Long Way Down

NOVEL STUDY

NOVEL UNIT CONTENTS

- 8 Comprehension & Analysis Chapter Questions Assignments
  - 11-20 Questions Per Assignment
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  - Literary Elements Notes & Graphic Organizers to Scaffold Learning
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- 8 Novel Quizzes – Comprehension & Analysis
- Final Novel Assessment – A & B Differentiated Format
- Essay Choice Board
- 4 Nonfiction Activity Sets: Revenge, Social Norms, Gun Violence & Forgiveness
  - 3 Anticipation Guides, 4 Informational, Engaging Activities, Final Project
- 3 Vocabulary Sets – Each Includes Crossword Puzzle, Practice Assignment, Quiz
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- Digital Links for Google Drive™ – Slides™ & Forms™
- Editable Resources to Accommodate Classroom Context
- Answer Keys for Applicable Activities!

NOVEL QUESTIONS

Don't Nobody – Another Thing About the Rules (1-35)

1. How does the narrator think readers will react to his story? Why do you think he believes readers will have this attitude? Support with textual evidence.

_____

_____

_____

_____

2. Who is the narrator? What name does he want readers to call him? Why do you think he wants the reader to call him by this name? Support with evidence from the text.

_____

_____

_____

_____

3. How does Will's brother, Shawn, die? Explain and support with textual evidence.

_____

_____

_____

_____

4. What metaphor does Will use to express how he feels about his brother's death? How does the metaphor reveal Will's feelings? Provide textual evidence.

_____

_____

_____

_____

5. Will explains, "But I guess / not surprising, / which I guess is / even stranger, / and even sadder." (8) What does Will mean by this comment? What questions does his comment raise for you? Explain and support with details.

_____

_____

_____

_____

➤ 8 Assignments – 11-20 Questions Each

➤ Blend of Analysis & Comprehension Questions

➤ Prompts Require Textual Evidence

➤ Common Core-Aligned Material

NOVEL QUESTIONS

6. When does the poem "The Day Before Yesterday" take place? Why might the author include this poem? Support with textual evidence.

_____
_____
_____
_____
_____

7. Analyze Will's flashback to the shooting that kills his brother. What does it reveal about Will, the conflicts he and others face, and his attitude towards these conflicts? Support with evidence from the text.

_____
_____
_____
_____
_____

8. Examine the structure of "I've Never Been." How is it different from the other poems? How does the structure reflect the topic of the poem and the emotions expressed in it? Explain and support with textual evidence.

_____
_____
_____
_____
_____

9. According to Will, what are the three things that happen when a person is killed in his neighborhood? What does Will want readers to know about #3 (in case they don't know)? Why might this information be important?

_____
_____
_____
_____
_____

10. How is the moon a source of hope for Will? What do you think Will means when he claims the moon is lucky it is not down here with him? Explain and support with details.

_____
_____
_____
_____
_____

➢ Critical Connections Section – Springboard for Discussion

➢ Accommodate for ALL Learners

➢ Great for Small Group or Rotation Models

➢ Rigorous Materials

NOVEL QUESTIONS

CRITICAL CONNECTIONS

Directions: Based on this reading, identify three references, descriptions, or statements that make you curious. What questions do what you identified raise for you? What else would you like to learn about these topics?

Textual Evidence	Questions

📋 Long Way Down Reading Quest   🎨 ↩ ➤ ⋮   LIT

Questions   Responses   Settings   Total points:

Long Way Down Reading Questions 1 – Don't Nobody – Another Thing About the Rules

Answer the questions below.

Email *

Valid email

This form is collecting emails. Change settings

➤ Editable to Allow Modification to Suit Classroom Needs

➤ Use for Differentiation

➤ Google Forms™ Links

➤ Answer Keys

DISCUSSION QUESTIONS

Long Way Down 🅛

Name:

Directions: After reading 7: There's a Strange Thing – Buck Finally Let Go (73-106) of *Long Way Down*, consider the discussion prompt or question in the box below. Then, take a stance on the prompt and justify your answer with evidence from the text.

Do you think Buck is encouraging Will to follow the rules or break them? Why?

FOLLOW RULES	BREAK RULES

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➢ 1 Question per Reading – 8

➢ 8 Whole Novel Discussion Questions

➢ 2 Formats – Graphic Organizers & Task Cards

➢ Flexible for Any Classroom Model

ELEVATOR TRIP ACTIVITY

Long Way Down | **Elevator Trip Activity Tasks**

Name:

8

Close Reading Analysis Tasks : Draw the characters as they are described in the text (Will). Complete the analysis described below in the corresponding box. Label tasks as they are listed.

1. Characterize Will.
2. What plan does he intend to carry out?
3. What motivates Will to carry out this plan?

Draw Will and Shawn's room in the middle, shaded box.
1. Describe the setting.
2. What is the one significant detail about Shawn's side?
3. What mood does the room create for Will?

1. Briefly describe Will's memory of his relationship with Shawn.
2. Describe the bond Will and Shawn shared.
3. How does the memory help explain Will's feelings *now*?

1. What is the point of view? Who is the narrator?
2. Which do you think *best* describes Will's perspective: honest, reliable, or trustworthy? Pick one and explain why you would describe his perspective this way.

1. Identify 2 symbols mentioned in the first part of the novel. Draw each symbol.
2. Next to each image of the symbol, explain the symbol's deeper meaning.

1. Explain the main conflict Will faces.
2. Describe how the conflict affects Will.
3. Explain how Will plans to overcome this conflict *and* what force drives him to take this action.

➤ 8 Close Reading Assignments – 1 Per Reading

➤ Creative Activity - Mirrors the Elevator Levels

➤ Literary Skills-Based & Editable Tasks

ELEVATOR TRIP ACTIVITY

8 Will and Shawn's Room : **8th FLOOR**

➤ Rigorous & Unique Tasks to Keep Students Engaged

➤ Text-Based Questions & Analysis

➤ Accommodate for ALL Learners

WHOLE NOVEL ANALYSIS

Long Way Down Ⓛ

Novel Analysis 4: Elevator Music Soundtrack

Name:

Directions: For this activity, you will create a mini-soundtrack for *Long Way Down*. Your goal is to match music with the tone of the story as Will travels down the elevator. For instance, if a story starts with characters entering a haunted house, what kind of music do you think would be best to pair with the action? As you reexamine the text, select 8 songs or excerpts of songs (1 for each floor) that match the tone of the section. Complete the steps below to compile your very own story soundtrack.

1. Select a song that matches the tone for each section (approximately).
2. Write an excerpt of the lyrics and identify the tone of the selection.
3. Explain how the tone of the song connects with the tone of the story.

8th Floor

Song Selection:	Artist:
Write the lyrics of the song below:	What is the tone of the music? How do you know?

How does the tone of the song connect with the tone of the story? Support with evidence.

➢ 8 Whole Novel Analysis Activities

➢ Thorough Examination of the Text

➢ Google Slides™ Links

➢ Great for Rotation Model & Centers

WHOLE NOVEL ANALYSIS

Long Way Down L

In *Long Way Down*, the author clearly emphasizes the impact of The Rules. These rules touch upon all aspects of the story and the characters' lives, causing a ripple-like effect that draws links across the past, present, and future. The Rules not only dictate life in Will's community but also are used to address grief and violence. They are significant, and for this activity, you will analyze how The Rules influence literary elements of the text. Complete the graphic organizer and complete the activity that follows.

Characters

Explain how The Rules shape the characters and their actions.

Setting

Explain how The Rules influence the setting.

The Rules

1.

2.

3.

Conflicts

Explain how The Rules influence or drive the conflicts in the novel.

Point of View

Explain how The Rules influence the way characters view their situation.

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➤ Use to Differentiate for Students' Needs

➤ Focus Standards: Figurative Language, Theme, Character, Symbolism, Flashback, Setting & Author's Craft

ASSESSMENTS

Long Way Down Ⓛ

Novel Comprehension & Analysis Quiz 1

Name:

Don't Nobody – Another Thing About the Rules (1-35)

