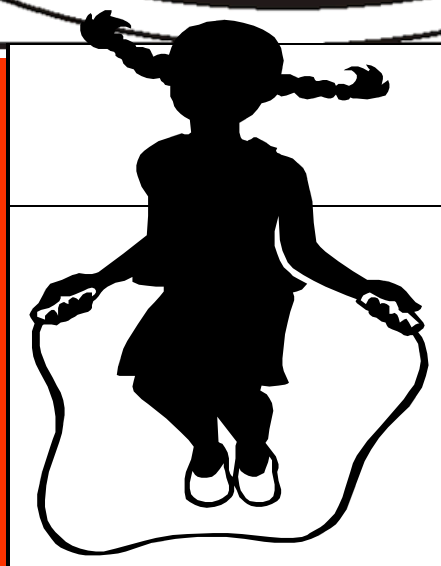


A Teaching Unit  
For  
*Double Dutch*



**ELA Core Plans**

Teacher-Written Standards-Based Lesson Plans



**DO NOT PHOTOCOPY**  
(Except for your own classroom)



**DO NOT POST ONLINE.**

*Teaching Unit*  
*Double Dutch*

**Sharon M. Draper**

By Tammy D. Sutherland and Shannon B. Temple

[www.elacoreplans.com](http://www.elacoreplans.com)

Copyright © 2008 S&T Publications, LLC second edition

Limited reproduction permission: For each textbook purchased, S&T Publications grants permission for only one teacher to make as many copies as needed for his or her classes. Reproduction by/for other teachers, classes, or for commercial use is strictly prohibited.

Order number LS0710  
S&T Publications, LLC

**Double Dutch Novel Unit**  
*Table of Contents*

|   |    |
|---|----|
| Chapter Titles.....                                       | 4  |
| Chapter 1: Lead/Grabber, Meet the Characters.....         | 6  |
| Chapter 2: Readers' Theater.....                          | 7  |
| Chapter 3: Conflict.....                                  | 8  |
| Chapter 4: Jump Rope Chant.....                           | 9  |
| Chapter 5: Making Inferences and Drawing Conclusions..... | 10 |
| Chapter 6: Allusion, Discussion.....                      | 11 |
| Chapter 7: Point of View.....                             | 12 |
| Chapter 8: Theme.....                                     | 13 |
| Test on Chapters 1-8.....                                 | 14 |
| Chapter 9: Tone.....                                      | 16 |
| Chapter 10: The Threatening Tollivers.....                | 17 |
| Chapter 11: Creating Realistic Characters.....            | 18 |
| Chapter 12: Characterization.....                         | 19 |
| Chapter 13: Writing Opportunity.....                      | 20 |
| Chapter 14: Foreshadowing, Discussion.....                | 21 |
| Chapter 15: Situational Irony.....                        | 22 |
| Chapter 16: Writing Opportunity: News Report.....         | 23 |
| Chapter 17: Brainstorming Predictions.....                | 24 |
| Test on Chapters 9-17.....                                | 25 |
| Chapter 19: Randy's Missing Father.....                   | 28 |
| Chapter 20: Predictions.....                              | 29 |
| Chapters 21: Writing Opportunity: Comic Strip.....        | 30 |
| Chapter 22: Compare/Contrast.....                         | 32 |
| Chapter 23: Punctuation Lesson, Figurative Language.....  | 33 |
| Chapter 24: Discussion, Research Opportunity.....         | 34 |
| Chapter 25: Stated Theme.....                             | 35 |
| Character Analysis.....                                   | 36 |
| Final Test.....   | 37 |
| Writing Prompts.....                                      | 40 |
| Book Review.....  | 41 |

# Double Dutch

## Chapter Title Analysis

The chapters in this novel do not have titles. As you read the novel, complete the following chart.

| Chapter # | Chapter title | Why is this title effective for this chapter? |
|-----------|---------------|---|
| 1         |               |   |
| 2         |               |   |
| 3         |               |   |
| 4         |               |   |
| 5         |               |   |
| 6         |               |   |
| 7         |               |   |
| 8         |               |   |
| 9         |               |   |
| 10        |               |   |
| 11        |               |   |
| 12        |               |   |
| 13        |               |   |
| 14        |               |   |
| 15        |               |   |
| 16        |               |   |
| 17        |               |   |
| 18        |               |   |
| 19        |               |   |

| Chapter # | Chapter title | Why is this title effective for this chapter? |
|-----------|---------------|---|
| 20        |               |   |
| 21        |               |   |
| 22        |               |   |
| 23        |               |   |
| 24        |               |   |
| 25        |               |   |
| 26        |               |   |

# Double Dutch One

Name \_\_\_\_\_

Date \_\_\_\_\_

## Lead/Grabber

The lead or “grabber” of a novel should “grab” the reader’s attention or “hook” the reader. Some novels have better leads than others. Let’s take a look at the lead for this novel.

Reread the first paragraph of the novel.

1. What type of grabber/lead does the author choose to use? \_\_\_\_\_

2. Is this grabber effective? \_\_\_\_\_

List some of the questions that come to mind after reading this first paragraph.

---

---

---

## Meet the Characters.

In this first chapter, we are introduced to the Tolliver twins, Delia, Charlene, Yolanda, Miss Benson, and Randy. Let’s take a closer look at some of them. Complete the following chart for each of the following characters.

|   | Delia | Yolanda | Miss Benson | Randy |
|---|-------|---------|-------------|-------|
| Two facts that you have learned about this person                                   |       |         |             |       |
| Two descriptive words that seem right for this person                               |       |         |             |       |
| One or two quotes from the story so far that help show this character’s personality |       |         |             |       |

# Double Dutch Two Readers' Theater

Students build fluency through reading out loud, and at the middle school level, what better way to allow this than with readers' theater! Chapter two of *Double Dutch* is perfect for this activity because the parts are already written out on pages thirteen through eighteen.

If you want to get your students' attention, read the beginning of this chapter with a monotone voice until they stop you and ask you why you are doing this. Tell them that when reading aloud, you should always read with expression. Next, read the same section with expression, changing your voice to match each character.

**There are a couple of ways to do readers' theater. I will outline these options below.**

- Option one is to have a whole class reading. This way, particular parts are not assigned. Whoever is in desk one reads the first line, the student in desk two reads the second line, and so on until all parts are read. There are forty-eight lines to be read, so you will have to have students read more than one part. **Before starting, allow the students to find the part that they will read and read it to themselves silently.** Tell them that there are a few hard words and that they should **raise their hands if they need help pronouncing one before you begin.** That way, you can discreetly go to a child's desk to help him/her with the word. Also, **this makes all students feel comfortable with reading out loud.**
- Option two is to divide your class into groups. There are four speaking parts, so groups of three or four would be ideal. If you have to put three in a group, just have one person read two parts. After assigning parts in each group, **allow some quiet time before beginning so that students can read over their parts and ask for help with words they may not know how to pronounce.** Encourage them to read with expression! Have the groups read through the script. If a group finishes early, have them read it again. Once each group has read through the script once, stop the class. If you want, you could randomly pick one group to perform for the class.

