

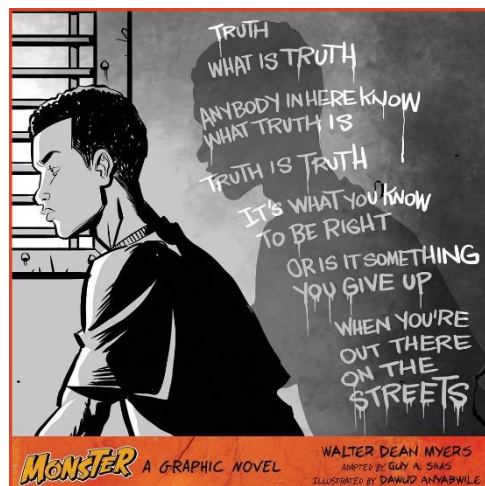
Teacher's Guide





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Guide

Green: answers

Orange: worksheet assignments

Blue: class assignments

Introduction:

Walter Dean Myer's *Monster* is a book that captivates the attention of young readers. It discusses issues such as racism, the American justice system, peer pressure, decision making and consequences, age discrimination, journal writing, the power of film, and nature v. nurture. This book is designed to get the readers thinking about many issues that plague America and teenagers. Some of the issues addressed or alluded to in the novel include: murder, sexual abuse, and the jail system in general.

Written as a screenplay, this book allows students to take a part in reading the novel. *Monster* is an effective novel in getting students to think critically about the issues discussed, predict what the outcome of the novel will be, and express their own feelings after the manner patterned for them in the novel.



Learning goals:

1. Introducing students to YAL books
2. Promoting reading as a source of learning and fun
3. Letting students think about justice and learn about justice systems
4. Letting students find out where they stand on it.
5. Introducing students to ethics



Monster teacher's guide

Student level:

Havo/vwo 3

Organisation:

One class of about 24 students

Activities are done in the class as a whole and individually

Materials: smart board (with internet and sound), white board (+ markers), worksheets 1 to 8 (1 p/st), handout 'Risk factors' and handout 'In the ghetto'.

Student materials: pen and paper

Mentimeter (question: "Words you think of when you think about a (US) court case")

Teaching materials provided:

Teacher's guide with answer key

Worksheets 1 to 8

Link <https://www.youtube.com/watch?v=XZiplVINs0g> (defense = 00.00 / prosecution = 01.40)

Link <https://youtu.be/2Ox1Tore9nw>





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Pre Reading

Lesson 1.

Introduction of the novel: Front cover: "What do you see?" (face, mug shot, book awards).
"What do you think it is about?" (a crime).
Back cover: "What and who is the book about?" (trial, jail, Steve).
Flip through pp 1-13: Lettering/font (scripted, televised).

"Have you ever seen a US court case on TV? What programme(s)?"

<https://www.youtube.com/watch?v=XZiplVINs0g> (defense = 00.00 / prosecution = 01.40)

Word web (Mentimeter): "Write down words that you associate with a (US) court case."

==> Class discussion on findings. Focus on procedures of a US court case.

Powerpoint & worksheet 1:

-Graphic Novel-

Main issue:

If you were Steve, how would you feel? Why?

Did he do it? '?'

Is he going to be found guilty? '?'

Characters: Steve, O'Brien or: persons on the slide

Words: prosecutor, trial, court, lawyer, life without parole, testimony etc.

Lettering: How many types of font are used and what do they represent?

Monster - Steve's voice over

Monster - Director's cue

Monster - Voice over

Monster – Credits

Discuss answers on worksheet 1 and issue worksheet 2.

Instruction:

"Bring the book, all worksheets and pen and paper with you to each lesson. Each lesson, we start by discussing the answers to the questions on the worksheets. After that, a new worksheet is issued to work on as homework (lessons 2, 3, 5, 6 and 8), or during 30 minutes class reading sessions (lessons 1, 4 and 7). There are only a few questions on it, most of which are always the same. After 8 lessons, we'll have read the whole book and done several class activities on it (lessons 3, 5 and 8).



While Reading

Lesson 2.

Recap & homework pp 13 - 43 [Setting the stage for the trial]

Did he do it? 'no'

Is he going to be found guilty? 'no'

Characters: (Nesbitt, Briggs, Delgado, Zinzi, Tony)

Words: (stenographer)

Discuss answers on worksheet 2 and issue worksheet 3.

Lesson 3.

Recap & homework pp 45 - 98 [The horror of jail]

Did he do it? 'maybe'

Is he going to be found guilty? 'maybe'

Characters: (Bolden, King, Peaches, Johnny, Jerry, Karyl, Williams, Freddy)

Words: ...

Discuss answers on worksheet 3.

In class assignment: Class discussion on why do people join gangs? (write on the board)
(if needed) hand out "risk factors" as a tick list
Why would Steve Harmon join a gang? ('faggot school', a stable home, he believes he's a good person, 'different from the other inmates').

(Hand out lyrics:) 'Listen to "In the ghetto"' <https://youtu.be/2Ox1Tore9nw>
(description of the harshness of life in the ghetto);

Issue worksheet 4 - Before you start reading the next section:

Think about why it is important that Steve 'looks human'. Why does this matter? (Jury sees only his neighbourhood)

4. Recap & read pp 99 - 126 [Testimonies, Steve's parents & his arrest]

Did he do it? 'maybe'

Is he going to be found guilty? 'maybe'

Characters: (Evans (=Bobo), Mr Harmon, Mrs Harmon, Giuliani)

Words: ...

Class reading time: max. 30 minutes.

Discuss answers on worksheet 4 and issue worksheet 5.



5. Recap & homework pp 127 - 159 [Jailtime looms: did he do it?] 'yes'
Is he going to be found guilty? 'yes'
Characters: (Forbes, dr. Moody, Henry)
Words: ...

Discuss answers on worksheet 5.

In class assignment: [Ethics discussion](#)

"Let's say he did it (scout the store): should he be convicted for felony murder?"

Arguments that help sway opinion in favour of him: It's the hood: you're with us, or against us
It's only going in and checking it out
He didn't kill the guy

Arguments that help sway opinion against him: He should know better
Fear's not an excuse: he made it this far
He's got a good home and life plans

Close the discussion by explaining that there is no right or wrong answer, only answers that you believe to be right or wrong: you are the one who has to look in the mirror every morning. (Do you like what you see?)

Issue worksheet 6.

6. Recap & homework pp 160 - 214 [Trial proceedings & Steve's losing heart]
Did he do it? 'YES'
Is he going to be found guilty? 'YES'
Characters: (Moore, Nipping)
Words: ...

Discuss answers on worksheet 6 and issue worksheet 7.

7. Recap & read pp 215 - 237 [Taking the stand & Mr Sawicki]
Did he do it? 'maybe'
Is he going to be found guilty? 'maybe'
Characters: (Sawicki, court clerk)
Words: ...

Class reading time: max. 30 minutes.

Discuss answers on worksheet 7 and issue the final worksheet.



Post Reading

Lesson 8.

Recap & homework pp 238 - 281

[Closing arguments]

Did he do it?

'maybe'

Did you expect this ending?

Words: ...

Discuss answers on worksheet 8.

In class assignment: A day later in life

Write a script (at least 200 words) OR write / draw a graphic novel (at least 8 pictures) about one day in Steve's life, five years after the trial. Start at getting up in the morning and end with going to bed. Include how he's doing, what he does, who he's with, whether he's happy or not.





Optional additions

1. Group explanatory presentation assignments:

1. What is the same in our justice system;
2. what differs from our justice system;
3. which courts are there;
4. courthouse staff and their tasks;
5. crime in US big cities: types and numbers;
6. what is a ghetto?

2. Quiz (Kahoot):

Choose the right description of:

chrome

prosecutor

life without parole

defence attorney

cot

death penalty

stenographer

court officer

juror

detention center

drugstore

to be down

holdup

juvenile

prison garb

reasonable doubt

to serve time

to come down hard

non-citizen

green card

complicity

witness testimony

to implicate

mess hall

inmate

3. Replay a trial, TV-style

4. Discussion in groups of four:

Do you think Steve's rightfully acquitted? Why?

Do you think the others were rightfully found guilty? Why?

What do you think of the sentences?

If you were the judge, how would you rule?

What's your opinion of the US justice system? Pros and cons?

What's your opinion of our justice system? Pros and cons?



Appendix

1. Risk Factors
2. Elvis Presley - In the Ghetto
3. Worksheets 1 to 8: English
4. Worksheets 1 to 8: Dutch





1.

Risk Factors:

A recent Advancement Project report identified six major risk factors that contribute to gang involvement in urban environments:

- Lack of jobs for youth
- Poverty compounded by social isolation
- Domestic violence
- Negative peer networks
- Lack of parental supervision
- Early academic failure and lack of school attachment

These risk factors increase the odds that a young person will join a gang, but is not a guarantee as we see members joining from suburbs and seemingly stable family environments. The reasons why young people join gangs can vary from simple to more complex.

A Sense of "Family" - Young people might feel that they don't receive enough support or attention at home. They may be trying to escape a negative home life, or may be looking for a father figure. Gangs often make promises to give unconditional support, and to become the "family" they never had.

