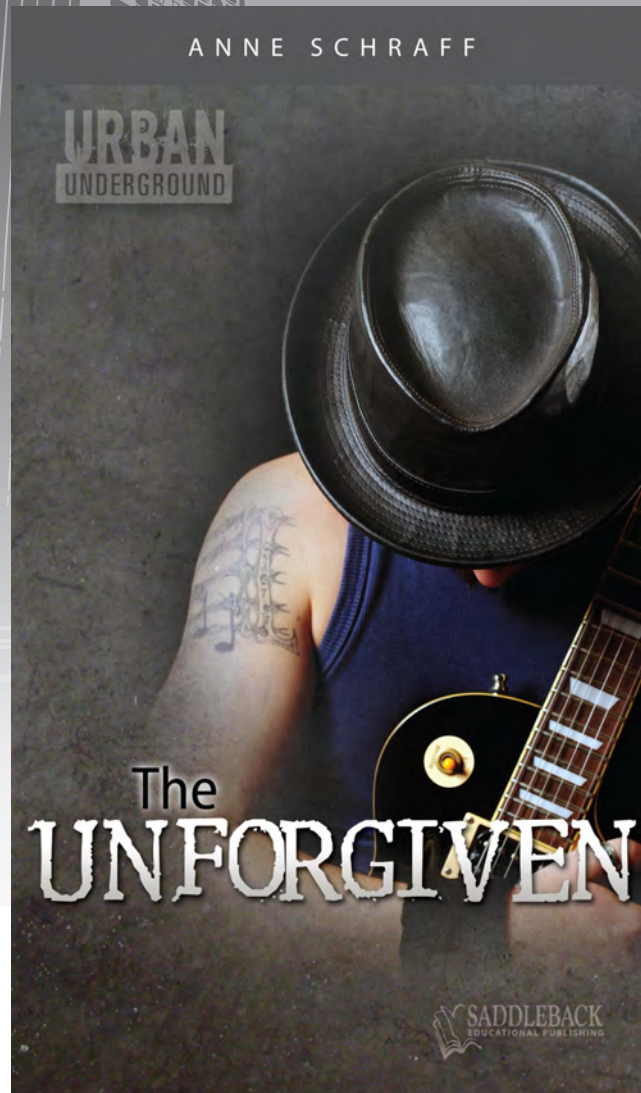


# URBAN UNDERGROUND



# TEACHER'S RESOURCE GUIDE

# Table of Contents

|                                      |    |
|--------------------------------------|----|
| To the Educator .....                | 3  |
| Reading Strategies .....             | 4  |
| <b>Building Background Knowledge</b> |    |
| Thought Bubbles .....                | 5  |
| <b>Vocabulary</b>                    |    |
| Glossary .....                       | 6  |
| Word Choice.....                     | 7  |
| Character Description .....          | 8  |
| Extra Letters.....                   | 8  |
| Find the Suffix .....                | 9  |
| Chapter Description.....             | 9  |
| <b>Initial Understanding</b>         |    |
| Fact or Opinion? .....               | 10 |
| What Do You Think? .....             | 10 |
| Plot Map.....                        | 11 |
| <b>Developing Interpretation</b>     |    |
| Issue Match.....                     | 12 |
| Issue Advice.....                    | 12 |
| <b>Personal Reflection</b>           |    |
| Being the Bigger Person .....        | 13 |
| From Naomi's View .....              | 13 |
| <b>Critical Response</b>             |    |
| Orlando's Lyrics.....                | 14 |
| A Different Ending .....             | 14 |
| Answer Key .....                     | 15 |



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# To the Educator

Written for young adults, the Urban Underground series confronts issues that are of great importance to teens, such as friendship, loyalty, drugs, gangs, abuse, urban blight, bullies, and self-esteem to name a few. More than entertainment, these books can be a powerful learning and coping tool when a struggling reader connects with credible characters and a compelling storyline. The highly readable style and mature topics will appeal to young adult readers of both sexes and encourage them to finish each novel. Paperback books look and feel like a trade edition and are complete in just under 200 pages.

This teacher's guide provides ideas and reproducible worksheets to support the book and extend students' reading skills. The key at the end of this guide provides answers and example responses.

## Different Ways to Present the Book

Students who are more confident may be encouraged to read the book on their own after reading one or two chapters as a class. If your students are familiar with the Urban Underground series, you might begin by having them review what they already know about various characters. The summaries on the back cover are a great starting point.

Although most activities are designed for use after reading the book, some are for pre-reading, and a few activities may be used during the reading. These activities were designed for a variety of teaching styles. You can distribute all of the activities at once or pick-and-choose the skills you want to reinforce.

## How to Build Connections

Each book gives more insight into the teen characters. Since some characters appear in subsequent stories, you may wish to create character webs and have students continue to add to them as you read the series together.

The Urban Underground series is set in a fictional city. If your students live in an urban area, you may ask them to note any similarities to their own lives as they read the novels.

