

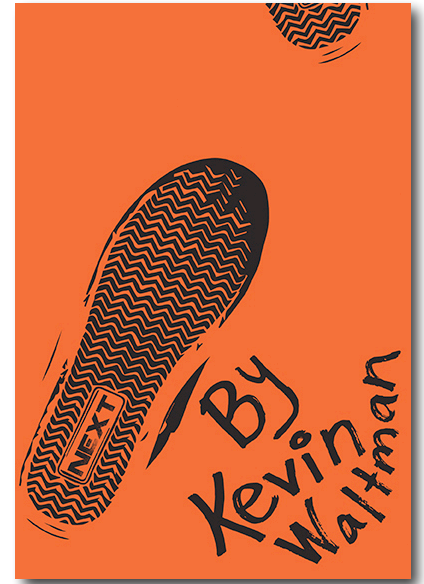
TEACHER'S GUIDE

ALIGNED WITH COMMON CORE STANDARDS

Next

By Kevin Waltman

Derrick Bowman is a star basketball player at Marion High School in inner city Indianapolis. Even as a freshman, he gains significant respect from his coaches, teammates and opponents. Still, Derrick's weakness is an ego that often gets in the way of his ability to play as a team instead of as a lone player. When another team in a better part of town offers him not only a chance to play, but also a job for his cousin and dad, Derrick is tempted to accept. But strong support from his family, friends and coach remind Derrick that he has to rely on those who care about him most. In the end, Derrick decides to play with the Marion High team, and work with others in order to achieve success on and off the court.



The following questions are aligned with CCSS standards for literature for grades 9-12. You will find the corresponding standard after each question.

Whole Text Questions

1. What are two major themes in this text and how are they developed? Give specific examples of how these themes are developed through all three parts of the book, and use the characters' specific thoughts, words, and actions that help develop these themes. (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
2. Choose at least two characters in this book and explain how they rely on each other to grow or change during the events in the text. How does the relationship between these two characters affect their decisions? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
3. Describe the structure of this text. Using the events in the story, create a sentence, diagram, or model of how each part (I, II, III) is structured and how the novel is structured as a whole text. Which events push the narrative arc and plot forward? ((CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.11-12.5)
4. This text serves to comment on the nature of the term *team*. Define this term according to your own definition. How does is your definition of this term different or similar to how the boys at Marion High at the beginning, middle and end of the book? (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
5. Why do you think Derrick chose not to go to Hamilton? Do you agree or disagree with his decision? (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)

Part I

1. What is the connotation of the name *little man*? Why doesn't Derrick like being called this name? (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
2. Describe the relationship between Nick Starks and Derrick? How do they interact? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
3. In the first pages of the narrative, the author uses several basketball terms (such as *J*, *twos*, in *the paint*, etc.) Choose two of these terms and define what they mean. How does this language affect the way that the story is told? (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
4. Derrick comments on the conversations that his parents and Uncle Kid are having, saying "...I can tell they are hashing out some serious stuff." What do you think Derrick's parents are discussing? What makes him think that the topics of conversation are serious? (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)
5. How does the author structure the introduction of Coach Bolden? Why does the author choose to introduce him through the thoughts, words and actions of other characters? How does this affect the reader's opinion of the coach? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
6. Sometimes the author starts the chapter with the line up from the game, and sometimes the line up is in put in the middle of the chapter. How does the inclusion of the lineups alter the story line and/or help the reader predict what is going to happen? What tone does the inclusion of the lineup create? (CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.11-12.5)
7. Why do Derrick and his family believe he should be on the starting lineup? Use examples of what the characters in the novel think, say or do to support your response? (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)
8. Why doesn't Coach Bolden put Derrick in the starting lineup? How is his point of view different from Derrick's? Use examples of what Bolden thinks, says or does to support your answer. (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)
9. Why is Starks angry that Coach Bolden puts Derrick in the game for Royce? Is his anger justified? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
10. Why is Derrick ashamed of buying *Their Eyes Were Watching God*? Do you think he will read the book? (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)
11. What are the themes in Part I? Pick two of them and explain how they relate to one another. Use examples from the text to support your response. (CCSS.ELA-Literacy.RL.9-10.2, CCSS.ELA-Literacy.RL.11-12.2)
12. Why does Part I end with Derrick's parents asking him if he wants to attend Hamilton? What mood does this create? (CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.11-12.5)

