

# Among The Hidden

by Margaret Peterson Haddix

## Classroom Favorites

Teacher's Guide by Laurie Rozakis, Ph.D.

A Perma-Bound Production

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### SYNOPSIS

**Chap. 1** Twelve-year-old Luke Garner watches the woods behind his family's farm being cut down. Luke's parents have kept him hidden because he is a third child forbidden by the Population Police. With a new housing development replacing the woods, Luke is no longer even allowed to go outside.

**Chap. 2** Luke's mother Edna is kind to her much-loved third son, but his brothers Matthew and Mark have little to do with him and his father, Harlan, is too busy with the fields and hogs to pay much attention to him either. As a result, Luke leads a solitary and lonely life with only a few books to keep him company. Nonetheless, he tries to remain upbeat and not complain.

**Chap. 3** Luke is hidden in a windowless attic room, barely heated. He has never seen anyone but his parents and brothers.

**Chap. 4** With the woods cut down, Luke is now forbidden to eat at the table with the family, lest someone outside see his shadow through the shades. He sits on the stairs during meals, barely within earshot.

**Chap. 5** The Government forces the Garners to sell their pigs, their best crop. This pushes them closer to poverty.

**Chap. 6** With the hogs gone and a tax bill three times larger than the previous one, Mrs. Garner takes a job in a factory. Luke is now totally alone during the day.

**Chap. 7** Different families of Barons, the class of rich people, move into the huge houses built on the Garners' former farm land. Mrs. Garner is so tired at the end of the day that she no longer tucks Luke in at night. His isolation becomes nearly complete. He passes the time by looking out the vent window at the Barons' houses, which he names by the families' qualities: the Gold family, the Birdbrain family, and the Sports family.

**Chap. 8** Luke plans to keep himself busy cooking and cleaning but his father is terrified that he will be discovered and forbids him to leave the attic. Looking through the attic vent, Luke spots a face in the Sports family house where two boys already live. Could this be another forbidden third child?

**Chap. 9** Luke wonders if he will ever be able to discover if there is another forbidden third child in the Sports family's house.

**Chap. 10** Luke speculates if one of his brothers dies, perhaps he could take his place and have a real life, in the open.

**Chap. 11** Luke catches another glimpse of the hidden third child and realizes the child is real.

**Chap. 12** Mustering all his courage, Luke sneaks out to meet the hidden child. He knows that he will be killed by the

Population Police if he is caught.

**Chap. 13** He runs across the field and housing development to the Sports house, but the door is locked.

**Chap. 14** Luke plunges his hand through the screen and unlocks the door. The huge, splendid house with its pristine white carpets and new furniture is a sharp contrast to his small, old, and worn farmhouse. Following an odd beeping sound, Luke finds a girl about his age typing at a computer.

**Chap. 15** The girl recognizes that Luke is another forbidden third child, whom she calls "shadow children." She calls her father and tells him to disarm the alarm system. Luke is astonished at the girl's self-confidence. She introduces herself as Jennifer Rose Talbot and that she is 13 years old. She asserts that she is Luke's ticket out of hiding.

**Chap. 16** Jennifer explains that her mother had two children during her first marriage. When she married her second husband, Mrs. Talbot deliberately conceived Jennifer. Mrs. Talbot is now married to her third husband, a rich and highly-placed Government lawyer. Jennifer is smart and brave.

**Chap. 17** A few days later, Luke visits Jennifer again, and she explains that her mother frequently smuggles her out to go shopping. Jennifer shares chips and soda, highly illegal junk food. She explains that the Government is trying to make everyone a vegetarian to relieve the food shortages. Jennifer says that her father believes there is plenty of food, but distribution is inefficient and corrupt. Through an Internet chat room, Jennifer has organized thousands of shadow children to march on the Government to demand their rights.

**Chap. 18** Jennifer logs on and Luke reads some of the e-mail from fellow shadow children. The chat room password is "free."

**Chap. 19** From historical materials that Jennifer gives him, Luke learns that overpopulation about 20 years ago plus droughts resulted in widespread starvation. The Government instituted strict regulations—no more junk food, two children per family—to ensure survival.