Need for food or money - Gangs may present themselves as a means of survival to youth who lack basic essentials such as food, clothing and shelter. More and more, gang members use their affiliation to make a profit through illegal activities, such as selling drugs and auto theft.

Desire for protection - Communities with high gang activity often see young people join a gang just to survive. It is often easier to join the gang than to remain vulnerable and unprotected in their neighborhoods.

Peer Pressure - Kids and teens face constant pressure to fit in, and they may not have the support they need to avoid the pressures to join a gang. Peer pressure can come in the form of intimidation, coercion, a dare, harassment, friendly persuasion, or repetitious begging.

Family history or tradition - Families can have gang involvement spanning over multiple generations. This is one of the toughest forms of pressure to escape, as the gang lifestyle is deeply rooted in family traditions and values.

Excitement - Some young people get a rush out of defying authority, or committing crimes. They may be attracted to the gang lifestyle, as it lives outside the law and participates in many illicit behaviors.

To Appear Cool - Gangs have mastered the art of manipulation to attract potential recruits. They wear the latest fashion trends, throw the hottest parties, and drive the coolest cars. They can appear to have the 'perfect' lifestyle to a young kid who's looking to fit in somewhere. They offer an image of "cool" that has been glorified by the media and entertainment industry.



2.

Elvis Presley - In the Ghetto

As the snow flies
On a cold and gray Chicago mornin'
A poor little baby child is born
In the ghetto
And his mama cries
'Cause if there's one thing that she don't need
It's another hungry mouth to feed

In the ghetto
People, don't you understand
The child needs a helping hand
Or he'll grow to be an angry young man some day
Take a look at you and me
Are we too blind to see
Do we simply turn our heads
And look the other way
Well the world turns
And a hungry little boy with a runny nose
Plays in the street as the cold wind blows

In the ghetto
And his hunger burns
So he starts to roam the streets at night
And he learns how to steal
And he learns how to fight

In the ghetto
Then one night in desperation
A young man breaks away
He buys a gun, steals a car
Tries to run, but he don't get far
And his mama cries
As a crowd gathers 'round an angry young man
Face down on the street with a gun in his hand

In the ghetto
As her young man dies,
On a cold and gray Chicago mornin'
Another little baby child is born
In the ghetto



3.

Worksheets 1 to 8: English

Worksheet 1:

Monster

Name: _____

After having seen the graphic novel pages on the board and having flipped through pages 1 to 13 (up to O'Brien's answer, 'It probably depends on what you mean by "win."'), answer the questions.

1. If you were Steve, how would you feel? Why?

2. Did he do it? YES / MAYBE / NO

3. Is he going to be found guilty? YES / MAYBE / NO

4. Which characters appear?

5. How many types of lettering do you see? Write them down or describe them and write down what they represent.

6. Any questions / remarks / difficult words:



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Worksheet 2:

Monster

Name: _____

Read pages 13 to 43 and answer the questions.

1. In a few words / one sentence, how would you describe what this passage is about?

2. Did he do it? YES / MAYBE / NO

3. Is he going to be found guilty? YES / MAYBE / NO

4. Which new characters appear ?

5. Any questions / remarks / difficult words:



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Worksheet 3:

Monster

Name: _____

Read pages 45 to 89 and answer the questions.

1. In a few words / one sentence, how would you describe what this passage is about?

2. Did he do it? YES / MAYBE / NO

3. Is he going to be found guilty? YES / MAYBE / NO

4. Which new characters appear ?

5. Any questions / remarks / difficult words:



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Worksheet 4:

Monster

Name: _____

Read pages 99 to 126 and answer the questions.

1. In a few words / one sentence, how would you describe what this passage is about?

2. Did he do it? YES / MAYBE / NO

3. Is he going to be found guilty? YES / MAYBE / NO

4. Which new characters appear ?

5. Any questions / remarks / difficult words:



Worksheet 4:

Monster

Name: _____

Read pages 99 to 126 and answer the questions.

1. In a few words / one sentence, how would you describe what this passage is about?

2. Did he do it?

YES / MAYBE / NO

3. Is he going to be found guilty?

YES / MAYBE / NO

4. Which new characters appear ?

5. Any questions / remarks / difficult words:



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Worksheet 5:

Monster

Name: _____

Read pages 127 to 159 and answer the questions.

1. In a few words / one sentence, how would you describe what this passage is about?

2. Did he do it? YES / MAYBE / NO

3. Is he going to be found guilty? YES / MAYBE / NO

4. Which new characters appear ?

5. Any questions / remarks / difficult words:



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Worksheet 6:

Monster

Name: _____

Read pages 160 to 214 and answer the questions.

