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<td><strong>7. Bibliography</strong></td>
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<td>See page 38 for a list of supplements</td>
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</tbody>
</table>
text, including music, movies, other stories, news, and life experience. Students can also give presentations that answer these questions and pull from other resources and for each section that students can be required to answer—individually or in groups. Divide the text into thematic sections. The instructor can choose appropriate overarching questions. This can be done by referring to the THEMATIC SECTIONS TEXT OVERVIEW. This overview two large questions. The teacher can also choose questions so that they correspond to various sections of the text to add to create meaningful for the concepts and then using those meanings to help them answer one or and to drive discussions about and assignments based on the text. The questions can be used in conjunction with the overarching concepts so that students are using the text. The teacher can choose one of several of these questions in order to help the students focus book. The teacher can choose one of several of these questions in order to help the students focus the entire book throughout the reading of the entire book. The following questions can be used in a variety of ways.

### The thematic overarching questions

<table>
<thead>
<tr>
<th>Anger</th>
<th>Fear</th>
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</thead>
<tbody>
<tr>
<td>Foreign Influence</td>
<td>Design/Purpose</td>
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<td>Violence</td>
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<tr>
<td>Choice</td>
<td>Growth</td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
</tbody>
</table>

### Overarching concepts:

Concepts below as they read the book:

concepts below as they read the book. That will take place second semester they can help students develop ideas regarding the appropriate text. Likewise, instructors would like to help students engage in the Developmental Education course. Discussions and lead general coherence and purpose to the reading sessions, and activities surrounding the text will help to give the students direction and focus their attention as they read. It will also help guide them in reading and then they are asked to retell the story to the same concepts introduced in the teaching of the book. The concepts listed below are introduced before the students discuss concepts above the book.

Concept definition: Instructors can use large concepts such as those listed below to lend coherence to discussions about the book. If a few of the concepts listed below are introduced before the students
6. What does Bean describe the government soldiers and the life of the people as they ever described in 6. What does Bean describe the government soldiers and the life of the people as they ever described in

5. When Bean remembers a family member, what context does this memory occur in? What, exactly, makes a

4. When are the girls in Bean's memories? How can he name so many boys and women in his life? If Bean

3. What makes a friend, a friend? What makes a good man? A good man, a dead man?

2. The living. Who are some of these persons?

1. Bean's memories are thick of people in every chapter. Bean talks about friends, foes, family members, relatives, acquaintances, strangers, enemies, helpers, old men, boys, women, the dead, and

Relation ships

Explore how our narrator's relationship with them changes over time.

3. Discuss the role of American hip-hop culture in creating a soundtrack for Ishmael's life. Why are

2. What moves him so? Why is it important to him? Especially during his misfortune?

1. What kinds of music does Ishmael like, and why? What is about music that matters to Ishmael, or

Other Questions:

10. What universal truths does Ishmael teach us about surviving loss and hunger, and overcoming

9. Ishmael tells us some of the boys who had been embeded with him later became soldiers

8. When Ishmael arrives at the fortified village of Obele in Chapter Twelve, what do you discover about the

7. What did Ishmael's father's actions teach him about being a man? How did he learn the meaning once he began

6. Chapter seven begins with the story of the images' death. Followed by Ishmael's recollection of his

5. What effect does control over one's circumstances have on the human spirit?

4. Consider the various incidences in Bean's story of the lives of people living in the inner cities of the U.S.

3. Think about Bean's choices to engage in violence. Consider the reason why he did have a purpose. How did his story, at that time, define his calling in life?

2. At the book's conclusion, how does Bean feel? At what age, group, and what seems to be his calling in life?

1. Discuss this harrowing account of civil war and childhood as a meditation on finding one's ultimate
Violence

Positive Ways? So, how? What stands out in your memory about these persons in this life?

2. How does Pearson describe the government soldiers and the NLF members? Are they ever described in a
contrasted viewpoint of violence and nonviolence? What are the reasons these groups have for their actions?

1. Who affects Pearson in a positive way? How would you describe these positive effects on Pearson? What do

Leadership

families that Islamah has belonged to over the course of his young life.

6. How does Pearson describe the government soldiers and the NLF members? Are they ever described in a
counterpoint of violence and nonviolence? What are the reasons these groups have for their actions?

7. What positive influence did Pearson receive from his family? How did this shape his understanding of leadership?

8. Explain in his account, Pearson mentions how the war and destruction of the very

2. Why does Pearson describe the government soldiers and the NLF members? Are they ever described in a
counterpoint of violence and nonviolence? What are the reasons these groups have for their actions?

1. Who affects Pearson in a positive way? How would you describe these positive effects on Pearson? What do


Exercise Suggestions:

1. To get beyond them, or to learn from them in some way?

2. What does it mean to say you are not responsible for understanding these violent conflicts and the ways to control them?

3. What was the source of these problems?

4. How do you think this will affect the future?

5. Where are the root causes of such wars as we have seen fought in recent times? How do you view the current state of conflicts in your own country and in other's? Are the conflicts that were

6. What is the role of the United Nations in preventing or resolving these conflicts?

7. How do you think the UN can play a more effective role in peacekeeping operations?
1. **DIARY ENTRY:** Imagine you are one of the characters. Write a diary entry, beginning with “Dear Diary…”

2. **FLASHBACKS:** Brain uses a series of flashbacks for a variety of purposes. Make a list of flashbacks and explain the reason for including each.

3. **STUDENTS:** Have students create flashcards or summaries of the text. Students should include important facts, details, and test questions.

4. **DIAGRAMS:** Ask students to create a graphic organizer that shows the relationships between characters and themes.

5. **STUDENTS:** Have students create a chart that shows the main events and major characters. Students should also include a summary of the text.

6. **STUDENTS:** Ask students to write a paragraph about the significance of the theme. Students should use evidence from the text to support their argument.

7. **STUDENTS:** Ask students to write a story that is based on the text. Students should use the characters and plot to create a new story.

8. **STUDENTS:** Have students write a poem that is inspired by the text. Students should use the characters and plot to create a new poem.

9. **STUDENTS:** Have students write a letter to the author expressing their opinion of the text. Students should use evidence from the text to support their argument.

10. **STUDENTS:** Ask students to write a review of the text. Students should use evidence from the text to support their opinion.
Running from the war with his brother
(Chapters 3,4,5,6)

Introduction to the war

Chapters 1,2

Themes Overview

A child

Developmental students often need a map to help them navigate a text. This overview can be presented in the following way:

The section or they can be asked to write notes, etc.

Also be asked on the right side and students can be asked to provide examples for some of the bigger ideas of the text. The purpose is to encourage students to read and reflect on the text. Another column can be added to the end of the text. This overview can be presented in the following way:

The section or they can be asked to write notes, etc.

Also be asked on the right side and students can be asked to provide examples for some of the bigger ideas of the text. The purpose is to encourage students to read and reflect on the text. Another column can be added to the end of the text.

Thematic Sections Text Overview:

Pre-Reading

16. Discussion Webb – see supplements section for further explanation

15. Preview that you are writing a screenplay for a long way gone. Choose people who are famous actors

14. Authors use Figures of Speech because of their power and their layers of meaning. E.g. we say “it’s raining cats and dogs” instead of it’s raining large drops which are coming down very fast and hard.


Previous sections, your found references must come from this section.

questions or insights you might have of the characters. Though you may refer to people or events from

Paragraph that explains your choice of graphics, color, shape, etc. and the textual references that
AWARDS AND RECOGNITION

I was nominated for a Quill Award in the Best Debut Author category in 2007. "A Long Way Gone" was named one of the Top 10 Nonfiction books of 2007 by Time Magazine.

About the Author: Ishmael Beah was born in Sierra Leone in 1980 and moved to the U.S. in 1998. In 2004 he received a Peacebuilding Certificate from Oxford College with a B.A. in Political Science. He is a member of Human Rights Watch Children's Division advisory committee and has spoken before the United Nations, the Council on Foreign Relations, and the Massachusetts Senate.

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Analyzes: She is the young nurse who works at a Bnon House where Israel is taken for rehabilitation. She helps him find himself again.

Esther - She is a nurse at a Bnon House where Israel is taken for rehabilitation. She helps him find himself again.

go to work at the UN as an advocate for other children forced to face the horrors of war.

and daily. In a day or two, most of the time, the streets will look like his existence will

List of Major Characters -

<table>
<thead>
<tr>
<th>Character</th>
<th>Country (p. 209)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Israel</td>
<td>(p. 98)</td>
</tr>
<tr>
<td>Lebanon</td>
<td>(p. 64)</td>
</tr>
<tr>
<td>Syria</td>
<td>(p. 22)</td>
</tr>
</tbody>
</table>

Foreign Vocabulary - Suggested activity - Make a pre-reading dictionary for the class to refer to - have students in

- Create a notes sheet to be referred to throughout the reading of the text.
Laura Shimer - She is the woman吸烟的时候 was in New York City when she helps the child of war by being a

Minor Characters

The Le这项任务需要的技能或知识是自然语言处理和阅读理解。我将提供一段英文文本，并要求你将其转换为自然语言的文本表示。
Comprehension/structure activities

| Have also included questions that can be asked to help students compare their own circumstances and
| Overriding concept on which you want the students to focus.
| The overriding concept that the question or quote can be used to help develop is listed on the left.
| The most important or striking quotes from each chapter that can be used as writing prompts or to illustrate the quotes, potential discussion questions and writing prompts:
| Students understand the bigger ideas.
| These notes are also a quick way to help the instructor lead discussions and create exercises that will help chapters.
| Developmental students are very likely to get lost in the details – especially because they are so graphically. It used to help students focus and understand what the important "big ideas" from the chapter were.
| I included the synopsis of the overall point of the chapter from Pink Monkey Notes. These notes can be
| You find words that you think should be included please pass the information on to everyone else.
| Some chapters have vocabulary words and others do not. I did my best, helpful to students to define these words as they go along and they are also helpful to use a way to teach helpful with the kind of vocabulary used in the text. I try to focus on the page number where the word can be found. It may be
| If there were vocabulary words that stood out to me, as something that a development student might
| The following section has notes for each chapter of the book that include the following:
| Vocabularly:
| CHAPTER NOTES
<table>
<thead>
<tr>
<th>Relationships</th>
<th>Friendship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your relationship with your family — mother, father, brothers.</td>
<td></td>
</tr>
<tr>
<td>Describe each other. What do you do in your free time? What kind of friends are they? What do they like to do?</td>
<td></td>
</tr>
<tr>
<td>5. Describe your relationship with your best friends. What do you do in your free time? Why do you like them?</td>
<td></td>
</tr>
<tr>
<td>4. Describe your relationship with your parents. What kind of boy are they? What do they like?</td>
<td></td>
</tr>
<tr>
<td>3. What was your favorite childhood lesson? What good advice did you receive?</td>
<td></td>
</tr>
<tr>
<td>2. Describe a feeling that you have about childhood that you would like to change?</td>
<td></td>
</tr>
<tr>
<td>1. What is your favorite childhood lesson? What good advice did you receive?</td>
<td></td>
</tr>
</tbody>
</table>

**Personal Growth**

What kinds of things console you during the traumas that you experience?

Embedded in me...

Embrace the moments that bring you joy.

What does it mean to him?

How did I survive? And why has this moment remained so significant over the years?

Childhood.

**健康成长**

8. How did Ishmael learn to accept the lessons of childhood? What kind of childhood does Imam learn to accept? What does it mean to him?

**Character, Tone, and Theme**

Chapter 15: The poem "In Defense of Innocent Children"

**Comprehension**

**Chapter 1**

**Vocabulary**

**Notes**

- The reader is introduced to the characters and setting of the novel. "I, Ishmael" is the first of a series of works that introduces the reader to the setting of the novel.

- The novel concludes with a discussion of the effects of child abuse on society.
### Chapter 2

**P. 20 - What does it mean for „being alive itself to be a burden“?**

<table>
<thead>
<tr>
<th>Control Purpose</th>
<th>Destiny</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Destiny</td>
</tr>
<tr>
<td>Purpose</td>
<td>Destiny</td>
</tr>
<tr>
<td>Purpose</td>
<td>Destiny</td>
</tr>
<tr>
<td>Purpose</td>
<td>Destiny</td>
</tr>
</tbody>
</table>

**What value does survival through horrible circumstances, have?**

**Important? „What good are memories if they bring so much pain?“**

<table>
<thead>
<tr>
<th>Why are Behzad’s memories important?</th>
<th>Where does Ishmael mean when he says, „I am looking at my own“ (p. 19)? Why is this dream of pushing a wheelchair? Where is the wheelchair, and where is the pushing? Is Chapter 2 Begins, we flash forward to Ishmael’s new life in New York City. He releases a healing survival?</th>
</tr>
</thead>
</table>

**For him, becoming separate and distinct, different, for Ishmael, or they ever become this way.**

### Copy and paste from the past (p. 20) What evidence do you see that these 3 words:

| The words about each „world“ in this chapter, include at least 3 words/phrases. For each column. Copy words and phrases from the chapter and place them under the appropriate heading. Then, draw three columns on your page. Label each column with one of the „worlds.“|
|----------------------------------|------------------|

### Chapter 2 introduces TIME in an interesting way to establish the structure of flashbacks that bear use to tell his story, juxtaposition past and present. Copy the last sentence of Chapter 2.

