



Curriculum Guide
by Mike Peterson

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Preface

"Tommy and the Guttersnipe" is fiction, but it is based on the world of the poor and homeless in New York City in the late 19th Century, and, in particular, on the world of the poor newsboys. In eight chapters, we can only present a snapshot of this complex time, but we want teachers to have the information they need to teach the story effectively.

The best beginning is to list the major influences on this story. You'll see primary documents throughout this teaching guide, many of which come from these sources. For additional background, see the resource list. Meanwhile, let me introduce those without whom this story would not be possible:

Jacob Riis (1849-1914)

One of the first photojournalists, this Danish immigrant experienced poverty in New York city before turning his camera and writing talents into a journalistic crusade to tear down the slums and bring economic justice to the poorest of the poor. His book "How the Other Half Lives" opened the eyes of America's middleclass to the problems of the tenements, but he had already made many important improvements through his newspaper and magazine work, while his friendship with Theodore Roosevelt was an important influence in turning the future president into a crusader for the unfortunate.

Helen Campbell (1839-1918)

Helen Campbell was a pioneer in the field of home economics. She wrote children's books and a textbook, "The Easiest Way in House-Keeping and Cooking" before turning her investigative and writing skills on the problem of poor women. Her 1882 book, "The Problem of the Poor" was followed by "Prisoners of poverty: women wage-workers, their trades and their lives" and the book for which she is best known, "Darkness and Daylight, or, Lights and Shadows of New York Life."

Horatio Alger, Jr. (1832-1899)

When people speak of a "Horatio Alger story," they mean one in which a poor boy becomes a wealthy man, but that's too simple a way to see his work. Alger wrote some 135 boys' novels, starting in 1856, mostly about young boys who made a success of themselves through honesty, hard work and what was called "pluck" -- a combination of courage and initiative. Alger was not a gifted writer, but he was a very gifted story-teller, and his books were best-sellers that influenced generations of young men. This story is consciously, and affectionately, modeled on his work.

Mike Peterson
author

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Teacher's Guide Description

Suggestion: Have students clip each chapter of the reading serial and create a Big Book to help them review plot and character development.

All questions and writing prompts are intended for modification and adaptation to your classroom and ability levels. Let them be fun!

The graphic organizers can be used with multiple chapters.

Each chapter includes questions for literal and inferential meaning to guide discussion and measure comprehension.

“In your own words” section can serve as discussion topics, journal exercises or writing prompts.

Newspaper Activities are suggested to draw contemporary parallels and to help students develop critical analysis skills.

Quotes from primary documents provide background information and historical references and may also be jumping off points for independent research.

Resources for teachers include web sites to support teaching.

The standards checklist serves as a document to record the standards met throughout the unit.

And invite your students to join the discussion, chapter by chapter, at a blog for the story: <http://tommyandtheguttersnipe.blogspot.com> (Don't worry -- all comments are reviewed before being posted!)

TOMMY AND THE GUTTERSNIPE

NEWSPAPER BACKGROUND INFORMATION

Front page -- Typically the front page covers the most important news. The decision of what to put on Page One is made during meetings. The most important news is located above the fold in broadsheet newspapers (papers that are folded horizontally). The front page of a newspaper contains information such as the name of the paper, its year of origin, the date and often an index.

Classified Advertisements -- These ads are within the classified section and are listed by categories (classifications) such as homes for sales, automobiles, help wanted, lost and found, etc. They are brief and contain information such as telephone numbers, cost, salary, etc.

Editorial Page -- An editorial page usually contains an editorial and an editorial cartoon.

Editorial -- Editorials are written using fact and opinion. They represent the view of an editorial board rather than one person and provide commentary and opinion on issues, debates and events. Editorials appear on the editorial page, but, unlike columns, do not give the writer's name, because they represent the entire newspaper and not just one person.

Editorials have several functions:

- | | | | |
|-----|---------------------|-----|----------------------|
| (1) | To interpret | (3) | To praise or commend |
| (2) | To influence action | (4) | To entertain |

Editorials often use persuasive writing to convince others to adopt a view or belief. Persuasive writing often involves three basic steps. First, the opinion must be stated. Second, the opinion needs to be supported with convincing reasons and concrete evidence. Third, the body of the argument should end with a conclusion which can be a prediction, a summary, or a call to action.

Editorial/Political Cartoons -- Editorial cartoons are graphic illustrations that provide commentary on an issue through the use of elements such as symbols.

Good editorials:

- * Get to the point quickly
- * Reflect logic
- * Make the reader think
- * Use plain language
- * Use anecdotes, examples, statistics, and facts to support the argument

Web Site Resource

<http://www.cagle.com/teacher/>

This site offers lesson plans for using editorial and political cartoons as teaching tools.

TOMMY AND THE GUTTERSNIPE

NEWSPAPER BACKGROUND INFORMATION

Display/Retail Advertisements -- These are ads for goods and services. They are located throughout the newspaper except on the front page. These advertisements contain pertinent information such as telephone numbers, store hours, sale prices and location of the business or organization. Ads may contain graphic illustrations and/or photographs. They vary in size and shape.

Sports Section -- Usually the sports stories found in this section are written using descriptive language and often literary styles such as simile, metaphors, etc.

Opinion Columns -- Opinion columns are written by individuals and may not necessarily represent the views of the editorial board. The opinions expressed in the columns are those of the individual column writer.

Feature Writing -- Feature articles are written pieces that are not considered hard news. They may be timely if written as a review or highlighting an upcoming event or production but they are usually stories that do not contain "breaking news." Features stories are often human interest articles and sometimes are strictly informational and process oriented. For example, a story about decks may include a how-to section.

