

# Maniac Magee



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Lexile 820L

Genre Realistic Fiction

Synopsis Jeffrey Lionel "Maniac" Magee might have lived a normal life if a freak accident hadn't made him an orphan. After living with his unhappy and uptight aunt and uncle for eight years, he decides to run--and not just run away, but run. This is where the myth of Maniac Magee begins, as he changes the lives of a racially divided small town with his amazing and legendary feats.

Themes Economic Disadvantage, Family Relations

Protagonist Male, Orphan

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](http://www.scu.edu/character)



# Character Based Literacy Program

## Independent Study Lesson Plan

### *Maniac Magee*, Introduction



Unit's big idea or theme = **Justice requires Restraint.**

**Definition:** There are things I cannot say or do to any other person, the planet or myself because justice demands it. The actions I take and the decisions I make must respect the rights of all.

**Major written product:** Argument Essay

**Write a 5-paragraph argument paper.**

**Maniac had interactions with characters that were significant and influential either for the positive or negative. Throughout the novel you will create Character Profile Charts for the following characters**

**Amanda—day 2, 6, 7, 20**

**Grayson—day 10, 11, 12, 13**

**McNab's—day 15, 16, 17**

**Mars—17, 18, 19, 20**

- **Choose one of the characters who you feel is the most significant.**
- **Write a 5-paragraph argument in which you state why you felt this character was the most significant to Maniac and to the novel.**
  - Introduce your claim and acknowledge the alternate or opposing claims.
  - Support your claim with logical reasons and relevant evidence (use the Character Interaction Chart)
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among the claims, reasons, and evidence.
  - Maintain formal style.
  - Provide concluding statement or section that follows form and supports the argument you presented.

**Character Profile Charts—**

You will be asked to create a CPC for Amanda and the Beale family, Grayson, the McNabs, and Mars. You may want to keep these charts and add to them throughout the reading.

**Map**

Throughout the novel you will be asked to add locations to your map. Many of the locations are factual some are not. For the ones that do not correspond to factual locations, you have the opportunity to be creative.

### Pre-reading Activity

Look at the front and back cover of the novel and predict what the novel is about.

[http://www.jerryspinelli.com/newbery\\_008.htm](http://www.jerryspinelli.com/newbery_008.htm)

Cube the author, and use the cube to write an autobiographical sketch.

## 4c12 Cubing Who, What, When, Where, Why

|  |             |             |              |  |  |
|--|-------------|-------------|--------------|--|--|
|  |             | <b>Name</b> |              |  |  |
|  |             | <b>Who</b>  |              |  |  |
|  | <b>What</b> | <b>When</b> | <b>Where</b> |  |  |
|  |             | <b>Why</b>  |              |  |  |
|  |             |             |              |  |  |

# Character Based Literacy Program

## Independent Study Lesson Plan

### Maniac Magee, Week 1



## PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

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**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is an author's voice?

What is a Samaritan?

What is the Children's Crusade?

What makes up neighborhood territories?

In what ways does Maniac break down color and race barriers?

**Word Wall** Here are vocabulary words to add to the Word Wall.

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|                   |                    |                  |                  |                   |
|-------------------|--------------------|------------------|------------------|-------------------|
| legend pg. 2      | monument pg. 2     | legacy pg. 2     | trestle pg. 5    | orphan pg. 5      |
| suspicious pg. 10 | deserted pg. 10    | hauling pg. 11   | grungy pg. 13    | stupefied pg. 19  |
| reeled pg. 25     | pandemonium pg. 25 | bunted pg. 25    | wandering pg. 29 | townships pg. 29  |
| blemish pg. 30    | stunned pg. 30     | instincts pg. 31 | armory pg. 31    | screeching pg. 31 |
| finicky pg. 38    | uncrumpled pg. 38  | cringed pg. 38   | solemnly pg. 42  | quiver pg. 43     |

## READ

**Review** Review the timeline from the beginning every day.

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Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

**Read** Read the selection.

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pg. 1-44

## RESPOND

## **Timeline** List the 15-20 most important on the timeline.

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Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

## **Map** Add to ongoing activities like a KWL chart or map: where did the characters go?

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Maniac Magee takes place in Pennsylvania. Track the locations on a map of the state and cities he visits.

- Locate Bridgeport and Hollidaysburg on your map.
- Create a map specifically of Norristown, PA (this is somewhat fictitious, so add locations as you see fit)
- Map the locations Maniac visits.
- Add to your map of Norristown, PA
  - Add the Little League Field
  - Add the Elmwood Park Zoo
  - Separate the east end from the west end

## **EXPLORE**

### **Activity** Explore the reading more deeply with a visual or oral language activity.

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#### **Cube: 5 W's and H.**

Create a cube that answers the 5 W's and H questions from today's reading. Hang cube up on a mobile. Use cube to write an introductory paragraph for Maniac Magee.

#### **Open Mind Portrait**

Create an OMP in the likeness of Maniac. What do you think he is thinking and feeling as he loses his parents? Has to live with his aunt and uncle? And finally leaves? Add 3-5 thoughts to your OMP.

#### **Open Mind Portrait**

Add to your OMP of Maniac. What is he thinking and feeling as he stops and says HI to Amanda? Asks her for her books? Helps her? And helps the boy at Finsterwald's? Add 3-5 new thoughts to your OMP.

#### **Comic strip**

Create a comic strip that summarizes one major even in today's reading. Make sure you add dialog to your panels.

#### **Character Profile Chart**

Start a character profile chart for Amanda and the Beale family. You will add to this as you read the novel. As you add to this cite pages and examples to support the traits the characters have. You may use this in your final writing prompt.

### **Character Profile Chart**

We are learning more information about Jeffery/Maniac Magee.  
Start filling out a CPC on him.  
Add one trait based on what you know about him so far.  
Give 2 examples from the reading to support your trait.  
Cite the page number you found it on.  
You will work on this throughout the novel.

### **Venn Diagram**

Create a Venn Diagram comparing Jeffery and John McNab.  
Use the descriptions from the reading to show their similarities and differences.  
Use this diagram to write a character comparison.

### **Open Mind Portrait**

Add to your OMP of Maniac. What is he thinking and feeling as McNab comes after him? When he meets Mars Bar? When Mars tears the page out of the book? Add 3-5 new thoughts to your OMP.

### **Character Profile Chart**

We are learning more information about Jeffery/Maniac Magee.  
Add another trait to the CPC you started on Day 3 of the lesson  
Give 2 examples from the reading to support your trait.  
Cite the page number you found it on.  
You will work on this throughout the novel.

### **Open Mind Portrait**

Add to your OMP of Maniac. What is he thinking and feeling as Mars corners him? When he meets Mrs. Beales? When he is invited to stay and realizes he has an address? Add 3-5 new thoughts to your OMP.

## **Discussion**

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### **Key Questions pg. 1-9**

1. What kind of voice is the author creating in terms of the narrator?
2. What techniques does the author use to set the scene of the novel?
3. Who are some literary legends? What characteristics do legends normally possess?
4. Do we know who the narrator is?
5. How is the author creating curiosity with the reader?
6. How does the author describe Maniac on the first day? What does that image make you think of (page 9)?

7. What was significant that Maniac did as he ran through towns? How does that one word change things for people? Explain.

### **Key Questions pg. 10-19**

1. Who is Amanda Beale and why is she late for school? Why did Maniac think she was running away? What was in the suitcase?
2. Maniac offers to carry the suitcase for Amanda. Why was that event significant? What does that tell you about his character?
3. Amanda wants to know where Jeffery is from. His reply is, "it is where I am from, not where I am." What is Jeffery trying to convey to Amanda?
4. What happens out on the football field? What was Maniac carrying?
5. Who is Arnold and why is the vignette about him important?
6. What kind of person do you think Jeffrey/Maniac is by all these descriptions? What else would you like to know about it?

### **Key Questions pg. 20-29**

1. Why didn't the Pickwells question Jeffrey when he was eating dinner with him? Why were the kids amazed when he left?
2. What was unusual about Jeffrey's experience with John McNab? Why are the kids amazed at John? What characteristics does he possess? Are they positive or negative? Explain.
3. What does Jeffrey want? Where does he live?
4. How did Jeffrey spend his days? Is it significant that Jeffrey is keeping Amanda's book perfect? Explain. What does he value?

