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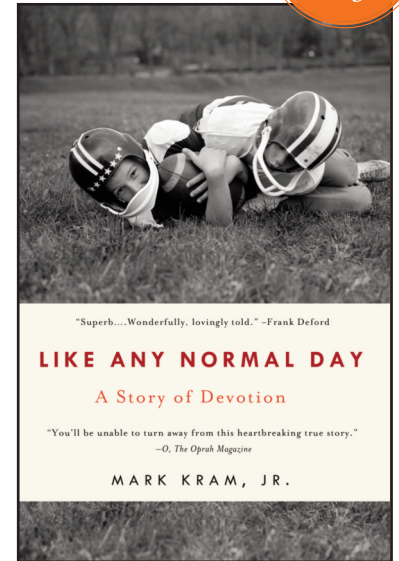
TEACHER'S GUIDE

Lexile
Score:
983

Like Any Normal Day

A Story of Devotion

by Mark Kram, Jr.



272 pages · 978-1-250-03135-8

“A heartbreaking story of love and dedication told with remarkable compassion and literary skill.”

—*Kirkus Reviews* (starred review)

ABOUT THE BOOK

Like Any Normal Day is a nonfiction account of the life and death of Buddy Miley, a promising young athlete who became quadriplegic after an injury in a high school football game. The story follows Buddy's trajectory from optimism to searches for miracle cures, to descent into intense pain and depression that led him to seek an assisted suicide from Dr. Jack Kevorkian. Buddy is only part of the picture, however. Through interviews with those who loved Buddy, Mark Kram Jr. creates a narrative history of how this catastrophic injury affected Buddy's family and friends, most particularly Buddy's brother Jim (who helped him make the trip to Kevorkian), Buddy's tireless mother, Rosemarie, and Buddy's mercurial girlfriend, Karen. Readers will be challenged by several enduring questions: What would I do for a loved one in pain? What rights do I have to decide how and when to end my life? Where do I draw the line in a challenging love affair? What are my personal responsibilities for my safety and health, and who can I trust to enact my wishes?

This book tells a tragic story, but it is uplifting nevertheless. The story hinges less on Buddy and more on Jim, who, through his decision to help his brother, becomes empowered to take control of his own life and to feel that he had fulfilled a moral responsibility to his loved one.

This guide addresses National Core Content Standards for English Language Arts

Vocabulary quizzes, reading strategies, and more inside

Lexile score: 983

Rare instances of foul language

No sexual content

Violence restricted to description of football practices and games

Themes

- The impact of catastrophic sports injuries on athletes and their families
- Self-determination
- Brotherly love
- Denial and depression
- Complicated romance
- Family dynamics
- Friendship

This unit plan contains vocabulary, journal prompts, discussion questions for use in small groups, a quiz for each of the four sections of the text, and final project suggestions. The length of this unit can vary from three weeks (15 days) for motivated readers willing to do homework, to five weeks (25 days) that provide in-class reading time and support for special needs students. The themes in the book can segue into a persuasive writing assignment advocating for, or arguing against, assisted suicide.

This *Like Any Normal Day* unit plan addresses the following National Core Content Curriculum Standards for English Language Arts, depending upon the choice of assignments:

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Buddy, Jimmy, Karen (dynamic characters); Rosemarie and Bert (static characters)

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Vocabulary from context clues and “Know and Use” chart

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Use of flashback, use of metaphor and first person to cover long periods of time

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

The story is front-loaded so that students ask “why” and “how,” not “what happens next.”

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Bob Miley interview on YouTube:

http://youtu.be/66_mA-9qPf4

Mark Kram, Jr. interview on YouTube:

<http://youtu.be/dGvSuscSeNg>

Many interviews with Jack Kevoorkian, his 2010 “Anderson Cooper 360°” appearance is a good one:

<http://youtu.be/EQmyo6EvUY8>

“Inside Sports” ESPN segment by Frank Deford may be accessed through <http://www.markkramjr.com>

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Journal 1: Imagine that someone you love dearly is asking you to do something risky—something that might get you arrested. Yet your loved one’s need for this risk-taking action is life-or-death. What would you do?

Journal 2: What are some of the ways families respond when a member commits suicide?

Journal 3: How would you change football at the high school level to make it safer for players?

