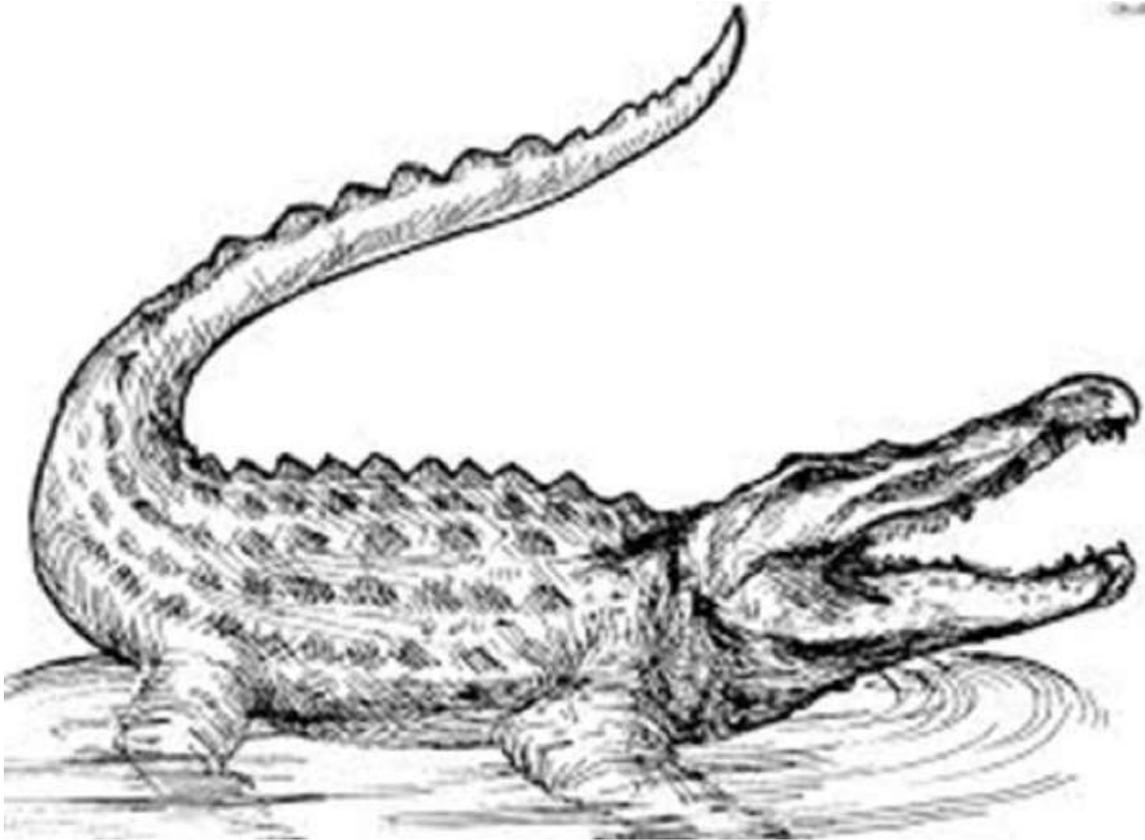


# Alligator Bayou



By Donna Jo Napoli

Name:

Date:

LA Teacher:

Period:

Power Chart

Name:

<b>Character:</b> Name them.	<b>Describe:</b> What type(s) of power do they have?	<b>Evidence:</b> How do they show their power?	<b>Outcome:</b> How do they use their power? Does this lead to justice for them or others?

## Character Web

Name:

Create a concept web that keeps track of each character in *Alligator Bayou* and demonstrates their relationship to Calogero, the main character. Place Calo's name in an oval in the middle of the page, and arrange the other characters in a way that makes clear their relationship to him and to each other. You may want to add illustrations or symbols to help you visualize relationships. Make sure to leave room to add additional characters as you read!

## Character Silhouettes

Label each of the four silhouettes for the following characters: Calogero, Patricia, Frank Raymond, and the Uncles. Keep track of evidence that describes that character. You will use this evidence to contribute to the class silhouettes posted on the wall.