### **Key Questions pg. 30-37**

1. Why are McNab and his friends laughing when they stop chasing Maniac? What is the difference between the two sides of town? What separates them?
2. Why does Mars Bar give Maniac a hard time?
3. What does Maniac do when Mars offers him a bite of his candy bar? Why is this considered taboo?
4. Maniac does not know he shouldn't be on the East End. Is racism a learned or ingrained practice? Does Maniac care what side of the street he is on? Why doesn't it matter to him? If he had a home do you think he would think and feel differently? Explain.
5. What misunderstanding do Jeffrey and Mars Bar have in relation to the word 'bad'? Do you think this interaction frustrates Mars? Is Maniac intentionally trying to be frustrating? Explain.
6. Who helps Jeffrey out? Would you consider this unknown character a Samaritan?

### **Key Questions pg. 38-44**

1. What happens when Mars Bar spots Jeffrey again? Do you think Mars is
2. How has the author built suspense in these chapters?
3. What is your impression of Mars Bar and his maturity level? How does he react when he is confused or doesn't understand something? Is that a "norm"? What

would happen to people's relationships if they took time to think and understand before acting?

4. What does Maniac do when he meets Mrs. Beale? What does this say about his character? How does he help throughout the day? Does this make for a good houseguest?
5. How does Mr. Beale know he is homeless? What are his choices? What would you do in this situation?
6. What is Maniac's reaction to being able to stay at the Beale home?

## EXTEND

**Write** Write a short product based on today's prompt to connect to the unit theme.

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### Key Paragraph

Page 8:

And another question: Why did he stay here? Why? Two Mills?

Of course, there's the obvious answer that sitting right across from the Schuylkill is Bridgeport, where he was born. Yet there are other theories. Some say he just got tired of running. Some say it was the butterscotch Krimpets. And some say he only intended to pause here but that he stayed because he was so happy to make a friend.

### Writing Prompt

Based on the information from today's reading why do you think Maniac stopped running? **Write an argument to support your claim. Use logical reasoning and evidence as you write. Use words phrases and clauses to create cohesion and clarify the relationships among claims. Establish a formal style. Provide a concluding statement that supports the argument you presented.**

### Key Paragraph

Page 12-13

"Can I have a book?" he said.

"They're mine," she said.

"Just to read. To borrow."

"No."

"Please. What's your name?"

### Writing Prompt

Jeffery is trying to convince Amanda to lend him a book. They are obviously her most prized possession. He doesn't belong in there and he doesn't have any connection. However, he is slowly finding a connection with Amanda.

Write an argument in which you pretend you are Jeffery trying to get Amanda to loan you a book. **Introduce your claim (what you want). Support your claim with logical reasons and evidence (why should she let you borrow the book). Use words, phrases, and clauses to create cohesion and clarify relationships between your reasons and your evidence. Provide a concluding statement that supports your claim (restate why she should let you borrow the book)**

### Key Paragraph

Page 29:

He started reading Amanda Beale's book his second day in town and finished it that afternoon. Ordinarily, he would have returned it immediately, but he was so fascinated by the story of the Children's Crusade that he kept it and read it the next day. And the next.

### Writing Prompt

How does the author continue to develop the character of Jeffrey, who is now called Maniac? Does he seem likeable? Trustworthy? Interesting? Responsible?

**Choose a characteristic that you think Maniac Magee has. Write an argument essay in which you introduce that characteristic and its relevance to Maniac. Introduce your claims and acknowledge an alternate or opposing claim. Organize your reasons and evidence logically. Support your claims with logical reasoning and evidence using accurate sources. Use words and phrases to create cohesion and clarify relationships in the writing. Establish and maintain formal style. Conclude with a statement that supports your claim.**

### Key Paragraph

Page 37:

The lady looked down at Maniac. A little of the glare lingered in her eyes. "You better get on, boy, where you belong. I can't be following you around. I got things to do."

### Writing Prompt

Why is the lady telling Maniac to get going? Why would she have to follow him around? Why was he not welcome in that part of town? Why doesn't Maniac know he is not welcome? Do you consider the unknown woman a Samaritan?

**In what ways does the unknown woman become a Samaritan to Maniac and to others not from the East End? Write an argument in which you state your claim. Acknowledge the opposing viewpoint and organize your reasons logically. Support your claim with relevant evidence, accurate and credible sources. Use words, phrases, and clauses to clarify relationships. Maintain formal style. Provide concluding statement that supports your argument.**

### Key Paragraph

Page 43:

Mr. Beale made a U-turn right there and headed back. Only Mrs. Beale was still downstairs when they walked into the house. She listened to no more than ten seconds' worth of Mr. Beale's explanation before saying to Maniac, "You're staying here."

### Writing Prompt

In what way does Mr. and Mrs. Beale's decision to let Maniac stay demonstrate courage? How does their decision show respect to Maniac and his situation?

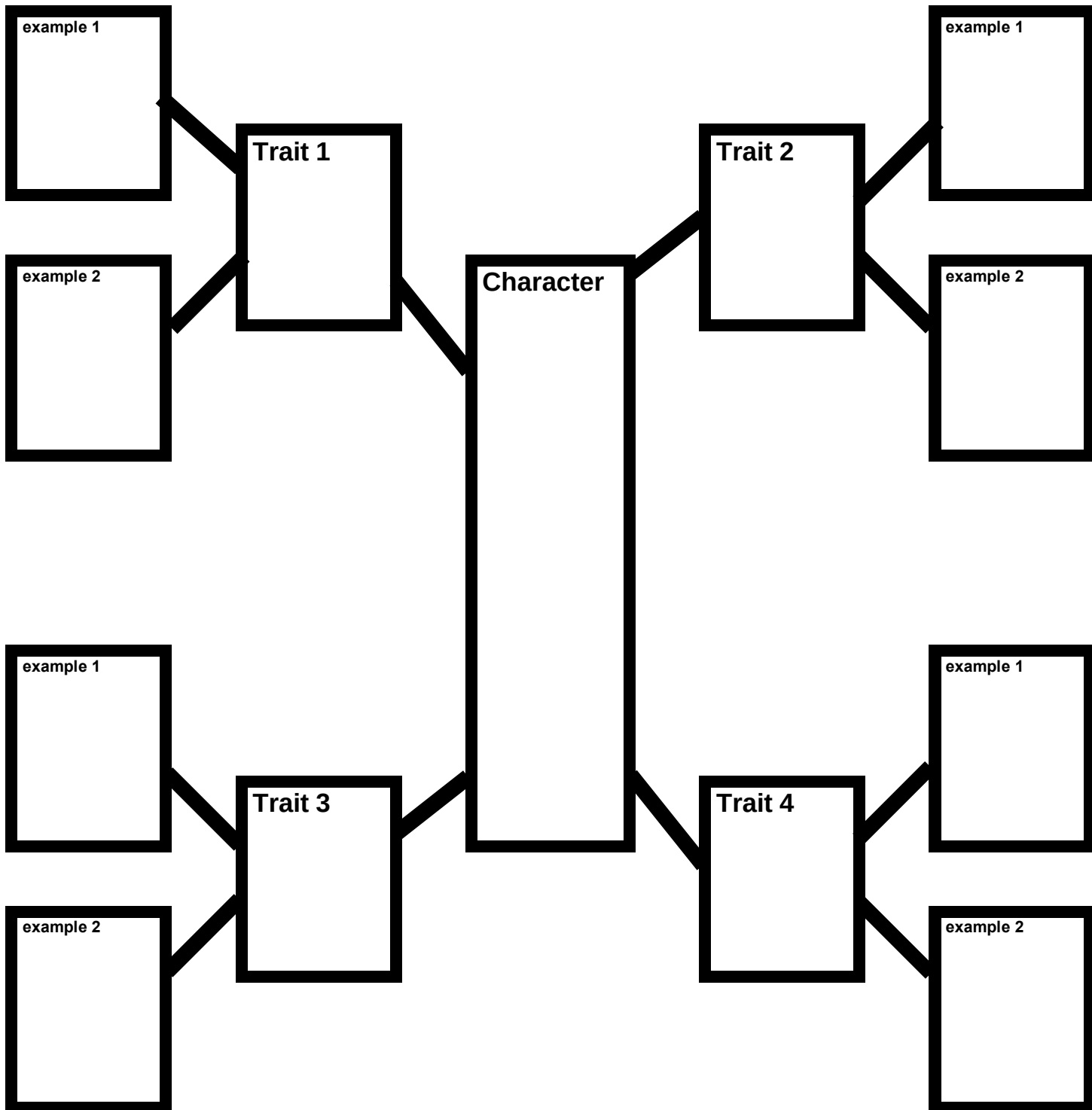
**Write an argument in which you defend the decision the Beales make as a family? Introduce your claim and acknowledge the counter claim. Organize your**

**reasons in a logical fashion. Use words, phrases, and clauses to create cohesion in your writing. Provide a concluding statement in which you support the argument you presented.**

