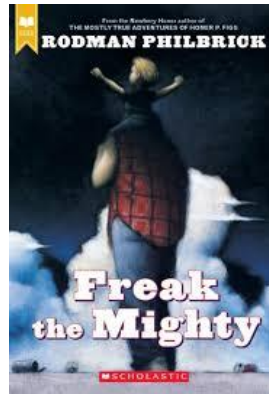


Freak the Mighty

Independent Study Lesson Plan



ISBN-10	0-439-77129-3
ISBN-13	978-0-439-77129-0
Author	Philbrick, Rodman
Publisher	Scholastic Paperbacks
Copyright	1993
Lexile	930L
Genre	Young adult fiction
Synopsis	Two boys – a slow learner stuck in the body of a teenage giant and a tiny Einstein in leg braces – forge a unique friendship when they pair up to create one formidable human force.
Themes	Stereotypes and Identity Development
Protagonist	Teen Boy
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character



Character Based Literacy Program
Independent Study Lesson Plan
Freak the Mighty, Introduction



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Unit Roadmap

- Unit's big idea or theme = **Responsibility Requires Action**
- **Definition: Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.**

Character Based Literacy Program

Independent Study Lesson Plan

Freak the Mighty, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is Morquio Syndrome?

What is an Ornithopter?

Who was King Arthur?

What impact can name-calling have on students?

What are some ways to deal with the current bullying epidemic?

Word Wall Here are vocabulary words to add to the Word Wall.

fierce (2)	observation (5)	miniature (5)	microsecond (6)	fiend (7)
scraggly (11)	humongous (12)	periodic (13)	demeanor (16)	sophisticated (18)
impression (23)	spastic (25)	regurgitate (27)	fearsome (31)	encounter (31)
finale (33)	nanosecond (36)	crippled (41)	genius (41)	possessed (42)
sentimental (43)	disguise (49)	principle (51)	modification (51)	analyzed (52)

READ

Read Read the selection.

Read pages 1-53

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

5W's and H

See attached form.

Drawing

Draw a picture of the Fair Gwen taking Freak home from Maxwell's house as he watches her rush away obviously scared of him.... pg. 20

Open Mind Portrait

Create an OMP for Maxwell based on the characteristics in the novel.

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? From the shoulders up? From the waist up? The whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the

character, or ways the character has changed.

2. Follow step 2 to create and place additional bubbles

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says or does to himself or herself. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Open Mind Portrait

Create an OMP for Kevin.

Pyramid of Hate

Use the Pyramid of Hate and the worksheet at the bottom of the lesson plan to define the different ways that hate can be shown and expressed.

Bookmark

Review this week's reading (p. 1-53) looking for examples of responsible and irresponsible behavior by the two main characters Kevin and Maxwell. On one side of your bookmark, list the responsible behaviors and on the other side, list the irresponsible behaviors.

Discussion

Key Questions, p. 1-9

1. Why was Maxwell (who prefers to be called Max) called Kicker when he was in daycare?
2. Max is beginning to look like his father. Why are Grim and Gram upset about this?
3. Why might Kevin be called Freak?

4. Do you think the name “Freak” is offensive, or does it seem more like a special name for Kevin, who has Morquio Syndrome (refer to the “Background” section of today’s reading for a description of Morquio). Explain your answer.
5. Freak, who is just 2 feet tall, wears shine braces on his legs and uses crutches to help him walk. Describe how Max feels about this.

Key Questions, p. 10-20

1. What is an ornithopter?
2. Freak, who appears to be very bright and knowledgeable for his age, likes to keep himself busy. What kind of activities does Freak enjoy?
3. In today’s reading, we learn about the physical characteristics and the personality traits of Max and Freak. In your own words, describe in detail Max’s appearance and personality.
4. In your own words, describe in detail Freak’s appearance and personality.

Key Questions, p. 21-31

1. Why does Freak prefer the floor under the bed as a comfortable spot to be alone?
2. Why is Max not happy about being a spitting image of (looking exactly like) his father?
3. How does Max react to Blade? What kind of person is Blade? Why do you think he acts the way he does?
4. Describe in detail how you can tell that Max and Freak are compatible (they like each other), even though they are different?

