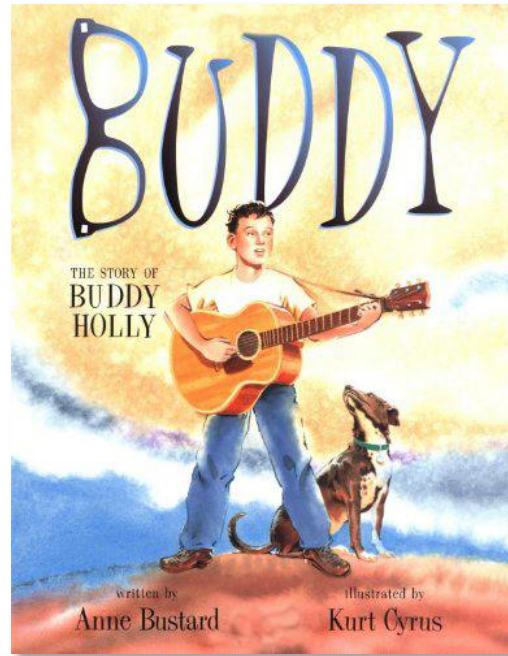


A Common Core State Standards
Aligned Discussion & Activity
Guide for

BUDDY

The Story of Buddy Holly



Ages: 5 to 9 years

ISBN: 0-689-86667-4

Written by Anne Bustard

Illustrated by Kurt Cyrus

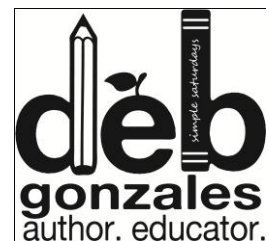
Published by Paula Wiseman Books,
Simon & Schuster Books for Young Readers

A time or two ago, out West Texas way, a boy named Charles Hardin Holley was born. He was named after his granddaddy Charles and his granddaddy Hardin. But his mama called him Buddy.

That Buddy could shoot marbles with the best, hit homers in the red dirt, and pelt cans with his slingshot. But come sixth grade, when Buddy met up with a guitar, he never let it go. And later, when Buddy heard a new sound--part country, part gospel, and part blues, he got fired up.

It was the birth of rock 'n' roll.

Guide Created by Debbie Gonzales



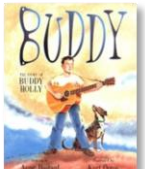
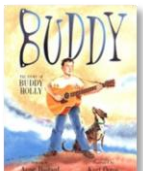


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Pre-Reading Discussion Questions

- ★ Study the front cover of *Buddy: The Story of Buddy Holly*.
 - Describe what the boy in the illustration is doing.
 - Explain how the boy is feeling. How do you know?
 - How do the boy and the dog feel about each other? How do you know?
 - Tell the story behind this illustration.
- ★ Study the back cover of *Buddy: The Story of Buddy Holly*.
 - Describe the objects featured on this page. Predict what the guitar, the baseball, and the tumbleweed have to do with the story.
 - Discuss the differences and similarities of the guitar pictured on the front cover and the one on the back cover. Predict how that difference might be represented in the story.
- ★ Consider the book's title –*Buddy: The Story of Buddy Holly*.
 - Notice the shape of the letters in the title. Do you see something familiar there? If so, what?
 - Tell what you think this book is going to be about. Explain your answer.
- ★ Meet the author – Anne Bustard.
 - How do authors tell stories?
 - On her website, Anne explains her inspiration for writing the story. [Click here](#) to read about when she first saw Buddy's famous glasses.
 - Anne was once a classroom teacher and a bookstore owner. How do you think these jobs prepared Anne to become an author?
- ★ Meet the illustrator – Kurt Cyrus.
 - Explain how illustrators tell stories.
 - What are some of the tools illustrators use to draw with?
 - Explain how a picture can tell a story.
 - Kurt explains how he has been passionate about drawing since he was a boy on his website. Click here to see some of his [childhood drawings](#).
- ★ [Click here](#) to access additional curriculum ideas found on Anne's website.



Anne Bustard

Photo credit: Sam Bond Photography

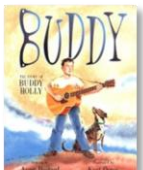


Kurt Cyrus

Photo credit: Amazon.com

Ooooo-Eeeee! Yeeee-dogie! Hot-diggity!
Rock'n'roll!