Headlines

A headline tells what the story is about. It uses big letters and just a few words so readers can decide quickly if they are interested in the story and want to read it.

Inverted Pyramid Writing Style

The inverted pyramid style of writing involves writing the most essential details and information at the top and less important details in later paragraphs. The questions answered are often referred to as the 5 W's and How -- what, who, when, where, why and how.

Obituaries:

An obituary is a notice placed by a funeral home to announce someone's death. Until recently, obituaries were considered news and, at most newspapers, subject to the same rules as any news stories. Each newspaper had its own style (rules) about things like what terms could be used, how many surviving relatives could be listed and whether or not hobbies and interests could be mentioned. Today, many papers consider obituaries a type of ad. Families pay to have obits in the paper, but, in return, they can make them much more personal than in the days when they were "news items."

Web Site Resource

http://www.education-world.com/a_lesson/02/lp258-04.shtml

This site offers lesson plans for teaching about and with newspapers. Also includes links to other teacher sites.

TOMMY AND THE GUTTERSNIPE

ADAPTED LITERATURE CIRCLE SUGGESTIONS

Although literature circles are built around student-selection of reading materials, teachers can use the principles and modify for use with one particular piece of literature. This reading serial lends itself to discussion and can adopt many of the strategies employed in literature circles.

For each chapter, have students discuss the text in small groups. Assign or allow students to designate a role to each member of the group:

Illustrator: Illustrate a significant scene or idea from the reading.

Vocabulary Master: Selects words in the text that are interesting, unfamiliar, or unusual. This person uses the dictionary to define.

Connector: Finds connections between the reading material and something outside of the text, such as personal experience, a different work of literature, something in the news, or a topic from another discipline.

Literary Summarizer: Summarizes the events, main ideas and plot development of the chapter.

Discussion Recorder: Records questions from the group about the text. Records interesting passages or quotes from the text and comments from the group.

After small meeting groups have had a chance to meet, the information can be discussed as a whole group.

If you use this strategy, over time all students will have the opportunity to fulfill each of the roles. Eventually, the process becomes natural and the designation of roles is no longer necessary.

The role of the teacher is mostly of facilitator who monitors group progress and engagement in the task.

The use of literature circles is an effective strategy to help ESL students and reluctant readers.

Web Site Resource

http://www.cdli.ca/CITE/lang_lit_circles.htm

This site offers many links with lesson plans and literature circle activities.

Additional resources for this serial:

The History Project

University of California, Davis, houses this wonderful collection of historic photographs. A terrific way to bring Tommy's world to life, and they like it when students use the pictures in non-commercial projects.

<http://historyproject.ucdavis.edu/imageapp-us.php>

Jacob Riis resources:

This is a good overview of Jacob Riis, while the next site documents his groundbreaking work as a photojournalist.

<http://www.richmondhillhistory.org/jriis.html>

"Documenting How The Other Half Lives"

<http://xroads.virginia.edu/~MA01/Davis/photography/home/home.html>

Incidentally, while Riis's autobiography, "The Making of an American" is okay for young readers of some maturity, his documentaries, "How the Other Half Lives," "The Battle with the Slum" and others, are strongly steeped in the ethnic and racial stereotypes typical of the time. His views were absolutely well-intentioned and most adult readers will be able to appreciate his work (with the occasional gasp), but it's not something you'd want to have to explain to young readers. It was another era.

Disney's "Newsies"

"Newsies" is a 1992 Disney musical that may come to your attention during this unit of study. Set among the newsboys a few years after our story, it is bad history but popular with the young girls who like boy-groups and dancing. (Same choreographer as "Dirty Dancing.")

Be aware, however, that it does bring up some of the less savory aspects of the newsboys' lives that we decided to gloss over -- including tobacco use and hanging around tawdry vaudeville theaters. It is also a very inaccurate depiction of a brief strike in which the newsboys protested changes in their relationship with the newspapers -- it was not nearly this dramatic or prolonged, and the newspaper owners were not evil villains. On the other hand, if it's clear to the kids that this is not history, they might enjoy it as pure Disney entertainment.

<http://www.imdb.com/title/tt0104990/>

The story of the Newsboys' Strike of 1899

This is a more accurate accounting of the Newsboys Strike, which lasted a week and involved papers raising the price of a bundle from 50 cents to 60. After the strike, the price remained the same, but newspapers would buy back unsold papers -- a benefit Tommy and Jake did not enjoy two years earlier, when papers were only 50 cents a bundle but unsold papers represented lost money for the boys.

<http://www.peachtree-online.com/printer/newsboys.htm>

The Newsboys' Lodging House

The Newsboys Lodging House is referred to in all discussions of newsboys and homeless children of the era and is mentioned in our story as well. This is an amateur site about the home at 9 Duane Street, which would likely have been the lodging house Tommy and Baby Jake would be familiar with. (The first such home was on the fifth and sixth floors of the New York Sun's own building.)

<http://nineduane.queenitsy.com/index.html>

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Chapter One:

Up in smoke



Vocabulary

tenement
income
bootblack
sooty
tattered
ferry

Facts and Details: Literal Meaning

1. How old is Tommy?
2. What is his last name?
3. What is his nickname?
4. Where does he live?
5. What kind of transportation does he use to get home from school?

What's Going On?: Reading Comprehension

1. Why does Tommy say he is dropping out of school?
2. What are some ways you can tell this story is set in the past?
3. What are some reasons Tommy's mother doesn't like the neighborhood?
4. What are some ways you can tell Tommy's family is poor?
5. Why is this chapter title "Up In Smoke" appropriate?

In your own words...

Does Tommy want to drop out of school because he doesn't value his education? Write about Tommy's decision and about a sacrifice that someone you know has made for the good of their family or their community.