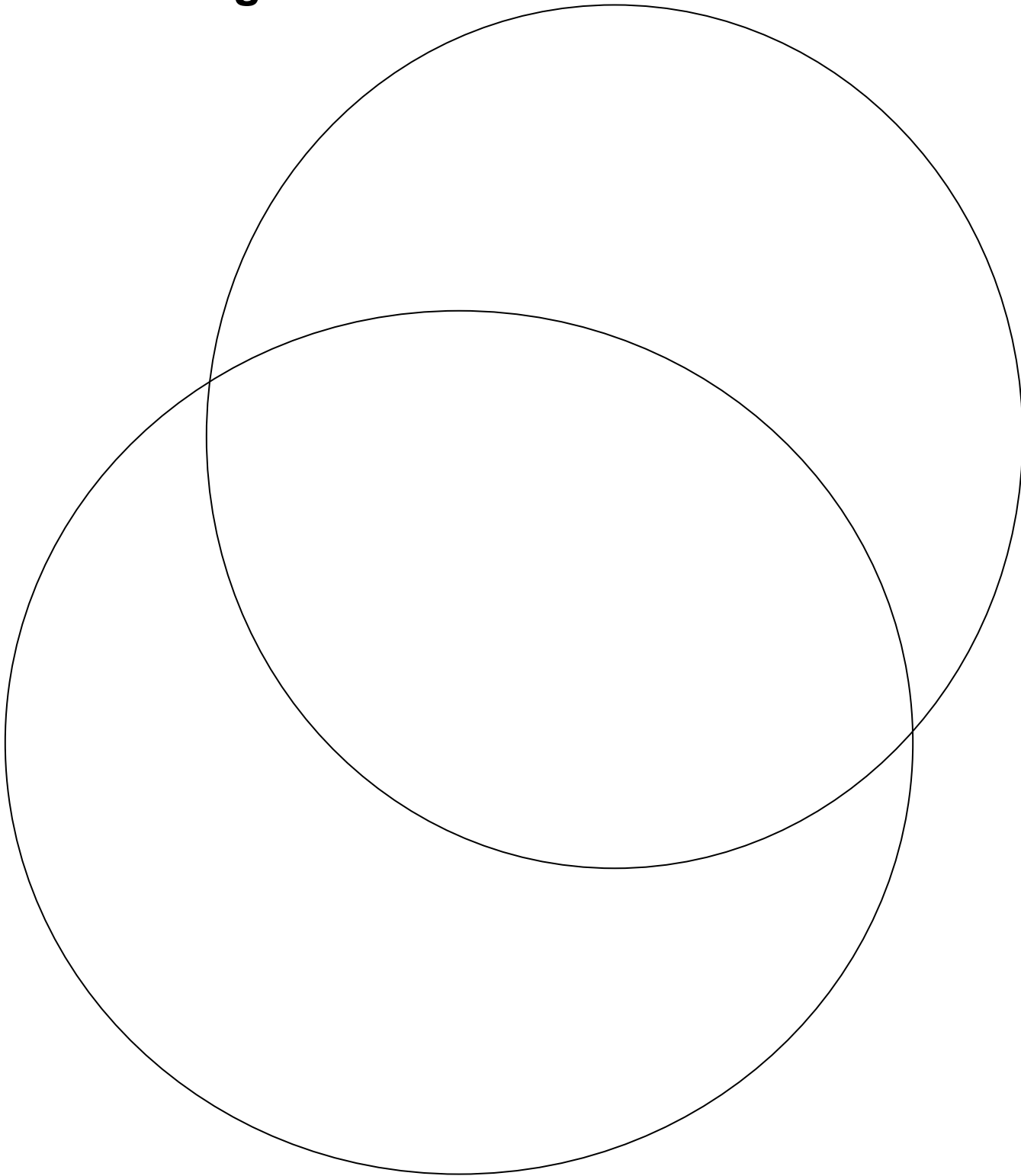
#### **4c12 Cubing Who, What, When, Where, Why**

|  |             |             |              |  |  |
|--|-------------|-------------|--------------|--|--|
|  |             | <b>Name</b> |              |  |  |
|  |             | <b>Who</b>  |              |  |  |
|  | <b>What</b> | <b>When</b> | <b>Where</b> |  |  |
|  |             | <b>Why</b>  |              |  |  |
|  |             |             |              |  |  |

# 4g6 Character Profile Chart



# 6g6 Venn Diagram Chart



# Character Based Literacy Program

## Independent Study Lesson Plan

### Maniac Magee, Week 2



## PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

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**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is the importance of a name?

What constitutes bullying?

What are the 7 Wonders of the World?

What is a band shell?

What was the role of the YMCA?

What does it mean to be ignorant?

**Word Wall** Here are vocabulary words to add to the Word Wall.

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|                   |                    |                    |                  |                  |
|-------------------|--------------------|--------------------|------------------|------------------|
| hemisphere pg. 45 | miracle pg. 46     | plunking pg. 47    | converged pg. 51 | billboard pg. 52 |
| littered pg. 55   | darted pg. 55      | soul pg. 55        | quiver pg. 55    | gawked pg. 62    |
| sneered pg. 65    | curiosity pg. 67   | contortions pg. 69 | daintily pg. 71  | cunning pg. 73   |
| coiled pg. 74     | snarling pg. 76    | escort pg. 76      | mosey pg. 79     | lumbering pg. 80 |
| puzzlement pg. 86 | recognition pg. 86 | dumbfounded pg. 87 | digesting pg. 88 | tempted pg. 89   |

## READ

**Review** Review the timeline from the beginning every day.

---

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

**Read** Read the selection.

---

## RESPOND

**Timeline** List the 15-20 most important on the timeline.

---

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

**Map** Add to ongoing activities like a KWL chart or map: where did the characters go?

---

Continue adding significant locations from the reading to your map.

## EXPLORE

**Activity** Explore the reading more deeply with a visual or oral language activity.

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### Character Profile Chart

As you read, you are learning more information about Jeffery/Maniac Magee.  
Add another trait to the CPC you started previously.  
Give 2 examples from the reading to support your trait.  
Cite the page number you found it on.  
You will continue to work on this throughout the novel.

### Cause and Effect Chart

Create a cause and effect chart for the Beale Home.  
What effects did Maniac have on everyone in the household?

### Character Profile Chart—Amanda and the Beale Family

Add to the Character Profile Chart for Maniac and Amanda/the Beale family.  
Make sure you cite examples and page numbers this will help in your final writing project.

### Open Mind Portrait

Add to your OMP of Maniac. What is he thinking and feeling when he trash talks in front of Mrs. Beale? When he is out with the kids in the neighborhood? When he is yelled at by the man? Add 3-5 new thoughts to your OMP.

### Poster/Newspaper Headline

Create a poster that publicizes the Cobbler's Knot.

- Give the poster a title
- Details of the untying
- Who was involved

- Prize obtained
  - Highlights of the neighborhood while it was going on
- Use colorful and descriptive language.

### **Open Mind Portrait**

Add to your OMP of Jeffery. What do you think he is thinking and feeling as he is walking out of town? As he unravels the knot? As he learns he has hurt the Beale Family?

### **Character Profile Chart**

Start a CPC of Grayson. Add a character trait from today's reading. Give two examples from the reading to support your trait. Cite the page it came from. You will continue this chart as you continue to learn about Grayson. You may use this chart for your final writing project.

### **Open Mind Portrait**

Add to your OMP of Maniac. What is he thinking and feeling as he is taken for a shower and gets new clothes? As he shares with Grayson his life at the Beale home? When he decides to stay in the equipment room? Add 3-5 new thoughts to your OMP.

### **Comic Strip**

Create a 6-panel comic strip, which retells the events in this chapter. Make sure you include dialog.

### **Character Profile Chart**

Add to your CPC of Grayson. Add a character trait from today's reading. Give two examples from the reading to support your trait. Cite the page it came from. You will continue this chart as you continue to learn about Grayson. You may use this chart for your final writing project.

## **Discussion**

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### **Key Questions pg. 45-53**

1. How does Jeffrey feel in his new home? What does he do to contribute? How is this valued? Why won't Jeffrey sleep in his bed?
2. How does the Beale family like him?
3. Describe his experiences running. What does he like about the morning?
4. The East Enders call themselves black. Why is this term confusing to Maniac? What does he see and experience when he sees them? How does that compare to him being white? Does he see himself as white? What does he see and experience?
5. Who is Hands Down? Why is his interaction with Maniac in this chapter significant? How does he help him belong?
6. What is Jeffery/Maniac's concern about not being referred to as Jeffery? Why is his identity important to him?

