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About This Literature Guide

Secondary Solutions® is the endeavor of a high school English teacher who could not seem to find appropriate materials to help her students master the necessary concepts at the secondary level. She grew tired of spending countless hours researching, creating, writing, and revising lesson plans, worksheets, quizzes, tests and extension activities to motivate and inspire her students, and at the same time, address those ominous content standards! Materials that were available were either juvenile in nature, skimpy in content, or were moderately engaging activities that did not come close to meeting the content standards on which her students were being tested. Frustrated and tired of trying to get by with inappropriate, inane lessons, she finally decided that if the right materials were going to be available to her and other teachers, she was going to have to make them herself! Mrs. Bowers set to work to create one of the most comprehensive and innovative Literature Guide sets on the market. Joined by a middle school teacher with 21 years of secondary school experience, Secondary Solutions® began, and has matured into a specialized team of intermediate and secondary teachers who have developed for you a set of materials unsurpassed by all others.

Before the innovation of Secondary Solutions®, materials that could be purchased offered a reproducible student workbook and a separate set of teacher materials at an additional cost. Other units provided the teacher with student materials only, and very often, the content standards were ignored. Secondary Solutions® provides all of the necessary materials for complete coverage of the literature units of study, including author biographies, pre-reading activities, numerous and varied vocabulary and comprehension activities, study-guide questions, graphic organizers, literary analysis and critical thinking activities, essay-writing ideas, extension activities, quizzes, unit tests, alternative assessment, online teacher assistance, and much, much more. Each guide is designed to address the unique learning styles and comprehension levels of every student in your classroom. All materials are written and presented at the grade level of the learner, and include extensive coverage of the content standards. As an added bonus, all teacher materials are included!

As a busy teacher, you don’t have time to waste reinventing the wheel. You want to get down to the business of teaching! With our professionally developed teacher-written Literature Guides, Secondary Solutions® has provided you with the answer to your time management problems, while saving you hours of tedious and exhausting work. Our Guides will allow you to focus on the most important aspects of teaching—the personal, one-on-one, hands-on instruction you enjoy most—the reason you became a teacher in the first place.

Secondary Solutions—The First Solution for the Secondary Teacher!®
www.4secondarysolutions.com
How to Use Our Literature Guides

Our Literature Guides are based upon the National Council of the Teachers of English and the International Reading Association’s national English/Language Arts Curriculum and Content Area Standards. The materials we offer allow you to teach the love and full enjoyment of literature, while still addressing the concepts upon which our students are assessed.

These guides are designed to be used in their sequential entirety, or may be divided into separate parts. Not all activities must be used, but to achieve full comprehension and mastery of the skills involved, it is recommended that you utilize everything each guide has to offer. The most important thing is that you now have a variety of valuable materials to choose from, and that you are not forced into extra work!

There are several distinct categories within each Literature Guide:

- **Exploring Expository Writing**—Worksheets designed to address the exploration and analysis of functional and/or informational materials and of the historical aspects of the text
  - **Author Biography** including heritage, beliefs, and customs of the author
  - **Biographies of non-fictional characters**
  - **Relevant news and magazine articles**, etc.

- **Comprehension Check**—Similar to Exploring Expository Writing, but designed for comprehension of narrative text—study questions designed to guide students as they read the text
  - Questions focus on reading comprehension and analysis and cover a wide range of questioning based on Bloom’s Taxonomy

- **Standards Focus**—Worksheets and activities that directly address the content standards and allow students extensive practice in literary skills and analysis. Standards Focus activities are found within every chapter or section. Some examples:
  - **Figurative Language**, Narrator and Point of View, Character Analysis, Setting, Tone and Mood, Theme
  - **Note-Taking and Summarizing**, and Comprehension Check Questions

- **Assessment Preparation**—Vocabulary activities that emulate the types of vocabulary/grammar proficiency on which students are tested in state and national assessments. Assessment Preparation activities are found within every chapter or section. Some examples:
  - **Vocabulary and Word Development**, including Context Clues, Analogies
  - **Writing conventions**, including Reading Comprehension, Inference, Sentence combining

- **Quizzes and Tests**—Quizzes available for each chapter or designated section; two final test versions (one completely multiple choice) as well as alternative assessment available at the end of each Guide. Test Version One includes:
  - **Multiple Choice**
  - **Matching**
  - **Short Response**

- **Pre-Reading, Post-Reading Activities, Essay/Writing Ideas plus Sample Rubrics**—Each guide also has its own unique pre-reading, post reading and essay/writing ideas and alternative assessment activities.

Each Guide contains handouts and activities for varied levels of difficulty. We know that not all students are alike—nor are all teachers! We hope you can effectively utilize every aspect our Literature Guides have to offer—we want to make things easier on you! If you need additional assistance, please email us at info@4secondarysolutions.com. Thank you for choosing Secondary Solutions®!
Among the Hidden

Notes to the Teacher


2. You will want to decide which activities you will use with your classes if you do not wish to use all of them. Some are higher level than others, which gives you the option of presenting those higher level activities to classes that can handle more intensive options, while allowing those who need a little more teacher assistance to work on exercises that fit their needs.

3. Download a poster to display in your classroom while you read Among the Hidden. It is available at http://www.library.ohio.gov/Marketing/MediaCenter/READposter#Haddix. The poster is rather slow to load, but will print out well at that higher resolution.

4. You may wish to view or show a video interview of Margaret Peterson Haddix. It is available at http://www.abookandahug.com/books-alive. Alternatively, if you have students who are (or become) great fans of Haddix, you could recommend the site to them.

5. Pre-Reading Activities are available on pages 8-17. Journal Topics, located on page 7, can be used at your discretion or as pre-reading topics as you are preparing to begin reading the novel.

