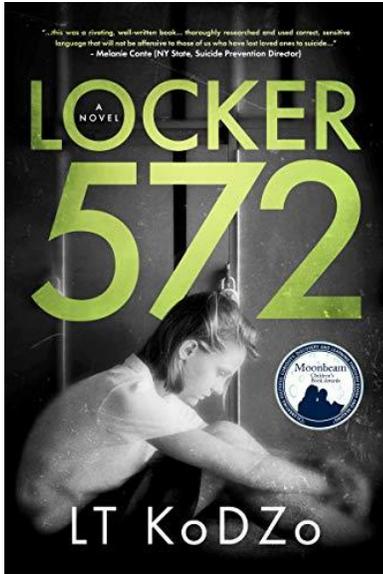


Locker 572

A Curriculum Guide for Educators & Readers



Aligned to the Common Core Standards,
Grades 7-12

Discussion points, activities, and writing prompts to help educators use *Locker 572* for classroom study or as a selection for independent reading. Great for book clubs, too!

About the Author

L.T. Kodzo earned her BA in English from the University of Utah. She has received multiple awards, including the president's volunteer service award in 2011 for her commitment to working with educators and mental health professionals bringing awareness to a critical issue facing our nation's youth. As an author, she believes fiction has the power to heal. As a mother and grandmother, her writing speaks to the value of every person. See all of her books on her website www.KodzoBooks.com.

Guide content © Copyright 2020 by Marcie Colleen. Available free of charge for educational use only; may not be published or sold without express written permission. Marcie Colleen is an education guide creator and a former teacher with a BA in English Education from Oswego State and MA in Educational Theater from NYU. Marcie can often be found writing books of her own at home in San Diego, California. Visit her at www.thisismarciecolleen.com.

About the Book

Welcome to North Harbor High...where a girl can get bullied to death.

Sheridan Alexander moves to her fifth foster home since kindergarten. Her two goals are to graduate and exit the system without any more trouble. That is until she is assigned locker 572 and finds the abandoned journal of Ribbon Barber.

The journal pages reveal the endless insults and abuse flung at an innocent girl. "Sticks and stones may break your bones but words will never hurt you."

Yeah, right.

Words of hate scar forever. Sheridan needs to find Ribbon and protect her before it's too late even if it means giving up her most stable home in years. Ribbon has a right to be left alone.

Locker 572 was the debut novel for author LT Kodzo, first published in 2010. It was quickly recognized as a premier resource for bullying and suicide prevention and has been approved in multiple states for 7th – 12th students and successfully used in English and Health classes.

The book respectfully deals with a difficult subject without being graphic or lude. Parents, teachers, and mental health professionals have applauded the author's genuine and gentle touch.

This novel presents three POV characters, each representing the bully, the bullied and the bystander. Two middle-school friends find themselves on opposite ends of the popularity scale when a strong believable heroine arrives. She hopes to stop one student from succumbing to the irreversible decline of suicidal thoughts.

Common Core Aligned for Grades 7-12

7th grade: ELA. RI.7.1,2,3,4,5,6,9; W.7.3a-e,4; SL.7.4,5; L.7.1,2,3

8th grade: ELA. RI.8.1,2,3,4,6,9; W.8.3a-e,4; SL.8.1a,3,5; L.8.1,2,3,4a,c,d

9–10th grade: ELA. RL.9–10.1,2,3,4,5,6,7,8,9; W.9–10.3a–e,4; SL.9–10.1,4,5; L.9–10.1,2,4a,c,d

11–12th grade: ELA. RL.11–12.1,2,3,4,5,6,7,8,9; W.11–12.3a–e,4; SL.11–12.1,4,5; L.11–12.1,2,4a,c,d,e

Before You Read

1. Examine the front cover of *Locker 572*. Describe what you see on the cover (without looking at the rest of the book yet), paying attention to the smallest detail.
 - a. Can you predict what this book might be about?
 - b. What from the illustration and title of the book supports your prediction?
2. Read the text on the back cover. What do you learn about the book from this blurb? What words or phrases stand out to you?
3. Study the design elements of the entire book jacket: the colors, text, cover illustration, and word choice. What adjectives would you use to describe it?
4. Who do you think is the intended audience of this book? If you saw this book on a shelf, would you want to read it? Why or why not?
5. Write one paragraph describing your thoughts about the book, and include one question you have that you hope to learn the answer to when you read. Share your paragraph with the class.

