

Hazardous Duty

By Christy Barritt

Teacher's Packet II

This packet includes the following:

Bookmark template

Point of view activity

Vocabulary of careers flash cards

Direct quotation activity

Culminating role plays:

TV Show culminating Activity (easiest)

TV Show Rubric

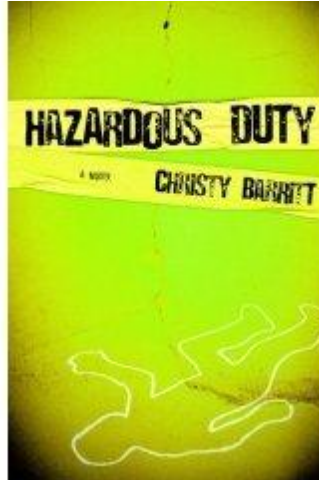
Career Connection Gabby job interview role play (intermediate)

Career Connection rubric

Closing the case role play - advanced

Hazardous Duty

in a nutshell:



Buying a gun to kill your wife: \$3,000

Hiring Trauma Care to clean afterward: \$1,500

Having that same cleaner uncover evidence that frames you: priceless

On her way to completing a degree in forensic science, Gabby St. Claire starts her own crime scene cleaning business. “Yeah, that’s me,” she says, “a crime scene cleaner. People waiting in line behind me who strike up conversations always regret it.”

When a routine cleaning job at a senatorial candidate’s home turns up a murder weapon the police overlooked, she realizes that the wrong person is in jail. But the owner of the weapon is a powerful foe . . . and willing to do anything to keep Gabby quiet. Gabby and her gorgeous and single neighbor Riley team up to find the killer before another murder occurs.

The genre is closest to a “murder mystery chick lit.” hybrid. While murder mystery is supposed to be suspenseful and chick lit is supposed to be funny, this novel nicely combines both. Even some gory episodes are made fun to read. 240 pages, soft cover

Novel can be ordered from amazon.com

Hazardous Duty

Materials overview

Welcome to the world of snooping, I mean investigating, literature. Use any and all of these resources to lead literature circles, discussion groups or create assignments based on the novel Hazardous Duty by Christy Barritt.

There are far more materials than a single teacher will need. Pick and choose what will work for you. Since many readers will be able to identify with Gabby's search for a more meaningful career than her current one, career exploration materials are included. These can serve as a launch point to discuss how one determines what career they wish to pursue and the actual pursuit of preferred employment despite temporary setbacks.

Three separate culminating role plays are included. An advanced group may wish to try a fourth – Writing Mysteries Can Be Murder. The script for that can be found on Teacherspayteachers website as well as the author's Fools for Christ website. (The Fools for Christ website also has pictures of past productions for ideas)

Additional materials can be found in pack I (19 pages) and Pack III (Landscape sheets that print better if downloaded separately).

Hazardous Duty Bookmark/Tip sheet

pg #

[illegible]

Hazardous Duty Bookmark/Tip sheet

pg #

[illegible]

4

1. *Point of view* is the author choice of whose eyes you will see the action, whose thoughts you will have access to and whose feelings will be described as well as see through their actions. Which character in Hazardous Duty is telling this story? How do you know?

2. Good detectives size up the people involved in a crime and make notes to refer to. Tell at least three things that you have learned about each of these characters so far. Compare with others when the group meets.

Gabby:

Harold:

Parker:

3. Good detectives and readers predict what they think will happen next. Make a prediction about one of the above characters. _____

CE.12a-d aspiration	The desire or ambition to achieve something. What is Ed Laskin's and Michael Cunningham's aspiration? Gabby's?
CE.12a-d Correlation Are there any correlations between you and Gabby or another character?	A relationship in which two or more things are mutual or complementary, or one is caused by another.
CE.12a-d work ethic Who would you rank high in work ethic? Low? Why?	A dedication to work, or belief in the moral value of hard work.
CE.12a-d self-assessment	A self examination of ones own strengths weaknesses and abilities. How does Gabby rate herself?

<p>CE.12a-d</p> <p>Attitude</p> <p>What is Sierra's attitude towards animals? Veronica towards Riley? Does Parker's attitude towards Gabby change?</p>	<p>An opinion or personal feeling toward something.</p>
<p>CE.12a-d</p> <p>Income</p> <p>Who probably has the highest income? The lowest? Do some research then Put these in order of high to low: senator, crime scene cleaner, radio show host, lawyer, detective</p>	<p>Money received over a period of time either as payment for work, goods, or services, or as profit on capital.</p>
<p>CE.12a-d</p> <p>Skill</p> <p>What skills would you link with Candace? Sierra? Gabby? Parker? You?</p>	<p>The ability to do something well, usually gained through experience and training.</p>



Hazardous Duty



Who said it?

1. Select a quote from the book that involves a character telling others about an event or another character. Copy it into the quote #1 box. Then choose another character that would have a different point of view on the same event or character. Pick a character who probably feels differently than the original character. Create a direct quote (use proper punctuation) from that character's point of view about the event or other character. At your next meeting share the original quote. Then share yours and allow others to guess who might have said it. Discuss why.

