AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manage-
ability, the AIMS Teaching Module is
organized in four sections. You are
reading Section 1, Introduction to the
Aims Teaching Module (ATM).

SECTION 2,
INTRODUCING THIS ATM
will give you the specific information
you need to integrate the program into
your classroom curriculum.

SECTION 3,
PREPARATION FOR VIEWING
provides suggestions and strategies for
motivation, language preparedness,
readiness, and focus prior to viewing
the program with your students.

SECTION 4,
AFTER VIEWING THE PROGRAM
provides suggestions for additional
activities plus an assortment of consum-
able assessment and extended activities,
designed to broaden comprehension of
the topic and to make connections to
other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

Critical Thinking

Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World

These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
Maniac Magee

THEMES

This story examines the social themes of homelessness, prejudice, and bullying. It also illustrates how one person in a community can make a difference.

OVERVIEW

He came into the world as Jeffrey Lionel Magee, but when his parents died and his life changed, so did his name. Maniac Magee became a legend. After his parents were killed in a trolley accident, Maniac Magee was sent to live with his Aunt Dot and Uncle Dan who hated one another. After eight years with them, Jeffrey ran away. He ended up in a city called Two Mills.

Two Mills was divided into the West Side—where the white people lived, and the East Side, where the black people lived. The understanding among the people was that each group stayed on their own side of Hector Street. Maniac did not know about this arrangement.

Magee’s love of reading led him to meet Amanda Beale and her family, a black family from the East Side. After learning that he was homeless, the Beales took him. His life with the family was warm and peaceful. But Magee faced harassment from some members of the community and this forced him out on his own.

Magee developed a competitive rivalry with a black youth named Mars bars.

When Magee was unable to rescue a white boy who was in danger, Mars Bars came to the child’s aid. After Magee explained to Mars Bar why he could not help the child, the two gained a new understanding and appreciation of each other. Amanda returns and invites Magee to come back and live the Beales. At last, Magee was called home.

OBJECTIVES

- To instill enjoyment and appreciation of literature and to motivate students to read the book Maniac Magee
- To stimulate critical thinking and listening skills
- To provide theme ideas for creative writing
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.
INTRODUCTION TO THE PROGRAM

Lead students in discussion of the possible meanings for the word maniac. Ask what kind of persons comes to mind if they were described as a maniac? Explain that the main character of this story is named Maniac McGee. Suggest that as they watch the program, students try to determine which definition of the word maniac is most appropriate to the main character.

INTRODUCTION TO VOCABULARY

Write the following vocabulary words on the chalkboard and pronounce each word aloud: bribe, crusade, dovetail, escort, legend, maniac, myth, orphaned, perilous, pursue, quiver, spew, trestle. Explain that these words are used in the film, Maniac Magee. Ask students to offer definitions of the word list. Write their responses on the chalkboard. Divide the class into small groups. Have each group find out the meaning of one of the new words and report it back to the class. Have students compare their own definitions to those from the dictionary.

DISCUSSION IDEAS

Explain to students that the main character, Maniac Magee has been orphaned, and for quite a time, leads an unhappy and lonely life. Ask students if they know of another student who may have lost a parent or parents and can explain how that young person’s life was...
JUMP RIGHT IN

HOW TO USE THE MANIAC MAGEE AIMS TEACHING MODULE

Preparation

- Read Maniac Magee Themes, Overview, and Objectives to become familiar with program content and expectations.

Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing MANIAC MAGEE

Set up viewing monitor so that all students have a clear view.

Depending on your classroom size and learning range, you may choose to have students view Maniac Magee together or in small groups.

Some students may benefit from viewing the video more than one time.

After Viewing MANIAC MAGEE

Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.

Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Meeting Individual Needs

After viewing the film, help students to create a simple outline of the main characters and events. Encourage students to discuss their reactions to the characters and events, and help them to identify the message of the film.

Critical Thinking

Have each student select a character from the story to portray during an interview in which members of the class question that character’s behavior and motives. Each student should be able to justify his or her character’s actions based on what they know about that person from viewing the video.

