Among the Hidden Literature Focus Unit

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TCH 626: Literacy in the Intermediate Grades
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Themes:

1. Population Control- China’s laws/regulations, other countries policies
2. “Nuclear” Family- How it would be different without free choice
3. Government Control- Totalitarian government vs. other types, What is Democracy?
4. Sticking up for yourself- Jen and her beliefs about shadow children, fake ID’s and being yourself.
5. Heroes vs. Villains- Antagonist, protagonist, Which is which in this book?
6. Anyone can do anything- Luke’s thoughts about Jen and her want to resist being someone else.

Goals/Objectives:

• Students will understand as well as identify the population laws that different countries have worldwide and how they compare to the United States.
• Students will understand the different types of characters in novels.
• Students will understand as well as identify the different types of governments worldwide.
• Students will better understand the concept of population control.
• Students will understand the meaning of free will.
**Background Knowledge Needed:**

- The role that farming communities play in society within the United States and other countries.
- How the food we eat gets onto our plate.
- The kind of government we have in the United States. The types of freedoms U.S. citizens have and the kinds of laws or regulations we follow.
- The different types of farms that exist in the United States.
- How different people or groups of people show they disagree with someone/something (i.e. marches, rallies, sit-ins...)
- The effects of overpopulation (resource acquisition, renewable resources, sickness/disease).
- The locations of where the most people live in the United States (urban vs. rural).
- The role the U.S. government has on providing assistance to needy families.
- The rate of population growth in the U.S. and the need for more resources.
Vocabulary Words:
Inspector
Population
Superstition
Taxes
Guffawed
Hacker
Observant
Bravery
Statistics
Totalitarian
Cynicism
Caviar
Champagne
Taboo
Bribery
Propaganda
Hydroponics
Drought
Pristine
Baron
Errand
Marvel
Sporadic
Strategies for Teaching Vocabulary Words:

1. **Graphic Organizer Web** - Students will create a web that encourages and supports understanding of the individual vocabulary word. These webs can focus on listing synonyms, antonyms, dictionary definitions and other important information describing the vocabulary word.
2. Crossword Puzzle- Students will complete the crossword puzzle with the definitions retrieved from a dictionary.

Name: _______________________________________

Provided By: TheTeachersCorner.net Crossword Maker

Please complete the crossword puzzle below

Across:
1. The whole number of people or inhabitants in a country or region.
4. A person employed to inspect something.
6. Occurring irregularly or in a thinly scattered manner in time.
7. Fish eggs, salted and eaten as a delicacy.
8. Watching carefully, being alert and attentive.
10. A ban on a subject, action, behavior or the like imposed by societal or religious custom.
13. Anything offered with the intention of influencing or inducing.
14. A quick journey or side trip taken to fulfill a particular purpose.
17. A type of government in which individual differences in opinion are not allowed.

Down:
1. Information or opinion circulated among the public in order to persuade the population.
2. A belief or practice trusting in magic or chance.
3. Pieces of numerical information.
5. A computer user who is able to penetrate carefully protected computer networks such as those of a government.
9. The quality or condition of being fearless.
11. Showing little or no faith in human nature, distrustful or contemptuous of others motives.
12. A thing, person, or event that causes awe, admiration, or amazement.
15. A member of a noble class, very powerful.
16. A burst of loud or boisterous laughter.
KEY

Please complete the crossword puzzle below

Across:
1. Population
4. Inspector
6. Sporadic
7. Caviar
8. Observant
10. Taboo
13. Bribery
14. Errand
17. Totalitarian

Down:
1. Propaganda
2. Superstition
3. Statistics
5. Hacker
9. Bravery
11. Cynicism
12. Marvel
15. Baron
16. Guffaw

Source: http://worksheets.theteacherscorner.net/make-your-own/crossword/crossword-puzzle-maker.php
3. Concept Definition Map- Students will complete the concept definition map individually or within groups.

Name________________________________________ Date______________

What is it?
A type of government

What is it like?
Controlling (property)
No limit to authority (property)
No tolerance for others (property)
Brainwashing (property)

totalitarian

What are some examples?
Italy (illustration)
Soviet Union (illustration)
China (illustration)

Source: TCH 621 Literacy Program binder
**Graphic Organizers:** Using the above graphic organizer web and the concept definition map, students will more easily determine a better understanding of the vocabulary words through completing the worksheets.

**Use:**

I would use the web organizer when the student reads the chapter that the specific word is in. This way the student becomes familiar with the words in the context the author uses it. The student can then re-read the paragraph where the word is used and determine a better understanding of the word and its definition. Students will most likely need direction to the page in which the word is located.