**Chap. 20** Jennifer explains that some fortunate shadow children take on a fake identity, living with families that have no children or have lost a child. Jennifer rejects this as another subterfuge; instead, she wants total freedom.

**Chap. 21** Sparked by Luke's idea, Mr. Garner has been trying to grow food indoors, but the Government tracks his plans and forbids it. Realizing the Government's power to track people and intimidate them, Luke wonders if his brothers might someday betray him for the reward money.

**Chap. 22** Luke and Jennifer have a bitter argument when Luke refuses to accompany Jennifer to her rally. Luke is terrified

that his involvement will endanger his parents as well as himself.

**Chap. 23** In his attic, Luke agonizes over his decision not to attend the rally. Is he sacrificing his only chance at freedom through cowardice? Will Jennifer no longer be his friend?

**Chap. 24** Three days later, Jennifer comes to visit Luke for the first time. They make their peace, as Jennifer prepares for the rally.

**Chap. 25** A week passes, but Luke still has not heard from Jennifer. There is no news on the radio of any rally.

**Chap. 26** A week and a half later, Luke breaks into Jennifer's house and logs on. He is caught in the act.

**Chap. 27** Luke is caught by Jennifer's stepfather, a powerful man who tearfully tells Luke that Jennifer and the other 40 shadow children at the rally were killed by the Population Police. Jennifer's father reveals that he works for the Population Police and that by logging on, Luke has alerted them of his whereabouts.

**Chap. 28** Mr. Talbot explains that he is trying to sabotage the Population Police and the Government by working from within. He also explains that the Government is totally corrupt. The Population Police break into the Talbot home.

**Chap. 29** Mr. Talbot hides Luke in the closet and masterfully saves Luke's life by bribing the police with fur coats. Mr. Talbot then writes notes to Luke to explain that he and the house are now bugged. Mr. Talbot offers Luke a fake ID and new life. After much agonizing, Luke accepts the offer.

**Chap. 30** Luke Garner becomes Lee Grant and is enrolled in a private school. He bids a sad farewell to his family.

#### AUTHOR SKETCH

Margaret Peterson Haddix was born in 1964, in Ohio, the daughter of a farmer and a nurse. In 1987, the year after earning a B.A. in creative writing and journalism from Miami University, she married newspaper editor Doug Haddix. The couple has two children, a son and a daughter. In addition to writing young adult novels, Haddix has also worked on the *Fort Wayne Journal-Gazette* as a copy editor (1986-87) and the *Indianapolis News* as a reporter (1987-91). In addition, Haddix worked from 1991-1993 as an adjunct instructor at Danville Area Community College, Danville, Illinois. She has been a full-time freelance writer since 1994.

Haddix commented: "I grew up on lots of stories, both from books and in my family. My father in particular was always telling tales to my brothers and sister and me—about one of our ancestors who was kidnapped, about some friends who survived lying on a railroad bridge while a train went over the top of them, about the kid who brought possum meat to the school cafeteria when my father was a boy. So I always thought that becoming a storyteller would be the grandest thing in the world. But I didn't want to just tell stories. I wanted to write them down."

#### CRITIC'S CORNER

An ALA Best Book for Young Adults, *Among the Hidden* has been praised for its riveting suspense. A *Horn Book* critic noted: "In a society where family size is strictly limited to two children, Luke is a third child. Living in an attic bedroom to avoid being seen by authorities, Luke peers through an outside vent and observes another 'shadow child' hiding in a nearby home, thereby beginning a secret friendship with Jen, who plans to rebel against the Government system. The conclusion is abrupt, but

the novel plot is thought-provoking and readable."

#### HADDIX'S OTHER WORKS

*Among the Betrayed* (2002)

*Among the Impostors* (2001)

*Just Ella* (2001)

*Turnabout* (2001)

*The Girl With 500 Middle Names* (2001)

*Don't You Dare Read This, Mrs. Dunphrey* (1999)

*Leaving Fishers* (1999)

*Running Out of Time* (1999)

#### BIBLIOGRAPHY

*Booklist*, October 15, 1996, p. 413.