1. In a few words / one sentence, how would you describe what this passage is about?

2. Did he do it? YES / MAYBE / NO

3. Is he going to be found guilty? YES / MAYBE / NO

4. Which new characters appear ?

5. Any questions / remarks / difficult words:



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Worksheet 7:

Monster

Name: _____

Read pages 215 to 237 and answer the questions.

1. In a few words / one sentence, how would you describe what this passage is about?

2. Did he do it? YES / MAYBE / NO

3. Is he going to be found guilty? YES / MAYBE / NO

4. Which new characters appear ?

5. Any questions / remarks / difficult words:



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Worksheet 8:

Monster

Name: _____

Read pages 238 to 281 and answer the questions.

1. In a few words / one sentence, how would you describe what this passage is about?

2. Did he do it?

YES / MAYBE / NO

3. Did you expect this ending ?

4. Any questions / remarks / difficult words:



4.

Worksheets 1 to 8: Dutch

Worksheet 1:

Monster

Naam: _____

Je hebt het stukje stripverhaal gezien en bladzijden 1 t/m 13 (tot en met O'Brien's antwoord: 'It probably depends on what you mean by "win."') doorgebladerd.

Beantwoord nu de vragen.

1. Als jij Steve was, hoe zou jij je voelen? Waarom?

2. Heeft hij het gedaan?

JA / MISSCHIEN / NEE

3. Wordt hij schuldig bevonden?

JA / MISSCHIEN / NEE

4. Welke personages komen voor?

5. hoeveel lettertypes zie je? Schrijf ze op of beschrijf ze en geef aan waar ze voor staan.

6. Vragen / opmerkingen / moeilijke woorden:



Worksheet 2:

Monster

Naam: _____

Lees bladzijden 13 t/m 43 en beantwoord de vragen.

1. Beschrijf in een paar woorden / in een zin waarover deze passage gaat.

2. Heeft hij het gedaan? JA / MISSCHIEN / NEE

3. Wordt hij schuldig bevonden? JA / MISSCHIEN / NEE

4. Welke nieuwe personages komen voor?

5. Vragen / opmerkingen / moeilijke woorden:



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Worksheet 3:

Monster

Naam: _____

Lees bladzijden 45 t/m 89 en beantwoord de vragen.

1. Beschrijf in een paar woorden / in een zin waarover deze passage gaat.

2. Heeft hij het gedaan? JA / MISSCHIEN / NEE

3. Wordt hij schuldig bevonden? JA / MISSCHIEN / NEE

4. Welke nieuwe personages komen voor?

5. Vragen / opmerkingen / moeilijke woorden:



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Worksheet 4:

Monster

Naam: _____

Lees bladzijden 99 t/m 126 en beantwoord de vragen.

1. Beschrijf in een paar woorden / in een zin waarover deze passage gaat.

2. Heeft hij het gedaan? JA / MISSCHIEN / NEE

3. Wordt hij schuldig bevonden? JA / MISSCHIEN / NEE

4. Welke nieuwe personages komen voor?

5. Vragen / opmerkingen / moeilijke woorden:



Lees bladzijden 127 t/m 159 en beantwoord de vragen.

1. Beschrijf in een paar woorden / in een zin waarover deze passage gaat.

2. Heeft hij het gedaan? JA / MISSCHIEN / NEE

3. Wordt hij schuldig bevonden? JA / MISSCHIEN / NEE

4. Welke nieuwe personages komen voor?

5. Vragen / opmerkingen / moeilijke woorden:



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Worksheet 6:

Monster

Naam: _____

Lees bladzijden 160 t/m 214 en beantwoord de vragen.

1. Beschrijf in een paar woorden / in een zin waarover deze passage gaat.

2. Heeft hij het gedaan? JA / MISSCHIEN / NEE

3. Wordt hij schuldig bevonden? JA / MISSCHIEN / NEE

4. Welke nieuwe personages komen voor?

5. Vragen / opmerkingen / moeilijke woorden:



Lees bladzijden 215 t/m 237 en beantwoord de vragen.

1, Beschrijf in een paar woorden / in een zin waarover deze passage gaat.

2. Heeft hij het gedaan? JA / MISSCHIEN / NEE

3. Wordt hij schuldig bevonden? JA / MISSCHIEN / NEE

4. Welke nieuwe personages komen voor?

5. Vragen / opmerkingen / moeilijke woorden:



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Worksheet 8:

Monster

Naam: _____

Lees bladzijden 238 t/m 281 en beantwoord de vragen.

1. Beschrijf in een paar woorden / in een zin waarover deze passage gaat.

2. Heeft hij het gedaan?

JA / MISSCHIEN / NEE

3. Had je dit einde verwacht?

4. Vragen / opmerkingen / moeilijke woorden:
