

Student Packet

Grades 7–8

Freak the Mighty

Rodman Philbrick

NOVEL UNITS[™]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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FREAK THE MIGHTY

by
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Student Packet

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Contains masters for:

- 2 Prereading Activities
- 6 Vocabulary Activities
- 1 Study Guide
- 3 Character Analysis Activities
- 2 Comprehension Activities
- 3 Literary Analysis Activities
- 2 Critical Thinking Activities
- 1 Writing Activity
- 3 Quizzes
- 1 Novel Test

PLUS

- Detailed Answer Key
and Scoring Rubric

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Note

The 2001 Scholastic paperback edition of the novel, ©1993 by Rodman Philbrick, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-439-28606-0

Please note: This novel deals with sensitive, mature issues. Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

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Note to the Teacher

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Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Word Map

alias	cretin	deficiency	perspective
converging	sentimental	hoodlum	evasive
confrontation	albino	archetype	psyche
artifact	incision	divulged	bionic
modification	cardiac		

Directions: Complete a word map like the one below for **one** of the above vocabulary words.

Synonyms

Magazine cut-out, drawing, or symbol that shows what the word means

Word

Definition in your own words

Word used in a sentence

Student Worksheets

Name _____

6. What are Killer Kane's plans for the future?
7. What information does Iggy give Killer Kane?
8. What does Killer Kane request that Iggy get for him?
9. How does Loretta attempt to help Max?
10. What does Killer Kane do when he discovers Loretta helping Max?
11. How does Max distract his father from Loretta?
12. How does Freak the Mighty escape Killer Kane?

Chapters 21–25

1. What are the criminal charges against Killer Kane?
2. What is the extent of Loretta's injury?
3. Where does Max sleep when he returns home? Why?
4. Why does Gwen want Freak to be "extra careful" and not go on any more quests?
5. Why does Max have to testify against his father?
6. Whom does Grim refer to as a "accident of nature" (p. 139)?
7. What is "walking high"?
8. What dual birthday do Freak and Max celebrate soon?
9. What present does Freak receive for his birthday?
10. What happens when Freak is showing Grim how to play 3D chess?
11. Why does Freak's voice sound "kind of whistling" (p. 209) in the hospital?
12. What does Freak want Max to do with the book book?
13. How does Max react to the news of Freak's death?
14. Why does Max write the story of Freak the Mighty?

Name _____

A Character's World

Directions: Look at what is written about a character's world in the top of each box. In the bottom of each box, write how your life experiences are the same or different from the character's world. For the final box, choose another character. Then, write about his or her life experience and how you do or do not relate.

<p>Max's World</p> <p>He is embarrassed because he struggles with reading and writing.</p>
<p>My World</p> <hr/> <hr/> <hr/>

<p>Freak's World</p> <p>He places his hope in a special surgery to make it easier to deal with his health issues.</p>
<p>My World</p> <hr/> <hr/> <hr/>

<p>_____ 's World</p> <hr/> <hr/> <hr/>
<p>My World</p> <hr/> <hr/> <hr/>