Quote #1 (found on page #_____).

Quotation from the character _____

Quote #2 _____

Character whose point of view the quote was based:

Hazardous Duty

TV Show Role Play

Objective: To encourage deeper understanding of character, making inferences from reading, practice creating a script and oral language skills students will choose characters from Hazardous Duty to role play on a mock radio or TV interview.

Overview: Students will select characters from Hazardous Duty, a TV show with an interview format (real or fictional) and will develop an episode where the host interviews different characters.

Process: Students read the novel Hazardous Duty and choose a character to portray on the radio/TV show. The host of the radio show can be Bill McCormick, an actual character in the book who is an on air radio personality), or a real or fictional radio or TV host. (Radio works if costumes and props are not wanted) After students have selected a character, select a date to have students come dressed and ready to act like his or her chosen character. Send a letter home to parents explaining the activity (see attached). Also, spend time in class with students brainstorming possible props and costume ideas. This information can go home on the note to parents so it can help parents prepare the student.

The activity: Explain that students will answer questions based on how they think their character would answer. Since they could be asked a question that was unrelated to the novel, they will need to do some deeper character analysis. They should plan an appropriate costume and possibly props.

Students can be placed in groups of 4-6 with either the teacher or one of the students serving as the interviewer. Alternatively students may opt to be characters OR writers for the show. In that case, the writers devise the questions for the interviewer to ask.

For the performance, set chairs for the guests on the “stage”. Radio/TV interviewer should welcome listeners/viewers to the show and describe what will take place. Each character can come 1 by 1 or as a group to be interviewed.

Social Studies/Cross Curricular Connection: Questions may include those from current events or history. (Sierra, which candidate for office do you support and why? Or Gabby, how would you rearrange government spending?)

Sample dialogue

Game Show Host: Welcome to our show. Today, visiting all the way from Norfolk, Virginia are various characters from the novel Hazardous Duty. Let us welcome them with a round of applause. (Characters enter)

Tell us who you are. (Characters introduce themselves as the character from the book) Thank you. Now for some more in depth information from each of you. (Interviewer asks questions of each of the characters)

To end the interviewer can thank the characters for being on the show, ask for a final round of applause and invite viewers/listeners to tune in again tomorrow.

Sample questions

These can be used for samples, practice or even the interview.

1. How would you describe yourself?
2. How would your best friend or a family member describe your personality?
3. Where do you live?
4. What kind of transportation do you use most often?
5. What is your favorite subject to study?
6. What qualities do you consider important in a friend?
7. Describe an exciting event in your life.
8. What do you do to chill (relax)?
9. What type of friends do you have right now? Would you like to have?
10. What would you like to do for fun on the weekend?
11. Tell us about a time you were afraid? Sad? Happy? Confused?
12. If you could meet another character from another novel who would that be and why?
13. Who would you choose to play your character if Hazardous Duty became a movie or TV show? Why?
14. What kinds of foods do you like?
15. Who is most important to you?
16. If a hurricane was making its way to Norfolk, Virginia what three things would you take from our home?
17. What is your best quality?
18. What is your favorite holiday? How do you like to celebrate it?

Hazardous Duty

TV Show Rubric

CATEGORY	4	3	2	1
Characterization	Student can accurately answer 4 or more questions as their character. Answers were creative, did not conflict with information from Hazardous Duty and believable.	Student can accurately answer 2-3 questions as their character. Answers were creative, did not conflict with information from Hazardous Duty and believable.	Student can accurately answer several questions as their character. 1 or 2 answers were not believable or directly conflicted with the novel.	Student cannot accurately answer questions as their character.
Preparation	Before the interview, the student prepared several questions for the interview. Questions were open ended and helped the character come to life.	Before the interview, the student prepared several questions for the interview. Most of the questions were open ended and a few helped the character come to life.	Before the interview, the student prepared 2 or more questions for the interview.	The student did not prepare any questions.
Costume and props	Props and costume fit the character.	The costume fit the character.	Costuming and props showed minimal effort or seemed generic	No costume or props.
Sound Quality	The interviewer and/or the person being interviewed can be heard/understood very clearly.	The interviewer and/or the person being interviewed can be heard/understood.	Most of the time the interviewer and/or the person being interviewed can be heard/understood.	It was difficult to hear most of the interview.

Hazardous Duty

Career Connection Role Play

Rationale and objective of activity: Settling on a career can often be as difficult as getting the training you need to work well in your chosen profession. Using Gabby St. Claire's pursuit of her dream job can help students explore career options and practice interviewing skills.

Topic starter discussion questions or journaling prompts:

Quote by Dr. Phil "If you don't have a job, getting a job is your job." Agree or disagree?

What job do you think you might enjoy?

Think of two or more paths to your dream job. How long would the paths take to complete? What would be some "road signs" along the way to indicate you were on track? What would some "danger signs" look like?

Gabby typically dresses for work in durable clothing she can get dirty and that can be cleaned easily. How would her dress differ if she were a forensics expert for a police department? For a job interview for a forensics expert position? How does what she wears to work differ from what you would wear on your job?

Mock Interview

Let's do a mock interview! Separate students into groups of three do a mock interview. One person prepares to play Gabby interviewing for an entry level forensics job with the police department. Another is the interviewer. The third person watches and provides feedback. Allow adequate time to prepare and all three should be familiar with the questions to be asked and the rubric prior to completing their preparations. (In real life most successful people being interviewed have a good idea of what questions they could be asked and have prepared and sometimes even rehearsed answers to those questions.)

Do the activity two more times rotating roles until everyone has done all three roles.

The interviewer will ask 8 questions on the short list of interview questions. Gabby will answer. The person watching can fill out the rubric to help give feedback on how the interview went and how both Gabby and the interviewer could improve.

Hazardous Duty

Gabby Gets a Job Rubric

Student Name: _____

CATEGORY	4	3	2	1
Attire	Business attire, very professional look.	Casual business attire.	Casual business attire, but seemed somewhat unkempt, dirty or wrinkled.	General attire not appropriate for an interview (jeans, t-shirt, shorts).
Preparedness	Gabby is completely prepared and has obviously rehearsed.	Gabby seems pretty prepared but might have needed a couple more rehearsals.	Gabby is somewhat prepared, but it is clear that preparation was lacking.	Student does not seem at all prepared to interview
Content	Gabby is able to confidently & accurately answer questions posed by the interviewer. She adds information without being boring or wandering from the topic.	Gabby is able to accurately answer most questions posed by the interviewer. She adds information but did wander from the topic once or twice.	Student is able to answer some questions but seemed unsure or wandered considerably from a professional interview's topics.	Student is unable to accurately answer questions.
Posture and Eye Contact	Stands & sits up straight, looks relaxed and confident. Has a firm, warm, dry handshake. Establishes eye contact & maintains it.	Stands and sits up straight most of the time, looks confident. Shakes hands. Establishes eye contact.	Sometimes stands up straight and establishes eye contact. Handshake is too hard, wimpy or sweaty.	Slouches and/or does not look at people during the presentation. Forgets to shake hands.
Vocabulary & Closing	Uses vocabulary appropriate for the interview. Thanks interviewer at end using interviewer's name.	Uses vocabulary appropriate for the interview. Thanks interviewer for the interview.	Uses some appropriate vocabulary and some slang or informal terms.	Uses slang throughout. Forgets to thank interviewer

Hazardous Duty

Closing the Case Role Play

Before you close the case, summarize your learning:

- Each week you have done the following:
- Responded to what you have read by writing in your journal
- Discussed your reading responses with your Literature Circle
- Increased your vocabulary

Plan a Character Get-together

Starting after page 69 make preliminary plans to do a character get together after finishing the novel Hazardous Duty. This help you analyze the characters more thoroughly and recognize connections between the characters.

Each of you will role play a main character and participate in a scenario in which that character will appear.

Planning Session One: After page 69

- Discuss the character(s), major and minor, which are adequately portrayed.
- Decide who will tentatively role play which character.
- During the next few planning sessions prepare by becoming familiar with the character you will portray. Reread sections of the novel and discuss what you see about your character and ask for suggestions from group members. Jot down notes for later reference.

Planning Session Two: After page 129

- Work together to analyze the personalities of the characters chosen. Suggest props or costumes. Finalize who will portray whom.
- List 4-5 possible settings in Hazardous Duty that could become to setting of your scenario.
- Check ahead to the criteria that will be used to evaluate your presentation

Planning Sessions Three: After page 158

- Get a scenario from your teacher or group leader. With the scenario in mind finalize your choice of setting and report that to the teacher.
- Bring possible costumes and props. Try them out. Practice talking to each other in the role of your character.

Planning Sessions Four: After finishing Hazardous Duty

- Write a loose script for your presentation leaving room for improvisation.
- Rehearse

Presentations

Each scenario should be about 5 - 10 minutes long. Although you want your group's presentation to be entertaining keep in mind you will be peer and teacher evaluated on the following criteria:

- Validity of content—dialogue reflects the characters points of view and personalities and do not directly contradict information in the book. Characters should say and do what would seem logical based on our knowledge of them through reading and discussion.
- Believable connections between characters and characters and the situations. Who says what to whom about certain topics should be based on previous interactions that occurred in the book. Gabby would not flirt with Harold nor would Sierra ignore a lost dog.
- Creativity – can include additions to the scenario, costumes or props
- Preparation – notes or not used or barely used without undue attention.

For the teacher/leader

Use current events to guide you as you devise scenarios. Have a musical group, politician, sports figure, hurricane, holiday, problem like high gas prices or fun activity like a carnival or something else come to Norfolk. Give the scenario some parameters like the time of day, season of the year or a list of three emotions or props that must be used.

Sample: The group goes to Parker's police station to report a series of weird messages on their cell phones from a mysterious caller or the sighting of what may be an alien ship. The group discovers \$1000 in cash and must decide what to do with it.