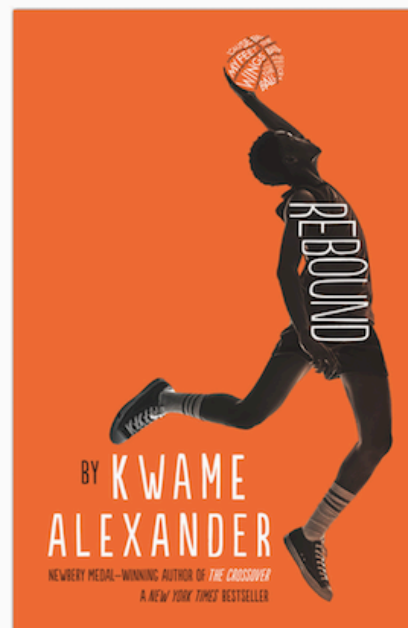




PERFECT FOR: Ages 10+, Poetry Schemes of Work; reluctant readers;
PSHE topics relating to loss, bereavement and self-esteem.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading comprehension;
Creative Writing; Writing to Instruct and Inform
Drama, Speaking and Listening

PSHE & Citizenship

Design Technology & Art

History: American History

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WEEK 1 (PAGES 1–50): INTRODUCING CHARLIE BELL

REBOUND

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Analyse and explore different layers of meaning within the text to make inferences about the protagonist. - Build an interpretation of a whole text, recognising links between ideas, themes or characters and supporting points with evidence and explanation. American History - Research the figure of Harriet Tubman and present findings to the class. Design Technology & Art - Develop ideas about the story's themes through drawing book covers.	1. What is the <u>style</u> and <u>tone</u> of <i>Rebound</i>, judging from the opening chapter? (page 1) 2. What is the effect of narrating <u>retrospectively</u> in 'Looking Back'? (page 1) 3. Can you find any clues that Charlie has dealt with a difficult event in his life? (page 1–17) 4. What is the effect of the changing <u>form</u> of the text in 'May 28, 1988'? (page) 5. What is the effect of the comic book style on page 10 and 11? What does this style convey about Charlie? 6. How does the author Kwame Alexander use space <u>imagery</u> in 'Black Hole'? How is it effective? (page 15) 7. How is Charlie's relationship with his dad represented with his dad in 'Black Hole', versus his relationship with his mum in 'Conversation'? (page 15, 18) 8. What is the significance of sirens for Charlie? What do they <u>symbolise</u>? (page 23) 9. Why is Charlie skipping school? What are his reasons? (page 44) 10. How is the concept of 'memory' important in the opening pages of the book? (page 1–50)	Ask students to consider the title of the book and to come up with as many <u>connotations</u> as possible for the word. What sort of themes might be prevalent in the story? Create a book cover based on these connotations. Read the first few pages of <i>Rebound</i>. Ask students to make a record of what they learn about Charlie, including his interests, ideologies and possible events in his life. Who are 'Harriet Tubman and the Harlem Globetrotters'? Research and feedback to the class. What themes might be important in the book, judging from these two references, and what do they say about Charlie? Do they match up with the themes that students have explored in their book covers?



**WEEK 2 (PAGES 51-120):
PEER SUPPORT AND PEER PRESSURE**

REBOUND

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Analyse in depth and detail the writer's use of grammatical features and their effects. Drama, Speaking and Listening - Create a small drama piece exploring complex and challenging ideas, issues and themes in the text. PSHE & Citizenship - Explore ideas around peer pressure and its emotional effects. - Understand the effects of unhealthy relationships that are based on coercion and control.	1. What is the effect of the repeated question marks in 'Things I Think About Before I Fall Asleep'? (page 53) 2. What do you learn about Charlie's friendship with CJ in 'In Preschool' (page 57) 3. How is the theme of friendship important in the book? How do Charlie's friends help him? (page 65) 4. How does the author Kwame Alexander portray the effects of peer pressure? (page 73) 5. What is the symbolism of Old Lady Wilson's dog? What does it represent for Charlie? (page 89, 103) 6. How does the form of the poem in 'Bomb' textually represent the action that it describes? (96) 7. How does Charlie rationalise his actions in 'You want to go to jail, Charlie'? (page 97) 8. What is the significance of the comic on page 107? 9. How does the author create a sense of distance between Charlie and his mum in 'Saturday'? (page 117) 10. Why do you think Charlie's mum is sending him to stay with his grandparents? (page 119)	Ask students to personify different pieces of punctuation (e.g. if the Question Mark were a person, what would he/she be like?). Then ask students to change the punctuation in 'What I Think About Before I Fall Asleep' (page 53) to change the meaning or emphasis of the poem. How is symbolism used in the book? Choose one of the following symbols and write a summary of its importance to Charlie: basketball; sirens; the dog; or comic books. Explore the role of peer pressure in 'On our way to Quik-Mart' (page 73). Create a role-play of the scene in groups. How does each character feel in this scenario? Make a note of your emotions as you play your chosen character.



WEEK 4 (PAGES 183-260): DEALING WITH GRIEF

REBOUND

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
PSHE & Citizenship - Understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment. - Identify the characteristics of mental and emotional health and strategies for managing it. - Explore how to manage or deal with the breakdown of a relationship and the effects of change, including loss and bereavement. Design Technology & Art - Create a graphic novel style scene depicting a moment of personal achievement.	1. What sort of character is Roxie? What impact might she have on Charlie? Why? (page 184–189) 2. How does Charlie feel about Roxie being so good at basketball in 'She Got Game'? (page 188) 3. What is the significance of jazz? What is the influence of music in the book? (page 196) 4. Can you see any changes to Charlie's personality and wellbeing in 'Mom calls'? What are they? (page 198) 5. What is the symbolism of the apples in 'Them's my apples'? (page 202) 6. How does the author show Charlie's conflicted emotions in 'On the spot'? (213) 7. How does the author create tension in the basketball game? What linguistic or stylistic features contribute to a feeling of suspense? (page 222) 8. What is significant or different about the comic section on page 224? 9. What emotions are conveyed in 'Amen'? (page 226) 10. What transformation does Charlie go through in this section? How has he made steps forward in the grieving process? Why is this important? (page 246, 249)	Ask students to consider how Charlie's self-esteem and emotional health has changed. Write two diary entries in-role as Charlie: one from the beginning of the book (using 'Black Hole' - page 15 - as a starting point); and one from this section of the book. Using the comic book/graphic novel style from the book, ask students to create a scene depicting a moment in their own lives where they achieved something or gained self-esteem. How did they feel before/during/after this moment? What is significant about basketball in Charlie's transformation? Ask students to create a list of activities or hobbies that are important to them. Create a timetable for the coming weeks, blocking out time for these chosen activities.

