts, if the courtroom is getting noisy or seems out of order, a judge might say, "Order, order in the court." This is the judge's signal for everyone in the courtroom to be quiet, calm down, and gain their composure. • This is generally not needed as the presence of a judge in a court room by nature commands decorum and fear of contempt. • In contempt of court is when someone acts disrespectful, or disobedient while in the court room.
131	Under oath	Having sworn to tell the truth, especially in a court of law.
134	Lincoln Park Zoo	<ul style="list-style-type: none"> • Lincoln Park Zoo is located in Lincoln Park, Chicago, Illinois. • The zoo was founded in 1868, making it among the oldest zoos in North America. It is also one of a few free admission zoos in the United States. • The logo on the entrance to the Zoo is: "For Wildlife, For All"

137	Innocence	Freedom from guilt or sin; unacquainted or unfamiliar with evil; lack of worldly experience or sophistication.
137	Guilt	The state of someone who has committed an offense, especially consciously; the fact of having committed a specific or implied offense or crime; the responsibility for having done something wrong, and especially a feeling of shame or regret as a result of bad conduct against the law.
137	Evidence	Anything that helps to prove that something is true or not true. Often times a witness provides evidence.
138	Circumstances	An event or condition connected with what is happening or has happened.
138	Tempered	To act as a neutralizing or counterbalancing force to something; conforming to an adjustment.
138	Manslaughter	The crime of killing someone unintentionally or without having planned to do it. With the absence of malice or aforethought, manslaughter involves less moral blame than either first or second degree murder, however it is still punishable by serving years in prison.
138	Murder	The crime of intentionally killing a person.



Name: _____

Date: _____

GHOST BOYS, pages 111-138

Read About It, Think About It, Talk About It, Write About It

Directions:

- After reading pages 111-138, think about the following questions.
- Then take a few moments to talk about each of these questions with a partner.
- Write your responses on the lines provided, using complete sentences, proper grammar, spelling, and punctuation.

1. As the preliminary hearing moves forward, we learn that the 911 operator did not report that the gun was a toy to the responding officers (p. 112). Why does Jerome believe that it would not have made any difference if the operator had said it was a toy gun or not?

2. Jerome suggests that Sarah ask Ms. Penny, the librarian, about Emmett Till (p. 115). What does Sarah learn, and how did Emmett's death make a difference?

3. On page 120, Jerome is running away from Ghost Boy Emmett. Jerome hollers, "Why were we killed?" Emmett responds, "Right. Why?" Then another Ghost Boy who was killed six years ago appears. What do these Ghost boys have in common, such that they are still around, rather than having moved on?

4. On pages 121-123, the prosecutor continues to interrogate Officer Moore with specific and strong questions. What changes do you notice in Officer Moore's responses that are different from earlier in the preliminary hearing?

5. The phrase "perception is reality" means that what people perceive is usually what they believe, and that belief is based on what they hear, see, and think.

In court, Officer Moore responded to one of the questions from the prosecutor, "I was in fear for my life." After hearing that, Jerome thinks to himself - "If I were alive, my whole body would be trembling. Officer Moore speaks (I think) a truth he believes. When truth's a feeling, can it be both? Both true and untrue? In truth: I feared for my life" (p. 131-132).

Consider whether a feeling can be both true and untrue, and then describe the connection between the phrase "perception is reality," and Officer Moore's response, as well as what Jerome was thinking, during that scene.

6. On page 137, the judge reminds everyone in the courtroom that a "[preliminary] hearing is not to determine innocence or guilt, but rather to determine if there is enough evidence for the State to file criminal charges against Officer Moore."


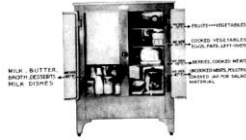


What was the judge's decision on this case (p. 138)? What is your opinion about the decision?