**Key Questions pg. 54-63**

1. What was Maniac well known for? How do the kids show their approval?
2. Maniac loved the sound of the trash talk. What about the talk reminded him of church? How is it different?
3. The author alludes to things that Maniac “didn’t see” on page 57-58. List 3 things he wasn’t able to see. Why do these things matter to others? Should they? Explain.
4. What did the old man call Maniac? How is that term hurtful? Why didn’t it affect him at first? How does Maniac see colors?
5. What was written on the side of the Beale’s house and what did it mean?

**Key Questions pg. 64-73**

1. Why was Amanda so upset with the idea of Jeffrey leaving? What impact has he made on the Beale household?
2. What conflict is causing Jeffrey to think about leaving? What are his options? Do you think leaving is the best way for him to deal with this issue?
3. What concerns does Amanda have for him? What is his plan for each of her concerns?
4. How does the conflict get resolved? What happens in the neighborhood while Jeffery is working on the knot?
5. What predilections do you have?

**Key Questions pg. 74-83**

1. What is the mood of the neighborhood as Jeffery unties the knot? What tone does the author use to convey this feeling? How does the tone change as Jeffery sees the confetti?
2. What happened to Amanda’s book and why was it such a big deal? Do you think Jeffery’s reaction is justified? What should he do before he leaves?
3. What does Maniac decide to do?
4. Does untying the knot have the effect Amanda thought it would have?
5. How does Jeffery leave town? Explain how his departure is significant to his character.
6. Why doesn’t Grayson take Jeffery to a hospital or to the police? How does he help Jeffery?
7. What is Jeffrey craving when he meets Grayson?

**Key Questions pg. 84-90**

1. What kind of kindness does Grayson show Maniac in today’s reading? Why are these significant?
2. *An idea was worming around in Grayson’s head pg. 86.* The author refers to the “idea” multiple times in today’s reading. How does the author use this to foreshadow an event?
3. How does Maniac answer Grayson would he asks about having to go to school? Why is it important for him to have an address and school at the same time?
4. What questions does Grayson have about the Beales? Why are the similarities so dumbfounding to Grayson? How does this interaction show the similarities in

people and the need to know people from other backgrounds and not assume? Explain.

5. How does Maniac define home? Why does Maniac refer to the Beale's family with their address when he refers to them, Mrs. Beale of 728 Sycamore St?
6. Maniac realizes that he should stay alone. He wants Grayson to tell him a bedtime story. He knows that everyone has a story. What is he refereeing to when he asks about his "story"? Do you think Grayson's story is happy or sad? How much control do you have over your story?

## EXTEND

**Write** Write a short product based on today's prompt to connect to the unit theme.

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### Key Paragraph

Page 46:

Other strange things happened in the house.

Such as: the yellow bucket and sponge spent more time gathering dust in the cellar and less time in Mrs. Beale's hands. Because, with Maniac around, Hester and Lester lost their interest in crayoning everything in sight. And therefore, sometimes for fifteen minutes in a row, Mrs. Beale was seen doing something she hadn't done since the little ones were born: nothing...

### Writing Prompt

How has the family changed since Jeffrey's been around? How does his presence add to the life of the Beale family? In what ways do you add to your family life? The author alludes to race issues of the time, the east end and the west end. Not crossing the street, etc.

**Maniac/Jeffrey wants to belong. He appreciates people and being connected with them. He doesn't see black versus white, he sees people. He contributes to the home he is living in, much like the rest of us do. Write and argument in which you agree or disagree with this statement, "In most cases people are people and regardless of color, they want to belong and contribute."**

**Introduce your claim and acknowledge the opposing viewpoint. Organize your reasons logically. Support your claims with relevant evidence using credible sources. Use words and phrases that create cohesion. Provide a conclusion that supports your claim.**

### Key Paragraph

Page 57:

Maniac Magee was blind. Sort of.

Oh, he could see objects, all right...He could see these things, but he couldn't see what they meant. He couldn't see that Mars Bar disliked him, maybe even hated him. When you think about it, it's amazing all the stuff he didn't see. Such as, big kids don't like little kids showing them up...

### Writing Prompt

"I lost my sight, but I never lost my vision." Unknown.

When the author states that Maniac was ‘blind’ to a certain degree, what is he talking about? What is the difference between what different people ‘see’ and having vision? Do you think Maniac had a vision of what things are supposed to be like for people?

Write an argument in which you support or oppose the “vision” that Maniac had towards others. Introduce your claim. Acknowledge opposing viewpoints and organize your reasons/evidence logically. Support your claims with logical reasons and evidence. Use words, phrases and clauses to promote cohesion. Provide a concluding statement that follows forms and supports the argument presented.

### **Key Paragraph**

Page 69:

Hardly a week went by without somebody taking a shot at the Knot, and losing. And each loser added to the glory that awaited someone who could untie it.

Page 73:

And then, around dinnertime, a huge roar went up, a volcano of cheers. Cobble’s Knot was dead. Undone. Gone. It was nothing but string.

### **Writing Prompt**

Amanda believes untying the knot will get people to like Jeffrey and respect him. Why do human beings respect people who have unusual gifts? Do you think that earning respect with change how people feel?

**Can you be respected and still not liked? Can you be liked and not respected? Write an argument in which you defend one of the positions above. Introduce a claim and acknowledge the opposing claim. Support the claim with logical and relevant evidence. Use accurate sources and information. Use words and phrases to create cohesion. Establish and maintain formal style. Provide a concluding statement that supports your claim.**

### **Key Paragraph**

Page 76:

So he turned and walked down Hector, right down the middle of the street, right down the invisible chalk line that divided East End from West End. Cars beeped at him, drivers hollered, but he never flinched. The Cobras kept right along with him on their side of the street. So did a bunch of East Enders on their side...And then they were calling at each other, then yelling, then cursing. But nobody stepped off the curb, everybody kept moving north, an ugly, snarling black-and-white escort for the kid in the middle...And that’s how it went...Maniac Magee walked—not ran—right out of town.

### **Writing Prompt**

What is happening in this scene and why do you think Maniac wanted to walk, not run out of town? Why is there so much conflict? Does walking show more respect for yourself than running?

Optional: This is hugely metaphorical as it exemplifies quite literally the racial divide. Do you think there is still a racial divide in this country? In your town? Explain your answer.

### **Key Paragraph**

Page 88:

“Well, they were my family. I had a mother and a father and a little brother and sister and a sister my age and a dog. My own room, too.”,,,

...“I was never in a house of theirs.”

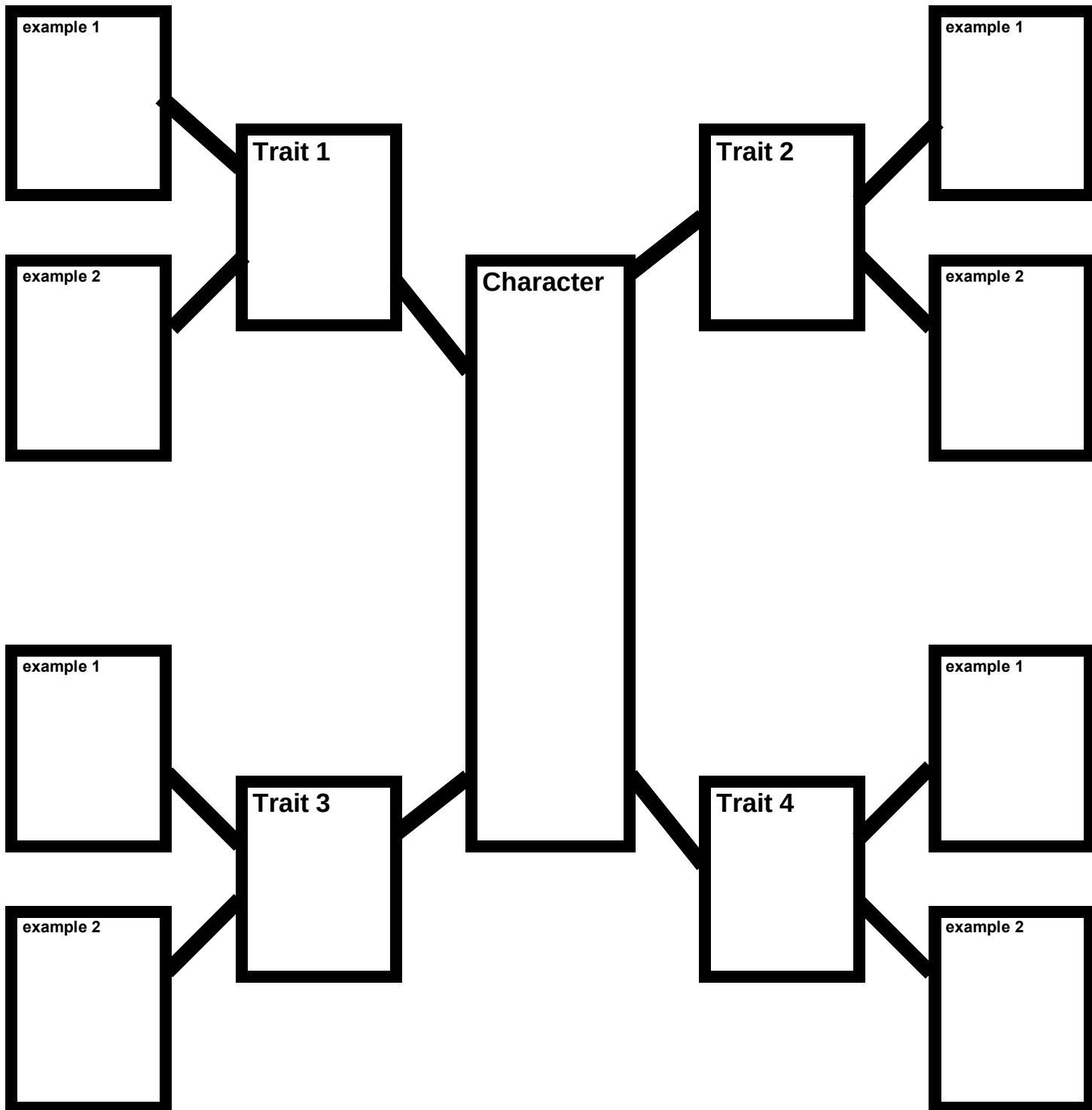
“Well I am telling you it is the same. There are bathtubs and refrigerators and rugs and TV’s and beds.

