



RULES of the ROAD

By Joan Bauer ★

**Winner of the
Los Angeles Times
Book Prize**

**Enhanced Teachers Guide by
Robert C. Bergstrom**



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Background Information for Teachers:

As a communication arts teacher, I had the privilege of teaching the wonderful novel ***RULES of the ROAD*** for several years in a row to my 8th and 9th grade reading students. They loved reading about and interacting with the vibrant realistic characters. Teenagers like the fact that much of the story revolves around adolescent interests (like getting a job, learning to drive a car, friendships, etc.), and has a compelling and exciting story line with lots of action that keeps them turning the pages.

From the teacher's perspective, ***RULES of the ROAD*** comes across as a powerful book and a very teachable text with solid characters and excellent plot development. Most notable are the good "one-liners" and "life lessons" interwoven into the text by the author that make the story come alive and be a great example of realistic fiction for young adults.

Our school hosted an author visit by Joan Bauer (after students had read several of her novels) and it was one of the highlights of my teaching career. Our whole school was involved in reading and writing projects that related to the guest author visit.

This web-based guide is designed to supply user-friendly support materials for teachers, librarians, parents, and readers of all ages. It provides a smorgasbord of reading and response strategies and practical classroom suggestions that will help you to provide and attain a meaningful literary experience. There are many options built in so users, at a variety of different levels, can pick and choose to explore some or all of the material depending on the needs and abilities of the reading audience.

As a teacher I fully understand the importance of having good solid support materials readily available to empower my teaching and enhance the reading experience of my students. The suggestions in this guide are directly aligned to the newest English Language Arts Standards as outlined by the NCTE (National Council of Teachers of English) as well as the IRA (International Reading Association). They are also based on current research into "best practices for interacting with text" and on years of language arts classroom experience.

As you navigate through this guide you will see sections featuring teacher lesson plans, activities, assessments and suggestions as well as sections for readers with response activities. Guides for each chapter can be used by both teachers and students to maximize the reading and responding process.

We welcome suggestions and feedback on how this support material has helped enrich your reading and teaching experience. Have a great time reading and responding to ***RULES of the ROAD!***

-- **Bob Bergstrom**



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Prepare your classroom and your students for a great read:

Create a bulletin board, display area and/or learning center to develop and enhance reader interest in this novel.

Suggestions:

- Have copies of ***RULES of the ROAD*** and other books by Joan Bauer on display for students to look at.
- Collect shoe boxes, bags, and advertisements. Ask students to bring them in and make a stack or display showing the variety of different kinds and styles of shoes. Some shoe stores will give you huge shoe posters.
- Create a display of ROAD SIGNS. Draw or find signs such as: STOP, YIELD, DETOUR, SLOW, CURVE, MERGE, NO U TURN, ETC.
- Make a display of maps, atlases, Trip-Tiks, and travel planners. Use one good United States map to trace Jenna's travels from Chicago to Dallas. As you read the book, mark her route with colored highlighter pens and put stick pins at each place they stop on their journey. AAA motorclub is a good source of free maps and travel literature. They may even give you one map for each of your students.
- Secure and bring in copies of the Driver's Training Manual from your state bureau of motor vehicles. Once again, the state office may give you one book for each student. Often these have great road signs and show "rules of the road" that can be compared to themes and events in the novel ***RULES of the ROAD***. Many of your young adult readers will need to study this book soon anyway and interest in this material will be at a peak.
- Make a display of car models and pictures from newspaper and magazine advertisements. Find product information about Cadillacs. A new GM Cadillac brochure was a big hit in my classroom.
- Obtain pamphlets and brochures about A. A., Al-Anon, Alzheimer's, and senior care facilities to have available for students to read and explore.
- Find intergenerational pictures of people doing a variety of jobs.



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Reader Response Sample Journal Page:

- Use a companion notebook to record notes, answer questions, list vocabulary words and express your own personal reflections as prompted by the questions and activity suggestions in this web-based reading guide.
- You might title it: “My Rule Book” or “My Road Warrior Journal” or one of your own ideas.
- At the TOP always record the pages and chapters read.
- Try a DOUBLE ENTRY JOURNAL STYLE:

LEFT SIDE (text information)

- Answer guide questions
- Write a story line synopsis
- List plot development
- List characters
- List vocabulary words
- Note “themes” in the story
- Pose questions you want answered

RIGHT SIDE (personal response)

- List meaningful quotes
- List “one-liners”
- Record “truths learned”
- Expand on character analysis and development
- Comment on how you relate to the character
- Define words as used in the context of the story
- Comment on personal reflections and any connections to themes or text ideas
- Go deeper and seek out information and answers to text questions beyond the book



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Character Analysis (Main):

Develop a "PROFILE" for the Main Character in this book. (As you read the book, you can continue to add to this profile.)

