

**Teaching Unit  
for  
“Amigo Brothers”**



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## ***Short Story Teaching Packet***

### ***“Amigo Brothers”***

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ELA Core Plans

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## Table of Contents

Title of Activity	Page	Common Core Standards
Prereading activities: Fun Ideas to use with this story prereading boxing terminology page vocabulary preview		The boxing terminology handout will introduce students to the vocabulary pertaining to boxing that is included in the story. The vocabulary preview provides words in context so that students can determine meanings. CCSSRL4
After Reading Questions Game Idea		These directions are for an optional fun game that you can play as a whole class once the post reading questions are completed by the students.
Handout to practice answering constructive response questions		This handout explains step by step how students should return to text to support an analysis of what the text says explicitly as well as inferences drawn. It includes a non-example to help the students, and provides an opportunity for you to teach students the correct way to fully answer an open-ended question. CCSS7RL-1
Post Reading Questions		These handouts include fifteen questions. Students are required to return to the text to draw conclusions and analyze various elements of the story, including suspense, conflict, setting, and characters. Many CCSS are addressed within these questions. Students must cite evidence to support their answers for several of the questions.
Handout to examine imagery		This handout helps students analyze how the author creates imagery. With this activity, students will find a passage; then, using the information provided on the handout, they will explain how imagery has been created by the author. CCSS7RL1
Writing Opportunity – News Report		This handout gives directions so that students can create a news report covering the boxing match in the story. A rubric is provided as well.
Answer Keys		Answer keys are provided for each activity.

***Ideas to Include a Little Fun  
with  
“Amigo Brothers”***

**As students complete the prereading handouts, play the theme song from *Rocky*.**

**Show a short clip from the movie *Rocky* or the movie *The Champion* before reading the story. *The Champion* is referenced in the story as the one that Felix watches before his fight with Antonio.**

**Demonstrate some of the boxing moves mentioned in the story. First, have the students complete what they know on the prereading boxing terminology handout. Then, have students stand up beside their desks and mimic you as you demonstrate each move. Of course, make sure you state that they cannot demonstrate these moves on each other! Lol. 😊**

**After reading, put students in groups of three. Have them create a script for a talk show. Some groups can do talk shows that would take place before the fight, and other groups can prepare talk shows that would take place after the fight. Have one student be the host and the other two students act as Felix and Antonio. They should write out the questions and answers before taking stage in front of the class to perform. Require that students use details from the story in their scripts.**

## ***Do You Know Boxing Terminology?***

**Right** - A right is considered a power punch with the right arm.

**Left** - A left is a power punch with the left arm.

**Cross**- A cross is a power punch thrown with the boxer's dominant hand. It's also called a straight right, right, or straight punch.

**Jab** -The jab is a punch thrown quickly with your leading hand straight from the chin in direct line to your target.

**Hook**- A hook is an inside power punch. It's a short sideways punch delivered with the elbow bent so the arm forms sort of a hook. The temple, side of the jaw, ribs, or liver is the target of a hook.

**Haymaker** - A haymaker is a wild swinging punch thrown with all of the person's weight behind it in an attempt to knockout the other person. You usually see haymakers in street fighting or in the movies. Haymakers are also used in boxing as a last resort. They often deliver enough force to break a man's jaw.

**Knockout**- A boxer loses by way of knockout or KO when he or she is unable to get up unassisted after being floored by the count of ten.

**Rounds**- Professional boxing matches cannot be scheduled for more than twelve rounds for males or ten rounds for females. Each round lasts three minutes for males and two minutes for females with a one minute rest between rounds.

**Using the definitions provided above, and your own knowledge, answer the following questions.**

1. If a fighter is bobbing and weaving, what is he/she doing? \_\_\_\_\_
2. How many rounds are there in a boxing match? \_\_\_\_\_
3. What determines the winner in a boxing match? \_\_\_\_\_
4. Why do the fighters go to the corners of the ring between rounds? \_\_\_\_\_
5. How long is the break between rounds? \_\_\_\_\_
6. This type of punch is a wild swinging one typically seen in street fights. \_\_\_\_\_
7. When a boxer is down and is unable to get up by the count of ten, a \_\_\_\_\_  
has occurred.
8. This punch is delivered with the elbow bent. \_\_\_\_\_
9. What is the difference between a right and a left? \_\_\_\_\_

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## Amigo Brothers

### Do you know these words?

Before we read the story, see if you know some of the vocabulary words that we will encounter. Match the words in the box to the correct definitions below. Use the sentences to help you.