1892 STANDARD OF LIVING

(This story is set in 1896)

Average weekly wages by industry:

Textiles -- \$6.91
Clothing -- 10.88
Building -- 12.67
Metallic Work -- 11.26
Wood Work -- 12.34
Other Industries -- 11.59

Average weekly wages:

Men ... \$11.58
Women ... 6.09
Young people ... 5.10
Children ... 3.81

Percentage of expenditure of workingmen by annual income, on Subsistence/Clothing/Lodging/Fire and Lighting

\$225-\$300 -- 62/16/12/5
\$450-\$660 -- 55/18/12/5
\$750-\$1100 -- 50/18/12/5

("Subsistence" includes food, medicine and other daily necessities except those specified)

Average rent for 1 room -- 66 cents per week, \$2.86 month, \$34.38 year

-- Reynolds, Marcus T. The housing of the poor in American cities :the prize essay of the American Economic Association for 1892. [Baltimore] : American Economic Association, 1893.

NICKNAMES

They have never known a mother's or a father's care, and have no sense of identity. ... As a rule they are known by nicknames and nothing else, and in speaking of one another they generally do so by these names. As a rule these names indicate some personal peculiarity or characteristic. On a recent visit to a Newsboys' Lodging House pains were taken to learn the names of a group of boys who were holding an animated conversation. It was a representative group. A very thin little fellow was called "Skinny"; another boy with light hair and complexion, being nearly as blonde as an albino, was known only as "Whitey." When "Slobbery Jack" was asked how he came by his name, "Bumlets," who appeared to the chief spokesman of the party, exclaimed. "When he eats he scatters all down hisself." "Yaller" was the name given to an Italian boy of soft brown complexion. Near him stood "Kelly the Rake," who owned but one sleeve to his jacket. In newsboy parlance a "rake" is a boy who will appropriate to his own use anything he can lay his hands on. No one could give an explanation of "Snoddy's" name nor what it meant,— it was a thorough mystery to even the savants in newsboy parlance. In the crowd was "The Snitcher,"— "a fellow w'at tattles," said Bumlets, contemptuously ... and so also was "Jake the Oyster," a tender-hearted boy who was spoken of by the others as "a reg'lar soft puddin'."

-- Helen Campbell, Darkness and Daylight

Newspaper Activity

Find people in the newspaper with nicknames. Where do you think their nicknames came from? (Are any of those nicknames ones you think Tommy's mother would not approve of?)

Chapter 1: Answer Key

Facts and Details:

1. 12
2. McMahon
3. Shakespeare
4. New York City
5. ferry

Reading Comprehension:

1. He has to work to help support his family.
2. The types of merchants in the street, the fact

that Tommy's father travels by train, the clothing in the illustration.

3. It's dirty and she fears Tommy is making friends with thieves like Stork Shanahan.
4. His mother is worried, their home is not very nice, Tommy's decision to quit school and earn money.
5. Their hopes of survival and of Tommy's finishing school appear gone with the fire.

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Chapter Two: Boy Not Wanted



Vocabulary

respectable
connections
gestured
figures
blacking

Facts and Details: Literal Meaning

1. What does Dutch give Tommy to help him find work?
2. What three useful skills does Tommy have?
3. What does his baby sister have for toys?
4. What does Tommy decide to do to earn money?
5. Who threatens him at the ferry dock?

What's Going On?: Reading Comprehension

1. What does Dutch tell Tommy he doesn't have that he needs? Why is it important?
2. What is the difference between the job of an "office boy" and just a "boy"?
3. What do Tommy and his mother include when they figure out a price for the shirts?
4. Why does the man laugh when Tommy says he has another shirt the same size?
5. What does Stork probably mean when he asks Tommy who gave him permission to sell shirts at the ferry dock?

In your own words...

When Tommy tells the man he has studied Latin, the man gently says that Latin isn't of much use to his business. Do you think it's worthwhile to study things that won't help you find a job?

Are there reasons to study things besides the specific things you need for work?

Why or why not?

As soon as a little child can be of the least possible help, it must add to the family income by taking a share in the family toil. A child 3 years old can straighten out tobacco leaves or stick the rims which form the stamens of artificial flowers through the petals. He can put the covers on paper boxes at four years. He can do some of the pasting of paper boxes, although as a rule this requires a child of 6 to 8 years. But from 4 to 6 years he can sew on buttons and pull basting threads. A girl from 8 to 12 can finish trousers as well as her mother. After she is 12, if of good size, she can earn more money in a factory. The boys do practically the same work as the girls, except that they leave the home work earlier, and enter street work, as peddlers, bootblacks, and newsboys. I have seen but two children under 3 years of age working in tenements, one a boy 2 1/2 years old who assisted the mother and 4 other children under 12 years in making artificial flowers. The other, and extraordinary case of a child of 1 1/2 years, who assisted at a kind of passementerie*.

-- The Wreck of the Home: How Wearing Apparel is Fashioned in the Tenements
Annie S. Daniel Charities 14, No 1. (1 April 1905)

*i.e., assisting with putting ornamental trim on garments

Multidisciplinary Connections

Office boys are seen not only in this story but in other stories like "Great Expectations," where Pip has a job copying papers in an attorney's office.

List some technological advances since the 19th century and how they have changed office work. For instance, what machine takes the place of office boys copying papers? What might have been some job duties before fax machines were invented that are no longer needed?

Newspaper Activity

Look through the Help Wanted ads in the classified section of the newspaper. How many say that they require experience? Looking at ads for jobs that require experience and ads for jobs that don't, can you tell anything about the kinds of jobs that fall into each category?

Chapter 2: Answer Key

Facts and Details

1. A free shoe shine
2. He can read, write clearly and do math.
3. A pot and some scraps of cloth.
4. Sell the shirts his mother makes.
5. Stork Shanahan

Reading Comprehension

1. Connections -- important friends to help over-

come his lack of work experience.

2. The office boy copies notes and writes down figures and adds them up, while a "boy" just runs errands.
3. (for example) Rent, food and more cloth to make more shirts.
4. He admires his nerve in trying to sell him a second shirt.
5. Stork's gang controls street business there.

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Chapter Three:

Stork Enforces The Rules



Vocabulary

guttersnipe
urchin
defiantly

Facts and Details: Literal Meaning

1. Who starts the trouble?
2. What happened to ruin the shirts?
3. What does Dutch call the little homeless boys?
4. How much does it cost to buy a bundle of newspapers?
5. Who does Dutch decide should help Tommy sell papers?

What's Going On?: Reading Comprehension

1. Why does Stork want to stop Tommy from selling shirts at the ferry?
2. Why do the guttersnipes say they have lots of homes?
3. What does Dutch mean by "For a guy with an education, you don't know much"?

In your own words...

Tommy offers Dutch the ruined shirts, but Dutch doesn't take them. If you were Dutch, would you take the shirts or not? Explain your answer.

FROM: "HOW THE OTHER HALF LIVES" -- JACOB RIIS

The Street Arab* is as much of an institution in New York as Newspaper Row, to which he gravitates naturally, following his Bohemian instinct. Crowded out of the tenements to shift for himself, and quite ready to do it, he meets there the host of adventurous runaways from every State in the Union and from across the sea, whom New York attracts with a queer fascination, as it attracts the older emigrants from all parts of the world. A census of the population in the Newsboys' Lodging-house on any night will show such an odd mixture of small humanity as could hardly be got together in any other spot. It is a mistake to think that they are helpless little creatures, to be pitied and cried over because they are alone in the world. The unmerciful "guying" the good man would receive, who went to them with such a programme, would soon convince him that that sort of pity was wasted, and would very likely give him the idea that they were a set of hardened little scoundrels, quite beyond the reach of missionary effort.

But that would only be his second mistake. The Street Arab has all the faults and all the virtues of the lawless life he leads. Vagabond that he is, acknowledging no authority and owing no allegiance to anybody or anything, with his grimy fist raised against society whenever it tries to coerce him, he is as bright and sharp as the weasel, which, among all the predatory beasts, he most resembles. His sturdy independence, love of freedom and absolute self-reliance, together with his rude sense of justice that enables him to govern his little community, not always in accordance with municipal law or city ordinances, but often a good deal closer to the saving line of "doing to others as one would be done by"--these are strong handles by which those who know how can catch the boy and make him useful. Successful bankers, clergymen, and lawyers all over the country, statesmen in some instances of national repute, bear evidence in their lives to the potency of such missionary efforts. There is scarcely a learned profession, or branch of honorable business, that has not in the last twenty years borrowed some of its brightest light from the poverty and gloom of New York's streets.

Anyone, whom business or curiosity has taken through Park Row or across Printing House Square in the midnight hour, when the air is filled with the roar of great presses spinning with printers' ink on endless rolls of white paper the history of the world in the twentyfour hours that have just passed away, has seen little groups of these boys hanging about the newspaper offices; in winter, when snow is on the streets, fighting for warm spots around the grated vent-holes that let out the heat and steam from the underground press-rooms with their noise and clatter, and in summer playing craps and 7-11 on the curb for their hard-earned pennies, with all the absorbing concern of hardened gamblers. This is their beat.

(To read more of this important background, visit: www.yale.edu/amstud/infoev/riis/chap17.html)

* This common term for homeless boys is non-ethnic and refers to their nomadic existence

Newspaper Activity

Instead of throwing them away, Tommy and Dutch give the shirts to the guttersnipes. Find an example in today's newspaper of someone making good use of something another person might think wasn't worth anything.

Chapter 3: Answer Key

Facts and Details

1. Stork
2. One is torn, both are stained with boot blacking (shoe polish)
3. Guttersnipes
4. 50 cents
5. Baby Jake

Reading Comprehension

1. Tommy isn't part of his gang and Stork doesn't think Tommy's tough enough to stand up to him.
2. They don't think it's anyone's business; They sleep wherever they can.
3. Tommy's smart, but he doesn't have experience in the tough world of the streets.

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Chapter Four: Tommy the Newsboy



Vocabulary

Streetcar

steam grate

Facts and Details: Literal Meaning

1. Where did Baby Jake sleep the night before?
2. What happened to Baby Jake's mother?
3. What happened to his sister?
4. What newspaper did Baby Jake decide they should sell?
5. What happened to Tommy's bundle of papers?

What's Going On?: Reading Comprehension

1. Why doesn't Baby Jake stay at the Newsboy's Lodging House?
2. How did Baby Jake become homeless?
3. How much profit would Tommy make if he sold a whole bundle of papers?
4. How does Baby Jake get people to buy newspapers from him?
5. How did Baby Jake get the money to buy more newspapers?

In your own words...

When Tommy hears Baby Jake's story, he doesn't know what to say to him. Imagine that you were in Tommy's place, and write a journal entry about how you feel about what Baby Jake told you.

FROM: "HOW THE OTHER HALF LIVES" -- JACOB RIIS

A little fellow who seemed clad in but a single rag was among the flotsam and jetsam stranded at Police Headquarters one day last summer. No one knew where he came from or where he belonged. The boy himself knew as little about it as anybody, and was the least anxious to have light shed on the subject after he had spent a night in the matron's nursery. The discovery that beds were provided for boys to sleep in there, and that he could have "a whole egg" and three slices of bread for breakfast put him on the best of terms with the world in general, and he decided that Headquarters was "a bully place." He sang "McGinty" all through, with Tenth Avenue variations, for the police, and then settled down to the serious business of giving an account of himself. The examination went on after this fashion:

"Where do you go to church, my boy?"

