

Will Pete clear his father's name—  
or discover his family's biggest secret?

CATCH YOU  
LATER,  
TRAITOR

AVI

CATCH YOU LATER, TRAITOR

AVI

AVI

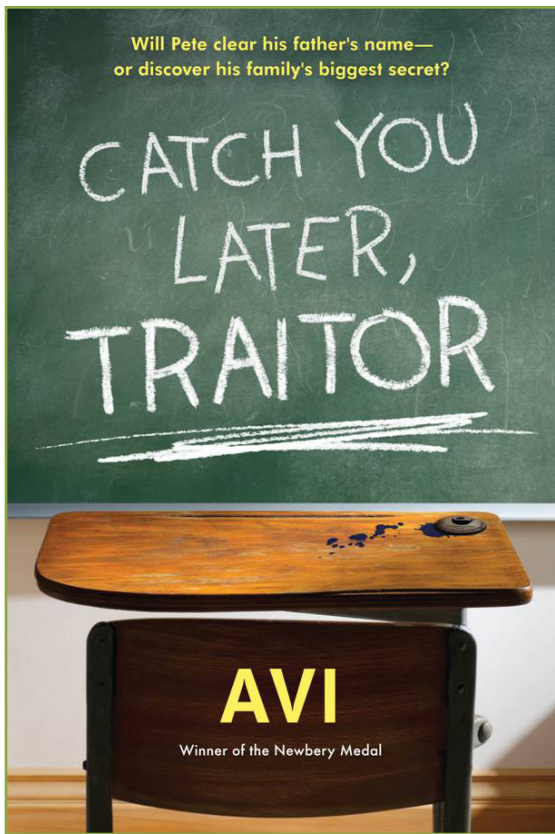
Winner of the Newbery Medal



ALGONQUIN YOUNG READERS

A division of Workman Publishing  
AlgonquinYoungReaders.com





**ABOUT THE BOOK**

**From Newbery medalist Avi comes the thrilling and suspenseful story of an ordinary American family who fall under suspicion.**

It's 1951, and twelve-year-old Pete Collison is a regular kid in Brooklyn, New York, who loves Sam Spade detective books and radio crime dramas. But when an FBI agent shows up at Pete's doorstep, accusing Pete's father of being a Communist, Pete is caught in a real-life mystery. Could there really be Commies in Pete's family? As Pete follows the quickly accumulating clues, he begins to wonder if the truth could put his family's livelihood—and even their freedom—at risk.

In the tradition of *Don't You Know There's a War On?* and *Nothing But the Truth*, Avi's novel *Catch You Later, Traitor* tells a funny, insightful story packed with realistic period detail of a boy in mid-twentieth-century America whose family is caught in the wide net of America's Red Scare.

See more at: <http://algonquinyoungreaders.com/book/catch-later-traitor/#sthash.zXW7MAtf.dpuf>



**ABOUT THE AUTHOR**

**AVI** is the author of the Newbery Medal novel *Crispin: The Cross of Lead* and the Newbery Honor books *Nothing But the Truth* and *The True Confessions of Charlotte Doyle*, among many other books for young readers. *Catch You Later, Traitor* was inspired by his own childhood in Brooklyn during the Red Scare. He now lives in Clark, Colorado, and his website is [www.avi-writer.com](http://www.avi-writer.com).

See more at: <http://algonquinyoungreaders.com/book/catch-later-traitor/#sthash.zXW7MAtf.dpuf>

**PRE-READING**

Before reading this story, it is important for teachers to provide historical background knowledge so that students have a context for the actions and events that take place.

The following resources provide helpful background information:

[http://www.ducksters.com/history/cold\\_war/red\\_scare.php](http://www.ducksters.com/history/cold_war/red_scare.php)

[http://www.ducksters.com/history/cold\\_war/collapse\\_soviet\\_union.php](http://www.ducksters.com/history/cold_war/collapse_soviet_union.php)

<http://www.coldwar.me/koreanwarforkids.html>

[https://www.google.com/search?q=brooklyn+in+the+1950s&es\\_sm=119&tbn=isch&tbo=u&source=univ&sa=X&ved=0OCB4QsARqFQoTCLygq9i\\_pscCFcdUPgodmLOBrg&biw=1021&bih=511](https://www.google.com/search?q=brooklyn+in+the+1950s&es_sm=119&tbn=isch&tbo=u&source=univ&sa=X&ved=0OCB4QsARqFQoTCLygq9i_pscCFcdUPgodmLOBrg&biw=1021&bih=511)

