

Bronx Masquerade



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Genre Young Adult

Synopsis An intriguing look into the life of eighteen urban teens.

Themes Human Rights, Prejudice

Protagonist Classmates, teens

Setting The Bronx, New York

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 1



Key Paragraph p. 11

Say no to police brutality and causing fatality. Say no to race hate. Don't underestimate the power of love. But most of all take two poems and call me in the morning.

Writing Prompt

What are Tyrone's thoughts about his future? What are his fears? How do his fears relate to his poem? What do you think the last line of his poem means? Can a poem be as healing as music?

Write a one paragraph informative/explanatory text in which you share how poetry can be as healing. Introduce your topic and preview what is to follow. Organize your ideas clearly. Develop your topic with facts, definitions, details, or quotes. Use appropriate transitions to create cohesion. Use precise language to explain the topic. Conclude with a statement, which supports your thesis.

Final Writing Product

Chose a topic that interests you and get approval from your teacher.

Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 2



Key Paragraph Page 16:

“He’ll never do it again,” she swears. But he will, because she’ll let him. Now, me? I’ve got not use for lame excuses or imitation love that packs a punch.

Writing Prompt

<http://www.domesticviolence.org/>

<http://www.thehotline.org/>

Look at the domestic violence websites.

What are the patterns within domestic violence (for both victim and perpetrator)

What can you do to get out of them?

Write an informative text to examine Domestic Violence and answering the above questions. Introduce your topic. Develop your topic with relevant facts and information. Use appropriate transitions and language. Establish and maintain formal style. Provide a concluding statements that follows form and supports the information presented.

Final writing product

Day 2- Brainstorm all of the information you know about your topic. Choose which content is relevant.

Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 3



Key Paragraph Page 29:

The law is to be cool, be tough, play ball, and use books for weight training—not reading. Otherwise, everybody gives you grief.

Page 31:

Which gets me thinking. Maybe it's time I quit sneaking in and out of the library like some thief. Maybe it's time I just started being who I am.

Writing Prompt

Why do you think it is difficult to be your true self sometimes? What advice would you give Devon? In what way does it take integrity and courage to be yourself? What are the advantages? What freedoms come from experiencing who you are? Consider what it takes to be a genuine person.

1. You have high self-esteem.
2. You embrace vulnerability.
3. You share your true thoughts, beliefs and opinions with the world.
4. You openly give and receive compliments.
5. You really listen -- and prefer deep conversations.
6. You're driven by an inner voice rather than your surroundings.

http://www.huffingtonpost.com/2014/07/29/genuine-people-traits-authenticity_n_5614238.html

Write a one-page paragraph in which you explain why it is important to strive to be genuine to who you are as a person and to others. Introduce your topic clearly. Develop the topic with relevant facts and details. Use appropriate transitions and precise language. Establish and maintain formal style. Provide a concluding statement that follows form and supports the information presented.

Final Writing Product Day 3-5	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect Note: you may not need all the categories
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Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 4



Key Paragraph Page 42:

I still got two years before I graduate. But I've got to make it, and I've got to go to college. Period. Angel's father already told me straight up he ain't having nothing to do with this baby, so it's on me. Mami say's she'll help, but it's me who has to make a good life for Angel. It's like she says, my life ain't just about me anymore. It's about my son. Lupe has not idea how lucky she is. How can I get through to her?

Writing Prompt

Why do you think Lupe thinks having a baby will make her life 'better'? What would Gloria's opinion be on the matter? Look at the articles below or investigate your own.

Write an informative or explanatory text to convey the challenges of having a child as a teen. Introduce your topic clearly. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions. Use precise language, establish a formal style. Provide a concluding statement which follows forms and supports the information presented.

<http://www.livestrong.com/article/146370-the-problems-faced-by-teen-parents/>

<http://www.livestrong.com/article/1002604-social-problems-pregnant-teenager/>

<http://www.livestrong.com/article/113172-risks-teenage-pregnancy/>

Final Writing Product Day 3-5	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect *Note: you may not need all the categories
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Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 5



Key Paragraph Page 54:

Last month, Mr. Ward gave our class an assignment to write a poem about what frightens us most, in honor of Halloween. A year ago, I might have written about something silly, like ghosts, which I don't believe in, and even if I did, ghosts would not be at the top of my list. The scariest thing I can think of now is being all alone in the world.

Writing Prompt

Mr. Ward wants the class to write about their fears. Leslie describes her interaction with Porsche as being from two different planets but they find common ground and meet in the middle.

Write a one paragraph explanatory paragraph in which you explain how friendships grow and develop. Introduce your topic. Organize your ideas and information. Develop the topic with relevant facts and definitions, concrete details, and examples. Use appropriate transitions. Provide a concluding statement which follows forms and supports your thesis.

Final Writing Product Day 3-5	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect Note: you may not need all the categories
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Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 6



Key Paragraph Page 66:

We must've talked for an hour. I can't remember half of what we talked about, except that Leslie said friends can be like familia. Only she pronounced it fama-lea. It took me a minute to figure out what she meant. Anyway, she was right. So I don't have a boyfriend. So what? Neither does Janelle. Or Gloria. Or Leslie. But we have each other.

Writing Prompt

Write a one paragraph informative text to examine the differences and similarities of friends and families. Can friends help us honor ourselves and to the right thing? How do you ensure that positive people surround you? How can these relationships help us honor mothers and fathers who may have passed? Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product Day 6	Develop your topic (add) Relevant facts Definitions Details Quotes Examples
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Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 7



Key Paragraph Page 76:

So I give up. Let 'em say what they want. I am not a skin color or a hank of wavy hair. I am a person, and if they don't get that, it's their problem, not mine.

Writing Prompt

Why do you think there is conflict over (fill in the blank—hair, skin, interests) within the same race?

Write a 1 paragraph explanatory text in which you inform your reader. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
Day 11-12	Write a concluding paragraph which summarizes your facts and supports the information you presented
Day 13-14	Edit your final paper

Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 8



Key Paragraph Page 86:

"I look around this class and nobody I see fits into the box I used to put them in. Startin' with Mr. Ward. I figured him for a light weight do-gooder who would last about five minutes in this neighborhood. But he stuck, and he got this poetry thing going."

Writing Product

In today's reading Devon focused his poem on labels and being put in a box.

Write an informative/explanatory text to explain why "labels" and boxes are detrimental to people and what can be gained by not putting labels on people.

Introduce your topic. Develop it with relevant facts, definitions, and details, Use appropriate transitions, provide a concluding statement which follows form and support the information presented.

Final Writing Product

Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented
Day 13-14	Edit your final paper

Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 9



Key Paragraph Page 104:

Sterling's right. I haven't been trying. Not since my parents divorced. I've been afraid to get close to anyone. When my mom left, I was suddenly out of orbit. It's like the she was the sun, and when she took off, the only thing left was a big black hole where she used to be. Now the idea of letting somebody else get that close...I don't know. I'm just not ready. I wonder if I ever will be.

Writing Prompt

After a person has gotten 'hurt' emotionally, why do you think it's hard to get close to someone again? What advice would you give Amy if you were her friend?

Write a one paragraph explanatory text in which you share the benefits of friendship with Amy. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product

Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
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Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 10



Key Paragraph Page 110:

Some days I wake up wondering if I'm adopted. I try my life on like a dress, and it doesn't fit. I know this life is mine because the label has my name on it, but what kind of name is Sheila? It doesn't tell you who I am, or where I came from. Sheila could be anybody...But I definitely want something more ethnic. A name that tells a story. A name with roots. That's what I want people to understand.

Writing Prompt

Do you feel like your name 'fits' you? Why or why not? If you could change your name, what name would you want and why?

Write an informative text on names and how they are an important representation of who we are. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

<http://www.behindthename.com/>

Final Writing Product

Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
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Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 11



Key Paragraph Page 131:

“Come tomorrow, we will be the ones to write the news. Starting now, we can create ourselves a whole new crew.”