Name: _____


Date: _____

GHOST BOYS, pages 139-170**Vocabulary**

Page	Word	Definition and Enrichment Notes
140	“Ella es mi familia”	Meaning is Spanish –“She's my family.”
140	“Bueno. Con respeto”	Meaning in Spanish - “Well. With respect.”
141	Truce	A temporary agreement to stop fighting or arguing, or a brief interruption in a disagreement. Solemn or sober in mood; grave.
143	Somber	Dark or dull in color or tone; gloomy.
146	Haunt	Too often appear somewhere, or to appear to someone in the form of a ghost (spirit of a dead person).
147	Unnatural	Not existing in nature; artificial; not usual or accepted.
147	Lynching	A mob killing of someone, especially by hanging, for an alleged offense with or without a legal trial.
150	Share cropper	A tenant or member of a low social class of farm workers who receive a share of the value of the crop and who must pay the farm owner for seed, tools, and a place to live. By the early 1870s, the system known as sharecropping had come to dominate agriculture across the cotton-planting South. Under this system, black families would rent small plots of land, or shares, to work themselves; in return, they would give a portion of their crop to the landowner at the end of the year.
150	Tenant house	An apartment or house that someone rents or leases from a landlord (owner).

150	Plantation	An estate on which crops such as coffee, sugar, and tobacco are cultivated by people who live on the property.
151	Dirt poor	<p>Extremely poor, suffering extreme poverty.</p> <p>The expression ‘dirt poor’ is an old English expression. Most houses did not have paved floors but were usually strewn with straw threshing (corn husks and straw) above the beaten earth. The threshold was the wood along the bottom of the door to retain, or hold, the threshing. If you were very poor, you could not afford the threshing to cover the dirt floor – hence dirt poor.</p>
151	<p>Outhouse</p> 	An outhouse, also known by many other names, is a small structure, separate from a main building, which covers a toilet. This is typically either a pit latrine or a bucket toilet.
151	<p>Icebox</p> 	An icebox (also called a cold closet) is a compact non-mechanical refrigerator which was a common early-twentieth-century kitchen appliance before the development of safe powered electric refrigeration devices.
152	<p>Cypress tree</p>  <p>Oak tree</p> 	<p>Cypress is a common name for various coniferous trees or shrubs of northern temperate regions.</p> <p>Oak trees grow tall with thick trunks, and can be found all over America. Their strength allows them to live for hundreds of years. Oak is often used as a powerful life-affirming symbol of honor, nobility, and wisdom of age.</p>

153	Segregated	Set apart from each other; isolated or divided along racial, sexual, or religious lines.
156	Fetching	To fetch means to go to another place to get something or someone and return with the thing or the person.
156	Mocking	Making fun of someone or something in a cruel way.
158	Tallahatchie River 	The Tallahatchie River is a river in Mississippi, which flows for 230 miles. Note: An American singer-songwriter, Bobbie Gentry, grew up in Mississippi near the Tallahatchie River. Her songs often drew in her Mississippi roots. Her famous song, "Ode to Billie Joe," mentions the Tallahatchie Bridge. Bobbie Gentry stated that the story is fictional, but that it was inspired by the 1954 murder of Emmett Till, whose body was found in the river.
158	Lightening bugs	<ul style="list-style-type: none"> • Soft-bodied beetles that are commonly called fireflies or lightning bugs for their conspicuous use of bioluminescence during twilight to attract mates or prey. • Fireflies emit light mostly to attract mates, although they also communicate for other reasons as well, such as to defend territory and warn predators away. • Lightening bug lights are the most efficient lights in the world because all of their energy is emitted as light.
159	Barbed wire 	Wire with clusters of short, sharp spikes set at intervals along it, used to make fences or in warfare as an obstruction.
160	Injustice	Lack of fairness or justice; an unjust act or occurrence.
163	Listless	Lacking energy or enthusiasm.
164	Chicago Tribune	The <i>Chicago Tribune</i> is a daily newspaper based in Chicago, Illinois, owned by Tribune Publishing.

166	Bell-bottom pants 	Bell-bottoms (or flares) are a style of trousers that become wider from the knees downward, forming a bell-like shape of the trouser leg.
167	Sable (color eyes)	A very dark, almost black, shade of brown.