Four Quarters Classroom Activity

Designate one section of the room “Highly Agree,” one “Agree,” one “Disagree” and one “Strongly Disagree.” As students group, they should discuss their choices and nominate a spokesperson to explain their stance.

1. There should be a machine available in hospitals for a person to use to end his or her life, so long as that person is judged to be sane by a doctor.
2. Even if our brother or sister asks us to do something that might get us into trouble with the law, we should do it to help them out.
3. High school football is too rough. The rules should be changed.
4. If someone you love has an incurable illness, you should do everything in your power to keep him or her alive.
5. High school sweethearts always have a bond throughout their whole lives.

Schema-building

Jack Kevorkian is definitely a historical figure from the twentieth century. Depending upon their level of sophistication, students may know all about him (or at least they saw the HBO movie), or they may never have heard of him. The teacher can use a K-W-L chart (optional), but the teacher should give a short lecture on Kevorkian, and/or assign students homework about him, basic research using YouTube and online sites or hard cover encyclopedias. If the students do research at home, they may find some interesting interviews and film segments about Dr. Kevorkian that they can share with the class. For basic research purposes, students should at least be able to list Kevorkian’s birth and death dates, his career with emphasis on euthanasia, and his criminal sentence. (It may be necessary to define euthanasia.) It is essential that students know who Dr. Kevorkian was, and what he did, before reading the book.

Student reports should be collected and graded with a teacher-generated rubric.

Teaser: Dr. Kevorkian supposedly worked only with people who had terminal illnesses. The character in the book, Buddy Miley, *did not have a terminal illness*. The teacher can decide whether to let students know this fact before reading, or withhold it for discussion after the class has read the book.

Reading Strategies

Prior to reading, whole class may wish to take a “walk-through” of the book, looking at the photographs and jotting down predictions about the story based on the photographs.

While reading, students should use post-it notes to record a reflection, question, connection, or reaction to each chapter. If every student has a book, they can place the notes in the book. If not, they can either jot their notes on paper, or place the post-it notes onto a “Post-It Parking Lot.” (Appendix A)

Journal 4: Phillip Larkin’s quote - What does the introductory quote by Phillip Larkin mean to you? Why do you think the author chose this quote to begin the book?

Journal 5: Families - What are the similarities or differences between your family and the Mileys/Quinns?

Organization

Define the word trajectories: “the curved path of a projectile, comet, or planet.” Why is this section called Trajectories? What are the paths? Why are they curved? What projectiles or space references?

(My students’ answers: the book’s timeline, the spine, highs and lows, ups and downs, life direction changed radically, father’s interest in sports and his children’s attention, Karen’s departures and returns, the role of religion.)

Index card reflection

Label the index card with your assigned chapter number and title. On the back answer any of the following questions:

What is the most significant fact or point of this chapter? Why?

What details in this chapter prepare us for, or suggest what events unfold at the end of the book? Why?

Why was the chapter given this title?

Vocabulary, Part One

There are several ways for students to learn vocabulary. One way is to look at each word and put it on a chart: “I Already Know This Word and Use It,” “I Know This

Word but Don't Use It," and "I Don't Know This Word." Individually the students should list the words in the appropriate columns. Then, working in small groups, they can compare notes and generate definitions. Also in the group, they can use context clues to define words they don't know. The teacher will create a master list of vocabulary and user-friendly definitions on chart paper and place it on a word wall. Students should copy the word wall definitions onto flash cards.

dire (p. 2)

quell (p. 2)

array (p. 3)

stoicism (p. 3)

incensed (p. 14)

avid (p. 18)

aloof (p. 18)

crucible (p. 19)

ensnared (p. 20)

indulge (p. 21)

fundamental (p. 38)

epitome (p. 38)

enamored (p. 39)

inevitably (p. 45)

albeit (p. 48)

livid (p. 54)

Discussion Questions, Part One

(Small group discussion rubric, Appendix B)

(Socratic Seminar Reflection, Appendix C)

What background information do we learn about Buddy Miley's parents that would later influence how they handled their son's accident?

What strengths and understandings do we know they had? What inability or weaknesses did Buddy's mother or father have that made accepting their son's new life hard?