Key Questions, p. 32-42

1. List some of the materials that fireworks are made out of.
2. How does Freak guide Max through the park?
3. Where did Blade and his gang corner Freak and Max? Why can’t Max move?
4. What does Blade and his gang throw at Freak and Max?
5. How did Freak and Max come to be known by the term “Freak the Mighty”?
6. What does Grim call Max for the first time and why is it important?

Key Questions, p. 43-53

1. What is Max going to do next to avoid a confrontation with Blake and his gang?
2. What are two things that Max believes Blake carries on him that would be troublesome and irresponsible?
3. Before Max met Freak, what would Max do in his basement all day?
4. By now, we know Freak loves to read, which is why he knows so much about so many things. What is his favorite book?
5. What secret does Freak tell Max?
6. Why was it important for Freak to take Max to the hospital? What did Max call the hospital?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Paragraph, p. 5

“Not that I ever do much of anything. Grim has it fixed in his head I’m at a dangerous age and they need to keep me under observation. Like I might make bombs or start a fire. Or whack out the local pets with my trusty slingshot or whatever – except I never had a slingshot, it was Grim who had one when he was my age. The proof is right there in the family photo album. You can see this blurry little miniature Grim with no front teeth, grinning at the camera and yanking back on this prehistoric slingshot. Good for whacking mastodons, probably. ‘Just proper targets,’ Grim says, closing up the photo album, end of discussion. Like, ‘oops, better hide the evidence. Don’t want to give the dangerous boy any ideas’” (p. 5).

Writing Task

In today’s reading, Max is trying to convince his grandparents that he is not the bad kid that they think he is. In one narrative paragraph, describe why Grim and Gram think he is bad. In a second narrative paragraph, describe in detail what your parent or parents think of you. In other words, what kind of person do they think you are? **All narrative responses are expected to have 6-8 sentences per paragraph.**

Key Paragraph, p. 20

“I go up and open the bulkhead door and his mother is in the back yard and she’s looking at the little red wagon. She catches sight of me coming up out of the down under and it’s like somebody shot her. Like she’s scared out of her mind. ‘Kevin?’ she says. ‘I’m looking for a little boy’” (p. 20).

Writing Task

In today’s reading, what type of reaction did Gwen have when she saw Max come out of the basement? Why do you think she reacted this way? Write about a time when you looked at someone for the first time and the person looked so different or unusual to you. How did you react? Was your reaction negative? How did you feel afterwards? **Your response will be a minimum of two narrative paragraphs.**

Key Paragraph, p. 29

“‘Hey you! Mutt and Jeff! Frankenstein and Igor! Don’t look around, I’m talkin’ to you, boneheads. What is this, a freak show?’” (p. 29).

Writing Task

During the fireworks show by the pond, Blade uses name-calling with Max and Freak. Why is name-calling not a responsible thing to do? Is name-calling acceptable if it’s done playfully between friends? Why or why not? How do you think name-calling makes a person feel? Has anyone ever called you a name that made you angry or hurt your feelings? Have you done the same to someone else? Sometimes there can be a lasting impact. How can name-calling affect a person in a negative (or positive) way years later? In other words, can it make a person stronger and more self-confident or weaker with a poor self-image? **Your response should be a minimum of three narrative paragraphs.**

Key Paragraph, p. 35

“You! The freak! You and that giant retard, I’ll cut you down to size. Dice and

slice, baby! Freak show time!” (p. 35).

Writing Task

In today’s reading, Blade and his gang cornered Freak and Max, continued to call them names and challenged them to fight. Do you think Freak and Max should have responded differently? Did their response exhibit smart and mature choices? Why or why not? If you found yourself in a similar situation, what could you do to avoid a confrontation? **Explain your response in two narrative paragraphs.**

Key Paragraph, p. 50

“‘Can you keep a secret?’ he says. ‘Do you swear on your honor?’
‘Sure. On my honor’” (p. 50).

