

Teacher Guide for **Freaked** by J. T. Dutton
HarperTeen 2009

A. Discussion Questions:

Scotty Douglas Loveletter has trouble with names. Where do you see evidence of this problem in the book, and why do you think it occurs? Is it a symptom of something amiss in Scotty's world view?

On page 22, Kenny J. pulls a red ball out of his pocket. In response, Scotty says that he doesn't "buy" that drugs are a shortcut to enlightenment. What does the red ball represent? Why do you think Scotty wants to stop time and suspend his life?

What part of Scotty's story do you feel you can trust, and what parts seem shaky or unreliable? What causes readers to feel unsure of Scotty's point of view?

Just before Scotty gets into the car with Todd and Walter he considers returning to the dorm to play a game of *Risk* with a group he meets in the dining hall. How would befriending these people have changed the outcome of the story? Would Scotty have been better off?

Do you think that Scotty has grown or changed in his relationship to drugs at the end of the novel? In what way?

Each chapter of **Freaked** is named after a song by the Grateful Dead so that the shape of the book is similar to a bootlegged tape. How does the action in each sequence relate to lyrics? Does knowing about the music of the Grateful Dead contribute to how you read the book?

B. Cross-curriculum Tie Ins

Music: The Grateful Dead is best known for the extent to which they toured and performed in live venues. They were the first band to "music share" by making no objections to fans taping their performances and a large vault of their recordings exist today as a result.

History/Social History: The Grateful Dead influenced the thinking and culture of three decades of the twentieth century and has spawned offshoots in the twenty-first. Because the book is set in the 1990's but refers to historical incidents in from the 1960's, an interesting comparison could be made between the two times.

C. Recipe or Snack Suggestion:

Cherry Garcia Ice Cream Floats. Add one scoop of Ben & Jerry's Cherry Garcia ice cream to Root beer or Cola. Insert Straw.

D. Project

Each chapter of **Freaked** is named after a song by the Grateful Dead and contains literary parallels. In order to better understand how this works, students can choose a song or music they like and write the "story" that is inspired by what they imagine as they listen. The assignment can be reversed by having students read a story before imagining and creating lyrics to go with it.

E. Craft Idea:

Tie Dye underwear or t-shirts

What you will need: plain white clothing item (t-shirt), rubber bands, fabric dye.

Step 1: gather t-shirt into puckers and wrap rubber bands around segments to create design. Example: A rubber band around a pucker in the center of the t-shirt will create a bullseye effect.

Step 2: mix dyes according to package instructions

Step 3: Immerse shirt for up to twenty-minutes (depending on dye instructions), dipping in multiple colors and adding bands for a more elaborate design

Step 4: Allow dye to set. Wash alone in cold water to eliminate bleeding.

F. Web Links, Resources, and Related Reads:

There are a number of on-line sites devoted to the Grateful Dead. These two are the most comprehensive.

HYPERLINK "<http://www.dead.net/>" www.dead.net/ The official fan site of the Grateful Dead, contains links, lyrics, and historical information.

HYPERLINK "<http://www.gratefuldeadbooks.com/>" www.gratefuldeadbooks.com/ a complete bibliography of articles and books written about the Grateful Dead as well as links to lyrics and playlists.

Resources:

Dodd, David. G. and Robert G. Weiner. **The Grateful Dead and the Deadheads, An Annotated Bibliography**. Greenwood Press: 1997

Dodd, David. **The Complete Annotated Grateful Dead Lyrics**. Free Press, 2005

Shenk, David and Stephen L.Silberman. **Skeleton Key: A Dictionary for Deadheads**. Mainstreet Books: 1994

Related Reads:

Salinger, J. D. **Catcher in the Rye**. Back Bay Books: 2001

Wolfe, Tom **The Electric Kool-Aid Acid Tests**. Picador: 2008

F. State Standards

Classroom use of **Freaked** may help students meet the following state standards:

Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect.

Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.

Explain the influence of the English language on world literature, communications and popular culture.

Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.

Use multiple resources to enhance comprehension of vocabulary.

Literary Text Standard

Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.

Explain ways characters confront similar situations and conflict.

Recognize and analyze characteristics of subgenres and literary periods.

Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.

Critique an author's style.

Apply reading comprehension strategies to understand grade- appropriate texts.

Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).

Use appropriate self-monitoring strategies for comprehension.

People in Societies/Social Studies Standard

Analyze how issues may be viewed differently by various cultural groups.

Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.

Explain the role of diverse cultural institutions in shaping American society.