*Bulletin of the Center for Children's Books*, November 1995, p. 91.

*Publishers Weekly*, August 12, 1996, p. 85.

*School Library Journal*, October 1995, p. 133; October 1996, p. 147.

*Voice of Youth Advocates*, December 1995, p. 302.

#### GENERAL OBJECTIVES

1. To assess the importance of freedom
2. To understand the difficulty that isolation imposes
3. To recognize the importance of setting
4. To assess each character's personality
5. To recognize the novel's theme
6. To probe the effects of totalitarianism on individuals and society
7. To see how and why people sacrifice themselves for a political cause or for other people
8. To understand the novel's title
9. To sympathize with the main character's plight
10. To describe the author's use of suspense and cliffhanger chapter endings

#### SPECIFIC OBJECTIVES

1. To explore how individual freedom can be restricted
2. To trace Luke's journey from imprisonment and isolation to freedom
3. To identify with Luke's plight
4. To understand why Jennifer leads the rally of "shadow children"
5. To understand why Mr. Talbot helps Luke escape by getting him a new identity
6. To probe the relationship between Luke and his family, especially his mother
7. To see the effect of setting on a person's life
8. To understand the plot structure
9. To probe social differences
10. To explore the consequences of totalitarianism

#### LITERARY TERMS AND APPLICATIONS

For a better understanding of Margaret Peterson Haddix's style, present the following terms and applications to the novel:

**foreshadowing** clues hinting at what will happen later on in the story. Writers use foreshadowing to create suspense and link related details. Most chapters in this novel end with foreshadowing to keep readers on the edge of their seats. For example, on page 19 (the end of Chapter 3), we read "Luke didn't know why, but he had a feeling what she really meant was that things were

going to get worse. He snuggled tighter against Mother, hoping he was wrong.” Luke’s misgivings alert readers that his life will indeed take a turn for the worse.

**figurative language** words and expressions not meant to be taken literally. Figurative language uses words in fresh, new ways to appeal to the imagination. Figures of speech include *similes*, *metaphors*, *extended metaphors*, *hyperbole*, and *personification*. Haddix uses a number of similes and metaphors to help readers visualize the characters and action. For example, on page 3 she creates a simile when she compares the absence of the woods to a “fresh haircut exposing a band of untanned skin of a forehead.” This helps readers visualize the grim rawness created by the destruction. On page 30, the mansions “gleamed in the morning sunlight as though their walls were studded with precious jewels.” This simile conveys the Barons’ great wealth and Luke’s innocence, inexperience, and awe.

**suspense** the feeling of tension or anticipation an author creates in a work. Haddix, as with other authors, creates suspense by unexpected plot twists. This keeps readers interested in the story and makes them want to read on to find out what will happen. For example, Haddix creates suspense in Chapter 26 when Mr. Talbot surprises Luke and at the end of the chapter and reveals that he works for the Population Police.

### CROSS-CURRICULAR SOURCES

#### Fiction

Joan Bauer, *Backwater*

Ray Bradbury, *Fahrenheit 451*

Nancy Butts, *The Door in the Lake*

Orson Scott Card, *Ender’s Game*

Sid Fleischman, *Bandit’s Moon*

David Gerrold, *Jumping Off the Planet*

Kate Klise, *Regarding the Fountain*

George Orwell, *Animal Farm*

#### Nonfiction

George F. Helm, ed., *Population (Opposing Viewpoints)*

Sandra Munez and Trish Marx, *The Legal Rights of Young People*

John Zeaman, *Overpopulation*

#### Internet

“About Margaret Peterson Haddix,”

<[library.thinkquest.org/J0110073/Author.html](http://library.thinkquest.org/J0110073/Author.html)>

Donner, Chris, “The SF Site Featured Review: *Among the Hidden*,” <[www.sfsite.com/09b/amo41.htm](http://www.sfsite.com/09b/amo41.htm)>

#### Videos/DVDs

*Expect the Unexpected* (1998)

*Running Out of Time* (1999)

*Victim* (1999)

### THEMES AND MOTIFS

A study of the central issues and situations in Margaret Peterson Haddix’s *Among the Hidden* should include these aspects:

#### Themes

- confusion
- danger
- death
- family love
- fear
- freedom
- hardship
- oppression

- sacrifice
- totalitarianism

#### Motifs

- being brave in terrifying situations
- dealing with totalitarianism and dictatorships
- family love and support
- coping with cultural dislocation
- the importance of courage
- distinguishing between propaganda and truth
- being resourceful
- self-awareness and maturity
- growth and change
- probing different ways of living

### MEANING STUDY

Below are words, phrases, sentences, or thought units that have particular meaning in the novel. Explain the meaning of each. Chapter and page numbers indicate the context from which the item is taken.

1. In three seconds she would hide all evidence that Luke existed, just in time to step to the door and offer a weary smile to the fertilizer salesman or the Government inspector or whomever else had come to interrupt their supper. (Chap. 1, p. 5)  
(*Luke’s mother, Edna Garner, is adept at hiding any trace of her third child, since the Population Police have forbidden any family from having more than two children. This passage shows the limitations of Luke’s life and foreshadows his disappearance at the end of the novel when he takes a new identity.*)
2. “That’s three times what it usually is.” (Chap. 6, p. 27)  
(*Luke’s family is plunged to the brink of poverty when they are forced to sell their hogs and their taxes are reassessed at three times their current value. This shows how the Government keeps people on the edge of disaster because the Government feels that it makes them work harder. Jennifer’s father later confirms this and explains the gulf between the rich and the poor.*)
3. Barons were unbelievably rich. (Chap. 7, p. 31)  
(*The Government has created a two-tier society: there is no middle-class. At the bottom are poor people. The small top tier contains the Barons, wealthy families who live in lavish mansions with such forbidden commodities as fur coats and junk food. This shows the Government’s corruption and underscores the difficulty the poor people have surviving in a society stacked against them.*)
4. A face. A child’s face. In a house where two boys already lived. (Chap. 9, p. 41)  
(*Until Luke glimpses Jennifer, he had never imagined that there were other forbidden “shadow children.” This incident sets the plot into motion.*)
5. But there was something about the curve of her cheek, the tilt of her head, the way her sweatshirt clung or didn’t cling to her body—all of that made Luke certain she wasn’t like him. (Chap. 14, p. 58)  
(*Obviously, Jennifer is not like Luke because she is a girl—and he has never seen a female his age before. She is also not like him because she is a Baron, a member of the rich upper class. Finally, Jennifer is not like Luke because she ultimately sacrifices herself for the cause of the forbidden “shadow*

children.” Unlike Luke, Jennifer is willing, even eager, to become a martyr.)

6. “So what’s the password?” he asked. “Free,” Jen said. “It’s free.” (Chap. 18, p. 88)

(In a symbolic act, Jen has set “free” as the chat room password. Ironically, Jen will achieve freedom only through death, along with the 40 other shadow children massacred at the rally. Luke will be free when he takes a new identity.)

7. “I can’t go.” (Chap. 22, p. 110)

(Jen is shocked and furious when Luke refuses to be part of the shadow child rally. The thought of eight hours in a car, not to mention actually appearing in front of strangers, sends him into a panic. Luke’s emotions are clearly shared by most of the shadow children, for instead of the thousands of participants Jen expects, only 40 show up.)

8. “Jen’s—” His voice broke. “Jen is no longer with us.”

“She —?”

“She’s dead,” the man said harshly. (Chap. 27, p. 127)

(Luke is shocked to learn that Jen was killed by the Population Police. Even though Luke realizes that the Government is both all-powerful and ruthless, he somehow thought that Jen would succeed where all others had failed.)

9. “I have connections. You see”—Jen’s dad hesitated—“I work for the Population Police.” (Chap. 27, p. 131)

(Mr. Talbot’s shocking revelation throws his trustworthiness into doubt. Will he protect Luke or betray him? In the following chapter, Mr. Talbot reveals that he tries to sabotage the Population Police as much as possible. Jen’s survival for 13 years argues in his favor. Regardless, Luke has no choice but to trust him.)

10. He could do something to help other third children come out of hiding. (Chap. 29, p. 146)

(Luke decides to accept Mr. Talbot’s offer of a fake ID and the new identity it will bring, even though it means giving up his family. Luke will use his new identity to help solve the problem. Perhaps he will study ways to grow more food so no one will go hungry, no matter how large families become.)

### COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the book.

#### Questions 1-5 (Literal Level)

1. Why is Luke being hidden away by his parents?  
(Overpopulation, a series of droughts, and governmental mismanagement has resulted in widespread famine. As a result, many rules have been put in effect, including a limit of no more than two children per family. Luke is being hidden because he is a forbidden third child. If he is discovered, he will be killed.)
2. Who are the Barons?  
(The Barons are the fabulously wealthy upper class. They have many things forbidden to the rest of the people, including large homes, junk food, and fur coats.)
3. Who is Jen and how does Luke find her?  
(Jennifer Rose Talbot is another forbidden third child, whom she has dubbed “shadow children.” Luke catches a glimpse of her in the family’s new mansion, built on what had been the Garners’ field. Luke finds her by breaking in-

to her house.)

4. How would you describe the Government?  
(The people are ruled by a corrupt totalitarian Government, as shown by the Population Police, inept food distribution, and the slaughter of the 40 shadow children.)
5. What happens to Luke at the end of the novel?  
(Using a false ID supplied by Mr. Talbot, Luke starts a new life as Lee Grant. He leaves his family and enrolls in a boarding school for Barons.)

#### Questions 6-8 (Interpretative Level)

6. In what ways could *Among the Hidden* be classified as science fiction?  
(Science fiction is writing about make-believe events that include science or technology. Often, science fiction is set in the future, on distant planets, or among alien races. *Among the Hidden* can be classified as science fiction because the make-believe events concern the science of manipulating the population and food supply. Also, the novel is set in the future.)
7. What does Jen become?  
(Jen becomes a martyr because she gives up her life for a larger cause. She becomes an inspiration to Luke.)
8. Why is the population being controlled?  
(According to the Government propaganda, there is too little food and too many people. However, antigovernment forces say the population is shrinking rapidly and there is plenty of food, so population control is merely the excuse the Government uses to dominate the people.)

#### Questions 9 and 10 (Critical Level)

9. What does the title mean?  
(Luke and Jen are “among the hidden” because they are forbidden third children. Mr. Talbot is “among the hidden” because he is attempting to help the shadow children and still remain a viable Government official.)
10. What makes this novel suspenseful?  
(First, the novel is suspenseful because we want to find out if Luke will be discovered and whether Jen will succeed in overthrowing the Population Police and the third child policy. Later, suspense builds as Jen is killed and Luke is captured by Mr. Talbot. Is Talbot what he appears? Can Luke trust him?)

#### Questions 11-12 (Creative Level)

11. Create two broadcasts: the first, the Government’s version of Jennifer’s death; the second, the truthful version.
12. Working with a small group of classmates, discuss some ways that you might have coped with Luke’s situation in his place.

### ACROSS THE CURRICULUM

#### Art/Music

1. Select a scene from the novel which you found especially suspenseful. Find background music that increases the tense mood. Play the music while you read the scene to the class.
2. Make a model of the Garners’ farmhouse. Establish a scale to show the actual dimensions.
3. Create a new cover for the novel. Explain how your cover art fits the novel’s tone, theme, and characters.
4. Draw the Talbots’ house, including all the rooms described in the novel.

### **History/Social Studies**

1. Learn more about a totalitarian government, such as the Soviet Union. In a report, show how it is the same and different from the Government described in *Among the Hidden*.
2. List five historical figures who have fought against unjust Governments or laws.
3. Find out about China's population laws. Debate whether the laws are fair or not, given China's situation.
4. Luke's family are farmers. Make a map showing the primary farming areas in the US and the crops grown there.