SECTION I: Mark true statements with a T, and false statements with an F

_____ - The three things that happen when a person is killed include: screaming, sirens, and questions.

_____ - Will compares his sadness to getting a tooth ripped out of his mouth.

_____ - According to Will, Shawn died because of a stray bullet intended for someone else.

SECTION II: Fill-in-the-blank

1. Shawn was killed on his way home from getting special soap for his mother's _____.

2. According to Will, The Rules are: No crying, no snitching, and _____.

3. Will always feels better when he can see the _____ at night, but it was off the night Shawn died.

SECTION III: Multiple-choice

1. _____ What does the following quote reveal about Will's community's perspective towards law enforcement? **"You can always tell a newbie. / They always ask questions / like they really expect answers."**
   a. Highlights how quickly violence occurs
   b. Reveals a fear of trying to help others
   c. Shows a deep and longstanding mistrust of law enforcement to help
   d. Demonstrates the struggle of new police officers trying to solve crimes

2. _____ Which of the following best describes Will's attitude towards his brother's death?
   a. Frustrated and seething
   b. Despairing and accepting
   c. Somber and confused
   d. Puzzled and irate

3. _____ How is the following figurative language effective? **"The tape / framed [the murder scene] like it was art. And the next / day, kids would play mummy with it."**
   a. Demonstrates how Will tries to see the best in any situation
   b. Shows how the young kids enjoy playing outside
   c. Helps reinforce the idea that Shawn's death is tragic
   d. Emphasizes how violence is a common occurrence in Will's community

SECTION IV: Short answer response

1. Describe the setting of the novel so far. What aspect of the setting affects the characters the most? Support your answer with details from the text.

_____

_____

_____

_____

_____

➢ 8 Novel Quizzes – 1 Per Reading

➢ Depth of Knowledge Questions

➢ Use for Assessment or Practice

➢ Essay Choice Board – 4 Prompts

ASSESSMENTS

Long Way Down NOVEL QUIZ

Long Way Down Quiz 1

lauren@lit-lessons.com Switch account

* Required

Long Way Down Quiz 1 - Multiple Choice

Select the correct answer for each question.

What does the following quote reveal about Will's community's perspective * 3 points
towards law enforcement? **"You can always tell a newbie. / They always
ask questions / like they really expect answers."**

○ Highlights how quickly violence occurs

○ Reveals a fear of trying to help others

➢ Answer Keys for Quizzes and Tests

➢ Google Forms™ for Easy Grading

➢ Common Core-Aligned Materials

➢ Check for Understanding

ASSESSMENTS

64. THE YELLOW LIGHT

that lined the hallway
buzzed like the lightning
bugs me and Shawn
used to catch when
we were kids.

We scooped them
into washed-out mayo
jars four or five
at a time.

Shawn would twist
the lid tight, and the
two of us would sit
on a bench and watch

them fly around,
bumping into each other,
trapped, until
one by one
their lights went out.

65. AT THE ELEVATOR

Back already sore.
Uncomfortable.
Gun strapped
like a brick
rubbing my skin
raw with each step.

Seemed like time
stood still as I
reached out and
pushed the button.

White light
surrounded the
black arrow.

DOWN
DOWN
DOWN DOWN DOWN
DOWN DOWN
DOWN

1. _____ Part One: Which of the following best summarizes the flashback Will has?
   a. Will recalls the last time he rode the elevator with Shawn.
   b. Will thinks about how Shawn hid the gun in the middle drawer of his dresser.
   c. Will remembers how he and Shawn caught fireflies and watched them die.
   d. Will recalls how he used to release fireflies after they caught them.

2. _____ Part Two: Which detail best supports your answer to Part One? (Choose **one** answer)
   a. Gun strapped / like a brick / rubbing my skin / raw with each step
   b. buzzed like the lightning / bugs me and Shawn / used to catch when / we were kids.
   c. Seemed like time / stood still as I / reached out and / pushed the button.
   d. We scooped them / into washed-out mayo / jars four or five / at a time.

3. _____ What might be the significance of the structure of the last stanza in "AT THE ELEVATOR"?
   a. The last stanza possibly reflects Will's decision to leave the apartment building.
   b. The last stanza possibly reflects Will's feelings of leaving his mother.
   c. The last stanza possibly reflects the elevator ride he takes with the ghosts.
   d. The last stanza possibly reflects the start of Will's transformation as he leaves to carry out his plan.

