**Concept Map:** *Freak The Mighty*

\*\*This is a **very** rigorous assignment… if you’re down for it! It requires hard work, dedication, and a growth mindset! I’m available after school to help as long as you give me a heads up. You should really sit down and talk to me first so I can walk you through it and show you some past student exemplars. You will be responsible for finishing the novel early and not ruining the end of story for anyone! If done well, this could count as a bonus test grade!\*\*

Step One:

**Generate** 5 lists that include the following items:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Characters | Setting, Mood & Tone | Plot Elements | Surprising things about the story | Themes |
| Who are the main characters – what are they like? Who are the secondary characters? | What is the setting like physically? Also what mood\* is suggested by the authors descriptions? | What events happen in the story as it moves along the plot diagram? | List portions of this story that make it unique.  Make sure to cite evidence, and WHY you think it’s interesting or made you think. | What are the “big ideas” presented in the work? See the definitions for theme below. |
| ***\* Mood*** *The climate of* ***feeling*** *in a literary work. The choice of setting, objects, details, images, and words all contribute towards creating a specific mood. For example, an author may create a mood of mystery around a character or setting but may treat that character or setting in an ironic, serious, or humorous tone.*  ***\*Theme***  *The main idea or underlying meaning of a literary work. A theme may be stated or implied. Theme differs from the subject or topic of a literary work in that it involves a statement or opinion about the topic. Not every literary work has a theme. Themes may be major or minor. A major theme is an idea the author returns to time and again. It becomes one of the most important ideas in the story. Minor themes are ideas that may appear from time to time.*  *It is important to recognize the difference between the theme of a literary work and the subject of a literary work. The subject is the topic on which an author has chosen to write. The theme, however, makes some statement about or expresses some opinion on that topic. For example, the subject of a story might be war while the theme might be the idea that war is useless.*  *Four ways in which an author can express themes are as follows:*   * *Themes are expressed and emphasized by the way the author makes us feel.. By sharing* ***feelings of the main character*** *you also share the ideas that go through his mind.* * *Themes are presented in* ***thoughts and conversations****. Authors put words in their character’s mouths only for good reasons. One of these is to develop a story’s themes. The things a person says are much on their mind. Look for* ***thoughts that are repeated*** *throughout the story.* * *Themes are suggested through the characters. The main character usually illustrates the most important theme of the story. A good way to get at this theme is to ask yourself the question,* ***what does the main character learn*** *in the course of the story?* * *The* ***actions or events*** *in the story are used to suggest theme. People naturally express ideas and feelings through their actions. One thing authors think about is what an action will "say". In other words, how will the action express an idea or theme?* | | | | |

Your lists do not need to be terribly detailed, just make sure you are including all important parts of the story.

When you have finished the list turn it in on loose-leaf paper with a heading & you can move on to Step Two.

S**tep Two:**

**Sort** the ideas that you generated in step one.

Now you have five lists including: characters, setting, plot elements, surprising things about the story and themes. (The list for themes should come from your notes and discussions with classmates who are reading the same text)

With those lists you are going to create a concept map. “But, Mr. Hamilton, I don’t know what a concept map is!” No worries, you are going to learn.

1. Take a large (11x17) piece of paper and in the center make a circle that says:

Title of Novel

2. Now take your five lists and sort your ideas according to how central (important) or tangential (less important or superficial) they are to the story.

*For example if you believe that a character is a central or most important he or she should be placed close to the central circle, if you believe another character is more or less important you should place him closer or farther away. Make decisions for each of the items on your lists.*

3. Make different shapes and colors for the items from different lists.

*For example you might put all of your character’s names in boxes and color them green, you might put your plot elements in circles that you color blue…the shape and color decisions are up to you.*

4. You should provide a key on a separate sheet of loose-leaf of your map. (Of course your name and number need to be on the back of the map or you won’t receive a grade for it.)

5. Confirm that all of the items on your lists are included on your map and that you have sorted each of them according to their importance. Once this is completed, show me both your map and your lists and you may move on to step three.

**Step Three:**

**Connect** your ideas

1. Show your connections by drawing lines between ideas that have something in common.

*For example, if a character is always in the same setting make a connecting line that shows that.*

*Or, if two characters have a specific relationship, use another color or style of connecting line to show that relationship.*

2. Explain and write in a short sentence on your key written on loose-leaf how the ideas are connected.

**Step Four:**

**Elaborate** on your initial thinking.

1. On your key page elaborate in one paragraph on how any of the ideas/thoughts you have on your concept map have expanded or changed now that you have completed the novel and have completed your concept map.

Your final map and key should be a good representation of your understanding of the novel from the start of the process to the end.

“Oh, what I am looking for to grade on the rubric?” I am glad that you asked.

* Content – how many items are included on your map and key. Meaning, does your map and key thoroughly represent the elements from the five lists or do you need to go back into the novel and gather more information?
* sequencing of facts that reflect a thorough reading of the novel and understanding of the novel
* proper spelling and capitalization
* originality (your concept map should not look like anybody else’s)
* effectiveness – the map and key should include all items needed to gain an understanding of the novel
* care – does the map and key show that you put in the required time and effort to make it something that is worthy of you and the grade you are capable of receiving