

The Road to Paris

by

Nikki Grimes

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Student Edition



A School Street Media **Street Smarts** Classroom Resource for

The Road to Paris

by Nikki Grimes

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About the Author

Nikki Grimes is a poet, novelist, storyteller, speaker, artist, singer . . . the list could go on and on. Everything she does comes from her heart, especially when writing for children and young adults. Ms. Grimes has won many awards, including the Coretta Scott King Award for *Bronx Masquerade*. A list of her published works can be found on page xx.

Ms. Grimes gives you a look into her life in “Historically Speaking,” from her website:

I was born on October 20, 1950, to Bernice and James Grimes. As befits a poet of African-American descent, I was born in Harlem, home of the Harlem Renaissance. When I was 13, I would give my first public poetry reading at the Countee Cullen Library, one block away from Harlem Hospital, where I came into the world.

My family was troubled before I was added to it, and for the first five years of my life, my parents separated and reunited countless times before their final split. During this time, my older sister, Carol, and I were bounced around from one relative to another, one foster home to another, just like the lead character in Jazmin's Notebook.

At 5-1/2, my sister and I were separated. She was sent to one home, and I was sent to another. (Is it any wonder I write about foster homes in books like Hopscotch Love, Road to Paris, and A Dime a Dozen?) Though many of the foster homes were horrendous, the last home in Ossining, in upstate New York, was a refuge where I enjoyed security and a sense of permanence for the first time in my life. It was a place where I knew I was loved.

My foster parents had two children of their own, two boys who I became very close to, and I still keep in touch with Kendall, the older of the two. It was while living in Ossining that I first began to write.

After penning my first poem, there was no turning back!

*At age 10, my mother remarried and invited my sister and me to come back "home." I loved my foster family, but I thought it was important that I get to know my birth-mother, so I accepted her invitation. I moved back to the city. Sadly, my sister didn't stay with us for very long.**

Find out more about Nikki Grimes, her books, awards, poems, writing life, and more at www.nikkigrimes.com.

*Sources

“Historically Speaking.” <http://www.nikkigrimes.com/hspeak.html> Copyright © 2003–2011 Nikki Grimes.

Prereading Activities

Book Summary

Paris Richmond has had many places to live in her young life, but no place she could really call “home.” She and her brother, Malcolm, have been with their mother, their grandmother, and in foster homes, but until recently they were always together. Now they’re being placed in different homes, far from one another. Malcolm is placed in a group home; Paris is taken to a new foster home in Ossining, New York. In the year she spends with the Lincolns, Paris learns about friendship, family, and keeping God in her pocket. When her mother reappears and wants to bring Paris and Malcolm back “home,” what will Paris do?

Understanding Genre: Realistic Fiction

1. What is **realistic fiction**? What do you expect this kind of book to be like?

2. Above is a summary of *The Road to Paris*. What “real” things do you think this story will be about?

3. Why do people like to read realistic fiction? Why do you like it?

4. List some other books of realistic fiction that you’ve read.

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Prereading Activities

Building Background and Making Predictions

An important part of Paris's story is that she lives in a foster home. Do you know what a foster home is? Let's find out more.

1. In the dictionary, look up the word *foster*. Write the definition below:

2. Based on that definition, what do you think a foster home is supposed to be or do?

3. What do you know about foster homes? How did you come to learn about them?

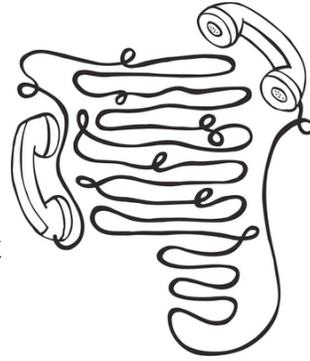
4. Based on what you know about foster homes, what do you think Paris will struggle with in this book?

I predict:

Based on what evidence?

5. Set a purpose for reading based on your predictions above.

Prologue pages 1–4



Before You Read Parts of a Book

This book begins with a section called a *prologue*. The prefix *pro-* means “before.” The base word *logue* comes from the Greek word *logos*, which means “writings” or “speech.”

