

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

**LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY**

BOOK SYNOPSIS:

Darnell Rock is not the kind of student to volunteer for the school newspaper. In fact, he is one of the students who usually gets into trouble and ends up in the principal's office. Although Darnell is unsure about what to write, his first article opens his eyes to the world around him and sparks interest from the community. Darnell then discovers how his words can add value and make a positive impact.

LESSON DESCRIPTION:

This lesson will introduce students to a fictional chapter book about a middle-schooler who learns about homelessness and how to use his voice to bring about positive changes in his community. Students will ideate and respond to questions about the story, develop persuasive writing of their own, evaluate the persuasiveness of others writing, and identify human capital of primary characters from the book. Students will also work collaboratively to analyze the costs, benefits, and trade-offs of various choices and align appropriate soft skills with different career paths. The concepts included can be utilized in ELA, social studies, economics, and career pathways.

GRADE LEVEL: 5-8

CONCEPTS: Homeless/unhoused, choice, human capital, trade-offs, public goods, public services, soft skills, costs, and benefits

OBJECTIVES:

Students will be able to:

1. Identify human capital of characters in a story.
 2. Correlate soft skills to various jobs.
 3. Interpret data and information related to homelessness.
 4. Develop persuasive writing samples for peer review.
 5. Analyze the costs, benefits, and trade-offs of choices.
 6. Evaluate writing samples based on their persuasiveness.
 7. Determine answers to questions about the text.
 8. Originate questions to demonstrate understanding of what they read.
 9. Compare and contrast elements within a fictional text. (extension activity)
 10. Construct an original personal interest story with correct usage of economic vocabulary (extension activity)
 11. Formulate responses to ideological questions. (extension activity)
 12. Defend a point of view drawn from questions about the text. (extension activity)
-

TIME REQUIRED:

Three 50-55-minute class periods

Additional time outside of class to read the book

MATERIALS:

- *Darnell Rock Reporting* by Walter Dean Myers (ISBN-10: 0440411572), one per student
- Visual 1: Dissect the Data
- Visual 2: Persuasive Writing Choices
- Handout 1: What I Would Like to Know, one per student

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

- Handout 2: Persuasive Writing, one per student
 - Handout 3: Human Capital in the Story, one per student
 - Handout 3: Human Capital in the Story Answer Key
 - Handout 4: Our Choices, cut apart in advance
 - Handout 5: Choices and Effects, one per student
 - Handout 6: Human Capital in Action, cut apart in advance
 - Handout 7: Darnell Rock in the 21st Century, one per student (extension activity)
 - Handout 8: Rock vs. Jones, one per student (extension activity)
 - Handout 8: Rock vs. Jones Answer Key
 - Google Doc: Choices and Effects Activity, <https://bit.ly/DarnellRockCEA> (can be used as an alternative for Handouts 4 and/or 5)
 - Paper and writing tool
-

PREPARATION:

- Make copies of Handouts 1-6.
 - Cut apart Handouts 4 and 6.
 - Get blank paper and writing tools as needed.
-

PROCEDURE

DAY ONE:

1. Ask students to raise their hand if they have ever seen or know someone who might be homeless or unhoused.
2. Explain that according to United States Housing and Urban Development (HUD), being **homeless** or **unhoused** is defined as an individual or family that does not have a fixed, regular, and adequate place to stay overnight. This includes:
 - a. Those who do not have resources or support to maintain permanent housing
 - b. Those who have unstable shelter due to special needs or other barriers
 - c. Those escaping violence or assault and no longer have a place to live
 - d. Those who are residing somewhere not meant for housing, such as a car, the street, or an emergency shelter.
3. Display Visual 1: Dissect the Data and complete the following:
 - Ask students what they see.
(Answer: a pie chart)
 - Share that the total amount shown at the top of the pie chart represents data related to homelessness in the U.S.
 - Ask students what the total amount is.
(Answer: 650,000)
 - Tell students that the total is for the entire year of 2023.
 - Ask students to guess what the total, 650,000, might represent.
(Answers will vary, but the correct answer is the number of people who were homeless or unhoused in the United States during 2023)
 - Point out the different sections of the pie chart, the large section in blue and the smaller section in orange.
 - Share that one section is twice as large as the other.
 - Ask students what the largest percentage of the pie chart is.
(Answer: 433,550 or 66.7%)