Correlates to Common Core Standard Reading Informational Text: Integration of Knowledge and Ideas CCSS.ELA-LITERACY.RI.5.7; CCSS.ELA-LITERACY.RI.5.8; CCSS.ELA-LITERACY.RI.5.9; CCSS.ELA-LITERACY.RI.6.7; CCSS.ELA-LITERACY.RI.6.8; CCSS.ELA-LITERACY.RI.6.9

Correlates to Common Core Standard Language: Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.5.4.A; CCSS.ELA-LITERACY.L.6.4.C

Correlates to Common Core Standard History: Key Ideas and Details: CCSS.ELA-LITERACY.RH.6-8.1; CCSS.ELA-LITERACY.RH.6-8.2 Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RH.6-8.7

# CATCH YOU LATER, TRAITOR

## Chapters 1–5

### DISCUSSION QUESTIONS

1. How does the author hook the reader in the first line of the book?
2. What is worrying Pete Collison in chapter 1?
3. On page 6, we learn that Pete Collison wants to be a detective when he grows up. Based on that ambition, what predictions can you make about his character's actions in this mystery?
4. The author uses italics to signal information to the reader, including a change in point of view. What is revealed in these sections of the book?
5. By the end of chapter 3, Pete recalls the strange events of the day. What unusual occurrences have happened thus far? Cite text evidence that suggests the worst is yet to come for Pete Collison.
6. Describe Kat. How is she different from other girls at Pete's school?
7. Why does Mr. Donovan call on Pete during the class discussion about Communism? Why is he accusing Pete's family?
8. Do you think Mr. Donovan is handling his concerns about the Collisons appropriately? If not, how could he address his concerns differently?
9. What do we learn about Mr. Collison's history that might suggest he is not a Communist?
10. Why has the Sam Spade broadcast been canceled?
11. Based on Pete's conversation with his father about Communism, do you have reason to suspect he may actually be a Communist supporter?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.1; CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.3 Craft and Structure: CCSS.ELA-LITERACY.RL.5.6; CCSS.ELA-LITERACY.RL.6.6

### ACTIVITIES

- In the first chapter, Avi introduces the reader to Pete Collison, a Brooklyn middle-schooler who has found himself in the middle of a Communist conspiracy. Using the cube template available at <http://www.innovativeclassroom.com/Teaching-Toolbox/Reproducibles/index.php?id=102>, ask students to create a character cube for Pete Collison. Alternatively, students can create a bio cube: [http://www.readwritethink.org/files/resources/interactives/cube\\_creator/](http://www.readwritethink.org/files/resources/interactives/cube_creator/).

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.3

- Provide students with examples of Communist propaganda from the early 1950s. Dissect these examples and discuss how they could have been used to persuade people to support Communism.

Correlates to Common Core Standard Reading Information Texts: Integration of Knowledge and Ideas; CCSS.ELA-LITERACY.RI.5.7; CCSS.ELA-LITERACY.RI.5.8; CCSS.ELA-LITERACY.RI.5.9; CCSS.ELA-LITERACY.RI.6.7; CCSS.ELA-LITERACY.RI.6.8; CCSS.ELA-LITERACY.RI.6.9

Correlates to Common Core Standard History: Key Ideas and Details: CCSS.ELA-LITERACY.RH.6-8.1; CCSS.ELA-LITERACY.RH.6-8.2 Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RH.6-8.7

- Provide students with dimes and magnifying glasses so they can look for JS at the bottom of Roosevelt's neck. Discuss the theory behind those initials.

Correlates to Common Core Standard History: Key Ideas and Details CCSS.ELA-LITERACY.RH.6-8.1

- Sam Spade is a fictional character who inspires Pete in important ways throughout the story. Learn more by reading about him here: [http://www.thrillingdetective.com/spade\\_sam.html](http://www.thrillingdetective.com/spade_sam.html).

Correlates to Common Core Standard Reading Information Texts: Key Ideas and Details CCSS.ELA-LITERACY.RI.5.1; CCSS.ELA-LITERACY.RI.6.1; CCSS.ELA-LITERACY.RI.5.2; CCSS.ELA-LITERACY.RI.6.2

### JOURNAL ENTRY

After reading the definitions of *Communism* and *Totalitarian* in the classroom dictionary, Pete Collison concludes that Communism is “not good.” Do you agree? What language in these definitions supports your determination? Compose a student-friendly definition of Communism based on your understanding of the term.

