

LOCKJAW DISCUSSION QUESTIONS

Each chapter has a table containing:

The chapter number, name, and first page number	CHAPTER X: EXAMPLE: P 0				
The narrating character, the main characters, and any additional characters	NARRATOR	★	Main	★	additional
A question to get readers started, usually a summary task, or an on-going list of character/setting traits.	Brainstorm				
Short answer questions to focus on themes, characters, or plot.	Analysis				
Questions to explore the writer's craft of <i>Lockjam</i> , focusing on literary devices or other choices that the author has made. These can be open-ended journal prompts for students to think about and explore as much or as little as they'd like.	Explore				

Some Chapter tasks will reference previous questions, but teachers are welcome to skip or combine instructions as necessary to fit their schedule.

LOCKJAW

COVER AND JACKET

Artist: Corey Brickley

Designer: Sophie Paas-Lang

Brainstorm

What is depicted on the cover? List people, places, objects, settings, colours, or anything else you observe.

Analysis

Based on the cover and your list, what do you think the tone of this novel will be? How do the cover elements create this tone? Explain using examples from your Brainstorm list.

Explore

Books are (and in fact should be) judged by their cover. Based on the cover, back cover, and inside flaps of the jacket, what themes or ideas do you expect from this novel? Journal your thoughts.

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PARATEXT

Brainstorm

Write out the dedication: *To horrible towns, to our rage, and to the people we find there.*

And epigraph: *The system isn't broken it was built this way.*

Underline any key words in these sentences.

Analysis

Consider your key words. What do you think the epigraph is trying to say? Analyze, research, or discuss with a partner.

Explore

A book doesn't need an epigraph—the author makes a conscious choice to include one. Why do you think this is the epigraph for *Lockjaw*? What tone or themes are being developed? Does this match any themes you've already guessed, or have you developed new ideas? Journal your thoughts.

LOCKJAW

CHAPTER 1: BRIDLINGTON: P 1

CHUCK WARREN



Paz

Brainstorm

This is our first look at the town of Bridlington. What are some words you would use to describe this town? Create a list of adjectives found in the text, and a list of words or phrases you'd use based on evidence provided. Add to this list as you read.

Analysis

Do you think you would enjoy living in Bridlington? Why or why not? Use evidence from the text to support your reasoning.

Explore

Consider your Brainstorming list, and Analysis answer. How has the author used this setting to create conflict? Based on these conflicts, what sort of story do you think this will be? Journal some possible ideas.

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CHAPTER 2: FUGITIVE: P 12

ASHER GORDON



Paz Espino
Bird



Three unnamed
children

Brainstorm

What are some words to describe Asher Gordon? Create a list of adjectives found in the text, and a list of words or phrases you'd use based on evidence provided. Add to this list as you read.

Analysis

Consider your answers from Chapter 1. What do you think will happen to someone like Asher in a town like Bridlington? Do you think he'll fit in, or will he stand out? Use evidence from the text to support your answer.

Explore

This book has multiple points of view. What do you think is the benefit of this? Is there anything that Asher notices about Paz or about Bridlington that Chuck might not have? Journal your thoughts.

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CHAPTER 3: BRIDLINGTON: P 23

PAZ ESPINO	★	Marcela Espino Captain Reilly	★	Mr Espino Mrs Espino Mr Warren Mrs Warren
Brainstorm	Paz is facing many conflicts, even from people closest to her. Write a list of all the problems Paz is facing in this chapter. These can be either large, physical problems, or smaller emotional problems. Add to this list as you read.			
Analysis	Consider your brainstorming list. Who or what is Paz's biggest adversary? Why do you think this? If you were Paz, how would you solve this problem?			
Explore	This chapter uses a lot of tactile imagery to create a sense of tension and fear in Paz. What particular phrases or words stand out to you? Why do you think these are effective? Keep a running list of interesting phrases or descriptions as you read.			

CHAPTER 4: LOUDMOUTH: P 24

ASHER GORDON



Captain Reilly
Bird



Brady Novak

Brainstorm

We've now seen Captain Reilly from two different points of view. Create a list of adjectives found in the text, and a list of words or phrases you'd use based on evidence provided. Add to this list as you read.

Analysis

Take a look at your list, and at Chapter 3. Are there any words that you think Paz might use as well? Do Paz and Asher view Captain Reilly similarly, or differently? Using evidence from the text and your own experiences, explain why or why not.

Explore

Despite being a sunny day, this scene has an undercurrent of tension and fear. How does the author create a feeling of unease? Consider characters, setting, imagery, and dialogue.

