

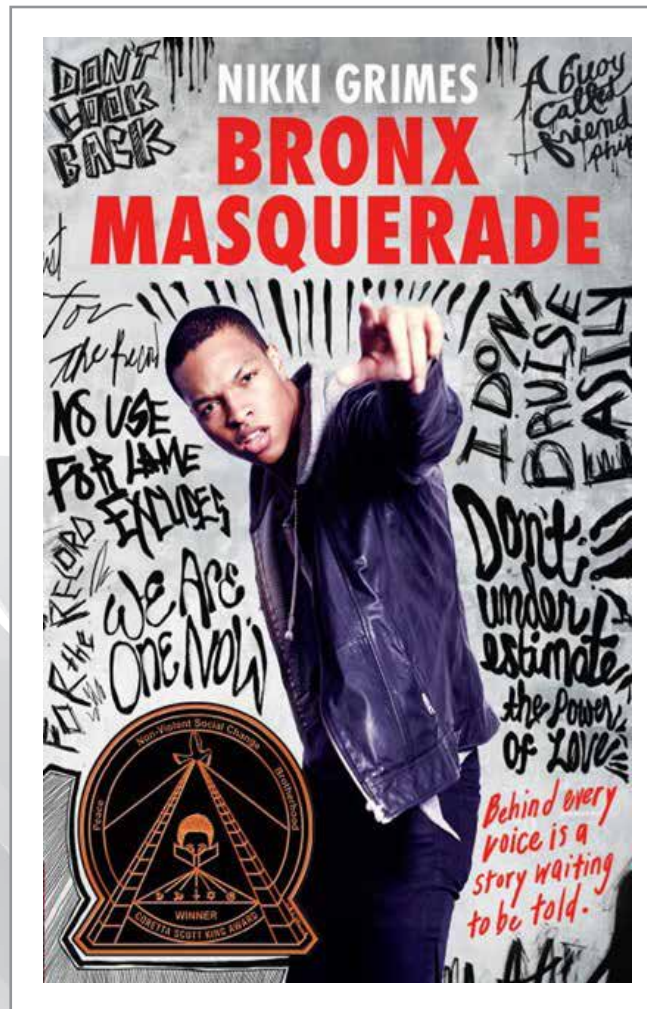


STUDENT PACKET

GRADES 9-12

Bronx Masquerade

Nikki Grimes



READ, WRITE, THINK, DISCUSS AND CONNECT

Bronx Masquerade

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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!

ISBN 978-1-50204-446-4

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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)

Vocabulary Multiple Choice

solitude
superficial
fisticuffs
precisely

superimposed
exceptions
expulsion
replenish

aggravated
limber
nonexistent

curdled
suffice
infantile

Directions: Choose the word or phrase closest in meaning to the vocabulary word as it is used in the book. Then, on a separate sheet of paper, use five of the vocabulary words to write a paragraph analyzing Judianne’s hurtful actions toward Janelle.

- | | | | | |
|----------------------------|------------------|--------------------|-----------------|----------------|
| ___ 1. solitude | (a) isolation | (b) darkness | (c) confusion | (d) enclosure |
| ___ 2. superimposed | (a) steadied | (b) overlapped | (c) displayed | (d) blurred |
| ___ 3. aggravated | (a) miserable | (b) baffled | (c) dismissive | (d) irritated |
| ___ 4. curdled | (a) spoiled | (b) tart | (c) watery | (d) discolored |
| ___ 5. superficial | (a) unfair | (b) casual | (c) useless | (d) shallow |
| ___ 6. exceptions | (a) favors | (b) advantages | (c) allowances | (d) terms |
| ___ 7. limber | (a) reactive | (b) flexible | (c) delicate | (d) strong |
| ___ 8. suffice | (a) be useful | (b) be intelligent | (c) be enough | (d) be matched |
| ___ 9. fisticuffs | (a) fighting | (b) making noise | (c) cheating | (d) lying |
| ___ 10. expulsion | (a) reprimand | (b) disapproval | (c) detention | (d) removal |
| ___ 11. nonexistent | (a) unidentified | (b) unreal | (c) conditional | (d) secretive |
| ___ 12. infantile | (a) bizarre | (b) weak | (c) immature | (d) senseless |
| ___ 13. precisely | (a) mostly | (b) likely | (c) nearly | (d) exactly |
| ___ 14. replenish | (a) fill | (b) support | (c) serve | (d) improve |

Name _____

Pages 133–167

1. What does Sheila learn from Wesley?
2. What is Sheila's poem entitled "Private Puzzle" about?
3. How does Janelle's poem "The Door" show how she has transformed?
4. What development excites the class and Mr. Ward?
5. How have Lupe's plans for the future changed?
6. What are Tyrone's comments about Lupe after she reads her poem entitled "imagine"?
7. Why does Diondra's father get upset with her?
8. What is Diondra's poem "Self-Portrait: A Poem for My Father" about?
9. Why does Porscha have a bad reputation?
10. How did hearing Tyrone's poetry give Porscha hope?
11. Who speaks on behalf of the class at the final assembly?
12. Who is Mai Tren, and why does the book end with her narration?

Name _____

Sociogram

Directions: A sociogram shows the relationship between characters in a story. Complete the sociogram below by writing a word to describe the relationships between Tanisha, Diondra, and Janelle. Remember, relationships go both ways, so each line requires a descriptive word.