Cultural Diversity

Lead a discussion about the similarities and differences between the black characters and the white characters in the film - their attitudes and prejudices, their behavior towards each other, members of their own families, and "outsiders." Encourage the students to realize that people often share more characteristics that are same, than different, regardless of their racial, ethnic or cultural background.

Connection to Art

Have students design a book jacket for Maniac Magee, using original drawings or pictures from magazines or newspapers. Suggest to students that they select a particular event from the story to illustrate for the cover.

Connection to Drama

Have students select a particular scene Maniac Magee to dramatize. You may wish to have students work in small groups in order to encourage the portrayal of variety of events from the program. After a rehearsal, have each group perform their scene for the class.

In the Newsroom

If a representative from a homeless shelter or an organization or agency that assists the homeless is able to visit your classroom, try to obtain permission from your guest to be interviewed for a mock student news feature. In preparation for the program, students should research the issue of homelessness, and be able to present background information to the audience as an introduction to the interview. The news feature can be newspaper story, or a radio or television interview.
Writing

Have students write letter to the author, Jerry Spinelli telling what they enjoyed or disliked about Maniac Magee. Explain that students need to provide specific examples from the story in their letter to support their opinions.

Writing

Have students write a sequel to Maniac Magee that takes place when Maniac is eighteen years old. You may wish to have students work in small groups to brainstorm possible scenarios to develop.

Writing

Have students select one event of interest to them that Maniac Magee experiences. The event can be a positive or a negative one. Have students write a diary or journal entry in the person of Maniac Magee as he describes his feelings and thoughts about that event.

Link to the World

Encourage students to share with classmates an incident they have seen or heard where someone has been discriminated against based on skin color, ethnic background, religion, age, sex and so on. Discuss how that person felt, and why students think the incident happened. Encourage students to think about what they can do to help eliminate discrimination.

Link to the World

Invite a speaker from a local homeless shelter to come to the class to talk about the scope of the problem in your community, the problems that surround homelessness, and the services that are available from the center or other community agencies and resources. Students should prepare questions in advance to ask the guest speaker.

Link to the World

Bullies can effect anyone at school, on the street, or at home. Ask students to think about why someone becomes a bully and write their responses on the chalkboard. Brainstorm with the class the different ways one can be a bully. Follow this by asking for ideas about what one might do to avoid being bullied. Encourage students to discuss their experiences of being bullied—how they felt, what they did, what they might do differently and so on. You may also offer this as a written assignment.
**Extended Activity**

Have students read the book *Maniac Magee*. Ask students to identify which characters or events that were omitted and discuss what impact, if any, they had on the impact of the video version. You may wish to have students present their reports orally to the class, or in written form.

**Link to the World**

Have students look through the newspaper, newsmagazines, or the television news for stories about runaway teenagers to bring into class for discussion. You may wish to have students compare and contrast their news stories. Lead a discussion about why a teenager might run away from home and write the students’ responses on the chalkboard. Encourage a discussion of the perils and resources for runaway teenagers today, and compare them to the experiences of *Maniac Magee*.

**Culminating Activity**

Conduct a debate about the homeless. Have students research the topic in periodicals and other resources from the library and identify the facts and issues on both sides of the problem. Select teams and a panel to judge the debate.
VOCABULARY

The following words are taken from *Maniac Magee*. Write the definition of each word. Use a dictionary if you need help. Then write the word in sentence. Use the space provided for your answers.

bribe

---

dovetail

---

escort

---

legend

---

maniac

---

myth

---

orphaned

---

perilous

---

pursue

---

quiver

---

spew

---

trestle

---
CHECKING COMPREHENSION

Complete the following sentences with the correct word or phrase.

Maniac lives with his aunt and uncle because ________________________________.

Russell and Piper McNab stay in school because ________________________________.

Mars Bar has another name for Maniac Magee; it is ________________________________.

At the end of the story, Maniac Magee finally has ________________________________.

A certain __________________ in Two Mills is the invisible barrier between the East and West Side.

When Maniac is in trouble, he often ________________________________.

One family that helps Maniac Magee with food and shelter is the ________________________________.