Most students greatly enjoy readers' theater. The key is making sure they feel comfortable with the part that they will be reading. If you have struggling readers, you may want to give them the script the day before the reading and let them practice reading it at home. Have fun!

## Double Dutch Three

Name \_\_\_\_\_

Date \_\_\_\_\_

There are two types of conflict: internal and external.

An internal conflict is a conflict that a character has within him/herself. (man vs. himself)

An external conflict is a conflict that a character has with someone or something else (man vs. man, man vs. nature, man vs. society, etc.)

Complete the following chart to help you analyze the conflicts the following characters face.

| <i>Character</i> | <i>Text</i>   | <i>Summary of conflict</i> | <i>Type of conflict</i> |
|------------------|---|----------------------------|-------------------------|
| <b>Delia</b>     | <i>Delia, however, felt every class was a struggle and was beginning to feel overwhelmed with the amount of work the teachers were requiring...</i>   |                            |                         |
| <b>Yolanda</b>   | <i>Delia figured that Yolanda lied because the truth about her life just wasn't very pretty. Yo Yo's father was loud and demanding... and her mother always seemed to have either a cigarette or a drink in her hand when she came to the door.</i> |                            |                         |
| <b>Randy</b>     | <i>But there was some stuff he couldn't tell Delia or anybody else- stuff like he didn't know where his dad was. He was getting really worried.</i>   |                            |                         |



# Double Dutch Four

Name \_\_\_\_\_

Date \_\_\_\_\_

## Writing Opportunity ~ A Jump Rope Chant

**Rhyme scheme** - In poetry a rhyme scheme is the pattern in which rhyme sounds occur in a stanza. You can find the rhyme schemes by assigning the same letter of the alphabet to each similar sound in the stanza. The pattern could look like this: *ababbcbcc*. This would mean lines one and three rhyme, lines two, four, five, and seven rhyme, and lines eight and nine rhyme.

Return to page thirty-five, and find the jump rope chant that Yolanda chanted as she jumped.

What is the rhyme scheme of this jump rope chant? \_\_\_\_\_

Finish the last line of the poem. Make sure you follow the rhyme scheme.

\_\_\_\_\_

You can hear the rhythm in this short poem. A jump rope chant must have rhythm so that the jumper can keep rhythm to it.

Try writing your own jump rope chant. The one in chapter four is about Delia and Randy. Write one about Yolanda and her lies and exaggerations. Use the same rhyme scheme as the one used in the chant in the book, and make sure the poem has a beat or rhythm. Make your chant at least six lines long.

---

---

---

---

---

---

---

---

---

---

# Double Dutch Five

Name \_\_\_\_\_

Date \_\_\_\_\_

## Making Inferences and Drawing Conclusions

Whenever we read something, we are constantly making inferences and drawing conclusions. When you infer something, you figure it out. We do this based on what we already know from our prior knowledge or what we learn from the text.

We can infer that Delia likes Randy. The author does not come out and tell us this, but we figure it out based on the way Delia acts and her thoughts. We infer this. Complete the following chart to find the passages that help us to infer that Delia likes Randy.

| Passage | Page # | Explain why this supports Delia liking Randy. |
|---------|--------|---|
|         |        |   |
|         |        |   |

## Original Figurative Language

Throughout this novel, Sharon Draper uses fresh figurative language that has not been overused. Original figurative language compares two things that are different in enough ways so that their similarities, when pointed out, are interesting, unique, and/or surprising.

Look at the following examples of figurative language from this chapter.

- *The tension in the small gym sizzled like dangling electric lines – hot and fiery.* (simile)
- *Misty’s strong brown legs darted in and out of the ropes as they turned so fast they were spinning shadows.* (metaphor)
- *The buzzer sounded like a sheep in pain.* (simile)

Try writing your own original example of figurative language. Explain how although different, the two things you compare also have interesting, unique, and/or surprising similarities.

*Even though he was often out of town, when Randy’s dad had come to a couple of the team’s Double Dutch events, Randy had beamed like a lightning bug.*

**Try rewriting this simile: Randy had beamed like \_\_\_\_\_.**

# Double Dutch Six

Name \_\_\_\_\_

Date \_\_\_\_\_

An allusion is a reference to a person, a historical event, or a fictional character or story. Writers usually expect the readers to recognize an allusion.

There is an allusion on page fifty -two. "...Look at what Hitler did," she offered.

The novel *Lord of the Flies* that Delia and her class are reading is also an allusion. Be on the lookout for future allusions in this novel.

## Discussion

1. "*Sometimes the best way to destroy an enemy is by making friends with him.*" (page 52) Do you agree with Mrs. Parks' statement? Why or why not?

---

---

---

---

2. Why do you think that Tabu and Titan act the way that they do? Find a passage from the text that can support your opinion.

---

---

---

---

# Double Dutch Seven

Name \_\_\_\_\_

Date \_\_\_\_\_

Point of view is the relationship of the narrator or storyteller to the story.

- In a story with first person point of view, the story is told by one of the characters, referred to as "I".
- In a story with a limited third-person point of view, an unseen narrator is telling the story, and this narrator reveals the thoughts of only one character, and refers to that character as "he" or "she".
- In a story with an omniscient point of view, an unseen narrator is telling the story, and the narrator reveals the thoughts of several characters.

Let's examine the point of view in this novel. Go back and look at chapters one through seven, and complete the following questions.

Who is telling the story?

Is the point of view

- First person (A character is telling the story.)
- Third-person limited (An unseen narrator , not a character, is telling the story and this narrator reveals the thoughts and feelings of only one character.)
- Third person omniscient (An unseen narrator- not a character- is telling the story and this narrator reveals the thoughts and feelings of several characters.)

Choose and write some words and phrases that helped you to figure out the point of view of this novel.

Why is this point of view a good one for this story?

# Double Dutch Eight

Name \_\_\_\_\_

Date \_\_\_\_\_

Theme: the story's central message; a life lesson

Some things to remember about theme are:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.
- Theme is written as a statement, not just a word.
- There can be more than one theme in a novel.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the novel/passage.

Reread the following passage from page sixty-four.

*As Delia and Yolanda turned the ropes while Misty and Charlene did the doubles routine, Delia watched Misty closely and admired her even more. **Nothing is really as it seems**, she thought as the ropes twisted in her hands.*

The bolded part of this passage is one theme of this novel so far. Complete the following chart to show how this theme relates to several of the characters.

| Character   | How " <i>Nothing is really as it seems</i> " fits this character. |
|-------------|---|
| Delia       |   |
| Randy       |   |
| Misty       |   |
| Miss Benson |   |
| Yolanda     |   |

Can you think of another theme statement that would fit this novel so far?