### **Language Arts**

1. Read another book about totalitarianism, such as *1984*. Write a report comparing and contrasting the novel to *Among the Hidden*.
2. Write a brief sequel to the novel in which you explain what has happened to Luke fifteen years later.
3. Recast one chapter from Mrs. Garner's point of view.
4. Write the population law that forbids a family from having more than two children.
5. Luke's mother wanted four children: Matthew, Mark, Luke, and John. Explain the allusion, the source of the names.
6. Imagine that you were in Luke's place. List the 10 books you would want to have in your attic as your sole companions.

### **Mathematics/Science**

1. Create a chart showing the relative populations of any five nations, such as the United States, France, Egypt, China, and Sweden.
2. The Garners are poor; the Talbots are rich. Find out the official ranges for "poor" and "rich" in America.
3. Create a web page that Jen might have used to find the other shadow children.
4. The Government is trying to convince everyone to become vegetarians. Find out whether or not a vegetarian diet is more healthful than a omnivorous one.
5. The Government has outlawed junk food. List ten "junk" foods and explain why each one lacks sufficient nutrients.

### **Speech/Drama**

1. Act out the final scene, in which Luke leaves his family to begin a new life under an assumed identity.
2. With a partner, role-play a scene between Luke and Jen in which they explain their feelings about being "shadow children."
3. Speaking as Jen, argue that the shadow children should be granted full citizenship and all legal rights.
4. Working with a partner, improvise a dialogue in which the Talbots and Garners explain their reasons for disobeying the population law.

### **STUDENT INVOLVEMENT ACTIVITIES**

1. Analyze Haddix's writing style in this novel, focusing on diction, sentence structure, and figures of speech.
2. Imagine that Jen did not die at the Government's hands. Describe what happened to her and whether or not she accomplished her goals.
3. In your own words, state the novel's theme or message.
4. Using scenes from the novel, create a mural that shows its main events.

### **ALTERNATE ASSESSMENT**

1. Make a character list and describe each character.
2. List examples of difficulties that Luke faced. Then rank these hardships on a scale from most to least difficult.
3. Explain why Mr. Talbot risks his career and his life to save Luke.
4. Compose a scene in which Luke is discovered by the Population Police before he meets Jennifer Talbot.

## VOCABULARY TEST

Match each word to its meaning. Write the letter of your choice in the space provided.

- |       |                |                           |
|-------|----------------|---------------------------|
| _____ | 1. defiance    | a. dare                   |
| _____ | 2. skittish    | b. shouted                |
| _____ | 3. beckoned    | c. persuading             |
| _____ | 4. prime       | d. husky, gruff voice     |
| _____ | 5. beseeching  | e. cranky                 |
| _____ | 6. caravan     | f. leaned back            |
| _____ | 7. reciprocity | g. sneered                |
| _____ | 8. stupefied   | h. exhaustion             |
| _____ | 9. runt        | i. pure, clean            |
| _____ | 10. hoarse     | j. first-class            |
| _____ | 11. bellowed   | k. convoy                 |
| _____ | 12. recline    | l. enthusiasm             |
| _____ | 13. mansions   | m. huge, expensive houses |
| _____ | 14. lint       | n. trinkets               |
| _____ | 15. irritable  | o. astonished             |
| _____ | 16. pristine   | p. summoned               |
| _____ | 17. gewgaws    | q. give and take          |
| _____ | 18. fatigue    | r. small, weak animal     |
| _____ | 19. scoffed    | s. nervous                |
| _____ | 20. zeal       | t. dirt, dust             |

## COMPREHENSION TEST A

### Part I: Matching (20 points)

Complete each of the following descriptions with a name from the list that follows. Place the letter of your answer in the blank provided at left.

- |       |  |                      |
|-------|--|----------------------|
| _____ | 1. Luke's mother   | A. Luke Garner       |
| _____ | 2. the people for whom Mr. Talbot works  | B. Lee Grant         |
| _____ | 3. an illegal child killed trying to win the freedom of all the illegal children | C. Jennifer Talbot   |
| _____ | 4. the Baron who gets Luke a fake ID and new life                                | D. Matthew and Mark  |
| _____ | 5. Luke's new identity   | E. Edna Garner       |
| _____ | 6. Luke's father, a poor and hardworking farmer                                  | F. Harlan Garner     |
| _____ | 7. fellow third children whom Luke contacts through the Internet                 | G. Mr. Talbot        |
| _____ | 8. the main character, a forbidden third son                                     | H. Mrs. Talbot       |
| _____ | 9. a woman who has been married three times and loves to shop                    | I. Population Police |
| _____ | 10. Luke's two older brothers  | J. Sean and Carlos   |

### Part II: Multiple Choice (20 points)

Circle the correct word or phrase to complete each of the following statements.

1. Sadly, twelve-year-old Luke Garner watches the (houses, woods) behind his family's farm being destroyed.
2. Luke's parents have kept him hidden because he is (an adopted, a third) child forbidden by the Government.
3. Luke is hidden in the (basement, attic).
4. The Government forces Luke's family to sell their (horses, pigs), their cash crop.
5. The class of rich people are called (Barons, Golden Ones).
6. Looking through the (window, attic vent), Luke spots another forbidden child in a mansion across the field.
7. Jennifer calls the illegal children (shadow children, bonus children).
8. Jennifer is best described as (foolish and cowardly, intelligent and brave).
9. At Jennifer's house, Luke eats forbidden (meat, junk food).
10. The chat room password is ("free", "shadow").

**Part III: True/False (20 points)**

Mark the following statements either **T** for true or **F** if any part is false.

- \_\_\_ 1. Luke leads a solitary and lonely life with only a few books to keep him company.
- \_\_\_ 2. Unlike Jennifer, Luke takes long rides hidden in the trunk of his parents' car.
- \_\_\_ 3. After the family receives a tax bill ten times larger than the previous one, Mrs. Garner takes a job in a store.
- \_\_\_ 4. Jennifer asserts that she is Luke's ticket out of hiding.
- \_\_\_ 5. Mrs. Talbot is now married to her third husband.
- \_\_\_ 6. Through meetings at a distant shopping mall, Jennifer has organized thousands of illegal children to send letters to the Government to demand their rights.
- \_\_\_ 7. Jennifer wants a fake ID so she can adopt a new identity, but her parents refuse to help her get one.
- \_\_\_ 8. Mr. Garner tries to grow food indoors, but the Government stops him.
- \_\_\_ 9. Jennifer is accidentally killed by her father when his gun goes off.
- \_\_\_ 10. Mr. Talbot explains that he is trying to sabotage the Population Police and the totalitarian Government by working from within.

**Part IV: Essay (40 points)**

Choose two and answer in complete sentences.

- 1. Explain how Luke is different from his brothers.
- 2. Which character in *Among the Hidden* do you find most admirable? Why?
- 3. Compare and contrast the Talbots and the Garners.
- 4. What is the author's message about truth in this novel?



## COMPREHENSION TEST B

### Part I: Multiple Choice (20 points)

Underline the correct answers.

1. Luke has never seen anyone but his (parents and brothers, relatives and classmates).
2. Luke plans to keep himself busy (reading and studying, cooking and cleaning), but his father is terrified that he will be discovered and so forbids him to leave the attic.
3. Jennifer communicates with other forbidden children through (hidden meetings in fields, a computer chat room).
4. Mrs. Talbot has had (one husband, three husbands).
5. Much to Jennifer's scorn, Mrs. Talbot spends her days (shopping, farming).
6. Jennifer gives Luke his first taste of (meat, potato chips).
7. Realizing the Government's power to track people and intimidate them, Luke wonders if his (close friends, brothers) might someday betray him for the reward money.
8. Luke is caught by Jennifer's (uncle, stepfather), a powerful Government official.
9. Luke learns that about (40, 1,000) forbidden children were killed by the Population Police at the rally.
10. Mr. Talbot offers Luke a (fake ID, car) and new life.

### Part II: Matching (20 points)

Complete each of the following descriptions with a name from the list that follows. Place the letter of your answer in the blank provided at left.