Character Silhouettes (continued)



Incident Chart Directions:

What creates the I-can't-put-this-book down feeling while reading? Tension. This literary element is achieved by changes in the narrative that are inflicted upon the characters, perhaps clearly or subtly threatening the circumstances of the characters. As the story progresses, Donna Jo Napoli continually doles out episodes, or incidents, of conflict that puts pressure on the characters.

As you read Alligator Bayou, record incidents that you recognize as creating tension for the characters and rate the level of that tension. You're plotting the course of tension throughout the novel by creating a timeline that features bar graphs indicting the degree of tension.

Chapter 1: \_\_\_\_\_

Prewrite:

1. Look at the cover of the novel. Just based on the illustration, write a pseudo-summary of the book in the space below.

2. After reading: Create a title for the chapter. Explain why you chose that title for this chapter:

3. Compare Tallulah, Louisiana and Cefalù, Sicily:

4. "So it's better that I'm in America – I have a chance to make something of myself. That's what Signora Buzzi said when she packed my things and walked me to the boat." (6)  
Do you think this is a true statement? Explain your thinking.

Chapter 2: \_\_\_\_\_

1. "I don't get why people here don't like \_\_\_\_\_."  
Fill in the blank, and then explain why you chose your term.

2. Create a title for the chapter. Explain why you chose that title for this chapter:

3. Vocabulary: Find each term in the text. Work with your group to create a definition for each term.

a) Lynch (8)

b) Mafia (9)

c) Jim Crow laws (10)

4. Why does Francesco pick up the shotgun?

5. Diagram the hierarchy of the town.

6. "Every window is an eye." (17) What do you think Frank Raymond means?

Chapter 3: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
  
2. What do we learn about the schools in Tallulah?
  
3. Why does Mrs. Rodgers choose to shop at this stand?

Chapter 4: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
  
2. Vocabulary: Find the term in the text. Work with your group to create a definition.
  - a) Dago (30)
  
3. Find and copy examples of the following literary elements:
  - a) Hyperbole
  
  - b) Simile
  
4. Choose one literary element and write your own example about a character from the novel. It can be in the same voice (vernacular) or another of your choosing.

Chapter 5: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
2. "It starts with goats. Then it grows" (41). Predict: What grows? To what is Giuseppe referring?
3. Why does Francesco need to talk to Dr. Hodge?
4. How does Francesco think that conversation will go? Why?

Chapter 6: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
  
2. Vocabulary: Find the term in the text. Work with your group to create a definition.
  - a) Flabbergasted (45)
  
  - b) Eavesdropped (46)
  
3. Why is the family building a new white porch?
  
4. On page 54, the goats are out again. Why do you think the Difatta brothers let the goats roam? Explain whether or not you support their decision.
  
5. Briefly explain Decoration day. Why and how is it celebrated?
  
6. Some states celebrate Decoration Day and Martin Luther King Day at the same time. Give your opinion about combing these two dates.

Chapter 7 **AND** 8 \_\_\_\_\_

1. Create a title for these two chapters. Explain why you chose that title for these chapters:

2. As you read, list all of the generalizations you come across.

3. What are the three requirements to be able to vote in Louisiana at this time? (64)

4. Why can Mr. Rogers vote even though he can't read? (Look at pg 64-65)

5. Why is Joseph living in isolation?

6. List one fact you learned about the Tunica tribe.

7. As a group, discuss question 6. Record your classmates' observations.

## Jim Crow, Voting Laws, and Gerrymandering

1. Reflect on questions 3 and 4 from yesterday. Why does Calo refer to their conversation about voting as “Confederate thinking?” (65)

**Read the “The Right To Vote” article. With a partner, answer the following questions.**

2. What does the term “Jim Crow” mean?

3. List 2-3 examples of how Jim Crow laws were used to disenfranchise (exclude) voters.

4. Why is there support for modern voter identification laws?

5. Why are there concerns about those voter ID laws?

**When a US citizen votes, they vote according to the district in which they live. District lines are drawn by Congress, and Congresspeople have to power to shift those lines.**

**Look at the “Gerrymandering Jigsaw Puzzle” from Slate.com**

[http://www.slate.com/articles/news\\_and\\_politics/map\\_of\\_the\\_week/2013/08/gerrymandering\\_jigsaw\\_puzzle\\_game\\_put\\_the\\_congressional\\_districts\\_back\\_together.html](http://www.slate.com/articles/news_and_politics/map_of_the_week/2013/08/gerrymandering_jigsaw_puzzle_game_put_the_congressional_districts_back_together.html)

6. Write down your reaction to these puzzles. What did you notice as you attempted to complete them?

Chapter 9: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Prewrite: Write about one of these options:

- a) A time that you snuck out of the house
- b) A time you weren't where you were supposed to be
- c) A time you helped someone else sneak out

Chapter 9: continued.