Correlates to Common Core Standard Writing: CCSS.ELA-LITERACY.W.5.1; S.ELA-LITERACY.W.5.2; CCSS.ELA-LITERACY.W.6.1; S.ELA-LITERACY.W.6.2

Technology Integration: Create a blog on Kidblog.com. Students can post each journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student's post.

## CATCH YOU LATER, TRAITOR

## Chapters 6–10

**DISCUSSION QUESTIONS**

1. Who is Tom Ewing? Why is he interested in Pete's father?
2. Pete decides not to tell his father about Tom Ewing's visit. Why does he make this decision? Do you think this was the right choice?
3. As a class, discuss the role of the Subversive Activities Control Board. Summarize the news article on page 49.
4. What would happen if a teacher in your school treated a student the way Mr. Donovan is treating Pete? Is it ever appropriate for a teacher to make judgments about a student based on his family's beliefs?
5. Why does Pete decide to become a Giants fan?
6. It is 1951, and Pete doesn't have a television in his home. How would life be different without a TV? How would you get information?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.1; CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.3

**ACTIVITIES**

- Pete is visited by an FBI agent who believes his father is a Communist. Learn more about the FBI by visiting <https://www.fbi.gov/fun-games/kids/kids-about>. Students can play educational games here: <https://www.fbi.gov/fun-games/kids/kids-games>.

Correlates to Common Core Standard Reading Information Texts: Key Ideas and Details CCSS.ELA-LITERACY.RI.5.1; CCSS.ELA-LITERACY.RI.6.1; CCSS.ELA-LITERACY.RI.5.2; CCSS.ELA-LITERACY.RI.6.2

- Pete is fascinated with *Black Mask* magazine. Visit <http://mysteriouspress.com/black-mask/> to learn more about it. How might *Black Mask* be helpful to Pete in this story?

Correlates to Common Core Standard Reading Information Texts: Key Ideas and Details CCSS.ELA-LITERACY.RI.5.1; CCSS.ELA-LITERACY.RI.6.1; CCSS.ELA-LITERACY.RI.5.2; CCSS.ELA-LITERACY.RI.6.2; CCSS.ELA-LITERACY.RI.5.3; CCSS.ELA-LITERACY.RI.6.3

- **Research assignment**

Ask students to read: <http://www.ibtimes.com/why-color-red-associated-communism-295185>. Using a red writing utensil, students will compile a list of reasons Communism is associated with the color red, according to this article.

Correlates to Common Core Standard Writing: CCSS.ELA-LITERACY.W.5.7; CCSS.ELA-LITERACY.W.5.7

Correlates to Common Core Standard History: Key Ideas and Details: CCSS.ELA-LITERACY.RH.6-8.1; CCSS.ELA-LITERACY.RH.6-8.2

**JOURNAL ENTRY**

Pete is becoming isolated from his friends because they think he and his family are associated with the Communist Party and considered anti-American. How does this affect Pete emotionally? How could Pete resolve this situation? Use text evidence to support your thinking.

Correlates to Common Core Standard Writing: CCSS.ELA-LITERACY.W.5.1; CCSS.ELA-LITERACY.W.6.1

Technology Integration: Students will post their journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student's post.



## CATCH YOU LATER, TRAITOR

## Chapters 11–15

## DISCUSSION QUESTIONS

1. After Bobby makes anti-Communist remarks, Pete's father says, "Insults only get you insults." What does he mean by this?
2. What bold question does Pete ask his father on page 65? What is he really asking?
3. Was Pete right to tell his father about Mr. Donavan's accusations?
4. Why is being a Giants fan so important to Pete?
5. Learn about unions here: <http://www.aflcio.org/Learn-About-Unions>. What are the advantages and disadvantages of joining a union?
6. Learn about civil rights here: [http://www.ducksters.com/history/civil\\_rights/](http://www.ducksters.com/history/civil_rights/). Why are they important?
7. Summarize your understanding of socialism based on Mr. Collison's definition on pages 73–74.
8. Why did Pete's dad become a socialist?
9. What is the McCarran Act and how could it affect Mr. Collison?
10. What are "duck and cover" drills and why were they practiced?
11. What has happened to complicate Pete's relationship with Kat?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.1; CCSS.ELA-LITERACY.RL.5.2; CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.3