# Double Dutch

## Test on Chapters One - Eight

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Delia cannot \_\_\_\_\_.
    - a. jump
    - b. read
    - c. write
    - d. see well
  2. Delia is on the \_\_\_\_\_ team.
    - a. cheer
    - b. jump rope
    - c. basketball
    - d. volleyball
  3. Double Dutch is told from the \_\_\_\_\_ point of view.
    - a. first person
    - b. second person
    - c. third person limited
    - d. third person omniscient
  4. Which of the following characters has been left alone at home for weeks?
    - a. Tabu
    - b. Delia
    - c. Yolanda
    - d. Randy
  5. What is the tone on page 23 for the following passage: *“Dude musta robbed a bank – spent all of three dollars for the card and the candy!” Delia laughed as she sipped her juice.*
    - a. sarcastic and humorous
    - b. melancholy and serious
    - c. anxious and suspenseful
    - d. critical and stern
  6. Yolanda has a habit of \_\_\_\_\_.
    - a. chewing her finger nails
    - b. telling on people
    - c. walking around with untied shoelaces
    - d. stretching the truth
- Your brain is noodle soup when it comes to boys.*
7. What type of figurative language is used in this passage?
    - a. simile
    - b. metaphor
    - c. idiom
    - d. personification

*It was the test. It was rumbling down the road like a runaway truck and she was standing helpless, directly in its path.*

8. Which is being compared in this passage?
- a. truck and the road
  - b. Delia and a truck
  - c. the road and a path
  - d. the test and a truck
9. Delia is proud of her \_\_\_\_\_.
- a. memory
  - b. reading ability
  - c. hair cut
  - d. sense of style
10. Delia's coach is \_\_\_\_\_.
- a. Randy
  - b. Miss Benson
  - c. Misty
  - d. Bomani
11. To continue to be eligible for her team, Delia must \_\_\_\_\_.
- a. pass the state proficiency test
  - b. learn to jump faster
  - c. pass her math test
  - d. earn all As

*As she sat down, Yolanda muttered loud enough for Randy to hear, "At least I got a mama!" Randy's smile faded. He tried to hide it, but Delia could see the hurt look on his face.*

12. What type of conflict is Randy having in this passage?
- a. internal
  - b. external
  - c. both a and b
  - d. neither a nor b

*They glared at Charlene and Delia as they pushed through the crowded hallway. With his shoulder, Titan pushed Delia against the lockers and Tabu knocked Charlene out of the way...*

13. Which of the following best describes the conflict in this passage?
- a. Titan is nervous in the new school.
  - b. Charlene struggles with being clumsy.
  - c. Delia and Charlene are being bullied by Titan and Tabu.
  - d. Tabu and Titan are angry at each other.
14. What type of conflict is in the passage provided for number thirteen?
- a. internal      b. external      c. both      d. neither
15. Which of the following is the best theme at this point in the novel?
- a. Double Dutch is a great sport.
  - b. Things are not always as they seem.
  - c. Delia has a secret.
  - d. Bullies are everywhere.

**Double Dutch  
Test on Chapters One – Eight  
Answer Key**

| <b>Number</b> | <b>Answer</b> |
|---------------|---------------|
| <b>1</b>      | <b>B</b>      |
| <b>2</b>      | <b>B</b>      |
| <b>3</b>      | <b>D</b>      |
| <b>4</b>      | <b>D</b>      |
| <b>5</b>      | <b>A</b>      |
| <b>6</b>      | <b>D</b>      |
| <b>7</b>      | <b>B</b>      |
| <b>8</b>      | <b>D</b>      |
| <b>9</b>      | <b>A</b>      |
| <b>10</b>     | <b>D</b>      |
| <b>11</b>     | <b>A</b>      |
| <b>12</b>     | <b>A</b>      |
| <b>13</b>     | <b>C</b>      |
| <b>14</b>     | <b>B</b>      |
| <b>15</b>     | <b>B</b>      |



# Double Dutch Nine

Name \_\_\_\_\_

Date \_\_\_\_\_

## Tone

Tone: the attitude that a writer takes toward the audience, a subject, or a character

So far, the overall tone of this novel is suspenseful, yet lighthearted and humorous. In chapter nine, however, the tone changes. Write a few words that describe the attitude that the author has toward Randy and his conflict in this novel.

Words to describe the tone in chapter nine:

\_\_\_\_\_

What words describe the tone of the project about Martians abducting students to dissect?

\_\_\_\_\_

Discussion:

What do you think Randy should do?

Pretend that you are Randy's friend. Write a short letter to him giving him some advice. Or, take on the role of Delia, and write a letter giving him advice that you think she would give.

