

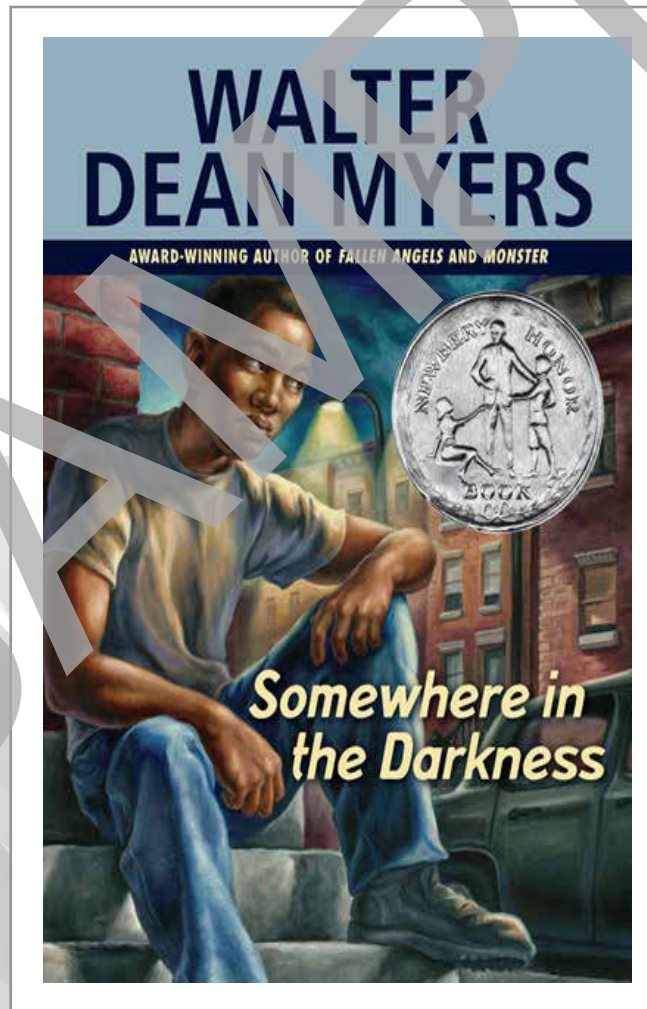


STUDENT PACKET

GRADES 9-12

Somewhere in the Darkness

Walter Dean Myers



READ, WRITE, THINK, DISCUSS AND CONNECT

Somewhere in the Darkness

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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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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 _____

Vocabulary Sentence Sets

mahogany
psychologist
imaginary
subway
sullenly

shuffling
annoyed
junkie
strategy
detention

frame
obviously
TB
ranted
dirt-frosted

projects
unicorns
talcum
defiant
ceremonious

Directions: Choose 15 vocabulary words from the list above. Write the words on the numbered lines below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

On a separate sheet of paper, use each of the following sets of words in an original sentence. Your sentences should show that you know the meanings of the vocabulary words as they are used in the story.

- Sentence 1: words 8 and 4
- Sentence 2: words 9 and 3
- Sentence 3: words 1 and 10
- Sentence 4: words 11 and 7
- Sentence 5: words 15 and 13
- Sentence 6: words 3 and 6
- Sentence 7: words 12 and 4
- Sentence 8: words 14 and 9
- Sentence 9: words 5 and 2
- Sentence 10: words 7 and 6

Name _____

10. Why does Crab feel he has to take Jimmy with him?
11. How does Mama Jean comfort Jimmy?
12. Why is Mama Jean letting Jimmy go with Crab?
13. Why doesn't Crab tell Mama Jean he has a car?
14. What is Jimmy's dream of a father? Does Crab fulfill that dream?

Pages 40–73

1. Where does Crab tell the gas station attendant they are heading?
2. Whom does Crab say he calls from the diner in Cleveland?
3. How is Crab's behavior strange?
4. What happens when Jimmy tries to call Mama Jean?
5. How is Jimmy feeling at this point?
6. What did Crab write in his prison letters to Jimmy?
7. How did Crab escape from prison?
8. What is the most important thing Crab wants Jimmy to know?
9. Why was Crab arrested and put into prison for a crime he did not commit?
10. Where are Crab and Jimmy really headed?
11. What does "Crab started to talk, or at least what sounded like words came out" mean (p. 57)?
12. Where do you think Crab got the large roll of money?
13. How does Frank act toward Jimmy when they are alone?
14. What kind of job does Crab say he has gotten?
15. Why is Jimmy crying at the bus stop?

Name _____

Conflict

The **conflict** of a story is the struggle between two people or two forces. There are four main types of conflict: person vs. person, person vs. nature, person vs. society, and person vs. self.

Directions: In the space provided, list three conflicts a character experiences and justify why you identify it with that particular type of conflict. Then explain how each conflict is resolved in the story.

person vs. person

Conflict	Resolution

person vs. society

Conflict	Resolution

person vs. self

Conflict	Resolution