**Imagery in this chapter is a striking contrast to chapter one when Ishmael played music and went to school and had a loving family. It is filled with memories and dream imagery that are horrifying to both Ishmael and the reader.**

### Notes
### Chapter 4: Resolved

<table>
<thead>
<tr>
<th>Vocab Yary</th>
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<tbody>
<tr>
<td>Resolved</td>
</tr>
<tr>
<td>Massacre 21</td>
</tr>
</tbody>
</table>

#### Comprehension

- Chapters 3.4°: CONFLICTS. In these chapters we see the challenges and conflicts that begin with.

- Loss of their own lives.
- They might never have become heroes. They steal and they never stop to help others, for it might mean the.
- They are standing and there is no food anywhere.

This chapter reveals six boys in a desperate condition. They are starving and there is no food anywhere.

#### Notes

<table>
<thead>
<tr>
<th>Tactic</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precedent</td>
<td>29</td>
</tr>
<tr>
<td>Residues</td>
<td>28</td>
</tr>
</tbody>
</table>

#### How will the Ruff tattoo affect those who have it after the war is over?

- Talk about the significance of tattooing and body art – advantages and disadvantages – “Ruff”

#### Control

- Who are the five boys with whom Ishmael’s feet at the end of this chapter?

- What promises him to observe this? How old is he at the time?

- People and their spirits that gives a town life. (p. 22).

- P. 22. “That night for the first time in my life I realized that it is the physical presence of

- P. 22. “That night for the first time in my life I realized that it is the physical presence of

#### Comprehension

- and the complications that might influence how the conflict will be.

- the nature of the conflict

- the source of the conflict

- For each conflict, explain

- Warfare (goals) in this section.

- List at least 3 different conflicts (opposing forces to the protagonist) and his

- Fears.

#### Chapter 3.4°: CONFLICTS. In these chapters we see the challenges and conflicts that begin with.

- With sounds of life and one filled with fear and death. Ishmael, Junior and the other boys are now officially on

- Running for their lives over the bodies of those who have fallen. Finally, there is the contrast of a town filled

- Quality of Ishmael cooking dinner as Gunshots ring out throughout the town. There is the contrast of people

This chapter is filled with contrasts, especially the days of peace versus the days of war. There is also the
<table>
<thead>
<tr>
<th>Influence</th>
<th>Forebearance of young people—or other young people? What else in a long way gone did you encounter the brutal, thuggish, or even sadistic manner? We grew up in a culture that demanded good behavior from everyone, and before the war a young man wouldn't have dared to talk to anyone older in such a rude way. Communication on how a rebel soldier had interacted in old man, Vichar, What does this suggest about the nature of his survival against the conflicts he faced? Rather than his own will or physical ability. Freewheeling, ? Page answer? What does this suggest about the nature of his survival against the conflicts he faced? Rather than his own will or physical ability. Freewheeling, ? Page answer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice</td>
<td>From the young's (p. 33) perspective. Before the war a young man wouldn't have dared to talk to anyone older in such a rude way. Communication on how a rebel soldier had interacted in old man, Vichar, What does this suggest about the nature of his survival against the conflicts he faced? Rather than his own will or physical ability. Freewheeling, ? Page answer? What does this suggest about the nature of his survival against the conflicts he faced? Rather than his own will or physical ability. Freewheeling, ? Page answer?</td>
</tr>
<tr>
<td>Community</td>
<td>The other two were dressed in jeans, jackets, and pants, wearing baseball hats backward. The young riders were a lot of funny things on both wrists (p. 31).</td>
</tr>
<tr>
<td>Control</td>
<td>Might influence how the conflict will be resolved. Might influence how the conflict will be resolved. Might influence how the conflict will be resolved. Might influence how the conflict will be resolved.</td>
</tr>
</tbody>
</table>

**Chapter 5**

<table>
<thead>
<tr>
<th>Are there situations in the U.S. where breaking the law is reasonable behavior? • Is breaking the law ever justifiable? Why or why not? Is so when?</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens to the person? • What happens to the person? • What happens to the person? • What happens to the person? • What happens to the person? • What happens to the person? • What happens to the person? • What happens to the person? • What happens to the person? • What happens to the person?</td>
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<tr>
<td>Are there similar occurrences in the United States? Are there similar occurrences in the United States? Are there similar occurrences in the United States? Are there similar occurrences in the United States? Are there similar occurrences in the United States? Are there similar occurrences in the United States? Are there similar occurrences in the United States? Are there similar occurrences in the United States? Are there similar occurrences in the United States? Are there similar occurrences in the United States?</td>
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</tbody>
</table>
| p. 26 – Why were people afraid of groups of boys traveling together? | Boundaries

**Shrink**
Chapter 6

| What is ironic about this? | Personalities? Why do you think Beach thought it was important to share that side of his pre-war mother? p. 42. "I was a troublesome boy as well and always got into fights... Since we didn't have a..." | Growth Survival |
| Why does he remember it at that time specifically? What is special about Beach's memory of his older brother? Skipping Rods? | p. 39 |
| What happens to the Realist? What happens to the Fearsome? | Boundaries Relationships |
| What happens to people and communities when certain types of people are feared? Are fearful responses to people based on looks? Justifiable? Why or why not? Are there similar occurrences in the United States? Why? | Community Relationships |
| Why were people afraid of groups of boys traveling together? p. 37 |

Notes: Strange becomes an enemy. p. 37
"This is one of the consequences of the civil war. People stop trusting each other, and every..."

"...and now they are motherless militias once again...Kamotor where Ishmael is reminded of life in his own village and how much his brother Junger loved him and..."

This chapter is somewhat of a contrast to the violence of the war. Life continues to go on in the village of..."
<table>
<thead>
<tr>
<th>Notes</th>
<th>Vocabulary</th>
</tr>
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<tr>
<td>Indelibly p. 93</td>
<td>–</td>
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</table>

Chapter 8

<table>
<thead>
<tr>
<th>Community</th>
<th>Survival</th>
<th>Choice</th>
<th>Fear</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 48 - I was glad to see other faces and at the same time disappointed that the war had destroyed the opportunity of the very experience of meeting people. Even a twelve-year-old couldn’t be trusted anymore.</td>
<td>for example, p. 80</td>
<td>This is one of Beatty’s first deliberate decisions to try to exercise control of his future.</td>
<td>This is one of the most important decisions he makes. He faces the horrors of war and is separated from his family.</td>
</tr>
</tbody>
</table>

Create a sentence that includes the phrase “for example”:

remember from The book that are particularly descriptive of Pearl’s emotional state? (See, p. 46), “If only I had been wrapped in a blanket of sorrow. What other phrases do you recall as I was always walking for death to come to me, so I decided to go somewhere where at least there was some peace. I felt as if I was always waiting for death to come to me, so I decided to go somewhere where at least there was some peace."

Create a sentence that includes the phrase “thought about Junior, Girling, Taylor, and Kedallion. Had they been able to escape the attack?"

Create a sentence that includes the phrase “Was there an end to this madness, and was there any future for me beyond the business?"

Create a sentence that includes the phrase “Why, later, does Ismail set out on his own?"

Create a sentence that includes the phrase “Why do they bring brooms?"

Create a sentence that includes the phrase “Brooms every time."

Create a sentence that includes the phrase “I feel like I’m walking on air, and I can barely breathe."

Create a sentence that includes the phrase “After Kamran has been attacked, and the two boys have been cut off from the others in Vigilant, Skeptical, Virologist, Oblivious 44, Vigilant, Skeptical, Virologist, Oblivious 44, after Kamran has been attacked, and the two boys have been cut off from the others in Vigilant, Skeptical, Virologist, Oblivious 44, Vigilant, Skeptical, Virologist, Oblivious 44, after Kamran has been attacked, and the two boys have been cut off from the others in Vigilant, Skeptical, Virologist, Oblivious 44, Vigilant, Skeptical, Virologist, Oblivious 44, after Kamran has been attacked, and the two boys have been cut off from the others in Vigilant, Skeptical, Virologist, Oblivious 44, Vigilant, Skeptical, Virologist, Oblivious 44, after Kamran has been attacked, and the two boys have been cut off from the others in Vigilant, Skeptical, Virologist, Oblivious 44, Vigilant, Skeptical, Virologist, Oblivious 44, after Kamran has been attacked, and the two boys have been cut off from the others in Vigilant, Skeptical, Virologist, Oblivious 44, Vigilant, Skeptical, Virologist, Oblivious 44, after Kamran has been attacked, and the two boys have been cut off from the others in Vigilant, Skeptical, Virologist, Oblivious 44, Vigilant, Skeptical, Virologist, Oblivious 44, after Kamran has been attacked, and the two boys have been cut off from the others in Vigilant, Skeptical, Virologist, Oblivious 44, Vigilant, Skeptical, Virologist, Oblivious 44, after Kamran has been attacked, and the two boys have been cut off from the others in.
<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
</table>
| 55-56 | "Once again I was in a group of boys. This time there were seven of us. I knew this was going to be my self anymore. Our innocence had been replaced by fear and we had become monsters. There was nothing we could do about it. Sometimes we ran after people..."

| 56-57 | "The truth of their new existence..."

| 58 | "If you are alive there is hope for a better day and something good to happen. If there is nothing good left in the ecstasy of a person the age will die. (p. 54)."

| 59 | "My children, this country has lost its good heart. People don't trust each other anymore."

| 60 | "Controls, choices, relationships, destination, purpose, scope of growth..."

| 61 | "Community, survival, fear, violence..."

| 62 | "Philosophies give him strength..."

| 63 | "Where kinds of thoughts help Ishaem gain perspective on this situation? What ideas and..."

| 64 | "Boys from..."

| 65 | "The forest on his own for more than a month. Where does he know some of these..."

| 66 | "And who are the six boys Ishmael encounters after wandering and surviving in..."

| 67 | "Isn't much else you can do..."

| 68 | "Every time thinking myself mentally in order to avoid thinking about what I had seen or..."

| 69 | "The most difficult part of being in the forest was the loneliness..."

| 70 | "I sat down and tried to think about how I was going to get out of the forest. But that didn't go..."

| 71 | "What are the things - from the obvious to the implied and intangible - that bear is afraid of?"
Chapter 10

<table>
<thead>
<tr>
<th>Dissatisfaction</th>
<th>Vocabulary 82</th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
<td></td>
</tr>
</tbody>
</table>

Chapter 9

<table>
<thead>
<tr>
<th>Disconsolate 65</th>
<th>Gesture 62</th>
</tr>
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<tbody>
<tr>
<td>Balanced 61</td>
<td>Contorted 58</td>
</tr>
</tbody>
</table>

P. 57 – more examples of how people are afraid of them

Fear

- Make someone become a monster?
  Reflect on this comment and what has happened so far. Do you agree that fear can
  consider everyone you know about Beach up to this point. Rewrite one page in which you
  his struggles.
  From his survival in the forest to joining the new group of boys, Beach reveals significant

Note

Obliteration

Violence, Fear

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Moral of the story: the boys' fear of the ocean is misplaced. They are not actually
isolate them. They are afraid of the ocean's power, but it's not as dangerous as they
Fear

In this chapter, Beach uses the phrase "a long way gone" to refer to the length of time they have

The boys are not quick enough and once again are overwhelmed by the men of a village. This

Notes

Ebhoration 67

Vocabulary

<table>
<thead>
<tr>
<th>Vocabulary</th>
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</thead>
<tbody>
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<th>Member who could authorize his build</th>
<th>Relationship: Friendship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend, our fellow companion. He had become our family, but the man wanted a real family!</td>
<td>Community: Community</td>
</tr>
<tr>
<td>Building ceremonies in the village. We all shook our heads no. If only we were different, had our</td>
<td>Community: Community</td>
</tr>
<tr>
<td>heads been cleared in the clear. A talk, a circle, our moderator man decided. He was in charge of the</td>
<td>Community: Community</td>
</tr>
<tr>
<td></td>
<td>Community: Community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do we learn of the various backgrounds of Ishmael's companions?</th>
<th>Purpose/ Destiny</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way of preparation, testing, trial, and growth</td>
<td>Purpose/ Destiny</td>
</tr>
<tr>
<td>Telling him about our adventures, his companions, and what did exist in</td>
<td>Purpose/ Destiny</td>
</tr>
<tr>
<td>Describing the naming ceremony, Ishmael recollects his grandmother</td>
<td>Purpose/ Destiny</td>
</tr>
<tr>
<td>p. 75 Ishmael recollects his grandmother's ceremony around his naming ceremony.</td>
<td>Purpose/ Destiny</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Village where Ishmael was born, as we had no control over fate. We knew only how to survive.</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>We lived one of the mean that I decided to be my own. I knew that the choice of coming back to the</td>
<td>Control</td>
</tr>
<tr>
<td>That morning we had no idea when he helped pull out a skill, you will always know where he is</td>
<td>Control</td>
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<thead>
<tr>
<th>Family</th>
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<td>p. 71 nuances of his brother on the hammock - grandmother calls him a Hickser</td>
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<tr>
<th>P. 87</th>
<th>Survivor: Fear</th>
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<tbody>
<tr>
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</table>

| P. 70 - After a few hours and gone by, Ishmael spoke in a very deep voice, as someone were sleeping. | Survivor: Fear |

<table>
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Chapter 12

The chapter is a conductor – a conductor of events.

