

Teacher Guide

Grades 5–6

# Bud, Not Buddy

Christopher Paul Curtis

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# BUD, NOT BUDDY

by  
Christopher Paul Curtis

## Teacher Guide

Written by  
Elizabeth Klar  
and  
Cheryl Klar-Trim

### Note

The hardcover edition of the book, published by Delacorte Press ©1999, was used to prepare this guide. The page references may differ in other editions.

**Please note:** Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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## Skills and Strategies

### Thinking

Identifying attributes,  
compare/contrast, pros.cons,  
brainstorming, identifying  
stereotypes, research, T-charts

### Vocabulary

Target words, context clues,  
root/base words, word maps,  
synonym/antonym

### Listening/Speaking

Dramatizing, interviewing,  
discussion, music

### Comprehension

Predicting, sequencing,  
summarization, cause and effect,  
inference, main idea

### Writing

Character journal, directions,  
sensory memories, personal  
writing, recipes, ads, couplet  
poem

### Literary Elements

Characterization, setting, plot  
development, humor

2. Writing/Art: Have students write a couplet poem about how they think Bud feels as he listens to the Dusky Devastators of the Depression and Miss Thomas during rehearsal. The students may also illustrate their poem.

## Chapter 19 and Afterword

### Vocabulary

big-boned (216)	tippytoed (217)	boiling (219)	tragedies (219)
jerk (220)	twitch (220)	doubt (221)	personal (222)
precious (224)	growl (228)	merchandise (229)	crinkly (229)
wrinkly (229)	rehearsed (229)	rehearsed (229)	resprung (229)
polish (230)	bandmates (230)	clamped (234)	fictional (237)
combine (237)	reinforced (238)	inning (238)	opposing (239)
classical (239)	violinist (239)	cauffeur (239)	prohibited (239)
excitability (239)	hustle (239)	willingness (239)	unfair (239)
loveliest (242)	fortunate (242)	avoid (242)	brunt (242)
countless (242)	harmony (242)	brutal (242)	gaze (242)
convenient (242)	excuse (242)	immortal (243)	

### Discussion Questions

1. How does Herman E. Calloway feel after he learns that Bud is his grandson? *(Answers will vary.)*
2. Why do you think Herman E. Calloway locks himself in his room? *(Answers will vary.)*
3. Explain how Bud tells Mr. Jimmy about his mother's passing away. *(Bud says that she was too sick to go to work for six days in a row, then one morning he went into her room and she was dead.)*
4. How do Miss Thomas and Mr. Jimmy feel when they hear that Bud has a picture of his mother? *(Answers will vary.)*
5. Why do you think that Mr. Calloway is sitting in his daughter's room? *(He is so sad that his daughter has died.)*
6. Why do you think Bud pats Herman E. Calloway's back? *(Answers will vary.)*
7. Explain why Herman E. Calloway never got in touch with Bud and his mother. *(He did not know where Bud's mother was, nor did he know that he had a grandson.)*
8. What does Bud think when Miss Thomas gives him a picture of his mother? *(Answers will vary.)*
9. What does Bud do when he receives his very own saxophone? *(He thanks the guys, then takes his horn and his mother's picture upstairs.)*



10. Why does Bud go into Herman E. Calloway's room and put the rocks and flyers on his dresser? *(Answers will vary.)*
11. Why does Bud say that the squeaks and squawks of his saxophone were the closing of one door and the opening of another door? *(Answers will vary.)*
12. Why does the author, Christopher Paul Curtis, believe that the most enjoyable part of writing is that an author can comb his or her imagination and use the traits of real people to build new characters? *(Answers will vary.)*
13. What does the author tell his readers to do? *(Talk to your grandma and grandpa and other relatives and friends about what they learned as they were growing up.)*

### Supplemental Activities

1. Critical Thinking: Have students discuss why they think Herman E. Calloway is so upset when he learns that Bud is his grandson.
2. Music/Research: Have students research the different instruments that were used in the bands during the Great Depression. They should try to collect pictures from the Internet or draw the instrument, and discuss the pictures in the classroom. The students can also collect recordings of the sounds that each instrument makes and share them with the class.

### Post-reading Discussion Questions

1. How might things have been different if Bud had not met Mr. Lewis?
2. What important lessons did Bud learn from having to look for his father?
3. As you read this story, which character did you find most appealing? Why? Which character did you find most unappealing? Why?
4. Do you think *Bud, Not Buddy* a good title for this book? Why or why not? Make up a new title for the story. Why would this be a good title for this book?
5. Have you read a story similar to this one? What is it? How is it similar? How is it different?
6. If you could change one part of the story, what would it be? Why?
7. How would this story have been different if it had been told by Herman E. Calloway? by Bugs? by Mr. Lewis?
8. Foreshadowing is the literary technique of giving clues about future events in a story. Where does the author use foreshadowing in *Bud, Not Buddy*? What clues are given? What future events are being suggested?

## Sociogram

**Directions:** On the lines, use one word to describe the relationship between the characters. Remember that relationships go both ways and that each line needs a descriptive word.