Name: _____

Date: _____

Novel: *GHOST BOYS*, pages 139-170

Read About It, Think About It, Talk About It, Write About It

Directions:

- After reading pages 139-170 think about the following questions.
- Then take a few moments to talk about each of these questions with a partner.
- Write your responses on the lines provided, using complete sentences, proper grammar, spelling, and punctuation.

1. When Jerome sees the bullies Mike, Eddie, and Snap on the stairs at school where Kim and Carlos are headed, he wishes he was able to save Kim.

a. On pages 140-141, what happens as Kim and Carlos approach the bullies?

b. Why does Jerome sit on the school steps and cry? Why does he think life is better there since he has died (p. 141)?

2. On page 145, Jerome is sitting on the apartment steps watching the interactions of everyone around him. His perspective is now from that of an outsider looking in. From his new perspective, what is Jerome able to see happening, and how does this make him feel?

3. Jerome asked Emmett about his life, and how he died, “What happened to you? What went down (p. 149)?” What differences does Emmett describe between where he visited his cousins in the community of Money, Mississippi and where he lived in Chicago?

4. Emmett retells his story on pages 152-159. Why didn't Emmett take the advice of his cousins?

5. What happened as a result of Emmett not taking his cousins advice? How did this make you feel?

6. What does Emmett say “bear witness” means (p. 161)? Why is “bearing witness” important?


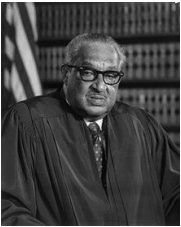
Name: _____

Date: _____

GHOST BOYS, pages 171-203

Vocabulary

Page	Word	Definition and Enrichment Notes
175	Shame	An unpleasant self-conscious emotion typically associated with consciousness of wrong or foolish behavior; negative evaluation of the self, feelings of distress, exposure, mistrust, powerlessness, and worthlessness.
178	Racism	A belief that some races are better than others, or the unfair treatment of someone because of his or her race; prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior. Notes: <ul style="list-style-type: none"> • Race refers to a person's physical characteristics, such as bone structure and skin, hair, or eye color. • Ethnicity, however, refers to cultural factors, including nationality, regional culture, ancestry, and language. • You can have more than one ethnicity, but you only have one race, even if it's a mixed race. • There are five official categories of race: 1) American Indian or Alaska Native; 2) Asian; 3) Black or African-American; 4) Native Hawaiian or Other Pacific Islands; 5) White.
179	Stricken	Seriously affected by an undesirable condition or unpleasant feeling.
183	Protest	A strong complaint expressing disagreement, disapproval, or opposition, often by making a formal statement or taking action in public.
184	Stereotypes	A set idea that people have about what someone or something is like, especially an idea that is wrong; an idea that is used to describe a particular type of person or thing thought to represent such an idea.
186	Contorting (face)	To twist into a strained shape or expression.
187	All Saints Day	In Western Christianity, November 1 is when all Christian saints are honored and celebrated (The Feast of All Saints). Notes: <i>Halloween, All Saints Day, and All Souls Day</i> : <ul style="list-style-type: none"> • All Saints Day, November 1, and All Souls Day, November 2 are days to remember the dead. • Halloween (All Hallows Eve, the night before All Saints Day) is an American spin-off from these ancient days of prayer. • The root word of Halloween (October 31) - "hallow" - means "holy." The

