



**STUDENT PACKET**

**GRADES 9-12**

# **Darkness Before Dawn**

Sharon M. Draper

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

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**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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Name \_\_\_\_\_

*Darkness Before Dawn*  
Activity #4 • Vocabulary  
Chapters 6–11

conservatory	compressions	tenements	descents
anemic	marveling	exultant	unison
vaguely	pawn	irritable	schizophrenic
aardvark	Samaritan	escorted	profusely

**Directions:** Divide into two equal groups. Each group will receive cards for either word set 1 or word set 2. Use vocabulary words 1–8 as word set 1. Use words 9–16 as word set 2. The group writes three definitions for the word on the card it is given: one true definition and two realistic, but false, definitions (indicated A, B, and C). The group lists the definitions in random order on the card and places the letter of the correct definition in the box in the bottom right corner of the card. The group with cards from word set 1 switches with the group that has created definitions for word set 2.

Groups then divide in half so there are four teams total. Each group member reads a word card to the other team members in the group. Readers give the vocabulary word and all definitions. Team members may confer with one another before they provide an answer. Alternate readers until all word cards have been read. The team that provides the most correct answers by the end of the game wins.

**conservatory**

A) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**compressions**

A) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

## **Prologue–Chapter 2**

1. Where does the story begin?
2. Whose voice do we hear in the preface?
3. In homeroom, why is Keisha upset?
4. What happens to Andy?
5. Who is Monty?
6. What is the name of the student who died in a car accident two years earlier?
7. Where do the group of friends go to deal with their grief?
8. Whom does Keisha invite to the school picnic?
9. To what does Kiara change her name? Why does she change it?
10. Why does everyone cheer for Monty?
11. When Monty is sad, who comes over to talk to him? Why do you think this person tries to comfort him?
12. Why does Rhonda pull Keisha away from the group?
13. Whom does Keisha notice at the picnic?

## **Chapters 3–5**

1. At the beginning-of-the-year assembly, Mr. Hathaway introduces his son. What are the students' impressions of Jonathan Hathaway?
2. Whom do Keisha and Rhonda meet on the first day of school? What do they have in common with this person?
3. Why is Gerald concerned about Angel?
4. What does the group learn about Jalani after the first day of school?
5. Who wins the election for senior class president?
6. Who is Boudica?
7. Why does Jonathan Hathaway tell Keisha to call him by his first name?
8. Why does Keisha run cross-country, even though she is no longer on the cross-country team?
9. How does running affect Joyelle?
10. Whom does Keisha meet while on her way back to the team bus?
11. Who is upset after cross-country practice? What does Keisha notice about this person's physical appearance?

Name \_\_\_\_\_

### Sorting Characters

**Directions:** Similarities between characters are sometimes a clue to themes in a story. Write the names of characters from *Darkness Before Dawn* in one or more of the groups below.

<b>Victims</b>	<b>Victimizers</b>	<b>Fighters</b>
<b>Peace-lovers</b>	<b>Conformists</b>	<b>Self-directors</b>

Name \_\_\_\_\_

### Characterization

**Directions:** Write the name of a character from the book in the center rectangle. In each oval, write an adjective that describes the character's personality. Then fill in each dotted rectangle with a detail about the character that illustrates that part of the character's personality.