## ACTIVITIES

- **Rock, Paper, Scissors**

This lesson plan is designed to illustrate the concepts of capitalism, socialism, and communism. The teacher will divide the class into pairs. To demonstrate the concept of capitalism, give an uneven amount candy to the students in each pair. Students will play r, p, s to win a piece of candy. After a few minutes, most likely the student in each pair who started with more will have more or all of the candy and only a few students who started with less will have more than their partner. Discuss how this mimics elements of capitalism. To demonstrate the concept of socialism, give each student in the pair an equal amount of candy. After a few minutes of playing r, p, s, students will have the close to the same amount of candy as their partner. To demonstrate the concept of communism, the teacher will take all the candy away and give each student one piece, the amount they need to survive. Debrief with a discussion of each system. *This activity is simplified for a younger age group from <http://totalitarianismontherise.weebly.com/game---communism-socialism-capitalism.html>.*

Correlates to Common Core Standard Speaking and List: Comprehension and Collaboration CCSS.ELA-LITERACY.SL.5.1; CCSS.ELA-LITERACY.SL.5.1

- **Life During the Great Depression**

Students will watch <https://www.youtube.com/watch?v=WtUjpUW09qc> and take notes. Ask students to write a diary entry from the point of view of a child living during the Great Depression. Include information about hardships in family life, work, and school. Follow up with a discussion about how these hardships may have swayed Americans to join the Communist Party.

Correlates to Common Core Standard Reading Information Texts: Key Ideas and Details CCSS.ELA-LITERACY.RI.5.1; CCSS.ELA-LITERACY.RI.5.1

Correlates to Common Core Standard Writing: CCSS.ELA-LITERACY.W.5.2; CCSS.ELA-LITERACY.W.5.3; S.ELA-LITERACY.W.5.7; CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.5.2; S.ELA-LITERACY.W.6.7

Correlates to Common Core Standard History: Key Ideas and Details: CCSS.ELA-LITERACY.RH.6-8.1; CCSS.ELA-LITERACY.RH.6-8.2 Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RH.6-8.7

## JOURNAL ENTRY

On page 81, Avi writes, "You can look at something your whole life and not notice it. Like looking at a dime. Like looking at my dad. Or his dad. Like looking at my whole family." How does this relate to Pete's feelings about his conversation with his father about socialism? Can you relate to this quote from a past experience? Explain.

Correlates to Common Core Standard Writing: CCSS.ELA-LITERACY.W.5.1; CCSS.ELA-LITERACY.W.6.1

Technology Integration: Students will post their journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student's post.

## CATCH YOU LATER, TRAITOR

## Chapters 16–20

**DISCUSSION QUESTIONS**

1. Why does Pete decide to tell his parents about the FBI visit?
2. How do Pete's parents react to the news about the FBI visit?
3. How did the FBI most likely learn about Mr. Collison's past involvement with the Communist Party?
4. Describe the Collison's family dynamic. Discuss Pete's relationship with his mother, father, and brother, Bobby.
5. What is the role of an informer? Predict who might be informing the FBI about Mr. Collison.
6. Pete comes home from school to find Bobby snooping in his dad's office. What does Pete discover in the office after Bobby leaves? What does he learn from his discovery?
7. Pete finally discusses his troubles at school with his parents. Do you think they should confront Mr. Donovan or let Pete handle the situation on his own?
8. Who is Uncle Chris and what is he like?
9. Why is Pete suspicious of Bobby?
10. What new information does Pete learn from his conversation with Grandma Sally?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.1; CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.3

**ACTIVITY**

- **Family History Interview**

Interview a family member about an interesting time in his or her life. Summarize the interview and include information about your relative's experiences.

Correlates to Common Core Standard Writing: CCSS.ELA-LITERACY.W.5.2; S.ELA-LITERACY.W.5.7; CCSS.ELA-LITERACY.W.6.2; S.ELA-LITERACY.W.6.7

**JOURNAL ENTRY**

**Pete's diary:** Pete has many mixed emotions based on troubles at school and at home. He also has a lot of unanswered questions. Write a journal entry from Pete's point of view. Include information about how he feels about his recent troubles and his plans moving forward.

Correlates to Common Core Standard Writing: CCSS.ELA-LITERACY.W.5.1; S.ELA-LITERACY.W.5.3; CCSS.ELA-LITERACY.W.6.1; S.ELA-LITERACY.W.6.3

**Technology Integration:** Students will post their journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student's post.

