

**Teacher Guides for *Address Unknown* by Charles Warren:  
Developed Using the Common Core State Standards Initiative**

**Grade 5**

**About *Address Unknown***

When Marshall's single mother loses her job, the family has to live in a car for five weeks. In this sensitive and thought-provoking novel for youthful readers, seventh-grader Marshall wrestles with the usual ups-and-downs of friendship, family life, and school—along with an unexpected problem: Homelessness. As he struggles to resolve this crisis, Marshall is challenged to discover new truths about himself, his friends, his school, and his community.

**Pre reading Activity**

1. Write a poem describing what you think it must be like to be homeless.
2. Have a class discussion to explore why some students might feel different from everyone else. What can the person who feels that way do about it? What can other students do to help that person?

**Language Arts:**

1. Identify the theme of the story and indicate how the protagonist responded to the challenges he had to face.
2. Compare Shark to Crystal. How are they alike? How are they different? What role did they play in Marshall's life? Draw on specific details in the text.
3. Identify metaphors and similes in the novel and determine their meaning.
4. How did the experience of Marshall's mother as a child influence Marshall's reaction to the state worker from Children's Services? Are your views sometimes influenced by others? Explain why you believe others sometimes have influence over you.
5. Do you think Auntie Sarah's story gave Marshall strength? What do you base your answer on?
5. Have your students write a story about Marshall in his new home. Remind them of the following: Use dialog and description to develop experiences and events and show the responses of the characters to situations. Use concrete words and phrases and sensory details to convey these experiences and events. Use a variety of transitional words, phrases and clauses to manage the sequence of events. Make sure your conclusion follows logically from the story.

**Speaking and Listening**

1. Using one of the discussion questions in the *Address Unknown* Appendix or one of your own, have a group discussion to explore ideas of the topic under discussion. Remind them to follow the rules for discussion. At the end of the discussion, have your students review the key ideas expressed and draw conclusions from the information and knowledge they have gained. Have them explain how the discussion changed or influenced their ideas and understanding.

2. Have each student give an oral report, tell a story, or recount an experience on homelessness or bullying. Tell them it must be in an organized manner, using appropriate facts and details. Allow them to use multimedia components when appropriate to enhance the development of main ideas or themes. Remind them to speak clearly and understandably. Before the reports begin, have a brief discussion to help them to differentiate between situations that call for more formal English and situations where informal discourse is appropriate.