"We don't have no clothes to go to church." And indeed his appearance, as he was, in the door of any New York church would have caused a sensation.

"Well, where do you go to school, then?"

"I don't go to school," with a snort of contempt.

"Where do you buy your bread?"

"We don't buy no bread; we buy beer," said the boy, and it was eventually the saloon that led the police as a landmark to his "home." It was worthy of the boy. As he had said, his only bed was a heap of dirty straw on the floor, his daily diet a crust in the morning, nothing else.

Into the rooms of the Children's Aid Society were led two little girls whose father had "busted up the house" and put them on the street after their mother died. Another, who was turned out by her stepmother "because she had five of her own and could not afford to keep her," could not remember ever having been in church or Sunday-school, and only knew the name of Jesus through hearing people swear by it. She had no idea what they meant. These were specimens of the overflow from the tenements of our home-heathen that are growing up in New York's streets to-day

(To read more of this important backgrounder, visit: <http://www.bartleby.com/208/15.html>)

Newspaper Activity

Find an article, picture or advertisement in today's paper about someone who might be able to help a person like Baby Jake.

Chapter 4: Answer Key

Facts and Details

1. In a pile of waste paper by the steps of Tommy's building.
2. She got sick and died.
3. His father "sold" her to someone who made her work.
4. The World
5. The other newsboys ruined his papers.

Reading Comprehension

1. He doesn't have enough money and would rather spend it on other things.
2. His mother died and his father left him on the street by himself.
3. 50 cents.
4. He makes up exciting news that isn't really in the paper.
5. He stole a wallet. (Picked a man's pocket)

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Chapter Five:

The Best Policy



Vocabulary

sneered

lifting

thieving

clarion

reluctantly

pinched

Facts and Details: Literal Meaning

1. What does Tommy give to the man?
2. Why does the man start to give Tommy some money?
3. What newspaper does the man tell Tommy he ought to sell?
4. What happened to Goldstein's grocery store?
5. Who does Baby Jake think is responsible for the fire?

What's Going On?: Reading Comprehension

1. Why does Tommy decide to tell the man the truth about the wallet?
2. How much money does Tommy owe the man? Why?
3. Why don't Tommy and Baby Jake go get a bundle of Clarions right away?
4. Why does Baby Jake say he's going to change Tommy's nickname?
5. How does Baby Jake think the fire started at Goldstein's?

In Your Own Words ...

The man says, "I suppose the question is, will he become a better boy by being around you, or will you become a worse boy by being around him?"

Do you think that's a fair question? Write a letter to Tommy talking about that question and telling him what you think.

“I suppose the question is, will he become a better boy by being around you, or will you become a worse boy by being around him?”

The Fourth Ward has equaled the Sixth Ward in the potency of its influences for making criminals. What could be expected of the children of criminals, growing up in an atmosphere of crime, taught crime by their parents and associates, and compelled to shift for themselves in tender youth? ...

The downtown army of newsboys is made up largely of children of the Fourth Ward. Many of these will grow up to be criminals, but with good influences they would become good citizens. It is a matter for thanksgiving and hope that there are such influences at work, and one of the best and most practical beneficences in our City is the Newsboys' Lodging-house, through which, in the most sensible way, right principles are established in the lives of many of the street waifs.

Theoretically (again we say it) the State is bound to take care of its children who are not properly housed and nurtured; and there ought to be some broad, grand, effective method of caring for the armies of children who are now growing up to recruit the criminal ranks of the future. The knots of young toughs that infest Cherry Hill are composed of restless lads who have imbibed such antisocial ideas that their standing among their fellows will not be assured until they have done a turn in prison, and when that event has taken place they will be criminals for life.

-- The American Metropolis From Knickerbocker Days to the Present Time
New York City Life in All its Various Phases, by Frank Moss, LLD, 1897

Newspaper Activity

Look in today's newspaper for an example of someone offering someone else an opportunity to change his or her life for the better. (This might include an organization as well as an individual.)

Does the article explain what conditions are put on the help that is being offered?

Chapter 5: Answer Key

Facts and Details

1. He gives him back his wallet.
 2. As a reward for finding the wallet.
 3. The Morning Clarion.
 4. It burned down.
 5. Stork Shanahan.
- loan and the other half was a gift.
 3. Most people who want a morning paper probably already bought one.
 4. Tommy "preaches" to him, telling him when he's done something wrong, like lying to sell papers or picking pockets.
 5. The gang started it, either because Mr. Goldstein wouldn't give them money or because he got Stork arrested for shoplifting.

Reading Comprehension

1. He feels guilty because the man doesn't realize what really happened to his wallet.
2. Fifty cents, because half the money was a

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Chapter Six: A Proper Wash-up



Vocabulary

knickers

proper

room and board

Facts and Details: Literal Meaning

1. What did Tommy do when he got home that he had never done before?
2. What did Tommy and Baby Jake buy at the store?
3. What is just outside Tommy's apartment that surprises Baby Jake?
4. What did Mrs. McMahon do to Baby Jake's shirt?
5. What time did Tommy and Baby Jake get to the Morning Clarion the next day?

What's Going On?: Reading Comprehension

1. How did Tommy feel about not telling his mother the truth?
2. Why did Tommy's mother feel sorry Mr. Goldstein's store had burned?
3. What does the Irish expression "we're not so high above you" mean?
4. How do the McMahons get hot water for baths?
5. How has Baby Jake's life changed by the next morning?