## CATCH YOU LATER, TRAITOR

## Chapters 21–25

**DISCUSSION QUESTIONS**

1. Summarize Mr. Collison's past according to Uncle Chris. How does Uncle Chris feel about Pete's dad?
2. Who is Alberto Depaco, and why does Pete want to find him?
3. Pete finally unloads his troubles in a conversation with Mr. Ordson. How does Mr. Ordson react? What advice does he give Pete?
4. What decision has Kat's father made, and why?
5. Do you believe Bobby is the FBI informant? Why or why not?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.1; CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.3

**ACTIVITY**

- **Make your own Code Maker**  
Students will create an alphabet code maker similar to the one Kat and Pete use to communicate. Start by writing the alphabet in order on the outside of a strip of paper, with 13 letters on each side. Choose a number between 2 and 26. On the inside strip of paper, write the alphabet in order, starting with the letter that aligns with the number you chose. For example, if you choose 3, start with the letter C. Use the photo and lesson plan below as a visual guide; <http://www.crayola.com/crafts/code-maker--breaker-craft/>.
- **The Daily Worker Newspaper**  
Obtain a copy of an edition of the *Daily Worker* newspaper from library archives. Create a scavenger hunt for students based on the cover page. You may ask students to locate headlines, dates, and names, and answer questions about the articles featured.

Correlates to Common Core Standard Reading Information Texts: Key Ideas and Details CCSS.ELA-LITERACY.RI.5.1; CCSS.ELA-LITERACY.RI.5.1

Correlates to Common Core Standard History: Key Ideas and Details CCSS.ELA-LITERACY.RH.6-8.1; CCSS.ELA-LITERACY.RH.6-8.2

**JOURNAL ENTRY**

Considering the circumstances, do you think Pete should try to find Alberto Depaco? What consequences could he face? Explain.

Correlates to Common Core Standard Writing: CCSS.ELA-LITERACY.W.5.1; CCSS.ELA-LITERACY.W.6.1

Technology Integration: Students will post their journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student's post.

# CATCH YOU LATER, TRAITOR

## Chapters 26–30

### DISCUSSION QUESTIONS

1. During his conversation with Pete, Alberto Depaco says, “Them days, you ran on empty but dreamed on full.” What is your interpretation of this line?
2. Why did Pete’s dad leave home when he was a teenager? Do you sympathize with his decision based on what you’ve learned about his family experience or do you believe he had a responsibility to stay?
3. What conclusion does Pete make after his visit with Alberto Depaco? What new questions arise?
4. How does Mr. Ordson feel about Pete’s decision to trail his father? Use text evidence to support your answer. Do you think Pete is making a mistake? Explain.
5. What is a subpoena? And why does Pete’s dad receive one? What are the possible consequences for Pete’s dad following the delivery of the subpoena?
6. What does Pete uncover in chapter 29?
7. Why does Pete tell Mr. Ordson that he can’t work for him anymore?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.1; CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.3

### ACTIVITY

- Using the code maker you created in a previous assignment, compose a letter to Kat from Pete’s point of view that explains his discovery at Duffy’s nursing home.
- **Simile Activity**  
Avi uses similes and metaphors to convey descriptions in the story. Find five examples of similes. Discuss them with a peer. Choose a part in the story that you find interesting and create a metaphor or simile of your own about the event.

Correlates to Common Core Standard Language: Vocabulary Acquisition and Use CCSS.ELA-LITERACY.L.5.5; CCSS.ELA-LITERACY.L.6.5

### JOURNAL ENTRY

At the end of chapter 30, do you believe Pete has become paranoid or are his suspicions warranted? Explain your thinking using text evidence as support.

Correlates to Common Core Standard Writing: Text Types and Purposes CCSS.ELA-LITERACY.W.5.1; CCSS.ELA-LITERACY.W.6.1

Technology Integration: Students will post their journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student’s post.



