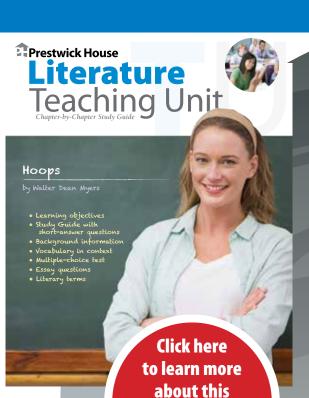


# Samole Prestwick House Teaching Unit\*\* Samole



**Teaching Unit!** 



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# Literature Teaching Unit Chapter-by-Chapter Study Guide



# **Prestwick House**

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Item No: 300491

Hoops TEACHING UNIT

# Hoops

## **Objectives**

By the end of this Unit, the student will be able to:

1. identify the major conflicts in *Hoops*, list the major antagonists/protagonists, and account for the major actions leading to the resolution.

- 2. trace the development of the relationship between Lonnie and Cal, pointing out how each of them matures, how each struggles for power in the relationship, and what emotional satisfaction each gaines from their time together.
- 3. discuss race relations as portrayed from the perspective of a black youth, including considerations of stratifications within the African-American population and overall black/white relations.
- 4. analyze the varying role of women in *Hoops*, using Lonnie's mother, Mary-Ann, and Aggie as examples.
- 5. discuss the author's use of basketball to achieve the following goals:
  - giving structure to the story
  - adding verisimilitude to the story
  - heightening the tension of the story
- 6. write a character sketch of O'Donnel, the white promoter, showing how he offers black athletes genuine opportunities on the one hand and uses or manipulates them on the other.
- 7. define and cite examples from the text for the following literary terms:
  - irony
  - protagonist
  - tone
  - verisimilitude
- 8. demonstrate an understanding of the difference between round/dynamic and flat/static characters, citing the following as examples:
  - Aggie
  - O'Donnel
  - Cal
  - Tyrone
  - Jo-Jo

3 OBJECTIVES

Hoops TEACHING UNIT

# Hoops

## **Questions for Essay and Discussion**

- 1. Develop a character sketch of Lonnie, showing him as an individual reaching for a clear identity and as a symbol of ghetto youth.
- 2. How does the author portray the parents and their influence on their children in this story? Include the parents of Lonnie and Mary-Ann as examples.
- 3. How does the author represent success in the story? Discuss the following as examples of success: Sweet Man Johnson, O'Donnel, Tyrone.
- 4. What are the hallmarks of maturity in the story? Discuss the following characters as showing maturity: Aggie, Lonnie, Mary-Ann.
- 5. What has the author indicated about social conditions in Harlem? Consider how people make a living or fail to do so; what is available for recreational activities, and the overall quality of life of the characters in the novel?
- 6. Many critics believe that male authors create stronger male characters and female authors develop more interesting female characters. Evaluate whether this generalization holds true for the characters of Lonnie and Mary-Ann in this story.
- 7. If you were a book reviewer, how would you assess the novel *Hoops*?
- 8. Discuss the author's use of slang in this book. Does it help you understand the characters in their social setting? Does it distract you from the action? Does it make the story more or less believable?
- 9. If you worked in a book store, what kind of customer do you think would enjoy this book?
- 10. How do you think the characters are affected by the availability of alcohol and drugs in this story?

# Hoops

# Chapter 1

Vocabulary

get over – advance, get an opportunity
 jiving – kidding, teasing
 key – painted area on a basketball court; beyond the key baskets are worth 3 points
 turnaround jumper – a basketball shot
 wino – drunk

is the narrator's home situation? What clues do you see in these early passages rrator's gender and economic situation?
loes the author use language to give early clues that this is the story of an Afcan youth? How are people other than African-Americans identified?

# **Chapter 3**

### Vocabulary

Alvin Ailey dancers – a well-respected modern dance troupe deuce – a two-point shot in basketball; a basket jam – jamming the ball into the basket NIT – National Invitational Tournament, a major college basketball tournament scrubs – the second-string players shaver – a person who manipulates the score of a game by shaving points spread – the difference between the scores of two teams, as forecast by professional gamblers

lo you expect when Lonnie says, "I didn't give him a lot of staticeven if he in some of the things he was putting down"?
says that when he practices alone with Cal, "I sensed that we were going thro good thing." What does this mean?

# Chapter 7

#### Vocabulary

boards – backboard
bounds – rebounds
box out – establish a position between the opponent and the basket while the shot is
 in the air; this is intended to block the opponent from rebounding
Forty-deuce – 42<sup>nd</sup> Street, which is part of the theater district in New York
high post – a spot outside the lane and in front of the basket
J – a dunk, or a shot that does not hit the backboard, made famous by Dr. J (Julius
 Erving)
low post – a spot outside the lane and toward the side of the court
picks – screens set up for the player with the ball
post – the area outside the lane near the basket
stuffed – stuff the ball into the basket from above
T – technical foul, called at the referee's discretion

Describe the scene when Cal and Lonnie visit O'Donnel. What change does Cal make in
his use of language when he is with O'Donnel, and what does this show?

Wha	t does Cal explain to Lonnie after they leave O'Donnel's office?
Why	does the author refer to the promoter only by his last name, not as "Mr." O'Don
Why	does Cal take Lonnie to the meeting?

# Chapter 9

## Vocabulary

dropped – a shot drops in the basket, or scores
 one defense – one-on-one defense, so each offensive player is covered by one defender
 tight box – defensive positioning that cuts off access to the basket

What	does Cal tell Lonnie to do when they get to the gym?
What	is Jo-Jo's assignment in the game?
Who	does Cal spot in the crowd?
How	does the second half start?
What	does Cal tell Lonnie at the start of the second half?
vv IIat	does car ten comme at the start of the second nair:
What	happens as Jo-Jo fouls out?