Dear Randy,

---

---

---

---

---

---

---

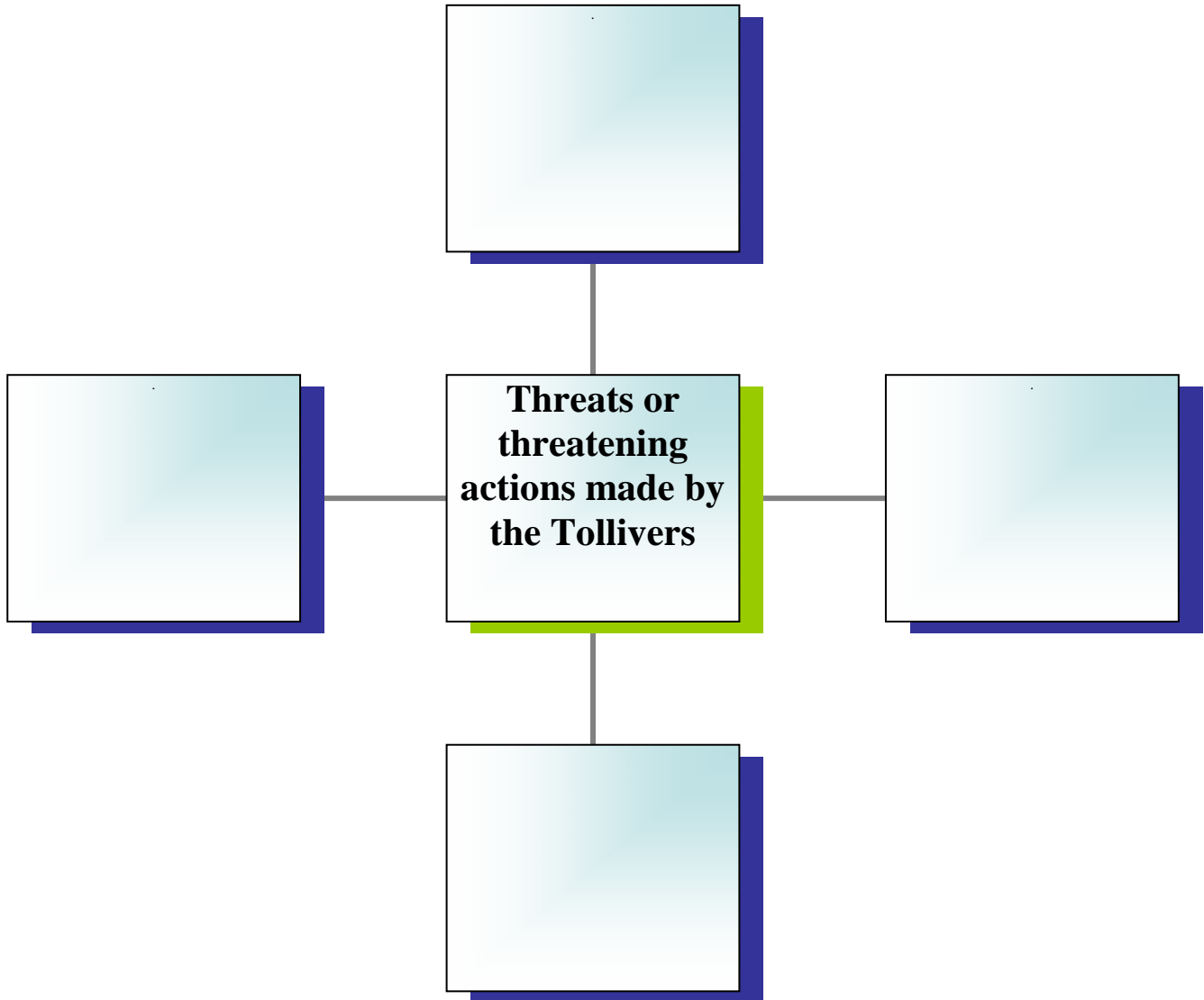
---

# Double Dutch Ten

Name \_\_\_\_\_

Date \_\_\_\_\_

**Are the Tolliver twins really a threat? Look back through chapters one through ten for verbal threats or actions that seem threatening. Complete the following diagram to analyze the Tolliver twins and whether or not they are really a threat.**



In this chapter, Tabu smiles. Do you think this means that the twins are not as they seem? Could this mean that despite their actions they are not a threat? Explain your answer.

---

---

---

# Double Dutch Eleven

Name \_\_\_\_\_

Date \_\_\_\_\_

## Creating Realistic Characters

Sharon Draper introduces many of the characters in this novel with short, precise descriptions. She not only describes the physical appearance, but she brings the characters to life by including little mannerisms or personality traits. Reread the following short descriptions that Draper writes:

Page 2 – Find the passage that begins: *Titan and Tabu -tall and impressive-looking...* List some of the details included in the author's description of Titan and Tabu that make them come to life.

Page 4 – Find the passage that begins: *Miss Benson was very young – just out of college...* List some of the details that the author includes about Miss Benson that make her come to life.

In chapter eleven, we meet a new character, Mr. Clifford. Even though Mr. Clifford is a minor character, Sharon Draper does not let us down with his description.

Page 89 - *Mr. Clifford, a skinny, wrinkled man with a cigar stuck in one corner of his mouth and glasses perched on the end of his nose, eyed Randy suspiciously.*

Write your own character sketch. Create a character for this novel, one of Randy's relatives, or a teacher or principal. Like Sharon Draper, try to include details and mannerisms so that the reader can picture this person.

---

---

---

# Double Dutch Twelve

Name \_\_\_\_\_

Date \_\_\_\_\_

## Characterization

### Inside/Out Profile

Let's take a closer look at Randy after this chapter. On the following chart, make a list of adjectives that describe how Randy seems to others. Next to each adjective, write a word that suggests his inner emotions, thoughts, and values. This way we can examine him from the inside out and really get to know him.

| <i>Randy's Outside (adjectives)</i> | <i>Randy on the inside (his inner emotions, thoughts, and/or values)</i> |
|-------------------------------------|--|
|                                     |  |
|                                     |  |
|                                     |  |
|                                     |  |

## Predict

1. Do you think that Randy will tell Delia about his father?
  
  
  
  
  
  
  
  
  
  
2. Do you ever think Delia will tell Randy about her secret?

# Double Dutch Thirteen

Name \_\_\_\_\_

Date \_\_\_\_\_

## Writing Opportunity

In this chapter, we read the project written by Delia and her group. Write your own script about Martians coming to take over your classroom. You can make up your own characters. If needed, add stage directions in parenthesis. Use this sheet to plan your script.

### Characters (Name and description of personality)

### Setting

### Plot (Main Events and Resolution)

- Main Event 1
  
- Main Event 2
  
- Main Event 3
  
- Resolution

# Double Dutch Fourteen

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Foreshadowing**

Foreshadowing is when the author gives the reader a hint of something that is going to happen before it actually happens. Foreshadowing is used to build suspense or create anxiety.

In this chapter, it seems as if a tornado hits the school out of nowhere. However, there were clues that led up to this. Go back and look at page 106 in chapter thirteen. Find the foreshadowing on that page.

---

**Find the foreshadowing in chapter fourteen.**

---

## **Discussion:**

What is your reaction to Tabu and Titan's project? What truth did they reveal about themselves?

---

---

---

Where do you think the Tolliver twins have gone?

---

---

---

Is the tornado an internal or external conflict? Explain.

---

---

---

# Double Dutch Fifteen

Name \_\_\_\_\_

Date \_\_\_\_\_

**Situational irony** occurs when what actually happens in a situation is the opposite of what we expect. Situational irony results from recognizing the oddness or unfairness of a given situation. Often, situational irony gives the reader a feeling of surprise or unfairness.

## Examples of situational irony

- A man who has been afraid to fly in a plane all of his life finally has the courage to do it, and during his flight, the plane crashes.
- A woman who decides to go on a diet receives a year's supply of chocolate on the same day her diet begins.

**Come up with your own example of situational irony.**

---

---

**What is ironic about the timing of the tornado? Explain why this is ironic.**

---

---

**What else is ironic about the tornado? Explain why this is situational irony.**

---

---

**Why is it ironic that Titan saves YoYo?**

---

---

# Double Dutch Sixteen

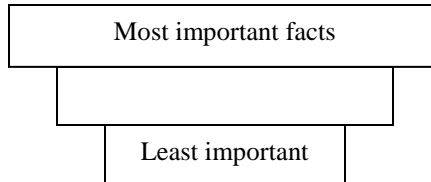
Name \_\_\_\_\_

Date \_\_\_\_\_

## News Report

**Pretend that you are a news reporter reporting on the tornado that hit the school. Create a headline and write the report. 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 - and How?
- A news report is arranged in an “inverted pyramid” style. This means that the facts are arranged from most important to least important.