3. As you listen to or read the chapter, copy three descriptive phrases or sentences.

a)

b)

c)

4. Choose your favorite line from question 3 and illustrate it in the space below.

Chapter 10: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Read the following quote: "That swamp is a live thing with an empty heart that beats anyway. No mercy, no mercy, no mercy, no mercy – drumming till you lose your mind. How can Ben and Charles and Rock face it over and over?"(99)

3. Fill in a word that works in the context of the quote - but don't repeat the author's words.

"\_\_\_\_\_ is a live thing with an empty heart that beats anyway. No mercy, no mercy, no mercy, no mercy – drumming till you lose your mind. How can \_\_\_\_\_ face it over and over?"(99)

4. Explain your choice – why did you choose your new terms?

Chapter 11: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
  
2. Vocabulary: Find the term in the text. Work with your group to create a definition.
  - a) Dumbfounded (104)
  
3. Re-read from page 108 – 113; work with your group to create a script to demonstrate the main events in this section of the chapter. Include blocking and dialogue.

Chapter 12: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. "Joseph looks at me with new interest. 'You are an orphan?'  
I'm taken aback. 'No.'" (118)

In the novel, Calo's uncles create a family environment for him in America. Go back through the first 11 chapters of the novel, and find three examples of textual evidence supporting this statement. Copy your evidence below, and explain why your examples demonstrate the attributes of a family.

a)

b)

c)

Chapter 12 – continued!

3. Share your examples with a peer. Copy their examples in the spaces below.

a)

b)

c)

4. Code each of your six examples as to how the uncles provide family. Label each example with this code:

- P = physical
- E = emotional
- B = behavioral

Chapter 13: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the terms in the text. Work with your group to create a definition.

a) Laden (124)

b) Throng (125)

3. Listen to your classmates' Food and Family narratives. As you listen, list three lines that impressed you. Be prepared to share your thoughts and give feedback to your classmates.

a)

b)

c)

Chapter 14: \_\_\_\_\_

1. Prewrite: "Every human being got his race to run." (143)

2. Create a title for the chapter. Explain why you chose that title for this chapter:

3. Why is Calo's decision to lead the goats to Dr Hodge's porch dangerous?

4. Why does Calo make that decision?

5. Why does the United States collect a census?

6. What did Patricia's grandmother learn when the census taker came to her door in 1870?

Chapter 15: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
  
2. Vocabulary: Find the term in the text. Work with your group to create a definition.
  - a) Fraternalize (148)
  
3. What does Calò think the gang of boys knows?
  
4. Why does the gang of boys back down and leave when Lila comes?

Chapter 16: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
2. As we read, list the order of events starting in October, 1890 and ending in 1891. ( 159)

This chapter review continues on the next page.

3. "The only place that would hire was the plantations... that was the point of the lynchings in the first place." (159) **What was the point? Explain the reasons.**

4. For each character listed in the chart below, answer the following **three** questions:
- a) What actions did they take during the lynchings?
  - b) How do they feel telling the story?
  - c) How do they feel about their current position in the community?

<b>Calo</b> a)  b)  c)	<b>Giuseppe</b> a)  b)  c)
<b>Francesco</b> a)  b)  c)	<b>Carlo</b> a)  b)  c)

Chapter 17: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
  
2. In Chapter 11, Calo overcharges Mr. Coleman. (112) In this chapter, he also overcharges Mr. Johnson.
  - a) Why does he overcharge these characters?
  
  
  
  
  
  
  
  
  
  
  - b) List at least two ways in which those instances are different.
  