1. Based on this information, what do you think a prologue is?

2. What do you think a writer would want to include in a prologue and why?

Introducing Vocabulary

Find the following word and phrase in “Prologue” of *The Road to Paris* on the page number given in parentheses. Try to figure out the meaning of each one as you read. If you are unsure of the meaning, you may look up the word in a dictionary. Write a definition that best fits the way the word or phrase was used in the story.

profusion (page 1) _____

sprucing up (page 1) _____

After You Read Analyze the Writing: Author’s Purpose

When you read, it’s good to think about the author’s purpose in writing certain things. In this case, the author, Nikki Grimes, decided to start with a prologue. The scene she presents in the prologue actually happens later in the story. Chapter 1, “Running Away,” takes us to a time before the events in the prologue happened.

What Do You Think? Why do you think the author started the book with this prologue instead of starting with Chapter 1?

Analyze the Writing: Point of View

1. Which one of the following points of view has the author chosen to use when writing this book?

first-person point of view

third-person point of view

2. How do you know this? _____

3. How would the story be different if it were told in the other point of view?

Analyzing the Writing: Setting

1. Write some details about the **setting** of the story, both place and time.

2. At the end of the prologue, Paris has a problem, or **conflict**, to deal with. What is it?

Getting to Know the Characters: Paris and family

1. What did you learn about Paris's role in her family from pages 1 and 2?

2. Who are Jordan and David? _____

3. What surprising fact did you discover on pages 3 and 4?

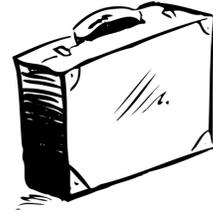
Responding to the Story

1. On page 2, you read “In the world of Paris Richmond, normal was rare, and rich.”
What do you think this means? What are some of the normal things happening in this scene?

2. What did you learn about Viola, Paris’s birth mother?

3. Why does Paris react as she does to Viola’s request?

Chapters 1–3:
“Running Away”
“To Grandmother’s House We Go”
“Short Term”
pages 5–19



Before You Read
Building Background

Chapter 1 begins a year before the events in the prologue. This kind of looking backward in a story is known as a *flashback*.

Where else have you seen flashback used?

Introducing Vocabulary

The following words or phrases can be found on the pages shown in parentheses. Place a check mark in front of the words you already know. For those you don’t know, try to figure out their meaning as you read. If you are still uncertain of their meanings, look them up in a dictionary. Use your own words to write a definition for each.