The concept definition map would be better for students to know some of the words more than others. In the provided example for totalitarian, I feel it would be important to start the book off with the students researching and then completing the worksheet rather than during the reading or after. This way, students will be more familiar with the word and its use as well as much needed background information relative to the novel. This worksheet could be given and then completed with other vocabulary words while the story is being read by the student. Words that are somewhat familiar but not completely understood such as: population, inspector, marvel, may be more appropriate for this method.
Comprehension Strategies:

1. **Predicting**- I think that there are many opportunities to use this strategy because there are so many cliff hangers and nail biting scenes that leave us asking, “I wonder what happens next”. So, that is exactly what this activity will do. Students will be prompted with a writing activity that focuses on predicting what happens next. An outline of the activity is listed:

   1. Students will read chapter 28 and then STOP! No one is to read ahead.

   2. The teacher will then use an overhead projector or whatever is most convenient to visually describe the predicting writing activity. The teacher will use a T-chart (as seen below) to model what the students are going to do.

<table>
<thead>
<tr>
<th>Describe what has already happened? (mainly in the proceeding chapter)</th>
<th>Predict what you think will happen next</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. The chart is self explanatory. Students will be directed to fill out the left side first and then the right side. Students should be able to come up with several ideas as to what will happen next by giving specific examples.

4. An extension of this activity is to create another column titled “What did happen?” and then have the students fill this out after they read their predicted chapter.

2. A chain map or timeline (Sequencing)- This is a strategy involving the recall of previous events within the book. Students can work individually or within groups to create a timeline that shows what happened in the book up to a certain point or at the conclusion. A timeline can be given a specific topic or main idea to guide the student in thinking of significant events that happened in the storyline. For example, a timeline can focus on: setting, character introduction, individual characters, a main idea from each chapter (therefore having a bubble for each chapter). The students will then recall things that had already happened so that they are being reminded of the plot and the character development within the story. A blank example is shown below.

![Timeline Diagram]

Chapter 1 → Chapter 2 → Chapter 3 → Chapter 4 → Chapter 5


3. Making inferences- To make inferences on what has happened or what will happen is a great way for students to know what the characters are feeling in the story and the reasons for their feelings. This provides a great way for students to get to know the characters better and then understand the overall story much better.

This activity is called “It Says-I Say-And So. Students will complete a chart as seen in the example below. The direction or main concept is given through the question and then followed through by the student in the subsequent columns. I think that this is great for students to engage in and feel what the characters are feeling. Students will need to find direct information from the book (word for word) and then think about what they know about that information and then put all of it together to answer the question effectively. It is basically taking direct evidence from the book to support your feelings on the question. An example is shown below.
<table>
<thead>
<tr>
<th>Question</th>
<th>It Says</th>
<th>I Say</th>
<th>And So</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the Question</td>
<td>Find information from the text that will help you answer the question</td>
<td>Think about what you know about the information from the text</td>
<td>Put together what the text says and what you know.</td>
</tr>
<tr>
<td>How did Luke feel about going to investigate the sports family home for the first time?</td>
<td>He began waking up every morning in a cold sweat, thinking, <em>Maybe today. Do I dare?</em> Just thinking about it made his stomach feel funny. page 52</td>
<td>I remember when I was in school and I had difficult tests. I would wake up in the middle of the night thinking about the next day's test. I would get nervous and feel butterflies in my stomach.</td>
<td>That is why I think that Luke is nervous because of those words that he said and the similar feelings that I had when I was nervous. He was being very brave and there are times when we are reluctant to do something that is difficult or new.</td>
</tr>
</tbody>
</table>

