

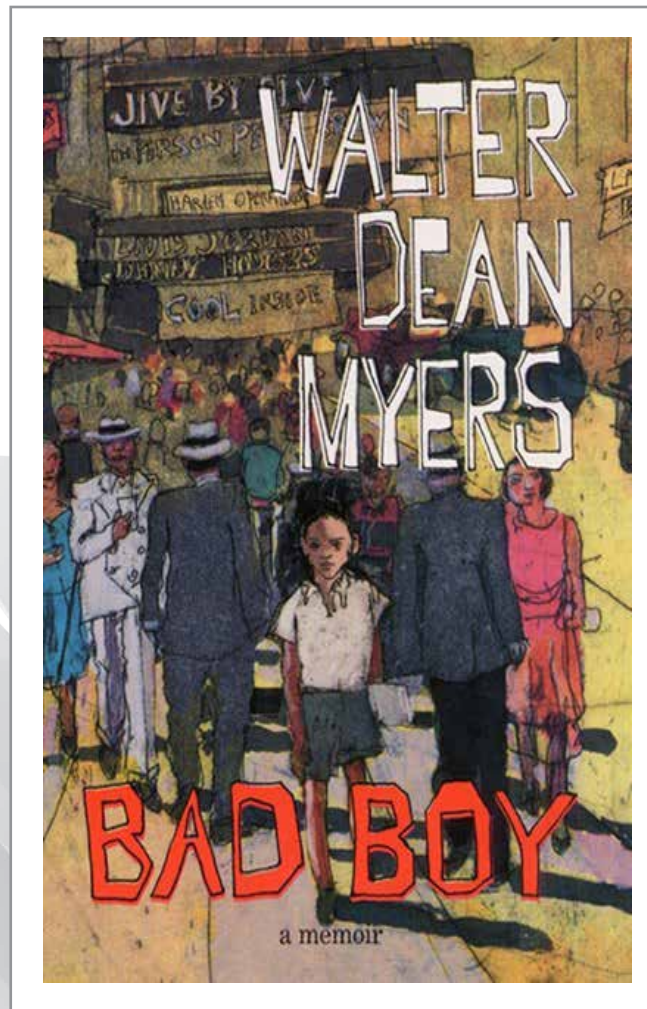


**STUDENT PACKET**

**GRADES 9-12**

# **Bad Boy: A Memoir**

Walter Dean Myers



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Bad Boy: A Memoir

Walter Dean Myers

## STUDENT PACKET

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

### Word Map

kindling	tenement	apparatus	matzoh
russes	mimicking	drafted	serials
rote	strenuous	integrate	proceedings
provoked	recuperating	transit	scenarios

**Directions:** Complete a word map for at least eight of the words from the list above.

<b>Synonyms</b> _____ _____ _____ _____ _____ _____	<b>Magazine cut-out, drawing, or symbol that shows what the word means</b>
<b>Word</b> _____	
<b>Definition in your own words</b> _____ _____ _____ _____	<b>Word used in a sentence</b> _____ _____ _____ _____

Name \_\_\_\_\_

12. What special notion does Walter believe all of the SP kids take with them at the end of the school year?
13. Why doesn't Walter's father comment on Walter's poetry?

### **Heady Days at Stuyvesant High—The Garment Center**

1. What are the Dean family's two unexpected financial burdens in the summer of 1951?
2. What kind of stories does Pap like to tell?
3. What is the academic emphasis at Stuyvesant High School?
4. What food does Pap refuse to eat?
5. How does Walter react when the Dodgers do not win the pennant?
6. What is Walter's father's advice about race?
7. What job does Walter's Aunt Nancy now have?
8. Why did someone once tell Walter he couldn't be a lawyer?
9. Why doesn't Walter join the school's track team?
10. Why does Walter quit working at the garment factory?
11. What does Walter do at L. Einstein & Co.?
12. Why can't Walter buy the typewriter he wants?
13. Who gives Walter a used typewriter?
14. How does Walter respond to the notes his school sends home?

### **God and Dylan Thomas—Marks on Paper**

1. How does Walter occupy his time when he skips school?
2. What famous basketball player does Walter find himself playing against in a coaches' tournament at City College?
3. How does Walter meet Frank?
4. What is the center of young Walter's community?
5. Whom does Walter see being interviewed on Seventh Avenue?
6. Describe what Walter hopes to accomplish through his poetry.
7. When he reenters school in September, how long does Walter's resolve to succeed last?
8. What draws Walter back to his school on 15th Street?
9. During the fall of 1953, what kinds of stories does Walter want to write?

Name \_\_\_\_\_

### Story Map

**Directions:** Complete the following chart to show the book's plot development.