Writing Prompt

In what ways are the boys trying to dispel the myth of kids and teens regardless of race or color? What is their viewpoint and what are they trying to say to their audience.

Write a one paragraph explanatory text in which you explain the teen issues they boys are ciphering about. Introduce your topic clearly. Develop your topic with relevant facts, definitions, concrete details, and examples. Use appropriate transitions to create cohesion. Provide a concluding statement that follows form and supports your introduction.

Final Writing Product

Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented
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Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 12



Key Paragraph Page 141:

Everybody really listened to what I had to say, even the guys. Tyrone, Wesley, Steve, Raul, and Devon—they all stared at me like I was someone special. And nobody cared about the size of my body. Not even me.

Writing Prompt

How are the poetry readings helping the kids see themselves? What change has occurred in Janelle and how is she seeing herself?

Write a one paragraph informative text in which share ways for people/teens to “be themselves”. How can people define themselves in a positive and natural way? Introduce your topic and preview what is to follow. Develop the topic with clear and relevant facts, definitions, and details. Use appropriate transitions. Establish and maintain formal style. Provide a concluding statement that follows forms and supports the information presented.

Final Writing Product

Day 11-12	Write a concluding paragraph which summaries your facts and supports the information you presented
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Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 13



Key Paragraph Page 156:

The future is ours. Let us have it. That's what she's saying. That's what we're all saying. But, I'm lucky. These days my moms ain't trying to push me in one direction or another. She's just glad I have one.

Writing Prompt

They students are realizing they are in control of their next steps. Why is it important to position yourself to make your own choices? What happens if people let others chose for them?

Write an informative text in which you share how making positive choices and taking steps lead to being empowered and confident. How does the opposite lead to becoming a victim?

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Final Writing Product

Day 13-14	Edit your final paper
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Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 14



Key Paragraph Page 167:

Their teacher is supposed to be doing poetry again next year. Maybe I'll get his class. Who knows? I can think of worse things.

Writing Prompt

If you had the opportunity, would you want to sign up for Mr. Ward's class? Would you have the courage and integrity to be able to share your poems with others?

Write an informative text in which you share how this class could affect you in a positive way. What would you want others to know about you that they don't know? What perceptions would you want to break? Introduce your topic. Develop your topic with relevant facts. Use appropriate transitions. Use precise language. Provide a concluding statement that follows form and supports the information presented.

Final Writing Product

Day 13-14	Edit your final paper
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Character Based Literacy Program Writing Prompt

Bronx Masquerade, Day 15



Final Writing Product

For the final writing product you will be writing a five-paragraph **Informative/Explanatory** essay that teaches or informs your reader about a subject. This type of essay can explain how something works, how to perform a task, the steps in a procedure, or why something is the way it is. Ultimately, the reader should have a better understanding of the subject after reading your paper.

Purpose

To explain, inform, teach, or clarify a topic to the reader

Important Aspects

Know your audience

Assume that the reader knows nothing about this topic, but don't detail every single step in such minute detail that you bore your reader.

Chose a topic that interests you, some examples are.

Harlem Renaissance

Effects of drugs on unborn children.

Social and economic benefits of graduating high school.

Social and economic effects of literacy.

Is social media undermining our ability to have relationships?

Effect of social media and "friends"

How do bullies affect others?

Day 1	Chose a topic that interests you Get approval from your teacher
Day 2	Brainstorm all of the information you know about your topic Choose which content is relevant.
Day 3	Using the information you brainstormed cluster your information in the following categories: Definitions, Classification, Comparison Contrast Cause and effect

Day 6	Develop your topic (add) Relevant facts Definitions Details Quotes Examples
Day 7-10	Start writing the support paragraphs for your paper. Add definitions, facts, and information to your paragraphs
Day 11-12	Write a concluding paragraph which summarizes your facts and supports the information you presented
Day 13-14	Edit your final paper