### **Writing Prompt**

In today’s reading Grayson is amazed at the similarities between him and the Beale Family and families in general. Do you think this type of ignorance is what contributes to race issues, social issues, and class issues?

**Write an argument in which you agree or oppose the need to know people before you judge them based on color or class. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.**

# 4g6 Character Profile Chart



# Character Based Literacy Program

## Independent Study Lesson Plan

### Maniac Magee, Week 3



## PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What does it mean to be literate?

What are the impacts of not knowing how to read?

What freedoms come with an ability to read? How can literacy help you?

What are some different rites of birth and death?

What happened at Valley Forge?

What are positive peer associations and how can they be fostered?

**Word Wall** Here are vocabulary words to add to the Word Wall.

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|                          |                   |                      |                    |                      |
|--------------------------|-------------------|----------------------|--------------------|----------------------|
| fidged pg. 92            | immorality pg. 94 | invasion pg. 95      | aroma pg. 96       | flaunting pg. 98     |
| knack pg. 101            | pommel pg. 101    | consonants pg. 101   | orneriest pg. 101  | preposterous pg. 105 |
| acquaintanceship pg. 110 | sill pg. 110      | aroma pg. 110        | languished pg. 111 | pungent pg. 111      |
| solitary pg. 121         | satchel pg. 121   | careening pg. 122    | desolation pg. 122 | urchins pg. 128      |
| lambasting pg. 129       | reveal pg. 130    | demonstrated pg. 130 | abundant pg. 132   | agony pg. 136        |

## READ

**Review** Review the timeline from the beginning every day.

---

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

**Read** Read the selection.

---

## RESPOND

**Timeline** List the 15-20 most important on the timeline.

---

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

**Map** Add to ongoing activities like a KWL chart or map: where did the characters go?

---

Continue adding significant locations from the reading to your map

## EXPLORE

**Activity** Explore the reading more deeply with a visual or oral language activity.

---

### Sketch

Create a sketch based on the description of the baseball field or the equipment shed on page 98

### Plot Profile Chart

Start a PPC. List 2-3 main events from today's reading. Fill in 2-3 main events rate them on a scale of 1-10 based on their intensity. You will add to this chart over two more days.

### Character Profile Chart

Add to your CPC of Grayson. Add a character trait from today's reading. Give two examples from the reading to support your trait. Cite the page it came from. You will continue this chart as you continue to learn about Grayson. You may use this chart for your final writing project.

### Thoughtshot.

If you were going to freeze the moment in time when Grayson finally finished reading *The Little Engine that Could*, what thoughts do you think were going through his mind?

### Open Mind Portrait

Add to your OMP for Maniac. What do you think he is thinking and feeling as he teaches Grayson to read? As he has a great Thanksgiving? Once he paints his address on the door? Add 3-5 new thoughts to your OMP.

### Character Profile Chart

Add to your CPC of Grayson. Add a character trait from today's reading. Give two examples from the reading to support your trait. Cite the page it came from. You will continue this chart as you continue to learn about Grayson. You may use this chart for your final writing project.

### **Plot Profile Chart**

Add 2-3 more events to your PPC. Rate them on a scale from 1-10 based on their intensity.

### **Sketch**

Using the description on page 110-111 of the inside of the band shell or on page 111 of the description of the outdoor tree sketch a picture that represents the scene.

### **Poster**

Create a poster representing the life of Grayson. Use information from the book and his relationship with Maniac to represent his importance to others.

### **Venn Diagram**

Google Search Death Rites and Rituals.

Choose two religions or cultures that interest you.

Create a Venn Diagram comparing the two rituals.

Write a compare and contrast essay to share the similarities and differences of the two.

### **Character Profile Chart**

Complete your CPC of Grayson. Add a character trait from today's reading. Give two examples from the reading to support your trait. Cite the page it came from. You will continue this chart as you continue to learn about Grayson. You may use this chart for your final writing project.

### **Plot Profile Chart**

Add 2-3 more events to your PPC. Rate them on a scale from 1-10 based on their intensity.

### **Open Mind Portrait**

Add to your OMP for Maniac. What do you think he is thinking and feeling as he mourns the loss of Grayson? Meets the two boys? Takes them to a safe place? Add 3-5 new thoughts to your OMP.

### **Character Profile Chart**

Start a Character Profile Chart for the McNab Boys.  
Cite examples and pages from the text to support your view.  
You may use this for your final writing project.

## **Discussion**

---

**Key Questions pg. 91-99**

1. What kind of career did Grayson have in the Minor Leagues? How was Grayson different when he told Jeffery he was a pitcher?
2. What did the man at the gas station send him to do? How did that affect him? Should you accept free items before clarifying the conditions?
3. How did Jeffery start spending his afternoons? What was he learning? When the author refers to Grayson as the professor what does that mean?
4. What happened the day a scout came to see him play?
5. What is Maniac's attitude about learning and how do you know? Can you be self-taught?
6. What favor does Grayson ask of Maniac?

**Key Questions pg. 100-109**

1. How does Maniac teach Grayson to read? What language does he use that "gets" to Grayson? Why is it important to know your students to help them really learn?
2. The first book Grayson reads by himself is *The Little Engine That Could*, why is this symbolic? What reaction did Maniac have? Why was it appropriate?
3. What was Grayson feeling after he read the book?
4. What season is it and how can you tell? Be specific?
5. What are Grayson and Maniac especially grateful for? How did they celebrate the day?
6. After dinner Maniac paints his address on the Band Shell, how is the band shell a home for him? What elements does a house have to possess to become a home?

**Key Questions pg. 110-118**

1. What does the author do to give the reader a clear sense of what it is like to be with Maniac and Grayson at Thanksgiving and Christmas? Be specific. What nouns, adjectives, verbs and adverbs does he use?
2. How effective is he in portraying the mood and setting? Do you think Maniac and Grayson were experiencing joy and peace? Explain.
3. Did the author surprise you with Grayson's death?
4. What does Maniac do to eulogize Grayson? How did he honor his life? Why was he so angry with the gravediggers?
5. Why is it ironic that Grayson's grave was dug by a steam shovel?
6. What did Jeffery/Maniac do? Where do you think he will go?

**Key Questions pg. 121-128**

1. How did Maniac cope with Grayson's death? What are his options?
2. What did he take with him when he left the Band Shelter?
3. Why do you think he didn't want to stay there? How did he react to the address being painted on the door? Does he contribute to his own instability? Explain.
4. What is Valley Forge?
5. How did the two boys he met get along? What can you tell about their personalities based on the author's description of them?

6. Where were they going? Why did Maniac decide to help them? What does this say about his character and sense of responsibility?
7. Who ended up being their older brother?

