

Titel: Long Way Down

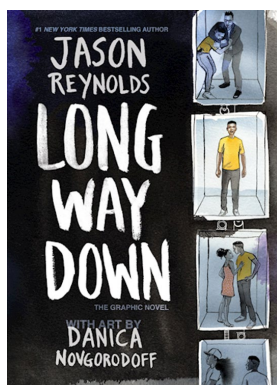
Temaer: Gun Violence, Identity, Growing up, Black America, Relationships

Fag: Engelsk

Målgruppe: 8. - 10. klasse



Bog: *Long Way Down*, af Jason Reynolds, Faber & Faber, 2020



Indhold:

Wills storebror, Shawn, er blevet skudt. Død. Will føler en så stor sorg, at han ikke kan sætte ord på det. Men i hans nabolag er der leveregler for mænd og ære: Nr. 1: Mænd græder aldrig - uanset hvorfor. Nr. 2: Lad være med at sladre - uanset hvad. Nr. 3: Hævn dig, hvis nogen har gjort din familie ondt

Materialebeskrivelse

Long Way Down er en autentisk graphic novel, som tager udgangspunkt i den oprindelige versroman, *Long Way Down*, som Jason Reynolds udgav i 2017.

Udover bogen indgår forskellige analoge og digitale ressourcer i den pædagogiske vejledning: et interview med forfatteren Jason Reynolds, hvor han fortæller om sin baggrund for at skrive ovennævnte bøger samt en samling af radioudsendelser fra Harbour High School i Chicago lavet af *This American Life*.

Til denne vejledning hører desuden et sæt ordkort med differentieret ordforråd udvalgt fra historien samt et reduceret digitalt ordforråd med lyd og ordforklaring. Del med eleverne i flashcard-mode, så de ikke skal lave en bruger for at gennemføre opgaven.

Til brug for elever med læsevanskeligheder findes bogen desuden som e-bog på [Nota](#).

Faglig relevans/kompetenceområder

Hvilke mål, man opstiller for sine elever, kommer helt an på klassens niveau og det faglige fokus, som man ønsker at arbejde med. Målgruppen for denne vejledning er engelsklærere, der underviser fra 8. – 10. klasse, og hovedfokus er følgende kompetenceområder: samtale, læsning og sproglæringsstrategier inden for henholdsvis mundtlig og skriftlig kommunikation. Derudover inddrages kultur- og samfundsforhold gennem arbejdet med litteratur og de supplerende ressourcer.

Ideer til undervisningen

I bogen findes ingen sidetal, men etagerne i Wills bygning inddeler bogen i en form for kapitler.

I denne vejledning er der mange opgaver af forskellig karakter. Det er ikke meningen, at klassen skal igennem dem alle, men du vælger ud fra fagligt fokus.

Before you read

- **Introducing the book**

Look at the cover of the book, flip through the book and reflect on the following:

- What do you think the book will be about?
- Do the covers make you want to read the book? If so, why?
- The title “Long Way Down”. What could it refer to?
- What colours are used in the book?

- **Vocabulary**

Prepare the learners to read the book by letting them work with vocabulary on Quizlet’s free functions: Flashcard, Learn, Test and Match:

- [Part I: Vocabulary from the first part of the story before Will enters the elevator](#)
- [Part II: Selected vocabulary from the rest of the story](#)

- **Interview**

Listen to an [interview with the author, Jason Reynolds](#), and talk about why he wrote the book?

While you read

Read the beginning of the book together in class. Read until Will is in the elevator with his mother. Focus on the areas mentioned below.

The rest of the book can be read in pairs or alone. Use the floors as chapters.

Take notes:

While you read keep an eye on the following elements and take notes:

- The details in the pictures.
- The choice of colours in the book - Dominating colours + colour changes.
- The rules – what are they and what do they mean?
- The neighbourhood – check out the map.
- The time Will spends in the elevator.

- **Mind map**

Let the students make a mind map for each floor/person. Check out the link for more details: <https://thedaringenglishteacher.com/teaching-long-way-down-mind-map-project/>

On each floor write:

- Information about the person who stepped into the elevator with Will.
- One cited quote.
- Three important details.
- At least one illustration that represents the floor.

After reading

- **Speaking**

Sum up on the notes from the tasks from 'During the reading'.

Talk about details in the book.