4. _____ Which of the following best describes the setting of the poems?
   a. 8th floor of Will's apartment building, in the hallway near the elevator
   b. In the elevator of Will's apartment building
   c. In Will and Shawn's bedroom in their family's apartment
   d. 7th floor of Will's apartment building, in the elevator

5. _____ What does Will's thought, "**Gun strapped / like a brick / rubbing my skin / raw with each step**" most reveal about him?
   a. The metaphor reveals how the gun makes Will uncomfortable and weighs heavy on his conscious.
   b. The metaphor shows how the gun is shaped like a brick and is hard to hide behind his back.
   c. The simile shows how the gun is shaped like a brick and is hard to hide behind his back.
   d. The simile reveals how the gun makes Will uncomfortable and weighs heavy on his conscious.

➤ Final Literary Test - Differentiated

➤ A & B Format – Accommodate ALL Learners

➤ Flexible Implementation

➤ Critical Thinking Prompts

VOCABULARY

Long Way Down Ⓛ

Part I

Directions: Read the following sentences. Put a checkmark (✓) on the blank when the vocabulary word is used correctly. Put an x (X) on the blank when the vocabulary word is used incorrectly.

_____ - The country observed a period of <u>mourning</u> after the death of their beloved leader.

_____ - The <u>lopsided</u> swing set did not look entirely safe. As a result, the kids decided to play on another structure.

_____ - When she received a large packet from her dream college, she was <u>pitiful</u> that she accepted.

_____ - Although the chance meeting was <u>tactic</u>, the two business owners used it as an opportunity to collaborate.

_____ - After <u>wrenching</u> the door open a foot, the trapped homeowners were able to escape the fire.

Part II

Directions: For the following vocabulary words, circle all correct synonyms or antonyms for the word.

Mourning – SYNONYMS	Revenge – SYNONYMS
Celebrating Wondering Helping Grieving Achieving Sorrow Annoying Crying	Assist Payback Forgive Understand Vengeance Pardon Get back at Contemplate
Panic – ANTONYMS	**Pitiful – ANTONYMS**
Alarm Anxiety Calm Vulnerable Fidgeting Quiet Apprehension Fear	Hopeful Pathetic Deepen Crying Sympathy Heartbreaking Sad Joyful

Part III

Directions: Create a sentence using the following vocabulary words. Be sure to include context to show the meaning.

1. **Panic** – _____
_____

2. **Muffle** – _____
_____

3. **Revenge** – _____
_____

➤ 3 Vocabulary Lists - Word Location

➤ Google Forms for Easy Grading

➤ 3 Vocabulary Practice Assignments

➤ Multi-Model & Engaging

VOCABULARY

Long Way Down

Vocabulary Check 1

Name: _____

SECTION I: Match the correct definition, synonym, or antonym with the correct word

1. _____ **Lopsided**	**a.** Definition: Make (a sound) quieter or less distinct
2. _____ **Mourning**	**b.** Synonym: Uneven or unbalanced
3. _____ **Muffle**	**c.** Antonym: Straightening
4. _____ **Panic**	**d.** Definition: Sudden uncontrollable fear or anxiety
5. _____ **Wrenching**	**e.** Synonym: Grieving or sorrow

Long Way Down

Questions   Responses   Settings   Total points: 10

Long Way Down
VOCABULARY CHECK
7 8

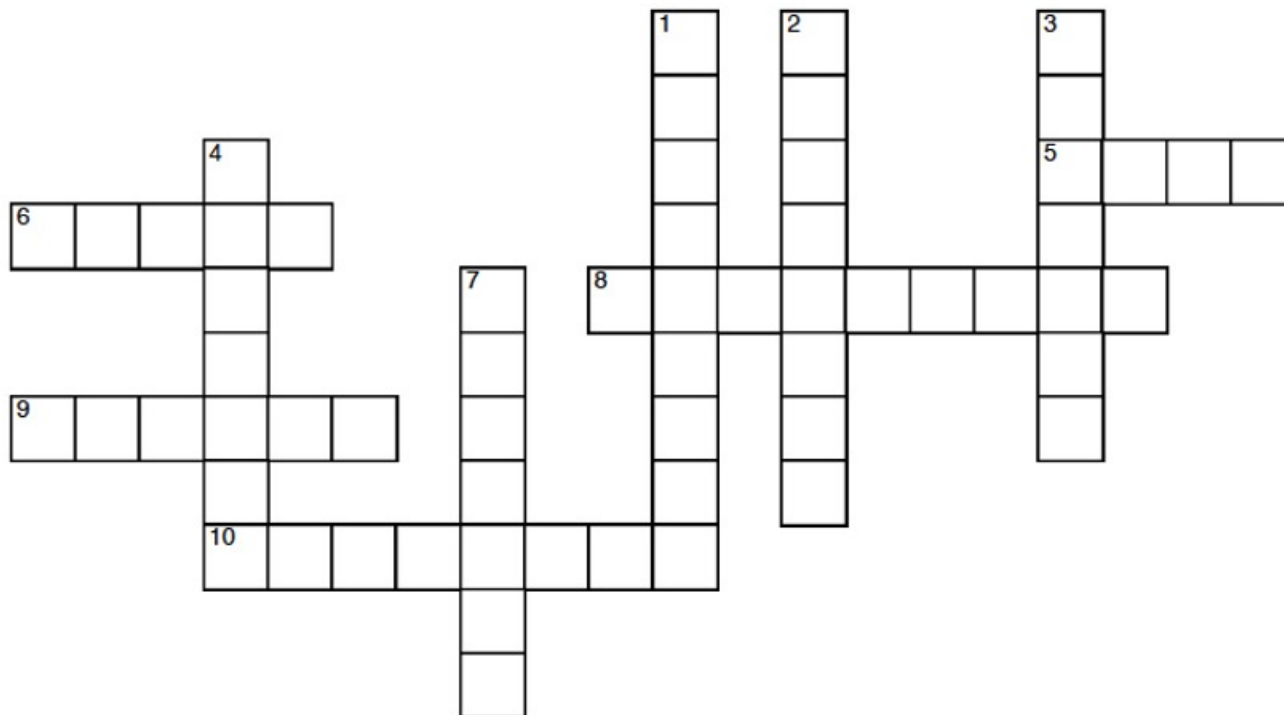Section 1 of 2

Long Way Down Vocabulary

➢ Use Synonyms, Antonyms, Definitions

➢ Determine Correct Usage in Context

➢ Create Sentences

➢ 3 Vocabulary Quizzes – Check for Understanding

VOCABULARY

Long Way Down

Directions: Match the definition, synonym, antonym, or sentence with the correct word.

ACROSS

5   A thing that serves to cover, conceal, or disguise
6   He was in a _____ when he realized he sent the wrong resume in his job application.
8   Pull or twist (someone or something) suddenly and violently
9   The students tried to _____ their laughter after the presenter slipped and fell on the stage.
10 The _____ table rocked and creaked every time I tried to type on my computer.

DOWN

1   Synonym: Acquire
2   Antonym: Celebrating or cheering
3   The action of inflicting hurt or harm on someone for an injury or wrong suffered at their hands
4   Antonym: Hopeful or joyful
7   Synonym: Strategy or scheme

WORD BANK: INHERITED, LOPSIDED, MOURNING, MUFFLE, PANIC, PITIFUL, REVENGE, TACTICS, VEIL, WRENCHING

- ➢ 3 Crossword Puzzles

- ➢ Use for Centers or Rotation Model

- ➢ Graphic Organizers & Activity

- ➢ Answer Key & Google Slides™ & Forms™ Links

TEXTS & ACTIVITIES

Nonfiction Activity Set 1: Revenge

- Anticipation Guide: The Line Between Justice & Revenge

- Informational Text: The Psychology of Revenge

- Justice or Revenge – Defining Scenarios

- The Nature of Revenge – Scientific Experiments

- Beyond the Elevator – Making Connections Across Texts

Nonfiction Activity Set 2: Social Norms

- Anticipation Guide: The Rules That Rule

- Informational Text: The Unwritten Rules

- Breaking the Rules – Impractical Jokers

- Rules of School – Our Social Norms

- Beyond the Elevator – Making Connections Across Texts

Nonfiction Activity Set 3: Gun Violence

- Anticipation Guide: The Cycle of Gun Violence

- Informational Text: The Toll of Gun Violence

- Gun Violence in America – Data Analysis

- Inquiry-Based Learning – Research Activity

- Beyond the Elevator – Making Connections Across Texts

Nonfiction Activity Set 4: Forgiveness

- Informational Text: The Power of Forgiveness

- Final Project: Payback or Let Pass?

INFORMATIONAL TEXTS

The Psychology of Revenge

Stop & Jot

In the space below, jot down details from the first page that stick out to you for each category.

New Learning

Surprising Detail

Personal Connection

Revenge is a timeless theme in literature. From Ancient Greek tragedies to Shakespeare's play *Hamlet* to Hollywood blockbuster movies like *Gone Girl*, revenge is a common theme that draws the interest of authors and readers alike. It does for a reason, and the psychology[1] of revenge also even fascinates modern scientists. They have been studying why people seek revenge, the effects of exacting[2] it, and how it influences social groups. Perhaps this is why revenge is such a common theme; we often think about it in our own lives, and it likely shapes how we deal with certain people or situations. We even may wonder whether the age-old adage[3] "revenge is sweet" is, in fact, true. Literature and science both have something to say about it.

What Is Revenge?

Oftentimes, revenge and punishment are terms used interchangeably. However, the two concepts are distinctly different. The **act of revenge** is a response to a perceived wrong. For instance, if a scientist steals an idea for an invention from a coworker and takes all the credit, the wronged party may want to "get even" and make the unethical[4] colleague suffer. **Punishment** on the other hand is exacted for the purpose of changing a less-than-desirable behavior. For example, throwing food in the cafeteria may result in detention, and the punishment is designed to ensure the individual does not throw food again. As you can see, revenge plays a distinct role in a person's response to a perceived wrong. It is a way to make another person suffer for the wrong they exacted on another. A lesson may be learned in the process, but it's not the explicit[5] goal. Punishment, on the other hand, is not necessarily intended to cause suffering – though it may – so much as it is intended to teach a lesson.

- ➤ 4 Nonfiction Readings

- ➤ Educational Text Features

- ➤ Glossary of Key Vocabulary

- ➤ 2-3 Pages Per Reading

INFORMATIONAL TEXTS

Why Do People Seek Revenge?

Many factors influence a person's decision to seek revenge, including their personality, beliefs about revenge, and ability to regulate[6] emotions. In combination, these factors make revenge a complicated concept to understand because personal attitudes affect how or even whether it is carried out. For example, studies have found people that highly value power and reputation, have an inflated[7] confidence, and a sense of entitlement tend to seek revenge more often on those that wrong them. Also, individuals that view revenge as a cathartic[8] act – one with therapeutic or healing feelings associated with it – will tend to use revenge as a response to injustice. Finally, those that struggle to control anger and regulate emotions find that these feelings fuel the desire for revenge.

Did You Know?

→ When a person feels anger, the amygdala, or area of the brain that processes emotions and fear, is active.

→ When person suppresses a desire for revenge, the area where self-control processes occur is active.

→ The part of the brain responsible for reward-seeking behavior is active when plotting revenge

Certain attitudes, like those listed above, help us understand who is more likely to seek revenge. Other studies have uncovered what motivates people to seek revenge. What has been learned is that pain and reward can be linked in the brain through revenge. When a person experiences emotional pain through insults or rejection, the area of the brain associated with pain activates. However, this same area of the brain is also connected to the reward center. Therefore, when emotional pain activates the brain, the opportunity to exact revenge can mask that pain by triggering the reward center of the brain. As a result, revenge can feel rewarding or sweet in the moment. Still, studies have shown that the immediate reward response is fleeting. Those that use revenge often feel worse afterwards, continue to think about the perceived wrong even after the "vengeful" act, and do not feel a sense of closure. Labeled the "**revenge paradox**," these feelings demonstrate that the goals associated with revenge, such as "getting even," typically result in the opposite effects, such as remorse.[9]

➢ Appropriate Spacing to Allow for Annotation

➢ Common Core-Aligned

➢ Informational Texts and Science Standards

➢ Critical Thinking Opportunities

INFORMATIONAL TEXTS

The Psychology of Revenge

TEXT FEATURES

Directions: Fill out the following organizer, identifying the key features of the informational text.

Feature 1: Did You Know?

What is it? Name/describe the feature.

How does this feature contribute to your understanding of the whole article?

TERMS & VOCABULARY

Directions: Define the key terms below by using context clues from the text.

Act of revenge	
Punishment	
Revenge paradox	

MAIN IDEA & DETAILS

Directions: Fill out the graphic organizer below in order to determine the main idea of the text.

Title:

Key Detail 1:	Key Detail 2:	Key Detail 3:

Main Idea: What is the article mostly about?

➢ Comprehension & Analysis Questions

➢ Format A – Text Features, Main Idea

➢ Format B – Analysis Questions

➢ Depth of Knowledge Prompts

INFORMATIONAL TEXTS

Informational Text Analysis B
Name:

The Psychology of Revenge

1. Define revenge. What is it? How is it different from punishment? Why do you think this is an important distinction to make? Support with textual evidence.
_____
_____
_____
_____

2. According to the article, who is more likely to seek revenge? Why do people seek revenge? Explain at least two motivators and support with details.
_____
_____
_____
_____

3. The author includes the adage: "revenge is sweet." What does that mean in scientific terms? Is the saying true? Why or why not? Describe and support with details from the text.
_____
_____
_____
_____

4. What was the purpose of revenge in early societies? How has that purpose changed with modern society? Explain and support with evidence from the text.
_____
_____
_____
_____

5. Based on the article, what is the author's tone or attitude towards revenge? How does the author reveal this tone? How does it influence your feelings or ideas about revenge? Explain with evidence from the text.
_____
_____
_____
_____

6. Why might the author include the "Did You Know?" text feature? What does it reveal about the science of revenge? Support with details.
_____
_____
_____
_____

- ➤ 2 Formats to Allow for Differentiation

- ➤ Use for Centers or Rotation Model

- ➤ Pair with Novel – Cross-Text Connections

- ➤ Answer Key & Google Slides™ Links

ENGAGING ACTIVITIES

Is It Justice or Revenge?

Directions: There is a fine line between revenge and justice, and they are often conflated with one another. However, important distinctions exist. Let's examine these distinctions and then apply the concepts to scenarios, debating whether they are examples of revenge or examples of justice.

Key Differences

Revenge	Justice
Revenge is primarily _____. Revenge is a response to a perceived wrong, an effort to "get even" and inflict harm on the wrongdoer.	Justice is mostly _____. Justice seeks to right a wrong in an impartial, fair way. The morality of justice is based on societal standards for equity and even law.
Revenge is more _____. The purpose of taking revenge is to get even for personal reasons whether it feels just or not.	Justice is _____, _____, and based in law. Justice is impersonal because it is based in morality or correctness where a principle or law has been broken.
Revenge is an act of _____. An act of revenge is retaliation and makes the avenger a wrongdoer, even if some sort of *personal* justice is achieved.	Justice is an act of _____. Justice is based on fairness and law, and the wrongdoer receives "punishment" that is impartial and deserved.
Revenge tends to create a _____. Vengeful acts tend to cause more vengeful acts, creating an endless loop.	Justice tends to create _____. When justice is served, it offers an end to the conflict. If punishments are warranted, they are agreed upon and remain fair.
Revenge is more about _____. Vengeful acts are usually fueled by anger or shame, causing a person to act out aggressively in response.	Justice is about restoring _____. Justice aims to bring about equity by doling out punishment that is objective and fair.

- ➢ 9 Extension Activities

- ➢ Variety of Materials – Engage Different Learning Modalities

- ➢ Foster Critically Thinking & Real-World Connections

- ➢ Rigorous Questions

ENGAGING ACTIVITIES

Directions: Read each scenario carefully and consider whether it is an example of revenge or an example of justice. Then, choose whether you believe it is revenge or justice by circling the word. Then, explain your reasoning.

Scenario 1: While trying to park your car in the grocery store parking lot, you see another customer leave their cart in the empty spot you wanted to park in. Now, you can't park in the spot because of the cart. You decide to put the cart behind the patron's car, preventing them from driving away. You finally park your car.

REVENGE	JUSTICE

Explain why you agree or disagree believe the scenario is an example of revenge or justice:

Scenario 2: A thief steals your bike while you're at work. Surveillance footage reveals the thief's identity, so you go to their home, take your bike back and slash all four of their car tires.

REVENGE	JUSTICE

Explain why you agree or disagree believe the scenario is an example of revenge or justice:

➢ Allows for Differentiation

➢ Standards-Aligned – Informational Texts

➢ Pair Activities with Informational Texts & Novel

➢ Rich, In-Depth Exploration of Themes

ENGAGING ACTIVITIES

The Nature of Revenge

Directions: For this activity, you will watch two science experiments that aim to determine if moral instincts are an innate (natural) part of human nature. As you watch the experiments, complete the graphic organizers. Then, answer the questions that follow.

