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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

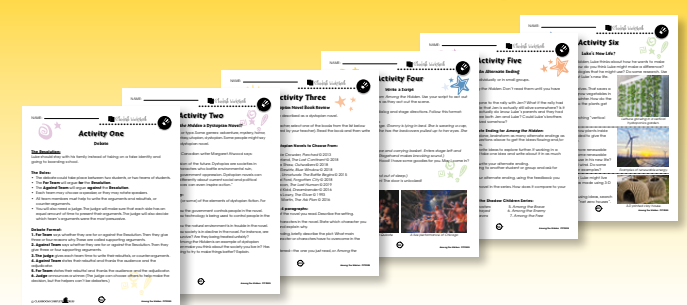
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Margaret Peterson Haddix

Margaret Peterson Haddix has written an astonishing number of books. This includes six different novel series and several stand-alone novels for teens and younger readers. She also wrote the tenth in a book series called *The 39 Clues*. This was written by multiple authors. Her books have won far too many awards to list here.



What made Haddix want to be a writer? Where does she get all of her great writing ideas from? She has quite a lot in common with Luke, the main character in *Among the Hidden*. Like Luke, Haddix grew up on a farm and had two brothers. She says she was thrilled when her baby sister came along. Haddix, her brothers and her sister were all big readers. Her favorite books were *Harriet the Spy*, *Anne of Green Gables* and *Little Women*. She also read non-fiction, such as *The Diary of Anne Frank*, *Time Magazine* and newspapers.

Haddix started writing when she was very young and never stopped. She worked on her school and college newspapers. She got summer jobs as an intern on newspapers. She went to college and studied Creative Writing, History and Journalism. After all of that, it's not surprising that she became a reporter. Haddix enjoyed interviewing people and learning about their lives. She says that the people she interviewed

inspired her to "play with different plots, characters and settings". Even while she and her husband were raising their two children, Haddix kept writing. How does Haddix know whether an idea is worth writing about? She says: "I know I have to write a story when the story keeps me awake at night, teases at the back of my brain all day, just won't let me go."

Did You Know?

- Haddix played flute and piccolo in the school marching band, symphonic band and pep band.
- She was also in the choir and ran track, but says she is a horrible singer and is much better at walking than running.
- She competed on her school quick-recall team.
- As a teenager, she showed hogs at the county fair.



Chapters Three to Five

Answer the questions in complete sentences.

1. Once the woods are cut down, Luke can't even go into the backyard. Make a prediction: Will he stay hidden inside like his parents told him to? Why or why not?

2. What do you think you would do if you were in Luke's shoes?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	bellowed	leaped	A
2	careened	lie down	B
3	bounded	very carefully	C
4	offended	an animal's innards or guts	D
5	abandoned	hurt or insulted	E
6	recline	yelled	F
7	painstakingly	without thinking	G
8	offal	moved quickly and out of control	H
9	automatically	spaces	I
10	intervals	left alone	J



Chapters Fifteen to Sixteen

1. Put a checkmark (✓) next to the answer that is most correct.

- a) What does Jen call a child who has to hide from the Population Police?
- A A clown child.
- B A shadow child.
- C A lost child.
- D A wizard child.
- b) What is Jen's dad's job?
- A Doctor
- B Teacher
- C Construction Worker
- D Lawyer
- c) When Luke is in Jen's house, Jen calls her dad because she wants him to:
- A cancel the alarm.
- B drive Luke home.
- C call the Population Police.
- D adopt Luke.
- d) Jen and Luke set up a signal. She will use the mirror to look for Luke's signal every morning at 9 a.m. and Luke will:
- A shine a flashlight.
- B turn on the light by his back door.
- C open and close the curtains.
- D light a candle.
- e) Jen asks Luke if she can trust him. What does he say?
- A No.
- B Maybe.
- C Yes, but only if she pays him.
- D Yes.



Chapters Twenty-Nine to Thirty

Answer each question with a complete sentence.