Reader wonder when something will happen. A literary device that almost seems continuous, it makes the reader think or say goodbye. This ability to escape from the reader's attention is almost like the rhythm of a chapter. The most important aspect of this chapter is the irony of Ishmael finding his family only to lose them once more.

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<th>Survival</th>
<th>Age</th>
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</thead>
</table>
| "When he had killed..." | Groundskeepers' village. | Larry's age.
| "And I came from World War II and played war games in the coffee joints and furnished building at my..." | the closest thing to it had been a toy gun made out of bamboo when I was seven. My playmates... | The coming of age story. |
| **This is symbolic of the official end of being a childhood — he will not get his own music tapes back until...** | **He is reestablished.** | The coming of age story. |
| "We must kill them all. We must make sure they never work this earth again." | "They have lost everything that makes them human. They do not deserve to live. That is why..." | The coming of age story. |
| **P. 108 — "I was putting on my army shorts, a soldier took my old pants and threw them into a..."** | **P. 109 — "They have lost everything that makes them human. They do not deserve to live. That is why..."** | The coming of age story. |
| **P. 109 — The rebels will kill anyone from this village because they will consider us their enemy, their..."** | **P. 107 — "The rebels will kill anyone from this village because they will consider us their enemy, their..."** | The coming of age story. |
| **P. 107 — The rebels will kill anyone from this village because they will consider us their enemy, their..."** | **P. 106 — "This is the most terrifying aspect of such a war — getting used to violence and death..."** | The coming of age story. |
| **P. 106 — "This is the most terrifying aspect of such a war — getting used to violence and death..."** | **P. 103 — "I saw the death of every dog. I thought of my own children. I am not afraid of..."** | The coming of age story. |
| **P. 103 — "I saw the death of every dog. I thought of my own children. I am not afraid of..."** | **P. 102 — "Remembers playing soccer — but distances himself from the games in the village..."** | The coming of age story. |
| **P. 102 — "Remembers playing soccer — but distances himself from the games in the village..."** | **P. 101 — "This is the most terrifying aspect of such a war — getting used to violence and death..."** | The coming of age story. |
| "Alone in the way, they're few dead bodies that make him feel want to vomit. One of the soldiers..." | "You find dressing or unusual sort reference to Shakespeare in a book such as this?..." | Leadership. |
| "He showed me the cover. Julius Caesar, have you heard of it?" | "What do..." | Leadership. |
Chapter 14

Soaked with blood, wore a T-shirt that said "All eyes on me." Someone more than five feet tall with one eye was now nearby. One boy, whose uncombed hair was now

Choices

because we needed another strategy...

We marched and killed more people. Shot everyone in sight. My gun was loaded. My head was filled with hatred. Every time I

Vocabulary

Chapter

choices

Violence

Relationships

Family

Community

Leadership

Control

Fear

Strength

Struggle

I have never been so afraid to go anywhere in my life as I was that day. Even the sound of a clock

We woke into the arms of the forest. Holding our guns as if they were the only thing that gave us

Choose

Choice

I would not even look at him. I was too afraid to form a bond. I didn't want to talk to him. I wanted

Strong

Weak

I was afraid of everyone. I was afraid of myself. I was afraid of my gun. I was afraid of my life. I was afraid of my

I have never been so afraid to go anywhere in my life as I was that day. Even the sound of a clock

Choose

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I was afraid of everyone. I was afraid of myself. I was afraid of my gun. I was afraid of my life. I was afraid of my

Vocabulary

Chapter

get gun for comfort

be dead

be dead

be dead

Chapter 15: Figures of Speech

Read the following excerpt from the text:

"If you know how to use it well, this gun is your source of power in these times. It will protect you and provide you with all you need."

Discuss the use of imagery and its impact on the reader.

---

### Table: Figures of Speech

<table>
<thead>
<tr>
<th>Figures of Speech</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphor</td>
<td>A cloud is a blanket.</td>
</tr>
<tr>
<td>Simile</td>
<td>The old man swayed like a tree in a strong wind.</td>
</tr>
<tr>
<td>Personification</td>
<td>The river laughed as it rushed past.</td>
</tr>
<tr>
<td>Hyperbole</td>
<td>I love you so much, I could eat you up.</td>
</tr>
<tr>
<td>Onomatopoeia</td>
<td>The cat meowed.</td>
</tr>
</tbody>
</table>
| Frontiers         | "But why won't you love me?" |"
These boys are rebels and soon, their ideas break out as well as hidden barriers. Emotional truths

of our standards.

What process does Ben go through in order to become "normal"? What is "normal" by his

normal boys; we were dangerous, and brazenly tried to kill

P. 135 - "I hadn't crossed their minds that a change of environment would instantly make us

started by adults for reasons unknown to the children.

shows the similarities of perspectives of the boys on each side of the war.

"The boy took off his shirt to fight thanks, and on this arm was the RFL tattoo.

so, "I'm not going to fight anymore". I went back to the forest, this hands crossed behind his back. I still didn't know what was

intelligence to fight the army is the enemy. We fought for freedom, and the army killed my

Dressed for civil war, the "We are not civil war, without bloodshed and cruelty, walking toward the boy. If anyone is a child, "I grow to hear.

Monticello - Bear again has to suffer loss of loved ones and betrayal as he goes to a better place to

became a soldier.

going on, but I was beginning to get angry. I hadn't paraded with my gun since the day that I

other direction, lowered the forest. this hands crossed behind his back. I still didn't know what was

whether to the attack I started and returned here, the forest. For example, you can't wear any clothes. You must be

P. 130 - We thought we were part of the war until the end. The squad had been our family. Now

Growth of age

Community

... and it seemed as if my heart had frozen. (P. 126).

Where are they taken, and by whom?

What happens to lambs and chickens, and a few other select boys in the town of Bayeux?

How long has he been a soldier?

As Chapter 15 begins, a dreadful, inferno-like violence, by now, finally in

What layers of meaning does it suggest?
<table>
<thead>
<tr>
<th>Chapter 15: Figures of Speech</th>
<th>Community, peer pressures, choices, growth, healing</th>
</tr>
</thead>
</table>

Running away from the war:
- Join the army and fight to form the unit, and once again we were back together. Only this time we weren't missions. The lieutenant and corporal Gaedol had escorted all my learning friends.
- Aberth, only known as a junior instructor, had been in charge of a small unit made up of boys to carry out quick orders.

Chapter 15: Figures of Speech

Continuous process:
- is found holding in the call,截至it, the world. Humanizing him and the other boys is a long

Vengeance

Vocabulary

Chapter 16

After a whole day of being traveled and contemplating about why our supporters had left us.
- P. 135 - We laughed and picked up Marjuri, raising him in the air. We needed the violence to cheer.
Chapter 27

Section 1

- What did the nurse do?
- Why does the woman want assistance to state his own name?
- What is your name, and do you want to tell me your name? The woman is surprised, since she was certain that she knew my name. You know my name, I said. (p. 135)

Section 2

Dear, (p. 135)

- What is your name? I was surprised, since I was certain that she knew my name. You know my name, I said. (p. 135)

Section 3

- Where are the words the author uses to express the boy's thoughts?
- This is what many of the boy soldiers experience as they are in the midst of war.
- Some of them wake up from nightmares, screaming and punching their pillows.

Section 4

- I would try desperately to think about my childhood, but I couldn't. The war memories had formed a barrier that I had to break in order to think about any moment in my life before the war.

Section 5

- How do I explain to the children how the dream illustrates their inner conflicts?
- I explained how the dream illustrates their inner conflicts.
### When I was a child...

Another sign of healing... and the return of childhood.

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>165</td>
<td>When I was a child, I didn't look at the sky. I was never any longer. I looked into the sky and felt as if the house I didn't look at the sky. I felt as if I loved the house. I didn't look at the sky. I looked into the sky and felt as if the house was following me.</td>
</tr>
</tbody>
</table>

---

### Explain how the dream illustrates this inner conflict.

Dream from the war (p. 165).

- Often from the war (p. 165).

In Chapter 17, 1 found myself in the first line [the] dream of [the] family since [the] family since [the] shared memory.

---

### Family

- Paragraphs 164-165, memories and dreams.

---

### Growth

- What happens when you find your fault line?

---

### Community

- What happened to those children who had been subjected to the war.
- What happened to those children who had been subjected to the war.
- What happened to those children who had been subjected to the war.

- Why does the experience of this phrase affect you?

---

### Control

- What is the principle behind this finding?

---

### Community

- What happened to those children who had been subjected to the war.
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### Growth

- What is your fault line? What is your fault line? What is your fault line?

---

### Community

- What happened to those children who had been subjected to the war.
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</tr>
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<tbody>
<tr>
<td>p. 182 – Story of the man who traveled without his heart –</td>
</tr>
</tbody>
</table>

**Friendship**

| p. 180 – says goodbye to Alijah; can’t salute him back |

**Relationships**

| p. 179 – "Why have I survived the war? Why was I the last person in my immediate family to be killed?"
| --- |
| p. 178 – "Why couldn’t I salute Alijah?"
| **Family** |
| p. 178 – He is leaving Beirut, Lebanon. He salutes his friend Alijah, who salutes him in silence. |

**Leadership**

| p. 170 – He is leaving Beirut, Lebanon. His family survives and his son and his child comforts come to Lebanon, because he moved in with his uncle and his family. He is chosen for a UN peacekeeping mission. |

**Vocabulary –**

<table>
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**Reassurance 179**

<table>
<thead>
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<th>Vocabulary –</th>
</tr>
</thead>
</table>

**Chapter 19**

<table>
<thead>
<tr>
<th>What evidence do you have that happiness for the bereaved can become more permanent?</th>
</tr>
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</table>

**Control**

| p. 167 – I believe that grief is better to come to terms with, the loss. |

**Coming of age**

| p. 167 – I feel as if there is nothing left for me to do alive. I have no family. It is just me. No one will be able to tell them about my childhood. |

**Religious**

| p. 167 – I feel as if there is nothing left for me to do alive. I have no family. It is just me. No one will be able to tell them about my childhood. |

**Family**

**Notes**

| p. 167 – I feel as if there is nothing left for me to do alive. I have no family. It is just me. No one will be able to tell them about my childhood. |

**Rebuffed 171**

| Jovial 177 |

**Skewishness**

| Rebuffed 171 |

**Vocabulary –**
Chapter 21

Note: The words echo our age-old need to be remembered.

P. 202 - I was eager to return...

Healing

Control

Chapter 20

Note: We should do this again. Laughing like this is good for the soul.

Health

Friendship

Relationships
<table>
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<tr>
<td>32</td>
<td>Does this statement still leave the book “open” and “unfinished”? • To what extent does this statement resolve the loose ends of the book, and to what extent might others have the chance if I were the hunter, I would shoot the monkey so that it would no longer have the chance from here, “These hair men so far away” from the war, only to be caught back in it. There is nowhere to go, thinking this way, I have to try to get out, it though, and if that doesn’t work, then it is back to the army. I didn’t like p. 209 – Decide to leave the country -- R calls Lana.</td>
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<td>Violence, Choices, Control</td>
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<td>Violence, Choices, Control</td>
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<td></td>
<td>ære</td>
<td></td>
<td>Family</td>
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<td></td>
<td>makes a new choice not to engage in violence</td>
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<td>Violence, Choices, Control</td>
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<td>Violence, Choices, Control</td>
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<td></td>
<td>The result would be death, since I was now a civilian! I knew that, I was getting furious, but I tried to control myself, because I knew I couldn’t afford to lose my temper.</td>
<td></td>
<td>Violence, Choices, Control</td>
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<td></td>
<td>p. 205 – Dealing with “anger” as a civilian</td>
<td></td>
<td>Violence, Choices, Control</td>
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<td></td>
<td>opportunity for tolerance, normalness, positive relationships and learning was uplifting for him. This is particularly significant – that school was a way for him to regain control over his life.</td>
<td></td>
<td>Violence, Choices, Control</td>
</tr>
<tr>
<td></td>
<td>I knew I could never forget my past, but I wanted to stop talking about it so that I would be fully</td>
<td></td>
<td>Violence, Choices, Control</td>
</tr>
</tbody>
</table>
I often look around Lamart's home in the East Village, he doesn't know or can even imagine that

I am looking at him with a storytelling manner in New York City. Everytime I look at him, he will always talk about whether it was conducive to destroy that Lamart came from a town years later, she will always talk about whether he was conducive of destroying that Lamart's influence. Emily's is born in January 1996.

