

# **Crash** by Jerry Spinelli (Published by Knopf)

Approved for use in Communication Arts, Grade 6

## **Summary**

Crash Coogan is a wonderful football player. His neighbor, Penn Webb, is a cheerleader and very different from other seventh graders. Crash and his good friend, Mike, have fun bullying Penn. After several different pranks, Crash realizes that Penn has many positive aspects. Crash has to decide how he should treat others.

## **Connection to the Curriculum**

Students are able to relate to this book and the characters. The author develops the characters in depth, allowing students to examine the art of characterization. In addition, students can make connections to the characters in this book. Students are able to think of someone who is a Crash Coogan and a Penn Webb. The novel examines bullying and its ramifications on people.

## **Standards**

### **Course Objectives (Benchmarks)**

**Reading:** 1.4- The students comprehend a variety of texts.

**Literature:** 2.1- The students use literary concepts to interpret and respond to text.

### **Possible Skills Taught (Indicators)**

#### **Reading:**

1.4.13- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

#### **Literature:**

2.1.1- The student describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.

2.1.3- The student identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise to another.

2.1.4- The student understands aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit and/or explicit information from the text.

2.1.5- The student understands the use of literary devices (e.g., foreshadowing, flashback).

## **A Note on the Text**

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*This novel tackles the issue of bullying and, in that context, contains some derogatory remarks about students labeled as "nerds" of the school. The conversations and other remarks by students are made about people who are different from them. Readers see the effects of bullying and realize ways to understand and treat people who are different.*

## **Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities