



Feed
M.T. Anderson

Teacher's Guide
Written By Laurie Rozakis, Ph.D.

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**LIVING
LITERATURE
SERIES**

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Synopsis

Part 1

The novel is set in the future. Titus, the teenage narrator, explains that he and his friends went to the moon on spring break, but "the moon turned out to completely suck." All of the teenagers have a "feed"—an Internet/television-like device implanted in each person's brain. The feed sends a constant stream of advertisements, television shows, and songs. Every message is designed to get the user to buy something. Titus and his friends have never questioned the use of this mind-controlling device. "Chats" flow privately from mind to mind, Titus flies an "upcar," and people go "mal" (short for "malfunctioning") by scrambling the feed and experiencing intoxicating seizures.

Earth is completely polluted. The oceans are already dead; air is created in factories. Everyone is getting lesions from the pollution. People live in stacked-up neighborhoods with an artificial sun and sky. Banner ads and sit-coms transmitted through the feed dub the lesions the newest hot trend. Titus' friends Loga, Calista, and Quendy keep going to the bathroom to restyle their hair every time the fashion changes.

On the moon, Titus meets home-schooled Violet, who thinks for herself, searches out accurate news of world events, and asserts that "Everything we've grown up with, the stories on the feed, the games, all of that is all streamlining our personalities so we're easier to sell to." Intrigued by Violet's uniqueness, Titus begins a relationship with her despite his friends' objections.

Their vacation on the moon ends abruptly. One evening in a nightclub, a protester – a "hacker and naysayer of the worst kind" – yells, "We enter a

time of calamity!" and touches the teens in such a way that their feeds malfunction.

Part 2

Titus and his friends wake up in the hospital to find that they are disconnected from the feed. They are totally bored, completely unable to amuse themselves without the constant barrage from the feed.

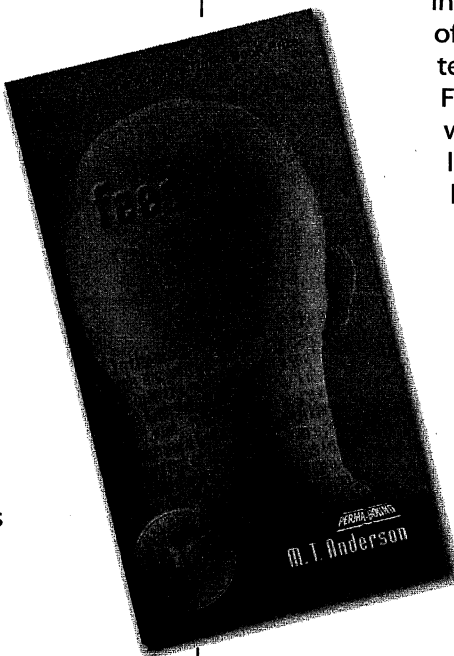
Titus and Violet learn more about each other. He comes from a wealthy family; Violet, in contrast, is poor—the daughter of a college professor. Ironically, he teaches the "dead languages" – Fortran and Basic. Because Violet was home-schooled, she is highly literate. In contrast, Titus can barely read and write because he was educated in School™. Now a trademarked concept, School™ is run by the corporations for the sole purpose of teaching people to consume the products they sell.

Corporations dominate the information stream, and kids learn to employ the feed more efficiently in School™.

Part 3

Released from the hospital, Titus is delighted to have the feed back on, with all the people talking in his head. Violet reveals that her feedware is damaged. She received the feed when she was seven years old, rather than at birth like most other children, and her feed malfunctions as a result. Violet experiences both physical and mental symptoms of the breakdown.

Violet and Titus go to a mall, where Violet delights in playing games with the salespeople by shopping for odd items that she has no intention of purchasing. She is creating a deliberately baffling customer profile on her feed. To compensate for his "ordeal" in the nightclub and hospital, Titus's parents buy him his very own upcar. Titus agonizes over the choice of color and style, nearly frantic with his



desire to get the "in" car of the moment. When Violet protests over the idiocy of rewarding him for nothing, Titus is baffled. He sees nothing wrong with his parents' gift; rather, he feels entitled to it.

