Bud, Not Buddy

**AUTHOR** Christopher Paul Curtis

**COPYRIGHT** 1999

**LA BOOKSHELF** HV757

**VOICETEXT** Yes

**LEXILE LEVEL** 950L

**GRADE EQUIVALENT** 5

**OVERVIEW**

*Bud, Not Buddy* is the touching story of 10-year-old Bud Caldwell, an orphan living in Flint, Michigan during the Great Depression. It’s 1936 and since the death of his mother four years ago, Bud has been living in and out of several different foster homes and an orphanage. The few items Bud owns include a blanket, a bag of rocks, a photograph of his mother as a child, and fliers that show Herman E. Calloway and his jazz band, the Dusky Devastators of the Depression; a possible clue to the father he never met. *Bud, Not Buddy* received the 2000 Newbery Medal for excellence in American children’s literature as well as the 2000 Coretta Scott King Award, an award given to outstanding African-American authors.

**BACKGROUND KNOWLEDGE REQUIRED**

- Information on the Great Depression, 1929-1941
  - The Great Depression for Kids: https://kidskonnect.com/history/great-depression/
- Civil rights and racism in America
- Homelessness

**WRITING PROMPTS**

- Bud has been without a family since the age of six. Make a list of the list of the “Bud Caldwell’s Rules and Things for Having a Funnier Life and Making a Better Liar Out of Yourself.” How do his rules help him throughout the story?
- How does the story *Bud, Not Buddy* show us about life during the Great Depression?
- There are many times throughout the novel that Bud lies. What does the novel tell us about lying? Why do you think Bud lies so much?
- Does Bud rely on forgiveness? In what ways does he or doesn’t he?
- How do you think being an orphan shapes Bud’s perception of the world?

**LITERARY DEVICES**

**Theme**

- Race and prejudice
- Wealth and poverty
- Idea of “home”
- Family
- Kindness and forgiveness
Symbolism
• Suitcase as his “family” or home
• Doors – opportunity, missed opportunity, journey
• Sleep as insight into Bud’s feelings of safety
• Bud’s name – as a flower waiting to blossom

SUPPORTING MEDIA (graphic novels, movies, video clips)
• Photo of a mom with her children during the Great Depression
  www.loc.gov/pictures/resource/fsa.8b29525/
• “Riding the Rails” – American Experience during the Depression
  www.pbs.org/wgbh/americanexperience/features/general-article/rails-added-obstacles/

COMMON CORE BIG IDEAS
• Understand how historical events help shape the mood and tone of a story.
• Determine the meaning of words and phrases as they are used in a text, including figurative language.
• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

WAYS TO HELP DIVERSE LEARNERS
• Read chapters aloud to the class
• Provide audiobook for student to utilize in class and at home
• Provide summary of chapters, characters, key terms in advance and discuss with student throughout reading.
• Provide thorough definitions of key vocabulary words in advance.
• Provide graphic organizers for student to write or type responses