In your own words...

Do you agree or disagree with Tommy's decision not to tell his mother the truth about what had happened that day?

Explain your answer.

A PROPER WASH-UP

(U)nclean habits are not due solely to the laziness or indifference of the tenants. When there are no apartments for bathing purposes separate from the common living rooms, and when all the water used has to be carried up three or four flights of stairs from a hydrant in the yard below, the landlord who refuses or neglects to provide bathing facilities must bear a large share of the blame.

That such facilities are lacking in the vast majority of tenement houses is shown by the fact that only one-third of New York's tenements have water in them, and that only 306 persons out of a total of 255,033 investigated by Mr. Gilder's Committee have access to bathrooms in the houses in which they live ...

That an environment of dirt is not preferred by the poor, is evinced by the salutary effect which asphalt pavements and an efficient street-cleaning service have on the persons, dress, and character of the people.

-- The Children of the Other Half, Prof. William Hull, Phd,
Swarthmore College, The Arena, June 1897

Newspaper Activity

Tommy finds seven stories that would be interesting to different kinds of people.

As a class, think of seven different kinds of people. Then, working in small groups, find seven things in today's paper, one to help sell the paper to each of those kinds of people.

Chapter 6: Answer Key

Facts and Details

1. He lied to his mother.
2. Bread, milk, bacon, cabbage and peaches.
3. A sink with running water and a bathroom.
4. She shortened it so it would fit him better.
5. Four-thirty.

Reading Comprehension

1. It made him uncomfortable and he planned to tell her the truth later.
2. She felt sorry for him, even though she didn't like him, and it would also make shopping

less convenient for her.

3. We're not very much better off than you are.

4. They have to bring in water from the hallway and then heat it on the stove.

5. He has a home, new clothing and a way to earn a living.

7

Chapter Seven:

A Well-Known Customer



Vocabulary

spunk
snitching
tell-tale
newsies
commission

Facts and Details: Literal Meaning

1. How long have Tommy and Baby Jake been selling newspapers when this chapter begins?
2. What do they pay for with the money they earn?
3. Who is the famous person Tommy sells a newspaper to?
4. What crime do the men want Tommy and Baby Jake to help them solve?
5. Where is police headquarters located?

What's Going On?: Reading Comprehension

1. How many newspapers do Tommy and Baby Jake sell every day?
2. How can you tell Baby Jake is more forceful than Tommy in the way he sells?
3. Why does Roosevelt think Tommy has a lot of nerve?
4. Why is Baby Jake reluctant to tell the men what he knows about the fires?
5. Why does Roosevelt think it's not tattling for Baby Jake to tell him what he knows?

In your own words:

Why do you think Mr. Andrews never told Tommy who he was?

Theodore Roosevelt and the problems of poverty

In the two years that he was Police Commissioner there were not many days when the pugnacious and forceful head of the police did not furnish the reporters with interesting copy and the city editors with headlines. --The Life of Theodore Roosevelt By William Draper Lewis, 1919

"It could not have been long after I wrote 'How the Other Half Lives' that he came to the Evening Sun office one day looking for me. I was out and he left his card merely writing on the back of it that he had read my book and had "come to help". That was all, and it tells the whole story of the man. I loved him from the day I first saw him; nor ever in all the years that have passed has he failed of the promise made then. No one ever helped as he did. For two years, we were brothers on Mulberry Street." -Jacob Riis, Making of An American, 1901

"It is an excellent thing to have rapid transit, but it is a good deal more important, if you look at matters with a proper perspective, to have ample playgrounds in the poorer quarters of the city, and to take the children off the streets so as to prevent them growing up toughs. In the same way it is an admirable thing to have clean streets; indeed, it is an essential thing to have them; but it would be a better thing to have our schools large enough to give ample accommodation to all who should be pupils and to provide them with proper playgrounds." -- Theodore Roosevelt, letter to Jacob Riis, 1894

Newspaper Activity

Find a story in the paper about a problem that might be solved if someone would come forward and tell what they know about it. Create an advertisement that might persuade people to help solve that problem by telling what they know.

Chapter 7: Answer Key

Facts and Details

1. Two months
2. Rent, coal, food and shoes.
3. Theodore (Teddy) Roosevelt
4. The store fires
5. Mulberry Street

Reading Comprehension

1. 100
2. He sells newspapers to people who are trying to walk past him, and

3. jumps up on a moving carriage to sell papers to the people inside.
4. He sells a copy of the Morning Clarion to the man who publishes it.
5. He has lived on the street most of his life and has always been taught not to snitch.
6. Innocent people have died in the fires, or lost their jobs, or lost their businesses.

8

Chapter Eight:

Tommy in the Newsroom



Vocabulary

penitentiary

typesetters

Look it up:
"Castle Gardens"

Facts and Details: Literal Meaning

1. Where are Tommy and Baby Jake going to work?
2. Why does Mr. Andrews want Baby Jake to go to school?
3. What happened to Stork Shanahan?
4. What job does Mr. Andrews want Tommy to try?
5. Who is the man who wrote the letter looking for his family?

What's Going On?: Reading Comprehension

1. Why does Tommy like Mr. Roosevelt's idea?
2. Why doesn't Baby Jake want to go to school?
3. What do Tommy and Jake do at the Clarion?
4. How have the McMahons lives changed since the last chapter?
5. Why did Mr. Andrews really ask Tommy to find out more about the letter?

In Your Own Words...

This story only has eight chapters. If there were one more chapter, what do you think would happen in it?

Write Chapter Nine of this story.