Writing Task

Write about a time when you were told to keep a secret about something. Who shared it with you and why? Was it good or bad? Could the person have gotten in trouble if you told someone else the secret? Could it have harmed someone’s reputation? Were you happy the person confided in you or did you wish you did not know the secret? Is there ever a time when you **should not** tell someone about a secret? Why or why not? Is there ever a time when you **should** tell someone about a secret? Explain your answer. If the secret would put someone in a dangerous situation, and you felt like you needed to do something to protect the person’s overall safety, with whom would you share the secret? **Your response will be a minimum of three narrative paragraphs.**

NAME: _____

DATE: _____

5W's and H – Freak the Mighty**WHO** is in the story?

WHEN does the story happen?

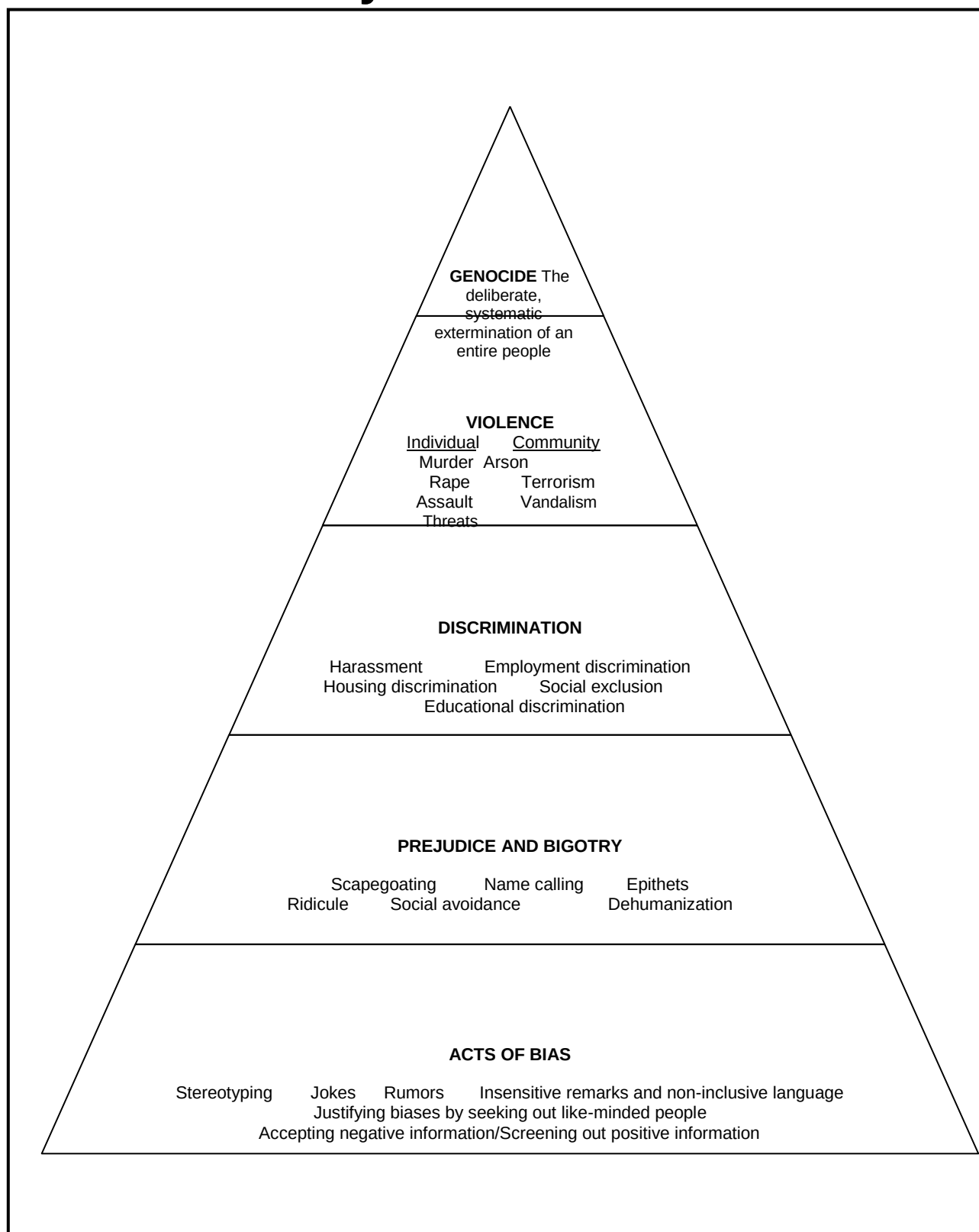
WHERE does the story happen?