Chapters 1–6

1. The novel opens with Sheridan arriving at North Harbor High and immediately finding herself involved in a physical fight. Why does Sheridan inject herself into a fight that doesn't involve her? What does this say about her character?
 - a. What is the victim's response to Sheridan jumping in to help? Why do you think she reacts this way?
 - b. How do the bullies react to Sheridan jumping in?

Who is Sheridan?

Draw an outline of a human figure, which will represent Sheridan, on a large piece of paper.

Using Chapters 1–6 as evidence, document any known details about Sheridan inside the outline.

Outside the outline, write any questions about Sheridan you might have.

2. Authors often begin novels at a point of conflict or change in the life of the protagonist. What is new in Sheridan's life? How might this new life introduce conflict for Sheridan?
3. Using the description from pages 6-8 of the vacant locker and the hallway it is in, draw a map of the area.
4. How would you describe the locker?
5. In describing the daisy found in the trashed locker, Kodzo writes, "the summer symbol didn't fit the school." Describe what you think she means by this using your own words and what you already know about North Harbor High.
6. What is Ashley doing in the darkroom?
 - a. Why doesn't she want anyone to know what she is doing?
7. There is an obvious hierarchy to the "true princesses" in Courtney's group. Create a somewhat family tree to illustrate who each character is and how they fit into the group.
8. What do you know about locker 572 so far and why it was both abandoned and trashed?
9. Sheridan's first rule for school was "stay out of trouble." How has she broken this rule already?
 - a. Why do you think Courtney's group is targeting Sheridan? Do you think it goes beyond the scuffle on the school steps? How so?
10. How does Sheridan learn of Ribbon Barber? And what does she know about her?

Who is Ashley?

Draw an outline of a human figure, which will represent Ashley, on a large piece of paper.

Using Chapters 1–6 as evidence, document any known details about Ashley inside the outline.

Outside the outline, write any questions about Ashley you might have.

Making Connections

Do you think someone you know is being bullied?

- Maybe you sense that this person might be bullied.
- Maybe you witnessed this person being bullied.
- Or maybe this person told you about the bullying.

Even if someone has sworn you to secrecy, it's important to get a safe adult involved if someone you know is being bullied. You can't stop what's happening by yourself and you may be putting yourself in danger if you try.

But, what can you do?

Be there: Simply being a solid, dependable presence is one of the best things that you can do during this tough time.

Listen: Let the person talk about what's going on and be a good listener. Try not to tell him or her what to do, other than to seek help.

Be supportive: Encourage them to get support from a safe adult. Offer to intervene if he or she is worried about telling an adult about the situation.

Reach out: Reach out if you think something is wrong, even if nothing has been said. If you witness a specific incident, you might say something like, "She really grabbed you hard. Are you OK?" Without firsthand knowledge, you could ask general questions about how things are going. "I've noticed that you seem down, and I'm worried about you," you could say. "Is there anything that you want to talk about?"

Believe: Believe that they are telling the truth.

Check in: Call or text to see how he or she is doing. If they don't feel like talking, suggest things you could do together to take their mind off the tough stuff for a while. Taking a yoga class or playing games together can help a lot.

Take care of yourself: Supporting someone is hard work, so be sure to look after yourself. If you're feeling overwhelmed, talk to a guidance counselor, parent, coach or other safe adult.

Chapters 7-15

1. Why might Sheridan feel a certain kinship with Ribbon?

- a. Taking what you know of the two characters so far, make a list of the commonalities between Ribbon and Sheridan. Then, make a separate list of their differences.

2. Ribbon's mother tells Ashley, "You were the best friend Ribbon ever had." It is said that "the words burned like a slipped curling iron against Ashley's skin." Explain this description in your own words, knowing what you know about Ashley and Ribbon's relationship.

3. Using what you learn about Ribbon's homelife from chapters 7-15, write a dinner table scene between Ribbon and her parents.

4. Describe in your own words what might have happened at the farm that found Sheridan placed in a different foster home.

- a. Why do you think Sheridan says she wished the man at the farm had tried something with her? Explain using evidence from the text.

5. Why do you think Ashley doesn't tell Courtney and the other girls about Ribbon's suicide?

6. Why does Ashley go to the churchyard?

- a. Describe in your own words what happens to Ashley at the churchyard.
- b. Why does Courtney threaten Ashley with "It would be horrible if my father had to find out about this?"
- c. What does Courtney demand Ashley do in order to "get back on her good side?"

