

Title of Lesson

The Green Marker

Content Area(s)

English/LA

Rationale/ Relationship to Core Standards

NC SCOS OBJECTIVE:

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LA 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.. Interpret figurative language, including similes and metaphors, in context. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LA 6 Describe how a narrator's or speaker's point of view influences how events are described

Rationale/ Relationship to the text (Rules)

The green marker is a metaphor for the difficulty in the relationship between Catherine and Kristi. In the chapter "No Dancing..." (p. 155ff), Catherine wants so badly to be Kristi's friend, but she feels self-conscious and insecure about dancing and does not really want to go to the dance. She is relieved that she can use Jason's birthday party as an excuse not to go. Catherine is worried that Kristi might have seen her with Jason in the wheelchair at the park. When Kristi wants Catherine to help with posters, she is happy to help because she loves to draw. As they work on the posters at Kristi's house, David makes an appearance. Kristi turns the music up and asks David to dance. David dances joyously, stepping all over the markers. Catherine becomes furious. She feels that Kristi is making fun of her brother. Kristi is taken by surprise.

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"I asked him to dance. How is that making him look stupid? He liked it, didn't he?". Her marker squeaks, scribbling hard strokes. Kneeling beside her I uncap the green marker... We finish our posters, barely talking. Green ruins my fireworks. I trace the lines and bursts, wishing there were a way to go backward and make them what I wanted them to be.

Catherine states that 'green ruined her fireworks'. Do you believe that Catherine's resentment towards using the green marker is connected to Kristi in any way?

Connect: "Sometimes I can change how I feel about something by drawing it" page: 19  
Maybe Catherine can also change her drawings by depicting what she feels. "We finish our posters, barely talking" ---how do you think she feels? Do you think this changed the way she drew her fireworks?

#### Instructions/ procedures

Have the students read the entire chapter (pages 155-161).  
Ask them to list the events leading up to the disagreement.  
Ask the students if they believe that Catherine's resentment towards using the green marker is connected to Kristi in any way. Is Catherine just frustrated with herself?  
Maybe Catherine can also change her drawings by depicting what she feels. "We finish our posters, barely talking" How do you think she feels? Do you think this changed the way she drew her fireworks?

#### Materials:

*Rules*  
paper  
pencil

#### References

Lord, C. (2006). *Rules*. New York: Scholastic