- NAME
- AGE
- GRADE
- HAIR COLOR
- PHYSICAL CHARACTERISTICS
-
-
- OTHER FAMILY MEMBERS (Name and describe them)
-
-
-
-
- PROBLEMS
-
-
-
- STRENGTHS
-
-
- INTERESTS
-
- JOBS
-
- WORRIES / FEARS
-
-
- ISSUES
-
-
- HUMOROUS EVENTS
-
-
- ACCOMPLISHMENTS
-



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Character Analysis (Secondary):

After you develop a "PROFILE" for the main character in this book, you may wish to do the same for some secondary characters. (As you read the book, you can continue to add to these profiles.)

- FATHER
 - MRS. GLADSTONE
 - HARRY BENDER
 - ELDEN
 - ALICE
-

- NAME
- AGE
- PHYSICAL CHARACTERISTICS
-
-
-
- PROBLEMS
-
-
-
- STRENGTHS
-
-
- INTERESTS
-
- JOBS
-
- WORRIES / FEARS
-
-
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Connections:

This realistic fiction novel provides many opportunities for further exploration using non-fiction, informational text and inter-disciplinary connections. Listed here are several ideas to get you thinking about ways of making connections.

1. Alcoholism is a major theme in the book. Readers can find and read information about this disease and about organizations such as A. A., Alcoholics Anonymous. On-line resources and links (www.alcoholics-anonymous.org), plus many readily available pamphlets and books, can provide additional reading opportunities that relate directly to this novel. You might arrange for a representative of A. A. to come to your school and speak to students. Check out connections to the health curriculum or local and school policies about substance abuse.
2. Alzheimer's disease is another topic that readers can explore further. One of my students shared that her mother was a nurse in an Alzheimer's unit. We arranged for her to come and speak to our classes at school. She brought informational packets for the students to read and answered a variety of questions. We then planned how to do a service project for some of the residents in the specialized care facility, based on what Jenna and Faith did in the novel.
3. Learning to drive and knowing "the rules of the road" is another powerful theme woven throughout this novel that teen readers can explore further. Invite a driver's training instructor or a police officer in to speak to the class. Your state department of motor vehicles will have driver-training manuals that students will be anxious to read and study. On-line resources are also available.
4. In the novel, Jenna becomes a stockholder. Many readers will have limited understanding of stock investments. Use this as an opportunity to read the stock market pages in the local paper, read articles from the *Wall Street Journal* or *Fortune Magazine*, and explore investment sites on-line. In conjunction with a math teacher, you might have students pick a stock to follow, plotting the gains and losses over the course of reading this novel. (www.stocktrak.com).



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Puzzlemaker activity:

Choose vocabulary words, names, and places from this realistic fiction novel and line them up so that there is a quote or phrase that runs down through all of them. Write clues for each line. Exchange your puzzle for one created by a fellow reader and try to solve each other's puzzle. This provides a clever way to review the storyline. See the partial sample below. Create a complete puzzle of your own using graph paper or a spreadsheet program on the computer.

1.	H	A	R	R	Y	B	E	N	D	E	R
2.			N	U	R	S	E				
3.	D	A	L	L	A	S					
4.				E							
5.				S							
6.	A	L	C	O	H	O	L	I	S	M	
7.				F							
8.				T							
9.	A	L	Z	H	E	I	M	E	R	S	
10.				E							
11.				R							
12.				O							
13.				A							
14.	G	L	A	D	S	T	O	N	E		

CLUES:

- | | |
|------------------------------------|--------------------------------------|
| 1. World's greatest show salesman. | 8. |
| 2. Occupation of Jenna's mother. | 9. Disease Jenna's grandmother had. |
| 3. Texas city Jenna drove to. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. Disease Jenna's father had. | 13. |
| 7. | 14. Family name of shoe store owners |



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ASSESSMENT: Book quiz CHAPTERS 1 - 12

Part I: Completion

1. Name of our featured class novel author. _____
2. List four book titles she has written: _____,
_____, _____, _____
3. What is the copyright date for our class novel? _____
4. What famous book award did she win? _____
5. What are 3 things Jenna worries about before she leaves for her trip?
_____, _____, _____
6. What are 3 "jobs" Jenna has to do once "on the road" with Mrs. Gladstone?
_____, _____, _____