However, "he said his childhood has gone by without knowing it ever since he was born. "I am not my parents, if they had been my provider and protector, and my role is to Kill or be killed."

7. The boys were walking down the trail which was covered by the militaria. In the beginning, it seems that they were involved in forest school. Freeman broke the silence by saying that he has a feeling that they will find their families or at least a clue to their whereabouts in the days ahead when the days almost exactly like he said he would.

and all then will be in my enemy body walking with you. If will be greater than I can. His words will be

As several layers of clothes on their bodies for the days they would be gone. They had no idea that this was

There are several literary devices that pop up at various times in the story. One of the most prevalent ones is

Foreshadowing

Other Literary Elements

<table>
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<td>Theme</td>
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<tr>
<td>Flashback</td>
<td>Incidental Narrator</td>
</tr>
</tbody>
</table>
It has been and that makes him smile. He doesn’t know that the war will eventually come to Freestone.

14. Their lives are ruined by their experiences, but Ishmael is convinced that nothing could get any worse than

12. A few of the survivors had left them go.

11. The sumer eyes of the rabbis, they realized they were going to the Judah of Ishmael. Ironcally, he

10. will be able to trust him.

9. One boy wears a T-shirt shown with black soaking his hair. Ishhmael says, “All eyes on me.”

8. The guns are too heavy for the little boys, aged seven and eleven, so the soldiers bring their stocks that they

7. and the last missed them.

5. Ishmael remembers his grandfather telling him about his name giving ceremony. When he would

4. the boys had invented all the neighborhoods over to a ceremony to bless their new house. He stood up during the

3. Father had invited all the neighbors over to a ceremony to bless their new house. He stood up during the

2. he remembers now as dark saying about the war is presently running from another war of

1. he keeps asking the boys about kinds of transplantations about his father and their earning habits and everything.

Another important element is irony — when something happens, or is seen, or is heard that we may know, but

IRONY

Ironically, Esther’s explanation for saying she’s not sure about performing Ishmael is based on whether she

Ironically, they needed the violence to cheer them after a whole day of boring travelling and contemplation

Shakespeare,Ironcally, even in the midst of war, there is room for classic literature.

Ishmael also looks forward to seeing the literature who might find some time to talk about

Ironcally, he dies as violently as those died.
would later real pigs were he could kill then after he changed himself into a human. One of the pigs
would live real pigs where he could kill them after he changed himself into a human. One of the pigs
would live real pigs where he could kill them after he changed himself into a human. One of the pigs
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would live real pigs where he could kill them after he changed himself into a human. One of the pigs

METAPHORS:

In metaphors from this section.

Chapter 27-28. A NARRATIVE IS A REPEATING ELEMENT IN THE NOVEL THAT HELPS DEVELOP THE THEME. IS REPEATED USE

MORAL AND THEME
Ishmael falls asleep with the memory of stories his own mother had told him as a child.

In the Embassy compound in Guinea, beside Ismael, lies a mother whispering a story to her children, and love and acceptance of Ishmael as their son and brother.

Great honor because chickens are served on special occasions. The chicken symbolizes the family's
desire for a good luck, because they eat the chicken as a sign of good fortune.

7. Then everyone else in the family hugs him, and his aunt makes him a chicken dish for supper. This is a
delicious meal.

6. Ismael hears a baby crying uncontrollably as they leave it. He knows what he's ahead of them. This
brings him family and happiness. 5. Kneeling down through his hands high as if trying to catch the sun. This symbolizes his desire for heaven.

4. When they are walking down the street, a crow suddenly just falls out of the sky. They quickly pick it up
disappears their elders. This symbolizes the break down of our community. Young people are extremely rude and disrespectful to older man, and Ishmael is supposed to respect the

3. Young people are extremely rude and disrespectful to older man, and Ishmael is supposed to respect the

2. If captured, they will be branded and recognized into the rebel forces. What’s worse, the brand will mark

1. The physical presence of people and their spirits symbolize the life of a town for Ismael.

SYMBOLISM:

Ismael will never see his family again.

Blood, this time, when the rains arrive. The house is gone as well. This is a metaphor for the truth:
covered with blood. The rain comes, and when the family goes inside, the rains in the rain to wash off the
room. Then, he goes outside and finds all of his family standing there. They don't seem to notice that he is
because people who believe in a higher power, and since each other's bodies. He recovers from his blood

in another world, where one is suddenly reunited with the dead.

To summarize, there is a different kind of thinking. This time, it begins with him and his brother, Junior, swimming

in another world, where one is suddenly reunited with the dead. The branches of the tree lose it leaves, and they are holding hands and bowing in

9. To Ismael, it is as if the forest has taken on a life of its own, but it has trapped the injured souls that

8. They continue walking now mostly at night. It feels as if they are walking with the moon. It follows them

7. One night when he is outside in a village square, he looks into the sky and sees how thick clouds keep

6. They hover like a beast, so the hunter couldn't change himself back.
From the dead, the branches of the trees look as if they are holding hands and bowing in prayer.

9. It is as if the forest has taken on a life of its own, as if it has stepped the Ignited souls that have departed
the night's pass and the shadows stare seem to be the moon weeping.

Behind the clouds and wisps for them at the end of dark forests. However, its brightness becomes dull as
they continue walking now mostly at night. If tears if they are walking with the moon, it follows them
reappears again and again to shine on all night long.

Ishmael looks into the sky and sees how the thick clouds keep trying to cover the moon, and yet the moon
is everywhere.

Bats stop singing and darkness seems to come on very fast. The moon isn't in the sky and the air is still.

Fear is everywhere.

Fear is everywhere.

Pregnant women and killing the children. He says the tears have lost everything that makes them human
mothers, making newborn babies in hell because they cry too much, and cutting open the bellies of
members, burning entire villages, obliterating with their inhabitants. Forcing some to have sex with themselves
female in front of family.

5. He then goes on to describe what the tears have been doing: cutting off heads in front of family.

She then begins to describe what the people are doing.

Two of the six friends return to the thick forest where they can see the thick smoke from all the villages that have
been set on fire. Numbing below the swirling tears.

3. The man refuses to leave in the middle of a prayer and the rebels find him, blind his hands and feet, and
betray him in death, because he refuses to tell them where the people are hiding. His body is left to rot in the
sun where the smoke is thick.

The man refuses to leave in the middle of a prayer and the rebels find him, blind his hands and feet, and
betray him in death, because he refuses to tell them where the people are hiding. His body is left to rot in the
sun where the smoke is thick.

2. Ishmael once again is living a dream. This time, it isn't something in his mind imagining, but an actual
pronunciation from his body and it is clear to Ishmael by the eyes of the baby, that all has been lost.

I, this van is followed by a continuous stream of wounded, crying people, including a woman who carries
her dead baby on her back. They claim their child has been dead as she fled from the rebels. The woman stops
and rocks her baby, in too much shock to even weep. The baby's body has so many bullet holes that they are
nevermy mind, in his imagination. He is punishing a wheeler forsoorning a dead body in it, and there are
nevermy mind, in his imagination. He is punishing a wheeler forsoorning a dead body in it, and there are
nevermy mind, in his imagination. He is punishing a wheeler forsoorning a dead body in it, and there are
nevermy mind, in his imagination. He is punishing a wheeler forsoorning a dead body in it, and there are

IMAGE:
Unwritten – Nas
Rap against the Wind – Run DMC
Now That We Found Love – Heavy D
One of the Songs Mentioned in the Book
Ghetto Gospel – Tupac feat. Evidence
John – A Song about Judgment, Youth and Ghetto Life
Viva la Vida – Coldplay – A Song about Colonialism
Everything's Gonna Be Alright – Bob Marley – One of the Songs Mentioned in the Book
I Need Love – LL Cool J – A Rap/Ballad – One of the Songs Mentioned in the Book.
Just to Get a Rep – Game Starr – Rap about Inner City Kids Engaging in Criminal Activity for the Sake of a Reputation
Every Ghetto Every City – Layin' It Down – Remembering Her Experience Growing Up
Lyrics to Songs Either Mentioned by Beach or With Thematic Connections

Song Lyrics

Statistics on Juvenile Crime
2nd Amendment Rights in the US
Post Traumatic Stress Disorder
Kate Vant Story
Challenging Ism's Credibility
Discussion Web Instructions

Articles for Discussion and Connections:

Websites

Supplements
Children of Armed Conflict – videos – narrated by Ishmael Beah (I think)


http://asschener.blogspot.com/edn
Solomon Ashen Center for the study of Ethnopolitical Conflict
Into an ethnopolitical conflict in Bengal

www.slerra-leone.org

www.childsoldiers.org
For information on the history of Sierra Leone

www.un.org
Keyword: child soldiers

More info on Child soldiers


http://www.theinterceptr/International Rescue Committee

http://www.youthjustice.org/JuvenileJustice.html

Coalition for Juvenile Justice

Websites –
Steps to Discussion Web:

1. Distribute a selected reading to the class. Be sure to select a controversial document that elicits clearly defined opposing viewpoints.
2. Ask the class to identify the main question of the text. Once consensus is reached, pose the question for quick reference.
3. Divide the class into small groups of 3 or 4 students. Provide the groups with the discussion web graphic organizer (see below).
4. Ask the groups to write down at least 3 reasons for answering "yes" to the question "Are the reasons "yes" and 3 reasons for answering "no".
5. On a simple "T-chart" record students' positive and negative views.
6. After discussing the individual reasons, encourage each student to decide on a position on the general question. Point out that this step will help to promote discussion, as students evaluate each other's reasons.
7. Have each student write his final conclusion on an index card.
8. Collect the cards and tally the reasons. Share the results with the class and tally the reasons. Collect the cards and tally the reasons. Share the results with the class.

Discussion Web:

for these decisions on a shared discussion web form.
the class makes and tallies the reasons. Share the results with
the teacher who teaches the class and tells the reasons. Share the results with.

Learn More:

**Procedure:**

- Prepare students for reading by activating prior knowledge, raising questions, and making predictions about the text.
- Prepare students for reading by activating prior knowledge, raising questions, and making predictions about the text.

- Informational and narrative texts can be adapted for most content areas.

- To provide the structure by which students engage the text and each other in thoughtful discussion, to create a framework in which students explore texts and consider different sides of an issue in discussion before drawing conclusions.

- Materials:
The end of internal peace and order, the only way...
The story was not great, either. It was a misunderstanding about how family relationships are described.

The discovery started a process whereby the story seemed to unravel.

The book that had killed by the author, but it was not good news for Bean's publishers because the book was up with what the children was some good news. The book found Bean's father in the book. He was up with what the children was some good news. He had found Bean's father in the book. Bean's father had visited St. Sebright's Loose. He knew about the book's best year, Bob Lloyd, an Australian mining engineer, visited St. Sebright's Loose.

The book is brilliantly written and thoughtfully. It captures the complex of play and terror evoked by the idea of a child soldier - play for the lost childhood, terror at an ominous reminder that a child will never be heard of there were 100 children killed. When we captured prisoners, it wasn't like real war where we were fighting for our lives in a war of our own making.

"How many people did you kill?"

"I've no idea. I really don't know. I was in it for quite some time. Each day of the war we were winning.

"What is your drink?"

"A cocktail".

The story was 13 and for the next two years, he mastered his way around the country. He had a year on the run in the bush before being handed an AK-47 by a governmental commander. He was shot a year in Stenfontaine. When he was wounded, his village was attacked by rebels. He spent about a year in Stenfontaine. When he was wounded, his village was attacked by rebels. He spent about a year in Stenfontaine. When he was wounded, his village was attacked by rebels.

Bryan Appleby

Ismail Bean

Selected articles

BryanAppleby.com
They never actually apologised to me for depriving me through that emotional thing. Instead, every

false father story.

but that is pass. A deeply depressing statement. His first point to me was the anguish caused by the

Wilson has been following him around London all week. So far he has not dealt with specific detail,

Is this the whole story? Bead never dismissed of the question he is now being asked almost daily.

as frustrating. Having no idea of a valid interpretation

make his narrative more vivid and, finally, at night's Chinatown spoke this literally, that necessarily

he met Laura Stimson, a writer and storyteller, and the woman he calls his mother, who helped him

Wilson, the man a 19-year-old New York in 1999 who was-fictionalised by the novel in which he feels and learned him with a girl for a long time. He was given innumerable exaggerations. Now was a school he was a bright child with a gift for language:

I asked Wilson, what is the whole story? He believed that in every step of the way, somehow

more progressed than they were or could have been.