		<p>suffix "een" is an abbreviation of "evening." It refers to the Eve of All Hallows, the night before the Christian holy day that honors saintly people of the past.</p> <ul style="list-style-type: none"> • During the medieval practice of souling, poor people would make the rounds begging for food. In return, they offered prayers for the dead on All Souls' Day.
187	<p>Day of the Dead (el Día de los Muertos)</p>	<p>A two day Mexican holiday that families reunite the living and the dead; people who have died are remembered.</p> <ul style="list-style-type: none"> • All Saints' Day in Mexico coincides with the first day of the Day of the Dead (Día de Muertos) celebration. • The first day is a time to celebrate and honor children who have died (Dia Ade los Innocent) • The second day is a time to celebrates and honor all deceased adults.
187	<p>Tamales</p> 	<p>A Mexican food consisting of dough (soft food made from flour and water), that is stuffed with meat, vegetables, cheese, fruit. It is then rolled and cooked in a banana leaf or corn husk.</p>
188	<p>Little Women (Novel)</p>	<p>Little Women is a novel written by Louisa May Alcott (1832–1888). It follows the lives of the four sisters - Meg, Jo, Beth and Amy. The novel details their lives as they mature from young girls into womanhood.</p>
188	<p>Amigo</p>	<p>Spanish meaning – friend.</p>
191	<p>Thurgood Marshall</p>  <p>(1908 – 1993)</p>	<ul style="list-style-type: none"> • Thurgood Marshall was an American lawyer, serving Associate Justice of the Supreme Court of the United States from October 1967 until October 1991. • Marshall was the Court's 96th justice and its first African-American justice. • As counsel to the NAACP, he utilized the judiciary to champion equality for African Americans. • In 1954, he won the Brown v. Board of Education case, in which the Supreme Court ended racial segregation in public schools. <p>Note: NAACP - The National Association for the Advancement of Colored People is a civil rights organization in the United States, formed in 1909 as a bi-racial endeavor to advance justice for African Americans.</p>
203	<p>Bear witness</p>	<p>To show that something exists or is true; to make a statement saying that one saw or knows something.</p>

Name: _____

Date: _____

Novel: *GHOST BOYS*, pages 171-203

Read About It, Think About It, Talk About It, Write About It

Directions:

- After reading pages 171-203 think about the following questions.
- Then take a few moments to talk about each of these questions with a partner.
- Write your responses on the lines provided, using complete sentences, proper grammar, spelling, and punctuation.

1. Carlos visits Jerome’s Grandmother and admits to her that gave Jerome the toy gun (p. 173). Jerome’s Grandmother’s eventual response is, “Can’t undo wrong. Can only do our best to make things right.” What does Grandma mean when she says that?

2. As Jerome’s Grandmother forgives Carlos, she says, “Carlos, tell me three good things” (p. 175). She has said this in several other scenes. How do you think his Grandmother is able to make an impact on anyone she says that to?

3. Sarah says, “If people knew more about other people, maybe they wouldn’t be so scared” (p. 181).

- a. How do we get to know more about other people?

- b. How can our knowledge and understanding of other cultures and customs, as well as the feelings of others help to make our world a better place?

4. Jerome was bothered that Sarah and her dad were not speaking to each other (p. 177).

- a. How was Jerome able to get Sarah to realize that she and her dad should make amends (p. 182)?

- b. Many times when we feel uncomfortable in situations, we make changes; we do something about it. Keeping that in mind, when Jerome said goodbye to Sarah, he stated, "It's okay that Sarah's still troubled; she should be. It's how Sarah helps herself and the world" (p. 184).

What did Jerome mean when he said that?

- c. What was it that Jerome needed to see and hear from Sarah and her dad before he could move on? Why (pp. 185-186)?

5. To “bear witness” is to show that something exists or is true; to make a statement saying that you saw or know something.

Jerome’s last words on page 203 are:

“Bear witness. My tale is told
Wake. Only the living can make the world better.
Live and make it better. Don’t let me
(Or anyone else)
Tell this tale again” (p 203).

- a. Do we have the power to make a positive impact on our own lives and on those around us? _____
- b. Write down several examples of how you can act on this message. Think about the way you can choose to feel, think, act, speak, and live in such a way that you can leave a positive impact on your own life, as well as your family, friends, and community.

Name: _____

Date: _____

GHOST BOYS

Read About It, Think About It, Talk About It, Write About It

Post Reading

Enrichment Activity #1

Theme: The theme in a novel is generally implied, or inferred. It is not one word; rather it is a statement about a topic. The statement describes a common thread that runs throughout the story; it's a message, a moral, or a lesson that can be applied to anyone, universally, not just the characters in the story.

