

Teacher Guide

Grades 7–8

Among the Hidden

Margaret Peterson Haddix

NOVEL UNITS[™]



NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING



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AMONG THE HIDDEN

by
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Teacher Guide

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Note

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Please note: Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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Skills and Strategies

Thinking

Creative thinking, critical thinking, identifying attributes, research, compare/contrast, drawing conclusions, making inferences, brainstorming, problem solving

Listening/Speaking

Discussion, oral reports
interviewing, dramatizing

Comprehension

Predicting, sequencing, cause/effect, context clues, feelings and emotions

Vocabulary

Word maps, synonyms, antonyms, defining, parts of speech, context clues

Literary Elements

Literary analysis, story mapping, plot development, setting, character analysis, point of view

Writing

Event diary, personal writing, creative writing, newspaper story, directions, poetry, reports, essays

Across the Curriculum:

Social Studies—research, government systems;
Science—hydroponics, population trends, droughts, farming, experiments, genetics; Math—percentages;
Art—illustrations, collage;
Health—diet

Chapters 1–6, pp. 1–28

Vocabulary

| | | | |
|-------------------|------------------|---------------|-------------------|
| shudder (1) | defied (2) | topped (3) | crouched (8) |
| superstition (10) | hulking (10) | beckoned (11) | idly (12) |
| fleecy (12) | skittish (14) | huddled (16) | contraptions (17) |
| beseechingly (20) | hovered (21) | hurried (22) | resolutely (22) |
| intervals (24) | reciprocity (25) | hangdog (27) | stupefied (29) |

Discussion Questions

1. What do you think the author means when she says Luke "tuned and walked "as silently as a shadow" (p. 1)? (Answers will vary.)
2. Is the Government powerful in this book? Explain your answer. (Yes, the Government is powerful. Luke's family is forced to sell the house on their property.)
3. How is Luke's family very practical at hiding him? (They have had to hide him quickly since he was born. The process is a well-practiced routine.)
4. What would your life be like if a law prohibited your existence? Explain. (Answers will vary.)
5. What is the meaning of Mark's sixth birthday important to the story? (It is the first time Luke realizes that he has to hide because he is different.)
6. What is the significance of Luke and his brothers' names? What does this say about Mother? (They are names from three of the four gospels; Mother is religious.)
7. When the woods are cut down, how will Luke's life change? (He will no longer be able to go outside.)
8. Describe how Luke's dad handles hiding Luke. Why do you think he acts this way? (He is terse and firm when it comes to Luke hiding. Answers will vary.)
9. Why do you think Mark tells Luke that he never told anyone about his existence? (He wants Luke to feel safe.)
10. What do you think would happen to Luke if his parents and brothers left and never returned? (Answers will vary.)
11. Imagine that you have never seen a world outside of your immediate home. Describe your life. (Answers will vary.)
12. Why does Luke choose not to tell his parents about the woods? (He is afraid they will forbid him to look out.)
13. At the end of Chapter 3, do you think Luke's mother is trying to tell Luke that things are going to get worse? Explain. (Answers will vary.)

14. Whose decision is it to leave the shades up and have Luke sit at the foot of the stairs to eat his meals? How do you know? *(It was his dad's decision. He is the one who explains why Luke must sit there and then gets angry with his wife when she tries to smooth it over with Luke.)*
15. How is Luke's life like the plateful of breakfast he doesn't taste? *(His life is bland and meaningless.)*
16. How does Luke's life change as a result of having to sit on the stairs to eat? *(He loses interest in what his family is doing because he can't hear them talking.)*
17. What clues do you see about the money situation in the Garner family from Chapters 4 and 5? *(They can't afford air conditioning. It is even difficult for them to save money to purchase one stamp.)*
18. Why do you think Dad, Matthew, and Mark look at Mother the way they do? *(Answers will vary.)*
19. Why do you think no one but Luke seems surprised when his mother discusses her work permit? *(They probably already know about it; only Luke has not heard.)*
20. What do you think will happen to the Garner family? *(Answers will vary.)*

Supplemental Activities

1. Social Studies/Research: Encourage students to research China's current position regarding family size. Ask students to speculate if the policy fair or necessary?
2. Writing: In the story, Luke recalls Mom's sixth birthday. Mark had talked about having a party and inviting friends. Luke realizes that his life is different from Matthew's and Mark's. Have students write about a time in their life when they had a "aha" moment. Remind them to be descriptive.
3. Science/Research: The Garner Family raises hogs. Have students research what it takes to raise hogs. What supplies are needed? How many hogs can you raise on one acre? Then have students create a pro-and-con list about raising hogs in their own neighborhoods. Invite students to discuss zoning and the rules associated with living within a city.

Story Map

Characters _____

Time and Place _____



Setting



Problem



Goal



Episode



Resolution

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____