Part II: Character Match

- | | |
|--|-----------------------|
| 1. ____ Narrator of the story | A. Faith |
| 2. ____ Owner of the Cadillac | B. Jenna |
| 3. ____ Jenna's boss at the Chicago shoe store | C. Mrs. Boller |
| 4. ____ Had an alcohol problem | D. Grandmother |
| 5. ____ Roommate in Shady Oaks Nursing Home | E. Opal |
| 6. ____ Mrs. Gladstone's son | F. Murry Castlebaum |
| 7. ____ Great shoe store manager in Dallas | G. Madeline Gladstone |
| 8. ____ Jenna's best friend back home | H. Gladys |
| 9. ____ Mrs. Gladstone's "scum bucket" son | I. Dad |
| 10. ____ Promises to go visit Grandma
when Jenna is on her trip | J. Elden |
| | K. Harry Bender |



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ASSESSMENT: Book quiz CHAPTERS 1 - 12

Part III: Vocabulary Matching

- | | |
|------------------------|---|
| 1. _____unrequited | A. travel plans |
| 2. _____shoddy | B. bias / unfair perception |
| 3. _____quality | C. gas pedal in a car |
| 4. _____deception | D. one way/ not returned |
| 5. _____snoop | E. poor quality |
| 6. _____hydroplaning | F. husband has died |
| 7. _____torrential | G. not honest / deceitful |
| 8. _____metaphorically | H. superior workmanship |
| 9. _____itinerary | I. pushing all the air out |
| 10. _____accelerator | J. look around undercover |
| 11. _____widowed | K. slipping on water surface |
| 12. _____diffuse | L. break up / change |
| 13. _____prejudice | M. heavy constant storm |
| 14. _____suffocating | N. eating / drinking too much |
| 15. _____bingeing | O. not literal/using a figure of speech |

Part IV: Short Essay (as directed by teacher)



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ASSESSMENT:

End of book TEST

Part I

Part I: Character Matching

- | | |
|---|------------------------------|
| 1. ___ Highest selling salesman in Gladstone company. | A. Jenna Boller |
| 2. ___ Retired shoe model. | B. Harry Bender |
| 3. ___ Sixteen-year-old driver. | C. Madeline Gladstone |
| 4. ___ President of the Shoe Warehouse. | D. Elden Gladstone |
| 5. ___ Supposed to get business when Mrs. G. retires. | E. Mr. Boller |
| 6. ___ Has Alzheimer's disease, is in a nursing home. | (Jenna's Dad) |
| 7. ___ Is an alcoholic. | F. Carol Boller |
| 8. ___ Is a recovering alcoholic. | (Jenna's Mom) |
| 9. ___ Works hard to give her daughters a good life. | G. Murray Castlebaum |
| 10. ___ Needs a hip replacement. | H. Grandma |
| 11. ___ Is described as "pond scum." | I. Faith Boller |
| 12. ___ Is the sensitive, younger, prettier sister. | J. Alice Lovett |
| 13. ___ Manager of the Chicago store. | K. Ken Woldman |
| 14. ___ Wants Mrs. Gladstone to stay on the board of directors. | L. Opal |
| 15. ___ Is disgusted that Mrs. Gladstone is still going to be involved in the stores. | M. Will |
| 16. ___ Has red hair and is encouraged to get a haircut and wear "green." | N. Joan Bauer |
| 17. ___ Is going to be taken on a picnic when Jenna returns home. | |
| 18. ___ Was arrested for drunk driving. | |
| 19. ___ Is an emergency room nurse. | |
| 20. ___ Her role and her perceptions about herself change over the course of the novel. | |
| 21. ___ Friend of Jenna's back home who wants to hear all about her adventures. | |
| 22. ___ Texas boy who asks Jenna to dance and teaches her the Texas two-step. | |



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ASSESSMENT:

End of book TEST

Part II

Part II: Essay

Pick a character from the novel. Discuss the impact this character has on the story and the interaction between this character and at least one other character in the book. Support this with evidence from the novel.



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Suggested Reading Clusters:

Below is a suggested pace for reading the chapters in this book and then stopping to react and respond in a journal. The reading guide clusters reading strategies, comprehension questions, activities, and vocabulary words into these eleven sessions.

<u>Session</u>	<u>Chapters</u>	<u>Text Pages</u>	<u>Total Pages</u>
1	1	1 – 13	13
2	2 – 3	14 – 32	18
3	4 – 5 – 6	33 – 45	12
4	7 – 8	46 – 68	22
5	9 – 10 – 11	69 – 91	22
6	12 – 13 – 14	92 – 109	17
7	15 – 16	110 – 126	16
8	17 – 18 – 19	127 – 144	17
9	20 – 21 – 22	145 – 162	17
10	23 – 24 – 25	163 – 184	21
11	26 – 27 – 28	185 – 201	16