# CATCH YOU LATER, TRAITOR

## Chapters 31–35

### DISCUSSION QUESTIONS

1. How does Pete know he is being followed by the FBI?
2. Why does Pete decide to visit the FBI? What does he hope to convey in his conversation with Agent Ewing?
3. Pete is upset when Ewing asks him to spy on his dad. Ewing responds by saying, “Hey, Pete, isn’t that exactly what you’ve been doing?” Do you believe Pete has already been spying on his dad? Explain.
4. What promise did Ewing make to Bobby in exchange for information about Mr. Collison?
5. How does Mr. Collison react when Pete shares his suspicions that Bobby is an FBI informant?
6. According to Mr. Collison, how are historians and detectives alike? What mistake do they sometimes make?
7. Summarize what happened to Frank and Mr. Collison’s father as explained by Mr. Collison in chapter 35.
8. Who is Nelson Kasper?
9. Why is Mr. Collison unwilling to answer the questions that will be presented in the committee meeting? What consequences could he face?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.1; CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.3

### ACTIVITY

- **First Amendment**

Divide the class into five groups and assign each group one of the five basic liberties: freedom of religion, speech, press, assembly, and petition. Ask students to design a poster around their assigned text with illustrations of how we see those liberties displayed in real life. Groups will present their posters to the class.

Correlates to Common Core Standard Informational Text: Key Ideas and Details CCSS.ELA-LITERACY.RI.5.1; CCSS.ELA-LITERACY.RI.6.1; CCSS.ELA-LITERACY.RI.5.2; CCSS.ELA-LITERACY.RI.6.2

- **Collison Family Tree**

The reader learns a lot about the Collison family when Pete has a conversation with Uncle Chris and his grandmother at his family reunion. Using the information Pete has learned about his family, create a Collison family tree.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.1; CCSS.ELA-LITERACY.RL.6.1

- **Character Illustration**

Avi uses descriptive language to convey the appearance and personality of his characters. Choose one character from the story to illustrate based on text evidence. Students can also create and print character illustrations using Character Scrapbook at <http://teacher.scholastic.com/activities/scrapbook/index.htm>.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.3

### JOURNAL ENTRY

Based on text evidence, discuss your opinion of FBI Agent Ewing. Do you think he is bullying Pete or fulfilling his obligation to protect his country? Is there a different approach he could use to get the information he is seeking?

Correlates to Common Core Standard Writing: Text Types and Purposes CCSS.ELA-LITERACY.W.5.1; CCSS.ELA-LITERACY.W.6.1

# CATCH YOU LATER, TRAITOR

## Chapters 36–42

### DISCUSSION QUESTIONS

1. What lies did Mr. Donovan tell Agent Ewing about Pete?
2. Why does Bobby get dropped from summer rocket camp? How did his plan backfire?
3. Describe Bobby with three adjectives. Use text evidence to support your choices.
4. When Mr. Collison learns that his brother is dying, why does he ask Pete to come with him to the nursing home instead of asking Pete's mom or Bobby?
5. On page 260, while telling Pete about his brother, Mr. Collison says, "Let me tell you, Pal, grown-ups lose their freedom a lot. And they don't have to be in prison." Explain what he means by this.
6. Who has been following Pete in the Chevy? Why did he come to the nursing home and who tipped him off?
7. Summarize Mr. Collison's hearing before the Subversive Activities Control Board.
8. What changes for the Collison family in the aftermath of the committee hearing?
9. Why did Uncle Chris cooperate with the FBI? What is your opinion of Uncle Chris now that all the information has been revealed?
10. Why does Pete decide to keep his knowledge of Uncle Chris and Bobby secret from his dad? What deal does he make with Bobby?
11. How is Pete's eighth-grade teacher different from Mr. Donovan?
12. How is the Giants' season a metaphor for Pete's struggle in this story?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.1; CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.3

Correlates to Common Core Standard Language: Vocabulary Acquisition and Use CCSS.ELA-LITERACY.L.5.5; CCSS.ELA-LITERACY.L.6.5

### ACTIVITY

- **Opinion Lineup**

The characters in this story must make difficult decisions. Have students line up in the front of the room and post a sign on one side of the line that reads "agree" and post another sign on the opposite end of the line that reads "disagree." Ask students to line up according to their beliefs about the following statements:

- "Wasn't I—like Sam Spade—supposed, no matter *what*, to find the truth?"
- Mr. Collison should have given up information for the sake of his family.
- Mr. Donovan was right to accuse Pete's family because he believed he was protecting his country.

Discuss student responses.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details CCSS.ELA-LITERACY.RL.5.1; CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.5.3; CCSS.ELA-LITERACY.RL.6.3

- **News Report**

Ask students to write a news article capturing the excitement of game seven in the pennant series. Provide students with examples of newspaper sports pages as a guide. Students can publish their news articles using a template similar to the one below.