NEWSPAPERS ADS FOR MISSING FAMILY MEMBERS

Patrick McDermott, a Native of the County Kildare, and who was married in Kingston, near Dublin, is hereby informed that his wife and four children have arrived in Boston. They understand that he left Roxbury, in this State, about twelve months since, to obtain work as a stone mason; they are extremely anxious to hear from him. He is hereby requested to write or come for his poor family, to this city, as soon as possible. -- Boston Pilot, October 1, 1831

This example is cited in an article in Boston College Magazine about the advertisements for missing Irish people published in the Boston Pilot between 1831 and 1921. The college has created "Information Wanted," a searchable database of these ads as an aid to people tracing their roots. The site does not, unfortunately, include the actual ads, but the article is interesting. These types of advertisements were not unusual in 19th century newspapers.

http://bcm.bc.edu/issues/spring_2005/ll_pilot.html

Here is another example of the ads in the Pilot, this one from 1852:

Of Hugh or Michael McDonald, son to Hugh McDonald, Esq., parish Kilcummin, near Keeper Hill (Co. Tipperary); a gentleman who acted a distinguished part in the movement of '98, after which he emigrated to this country, in which he found a home. His son, Hugh, was in Perry township, Brown County, Ohio, 10 years ago. Should either of them, or any person knowing them, see this, they will confer a favor by writing to CORNELIUS O'BRIEN, St. John, N.B., who will inform their friends in Ireland.

Taken from a very interesting article on the Boston College "Information Wanted" site itself:

<http://infowanted.bc.edu/history/famine/>

Newspaper Activity

Look through the Help Wanted section in the classified ads. How many of the jobs there would require you to be able to read and write? Circle the ads that mention some kind of education as part of their requirements. Choose one and find out where you could get the education needed.

Chapter 8: Answer Key

Facts and Details

1. At the Morning Clarion.
2. To learn to read and write.
3. He was sent to jail (the penitentiary).
4. Reporter
5. Tommy's father.

Reading Comprehension

1. His parents wanted him to go to school, but the family needs money.
2. He's afraid people will think he's stupid

because he can't read and write.

3. They carry copy (stories on paper) from reporters to editors and from editors to the typesetters.

4. Jake lives with them all the time, they have a nicer place to live, and Mrs. McMahan is working again.

5. He knew that the man who wrote the letter was Tommy's father.

Story Map

Use this story map to outline a chapter of the reading serial.

Chapter Title

Setting Description

Characters

Problem/Conflict

Action/ Story Event

Action/Story Event

Solution

Ending

Character Profile Chart

Use this chart to develop a character report

At the beginning.....

Character Name



Description of Appearance List words.....

Picture of Character

Character reminds me of _____

Why? _____



Description of Personality ...List words.....

What is the character's role in the the story?



At the end.....

In the Middle.....

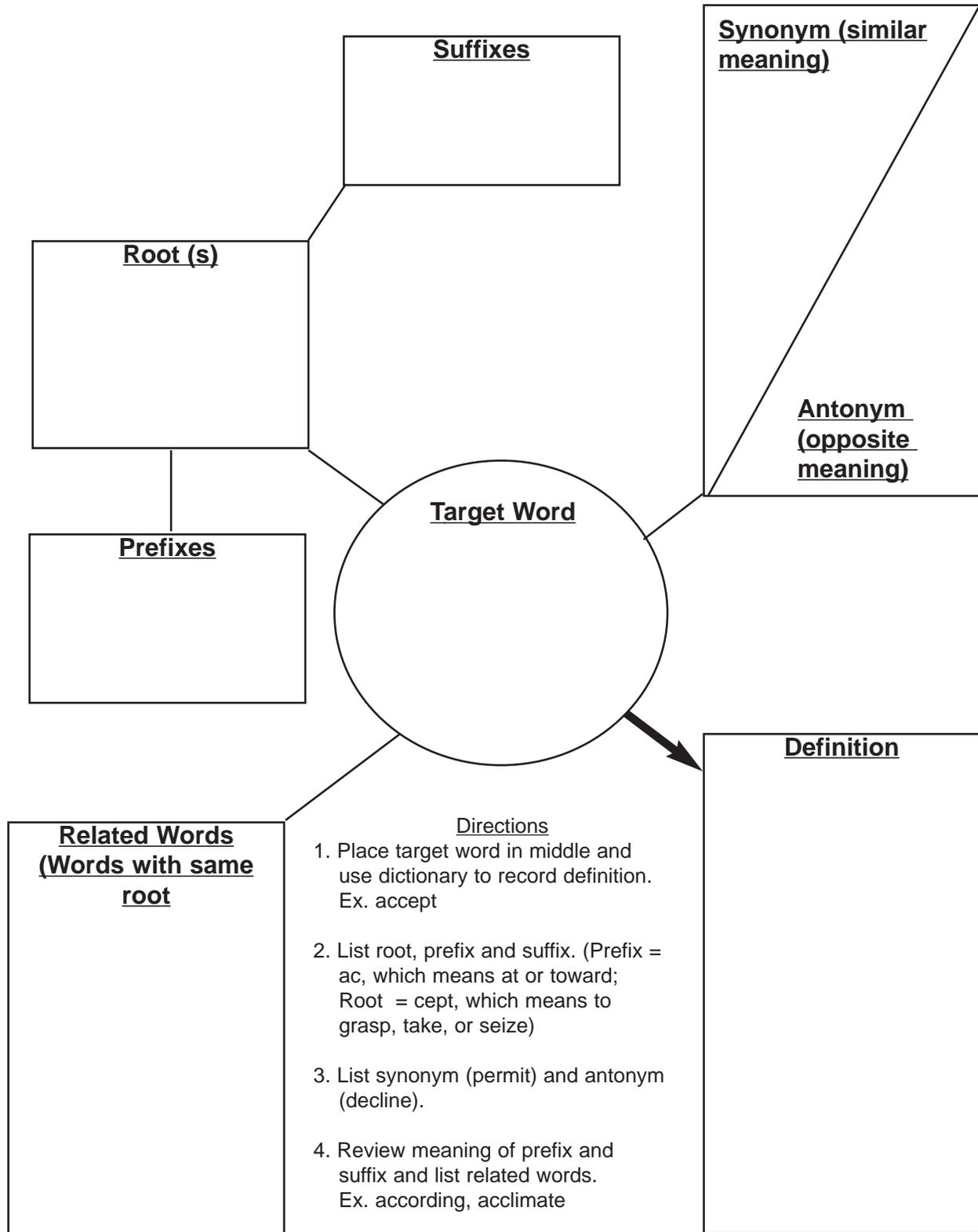
By the end of the story has the character changed in any way? How and why?