6. Post-Reading Extension Activities and Alternative Assessment can be found on pages 108-109. Often, a final exam and one or two choices from these pages make a well-rounded final assessment.

7. Essay/Writing Activities can be found on pages 110-111. For this Guide, essay and writing ideas are two different types of writing assignments. For the essay ideas, students should answer the questions in a succinct, comprehensive, minimum five-paragraph essay. Below the essay ideas are writing activities that do not necessarily follow the “essay” format. For the writing ideas, follow the directions as given on page 110.

8. You may want to have some of Margaret Peterson Haddix’s other novels, Running Out of Time, Found, Sent, Double Indemnity, and/or the second and following books in the Shadow Child series on display in the classroom.

9. You may want students to keep reading notes, comprehension checks, standards focus activities, assessment preparation activities, and assessments in a small three-ring binder or a folder with brads. This will make it easier for students to study for the Final Exam and for you to assess student performance both during and after the novel study.
Among the Hidden

Journal Topics

1. Discuss or journal the concept of having dreams and goals for the future. Are dreams and goals important? What happens when those dreams are never fulfilled? What if other people make fun of or doubt those dreams? Is it more important to look at reality or to have dreams? Can you do both?

2. Discuss or journal the concept of loneliness. Write or tell the difference between loneliness and being alone. Relate a time or situation in which you felt particularly alone or lonely and how you might have remedied the situation or how you actually did solve the problem. Include a photograph or drawing to illustrate your writing.

3. Discuss or journal the quote: “Liberty, too, must be limited in order to be possessed,” by Edmund Burke (1729-1779.) What do you think would happen if everyone were free to do whatever he or she pleased? Should liberty be limited? How far should the government go to protect our lives? Or do you think the government should not be involved in our freedom to choose the life we want to live?

4. Discuss or journal the concept of happiness. Is there really such thing as true happiness? How would you define it? Explain.

5. Discuss or journal a time when you wanted something so badly you would do almost anything to get it. What was the situation? What was the result? Describe how it felt to get/not get what you wanted.

6. Discuss or journal the saying “to thine own self be true.” What does the quote mean? Where have you heard the saying? In what situation might you find yourself having to be true to yourself? When have you ever had to decide to be true to yourself in a tough situation?

7. Discuss or journal the characteristics of a good leader. Then discuss the characteristics of a bad leader. Are leaders born or made? List the attributes of your ideal “leader,” how he/she would act, reason, negotiate, follow, etc. Can leadership be used for evil deeds? Discuss.

8. Most people feel that honesty is the best policy. Is it ever really okay to lie? If so, when, and under what circumstances? Explain your answers using specific examples or situations.

9. Sometimes the course of our lives can be changed in an instant. Whether it is a change for the positive or negative, it can sometimes bring surprising results. Discuss or journal a time when major change was introduced into your life, paying special attention to the astounding effect this change had on you.

10. Discuss or journal the concept of courage and/or what makes someone a hero.

11. Discuss or journal what it would be like to live in a society that allows each family to have only two children. What kind of effect would it have on you, personally? How do you think it would affect your parents, siblings, or other family members?

12. If you were given a chance to interview a shadow child about his/her life, what kinds of questions would you like to ask? What would you like to know about his/her everyday life and things like doing laundry, keeping busy, whether or not they were really lonely, would they rather not live, and would they want to go live with another family? Discuss/journal the questions you would ask and the answers you might expect to hear from them.
Among the Hidden

Pre-Reading Ideas and Activities

1. Find out about your heritage by creating a Family Tree poster. Ask your parents and grandparents to help you, if possible. Be sure that all offspring are shown in order with the older ones listed first by generation. If you are adopted, this may be an opportunity to find out a bit about your birth parents’ backgrounds. If that is not possible, or if you prefer, use the information that is available about your adoptive family. Make your poster colorful and label everything neatly. Your teacher may display the posters in the classroom.

2. Read the biography of Margaret Peterson Haddix and complete Standards Focus: Exploring Expository Writing on pages 9-10.


4. Complete Elements of the Novel on page 13 of this Guide.

5. As a class, discuss the Idioms and Expressions on pages 16-17 of this Guide. When possible, act out your interpretation of the idiom or expression. As you come across each of these expressions during the reading, be sure to reiterate its meaning, either through teacher explanation or student explanation.

6. Find out more about Margaret Peterson Haddix. A video about her and her writing is available at http://www.abookandahug.com/books-alive. Read more about her on the Internet. Create a presentation to give in front of your class early in the reading of Among the Hidden or even before your class begins to read the novel.

7. Read another novel by Margaret Peterson Haddix, choosing one that is not from the Shadow Child series (Among the Imposters, etc.) Share an oral report with your classmates, enticing them to read the novel themselves. When you have finished reading Among the Hidden, compare and contrast the two novels, keeping in mind that both were written by the same author, but may very likely not share much content.

8. Research cultures that limit the number of births allowed to each family. Find out why there are limits, who enforces these limits, when this movement started, and the opinions of the general population regarding these limits. Present your findings in a PowerPoint, Prezi or other visual production.

9. Research societies where citizens do not have freedom of choice, such as Communist China, the former Soviet Union, Communist Cuba, etc. Create a Venn diagram comparing and contrasting the lives of the citizens in the country you studied to the life of a person living in your country.
Among the Hidden
Author Biography: Margaret Peterson Haddix

Margaret Peterson Haddix was born on April 9, 1964, and grew up on a farm in Washington Courthouse, Ohio, in the same small town where her ancestors had lived since the early 1800s. She was one of two girls and two boys born to her father and mother, a farmer and a nurse. In school, Haddix enjoyed English, literature, and history, but really didn’t like schoolwork itself. She hated what she termed “busywork”—all the mundane, meaningless assignments that took time to finish but really didn’t teach her anything. She always knew, however, that she wanted to be a writer. The many adventurous and amusing stories her father told about their ancestors and his friends became her inspiration. She spent much of her free time reading and writing poetry behind closed doors.

Haddix was convinced that the only way she would be able to earn a living and still feed her passion for writing was to become a journalist. She attended Miami University in Ohio, where she majored in journalism and creative writing and still found time to write for the school newspaper. She was able to obtain newspaper internships during her summers off, writing for the Urbana Daily Citizen, the Charlotte Observer, and the Indianapolis News. She received her Bachelor of Arts degree in 1986.

Ms. Haddix remained in Ohio until 1987 when she married Doug Haddix, a newspaper editor. Her first writing job in Indiana was copy editor for the Fort Wayne Journal Gazette. Shortly afterwards, she began working as a full-time newspaper reporter for the Indianapolis News.

When her husband was offered a job in Illinois in 1991, she quit her job at the Indianapolis News to go with him. It troubled her that she had not taken the time to pursue her desire to become a fiction writer, so when they moved to Illinois, rather than continuing in the journalism field, she worked at various part-time jobs, including teaching English at a community college. It was at that time that she was able to begin work on her first novel, Running Out of Time (1995), which was inspired by an article that she had worked on while at the Indianapolis News about a “living history museum.” Her ingenious story about the inhabitants of a historic restoration, who believed they were actually living in the 1840s, was an immediate success. This first novel won her many awards, including the ALA Best Books for Young Adults award.

Since that first novel, she has written many, many others, including Don’t You Dare Read This, Mrs. Dunphrey (1996), the story of an abused teenager, which was inspired by a newspaper article she worked on about neglected and abused children; the Shadow Children series which is comprised of Among the Hidden (1998), Among the Imposters (2001), and five others; and the Missing series, which includes Found (2008), Sent (2009), and two others. She has also written Double Identity (2005), Uprising (2007), Tom (2011), The Always Wars (2011), and many others too numerous to mention. She has received numerous awards throughout her career, including the ALA Best Books for Young Adults award, an International Reading Association Children’s Book Award, and the Quick Pick for Reluctant Young Readers.

Haddix says, “I know I have to write a story when the story keeps me awake at night, teases at the back of my brain all day, just won’t let me go.”

Margaret Peterson Haddix lives in a suburb of Columbus, Ohio with her husband Doug and their two children, Meredith and Connor.
Among the Hidden

Standards Focus: Analyzing Expository Writing

Directions: Using the article about Margaret Peterson Haddix, answer the following questions. Be sure to write your answers in complete sentences.

1. Haddix has written over 25 novels. What are some of the things that have inspired her writing, as mentioned in the article?

2. How old was Haddix when her first novel was published?

3. How do you think Haddix’s experiences as a journalist contributed to her success as a novelist?

4. Describe the general qualities of Haddix’s novels, according to the article. Why do you think her novels are popular among young people?

5. If you were completing a research project on Haddix, what two questions would you want to ask her?

6. Does this article contain primarily facts or opinions?

7. How is the information in this article arranged: problem/solution, chronological order, cause/effect, or compare/contrast?
Among the Hidden

Anticipation/Reaction Guide

Directions: Before reading the novel, write “yes” if you agree with the statement, “no” if you disagree with the statement, and “?” if you don’t have a strong opinion about the statement.

After you have finished reading the novel, you will complete the last column, revisiting your responses. Be sure to give this paper to your teacher to save for you so you can come back to the activity after reading the novel and compare your responses.

Yes = I agree  No = I disagree  ? = I don’t know

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<th>Before Reading</th>
<th>Statement</th>
<th>After Reading</th>
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<tr>
<td></td>
<td>1) Having a loving family fulfills our basic human needs.</td>
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<td>2) All members of a group should be treated equally.</td>
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<td>3) It is never all right to cover up the truth.</td>
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<td>4) It is unnatural for people to have an attachment to someone they don’t really know well.</td>
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<td>5) The purpose of life is to strive for, and eventually reach, our goals and dreams at any cost.</td>
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<td>6) If someone shares a secret with you, even if it is about something illegal, it is never all right to tell anyone about it.</td>
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<td>7) Running away from your family and home is never acceptable.</td>
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After completing the “Before Reading” column on your own, get into small groups and record your group members’ names on the back of this sheet. Using the chart below, as a group, tally the number of “yes,” “no” and “?” responses for each question.

<table>
<thead>
<tr>
<th>Statement #</th>
<th>Yes</th>
<th>No</th>
<th>I Don’t Know</th>
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Once you have collected your data, discuss those issues about which your group was divided. Make your case for your opinions, and pay attention to your classmates’ arguments. Once you have discussed all of the issues, answer the questions on the next page.

*Your teacher will collect and keep your chart and responses to use again after you have finished reading the novel.
Among the Hidden
Anticipation/Reaction Guide Response
Pre-Reading Individual Reflection

Directions: Use the discussion from the “Before Reading” responses on page 11 to answer the following questions on your own. Write your answers in complete sentences. If you need more room, use the back of your paper or attach another sheet of paper to this worksheet. Number your responses.

1. Which statement made by you or one of your group members triggered the most thought-provoking or interesting discussion?

2. Summarize your group’s discussion or debate. Be sure to mention the main arguments made in the time you spent working together and give details about anything that you found particularly interesting.

3. For any of the statements that you discussed, what were some of the strongest or most memorable points made by your group members?

4. How did you feel when a group member disagreed with the way you feel about an issue? Did you feel angry, unhappy, insulted, foolish, interested in another person’s opinion, relieved, excited, or something else? Justify your feelings. Do you think your feelings were appropriate?

5. Was anyone’s argument strong enough to make you change your mind or want to change any of your initial responses? Why or why not? What, in particular, did the person say that made you feel this way?
Among the Hidden

Standards Focus: Elements of the Novel

A novel is a type of literary work that is usually lengthy (generally between 100-500 pages) and uses all of the elements of storytelling: plot, climax, characters, setting, point of view, and theme. Novels usually have several conflicts involving several main characters and more than one setting. As you read Among the Hidden, pay attention to each of the characteristics of a novel and see how well the book fits into the novel format.

Plot – the events that make up a story; (basically, what the story is about)
Climax – (part of the plot) the turning point of the story; emotional high point for the main character
Conflict – the struggle(s) between characters or other opposing forces
Character – the individuals (usually people) involved in the action of the story
Setting – the time and place the action occurs; where and when
Point of View – the perspective from which a story is told (Who is telling the story?)
Theme – the main idea behind a literary work; the message in the story

Directions: For any novel you have already read, complete the organizer below. In the center, fill in the name of the novel. Then fill in the boxes around it with each element as indicated above, using information from the book you have chosen.
**Among the Hidden**

**Vocabulary List**

**Directions:** Below is a list of the vocabulary words from the novel. Use a dictionary to look up the definitions for each word. Keep your list for use with vocabulary activities and to study for quizzes and tests. The page number of the word in context is given in parentheses.

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<td>1. botching (71)</td>
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<tr>
<td>2. beseechingly (20)</td>
<td>2. bribe (87)</td>
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<td>3. careened (13)</td>
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<td>4. combines (17)</td>
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<td>6. sanctuary (55)</td>
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<td>7. sporadically (51)</td>
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<td>8. taboos (60)</td>
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<td>9. telepathy (55)</td>
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<td>10. theoretically (52)</td>
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Name ____________________________________________ Period ________________

Chapters 22-25
1. accomplished (108)
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6. persona non grata (145)
7. ramshackle (147)
8. reckless (151)
9. sparse (153)
Among the Hidden

Idioms and Expressions

Directions: Below is a list of the idioms and unusual expressions from the novel. As you read the novel, refer to this list often for a brief explanation of some of the words and phrases you come upon that may be unfamiliar to you. This should help you understand the story better.

Chapters 1-4
- pursed her lips—puckered her lips in disapproval
- umpteenth—an indefinite number in succession, (thirteenth, fourteenth...umpteenth)
- chiseled faces—faces with clearly-shaped or sharp-looking features
- hog boots—waterproof boots used for slopping hogs, walking in muddy areas, etc.
- sissified—feminine; unmanly; womanlike
- double-cross—to betray or swindle; deceive; cheat
- combines—farming machines used for cutting and threshing grains in the field
- bush hog—a machine for cutting vegetation or clearing land
- gravity wagons—angled hoppers that use gravity to make the unloading process easier
- mudroom—a small area in a house where wet, muddy clothes or shoes are removed.
- You’re a trooper—You’re a strong person—one who can “take it”

Chapters 5-7
- offal—the waste parts of a butchered animal
- reciprocity—an informal exchange of products and labor
- bread and butter—a form of income; how people earn the money to pay their bills, etc.
- feeder pigs—young pigs that are weaned, castrated, weigh 40-60 lbs., and are ready to be fattened up for slaughter
- geegaws—gadgets; baubles; extra unnecessary items

Chapters 16-18
- on an awfully short leash—watched closely; kept close-by so as to stay out of trouble

Chapters 19-21
- fertility rate—the number of live births per 1000, as compared to a population
- industrialized countries—those countries whose economy is enhanced by industry, such as construction and the manufacture and trade of goods, rather than by farming and hunting
- settled in for the long haul—prepared to take on a job or task to the finish
- hydroponics—growing food or other vegetation indoors through the use of artificial lighting and liquid soil substitute
- rationing—providing people with a fixed allowance of food during a food or water shortage
- Anglo—a white, non-Hispanic American
- germination—a seed, spore or bulb’s development into a plant
• cultivation—growing plants for their produce
• cease and desist—stop immediately; halt
• domesticity—household activities or chores

Chapters 22-25
• in a tizzy—upset; nervous, excited, or distracted
• hacker—a computer user who attempts to gain access to computers owned by others
• harp at you—complain and gripe at you about anything and everything

Chapters 26-28
• totalitarian—pertaining to a government that exercises dictatorial control over many aspects of life
• totalitarian governments—a government that takes control of the freedoms, will, or thoughts of others
• power complexes—undeserved feeling of power or control over another

Chapters 29-30
• guerrilla—a type of military action using small mobile irregular forces to carry out surprise tactics against hostile regular forces
• my goose probably cooked now—I am probably going to be caught and punished now
• have it in for me—are against me for their own reasons
• persona non grata—person who is not welcome
**Among the Hidden**

**Chapters 1-4**

**Standards Focus: Note-Taking and Summarizing**

For some students, reading can be a difficult, challenging task. Part of the problem is that many students do not have the tools they need to read for meaning and lose interest because they cannot follow the action, do not understand the meaning, or cannot relate to the events or the characters.

Below is a chart that you will be completing as you read *Among the Hidden*. It is designed to help you understand the action, conflict, and characters and to eventually appreciate the author’s reasons for writing the book.

**Directions:** For Chapters 1-4, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. Do not write in complete sentences! Chapter 1 has been done as an example for you.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
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<tr>
<td><strong>Chapter 2</strong></td>
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<td><strong>Chapter 3</strong></td>
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<td><strong>Chapter 4</strong></td>
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</tbody>
</table>

Now that you have read and taken notes on Chapters 1-4, make a prediction (educated guess) about what you believe will happen next in the novel.

My Prediction: ____________________________________________

_________________________________________________________

_________________________________________________________
Among the Hidden
Chapters 1-4
Comprehension Check

Chapter One

1. As the novel begins, where is Luke and what is he doing? ________________________________

2. Luke says to himself, “I will never be allowed outside again. Maybe never again as long as I live.” What might he be thinking? ________________________________

3. According to Dad, why did they have to sell the woods? ________________________________


5. Trees have been toppled, which has made life much scarier for Luke. Identify Luke’s feelings. ________________________________

6. Examine why Luke does not have to do chores like his brothers. ________________________________

7. What is Mother’s motive for hiding Luke’s plate in the cupboard before it has even been washed? ________________________________

Chapter Two

1. What does the author mean by, “There was a law against Luke”? ________________________________
2. There were things that Luke’s brothers were allowed to do that Luke was not. List some of them, and evaluate why.

3. Although there were advantages to being a first or second child, there were also disadvantages. Explain some of the disadvantages, according to his brothers.

4. Discuss some of the advantages Luke had over his brothers.

5. Examine how Luke’s mother was able to hide her pregnancy with Luke.

6. What problems might Luke’s mother have experienced if anyone had known she was expecting a baby?

Chapter Three

1. In what ways has Luke’s life already changed?

2. What was the “Population Police” joke Mark had been playing on Luke? Analyze why wasn’t it funny to Luke.
3. Explain how Luke has been feeling lately. Use descriptive words to create a picture of his attitude or outlook and try to explain why he is feeling that way.

4. As Luke looks out the vents of his room, what are some of the things he can see? How does this make Luke feel excited? Why does his excitement so quickly fade?

5. Explain Luke’s fascination with seeing so many different people.

6. Why does Luke find no comfort in his mother saying, “And things could be worse”?

Chapter Four

1. Why did Mother ask Luke to eat at the bottom of the stairs instead of at the table with the family? Create a different solution for the problem.

2. The shades were down inside the house. How did that arouse suspicion in the construction worker outside?

3. Design a breakfast that Luke might have felt better about eating today. Explain the reasoning for your choices.
Standards Focus: Tone and Mood

Tone is the emotional quality of the words that the author has chosen. It is also the author’s attitude and point of view toward a subject; it reflects the feelings of the writer, and can affect the reader’s emotional response to the story. While we have all heard, “Don’t use that tone of voice with me!” a writer does not have the advantage of the sound of his/her voice to reveal the tone of the story. As we read the page, the author hopes that the words he/she has chosen and the way those words are arranged will help us hear a voice in our heads that will affect our emotions. Tone can be formal, informal, humorous, serious, cynical, sentimental, personal, impersonal, casual, passionate, etc.

Mood is the atmosphere or emotional state created by a piece of literature. Mood is usually described using expressions of feeling and emotions, such as fear, anger, hatred, contentment, loneliness, confusion, happiness, excitement or jealousy, to name a few.

To put it more simply, the tone (of voice) a person uses with you can elicit different emotions or moods. When your brother uses sarcasm with you, it can make you feel disdain. When your dad bellows at you, you might feel fear. When your Grandma speaks softly to you, you may feel contentment. The tone sets the mood, both in writing and in life.

Directions: Read the following passages from Chapters 1-4. Then using complete sentences, answer the questions that follow or write the letter of the correct choice of answers on the line, as appropriate.

Passage One: Chapter One

“He had never disobeyed the order to hide. Even as a toddler, barely able to walk in the backyard’s tall grass, he had somehow understood the fear in his mother’s voice. But on this day, the day they began taking the woods away, he hesitated. He took one extra breath of the fresh air, scented with clover and honeysuckle and—coming from far away—pine smoke. He laid his hoe down gently, and savored one last moment of feeling warm soil beneath his bare feet. He reminded himself, “I will never be allowed outside again. Maybe never again for as long as I live.”

1. There are clearly two very different moods in this passage. One of the moods is created by the writer’s use of sensory descriptive details. To what senses does the writer appeal? Which words or phrases are used to create this mood? What mood do you feel has been created?

2. What additional mood or feeling do you get when reading this passage? Which words or phrases in the passage contribute to the mood?
Passage Two: Chapter Two

"Once I started showing, I didn't go anywhere. That wasn't hard to do—where do I go anyway? I didn't let Matthew or Mark leave the farm, for fear they'd say something. I didn't even say anything about you in letters to my mother and sister. I wasn't really scared then. It was just superstition. I didn't want to brag. I thought I'd go to the hospital to give birth. I wasn't going to keep you secret forever. But then… Then they started running all that on TV about the Population Police, how the Population Police had ways of finding out everything, how they'd do anything to enforce the law.”

3. ________ The tone of Passage Two is:
   a. cheerful  b. indifferent  c. flippant  d. justifying

4. ________ Which word best captures the mood of the passage as a whole?
   a. calm  b. annoyance  c. restlessness  d. contentment

Passage Three: Chapter Three

"Are you trying to be discovered? Dad had bellowed at Luke just that morning, when he'd held the shade a few inches from the kitchen window and peeked out longingly....” “He grabbed Luke by the arm and jerked him back a good three feet. Freed from Luke’s grasp, the bottom of the shade banged against the windowsill.”

5. ________ In this passage, the writer expects the reader to feel:
   a. happy that Luke’s father saved him from being seen
   b. sorry for Luke’s father for having to watch over Luke and keep him out of harm’s way
   c. respect for Luke’s father
   d. angry that Luke’s father is so angry, cold, and rough with Luke

6. Through which words in the passage is the mood best revealed? ________________________________

Passage Four: Chapter Four

(a) "Luke, honey? Can you eat sitting on the bottom step there? Dad thinks—I mean, it's not safe anymore to have you in the kitchen. You can still eat with us, and talk to us and all, but you'll be…over here....”

(b) His chair wasn't even in the kitchen anymore. For awhile, Luke watched Dad, Mother, Matthew, and Mark eating in silence, a complete family of four. Once, he cleared his throat, ready to protest again. You can't do this—it's not fair—Then he choked back the words, unsaid. They were only trying to protect him. What could he do? Resolutely, Luke stuck his fork in the pile of scrambled eggs.... He ate the whole plateful of food without tasting any of it.

7(a). This part of the passage most clearly reveals a ________ tone.
   a. suspicious  b. formal  c. passionate  d. sympathetic

7(b). This part of the passage most clearly reveals a ________ tone.
   a. suspicious  b. formal  c. passionate  d. sympathetic

8. In this passage, the author uses tone to make the story more: ________
   a. dramatic  b. confusing  c. predictable  d. adventurous

9. In your own words, how is tone different from mood? ________________________________
Among the Hidden

Chapters 1-4

Assessment Preparation: Vocabulary in Context

Many times a reader can identify the meaning of a word by reading the other words around it. Sometimes a writer gives clues to the meaning by painting a picture of what is happening in the story so the reader will be able to make a logical guess about its meaning. When you get the meaning of a word or words in this way, you are getting the meaning “from context.”

Part One:

Directions: The following vocabulary words have been taken directly from Among the Hidden. In small groups, locate the word on the given page and discuss what you think the word might mean. See if you can agree on a simple definition and write it next to the word. If you aren’t sure, use a dictionary to find the meaning.

savored (1) ____________________________________________________

harrumphed (2) __________________________________________________

lofty (3) _________________________________________________________

skittish (5) _______________________________________________________

hulking (10) _____________________________________________________

beckoned (11) ___________________________________________________ 

careened (13) _____________________________________________________

shrugged (14) ____________________________________________________

beseechingly (20) __________________________________________________

resolutely (22) ____________________________________________________
Part Two:

Directions: Now, on your own, use each word in a sentence to show that you understand the meaning of the words.

savored

harrumphed

lofty

skittish

hulking

beckoned

careened

shrugged

beseechingly

resolutely


**Among the Hidden**

**Chapters 5-7**

**Standards Focus: Note-Taking and Summarizing**

Below is the same type of chart that you completed as you read Chapters 1-4 of *Among the Hidden*. Completing this chart will help you learn to take notes and summarize, so you can better understand the action, conflict, and characters and eventually appreciate the author’s reasons for writing the book.

**Directions:** For Chapters 5-7, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—just a few words or phrases. You do not need to write in complete sentences!

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Now that you have read and taken notes on Chapters 5-7, make a prediction about what you believe will happen next in the novel.

My Prediction: ____________________________________________________

__________________________________________________________________
Among the Hidden

Chapters 5-7
Comprehension Check

Chapter Five

1. Why does Luke decide to stop listening to his family’s conversation at mealtime?

2. Although Luke feels like he knows his relatives, they don’t even know he exists. How can that be?

3. Explain how the letter from the Department of Human Habitation, Environmental Standards Division, caused Father so much anxiety.

4. Verbalize Matthew’s disappointment with the news.

5. Analyze Mother’s meaning of the expression, “Those hogs are our bread and butter”?

Chapter Six

1. Where do they take the hogs?

2. Why does the government raise their taxes? What is the government’s purpose?
3. What is significant about Mother getting a work permit, and how will it affect the family?


Chapter Seven

1. How did Luke spend his mornings?

2. What is a Baron? Describe a “typical” Baron.

3. Quote a line from the chapter that tells the reader the rules for Barons and third children.

Among the Hidden

Chapters 5-7

Standards Focus: Writer’s Purpose

We are called upon in our daily lives to write for many different purposes. Sometimes you may need to write an informal note to your parents letting them know where you are going when they are not at home. A teacher may write a note to your parents letting them know about an upcoming event. Your clergyman may write a sermon or other formal presentation. Your mother may be expected to write a proposal as a part of her job. In school, you are often asked to write creatively—a story, poem, play, or presentation—or you may need to write a book report, oral report, research paper; the list goes on.

Of course, we would not use the same form of writing for all of the above examples. It would sound silly if a sermon were written in the same way as a note to your parent, or if your research paper were presented as a poem. This exercise will get you thinking about the appropriate method to use as you write.

Directions: Rewrite the following statements using the appropriate level of formality for the meaning of the sentence. An example has been done for you.

Example: Hey, guys, open your hymnals to page 186, ‘cause we’re gonna sing now.
Corrected: Ladies and gentlemen, please open your hymnals to page 186 and let us sing praise to our lord.
Explanation: A minister needs to speak to his congregation in formal tones. It sounds disrespectful to both God and the people of the congregation if he speaks in an informal tone.

1. Son, daughter, you may now take your seats at the dining room table as we prepare to partake of our evening meal.
Corrected: _______________________________________________________________________

________________________________________________________________________________

Explanation: _____________________________________________________________________

________________________________________________________________________________

2. Yo Mrs. Martinez. Your kid is driving me crazy. He won’t sit in his seat, and he thinks he knows all the answers. Why can’t he raise his hand just once? I wish he was in a different class! Straighten him out or I’m calling the principal!
Corrected: _______________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
3. To Whom it May Concern: I, your daughter, have been given an assignment to create an original 3D version of a Medieval castle. I am in need of supplies, such that I shall elucidate for you in another missive to follow. Should you prefer not to acquire the required provisions for my use, I shall find it necessary to inform you that I will not have achieved the standards of my grade level, and shall be required to repeat grade 7. Sincerely, Miss Reagan Mychal

Corrected:

Explanation:

4. What I think would be really good for our company would be to get more people out there to come in and look at our stuff. Maybe we could set up some signs here in the mall or maybe we could have some clown walking around with an arrow and the name of our store on it. Don’t you think that would work? I do. Please, boss, think about it.

