

Short Literature Unit – Double lesson on Stephen King’s “Gray Matter”

Age of Learners:	7 th grade, 16-17
CEF Level:	B2
Topic:	Family relationships, addiction
Objective:	The learners will understand how addiction can negatively affect family relationships.
Teachers notes:	Give about 15 minutes for pre-reading activities and 25 minutes for post-reading activities.

“Gray Matter” by Stephen King

Brainstorming:

What does a “picture perfect” family look like? Draw a picture in the box on the left. Once you finish, draw a picture of the opposite in the box on the right. What are some reasons why a family might not be “picture perfect”? Write down some ideas.

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A family with problems:

Richie and Timmy are father and son and have a problem. What could the problem be? Use the image to the right as a clue. Write down your ideas below.



Living with it:

Read the short story up to page 173.

How does Richie's drinking affect Timmy's daily routine/life? With two different colors, mark passages that describe Timmy's daily routine with one color and mark the passages that show how Timmy's routine is affected with another.

What happens to the family?

Finish reading the story. When you are done, choose between the two writing tasks:

- 1.** Continue the story where it left off at the end. Focus on what happens to Timmy, Richie and their relationship. Continue to use the style of the narrator.
- 2.** On page 173 Timmy wants to call a doctor, but Richie refuses. What if Richie had let Timmy make that phone call? What would have happened? Continue the story as if Timmy had called the doctor. Focus on what happens to Timmy, Richie and their relationship. Write the story from Timmy's perspective.

Write about a page. Once you are finished, form a group with three classmates and share your versions of the story.