What has happened in the story that has affected this character? Would you categorize this character as one-dimensional or multi-dimensional?

Tommy and the Guttersnipe
Vocabulary Acquisition Graphic Organizer

Use this sheet to record new vocabulary you learn while reading the story.



*Gunter, M., Estes, T. & Schwab, J. (2003). Instruction: A Models Approach. Boston, Allyn and Bacon; copyright Peason Education, Inc.

Jeopardy Sheet

Create your own Jeopardy answers and questions.

Cut out squares, assign values and play with a partner.

The answer is .
The question is

Value \$

The answer is
The question is

Value \$

The answer is .
The question is

Value \$

The answer is
The question is

Value \$

The answer is .
The question is

Value \$

The answer is .
The question is

Value \$

The answer is
The question is

Value \$

The answer is
The question is

Value \$

Note-Taking Recording Sheet

Recorder's Name _____

Chapter Title _____

Characters mentioned in this chapter _____

Main Event/Action

Special terms or interesting words in this chapter

Some feelings I had while I read this chapter _____

Self-Monitor Checklist for Group Discussion

In today's discussion, I would give myself the following rating:

1. Excellent 2. Good 3. Needs Improvement 4. Did not do

- _____ I completed the note-taking recording sheet.
- _____ I used the recording sheet during discussion.
- _____ I contributed to the discussion meaningfully.
- _____ I listened while others contributed to discussion.
- _____ I learned while preparing notes.
- _____ I learned during group discussion.
- _____ I enjoyed the group discussion.

PREDICTION RECORD SHEET

CHAPTER	I PREDICT.....	WHY I PREDICT THIS..... (Title, Past plot development, Illustration, and/or past personal experiences?)	WHAT REALLY HAPPENED.....

Character Development: BioPoem

- 1st Line - Character's name
- 2nd Line - "It means..." List 3 adjectives to describe the character
- 3rd Line - "It is the number..." Pick any number that reminds you of the character
- 4th Line - "It is like..." Pick a color that reminds you of the character. Do not name the color rather describe it.
- 5th Line - "Relative of or friend of ..." Name 1-3 people related to character
- 6th Line - "Who does..." Name something unique that the character does
- 7th Line - "Who has..." Name something unique the character possesses
- 8th Line - "Who fears..." Name something the character fears
- 9th Line - "Who wants..." Name something the character wants or needs
- 10th Line - "Resident of..." Name the location where the character resides or describe the setting

Title: _____

1st Line: _____

2nd Line: _____

3rd Line: _____

4th Line: It is like _____

5th Line: _____

6th Line: Who does _____

7th Line: Who has _____

8th Line: Who fears _____

9th Line: Who wants _____

10th Line: Resident of _____

NCTE/IRA Standards for the English Language Arts Matrix

The following matrix is based on English Language Arts learning standards set forth by the National Council of Teachers of English and the International Reading Association. After creating your lesson plan for each chapter, note the standards met so you can track which may still need to be addressed.

ELA Standards

Students read a wide range of print and non-print texts to build an understanding of texts, or themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Chapters:

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Chapters:

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Chapters:

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Chapters:

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Chapters:

Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Chapters:

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Chapters:

Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

Chapters:

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Chapters:

Students participate as knowledgeable, reflective creative, and critical members of a variety of literacy communities.

Chapters:

New York State Standards for the English Language Arts and Social Studies Matrix

The following matrix is based on English Language Arts and Social Studies learning standards set forth by the state. After creating your lesson plan for each chapter, note the standards met so you can track which may still need to be addressed.

NYS ELA Standards

Students read from informational texts such as: newspapers, biographies, web sites, and reference materials.

Chapters:

Students write to transmit information: business letters, directions, and new articles.

Chapters:

Students listen to interpret data, facts, and ideas. Students listen to class discussions, newscasts, and presentations.

Chapters:

Students speak to share data, facts, and ideas in small and large group discussions, and presentations.

Chapters:

Standard 2 English Language Arts

Students read, view, and interpret imaginative texts and performances.

Chapters:

Students write interpretive and responsive essays.

Chapters:

Students write original imaginative texts, such as: stories.

Chapters:

Students will listen to comprehend, interpret, and respond to imaginative texts and performances.

Chapters:

Students will speak to present interpretations and responses to imaginative texts in class and small group discussions, and in formal presentations

Chapters:

NYS Social Studies Standards

1.1

The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices and traditions.

Chapters:

1.2

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Chapters:

NYS Social Studies Standards

1.3

Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Chapters:

1.4

The skills of historical analysis include the ability to: explain the significance of historical evidence; with the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Chapters:

2.1

The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Chapters:

4.1

The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Chapters:

4.2

Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Chapters:

5.1

The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Chapters:

5.2

The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

Chapters:

5.3

Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Chapters:

5.4

The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Chapters: