



# TeachersFirst **READING TREKS**

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## The 57 Bus

[TeachersFirst Reading Treks Link](#)

### **Synopsis of Book**

Dashka Slater, news journalist for *Newsweek*, *Mother Jones*, and *The New York Magazine*, ties together the actual events of the two teens' lives whose only real connection was an Oakland transit bus. Sasha's story is that of an academically driven teen, attending a private school in Berkley, that identifies as agender-neither male or female in the binary spectrum. Richard's story is like that of many other teens in urban areas where poverty and crime, thrill-seeking and a lack of forethought, and peer pressure lead to disastrous consequences. The text offers first-hand accounts of so many involved on that fateful day of the fire and recuperation. The text is eye-opening and empathy enticing and will cause the reader to consider justice vs restoration through forgiveness.

### **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 using the My Maps feature of Google Maps. 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 Reading Trek 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**

Ages 13+. Grades 7-12 and Young Adult. Lexile Level: 930L. Guided Reading Level: Z+. ACR Level: MG+ . Language arts, English, reading, literature, social studies, and history.

### **Common Core State Standards for K-6 and MS/HS**

## Reading

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

## Writing

- **Text Types and Purposes** (claims and support)
- **Research** (to build and present knowledge)

## Speaking and Listening

- **Comprehension and Collaboration** (collaborative discussions)

## 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.

## National Curriculum Standards for Social Studies

- **Theme: CULTURE**
- **Theme: PEOPLE, PLACES, AND ENVIRONMENT**
- **Theme: INDIVIDUAL DEVELOPMENT AND IDENTITY**
- **Theme: POWER, AUTHORITY, AND GOVERNANCE**

## Using the Reading Trek in Class

This title has connections to culture, people, places, and environment; additionally, this text has history connections in the realm of time, continuity, and change.

1. Introduce the book to the whole class on an interactive whiteboard or a projector using the Reading Trek map, and highlighting the various layers.
2. Create a game using [Goose Chase edu](http://GooseChase.edu) ([TeachersFirst review](#)). Some premade games on the site game library include [Scavenger Hunts in the Classroom](#) (a great way to introduce this activity and book), [Constitution Review](#), [Government Review](#), and [Who are You? Who am I?](#)

3. Create a semantics activity using [Mentimeter](#) ([TeachersFirst review](#)) for students to learn more about themselves and their perspectives as they see anonymous responses of others to word association; this will bring to light some colloquial misunderstandings within groups.
4. Review content details using *The 57 Bus* flashcards at [Quizlet](#) ([TeachersFirst review](#)) or create new questions to use in class.
5. Challenge students to write an epilogue for one of the characters from the story.
6. Consider having students write a story/recount an incident about going from feeling “different” or “on the fringes” to that of accepted for the person that they are using [Write the World](#) ([TeachersFirst review](#)); this is a social sharing site between groups of students where the students around the globe review and comment on each other’s work. This is especially helpful in teaching tactful communication and empathy.
7. Have your students use the map and schedules from [ACTransit](#), calculate the distance traveled by Richard and Sasha on the fateful day of the fire.

## Additional Activities

1. Learn more about the judicial process playing [We the Jury](#) at [iCivics](#) ([TeachersFirst review](#)).
2. Use Macmillian’s [57 Bus Discussion Guide](#) as prompts for journaling.
3. Write poems about who you are or want to be using [Poem Generator](#) ([TeachersFirst review](#)) for a writing portfolio.
4. Watch the news and information clips from these links: [KPIX5](#), [Not in Our Town](#), [NBC4 Washington](#), [KPIX5 \(2\)](#), [KRON4](#), and [Youth Voices](#). Host a Restorative Justice Circle where students take on the personas of individuals named in the text as well as bystanders who did not get involved.
5. Forgiveness was an underlying theme in the text. Take on the role of a news journalist reporting a local or regional story on forgiveness using [ClassTools Headline Generator](#) ([TeachersFirst review](#)), complete with byline and image. Reading the *Mercury News* article, “[Burned Oakland Teen’s Mother Teaches about Forgiveness](#),” about Sasha’s mother may be helpful.
6. Write an epilogue for one of the characters in the story.

## Helpful Resources

- [Dashka Slater](#)
- [57 Bus Discussion Guide](#) by Macmillan Publishing Group
- [The 57 Bus Flashcards](#)
- [KPIX5](#) and [KPIX5 \(2\)](#)
- [Speak Truth to Power](#)
- [Not in Our Town](#)
- [NBC4 Washington](#)

- [KRON4](#)
- [Youth Voices](#)
- [Restorative Justice \(1\)](#), [Restorative Justice \(2\)](#), and [Restorative Justice \(3\)](#)
- [Debbie Crandle Visit](#)
- [Burned Oakland Teen's Mother Teaches Power of Forgiveness](#)
- [TeachersFirst CurriConnects Book List - Maps](#)
- [TeachersFirst Review of Google My Maps](#)
- [OK2Ask: Google MANIA - Google Maps: Make Learning a Journey with Reading Treks](#)