

***Among the Hidden* by Margaret Peterson Haddix** (Published by Aladdin)

Approved for use in Communication Arts, Grade 6

Summary

The main character, Luke, has never been to school, had a birthday party, or gone to a friend's house for an overnight. In fact, Luke has never had a friend. He is one of the shadow children, a third child forbidden by the Population Police. He's lived his entire life in hiding; and now, with a new housing development replacing the woods next to his family's farm, he is no longer even allowed to go outside. Then, one day Luke sees a girl's face in the window of a house where he knows two other children already live. Finally, he's met a shadow child like himself. Jen is willing to risk everything to come out of the shadows -- does Luke dare to become involved in her dangerous plan? Can he afford not to?

Connection to the Curriculum

Among the Hidden's characters are instantly engaging and face a serious crisis with a limited amount of experience and skill. The characters are aliens in their own homes, their own cultures, and this brings them close together quickly. The author also points out the differences between the characters with quick skill and simplicity. With such rich characters, students can examine the art of characterization. This novel captures readers with its real-life issues such as population control. The excitement, tension, and sorrow developed by the author produce an engaging novel, and readers can examine the author's craft.

Standards

Course Objectives (Benchmarks)

Reading: 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

Literature: 2.1- The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

Possible Skills Taught (Indicators)

Reading:

1.4.9- The student identifies characteristics of narrative, expository, technical, and persuasive texts.

1.4.12- The student uses prior knowledge, content, text type, and text features to make, revise, and confirm predictions.

1.4.13- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

1.4.14- The student uses information from the text to make inferences and draw conclusions.

1.4.20- The student identifies and describes the author's purpose (e.g., to inform, to give direction, to entertain) and basic techniques the author used to achieve that purpose.

Literature:

2.1.1- The student describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.

2.1.3- The student identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise to another.

2.1.4- The student understands aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit and/or explicit information from the text.

2.1.5- The student understands the use of literary devices (e.g., foreshadowing, flashback).

A Note on the Text

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

This novel addresses the topic of running away from home as the main character considers this as an option. It also includes a limited amount of violence associated with the Population Police wanting to take away third-born children.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities