

CHRISTOPHER PAUL CURTIS

WINNER OF THE NEWBERY MEDAL & THE CORETTA SCOTT KING AWARD

BUD, Not BUDDY

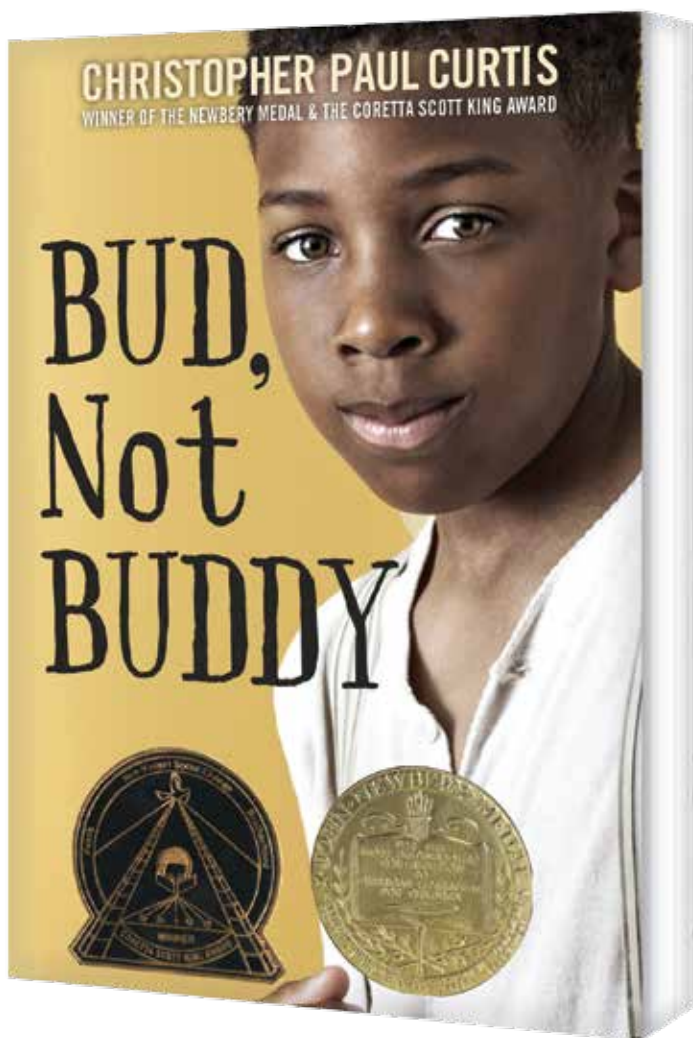



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Educator Guide

Includes Common Core State Standards Correlations



Grades 4–7 • 
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ABOUT THE BOOK

During the Great Depression, a 10-year-old homeless boy sets out in search of a man he believes to be his father.

Bud Caldwell's mother died when he was six years old, leaving him with nothing but a cardboard suitcase filled with memories and a possible hint of who his father may be. Now, 10 years old and on the run, Bud lives

among the homeless in Flint, Michigan, until he decides to walk to Grand Rapids in search of his father. Helped by a few kind people along the way, Bud eventually locates Herman E. Calloway, a famous musician who denies Bud's claim that he is his father. Finally, the contents of Bud's suitcase provide the clues necessary to prove that Calloway is indeed related to Bud, but not in the way that Bud expects.

AWARDS

The Newbery Medal


The Coretta Scott King Author Award

The IRA Children's Book Award

PRE-READING ACTIVITY

Ask students to research the causes of the Great Depression. How did it affect families of all socioeconomic levels? Tell them that Bud, the main character in the novel, is homeless and goes to a mission for a hot meal. Find out other types of organizations that helped people during the Great Depression. Then have students find out what organizations in

their city or town provide food and shelter for the homeless today. Create a brochure that describes these organizations and their services.

 **Correlates to Common Core Language Arts Standards—**
Writing: Text Types & Purposes W. 5-7.2; Production & Distribution of Writing W. 5-7.4; Research to Build & Present Knowledge W. 5-7.7.

VOCABULARY/USE OF LANGUAGE

Ask students to find unfamiliar words and try to define them from the context of the story. Such words may include: *urchins* (p. 12), *ingratitude* (p. 14), *vermin* (p. 15), *matrimonial*

(p. 56), *devoured* (p. 91), *ventriloquists* (p. 101), *sully* (p. 141), *embouchure* (p. 194), and *prodigy* (p. 196).

 **Correlates to Common Core Language Arts Standards—**
Language: Vocabulary Acquisition & Use L. 5-7.4.

QUESTIONS FOR DISCUSSION


FAMILY—Ask the class to discuss Bud's relationship with his mother. What are some of his special memories of her? Why did his mother never tell him about his grandfather? Why do you think Bud's mother left home? Changed her last name? If Bud's mother was so unhappy, why did she keep the flyers about her dad's band?

SURVIVAL—Bud has been without a family since age six. What type of survival skills does Bud learn at the Home? Make a list of "Bud Caldwell's Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself." How does Bud use these rules to survive difficult situations? Have the class discuss whether Bud will continue using these rules now that he has found a family.

HOPE—Ask the class to discuss how the flyers in Bud's suitcase give him hope. Bud's mother once told him, "When one door closes, don't worry, because another door opens." (p. 43)


How does this statement give Bud the hope he needs to continue his search for his father? Discuss the moments in the story when a door closes for Bud. At what point does the door open? Cite evidence in the novel that Herman Calloway had hope that his daughter might return.

RACISM—Engage the class in a discussion about the different types of racism. Bud encounters racism throughout his journey. Ask students to explain Mrs. Amos's statement: "I do not have time to put up with the foolishness of those members of our race who do not want to be uplifted." (p. 15) How does this statement indicate that Mrs. Amos feels superior to Bud and other members of her race? Why does she think that Bud does not want to be uplifted?

 **Correlates to Common Core Language Arts Standards—**
Reading: Key Ideas & Details RL. 5-7.1, 5-7.2, 5-7.3; Speaking & Listening: Comprehension & Collaboration SL. 5-7.1, 5-7.3; Presentation of Knowledge & Ideas SL. 5-7.4, 5-7.6.

CURRICULUM CONNECTIONS

LANGUAGE ARTS—Bud has special memories of his mother’s reading to him. He remembers the little lessons that he learned from the fables that she read. Have students select one of “Bud Caldwell’s Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself” and write a fable, using the rule as the lesson learned.

 **Correlates to Common Core Language Arts Standards—**
Writing: Text Types & Purposes W. 5-7.3; Production & Distribution of Writing W. 5-7.4, W. 5-7.5.

Explain to students that a *euphemism* is a word used to soften the meaning of a word that may suggest something unpleasant. For example, Bud says, “I don’t know why grown folks can’t say someone is dead, they think it’s a lot easier to say gone.” (p. 178) Ask students to brainstorm other euphemisms for dead.


 **Correlates to Common Core Language Arts Standards—**
Language: Vocabulary Acquisition & Use L. 5-7.4, 5-7.5

Ask students to explain the metaphor, “The idea that had started as a teeny-weeny seed in a suitcase was now a mighty maple.” (p. 146) What is the “seed”? The “mighty maple”? Ask students to find other examples of figurative language in the novel.

 **Correlates to Common Core Language Arts Standards—**
Language: Vocabulary Acquisition & Use L. 5-7.5.

SOCIAL STUDIES—John Dillinger, Pretty Boy Floyd, Baby Face Nelson, and J. Edgar Hoover are among the notorious figures mentioned in the book. Ask student to use sites on the Internet or books in the library to research these people and to find out when the FBI was formed. What is its primary purpose? Who is the head of the FBI today? What names are currently on the FBI’s most wanted list? How do their crimes compare to the “Most Wanted” criminals mentioned in the book? At one time, it was common


practice to display Most Wanted flyers in post offices. Have students create a Most Wanted flyer for one of the criminals that Curtis mentions. Include a picture from the Internet, a description of the crime, a reward for the capture, etc.

 **Correlates to Common Core Language Arts Standards—**
Writing: Text Types & Purposes 5-7.3; Production & Distribution of Writing W. 5-7.4, 5-7.6; Research to Build & Present Knowledge W. 5-7.7, 5-7.8.

Policemen inspect Lefty Lewis’s car because they are searching for labor organizers who are sneaking to Grand Rapids from Detroit. Ask students to use sites on the Internet or books in the library to find out about the history of labor unions and the existence of unions today. Then have the class debate the pros and cons of labor unions. Include graphics of poor working conditions and labor union strikes.

 **Correlates to Common Core Language Arts Standards—**
Speaking & Listening: Presentation of Knowledge and Ideas SL. 5-7.4, 5-7.5, 5-7.6.

SCIENCE—Lefty Lewis sends Herman Calloway a telegram telling him about Bud. Have students construct an illustrated time line that shows the development of communication from the invention of the telegraph to today’s new technologies.

 **Correlates to Common Core Language Arts Standards—**
History/Social Studies: Key Ideas & Details RH. 6-8.3; Integration of Knowledge & Ideas RH. 6-8.7.


ART—It is obvious at the end of the novel that Bud is being groomed as a band member. Design a flyer for Bud’s opening night with Calloway’s Band. Encourage students to give the band a new name in honor of Bud. Include a brief biography of Bud.

 **Correlates to Common Core Language Arts Standards—**
Writing: Text Types & Purposes W. 5-7.2.

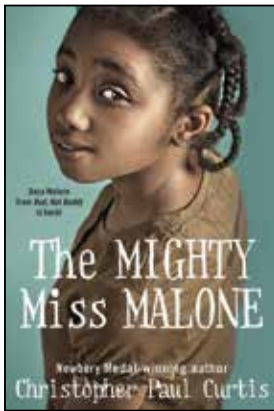
CURRICULUM CONNECTIONS CONTINUED

MUSIC—Entertainment played a major role during the Great Depression. One of Bud’s flyers describes Calloway’s Band as “Masters of the New Jazz.” Ask students to find out who the major jazz artists were during the Great Depression. Why was jazz so important during this time period? Note that the author’s grandfather was also a big band leader. Write

a one-page entry on one of these jazz artists for a book called *Jazz Artists of the Depression*. Encourage peer editing for clarity, spelling, and grammar.

 **Correlates to Common Core Language Arts Standards—** Writing: Text Types & Purposes W. 5-7.3; Production & Distribution of Writing W. 5-7.5; Research to Build & Present Knowledge W. 5-7.

POST-READING ACTIVITY CONNECTING WITH *THE MIGHTY MISS MALONE*



In *Bud, Not Buddy*, Bud’s mother once told him, “When one door closes, don’t worry, because another door opens.” (p. 43) In *The Mighty Miss Malone*, the Malone family lives by a motto, “We are on a journey to a place called Wonderful.” (p. 11) Discuss how these mottoes are those of hope. Ask students to discuss how Bud and the Malone family find hope at the end of their journeys. Compare and contrast the obstacles they face.

Bud is being groomed as a band member at the end of *Bud, Not Buddy*. Make Little Jimmie Jones the lead singer. Design a poster that features Bud and Jimmie.

Bud has been in search of family. Family is extremely important to the Malones. Stage a dialogue between Jimmie and Bud where they discuss family.

INTERNET RESOURCES

ALL ABOUT JAZZ

AllAboutJazz.com

This site provides information all about aspects of jazz, from its history to popular jazz artists today.

THE GREAT DEPRESSION

[PBS.org/wgbh/americanexperience/features/general-article/rails-added-obstacles](https://www.pbs.org/wgbh/americanexperience/features/general-article/rails-added-obstacles)

This site provides an article about added obstacles for African Americans.

ABOUT THE AUTHOR

Christopher Paul Curtis was born in Flint, Michigan, and spent 13 years after high school on the assembly line of Flint's historic Fisher Body Plant #1, and wrote during his breaks. He went to college part-time and graduated from the University of Michigan. His first novel, *The Watsons Go to Birmingham—1963* was both a Newbery Honor and a Coretta Scott King Author Honor book, and his second novel, *Bud, Not Buddy* received both the Newbery Medal and the Coretta Scott King Author Award. Curtis says that his writing has been greatly influenced by his family members. He makes his home in Detroit.

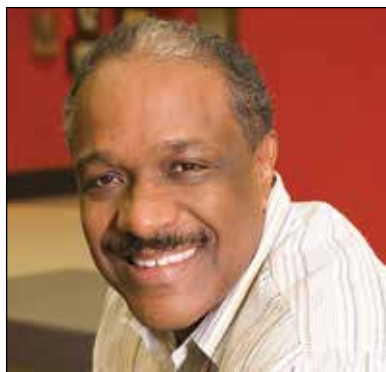


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