Books by Chris Crutcher

A Selected Bibliography



Angry Management

Tr 978-0-06-050247-8 • \$16.99 (\$22.50) Lb 978-0-06-050246-1 • \$17.89 (\$23.89)

Pulling no punches when it comes to the realities of teens' lives—in terms of sexuality, language, and passion for justice—this collection of stories will resonate with readers.



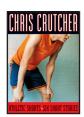
Deadline

Tr 978-0-06-085089-0 • \$16.99 (\$21.50) Lb 978-0-06-085090-6 • \$17.89 (\$23.89) Pb 978-0-06-085091-3 • \$8.99 (\$10.99)

* "Whether facing physical limitations, making a stand, or telling the truth, Ben is a teen hero for whom readers cannot help but cheer."

—VOΥA (starred review)

ALA Quick Pick for Reluctant Young Adult Readers



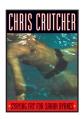
Athletic Shorts

Tr 978-0-688-10816-8 • \$18.99 (\$20.50) Pb 978-0-06-050783-1 • \$7.99 (\$10.50)

★ "The characterizations are powerfully drawn, and the dialogue is quick and scorching."

-The Horn Book (starred review)

ALA Best Book for Young Adults • ALA Quick Pick for Reluctant Young Adult Readers • School Library Journal Best Book • School Library Journal Best of the Best in Young Adult Literature • New York Public Library Book for the Teen Age



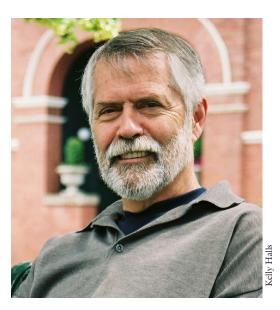
Staying Fat for Sarah Byrnes

Pb 978-0-06-009489-8 • \$8.99 (\$9.99)

* "A masterpiece."

—School Library Journal (starred review)

ALA Best Book for Young Adults • American Bookseller Pick of the Lists • California Young Reader Medal • School Library Journal Best Book



About the Author

Chris Crutcher is the critically acclaimed author of nine novels, an autobiography, and two collections of short stories. He has won three lifetime achievement awards for his body of work: the Margaret A. Edwards Award for Outstanding Literature for Young Adults, the ALAN Award for a Significant Contribution to Adolescent Literature, and the NCTE National Intellectual Freedom Award. He has been a child and family therapist with the Spokane Community Mental Health Center, and is currently chairperson for the Spokane Child Protection team. Chris Crutcher lives in Spokane, Washington. Please visit him online at www.chriscrutcher.com.



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For a complete list of Chris Crutcher's titles and awards, visit www.harperteen.com.

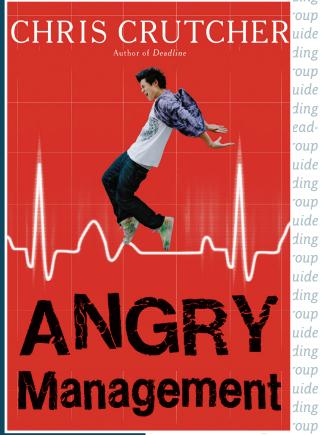
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ANGRY Management

by Chris Crutcher

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About the Book

The teens in Mr. Nakatani's counseling group have many reasons to be angry. Sarah Byrnes's face is permanently scarred. Angus Bethune's family is the object of town gossip. Montana West's stepparents are abandoning her stepsister just like they almost abandoned her. Marcus James is black and gay in a high school that is all white. Anger threatens to control the lives of each of these teens. But rather than have them hide their anger, Nak encourages them to let it all out.

Discussion Questions

- 1. How does Nak respond to Marcus's comment that "you might not have noticed, but I'm the only black guy here" (p. 8)? Compare the examples that Nak gives of minorities to the examples that Marcus uses. Do you think Nak's response successfully reassures Marcus?
- 2. Angus jokes that he can be a big enough person to accept Sarah's scars, because he's "bigger than almost everything else" (p. 23). For what purpose does Angus use humor? In which other instances does Angus draw on humor to this same end? Identify two other characters from the book who use humor similarly. Is this application of humor effective? Is it healthy?
- 3. Angus tells Sarah that it was a bad idea to go see Sarah's mother, but Sarah disagrees (pp. 67–68). Do you think Sarah really believes it was a good idea? Do you agree with Sarah's suggestion that it's always best to find out the truth?
- 4. Montana thinks that Trey will be a jerk because he is a football player. What groups at your school are stereotyped? How do you think such stereotypes are created? Is there truth to them?
- 5. Why does Montana think Tara's behavior will improve if she is given responsibilities and tasks to manage?
- 6. Dr. Holden explains that Montana's article about medical marijuana needs to be censored so as not to offend members of the community. Should a school newspaper avoid articles that risk angering community members? How do you think your community would respond to a school newspaper article about medical marijuana? How do you think it would respond to Montana's censored articles discussing gay marriage and comparing Christianity to Greek mythology?

- 7. What is Montana's strategy at the school board meeting? Is she successful? Are there any alternative strategies Montana could have used?
- 8. How does Chris Crutcher use foreshadowing in the story of Marcus James?
- 9. "By the time I get to the reservoir, Marcus James is dead" (p. 209). How did you react to this abrupt statement? Why might Chris Crutcher have chosen to relate Marcus's death in such a manner?
- 10. While watching Barack Obama's inauguration, Marcus's grandfather asks Mr. Simet, "Think if this would happened ten years ago, my boy would still be alive?" (p. 237). Do you agree or disagree with Mr. Simet's response?
- 11. The novel concludes with Nak saying, "Wish I coulda stuck a little anger into ol' Hudge's gut. . . . Powerful bit of rage mighta kept that boy alive" (p. 246). What does Nak mean? Do you agree with Nak's thoughts about anger and rage?
- 12. What are the similarities and differences between the endings of the three stories in *Angry Management*? Are the endings hopeful, or are they something else?
- 13. Find at least two instances in the book when Chris Crutcher gives a character a name that resonates with the character's personality or appearance. Why might the author have chosen to do this?
- 14. Why do you think Chris Crutcher chose to write *Angry Management* as a collection of short stories? What are the benefits and drawbacks of using a short story format?
- 15. In the book's foreword, Chris Crutcher says that he "stepped over the line" by bringing together characters from his previously published novels and placing them outside of their original times and settings. Do you think he crossed a line? Why or why not? Which characters in Angry Management do you recognize from other Chris Crutcher novels? Do these characters undergo any changes or developments in Angry Management? What should an author's responsibility be to his or her characters, and what should it be to his or her fans?

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Extension Activities

- 1. When Worlds Collide. In Angry Management, Chris Crutcher brings together characters from his novels and imagines what would happen if those characters interacted with one another. Pick two (or more) characters from Angry Management and write an original short story about them. Give the characters new names and see if another member of your reading group can guess who the characters are by the way you have described their thoughts, actions, and words.
- 2. Fact Check. "For every story of angry destruction there is one of angry elevation" (p. 245). Explore whether or not this assertion might be true. Research the role that anger played in the development of several contemporary or historical people or events. Discuss any evidence you find that shows that anger has helped with the progress of those individuals or events. Also, discuss any incidents of anger for which no positive advancement can be found.
- 3. It's Not All Fiction. Research one of the historical references in *Angry Management*. Topics could include the *Berkeley Barb* (p. 110), the 1968 Olympic Black Power salute (p. 201), or sundown towns (p. 217). Create a short presentation to share your findings with your reading group. Your presentation should include key facts that Chris Crutcher didn't discuss in the book, any connections between these facts and the book, and a discussion question for the reading group to consider.
- 4. Teen Talk. Angry Management deals with many topics that may be difficult for teens to discuss, including suicide, homosexuality, religion, drug use, and unprotected sex. Pick one of these topics and create five talking points to help teens express their views on the issue. Lead your reading group in a conversation about your selected topic.
- 5. School Zone. Think about some of the controversial issues mentioned in the previous activity, as well as others touched on in *Angry Management*. Select three of these sensitive issues and write a journal entry about how they have been addressed in the schools you have attended. Then interview two older family members about how the same issues were addressed by their teachers when they were in school. Try to interview people from different generations or from different regions or countries. Write a second journal entry comparing and contrasting the experiences of your family members with your own.