

Teacher Guide

Grades 7–8

# Schooled

Gordon Korman

NOVEL UNITS<sup>™</sup>

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# SCHOOLED

by  
Gordon Korman

## Teacher Guide

Written by  
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### Note

The 2008 Hyperion Paperbacks for Children edition of the novel, © 2007 by Gordon Korman, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-1-4231-0516-9

**Please note:** Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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## Skills and Strategies

### Comprehension

Summarizing, predicting,  
evaluating, analyzing

### Literary Elements

Figurative language,  
characterization, conflict,  
setting, theme, point of view,  
author's purpose

### Vocabulary

Definitions, synonyms/  
antonyms, parts of speech,  
root words

### Listening/Speaking

Discussion, dramatization,  
debate

### Drama

Skit, acting

### Critical Thinking

Brainstorming, research,  
compare/contrast, cause/effect,  
synthesis

### Writing

Creative writing, personal  
narrative, poetry, journal, essay,  
epilogue, script

### Across the Curriculum

Social Studies—1960s social  
revolution, communes, political  
campaigns, mores/ethics,  
politics of middle school, driver's  
license, "Rainisms," time line;  
Science—duct tape, memory  
technique; Health—bullying,  
tai chi; Music—1960s music;  
Math—checking accounts;  
Art—Web site, comic strip, flyer

- If you were Rain, would you have been upset with or proud of Cap for driving the bus to the emergency room? *(Answers will vary. Some students may say that they would be proud of him for ignoring the dispatcher and doing what he thought was right, saving Mr. Rodrigo's life. Others might say that he broke the law and should be punished.)*
- Prediction:** Naomi is beginning to have a change of heart regarding Cap. What do you predict will happen based on this change?
- Prediction:** With newfound help, will Cap's Halloween concert be a success?

### Supplementary Activities

- Values: Add to your chart listing perks played on Cap.
  - Critical Thinking: Add to your list of "Rainisms."
  - Research: Write and explain the steps in acquiring a driver's license.
  - Writing: Write a note from Hugh or Naomi telling what Cap really should know about Zach and his followers.
- Art: Design a trophy Cap might receive for saving Mr. Rodrigo's life.

### Chapters 13–15

Sophie is thrilled that her father has resurfaced and is giving her driving lessons again. Her dad sympathizes with her about Cap living with her and her mom. Rain tells Cap he was right to help Mr. Rodrigo even though Cap was arrested for driving the school bus. Cap hosts an impromptu painting project in the art room. Students flock to the event and greet their class president personally. At the end of the day, Hugh notices Cap does not have a single spitball in his hair.

### Discussion Questions

- What kind of person is Sophie's dad? Give evidence from the story to support your answer. *(Sophie's dad comes and goes as he pleases without regard for his daughter's feelings. He makes promises he does not keep, as evidenced by his disappearing after promising to teach Sophie to drive. He most likely attracts his customers to trading as a salesperson. He tries to charm Sophie by taking her side in talking with Cap. He buys his daughter love and forgiveness with a bracelet, a birthday present that is months overdue.)*
- Does it surprise you that the students are more interested in how Cap drove the bus than in how Mr. Rodrigo is feeling? *(Answers will vary. It may surprise some students because Cap drives the bus to save the bus driver's life. They will realize that the students are excited to have a true hero in their midst and are beginning to idolize him.)*
- Explain Cap's feelings for Sophie. *(Cap is infatuated with Sophie. He thinks everything around her shines and that her smile makes all sadness go away.)*

### Vocabulary

ceremonial  
rhinestones  
profoundly  
hues  
exfoliating  
pediatrician  
reconvened  
supple



4. Holly van Arden suggests an expensive pizza project for the Halloween dance. What has Cap committed to thus far, and whom does he think will pay? *(Cap has approved Trent's idea for a deejay and Holly's suggestion for hiring Create-Your-Own-Pizza. Other students have offered to handle drinks, desserts, posters, and decorations for the dance. Cap tells each student not to worry about the cost. Most likely, the funds for these expenditures need administrative approval, which Cap does not have. Students may predict trouble ahead.)*
5. How does Hugh feel about being called Cap's best friend? *(Hugh is not used to being called anything besides a nerd, so being Cap's best friend is a new experience. He seems to feel honored because he subsequently tries to get to know Cap better—by inviting Cap to join the chess club or hang out at the mall. Instead, Hugh takes Cap to a mall and offers to tie-dye shirts. Hugh is impressed when other students join them, and even the art teacher gets excited about the impromptu project. Still, readers know from Hugh that the friendship is partly protection from bullying for Hugh and may predict that Cap's growing popularity will cause problems.)*
6. Do you think Cap will be able to learn everyone's name? *(Answers will vary. Most students will probably say it is an impossible task.)*
7. After the tie-dye shirt project, Hugh notices that for the first time there are no spitballs in Cap's hair. What might this mean for Hugh? *(Most students will predict that students will turn on Hugh because of Cap's elevated status.)*
8. **Prediction:** Will Sophie's father be consistent with his visits?
9. **Prediction:** How will the student's new attitudes toward Cap affect Zach's bullying?

### Supplemental Activities

1. Critical Thinking: Add to your list of "Rainism."
2. Poetry: Write a poem from Cap to Sophie explaining how he feels about her. You may also choose to write the poem from Sophie to Cap.
3. Drama: In groups, devise and perform a commercial for one of Sophie's beauty products or Cap's tie-dyed clothing.

## Character Web

**Directions:** Complete the attribute web below by filling in information specific to a character in the novel.

The diagram consists of a central circle labeled "Name" with a horizontal line for writing. Six other circles are arranged around it, each connected to the center by a line. Each of these six circles contains a label and several horizontal lines for writing:

- Top circle: "His/her statements" with four lines.
- Top-right circle: "His/her behavior" with four lines.
- Bottom-right circle: "Others' behavior toward him/her" with four lines.
- Bottom circle: "Others' statements to him/her" with four lines.
- Bottom-left circle: "Others' statements about him/her" with four lines.
- Top-left circle: "His/her thoughts" with four lines.

## Fishbone Map

**Directions:** List the effect (or result) in the box. Consider the causes. List cause 1, 2, 3, 4 (as appropriate). Add details to support the causes you list.



Result:  
Students  
believe  
is de