- **Shawn:** Who is Carlton Riggs, and what is his relationship with Shawn? Shawn's mother says, "Just remember, when you're walking in the nighttime, make sure the nighttime ain't walking into you.". What could she mean?
- **The map:** Explain the map of Will's neighbourhood. What are the problems when it comes to territory in the area?
- **The Rules:** Explain the Rules. How are they passed down from person to person in Will's family? Why do you think he clings to them so tightly? What does it mean that The Rules aren't meant to be broken, but meant for the broken to follow?
- **The Plan:** How will Will take revenge on his brother's death and why?
- **Time:** How much time does Will spend in the elevator and why does time almost stand still?
- **Panels:** Why the fractured panels just after Shawn's death? Find examples of how the cartoonist Danica Novgorodoff uses the panels to tell the story. Discuss how the panels affect moods and messages in the story.
- **Language/slang:** There is a lot of slang in the book. Here are some examples from the beginning of the book: "*Don't nobody believe nothing these days*", "*What're you ladies up to?*", "*You probably ain't gon' believe it either, gon' think I'm lying or losing it...*" What do the sentences mean? Explain in your own words. Find more examples and repeat the process.
- **Vocabulary - figurative language:** How many names does Will have for a gun: "*a cannon, a strap, a piece, a biscuit etc.*" Explain in your own words - what do they mean? Will holds the gun 'like a newborn'. How is that?

- **Hidden print and writings:** Sometimes you can find hidden clues in the drawing that will help you understand the plot, mood and message of the story., E.g., when it says, “*Thank you! Thank you! Thank you! Thank you! Thank you! Have a nice day!*” on the plastic bag that Shawn is carrying when he is shot. What do you think it conveys? Can you find more hidden writings and clues?

- **Discussion of the theme**
A central theme to *Long Way Down* is how, as Gandhi famously said, “*An eye for an eye, leaves everyone blind*”. Let the students discuss the concept of revenge. Is it worth it, and what are the consequences of pursuing revenge?

- **Mind map posters**
Make the students do posters from the results of their mind maps in A3. Display the poster and share the results.

- **Make your own version of the game ‘A Question of Scruples’ inspired by the story**
Materials: Each student should have three opinion cards with the words ‘yes’, ‘no’ and ‘depends’ and a minimum of five cards on which to write their own dilemmas. **The aim of this game** is to guess the other people’s answers to the questions. Students can play in small groups or the whole class together. Make sure you have enough opinion cards for everybody.
Put the opinion cards face down in the middle of the table. On your turn, choose a dilemma from your hand to ask your opponent, then choose the reply card you think will match your opponent's answer.
Example: Your best friend is copying your results when you have a test in English class. Do you tell your teacher? [Find more examples.](#)

- **Vocabulary and oral language activities**
Use the word cards to learn, train and activate vocabulary as well as include movement in the after reading process. Examples: Do a [Watson’s Word Wall](#) to retell the story or make statements relevant to the text, make a [Word Race](#) or a [Move Freeze, Speak up](#) to explain or translate the slang vocabulary.

- **Listen and compare**
[This American Life](#) is a weekly public radio programme and podcast that selects a theme each week from a variety of stories. In the case of the Harper High School broadcasts, the story dates to 2013, when 29 students were shot the year before. The school was closed in June 2021.
Listen to the first part from Harper High School in Chicago
What do you think after having listened to the episode? How does this clip match

what you read about in the book? Why do you think that the school was closed in 2021?

- **Role play**

Create a scene from the elevator. You can add more dialogue than you have in the book.

Writing

- **Alternative ending using Pixton:** What happens after Will comes out of the elevator? What does he do?
Write a new ending consisting of five pictures in a panel. Use Pixton Edu from Skoletube.dk to do so.
- **Alternative ending using Twine**
Twine (twinery.org) is a free program that you can either find as an open-source or use it in Skoletube.dk. The students programme interactive paths that can give the story multiple endings or different paths towards an ending. [Look at example here](#)
- **Write a verse**
Make the students write a verse - like in the book - where the students tell about their feelings after having read the book and listened to the episode from Harper High School. Share the verses in class by reading them out loud or rapping them.
- **Make a poster**
Have the students think about what “rules” we live by. They can think of it in terms of their age, their specific community, or in broader senses like our country or as humans. Have students create attractive posters to display their ideas.

Supplerende materialer

Følgende er forslag til supplerende materialer, der evt. kan lånes på dit lokale CFU:

- Roman: *The Hate U Give*, af Angie Thomas
- Roman: *Dear Martin*, af Nic Stone
- Spillefilm: [The Hate U Give](#)
- Serie i 6 afsnit: [American High School](#)

Find flere online ressourcer til bog og forløb:

- Artikel: [Youth in Poor Areas More Likely to Die From Gun Violence](#)
- Artikel: [Community Gun Violence](#)
- En analyse: [Making Comics, Long Way Down](#)
- En generel guide: [A Guide to Using Graphic Novels](#)

Ideer til romanen:

- [Long Way Lesson Plans](#)
- [10 Ideas for teaching Long Way Down](#)
- [25 ideas for teaching Long Way Down](#)