### **Key Questions pg. 129-140**

1. What does Maniac do to help John regain the respect of his little brothers? What does this say about his character? What do you think he values?
2. What role does he fulfill with Russell and Piper? Why do you think it is important for him to support the younger boys?
3. What is their father like?
4. On page 135 Maniac is lying in bed at the McNab house. He is thinking, "Who is the orphan here anyway?" What do you think he is referring too? The McNab's have a home and a father can they be considered orphans?
5. What gift did Maniac give Piper and Russell?
6. How does Maniac tackle Finsterwald's? How does the author portray him? What do you think he really like?

## **EXTEND**

**Write** Write a short product based on today's prompt to connect to the unit theme.

---

### **Key Paragraph**

Page 98:

He showed them to the old man. Ancient, back broken math books, flaking travel books, warped spellers, mangled mysteries, biographies, music books, astronomy books, cookbooks.

"What's the matter?" said the old man. "Can't you make up your mind what kind you want?"

The kid laughed. "I want them all." He threw his hands out. "I'm learning everything!"

### **Writing Prompt**

In what way is Maniac's love of learning infectious? Can you be self-taught? Do you need a basic understanding to be self-taught? Is self-taught more meaningful to people than other types of learning?

**Write an argument in which you claim how people have an ability to be self-taught. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.**

### **Key Paragraph**

Page 105:

Something deep in his heart, unmeasured by his own consciousness, soared unburdened for the first time in thirty-seven years, since the time he had so disgraced himself before the Mud Hens' scout and named himself thereafter a failure.

### **Writing Prompt**

Why do you think Grayson was feeling unburdened for the first time in thirty-seven years?

Reading could be considered a fundamental freedom. Write an argument in which you support or oppose the freedom that comes with one's ability to read and write. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

### **Key Paragraph**

Page 114:

The boy could not take his eyes off the glove. The old man could not take his eyes off the boy. The record player finished "Christmas Polka" and clicked off, and for a long time there was silence.

Five days later the old man was dead.

### **Writing Prompt**

In writing, authors often juxtapose events in the chapter specifically for effect. This is part of the craft of writing. What impact did it have on you as the reader to have just read about how wonderful Christmas was and then read that the old man was dead? What feeling did this leave you with? What impression?

**Write an argument in which you support the effect and effectiveness the author uses to grab the reader. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.**

### **Key Paragraph**

Page 127:

He waited while they bickered over what to do. Valley Forge was a good five or six miles from Two Mills. These kids might not have made it to Mexico, but they had come a long way and stayed out overnight, and someone somewhere must be worried sick about them.

### **Writing Prompt**

Maniac has a certain sense of Responsibility to the boys. He knows someone worries about them. What do you think contributes to his desire to help them?

**Write a 1-2 paragraph argument in which you defend Maniac's need to help the boys. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.**

### **Key Paragraph**

Page 137:

What a wonderful thing, this importance. Waiting for them the moment they awoke in the morning, pumping them up like basketballs, giving them bounce. And they hadn't even had to steal it! They loved it. The more they had, the more they wanted.

### **Writing Prompt**

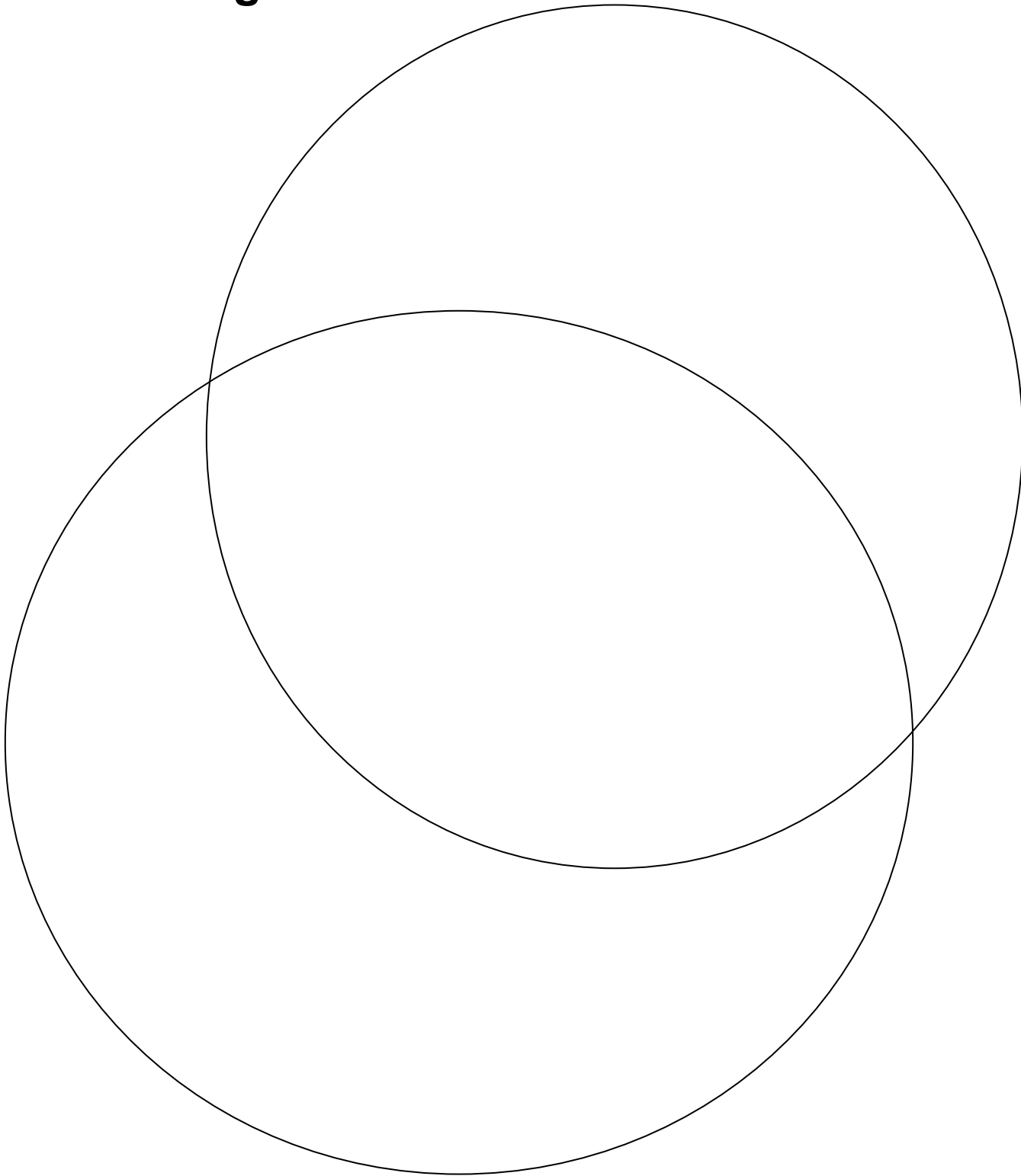
How does it make a person feel to know someone important? What is it mean to be important? How does Maniac treat people? How does Maniac make people feel? Do you also think that makes him likeable?

In thinking about Maniac as a character he has had an interesting life and he rarely shares much about himself to others. Do you think it is important to be interesting to others or to be interested in others? Write a 1-2 paragraph argument in which you state your claim and acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

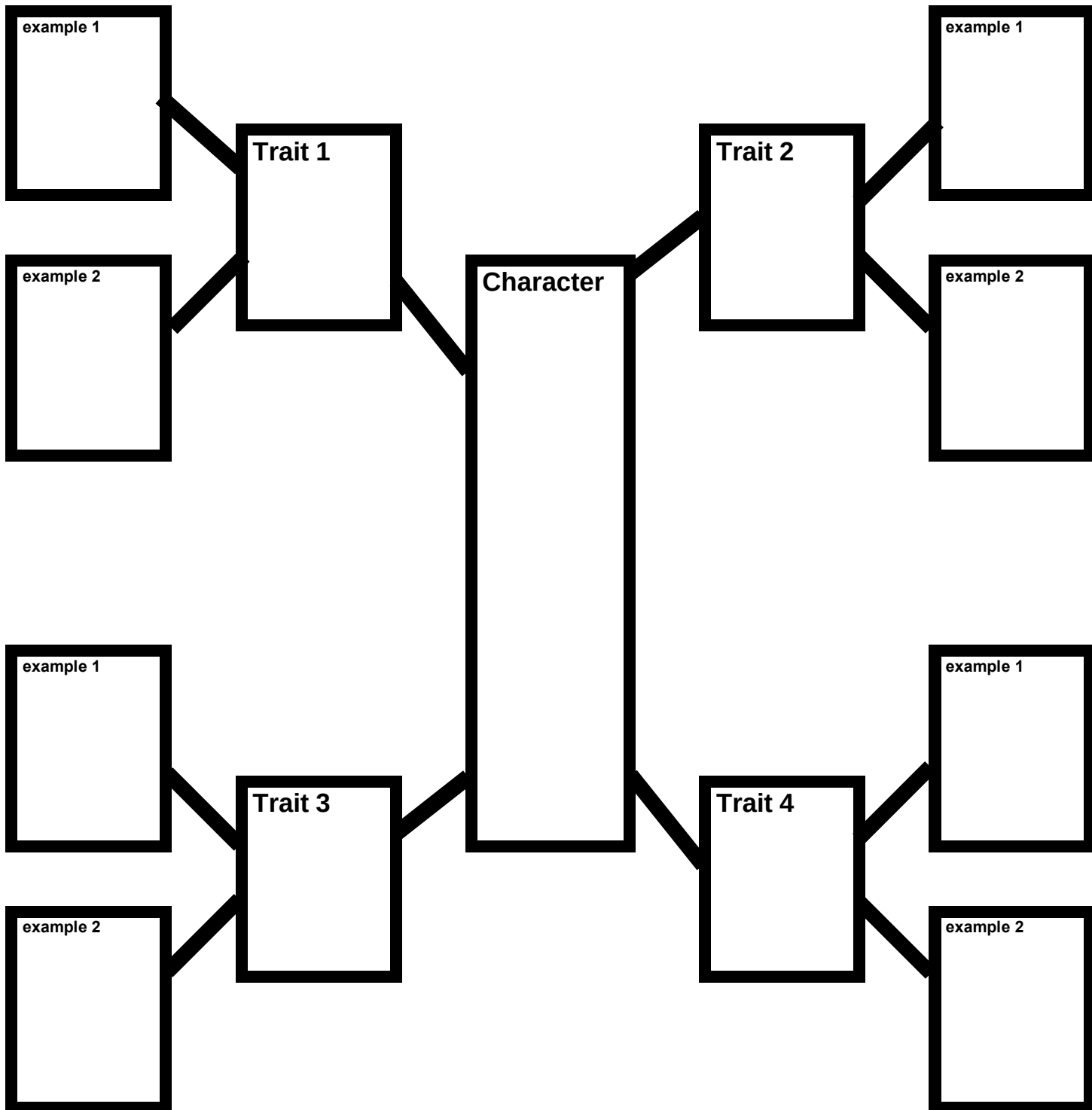
# 3g6 Plot Profile Chart

|           |             |   |   |   |   |   |   |   |   |   |    |
|-----------|-------------|---|---|---|---|---|---|---|---|---|----|
| 10        |             |   |   |   |   |   |   |   |   |   |    |
| 9         |             |   |   |   |   |   |   |   |   |   |    |
| 8         |             |   |   |   |   |   |   |   |   |   |    |
| 7         |             |   |   |   |   |   |   |   |   |   |    |
| 6         |             |   |   |   |   |   |   |   |   |   |    |
| 5         |             |   |   |   |   |   |   |   |   |   |    |
| 4         |             |   |   |   |   |   |   |   |   |   |    |
| 3         |             |   |   |   |   |   |   |   |   |   |    |
| 2         |             |   |   |   |   |   |   |   |   |   |    |
| 1         |             |   |   |   |   |   |   |   |   |   |    |
| Intensity | Description |   |   |   |   |   |   |   |   |   |    |
|           |             |   |   |   |   |   |   |   |   |   |    |
| Event     |             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

# 6g6 Venn Diagram Chart



# 4g6 Character Profile Chart



# Character Based Literacy Program

## Independent Study Lesson Plan

### Maniac Magee, Week 4



## PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Justice Requires Restraint.** Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is personal space?

What is acceptance?

What is pride?

How can you practice being assertive?

What does it mean to go home?

**Word Wall** Here are vocabulary words to add to the Word Wall.

---

|                    |                   |                   |                   |                   |
|--------------------|-------------------|-------------------|-------------------|-------------------|
| heroic pg. 141     | boosting pg. 142  | perilous pg. 142  | forlorn pg. 143   | fierce pg. 144    |
| ecstatic pg. 149   | genuine pg. 150   | revolt pg. 151    | barrier pg. 154   | persuaded pg. 155 |
| goading pg. 157    | stoking pg. 157   | fuss pg. 160      | utter pg. 161     | persisted pg. 161 |
| sensations pg. 170 | merging pg. 171   | veered pg. 171    | harnessed pg. 171 | gondolas pg. 172  |
| swatted pg. 174    | amplified pg. 177 | snickered pg. 177 | pry pg. 178       | wrenching pg. 181 |

## READ

**Review** Review the timeline from the beginning every day.

---

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

**Read** Read the selection.

---

pg. 141-184

## RESPOND

**Timeline** List the 15-20 most important on the timeline.

---

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

**Map** Add to ongoing activities like a KWL chart or map: where did the characters go?

---

Continue adding significant locations from the reading to your map

## EXPLORE

**Activity** Explore the reading more deeply with a visual or oral language activity.

---

### Open Mind Portrait

Add to your OMP for Maniac. What do you think he is thinking and feeling as he runs into Mars? As he convinces the McNab kids to go to school? As he is reunited with the Beale Family? Add 3-5 new thoughts to your OMP.

### Poster

Mars and Maniac race on the street create a poster that recounts the race.

### Postcard

Pretend you are Maniac. Write a postcard to the Beale Family. Explain why you miss them and how much you appreciate them. Be specific.

On the other side illustrate something from today's reading.

### Character Profile Chart—McNab's

Continue to add traits and examples for the McNab Family and Boys. You may use this for your final writing product.

### Rap/Poem

Create a rap or poem to address the theme of today's reading.

### Open Mind Portrait

Add to your OMP for Maniac. What is he thinking or feeling when he invites Mars to the West End? As they have dinner at the Pickwell's? As he leaves the McNab's with Mars? Add 3-5 new thoughts to your OMP.

### Character Profile Chart

Start a CPC for Mars. You will add to this as you read the novel. As you add to this cite pages and examples to support the traits the characters have. You may use this in your final writing prompt.

### **Plot Profile Chart**

Add to your plot profile chart. Add 2-3 more significant events. Rate them on a scale of 1-10 based on their intensity. Use the finished chart to write a summary of the reading.

### **Open Mind Portrait**

Add to your OMP for Maniac. What is he thinking and feeling as he runs with Mars? As he sees Russell on the trestle? As he leaves him there and walks away? Add 3-5 new thoughts to your OMP.

### **Character Profile Chart**

Add to your CPC for Mars. You will add to this as you read the novel. As you add to this cite pages and examples to support the traits the characters have. You may use this in your final writing prompt.

### **Plot Profile Chart**

Complete the PPC you started.

### **Open Mind Portrait**

Complete your OMP for Maniac. What is he thinking and feeling as Mars comes looking for him? Asks him to come to his house? When Amanda comes to find him and take him home? Add 3-5 final thoughts to your OMP.

### **Character Profile Chart Mars and Amanda**

Add to your CPC for Mars and Amanda. You will add to this as you read the novel. As you add to this cite pages and examples to support the traits the characters have. You may use this in your final writing prompt.

## **Discussion**

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### **Key Questions pg. 141-144**

1. Maniac trades a dare for a week of school with the McNab boys. Why is he making this sacrifice? Why is school important to Maniac?
2. What feats does Maniac do that all the kids think are really amazing?
3. How does Maniac interact with Mars? Why is this interaction frustrating to Mars?
4. In what way does Maniac win the race? Does he win with integrity? Explain?
5. Describe the interaction between Mars Bar and Maniac.
6. What was Maniac considering right before he raced? How did Mars attitude change after Maniac won? Would it have been different if Maniac was a better winner?
7. How does the author use the reconnection with the Beale's family? Predict what you think will happen.

**Key Questions pg. 149-157**

1. Were the McNab brothers surprised to see Maniac alive after visiting the East End? What was the result of Maniac being on the East End? Was their reaction genuine? Why do you think they were so concerned?
2. What were the McNab's building? What was Maniac's reaction?
3. Do you think the author makes the McNab Family extreme to provoke a response? Explain.
4. Where do you think the brothers received all of their fear about people unlike themselves?
5. How is Maniac's experience at the Pickwell and Beale home vastly different than with the McNab's? What did he learn from these interactions?
6. When Maniac tried to parent the brothers, what happened? Why did he stop trying to parent the boys?
7. What did the boys do to anger Maniac? In what way did they cross the line?