**tenement** My best friend lives in the same **tenement** as I do.

**demolish** The builders **demolished** the old school building.

**perpetual** Every time we sat outside on the porch this summer, we were under **perpetual** attack by mosquitoes.

**bout** Last night there were three boxing **bouts** at the gym.

**improvise** I didn't have any prior plans on what to say, but I **improvised** and told a few jokes.

**bilingual** The company wanted to hire someone who was **bilingual** so that non-English speaking customers could be helped along with those who speak English.

**dispel** I told the girls that what they were saying was not true and to try and **dispel** the rumor.

**fainted** She **fainted** left but dashed to the right to escape.

1. A mock or fake attack or movement \_\_\_\_\_
2. A boxing or wrestling match \_\_\_\_\_
3. Using or able to use two languages \_\_\_\_\_
4. To compose or make up and perform on the spot without prior practice \_\_\_\_\_
5. Seeming to continue forever, eternal \_\_\_\_\_
6. A tall building in a city where people live; an apartment \_\_\_\_\_
7. To tear down \_\_\_\_\_
8. To rid one's mind of; to drive away \_\_\_\_\_

# *Amigo Brothers*

## After Reading Questions

### **Fun Game Idea**

On the following pages, you will find questions for the students to answer after reading the story. If you would like to make this a fun and engaging learning activity, you could play the following game. First, use the handout to model how to correctly answer a constructed response question. Then, give out the post reading questions. Allow the students to work with a partner as they return to the text to answer all of the post reading questions. (Do not give out the five comprehension questions at this time.) Once all questions are answered, put two sets of partners together to form a group. They should compare their answers and decide on the best answers. Once this is done, you will be ready to play “The Joker”.

#### **Materials**

A Deck of cards (You can buy them at the dollar store. We found two packs for a dollar there.)  
Extra jokers (not necessary, but to make the game more interesting)

#### **Object**

Students will earn points by fully and correctly answering the post reading questions provided in this packet.

#### **Directions for Play as Whole Class**

1. Display the following point system on the board or projector.
  - Numbered cards = that number of points
  - Ace =fourteen points
  - King= thirteen points
  - Queen = twelve points
  - Jack = eleven points
  - Jokers = Double or nothing
2. Begin playing with an easy round so that students can earn points. Each group will answer five comprehension questions from the story. These questions are provided in this packet. Give each group these five questions. Deal out five cards face down and in a stack to each group. Make sure that there are no jokers in the deck at this time. Instruct them not to look at the cards yet. You may allow the groups to return to the text as they answer these five questions. Set a timer for two or three minutes.
3. Once each group is done with the comprehension questions, tell each group to turn over the first card. Provide the answer to the first question, and have them reward points to themselves if they answered correctly.
4. Next, provide the answer to number two, and have them reward points if they answered it correctly. If they answered the question wrong, they do not lose points.

They just do not earn any. Continue this way until all five comprehension questions have been answered and points have been awarded. Walk around the room to ensure that groups are not cheating by changing their answers.

5. Now, each team will have a different score – as determined by the luck of the draw of the cards that they received.
6. Take up all of the cards from each group. Place the jokers back into the stack of cards, and shuffle the deck. To make the game even more interesting, you may want to add an extra joker or two.
7. Tell the students to put all pencils or pens down, and instruct them that they may not change any of their answers for the post reading questions at this point.
8. Points will be rewarded just as they were in the easy round. This time, however, if a joker is drawn, the group must draw the next card on the deck. The upcoming question will then be worth double the amount of points on this second card drawn. However, if the students do not answer completely or if they answer it incorrectly, they lose all points earned so far – even the ones earned in the easy round. This is what makes the game interesting!
9. Give out a card to each group. Read the first question from the post reading questions. Listen as one student from each group reads his/her answer. Instruct them that they must read what is written, and they cannot add to it from their minds or from listening to others' answers. On a notepad, use tally marks to help you remember which groups get the question right and which ones do not. Do not let the students see your marks, and do not tell them which teams answered correctly until all teams have read their answers out loud. Tell them that if they answer the question fully and correctly, they will earn the amount of points determined by the card they were given. If they do not answer fully or if the answer is incorrect, the students earn no points. Of course, follow the game rules if a joker is drawn by a group.
10. Once students have recorded their points earned, go on to question two. You may wish to split some of the questions that provide charts into two or more questions. Play this way until all questions have been answered by each group, and points have been awarded.
11. Have each group add up their points earned and determine which group has the most.
12. You may wish to award prizes for winners. 😊