Post-Reading Discussion Questions

At night they'd raise soaring-to-the-heavens hymns plus toe-tappin', boot stompin' western tunes.

- ★ Turn to the picture of the family playing music and singing together. The baby being held in the mother's arms is Buddy. Imagine what life must have been like for Buddy, being surrounded by so much music at such an early age. Describe what that experience must have been like for him.
- ★ Explain how Buddy Holly's childhood prepared him for his future successes in the music industry.
- ★ Do you think the love and support of his family members contributed to his love of music? How so?

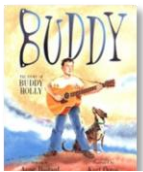
He might've been quiet as a jackrabbit, but he was always a-lookin', always a-listenin', always a-tryin'. His mama told him he could do anything he put his mind to.

- ★ Study the illustrations of Buddy as boy. What sorts of activities did he enjoy?
- ★ Tell how his childhood was similar to yours.
- ★ Describe how his childhood differs from yours.
- ★ What kind of a boy was Buddy? Explain your answer.
- ★ What about you? What sorts of things are you a-lookin' at, a-listenin' to, and always a-tryin'? What sorts of things do you put your mind to doing?

Buddy dreamed dreams bigger than the wide-open West Texas sky, and music makin' was deep in his heart.

- ★ Explain how making music was a natural thing for Buddy to do.
- ★ Describe the dreams Buddy had for his music. What did he want?
- ★ How about you?
 - What kind of dreams are you dreaming?
 - What sorts of thing come naturally to you?
 - What kinds of desires lie deep in your heart?
 - What do you want?



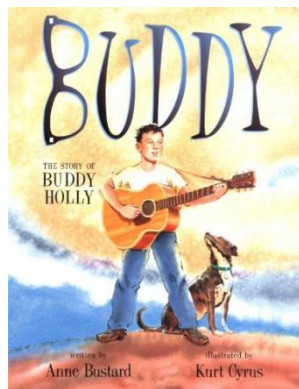


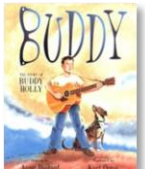
Not everyone thought rock 'n' roll was as fine as dollar cotton.

- ★ Buddy Holly grew up with enthusiastic support of the creative way he played music. He was encouraged to think differently, to make things his own. Yet, some people thought that the music he was playing was not good. Explain how Buddy was able to continue to follow his dreams, no matter what others said about him or his music.
- ★ What about you? What about those dreams you're dreaming? How will you continue to keep trying, even if others don't believe in them or you?

***Any old time. Any old where. They called themselves Buddy Holly and the Crickets:
now Jerry, Joe B., Niki, and Buddy. They'd rock. On and on.***

- ★ In the Afterword, found on the last page of the book, it says that Buddy Holly and his band chose to name their band the "Crickets" because the sound crickets make is known to be a happy one. Tell why making a happy sound was important to Buddy and the band.
- ★ In what ways did Buddy's life show him that music can make people happy?
- ★ What about you? Tell of ways that you can make others happy.
- ★ Buddy Holly was shy and quiet boy who grew up in a small, West Texas town. Yet, his life and music made a lasting impact on other famous musicians and countless fans. Explain how this can be. How can one person, who follows the dream buried deep in their heart, make such a big difference in the lives of others? How does something like that happen?
- ★ Has Buddy Holly's story inspired you? How so?





The Music of Buddy Holly

By the time Buddy was a teenager, his heart had begun a-beatin' to a sound called rhythm and blues.

Doe-ing, doe-ing, doe-iiiiing.

Objective: To express the sensory connection of music through listening, illustration, and writing.

Materials:

- ★ Writing/illustration paper (Guide, pg. 7)
- ★ Pencil
- ★ Markers
- ★ Links of Buddy Holly Music Videos (below)

Procedure:

- ★ Print copy of Writing/illustration paper.
- ★ Click on links below. Closely listen to the musical selections.
- ★ Describe the music.
 - How does it made you feel?
 - What images come to mind when listening?
 - What colors would you chose to illustrate this music?
 - Tell the story of the song. What is its message?
- ★ Record your impression of the song(s) by writing and illustrating a short descriptive piece on the writing/illustration paper provided.