Corrected:

Explanation:
Among the Hidden
Chapters 5-7
Assessment Preparation: Analogies

Analogies are a shortened way of stating relationships between words and ideas. One type of analogy expresses the relationship between synonyms (words with the same or very similar meanings.) Below is an example:

rare : scarce :: bargain : deal

This means that the relationship between rare and scarce is the same as the relationship between bargain and deal. (The symbol “ : ” means “is to” and the symbol “ :: ” means “as”). An analogy may also involve antonyms (words with opposite meanings.) For example:

narrow : wide :: long : short

Another way to state this analogy is: “narrow is to wide as long is to short.”

Directions: For each analogy, note whether the words are synonyms or antonyms. If they are synonyms, write “S” on the line provided, if they are antonyms, write “A.” Then, using both lists of vocabulary words from Chapters 1-7, fill in the blanks with either a synonym or an antonym to match the word relationship before it. An example has been done for you.

Ex. gloomy : cheerful (A) :: seldom : frequent

1. habitation : residence (_______) :: summoned : ______________________

2. jumpy : skittish (_______) :: stubbornly : ______________________

3. savored : delighted in (_______) :: towering : ______________________

4. embossed : ordinary (_______) :: bellowed: ______________________

5. hulking : minuscule (_______) :: civil : ______________________

6. stupefied : astonished (_______) :: dejected : ______________________

For numbers 7-10, use four vocabulary words from Chapters 1-7 and your own words to create analogies of your own. You may create either synonym or antonym pairs. Try to use words that have not yet been used in the above exercise.

7. _______________ : _______________ :: _______________ : _______________

8. _______________ : _______________ :: _______________ : _______________

9. _______________ : _______________ :: _______________ : _______________

10. _______________ : _______________ :: _______________ : _______________
### Among the Hidden

**Chapters 8-11**  
**Standards Focus: Note-Taking and Summarizing**

**Directions:** For Chapters 8-11, use the chart below to help you remember what you have read. Briefly describe the setting or settings, and then summarize each major event in the chapter. Be sure to keep your summaries short. You need not write in complete sentences.

<table>
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<td>Chapter 9</td>
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<td>Chapter 10</td>
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<td>Chapter 11</td>
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Now that you have read and taken notes on Chapters 8-11, make a prediction about what you believe will happen next in the novel.

**My Prediction:** ____________________________________________

_________________________________________________________

_________________________________________________________

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Among the Hidden

Chapters 8-11

Comprehension Check

Chapter Eight

1. As Luke goes downstairs in the morning, explain his excitement at seeing the shades down in the kitchen.

2. Because Luke could not meet the new neighbors and could only watch them from afar, he made up names for them. Who were the new neighbors, according to Luke, and how did he decide upon their names?

3. Why was it so important to Luke that everyone in the neighborhood be away from their homes?

4. Evaluate Luke’s actions after everyone had left and he felt safe.

5. Why was Luke’s dad so furious at him?

6. Luke glimpsed a child’s face as the chapter came to an end. What was its significance?
Chapter Nine
1. What do you think he really saw? What evidence from the story makes you believe that?

2. Compare/contrast Luke’s feelings about helping his parents to their feelings about it.

Chapter Ten
1. After Luke’s “joke” about the poison in the bread, why did he feel guilty?


3. Formulate why it is significant that the Sports family was the only family that had their shades drawn.

Chapter Eleven
1. How does Luke spend his days now?

2. Cite further evidence from this chapter that there is another member to the Sports family.
Among the Hidden

Chapters 8-11
Standards Focus: Narrator and Point of View

The narrator is the person who relates the events of a story to a reader or audience. **Point of view** is the perspective from which a story is told. The point of view from which a story is told determines how the reader interprets the story and understands the characters. There are three main types of point of view:

- **First Person**: narrator is a character in the story; uses the first person “I” to tell the story
- **Third Person Limited**: narrator does not participate in the action of the story; relates the thoughts and feelings of only one character
- **Third Person Omniscient**: narrator does not participate in the action of the story; relates the thoughts and feelings of all the characters.

Think of it this way: In an auto accident there is a driver (maybe two or three, depending on how many cars are involved), possibly passengers, and usually witnesses. Each would tell the story from his/her own point of view. The driver(s) would tell the story from the first person point of view. They would say things like “I saw him coming really fast straight at me, so I swerved to the right.” The passengers might say “**The other guy** was speeding straight toward us! **My Mom** (the driver) veered off to the right to get out of his way!” Witnesses to the accident might have a completely different viewpoint. **The lady** was driving too close to the yellow line in the middle of the road, and **the guy** was coming straight toward her. **He** didn’t have enough time to move over to the right side of the road, because it seemed like **he** was going way too fast.”

*Among the Hidden* is told from the **third person limited** point of view. The story is told by a narrator who “watches” the action from an outside viewpoint and does not participate in the action. The narrator uses third person pronouns such as “he,” “she,” “it,” “his,” “hers,” “them,” “theirs,” etc.

**Directions**: Answer the following questions using complete sentences. Be sure to answer each part.

1. What clues in the story tell you that *Among the Hidden* is written in third person and not in first person? Give examples. __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. Do you think the novel would be more effective or entertaining if it had been written from Luke’s point of view? From Mother’s point of view? Father’s? Justify your answer. _______
Directions: For the following excerpts from the novel, you will be converting the third person telling of the story into first person. Before you begin, however, be sure that you clearly understand what is happening in the excerpt. For each example, retell the excerpt from the first person point of view. You decide from whose point of view you will write. See if you can write from a different character’s point of view for each example.

3. (Page 25) “From his seat on the stairs, Luke had to hold himself back from going to fish the edge of the letter out of the chicken gravy and looking at it himself. ‘They can’t do that, can they?’ he asked. Nobody answered. Nobody needed to. Luke felt like a fool for asking as soon as the words were out of his mouth. For once, he was glad of his hiding place. Mother twisted a dishrag in her hand. ‘Those hogs are our bread and butter,’ she said. ‘...What are we going to live on?’ Dad just looked at her. After a moment, so did Matthew and Mark. Luke didn’t know why.”

From whose point of view are you writing? ________________________________

Retelling: _____________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________

4. (Page 38) “Luke scrambled down from his chair, his head spinning with plans. First, he’d clean up the kitchen; then he’d start some bread for supper. He’d never made bread before, but he’d watched Mother a million times. Then maybe he could pull the shades in the rest of the house and clean it thoroughly. He couldn’t vacuum—that’d be too loud—but he could dust and scrub and polish. Mother would be so pleased.”

From whose point of view are you writing? ________________________________

Retelling: _____________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________
5. (Page 41) “Luke fled up the stairs. He wanted to stomp, angrily, but he couldn’t. No noise allowed. In his room, he hesitated, too upset to read, too restless to do anything else. He kept hearing You stay hidden. That’s an order, echoing in his ears. But he’d been hidden. He’d been careful. To prove his point—to himself, at least—he climbed back up on his perch by the back vents and looked out on the quiet neighborhood.”

From whose point of view are you writing? ________________________________

Retelling: ____________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Among the Hidden

Chapters 8-11
Assessment Preparation: Multiple Choice Reading Comprehension

As you become a more accomplished reader, you will find yourself faced with more difficult challenges in interpretation of the text as well as more complicated vocabulary. Soon, your reading will become much easier and you will find that you can begin to figure out those daunting vocabulary words without consulting a dictionary or asking your parents or teacher for the meanings of the words. With most things, it is simply practice that makes you more proficient, and reading is no exception to that rule.

Directions: Read the following excerpts taken directly from Among the Hidden, Chapters 1-11. Then answer the questions posed for each excerpt. Reread the excerpt if necessary. Circle the letter to indicate your choice of the best answer.

“He had never disobeyed the order to hide. Even as a toddler, barely able to walk in the backyard’s tall grass, he had somehow understood the fear in his mother’s voice. But on this day, the day they began taking the woods away, he hesitated. He took one extra breath of fresh air, scented with clover and honeysuckle and—coming from far away—pine smoke. He laid his hoe down gently, and savored one last moment of feeling warm soil beneath his bare feet. He reminded himself, ‘I will never be allowed outside again. Maybe never again as long as I live.’”

1. What is the mood of this excerpt?
   a. suspenseful  
   b. encouraging  
   c. foreboding  
   d. challenging

2. Which words best convey the mood of the excerpt?
   a. fear, breath, smoke, live  
   b. disobeyed, toddler, scented, never  
   c. fear, hesitated, savored, never  
   d. somehow, understood, breath, smoke

3. The best meaning of the word savored in the excerpt is:
   a. felt  
   b. lingered  
   c. appreciated  
   d. remembered

“Luke ate every meal after that on the bottom step. It became a habit, but a hated one. He had never noticed before, but Mother often spoke too softly to be heard from any distance, and Matthew and Mark always made their nasty comments under their breath. So they would start laughing, often at Luke’s expense, and he couldn’t defend himself because he didn’t know what they had said. He couldn’t even hear Mother saying, ‘Now, be nice boys.’ After a week or two, a lot of the time, he didn’t even try to listen to the rest of the family’s conversation.”

4. What is the mood of this excerpt?
   a. hopeful  
   b. irritated  
   c. depressing  
   d. tragic

5. Which words best convey the mood of the excerpt?
   a. hated, nasty, laughing  
   b. noticed, expense, defend  
   c. softly, breath, laughing, nice  
   d. noticed, comments, breath
6. The best meaning of the word expense in the excerpt is:
   a. disbursement
   b. cost
   c. overhead
   d. at the sacrifice of

“Williker says they raised everyone’s taxes because of them fancy houses. Makes our land worth more.”

‘Isn’t that good?’ Luke asked eagerly. It was strange—he should hate the new houses for replacing his woods and forcing him to stay indoors. But he’d half fallen in love with them, having watched every foundation poured, every wooden skeleton of walls and roofs raised to the sky. They were his main entertainment.…”

7. What is the mood of this excerpt?
   a. sad
   b. enthusiastic
   c. heartbreaking
   d. resolute

8. Which words best convey the mood of the excerpt?
   a. fancy, worth, fallen, watched
   b. good, eagerly, replacing, indoors
   c. strange, replacing, forcing, poured
   d. eagerly, fallen, raised, entertainment

9. The best meaning of the word skeleton in the excerpt is:
   a. human bones
   b. structure
   c. frame
   d. minimal

“Mother?” Luke said.
She answered with a snore. She’d fallen asleep sitting up.

Luke studied her face, seeing lines of fatigue that hadn’t been there before, noticing that the hair around her face now held as much gray as brown.”

10. What is the mood of this excerpt?
    a. empty
    b. sarcastic
    c. sympathetic
    d. bored

11. Which words best convey the mood of the excerpt?
    a. asleep, face, hair
    b. snore, lines of fatigue, gray
    c. mother, face, hair
    d. sitting, fatigue, brown

12. The best meaning of the word fatigue in the excerpt is:
    a. frustration
    b. make-up
    c. exhaustion
    d. anger