Of course, this game may not work for every class, and you may need to tweak it to make it work for your students. It will provide ample discussion of these questions and allow students to learn from each other. If you do not think the game is for your class, simply assign the questions. They can be answered independently or with partners.



***Amigo Brothers***

**Comprehension Questions**

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

1. What dream do the two main characters share? \_\_\_\_\_
2. Which character was the better boxer? \_\_\_\_\_
3. Which character was the better slugger? \_\_\_\_\_
4. What is the main conflict of the story? \_\_\_\_\_
5. What happens at the end of the story? \_\_\_\_\_

## Practice Answering Constructed Response Questions

### Constructive Response Question Tips:

1. Read through the question two times.
2. Underline all of the things the question is asking you to do.
3. When you begin your answer, reword the question.
4. As you write your answer, make sure that you answer every part of the question.
5. Support your answer by "pulling out" something from the text.
6. Provide a wrap-up sentence at the end to conclude your response.

### Let's look at this process together and practice what we have learned:

**Passage:** One day Shan led her three friends on an escapade through the woods on a pretend treasure hunt. Exhausted from walking, the group decided to take a break. Pieces of bark began to fall to the ground as the four kids sat on an old log. Suddenly, Shan heard a humming sound. Before the group knew what was happening, armies of yellow jackets were swarming around them. Without hesitation, the kids threw their water canteens to the ground and took off running. Branches slapped their faces and briars scratched their arms and legs as they tore through the woods looking for escape. The bees dug their needle sharp stingers into their flesh over and over, making it even harder to run. They could hear the screams behind them and the buzz of the bees in their ears, but their legs kept pumping.

**Question:** Locate one example of descriptive language and one example of sensory language and explain how they were used.

**Student Response:** "Pieces of bark began to fall to the ground" is an example of descriptive language. "The bees dug their needle sharp stingers into their flesh" is an example of sensory language.

What is wrong with this response?

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How should the response be written?

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## ***Amigo Brothers***

### **Post Reading Discussion Questions**

Name \_\_\_\_\_

Date \_\_\_\_\_

How are the two main characters, Antonio and Felix alike and different? Go back and read the first three paragraphs, and then complete the following chart.

<b>Characters Antonio and Felix</b>	<b>How they are different</b>	<b>How they are alike</b>
Antonio		
Felix		

*While some youngsters were into street negatives, Antonio and Felix slept, ate, rapped, and dreamt positive.*

We read this passage early in the story. According to this passage, what do you think “street negatives” are?

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*The two boys continued to run together along the East River Drive. But even when joking with each other, they both sensed a wall rising between them.*

Explain what is meant by *a wall rising between them*.

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What internal conflict do both of the main characters struggle with in this story? Find one short passage to support your answer.

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The two friends decide to be upfront with one another and discuss the upcoming fight and how they should handle it. This shows that the boys are \_\_\_\_\_.

- a. mature and considerate
- b. helpful and giving
- c. afraid and worried
- d. prideful and selfish

Go back and look at some of the dialogue between the two boys before the fight begins. What does the dialogue reveal about the relationship between the characters? Choose one example of dialogue from the story to support your answer.

<b>What the dialogue reveals about their relationship</b>	<b>A passage to support my answer</b>

What point of view is used in this story? \_\_\_\_\_

Explain how you know this point of view is used. Find proof from a passage.

The rising action of the story is moving at a faster pace as the fight draws near. The author jumps back and forth between the two settings, showing what each character is experiencing.