**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 things end up?**

You can quote things that the characters said about the tornado. Make sure you introduce these quotes by identifying the person who said it, and make sure that you use quotation marks.

**My headline** \_\_\_\_\_



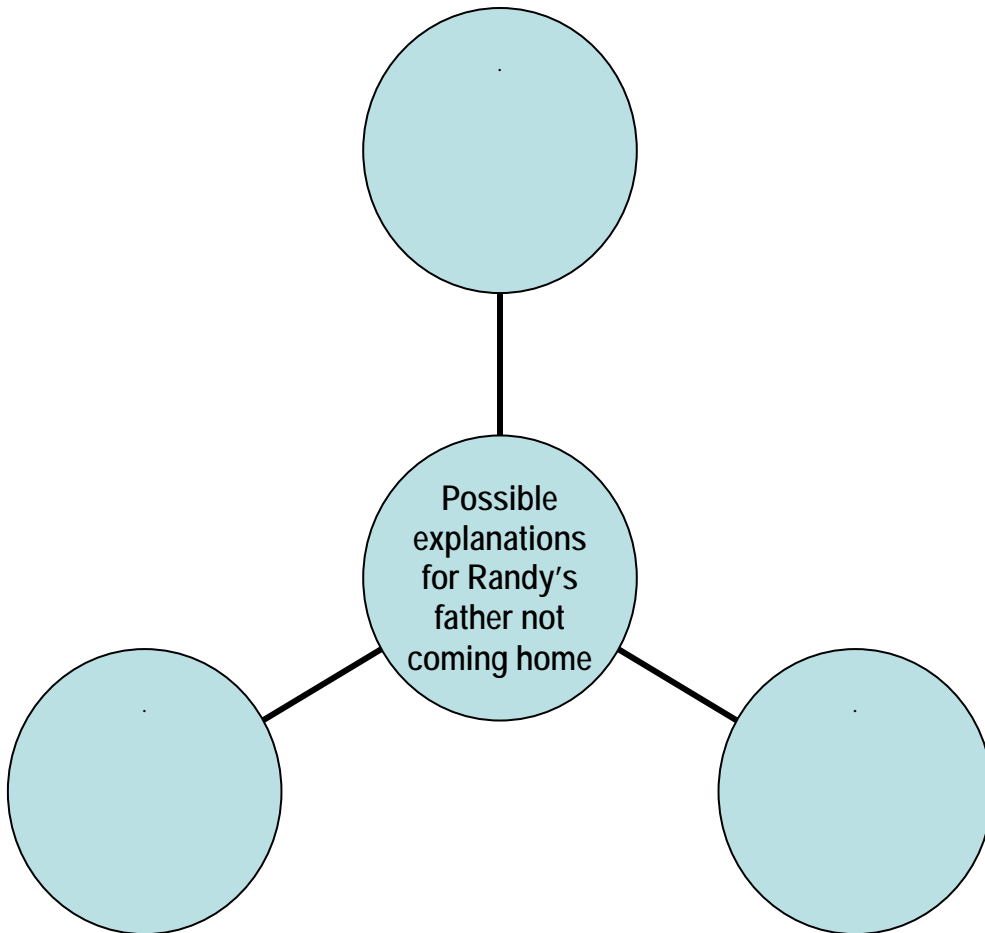
# Double Dutch Seventeen

Name \_\_\_\_\_

Date \_\_\_\_\_

## Discussion:

1. **Brainstorm some possible explanations for Randy's father not coming home.**



2. **Do you think Randy did the right thing by telling Bomani? Why or why not?**

---

---

---

# Double Dutch

## Test on Chapters Nine - Seventeen

Name \_\_\_\_\_

Date \_\_\_\_\_

- 1. Randy is worried about \_\_\_\_\_.**
  - a. the cat's diet
  - b. his English grade
  - c. paying bills
  - d. Delia's test
- 2. Randy's dad is a \_\_\_\_\_.**
  - a. teacher
  - b. bill collector
  - c. coach
  - d. truck driver
- 3. Randy has a pet \_\_\_\_\_.**
  - a. cat
  - b. dog
  - c. fish
  - d. hamster
- 4. Many of the students are upset when they learn that the school will \_\_\_\_\_.**
  - a. hire a school resource officer
  - b. send home parent letters
  - c. serve broccoli for lunch each day
  - d. install metal detectors
- 5. The main setting of the novel is \_\_\_\_\_.**
  - a. a middle school in Cincinnati
  - b. a YMCA in Cincinnati
  - c. a middle school in New York
  - d. a YMCA in New York
- 6. Yolanda and her friends are sure that the Tollivers will beat her when she \_\_\_\_\_.**
  - a. giggles behind their backs
  - b. gets lipstick on one of the Tolliver twins' hand
  - c. asks them to call her
  - d. refuses to do their homework

7. Delia and her friends are working on a project for the novel \_\_\_\_\_.
- To Kill a Mockingbird*
  - Of Mice and Men*
  - The Jungle Book*
  - The Lord of the Flies*
8. In their project, Delia's group starts a "rumor" that \_\_\_\_\_ are invading the school.
- bugs
  - Martians
  - birds
  - soldiers
9. While the Tollivers are presenting their dreaded/fearful project, a tornado hits the school. What type of irony is used when this happens?
- dramatic irony
  - situational irony
  - verbal irony
  - none of these

*"Tornadoes can be very capricious," Miss Benson explained. "I remember lots of tornadoes coming through here over the years – even when I was a kid. Some houses would be destroyed, while others were untouched. (page 118)*

10. Based on the passage above, the word capricious means \_\_\_\_\_.
- unpredictable
  - reliable
  - unchanging
  - strong
11. Who saved Yolanda from the building rubble?
- Randy
  - the Tollivers
  - the fireman
  - Miss Benson
12. After the school has to be closed, Delia is excited that \_\_\_\_\_.
- she will not have to be around the Tollivers
  - she will be able to redo her video project
  - the state proficiency test has been postponed
  - she will get to spend more time with Randy and Yolanda

*“Do you think she’s okay, Randy?” Delia asked. Even though they were sitting very close together, Delia felt cold and clammy. “I’m too scared to move, but I feel like I oughta be over there looking for her.” (Page 121)*

**13. What is Delia’s conflict in this passage?**

- a. She is nervous about being around Randy.
- b. She is scared of the Tollivers.
- c. She is worried about Yolanda.
- d. She is afraid that Miss Benson will find out her secret.