- |  |                          |
|--|--------------------------|
| ___ 1. a dead Baron whose identity Luke adopts     | A. Edna Garner           |
| ___ 2. Luke's older brothers                       | B. the Population Police |
| ___ 3. a renegade member of the Population Police  | C. Lee Grant             |
| ___ 4. the shadow child who leads the doomed rally | D. Harlan Garner         |
| ___ 5. Luke's father, a farmer                     | E. Matthew and Mark      |
| ___ 6. Jennifer's mother                           | F. Mrs. Talbot           |
| ___ 7. people who kill Jennifer                    | G. Luke Garner           |
| ___ 8. fellow third children in the chat room      | H. Mr. Talbot            |
| ___ 9. Luke's gentle, kind mother                  | I. Sean and Carlos       |
| ___ 10. the teenage boy who adopts a fake identity | J. Jennifer              |

**Part III: Motivation (20 points)**

Complete each phrase below with a reason or justification.

1. Luke's parents have kept him hidden because
2. Luke tries to be positive and not complain because
3. With the woods cut down, Luke is now forbidden to eat at the table with the family because
4. Mrs. Garner takes a job in a factory because
5. Although he is terrified, Luke sneaks out of the house to
6. Jennifer gives Luke many books and pamphlets so
7. Jennifer wants all the illegal children to march on the Government to
8. Luke refuses to go with Jennifer and march on the Government because
9. The Population Police come to the Talbot home because
10. Luke accepts the fake ID and the new identity from Mr. Talbot so

**Part IV: Essay (40 points)**

Choose two and answer in complete sentences.

1. Describe how Luke changes as the novel progresses.
2. Analyze Jennifer's character. Is she a brave martyr or a reckless fool?
3. Describe the novel's setting and explain its importance to the story.
4. Trace the novel's plot. Include the rising action, climax, and resolution.

## ANSWER KEY

### VOCABULARY TEST

- |      |       |       |       |
|------|-------|-------|-------|
| 1. a | 6. k  | 11. b | 16. i |
| 2. s | 7. q  | 12. f | 17. n |
| 3. p | 8. o  | 13. m | 18. h |
| 4. j | 9. r  | 14. t | 19. g |
| 5. c | 10. d | 15. e | 20. l |

### COMPREHENSION TEST A

#### Part I: Matching (20 points)

- |      |       |
|------|-------|
| 1. E | 6. F  |
| 2. I | 7. J  |
| 3. C | 8. A  |
| 4. G | 9. H  |
| 5. B | 10. D |

#### Part II: Multiple Choice (20 points)

- |           |                          |
|-----------|--------------------------|
| 1. woods  | 6. attic vent            |
| 2. third  | 7. shadow children       |
| 3. attic  | 8. intelligent and brave |
| 4. pigs   | 9. junk food             |
| 5. Barons | 10. free                 |

#### Part III: True/False (20 points)

- |      |       |
|------|-------|
| 1. T | 6. F  |
| 2. F | 7. F  |
| 3. F | 8. T  |
| 4. T | 9. F  |
| 5. T | 10. T |

#### Part IV: Essay (40 points)

Answers will vary.

### COMPREHENSION TEST B

#### Part I: Multiple Choice (20 points)

- |                         |                 |
|-------------------------|-----------------|
| 1. parents and brothers | 6. potato chips |
| 2. cooking and cleaning | 7. brothers     |
| 3. computer chat room   | 8. stepfather   |
| 4. three husbands       | 9. 40           |
| 5. shopping             | 10. fake ID     |

#### Part II: Matching (20 points)

- |      |       |
|------|-------|
| 1. C | 6. F  |
| 2. E | 7. B  |
| 3. H | 8. I  |
| 4. J | 9. A  |
| 5. D | 10. G |

#### Part III: Motivation (20 points)

1. he is a forbidden third child
2. he does not want to make life any harder for his family
3. someone outside could see his shadow through the shades
4. the Government forces the Garners to sell their pigs and the family receives a tax bill three times larger than the previous one
6. he can understand the Government and his situation
7. demand their freedom and full rights to live as they please
8. he is terrified of the journey and of being captured
9. they traced the chat room through the computer
10. he can help other third children and the entire society by raising better crops, etc.

#### Part IV: Essay (40 points)

Answers will vary.



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