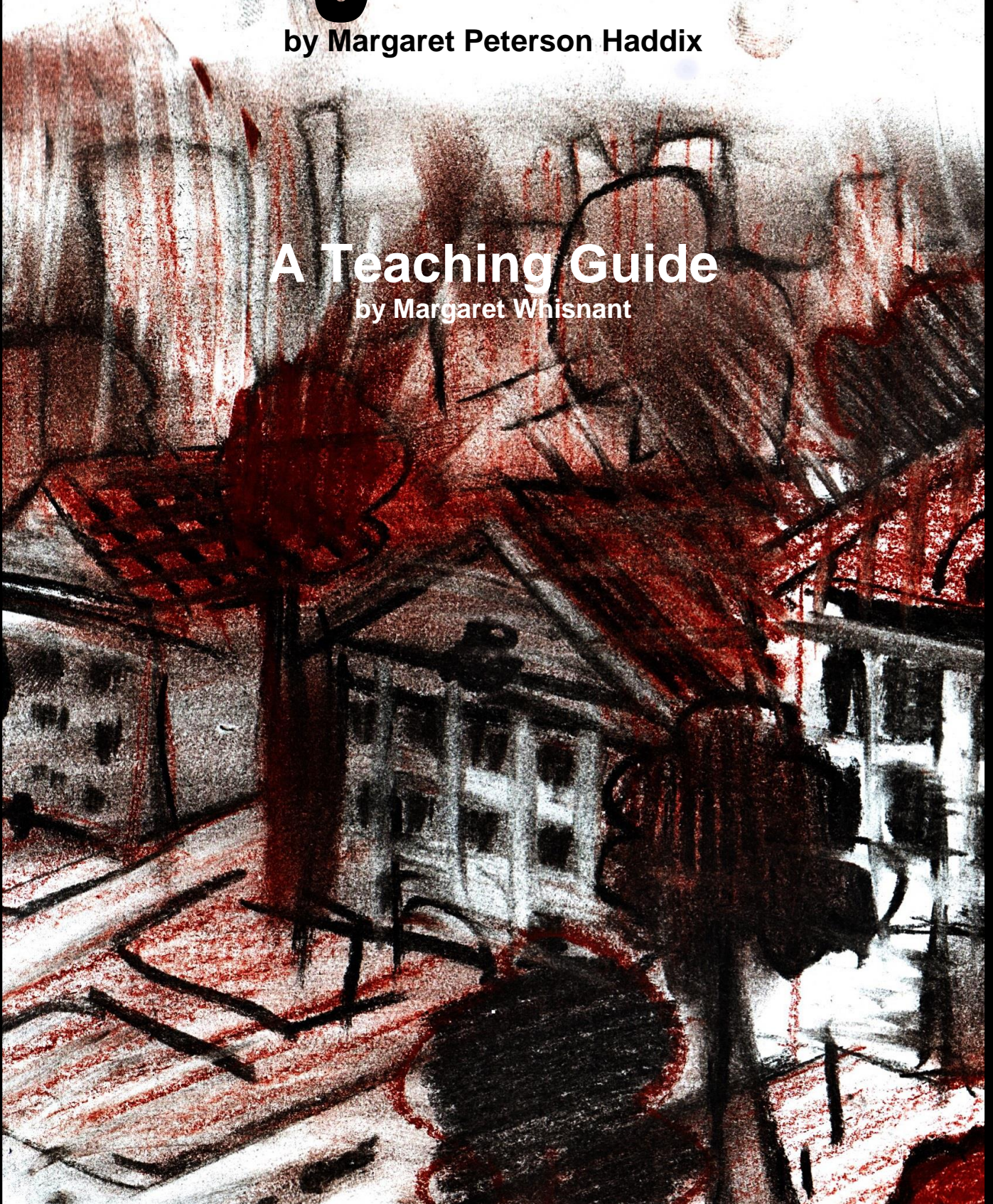


Among the Hidden

by Margaret Peterson Haddix

A Teaching Guide

by Margaret Whisnant



Among the Hidden Teaching Guide

**with
Objective Tests
Thinking and Writing Prompts
and
Answer Keys**

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Chapter One Pages 1-3
Chapter Two Pages 6-11



Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Luke Garner had never disobeyed his mother's orders to (A) work the garden, (B) hide, (C) stay indoors.
- _____ 2. The day they began taking the woods away, Luke knew he would never (A) be allowed outside again, (B) be able to walk in the forest again, (C) see his grandparents again.
- _____ 3. Luke's dad sold the woods because (A) the land was needed for planting, (B) the Government wanted it, and he didn't have a choice, (C) the family needed the money to pay taxes.
- _____ 4. The Garners had defied the Government once by (A) refusing to move into the city, (B) refusing to allow Luke's older brothers to join the military, (C) having Luke.
- _____ 5. What was going to be built on the land that Luke's family had sold? (A) houses, (B) a nuclear power plant, (C) a large school.
- _____ 6. Luke was (A) 16 years old, (B) 14 years old, (C) 12 years old.
- _____ 7. Luke thought of the Government as a huge mean person who (A) took without asking, (B) went around yelling at people, (C) didn't deserve anyone's loyalty.
- _____ 8. Once the trees were gone, Luke would have to (A) stay away from the windows, (B) find a new source of fuel for the family, (C) do some of his chores at night.
- _____ 9. Luke's father made it clear that he (A) would not be excused from his share of the chores, (B) must not be seen, (C) would be severely punished if he did not do his share of the work.
- _____ 10. Luke (A) was much younger than his two older brothers, (B) looked like a miniature version of his fifteen-year-old brother Matthew, (C) was fair and smaller-boned than his dark-haired older brothers.

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Chapter Three Pages 12-19

Chapter Four Pages 20-22



Write either **True** or **False** in the blank before each statement.

- _____ 1. Once the woods were gone, not only was Luke not allowed to go outside, he was also not allowed in a room with an uncovered window.
- _____ 2. When he discovered Luke holding the shade back and peeking out the kitchen window, Dad shook his head and laughed.
- _____ 3. Luke decided he would rather play with the toy train that had once belonged to Mark than go outside.
- _____ 4. Luke hated the fact that his room was also the attic.
- _____ 5. Mark had been playing the Population Police joke on Luke for years, but he always did it out of their parents' earshot.
- _____ 6. Neither Luke's parents nor his brothers had ever told anyone that he existed.
- _____ 7. The squeaky third board in from the stairs to Luke's room annoyed him.
- _____ 8. When he needed to hide, Luke ducked under his bed.
- _____ 9. Luke collected model cars because once he had been able to sit in a real one.
- _____ 10. Luke worried that one day his parents and brothers might leave and not be able to come back.
- _____ 11. Luke discovered that he could see out, without being seen, through the two vents located on each end of his room under the peak of the roof.

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Chapter Five Pages 23-26 **Chapter Six** Pages 27-29
Chapter Seven Pages 30-35



Write either **Yes** or **No** in the blank before each question.

- _____ 1. Having been forbidden to eat with the family in the kitchen, did Luke eat every meal sitting on the bottom stair step?
- _____ 2. Were there any other people other than Luke's family living on their road?
- _____ 3. Did the Government send letters to the Garners with orders about how to run their farm?
- _____ 4. When she had saved up enough money to buy a stamp to send a letter to relatives, did Luke's mother write a lot about him?
- _____ 5. Did Dad have trouble understanding some of the words in the letter the Government sent concerning the hogs?
- _____ 6. Did the Government letter instruct Luke's dad to get rid of their hogs because the new people in the housing development wouldn't be able to stand the smell they caused?
- _____ 7. Did Luke's family make a living by raising and selling the hogs?
- _____ 8. Were the hogs hauled away in a large new truck that Dad had just bought?
- _____ 9. Was Luke's family the only one to receive a much higher tax bill because they were closest to the land where the fancy houses were being built?
- _____ 10. Having watched them being built, had Luke half-fallen in love with the houses?
- _____ 11. Was it Mother's habit to come to Luke's room for what she called her "Luke breaks," sometimes with the excuse that his room needed cleaning and sometimes just to sit and talk?
- _____ 12. Was the money made from selling the hogs enough to pay the higher taxes and carry the family through for a long time?
- _____ 13. Was Luke both happy and relieved to hear that Mother was going to work in the factory to help the family out?