Correlates to Common Core Standard Writing: Text Types and Purposes CCSS.ELA-LITERACY.W.5.3; CCSS.ELA-LITERACY.W.6.3

### JOURNAL ENTRY

Were you satisfied with the book's conclusion? If so, explain why. If not, write a new ending to the story.

Correlates to Common Core Standard Writing: Text Types and Purposes CCSS.ELA-LITERACY.W.5.1; CCSS.ELA-LITERACY.W.6.1

Technology Integration: Students will post their journal responses on the website. Once the teacher has reviewed the posts, they can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student's post.

# CATCH YOU LATER, TRAITOR

## CULMINATING ACTIVITIES

- **One Sentence, One Phrase, One Word**

Throughout the story, Avi uses impactful language to convey character emotions and events. Ask students to skim through the story to find one sentence, one phrase, and one word that stand out as particularly meaningful. Students will record them on a strip of paper. Beginning with one sentence, ask each student to read his or her sentence aloud. Next, read the phrases, and, last, the words that stood out. Are there repetitions or common themes?

Correlates to Common Core Standard Reading Literature: Craft and Structure, 5.5, 6.5

- **Letter to the Author**

Read Avi's note to the reader at the end of the story. Students will write a three-paragraph letter to the author. In paragraph 1, students will introduce themselves and discuss their thoughts and feelings about the book. In paragraph 2, students will ask Avi questions they have after finishing the story. In paragraph 3, students will ask Avi questions following up about his experience writing the story and about being an author. Students should pair-edit letters and revise their work before publishing final copies to send.

Technology Integration: Students can type their letters using the ReadWriteThink website template: [http://www.readwritethink.org/files/resources/interactives/letter\\_generator/](http://www.readwritethink.org/files/resources/interactives/letter_generator/)

Correlates to Common Core Standard Writing: Text Types and Purposes W, 5.1, 6.1; Writing: Production and Distribution of Writing W, 5.4, 5.5, 6.4, 6.5

- **"I Have a Theme" Posters**

Avi uses Pete's experience to teach the reader important life lessons. In small groups, come up with three important lessons or themes that emerged in *Catch You Later, Traitor*. Students will create posters divided into three sections. Each section should include the lesson learned and quotes and illustrations of scenes from the book to support each theme.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details RL, 5.2, 6.2

- **Book Box**

Ask students to bring in a cereal or cracker box from home.

Students will write a summary of events to attach to the back of the box.

On the front of the box, students will create a new cover for the book, including the title, author, an illustration, and some acclaim for the story.

On one side of the box, students will write an opinion statement to attach, either recommending or not recommending the story, providing reasons for their opinion. On the other side of the box, students will draw an illustration of their favorite scene from the book.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details RL.5.1, 5.2, 5.3, 6.1, 6.2, 6.3; Writing: Text Types and Purposes W, 5.1, 6.1



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# THE DAILY JOURNAL

Write your headline on the line above.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

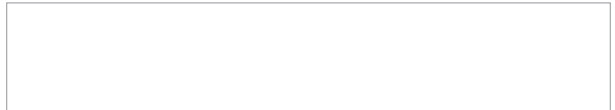
---

---

---



Find or draw a picture to illustrate your article.



Write the photo caption in the box above.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# Make your own Code Maker



1. Cut out the two rectangles.
2. Fold the CODE MAKER in half and snip into the fold at the dashed lines at both ends. Unfold and carefully cut to the end points of each line.
3. Write your own code on the lines of the CODE BREAKER. You can create several codes by sliding the code breaker strip up or down—just write the letters that disappear in the new spaces at the bottom or top of the strip.
4. Mark lines on the CODE BREAKER to indicate where to line up the letters for a particular message, or include a clue to let the recipient know how to align the CODE BREAKER strip.

### Code Maker

<b>A</b>	•-----•	<b>N</b>
<b>B</b>		<b>O</b>
<b>C</b>		<b>P</b>
<b>D</b>		<b>Q</b>
<b>E</b>		<b>R</b>
<b>F</b>		<b>S</b>
<b>G</b>		<b>T</b>
<b>H</b>		<b>U</b>
<b>I</b>		<b>V</b>
<b>J</b>		<b>W</b>
<b>K</b>		<b>X</b>
<b>L</b>		<b>Y</b>
<b>M</b>	•-----•	<b>Z</b>



### Code Breaker

	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	
	-----	