Uinner is not aware of any disparities in Ishmael's story. Ishmael himself has categorically

I asked them for comment on all this. They issued a statement.

Wilson has also investigated an incident in the book — a fight between boys from rival factions at a

English public schools. He can succeed in this class, good in English not so good at maths.

results exist at all mean the school was not attacked in January. Furthermore, the results include the

Wilson was also interviewed on its behalf. He explained that he was picked

year on the New York Times cover. It's impossible since it is known for certain that he was picked

that the book's central theme is the idea that he was picked

But Wilson found more substantial reasons. For one thing, his narrative is the whole of the book's central theme is the idea that he was picked.
months in fact, when he consulted his notes, he found it was only three weeks. Something similar, he

professor in Baghdad under Saddam. He told friends I felt like those years but it was only three

weeks in a war zone - can be wildly disorienting by extreme experience. Wilson himself was held

on charges of an art theft - can be wildly disorienting by extreme experience. Wilson himself was held

for not giving source. Some leave of civil war in 1997. Bean article it made a stroke case for information, but others clarify

leaders will lose or lose hands, they just want simple lives. And, even if Wilson is right and his story is worse or exaggerated, he was without question, a witness.

Hands and spent people, I ask him how he feels about Africa as a whole.

There’s a lot of problems here. But I haven’t gotten up hope. There’s only one of the reasons I have written

these days.

Those were the days when I made sense. You know? I still love the music but it’s quite hard to

enjoy a reputation for writing that brings which he would receive at local listen cultures.

Apart from Shakespeare, this big early literary influence was the music. Even when very young, he

wrote about it.

It was very loose. I went to a Muslim school and said my prayers and then went to a Christian

school and read the Bible. You would go to weddings where there was a Muslim man and a Christian

woman.

He is extraordinary man. Plainly brilliant. And, though this schooing was our short at either 12 or 15,

I don’t worry about it. For me, my story is accurate and I preserved it accurately and I stand by it.

But he says he doesn’t want to fight the allegations as it would be like „throwing purple on the fire."

But the point is: Of course, this is my son or could be my brother, who knows?

If you round wanting a book in Sherry loose and asking „Who knows this person? Somebody is

clear possibility it that the sheer success of the book and the celebrity of its author is due more

care about his kids. Of course not.

Stella Comes do they know how many children were killed in the war? Does the government know of

idenity. They said it this thing happened they would have known about it. I think to myself –

First of all we all die, said there was an official in government who said he didn’t want to disclose this

On the incident at the UNECE council he says, „Who says to they have a new installment. This is what I

them. They went and they didn’t find anything so they took it and sometimes these just to discred

other day now – I go on the Australian web site to read it – they have a new installment. This is what I

Web site by Fandemonium.net

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Personal at 37.99

Face and a hypnotic gaze.

'Storieller? I only know what I have been told by a very different reporter and a man with a childlike

So do we have here a reformed mass killer; a man with a drug-scrambled memory or a brilliant young

believes, happened to Ishmael Beah.
Misrepresentation

Memories Against Accusations of

Ismaili Beach Defends Himsel and His

On the cover: "Nothing sacred but the truth."

Topics: Murders | West Side Rain | Black Commissions | Cono Mares | New York Mets | Monksy's Company

The New York Observer

July 29, 2009

Ismaili Beach Defends Himsel and His
I return home, with now three in Boston.

My publisher also spoke today with Austin, Kansas, former director of
appear in the Americas' reporting.
the excerpts of my book which they published. This reminded me that
Michaels was contacted by the New York Times when they first checked

man...

why they're thinking to_background the bill and house young
I do not understand when his paper's origins I do not understand

was confusing him.

while is accurate and completely factual, and I expressed in my
I told all this to Peter Wilson. I told him everything that happened.
these provides facts. Abraham was caugh in one of the earlier articles
millions have not voted because they think.
looking up to and in proportion for the major assault in 96. In fact,
spokesmen attack on the winning come-instinct between 99 and 94.
and I said, there is no problem with the colors. The colors made

But when the electro-ward confusion with the devices
man who did he pass humbly, whether was activity just a fantasy
come back to Peacock, the reality of the whole thing, it cannot be where
a Peacock from this, and the Peacock's family was other. When he
himself conformed or accurate and correct. Wilson was going to
Ethan Peacock, gook, and I told him where Peacockly-leground.

A gentleman named Wilson was here in Electing Peacock:

publisher of the Peacock, on the Peacock today.

Freedom, Benny Lake, I retired in 1997. He told this to my
Freedom, Benny Lake, I retired in 1997. He told this to my
Freedom was connected to Peacock, the Peacock, the Peacock tree, the
Freedom was connected to Peacock, the Peacock, the Peacock tree, the
Leah: Michaels, National Chairman of the Campaign for Just Winning in

Other from Shira's lecture can bear witness to the truth of my story.

Clothing down the line

and my in 1993, they attached the Peacock 1993 and 1994 before
and my in 1993, they attached the Peacock 1993 and 1994 before
down by oboes in 1994, but there were oboes in my Peacock, my Peacock.
dermation of me on oboes, the Peacock, the Peacock, the Peacock,
never saw my family again. The Peacock, presumably, is passing.
work from the oboes in my Peacock, where I was away with Peacock.

When the Peacock is Peacock, when Peacock, "any
The war is in essence gone. Began in 1994, My story's on
remembers it.

Shira Blumen

never heard of a kid. The Peacock of my school was Mr.
To have been a Peacock of the school, I attended when I was young.

Now the Peacock's reports are likely to raise questions about the
armed conflicts.

...) adoption of new international laws and standards to prevent the recruitment and use of children in children from war crimes, unlawful recruitment and sexual violence. Among those advancements is the children in armed conflict by Craig Mathiel.

Impact of conflicts on children and reviews progress made since the groundbreaking 1996 study on released today by the Special Representative, the report highlights the changing and devastating millions more suffer indirectly from militarization and diseases, according to a new United Nations report. Thousands of children are killed and wounded each year as a direct result of fighting while

armed conflict.

According to the International Commission to take concrete actions to stop abuses of children in armed conflict, children are injured, and the Deputy Executive Director of the United Nation child. Best selling author joined the Special Representative of the Secretary-General for children and armed Permanent, a child soldier during Sierra Leone's civil war and now a New York Times

Press Conference on Children and Armed Conflict

Department of Public Information • News and Media Division • New York

Press Conference

17 October 2007
Rather than speak more about challenges that remain, "I hope, come another 10 years, we won't be having another discussion again about what to implement," he said. Instead, he expressed hope that in 10 years, "we can actually celebrate successes.

Memories of a boy soldier, looked back on the years since the 1996 study by George Maciel. Processed by Dr. Beani, who turned his history as a child soldier into a book entitled a Long Way Gone: She also stressed the need for the participation of children and youth in their own future, and better access for children to basic services and more inclusive education strategies.

Johnson of UNICEF said progress had been made on legal instruments, but the reality on the ground still showed the need to use them more efficiently and to have a more rigorous response. She which accompanies the special representative’s which report released today.

While governments do not do enough to honour or enforce the international agreements and while young people recognize and greatly appreciate the support of the humanitarian community, many implementation framework of education youth experience the effects of war show that.

"We have created the framework," said, "Now it's time for"
Kate Vant, who is majoring in Geology,

exercises rocks on a hillside near her home.

A very angry kid, Kate made Kate so angry looking

She says today.

sent her home, I was a very angry kid,
safety patrol stepped in her way, and Kate

wasn't there, her home was already well established. She was young,
she was a young school suspension occurred in second
school suspension, and no doubt. Her first
mountain, what is right about their

In the second period, Kate was there, and Kate

felt you about Christmas the

kids. She felt you about Christmas the

The new friends

meat or drink, eating to read, or drink.
two hours before dinner, they went home, and they didn't mention

most people about their earliest

Words to Watch

looking at the rock formation.

A geologist expert can tell a lot about an area by

and other parts of the earth

The chimp spent hours poring through their

Sun has accreted the Earth's crust

increased

and food are needed. Their income money.

What's wrong on the

Two factors in the new restaurant's success

contributing to a result

reasons of influences that
Kathy got a job at a local fast-food restaurant.

The next day when the new students showed up, Kate looked hurt, but

Kate's suspension continued. Her guess was the principal
disliked the children who were different. She tried to imagine what those
children are like. She didn't know what to

She didn't think much about them.

When Kate was in third grade, the

principal announced that on

hearing this, Kate's smile faded. She didn't

acknowledge anyone. She was a ghost.

Kate's suspensions continued.

Kate and, of course, got into fights.

With him she chimed phrases, played soc-

Kate tended to play with the black

like that was the devil.

The difference was huge. That was the best

Kate tended to play with the black

the difference. After a long time, I realized

I kept one and introduced them. Kate then.

The teacher called them up one by one.

She got a job at a local fast-food restaurant.

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The teacher called them up one by one.
Aunt Sally headed for Arizona, where her family worked. They had moved to Maryland, but the time they moved to Arizona and her father was working as a school teacher—"I just love being at that point in my life."

To her parents, she had to explain to them the reason for the move. They were surprised and asked about her decision. Aunt Sally explained that she had decided to leave Washington DC and move to Arizona to be closer to her family. She had been saving up money to make the move and was finally able to afford it. Aunt Sally was excited about the change and couldn't wait to start her new life in Arizona. She knew she would have to work hard to make ends meet, but she was ready for the challenge.

The family had been living in Washington DC for many years, and Aunt Sally was eager to start a new life in Arizona. She knew it would be a big change, but she was ready for the adventure.
Kate went home on a train. She was tired and wanted to sleep. She got off the train at her house and walked up the stairs to her room. She lay down on her bed and closed her eyes.

The next morning, Kate woke up feeling refreshed. She got out of bed and started her day. She went to school and studied hard. After school, she went to the library to read and do her homework.

Throughout the week, Kate continued to study and work hard. She was determined to get good grades and make her parents proud. She knew that she had to work hard if she wanted to succeed in life.

Kate's parents were proud of her efforts. They encouraged her to keep working hard and not give up. Kate felt motivated and continued to study even harder.

One day, Kate received a letter from a college offering her a scholarship. She was overjoyed and knew that she could now afford to go to college. Kate was grateful for her parents' support and for her own hard work.

Kate's parents were proud of her accomplishment. They knew that she had worked hard and deserved to go to college. They were proud of her and happy for her.

Kate's family gathered around her to celebrate her achievement. They were all smiling and happy. Kate looked at her family and knew that she could do anything she put her mind to.
Kate Wanta

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continues with your daily activities. It may be hard just to get through the day. Symptoms of posttraumatic stress disorder (PTSD) can be terrifying. They may disrupt your life and make it hard to

What are the symptoms of PTSD?

Interferes with your everyday activities, work, and relationships.

Many people who develop PTSD get better at some time. But about 1 out of 3 people with PTSD may continue to have

- How much help and support you get after the event
- How much you eat and lose weight
- How strong your reactions are
- How do you react to the event
- If you or someone close to you were hurt or killed
- How severe the trauma was or how long it lasted

Many things. These include:

It isn’t clear why some people develop PTSD and others don’t. How likely you are to get PTSD depends on

Most people who go through a traumatic event have some symptoms at the beginning. Yet only some will develop

and feel helpless. Strong emotions caused by the event create changes in the brain that may last a lifetime. PTSD is a normal response to an abnormal event. PTSD never caused them to fear for their lives, see horrible things,

How does PTSD develop?

Have you had PTSD? These symptoms may disrupt your life, making it hard to continue with your daily activities.

After the event, you may feel scared, confused, or angry. If those feelings don’t go away or they get worse, you may

- Natural disasters, such as a fire, tornado, hurricane, flood, or earthquake
- Severe accidents, such as a car wreck
- Sexual or physical assault
- Terrorist attacks
- Child sexual or physical abuse
- Combat or military exposure

Anyone who has gone through a life-threatening event can develop PTSD. These events can include:

What is happening.

If you think that your life or others’ lives are in danger, you may feel afraid or feel that you have no control over

PTSD is an anxiety disorder that can occur after you have been through a traumatic event.
Feeling keyed up (also called hyperarousal):

- You may be jittery or always alert and on the lookout for danger. This is known as hyperarousal. It can cause you to:
  - Be very startled when someone surprises you.
  - Fear for your safety and always feel on guard.
  - Have trouble concentrating.
  - Have a hard time sleeping.
  - Suddenly become angry or irritable.

Feeling numb:

- The event:
  - Some people may keep very busy or avoid seeking help. This helps them from having to think or talk about the event.
  - A person who was robbed at gunpoint while ordering a hamburger drive-in may avoid fast-food restaurants.
  - A person who was in an earthquake may avoid watching television shows or movies in which there are scenes depicting earthquakes or other natural disasters.

Thinking about the event:

- You may try to avoid situations or people that trigger memories of the traumatic event. You may even avoid talking or reading about situations that remind you of the event.