# Reading Strategies

The activities in this Teacher’s Resource Guide focus on giving struggling readers the tools to construct, extend, and examine the meaning of text. Included are essential elements in reading literacy as identified by the National Assessment of Educational Progress.

## Vocabulary

Vocabulary skills include decoding words, using words correctly, understanding meanings, and extending the actual amount of words the students know. Increased competency with vocabulary increases fluency when reading both silently and aloud—as students decode or recognize words more easily, they will be able to determine and extend the meaning of entire passages more easily as well.

## Initial Understanding

Initial understanding of text is the initial impression of what was read. Skills include identifying details and facts from text read, and recognizing aspects of literal text, such as sequence of events or main ideas. Without initial understanding, no reader would be able to comprehend the text on a higher level.

## Developing Interpretation

Developing interpretation goes beyond the initial impression to develop a more complete understanding of what was read. The reader must distinguish between and compare separate concepts in a text to extend its meaning. Examples of interpreting skills include differentiating facts from opinions, making comparisons, summarizing, and identifying cause-effect relationships.

## Personal Reflection and Response

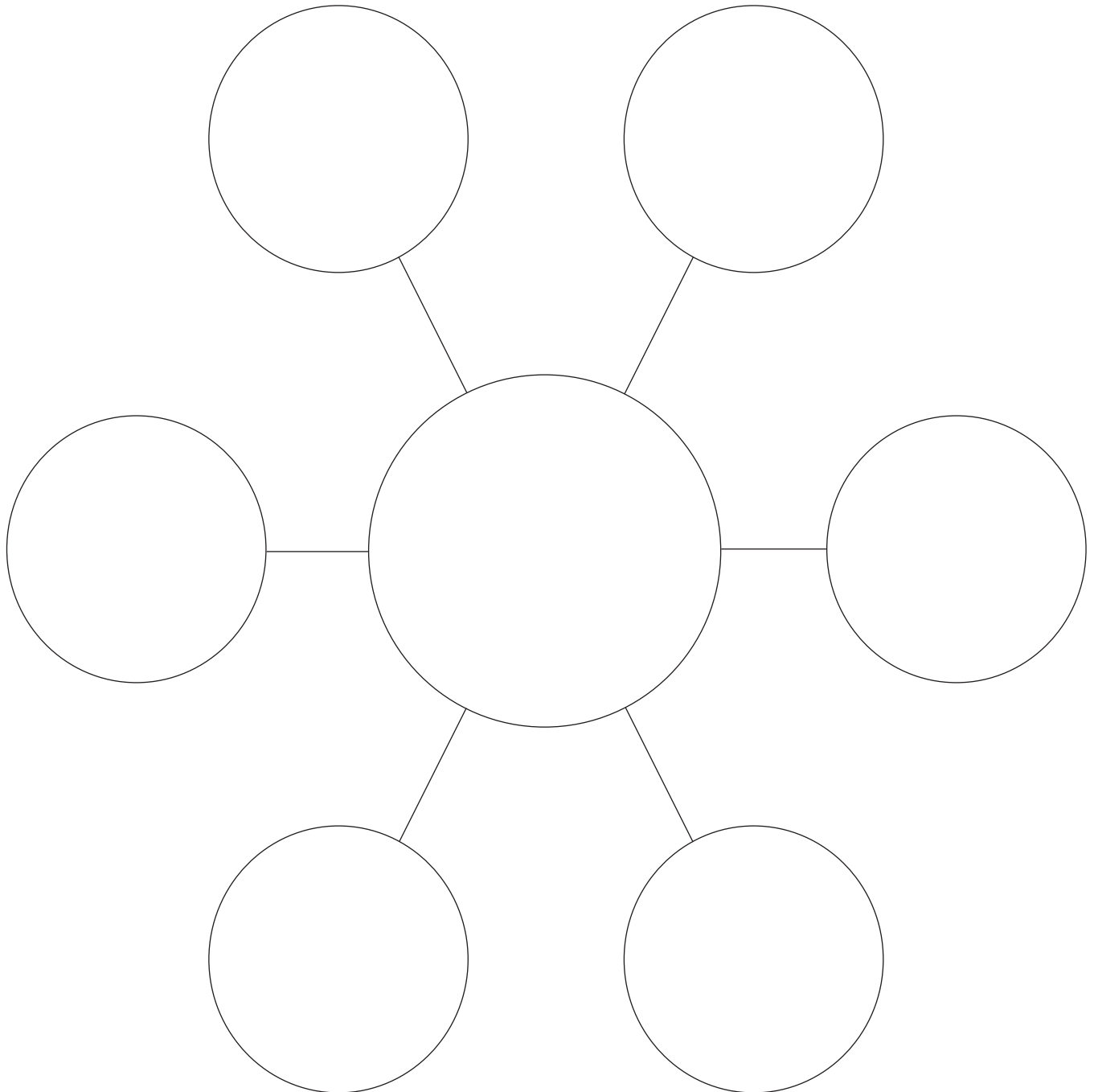
Personal reflection and response requires readers to relate topics to their own experience. As students connect their own experiences with text, information becomes clearer. Having internalized ideas, readers can much more easily express their responses.