- *For example*, if you chose the term prejudice, some themes might be:
 - Things are not always as they appear.
 - Prejudice leads to wrong conclusions, violence, false perceptions, a vicious cycle, oppression.
 - Don't judge a book by its cover.
 - Mercy triumphs over judgment.
 - People from other cultures are really very much like us.

A novel can have more than one theme. The main theme in the Novel *GHOST BOYS* is, "only the living can make the world better." There are several other themes that are evident in this novel. Choose either the main theme just mentioned, or a theme relating to one of the topics below.

Racism

Prejudice

Compassion

Bullying

Friendship

Justice

Grief

Privilege

Prejudice

- Talk with a partner about the topic you chose and why. Discuss what you think the author wants you to learn from this story, and how your understanding of the theme of this story would make your own, or someone else's life better.
- Briefly research your topic/theme.
- Write a well-developed essay using text-based details to support why you chose the theme, (lesson or moral) in *GHOST BOYS*. Use text based details to describe how the theme is developed in the novel.

Name: _____

Date: _____

GHOST BOYS

Read About It, Think About It, Talk About It, Write About It

Post Reading

Enrichment Activity #2

Racial Bias, Implied Racial Bias, Presuppositions, and Perspectives:

Bias is a prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Racial bias is the attitude or stereo type that affects an individual's understanding, action and decisions, usually unconsciously.

Implied racial bias is understood but not spoken.

Presuppositions are an unfounded or misinformed assumption that unfairly categorizes people and circumstances.

Perspective is the way you see something, or your particular attitude or point of view or way of regarding something.

- Talk with a partner about these the terms listed above.
- Write a well developed essay addressing the following points:
 - Explain how these terms apply to Officer Moore's statement on p. 131, "I was in fear for my life."
 - Explain how bearing witness relates to raising awareness of racial bias, and how that can subsequently reduce bias.
 - Describe racial bias, and how we can avoid it, including consideration for cultural history and traditions.
 - Can a person be biased without realizing it?
 - Explain how understanding others who are not like you can help communities heal after a tragedy, as well as prevent future tragedies.

Name: _____

Date: _____

GHOST BOYS

Read About It, Think About It, Talk About It, Write About It

Post Reading

Enrichment Activity # 3

Martin Luther King, “I Have a Dream:” Martin Luther King gave a speech, “I Have a Dream,” which he delivered on the steps of the Lincoln Memorial, August 1963, at the March on Washington. In summary, his speech was a call for racism to end in the United States. It was a defining moment in our nation’s efforts toward civil rights.

- Read this speech with a partner.
- As you read the speech, think and talk about how it might relate to our world today, and how it relates to Jerome’s world in *GHOST BOYS*.
- Create your own dream in the context of our world today and in connection to Jerome’s story. After reading the speech, read the following prompts. Replace Dr. King’s words that are in parentheses with your own words.

I have a dream that one day this nation will: (will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal.")

I have a dream that one day: (on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.)

I have a dream that one day: (even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.)

I have a dream that: (my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.)

I have a dream today.

I have a dream that one day: (the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.)

I have a dream today.

I have a dream that one day: (every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.)

This is our hope... With this faith we will be able to: (hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.)

This will be the day when: (all of God's children will be able to sing with a new meaning, My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountainside, let freedom ring.)

Martin Luther King's Speech

“I Have a Dream”

On the steps of the Lincoln Memorial, August 28, 1963

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we've come to our nation's Capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.

This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check; a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check- a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.

Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.



It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?"

We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.

We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one.

We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for whites only."

We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.

No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police

brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, that one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrims' pride, from every mountainside, let freedom ring."

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that; let freedom ring from the Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

*******End*******

Name: _____

Date: _____

GHOST BOYS

Read About It, Think About It, Talk About It, Write About It

Post Reading

Enrichment Activity #4

Author's Craft: Author's crafts are the tools and techniques used in the language of storytelling. Authors write for one of three main reasons: to persuade, to entertain or to inform. After the author has decided the purpose of the writing, then they decide what the best format will be for the story. Two of those formats are linear and non-linear. A linear format is when the narrative is told in the order that it happened, whereas a non-linear narrative is told out of sequence, and may seem disrupted between scenes.