To complete the chart below, return to the story and find the passage that begins with the words provided. Find and read the entire paragraph and/or passage in the story before jotting down details on the right. The first one has been done for you.

<b>Passage/ paragraph that begins...</b>	<b>Details that highlight each boy's internal conflict and increase suspense</b>
<i>The evening before the big fight, Tony made his way to the roof of his tenement.</i>	He tried not to think of Felix To spare Felix hurt, he would have to knock him out early and quick.
<p><i>Up in the South Bronx, Felix decided to take in a movie in an effort to keep Antonio's face away from his fists.</i></p> <p><b>Read the next six paragraphs after this paragraph.</b></p>	
<p><i>Finding no takers, Felix decided to split to his aunt's...</i></p> <p><i>Antonio was passing some heavy time on his rooftop.</i></p>	

Find two strong verbs used during the fight. What tone do these two verbs help create?

<b>Two Verbs</b>	<b>Tone</b>

What does the ending show us about the characters?

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**To think about how the characters affect the plot in this story, answer the following question.**

If the two boys were not friends, what would be different about the fight?

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**To determine how the point of view can affect a story, answer the following question.**

If this story were told in the first person point of view instead of the third person, how would the story be different?

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**To analyze the title, answer the following question.**

The word *amigo* in Spanish means friend. Think about the title of this story. Explain why this is a good title.

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**Suspense** – We know what it is; it’s what makes us wonder what is going to happen next. It’s what keeps us on the edge of our seat, wanting to turn the page.

This story has suspense! In the chart below, make a list to analyze how the author creates this suspense in each round of the fight. Skim back through the story to specifically look at each round. Choose the sentences that you think create the most suspense. The first one is done for you.

<b>Round</b>	<b>Sentence from story</b>	<b>How does this create suspense?</b>
Before the fight begins	<i>“I don’t mean to sound like I’m bragging, bro. But I wanna win, fair and square.” Antonio nodded quietly. “Yeah. We both know that in the ring the better man wins. Friends or no friend, brother or no...”</i>	<b>This passage shows that both boys want to win, so the reader begins to wonder and anticipate the outcome of the fight, thus creating suspense.</b>
Round 1		
Round 2		
Round 3		

# Amigo Brothers

**Imagery** is language that creates a sensory impression within the reader’s mind. It allows the reader to see, hear, feel, smell, or even taste what is happening in the story – all in the mind of course. Imagery makes the reader feel like he/she is there, in the story, experiencing the same things that the character is experiencing. **This story is full of visual imagery – imagery that allows you to picture something. Let’s examine how the author creates it.**

## Three ways to create visual imagery

- **Create imagery through descriptions and sensory language.**

- Authors pay attention to detail when they write. They use words that pertain to all of our senses, not just our sense of sight. **Read the following passage from the story.**

**Underline the details and sensory language that help you imagine the scene.**

*The evening before the big fight, Tony made his way to the roof of his tenement. In the quiet early dark, he peered over the ledge. Six stories below, the lights of the city blinked and the sounds of cars mingled with the curses and the laughter of children in the street.*

- **Create imagery with strong verbs!**

- Authors use action verbs when they want to create imagery. These words help you to imagine something happening. With a specific, strong verb, you can pinpoint exactly what is going on. Read the following passage from the story. **Underline or highlight the action verbs that help you picture the action.**

*Beads of water exploded from Antonio’s long hair.*

- **Create imagery with figurative language and adjectives.**

- Authors use literary devices such as similes, metaphors, and personification to help them create imagery. Figurative language allows you to picture something in your mind and then relate it to something else. Adjectives describe nouns so that you can “see” them. Read the following passage. **Underline the figurative language that helps you picture the scene.**

*The morning of the fight Tompkins Square was a beehive of activity with numerous workers setting up the ring, the seats, and the guest speakers’ stand.*

**Find another passage in this story that contains visual imagery. Complete the following chart.**

Page #	Passage	How imagery is created...sensory language, strong verbs, figurative language, adjectives



## Writing Opportunity

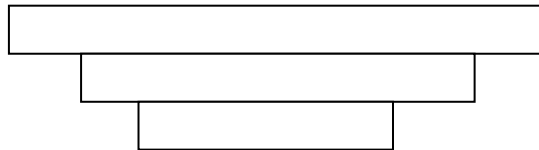
Name\_\_\_\_\_

Date\_\_\_\_\_

Write a news report about the fight that takes place between Felix and Antonio.

