

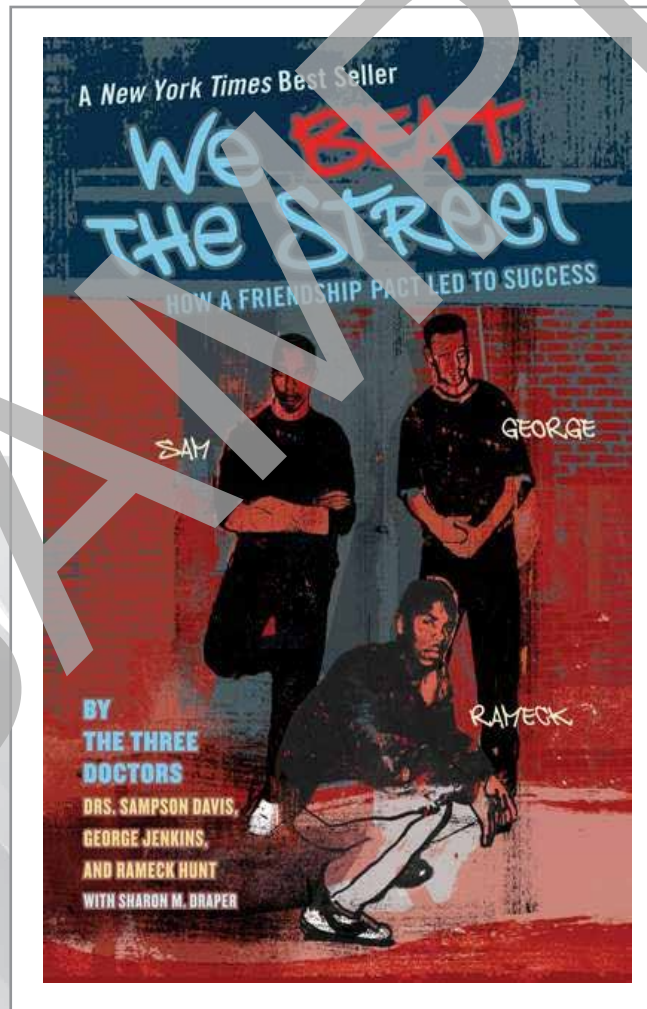


**STUDENT PACKET**

**GRADES 9-12**

# We Beat the Street

Rameck Hunt



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

# We Beat the Street

Rameck Hunt

## 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 \_\_\_\_\_

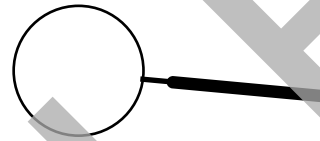
### Be a Detective!

**Directions:** Check out the book by looking at the cover and thumbing through the pages. Then, ask yourself who, what, where, when, why, and how. Write your questions in the spaces below. Exchange papers with a partner, and answer each other's questions.

Who?

What?

Where?



When?

Why?

How?

Name \_\_\_\_\_

7. Who is Carla Dickson?
8. What does each of the boys say in his interview, unbeknownst to the others?
9. What is the purpose of the summer program the boys attend before freshman year?
10. What role does Carla Dickson play in the boys' lives?
11. What is the central message of the speech George makes for the class assignment?
12. What debate about dress do the three boys have with other students in the program?
13. What leads Rameck to slam his fellow dorm resident on the ground?
14. Why doesn't Rameck get thrown out of school for the incident?
15. How many of Rameck's group of friends from Newark graduate from high school?
16. What is the meaning of *Ujima*, the name the boys choose for the organization they form to reach out to inner-city kids?
17. How do the boys raise funds for their organization?

### **Chapters Eighteen–Conclusion**

1. What career do George and Rameck start exploring away from medicine?
2. What is the allure of the stage for Rameck?
3. What factors bring an end to the pursuit of their venture?
4. What is Access Med?
5. What are the sources of Sampson's doubts about becoming a doctor?
6. How does George adjust to dental school?
7. Why do the police pull Rameck and his friend over?
8. What do the police find in the car that allows them to arrest Rameck?
9. How does Rameck's lawyer defend him?
10. Why is Rameck's case thrown out?
11. How does Sampson differ from most of the other medical students?
12. Why does Sampson think he failed the state board medical exam?
13. In what area of medicine does Sampson match, and what does he really want to practice?
14. In what unlikely place does Sampson discover an available internship opening?
15. What toast do the three doctors make on their graduation day?

Name \_\_\_\_\_

### Feelings

**Directions:** Choose a character from the book and complete the chart below.

**Describe the character in the beginning.**

Summarize important events in the boxes below. Describe how the character feels after each one.

<b>Event #1:</b>	<b>The character feels ...</b>
<b>Event #2:</b>	<b>The character feels ...</b>
<b>Event #3:</b>	<b>The character feels ...</b>
<b>Event #4:</b>	<b>The character feels ...</b>
<b>Event #5:</b>	<b>The character feels ...</b>
<b>Event #6:</b>	<b>The character feels ...</b>

**Describe \_\_\_\_\_ at the end.**