**Key Questions pg. 158-169**

1. How did Maniac convince Mars that he was badder? What does Maniac do that no one else chooses to?
2. How was Mars Bar's experience different at the Pickwell's versus the McNabs?
3. Are all white people like the Pickwell's?
4. Are all white people like the McNabs?
5. Are all black people like the Beales?
6. Are all black people like Mars Bar?
7. What message is the author trying to make? Why does the author make the McNab's and Mars so extreme?
8. After Maniac and Mars left the McNab's what does Maniac realize about Mars? How does Mars show restraint and courage?

**Key Questions pg. 170-174**

1. How did Mars and Maniac begin to run together? How do you think this interaction started to change their perspectives of each other?
2. What mood does the author having the two characters run side by side create?
3. Can you see how similar interests and backgrounds unite people? What was their common goal?
4. Can you make any predictions about how the book might end?
5. What mood does the author create by having Maniac walk away from the McNab boys? Why does Maniac walk away? What would you have done?

**Key Questions pg. 175-184**

1. What did Mars Bar and Maniac talk about at the zoo? What parts of Maniac's life did he share with Mars? What does Mars want from him?
2. What breakthrough happened in their friendship?
3. Were you surprised that Amanda came back into the story?
4. How does she interact with Maniac? What role does she assume in the relationship?

## EXTEND

**Write** Write a short product based on today's prompt to connect to the unit theme.

---

### Key Paragraph

Page 141:

Thus began a series of heroic feats by Maniac Magee. At twenty paces, he hit a telephone pole with a stone sixty-one times in a row...

### Writing Prompt

Do you think Maniac's feats are truly heroic? For what reason is Maniac taking the challenges the boys give him? Does that make his actions heroic?

**Write an argument in which you support or oppose Maniac's "heroic" actions. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.**

### Key Paragraph

Page 151:

Once it was done, they'd be ready. Let the revolt begin. Let the 'rebels' s they called the East Enders, come. Let 'em bust through the newly installed bars over the plywood on the windows. Let 'em bust through the steel door. They'll find themselves staring down the barrel of a little surprise...one of these days they are gonna revolt...

### Writing Prompt

Comment on the reasonableness of the McNab brothers' fear of black people. Where do you think the brothers received their ideas and fear about people unlike themselves? What has Maniac's experience been of black people? Do you think it takes more courage to just accept all people for who they are?

**Write a one-paragraph argument in which you support or oppose the courage it takes to accept others. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.**

### Key Paragraph

Page 168:

East End and West End, black and white would only begin when the alarm clocks rang. For now, before sunrise, there were no divisions, no barriers. There were only the people, the families, the town. His town. As much his town as anyone's.

### **Writing Prompt**

How does the fact that Maniac travels and stays with different families influence his perspective? How is Maniac's perspective unique? What is the author trying to tell the reader? Do you think experiences help shape your opinions?

**Write a one paragraph argument in which you support or oppose the need for different experiences with different groups of people. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.**

### **Key Paragraph**

Page 173:

With the drenched, mud-footed kid clawing at him, he turned without a word, without a gesture, and left the platform and went downstairs. Shortly he appeared on the sidewalk below. He crossed Main and continued walking slowly up Swede, Piper screaming after him from the end of the platform.

### **Writing Prompt**

Why do you think Maniac didn't go after Russell? Do you think he was obligated to assist in this situation?

**Write an argument in which you support or oppose Maniac's decision to walk away from the platform. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.**

### **Key Paragraph**

Page 184:

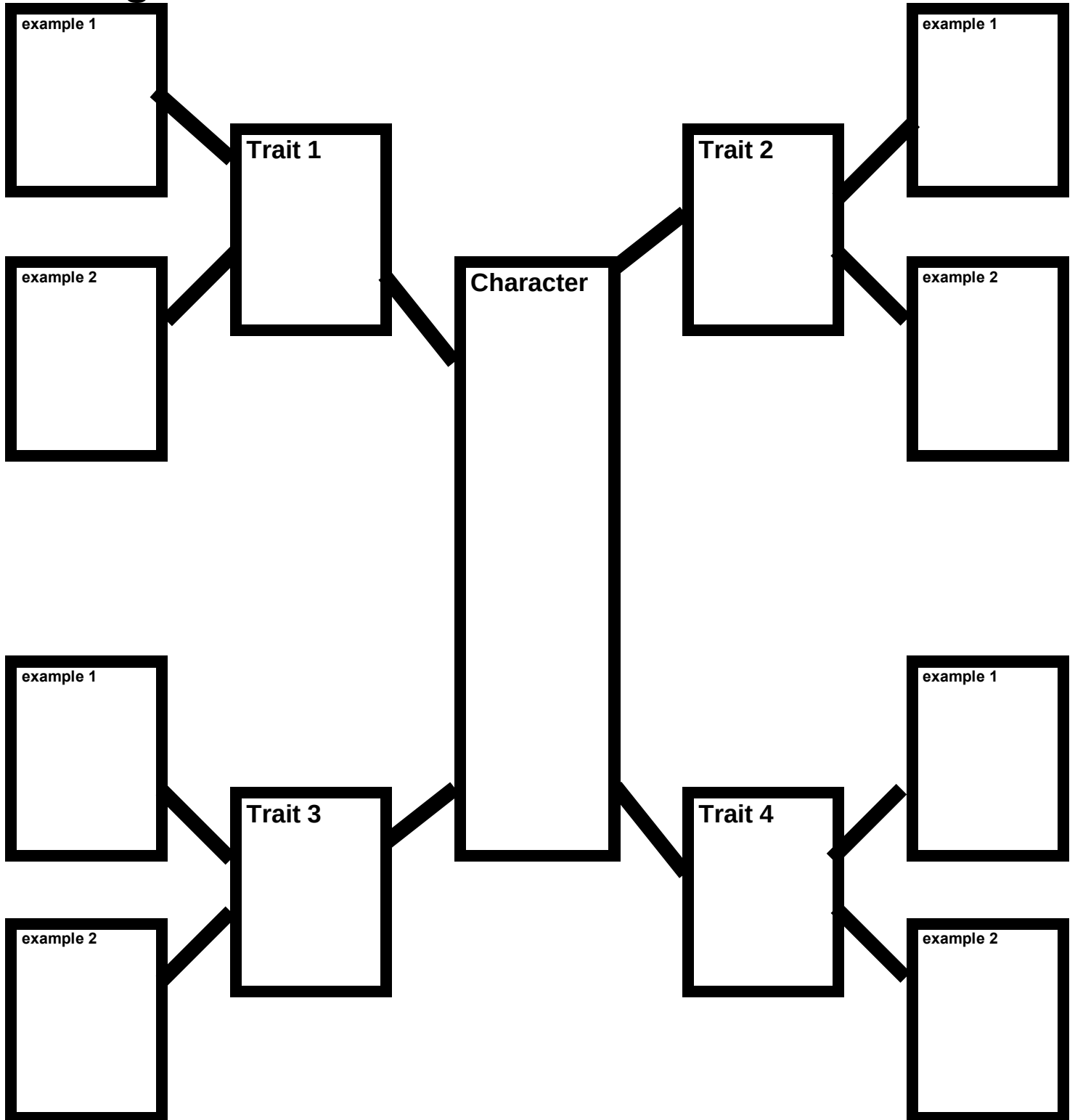
Maniac said nothing. He was quite content to let Amanda do the talking, for he knew that behind her grumbling was all that he had ever wanted. He knew that finally, truly, at long last, someone was calling him home.

### **Writing Prompt**

Discuss the evolution of Mars Bar and Maniac's friendship. How did you like the book? What are your thoughts and feelings about how it ended? What lessons did some of the characters learn in the novel?



# 4g6 Character Profile Chart



**Character Based Literacy Program**  
**Independent Study Lesson Plan**  
***Maniac Magee*, Final Writing Project**



Write a 5-paragraph argument paper.

Maniac had interactions with characters, which were significant and influential either for the positive or negative. Throughout the novel you have created Character Profile Charts for the following characters

Jeffery and Amanda—day 2, 6, 7, 20

Maniac and Grayson—day 10, 11, 12, 13

Maniac and the McNab's—day 15, 16, 17

Maniac and Mars—17, 18, 19, 20

Choose one of the characters who you felt was the most significant.

Write a 5-paragraph argument in which you state why you felt this character was the most significant to Maniac and to the novel.

**Introduce your claim and acknowledge the alternate or opposing claims.**

**Support your claim with logical reasons and relevant evidence (use the Character Interaction Chart)**

**Use words, phrases, and clauses to create cohesion and clarify the relationships among the claims, reasons, and evidence.**

**Maintain formal style.**

**Provide concluding statement or section that follows form and supports the argument you presented.**