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

- Ask students to guess what this section represents.
(Answers will vary, but the correct answer is the percentage of individuals who were homeless in the U.S. in 2023)
 - Ask students what the smaller part might be.
(Answers will vary, but the correct answer is the percentage of families that were homeless or unhoused during 2023)
4. Ask students what they think about the data in the chart now that they know what it represents. (Answers will vary)
 5. Instruct students to take out a blank piece of paper and to fold it in half horizontally (hamburger instead of hot dog style).
 6. Ask students to write 'Fact' on one half and 'Fiction' on the other half.
 7. Remind students that facts are true, and fiction is false or untrue.
 8. Tell students that you will read additional data from HUD about homelessness in America and that you want them to use the sign they just made to show if they believe it to be fact or fiction.
 9. Read the statements below and invite students to use the appropriate half of their paper (Fact or Fiction) to indicate their choice. Share the correct answer after each, along with the explanation provided.
 - People who are homeless do not have jobs.
(Answer: Fiction; while employment helps people stay housed, it does not guarantee housing. As many as 40%-60% of people experiencing homelessness have a job.)
 - If you live in a shelter, you are homeless.
(Answer: Fact; shelters are temporary housing for those who are homeless, many shelters are full and might require individuals to separate from their children or pets to stay there, so some of the unhoused choose to live in tents, cars, or other places.)
 - Most unhoused people have a drug addiction or a mental health disorder.
(Answer: Fiction; the majority of people without a home have no mental health or substance use disorders, the majority of Americans who experience mental health or substance abuse are not homeless or unhoused.)
 - Homelessness causes people to be dangerous or violent.
(Answer: Fiction; Not having a home does not make someone a criminal, just like having a home does not make someone innocent of crime. People experiencing homelessness are far more likely to be victims of violent crime than to commit them themselves.)
 10. Tell students that they will read a book about a middle schooler named Darnell who learns about homelessness and how his voice and ideas can make a difference.
 11. Explain that during the story Darnell asks questions as a way to learn and improve his skills as a writer.
 12. Distribute Handout 1: What I Would Like to Know, one to each student.
 13. Tell students they will listen to chapter one of Darnell's story in class and then use their handout to begin writing questions they have about the story or the characters.
 14. Instruct students to begin thinking of questions as they listen to the first chapter and to use the question words already provided on the handout (what, when, who, why, and how).
 15. Share that they can continue to add questions to this handout as they read more of the story and that their questions will be used later in the lesson.
 16. Read chapter one of *Darnell Rock Reporting* aloud.

Teacher's Note: As an alternative, you can ask one or more students to take turns reading the chapter out loud or instruct students to read it silently to themselves.

17. Stop reading at page 11 and invite a few students to share one question they wrote on their handout with the class.
18. Explain that throughout the book Darnell writes for his school newspaper based on his own views and ideas.
19. Share that this type of writing is called persuasive writing, meaning it includes the writer's thoughts on a topic and attempts to convince the reader to agree with the opinion or point of view of the writer.
20. Tell students that they will practice persuasive writing.

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

21. Display Visual 2: Persuasive Writing Choices.
22. Read Visual 2 instructions aloud, including options A through D.
23. Tell students to select one of the options (A, B, C, or D).
24. Distribute Handout 2: Persuasive Writing, one to each student.
25. Read Handout 2 instructions aloud.
26. Ask students to write a short persuasive paragraph on the topic they chose.
27. Remind students that the paragraph should try to persuade others of their opinion, be 5-7 sentences, include at least two reasons that support their viewpoint, and be written clearly with proper punctuation so others can read it easily.
28. Share that after they finish their paragraph, other students will read it and decide how persuasive or convincing it is.
29. Tell students they will have 10 minutes to write their persuasive paragraph using the space provided on Handout 2.
30. Ask students NOT to include their name on Handout 2 so it will be anonymous.
31. Give students 10 minutes to complete the persuasive writing activity.
32. When finished, ask students to exchange their handout with someone and then to exchange it again.

Teacher's Note: Repeat exchanging papers as many times as needed, until it is clear that no one has their own paper, and no one knows whose paper they have. The goal is to try to minimize any biases students might have by knowing the identity of the writer.

33. Divide students into small groups of 3-4.
34. Ask each group to read the paragraphs they now have and to pick the one that is most persuasive to share with the class.
35. Inform students that they will listen to each group read one of their paragraphs and vote on whether or not the writer makes a convincing argument.
36. Let students know that they will vote after each paragraph is read, based on if they agree, disagree, or are neutral or undecided.
37. Remind students to keep the identity of the writer unknown to make the voting process fair.
38. Ask each small group to stand in front of the class and to have one of them read the paragraph they chose aloud.
39. Ask the rest of the class to vote with a show of hands (or by standing) if they agree, disagree, or are neutral/undecided.
40. Inform students that they should not vote based on their own opinion, but whether or not the writer had reasonable and convincing ideas to support their opinion.
41. After each paragraph is read, have the group members who did not read tally and record the number of votes for each option on the bottom of the handout.

Teacher's Note: For voting students can stand, use their hand, or use their thumb to indicate their choice of agree, disagree, or undecided/neutral. Continue to reinforce as paragraphs are read that they should vote based on how convincing the writer's paragraph is and not their personal opinion.

42. After all paragraphs have been read and voted on, identify which persuasive paragraphs received the most 'agree' votes. (*Acknowledge the writers of those paragraphs if desired*).
43. Ask students why they think those with the most 'agree' votes were more persuasive. (*Answers will vary*).
44. Inform students that they will continue reading the book on their own as homework.
45. Tell students they will learn more about Darnell's skills, what he does to improve them, and how he uses them to impact others.
46. Explain that the knowledge, skills, and talent someone gains through education, experience, and training is called **human capital**.
47. Distribute Handout 3: Examples of Human Capital, one to each student.
48. Remind students that in chapter one of the book, Darnell's mom quickly calculated how much one potato was worth after a homeless man tried to steal it.
49. Share that this is an example of human capital – Darnell's mom is demonstrating mathematical skills by calculating the cost of one potato in her head.

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

50. Ask students to think of human capital that Darnell's principal should have for his job. *(Answers will vary, but may include: organizational skills, good verbal and written communication skills, ability to read and manage people, etc.)*
 51. Ask students what human capital astronauts might need for their jobs. *(Answers will vary, but may include good communication skills, problem solving or decision-making skills, teamwork, critical thinking, physical stamina, good physical health, etc.)*
 52. Tell students they will read chapters 2 through 7 of Darnell's story as homework.
 53. Ask students to use Handout 3 as they read to write examples of human capital shown by each character listed.
 54. Remind students that they can also add questions to Handout 1 as they read more of the story.
 55. Instruct students to keep Handouts 1 and 3 for the next class.
-

DAY ONE CLOSURE:

56. Ask students the following:
 - What does it mean to be homeless or unhoused?
(Answers will vary, but may include an individual or family that does not have a fixed, regular, or adequate place to stay overnight, those who do not have resources or support to maintain permanent housing, those who have unstable shelter due to special needs or other barriers, those escaping violence or assault and no longer have a place to live, and those who are residing somewhere not meant for housing, such as a car, the street, or an emergency shelter).
 - What do we know so far about Darnell's human capital?
(Answers will vary, but may include writing, the skills and knowledge he learns at school, etc.)
 - What human capital do your family members or those you live with have?
(Answers will vary)
-

DAY TWO:

57. Ask students the following:
 - What is persuasive writing?
(Answer: the writer's thoughts on a topic that tries to convince the reader to agree with the writer's opinion)
 - Are most unhoused people dangerous or criminals?
(Answer: According to HUD, unhoused people are usually the victims of crimes rather than those who commit crimes.)
 - What is human capital?
(Answer: the knowledge, skills, and talent someone gains through education, experience, and training)
58. Ask students to take out Handout 3: Examples of Human Capital and to divide into pairs.
59. Tell students to talk with their partner about the examples of human capital they read about for each character listed.
60. Give students 5 minutes to discuss.
61. Review Handout 3 answer key as a class and instruct students to write any additional examples of human capital on their handout that they may have missed.
62. Ask students how many choices they make in a day. *(Answers will vary).*
63. Define **choice** as a decision made between two or more possibilities or alternatives.
64. Explain that for every choice, there are costs and benefits.
65. Define **costs** as things that are unfavorable or negative results of a decision.
66. Define **benefits** as things that are favorable or positive to a decision maker.
67. Remind students that Darnell made several choices in the story, including joining the school newspaper.
68. Ask students what the costs could be for that choice. *(Answers will vary, but may include: he would have less time for hanging out with his friends or other activities, he might embarrass himself because he did not know what to do or how to do it, he may not like being on the newspaper team, it might be hard for him to write or contribute to the newspaper in other ways, etc.)*

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

69. Ask students what the benefits were for this choice. (*Answers will vary, but may include: he learned new skills, he received recognition for his writing, he is keeping himself out of trouble, the principal was happy that Darnell was involved with a productive activity, he met and got to know other students, he helped his community, etc.*)
70. Share that sometimes we give up things and gain others when choices are made.
71. Inform students that this is called a **trade-off** or giving up some of one thing to gain some of something else.
72. Tell students that trade-offs can be a benefit or a cost, depending on one's perspective.
73. Remind students that when Darnell chose to join the school newspaper, he gave up certain things yet gained others.
74. Ask students for examples of trade-offs resulting from Darnell's choice to join the school newspaper. (*Answers will vary, but may include: While Darnell gave up some time hanging out with his friends or doing other activities after school, he got to meet and get to know Sweeby Jones, he learned some new skills as a writer and interviewer, he received recognition for his ideas to help homeless people in his community, etc.*)
75. Instruct students to divide into pairs and give each pair one of the choices from Handout 4: Our Choices, cut apart in advance.
76. Distribute Handout 5: Choices and Effects, one to each student.
77. Read Handout 5 instructions aloud.
78. Inform students they will use the choice they were given from Handout 4 to complete Handout 5.
79. Let students know they will have 10 minutes to complete the handout.

Teacher's Note: If desired, Google Doc: Choices and Effects Activity (available at <https://bit.ly/DarnellRockCEA>) can be used as an alternative for Handouts 4 and/or 5. Instead of cutting apart Handout 4, page one of the Google Doc can be used as a visual to assign choices to each pair of students. Also, if you would prefer students complete Handout 5 electronically, pages two and three of the Google Doc can be used.