7. What information does Tex find for Sheridan?

- a. How is this information helpful?

8. In a group of three, each student should take on a role: Sheridan, Ribbon, or Ashley. Create four frozen statue poses depicting chapters 7-15 entitled "Secrets." For each

Who is Ribbon?

Draw an outline of a human figure, which will represent Ribbon, on a large piece of paper.

Using what you have read so far as evidence, document any known details about Ribbon inside the outline.

Outside the outline, write any questions about Ribbon you might have.

image, choose a quote from the text to use as a caption. Perform all four images in sequence, along with the captions, for the rest of the class.

Chapters 16-25

1. Why does Ashley decide to give into Courtney's demand?
 - a. What is her plan with the maxi pad?
 - b. How does Sheridan react to the prank?
 - c. How do Courtney and the other girls react to the prank?
 - d. Would you say the prank was successful or not? Explain your opinion.
2. Explain the following statement in your own words regarding Sheridan. "She was more hacked off by the teacher than she was the stupid kids."
3. How does Sheridan get Tex involved in her investigation?
4. Describe, in your own words, what Sheridan and Tex do in Courtney's blog.
 - a. How was the plan successful?
 - b. How did the plan fail?
5. Ashley says that the gang did kill Ribbon. What does she mean by this?
 - a. Do you agree with her?
6. Ribbon's journal entry in chapter 25 is written in metaphor. Can you explain in your own words what she is saying in this journal entry?

Who is Courtney?

Draw an outline of a human figure, which will represent Courtney, on a large piece of paper.

Using the text as evidence, document any known details about Courtney inside the outline.

Outside the outline, write any questions about Courtney that you might have.

Chapters 26-33

1. Imagine you are Ribbon and you witness the interaction between Ashley and Sheridan. Write a journal entry about how you feel.
2. What is Sheridan's first plan to expose the girls who bullied Ribbon?
 - a. What idea does Tex offer up?

- b. Why is this new plan referred to as “a little Yuba County grub?”
3. Why does Ashley print out several of the most vicious blog chats between the girls and Ribbon? What is her plan?
 - a. How do the Barbers react?
 - b. Why do you think they react this way?
 - c. How does the policeman react?
4. What do you think Ashley meant when she told Mr. Barber, “I’m afraid that if I don’t fix this soon, I’ll give up the way Ribbon did?”
 - a. Why might Ashley feel this way?
5. Who does Sheridan reach out to for help? Why?
 - a. Why does he agree to help her?

Making Connections

Suicide is the second leading cause of death for young people between 10 to 24. Sometimes struggles might be underestimated because of age. But there is help available. There are people who will listen.

CALL OR TEXT 1-800-273-8255

If you’re thinking about suicide, are worried about a friend or loved one, or would like emotional support, the Lifeline network is open 24 hours a day, 7 days a week. The Lifeline is available for everyone, is free, and confidential. (The Lifeline counselors don’t know who you are and you don’t have to tell them.)

More resources can be found at www.suicidepreventionlife.org.

Chapters 34-41

1. Imagine it is the morning that the flyers appear at North Harbor High. From the point-of-view of one of the following characters, describe in detail what happened and how you feel about it.
 - a. Courtney
 - b. Helen
 - c. Sheridan
 - d. A random student
 - e. A random teacher
2. Ribbon recalled one of her mother's framed quotes: "Love means never having to say you're sorry." Do you agree with this quote? Using examples from the book, support your answer.
3. Do you think Sheridan is right in accusing Miss Jones of not doing enough to help Ribbon? Why or why not?
4. What does she mean when Ashley says, "she and Helen and Maddie were all shadows of the three-dimensional figures around them?"
5. How does Ashley decide to take action against Courtney?
 - a. What is the consequence for Ashley?
 - b. Ashley says, "this wasn't the jail she had planned." What does she mean by this?
6. Why does Sheridan need to leave Nina's house?
 - a. How does Nina advise Sheridan regarding the situation at school?
 - b. What is Nina's solution once Sheridan turns eighteen?

Making Connections

If you or someone you know is ever bullied, these tips can help diffuse the situation:

Refuse to take bullying behavior personally. The behavior, no matter how personal the attack may seem or feel, is never about you. It's about the bully's need for attention or control, or simply expressing behaviors picked up elsewhere.