Read the following information on writing a news report before you start.

- A news report is based on facts. Do not include your opinions.
- The first paragraph contains the most important information: Who? What? When? Where? Why? and How?
- It is arranged in an “inverted pyramid” style:



This means that facts are arranged from most important to least important. It allows you to see a lot of information quickly in the first couple of paragraphs. The least important facts are nearer the end.

Answer these questions in the lead of your news report:

1. Who is it about?
2. What happened?
3. When did it happen?
4. Where did it happen?
5. Why did it happen?
6. How did it happen?

You may pretend that you interviewed the two fighters and write “statements” in your article. Just make sure these statements would be something the characters would actually say. Decide on the headline of your news article first, and write it below. Then, begin your article on a separate sheet of paper.

**HeadLine:**

## Newspaper Article Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
Article based on fight	10	
Article gives facts and not opinions	15	
Article tells: Who _____  What _____  When _____  Why _____  Where _____	50	
Organized, article “makes sense”	15	
Neat, well written with few (if any) spelling or grammatical errors	10	
Bonus: pictures, made to look like a “real” newspaper article, dateline/byline used correctly, and/or quotes are included from Antonio and Felix	10	
<b>TOTAL</b>	<b>110</b>	

## ***Do You Know Boxing Terminology?***

**Right** - A right is considered a power punch with the right arm.

**Left** - A left is a power punch with the left arm.

**Cross**- A cross is a power punch thrown with the boxer's dominant hand. It's also called a straight right, right or straight punch.

**Jab** -The jab is a punch thrown quickly with your leading hand straight from the chin in direct line to your target.

**Hook**- A hook is an inside power punch. It's a short sideways punch delivered with the elbow bent so the arm forms sort of a hook. The temple, side of the jaw, ribs or liver is the target of a hook.

**Haymaker** - A haymaker is a wild swinging punch thrown with all of the person's weight behind it in an attempt to knockout the other person. You usually see haymakers in street fighting or in the movies. Haymakers are also used in boxing as a last resort. They deliver enough force to break a man's jaw.

**Knockout**- A boxer loses by way knockout or KO when he or she is unable to get up unassisted after being floored by the count of ten.

**Rounds**- Professional boxing matches cannot be scheduled for more than twelve rounds for males or ten rounds for females. Each round lasts three minutes for males and two minutes for females with have a one minute rest between rounds.

**Using the definitions provided above, and your own knowledge, answer the following questions.**

1. If a fighter is bobbing and weaving, what is he/she doing? **Bouncing and moving around.**
2. What determines the winner in a boxing match? **A knockout**
3. Why do the fighters go to the corners of the ring between rounds? **for a break and to drink water and receive advice or motivation**
4. How long is the break between rounds? **one minute**
5. This type of punch is a wild swinging one typically seen in street fights. **haymaker**
6. When a boxer is down and is unable to get up by the count of ten, a **knockout** has occurred.
7. This punch is delivered with the elbow bent. **hook**
8. What is the difference between a right and a left? **A right is delivered with the right arm and a left is delivered with the left arm.**

## ***Amigo Brothers***

### **Do you know these words?**

Before we read the story, see if you know some of the vocabulary words that we will encounter. Match the words in the box to the correct definitions below. Use the sentences to help you.

tenement My best friend lives in the same tenement as I do.

demolish The builders demolished the old school building.

perpetual Every time we sat outside on the porch this summer, we were under perpetual attack by mosquitoes.

bout Last night there were three boxing bouts at the gym.

improvise I didn't have any prior plans on what to say, but I improvised and told a few jokes.

bilingual The company wanted to hire someone who was bilingual so that non English speaking customers could be helped along with those who speak English.

dispel I told the girls that what they were saying was not true to try and dispel the rumor.

fainted She fainted left but dashed to the right to escape.

1. A mock or fake attack or movement **fainted**
2. A boxing or wrestling match **bout**
3. Using or able to use two languages **bilingual**
4. To compose or make up and perform on the spot without prior practice **improvise**
5. Seeming to continue forever, eternal **perpetual**
6. A tall building in a city where people live; an apartment **tenement**
7. To tear down **demolish**
8. To rid one's mind of; to drive away **dispel**

## *Amigo Brothers*

### Comprehension Questions

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What dream do the two main characters share? They both want to someday be the lightweight champion of the world.
2. Which character was the better boxer? Antonio
3. Which character was the better slugger? Felix
4. What is the main conflict of the story? The two boys are friends but must face each other in a boxing match. They both want to win but do not want to hurt their friendship.
5. What happens at the end of the story? There is no winner announced. The boys leave, hugging each other. They tried their hardest and did not hurt their friendship.

# Amigo Brothers

## After Reading Questions

Name \_\_\_\_\_

Date \_\_\_\_\_

How are the two main characters, Antonio and Felix alike and different? Go back and read the first three paragraphs, and then complete the following chart.

<b>Characters Antonio and Felix</b>	<b>How they are different</b>	<b>How they are alike</b>
Antonio	<b>fair, lean, lanky</b>	<b>Both dream of becoming light weight boxing champions. Both are 17 years old and are from the same place. Both prove to be ambitious and determined.</b>
Felix	<b>dark, short, husky</b>	

*While some youngsters were into street negatives, Antonio and Felix slept, ate, rapped, and dreamt positive.*

We read this passage early in the story. According to this passage, what do you think “street negatives” are?

**Doing “bad things” like maybe stealing, being cruel to others, drawing graffiti, etc.**

Which character was the better boxer? **Antonio**

Which character was the better slugger? **Felix**

*The two boys continued to run together along the East River Drive. But even when joking with each other, they both sensed a wall rising between them.*

Explain what is meant by a wall rising between them.

**This is the conflict. The “wall” between them refers to the internal barrier that the upcoming fight creates. They are aware that their friendship may be hindered b this fight which makes them “guarded” toward one another.**

What internal conflict do both of the main characters struggle with in this story?

**They both want to win, but do not want to jeopardize their friendship.**

The two friends decide to be upfront with one another and discuss the upcoming fight and how they should handle it. This shows that the boys are \_\_\_\_\_.

**a. mature and considerate**

b. helpful and giving

c. afraid and worried

d. prideful and selfish

Go back and look at some of the dialogue between the two boys before the fight begins. What does the dialogue reveal about the relationship between the characters? Choose one example of dialogue from the story to support your answer.

<b>What the dialogue reveals about their relationship</b>	<b>A passage to support my answer</b>
<b>They truly care about each other and do not want to hurt each other.</b>	<p><i><b>“In fact, since we found out it was going to be me and you, I’ve been awake at night, pulling punches on you, trying not to hurt you.”</b></i></p> <p><b>(This is only a sample passage. Many other passages could be used in support.)</b></p>

Return to the story and find the passage that begins with the following words to complete the chart. Find and read the entire paragraph and/or passage in the story before jotting down details on the right. The first one has been done for you.

Passage/ paragraph that begins...	Details that highlight each boy’s internal conflict and increase suspense
<i>The evening before the big fight, Tony made his way to the roof of his tenement.</i>	<b><i>He tried not to think of Felix To spare Felix hurt, he would have to knock him out early and quick.</i></b>
<i>Up in the South Bronx, Felix decided to take in a movie in an effort to keep Antonio’s face away from his fists. (Read the next six paragraphs)</i>	<p><b><i>Antonio’s face, superimposed on the screen, was shattered and split apart by the awesome force of the killer blow.</i></b></p> <p><b>(This is a sample passage. Others could be used.)</b></p>
<i>Finding no takers, Felix decided to split to his aunt’s... Antonio was passing some heavy time on his rooftop.</i>	<p><b><i>A gnawing doubt crept in.</i></b></p> <p><b>(This is a sample passage. Others could be used.)</b></p>

What happens at the end of this story?

**At the end of the fight, Antonio and Felix are still standing. They hug each other and seem not to care who the winner is. The reader is left without knowing who the winner is as well.**

What does the ending show us about the characters?

**The ending shows us that the boys were truly more concerned about their friendship than about being the winner of the fight.**

**To think about how the characters affect the plot in this story, answer the following question.**

If the two boys were not friends, what would be different about the fight?