*Delia thought her heart would explode in her chest. Oh, my God, she whispered in prayer, please don’t let Yo Yo be dead. Please. She couldn’t move for a moment, but Mrs. Pepper screamed, “My baby!” and ran past Delia and Randy to her daughter.*

**14. What is the tone in this passage?**

- a. frantic
- b. melancholy
- c. humorous
- d. lighthearted

*“Mom, let him answer. You’re talkin’ as fast as those winds were blowing!” Yolanda interrupted.*

**15. What type of figurative language is used in this passage?**

- a. simile
- b. metaphor
- c. personification
- d. idiom

**Double Dutch  
Test on Chapters Nine – Seventeen  
Answer Key**

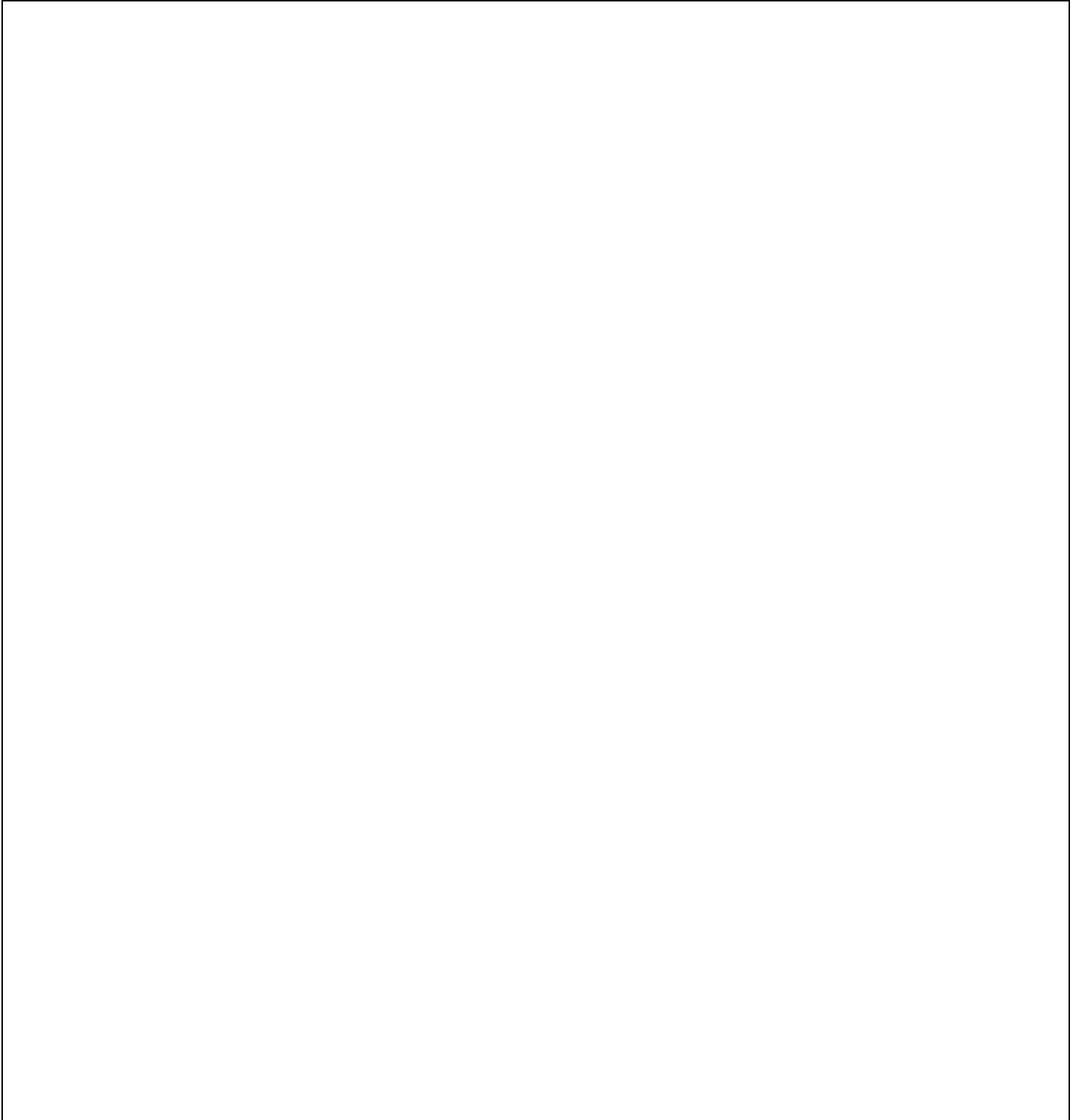
| <b>Number</b> | <b>Answer</b> |
|---------------|---------------|
| <b>1</b>      | <b>C</b>      |
| <b>2</b>      | <b>D</b>      |
| <b>3</b>      | <b>A</b>      |
| <b>4</b>      | <b>D</b>      |
| <b>5</b>      | <b>B</b>      |
| <b>6</b>      | <b>B</b>      |
| <b>7</b>      | <b>D</b>      |
| <b>8</b>      | <b>B</b>      |
| <b>9</b>      | <b>B</b>      |
| <b>10</b>     | <b>A</b>      |
| <b>11</b>     | <b>B</b>      |
| <b>12</b>     | <b>C</b>      |
| <b>13</b>     | <b>C</b>      |
| <b>14</b>     | <b>A</b>      |
| <b>15</b>     | <b>A</b>      |

# Double Dutch Nineteen

Name \_\_\_\_\_

Date \_\_\_\_\_

**Predict what you think the flyer says about Randy's father by sketching one and writing what you think it says.**



# Double Dutch Twenty

Name \_\_\_\_\_

Date \_\_\_\_\_

## Predictions

Make predictions about the following situations.

1. What do you predict will happen with Randy and his father?
2. What do you predict will happen with Tabu and Titan?
3. What do you predict will happen with the Double Dutch tournament?
4. What do you predict will happen with Delia and her inability to read?

# Double Dutch Twenty-One

Name \_\_\_\_\_

Date \_\_\_\_\_

## *Writing Opportunity*

**Create a comic strip for this chapter. Use this sheet to help you plan it. Draw pictures of the main events in this chapter, and use captions to help describe the action. Think of scenes and actions that occur, the characters that are present, the landscape and props, and make sure you pay attention to Sharon Draper's imagery as you draw each scene. You may not need all of the boxes on this page.**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |



# Comic Strip Rubric

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

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

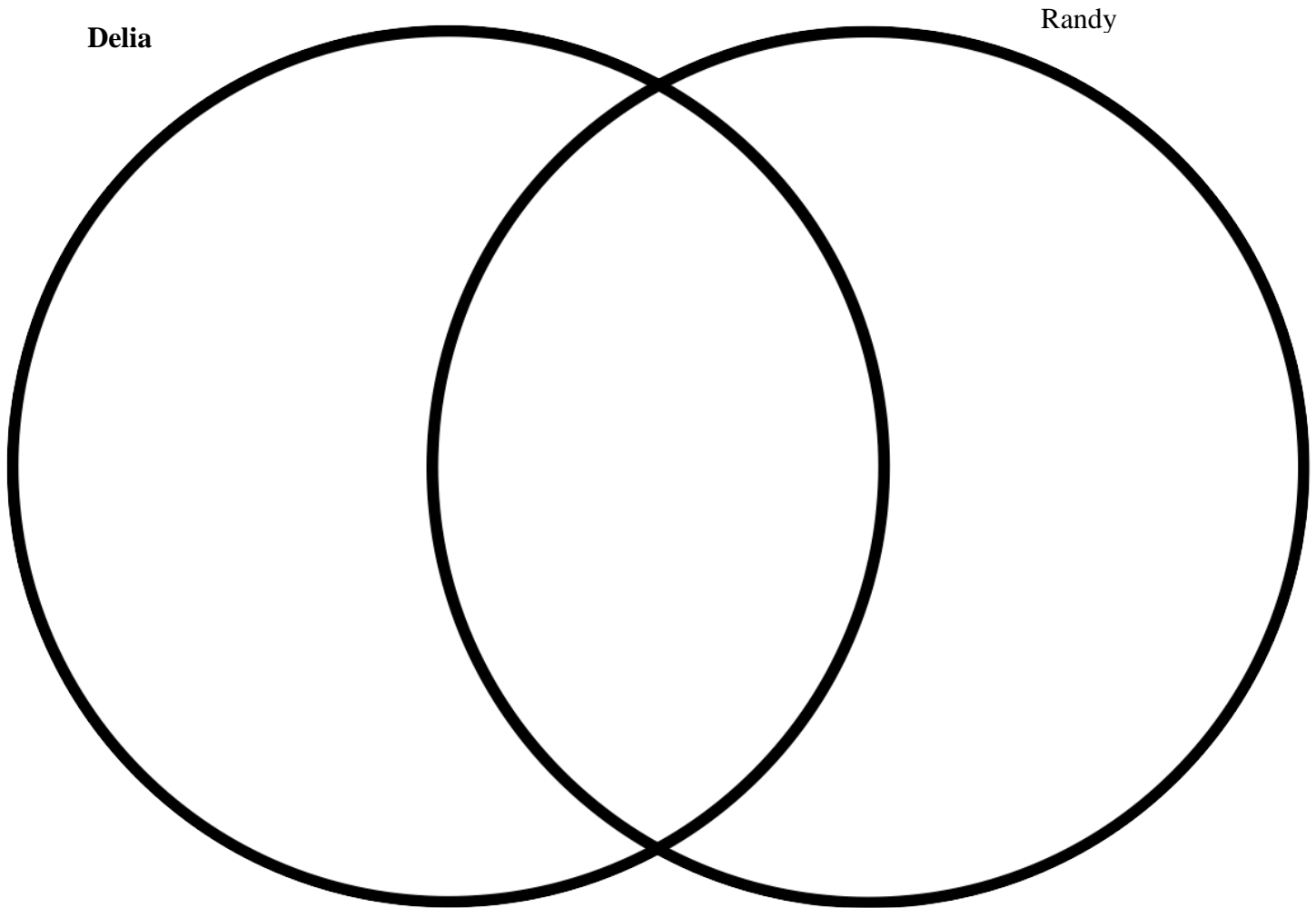
| <b>Criteria</b>   | <b>Possible Points</b> | <b>Points Earned</b> |
|---|------------------------|----------------------|
| <b>Scene selection:</b><br>Includes all of the most important events from the chapter   | <b>15</b>              |                      |
| <b>Captions:</b><br>Captions are clearly related to both the scenes drawn and to the important events from the chapter. The captions are well written with few spelling, punctuation or grammar errors. | <b>35</b>              |                      |
| <b>Characters:</b><br>Main characters from the chapter are included and their actions and dialogue in the comic strip match those from the chapter.   | <b>25</b>              |                      |
| <b>Background illustrations:</b><br>The illustrations are directly related to the imaginary provided by the author and help the reader understand the scene.  | <b>25</b>              |                      |
| <b>TOTAL</b>  | <b>100</b>             |                      |

# Double Dutch Twenty-Two

Name \_\_\_\_\_

Date \_\_\_\_\_

Compare and contrast Delia and Randy at this point in the book. Use the Venn diagram.



*...He ran out suddenly, leaving Delia sitting alone on the bleachers, listening to the echoes of all the victories and defeats that gym had witnessed – including her own.*

**This could be called a break-through chapter. Make a list below of all of the “victories and defeats” that the gym witnessed.**

| Victories | Defeats |
|-----------|---------|
|           |         |
|           |         |
|           |         |

# Double Dutch Twenty-Three

Name \_\_\_\_\_

Date \_\_\_\_\_

The dash (-) is sometimes used to emphasize a point or to set off an abrupt break in thought.

Sharon Draper uses the dash throughout this novel.

Let's take a look at how and when Draper uses the dash in chapter twenty-three.

Complete the following chart by copying the sentences that have dashes and analyzing them.

| Page # | Sentence  | Purpose for dash                           |
|--------|---|--|
| 168    | <i>Delia thought, I guess she's right – there IS no tomorrow. I'm dumb as a rock, and I always will be!</i> | To emphasize how Delia feels about herself |
| 170    |   |  |
| 172    |   |  |
| 173    |   |  |

**Use the following chart to analyze the figurative language in this chapter. In the box labeled "My own", write your own sentence using this type of figurative language.**

| Passage  | Type of Figurative Language | What is being compared | My own |
|--|-----------------------------|------------------------|--------|
| <i>The words did their usual dance of disobedience (169)</i>   |                             |                        |        |
| <i>They both laughed, the awful tension of the evening flickering away like the candle that the waiter extinguished as he brought the bill (173)</i> |                             |                        |        |

# Double Dutch Twenty-Four

Name \_\_\_\_\_

Date \_\_\_\_\_

## Discussion

1. How did Randy identify his dad?

2. What happened to Randy's dad?

## Predict

What do you think will happen between Randy and Delia?

Research *dyslexia* on the Internet. Create a power-point presentation or a brochure/  
booklet on what causes this reading problem and what it is like to have dyslexia. Use this  
sheet to record facts that you learn in your research.