**Discussion Questions:** The Bloom’s taxonomy level is placed after the question.

- Recall the reasons why Luke Garner is not allowed to eat dinner with his family. (1)
- Name the members of Luke’s family. How does look feel about each one of those people? (1)
- Retell in your own words the reasons why Luke wants to leave his family and go to boarding school. (2)
- Identify the feelings that Luke experiences before he ventures away from his home to investigate the sports family home? (1)
- Give an example of a situation where you felt scared do something that was out of your comfort zone as Luke encountered when he went to Jen’s house. How did you feel when you went through that situation? (3)
- Compare and contrast the personalities of Luke and Jen. Provide specific examples of the way they are different and the ways they are the similar. (6)
- Can you distinguish the people who are “good” and the people who are “bad” as Luke had to do in the story? (4)
- Describe the attic that Luke Garner lives in? What are the main features that stick out to you the most? List several features. (2)
- Predict how Luke will perform at a boarding school given the fact he has never been to a real school before. (5)
- Give your opinion on having an illegal child. Do the benefits outweigh the detriments (bad things)? Would you have an illegal third child? (6)
- Explain how you would feel if you were not able to do the things that Luke couldn’t do like; go to school, go outside the house, eat with your family at the table, meet new people, go shopping. (2)
- Explain your feelings towards Jen’s Dad? Is he a protagonist or an antagonist? Provide evidence to support your view. (2)
- Pretend that you are Luke and Jen offers you the invitation to go to the anti-population law rally. Would you go? Support your answer with specific reasons. (5)
- Suggest some ways that you would stay busy if you stayed home all day locked up in an attic? How would you feel knowing that the rest of your family is experiencing new things every day? (5)
- Justify Jen’s decision to steal her parent’s car and drive to the anti-population rally. Would you do what she did and be willing to be held responsible for the consequences? (6)
- Pretend that you are Luke and you just left your family to go to boarding school. Write a letter to your family about what you are feeling at your new school. Be sure to think about what it is like not seeing anybody besides your family and a few others your entire life. (5)
- Determine the factors leading up to Luke wanting to break the rules and go explore the sports family home. (4)
• Visualize hiding from the population police as Luke did when he was put into the closet by Jen’s Dad. Think about the thoughts that are going through Luke’s mind. Make a list of those thoughts and be ready to give reasons why you think the way you do. (5)
• Recall the new foods and drinks that Luke encounters when he visits Jen. What were they? (1)
• After researching real population laws around the world, state a rule or law that you found? Make sure to provide where the rule is enforced. (3)

Other books that are similar to Among the Hidden:

• All of the other Shadow Children Series books
• Night by Elie Wiesel
• The City of Ember by Jeanne Duprau
• The Hunger Games by Suzanne Collins
• Chasing Yesterday #1: Awakening by Robin Wasserman
• Blood Red Road by Moira Young
• The Giver by Lois Lowry
• 1984 by George Orwell
• At Her Majesty’s Request by Walter Dean Myers
• Mrs. Frisby and the Rats of NIMH by Robert C. O’Brien

Other reading and writing activities:

1. Review a brief synopsis of Among the Hidden given to you (Teacher provides sheet with an overview of themes/plot). Construct a K-W-L chart before reading the book. Think about what you know (K) about the topics discussed in Among the Hidden and also what you want to know (W) about the characters involved in the story. After reading the story, complete the what you learned (L) portion of the chart. Think about whether or not your questions were answered or if you actually do know what you listed in the “K” section.

2. Imagine that 20 years has passed since Luke left his home for the boarding school. Think about where he is now and whether or not there are the population laws that previously existed. Where do you think Luke is and what do you think he is doing? Write a letter that he would write to his parents. Are they still on the farm? Does Luke have children of his own? How many?
3. Research the population laws, if any, that occur around our world today. Write a paper on the rules and laws that you found. Make sure to include specific examples (ie. the country or region) of the population laws and how it effects the population of that country.

4. Construct a double-entry response journal for *Among the Hidden* similar to the handout given to you (provide an example of the journal). On the left side should be quotes or information from the text and the right side should be a reflection or response to the material from the left side. Feel free to do as many as you like but there should be one for each chapter. Be descriptive in your responses and include juicy and heavy words.


**Poems to use with this novel:**

**Changes in the Wind/No More**
By Jeanie Fitchen

There are changes in the wind,
There are changes in the wind.
Come one, come all and hear the call,
There are changes in the wind.

How many people is too many,
As we reach 6 billion strong,
Pull your head up from the sand,
The choice is in the hand.
Of every woman, child and man.

There is no grave premonition,
Than a world that is run out of room,
12 years more, uncontrolled,
Would add a billion to the fold,
And a greater burden upon the land.