80. Ask each pair to read the choice they were given, as well as the costs, benefits, and trade-offs from Handout 5.
 81. Have each pair also share whether their trade-offs were a cost or a benefit and explain why.
 82. Inform students that they will finish reading the book as homework, chapters 8 through 15.
 83. Remind students that they can continue to add to Handout 1 as they read if they have less than five questions.
-

DAY TWO CLOSURE:

84. Ask students the following:
 - What is a trade-off?
(*Answer: giving up some of one thing to gain some of something else*)
 - Does every choice have a cost and a benefit? Why or why not?
(*Answers will vary*)
 - Did Darnell's human capital change in the book?
(*Answers will vary, but should include that he did gain skills as a writer and interviewer while volunteering for the school newspaper*)
-

DAY THREE:

85. Ask students the following:
 - Were the choices Darnell made in the story worth it? Why or why not?
(*Answers will vary*)
 - Were there more costs or more benefits for Darnell's choice to join the school newspaper?
(*Answers will vary*)
 - How did Darnell's participation in the city council meeting impact his human capital?

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

(Answers will vary, but may include that he got some experience as a public speaker in the city council meeting or that he had practice communicating his ideas or presenting at that meeting)

86. Inform students that those who hold positions in local government, like the mayor and city council members in the story, perform public services.
87. Define **public service** as an activity that is non-rival and non-excludable or its use by one person does not prevent it to be used by others.
88. Explain that non-rival means that the activities do not shrink in supply as more people use them and non-excludable means that the service is available to all.
89. Ask students to think of examples of other public services in our community. *(Answers will vary, but may include: national government, libraries, schools, police and fire departments, etc.)*
90. Share that there are also public goods like the community garden in the book.
91. Define **public goods** as things that are non-rival and non-excludable or their use by one person does not prevent others from using them.
92. Ask students if they can think of examples of public goods in the community. *(Answers will vary, but may include: roads, streetlights, water, etc.)*
93. Remind students that in addition to mayor, several other jobs were mentioned in the story.
94. Ask students if they remember the jobs that Sweeby Jones had. *(Answers: driller in a mine, dock worker, worked at Western Electric)*
95. Distribute Handout 6: Human Capital in Action, cut apart in advance.

Teacher's Note: There are 34 cards total in Handout 6. If the number of students is lower, remove some of the jobs (pages 1-4) from the activity and/or give students with skills more than one skill card (pages 5-7). If the number of students is higher than 34, have some students pair up to participate. Consider using different color paper or card stock to print Handout 6, with jobs in one color and skills in another color.

96. Inform students that they will take part in an activity called human capital in action.
97. Tell students that some of them received names of jobs and others received examples of soft skills, which are also considered to be part of one's human capital.
98. Define **soft skills** as interpersonal characteristics that are valuable to have in most jobs, such as communication (verbal and written), teamwork, dependability, problem solving, leadership, time management, creativity, and so on.
99. Explain that each student that has a career sign will take turns coming to the front of the class so that those with soft skills can match each job if their skill is appropriate.
100. Ask students that have soft skills to raise their sign if they think it is a soft skill that a teacher should have.
101. Invite those students who think their soft skill matches the job of a teacher to come stand next to you and to hold up their sign.
102. Ask the class if they agree that the soft skill signs beside you are fitting for the job of a teacher. *(Answers will vary).*
103. Proceed to invite each student with a job sign to the front of the class and then each student with a matching skill sign to stand next to them.
104. Ask the class if they agree or disagree with the matches for each job and discuss if there are differences of opinion.

Teacher's Note: There are not necessarily right or wrong answers for this activity. The goal is to get students to think about how their human capital, and soft skills specifically, play a role in the jobs or careers they may have. It is also an opportunity for students to see how many soft skills are applicable regardless of which job.

105. Ask students the following when all jobs have been matched with the appropriate soft skills:
 - Were there jobs without any soft skill matches?
(Answers will vary)

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

- Which jobs had more soft skill matches than others?
(Answers will vary)
- Based on the activity, how important are soft skills in the workplace?
(Answers will vary, but may include that they are important for most jobs or that they can be helpful regardless of the job an individual might have, etc.)

106. Collect all of Handout 6 cards from students.

107. Invite students to take out Handout 1: What I Would Like to Know.

108. Ask a few students to read one question they each came up with for that activity.

109. Tell students to make sure their name is at the top of their handout.

110. Divide students into small groups and ask them to trade with others in their group so that they no longer have their own handout.

111. Ask each student to use the back of the handout to answer one of the questions on the front.

112. Remind students to write their name on the back of the handout before answering a question.

113. Inform students that they will have 5 minutes to answer the question of their choice from the handout they now have.

