

# Love Will Make You Naked

## Grades

11+

## Author

Jervey Tervalon

## Illustrator

Jessica Chrysler



## Author Bio

Jervey Tervalon, MFA, is the award-winning, Los Angeles Times bestselling author of five books including *Understand This*, a novel based on his experiences teaching at Locke High School in Los Angeles, for which he won the Quality Paper Book Club’s New Voice’s Award. His newest novel, *Monster’s Chef*, is due out from HarperCollins in June 2014. He was the Remsen Bird Writer in Residence at Occidental College and now is an associate professor at National University and a Lecturer at the College of Creative Studies at UC Santa Barbara. He’s lectured with USC and Occidental College. He is also an award-winning poet, screenwriter, dramatist, and the Founder and Editor of Literature for Life. Jervey was born in New Orleans and raised in Los Angeles. He received his MFA from UC Irvine and studied with Thomas Keneally, author of *Schindler’s Ark*.

## Illustrator Bio

Born in Inglewood, California, Jessica Chrysler grew up in and around the west side of Los Angeles. Her childhood consisted of softball tournaments, coloring books, and raising litters of kittens. A passion for storytelling has led her to illustrate several children’s books, including *Cody the Coyote* and the soon to be released *A Word to Rhyme with Orange*. She is an active member of the local artist community and volunteers her time to help others learn about art.

## Summary

Googie is the comical protagonist that knows a closed mouth does not get fed. His eager and precocious ways often land him in hot water whether he finds himself naked somewhere in the Crenshaw District, explaining himself to the police or being hit over the head with a broom by Hope's Aunt Thelma. The narrator in the story, Jervey, often laughs at Googie but in the end is still "nodding in admiration."

## Common Core Anchor Standards Addressed

### Writing Anchor Standards-Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Research for Building and Presenting Knowledge

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

## READING Standards

### Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### Craft and Structure

- Assess how point of view or purpose shapes the content and style of a text.

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

## Integration of Knowledge and Ideas

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Academic Vocabulary to Explore

*(See vocabulary approach in Appendix A of CCSS.)*

### Tier Two

Acrid  
Straddle  
Sonic  
Reverie  
Modesty  
Stronghold  
Mirlitons  
Skirmish  
Vanquished  
Writhing  
Pathological  
Kendo  
Pompadour  
Cinderblock  
Ominously  
Akimbo  
Muumuu  
Roguish  
Fireplug  
Stout  
Portly  
Nutria

Headcheese  
Chitterlings

## Complementary Short Story to Introduce **AFTER** Reading the Text

**Short Story:** *The Amazing Hat Mystery*, by P.G. Wodehouse.

### Warm-up Questions

*(To introduce the story, should be used as a quick write or a journal/reflection piece.)*

1. Do you know someone that marches to the beat of their own drum? What type of person are they? How do you feel about them?
2. What's the most embarrassing thing that ever happened to you? How was it resolved?

### Main Idea for Study

Perseverance can help you through almost any situation.

### Possible Themes for Study

- The loveable rogue.
- Optimism helps keep you focused.
- Staying true to yourself is not always easy.
- Youth and innocence are fleeting.
- Life is not always serious and sad even when circumstances seem that way.
- A closed mouth doesn't get fed.

### Focus Questions

1. How does the protagonist's happy go lucky persona help him achieve his goals?
2. Did the Catholic school girl get Googie into trouble on purpose? Explain why you think she did or didn't. Was she really not as two-faced as Googie thought she was?

*(The focus questions can be used for a Socratic Seminar and/or a writing assignment.)*

## Comprehension Questions

1. Why was Googie going home naked?
2. How is Googie different from Jervey?
3. Does Jervey like Googie?
4. Is Googie happy?
5. What does Jervey want Googie to do in return for helping him?
6. Why do the police officers decide to let Googie go?

## Text-dependent Questions

These questions may be used for Response to Literature writing pieces. They should not be used as comprehension questions.

1. Who are the “two young women” in the closing segment of the story?
2. Why is the story titled, *Love Will Make You Naked*?
3. Googie is the subject of a series of incidents in this story—which one do you think was the worst? Explain why you think so.

## Types of Writing – Exercises & Activities

### Narrative

1. Write the incident that led to Googie’s nudity from the Catholic school girl’s perspective.
2. Googie seems to be the kind of person who gets into trouble on a regular basis—seemingly absurd incidents are always happening to him. Write a short story that takes place a week after this story describing Googie’s next set of absurd adventures.

### Descriptive

If the police who saw Googie had decided to write a report about the incident, what would it have said? Write a police report from the two officers describing how the police found Googie, what was happening, and how Googie appeared. Research some sample police reports to help you with yours.

### Expository/Analytic

1. Can you think of one extra charismatic friend like Googie? Is there someone that you love yet laugh at? Googie's unbridled enthusiasm could not be contained. Write about someone you know or you've met or seen that is extreme in their own way like Googie.
2. You can change names. There's no judgment, the idea is to reflect on characters. Characters make the world go round. Googie is a great case in point. Write about the zany character you know, warts and all. Feel free to make one up, too, as well. Write a page about this charismatic figure from your perspective.
3. Read *The Amazing Hat Mystery* by P.G. Wodehouse. Wodehouse also wrote stories about the adventures and mishaps of loveable rogues. What mishaps are the characters subject to in *The Amazing Hat Mystery*? How are they resolved?

## Possible Instructional Approaches

### Activity

1. Read about how comic books are written or illustrated. Create either individual mini-comic books or a class comic book as a group project that depicts the events in *Love Will Make You Naked*. As in the illustration for this story, find ways to show the action **without** graphic depictions of Googie.

**Students need:** Research on writing and creating comic books. Drawing materials.

2. Work with a physical education instructor to create a special obstacle course for students to complete—complete with fun pitfalls. After the students complete the course, have them engage in a descriptive writing exercise about their experience.

**Students Need:** Obstacle course.

### Field Trip

1. Visit a local community garden. Take a tour of the garden that includes an explanation of the different plants in the garden, how a community garden functions, and how students can become involved in community gardens and “urban farming.”
2. Invite the Los Angeles organization called **Fallen Fruit** to come to your class and talk about what they do and why. Afterwards, take a field trip to engage in a Fallen Fruit event. Learn more about them here: <http://fallenfruit.org>.