

Title: “Bully Busters”

Note to Teachers: This lesson plan which is based on the video “Freak the Mighty” is my favorite and also the most popular with my students. One of the most impressive lines that I have read came from this book: **“Every word is part of a picture. Every sentence is a picture. All you have to do is let your imagination connect them together.”**

Grade Level: 9

Time Allotment: 5 to 10 class sessions depending on computer availability.

Lesson Overview and Project Goals:

- 1- Students will be asked to watch the video “Freak the Mighty” and complete individual and group activities related to themes from the book and the two main characters.
- 2- Students will be allowed to choose from the different activities based on interest and ability.
- 3- The video is created in chapters just like the book, so teachers should stop the video at the end of each chapter for class discussions and to check for comprehension.
- 4- At the end of each chapter of the video, students should break up into groups and work on projects depending on their preference and ability level.
- 5- By the end of the video, students should have completed projects depending on computer availability: (PowerPoint presentations on Bullying, Physical Disabilities, Mental Disabilities, Web Quests, Student Survey).

Summary of Video:

Kevin copes with having a fatal disease by escaping into books and words and visions of King Arthur. His favorite topic is King Arthur, knights and their quests. Kevin thinks that knights were the first robots. Kevin convinces Max that scientists may come up with a way to get him a new body. Max has a learning disability and has had to repeat the seventh grade. He is very large for his age and has been the target for bullying due to his disability and social problems in his home life. Max has never heard of knights or King Arthur. Kevin and Max team up and become one person: “Freak the Mighty.”

Learning Objectives:

1. Students will watch the novel “*Freak the Mighty*” based on the novel by Rodman Philbrick in order to gain a deeper understanding of characters, setting, plot, themes and life.
2. Students will watch the video and complete video study guide questions after each chapter to ascertain listening comprehension and attention to details.
3. Students will conduct a web quest on King Arthur and the Knights of the Round Table to gain a better understanding of the characters, setting, plot, and themes in the video.
4. Students will watch video clips from United Streaming and discuss “Bullying.”
5. Students will create a survey for students in the middle school to complete.
6. Students will prepare a PowerPoint presentation on one of the following topics:
 - A. Bullying,
 - B. King Arthur and the Knights of the Round Table,
 - C. Learning Disabilities,
 - D. Physical Disabilities,

Standards:

- 9.1 The student will plan, present, and critique dramatic readings of literary selections.
- Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.
 - Adapt presentation techniques to fit literary form.
 - Use verbal and nonverbal techniques for presentation.
 - Evaluate impact of presentation.
- 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- 9.9 The student will use print, electronic databases, and online resources to access information.
- Identify key terms specific to research tools and processes.
 - Narrow the focus of a search.
 - Scan and select resources.
 - Distinguish between reliable and questionable Internet sources and apply responsible use of technology.
- C/T 9-12.5 The student will demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity.
- Respectfully collaborate with peers, experts, and others to contribute to an electronic community of learning.
 - Model responsible use and respect for equipment, resources, and facilities.
- C/T 9-12.8 The student will use technology resources for solving problems and making informed decisions.
- Use technology resources such as educational software, simulations, and models for problem-solving, and independent learning.
 - Produce and disseminate information through collaborative problem-solving activities.
- C/T 9-12.9 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Determine the most effective tool, format, and style to communicate to specific audiences.
 - Use technology-based options, including distance and distributed education, to collaborate, research, publish, and communicate.
 - Practice self-directed use of advanced technology tools for communicating with specific audiences.

ISTE National Educational Technology Standards for Students (NETS*S)

http://cnets.iste.org/students/s_stands.html

NETS for Students

Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

- 1 Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- 2 Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- 3 Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- 4 Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- 5 Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- 6 Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

ISTE National Educational Technology Standards for Students (NETS*S)

Available on-line: http://cnets.iste.org/students/s_stands.html

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Media Components:

VHS Video
Streaming Video
Internet
Word Processing Software
Microsoft PowerPoint

Websites:

United Streaming video: www.unitedstreaming.com.

"Don't Pick on Me!" (A Sunburst Title)

"Most kids get teased by other kids at some time, but when teasing gets out of hand, it takes an ugly turn and becomes harassment. This is a video clip that looks at the problems children face when being teased and why children tease. The video also gives acceptable solutions to avoid and/or stop bullying.

Grades: Gr. 5 - Gr. 9 Runtime: 21:00 ©1993 Sunburst"

If your school has a site license you may either download or stream these videos. It is better to download them in Windows Media Player format as Quick Time video clips will not work properly when embedded into Microsoft PowerPoint XP or 2003. When you download the video clips, type the file extension ".asf" after the title. Sometimes the video clips default to ".asx" and these video clips will not embed in the newer versions of PowerPoint.

Think Quest: <http://tjjunior.thinkquesst.org/5852/>. Seeing Disabilities from a different Perspective. Students need to research social, physical and mental disabilities.

Web Quest: http://tsc.k12.in.us/ci/webquests/webquests/MCC-KellyCavanaugh/Freak_the_Mighty_index.htm This Web Quest was created specifically to go along with this video.

Bullying.Org--Most of materials my classes use related to bullying came from
<http://www.bullying.org>

Materials:

1. Copy of "Freak the Mighty" VHS video tape,
2. Classroom computer with hook-up for LCD projector, Windows Media Player, at least 56 K, and access to the Internet,
3. Smart Board and LCD projector,
4. CD disc (to record video), if you would like to keep the video for future use,
5. Access to United Streaming,
6. Access to computer lab (one per student or student group) with Internet hook-up,
7. Access to copier, and paper
8. Access to printer

Preparation for Teachers:

1. Download the bullying videos from United Streaming before class starts and burn them to a CD, so your CD disc will be ready to play. (This is good in case the Internet is down.)
2. Hook the classroom computer up to a television monitor or LCD projector that can be easily viewed by all students in the classroom.
3. Make a copy of video study guide questions (attached) for each student.
4. Make copy of web quest activity rubric (attached) for each student.
5. Bookmark all web quest websites on computers in lab OR make sure that each student knows how to access websites using URL addresses.
6. Make copies of group activity instructions.
7. Divide the class into groups of students based on choice and ability levels.

Learning Activities:**1. Class Activity:**

SAY, “Now we are going to watch the video entitled ‘Freak the Mighty.’ You will complete a short video study guide for each chapter that will be used to assess your listening comprehension as well as for class discussions.”

Hand out the video study guide and begin the video. The teacher should stop the video at the end of each chapter to allow students to answer questions and discuss what is happening.

Total time for the movie is 1hr. 40 min. I do not suggest playing the entire video at one time. Students should view each chapter of the movie, stop for discussion, and then work on group projects.

Viewing time for the movie by chapter:

Chapter-1--“Dinosaur Brains”--25 minutes,
Chapter-2--“Walking High Above the World”--26 minutes,
Chapter-3--“Falling Down to Earth”--10 minutes,
Chapter-4--“What Came Down the Chimney”--5 minutes,
Chapter-5--“Shortest Night of the Year”--15 minutes,
Chapter 6--“The Empty Book”--10 minutes,
Chapter 7--“What Loretta Said”--7 minutes.

Teachers can collect video study guides at the end of each chapter and grade for student comprehension. This allows teachers to take individual student grades and to make students more aware and pay attention to details. This also allows students to work on group projects each day with the intent of the projects and the video being finished at the same time.

2. Group Discussion:

ASK, “Based on the video, how do you think the dog-house gang viewed Kevin and Max?” Student discussion should lead into further discussion about individual differences, bullying, and mental and learning disabilities. **(Allow 15 minutes)**

3. Group Assignment: Students are to research physical, mental, and social disabilities. Students are to do research on the Internet using Think Quest, which is a student created website: Seeing Disabilities from a different Perspective <http://tjunior.thinkquest.org/5852/> **(Allow 15 minutes)**

4. Group Discussion:

ASK, “How are Kevin and Max *different*?” Student discussion should lead into further discussion about respect and acceptance and disabilities. **(Allow 10 minutes)**

5. Group Discussion:

ASK, “Do you know what bullying is?” Pull up the website: <http://www.bullying.org> and discuss what the website says bullying is. “Bullying is when a person tries to hurt or control another person. Sometimes bullying means hitting, kicking, pushing, shoving, or making someone do something they don’t want to do. Sometimes bullying is using mean words, or threats, or calling someone names, or talking about them behind their back. Bullying can even mean making someone feels unsafe or scared, leaving them out of games, or making them feel they are not important.” **(Allow 15 minutes)**

ASK, “Have you seen a student or groups of students picking on or bullying other students?” Have students write a one or two page description of a time they witnessed bullying toward someone who was different. Explain how they felt at the time, how they reacted at the time, and how they might react in the future. **(Allow 1 class session or assign for homework)**

6. Group Assignment:

SAY, “One or more groups will be assigned to come up with a PowerPoint presentation that could be used to make students aware of and prevent bullying in a middle school setting. Students are to do research on the Internet using <http://www.bullying.org>.

7. Individual Assignment:

SAY, “I am going to write several quotes from the book on the board and you will choose one of the quotes.” Students can either write a poem or a short essay that includes the quote and explains the meaning of the quote.

8. Individual Assignment: Have students get on the Internet and complete the Web Quest from the following address: http://tsc.k12.in.us/ci/webquests/webquests/MCC-KellyCavanaugh/Freak_the_Mighty_index.htm

9. Individual Assignment: Have students to write a 5 x 5 essay on one of the novel's themes: the importance of friendship and family, the difference between myth and reality, recognizing the worth in all humans, the importance of positive self concept, and dealing with death.

Culminating Activities:

10. Students will create PowerPoint presentation on Bullying or Disabilities. **(3 days)**

11. Students will create a survey that will be sent to the middle school for completion. **(1 day)**

12. Students will present their PowerPoint presentations to the class. **(1 day)**

13. Students will take a test on the novel (attached). **(1 day)**

14. Students will complete rubrics for group/team work. **(10 minutes)**

15. Teacher will use the following rubrics from (www.teach-nology.com)

[WebQuest Rubric](#)

[Paragraph Writing Rubric](#)

[Persuasive Writing Rubric](#)

[Teamwork Rubric](#)

[Presentation Rubric](#)

Cross-curricular Extensions:

Reading: Read the sequel, Max the Mighty (1998, Scholastic). Which one did you like better? Do a book talk about both books for your classmates--without giving away the ending of either! OR Read more about King Arthur and the Roundtable. Share what you find with your classmates. OR Choose five of your favorite words and their definitions from Freak's Dictionary. Explain why you like them so much. With the help of your friends, create at least two new words and redefine two existing words each and add an "Addendum" to the dictionary.

Writing: Do you think Philbrick might write a third book about Max? What might it be called? What might happen? Write a brief synopsis of a possible third book. OR Consider how Grim defines lies and tales. Explain: "lies are mean things, and tales are meant to entertain." Decide whether you agree or disagree with him and then write a paragraph with examples from your own life that support your position.

Science: Kevin told Max that he was going to get a bionic body. Research the current state of bionics. Then create a poster and share your findings with the class. OR Extend what Kevin says during the Fourth of July celebration and find out more about how fireworks are made and which chemicals combine to make the various colors. Create a chart to display your conclusions.

Social Studies: Kevin says that "Books are like truth serum--if you don't read, you can't figure out what's real." Do you agree with Kevin--or not? OR think about how Max's father describes people in general: "You know what I think of when I see a neighborhood like this? Hamsters, is what I think. That's how these people live, like hamsters in cages. They have their little wheels to run on and that's what they do for the whole of their lives, they run and get no where. They just spin." Do you think that's a fair

assessment? Why or why not? Find someone who disagrees with you and each of you prepare a statement for the class to consider.

Health: Research and then write a short report about the kind of disease that Kevin might have had.

Art: Kevin says that "Remembering is just an invention of the mind." Paint, draw, or create a collage of something you want to remember. OR Watch the film version, *The Mighty*. Compare one scene in the film with the mental image you had of that incident before viewing the film, which do you like better? Lead a discussion of this topic for your class.

Community Connections:

Ask a counselor, special education teacher, or doctor to speak to students about the disease that Kevin had and/or the learning disability that Max had.

Have someone come in and read excerpts from the novel to the class.

Have parents with disabled children speak to the class.

Resources: <http://www.moraga.k12.ca.us/JM/Teacher/Forster/Projects/Mighty/indexFreak.html>

“Freak the Mighty” is great for students of all learning levels, but especially grades 7-9.

A great deal of research went into the **“Bully Busters”** lesson plan and came about due to my observation of students coming from the middle school to the high school. Ninth grade students usually have a hard time adjusting from the middle school to the high school environment. Some of the students are in between stages of growth development which also tends to cause problems in the school setting.

My experience as a special education teacher has taught me that lessons should be delivered using a variety of teaching strategies. This lesson was developed with that in mind.

Additional Resources for Your Information on Bullying, Mental and Physical Disabilities can be found at:

| | |
|--|--|
| <p>http://www.antibullying.net/whatsnew.htm Anti-Bullying Network There are information sheets and advice on various aspects of bullying such as racist and homophobic bullying as well as numbers to call for those who would like to share their problem.</p> | <p>http://stopbullyingnow.hrsa.gov/ Stop Bullying Now</p> |
| <p>http://www.bbc.co.uk/schools/bullying/ Advisory Centre for Education: Bullying Booklet available to download for parents with advice and information.</p> | <p>http://www.childline.org.uk/Bullying.asp Childline Fact sheet on Bullying Good site. Very simple. Explains what bullying is in simple, understandable language.</p> |
| <p>Bully Busters US - www.bullybusters.org A lot of information about work place bullying.</p> | <p>Canada - www.stopbullyingme.ab.ca Canada – www.bullying.org Canada, Kids Help Phone - http://kidshelp.sympatico.ca/</p> |
| <p>Bullying Online - www.bullying.co.uk Bullying Online Good advice for parents on how to cope with bullying - how to recognize it and ways of approaching the school about it.</p> | <p>Kidscape: Bullying Download a parents' guide to preventing bullying and find out how to help your child. Read about the forms bullying can take and how to recognize the possible signs.</p> |
| <p>US - www.stopbullying.com US - www.stopbullyingnow.com</p> | <p>Ireland – www.abc.tcd.ie Trinity College, Dublin</p> |
| <p>Kidscape - www.kidscape.org.uk</p> | <p>Homophobic bullying - lynx@intercom.freereserve.co.uk</p> |
| <p>Scotland - www.antibullying.net</p> | <p>Lincolnshire UK - www.antibully.org.uk</p> |
| <p>Bullying Online - Mobile Phone Bullying A comprehensive bullying site with useful information on mobile phone bullying.</p> | <p>New Zealand - www.nobully.org.nz</p> |
| <p>MENTAL---- DISABILITIES</p> | <p>PHYSICAL--- DISABILITIES</p> |
| <p>Some Types of Cognitive Disabilities http://www.webaim.org/techniques/cognitive/ Learning Disabilities Dyslexia Attention Deficit Hyperactivity Disorder (ADHD) Brain Injury Genetic Diseases Traumatic Brain Injury A teacher's guide to traumatic brain injury. Traumatic brain injury in the classroom. Fetal Alcohol Syndrome Problems with and effects on children who suffer Fetal Alcohol Syndrome. PDD, Autism Spectrum Disorder</p> | <p>Available on-line: Accessed Jan. 5,,2005 http://snow.utoronto.ca/best/accommodate/slow.html Slow Learners--<i>Classroom Strategies</i> "Most students who are slower learners benefit from being placed in a classroom with other students their own age, some of whom are progressing at a more typical rate. These better achievers provide a good model for the slower learning students to copy, in both academic and social skills. Secondary school students who learn slowly need clear and concrete educational objectives, determined in consultation with parents and community partners, such as the local Association for Community Living. Together, you can plan a program of increasing community integration and work experience/work placement opportunities. Receptive Language</p> <ul style="list-style-type: none"> • support verbal communication with body language, |

| | |
|---|--|
| <p>Pervasive developmental disorders, autism spectrum disorders.</p> <p>Deafness and Hard of Hearing</p> <p>Deafness and hard of hearing disabilities</p> <p>Autism: Best Practices</p> <p>Find out what Autism is, what the characteristics are and the helpful strategies that will help students perform and meet their educational goals.</p> | <p>such as pointing, air drawing size or shape, and changing voice quality</p> <ul style="list-style-type: none"> • use verbal labels for objects and actions in the classroom, hall, and yard • use short, clear phrases • motivate learning with the use of praise and time with favorite activities • help the student interact with other students in the class • introduce new concepts slowly; use many examples; allow lots of practice time • teach concepts in context to make ideas 'real' • teach the same concepts and skills in many situations so skills are generalized” |
|---|--|

WebQuest Rubric

Name: _____

Teacher: _____

Date Submitted: _____

Title of Work: _____

| Criteria | | | | | Points |
|---------------------------------------|--|---|---|---|--------|
| | 4 | 3 | 2 | 1 | |
| Introduction | All questions were answered completely and rationales for the answers were clearly stated. | All questions were answered completely, but rationales for the all the answers were not clearly stated. | Not all questions were answered completely, or greater than 2 rationales for the all answers were not clearly stated. | All questions were not answered completely. | _____ |
| Task | All areas of the task were addressed and handled with a high degree of sophistication. The plan followed by the team demonstrated a great deal of thought. | At least one area of the task was not addressed. The plan followed by the team demonstrated a great deal of thought. | At least two areas of the task were not addressed. The plan followed by the team demonstrated a moderate level of thought. | The task is incomplete and/or it is apparent that little effort went into the development of the task. | _____ |
| Process: Teamwork | It is evident that a mutual effort and cohesive unit created the final product. | The team worked well together, but could have utilized each other's skills to a better degree. | The team had problems working together. Little collaboration occurred. | The final product is not the result of a collaborative effort. The group showed no evidence of collaboration. | _____ |
| Process: Originality | The ideas expressed by the body of work demonstrate a high degree of originality. | The ideas expressed by the body of work are mostly original. The group may have improved upon a previous idea. | The ideas expressed by the body of work demonstrate a low degree of originality. | There were no original ideas expressed in this project. | |
| Grammar, Format , and Spelling | The final body of work was free of grammar, spelling, and formatting errors. | The final body of work had 1 error related to either grammar, spelling, and formatting errors. | The final body of work had 3-5 grammar, spelling, and formatting errors. | The final body of work had major grammar, spelling, and formatting errors. | |
| | | | | Total----> | _____ |

Teacher

Comments: _____

Presentation Rubric



Name: _____

Teacher: _____

Date of Presentation: _____

Title of Work: _____

| | Criteria | | | | Points |
|--------------------------|--|--|---|--|---------------|
| | 1 | 2 | 3 | 4 | |
| Organization | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. | _____ |
| Content Knowledge | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required)with explanations and elaboration. | _____ |
| Visuals | Student used no visuals. | Student occasional used visuals that rarely support text and presentation. | Visuals related to text and presentation. | Student used visuals to reinforce screen text and presentation. | _____ |
| Mechanics | Student's presentation had four or more spelling errors and/or grammatical errors. | Presentation had three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. | _____ |
| Delivery | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. | Student used a clear voice and correct, precise pronunciation of terms. | _____ |
| | | | | Total----> | _____ |

Teacher Comments:



Teamwork (Group) Rubric

Name: _____

Teacher: _____

Date: _____

Title of Work: _____

| Skills | Criteria | | | | Points |
|--|------------------|------------------|------------------|-----------------|--------|
| | 1 | 2 | 3 | 4 | |
| Helping The teacher observed the students offering assistance to each other. | None of the Time | Some of the Time | Most of the Time | All of the Time | _____ |
| Listening The teacher observed students working from each other's ideas. | None of the Time | Some of the Time | Most of the Time | All of the Time | _____ |
| Participating: The teacher observed each student contributing to the project. | None of the Time | Some of the Time | Most of the Time | All of the Time | _____ |
| Persuading: The teacher observed the students exchanging, defending, and rethinking ideas. | None of the Time | Some of the Time | Most of the Time | All of the Time | _____ |
| Questioning: The teacher observed the students interacting, discussing, and posing questions to all members of the team. | None of the Time | Some of the Time | Most of the Time | All of the Time | _____ |
| Respecting: The teacher observed the students encouraging and supporting the ideas and efforts of others. | None of the Time | Some of the Time | Most of the Time | All of the Time | _____ |
| Sharing: The teacher observed the students offering ideas and reporting their findings to each other. | None of the Time | Some of the Time | Most of the Time | All of the Time | _____ |
| Total Points | | | | | _____ |

Teacher Comments:

Paragraph Writing Rubric

Name: _____

Teacher: _____

Date Submitted: _____

Title of Work: _____

| | Criteria | | | | Points |
|---------------------------------------|--|--|--|--|--------|
| | 4 | 3 | 2 | 1 | |
| Main/Topic Idea Sentence | Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence. | Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence. | Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence. | Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence. | _____ |
| Supporting Detail Sentence(s) | Paragraph(s) have three or more supporting detail sentences that relate back to the main idea. | Paragraph(s) have two supporting detail sentences that relate back to the main idea. | Paragraph(s) have one supporting detail sentence that relate back to the main idea. | Paragraph(s) have no supporting detail sentences that relate back to the main idea. | _____ |
| Elaborating Detail Sentence(s) | Each supporting detail sentence has three or more elaborating detail sentences. | Each supporting detail sentence has at least two elaborating detail sentences. | Each supporting detail sentence has one elaborating detail sentence. | Each supporting detail sentence has no elaborating detail sentence. | _____ |
| Legibility | Legible handwriting, typing, or printing. | Marginally legible handwriting, typing, or printing. | Writing is not legible in places. | Writing is not legible. | _____ |
| Mechanics and Grammar | Paragraph has no errors in punctuation, capitalization, and spelling. | Paragraph has one or two punctuation, capitalization, and spelling errors. | Paragraph has three to five punctuation, capitalization, and spelling errors. | Paragraph has six or more punctuation, capitalization, and spelling errors. | _____ |
| | | | | Total----> | _____ |

Persuasive Writing Rubric

| | Criteria | | | | Pts. |
|---|---|---|--|--|-------|
| | 4 | 3 | 2 | 1 | |
| Position Statement | Position is clearly stated and consistently maintained. | . References to the issue(s) at hand are missing . | Position is stated, but is not maintained consistently throughout work. | Statement of position cannot be determined. | _____ |
| Supporting Information | Evidence clearly supports the position; evidence is sufficient . | Evidence clearly supports the position; but there is not enough evidence . | Argument is supported by limited evidence . | Evidence is unrelated to argument. | _____ |
| Organization | Structure of work is clearly developed. | Structure developed reasonably well, but lacks clarity . | Some attempt to structure the argument has been made, but the structure is poorly developed . | There is a total lack of structure. | _____ |
| Tone Of Letter | Tone is consistent and enhances persuasiveness. | Tone enhances persuasiveness, but there are inconsistencies . | Tones does not contribute to persuasiveness. | Tone is inappropriate to purpose. | _____ |
| Sentence Structure | Sentence structure is correct . | Sentence structure is generally correct. Some awkward sentences do appear. | Work contains structural weaknesses and grammatical errors . | Work pays little attention to proper sentence structure. | _____ |
| Punctuation & Capitalization | Punctuation and capitalization are correct . | There is one error in punctuation and/or capitalization. | There are two or three errors in punctuation and/or capitalization. | There are four or more errors in punctuation and/or capitalization. | _____ |
| | | | | Total----> | _____ |

Teacher Comments:

FREAK AND THE MIGHTY VIDEO QUESTIONS**Chapter 1**

1. What did Freak tell him about King Arthur?

Hint: _____ to the weak _____ to the terrible

2. Who does Max live with?

3. What nicknames does he give these people? Why?

4. What does Max think he looks like?

5. What is the name of the leader of the dog house gang?

6. What is his (the leader's) claim to fame?

7. Why does the dog house gang make fun of Max?

8. What did Max do on the weekends?

9. Why does Max meet Kevin?

10. What book does Kevin teach Max to read?

11. What do you think has happened to Max mother?

12. Why did Max put Kevin up on his shoulders?

13. What happened at the fairgrounds when the dog house gang started chasing Max and Kevin?

14. What did Max's grandfather think at first when the police came to their home? Why?

Chapter 2

15. What happened at the restaurant when the boys went to buy Baby Ruth candy bars that proved Max was not a coward?

16. What did Kevin see the dog house gang do when he was riding down the street with his mom?

17. After Kevin saw the dog house gang run away from the police, what did he decide to do?

18. What did Max do when the dog house gang came back for the purse?

19. What happened when they returned the purse to the lady (Loretta Lee)?
20. What did Loretta say that caused Max to leave the apartment so suddenly?
21. Why did Kevin say his father left?
22. Why do you think Kevin said his father was a magician?
23. What do you think Kevin meant when he said, “You’re not your father?”
24. What do Kevin and Max imagine themselves to be when they explore?
25. What name do they give themselves when they see the armor and swords?
26. What did Kevin want to do at school that caused the principal to ask Mrs. Dillon to come to school?
27. How did Kevin dunk a basketball?

Chapter 3

28. What did Max learn about his father that caused him to be upset?
29. What does the Grandfather want to do to Max’s father if he shows up there?
30. What did Max’s grandmother say to the grandfather that makes him change his mind?
31. What did Max tell Kevin **NOT** to do in the cafeteria?
32. What happened to Kevin in the cafeteria?
33. What did the doctor tell Mrs. Dillon about Kevin’s health?
34. What did Kevin tell Max would happen to him when he would be taken to the laboratory that contained the Experimental Bio-Genetics Intervention Unit?
35. Why is Max so upset when he heard his father had been paroled?
36. What did Max’s grandmother say to Max when she found him crying?

37. What did Max say when he saw the picture of his father?

Chapter 4

38. What did Max's father do to Max?

39. Why did Max say he did not try to escape?

40. How did Kevin get into Max's room?

41. Where did Max's father take him?

42. What did Kevin do to try to help Max?

43. What did Kevin do after he wrecked the van?

44. What did Loretta bring Max with the Christmas dinner?

45. How did Kevin get the police to come to Loretta's apartment?

46. What did Kenny do to Loretta when he found out that she had tried to help Max escape?

47. What did Max tell his father that he had wanted to say for a long time?

48. What did Kevin tell Max's father that he had in his squirt gun?

Chapter 6

49. What gift does Kevin give Max?

50. What happened to Kevin?

51. Where did Max think they should be taking Kevin?

52. What 2 events did Max miss during the next week?

Chapter 7

53. What physical problem does Loretta have as a result of Max's father's attack?

54. What did Loretta tell Max at the bus stop?

55. Because Kevin taught Max to read and believe in himself, what has Max been able to do by the end of the movie?

56. What is one lesson you have learned from this movie?

Reading Comprehension Questions

Novel

The Mighty

True or False

- _____ 1. Max is a very intelligent seventh grade student.
- _____ 2. Kevin is a neighborhood kid with a learning disability.
- _____ 3. Kevin is afraid of Max when they first meet.
- _____ 4. Max spends his Saturday mornings going to tutoring.
- _____ 5. Kevin taught Max to read King Arthur.
- _____ 6. Kevin is a very healthy, strong, seventh grade student.
- _____ 7. Max decided to put Kevin up on his shoulders to help him see.
- _____ 8. In the first of the book, the reader thinks that Max’s father is dead.
- _____ 9. Max lives with his grandfather and grandmother.
- _____ 10. Kevin lives with his mother and father.
- _____ 11. Kevin and Max belong to the doghouse gang.
- _____ 12. Kevin helped steal a purse from a lady walking down the street.
- _____ 13. The purse belonged to a lady named Loretta.
- _____ 14. Loretta was a friend of Max’s dad.
- _____ 15. Loretta made Max feel welcome when he returned the purse.
- _____ 16. Loretta gave Kevin and Max a reward for returning the purse.
- _____ 17. Kevin plays basketball for the school team.
- _____ 18. Kevin told Max that his father was a magician.
- _____ 19. Kevin’s father really was a carpenter.
- _____ 20. The principal would not let Kevin play basketball during P.E. class.
- _____ 21. Kevin became ill during school when he ate his food too fast.
- _____ 22. Max found out that Kevin only had a year to live.
- _____ 23. Kevin’s father was released from prison.
- _____ 24. Kevin’s father kidnapped him and took him to Loretta’s apartment.
- _____ 25. Loretta tried to help Max escape by giving him a pair of wire cutters.
- _____ 26. Kevin stole a van to try to help find Max.
- _____ 27. Max never knew that his father had actually killed his mother.
- _____ 28. Kevin told Max that he was afraid to die.
- _____ 29. Max thought that Kevin was going to go to a research hospital for a new body.
- _____ 30. Kevin told Max that “every sentence is a picture, every word is a part of a picture, and let your imagination connect them.”

Discussion: Use the quote in question 30, and explain what this means in your own words.