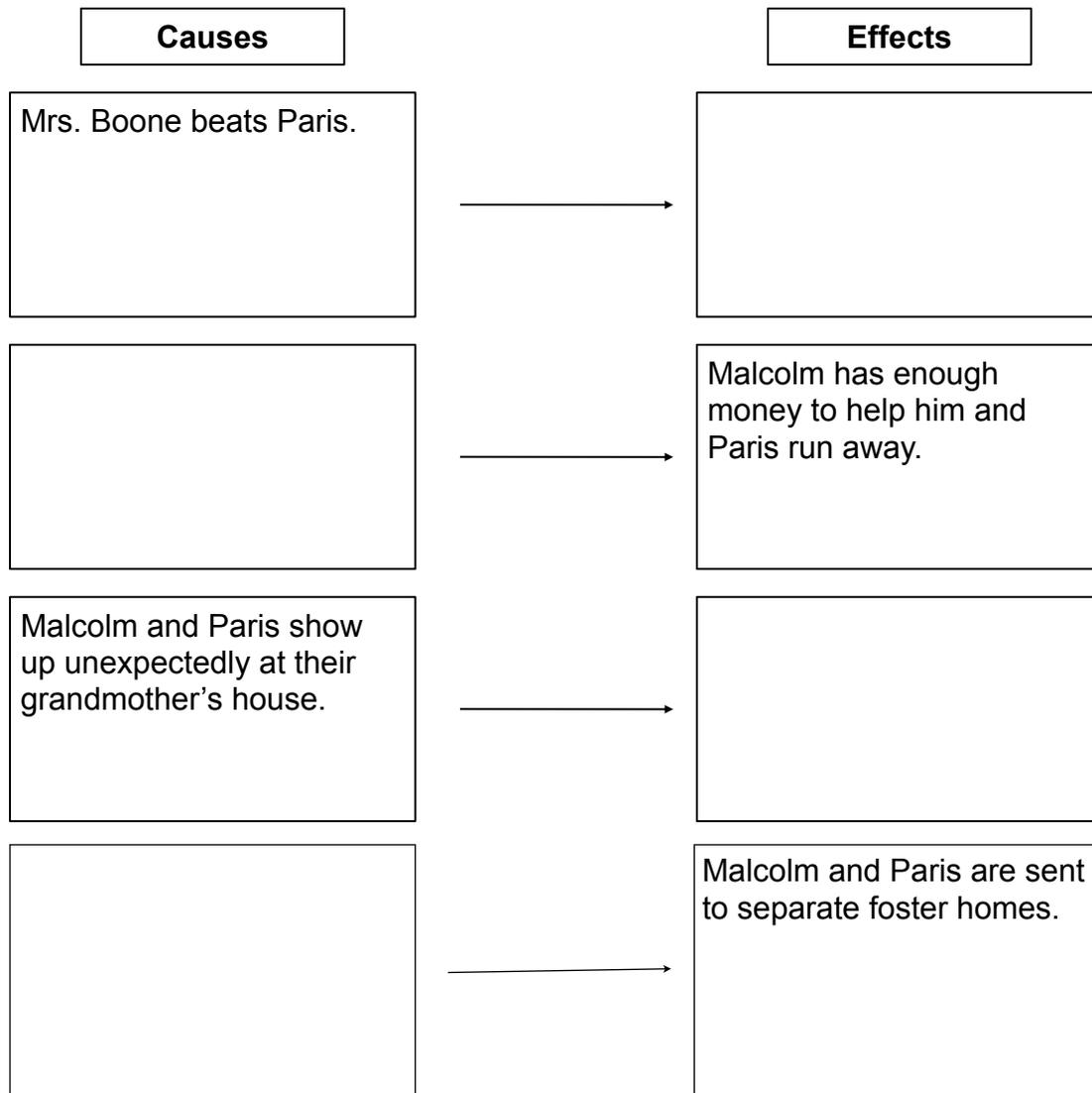
- 1. oblivious (p. 6) _____
- 2. swath (p. 6) _____
- 3. acquiescent (p. 6) _____
- 4. vestibule (p. 8) _____
- 5. good riddance (p. 12) _____
- 6. brownstone (p. 12) _____
- 7. incorrigible (p. 18) _____

After You Read

Analyzing the Writing: Cause and Effect

When reading a story, it is important to note the causes and effects of important events. A **cause** leads to an event. It is the reason the event happens. An **effect** is what happens as a result of an action. Understanding how events are related will help you understand the story as a whole.

Complete the Cause-and-Effect Chart below using information from pages 5–19 of *The Road to Paris*.



Getting to Know the Characters: Malcolm

The author helps us get to know the characters by showing what they do, what they say, and how others react to them. Read this chart and explain what each action tells us about Malcolm.

Malcolm's Actions and Others' Reactions	What I Learned About Malcolm
Malcolm yells at Mrs. Boone for beating Paris.	
Malcolm steals money from Mrs. Boone's purse.	
Malcolm uses a "grown-up" voice when helping Paris.	
Malcolm teased Clark by keeping the platter of chicken away from him.	
Malcolm struggles to get away from the caseworker who has come to take him away.	

Responding to the Story

1. The first sentence of Chapter 1 reads: "The trouble with running away is you know what you're leaving behind, but not what's waiting up ahead." Explain what that means to Paris and Malcolm.

2. What does Paris know about her father? How do you think Paris feels about him?

3. Describe Paris. How old is she? What does she look like? Then list five words that you think describe her best.

Chapters 4–7
“Train Ride”
“Meeting the Lincolns”
“First Night”
“Backyard Beast”
pages 20–32



Before You Read
Making Predictions

On page 19, Paris is leaving her grandmother’s to head to a new foster home. Describe how Paris feels as she rides the train. Then, based on those feelings, predict how Paris will be when she meets her new foster family.

Paris’s feelings:

I predict:
--

Introducing Vocabulary

The following words or phrases can be found on the pages shown in parentheses. Place a check mark in front of the words you already know. For those you don’t know, try to figure out their meaning as you read. If you are still uncertain of their meanings, look them up in a dictionary. Use your own words to write a definition for each.

- 1. strewn (p. 23) _____
- 2. wardrobe (p. 25) _____
- 3. dejected (p. 26) _____
- 4. litany (p. 27) _____
- 5. plummeted (p. 28) _____
- 6. abyss (p. 28) _____
- 7. tenaciously (p. 30) _____
- 8. tentatively (p. 32) _____

After You Read

Checking Predictions

1. Read your prediction above. Was it correct? Explain.

Analyzing the Writing: Setting

The setting of a story can be as important as a character. Answer the questions below about the setting as described in the chapters you've read so far.

1. Before leaving on the train, Paris had only lived in one city. What city was that? Describe the kind of setting she was used to seeing.

2. How does the setting change as she travels on the train?

3. Describe the new town, Ossining, as Paris sees it for the first time.

4. Describe the Lincolns' home by listing some of the words and phrases found on pages 23–28.

Geography Connection

Using a Map

Paris takes a train from New York City to Ossining, NY. She travels north for about 40 miles, keeping track of each city along the way.



Using a map, find your hometown or city. Going north on the map, make a list of all the towns and cities you would go through or past if you traveled 40 miles. Circle the ones you have visited. Underline the ones you'd like to visit sometime.

Getting to Know the Characters: First Impressions

As Paris meets each member of the Lincoln family, she has a first impression of each one. However, she isn't going to trust anyone—at least for now. As you met each new character, how would you describe him or her? Was your impression of the person positive or negative? Complete the chart below.

Character	Description	Positive or Negative?
Mrs. Lincoln		
Earletta		
Mr. Lincoln		
David		
Jordan		
Jet		

Responding to the Story

1. "If she concentrated really hard, she could hear her brother's voice. Except now, that voice sounded a lot like her own." (p. 21) What does this tell you about Paris now that she's on her own without Malcolm?

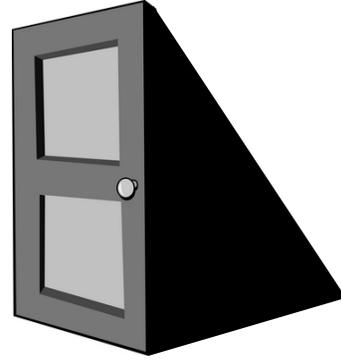
2. In spite of the comforting people and surroundings, Paris is still on her guard. Why?

3. Why is Paris uncomfortable in her new room?

4. What does the Hudson River represent to Paris?

5. How does Paris's encounter with Jet begin to change her?

Chapters 8–11
“Breathless”
“Secret”
“New School”
“Nat King Cole”
pages 33–48



Before You Read
Making Predictions

How do you think things will turn out for Paris with the Lincoln family?

Introducing Vocabulary

The following words or phrases can be found on the pages shown in parentheses. Place a check mark in front of the words you already know. For those you don't know, try to figure out their meaning as you read. If you are still uncertain of their meanings, look them up in a dictionary. Use your own words to write a definition for each.

- 1. alcove (p. 33) _____
- 2. deft (p. 33) _____
- 3. constrict (p. 35) _____
- 4. bolt (p. 37) _____
- 5. steeling (p. 37) _____
- 6. rummaged (p. 44) _____

After You Read
Checking Predictions

Now that Paris has been with the Lincolns for a little while, how are things going? How does that match your prediction above?

Analyzing the Writing: Similes and Metaphors

A **simile** uses the words *like* or *as* to compare two things that are not usually alike. A **metaphor** compares two things that are mostly unlike but similar in an important way (without using the words *like* or *as*.). In the chart below, read the words from the book and mark them as a **simile** or **metaphor**. Then explain what the author means by using these comparisons.

page		Simile or Metaphor?	Meaning
33	“drown in a sea of darkness”		
33–34	“pulled down the shades of her eyes”		
35	“Paris gulped, longing for that scrap of light the way the hungry long for scraps of bread.”		
42	“Paris, whose legs suddenly felt heavy as concrete slabs,…”		
43	“Giggles erupted like bubbles…”		

Getting to Know the Characters: Paris

1. In the chapter “Breathless,” Paris is terrified of the dark. What do we learn about her past that helps us understand her better?

2. How does her faith help her when she’s fearful? What does David share with her that she would never forget?

3. Why do you think Paris so quickly decides that Ashley is her new best friend? What does that tell you about Paris?

4. How does Paris feel about her birth mother? What does she mean in thinking “at least she could count on them [numbers] to stay the same, no matter what”?

Relating to the Story: Fear

Part of what makes realistic fiction real is that the reader can relate to how a character feels. Paris is afraid of lots of things. Complete the chart below to show what Paris is afraid of and what you are sometimes afraid of.

Paris is afraid of . . .	Sometimes I am afraid of . . .

Responding to the Story

1. How are the people in the Lincoln family treating Paris? Who is she beginning to trust?

2. On page 42, one of the boys makes fun of Paris. What does he say? Do kids really behave this way? If you have ever been teased by a classmate, how did it make you feel?

Chapters 12–15
“99 Bottles of Beer”
“Fun and Games”
“Thanksgiving”
“Address Unknown”
pages 49–68

Before You Read
Introducing Vocabulary

The following words or phrases can be found on the pages shown in parentheses. Place a check mark in front of the words you already know. For those you don't know, try to figure out their meaning as you read. If you are still uncertain of their meanings, look them up in a dictionary. Use your own words to write a definition for each.

- 1. binges (p. 52) _____
- 2. conferring (p. 57) _____
- 3. colleague (p. 57) _____
- 4. free association (p. 59) _____
- 5. taunting (p. 65) _____

After You Read
Drawing Conclusions

Not everything is spelled out in a story. Sometimes you have to draw your own conclusions about things. Read the questions below and answer each. Then explain how you came up with your answer.

1. Earletta remains unfriendly to Paris. a.) Why do you think she is like this? b.) What does she say or do in Chapter 12 that supports your conclusion?

a.) Conclusion: _____

b.) Evidence: _____

2. Paris becomes physically ill after watching Mr. and Mrs. Lincoln drink beer during dinner. a.) Why does Paris have this reaction? b.) What do you learn in Chapter 12 that supports your conclusion?

a.) Conclusion: _____

b.) Evidence: _____

3. On page 57, Paris overhears Dr. Stern talking to a colleague. a.) Why does she change because of what she hears? b.) What does she do that supports your conclusion?

a.) Conclusion: _____

b.) Evidence: _____

Analyzing the Writing: Conflict

A major part of any story is **conflict**, the struggles and problems a character or characters have. Some conflicts are **external**: they happen outside of the person, either with other people, with their surroundings, or with a group. Some conflicts are **internal**: these happen inside a person, where thoughts and feelings are.

Read each quote from the book below. Explain the conflict, including who the conflict involves. Then write the word *external* or *internal* to label the conflict.

1. “They are not sick, and they are not strays!” she said, between tight lips. (p. 63)

Conflict: _____

External or internal? _____

2. Not once did he or his mother let her forget that she was an outsider, that she didn't belong, that this new home of hers was borrowed. (p. 64)

Conflict: _____

External or internal? _____

3. Back at the house, Paris stuffed her feelings with fresh-baked pumpkin pie and ice cream, having seconds, and even thirds. . . . It was enough to give her a bellyache. (p. 65)

Conflict: _____

External or internal? _____

Responding to the Reading

1. Chapter 15 is a letter Paris writes to Malcolm. Why do you think she writes to him, even though she has nowhere to send the letter?

2. If Malcolm did receive this letter, how do you think he would feel about Paris's new situation?

3. How would you describe Paris's mood in the letter?

4. Why do you think Paris decides not to think about her mom or grandmother?

Chapters 16–19
“Marching to Zion”
“Jingle Bells”
“Fort Friendly”
“What Hearts?”
pages 69–88

Before You Read
Introducing Vocabulary

The following words or phrases can be found on the pages shown in parentheses. Place a check mark in front of the words you already know. For those you don't know, try to figure out their meaning as you read. If you are still uncertain of their meanings, look them up in a dictionary. Use your own words to write a definition for each.

- 1. deadpan (p. 70) _____
- 2. sanctuary (p. 70) _____
- 3. hoisted (p. 81) _____
- 4. transfixed (p. 81) _____
- 5. akimbo (p. 83) _____

After You Read
Analyzing the Writing: Setting

The **setting** of a story is the time and place in which the story happens. Authors use vivid descriptions of the setting to help bring a story to life. Sometimes they also use the descriptions to create mood or show emotions that characters in the story are feeling.

1. At the point in the story, what season is it? How do you know that?

2. Since Paris has moved in with the Lincolns, the setting (place) has consisted of primarily two main places. Please name them.

3. A new setting is introduced in Chapter 16. What is it? How does this setting affect Paris?

Compare and Contrast

Read the list of pairs below. Choose whether the pair are alike or different. If they are alike, then compare them by describing how they are alike. If they are different, then contrast them by describing how they are different.

	Alike or Different?	Compare or Contrast Description
Paris's mood at church <i>before</i> the music started Paris's mood at the church <i>after</i> the music started		
Paris's Christmas present for Ashley Ashley's Christmas present for Paris		
Malcolm as a brother to Paris David as a brother to Paris		

Making Connections

1. On pages 73–74, Paris is quiet as her classmates talk about Christmas. “For Paris, the best thing about Christmas was being with her brother. And this Christmas, she didn’t even know where he was.” Then, on page 86, Paris feels left out on Valentine’s Day. Have you ever missed someone during a holiday? Describe how you felt.

2. You are discovering something special about Paris: she loves music. How do you feel about music? What kind do you like to listen to? Do you play an instrument or sing or go to concerts? Describe your relationship with music.

Chapters 20–23
“Fast Track”
“The Visit”
“Homecoming”
“Choir Practice”
pages 89–103

Before You Read
Summarizing

Remember that what you’re reading is still part of the flashback that began after the “Prologue.” Write a short summary of how things have changed since Paris first arrived at the Lincoln’s home.

Introducing Vocabulary

The following words or phrases can be found on the pages shown in parentheses. Place a check mark in front of the words you already know. For those you don’t know, try to figure out their meaning as you read. If you are still uncertain of their meanings, look them up in a dictionary. Use your own words to write a definition for each.

1. careening (p. 89) _____
2. colossal (p. 101) _____

After You Read
Getting to Know the Characters: Ashley

1. On page 96, Paris tells Viola that Ashley is “not like anybody. . . . she doesn’t care what anybody thinks, she’s not afraid of anything—she’s different.” Why does Paris admire these traits?

2. On page 99, Paris decides to tell Ashley the truth about her visit to her birth mother’s apartment. How does Ashley respond?

Responding to the Story

Paris experiences many changes of emotion in these chapters. Complete the chart to show what emotions she felt and why they changed.

Chapter	First Paris felt . . .	Then she felt . . .	Reason for the change
"Fast Track" pp. 89–92			
"The Visit" pp. 93–97			
"Choir Practice" pp. 101–103			

1. On page 100, Paris thinks that "most of the daddies she knew were ghosts." Explain why she feels that way.

2. Paris reaches a **turning point** in the chapter, "Choir Practice." Write the sentence from that chapter that best explains what that turning point is.

Chapters 24–27
“Saturday Surprise”
“Word”
“Easter Sunday”
“The Photograph”
pages 104–121

Before You Read
Making Predictions

Paris is back in touch with her mother, Viola, but hasn't seen Malcolm since they were separated. What do you think will happen as the story continues?

After You Read
Analyzing the Writing: Figurative Language

Whenever you describe something by comparing it with something else or by going beyond the literal, or real, meaning of words, you are using **figurative language**. You have already learned about two kinds: **simile** and **metaphor**. Two other kinds are **hyperbole** (pronounced *hi•per•bo•lee*) and **idioms**.

A **hyperbole** is an exaggeration used to make a point or strengthen a description. For example: *The book weighed a ton*. The book doesn't really weight a ton, but the writer wants you to know that it weighed a lot.

An **idiom** is a word or phrase that means something different from its literal meaning. It is a saying that is commonly used. Here are some common idioms as examples:

- “play it by ear” means to play an instrument without using sheet music
- “lose one’s shirt” means to lose everything
- “kick the bucket” means to die
- a “lemon” is something that doesn’t work correctly

Read each of the following sentences or phrases from the book. Write **H** on the blank if it's a **hyperbole**; write **I** on the line if it's an **idiom**; write **S** if it's a **simile**.