Watch each experiment at least two times to fully understand the purpose and results.

https://rmpbs.pbslearningmedia.org/resource/nvtvp-sci-humaninstincts/human-instincts-for-justice-and-revenge-the-violence-paradox/

Video 1: Are We Born with Moral Instincts?	
Who are the participants in the study? Describe the general age of the participants.	
Summarize the first puppet show skit. What happens?	What is the result of the show? What choice do the participants seemingly make?
Summarize the second puppet show skit. What happens?	What is the result of the show? What choice do the participants seemingly make?
What do the scientists claim the experiment reveals about matters of fairness, justice, and human nature? Do you agree with the scientists' findings about justice? Why or why not?	
Consider the concept of revenge. How does the experiment connect to revenge? Do you think it has more to do with revenge or justice? Why?	

➤ Foster Rich Discussion

➤ Examination of Science of Revenge, Social Norms & More

➤ Prompts Require Evidence-Based Responses

➤ Cross-Curricular Learning

THOUGHTFUL ANALYSIS

E **C** **S** *Beyond the Elevator*

Directions: You've engaged in thoughtful debate about revenge and justice and read "The Psychology of Revenge." Now, it's time to apply your new knowledge and insights about this essential theme back to the novel, *Long Way Down*.

E Consider the differences between revenge and justice. Now, apply your knowledge and insight of these concepts to Will's situation. Do you believe Will seeks revenge or seeks justice? Why?

C How does Will's community view revenge and justice? How do we see these views influence Will's perspective and action?

S Consider societal perspectives of revenge and its systems of justice. How might the way Will's community view revenge and justice be influenced by larger societal forces? How then does this influence shape Will's beliefs and actions?

- ➢ Encourage Critical Thinking

- ➢ Facilitate Meaningful Learning Experiences

- ➢ Google Slides™ Links for Google Drive™

- ➢ Make Connection Between Texts

~ BONUS RESOURCES ~

Day 2
Long Way Down Reading 1 | Justice or Revenge?

Essential Question(s)	
	• What outside forces influence Will's perspective and motivations? How does the setting of the novel create conflict for Will? • What is the difference between justice and revenge?

Essential Standard(s) Covered	
	• RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. • SL.8.1 – Engage in a collaborative discussion, building on each other's ideas • RI.8.3 – Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Lesson Overview

Bell Ringer	• Curious Questions – Write 2 or more questions you have about yesterday's class, lesson, readings, etc. What questions do you still have and want answered?
Vocabulary	• Complete vocabulary crossword puzzle 1
Reading	• Novel Reading 1: Don't Nobody – Another Thing About the Rules (pgs. 1-35) – reading can be aloud, in groups, or independently
Reading Analysis & Discussion	• Novel Questions 1 & Discussion Question: Reading 1
Nonfiction Connections	• Set 1: Is It Justice or Revenge? – Defining Scenarios

Option: Facilitate a discussion with students about the connection between the novel and nonfiction text / activities. How do they connect? How do they help you better understand the novel?

Resources Needed

• Novel: *Long Way Down*
• Vocabulary: Crossword Puzzle 1 (Vocabulary Resources)
• Reading Questions 1: Don't Nobody – Another Thing About the Rules (Novel Questions Resources)
• Discussion Question: Reading 1 (Novel Questions Resources)
• Nonfiction Activity Set 1: Is It Justice or Revenge? – Defining Scenarios (Nonfiction Connections Resources)
• Exit Ticket Form (Assessment Resources)

Homework

• Reread Novel Reading 1: Don't Nobody – Another Thing About the Rules (pgs. 1-35) *Optional*

Assessment

• Exit Ticket – What conflict does Will face? How does Will plan to solve his conflict?

➢ 4-WEEK Unit with Novel Study Implementation Suggestions

➢ Pacing Guide & 20 Instructional Lesson Plans

➢ Instructional PowerPoint

TERMS OF USE

- **Credits:** Thank you to the following graphic artists; their fonts and graphics were purchased and used for this product.

- Finally, thank *you* for your hard work and service to children. I know this product will help you in your efforts. Enjoy!