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Chapter Eight Pages 36-41 **Chapter Nine** Pages 42-44
Chapter Ten Pages 45-48

the kitchen
vacuum
Mother
the bread

the Sports Family
creaked
anger
get married

the Gold family
his shadow
sit in his room
his brothers

leave
Dad
the face

From the list above, choose the name, word, or phrase that fits each of the clues below and write it in the blank. **All** answers will be **used at least once**. **Some** answers will be **used more than once**.

- _____ 1. Because the shades were drawn, Luke felt safe going here.
- _____ 2. Luke realized that if the one he had seen was another third child, they could live right next door all their lives and never meet.
- _____ 3. They lived in the house that Luke could see best, and they had two teenaged boys with lots of game equipment.



- _____ 4. Luke felt this because he had to stay inside, hide, and be so careful.
- _____ 5. He said that Luke couldn't be absolutely sure that everyone in the new development was gone for the day or that a Government inspector or someone else wouldn't come around; and he ordered Luke to stay hidden.
- _____ 6. Luke went to the attic to check outside before he felt safe enough to step into this place and clean it as a surprise for his mother.
- _____ 7. It turned out flat, dry, crumbly, and tasteless.
- _____ 8. Luke told Mark that the poison he had put in this affected only fourteen-year-olds.
- _____ 9. Luke was so excited about going into the kitchen, he didn't care if the floor did this.

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Whole Book Test



Write the letter of the correct answer in the blank before each question.

- _____ 1. Luke's family made a living as (A) farmers, (B) carpenters, (C) tree cutters.
- _____ 2. Luke was no longer allowed outside when (A) another family moved within site of the Garner farm, (B) the woods were sold, cut, and cleared to build a housing development, (C) the Population Police began driving around the area.
- _____ 3. Luke was (A) sixteen years old, (B) fourteen years old, (C) twelve years old.
- _____ 4. The Population Law made it illegal for women to (A) have more than two children, (B) refuse to be sterilized, (C) be married or divorced more than once.
- _____ 5. Though Luke was forced to hide as a third child, his mother (A) believed the Population Law would soon be repealed and her son could have a normal life, (B) wanted him and also wished for a fourth child that she could name John, (C) took him on dangerous trips twice a year to visit his grandparents.
- _____ 6. Mr. Garner sold the land where the housing development was built because (A) he needed the money, (B) the Government forced him to, (C) he didn't want his boys growing up without the companionship of other children.
- _____ 7. The Population Police (A) pretty much ignored the presence of third children, (B) had never been seen in the area where Luke and his family lived, (C) would do anything to enforce the law against third children.
- _____ 8. Once the woods were gone, Luke was not allowed to go into a room (A) when both of his brothers were also there, (B) with a door to the outside, (C) with an uncovered window.
- _____ 9. Luke's parents warned him constantly that he (A) must stay hidden, (B) would be taken away to a special camp if the Population Police found him, (C) must listen to all radio broadcasts from the Government.
- _____ 10. Luke's room was (A) in the basement, (B) the attic, (C) a tunnel that led from the house to the barn
- _____ 11. Luke's brothers and mother (A) came to his room to talk and play games, (B) didn't talk to him very often because of their farm chores and their fear of being overheard, (C) assured him that going to school wasn't important since he would have to remain hidden forever.

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Something to Think About. . . Something to Write About. . .



1. Luke's parents purposely disobeyed the law by allowing Luke's birth.
 - How did this decision affect their family, especially the lives of their two older sons? For example, what negative thoughts might Matthew and Mark have because of Luke's existence?
 - Would Matthew and Mark be in danger if Luke were found?
 - Would the family have more money without Luke?
 - What would lead Matthew and Mark to see Luke's birth as a positive thing?
 - In your opinion, are Matthew and Mark comfortable with Luke's presence? Explain your answer.
 - Make a list of all the bad things that Luke had to endure because he was a third child.
 - Make a list of the positive things about his existence.
 - If you could have presented your lists to Luke's parents before his birth, what would you have advised them to do? Explain your position.
3. Though Luke's knowledge consisted of what his mother had taught him and what he had taught himself, several times his father turned to him for help in interpreting messages from the Government.
 - What does this say about Luke's intelligence?
 - How would this situation lead you to think that there could be something amiss with the education that Luke's brothers were getting?
 - What clues does this give you about his father's education? His mother's?
 - Do you think the Government provided the same education for Barons that they provided for the poor? Explain.
4. There are old sayings about *taking things for granted* and *not missing the water until the well runs dry*. If you suddenly found yourself in Luke's situation, unable to attend school or move about freely, what things would you miss? What people and activities would you grieve for?
5. If Luke's family had lived near his grandparents and they had been allowed to know their third grandson, is it possible that their presence would have given Luke a different outlook on his life? Would he have felt comfortable telling them about Jen? Could their influence have kept him from finding her in the first place? Explain how grandparents might have made a difference.