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CHAPTER 5: PAZ: P 41

PAZ ESPINO



Ben (Meyer) Levi
Ellie (Meyer) Johnson

Brainstorm

Usually, the “target age” of a book can be determined by the age of the characters. However, in this young adult book, Paz and her crew are 11 years old, with 11 year old interests. Create a list of words, phrases, or brand names that feel “childlike”. Add to this list as you read.

Analysis

Consider your list. What themes might the author be developing through Paz and the other young characters? Use examples from the text to explain your reasoning.

Explore

The voice of a narrator is developed through diction, grammar, and tone. Do you think the voice of the narrator changes between chapters in *Lockjaw*? Why or why not? Journal your thoughts.

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CHAPTER 6: ESPINO GIRLS: P 46

MARCELA ESPINO
PAZ ESPINO



Caleb Reilly
Captain Reilly

Brainstorm

What are some words to describe Marcela Espino? Create a list of adjectives found in the text, and a list of words or phrases you'd use based on evidence provided. Add to this list as you read.

Analysis

Both Espino sisters seem to have plans for the future. What is each Espino sister's goal? Are you "rooting for" one more than the other? Why or why not?

Explore

Consider each sister's goal. How might these clash with each other? Is there anything Paz wants that could ruin Marcela's goals, or vice versa? Based on this information and the story so far, predict what might happen between Paz and Marcela.

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CHAPTER 7: BEETLE: P 54

BEETLE HOANG



Paz Espino



Ms Hoang

Brainstorm

What are some words you'd use to describe Beetle Hoang? Create a list of adjectives found in the text, and a list of words or phrases you'd use based on evidence provided. Add to this list as you read.

Analysis

Do you think Beetle is a “likeable” character? Is he sympathetic? Why or why not? Use words from your Brainstorm list and evidence from the text to justify your answer.

Explore

The author has chosen to write in Vietnamese, without a translation, which means that most readers won't understand what Beetle is saying. What is the effect of letting only some readers get close to Beetle? How does this affect your relationship with the character or story? Journal your thoughts.

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CHAPTER 8: BRIDLINGTON: P 64

PAZ ESPINO SAMMY	★	Caleb Reilly	★	Brady Novak Emily Novak Reece Kalchik
Brainstorm	What are some words to describe Sammy? What are some words to describe Emily? Create a list of adjectives found in the text, and a list of words or phrases you'd use based on evidence provided. Add to this list as you read.			
Analysis	Caleb says that no one will believe that Emily pushed Sammy. Why do you think he says that? Do you believe him? Consider your lists for Emily, Sammy, Caleb, and the town of Bridlington. Use evidence from the text to support your answer.			
Explore	Does Sammy seem like a sympathetic character? If not, explain why you think this. If so, what words, phrases, or events make you feel sympathy for her? Journal your thoughts.			

CHAPTER 9: BAD DOG OWNER: P 75

ASHER GORDON



Bird
Beetle Hoang

Brainstorm

Asher is facing many challenges in Bridlington. Write a list of all the challenges he has faced so far. These can be either large, physical problems, or smaller emotional problems. Add to this list as you read.

Analysis

Consider your Brainstorm list. What do you think is Asher's biggest challenge? Why do you think this? If you were Asher, how would you solve this problem? Use evidence from the text to support your answer.

Explore

On page 84, the narrator suggests a possible future for Asher. What effect does this have on the reader, story, or character(s)? Does that create more tension, a certain feeling for the reader, or complicate Asher's character? Journal your thoughts.

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CHAPTER 10: BIRD: P 86

BIRD



Asher Gordon

Brainstorm

Write down ten adjectives from this chapter. If they describe Asher, or Bridlington, add them to your lists.

Analysis

What effect do these adjectives have? What emotion or tone is created? Use specific examples from the text to justify your answer.

Explore

Do you think there will be other chapters from Bird? If so, what do you think they'll be about? Predict Bird's next chapter based on the story so far.

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CHAPTER 11: DRIFTER: P 88

ASHER GORDON	★	Caleb Reilly Beetle Hoang Bird	★	Reece Kalchik
Brainstorm	Consider your list from chapter 9. Is Asher facing any new challenges? Add them to your list.			
Analysis	Choose one of Asher's challenges. How is he working to solve this? Do you think he will be successful? Explain your reasoning, using evidence from the text.			
Explore	Characters react to the world around them, not just physically, but emotionally. Consider Asher's tone, demeanor, dialogue, and choices. Is he different from the beginning of the book? If so, what do you think caused this? Support your answer with evidence from the text.			