3. If you were Calo, would you have overcharged the customers? **Explain** your answer.
  
  
  
  
  
  
  
  
  
  
4. What does Giuseppe do when the group of three boys steals a watermelon?
  
  
  
  
  
  
  
  
  
  
5. "Ain't that much business these jobs – ain't no one going to stand for you stealing theirs." (179) Connect this quote to opinions about modern immigration. Explain the connection.

Chapter 18: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
  
2. Recall what we've learned about this family unit so far:
  - a) How is Cirone changing?
  
  
  
  
  
  
  
  
  
  
  - b) Why does he want to change?
  
3. In this chapter, Calo realizes that a number of lies are being spread about his family. List the lies/rumors that he hears on the way to the party.
  - a)
  
  
  
  
  
  
  
  
  
  
  - b)
  
  
  
  
  
  
  
  
  
  
  - c)
  
4. Predict the consequences: what is the result of these lies?

Chapter 19: \_\_\_\_\_

1. Prewrite: Read the following passage.

“But it’s the truth. The plantation owners’ truth. And if you don’t learn to respect that truth, you done for.’

‘Respect a lie?’

‘A lie they believe...’ (193)

a) What is Patricia’s purpose in saying this to Calo?

b) Thinking outside of the story, what is going on in the time period that the lie represents?

2. Create a title for the chapter. Explain why you chose that title for this chapter:

3. Vocabulary: Find the term in the text. Work with your group to create a definition.

a) Mortify (193)

b) Sashay (194)

4. Why do Patricia and Calo have to drive to opposite sides of the road on their walk to Milliken’s Bend?

## Chapter 19: Post Reading Analysis

Half of the class will answer question one on this page, while the other half will answer question two on the next page. Be sure to support your answers fully with evidence from the text and other sources that we have used thus far.

- 1) Read the excerpt below and look at your hierarchy chart from Chapter 2.

“‘Sicilians aren’t white. Ask Sheriff Lucas.’

‘Eye-talian.’ She closes her lips in a smile that makes her cheeks bulge list sweet onions. ‘But Eye-talians ain’t the same as colored.’

‘Then I’m nothing. So no dumb law says I can’t chop cotton.’

‘White folks’ heads full of rules ain’t never been writ down as law.’” ( 198)

- a) What place is created for Calo in this society?

- b) Relate Calo’s experience to what we’ve learned about Jim Crow laws and voting rights during this time period.

## Chapter 19: Post Reading Analysis

2. “Are there really ‘gators in this little swamp?’  
‘Gators in every swamp, Calogero.’  
I flinch. ‘Sicilians don’t go in swamps.’  
‘They’s worse things than ‘gators, Calogero....When you dealing with a ‘gator, you know who you dealing with.’” ( 200-201)

a) What is Patricia really saying to Calo in this passage?

b) Find another example from earlier in the novel where a warning is shaped as a metaphor. Cite and explain the metaphor.





Chapter 22: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:

2. Vocabulary: Find the term in the text. Work with your group to create a definition.

a) Ornery (223)

3. Calo is beginning to realize the restrictions and danger in Tallulah. Cite three examples from this chapter that demonstrate this and explain why.

a)

b)

c)

Chapter 23: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
  
2. Vocabulary: Find the term in the text. Work with your group to create a definition.
  - a) Infernal ( 234)
  
  
  - b) Lope (241)
  
3. What is Dr Hodge's last threat about the goats?
  
  
4. What is Francesco's solution to this problem?
  
  
5. Donna Jo Napoli begins and ends the chapter with the same three words: "Bang bang bang!"  
Why is this an effective writing technique?



Chapter 25: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
2. Read the list of characters below. For each character, explain how they are brave and quick-thinking in their attempt to help Calo.

Frank Raymond:

Rock, Charles, and Ben:

Patricia:

Chapter 26: \_\_\_\_\_

1. Create a title for the chapter. Explain why you chose that title for this chapter:
  
2. Vocabulary: Find the term in the text. Work with your group to create a definition.
  - a) Slog (262)
  
3. As we read chapter 26, copy down lines that create strong images.

*Yes, there is a back. Turn this over.*

4. Go back to the beginning of chapter 23. (233)  
Create a timeline of events that begins with Dr. Hodge knocking on the door and ends with the end of the novel.