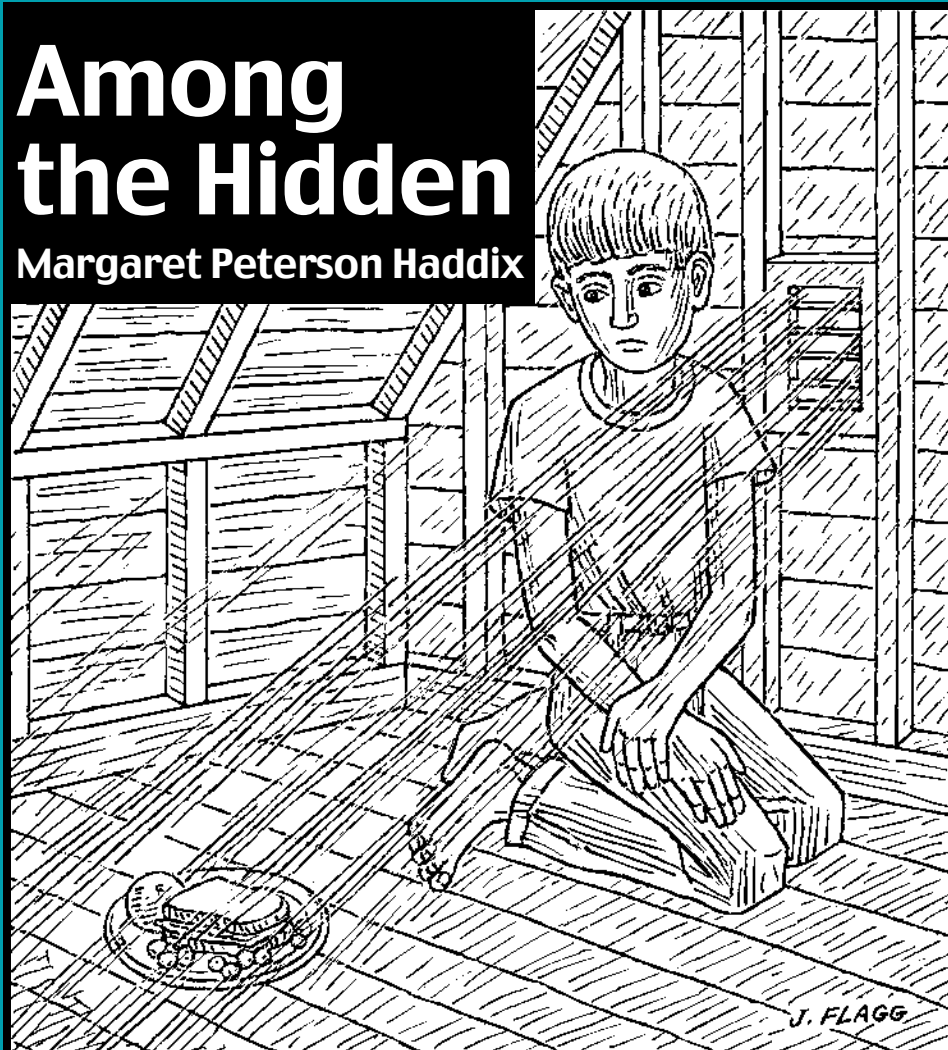


Novel·Ties

Among the Hidden

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A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the novel *Among the Hidden*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING QUESTIONS AND ACTIVITIES

1. Preview this book by reading the title and the author's name and by looking at the illustration on the cover of the book. What do you think this story is going to be about? Where and when might the action take place? Have you read any other books by the same author?
2. Read the Background Information about overpopulation on page two of this study guide. Do some additional research to learn about the problems of overpopulation and its ecological consequences in many parts of the world. As you read this book notice how environmental issues shape the lives of the main characters.
3. Read the Background Information on futuristic novels on page two of this study guide. Have you read any other books or seen films set in the future? How did the authors depict society? What kinds of concerns about our world did these works reveal? Did any paint a frightening picture of the future? Did any suggest a better future?
4. **Cooperative Learning Activity:** In this novel, the Government publishes propaganda, information presented in a biased form. Groups that employ propaganda try to make people think or act in a certain way. With a small group of classmates, make a list of ways propaganda is used today. Collect news articles and advertisements that contain propaganda. For each item, discuss how facts may be twisted to persuade people to follow a certain course or accept an idea as true.
5. **Social Studies Connection:** One of the main characters in this novel takes dangerous risks to achieve a goal. With a partner, discuss ways in which risk-takers have changed the world throughout history. Present an oral report about one person who took great chances in order to make a difference.
6. When the character Luke makes a friend, his life is altered in ways he never could have predicted. Has friendship with any particular person changed your life? Write a description of this friend and how he or she has influenced you.
7. You are growing up in a technological age. That means you probably depend upon computers and other electronic equipment in school and at home. Imagine that you did not have technology to assist you. Write a description of a day in your life without computers, video games, telephones, and other electronic devices.
8. Suppose you were the leader of a country that had too many people and not enough food. Write a proposal for solving this important problem. Present your proposal to a small group of classmates and encourage them to comment on your plan.

Chapters 1–5 (cont.)

Questions:

1. Why did the plans for a new housing development trouble Luke?
2. Why couldn't Luke's parents complain about the housing development?
3. Why did Luke have to hide?
4. Why was Luke able to bear hiding while he was young?
5. Why was Luke forbidden to play in rooms with uncovered windows?
6. Why was the location of the back vent important to Luke?
7. Why did Luke suddenly have to stop eating meals with the rest of the family?
8. Why did the official letter Dad received spell trouble for the family?

Questions for Discussion:

1. What clues suggest that Luke and his family live under an oppressive government?
2. Do you think Luke's parents should feel guilty for the life their son must lead?
3. What mysteries remain about the society in which Luke and his family live?
4. Do you think there is ever any justification for population control?
5. Are there any personal sacrifices that your government requires of you and your family? If so, are they for the greater good of the entire society?

Literary Devices:

- I. *Hook*—A hook refers to an opening passage in a work of fiction that is sufficiently intriguing to propel the reader into the book.

What is the hook at the beginning of this book?

- II. *Simile*—A simile is a figurative expression in which two unlike objects are compared using the word “like” or “as.” For example:

Their [the trees'] absence made everything look different, like a fresh haircut exposing a band of untanned skin on a forehead.

What is being compared?

Why is this better than saying, “The ground looked bare without the trees”?
