

Double Fudge

by Judy Blume

“Money, money, money” is Fudge’s new theme song, which he proves by drawing dollar signs on the cereal box, making “Fudge Bucks” of his own, and wanting to buy everything in sight, including Washington, D. C., which he’ll rename Fudgington D. C.

THEMES

family, siblings, miserliness, problem-solving, responsibility, family values

Young Listener Unabridged Audio

I. PRE-TEACHING

A. Have the class define and discuss these terms:

obsessed, doled, grimaced, chaotic, accelerated, humanities, allergies, flourish, cobblestones, unanimous, evaluated, financial, deprived, engrossed, omen, counterfeit, hysterically, bloodcurdling, flattery, diplomatic, chanted, scrunched, souvenir, civil, laryngitis, planetarium, mimic, therapist, trauma, acupuncturist, avian, demented, facial, alcove, quizzical, navigator, splint, perky, temptation, mortgaged, converted, monitor, Braille, cultural, manatee, entrepreneur, maintenance, escorted, resourcefulness, reunion

B. Before beginning the story, discuss the following questions with the class:

1. How important is it to have a lot of money? Are rich people happier?
2. What does the expression, “The best things in life are free” mean? What can you think of that’s free and one of the “best things in life”?
3. Do you have younger siblings? What do you like about them? What problems do you sometimes have with them?

II. PRESENTATION

A. Understanding the Story:

1. Begin with Chapters 1 - 5: What does Fudge do every night with his money? How does Mom feel about this? What does Fudge say about Pete’s new shoes? What is Fudge’s real name? How is the decision about Fudge’s shoes finally made? How does Fudge react? What advice does Pete give Mom? What news does Jimmy tell Pete? How does Pete feel about it? Why is Pete worried about going to school? Describe Fudge’s new best friend. What do he and Fudge have in common? What happens to Fudge’s shoe? Describe Jimmy’s loft.
2. Advance to Chapters 6 - 11: What does Fudge put in the blanks on the school questionnaire? What does the counselor tell Mom? How does Mom feel? Why do they decide to take Fudge to Washington D. C.? Why does Fudge like the gift shop? What does Cousin Howie call

Dad? What coincidence about names do they discover? What does Cousin Howie say about Dad’s job? How have Frank Fargo’s new paintings been made? How does Jimmy feel about his father getting remarried? What surprise awaits them when they get home?

3. Complete the story with Chapters 12 - 16: What is it like to have Cousin Howie’s family staying with them? Why doesn’t Pete want to take the twins to school? How do Pete’s friends treat him when they learn the twins are his cousins? What is Pete afraid will happen at the assembly? What really happens? Why won’t Howie let the twins sleepover at Sheila’s? Why does he change his mind? In what ways does Pete take charge when Uncle Feather is injured? What gift do Jimmy and his father bring? How do Fudge, Olivia, and Mini become heroes?

B. For Discussion:

1. What might have caused Fudge to become obsessed with money? Will he get over it? Why or why not?
2. Richie tells Fudge he can have any toy he wants, but he’s not spoiled. What does it mean to be spoiled? Can someone have everything they want and not be spoiled? Why or why not?
3. Have students look for the humor in the story, like Fudge thinking he could have a half-brother by cutting Pete in two, the descriptions of the Howies, or the real names and nicknames of the characters.
4. Have students listen to the way Eudora and Howie handle their relationship. Who would they say was dominant? Who is submissive? At what point does this begin to change?

III. EXTENDING THE LESSON

Give students the opportunity to work with partners, groups, the whole class, or alone.

INTERDISCIPLINARY CONNECTIONS:

A. Language Arts:

1. Have students write about their younger siblings, or if they are the youngest, about their older siblings. Why

- do they sometimes have problems? How do they feel about this person?
2. Copy the form Fudge's teacher hands out the first day of school and have students fill it out for themselves. Discuss what they learn about themselves and each other by answering these questions.
 3. Have students imagine showing a new kid or a visitor around school. Where would they take them? What would they tell them? Is there anywhere they wouldn't take them? Why or why not?
 4. Have students listen to the endings of the chapters. What about these endings makes them want to go on to the next chapter?
 5. Have students spell their names backwards and make up a funny song about each other's names.

B. Art and Music:

1. Have students select background music that is appropriate to some of the scenes. They might use the song about money from *Cabaret*, or songs like "Pennies from Heaven" and certainly "The Best Things in Life Are Free."
2. Have students make a bulletin board about the story. The whole board could be a large dollar bill, with pictures of the characters, real dollar bills, coins, bank slips, and pictures cut out from *Money Magazine* or a toy catalogue showing all the things Fudge would like to buy.
3. Have students learn about modern art such as Frank Fargo's paintings. Why do paintings like this sell for so much money? Why do some artists choose to paint abstract instead of realistic paintings?
4. Have students set up a display of items that might be in a gift shop at the Bureau of Printing and Engraving. What money-related items could be for sale?

C. Social Studies:

1. Have students learn about the early history of New York. What group of Native Americans lived in what is now New York City? Who were the first settlers? What did they name the city?
2. Have students learn about the life of a famous rich person, living or dead. Have them decide if the person was happy. Why or why not?

3. Cousin Howie's daughters are home schooled. Have students find out about home schooling. Do they know anyone who is home schooled? Would they like to be home schooled? Why or why not?
4. Have students learn about the history of advertising. What was it like in the early days? How has it changed?
5. Have students find out about the security system at their school. Is it sufficient to keep out strangers who might do harm? Why or why not?

D. Science and Math:

1. Have students learn about myna birds, parrots, and other talking birds. How are they able to imitate human speech? What's involved in teaching one to speak?
2. Have students learn about the printing of money. What would happen if the government printed too much money? Why can't we make our own money? What measures are taken to prevent counterfeiting?
3. Have students learn about pandas. What do they eat? Why are they endangered?
4. Have students read the "Nutrition Facts" labels on a variety of foods, including their favorite snack food. What ingredients are good for us? Which are not good for us? Students might find out more about some of the ingredients mentioned, such as vitamins.
5. Have students watch the Discovery Channel and tell the class what they learned. Do they like this channel? Why or why not?

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