## Facts about Dyslexia

# Double Dutch Twenty-Five

Name \_\_\_\_\_

Date \_\_\_\_\_

**Remember, theme is a lesson that you learn about life.**

**There is another direct theme stated in this chapter. One of the characters speaks it. Find this theme, and then explain how this theme is true for the characters in this novel and how it is true in life in general.**

**Stated Theme Page # \_\_\_\_\_**

**How this theme is true for the main characters in this novel.**

**How this theme is true for life in general.**

**Double Dutch**  
**Character Analysis**

| <b>Character</b> | <b>Traits</b> | <b>Round/flat</b> | <b>Static/dynamic</b> |
|------------------|---------------|-------------------|-----------------------|
| Delia            |               |                   |                       |
| Yolanda          |               |                   |                       |
| Randy            |               |                   |                       |
| Tabu             |               |                   |                       |
| Titan            |               |                   |                       |
| Miss Benson      |               |                   |                       |
| Bomani           |               |                   |                       |
| Charlene         |               |                   |                       |

# Double Dutch Final Test

Name \_\_\_\_\_

Date \_\_\_\_\_

- Which statement best expresses Delia's attitude toward the proficiency test?
  - There is no excuse for not passing the test.
  - Passing the grade should not be based on a proficiency test.
  - Instead of avoiding testing, people should learn from it.
  - If you cannot pass the proficiency test, you are too stupid to be on the Double Dutch team.
- Which of the following **best** describes Randy's attitude toward his father throughout the book?
  - critical and hateful
  - obedient and submissive
  - admiring yet doubtful
  - disrespectful yet understanding
- Which of the following is the best overall tone of this novel?
  - factual and formal
  - profound and serious
  - lighthearted and touching
  - sarcastic and stern
  - resentful and angry
- Which of the following would **not** be a theme for this novel?
  - Everything is not always as it seems.
  - Everything changes, and yet somehow things remain constant.
  - Everyone needs friends.
  - Beauty is only skin deep.
- After leaving school on the day of the tornado, Randy goes home with \_\_\_\_\_.
  - Bomani
  - Yolanda
  - The Tollivers
  - Delia
- In the novel, the use of the third-person omniscient point of view allows the author to –
  - share only Delia's inner thoughts and feelings.
  - concentrate on creating unusual characters.
  - share what many of the characters are thinking and feeling.
  - describe the story's setting in vivid details.

7. It is ironic that Titan saves Yolanda. What type of irony is this?
- verbal irony
  - dramatic irony
  - situational irony
  - all of the above
8. Tabu and Titan both have a crush on \_\_\_\_\_.
- Misty
  - Charlene
  - Yolanda
  - Delia
9. Which of the following best describes Yolanda?
- athletic and determined
  - playful and energetic
  - smart and fun-loving
  - all of the above
10. Which of the following describes an internal conflict from the novel?
- A tornado hits the school.
  - Delia struggles with what to do about her reading problem.
  - Delia argues with Randy.
  - None of these
11. Why didn't Delia immediately tell Randy about the flyer she found with the picture of his father on it?
- She was not sure that it was Randy's father.
  - She thought the flyer was a scam.
  - She thought Randy's father was in trouble with the police, and she didn't want to upset Randy.
  - She wanted to play a trick on Randy.
12. Which of the following creates irony when the tornado hits the school?
- There are two tornadoes.
  - The tornadoes hit during the Tolliver twins' presentation.
  - Both a and c
  - None of these
13. How do Delia and Yolanda most likely view the Tolliver twins at the end of the novel?
- as two angry bullies
  - as two people who enjoy hurting others
  - as two people who just want to be accepted for who they are
  - as two of the best jump rope competitors around



14. At the end of the novel, the reader can conclude that Delia will \_\_\_\_\_.
- fail the proficiency test
  - win first place every year in the Double Dutch contest
  - teach the Tollivers how to jump rope
  - receive help with reading
15. The main reason Delia enjoys doing class projects is because \_\_\_\_\_.
- she enjoys writing so much.
  - she can make up for not doing well on tests
  - she likes working with her classmates
  - she is an excellent artist
16. You can conclude that Miss Benson is the kind of teacher who \_\_\_\_\_.
- cares very much about the well-being of her students
  - thinks it's fun to watch students pick on each other
  - picks favorites among her students
  - is very critical and mean
17. The final scene between Randy and Delia suggests that \_\_\_\_\_.
- Randy will continue to be mad at Delia
  - Randy has forgiven Delia, but he will never be her friend again
  - Randy and Delia will remain close friends
  - Randy will move away
18. This novel deals with all of the following issues except \_\_\_\_\_.
- hiding the truth
  - victories and defeats
  - importance of friendship
  - race and religion
19. Which of the following characters helped Randy the most when he needed money?
- Mr. Clifford
  - Miss Benson
  - Bomani
  - Yolanda
20. What happened to Randy's father?
- He was beaten to death.
  - He was arrested and had to spend four months in jail.
  - He was beat up and taken to a hospital.
  - He moved to another town to avoid Randy.

**Double Dutch  
Final Test  
Answer Key**

|           |          |
|-----------|----------|
| <b>1</b>  | <b>B</b> |
| <b>2</b>  | <b>C</b> |
| <b>3</b>  | <b>C</b> |
| <b>4</b>  | <b>D</b> |
| <b>5</b>  | <b>A</b> |
| <b>6</b>  | <b>C</b> |
| <b>7</b>  | <b>C</b> |
| <b>8</b>  | <b>C</b> |
| <b>9</b>  | <b>D</b> |
| <b>10</b> | <b>B</b> |
| <b>11</b> | <b>C</b> |
| <b>12</b> | <b>C</b> |
| <b>13</b> | <b>C</b> |
| <b>14</b> | <b>D</b> |
| <b>15</b> | <b>B</b> |
| <b>16</b> | <b>A</b> |
| <b>17</b> | <b>C</b> |
| <b>18</b> | <b>D</b> |
| <b>19</b> | <b>A</b> |
| <b>20</b> | <b>C</b> |

# Double Dutch

## Writing Prompts that can be assigned after reading *Double Dutch*

- Create a readers' theater script about Randy reuniting with his father.
- Which character do you admire most in *Double Dutch*? Explain your choice.
- Many of the characters in this novel had secrets. Write about a time when you had to "tell one of your own secrets" to do the right thing or to overcome something.
- Randy survived on his own without anyone to take care of him for a long time. Write an essay describing how you would survive if you were forced to live on your own.
- Compare one of the characters in *Double Dutch* to another character in another book.
- Compare and contrast yourself and one of the characters in *Double Dutch*.
- An epilog is a short final chapter of a story that discusses what happens after the main action of the story is finished. Write an epilog for *Double Dutch*. Tell what you would have happen to the main characters after the story ends.

# ***Double Dutch*** **Book Review**

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

My overall opinion of the book was:

- This was an excellent book.
- This book was pretty interesting.
- This was just an OK book.
- This book was not great.

Explain your opinion. Why do you feel this way about the book? Make sure you use specific details to support your opinion.

---

---

---

---

---

---

---

---

---

---

I think \_\_\_\_\_ would enjoy this book because \_\_\_\_\_

---

---

---

---

---

---

**If you enjoyed this teaching unit, visit our website: [www.elacoreplans.com](http://www.elacoreplans.com)**

We have tons of resources for ELA teachers including [novel units](#), [short story lessons](#), [writing activities](#), and [Common-Core bell ringer activities](#). You can print free samples from all of these online teaching materials!

Happy Teaching! ☺  
ELA Core Plans  
S&T Publications, LLC