DAY THREE CLOSURE:

114. After 5 minutes, invite students to share the questions they chose and their response within their small group.

115. If time allows, ask a few students to share one question and their answer with the class.

116. Collect Handout 1 from all students, reminding them that there should be the name of the student who wrote the questions on the front and the student's name who answered a question on the back.

117. Ask students the following:

- How did Darnell's human capital change throughout the story?
(Answers will vary, but should include that he learned how to write personal interest stories/articles, to speak in public, to interview individuals, etc.)
 - Did Darnell's choices in the story have more costs or more benefits? Why?
(Answers will vary, but may include that there were more benefits because he helped the community and to motivate Sweeby Jones, etc.)
 - Are there trade-offs for every choice we make? Why or why not?
(Answers will vary)
 - What has Darnell Rock's story taught us about the homeless or unhoused?
(Answers will vary, but may include that there are many reasons why people become homeless, homeless people are not necessarily dangerous or violent, homeless people sometimes could use a helping hand, etc.)
-

ASSESSMENT:

- Use Handout 1: What I would Like to Know to review student work.
-

EXTENSION ACTIVITIES:

ACTIVITY 1

Teacher's Note: The book Darnell Rock Reporting was written decades ago. While many of the story's themes, investing in human capital, social justice, and poverty, remain the same, today's technology, educational system, and business practices have changed. This activity highlights those comparisons between then and now.

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

**LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY**

- Distribute Handout 7: Darnell Rock in the 21st Century, one per student.
- Review the directions for the top and bottom of the handout.
- Give students 15 minutes to complete the handout, individually or in groups.

ACTIVITY 2

- Split the class into four small groups.
 - Assign each group one of the questions below that they will respond to verbally.
 - Give each group 10-15 minutes to prepare their verbal response.
 - Ask each group to share their assigned question and to present their response to the class.
- A. What causes homelessness?
B. What expectations should we have of others in our community?
C. Do we have a responsibility for helping the homeless or those in need?
D. How can our choices impact those around us?

ACTIVITY 3

- Ask students to think about a personal interest story that they would like to write about.
- Tell students that their story must include at least two of the concepts from the lesson, including: costs, benefits, trade-offs, choice, public goods, public services, human capital, soft skills, or homeless.
- Give students parameters for their article, including preferred length, grammar, and punctuation guidelines, etc.
- Invite students to write their story.
- Have students read their story for the class or turn them in for review.

ACTIVITY 4

- Distribute Handout 8: Rock vs. Jones, one per student.
- Review the instructions as a class.
- Ask students to complete the Venn Diagram based on what they recall from the story, individually or in groups.
- After students finish, discuss answers using Handout 8 answer key.
- Give students parameters for their article, including preferred length, grammar, and punctuation guidelines, etc.

ACTIVITY 5

- Divide students into pairs.
- Using questions from Handout 1: What I Would Like to Know, have students select a question with at least two possible answers or opposing perspectives.
- Give students time to prepare an argument for each point of view.
- Ask pairs to present their question and opposing opinions to the class.
- Have the class vote on which perspective or opinion they agree with most.

Teacher's Note: To select questions, students can review their own or another's Handout 1 or randomly select questions that have been copied, cut apart and compiled into a cup/bowl.

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

REFERENCE:

- [Homeless population data](#) – United States Department of Housing and Urban Development (HUD)
-

VOLUNTARY NATIONAL ECONOMIC STANDARDS:

- Content Standard 2 – Decision Making: Students will understand that effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.

COMMON CORE CONTENT STANDARDS:

ELA-Reading Standards for Literature

Key Ideas and Details

- Grade 5: 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Grade 5: 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

ELA-Reading Standards for Informational Text

Key Ideas and Details

- Grade 5: 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Grade 5: 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

ELA-Reading Standards Foundational Skills

Phonics and Word Recognition

- Grade 5: 4. Read with sufficient accuracy and fluency to support comprehension.

ELA-Writing Standards

Text Types and Purposes

- Grade 5: 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Grade 6: 1. Write arguments to support claims with clear reasons and relevant evidence.
- Grade 7: 1. Write arguments to support claims with clear reasons and relevant evidence.
- Grade 8: 1. Write arguments to support claims with clear reasons and relevant evidence.
- Grade 5: 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Grade 6: 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Grade 7: 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Grade 8: 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELA-Writing Standards

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

**LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY**

Production and Distribution of Writing

- Grade 5: 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Grade 6: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Grade 7: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Grade 8: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELA-Speaking and Listening Standards

Comprehension and Collaboration

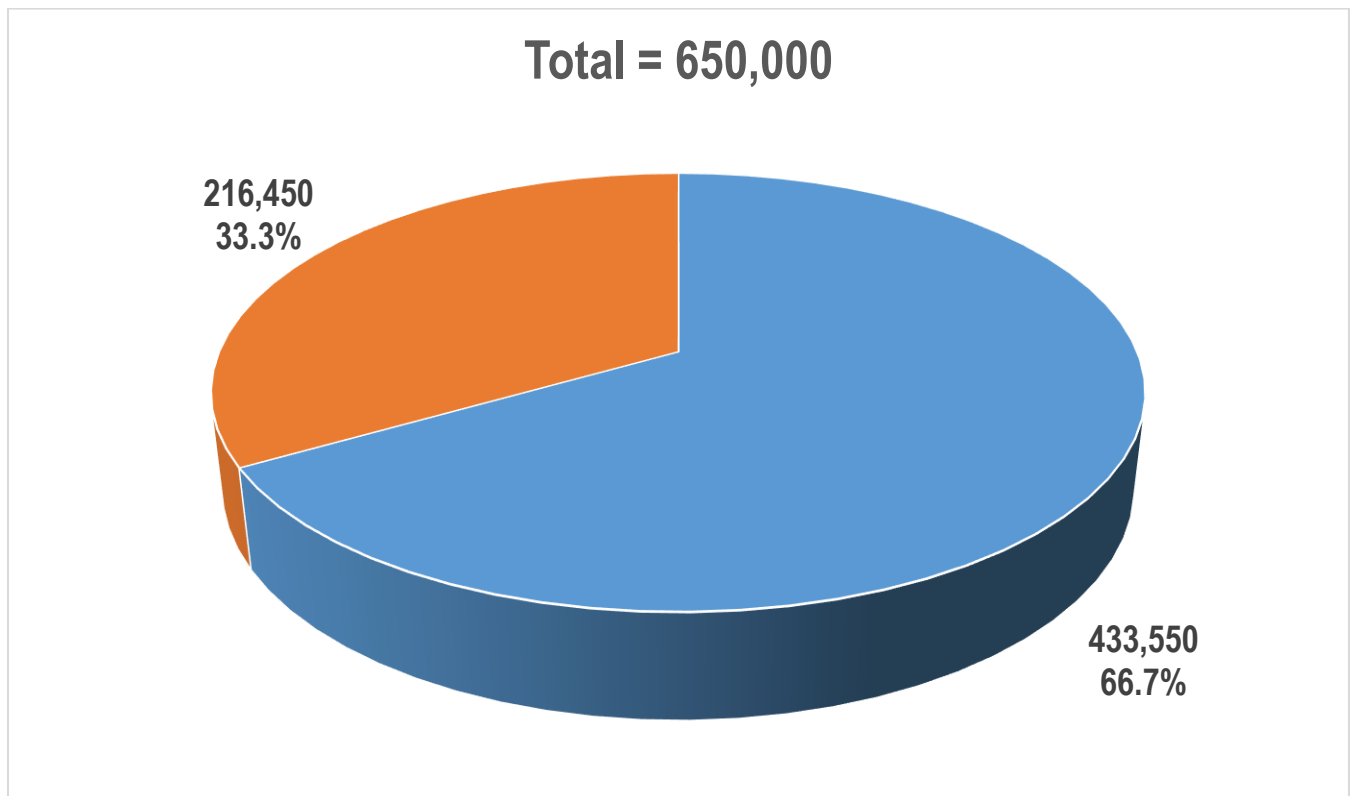
- Grade 5: 1. Engage effectively in a range of collaborative discussions.
- Grade 6: 1. Engage effectively in a range of collaborative discussions.
- Grade 7: 1. Engage effectively in a range of collaborative discussions.
- Grade 8: 1. Engage effectively in a range of collaborative discussions.

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

VISUAL 1: DISSECT THE DATA



DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

VISUAL 2: PERSUASIVE WRITING CHOICES

Instructions: Choose one of the topics below and write a short (5-7 sentence) paragraph describing your viewpoint on that topic, including at least two reasons for your opinion.

- A. On pg. 4, the homeless man who was arrested for stealing a potato accused Darnell and Tamika of being rich kids and their mother said, “compared to some people we are rich”. Do you agree? Why or why not?

- B. On pg. 8, Darnell’s principal told him his grades and behavior were terrible and he doesn’t “do one thing for this school”. Should principals or teachers be stricter with kids who are disruptive or cause problems in school? Why or why not?

- C. On pg. 10, Darnell and Larry teased the 7th grader for talking to them because they are 8th graders. Should your friends be just like you or have different interests or characteristics? Why?

- D. On pg.11, Darnell talked about quitting the newspaper if it felt like homework and Larry said he would quit right away. Is trying something new a good thing, even if you end up not liking it? Why?

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

**LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY**

HANDOUT 1: WHAT I WOULD LIKE TO KNOW

Instructions: As you read the book, Darnell Rock Reporting, write five or more questions you have about the story or the characters below. You must use the words provided to begin your first five questions.

1. What _____

2. When _____

3. Who _____

4. Why _____

5. How _____

6. _____

7. _____

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 3: HUMAN CAPITAL IN THE STORY

Instructions: As you read chapters 2 through 7, write examples of human capital for each character in the table below.

Character	Human Capital
Darnell Rock	
Robert "Sweeby" Jones	
Tamika Rock	
Linda Gold	
Larry Keyes	
Kitty Gates	

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 3: HUMAN CAPITAL IN THE STORY ANSWER KEY

Character	Human Capital
Darnell Rock	Writing, interviewing, reading, throwing a football, saving (gave his sister money)
Robert "Sweeby" Jones	Singing
Tamika Rock	Drawing, playing guitar, painting
Linda Gold	Writing, interviewing, organizing, good communicator, typing
Larry Keyes	Sense of humor/funny, friendly
Kitty Gates	Editing, leadership, managing a project/team

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 4: OUR CHOICES

- | |
|--|
| 1. You can go to bed on time or stay up hours later on a school night. |
| 2. You can walk one mile to your friend's house or ride your bike. |
| 3. You can play video games with your friends or play kickball outside. |
| 4. You can eat your favorite dessert before or after dinner. |
| 5. You and your family can have a staycation in your home state for spring break or go to another country. |
| 6. Your family can adopt a dog or purchase a fish as a pet. |
| 7. You can eat dinner at home or go to a restaurant. |
| 8. You can travel to your grandparents' house overnight or during the daytime. |
| 9. You can read the book assigned by your teacher or listen to it on audio. |
| 10. You can go to the grocery store or have your groceries delivered to you. |
| 11. You can wear eyeglasses or contacts. |
| 12. You can shop for clothes in a store or online. |
| 13. You can donate your time or your money to help out the local homeless shelter. |
| 14. You can go to the game in person or watch it on television. |
| 15. You can go to the amusement park with your friends or with your family. |

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 5: CHOICES AND EFFECTS

Instructions:

1. Fill in the blanks below according to the choice you were given, including the number and choice itself.
2. Use the table underneath to list costs (on the left) and benefits (on the right) of your choice.
3. Write at least two trade-offs for your choice (using the lines on the bottom left) and circle if each is a cost or a benefit (to the right of each trade-off). Be prepared to explain why each trade-off is a cost or benefit.

Choice: # _____

COSTS	BENEFITS

Trade-off A:

_____ COST BENEFIT

Trade-off B:

_____ COST BENEFIT

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 6: HUMAN CAPITAL IN ACTION (PAGE 1 OF 7)

Postal Worker

Scientist

Store Clerk

Barber

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 6: HUMAN CAPITAL IN ACTION (PAGE 2 OF 7)

Carpenter

TV Anchor

Soldier

Driver

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 6: HUMAN CAPITAL IN ACTION (PAGE 3 OF 7)

Accountant

Mayor

Athlete

Pilot

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 6: HUMAN CAPITAL IN ACTION (PAGE 4 OF 7)

Police Officer

Farmer

Artist

Lawyer

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 6: HUMAN CAPITAL IN ACTION (PAGE 5 OF 7)

Public Speaking

Ability to Read

Physically Strong

Detail Oriented

Organized

Mathematical

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 6: HUMAN CAPITAL IN ACTION (PAGE 6 OF 7)

Problem Solving

Creativity

Teamwork

Leadership

Adaptable

Dependable

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 6: HUMAN CAPITAL IN ACTION (PAGE 7 OF 7)

Critical Thinking

Customer Service

Positivity

Self-Motivated

Trustworthy

Writing Skills

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 7: DARNELL ROCK IN THE 21ST CENTURY

Instructions: The table below includes items from the book, Darnell Rock Reporting, that are outdated because it was written so long ago. Review the list of items on the left that were in the story and to the right of each write what that item might be in today's world. Then, pick one of the statements at the bottom to write a short (5-7 sentence) paragraph in response. Use the back of the handout as needed.

DARNELL'S WORLD	TODAY'S WORLD
Landline telephone (connects to the wall)	
Newspaper	
Notepad and pen	
Tape recorder	
Shovel	
Typewriter	
Telephone book	
Underground cable for television	

How might updates in today's world change the jobs or careers associated with the instances below? Pick one of the prompts and write a short response (5-7 sentences) on the back.

WHAT IF...

1. Darnell used a computer instead of a typewriter to write his article.
2. The school and local newspapers were published online and not on paper.
3. Students used their social media accounts to generate story ideas.
4. Molly's kidney disease was diagnosed early and treated with a new medication and diet.
5. Darnell had a cell phone instead of a landline.
6. The Corner Crew members played video games instead of hanging out outside.
7. Larry's mother paid her insurance bill online instead of in person.
8. Sweeby Jones was living in a facility for military veterans and not unhoused or homeless.