Avoiding situations that remind you of the event:

- Seeing a news report of a sexual assault, which may bring back memories of assault on a woman who was.
- Seeing a car accident, which can remind a trauma survivor of his or her own accident.
- Hearing a car backfire, which can bring back memories of gunfire and war for a combat veteran.

Might include:

- This is called a flashbacks. Sometimes there is a trigger: a sound or sight that causes you to relive the event. Triggers when the event took place. You may have nightmares. You even may feel like you're going through the event again. Bad memories of the traumatic event can come back at any time. You may feel the same fear and horror you did.

Reliving the event (also called re-experiencing symptoms):

- There are four types of symptoms: reliving the event, avoidance, numbing, and feeling keyed up.

- Functioning with your work or home life, you probably have PTSD.

- They also may come and go over many years. If the symptoms last longer than 4 weeks, cause you great distress, or interfere with your work or home life, you probably have PTSD.

- PTSD symptoms usually start soon after the traumatic event, but they may not happen until months or years later.
What treatments are available?

Feelings bottled up. But treatment can help you feel better.
When you have PTSD, dealing with the past can be hard. Instead of telling others how you feel, you may keep your feelings bottled up. However, treatment can help you feel better.

What are the treatments available for PTSD?

There are several treatments available for PTSD. Cognitive-behavioral therapy (CBT) is one type of counseling. It appears to be the most effective type of counseling for PTSD. There are also different types of cognitive behavioral therapies such as cognitive therapy and exposure therapy. A similar kind of therapy called EMDR, or eye movement reprocessing and desensitization, is also used for PTSD. Medications can be effective too. A type of drug known as a selective serotonin reuptake inhibitor (SSRI), which is also used for depression, is effective for PTSD.

They also may develop fears and anxiety that don’t seem to be caused by the traumatic event. They also may develop dreams, or night terrors. They may complain of physical symptoms. For example, children may become more irritable or agitated.

Children who are in the first 6 years of elementary school (ages 6 to 9) may act out the trauma through troubled with toilet training or going to the bathroom.

Young children may become irritable if their parents are not close by, have trouble sleeping, or suddenly have nightmares.

They may also develop fears and anxiety that don’t seem to be caused by the traumatic event. They may also have nightmares, or night terrors. They may also have trouble sleeping, or suddenly have nightmares.

People with PTSD may also have other problems. These include:

What are other common problems?

- Physical symptoms
- Relationship problems including divorce and violence
- Employment problems
- Feelings of hopelessness, shame, or despair
- Drinking or drug problems

Can children have PTSD?

Children can have PTSD too. They may have the symptoms described above or other symptoms depending on how old they are. As children get older, their symptoms are more like those of adults.
run regulations such as sensible registration requirements, professional testing, instant
registration, and a three-part standard has considerable teeth, but will not foreclose restriction
of the rights. The anti-regulation clause, and do not unnecessarily compromise Second Amendment
protection for self-defense on the grounds that the right to keep and bear arms is an individual right, is
impermissible.

The Second Amendment means full and complete government, Washington's ban is
impermissible. The constitutionality of Second Amendment restrictions. If the court believes
that the second amendment's ban on all functional firearms except with a second amendment
ban on the context of a militia that is under governmental control. As a means to resist tyrannical
government - would fashion a right that can be exercised by the people - the same people mentioned in the First Amendment and the right to assemble. It is inconsistent with the themes of the
Second Amendment is in the Bill of Rights, the right of the Constitution explicitly
supports the view that the right to keep and bear arms is an individual right. After all, scholars like Laurence Tribe at Harvard University and Alan Amar at Yale University
An offspring of modern scholarship - much of it coming from liberal constitutional
functional firearmsviolates that individual right and, therefore, unconstitutional.
This case requires at a minimum, two holdings from the Supreme Court: First, the
nation cannot define its citizens and will not allow them to defend themselves.

On all functional firearms, Heller's Second Amendment challenge to the District of Columbia's
ban on all functional firearms, Heller, a Second Amendment challenge to the District of Columbia's ban
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http://www.lawfare.com/com/200803/18constitutionalright-cleveley-142241958.html
Robert A. Levy is a senior fellow in constitutional studies at the Cato Institute. This.

...action first appeared in The Boston Globe.

...right. Manning handguns outright is unconstitutional.

...Second Amendment to the Constitution was intended to safeguard that

dangerous community who want to protect themselves in their own homes when

At root, the Heller case is simple. It's about self-defense. Individuals living in a

Amendment from the Constitution. A right that cannot be enforced is no right at all.

Amendment that would survive strict scrutiny. That would, in effect, excuse the Second

Justification that would survive strict scrutiny. That would, in effect, excuse the Second

whether the Government has offered any justification whatsoever, much less a

Whatever justification just about any regulation that a legislature can dream up - no matter

is determined by the court to pass muster, it will mean that the Supreme Court intends

If the district's outright ban on all handguns, in all homes, at all times, for all purposes,

of life-and-death significance - is no exception.

are certainly fundamental, and the right to keep and bear arms - occasionally a matter

rooted in the nation's history and traditions. "Express provisions in the Bill of Rights

rights - defined as those rights "implicit in the concept of ordered liberty" or "deeply

The court rigorously scrutinizes all regulations that infringe on personal, "fundamental"

controversy by children, mental incompetents, and violent felons.

background checks, bans on massively destructive weapons, and prohibitions on gun
obligation to retreat, it was possible, before they shoot,

deadly force in their homes, vehicles and workplaces. And no longer do they have an
deadly force in their homes, vehicles and workplaces. And no longer do they have an
Even in Texas, some prosecutors are wary of the new law. It expands Texans' rights to use

I'm gonna shoot!

over us bring hurt. It's a no-brainer for me." 

And if I had to do it over again, I would.," he added. "I mean, that's the safety of my family

and it, he did the right thing.

Barnes is "positive" that he did the right thing.

civil lawsuits.

But the "Castle Law" gives Barnes added protection from criminal prosecution and even

Even before the new law, the certainly could have been justified in using deadly force.
The burglary, Barnes shot dead had a lengthy criminal record, and Barnes had a permit for his

The burglary, Barnes shot dead had a lengthy criminal record, and Barnes had a permit for his

As I fired, I was shooting to kill," Barnes said. "Yes."

third time I heard," he said. I

"When I came around the corner. I saw the silhouette in my window, I pointed my weapon at

"When I came around the corner. I saw the silhouette in my window, I pointed my weapon at

"I heard a crashing through my window. In my bedroom, and I got my gun. Said Barnes,

I heard a crashing through my window. In my bedroom, and I got my gun. Said Barnes,

heard a commotion and grabbed his clock handgun.

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Middle of the night. His wife, baby daughter and 6-year-old son were asleep when Barnes

Middle of the night. His wife, baby daughter and 6-year-old son were asleep when Barnes

In December, Damon Barnes confronted a burglar breaking into his Houston home in the

In December, Damon Barnes confronted a burglar breaking into his Houston home in the

Burglars for all time.

Watch a report on the law Saturday, Feb. 23, on "World News," Check Your Local

Castle, "gives Texans unprecedented legal authority to use deadly force.

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Honored tradition. But a new state law, based on the old idea that a man's home is his

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home, in the Lone Star State, where the six-gun law as dominated the frontier, shooting bad guys is a home-

other side of the tracks, some Texans are shooting first and asking questions later.

other side of the tracks, some Texans are shooting first and asking questions later.

From a quiet sheet in an upscale neighborhood outside Houston to a junk-strewn yard on the

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In Texas, more than ever before, burglars and thieves are on notice.

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Feb. 21, 2008

By Chris Bury and Howard L. Rosenberg

Castle Doctrine Gives Texans Unprecedented Authority to Take Action Against Intruders

A Man's Home Is His Castle, and He Can Defend It
shooting them both.
next sounds heard on the 911 tape are Horn ordering the two men to stop & then
Horn says he came out his front door, down his porch and confronted the two burglars. The

Self-defense?

"Don't go outside," the dispatcher warned.

"Well, here it goes, buddy, you hear the shots go clickin', and I'm going," he said.

"Damn all, sir," said Horn, who then dead the dispatcher.

"It's all right," said the dispatcher. "Properties, no worth killin' someone over. OK?"

"I'm gonna kill him," Horn said.

began yelling with cash and jewelry.

Moments later, Horn saw two burglars leave his neighbor's house, one of them carrying a

"I know it."

The laws have been changed in this country, since September the first, and you know it and I
the new Texas law.

Then Horn sounded another by the moment cited the new Texas law.

"An officer is coming out there. I don't want you to go outside that house."

Despite the dispatcher's protests, Horn said, "I'm gonna shoot him. I'm gonna shoot him.

"This OK."

I'm not gonna let them get away with it," he said. "I can't take a chance getting killed over

Horn was clearly upset by the dispatcher's response.

"Over, OK?"

Nope. Don't do that," the dispatcher replied. "Ain't no property worth shootin' somebody

"We got a shotgun, you want me to stop him?" Horn asked the dispatcher.

daylight at the house next door.

subdivision in Pasadena, Texas. Last November, he called 911 to report a burglary in broad

Consider the case of Joe Horn, a 61-year-old computer technician who lives in an affluent

Precious."

"Huge, said Warren Dersham, the Harris County Assistant District Attorney. "Frankly, life is

There's too many imponderables in this law, whereas the previous law was working just
On that 911 call, the dispatcher asked Horn directly about the owners of the house that was being burglarized, and whether he knew them.

"You cannot take another person's life in defense of their property unless you somehow gain permission by the other person to protect their property," said Dispatcher.

The critical legal question may hinge on whether Horn acted in a reasonable way to defend his neighbor's property.

"The Castle Doctrine, as applied to California, indicates that the 911 dispatcher urged Horn to stay inside, but said, "Joe was afraid for his life," said Dispatcher. "But, the law holds that the dispatcher did not have the authority to order Horn to stay inside.

A Houston grand jury will now hear the case. Horn turned down an ABC News request for an interview, but his attorney Tom Lamberti insists Horn was entirely justified.

A Houston grand jury will now hear the case. Horn turned down an ABC News request for an interview, but his attorney Tom Lamberti insists Horn was entirely justified.

"Since at the same angle, but both suspects were hit in the back," said Pasadena Police Captain A.H. "Bud." Cobert.

"Move, you're dead," he said, and fired his shotgun three times.

"Not at the same angle, both suspects were hit in the back," said Pasadena Police Captain A.H. "Bud." Cobert.

"Both suspects were shot in the back," said Pasadena Police Captain A.H. "Bud." Cobert.

"Move, you're dead," he said, and fired his shotgun three times.
whether a man's casle also includes his neighbors home.

So in Texas, the old tradition of shooting bad guys carries on. The big question now is

"If you're lucky, you'll get arrested and sent to jail," he said.

"Death," Baron said that in Texas, the occupational hazard of burglarizing someone's home is

message to criminals.

"Justified, but he does believe the case Doctrine has already delivered a crystal clear

Justified," he said. Believe the Case Doctrine has already delivered a crystal clear

Baron Baron, who killed a burglar in his own home, isn't sure whether Joe Horn was

said DiPietro.

"In most situations, calling 911 is the best remedy, not calling out for your 9-millimeter."

for one another. He was there and that he was watching out. Every neighbor in the state of Texas watches out

"There's no question about it," he said. "They'd tell you today that they are very happy that
Even if you don’t own a gun, your children are at risk outside the home because of the prevalence of guns. Talk with them about guns; tell them to keep away, and most important of all: ASK THE PARENTS OF GUNS. Talk with them about guns; tell them to keep away, and most important of all: ASK THE PARENTS OF GUNS. Talk with them about guns; tell them to keep away, and most important of all: ASK THE PARENTS OF GUNS.

Even if you don’t own a gun, your children do not have access to keys. Lock guns and ammunition in different locations; make sure children do not have access to keys. Even if you don’t own a gun, your children do not have access to keys. Lock guns and ammunition in different locations; make sure children do not have access to keys. Even if you don’t own a gun, your children do not have access to keys. Lock guns and ammunition in different locations; make sure children do not have access to keys.

The American Academy of Pediatrics and the Center to Prevent Handgun Violence provide good educational materials for pediatrics and parents. The Center’s free educational materials for pediatrics and parents. The Center’s free educational materials for pediatrics and parents. The Center’s free educational materials for pediatrics and parents. The Center’s free educational materials for pediatrics and parents. The Center’s free educational materials for pediatrics and parents.

Caryn asbullet! Again, when the groups left, the majority of kids played with guns even trying to use objects. Again, when the groups left, the majority of kids played with guns even trying to use objects. Again, when the groups left, the majority of kids played with guns even trying to use objects. Again, when the groups left, the majority of kids played with guns even trying to use objects. Again, when the groups left, the majority of kids played with guns even trying to use objects.

And the kids? Two major experiments done at a child care center showed me, in the first study associated with an increased risk of suicide.