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CHAPTER 12: MARCELA: P 98

MARCELA ESPINO	★	Paz Espino	★	Quinn Bright
Brainstorm	Marcela is predicting a lot of grisly possibilities for her future. What are some of these possibilities?			
Analysis	Based on the story so far, do Marcela's predictions seem realistic? Why or why not? Consider your Analysis answer from Chapter 8 while answering.			
Explore	Quinn has been mentioned a few times. Based on what you've read so far, what do you think Quinn's and Marcela's relationship is like? How has the author established this? Use specific examples from the text, including from previous chapters.			

CHAPTER 13: BRIDLINGTON: P 102

PAZ ESPINO



Sammy

Brainstorm

Write down 10 verbs from this chapter.

Analysis

What effect do these adjectives have? What emotion or tone is created?
Use specific examples from the text to justify your answer.

Explore

Slow, emotional moments are often used to establish a character's mental state before the action starts. How would you describe Paz in this scene? How would you describe Sammy? Based on this, how do you think they'll act during the monster hunt? Journal your thoughts.

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CHAPTER 14: MARCELA: P 105

MARCELA ESPINO	★	Paz Espino Caleb Reilly Asher Gordon Bird	★	Quinn Bright
Brainstorm	In this chapter, Marcela recounts a terrifying experience. Summarize her flashback as a series of jot notes.			
Analysis	What does Captain Reilly mean when he says “you have a bad case of lockjaw” to Paz? Do you agree that Paz is lying? Why or why not?			
Explore	Do you think “Lockjaw” is a fitting title for this book? Why or why not? What are three other titles that you think might fit?			

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CHAPTER 15: CALEB REILLY, BUT SMALLER: P 117

ASHER GORDON	★	Bird Marcela Espino Caleb Reilly	★	Reece Kalchik Quinn Bright
Brainstorm	Consider your list of Asher's traits. Are there any adjectives that no longer describe Asher? Cross out any words that no longer apply.			
Analysis	How do you think Caleb feels about Asher? How might Marcela feel about him? Use evidence from the text to support your answer.			
Explore	Consider how voice and the passage of time are used from page 122 to 125 as Asher floats from conversation to conversation. What does this tell us about Asher's mental state? Journal your thoughts.			

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CHAPTER 16: BEETLE: P 126

BEETLE HOANG



Brady Novak
Emily Novak

Brainstorm

Quite a few things happen to Beetle in this chapter. Summarize this chapter as a series of jot notes.

Analysis

What do you think Beetle is feeling in this chapter? Assign at least one emotion to each key event on your list, and provide evidence to support your claim.

Explore

The last line of a chapter usually points the reader towards the next goal or idea. Consider the last line of this chapter, and what we know about Beetle... What do you think he will do next? Journal your thoughts.

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CHAPTER 17: MARCELA: P 134

MARCELA ESPINO



Asher Gordon
Caleb Reilly
Bird

Brainstorm

Marcela and Asher have some things in common. What are three ways they are similar, and three ways they are different? If these words aren't already added to your lists for these characters, write them in now.

Analysis

Do you agree with Marcela's choices in this chapter? If not, what do you think she could have done differently? Why do you think she makes these choices? Explain your answers using evidence from the text.

Explore

So far, we've only seen Caleb Reilly through the eyes of other characters. What do you think of Caleb? How has the text influenced this opinion? Journal your thoughts.

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CHAPTER 18: CALEB REILLY: P 146

CALEB REILLY



Captain Reilly



Reece Kalchik

Brainstorm

How would you describe Caleb? Create a list of adjectives found in the text, and a list of words or phrases you'd use based on evidence provided. Add to this list as you read.

Analysis

Consider your Brainstorm list. Do you think Caleb is an antagonist, a protagonist, or neither? Justify your answer with evidence from the text.

Explore

We're finally in Caleb's head. What effect does this have on the reader, story, or character(s)? Does this change our opinion of Caleb, or develop his character? Journal your thoughts, focusing on a specific line or passage to support your answer.

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CHAPTER 19: BEETLE: P 151

BEETLE HOANG



Marcela Espino
Asher Gordon
Bird

Brainstorm

Consider the dialogue in this chapter. Write down any “verbs of utterance” (eg: whispered, shouted, etc.) or adjectives to describe speech (eg: loudly, quietly) that are used.

Analysis

What effect does the dialogue have? What emotion or tone is created? Use specific examples from the text to justify your answer.

Explore

Consider your Explore answer from chapter 16. Has Beetle done something that surprised you? If so, why? If not, what led you to think that he would tell Marcela about Paz?