1. Why did Jen's dad tell Luke there was a secret door at the back of the closet?

2. How did Luke stay hidden when the Population Police looked in the closet?

3. Jen's dad knows that the Population Police stuck a listening device on him. Why didn't he take it off?

4. Luke thinks about what he might do to make a difference in the world. What are some of his ideas?

5. Luke will go to boarding school instead of living with Lee Grant's parents. Why?

6. Luke thinks that one day, Jen will be considered a hero. What does he think people might do to honor her?

Journaling Prompt

Imagine you are one of Luke's parents or his brothers. Write a journal entry describing how you feel, now that Luke has left home.



Chapters 17 to 21

Tableau Challenge

You will need a partner for this task. A tableau is like a picture using real people. First, choose a scene from Chapters 17 to 21. Decide which characters you will be. In a tableau, you must be frozen like statues and you can't speak. Think about how you can use your face and body to show what your characters are feeling and thinking. You may also use one or two props. The challenge: Can your audience tell which characters you are? Can they tell what scene from Chapters 17 to 21 you are showing?

Tableau Performance Tips:

- Position yourself so that the audience can see your face.
- Very quietly count yourselves in.
- Know how long you are going to hold your position (20 seconds, for example).
- Keep your eyes focused on one spot, from start to finish.
- Use your face and body to show what the character is feeling, from start to finish
- When you are finished, ask the audience: 1) Which characters were we portraying? 2) What scene were we portraying? 3) How did our facial expressions and body positions help you know which characters we were, what we were doing and how we were feeling?



Chapters 22 to 25

The Interview

Find a partner who is also reading *Among the Hidden*. You and your partner will interview each other.

Write a list of four questions to ask your partner. You could ask about choices characters have made so far. You could ask which scene they like best and why. You could ask your partner to make a prediction.

Trade questions with your partner. Think carefully about your answers. Make sure they are detailed and interesting. Record both interviews.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

baron	hydroponics	population	screen
cautiously	lawyer	poverty	shadowchild
farmer	mansion	propaganda	third
forest	perch	reckless	window
government	police	risky	
heartbroken	poor	sanctuary	

S	I	F	E	W	A	Q	T	C	H	Z	U	D	K	B
H	H	G	O	V	E	R	N	M	E	N	T	S	Y	P
E	K	A	Y	R	M	A	N	S	I	O	N	U	C	N
A	V	Y	D	P	R	O	P	A	G	A	N	D	A	G
R	B	T	L	O	O	T	H	R	D	S	F	U	S	
T	S	R	N	P	W	T	W	O	E	L	F	A	T	J
B	E	E	T	U	D	C	O	J	Y	R	O	R	I	V
R	P	V	Q	Y	P	H	E	W	X	R	M	O	E	
O	N	O	R	A	B	W	A	I	A	L	E	E	U	M
K	E	P	S	T	L	F	N	Q	L	E	S	R	S	I
E	E	B	V	J	I	R	P	F	E	D	T	L	L	R
N	R	I	P	O	L	I	C	E	R	I	S	K	Y	A
J	C	S	X	N	C	T	U	A	R	Y	G	R	T	U
C	S	M	Y	U	S	S	E	L	K	C	E	R	I	C
U	S	C	I	N	O	P	O	R	D	Y	H	F	X	K
W	I	N	D	O	W	L	O	U	Q	Z	E	Q	P	I
O	R	D	Z	Y	H	O	S	A	Y	N	T	M	H	A



Comprehension Quiz

- Why did Jen go to see Luke the night before the rally? 3
- What happened to Jen at the rally? 1
- How did Jen's father help Luke? 2
- Why didn't Luke's parents stop him from leaving home at the end of the novel? 4
- How did Luke feel about leaving home and starting a new life? 3
- What is Luke's new name? 1
- How will Luke survive when he leaves his family? 2

SUBTOTAL: /16

Suspense as a Plot-Driver

In *Among the Hidden*, the author often ends chapters with short sentences that leave the reader in suspense. These suspenseful sentences act like stepping stones from one event in the plot to the next. Following the example, fill in the chart to demonstrate this process.

Last sentence or two in Chapter	Leaves you wondering...	What happens next?
Chapter 8 "A child's face. In a house where two boys already lived."	Who is the child? Will Luke get to know him/her? What will she/he be like?	Luke decides he has to find a way to meet the other third child.
Chapter 13		
Chapter 17		
Chapter 25		
Chapter 28		

NAME: _____

After You Read 



Chapters Nineteen to Twenty-One

Answer each question with a complete sentence.

- Name the titles of three books that Jen lends to Luke.

- One of the books Luke reads gives him an idea about how his family could grow food inside. What suggestion does Luke make to his dad?

- In the online chat, the shadow children talk about getting "fake I.D.'s." What does that mean? How would they use their fake I.D.'s?

- Jen wants all of the shadow children to demand freedom. She is angry that some want fake I.D.'s. How can you tell that she is angry?

- Luke's Dad gets a letter from the government saying he isn't allowed to grow food indoors. Luke is able to understand the letter more easily than the rest of the family. Why?

- The government puts up posters to discourage women from having babies. Describe one of the posters.

Journaling Prompt

At the end of Chapter 20, Jen says she has three months to get the shadow children ready for the rally she is planning. Write a journal entry from Jen's point of view. Describe what you will have to do over the next three months to get the shadow children ready for the rally?

1.

Three books Jen lends Luke are The Population Disaster, The Famine Years, and The Population Reversal.

2.

He suggests growing food in the basement using special lights, lots of water and extra minerals.

3.

Shadow children's parents could give them identity cards with a different person's name on them. The children go and live with another family and pretend to be someone they are not.

4.

Jen types: "WE AREN'T MAKES! WE SHOULDN'T HAVE TO HIDE!" She jabs the Enter button so hard that the computer shakes. She looks at Luke fiercely. She stabs the power button on the computer. She clenches her fists and screams "Argh!"

5.

All of the articles and books Luke has been reading have increased his vocabulary and made him a good reader.

6.

Posters: "Who's the Worse Criminal" with a picture of a pregnant woman and a tough-looking crook. A picture of a huge pregnant belly with the caption: "Ladies, do you want to look like this?"

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1.

Answers will vary.

2.

Answers will vary.

Vocabulary

Sentences will vary.

1.

a) fazed

b) called

c) call

d) anything

e) thousand

f) related

g) revolution

h) remembered

i) say

j) sorry

k) farmers

l) lawyers

m) baron

n) history

o) happen

2.

a) D b) B

c) C d) B

33

1.

Jen hacked into the national employee staffing schedule and gave several police officers days off.

2.

Jen is upset that Luke is refusing to attend the rally.

3.

Luke doesn't want to betray Jen. If he betrays her, the rally will fail and the Population Police will find out about her and perhaps all of the other shadow children she has been in contact with, including Luke.

4.

Jen apologizes for being hard on Luke the day before. She says he has been a good friend and she will miss him.

5.

Luke is very anxious to find out what happened at the rally. He is worried about Jen because he hasn't received a signal from her.

6.

Turning on the back-door light is Luke's way of letting Jen know he can come over. He is watching to see whether she will return with her signal.

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EASY MARKING ANSWER KEY

Among the Hidden – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.



Chapters Three to Five



Answer the questions in complete sentences.

1. Once the woods are cut down, Luke can't even go into the backyard. Make a prediction: Will he stay hidden inside like his parents told him to? Why or why not?

2. What do you think you would do if you were in Luke's shoes?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

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- 3 bounded
- 4 offended
- 5 abandoned
- 6 recline
- 7 painstakingly
- 8 offal
- 9 automatically
- 10 intervals

- A leaped
- B lie down
- C very carefully
- D an animal's innards or guts
- E hurt or insulted
- F yelled
- G without thinking
- H moved quickly and out of control
- I spaces
- J left alone



Chapters 17 to 21

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Chapters 22 to 25

The Interview

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Who is the child? Will Luke get to know him/her? What will she/he be like?

Luke decides he has to find a way to meet the other third child.

Chapter 13

Chapter 17

Chapter 25

Chapter 28