In what ways did Buddy and Karen have a normal high school relationship?

What do you think would have happened between the two students if Buddy's football accident had never happened?

Quiz, Part One "Trajectories" (Appendix D)

READING PART TWO:
A WINDOW ON
ACORN DRIVE
PAGES 61 - 157

Now that the students have been introduced to the characters and the trajectory of the narrative, Part Two will be a good time to discuss characterization and the author's methods for covering a long period of time in a short and fluid narrative.

Teachers should do a mini-lesson on dynamic and static characters, as needed. Grades 11 and 12 will probably be familiar with this concept, but grades 9 and 10 might need support.

Continue the reading strategy activities (post-it notes and index cards) in Part Two.

With Part Two, students should choose one of the following characters:

Buddy

Karen

Jimmy

Rosemarie

Bert

Beginning with Chapter One and continuing through the rest of the story (omitting the Prologue), students should record the actions, thoughts, and emotions of their chosen character. This can be accomplished by using a sheet of copy paper folded into three boxes, or it can be done with more creativity by drawing a timeline of the chapters, putting the action above the line and the thoughts and emotions below the line. Students should be encouraged to use quotations from the book with further elaboration.

Students who are artistic could add symbolic drawings. Students could also use emoticons available on the Internet. (There is no model of this activity attached to the plan. For a model, contact the author through www.markkramjr.com.) This can also be a shared activity, either in pairs or small groups.

Journal 6: Some people are very religious, and some people are not. The Mileys are a religious family. If something like Buddy's injury happened in your family, would religion play a role in how you dealt with it? What kind of role would it play?

Discussion Questions, Part Two

(Small groups, whole class, or Socratic Seminar model)

How does religion define Buddy's life after the accident? How does it influence his and his family's decision-making?

What changes have come to Karen's personality between Chapters 5, 8, and 13? How has her life influenced her decision-making?

Some quadriplegics live more active, engaged, and economically productive lives than Buddy does in the book. What are some of the reasons that Buddy seems limited to the "Window on Acorn Drive?"

The author himself enters the story on page 148. What purpose does this serve in the narrative?

Vocabulary, Part Two

Since there are 28 vocabulary words in this long section, students should work in small groups to decode them. The teacher should record student-generated, user-

friendly definitions on a word wall. Students may also need to use an online or hard copy dictionary to define the words.

protocols (p. 64)	brooding (p. 116)
supple (p. 64)	parlance (p. 124)
predisposition (p. 65)	catechism (p. 124)
vigil (p. 76)	stigmata (p. 125)
stave (p. 77)	teeming (p. 127)
acute (p. 78)	naught (p. 129)
hiatus (p. 81)	craniotomy (p. 130)
circumvent (p. 84)	acrimonious (p. 136)
unremitting (p. 86)	apothecosis (p. 139)
patriarch (p. 86)	idly (p. 145)
deity (p. 87)	carnage (p. 145)
catheter (p. 89)	colossal (p. 147)
keen (p. 90)	apt (p. 149)
sequestered (p. 100)	attrition (p. 151)

Once the words have been defined, some of them separate into clusters. Either on the word wall, or on students' note cards, cluster words that relate to religion and words that relate to medicine or health care. Here are some examples:

Words relating to religion:

patriarch	catechism
deity	stigmata

Words relating to health care:

protocols	unremitting
predisposition	catheter
acute	craniotomy

End of Section Activity: Character Museum

Each student should display his or her character map along with a comment sheet. Students can circulate the room, looking at each other's work, and commenting on it. Teacher should model the activity and model an appropriate comment.

Quiz, Part Two "A Window on Acorn Drive" (Appendix E)

READING PART THREE:
SOMEONE TO TURN TO
PAGES 161 - 208

By the time students get to this section of the story, you may want to dispense with the post-it note reading strategy assignment in order for students to concentrate on character dynamics and the essential questions that arise in this section. At this point, and through the rest of the book, discussions and journal entries will deal with the controversies in Buddy's particular medical case.

Students should continue to summarize each chapter on an index card, as above. Students should also continue their character charts, as above. This may be a good time to group students according to which character they chose, as they may have varied insights into the character's behavior.