About Your Teaching Guide

Objective Tests

The objective tests have multiple functions. In addition to their obvious application, they also serve as tools that can *improve **comprehension skills** by providing practice in understanding plot structure and recognizing important story elements.*

Rationale:

Focus on the Plot. . .

Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot of a novel, and consequently **comprehend** the story. They are in tune with cause and effect, behavior and consequence, sequence—the heartbeat of the narrative.

This “plot rhythm” forms the framework for the objective tests. The chain of events that tell the story have been pulled from the novel and reformatted into a series of sequential questions, none of which require **interpretation**. They are intended to **draw student attention to the fact that something happened**, not to what the incident means. That comes later.

In addition to their testing function, teachers may use the pages to strengthen their students’ ability to **Summarize**: With only the questions as a guide, have students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven or fewer. When they work with twenty or more questions, allow no more than twelve sentences.

Report the News: Ask your students to write a newspaper article based on the events identified in a set of questions and the *who, what, when, where, why* elements. Some information needed to complete this assignment may be located in previous chapters.

Twist the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, etc.—to demonstrate how changing a single (or several) events would (or would not) change the story. This process can be used to help students become proficient in distinguishing major plot movers from minor story details.

The Characters. . .

Too often, when they are asked to describe a story character’s personality, the only answer many students can muster is “nice.” This portion of the Novel Teaching Pack, coupled with related activities from ***Something to Think About, Something to Write About***, is a smorgasbord of opportunities for those teachers who wish to eradicate “nice” from their students’ vocabularies!

Questions that identify a character’s personality and/or motivation are purposely and carefully included with the plot movers. Again, the questions do not require **interpretation**. They simply establish that someone did or said something—knowledge that is invaluable when character analysis is required.

Implied Meaning and Story Clues. . .

The objective tests include items that establish the existence of story components carrying **implied meaning**. **Story clues** that tantalize the reader with hints of future events also appear as question. At this point in the novel study, as before, **interpretation** is not the goal. **Awareness** of the **facts** is the target.

Developing/Improving Listening Skills. . .

Listening skills are rightfully included on every list of state competency requirements. Rather than always requiring students to answer test questions on a printed page, why not surprise them occasionally by doing the test orally and meeting competency goals at the same time?

Discussion Guide Capability. . .

The objective tests are helpful discussion guides. Use individual items on these pages to draw student attention to sequence, cause and effect, story clues (foreshadowing), character traits, recognizing and interpreting implied meanings, etc. These “thinking out loud” sessions are an **important building block** for the next learning phase.

Something to Think About. . . Something to Write About. . .

In this section, students pack up what they already know about the novel and go exploring into its every nook and cranny. Some activities require the simplest interpretation or application, while others will challenge the most proficient thinkers.

Rationale:

Guidelines. . .

The in this section are based on the skills presented in the ***Taxonomy of Educational Objectives (Bloom's Taxonomy)***. There are two reasons for this choice. First, it mirrors the Novel Teaching Pack's primary purpose of building a variety of sophisticated thinking skills upon a foundation of basic knowledge. Second, in following the taxonomy guidelines, activities that correlate with many state educational standards emerge automatically.

Levels of Difficulty. . .

A variety **difficulty levels** to accommodate the needs of individual students, including the gifted, is an integral part of this component. However, **all** items from this section are intended to **challenge** and **sharpen** thinking abilities.

Options, options, and more options. . .

Something to Think About, Something to Write About gives teachers **pick-and-choose options** for

individualizing assignments
group work
whole class activities
capitalizing on student interest

homework assignments
short-term and long-term projects
differentiating assignments for two or more classes

Final Note

The Novel Teaching Packs are designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource of motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author