



TeachersFirst **READING TREKS**

Bud, Not Buddy

[TeachersFirst Reading Treks Link](#)

Synopsis of Book

This is a historical fiction novel by Christopher Paul Curtis, set in Michigan during the Great Depression. Bud is an orphan living in Flint whose only clue to his father is a few pictures and rocks his mother left him. After being placed in an abusive foster family, Bud runs away to Grand Rapids in search of a band leader whom he thinks is his father. Many scary, but often hilarious adventures happen on Bud's quest. When he reluctantly is taken in by the band leader, secrets come to light that lead Bud finally to find his family.

Using a TeachersFirst Reading Trek to Explore This Book

TeachersFirst Reading Treks are a way of creating a virtual field trip of resources about a piece of literature or text. To motivate and enrich student reading, teachers and students can reference this visual collection of web resources and images as they relate to a book.

TeachersFirst has done the hard work for you! Use the activities in this Instructional Guide and the accompanying Google Map as you and your students explore this book. And, if you feel inspired, you (or your students) can create your own Reading Trek about this or another book!

Grade Level & Content Areas

Grades 3-7 English Language Arts, English, reading, literature, social studies, including history and geography. RL=5.0 Lexile = 950L DRA=50, Guided Reading=U

Common Core State Standards for MS/HS

Reading

- **Informational Text** (key ideas and details and craft and structure)
- **Literature** (key ideas and details and craft and structure)

Writing

- **Text Types and purposes**
- **Research** (to build and present knowledge)

ISTE: Student Standards

(1) Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

(3) Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

(6) Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Using the Reading Trek in Class

This title's place, time, and setting of the story are critical to the author's plot and theme and reflected in the Reading Trek.

1. In large or small groups, have students work through the layers of the Great Depression and Life in the 1930s to explore these periods of history.
 - a. As they visit the website, have students make comparisons of life in the 30s and now using a chart with categories of their choosing, e.g. clothing, architecture, transportation.
 - b. Ask students to discuss or write a response about what life was like for Bud in the 1930s.
2. In the Flint layer, have students explore the following:
 - a. Read and listen to the reminiscences of the Flint women.
 - b. Labor movement
 - c. Orphanages
3. Explore the article and primary sources under African-American Life and Racism.
 - a. How does Bud experience racism in Flint and Grand Rapids?
 - b. Contrast the life of the African-Americans in Flint to the other residents.
4. In the Grand Rapids layer:
 - a. Research and discuss the issues of immigration and racism in that time period.
 - b. Listen to some jazz and discuss the importance of music in the characters lives.
5. In the Life in the 1930s layer:
 - a. Research and discuss the issues of homelessness in that time period.
 - b. Discuss why entertainment was so important and how it compares to today.
6. Identify the important places in the story on the map and discuss geography and climate, and measure distances.
7. Author information and classroom resources.
 - a. Read about the author's life and family. Why did Christopher Paul Curtis choose this topic for his novel?

- b. Bud has his “Rules and Things” for life. Have students discuss how Bud came up with a particular rule using examples from the book. Then, have students write their own “rules” using examples from their own lives.
- c. Use information linked in the Reading Trek for questions, quotations, and writing prompts.

Additional Activities

1. Introduce the book to the whole class using an interactive whiteboard.
2. Have students research more about the book using the Reading Trek as a web quest.
3. Use the Reading Trek for stimulating discussion, asking questions, or writing prompts.
4. As an assignment, have individuals or small groups create Reading Treks of the book or a particular passage
5. Have students use historical facts in the book, such as events and people, to create a Reading Trek and then use the Reading Treks as resources for the class.
6. Other suggested material to explore would be information about the author, places in the story, characters, important events, and discussion questions.
7. Have students, individually or in small groups, create videos or slideshows about life in the Great Depression using the Reading Trek as a research resource.

Helpful Resources

- [Scholastic Resources and Lesson Plans](#)
- [Close Reading of Bud, Not Buddy](#)
- [Bud, Not Buddy LitLovers](#)
- [TeachersFirst CurriConnects Book List - Maps](#)
- [OK2Ask: Mapping Across Content Areas with Google](#)
- [Ok2Ask: Seeing is Believing: Make Literature Come Alive with Google Lit Trips](#)