- _____ 1. “With bottom lips dragging the floor, Paris and David grumbled and headed out the door.” (p. 105)
- _____ 2. “To keep himself from going stir-crazy, he counted every black car...” (p. 106)
- _____ 3. “Paris flew into his arms.” (p. 108)
- _____ 4. “Paris wore a smile bright as a Fourth of July sparkler...” (p. 109)

- _____ 5. "...when Viola was AWOL, back in the city." (p. 109)
- _____ 6. "...until she saw something in her brother's face break open." (p. 109)
- _____ 7. "'You're up to something.'" (p. 111)
- _____ 8. "...their faces gleaming like star-shine." (p. 115)
- _____ 9. "...The flip side of the Crucifixion." (p. 116)
- _____ 10. "...if that happened, Paris knew she would absolutely die!" (p. 116)

Analyzing the Writing: Theme

A **theme** is a message or lesson about life that an author communicates through characters and events in a story.

1. One theme of *The Road to Paris* has to do with something Paris learned from David, which she then shares with Malcolm. Describe this theme, or message, in one sentence.

2. How does this theme show up in the chapter, "Easter Sunday"?

Responding to the Story

1. Why do you think Paris chose the picture she did in the chapter, "The Photograph"?

2. On page 121, Paris reaches another **turning point**. What is it?

3. How has Paris changed at the end of page 121?

Chapters 28–32
“A Time to Weed”
“The Great Escape”
“Family Portrait”
“May 24”
“The Introduction”
pages 122–136

After You Read

Analyzing the Writing: Conflict

A good way to look at conflict is by using the following common kinds of conflicts.

- **man versus man:** one person against another person or people
- **man versus nature:** a person in conflict with the forces of nature, such as weather, environment, or other natural events
- **man versus society:** a person at odds with the beliefs or values of a culture, community, nation, or organization
- **man versus self:** the internal conflict of a person who is struggling with his or her beliefs, character, values, or thoughts

Indicate which kind of conflict is being described below:

1. Mrs. Lincoln is upset when Paris brings a snake into the house. _____
2. Paris wants to belong to both families, Viola’s and the Lincoln’s. _____
3. Paris is shocked when she hears Ashley’s dad call her a name. _____
4. Mrs. Corbett pretends not to know Paris. _____
5. Paris says she’ll never have another white friend. _____
6. Ashley doesn’t talk to Paris at school. _____

Responding to the Story

1. Paris gets in trouble with Mrs. Lincoln on page 124. How does Paris react this time? How do you think she would have reacted if this had happened the first week she arrived?

2. Why do you think the author included the chapter about the bird escape?

3. Look up the word *ambivalent* in the dictionary. Explain how Paris is ambivalent (pp. 129–130).

4. Describe Paris’s birthday with the Lincolns.

Making Connections

1. How did you feel when you read Ashley’s father’s remark on page 133?

2. Have you ever been called a name by someone? How did you feel?

3. Explain how words can cause as much or more pain than a physical injury.

4. Mrs. Lincoln gives Paris some good advice. How can you use this advice for yourself?

“Take each person as they come,” said Mrs. Lincoln. “Judge them by their actions. Then decide whether to hold them close or push them away. That’s what you do.”

Chapters 33–37
“Gone Fishing”
“Me and My Shadow”
“Phone Call”
“The Gamble”
“Destinations Unlimited”
pages 137–153

Before You Read
Making Predictions

Paris doesn't want to make friends with white girls anymore. Do you think she will stick to that or not? Is Paris being racist, too? Explain your answer.

Responding to the Story

1. Paris takes Jordan to the park and meets a new white girl there. When the new girl, Sierra, tells Paris her name, Paris thinks, *Who asked you?* Who does that remind you of in this story? What does that tell you about her?

2. How does Paris use Mrs. Lincoln's advice when she meets Sierra and her parents at the parent-teacher buffet?

3. Chapter 35 brings you back to the scene **foreshadowed** in the prologue. Now that you know what's happened during the past year, explain why Paris reacts the way she does to Viola's news.