For a time, Maniac is blind, and does not see the __________________________ that is around him.

Why does Mars Bar come to see Maniac McGee at the buffalo pen? ________________________________

After several months living with Maniac at the park, Grayson ________________________________.
FAMILY, FRIEND AND ACQUAINTANCES

Look at the list below of people who were a part of Maniac Magee's life. Select five of the characters and write about what qualities you admire or DO NOT admire about them. In some cases, there may be qualities that you like and dislike about a particular person.

Aunt Dot and Uncle Dan
John McNab
Grayson
Mrs. Pickwell
Mars Bar
Piper and Russell McNab
Amanda Beale
Mr. and Mrs. Beale

Character ____________________________
Qualities ___________________________________________________________
_________________________________________________________________
_________________________________________________________________

Character ____________________________
Qualities ___________________________________________________________
_________________________________________________________________
_________________________________________________________________

Character ____________________________
Qualities ___________________________________________________________
_________________________________________________________________
_________________________________________________________________

Character ____________________________
Qualities ___________________________________________________________
_________________________________________________________________
_________________________________________________________________

Character ____________________________
Qualities ___________________________________________________________
_________________________________________________________________
THINKING ABOUT THE STORY

Read the following excerpts from Maniac Magee. Write a brief explanation of what you think is the meaning of the sentence or sentences that are presented below.

The old man from the East Side says, "You move on now son. Time to go home. Your kind's waitin' up there."

The McNab place was a scene from a loony movie. The Cobras held a football scrimmage in the living room.

They thought that the dumb scraggly kid would get out of the East End in about as good shape as a bare big toe at a convention of snapping turtles.

"You think you bad or somethin' huh? You think you come down here and be bad? That what you think?"

The way that Maniac fit in, you would think he was born there. He played and taught and read with the little ones. He did the dishes and took out the trash and mowed the lawns. Mrs. Beale called it the "Miracle on Sycamore Street."
VOCABULARY PUZZLE

Fill in the squares with the missing words in the sentences below in order to identify the words in the shaded squares. Use the words from the WORD BANK on page 23 to help you.

The word in the shaded area is _________________________________.

Accompany is a synonym for the word _________________________.

Maniac and Mars Bar ran together every morning, and soon their strides would __________ into one another.

A person who acts irresponsibly is sometimes called a _________________________.

The flooding river was______________________ to cross.

Maniac Magee tried to ________________________ is dream of having real home.

A __________________ is story that reflects a part of a society's culture.
Vocabulary Puzzle (Continued)

Fill in the squares with the missing words in the sentences below in order to identify the words in the shaded squares. Use the words from the WORD BANK to help you.

The word in the shaded area is ________________________________.

The cross bars that help to support a bridge are called a ____________________ .

Maniac Magee was left _________________ when his parents were killed in the trolley accident.

Maniac Magee’s lip began to _________________, as he fought away the tears.

Billy tried to _________________ his little sister to do his chores with chocolate chip cookies.

Mars Bar talks so fast that his words _________________ from his mouth. (This word is not used in the puzzle.)

A _________________ is a story that is handed down from earlier times. (This word is not used in the puzzle.)

Word Bank

bribe  dovetail  escort  legend
maniac  myth  orphaned  perilous
pursue  quiver  spew  trestle
A LOOK BACK

The plot, or pattern of events, in the film Maniac Magee follows a chronological or time order pattern. Complete the following plot line by numbering the ten events described below in the order in which they occurred.

_____a. The Cobras and Mars Bar and his gang escort Maniac out of Two Mills.

_____b. Maniac lives with his aunt and uncle.

_____c. Maniac brings Mars Bar to the McNab party.

_____d. Maniac meets Amanda with her suitcase full of books.

_____e. Maniac is unable to rescue Russell McNab.

_____f. Maniac finds a real home with the Beales.

_____g. Maniac teaches Grayson how to read.

_____h. Maniac eats dinner with the Pickwells.

_____i. The old man tells Maniac he needs to leave the neighborhood.

_____j. Maniac tells Mars Bar about his parents’ death.
Several different groups of boys acted like bullies in this story—McNab and the Cobras, Mars Bar and his gang, and the group of high school boys. In the space below briefly explain how each group acted like bullies. Then describe how Maniac reacts to the bullying.