Titus's parents reminisce about his conception: as with all children, Titus was created in a conceptionarium. His parents selected his attributes. Chief among them is his resemblance to a popular movie star of the day. Since the earth is so polluted, it is too dangerous to conceive a child "free style." For example, Titus's idiotic friend Link was cloned from some blood on Mary Todd Lincoln's dress, making him a clone of Abraham Lincoln.

Titus finally visits Violet's home and is appalled that there are books all over. Violet reveals that her mother deserted when she was very young; her family consists of her professorial father only. Violet and Titus spend a day in the country, at a filet mignon farm. They also visit the sea, shielded in protective suits against the smell. At a party one night, Violet explodes, yelling at the other teenagers that they are all being raised for food and being eaten. Titus is appalled at what he takes to be her bad behavior.

Part 4

Violet is hospitalized as her feed degrades further. Her father implores the corporations to pay for repairs because he cannot afford them. The corporations refuse to repair her feed because she is too perceptive and rebellious. They cite her ambiguous customer profile as proof. Violet is released from the hospital and sent home to die. Violet sends Titus long lists of her memories and the things that she wants to do, but he ignores her memories. He cannot sustain the friendship as her feed malfunctions and she begins to shut down. They try a vacation in the mountains, but it is a disaster. Violet, a virgin, wants to have sex. Although Titus is very experienced, he keeps visualizing her already dead and cannot perform.

Later, when Violet is close to death, Titus visits her. She is unable to speak or respond. Back home, Titus goes on a spending spree until he has exhausted his credit. He returns to Violet's home the next day and tells her stories, stories she craves so she will remember her life. The novel ends with a banner ad from the feed. The ad states: "Everything must go."

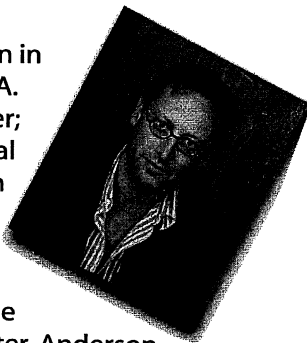
Timeline

- 1868** John Stuart Mill uses the term dystopia in a parliamentary speech, possibly the first recorded use of the term.
- 1879** In *The Begum's Fortune*, Jules Verne contrasts utopian and dystopian societies. Some consider the novel the first modern dystopia; others, an important forerunner.
- 1898** H.G. Wells' novel *War of the Worlds*, the first depiction of an alien invasion of Earth.
- 1899** H. G. Wells' *The Story of the Days to Come* and *When the Sleeper Wakes*, considered by some to be the first modern dystopias.
- 1908** H.G. Wells' *The War in the Air*, the first prediction of air raids against cities.
- 1914** H.G. Wells' *The World Set Free*, the first prophecy of devastating nuclear wars that will end civilization. Charlotte Perkins Gilman's *Herland*, debatably the first feminist dystopia.
- 1920** Karel Capek's play *R.U.R.*, introduces the term robot and the modern robot concept, and is the first elaborate depiction of a machine take-over.
- 1925** Franz Kafka's novel *Der Prozess*, a pessimistic perspective on modern society that influences dystopian fiction.
- 1926** Fritz Lang's movie *Metropolis*, first dystopian movie.
- 1932** Aldous Huxley's dystopian *Brave New World*.
- 1948** George Orwell's *1984*, anti-totalitarian dystopia. It is the most influential dystopian novel of all time.
- 1952** The heart pacemaker, the first implanted mechanical body enhancement, is introduced. To some, this event marks the beginning of the post-human era. Fredrick Pohl's *The Space Merchants*, the first elaborate satire of commercialism and consumerism. It introduces the concepts of corporate dominion, corporate exploitation, and corporate wars. Kurt Vonnegut's *Player Piano*, the first depiction of a pseudo-utopian society run by a computer. The term "dystopia" is popularized in *Quest for Utopia* by Glenn Negley and J. Max Patrick.
- 1966** Harry Harrison's *Make Room, Make Room*. In 1973, it is adapted for the movies as *Soylent Green*.