- In *GHOST BOYS*, author Jewell Parker Rhodes wrote the story in a non-linear format, alternating between “Alive” and “Dead.”

- Discuss the following with a partner.
 - What reason do you believe that Jewell Parker Rhodes chose to present this story in a non-linear way?
 - How does it make the story effective?
 - How do the past events inform the present?
 - How does “bear witness” in this novel fit into this format of non-linear writing?
 - In connection with the theme, why was it necessary for the narrative to be alternated between Alive and Dead?

“Only the living can
make the world better.
Live better and make it better.”

Jewell Parker Rhodes

- Write a well-written one-page essay addressing the above prompts. Thoroughly explain your understanding of the connections between the story, the theme, bearing witness, and the non-linear format of the book.

Name: _____

Date: _____

GHOST BOYS

Read About It, Think About It, Talk About It, Write About It

Post Reading

Enrichment Activity #5

Civil Rights Movement: “The Civil War had officially abolished slavery, but it didn’t end discrimination against blacks—they continued to endure the devastating effects of racism, especially in the South. By the mid-20th century (1950’s and 1960’s), African Americans had had more than enough of prejudice and violence against them. They, along with many whites, mobilized and began an unprecedented fight for equality that spanned two decades” (History.com).

The Civil Rights Movement in the United States was a decades-long struggle for social justice for African Americans. The goal was to enforce constitutional and legal rights for African Americans that other Americans already enjoyed. Examples of civil rights include the right to vote, the right to a fair trial, the right to government services, the right to a public education, and the right to use public facilities.

Directions:

- Work with a partner.
- Each of you choose a different topic from the following list.
- Locate an article about the topic.
- Each of you read your article.
- Choose ONE of these two activities:
 - Teach each other about your topic. Help each other make connections between each of your articles and *GHOST BOYS*.
 - OR
 - Respond to this question, “How far have we come in dealing with race relations?” Base your answer on your personal experience, *GHOST BOYS*, and the information you learned in the article you read.
- Write a well-written, one-page essay summarizing each of your topics/conversations, and connections to *GHOST BOYS*.

Movements

- African-American Civil Rights
- Apartheid
- Disability Rights
- Native American Rights
- Slavery and Abolitionism
- Women's' Suffrage

Civil Rights Leaders

- Susan B. Anthony
- Ruby Bridges
- Cesar Chavez
- Frederick Douglass
- Martin Luther King Jr.
- Thurgood Marshall
- Rosa Parks

Overview

- Civil Rights Timeline (create one)
- African American-Civil Rights Timeline (create one)
- Magna Carta
- Bill of Rights
- Emancipation Proclamation

Major Events

- Jim Crow Laws
- Montgomery Bus Boycott
- Little Rock Nine
- Birmingham Campaign
- March on Washington

- Jackie Robinson
- 'Elizabeth Cady Stanton
- Mother Teresa
- Sojourner Truth
- Harriet Tubman
- Booker T. Washington

Young Lives Lost

- Emmett Till
- Jerome Rogers
- Tamir Rice
- Laquan McDonald
- Trayvon Martin
- Michael Brown
- Jordan Edwards

Name: _____

Date: _____

GHOST BOYS

Read About It, Think About It, Talk About It, Write About It

Post Reading

Enrichment Activity #6 (High Level)

Equality for All: How far have we come? What still needs to be done?

Racism and racial bias are partly a result of ignorance and fear. However, some racism dates back hundreds of years ago to when a number of countries in the world thought it was okay to have slaves. In the 1800's, America began to realize that slavery was not acceptable. Movements against slavery and in support of freedom surfaced. Despite the successful abolition of slavery, a stigma about black Americans, conscious or unconscious, remained at varying levels and in varying parts of America. This stigma, or racial bias, has hung on through several generations in parts of American society, as revealed to us through the novel *GHOST BOYS*.