You say you want a gun? Is there a family member of friend there is a history of mental illness? The statistics are against you. A gun at home is much more likely to kill a family member or friend than a handyman is. And the purchase of a handgun is.

Unintentional firearm injuries peak at home between 4 and 5 pm. Lack adult supervision especially after school until the parents get home from work. No surprise: children live in homes with guns (and 50% of gun owners have semi-automatic weapons.) Many children have been shot or killed in their own homes. Many children have been shot or killed in their own homes. Many children have been shot or killed in their own homes. Many children have been shot or killed in their own homes.

Even worse: people with firearms training like military service are more, not less, likely to keep guns locked up. Even worse: people with firearms training like military service are more, not less, likely to keep guns locked up. Even worse: people with firearms training like military service are more, not less, likely to keep guns locked up. Even worse: people with firearms training like military service are more, not less, likely to keep guns locked up.

Why do I advocate handgun-free homes? Scientific data about parents and children have absolutely convinced me. The majority of gun-owning parents store their firearms loaded and unlocked, many not even locked, many not even loaded, many not even stored, all guns were stored unsecured. 93% of pediatricians surveyed support restriction of handgun possession. Smart move: handguns.Handguns do not belong in homes where children live and grow up.

93% of pediatricians surveyed support restriction of handgun possession. Smart move: handguns. Handguns do not belong in homes where children live and grow up.

How do I keep children safe? I know, the answer to preventing children using or being shot by guns is to keep children and guns apart. People using guns kill and maim other people more often, more quickly, and more efficiently than people with guns kill and maim other people. These opposition gun control say, “guns don’t kill people, people do.” But other countries in the world have more firearms per capita in civilian hands than any other country in this world. And an American dad. The US has more firearms per capita in civilian hands than any other country in the world. And an American dad. The US has more firearms per capita in civilian hands than any other country in the world. And an American dad. The US has more firearms per capita in civilian hands than any other country in the world.

Handguns are not healthy for children or other living things.

The US compared to Japan. In Australia, 3% in the UK, 0% in Japan, and 128 in Canada. In Australia, 3% in the UK, 0% in Japan, and 128 in Canada. In Australia, 3% in the UK, 0% in Japan, and 128 in Canada. In Australia, 3% in the UK, 0% in Japan, and 128 in Canada. In Australia, 3% in the UK, 0% in Japan, and 128 in Canada.

Guns and violence -- an American dad. The US has more firearms per capita in civilian hands than any other country in the world. And an American dad. The US has more firearms per capita in civilian hands than any other country in the world. And an American dad. The US has more firearms per capita in civilian hands than any other country in the world. And an American dad. The US has more firearms per capita in civilian hands than any other country in the world. And an American dad. The US has more firearms per capita in civilian hands than any other country in the world.

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When I first heard the news of a six-year-old shooting and killing a classmate, I wondered how on earth it could happen. The only way I knew how to FIERE a gun was that there is nothing in this home that my 4-year-old could ever get a hold of. I knew how to FIERE a gun was that there is nothing in this home that my 4-year-old could ever get a hold of. I knew how to FIERE a gun was that there is nothing in this home that my 4-year-old could ever get a hold of. I knew how to FIERE a gun was that there is nothing in this home that my 4-year-old could ever get a hold of. I knew how to FIERE a gun was that there is nothing in this home that my 4-year-old could ever get a hold of.

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We must combat BOTH GUNS AND VIOLENCE to protect our children -- it's not either/or.

Teach your children about the dangers of violence and anger as well as guns. Use every opportunity you can think of to solve that argument.

"Can you think of a better way to solve the argument?"

"How would you feel if that happened to you?"

Teach your children that you have a VIOLENCE-FREE HOME.

"Wild West, Point out that you have a VIOLENCE-FREE HOME."

Tell children who come to visit that they have to check guns at the door like the cowboys used to do in the West. Don't allow other children to bring guns into your house. Tell violent behavior against adults. Limit TV and forbid violent programs.

Violence does not belong in homes. Do not teach your children violent or let them observe.

My research published in the American Journal of Public Health showed that the number of guns involved in childhood cases. One 4-year-old child in a community increased the number of gun accidents. Involving children also rises.

We have a public health epidemic on our hands. In a home where a child has polo, with over 38,000 firearm deaths a year and nearly 65,000 injuries, very carefully about whether your children should play in a home with guns. You would not let your child play in a home with bugs. If so, urge them to unload and lock and think about their friends' children. If they keep a gun at home, it so, urge them to unload and lock and think...
School of Public Health study.

The U.S. has the highest rate of gun ownership and gun homicide in the developed world, per a 1999 Harvard

Gun Control in the World

Impeke individual rights.

Conservative scholars hold an individual rights position that the Second Amendment also grants an individual's right to own guns as personal, private property, and that many restrictions on buying and carrying guns unconstitutionally

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only protects the collective right of the states to maintain armed militias. This is regarded as the liberal stance.

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Collective Rights vs. Individual Rights

The Second Amendment does not guarantee the right of every person to own a firearm.

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Gun Rights & the Second Amendment

on Congress to pass gun control laws and restrictions.

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from loose regulations in many southern, western and rural states to restrictive laws in the largest cities. Under the Clinton administration, states have regulated laws governing individual ownership and use of guns. State gun laws vary widely

Historically, states have regulated laws governing individual ownership and use of guns. State gun laws vary widely

About 60 million Americans, representing half of U.S. homes, own more than 223 million guns. And yet, 60% of

By Deborah White, About.com

Laws for Individuails

Pros & Cons of Gun Ownership & Use

US Liberal Politics

About.com

On June 26, 2008, the Supreme Court ruled 5-4 to overturn the restrictive gun laws of Washington, D.C., as departing from both sides. The Supreme Court agreed to hear this landmark gun rights case. On March 18, 2009, the Court heard oral arguments. Both litigants and defendants appealed to the Supreme Court, which agreed on December 20, 2007, the U.S.

**Supreme Court Review of District of Columbia vs. Heller**

The Brady Campaign to Prevent Handgun Violence called the ruling a "judicial activism at its worst.

"The NRA called the ruling a "significant victory for individual rights."

"This case is not about whether the government is absolutely barred from regulating the use and ownership of pistols."

"To summarize, we conclude that the Second Amendment protects an individual right to keep and bear arms... That is..."

**Majority:**

On March 9, 2007, the federal appeals court voted 2 to 1 to strike down the dismissal of the Heller suit. Write the dismissal to the U.S. Court of Appeals for D.C.

The six justices, led by Dick Heller, a federal judicial officer who wanted to keep a gun at home, appealed the federal district court's dismissal of the lawsuit.

The federal district court dismissed the lawsuit, undeclared or disassembled, and with the magazines locked (read more about D.C. gun laws).

The D.C. law also specified that shots and rinses must be kept except for police officers and certain others. The D.C. law also specified that shotguns and rifles must be kept in response to a particularly high crime and gun violence rate. The D.C. law outlawed ownership of handguns.

The most restrictive in the U.S.

In 2003, six Washington D.C. residents filed a lawsuit with the U.S. District Court for the District of Columbia challenging the constitutionality of Washington D.C.'s Firearm Control Regulations Act of 1975, considered among the most restrictive in the U.S.

All that changed with the historic Supreme Court decision on June 26, 2008.

**District of Columbia vs. Heller (2008)**

These courts have concluded that the Second Amendment does not extend to individual ownership of guns.

"See specific facts and conclusions at page two of this article."
Links in this article:

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For more info from 1791 to 1999, see A Brief History of Firearms Regulation in America, by Robert Longley.

Database of the mass shootings at Virginia Tech University.

2007 - the National Instant Criminal Background Check System, Congress closes loopholes in the national

2003 - Ban Ammunition purchase gun dealers and manufacturers from certain lawsuits.

2003 - President Bush signs the bill into law.

1999 - Violent Crime Control Act bans the sale of new assault weapons for ten years. The act was sponsored

1999 - Brady Handgun Violence Act requires gun dealers to run background checks on purchasers.

1999 - National Firearms Act imposes a tax on the sale of machine guns and short-barrel firearms, in reaction

The following are the federal laws enacted to control/limit guns held by individuals:

- 1968 - Firearms Owners' Protection Act; some gun restrictions, reflecting the growing influence of the
- 1972 - Tax on Acquisition of Firearm and Ammunition was created to oversee federal regulation of guns.
- 1975 - Gun Control Act expanded licensing and record-keeping, banned rifles and the mentally ill from buying
- 1986 - Gun Control Act required licensing of gun dealers.
- 1989 - Federal Firearms Act required licensing of gun dealers.
- 1994 - National Firearm Act tightened controls on the sale of machine guns and short-barrel firearms, in reaction

The following are the federal laws enacted to control/limit guns held by individuals:

- 1985 - gun control laws are increased since 1968 passage of the Gun Control Act, enacted after the

Background
As a whole, the U.S. national rate (13.2 per 100,000) is nearly three times that of American Indian youth, ages 15-24 (4.7 per 100,000). However, rates among American Indian youth are reported to be among the highest in the nation and still rise at federal and tribal levels.

The U.S. Constitution does not protect American Indian youth from double jeopardy, they can be tried for the same offense in tribal and state or federal court. The Constitution does not protect American Indian youth from being tried in the juvenile justice system.

More than 60% of incarcerated young offenders under federal jurisdiction were incarcerated in the juvenile justice system.

Proprietorially, American Indian youth have the highest rate of over-population of American Indian youth in custody and 3% of juvenile justice officers in custody.

Absurdly, American Indian youth account for 2% of the total population.

The Facts on American Indian Youth and Deinstitutionalization:

Youth:

The Coalition for Juvenile Justice (CJJ) Position on the Treatment of American Indian Youth

American Indian Youth and the Juvenile Court System

Mueller, Elizabeth Reynolds and Kevin Stiles, "Youth: The Facts on American Indian Youth and Deinstitutionalization: Youth, the Coalition for Juvenile Justice (CJJ) Position on the Treatment of American Indian Youth, American Indian Youth and the Juvenile Court System."
Tribal Councils to reduce jurisdictional barriers.

While recognizing American Indian sovereignty, policy makers must work with
incarceration for American Indian youth offenders.

Policy makers must support and implement community-based alternatives to
American Indian youth in the juvenile court system. Draw upon the strengths of tribal culture.

Policy makers must ensure that counseling and treatment programs for American

CJ recommendations:
make up nearly two-thirds of the young offenders behind bars.

Although minorities make up one-third of the nation's youth population, they
make up nearly two-thirds of the young offenders behind bars.

According to the American Indian And Alaska Native Justice Center,
American Indian youth are overrepresented in the criminal justice system.

Nearly 60% of young offenders sentenced to adult state prisons are African
American, although African American youth comprise only 15% of the youth
population.

What explains the overrepresentation of African American youth in the juvenile
criminal justice system? Research suggests that several factors contribute to this
phenomenon:

- African American youth are more likely to be arrested for serious offenses,
  such as murder and rape.
- African American youth are more likely to be arrested for drug offenses,
  such as drug possession and sale.
- African American youth are more likely to be arrested for violent offenses,
  such as assault and robbery.

The overrepresentation of African American youth in the juvenile
criminal justice system is a complex issue and requires a multi-faceted approach
for addressing.

The Facts on African American Youth and Delinquency:

- African American youth are overrepresented in the juvenile
criminal justice system.
- African American youth are overrepresented in the adult criminal justice system.
- African American youth are overrepresented in the death row population.
- African American youth are overrepresented in the prison population.
- African American youth are overrepresented in the parole population.

Prevention efforts that target the root causes of juvenile delinquency and remove
economical and social barriers are critical.

 policy makers, criminal justice officials, and community leaders.
- All children deserve to be treated fairly, regardless of race or ethnicity.

The Coalition for Juvenile Justice (CJJ) positions itself on the treatment of African
American youth and the juvenile court system.
Building Blocks for Young, Diverse Latinx Communities: Promoting Equity and Inclusion in the Latino Youth System. New York, NY.


- Whose voices are heard to address the needs of Latino youth?
- Are the standards of the juvenile court system set to meet the needs of Latino youth?
- How are Latino youth perceived in the justice system?
- What is the exact number of Latino youth in the juvenile court system?
- What are the risks faced by Latino youth?
- What is the rate of incarceration among Latino youth?
- How are Latino youth represented in the community?
- What are the facts that support the need for action?
- What is the Latino Youth Poverty Act?

Launched Youth in the Justice System:

- Citizens face the same hardships.
- Risk of hunger: 47% of families with children under 18.
- Experience overcrowded housing: 47% of families with children under 18.
- Poverty: One-third of families with children under 18.
- Unemployment: 2 in 5 Latino youth.
- In the United States, more than 1.4 million Latino youth live in poverty.
- Lack of representation in the community's largest population group.

Central Facts:

- Overrepresentation of Latino youth in the justice system.
- Policy makers: Policy officials, elected officials, and community leaders.
- All children deserve to be heard fairly, regardless of race or ethnicity.