[That'll Be the Day](#)

[Everyday](#)

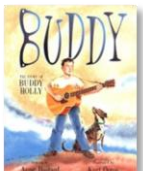
[Oh, Boy!](#)

[Think It Over](#)

[Send Me Some Lovin](#)

[Tell Me How](#)





A Timeline of Buddy Holly's Life

*Upbeat as a sunrise, Buddy and his band kept a-rollin'.
New York. Austin. San Diego. Alberta. And everywhere in between.
Fans stomped, clapped, and shouted, "More!"*

Objective: To present and interpret key details of text in a visual manner.

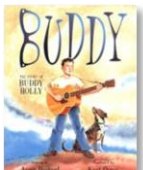
Materials:

- ★ Timeline strips (Guide, pgs. 9 & 11)
- ★ Timeline tabs (Guide, pgs. 10-11)
 - Recordings (note the record symbol printed on these)
 - Life Events
- ★ A Timeline of Buddy Holly's Life Worksheet (Guide, pg. 12)
- ★ Tape
- ★ Scissors
- ★ Pencil
- ★ *Buddy: The Story of Buddy Holly*

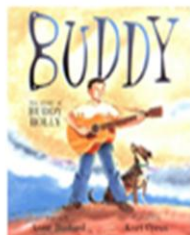
Procedure:

- ★ Using scissors, trim around the borders of the Timeline and Timeline tabs.
- ★ Using tape, construct timeline by securing strips together. Take care to secure the lower tab of strip #1 (1933-1939) behind the 1940 on strip #2 (1940-1949) and the lower tab of strip #2 behind the 1950 on strip #3. Strip #4 is found on page 11 and its upper tab should be secured under that date 1960, of strip #3.
- ★ Lay Timeline on a flat surface.
- ★ Match the dates printed on the timeline tabs close to the associating date along the Timeline.
 - Place the Recording tabs along the left side of the Timeline.
 - Place the Life Events tabs along the right side of the Timeline.
- ★ Closely observe the matched tabs alongside the Timeline.
 - Compare the number of and Timeline placement of the Recording tabs and the Life Events tabs. Tell how the placements of the two sets of tabs are similar.
 - Contrast the number of and Timeline placement of the Recording tabs and the Life Events tabs. Tell how the placements of the two sets of tabs differ.
- ★ Analyze the tab placements in relations to the Timeline dates. Use the *A Timeline of Buddy Holly's Life Worksheet* to assist in the analysis (Guide, pg. 12).





Timeline Strips

The Life and Times
of Buddy Holly

— 1933

— 1934

— 1935

— 1936

— 1937

— 1938

— 1939

tape under 1940

— 1940

— 1941

— 1942

— 1943

— 1944

— 1945

— 1946

— 1947

— 1948

— 1949

tape under 1950

— 1950

— 1951

— 1952

— 1953

— 1954

— 1955

— 1956

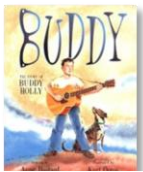
— 1957

— 1958

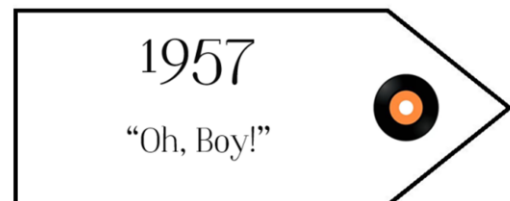
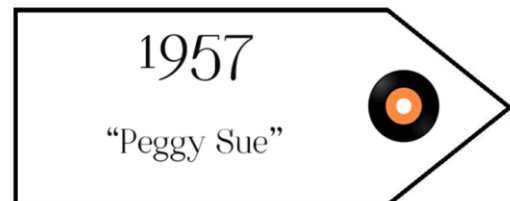
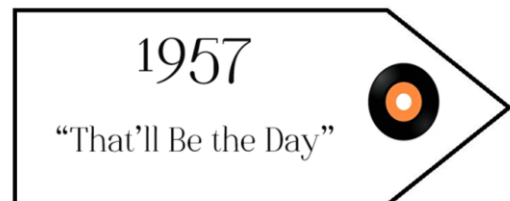
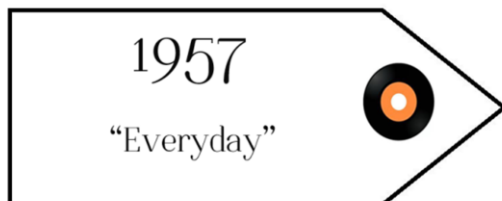
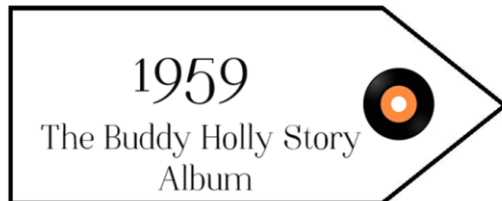
— 1959

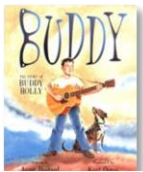
— 1960



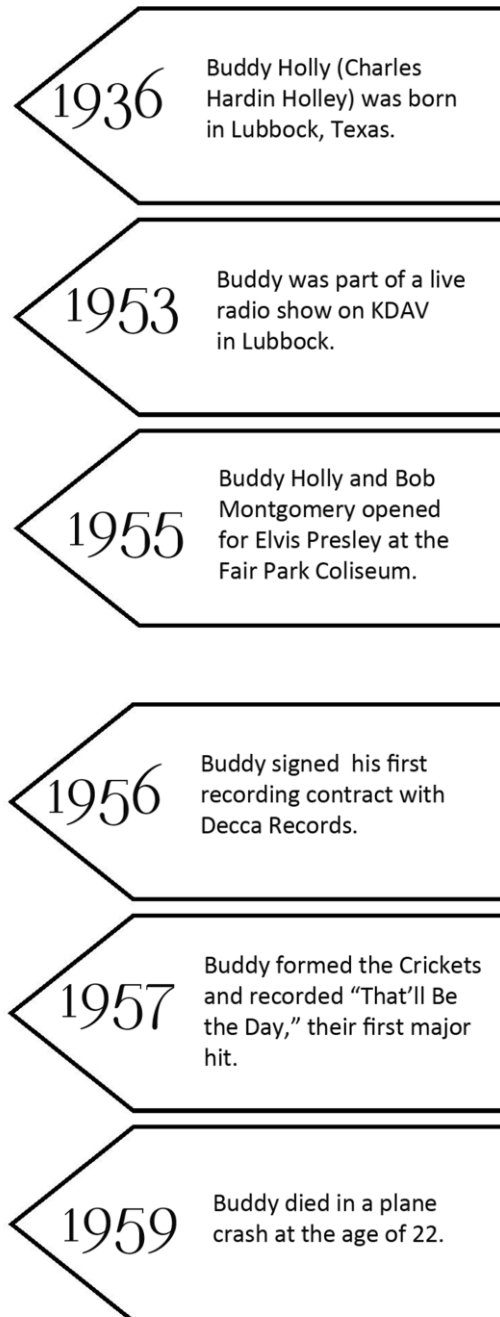
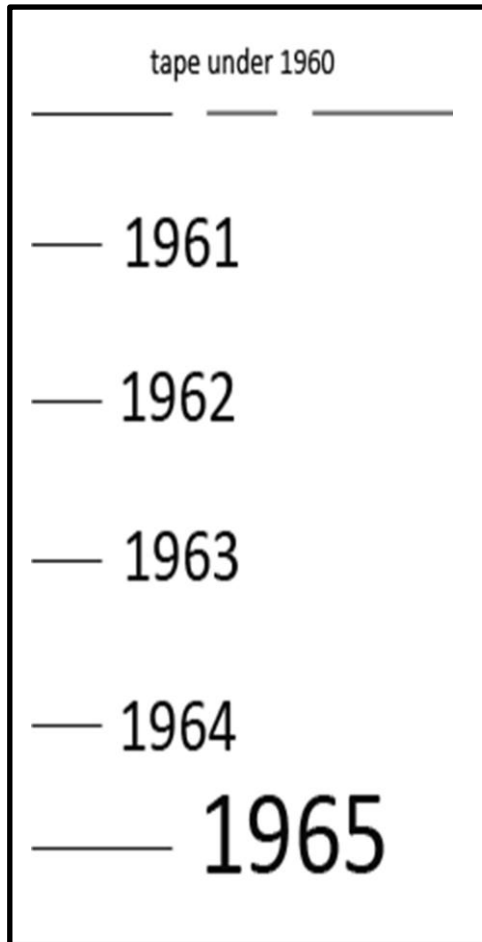


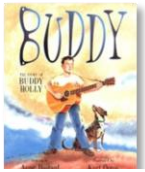
Timeline Tabs- Recordings





Timeline Tabs – Live Events





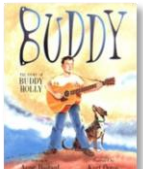
A Timeline of Buddy Holly's Life Worksheet

Observe the Recording Tabs in relation to the Timeline.
Tell how these tabs are a reflection of Buddy's life.

