

## PROBLEMATIC SITUATIONS TEACHER INSTRUCTIONS

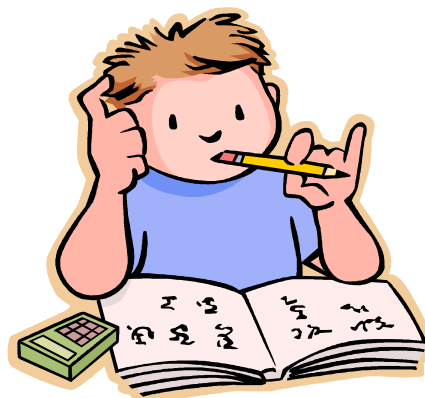
### PURPOSE OF THE STRATEGY

This strategy sets up a circumstance for students similar to that which Bud, the main character in Bud, Not Buddy, encounters. By completing this prereading exercise, students can interact with the text by beginning to understand differing perspectives or problems the novel will present. This also serves to create interest in the story situation and allows students the opportunity to prioritize and voice their values.

### DIRECTIONS

Present each student with a copy of the Bud, Not Buddy problematic situation. Have them read the situation and think about it. Next, have students rank numerically/prioritize the items on the list. They will do this first individually (7-10 minutes) and then in small groups of 3-4 (10 minutes). Have students come up with a rationale for their choices after attempting to come to a group consensus.

Have students keep their papers. As a follow-up activity after reading the novel, have students pull them out again. Have students rank what they perceive to be Bud's priorities among the items listed (10 minutes). Again, they must come up with a rationale for their choices. (They can do this either individually or again in small groups).



## PROBLEMATIC SITUATIONS STUDENT ACTIVITY



**THE SCENARIO:** It is 1936, the United States is in the middle of The Great Depression, and you are an eight-year-old orphan. Your mother died of illness when you were six years old, and you do not remember your father. Now, you are in a foster home, and your foster parents do not treat you kindly. They allow their son to bully you and then put you out in the shed to sleep. You decide to run away. You have very few belongings and must think about which are the most important for you to take. Remember, some of these items may hold a clue as to who your father is.

**DIRECTIONS:** Now, look at the list below. Think about what you would choose as the most important items. Number them with 1 being the most important. Then, get in a small group of 3-4 students. Your group will rate the items by coming to a consensus about their importance. It can sometimes be difficult to get everyone to agree. Complete unanimity (agreement) is not the goal – it is rarely achieved. But each individual should be able to accept the group rankings as logical. Each individual must present his or her position. Do not change your mind to avoid conflict. You can change your mind once you hear your group members' arguments, but remember that this is not a majority rules situation. Seek out and logic through differences of opinion.

ITEM	MY RANKING	GROUP RANKING	BUD'S RANKING
Blanket			
Cardboard Suitcase			
Picture of mother			
Rocks with numbers on them			
Flyers saved by mom			
Shotgun			
Twine			
Old tobacco bag			
Memory of Momma			
Momma's stories			
Food			
Map			
Friend from orphanage			

\*Remember to support your answers! Why would you rank these things in this order?