



THE NEWEST YA NOVEL BY COURT STEVENS

THE JUNE **BOYS LESSON PLAN**

FOR YOUNG ADULT READERS ● 5 ACTIVITIES + LEARNING OBJECTIVES

The June Boys Lesson Plan

Learning Objectives

After this lesson, students will be able to:

- summarize the events of a novel
- explain how the dialogue and actions of the main characters develop the reader's understanding of both the characters and the central ideas of the novel
- cite textual evidence when answering questions about the text
- evaluate character development

Curriculum Standards

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Materials Needed

- *The June Boys* by Court Stevens (available here <https://www.tnzfiction.com/9780785221906/the-june-boys/court-stevens/>)

Activities

All of these activities can be performed individually or in conjunction with each other after reading *The June Boys*.

Activity 1

In writing, answer the Discussion Questions (pp. 355–356 and below) about *The June Boys*. Cite specific quotes from the text to support your answers.

OR

Host a book club-style discussion, guided by the Discussion Questions (pp. 355–356 and below). Allow each member of the discussion to share their answer to each of the questions aloud and facilitate discussion on those responses.

The June Boys Discussion Questions

1. When someone you love is absent from your life, how do you typically respond?
2. Is there ever a time when lying is justifiable?
3. More often than not, we want our parents to be heroes and discovering their fallibility is deeply painful. Discuss a time you were disappointed with your parents' behavior.
4. If you could receive a return letter from someone famous, whom would you choose to write?
5. Have you ever followed a gut instinct that didn't make sense to anyone else? If so, what happened? Would you do it again?
6. How difficult do you find continuing and completing tasks without emotional, relational, or spiritual

support? Name something you are currently trying to finish that you wish more people would cheerlead.

7. Is the experience of sharing difficult pieces of your personal story easier with family, best friends, acquaintances, or strangers? If you need help, whom do you ask first? Do you feel there's a limit to how much help you can ask for?
8. Is forgiveness more difficult with certain people? If so, why do you believe that's true?
9. A village of adults surrounds and loves these main characters. Name your village.
10. Do you have seasonal obsessions or passions? What are the benefits of pursuing a task or objective relentlessly? What are the pitfalls?

Activity 2

Read "A Final Note to the Reader" (p. 347), and do some research into Elizabeth Smart and her abduction case. Consider why Aulus would have written to Elizabeth Smart; consider also why the author would choose to include this information in a note to the reader. Are there salient similarities between the Elizabeth Smart case and the plot of *The June Boys*? Does this information provide any additional context or complexity to the story?

Activity 3

Look at the map "Mapping the Gemini Thief" (pp. 349), which portrays the locations of the of the boys' abductions. Research some of these places and compare what you learn to how the places are portrayed in the novel. Does viewing the map provide you any additional context for the story? Consider also the author's choice to use real places across Kentucky and Tennessee. Why might the author have chosen to do this, and what does that choice add to the story?

Activity 4

On page 344, Aulus tells Thea that he wants to be "a bell ringer instead of a June Boy." Consider what it means to be a "bell ringer." Do some research to find people in history or the modern day who you think have served as bell ringers. What did these people do? What was the effect and value of their actions? Consider also what causes matter to you and how you can serve as a bell ringer for those causes.

Activity 5

Write a review of *The June Boys*, comprised of the following components: a brief summary of the novel (without spoilers); an analysis of the strengths of the novel, citing the text; and why or to whom you might recommend this novel.

Bonus: Share your review on a platform like Goodreads and interact with other reviews or comments on the book.