## Demonstrating a Critical Stance

Demonstrating a critical stance requires readers to detach themselves from the text in order to consider and evaluate it. A critical response may include identifying the intended audience and critiquing the text.

## BUILDING BACKGROUND KNOWLEDGE | Thought Bubbles

**DIRECTIONS:** Read the title of *The Unforgiven* and look at the picture on the cover. Think about things you think would be hard to forgive. Describe an action that would be hard to forgive in the middle bubble. Then in the outer bubbles, write what can stop a person from forgiving another person for that action.



## VOCABULARY | Glossary

**DIRECTIONS:** Below is a list of vocabulary words from *The Unforgiven*. For your ease, they are organized in the order they appear in the book. Review the words before, during, and after reading the story. Create your own Urban Underground Dictionary by adding other difficult words from the story to the list below.

**inexcusable** (in-ik-skyoo-zuh-buhl)—too bad to be excused; not justifiable  
**authority** (uh-thawr-i-tee)—a person who has the power to command a group  
**bitterness** (bit-er-ness)—a feeling of hostility or anger  
**estranged** (ih-streynjd)—turned away in feeling or affection  
**confrontation** (kon-fruhn-tey-shuhn)—an open conflict between people of opposing ideas  
**resentments** (ri-zent-muhntz)—feelings of anger from being wronged or insulted  
**morose** (muh-rohs)—gloomy or sullen  
**badgered** (baj-erd)—annoyed again and again; pestered  
**harassing** (huh-ras-ing)—tormenting or abusing  
**stalking** (staw-king)—pursuing obsessively and to the point of harassment  
**reconciliation** (rek-uhn-sil-ee-ey-shuhn)—the act of becoming friends again after a fight  
**indicted** (in-dahyt-ed)—formally charged with a crime  
**lynch** (linch)—to put to death by mob action without legal authority  
**corruption** (kub-ruh-p-shuhn)—dishonest or immoral behavior  
**bribery** (brahy-buh-ree)—the act of influencing or trying to influence with money  
**depressed** (dih-prest)—sad or discouraged  
**accusation** (ak-yoo-zey-shuhn)—a charge of having done something wrong, such as a crime  
**scornfully** (skawrn-fuhl-ly)—in a contemptuous or disdainful manner  
**predator** (pred-uh-ter)—a person who purposefully tries to hurt another person  
**disloyal** (dis-loi-uhl)—showing a lack of allegiance, devotion, obligation, faith, or support  
**sacrificed** (sak-ruh-fahysd)—gave something up in order to help another person or situation  
**ballistic** (buh-lis-tik)—extremely and usually suddenly excited, upset, or angry  
**devotion** (dih-voh-shuhn)—sincere attachment to a cause or person  
**enormity** (ih-nawr-mi-tee)—great in size, influence, scope, or extent  
**hostile** (hos-tl)—showing open resistance or opposition; unfriendly  
**tirade** (tahy-reyd)—a long, angry speech or outburst  
**lamenting** (luh-ment-ing)—feeling or expressing sorrow  
**rueful** (roo-fuhl)—feeling or showing pity, sympathy, or regret  
**conspiracy** (kuhn-spir-uh-see)—a secret evil or harmful plan made by two or more people  
**contrite** (kuhn-traht)—filled with a sense of guilt with a desire to be forgiven  
**oppressive** (uh-pres-iv)—unjustly harsh or overbearing

**VOCABULARY | Word Choice**

**DIRECTIONS:** Read the following sentences from *The Unforgiven*. Circle the vocabulary word from the choices that best finishes each sentence. Then write the word on the line in the sentence.

1. "This may be the worst case of political \_\_\_\_\_ in the city's history."  
A. enormity                      C. corruption  
B. bitterness                      D. devotion
2. "He's been telling the boys to make this \_\_\_\_\_ work tonight."  
A. tirade                      C. indicted  
B. reconciliation                      D. ballistic
3. It was a \_\_\_\_\_, wry laugh.  
A. rueful                      C. accusation  
B. estranged                      D. scornfully
4. Ernesto had not expected such a \_\_\_\_\_ reception.  
A. sacrificed                      C. confrontation  
B. hostile                      D. depressed
5. He had begun to understand the \_\_\_\_\_ of what he'd almost done.  
A. inexcusable                      C. harassing  
B. badgered                      D. enormity
6. When that didn't happen, his anger hardened into \_\_\_\_\_ and hatred."  
A. devotion                      C. bitterness  
B. contrite                      D. oppressive
7. "I'm telling you, Clay, there's nothing sharper than the knives your own family sticks in your back when they're \_\_\_\_\_."  
A. disloyal                      C. morose  
B. estranged                      D. lamenting
8. To him, the secret visits would be a betrayal of his \_\_\_\_\_.  
A. tirade                      C. sacrificed  
B. accusation                      D. authority