4. What new news does Viola tell Paris that we didn't learn in the prologue?

5. What is the major conflict now?

6. On page 152, Paris comes to this thought about staying with the Lincolns: "Somehow, she'd always be an outsider." Do you agree? Why or why not?

7. What decision does Paris make? Do you agree with it? Explain your answer.

8. Paris believes she'll be fine as long as she "keeps God in her pocket." How do you think she will do?

Wrap-up

Making Connections

1. Describe a time in your life when you misjudged someone. What was your first impression of the person? What did you learn about the person that changed your mind?

2. Have you experienced racism or discrimination in any way? Explain what happened. Describe your feelings.

3. What do you think is the best way to end racism in the world?

Thinking About the Genre: Realistic Fiction

1. In what ways is *The Road to Paris* realistic?

2. How do you know that the author, Nikki Grimes, really understands what it's like to be Paris?

Library Applications

The Use of a River as a Symbol

Rivers have been used as symbols in literature for thousands of years. Choose one of the following topics to research. Then create a presentation to share what you learned with your class.

- “The Negro Speaks of Rivers,” a poem by Langston Hughes
- The River Styx in Greek mythology
- The Jordan River in religious stories, hymns, and history.
- The Mississippi River in Mark Twain’s *The Adventures of Huckleberry Finn*
- The Nile River in Egyptian mythology

Explain how Ms. Grimes uses the Hudson River as a symbol in *The Road to Paris*.



Celebrating Diversity

Prejudice has a long and painful history. The word means to “pre-judge.” That means you’re judged *before* anyone knows you. Being judged for the color of your skin, the nation you’re from, the religion you practice, your weight, your athleticism, etc. are all forms of prejudice.

Have students share types of prejudice they are aware of. Then discuss with them ways they can fight discrimination by promoting tolerance and respect for differences among people. Have students use ideas from this discussion to create posters for a library display about celebrating diversity.

Suggestions for Further Reading

Fiction books

Other middle-grade and YA books by Nikki Grimes:

Bronx Masquerade. Dial Books for Young Readers, 2002.

Jazmin's Notebook, Dial Books for Young Readers, 1998.

A Girl Named Mister, Zondervan, 2010.

Dark Sons, Jump at the Sun/Hyperion, 2005.

Dime a Dozen, Dial Books for Young Readers, 1998.

Nonfiction books

About promoting social tolerance and activism:

Hoose, Phillip. *It's Our World, Too!* Farrar, Straus, and Giroux, 2002.

Lewis, Barbara A. *The Kid's Guide to Social Action*. Free Spirit Publishers, 1998.

Peacock, Thomas D. and Marlene Wisuri. *To Be Free: Understanding and Eliminating Racism*. Afton Historical Press, 2010.

Smith, David. *If the World Were a Village*. Kids Can Press, Ltd., 2002.

Correlations to National Standards		
Content Area	Standard Number	Standard Objective
Fine Arts: Music	NA-M.5-8.9	Understanding Music in Relation to History and Culture
Languages Arts: English	NL-ENG.K-12.1	Reading for Perspective
Languages Arts: English	NL-ENG.K-12.2	Reading for Understanding
Languages Arts: English	NL-ENG.K-12.3	Evaluation Strategies
Languages Arts: English	NL-ENG.K-12.4	Communication Skills
Languages Arts: English	NL-ENG.K-12.5	Communication Strategies
Languages Arts: English	NL-ENG.K-12.6	Applying Knowledge
Languages Arts: English	NL-ENG.K-12.8	Developing Research Skills
Languages Arts: English	NL-ENG.K-12.9	Multicultural Understanding
Languages Arts: English	NL-ENG.K-12.11	Participating in Society
Languages Arts: English	NL-ENG.K-12.12	Applying Language Skills
Social Studies: Geography	NSS-G.K-12.6	Uses of Geography
Social Studies: World History*	NSS-WH.5-12.2	Era 2: Early Civilizations
Social Studies: U.S. History*	NSS-USH.5-12.5	Era 5: Civil War and Reconstruction
Social Studies: U.S. History*	NSS-USH.5-12.9	Era 9: Postwar U.S. (1945 to early 1970s)
Social Studies: U.S. History	NSS-USH.5-12.10	Era 10: Contemporary U.S. (1968 to present)

*Library Applications activities