Journal 7: Many people have “living wills” that spell out their wishes about life support when they are nearing death. Usually these directives deal with “quality of life.” As we begin Part Three, what is Buddy's quality of life? What would you advise him to do?

Discussion Questions, Part Three

(Small groups/Socratic Seminar/further journal entries)

Look at the note he wrote Buddy just prior to Chapter 18. If necessary, re-read the description of Jimmy's drunk-driving accident. What role did Jimmy's own injury play in his decision-making?

How did the brother-to-brother dynamic, dating back to childhood, influence Jimmy's decision?

Karen appears after a long absence and visits Buddy several times. Yet she dismisses his request to move from Pennsylvania to Birmingham. What role has Karen played in Buddy's quality of life, from earlier sections to this section?

Did Karen love Buddy?

Whole Class Activity: Role Play

Ask each student to write three questions he or she would want to ask Buddy, Jimmy, and Karen. Ask for a student volunteer to “be” Buddy (Jimmy, Karen). The other students will take turns posing their questions to “Buddy,” and the student pretending to be Buddy will answer the questions. Sometimes students, particularly in grades 9 and 10, are unwilling to step up for this. In that case the teacher can be the role-player. This activity can be accomplished in 10-15 minutes, or it can take a whole class period if the students are engaged in the role-playing.

Whole Class Activity: Plot and Theme

Ninth graders might not know the distinction between plot and theme. This can be taught using a child's story like “The Three Little Pigs.” First the students recount the story. Teacher explains that this is the “plot.” Then the students jot down the lessons to be learned from the story. These are the “themes” or “big ideas.” Older students will already be familiar with plot and theme.

Small Group, Pair-Share, or Independent Activity

Answer the following questions:

Michigan, and then end Part Three with Jimmy's parting with Buddy in Michigan?

Does this plot device raise or lower our interest in the story?

Why doesn't the book just end here, with Buddy's death?

What are the big ideas or themes in this book so far? List at least three and explain your choices.

Class should share answers. Teacher should record themes on chart paper.

Vocabulary, Part Three and Part Four

rancor (p. 173)

culpability (p. 244)

ephemeral (p. 176)

There is no quiz for Part Three. Students should begin to read Part Four.

This is the best time to show the "HBO Real Sports Interview" segment on Buddy and Jimmy, linked through Mark Kram Jr.'s web site: <http://www.markkramjr.com>

This 15-minute segment tells the same story as the book, but in a different medium. As students watch the segment, have them jot down similarities and differences in the segment and the story. For instance:

- Frank Deford makes both Buddy and Jimmy sound like better athletes than they actually were.
- There's no mention of Karen.
- Frank Deford glosses over the complicated family dynamic.

However...

- Jimmy and Rosemarie express many of the same things recorded in the book.
- The structure of the segment is the same as the book, beginning in the hotel room and circling back.
- The segment shows some of the same photographs as the book.

Now that the students have seen most of the characters speaking and moving, they should be eager to finish the text and their character charts. Two characters are omitted from the film clip: Bert and Karen. As the students finish the text, they should all consider these two characters, even if they have not chosen Bert or Karen to follow through the story.

After finishing the story, students should complete their character charts and journal entries:

Journal 8: According to the author, Karen often thinks she killed Buddy. What would you say to Karen about her thoughts? What is her level of responsibility for Buddy's assisted suicide?

Journal 9: After finishing the book, what do you think of Buddy’s parents and how they handled not only Buddy, but the whole family?

Pair-Share Activity: What is this book about?

Students should identify the whole-book themes as opposed to the plot. Are there any new themes brought out in Part Four? How does Part Four support the themes that we have already listed?

Discussion Topics, Part Four

(Small Groups/Socratic Seminar/ Whole Class)

Buddy Miley was not suffering from a terminal illness and was not on life support. He could actually still be alive today, still in the prime of life. This is why he had to seek help from Dr. Kevorkian. Did Buddy make the right choice?

Going person to person, how do these characters feel today about Buddy’s visit to Dr. Kevorkian?

- Jimmy
- Rosemarie
- Bert
- Karen
- Dr. Kevorkian

Who among these characters still suffers over what happened to Buddy?

Which character changed the most over the course of the narrative?

Many readers think this book is very sad and tragic. Can you find any uplifting messages from the story?