- The quotes below were taken from four attached documents that were written over a span of one-hundred years. (The documents are also attached for your reference.)
- Read these quotes, first independently, then with a partner. Keep in mind the years in which the speeches were written.
- Talk about these quotes, and then write a well developed essay explaining your responses to these five questions.
 - What dates and time spans between the speeches?
 - What is the approximate timeframe that the story *GHOST BOYS* refers to?
 - What is the meaning of these quotes, both in the past and currently?
 - How far have we come?
 - What still needs to be done?

Quotes:

Emancipation Proclamation, January 1, 1863

On January 1, 1863, President Abraham Lincoln signed into the Emancipation Proclamation. Among the things President Lincoln stated in the law were the following: "...That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free...."

“...And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service....”.

Abraham Lincoln’s Gettysburg address, November 19, 1863

On November 19, 1863, President Lincoln began his speech stating, “Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.”

President John F. Kennedy’s inaugural speech, January 20, 1961

In the fourth paragraph of President Kenney’s inaugural address, he states, “...We dare not forget today that we are the heirs.... Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans-born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage-and unwillingness to witness or permit the slow undoing of those human rights to which this nation has always been committed...”

Martin Luther King’s Civil Rights speech, August 28, 1963

In 1963, Martin Luther King stated, “...But one-hundred years later, [after the signing of the Emancipation of Proclamation] the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity; One hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land. So we have come here today to dramatize a shameful condition....”

Abraham Lincoln

“Emancipation Proclamation,” January 1, 1863

President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, as the nation approached its third year of bloody civil war. The proclamation declared "that all persons held as slaves were to be freed...."

By the President of the United States of America:

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as

West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]], and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: Abraham Lincoln
William Seward, Secretary of State

Abraham Lincoln

“Gettysburg Address,” November 19, 1863

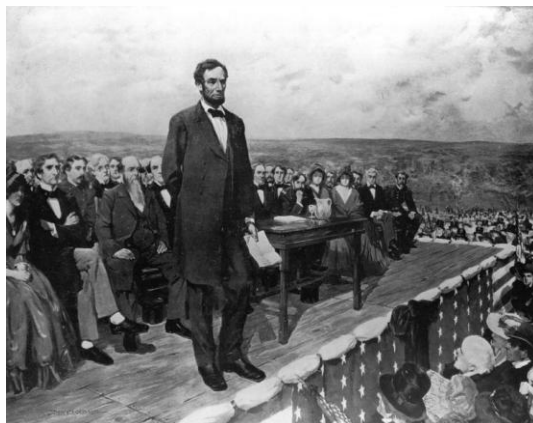
On November 19, 1863, President Abraham Lincoln delivered a short speech at the end of the ceremonies dedicating the battlefield cemetery at Gettysburg, Pennsylvania. That speech has come to be known as the “Gettysburg Address.”

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth.”

End



TeachingAmericanHistory.org

John Fitzgerald Kennedy,

“Inaugural Address,” January 20, 1961

On January 20, 1961, President John F. Kennedy delivered his inaugural address (a speech a president gives on the day he is sworn into office), in which he announced that "we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and success of liberty."



Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Clergy, fellow citizens:

We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge—to convert our good words into good deeds—in a new alliance for progress—to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this Hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support—to prevent it from becoming merely a forum for invective—to strengthen its shield of the new and the weak—and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course—both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah—to “undo the heavy burdens . . . (and) let the oppressed go free.”

And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, “rejoicing in hope, patient in tribulation”—a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love,

asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

End

Voices of Democracy U.S. Oratory Project
<https://voicesofdemocracy.umd.edu/>

Name: _____

Date: _____

GHOST BOYS

Read About It, Think About It, Talk About It, Write About It

Post Reading

Enrichment Activity #7

Bearing Witness:

- Research bearing witness.
- What is bearing witness?
- Who does, or should bear witness?
- Why is bearing witness important to our world?
- How did the author incorporate bearing witness into the story *GHOST BOYS*?
- Write a one page essay about your findings.

Name: _____

Date: _____

Novel: *GHOST BOYS*

Vocabulary

Word (with page number in text)	Definition

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