**The internal conflict would not be the same. If the two boys were not friends, one of the fighters may have been knocked out because neither of them would not have had the inner conflict of not wanting to hurt his friend.**

**To determine how the point of view can affect a story, answer the following question.**

If this story were told in the first person point of view instead of the third person, how would the story be different?

**The reader would only know the inner thoughts, feelings, and conflict of one of the characters – the one who was telling the story.**



**Suspense** – We know what it is; it’s what makes us wonder what is going to happen next. It’s what keeps us on the edge of our seat, wanting to turn the page.

This story has suspense! In the chart below, make a list to analyze how the author creates this suspense in each round of the fight. Skim back through the story to specifically look at each round. Choose the sentences that you think create the most suspense. The first one is done for you.

Round	Sentence from story	How does this create suspense?
Before the fight begins	<i>“I don’t mean to sound like I’m bragging, bro. But I wanna win, fair and square.” Antonio nodded quietly. “Yeah. We both know that in the ring the better man wins. Friends or no friend, brother or no...”</i>	<b>This passage shows that both boys want to win, so the reader begins to wonder and anticipate the outcome of the fight, thus creating suspense.</b>
Round 1	<i>Antonio slipped away from Felix, crashing two lefts to his head, which set Felix’s right ear to ringing.</i>	<b>In this passage, the reader sees that the boys’ punches are affecting one another and the harsh language like “crashing” makes the fight seem brutal and lifelike. All of this heightens suspense.</b>
Round 2	<b>Only the frenzied screaming of those along ringside let him know that he had dropped Antonio. Fighting off the growing haze, Antonio struggled to his feet, got up, ducked, and threw a smashing right that dropped Felix flat on his back.</b>	
Round 3	<b>The sounds of their blows were loud in contrast to the silence of a crowd gone completely mute. The referee was stunned by their savagery.</b>	<b>The word savagery creates suspense because it means that the boys are not holding back at all. This word makes the reader think of being cruel and violent.</b>

# Amigo Brothers

**Imagery** is language that creates a sensory impression within the reader’s mind. It allows the reader to see, hear, feel, smell, or even taste what is happening in the story – all in the mind of course. Imagery makes the reader feel like he/she is there, in the story, experiencing the same things that the character is experiencing. **This story is full of visual imagery – imagery that allows you to picture something. Let’s examine how the author creates it.**

## Three ways to create visual imagery

- **Create imagery through descriptions and sensory language.**

- Authors pay attention to detail when they write. They use words that pertain to all of our senses, not just our sense of sight. **Read the following passage from the story.**

**Underline the details and sensory language that help you imagine the scene.**

*The evening before the big fight, Tony made his way to the roof of his tenement. In the quiet early dark, he peered over the ledge. Six stories below, the lights of the city blinked and the sounds of cars mingled with the curses and the laughter of children in the street.*

- **Create imagery with strong verbs!**

- Authors use action verbs when they want to create imagery. These words help you to imagine something happening. With a specific, strong verb, you can pinpoint exactly what is going on. Read the following passage from the story. **Underline or highlight the action verbs that help you picture the action.**

*Beads of water exploded from Antonio’s long hair.*

- **Create imagery with figurative language and adjectives.**

- Authors use literary devices such as similes, metaphors, and personification to help them create imagery. Figurative language allows you to picture something in your mind and then relate it to something else. Adjectives describe nouns so that you can “see” them. Read the following passage. **Underline the figurative language that helps you picture the scene.**

*The morning of the fight Tompkins Square was a beehive of activity with numerous workers setting up the ring, the seats, and the guest speakers’ stand.*

**Find another passage in this story that contains visual imagery. Complete the following chart.**

Page #	Passage	How imagery is created...sensory language, strong verbs, figurative language, adjectives
	<b>Sample passage</b> <i>Suddenly a short right caught Antonio squarely on the chin. His long legs turned to jelly and his arms flailed out desperately. Felix, grunting like a bull, threw wild punches from every direction.</i>	<b>Sensory language – turned to jelly, grunting like a bull</b> <b>Strong verbs – flailed, grunting, threw</b> <b>Simile – grunting like a bull</b>

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