Final Test

AFTER READING
LIKE ANY NORMAL DAY
FINAL PROJECTS

Acknowledgments

Read the author’s Acknowledgments (pages 259-261). Write your own “Acknowledgments” for the end of your career through high school. Whom would you thank and why? Teachers, friends, coaches, neighbors, family members, teammates, employers, etc. Your acknowledgements should be approximately the same word count as the author’s.

Quotes

Select ten powerful quotes that resonated with you throughout your reading. List the page number after the quote and explain why that quote caught your attention.

Video Clip

Watch the film footage from the Tennent v. Plymouth-Whitemarsh game where Buddy gets hit. Pretend you are the sports commentator for ESPN. Write out the script for what commentary should go along with the film if it were shown on television today. Use the link from the author's web page to access the video.

Photo-story

Select 10-15 photographs from your life and organize them into a photo story. Write a narrative for each photograph and explain why it shows an important moment in your life.

Interview

Find a person who has played football either at the high school varsity level, in college, or as a professional. Ask that person about the experience. What is it like to be in the middle of those plays? Is the game safe? Should more precautions be used? What age should people be before they begin playing football? Think of more questions as you talk with your subject. Make an audio or video recording of the interview and write a synopsis of the talk.

Literary and Journalistic Connections

Compare A. E. Housman's poem "To An Athlete Dying Young" with the ideas and experiences presented in *Like Any Normal Day*. Using a T-chart or a venn diagram, list the qualities that the athlete in Housman's poem and Buddy and Jimmy Miley possess, noting their similarities and differences.

Read the essay by Buzz Bissinger about Junior Seau's death and the violence of football. What conflicts exist between a favorite American pastime and our understanding of brain injuries? What responsibilities do football coaches, players, doctors, and fans have?

Read *The Philadelphia Inquirer* article "Philadelphia is a hotbed of robotic frames that help people walk" by Tim Avril from May 13, 2012 about advances in technology to assist paralyzed patients. Would Buddy have benefited from any of these new devices? Is there more hope for paralysis victims today? What careers are involved to bring these advancements to patients?

Allusions and Research Connections

Research and write a 3-5 page paper or 10-slide PowerPoint presentation on one of the following topics from *Like Any Normal Day*.

Athletes and Coaches

Bear Bryant

Joe Namath

Roger Maris

Gary LaRocque

Steve Bono

Sandy Koufax

Don Drysdale

Mark Firdrych

Alan Ameche

Military and Local History

The USO

B-29 Bomber and Lady Jane

Philadelphia Navy Yard/Johnsville Naval Air Base/Willow Grove Naval Air Base

The Bellevue Stratford Hotel in Philadelphia

Sunoco Refinery in Philadelphia

Music and Entertainment

Bing Crosby

Walter Conkrite

Glen Miller

You Don't Know Jack

General Hospital

Religious and Philosophical Issues

The Lion and the Mouse fable

Rosary

Thanatos

Pio of Pietrelcina (Padre Pio)

Our Lady of Lourdes

Hemlock Society

Projects for Grades 9 and 10

Write a letter to a character from the book, explaining how you feel about how they acted and what they did. (Remember, all of the characters are still alive except for Buddy.) Your letter should be two pages handwritten, single spaced, or two pages typed, double spaced. Be sure to use events from the book to make your points.

Fill a shoe box with six items that one of the characters might need as a “care package.” Explain in a paragraph why you chose each item and how it will help the character.

Create a movie poster for a film version of the book. Choose actors and actresses you think would be right to play the characters. (Study movie posters before you begin to help you craft your own artwork). On the back of the poster, write a paragraph for each actor/character, explaining why you chose that actor to play that character.

TEACHING AND EVALUATION MATERIALS

Included in the final pages of this teacher's guide are:

Post-It Parking Lot worksheet

Class Discussion Rubric

Socratic Seminar Reflection worksheet

Socratic Seminar Rubric

Vocabulary Answer Keys for Quizzes and Final Test

Quiz: Part One

Quiz: Part Two

Final Test

POST-IT PARKING LOT



Class Discussion Rubric

	5	4	3	2	1
Quality of Comments	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others	Volunteers comments but lacks depth, may or may not lead to other questions from students	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic
Resource / Document Reference	Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions	Has done the reading with some thoroughness, may lack some detail or critical insight	Has done the reading; lacks thoroughness of understanding or insight	Has not read the entire text and cannot sustain any reference to it in the course of discussion	Unable to refer to text for evidence or support of remarks
Active Listening	Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others	Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others	Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others	Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others	Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion

Socratic Seminar Reflection

Name _____

Seminar # _____

Text Title _____

Author _____

Opening Question(s):

1. Summary of key ideas:

2. Reaction: Identify what someone said; write down his/her comment. React to his/her statement.

3. Explain how the Seminar influenced your thinking about the topic of the text(s).

4. Socratic Connections: Identify and explain a connection to . . .

- | | | |
|-----------------------|-----------------------|--------------------------|
| another writer/poet | a photograph/painting | another culture |
| a commercial | an observation | a song |
| an experience you had | a movie | a person you know |
| a news article | a TV show | a famous/infamous person |

Explain your connection fully:

5. Self Assessment

Taking a position on a question	5	4	3	2	1
Using evidence to support a position or presenting factual information	5	4	3	2	1
Drawing another person into the discussion	5	4	3	2	1
Asking a clarifying question or moving the discussion along	5	4	3	2	1
Highlighting and marking the text with questions/commentary	5	4	3	2	1

Identify a personal goal for the next seminar:

Identify a group goal and how you would be willing to contribute to it:

Socratic Seminar Rubric

	Content	Thinking & Reasoning	Conduct
Exceeds A	<ul style="list-style-type: none"> • Demonstrates advanced understanding and depth of knowledge of the texts. • Uses unit vocabulary accurately and insightfully. • Examples (evidence) used from the texts are balanced and drawn from a variety of sources. • Shows thorough preparation for the seminar. 	<ul style="list-style-type: none"> • Arguments are reasonable and backed up with evidence from the texts. • Explains complex ideas clearly. • Adds new ideas that build connections to the texts or the ideas of others. • Expresses reasons for agreeing or disagreeing with the ideas of the texts or of others. 	<ul style="list-style-type: none"> • Demonstrates respect and enthusiasm for the purpose of the seminar. • Listens actively and participates without dominating the discussion. • Makes frequent eye contact with other students during the seminar. • Keeps comments concise and to the point by thinking before speaking.
Meets B	<ul style="list-style-type: none"> • Demonstrates adequate understanding of the texts. • Uses unit vocabulary. • Evidence used from the texts is drawn from a variety of sources, but may be less relevant or contain minor flaws. • Shows adequate preparation for the seminar. 	<ul style="list-style-type: none"> • Arguments are generally reasonable and backed up with evidence from the texts. • Attempts to explain complex ideas. • Ideas are generally new. • Often expresses reasons for agreeing or disagreeing with the ideas of the texts or of others. 	<ul style="list-style-type: none"> • Demonstrates respect and enthusiasm for the purpose of the seminar. • Generally is an active listener and participant. • Makes eye contact with other students during the seminar. • Comments are mostly concise demonstrating prior thought before speaking.
Partially meets C	<ul style="list-style-type: none"> • Demonstrates basic understanding of the texts. • Some evidence used is vague, redundant, irrelevant or inconclusive • Shows only fair preparation for the seminar. 	<ul style="list-style-type: none"> • Some arguments are underdeveloped and not backed up by evidence. • Has difficulty moving beyond opinions to make new arguments within the discussion. • Comments may lack deep thought or contain ideas that may have already been said. 	<ul style="list-style-type: none"> • Demonstrates respect and enthusiasm for the purpose of the seminar. • Loses focus occasionally and/or is not participating actively. • Does not make eye contact consistently with other students during the seminar. • Comments are not concise and show lack of prior thought.
Partially meets D	<ul style="list-style-type: none"> • Demonstrates limited understanding of the texts. • Does not use evidence to support comments. • Shows poor preparation for seminar. 	<ul style="list-style-type: none"> • Arguments are underdeveloped and generally based only on opinions. • Comments lack deep thought and often only repeat what other students have already said. 	<ul style="list-style-type: none"> • Shows occasional disrespect for the purpose of the seminar. • Does not listen to all participants in the discussion and/or fails to speak during the seminar. • Does not make eye contact with other students during the seminar.
Does not meet F	<ul style="list-style-type: none"> • Demonstrates inadequate understanding of the texts. • Shows lack of preparation for seminar. 	<ul style="list-style-type: none"> • Comments do not address the discussion topic. 	<ul style="list-style-type: none"> • Distracts others during the discussion. • Interrupts or insults others

Name: _____

Grade: _____

Quizzes for Part One and Part Two and the Final Test on *Like Any Normal Day* are on the following pages.

A generic scoring rubric for open-ended questions may be found at:
http://www.nj.gov/education/njpep/assessment/TestSpecs/LangArts/Scoring/RubricsOpen_Ended.html

Vocabulary Answer Keys

Part One

1. aloof
2. inevitably
3. avid
4. array
5. quell/stoicism
6. epitome
7. enamored
8. incensed/livid
9. fundamental
10. dire

Part Two

1. protocols
2. carnage
3. sequestered
4. vigil
5. brooding
6. hiatus
7. patriarch
8. teeming
9. predisposition
10. naught
11. unremitting
12. apotheosis
13. catheter
14. deity
15. circumvent

Final Test

1. B
2. C
3. A
4. D
5. B
6. C
7. A
8. B
9. A
10. C
11. B
12. A
13. D
14. B
15. A
16. B
17. A
18. D
19. C
20. D

Name _____

Class period _____

Quiz: Part One, "Trajectories," *Like Any Normal Day*

Using the vocabulary words, complete the following sentences:

1. The new girl at the school remained _____ even when others tried to befriend her.
2. I didn't study for the test, so _____ I failed it.
3. Most _____ sports fans spend most of Sunday watching football.
4. The _____ of trophies and medals in his room testified to Buddy's ability as an athlete.
5. I placed a bandage on my arm to _____ the bleeding, and then I faced my injury with _____.
6. The U.S. president achieves the _____ of political office.
7. Some teenagers become way too _____ with pop stars.
8. The opposing players became _____ when Buddy taunted them from across the field. By the time the game began, they were so _____ that they determined to get even with him.
9. The ability to read is _____ to a good education.
10. The consequences of the drunk driving arrest were _____.

Open-Ended Questions

1. “Trajectories” describes Buddy Miley’s involvement with football from his childhood through his paralyzing injury.

- Describe two ways that Buddy inadvertently made himself more likely to receive a bad injury.
- What lessons can aspiring athletes learn from Buddy’s situation?

Use evidence from the text to support your answer.

2. The story opens with descriptions of Rosemarie and Bert Miley, Buddy’s parents.

- What obstacles did this couple face as they went from marriage into parenthood?
- How did Bert’s attitude towards sports influence members of his family?

Use evidence from the text to support your answer.

Name _____ Class period _____

Quiz: Part Two, "A Window on Acorn Drive," *Like Any Normal Day*

Using the vocabulary words, complete the following sentences:

1. The doctors attending Buddy Miley did not follow the proper _____ for spine injuries.
2. When the battle ended, the region was a scene of _____.
3. Since he had a contagious illness, the patient was _____ to keep others safe.
4. Rosemarie held an all-night _____ to pray for her son.
5. Buddy spent a great deal of time _____ about his bad luck.
6. The teacher returned to class after a long _____, during which she studied rain forest insects.
7. The father of a family is sometimes called the _____.
8. The street was _____ with fans trying to get a glimpse of the band.
9. Prior injuries sometimes give an athlete a _____ toward further injury.
10. Every miracle cure Buddy tried came to _____.
11. The pain Buddy felt was _____. It never ceased.
12. Jimmy's athleticism was the _____ of Buddy's disability.
13. A _____ is a tube that drains urine from the bladder.
14. Not everyone prays to the same _____.
15. Jimmy tried to _____ the required practices with his minor league baseball team.

Open-Ended Questions

1. In *Like Any Normal Day*, the author presents a relationship between two brothers, Buddy and Jimmy.

- How did Buddy's injury affect the course of Jimmy's teenage and young adult years?
- If you could have given advice to Jimmy during this time, what would you have told him to do?

Use evidence from the text to support your answer.

2. "Window on Acorn Drive" traces Buddy's descent from optimism to despair.

