

# UNIT TAXONOMY OVERVIEW

## FREAK THE MIGHTY BY RODMAN PHILBRICK

	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
<b>PLOT</b>	Students will be given a quiz to test whether or not they have read and know what is going on throughout the book. *Reading Quiz	Build understanding about King Arthur and medieval times using Vocabulary Squares. *Vocab Squares	Examine the significance of Freak's gift to Max. Why is Freak's Christmas gift of the pyramid-shaped box and handwritten dictionary so important to Max? *Group Discussion	Give an example of a time in your life when you rescued a friend or a friend helped rescue you. How did you feel? Why do we care about what happens to Max and Kevin? Respond in journal. *Journal	DRTA—make predictions about what will happen in the text, using the book <i>My Best Friend</i> to introduce the novel. *DRTA activity	Students will revisit the anticipation guide that they completed at the beginning of the unit seeing whether or not their predictions were true. *Anticipation guide
<b>CHARACTERS</b>	List the major character as a class. *Board Discussion	Design a shield that represents a major trait of Freak The Mighty. *Design a Shield	What does it mean to be a true friend? How can you be a true friend to others? Qualities? Etc. *Poem	Freak often makes up his own definitions to words. Is this okay? Discuss how we process words, etc. *Think-Pair-Share	Find song lyrics from any artist that you feel define one of the characters in the book. Write a short explanation as to why you chose the lyrics you did. * Song and Reflection	Why is Max convinced he does not have a brain? Is his assessment of himself as a "butthead" correct? Do our opinions of ourselves affect what others think of us? Do others' opinions of us affect how we feel about ourselves? *Short Essay
<b>THEMES</b>	Give the students the KWHL worksheet and have them list what they already know and want to know about the topic of King Arthur. *KWHL Activity	Illustrate a scene from the book, using paint, markers, colored pencils, pen and ink, charcoal colored paper, photographic collage. *Picture-Scene	The students will fill in the "learn" section of the KWHL worksheet about how their research findings about King Arthur relate to the characters in <i>Freak the Mighty</i> . *KWHL Activity	Write a one to two page description of a time you witnessed bullying toward someone who was different. Explain how you felt and reacted at the time, and how you might react in the future. *Bully Analysis	Use the Guided Imagery exercise to determine what it would be like to be in Max or Freak's position? *Guided Imagery	Research on knights, quests, and King Arthur. Find information and write a letter to Max explaining what you've learned to help him understand. *Research and Writing a Letter
<b>INDEPENDENT STUDY</b>	Select a topic	Develop a challenge	Develop a plan	Gather information	Organize information	Present Findings