



## ***Enough***

Mary Jennifer Payne

Reading level: 4.5

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### **Book Summary**

Life hasn't been easy for fifteen-year-old Lizzie Jackson since her father's sudden death four years ago. Shortly after he died, her mother, Lydia, began dating and drinking herself into oblivion, leaving Lizzie to parent her younger brother, Charlie. Things go from bad to worse when Lydia marries Dean. To protect Charlie from Dean's rage, Lizzie makes herself the target of his abuse. But when Dean sexually assaults Lizzie, things change forever. Can she continue to ensure her brother's safety after she flees their home?

### **Prereading Idea**

Read the first chapter of *Enough* to the class and then ask students to write their predictions of what might happen to Lizzie and her brother Charlie based on the information they have about the characters and the situation. Students should include the information from the novel they base their predictions on. After the students have completed reading the book, have them look at their predictions and discuss what actually happens.

**Connecting to the World—Writing and Research Ideas**

- Stories of physical and sexual abuse perpetrated by a mother's boyfriend are far too common in our society. With a partner, ask students to research statistics about child abuse, signs that a child is being abused, and the services and facilities that are available to children and teens who are victims of abuse. Then, have students create a brochure conveying the information. The brochures can be copied and distributed to key locations in the school and community.
- The characters in *Enough* are brimming with emotion. Ask students to write a found poem from the point-of-view of one of the characters conveying his or her feelings. Have students use words and phrases from the book to convey the character's feelings. Upon completion, have a class read-around for the students to share their poems.
- Lizzie's grandmother helped her in so many ways, offering her love, shelter and support in the midst of a terrible situation. Ask students to write about a person in their lives who either would be or has been a life-saver in a time of need. Students can share their writing with the class and should be encouraged to also share their writing with the person they write about.

**Connecting to the Text—Elements of the Novel*****Character***

Lizzie is a complex character, a young girl in a terrible situation—yet, she still has the wisdom to make decisions for her welfare. Ask each student to complete a character web of Lizzie, outlining her feelings, actions, traits and relationships. With the character web complete, ask students to convey the information about Lizzie in a unique way by creating: a movie about her life, an interview with her on a TV news show, a blog entry from her point-of-view, or other inspired ways. Have students present their character creations to the class.

***Conflict***

The characters in *Enough* have both internal and external conflict. After discussing conflict in small groups, have students choose a character and create an illustrated and captioned map of the character's conflict journey throughout the book. Students should include the conflicts, both internal and external, events that increased the conflicts, conflict resolutions, and lessons learned by the character. Post character journey maps around the room.

***Plot***

The sequence of events in a story is the plot, and it is generally built around the conflict. The story's plot includes four stages: exposition, rising action, conflict, and falling action. Divide students into groups of three and ask them to identify what occurs in each stage. Have each group create and complete a visual plotline of the story events. For each event, students should include a visual representation of the event, a caption, and an identification of the plot stage involved. Students can also create a visual plotline to pre-write their own narratives.

**Connecting to the Students—Discussion Questions**

1. After the death of Lizzie's father, how does her mother change? What do her mother's choices cost Lizzie and Charlie? How does she betray Lizzie?
2. Why does Lizzie decide to leave home without Charlie and Trixie? What does her decision say about her resolve to take care of herself?
3. How does meeting Maie change the course of events in Lizzie's life? What intangibles does Maie give Lizzie that she needs?
4. How does Fahad both hurt and help Lizzie?
5. Why are Lizzie and Charlie so protective of Trixie? How do they work together to save her life?
6. Why has Lizzie become Charlie's caretaker? How does she protect him?
7. What role does Nan play in Lizzie's life? How does Lizzie's mother react to Nan's interference?
8. What could happen to Charlie because he has taken Dean's life? What emotional scars might Charlie have to suffer?

**Writer's Craft*****Simile***

Ask students to define a simile and then to read the sentences that contain the similes below.

"...like a cut flower without water."	chapter 1
"...like a gunshot..."	chapter 2
"...like train tracks..."	chapter 4
"...as hard as rock."	chapter 6

Ask students to find other examples of similes in the book, and then to find a situation in the book about which they can write their own simile. Have students write and illustrate their similes. Display students' work in the classroom.

**Author Biography**

**Mary Jennifer Payne** was born in Ontario and studied at Queen's University. She holds a Master of Arts degree as well as a Bachelor of Education from the University of Western Ontario. Mary Jennifer is a graduate of the Humber School for Writers' Summer Workshop in Creative Writing. She is also a Special Education teacher at inner-city schools where she does the majority of her research. Her writing has been published in journals, anthologies, and magazines in both Canada and abroad. Ms. Payne has also written award-winning graphic novels for young adults and published her first YA novel in 2015. She currently lives in Toronto.