- How did Buddy fight his despair?
- Why did Buddy's efforts to battle depression finally fail him?

Use evidence from the text to support your answer.

3. Beginning on page 146, the author briefly joins the story when he goes to interview Buddy.

- What does Mark Kram Jr. accomplish by comparing his own life to Buddy's?
- Why do you think Mark Kram Jr. decided to write about Buddy? What was the author's purpose?

Use evidence from the text to support your answer.

Name _____

Class period _____

Final Test: *Like Any Normal Day*

Vocabulary

1. Which word is closest in meaning to “stoicism?”
 - A. boredom
 - B. endurance
 - C. fascination
 - D. horrible

2. If someone has a **keen** memory, how will he act?
 - A. He'll lose his car keys.
 - B. He'll set the alarm clock but sleep through it.
 - C. He'll quickly and completely recall many things.
 - D. He'll be happy about remembering.

3. Which description below fits a stream **teeming** with fish?
 - A. It's full of fish.
 - B. There are some different species of fish.
 - C. There are a few fish.
 - D. Fish are hard to find in the stream.

4. The word that is most synonymous with **carnage** is
 - A. meaty
 - B. foul
 - C. wreckage
 - D. bloodshed

5. If someone is **livid**, he or she is:
 - A. laughing
 - B. furious
 - C. frivolous
 - D. ignorant

6. A **predisposition** to an illness means that
 - A. a person will be immune to the illness.
 - B. a person has a bad illness that has no cure.
 - C. a person is more likely to get that illness.
 - D. a person caught the illness from a family member.

7. The word **epitome** means
- A. at the top
 - B. trying hard
 - C. in the race
 - D. failing to make the grade
8. What does an **avid** reader do?
- A. He chooses books carefully.
 - B. He reads all the time.
 - C. He skips some sections of text.
 - D. He only looks at the photographs.
9. Another word for **enamored** might be
- A. loving
 - B. interested
 - C. painted
 - D. struggling
10. Someone who is **aloof** is
- A. engaged deeply with others
 - B. bored
 - C. standing apart from others
 - D. a team player
11. **Culpability** is synonymous to
- A. shame
 - B. blame
 - C. lies
 - D. disrespect
12. The patient was **sequestered** in the hospital. What does that mean?
- A. She had an illness that others might catch.
 - B. She was just about ready to leave.
 - C. She was in a shared room.
 - D. She was an outpatient.
13. What is **unremitting** pain?
- A. a pain that comes and goes
 - B. a pain that only responds to certain types of medicines
 - C. a pain that begins after an injury
 - D. a pain that never goes away

14. Where might you find a **catechism**?
- A. in a public school
 - B. in a church library
 - C. in an airplane
 - D. in a pet shop
15. When two streets **converge**, what do they do?
- A. They meet and become one street.
 - B. They meet at an intersection.
 - C. They are one-way.
 - D. They run parallel.
16. A synonym of **hiatus** is:
- A. work
 - B. pause
 - C. subway
 - D. hat
17. Which *two* words have similar meanings?
- A. rancor and acrimonious
 - B. fundamental and ephemeral
 - C. crucible and array
 - D. indulge and colossal
18. The ancient Romans worshiped Zeus because he was
- A. a dictator.
 - B. a playwright.
 - C. a general.
 - D. a deity.
19. Which *three* words are used in the medical profession?
- A. converged, apotheosis, naught
 - B. brooding, parlance, stigmata
 - C. catheter, craniotomy, protocols
 - D. colossal, apt, attrition
20. Which word might best describe a ballerina's body?
- A. colossal
 - B. supple
 - C. brooding
 - D. apt

Essay Questions

Choose one question and write a response. Use evidence from the text to support your answer. Remember the proper format for quotations. Avoid plagiarism by using quotes as needed.

How could you use the events in *Like Any Normal Day* to argue for sweeping changes in the ages of football players and the rules of the game?

Karen is a very complex character in *Like Any Normal Day*. Describe her role in Buddy's life and death. Is she justified in thinking that she killed Buddy?

Buddy Miley had a large and deeply religious family. Explain how this family unit dealt with the crisis of his injury. How might his life have been different if he had fewer caretakers or lacked a devoted, tireless mother like Rosemarie?

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