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CHAPTER 20: BIRD: P 154

BIRD

Brainstorm

As the action picks up, write down any questions you have about the story. Present these as full sentences, such as “Why does Asher want to be like Caleb?”

Analysis

Based on the story so far, predict the answer to at least one question. What makes you think this? Use evidence from the text to support your answer.

Explore

This scene includes imagery that engages all five senses. Pick an example for at least three senses and describe how this develops the tone of the chapter.

CHAPTER 21: BRIDLINGTON: P 158

PAZ ESPINO
SAMMY



Ben (Meyer) Levi
Ellie (Meyer) Johnson

Brainstorm

We finally find out what the monster is. Describe the monster in your own words.

Analysis

Has this chapter answered any questions from Chapter 22, or changed any predictions? Use a specific passage from the chapter to support your answer.

Explore

Did you suspect that the monster would be metaphorical? If so, what moments in the story led you to this guess? Use evidence from previous chapters to support your answer.

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CHAPTER 22: MARCELA: P 167

MARCELA ESPINO



Beetle Hoang
Asher Gordon

Brainstorm

What does Marcela think they should do? What does Beetle think they should do? Summarize each argument as a series of jot notes.

Analysis

Consider these arguments. Do you agree with Beetle, Marcela, both, or neither? Why? Use evidence from the story so far to support your answer.

Explore

This scene hinges on “dramatic irony”: the reader knows information that the characters don’t. Why might the author have chosen this? What effect does this have on the reader, story, or character(s)? Journal your thoughts.

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CHAPTER 23: BRADY NOVAK: P 170

Brady Novak



Emily Novak

Brainstorm

Is Brady sympathetic, or unsympathetic? Provide a list of reasons for both sides. Consider previous information about Brady as well.

Analysis

Consider your Brainstorm list. Do you think Brady is an antagonist, protagonist, neither, or both? Justify your answer with evidence from the text.

Explore

Why might the author have chosen to write from Brady's point of view? How might the story be different if Emily's death was told from someone else's point of view? Journal your thoughts.

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CHAPTER 24: BRIDLINGTON: P 173

???	★	???	★	???
Brainstorm	Create a list of all the characters mentioned in this chapter. Include even minor characters, such as the curio store clerk.			
Analysis	In your list, place a check mark next to “good” characters, and an x next to “bad” characters. Are there any characters that you struggle to place, or who you think might be more complicated than “good/bad”? If so, describe why you feel unsure. If not, choose a minor character and describe why you’ve categorized them as good or bad.			
Explore	<i>Lockjaw</i> ’s chapters jump between points of view—here, we see different points of view within the chapter. Why do you think the author has chosen to do so? Consider your Explore answer from Chapter 2. Has your answer changed?			

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CHAPTER 25: THE GOOD CAPTAIN: P 185

CAPTAIN REILLY	★	Caleb Reilly Paz Espino Bird	★	Brady Novak Quinn Bright Reece Kalchik Ben (Meyer) Levi Ellie (Meyer) Johnson Chuck Warren
Brainstorm	Captain Reilly speaks with many people as he gathers evidence. Create a list of people he speaks to or about, and summarize his thoughts about them.			
Analysis	We've reached another major plot twist. Write a journal entry about your experience reading this chapter. How did you feel reading this? Did you suspect that Paz and her friends were already dead? Were any questions answered?			
Explore	Choose a line or passage in this chapter that answered a question, provoked an emotion, or made you question something else. How did the author evoke this feeling in you? Consider imagery, dialogue, description, or character.			

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CHAPTER 26: PAZ: P 194

PAZ ESPINO



Bird
Captain Reilly

Brainstorm

Why does Paz kill the Meyer's dogs? Explain in your own words.

Analysis

Based on the evidence so far, do you think Paz's decision to kill the Meyer's dogs is justified? What about Captain Reilly? Why or why not?

Explore

Just like in real life, a character's choices are influenced by their goals, relationships, and backstory. In your opinion, how do these influence Paz to kill "bad people"? Journal your thoughts.

LOCKJAW

CHAPTER 27: THE HOANGS: P 199

BEETLE HOANG
MS HOANG



Paz Espino

Brainstorm

This chapter contains several small scenes that aren't in chronological order—Beetle is 12, 14, and 18. Summarize this chapter as a series of jot notes, then number them in the order they occur (1 being the first event, 2 the second, and so on to “present”)

Analysis

We learn quite a bit about Beetle's backstory. Consider your Chapter 7 Analysis answer. Do you think Beetle is sympathetic, or unsympathetic? Has your answer changed? Choose one scene from your list and explain how this effects your sympathy (or lack thereof) for Beetle.

Explore

Lockjaw's chapters and scenes aren't chronological. What effect does this have on the reader, story, or character(s)? Do you think this was a good choice? Why or why not? Journal your thoughts.

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CHAPTER 28: KID WHISPERER: P 207

ASHER GORDON



Paz Espino

Brainstorm

Consider the first page of this chapter. How is Asher described? Add these adjectives to your list.

Analysis

What do you think Paz means when she says that Asher “look[s] like [he’s] getting monster-y”? Consider how Asher has changed throughout the story. Use evidence to support your answer.

Explore

A character’s goals drive a story. Consider your lists of Asher’s traits and challenges. What was his goal in the beginning? Has it changed? How do you know? Journal your thoughts.

LOCKJAW

CHAPTER 29: BEETLE: P 212

BEETLE HOANG	★	Bird Paz Espino Marcela Espino Asher Gordon	★	Ben (Meyer) Levi Ellie (Meyer) Johnson Chuck Warren
Brainstorm	Review your notes so far, and skim the story. What themes, lessons, or ideas are being developed? Write down a list.			
Analysis	Beetle says he isn't surprised that Caleb pulled up the rope. Consider Caleb's goals, relationships, and backstory... why do you think he pulled the rope up? Do you think he did it to be cruel, or is there another reason? Use evidence from the text to support your answer.			
Explore	Consider the last two words of this chapter, and your list of themes. How is the idea of "outcast kids" shown in <i>Lockjaw</i> ? Which characters, settings, or scenes exemplify this? Use examples from the text to support your answer.			

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CHAPTER 30: INTERLOPER: P 217

ASHER GORDON



Beetle Hoang
Marcela Espino

Brainstorm

In this scene, Beetle attempts to explain the past events to Asher. Write out all the major events that have happened in the story as a series of 10 jot notes, and number them from earliest event to latest.

Analysis

Now that the past has been explained, are there any questions you still have? Present a new list of questions as complete sentences, such as “Does Beetle still want to leave town?”

Explore

Consider the lines “No. Thank. You” (p 221-222). Were you surprised by Asher’s reaction? Did it seem like he was going to make a different decision? How did the author build this suspense? Journal your thoughts.

LOCKJAW

CHAPTER 31: CALEB REILLY: P 223

CALEB REILLY



Paz Espino



Mrs Reilly

Brainstorm

On page 225, Caleb is compared to “a little girl pouring a green slushy”, which parallels page 68 where Paz is compared to “a man ordering two fingers of whiskey”. What are three ways that Paz and Caleb are similar, and three ways they are different? If these words aren’t already added to your lists for these characters, write them in now.

Analysis

A “morally grey” character is one who is neither good nor bad. Do you think this describes Caleb? Does it describe Paz? Why or why not? Support your claims with examples from the text.

Explore

A “foil” is a character that is opposite to another, usually to show the difference between them. Do you think Paz and Caleb are foils of each other? What effect does this have on the reader, story, or character(s)? Journal your thoughts.

LOCKJAW

CHAPTER 32: BEETLE: P 228

BEETLE HOANG



Asher Gordon
Marcela Espino

Brainstorm

Create a list of words or phrases from this chapter that stand out to you. These words could be important, unfamiliar, or interesting.

Analysis

Lockjaw has a recurring phrase about “minding [y]our own business”. Do you think minding your own business is better, or should people speak up against injustice? Support your answer with evidence from the text.

Explore

A “motif” is a distinct feature or idea in a story, usually something that we see repeated over and over. What motifs are present in *Lockjaw*? How are they established? What can this tell us about the story’s themes? Use evidence from any chapter to support your answer.

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CHAPTER 33: MARCELA: P 233

MARCELA ESPINO	★	Asher Gordon Beetle Hoang	★	Ms Hoang
Brainstorm	This chapter is full of nostalgia. Return to your list of “childlike” words, and add any nostalgic words, phrases, or ideas from this chapter.			
Analysis	Marcela reminds us what the town says about Espino girls. How do you think Marcela has been affected by what was said about her sister? Do you think this explains some of her choices or feelings? Use evidence from at least two different chapters to support your answer.			
Explore	Consider the themes of nostalgia, childhood, and trauma. Why do you think the author chose to write in a non-linear timeline? How might the story be different if it was written chronologically? Journal your thoughts.			

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CHAPTER 34: ASHER: P 241

Asher Gordon



Beetle Hoang

Brainstorm

This chapter features several words related to Asher’s transgender experience: “binder” (p 241), “egg” (p 241), and “stealth” (p 243). Based on context clues, or your prior knowledge, what do you think these words mean?

Analysis

What does Beetle teach Asher in this chapter? What does Asher teach Beetle? Use evidence from the text to support your answer.

Explore

This chapter is finally called “Asher”. How do Asher’s chapter names show his journey through the story? Justify your answer using evidence from at least two of Asher’s chapters.

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CHAPTER 35: THE MEYERS: P 248

PAZ ESPINO MR AND MRS MEYER	★	Bird	★	Mrs Reilly Ben (Meyer) Levi Ellie (Meyer) Johnson Chuck Warren
Brainstorm	Create a list of adjectives that are used to describe the Meyers or their home.			
Analysis	Paz’s reputation as a liar starts with accusing the Meyers, who everyone thinks are “so lovely” (p 165), despite the truth. Why do you think no one believed Paz? Consider your Analysis from Chapter 8, and use evidence from the text to justify your answer.			
Explore	This chapter builds tension and suspense before the Meyers’ deaths through description, dialogue, and imagery. Are there any specific paragraphs or lines where the suspense is highest? How has the author accomplished this? Journal your thoughts.			

CHAPTER 36: MARCELA: P 253

MARCELA ESPINO	★	Beetle Hoang Caleb Reilly	★	Ms Hoang
Brainstorm	Write down 10 verbs from this chapter.			
Analysis	What do you think happened to Caleb? Based on Caleb's previous goals, relationships, and backstory, predict what could have happened to make him apologize.			
Explore	Consider the line "turn the tide on Caleb" (p 255), and Marcela's thoughts on page 181. Why might the author be drawing these connections? What does this say about themes of power, privilege, and safety? Journal your thoughts.			

LOCKJAW

CHAPTER 37: BEETLE: P 256

BEETLE HOANG PAZ ESPINO	★	Bird Caleb Reilly Asher Gordon	★	Ben (Meyer) Levi Ellie (Meyer) Johnson Chuck Warren
Brainstorm	Here, we find out what happened to Caleb. Summarize this chapter as a series of jot notes.			
Analysis	So far, Beetle has been unwilling to help Paz. Now, he can only watch as Asher is attacked. What do you think Beetle is feeling after this? Do you think this will change his previous plans? Use evidence from the text to justify your answer.			
Explore	On page 256, the narrator addresses the reader directly and asks if they would act to help kids like Paz. Why do you think the author decided to involve the reader at this point in the story? Journal your thoughts.			

LOCKJAW

CHAPTER 38: ASHER AND BRIDLINGTON: P 260

<p>ASHER GORDON PAZ ESPINO CALEB REILLY</p>	★	Bird	★	Reece Kalchick
Brainstorm	<p>Look up the definitions of “gender dysphoria”. Are there any words or short phrases on page 260 and 261 that relate to this feeling? These could be adjectives, nouns, or even verbs. Create a list.</p>			
Analysis	<p>In your own words, explain why Asher wants to be like Caleb Reilly. What are the pros and cons of this choice? Would you do the same? Why or why not? Consider your lists and chapters about Caleb, Asher, and Bridlington as you answer.</p>			
Explore	<p>This chapter explains the thoughts of three characters: Asher, Paz, and Caleb. Choose one character and explain how this chapter explores their challenges, motivations, and feelings. Does this make the character more sympathetic? Journal your thoughts.</p>			

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CHAPTER 39: PAZ: P 267

PAZ ESPINO	★	Asher Gordon Bird	★	Ben (Meyer) Levi Ellie (Meyer) Johnson Chuck Warren
Brainstorm	Write out the first sentence of this chapter. Next, underline all key words. Consider words that have been repeated throughout the story.			
Analysis	Consider this first and last paragraphs of this chapter. Do you agree with Paz's sentiments that people don't change? Why or why not? Use characters from the text to justify your answer.			
Explore	The first line of a chapter usually helps point the reader towards the main idea. The last line sums up the chapter and points the reader onward. Choose any previous chapter and explain how the author uses the first and last lines to organize the story, focusing on key words.			

LOCKJAW

CHAPTER 40: BEETLE AND MARCELA: P 269

BEETLE HOANG
MARCELA ESPINO



Caleb Reilly

Brainstorm

On pages 269-271, Beetle, Marcela, and even Caleb discuss what to do next. In your own words, summarize each character's argument as a series of jot notes. Use their dialogue or internal thoughts as a guide.

Analysis

At the top of page 272, Marcela decides to break up with Caleb. Do you think she has forgiven him for pulling up the rope? If yes, use evidence from the text to support your answer. If not, how might Caleb continue to apologize? Predict what he might do next.

Explore

The last pages of this scene have many "full circle" moments. Consider Chuck Warren's chapter, and the chapter where Paz, Ben, Ellie, and young Beetle enter the mill. What words or phrases connect these scenes? Why do you think the author has chosen to remind us? What themes does this strengthen? Journal your thoughts.

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CHAPTER 41: MARCELA: P 275

MARCELA ESPINO



Caleb Reilly
Beetle Hoang

Brainstorm

Marcela experiences several emotions in this chapter. Skim the chapter, and write a list of each emotion in order. Consider her dialogue, body language, and internal thoughts.

Analysis

Consider the italicized line “*Leave the dumb kid, Marcela. Aren’t you smarter? Aren’t your practical?*” (p 278). Why do you think Marcela thinks this? Where do you think she learned this from? Consider the town of Bridlington, Marcela’s backstory, and her previous goals.

Explore

This chapter is what we might call a “main beat” in Marcela’s character arc: a moment when a character makes a clear shift from who they were, to who they are going to be. What change has occurred in Marcela? Do you think her goals have shifted? Support your answer with evidence from your Brainstorm and Analysis questions.

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CHAPTER 42: BEETLE: P 281

BEETLE HOANG



Marcela Espino
Caleb Reilly
Paz Espino

Brainstorm

What are some words you would use to describe this new setting? Create a list of adjectives found in the text, and a list of words or phrases you'd use based on evidence provided.

Analysis

In Bridlington, some people feel more safe than others. In the sewers, Paz and her crew are in charge. Consider the similarities and differences between these two settings. What does this say about safety, privilege, and exclusion? Use words from your Brainstorm (and Chapter 1 Brainstorm) to support your answer.

Explore

Stephen King's 1986 horror novel *IT* also features kids on bikes, and a final showdown in the sewers. *Lockjaw* also references several kids TV shows. Find the definition for the word "intertext". Why do you think an author might choose to use intertexts? How might this affect the reader or story? Journal your thoughts.

LOCKJAW

CHAPTER 43: ESPINO GIRLS: P 284

PAZ ESPINO MARCELA ESPINO	★	Caleb Reilly Bird Beetle Hoang Asher Gordon	★	Ben (Meyer) Levi Ellie (Meyer) Johnson Chuck Warren
Brainstorm	Write down a list of adjectives or phrases used to describe Paz’s new ghostly appearance.			
Analysis	Consider the themes of “heroes and monsters”, and Paz’s motivations. Do you think Paz is a monster? Is she a hero? Is she perhaps both, or neither? Consider what the story has previously said about good/bad, and use evidence from the text to support your answer.			
Explore	A “ticking clock” or countdown element is used to increase tension in a story: the characters only have so much time to solve a problem before something bad happens. What is the “ticking clock” in this chapter? How does the author remind us of the countdown, and the consequences? Journal your thoughts, using examples from the text.			

LOCKJAW

CHAPTER 44: PAZ: P 292

PAZ ESPINO

Brainstorm

Paz ponders her choices, and memories. Summarize the key ideas in this chapter as a series of jot notes, using one note for each paragraph.

Analysis

Consider themes of good/bad, monsters/heroes, and community/isolation. Based on Paz's thoughts, your observations of her character, and the story so far, do you think she'll try to save the others? Use evidence from the text and your notes to support your answer.

Explore

This chapter feels "dandelion-soft" (p. 292) for Paz as she dreamily reviews her options. How does the author create an eerily calm tone? Consider the use (or lack) of dialogue, imagery, and memory. Journal your thoughts.

LOCKJAW

CHAPTER 45: CALEB: P 294

CALEB REILLY



Beetle Hoang
Paz Espino

Brainstorm

Consider your list of Caleb's traits. Cross out any words that no longer apply to him. Add and underline any new words that you think describe him now.

Analysis

Do you think Paz can trust Caleb? Can Caleb trust Paz? Why or why not? Use words from your Brainstorm list and evidence from the text to support your answer.

Explore

This chapter ends on a suspenseful "cliff-hanger", to encourage readers to keep going. Are cliff-hangers necessary for every chapter? At what point in the story might they be more useful than others? Journal your thoughts, using evidence from other chapters.

LOCKJAW

CHAPTER 46: BRIDLINGTON: P 296

???



???



???

Brainstorm

This is another chapter with multiple scenes. Summarize this chapter as a series of jot notes. Be sure to include the names of any relevant characters.

Analysis

Reece Kalchik, Mrs. Reilly, and Ms. Hoang are all characters who have ignored Paz or her friends in some way or another. Even Quinn had accepted that they had run away. In this scene, we see them act to fix that mistake. How does this develop the themes of good/bad, action/apathy, and community/isolation? What might the story be saying about forgiveness or change? Focus on a specific character as you answer.

Explore

This is the second storm in the book. How does the weather affect the tone, pacing, themes, or emotions of this scene? Consider examples from other chapters as well. Journal your thoughts.

LOCKJAW

CHAPTER 47: BIRD: P 305

BIRD PAZ ESPINO

Brainstorm

Nearing the end of the story, write a list of adjectives you would use to describe Paz. These can be from previous chapters as well.

Analysis

In Chapter 26, Paz is trapped in the mill. Now she's back, but feels "a little warmer" (p 306). Why do you think Paz is more comfortable being in the mill now? How has she changed? What has caused this? Use evidence from the text to support your answer.

Explore

This scene is slow and soft, which gives us time to sit with our emotions, just like Paz and Bird. Why do you think the author has allowed us this moment? What would happen if we didn't have slower moments like this? Journal your thoughts.

LOCKJAW

CHAPTER 48: BRIDLINGTON: P 307

BEETLE HOANG MARCELA ESPINO UNNAMED BOY	★	Caleb Reilly Asher Gordon Paz Espino Bird	★	Ms Hoang
Brainstorm	<p>Return to your lists about Bridlington, Marcela, Asher, Caleb, and Beetle. Cross out any words that no longer apply to them, and add any new adjectives from the text or your own analysis. Underline all new words.</p>			
Analysis	<p>Review any previous questions you had. Are there any that still remain unsolved? Do you think the author intended to answer this question, or is it meant to be open-ended? Discuss with a partner, and write down your thoughts.</p>			
Explore	<p>Review your notes. In your opinion, what are the themes of <i>Lockjaw</i>? Choose one theme to explore further. What literary devices, characters, settings, or other choices does the author use to develop this theme? Journal your thoughts.</p>			

LOCKJAW

AUTHOR'S NOTE: P 317

MATTEO L. CERILLI

Brainstorm

Here, the author explains why he wrote *Lockjaw*. Summarize these key points as a series of jot notes, underlining any key themes from the text.

Analysis

Choose a key theme from your Brainstorm, and an example of this theme from the text. In your own words, predict why the author may have chosen to write about this theme. Why does this idea seem important to him? Consider other sources of information about the author, such as his bio or the Acknowledgement.

Explore

We can only write what we know, which means that an author's personal experiences will always affect their story. Similarly, a reader's own experiences will affect a story too. What themes stuck out to you in *Lockjaw*? Why do you think these themes felt important to you? Journal your thoughts.

LOCKJAW

FINAL PROJECT SUGGESTION:

Timeline Mapping

Summary

A hands-on project to help students visual the non-linear timeline, and closer observe the events of the book. This project can also be adapted to fit unit goals—consider having students analyze each chapter for a specific theme or literary device.

Project

Create a visual representation for each chapter, using whatever medium you think fits best. Consider drawings, quotes, themes, mood boards, or even song lyrics. Be sure to label each with the chapter title, POV character, and page number. Then, arrange your chapters in their chronological order. If the chapter itself isn't in order (such as *THE HOANGS*, on page 199), create a representation for each scene.

Reflection

1. Choose three of your chapters, and explain why you've represented them this way. (50 words for each chapter)
2. Why do you think the author chose to write a non-linear story from multiple POVs? How might the story be different if it was told chronologically? (100 words)

LOCKJAW

WRITER'S CRAFT PROMPTS

1. Write a scene in *Lockjaw* from the point of view of a different character. What might this character have been thinking or feeling? Try to avoid changing any dialogue or character motivations.
2. Write the beginning of a novel or short story that features a strong setting. Focus on creating a tone or theme through the setting itself, not just through the characters.
3. Bird seems to view the world a bit differently than the rest of the characters. Write a short scene from the point of view of a person, and then the same scene from the point of view of their pet. Focus on imagery and description—animals and humans have very different senses, and motivations.

LOCKJAW

ESSAY QUESTIONS:

1. We often hear about peer pressure and the negative effects of bad company, but strong communities are important too. How are different characters in *Lockjaw* affected by community, and by isolation?
2. Consider the phrase “this is Bridlington... we mind our business” (p 232). How is this idea represented in *Lockjaw*? Is this a positive trait, or a negative one?
3. Beetle mentions that there are no good people or bad people, just people. What does this mean in the context of *Lockjaw*? Consider antagonists vs protagonists, heroes vs monsters, and cycles of abuse.

LOCKJAW