**McNab and the Cobras**

**Maniac's reaction:**

---

**Mars Bar and his gang**

**Maniac's reaction:**

---

**The high school boys**

**Maniac's reaction:**
THE MAKING OF A LEGEND

Legends are often part fact, and part fiction. Briefly describe at least four of the heroic or exceptional things that Maniac Magee was said to have done that inspired his legend.

Action: _____________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Action: _____________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Action: _____________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Action: _____________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

© Copyright 1999  AIMS Multimedia  Maniac Magee
**CAUSE AND EFFECT**

Complete each of the following statements by circling the letter of the correct phrase.

Maniac Magee lived with his aunt and uncle because

- a) he had run away from home.
- b) he had never known his parents.
- c) he was his parents had been killed in an accident.

The pages of one of Amanda's favorite books was made into confetti because

- a) Maniac had untied Cobble's Knot.
- b) Maniac hugged Amanda.
- c) One or more persons wanted to hurt Amanda for being friends with Maniac, a boy who could do almost anything.

Maniac ran away from Grayson's burial because

- a) he did not want to believe that his friend was dead.
- b) he did not want to face the loss of his friend alone.
- c) he was late for dinner at the Pickwell's.

Hector Street was the dividing line between the East Side and the West Side because

- a) it was a written law.
- b) the people who lived on each side hated the other.
- c) the people who lived on each side did not understand or know each other well.

Maniac Magee left the Beale's house to live at the zoo because

- a) he didn’t want the Beale's to be hurt any more.
- b) he didn’t fit it.
- c) they asked him to because the neighbors were upset.
TEST

Circle the letter of the word or words that correctly answers the question.

1. Mars Bar had is own name for Maniac. It was
   a. SmellyFish.
   b. Cobra.
   c. FishBelly.
   d. BuffaloSmell.
   e. none of the above.

2. Life at the MacNab household was
   a. very formal.
   b. very organized and neat.
   c. messy and chaotic.
   d. a and b
   e. none of the above.

3. When Maniac was in trouble he would often
   a. try to hide.
   b. run away.
   c. read.
   d. go to the Beale's house
   e. none of the above.

4. Maniac could not rescue Russell because
   a. he could not go where his parents had been killed
   b. he didn’t care about Russell.
   c. he was afraid
   d. he thought that Mars Bar would do it.
   e. none of the above.
5. What was the prize for being able to untie Cobble's Knot?
   a. all the hamburgers you could eat
   b. a free trip to Valley Forge
   c. a year of free pizza
   d. a big party
   e. none of the above

6. Maniac Magee approached Amanda on the street because
   a. she looked friendly.
   b. he needed to ask directions.
   c. she could help him.
   d. he thought that she was a runaway too.
   e. none of the above.

7. Maniac Magee went to hunt in Valley Forge because
   a. he had planned to meet Russell and Piper there.
   b. he had been chased out of the buffalo pen at the zoo.
   c. he couldn't face the death of his friend alone and wanted to die too.
   d. the Cobras and the boys from the East Side had chased him out of Two Mills.
   e. none of the above

8. McNab and the Cobras wanted to beat up Maniac Magee because
   a. he had teased McNab about being fat.
   b. McNab could not strike him out.
   c. he was a stranger to Two Mills.
   d. he had beaten McNab in a fight.
   e. none of the above.
9. The graffiti on the Beale’s house and the destruction of Amanda’s book showed that

   a. some people in the neighborhood did not like the Beale family
   b. some people wanted to punish the Beale’s for being friendly with Maniac
   c. some people wanted to force Maniac to leave the neighborhood
   d. people were afraid of Maniac
   e. b and c

10. Russell and Piper became famous because

    a. they had been rescued from the railroad trestle.
    b. they were John MacNab’s little brothers.
    c. Maniac Magee was staying with them.
    d. they were excellent students.
    e. none of the above
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

All the Troubles of the World
The Bear
The Cask of Amontillado
Follow My Leader
Leader of the People
The Lilith Summer
The Necklace
The Veldt
The Visitor
Zero Hour
VOCABULARY

The following words are taken from Maniac Magee. Write the definition of each word. Use a dictionary if you need help. Then write the word in sentence. Use the space provided for your answers.

bribe something used to influence or persuade

dovetail connect or combine harmoniously

escort being accompanied by a person or group

legend a collection of such romanticized or popularized stories

maniac an insane person; a person who acts in a wildly irresponsible way

myth a story or a character thought to embody an aspect of a culture

 orphaned child whose is deprived of one or both parents

perilous dangerous

pursue to follow in order to overtake or capture; chase

quiver to shake with a slight, rapid, movement

spew to flow or gush forth

trestle a framework consisting of vertical, slanted supports and horizontal crosspieces to support a bridge

ANSWER: Sentences will vary, but should reflect an understanding of the vocabulary word.
CHECKING COMPREHENSION

Complete the following sentences with the correct word or phrase.

Maniac lives with his aunt and uncle because his parents had been killed in trolley accident.

Russell and Piper McNab stay in school because Maniac does something spectacular every week.

Mars Bar has another name for Maniac Magee; it is Fishbelly.

At the end of the story, Maniac Magee finally has a real home.

A certain street, Hector Street, in Two Mills is the invisible barrier between the East and West Side.

When Maniac is in trouble, he often runs or walks away.

One family that helps Maniac Magee with food and shelter is the Beales; or, the McNabs.

For a time, Maniac is blind, and does not see the prejudice, racism or discrimination that is around him.

Why does Mars Bar come to see Maniac McGee at the buffalo pen? to find out why he didn’t rescue Russell McNab; or, to invite him to come visit and stay with his family.

After several months living with Maniac at the park, Grayson dies.
FAMILY, FRIEND AND ACQUAINTANCES

Look at the list below of people who were a part of Maniac Magee’s life. Select five of the characters and write about what qualities you admire or DO NOT admire about them. In some cases, there may be qualities that you like and dislike about a particular person.

Aunt Dot and Uncle Dan  Mrs. Pickwell  Amanda Beale
John McNab  Mars Bar  Mr. and Mrs. Beale
Grayson  Piper and Russell McNab

ANSWER: Responses will vary but should reflect the following concepts:

Aunt Dot and Uncle Dan: Dislike: Their selfish behavior makes Jeffrey run away; Like: She was generous. She was the person Maniac introduces to Mars Bars as an example of the best of the West Side.

Amanda Beale: Like: She is a good friend to Maniac and accepts him as he is. She does not allow the fact that he is white influence her. She invites him to come live with her family.

John McNab: Dislike: He bullies Maniac and is jealous of him and his skills. He is prejudiced and tries to start a fight with Mars Bar. Liked: He invites Maniac to live with his wild family.

Mars Bar: Dislike: He makes fun of Maniac’s poverty. He is among those who drive Maniac from town. Liked: He is willing to come to the West Side and meet some white people. He is proud and is willing to fight when McNab taunts him and calls him names. He is willing to get to know and be with Maniac and become his friend.

Mr. And Mrs. Beale: Like: They are generous and caring and welcome Maniac into their home even though he is the only white person in their neighborhood. Grayson: Like: He is kind to Maniac and makes a home to share with him. He is willing to share what he has and what he knows. He teaches Maniac the finer points of baseball.

Piper and Russell McNab: Dislike: They use Maniac as way of getting attention for themselves. Like: They are anxious for Maniac’s safety when he crosses Hector Street.
THINKING ABOUT THE STORY

Read the following excerpts from Maniac Magee. Write a brief explanation of what you think is meaning of the sentence or sentences that are presented below.

The old man from the East Side says, "You move on now son. Time to go home. Your kind's waitin' up there." _____________________________________________________________

The McNab place was a scene from a loony movie. The Cobras held a football scrimmage in the living room. _____________________________________________________________

They thought that the dumb scraggly kid would get out of the East End in about as good shape as a bare big toe at a convention of snapping turtles. _____________________________________________________________

"You think you bad or somethin' huh? You think you come down here and be bad? That what you think?" _____________________________________________________________

The way that Maniac fit in, you would think he was born there. He played and taught and read with the little ones. He did the dishes and took out the trash and mowed the lawns. Mrs. Beale called it the "Miracle on Sycamore Street." _____________________________________________________________

ANSWER: Responses will vary, but should reflect the following concepts.

The old man thinks that Maniac should leave because he is not black like the people who live the neighborhood.

The McNab household is not normal; it is kind of wild and uncontrolled. The gang should not be in the house playing football.

Maniac will probably get "chewed up" or beaten up. He would attract those interested in picking a fight with him.

Mars Bar is challenging Maniac, asking Maniac what he is going to do that is so brave and bold outside of his own neighborhood.

Mrs. Beale thinks that Maniac is extraordinary and that his being with her family is a very special thing.
VOCABULARY PUZZLE

Fill in the squares with the missing words in the sentences below in order to identify the words in the shaded squares. Use the words from the WORD BANK to help you.

The word in the shaded area is **RACISM**.

_Accompany_ is a synonym for the word **ESCORT**.

Maniac and Mars Bar ran together every morning, and soon their strides would **DOVETAIL** into one another.

A person who acts irresponsibly is sometimes called a **Maniac**.

The flooding river was **PERILOUS** to cross.

Maniac Magee tried to **PURSUE** is dream of having real home.

A **MYTH** is story that reflects a part of a society's culture.
VOCABULARY PUZZLE (CONTINUED)

Fill in the squares with the missing words in the sentences below in order to identify the words in the shaded squares. Use the words from the WORD BANK to help you.

The word in the shaded area is **LOVE**.

The cross bars that help to support a bridge are called a **TRESTLE**.

Maniac Magee was left **ORPHANED** when his parents were killed in the trolley accident.

Maniac Magee's lip began to **QUIVER**, as he fought away the tears.

Billy tried to **BRIBE** his little sister to do his chores with chocolate chip cookies.

Mars Bar talks so fast that his words **SPEW** from his mouth.

(This word is not used in the puzzle.)

A **LEGEND** is a story that is handed down from earlier times.

(This word is not used in the puzzle.)
A LOOK BACK

The plot, or pattern of events, in the film Maniac Magee follows a chronological or time order pattern. Complete the following plot line by numbering the ten events described below in the order in which they occurred.

5. a. The Cobras and Mars Bar and his gang escort Maniac out of Two Mills.
1. b. Maniac lives with his aunt and uncle.
7. c. Maniac brings Mars Bar to the McNab party.
2. d. Maniac meets Amanda with her suitcase full of books.
8. e. Maniac is unable to rescue Russell McNab.
10. f. Maniac finds a real home with the Beales.
6. g. Maniac teaches Grayson how to read.
3. h. Maniac eats dinner with the Pickwells.
4. i. The old man tells Maniac he needs to leave the neighborhood.
Several different groups of boys acted like bullies in this story - McNab and the Cobras, Mars Bar and his gang, and the group of high school boys. In the space below briefly explain how each group acted like bullies. Then describe how Maniac reacts to the bullying.

**ANSWER:** Responses will vary. Possible answers:

**McNab and the Cobras:** they planned to meet Maniac at the tracks and beat him up; they taunted Maniac after he untied Cobbles's Knot and forced him to leave Two Mills.

**Mars Bar and his gang:** he took Amanda's book away from Maniac and tore a page out; they were the East Enders who helped to escort Maniac out of town; they wrote Fishbelly Go Home on the side of the Beale's house; Mars Bar made fun of Maniac's ragged clothes and shoes, he called him Fishbelly.

**The high school boys:** they put little Arnold Jones over the fence into Finsterwald's yard; Maniac's reaction was generally to run away or stand; sometimes he stood up to them. He went over the fence and rescued the little boy.
THE MAKING OF A LEGEND

Legends are often part fact, and part fiction. Briefly describe at least four of the heroic or exceptional things that Maniac Magee was said to have done that inspired his legend.

**ANSWER:** Responses will vary. Possible answers:

- He said hello to everyone that he met on the street.
- He untied Cobble's Knot when no one else could.
- He was able to hit the pitches from McNab's fastball.
- He kicked a football sixty yards while holding a book.
- He kissed a baby buffalo.
- He did dishes, mowed the lawn and took out the trash without being asked.
- He took a bite from Mars Bar's candy.
- He stayed in Finsterwall's backyard for fifteen minutes.
- He hit a telephone poll with a stone sixty-one times in a row.
- He lived in the all-black East End even though he was white.
- He was able to live on his own in the zoo, and in empty cars and garages.
- He never went to school.
- He could out run anyone.
CAUSE AND EFFECT

Complete each of the following statements by circling the letter of the correct phrase.

Maniac Magee lived with his aunt and uncle because

- a) he had run away from home.
- b) he had never known his parents.
- c) his parents had been killed in an accident.

The pages of one of Amanda's favorite books were made into confetti because

- a) Maniac's knot had been untied.
- b) Maniac hugged Amanda.
- c) One or more persons wanted to hurt Amanda for being friends with Maniac, a boy who could do almost anything.

Maniac ran away from Grayson's burial because

- a) he did not want to believe that his friend was dead.
- b) he did not want to face the loss of his friend alone.
- c) he was late for dinner at the Pickwell's.

Hector Street was the dividing line between the East Side and the West Side because

- a) it was a written law.
- b) the people who lived on each side hated the other.
- c) the people who lived on each side did not understand or know each other well.

Maniac Magee left the Beale's house to live at the zoo because

- a) he didn't want the Beale's to be hurt any more.
- b) he didn't fit it.
- c) they asked him to because the neighbors were upset.
ANSWER KEY for page 28

TEST

Read the sentences below and circle the letter of the word or words that correctly answers the question.

1. Mars Bar had his own name for Maniac. It was
   a. SmellyFish.
   b. Cobra.
   c. FishBelly.
   d. BuffaloSmell.
   e. none of the above.

2. Life at the MacNab household was
   a. very formal.
   b. very organized and neat.
   c. messy and chaotic.
   d. a and b
   e. none of the above

3. When Maniac was in trouble he would often
   a. try to hide.
   b. run away.
   c. read.
   d. go to the Beale’s house
   e. go to the McNab’s house.

4. Maniac could not rescue Russell because
   a. he could not go where his parents had been killed
   b. he didn’t care about Russell.
   c. he was afraid
   d. he thought that Mars Bar would do it.
   e. none of the above
5. What was the prize for being able to untie Cobble’s Knot?
   a. all the hamburgers you could eat
   b. a free trip to Valley Forge
   c. a year of free pizza
   d. a big party
   e. none of the above

6. Maniac Magee approached Amanda on the street because
   a. she looked friendly.
   b. he needed to ask directions.
   c. she could help him.
   d. he thought that she was a runaway too.
   e. none of the above

7. Maniac Magee went to hunt in Valley Forge because
   a. he had planned to meet Russell and Piper there.
   b. he had been chased out of the buffalo pen at the zoo.
   c. he couldn’t face the death of his friend alone and wanted to die too.
   d. the Cobras and the boys from the East Side had chased him out of Two Mills.
   e. none of the above

8. McNab and the Cobras wanted to beat up Maniac Magee because
   a. he had teased McNab about being fat.
   b. McNab could not strike him out.
   c. he was a stranger to Two Mills.
   d. he had beaten McNab in a fight.
   e. none of the above.
9. The graffiti on the Beale’s house and the destruction of Amanda’s book showed that
   
   a. some people in the neighborhood did not like the Beale family
   b. some people wanted to punish the Beale’s for being friendly with Maniac
   c. some people wanted to force Maniac to leave the neighborhood
   d. people were afraid of Maniac
   e. b and c

10. Russell and Piper became famous because
   
   a. they had been rescued from the railroad trestle.
   b. they were John MacNab’s little brothers.
   c. Maniac Magee was staying with them.
   d. they were excellent students.
   e. none of the above