Observe the Life Events Tabs in relation to the Timeline.
Tell how these tabs are a reflection of Buddy's life.

Retell the story of Buddy Holly's life. Use the Timeline, the Recording Tabs,
the Life Events Tab, and the book as references.





Buddy Holly Glasses

*Buddy always made things his own.
Even though no music star wore glasses, Buddy did.*

Objective: To connect character traits, the relationship between illustrations and the story through the creation of a simple craft.

Materials:

- ★ Cardstock
- ★ Buddy Holly Glasses cut outs (Guide, pg. 13)
- ★ Scissors
- ★ Tape

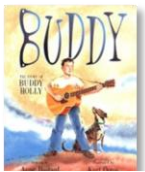
Procedure:

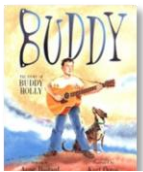
- ★ Print Buddy Holly Glasses cut outs on cardstock.
- ★ Use scissors to carefully trim around the frames and hinges.
- ★ Tape hinges to the frame. Be certain to connect the hinge and frame with the correct color-coded star. Match the hinge and frame designated with the gold stars together and those labeled with the red stars together.
- ★ Place frame on nose, the curved temple piece over your ears, and you're ready to rock 'n' roll!



Photo credit: 45kat.com







A Rock 'n' Rollin' Shoe Box Guitar

*Buddy stuck to the guitar like white on rice. He played and played and played some more.
Mostly he taught himself. His fingers hightailed it down those strings.*

Any old time. Any old where. He'd play. And play.

Objective: To emphasize the connection between illustrations and story through the creation of a craft.

Materials:

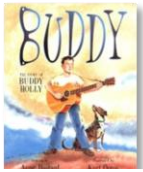
- ★ An empty shoebox
- ★ 4 rubber bands
- ★ Scissors



Procedure:

- ★ Cut a hole in the lower portion of the box top.
- ★ Trim the ends of the lid, clearing away any fold or lip.
- ★ Stretch rubber bands lengthways over the hole cut in the box top.
- ★ Close box top and strum rubber bands.
- ★ Surprise! You have made a string instrument – a shoebox guitar!
- ★ Slip on your Buddy Holly glasses, strum a chord, and sing along with the songs linked on Guide, page 6!





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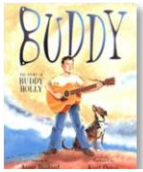
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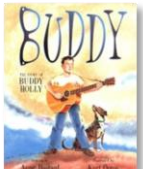


Common Core State Standards Alignment

English
Language
Arts
Standards »
Reading:
Literature

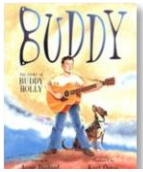
| | | Discussion Questions | Music of Buddy Holly | Timeline | Buddy Holly Glasses | Show Box Guitar |
|---------------------------|---|----------------------|----------------------|----------|---------------------|-----------------|
| CCSS.ELA-Literacy.RL.K.1 | With prompting and support, ask and answer questions about key details in a text. | x | x | x | | |
| CCSS.ELA-Literacy.RL.K.2 | With prompting and support, retell familiar stories, including key details. | x | x | x | | |
| CCSS.ELA-Literacy.RL.K.3 | With prompting and support, identify characters, settings, and major events in a story. | x | x | x | | |
| CCSS.ELA-Literacy.RL.K.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | x | | | | |
| CCSS.ELA-Literacy.RL.K.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear | x | | | x | x |
| CCSS.ELA-Literacy.RL.K.10 | Actively engage in group reading activities with purpose and understanding. | x | x | x | x | x |
| CCSS.ELA-Literacy.RL.1.1 | Ask and answer questions about key details in a text. | x | x | x | | |
| CCSS.ELA-Literacy.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | x | x | x | | |
| CCSS.ELA-Literacy.RL.1.3 | Describe characters, settings, and major events in a story, using key details. | x | x | x | | |
| CCSS.ELA-Literacy.RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. | x | | | x | x |
| CCSS.ELA-Literacy.RL.1.10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. | x | x | x | x | x |
| CCSS.ELA-Literacy.RL.2.3 | Describe how characters in a story respond to major events and challenges. | x | | x | | |
| CCSS.ELA-Literacy.RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | x | x | x | x | x |