DARNELL ROCK REPORTING

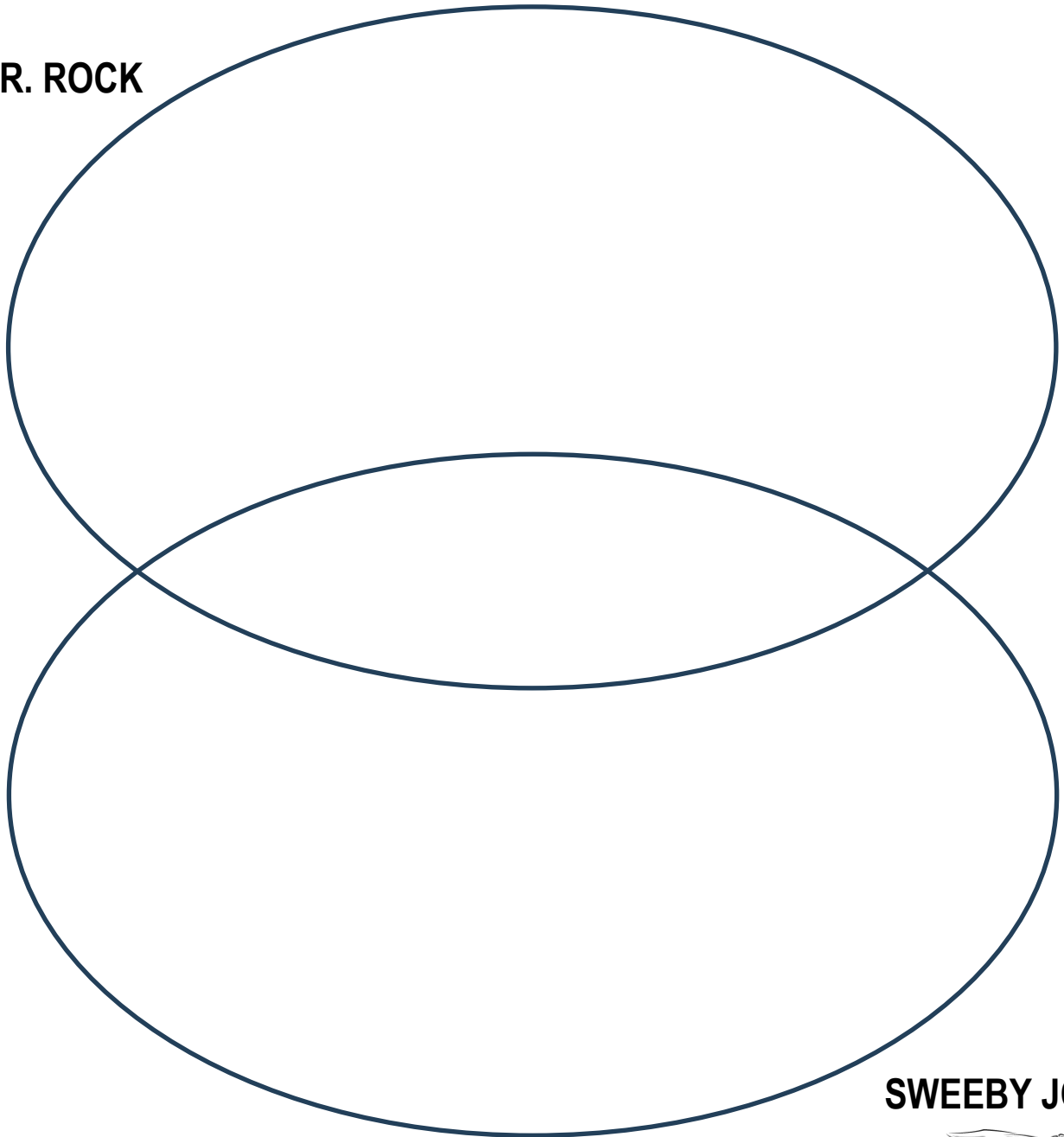
BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 8: ROCK VS. JONES

Instructions: Think about the differences and similarities between Darnell's dad, Mr. Rock, and the subject of Darnell's first article, Sweeby Jones. Use the Venn Diagram below to list differences between each of them in the outer section of the circles and similarities between them in the inner section that overlaps.

MR. ROCK



SWEEBY JONES

DARNELL ROCK REPORTING

BOOK BY WALTER DEAN MYERS, ISBN: 10: 0440411572 or 13: 978-0440411574

LYNNE STOVER, JAMES MADISON UNIVERSITY CENTER FOR ECONOMIC EDUCATION AND
GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

HANDOUT 8: ROCK VS. JONES ANSWER KEY

Instructions: Think about the differences and similarities between Darnell's dad, Mr. Rock, and the subject of Darnell's first article, Sweeby Jones. Use the Venn Diagram below to list differences between each of them in the outer section of the circles and similarities between them in the inner section that overlaps.

MR. ROCK

- Works at post office
- Took initiative to take needed tests for
- Government-related jobs
- Has wife and children
- Has a home
- Considered to be intelligent
- Made better choices in life

- Army veterans
- Listed in local newspaper for military service
- Same age range
- From the same geographic area

- Had no job and then got one at the hospital
- Wanted to be a singer
- Poor, lives in poverty
- Homeless/unhoused at first
- Is considered a "failure" and possibly dangerous
- Made poor choices in life

SWEEBY JONES