Commitment to Latino Youth:

- Latino Youth and the Juvenile Court System
Develop community programs that address family violence and substance abuse.

Conduct services and initiatives that address the needs of Latino youth and families.

New U.S. arrivals who are learning English must be helped to become active in building self-esteem and emotional balance.

Developing comprehensive health care services that meet the needs of the community.

Interactions with the education system for Latino youth and their families.

Groups with unique culture, needs, and strengths.

LGBTQ children must be recognized as a population with distinct needs.

Recommendations:

1. Develop a comprehensive plan for continuing the services.

2. Implement the Immigrant and Naturalization Service (INS) to assist with cultural awareness.

3. Implement a mentoring program to foster home within the community.

4. Implement the Criminal Justice System and its role in the community.

5. Implement a program to assist with child welfare.

The prevalence of Latino youth in the general U.S. population is significantly higher than the national average. However, Latino children are at higher risk for abuse and neglect.

On average, Latino adolescents were confirmed to be victims of abuse or neglect.

The prevalence of Latino youth in adult sexual positions was lower than the national average.
The Facts on Girls and the Juvenile Court System

The most work together to remove gender injustices from the juvenile court system:

- Policy makers, police officials, judges of the court and correctional providers
- All children deserve to be treated fairly, regardless of gender.

Coalition for Juvenile Justice (CJJ) Position on the Treatment of Girls:
Make me recall my days in New Jerusalem
I've been everywhere. Every city and suburb is place
I wish those days never dirt stop
You know, the big man used to amp up the party
And everybody used to do the warp
Jack, Jack, Jack ya body of state
Sentiments and 69 attacked kids from our
Self-Deception record drops
Hillside brings beer with the cops
And car thieves got away through Invention
The unbreakable P.S.P where all them
Fireworks at Martin Stadium
July 4th races off of parker
A bag of dounts, twenty cents and a

Thinking back, thinking back, thinking back
Looking back, got
You know it's hot, don't forget what you've
Looking back, looking back, looking back
Looking back, got
You know it's hot, don't forget what you've

Every Ghetto Every City Lyric - Layin HILL
Just to get a rep

Ten brothers in a circle

And this is how the story goes

Stick up kids is out to tax (x2)

Chains, respect, just to get a rep

And back around the way, he'll have the

Receivers

They'll be long gone before the kid

brother

Just thinking of a way and when to get the

It looks big but they ain't saying

That the next man's wearing

They got their eye on the gold chain

He's at a party with his man

and while we're blaming society

From the stick-up game

So he thinks he got a little game

Mad brothers know his name

He might be loose in the park or lurking at

It's a daily operation

money

but he's sticking you and taking all of your

and some might say that he's a dummy

gateway car

He could pop you in and get without a

No matter is you or your brother's a star

or wit a crew

Cause they could maybe bust you for self

Wanna do a dance or two

just might

and at the sight of a 4-5th, I guess you

Cause in the night, you'll feel right

but the thing they know best is where the

Rep's

brothers are amused by others brother's

And this is how the story goes
 reps

Some brothers gotta go out, just to get a
been upset

Ya know the rest so don't front the plan has
that it

His time ran out his number came up and
Too late Shorty was caught in the mix
He pulls up in a jeep with tinted window

Cuz the kid that got shot didn't perish so

scheming the kind of act

and shortys now peeling others that are

but as we know these things do come back

some crazy gear

His posses a nightmare macking jewls and

Hes near the peak of his crazy career

gangster figure

Rolling with troops of the sons like a

for his trigger finger

The rep goes bigger and now hes known
I need love
and the warmth that is created by a girl and a boy
but the other half needs affection and joy
one part of me deserves to be this way till I'm old
inside my soul because my soul is cold

a desire for true love is lingering around
although I often reminisce I can't believe that I found
whispering I love you and I'll always be here
saying more kissing you on the ear
holding in my laughter as I say that I love you
playing make-believe pretending that I'm true

I can feel it inside, I can't explain how it feels
as I said to myself, look what you've done to her

Then the thought occurred, tears dropped made my eyes

saying no means that I had played with many hearts, and I'm not
there I was dreaming about the games

for the first time in my life, I see I need love
telling me I need a girl who's sweet as a dove
and in the back of my mind I hear my conscience call

I gotta find a girl to make my life complete
romance, shear delight, how sweet

When I'm alone in my room sometimes I stare at the

| cool 1 |
I need love
I need love

when I finally find you watch our love unwind
I'll search the whole world for that special girl
I gotta struggle and fight to keep my dream alive
I can't sit and wait for my princess to arrive
I'm not gonna leave it in destiny's hands
If I find you girl I swear it's a good man
If we meet face to face and you tell me you're mine
Of your hand and understand I'll be frozen in time
My body shakes till lover from the slightest touch
Protect you, you're my lady and you mean so much
to always be considerate and do all I can
It's taken me love and how to be a real man
this whole experience has been such a revelation
Friendship, trust honor respect admiration
change you are never changed I'm no longer

I love you
I'll be waiting
and if you wanna give it to me girl make yourself seen
and I come to realize that I need true love
Fantasies they go through my mind
When I be sitting in my room all alone, staring at the girl, listen to me

I love you
I swear to you this is something that I'll never forget
Clean and unsold yet sweaty and wet
maybe this is an experience that we and you can
It's like a dream land, I can't lie I never been there
You're soft as pillow and I'm so hand as steel
Our bodies explode in ecstasy unshaped
We're in love when we live we become paralyzed
I watch the sunsets in your eyes
I love you more than a man who's 10 feet tall
I need your ruby red lips sweet face and all
I need your body like it's been forever
Can't you hear it in my voice, I need love back
If you're not standing next to me you're on the phone

I wanna kiss you hold you never sold you just love
Everythin's gonna be alright – Bob Marley
Oh, who would ever want to be King?
Just a puppet on a lonely string
For my head on a silver plate
Revolutionaries wait
People couldn’t believe what I’d become
Shattered windows and the sound of drums
Blew down the doors to let me in
It was the wicked and wild wind
That was when I ruled the world

Once you know there was never, never an
honest word
I know Saint Peter won’t call my name
For some reason I can’t explain
My missionaries in a foreign field
Be my mirror, my sword and shield
Roman cavalry choirs are singing
I hear Jerusalem bells are ringing

Viva la vida Cold Play
We are the youth gone wild
The villains on the wall
We're the ones and one for all
We stand and we won't fall
We are the youth gone wild
We work an endless mile
We spend our lives on trial
They call us problem child

We are the youth gone wild
The villains on the wall
We're the ones and one for all
We stand and we won't fall
We are the youth gone wild
We work an endless mile
We spend our lives on trial
They call us problem child

I look and see it's not only me
I see the Park Avenue kids to Skid Row
I tell ya Park Avenue kids to Skid Row
I tell ya Park Avenue kids to Skid Row

Getcha a 3-piece suit, street smile, and som'you'll look just like me
Boss scatman, in my ear about who I'm supposed to be

So many others have stood where I stand
Never played by the rules, I never really cared
Another misty kid, another burned-out town
Since I was born they couldn't hold me down

BY: Skid Row

Youth Gone Wild
before we find world peace
Because I choose to put a bullet and drink a beer with my homes
But that I lose my
When I write my name, I go blind, and let the Lord do his thing
I feel his hand on my brain
Never forget, that God hasn't finished with me yet
If I upset you, don't stress
I bet this brother be a better one
And when it's said and done
I make mistakes, I learn from everyone
I set goals, take control, drink out my own bottles
I refuse to be a role model
Wonder if they take it all back while I still keep the courage
even now I get discouraged
We jump into another form of slavery
I don't trip and let it face me, from outta the lying pan
Guess she's given birth to a baby
And over there there's a lady, catch got her crazy
Living out a bag, built she's blind for the little things she has
Tell me do you see that old lady ain't it sad

[Space]

Chorus - Eton John

My ghetto gospel
I hope we see the light before it's ruined
I ain't no black or white, I am a human
If you look your time to hear me, maybe you can learn to cheer me
There's no need for you to tear me
But when you wipe your eyes, see it clearly
Don't let me get teary, the world looks clear
and you all command me like Malcolm X and Bobby Hutton, died for nothing
cause they say they'll push the button
And for me it's reversed, we let them a world that's cursed, and it hurts
eyou know my words is strong, in the youth cause the truth looks strange
and nowadays things change
They tasted, it was stress that they under
I stop, and stare at the younger, my heart goes to em
I still and recluse, thinking of bliss of the good days
If I could recollect before my hood days

[Space]

and peace to this young warrior without the sound of guns
And the red sun sinks at last into the hills of gold
I welcome with my hands
Those who wish to follow me (my ghetto gospel)

Chorus - Eton John

Hit them with a little ghetto gospel

[Space]

(Chorus - Eton John)"

"Ghetto Gospel"
To pay the price of being hell bound...
Lord can you hear me speak!!!
[Space]

Chorus: - Elton John

My ghetto gospel
We gotta find peace and end the war on the streets
Put your head on my chest (now that we've)

You can lay down on the lover

Buddha in the bless

Please, I need it

Now (stress: it) stretch it

You're so cute you drop the bomb on me

When you drop me kisses

Your figure's are calling me

احمدي، حمدي، حمدي

So we can fly around the world

Spread your wings

Laddy love of my baby girl

(now) Lover my laddy

Each baby, that's it

So fly down and relax

Please! I could cop a quick rec

Since for a sec

(Now) So why don't you just stretch

Here

Now let me take time to see your mind and your body

We can watch it with

But not like this

[Now: Mary had a little lamb]

and I school her

When she wanted to learn so we did school

She wanted to groove so I grooved her

Move her like a numerator

This is the reason

Cause I'm happier

So hand over your love

Once you hedge

You don't figure

(Now) I die the way you wish

[Now: (with it) come on Heavens, come on Heavens]

Now that we found love what are we gonna do

(Now that we found love what are we gonna do now)

Yeah [yeah-yeah]
I don't know where we gonna go
(Now that we found love, c'mon, c'mon)
(Now that we found love, c'mon, c'mon)
You don't stop, keep it on
(Now that we found love, c'mon, c'mon)
Someday I'll tell me, with it (with it)
(Now that we found love, c'mon, c'mon)

You got to keep it on and on and on
(What are we, what are we gonna do)
When you don't quit
And you don't stop
Do it like this
You got to keep it on to the dip dip
And you don't quit
And you don't stop
I said I love you to death
the whole New York City
(What are we, what are we gonna do)
Dancing, twirling, Queens, Manhattan
You hear what I'm saying
My fingers was dancing
(Now) All up in money

I don't know where we gonna go
(Now that we found love, c'mon, c'mon)
(Now that we found love, c'mon, c'mon)
You don't stop, keep it on
(Now that we found love, c'mon, c'mon)
Someday I'll tell me, with it (with it)
(Now that we found love, c'mon, c'mon)

(Now) Uh, here we go
Yeah [keep it mind, like this]
(Now) Uh, keep it funky
(Now) Uh, where we go
Yeah [keep it mind, like this]
(Now) Uh, keep it funky
(Now) Uh, where we go
Yeah [keep it mind, like this]
(Now) Uh, keep it funky
(Now) Uh, where we go
Yeah [keep it mind, like this]
(Now) Uh, keep it funky
(Now) Uh, where we go
Yeah [keep it mind, like this]
Can’t live that way
We’ve been conditioned to not make mistakes, but I

Open up the dirty window

Open up the dirty window

Let the rain on your skin

Feel the rain on your skin

Release your inhibitions

So close you can almost taste it

Reaching for something in the distance

Find

Find

Let the sun illuminate the words that you could not

Open up the dirty window

Open up the dirty window

Let the blank page before you

Blank page before you

The text is still unwritten

Today is where your book begins

Live your life with arms wide open

Drench yourself in words unsung

Can speak the words on your lips

No one else, no one else

Only you can let it in

No one else can feel it for you

Feel the rain on your skin

Release your inhibitions

So close you can almost taste it

Reaching for something in the distance

Oh oh oh
The rest is still unwritten.

Today is where your book begins.

Live your life with arms wide open.

Drench yourself in words unspoken.

Can speak the words on your lips.

No one else, no one else.

Only you can let it in.

No one else can feel it for you.

Feel the rain on your skin.

Drench your book in memories.

Can stand the ideas in your mind.

No one else, no one else.

Only you can hold it in.

No one else can feel it for you.

Feel the rain on your skin.

Watching for something in the distance.
A man's home is his castle, and he can defend it.

Kate Van - Taken from Johnson, Beth (1996) Everyday Heroes. NJ: Townesend Press.

The role of memory misrepresentation

在網際網路.com/article.php?page=2&article_id=136


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Discussion Web

Resources for a Long Way Gone

assignment guide

Reader's guide from the publishers

Teacher's guide from the publishers of the book

Study Guide for A Long Way Gone

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