- Understanding a bully's motive may help you realize that their behavior is not personal. In all likelihood, the bully feels jealous, threatened or powerless him or herself.
- Remember, you're not doing anything wrong—it's not about you.

Don't reciprocate bullying behavior. This probably is not the first time the bully has acted like this, so he or she is likely to be better than you at not getting caught in the act. Just as importantly, two wrongs never make a right.

Refrain from getting physical. Avoid getting physical with a bully at all costs. Whether you are at school, work, in a public place, or another environment, getting into an altercation can mean being arrested and charged with assault.

- Physical self-defense should only be used as a last resort when required to protect yourself from the other person.

Choose not to allow yourself to become isolated by a bully. The bully may try to intimidate you to the point that you feel like there's no one you can turn to. Find a safe adult. Share the experience with others. See a counselor. Deny this person the opportunity to steal your voice.

Chapters 42-51

1. Explain the phrase "sticks and stones will break your bones, but words will never hurt me." Do you agree with this phrase? Explain, using the book to support your opinion.
2. When DCFS comes to pick up Sheridan, there is a little situation about a cell phone Nina tries to give her. Explain what happened from the point-of-view of the following characters:
 - a. Sheridan

- b. Nina
 - c. Joan Willis
3. Why does Sheridan call Nina “the real deal?”
 4. Ribbon makes reference to the following quote in her journal: “The only thing needed for evil to prosper is for good men to do nothing.” Why do you think this quote resonated with Ribbon?
 5. Describe “The Remember Ribbon Campaign” in your own words.
 - a. What threatens to keep Sheridan from creating the campaign?
 6. Ashley trades her pearl ring for some daisies. Who are the daisies for and why?
 - a. What is Ashley’s plan?
 - b. What does this plan tell you about Ashley, who she is as a person, and how she is feeling right now?
 7. Why do you think things are so different the second time Ashley goes to the Barber’s house?
 8. Imagine that you are Sheridan and it’s your first night at Miss Shirley’s house. Write a journal entry about how you are feeling about your new foster home and mom.
 - a. Then, write a new journal entry as Sheridan after several days have passed. How have her feelings about Shirley changed?
 9. What do you think Ashley means when she says, “The anger from Ribbon’s father was mild compared to the scalding pain of being loved by the mother?”

Chapters 52-62

1. What is the important lesson Sheridan learns when she reunites with Elsie?
2. How does Miss Shirley prove important in Sheridan’s plan to tell Ribbon’s story?
3. Why does Dr. Barber decide to let the Dr. Woods show tell Ribbon’s story?
4. Sheridan explains that her ribbon campaign is like a smile. Explain what she means.

5. How do Ashley and the rest of the students at North Harbor High show they want the bullying to stop?
6. How did Miss Jones end up being an ally?
7. Explain the John Donne quote in Chapter 61 in your own words.
 - a. Why do you think this quote appealed so much to Ribbon?
 - b. How does Dr. Woods say Ribbon misunderstood the quote?

Making Connections

Nina, Miss Shirley, and Miss Jones were two safe adults in Sheridan's life. In what ways did each help her?

Speaking to a safe adult can help you feel listened to and decide on next steps.

There are many ways to identify a safe adult in your own life. A safe adult is:

Thoughtful: The person actively listens to you and believes you when you tell them something.

Trustworthy: The person is dependable, a confidant and someone you feel comfortable talking to.

Respectful: The person is mindful and considerate of your feelings — and your boundaries.

Helpful: The person provides guidance and helps you find solutions to problems.

Caring: The person does what's best for you, puts you first and cares about your mental and emotional well-being and physical safety.

Who is a safe adult in your life? A safe adult in your life may be a relative, friend, teacher, guidance counsellor or anyone else you feel comfortable with and can trust.

After You Read

Below are a few final project ideas for the conclusion of *Locker 572*.

1. Read the Endorsements at the beginning of the book. Choose one and write a 500-word essay supporting what they said about *Locker 572* using textual evidence as support.
2. Several themes run through *Locker 572*.

Bullying	Suicide
Secrets	Truth/Lies
Foster care	Family
Friendship	Allies

Choose one of these themes on which to base a 500-word essay.

- a. How is this theme evident in the characters and events of the novel?
 - b. What can readers take away from *Locker 572* in relation to this theme?
3. Create a book trailer for *Locker 572*. Carefully choose music, visuals, and words to create an overall feel for the book.