Part II

1. Why won't Nick pass Derrick the ball at the beginning of Part II? Are Nick's motivations simply related to basketball or complicated by another factor? What does the conflict between Derrick and Nick reveal about each character? Use examples from the text to support your response. (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
2. After the game with Brebuef, Nick and Derrick argue. What words in this section help the reader discern that the mood in the locker room is tense? (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
3. What is Bolden's definition of team? What is Derrick's? Nick's? What words, thoughts and actions show that the boys' definition of *team* is different from Coach Bolden's? (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)
4. Issues of race are brought up both when Derrick is at the club and when his family is discussing his decision to transfer to Hamilton academy. What is the importance of race to Derrick and his community? Why? How does this issue affect Derrick's thinking concerning his offer at Hamilton? (CCSS.ELA-Literacy.RL.9-10.2, CCSS.ELA-Literacy.RL.11-12.2)
5. Describe Wes, using evidence from the text. How does Wes change between Part I and the end of Part II? What events cause this change? (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
6. Describe Derrick's reaction to Coach Treat and the Hamilton players. Use evidence from the text to support your response. How are Derrick and the players from Hamilton different? How are they alike? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
7. Why is Uncle Kid pushing Derrick to transfer? Are his reasons selfish or unselfish? Support your response with evidence from the text. (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)
8. What do you think Derrick's parents want him to decide concerning the transfer to Hamilton? What are their motivations? Use examples from the text to support your response. (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)
9. Who do you think each team member voted for during Coach Bolden's team meeting? Support your response with evidence from the text. What do the votes and their responses reflect about the team and each character? (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
10. How does the author structure sentences or paragraphs to show times of waiting when Coach Bolden is going to talk to the team or each team member? How does the author show that Coach Bolden's responses release or add tension after different games in Part II? Give specific examples from the text that support your response. (CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.11-12.5)
11. What are two major themes in Part II? How do those themes connect with themes from Part I? Use specific examples from the text to support your response. How does the author develop

Next, by Kevin Waltman

these themes between Part II and I so that they become of more or less importance, deepen or encompass other aspects of Derrick's life? (CCSS.ELA-Literacy.RL.9-10.2, CCSS.ELA-Literacy.RL.11-12.2)

12. Describe Jasmine. How does she interact with Derrick and what do these interactions reveal about her character? (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
13. The author starts out the last chapter of Part II with the statement “The ice is gone.” How does the weather throughout the text to reflect what is happening on the team and with Derrick's relationships? (CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.11-12.5)

Part III

1. How has Derrick's view of Coach Bolden changed over the course of Part I and II? How does Derrick see Coach Bolden at the beginning of Part III? What has caused the shift in his viewpoint? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
2. How does the author manipulate time when describing the basketball game against Bishop Chatard to show that it was a long, hard game? Use specific examples from the text support your response. (CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.11-12.5)
3. Jasmine introduces the boy with her after the Bishop Chatard game as her cousin. Do you think—like Iesha—that this is on purpose to show that she is not interested in him, or do you agree with Derrick that Jasmine was just being friendly? (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)
4. What theme is the author developing when the Moose discusses the Cathedral game with Derrick? Why is this game so tense? Support your response with evidence from the text. (CCSS.ELA-Literacy.RL.9-10.2, CCSS.ELA-Literacy.RL.11-12.2)
5. By the end of the Cathedral game, Nick and Derrick are trading compliments. How has their relationship changed since the beginning of the story? What events lead up to this change? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
6. Derrick says, “That game. There was life before it and life after it, and there's no going back.” How is the author using foreshadowing to reveal what is going to happen at the end of the season and at sectionals? How does the author use this sentence to show a turning point in the action? (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
7. Why do you think that Derrick asks Coach Campbell for a favor? Does this lead you to believe that he is going to accept the offer from Hamilton? What mood does this call create? How does this add to the tension of Derrick's situation? (CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.11-12.5)
8. Why does Uncle Kid believe that Derrick is going to take the offer at Hamilton? Why does Kid think Derrick should? What are his motivations? What are Derrick's reasons for turning down the offer? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
9. How does the scene between Derrick, Kid and Campbell reveal aspects of each of the three

Next, by Kevin Waltman

characters' personalities? How would you describe each based on this scene? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)

10. How does Pastor Baxter's sermon affect Derrick and his family? Explain why his words both influence the characters' feelings and reflect feelings that already exist. Use evidence from the text to support your response. (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
11. During the scenes with Jasmine in this part of the book, she often uses sarcasm to bait Derrick. Choose one statement that Jasmine makes and explain how what she says is different in comparison to what she really means. Support your response with evidence from the text. Using one specific example from the text, examine and explain what Jasmine's words reveal about her character. (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
12. Compare the Marion High School basketball team from the beginning of the season until the Regionals game. How has the team grown? What specific events have caused this growth? (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)