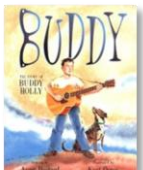
English
Language
Arts
Standards »
Writing

| | | Discussion Questions | Music of Buddy Holly | Timeline | Buddy Holly Glasses | Show Box Guitar |
|-------------------------|---|----------------------|----------------------|----------|---------------------|-----------------|
| CCSS.ELA-Literacy.W.K.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | x | | | |
| CCSS.ELA-Literacy.W.K.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | x | x | | |
| CCSS.ELA-Literacy.W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | x | x | | |
| CCSS.ELA-Literacy.W.1.1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | | x | | |
| CCSS.ELA-Literacy.W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | x | | | |
| CCSS.ELA-Literacy.W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | x | x | | |
| CCSS.ELA-Literacy.W.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | x | x | x | x | x |
| CCSS.ELA-Literacy.W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. | | | x | | |
| CCSS.ELA-Literacy.W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | | x | | | |
| CCSS.ELA-Literacy.W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. | x | x | x | x | x |

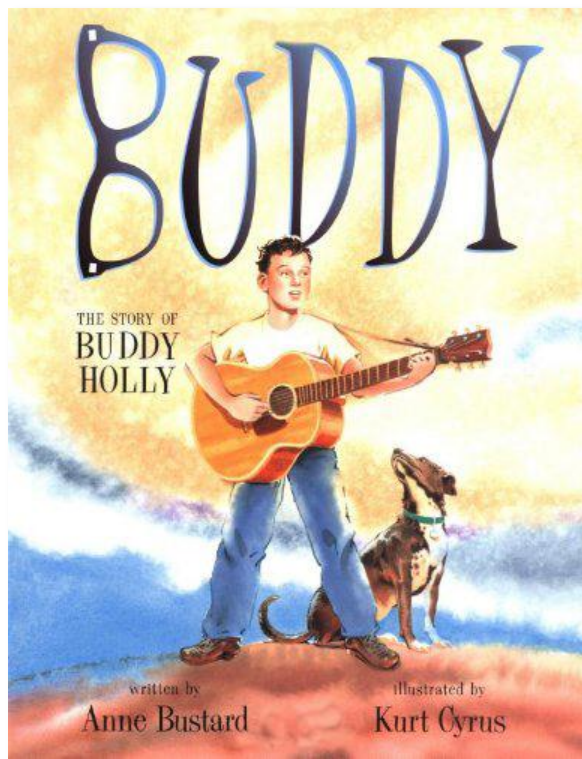


English
Language
Arts
Standards »
Speaking &
Listening

| | | Discussion Questions | Music of Buddy Holly | Timeline | Buddy Holly Glasses | Show Box Guitar |
|--------------------------|--|----------------------|----------------------|----------|---------------------|-----------------|
| CCSS.ELA-Literacy.SL.K.1 | Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. | x | x | x | x | x |
| CCSS.ELA-Literacy.SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | x | x | x | | |
| CCSS.ELA-Literacy.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | x | x | x | x | x |
| CCSS.ELA-Literacy.SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | x | x | x | x | x |
| CCSS.ELA-Literacy.SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | | x | x | x | x |
| CCSS.ELA-Literacy.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | x | x | x | x | x |
| CCSS.ELA-Literacy.SL.1.1 | Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. | x | x | x | x | x |
| CCSS.ELA-Literacy.SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | x | x | x | x | |
| CCSS.ELA-Literacy.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | x | x | x | x | x |
| CCSS.ELA-Literacy.SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | x | | x | x |
| CCSS.ELA-Literacy.SL.2.1 | Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. | x | x | x | x | x |
| CCSS.ELA-Literacy.SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | x | x | x | x | x |



Acknowledgements



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