

Among The Hidden
Discussion Guide
Grades 3 - 7

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Before reading, have a class discussion to activate prior knowledge about student's favorite activities to do in the different seasons
- Frontload vocabulary (see vocabulary list)

During Reading: to engage students, check for understanding, and make connections.

Chapters 1 - 6

- Why did Luke have to hide? What is he wishing he could do?
- Why did Luke have to eat on the stairs? How do you think that made him feel?
- What influence does the government have on the family?

Chapters 7 - 12

- What does a Baron refer to?
- Why do you think Luke counted each person? What is trying to accomplish?
- Did you think Luke's dad is considerate about how Luke might feel being locked up? Why?
- What did Luke see? What connection did he make?
- Why do you think the sports family had heavy blinds?
- What do you think Luke will do to communicate with the hiding child?
- What was Luke's plan?

Chapters 13 - 18

- Compare and contrast Luke's knowledge of the third child and Jen's. How do their parents treat them?
- Explain Jen's family compared to Luke's. How are their lives similar or different?
- Why did the government pass the population law?
- What did Jen create? What is the symbolism of the password?

Chapters 19 - 24

- What did Luke learn about the origin of the population law?
- What does Jen mean when she says "Getting one of those I.D.'s that's just a different way of hiding."?
- What is the result of the population law?

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- How has Luke’s life changed since Jen?
- What did Jen do to ensure that they were safe?
- How did Jen react to Luke mentioning that he was scared to go to the rally?
- Why did Jen say “we can hope” when saying goodbye to Luke? What do you think she’s foreshadowing?
- Why did Jen visit Luke in the middle of the night?

Chapters 26 - 30

- What happened when Luke got to Jen’s house?
- What happened at the rally?
- What did Jen’s dad mean when he says, “sometimes you have to work form inside enemy lines” in relation to the situation?
- What happened to cause Luke to hide in the closet? Why couldn’t he talk?
- How did Luke’s fake identity help him come out of hiding?

After Reading: to summarize, question, and reflect.

- How did Luke want to honor Jen? What impact did Jen’s actions have on Luke’s life?
- Compare Luke’s life before and after meeting Jen.
- **Courage** – What makes a person a hero? What does it mean to be courageous? Choose the character you think is the most courageous and tell why.
- **Loneliness** – Is loneliness the same as being alone? Think about a time you felt lonely. How long did it last? What changed to make you not feel lonely anymore?
- **Honesty** – Is it ever okay to tell a lie? What must the circumstances be to make it okay to tell a lie?
- **Figurative Language Chart:** The author uses many types of figurative language to describe different scenarios throughout the story. Find some of the figurative languages, describe the type in which it is, and then describe how it relates to the story and what the author’s intentions were for using them.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.