WHAT is the problem?

WHY is it a problem?

HOW is the problem solved?

Pyramid of Hate



Name: _____

Pyramid of Hate Handout

Directions: Find examples of different forms and levels of hate from the story. Fill in the chart each day with the examples, placing them in the appropriate section.

Genocide

--

Violence

Discrimination

Prejudice/Bigotry

Acts of Bias

Character Based Literacy Program

Independent Study Lesson Plan

Freak the Mighty, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who is Darth Vader?

What is poverty?

What is dyslexia?

What are some ways to deal with a fear of public speaking?

What is a Radio Flyer Red Wagon?

Word Wall Here are vocabulary words to add to the Word Wall.

sorrowful (54)	mysterious (54)	lonesome (58)	camouflage (58)	accomplished (61)
squirming (64)	squinting (66)	urgency (67)	scowls (70)	disappeared (71)
adventure (72)	squishing (74)	chanting (78)	misunderstanding (79)	admitting (80)
miraculous (84)	intervention (88)	obligation (90)	ruckus (91)	hamper (91)
ornaments (93)	pyramid (96)	amazed (97)	hypnotized (100)	paralyzed (100)

READ

Read Read the selection.

Read pages 54 –102

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Drawing

Draw Maxwell & Kevin on their treasure hunt in the storm drain, dressed in black. On the back of drawing, predict what you think Maxwell & Kevin will do with the treasure.

Venn Diagram

Draw or use the Venn Diagram Chart to compare and contrast RICH and POOR.

1. Where the 2 circles overlap, write the way these two are alike.
2. Where the circles are distinct, write down how each is different.

Cubing an Action

Between pages 76-79, Kevin calms the class down, then engages them in an uproar which finally leads Freak the Mighty to be sent to the principal's office.

Materials:

- Desired cubing formats 1c1-1c12 copied on 8.5 x 11 or 11 x 17 paper
- Cubing format 1c2 for cutting and folding directions
- Pencils, pens, crayons, markers
- Scissors, glue sticks or paste

Step One: Decide what you want to study and select a cubing form.

1. Decide what you want to study: a concept or idea, an event, something you've read, a thesis you want to make the case for, a topic or idea, a place, some event or period in history, a person, an action, or how something works or why it might not work.

Step Two: Fill out the six squares by writing about the topic in each square.

2. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.
3. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.

4. In each square write the basic, important information you know about this question or topic. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

Step Three: Cut out the cube and assemble it following the directions on 2c12.

1. Cut out the cube along all dotted lines on the form; this will sometimes mean cutting between squares. One of these might be an information square and one might be a flap.
2. Fold the cube form on all lines to make it easier to assemble. Fold the form back – all the folds should be behind, instead of above, the printed side.
3. Use a glue stick or paste to apply the adhesive to every shaded square. In you can't make out the shading, use the glue stick on every flap. None of the information squares should have glue or paste on them.
4. Fold the cube carefully following the directions on 2c12.

Variations for Cubing

1. If all the extra flaps are confusing, use the Basic Cube forms instead, and fill in the appropriate questions or topics. After you cut the cube out, use tape to hold together each side. This will work, but it will not be as durable as the cubes with flaps. This means it cannot be handled as much.
2. You can put together many cubes you have done over a period of time, or combine yours with cubes that other people have done. You could create a wall of cubes, connect the cubes together in a mobile, or make an archway above a door.
3. You could put something in the middle of the cube to give it more weight and stability. You could stuff it with tissue paper or construction paper, for example.

Variations for Writing

1. In order to create a research or term paper, the cube can be used as an outline. Each side of the cube can be turned into one or more paragraphs by expanding and further explaining what is written on the cube, gathering more information and finding quotes and primary sources to back up your information. Any side of the cube can be used to write a paragraph.

Postcard

Send a postcard to Killer Kane in prison from Maxwell. It's almost Christmas and rumor has it that Killer Kane will be released from prison. Describe how your life as Maxwell has been, including living with Grim & Gram, as well as your relationship with Kevin.

Dictionary

Create your own dictionary, similar to the one Kevin gave to Maxwell for his Christmas present. Create a minimum of 1 word per letter of the alphabet.

Discussion

Key Questions, p. 54-62

1. Freak's grandfather's name is "Grim." Use a dictionary to find out what grim means. What does Max think it might mean? Does Max think the name suits him?
2. Why do you think Freak makes up pretend names for the places they see and go to

- in the story? Provide some examples of how Freak describes these places.
3. What does Freak wear on his quest in the storm drain?
 4. What does Freak and Max find in the storm drain and how does Max describe it?

Key Questions, p. 63-71

1. The New Testaments, (aka The New Tenements) is a place on the other side of the millpond where people who live in poverty reside. In descriptive details, what does the New Testaments look like?
2. We meet two new characters in today's reading. One of them is Loretta Lee. Who is she? Describe her in detail.
3. The other character is Iggy Lee. How does the author describe him?
4. What are some of the derogatory (rude and offensive) names used by Loretta & Iggy Lee towards Max & Freak?

Key Questions, p. 72-81

1. The summer adventures have come to an end. School is starting and the administrators have decided to place Max in all of Freak's advanced classes. Max barely passed his classes the year before. Why do you think they made this decision? Is it a wise move?
2. Why does Grim decide to let Max attend the smart classes with Freak?
3. In their first class, the teacher asks Max to say something about his summer. How does Max respond?
4. What is the reason Mr. Meehan, the reading teacher, believes Max's skills have improved?

Key Questions, p. 82-92

1. How do you feel about Max? Is he a loyal and reliable friend to Freak? Support your opinion with details from the reading.
2. Would you want Max as a friend? Why or why not?
3. How do you feel about Freak? What do you think about his unusual attitude and his fiery intensity?
4. Would you want Freak as a friend? Why or why not?

Key Questions, p. 93-102

1. It's Christmas Eve, and even though everyone is nervous about Killer Kane showing up, they're still having a good time. Grim, Gram, Gwen, Max, and Freak are opening presents. The gift that stands out the most is the one Freak gives to Max. What is the gift and why is it so special?
2. Why do you think Killer Kane came back to get Max? Predict what you think Max will do?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 54

"All that walking you do, it must be stretching out your legs. And carrying poor Kevin around, that seems to be putting real muscle on you."

'He's not that heavy. And anyhow it's not fair everybody always says 'Poor

Kevin,' just because he didn't grow'" (p. 54).

Writing Task

In today's reading, as in previous readings, you can see that Max is influenced by Freak and sees him as a leader by looking up to him, and not as someone to feel sorry for. Max does not allow Freak's small size interfere with his opinions about Freak. Max does what he should do and treats him with respect. **Cite evidence in 1-2 narrative paragraphs to support why Max does not have pity for Kevin. In addition, include your thoughts on whether or not you think there may be something else wrong with Freak that Max does not know about.**

Key Paragraph, p. 71

"‘Yeah,’ Loretta says. ‘Right after you was born. He must be a magician, because as soon as he heard the magic words ‘birth defect,’ he disappeared’" (p. 71).

Writing Task

Iggy & Loretta Lee are very mean to Freak and Max. They came to return her purse, but then she accused them of stealing and wants the money returned. What does this tell you about their characters? Are there any reasons that would justify rude and disrespectful behavior? If you knew someone who treated you like Iggy & Loretta treat Freak and Max, how would you feel about that person? What would you do? **Frame your response into two narrative paragraphs.**

Key Paragraph, p. 78

"The whole class is raising their fists in the air and chanting: ‘Freak the Mighty! Freak the Mighty! Freak the Mighty!’" (p. 78).

Writing Task

In today's reading, one of the students in Mrs. Donelli's class makes a disrespectful comment about Max. This remark initiates chaos in the classroom. The other students begin shouting at Max, calling him names, and throwing things at him. The teacher had completely lost all control of the classroom. As is fitting to the story, only one man can restore order. Freak climbs up on one of the desks and shouts: "Order in the court!"

Have you ever been involved in a situation that was out of control? Did you participate in the disorder? Did you make the right decision and decide not to be part of the chaos? **Explain your response in two narrative paragraphs.**

Key Paragraph, p. 89

"‘But how come you need a new body?’ I ask. ‘How come you can't just stay like you are?’ Freak shakes his head, like he knows I'm not smart enough to understand. ‘No one stays like they are,’ he says. ‘Everybody is always changing. My problem is, I'm growing on the inside but not the outside’" (p. 89).

Writing Task

We have periods of our lives where we go through change. Sometimes it is intentional and sometimes it is more of a natural transition. Adolescents experience sometimes significant changes in their maturity, and in physical and mental growth.

Physically, socially, mentally, and/or emotionally, how have you changed within the past year? Whether it was drastic or subtle, did this change, or changes, benefit or hinder you? If you could change one thing about yourself today, what would it be? **Describe this transformation in two narrative paragraphs.**

Key Paragraph, p. 102

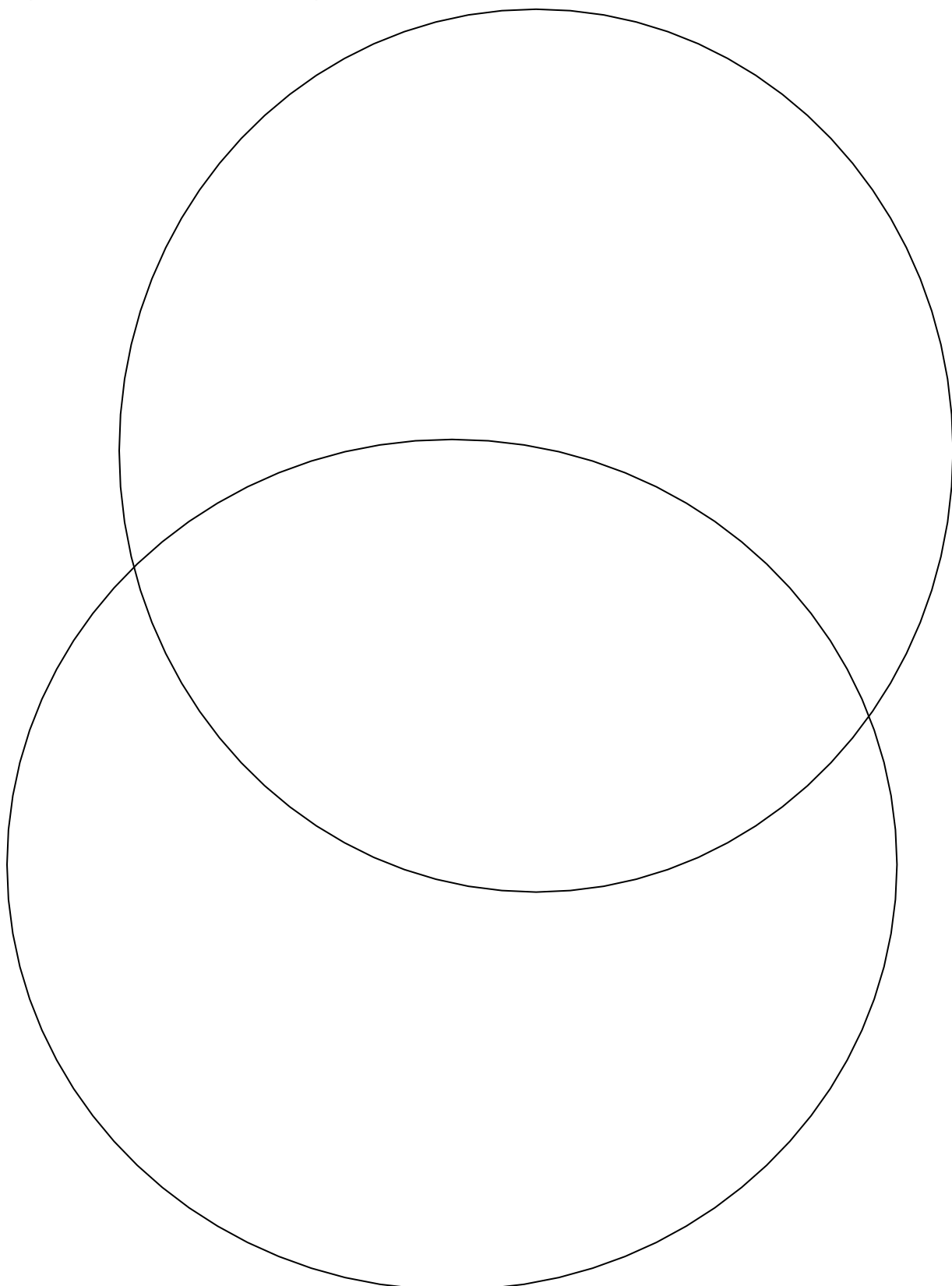
“‘My, my,’ he says, checking me out. ‘Will you look at this? It’s like I’m looking at an old picture of myself. You really are a chip off the old block, you know that?’” (p. 102).

Writing Task

After Killer Kane comes to take Max away in the middle of the night, he gets a good look at Max as they stand under a street light. Killer Kane compares their appearances and seems proud of the similarities.

In the first paragraph of your narrative essay, introduce your paper with what it means to be “a chip off the old block,” followed with who do you resemble in your family and what are the similarities? Are the physical features or are your personality traits similar, too? In the second paragraph, if you had to choose a famous person to look like you, who would it be? Why?

6g6 Venn Diagram Chart



11c12 Cubing an Action

		When and Where		
		Who		
	Cause	Action	Effect	
		Evaluation		

Character Based Literacy Program

Independent Study Lesson Plan

Freak the Mighty, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

How can nicknames be positive and negative? What impact do they have on people and their personalities?

What makes a person trustworthy?

What makes a person brave?

What is a tracheotomy procedure?

What is telemetry?

Word Wall Here are vocabulary words to add to the Word Wall.

invisible (104)	snuggled (106)	dysfunctional (109)	appearance (111)	fearsome (111)
temporary (117)	illiterate (118)	precaution (118)	screechy (122)	accommodations (124)
brainwashed (129)	villain (131)	reliable (132)	frantic (133)	genetic (137)
dynamic (138)	compass (142)	obnoxious (143)	prodigy (143)	seizure (146)
stabilized (151)	safekeeping (152)	whizzing (153)	skidding (155)	remarkable (157)

READ

Read Read the selection.

Read pages 103 – 160

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add more bubbles to Maxwell & Kevin's OMP.

Prediction

Predict what Maxwell's father will do with a gun and transportation or draw the scene of Maxwell and his dad in the abandoned building.

Plot Profile Chart

List the 10 most exciting events that have happened so far.

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Poster

Create a poster of Maxwell and Kevin together

Discussion

Key Questions, p. 103-114

1. Killer Kane has kidnapped his own son. How do you think that made Max feel? Did you expect that response?
2. Why do you think Max didn't fight back or even try to escape?
3. Describe what the room looks like where Max & Killer Kane stayed for a few days.
4. We don't know for a fact if Killer Kane killed Max's mother, however, the author paints a grim picture of him. He appears to be guilty. He is also irresponsible

and mean. Give two examples from today's reading to support his immoral behavior.

Key Questions, p. 115-125

1. What kind of plans does Killer Kane have so that he can live like a king? Will these plans show him as being trustworthy and responsible?
2. Do you believe that Killer Kane has "religion"? Support your position.
3. Max and Kane have to leave the old lady's house. Describe the building where Killer Kane takes Max.
4. While in the abandoned building, Max hears a noise. Who was it?

Key Questions, p. 126-137

1. Loretta confronts Killer Kane and says it isn't right for a man to tie up his own kid, and she starts to untie the knots. Why did she have a change of heart and what does this tell you about her character?
2. What happened to Loretta after she freed Max?
3. When Max intervened, what horrific event was he able to recall?
4. As Killer Kane approached Max and began squeezing his neck, who was the brave one who came to his rescue? What did we think was in the squirt gun and what were actually its contents?
5. What was the consequence of Killer Kane's poor, violent, and irresponsible choices?

Key Questions, p. 138-150

1. Spring is almost here and things appear to have settled down. Max and Freak are discussing life and happy times. Freak's birthday is coming soon. How does he want to celebrate it?
2. Freak's maturity level is years ahead of his young age. He does not want the typical toys associated with this age group. What does Freak want for his birthday?
3. What gift did he actually get and what does it allow him to do?
4. While Max is in the kitchen doing the dishes, Grim shouts from the living room. What happened?
5. Why did Freak have to have a tracheotomy?
6. What is Max afraid may happen when is older?

Key Questions, p. 151-160

1. When Max arrives at the hospital, he goes straight to the ICU and wants to see Freak. The nurse remains quiet and page Freak's doctor. Max notices the other nurses are crying and realizes Freak is dead. Describe in detail what Max does and why he is angry?
2. All of the people in Max's life try to help him resolve his anger. Only one of them is successful. Who is it and what did the person say?
3. What did Max start doing after he decides to stop being angry?
4. How do you feel about the death of Freak? Did you predict or think that this might happen?

5. Why do you think Freak made up the fantasy story that he was getting a new bionic body?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 112

"I've been locked up like an animal," he says. "Every single night I cried myself to sleep and that's a fact. Killer Kane, that's just an unkind nickname they hung on me. You know how kids can be mean in school, mean as animals? It was like that, only these weren't kids, they were adults who should know better, except they're so ignorant and hateful they believe the worst" (p. 112).

Writing Task

Do you and your close friends have nicknames for one another? **In a 3 paragraph narrative essay, answer the following questions: Would you like to be part of a group that identifies itself with a name? Why or why not? Have you ever hurt someone's feelings with a nickname? Has the same happened to you? Why do you think nicknames are used? Are the names you have heard about others kind, endearing, playful and openly spoken? Or, are they insulting and shameful and said behind the person's back?**

Key Paragraph, p. 121

"Iggy leaves, walking backward out of the room. My father lifts me up by the rope and says, 'I know you have more sense than to waste your time stealing pocketbooks with a cripple kid. You can't trust a cripple, but I guess you know that now, don't you?" (p. 121).

Writing Task

Why does Killer Kane say you can't trust a cripple? What is a cripple? Do you believe that it is offensive to call someone a cripple? Why does society sometimes view people who are different as not desirable? Is there anybody in your life that you can trust? What makes them trustworthy? Describe the time that you knew this person was someone you could confide in and count on. **Respond with a 2 paragraph narrative essay.**

Key Paragraph, p. 133

"Easy!" a voice says. "Take it easy, kid, you're okay!" (p. 133).

p. 136

"It all goes to show, like Grim says, that you can't always judge a book by the cover" (p. 133).

Writing Task

When the author introduced Iggy, we saw a rough and tough character that was not by any means someone who could be trusted. Sometimes, the way a person initially appears, especially on the outside, does not always represent the person's

heart and intentions. What transformation did you see in Iggy? How do you feel about him? What does “you can’t always judge a book by the cover” mean? Have you ever assumed something about someone’s character but turned out to be completely wrong? Explain in descriptive detail the order of events and the people involved that led you to your incorrect assumption. **Present your response in a 3 paragraph narrative essay.**

Key Paragraph, p. 138 - 139

“They can’t make you if you don’t want to,’ Freak says. ‘A son doesn’t have to testify against his father’” (p. 138-139).

Writing Task

Max does not want to have to testify at Killer Kane’s trial. Everyone says he has to if he wants his father locked up for the rest of his life. He believes his father should be locked up, but he’s questioning himself on whether it is the responsible course of action to take. Perhaps he is also struggling with the issue of bravery.

In the first narrative paragraph, clearly state your thoughts and opinions about Max’s struggle with testifying against his father and conclude with what happened right before the trial was supposed to start.

In your second narrative paragraph, describe a time when someone wanted you to do something that you did not want to do. What influenced you to make your decision? Was the decision you made the right or wrong decision? How did you feel about it afterwards?

Key Paragraph, p. 159

“This one day just before school was supposed to start I was moping around the back yard and thinking again how pointless and stupid everything was and Grim comes over and says, ‘You know what? Most of us go all the way through life and we never have a friend like Kevin. So maybe you should count yourself lucky’” (p. 159).

Writing Task

Grim’s words of wisdom came from years of experience and were genuinely spoken with love and compassion. The relationship between Max and Freak was truly special. Why do you think they became such close friends? What did Max learn from Freak about himself at the end of the story? Think about a friendship you have had, currently have, or of someone you know. What qualities do you think are required in order to become close friends with someone? **Respond in a 2 paragraph narrative essay.**

6g6 Plot Profile Chart

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