The world will see discord, drought and famine,
As the natural resources disappear,
And to feed the human masses
The earth’s fulfillment passes,
To a wasteland wild of sand.
Source: http://www.vspop.org/htm/poems.htm

I Wish I Wasn't Alone
© Jo

Once when I was little
I was happy and carefree
I used to run around laughing
Until it was time for tea

I used to play games
And smile all the time
I used to feel on top of the world
I used to feel fine

It's amazing how things change
When people let you down
And how that once happy face
Turns into a solemn frown

You search and search
For someone who cares
Anyone who understands
Anyone who dares

Loneliness, it hurts
It kills you deep inside
It makes you feel empty
It stops you in your stride

You cry yourself to sleep
Hugging your pillow tight
Wishing for someone
To hold you through the night

Once when I was little
I was happy and carefree
Now my life's full of sadness,
Pain and misery

Once when I was little
I was never on my own
But now I pray at night
"I wish I wasn't alone"

Source: Loneliness Hurts, I Wish I Wasn't Alone, Alone Poem
http://www.familyfriendpoems.com/poem/loneliness-hurts-i-wish-i-wasnt-alone#ixzz1eD806lZ2
Family Friend Poems

Fear

Fear is when you run away,
Fear is when you’re scared to love someone,
Fear is when the sky turns grey,
Fear is when you lose your loved ones,
Fear is a feeling of danger,
Fear is when you aren’t brave,
Fear is the feeling of anger,
Fear is when you can’t behave,
Fear is when your shy,
Fear is like not having devotion,
Fear is when you’re afraid of saying bye,
Fear is like a dark blue ocean,
Fear is like ending you’re career,
Fear is like being lonely,
Fear is like not being able to reappear,
Fear is like feeling ghostly,
Fear is like an ashtray,
Fear is like a dark dungeon.

gerardo pena

Source: http://poemhunter.com/poem/fear-231/
**Providing differentiated instruction:**

There are several ideas I have for differentiating the instruction of *Among the Hidden*. Taking into consideration that most classrooms have students with varying reading levels, I feel that providing the opportunity for all students to participate in discussion is important. One way to facilitate this is to have the lower level readers listen individually to an audio version of the book. Those students can then participate with all the activities while still keeping up with each chapter of the book. Another way to ensure all students can follow along with the book is to simply do a read-aloud for those same low level readers. The teacher can read each chapter to the students while they listen attentively. I feel that it is important for the teacher who is reading to provide specific expectations for listeners so they are engaged and remained focused on listening. This can be in the form of a rubric, goal sheet or similar paper work.

Another way to differentiate instruction is to have the lower readers read a book that is similar to that of the focus book but is at their appropriate level. Concerning *Among the Hidden*, similar books to read for those at lower reading levels include: *A Spy in the White House* by Ron Roy and *Kidnapped at the Capital* also by Ron Roy. These two books parallel the ideas and concepts exhibited in *Among the Hidden*. Some other series of books that are also great to demonstrate the same themes similar to *Among the Hidden* include: the Secrets of Droon series by Tony Abbott, Rickey Ricotta’s Mighty Robot series by Dav Pikey and a few of the Spiderwick Chronicles by Tony DiTerlizzi.

**Assessment Activities:**

The assessments for this novel can take place at any time but I feel that many should occur at either the end of significant chapters decided by the instructor or at the completion of the book. I have listed some of these assessments below.

**True/False:**

1. Luke is happy to have neighbors build homes on his family’s farm land? (T/F)

2. Luke’s father thinks that it is okay for Luke to play outside? (T/F)

3. In the fictional world of *Among the Hidden*, families can have three children as long as they are all girls? (T/F).
Essay:

1. Compare and contrast the two Shadow Children, Luke Grant and Jennifer Talbot (Jen), in *Among the Hidden*. Think about their personalities, disposition, families and economic status. Be sure to include in your answer your feelings as well as evidence from the book to support your feelings.

2. The author does not say when this story takes place. Give your opinion on what time period you think *Among the Hidden* is set in. Provide evidence from the book to support your opinion. (Good question for during the early chapters of the book)

3. Is Jen’s dad Mr. Talbot a protagonist or antagonist? List the reasons why you feel which one he is and provide evidence from the book supporting your answer.

Multiple Choice:

1. Jen shows Luke many outlawed food items such as:
   a. Potato Chips
   b. Soda
   c. Junk Food
   d. All of the above

2. The population law in *Among the Hidden* means that families:
   a. cannot have more than 1 child.
   b. cannot have more than 2 children.
   c. cannot have any children.
   d. can have as many children as they want.

3. At the end of the book Luke Grant was given a new name. What is his new name?
   a. Lyle Grant
   b. Luke Talbot
   c. Lee Grant
   d. Luther Garrison
Activity:

In the novel *Among the Hidden*, the government imposes many laws and rules to prevent certain activities by its citizens by using propaganda. Propaganda is described as information or opinion circulated among the public in order to persuade the population. In groups, create a poster that would be distributed by the government to persuade the people to not have a third child. Remember to think about the population laws described in the book. Be creative and feel free to include any illustrations or other methods to get your message across as effectively as possible.