- 1967** The first heart transplant; adapted in literature as the theme of humans as spare parts.
- 1968** Stanley Kubrick's and Arthur C. Clark's *2001: A Space Odyssey*.
Phillip K. Dick's *Do Androids Dream of Electric Sheep?*
- 1971** Stanley Kubrick's movie adaptation of *A Clockwork Orange*.
- 1972** John Brunner advances the dystopian theme of environmental collapse in *The Sheep Look Up*.
- 1979** Ridley Scott's horror movie *Alien*.
- 1982** Ridley Scott's *Blade Runner* sparks debates on hyper-technology and urbanization.
- 1987** Margaret Atwood's *The Handmaid's Tale*, the first feminist dystopia to gain wide recognition.
- 1990** William Gibson and Bruce Sterling's *The Difference Engine*, the first dystopian steampunk novel.
- 1997** Andrew Niccol's movie *Gattaca*, the first major genetic-engineering dystopia.
- 2003** Margaret Atwood's *Oryx and Crake*, a radical renewal of the bio-engineering horror concept.

Author Sketch

M.T. Anderson was born in 1968, in Cambridge, MA. His father is an engineer; his mother, an Episcopal priest. Anderson began his college education at Harvard University in 1987 and completed his B.A. at Cambridge University four years later. Anderson earned his M.F.A. from Syracuse University in 1998.



Anderson began his professional career as an editorial assistant with Candlewick Press in Cambridge, MA, where he worked from 1993 to 1996. He was also on the faculty of Vermont College, teaching a course called Writing for Children.

Explaining his motivation to write, Anderson commented in an interview: "Writing is a kind of weakness, I think. We write because we can't decipher things the first time around. As a reader, I like best those books in which the author, mulling things over for him or herself, enables readers to see a

world anew... I admire books that facilitate renewed awareness of the way we live, and this is what I'm attempting in my own work: renewed awareness both for myself and, I hope, for my readers. That's my goal, in any case."

Critics Corner

Feed won the 2002 *Los Angeles Times Book Award* and was a finalist for the 2002 National Book Award. According to a *Publishers Weekly* reviewer, the book offers a "scathing indictment" of our culture's emphasis on corporate and media power. "Titus proves a believably flawed hero, and ultimately the novel's greatest strength lies in his denial of and uncomfortable awakening to the truth. This satire offers a thought-provoking and scathing indictment that may prod readers to examine the more sinister possibilities of corporate- and media-dominated culture."

Elizabeth Devereaux, writing in *New York Times Book Review*, called the book "subversive, vigorously conceived, painfully situated at the juncture where funny crosses into tragic." She argues that *Feed* "demonstrates that young-adult novels are alive and well and able to deliver a jolt."

Other Books By The Author

- Thirsty* (1997)
- Burger Wuss* (1999)
- Handel, Who Knew What He Liked* (2001)
- Strange Mr. Satie* (2003)
- The Game of Sunken Places* (2004)
- Just Me, All Alone, At the End of the World* (2004)
- Serpent Came to Gloucestercaster* (2005)
- Whales on Stilts* (2005)

Bibliography

- Booklist*, November 15, 1999, Jean Franklin, review of *Burger Wuss*, p. 613; December 15, 2001, p. 727.
- Contemporary Authors Online*, Gale, 2004.
- General Music Today*, winter, 2002, Richard Ammon, review of *Handel, Who Knew What He Liked*, p. 31.
- Horn Book*, May-June, 1997, p. 313; November, 1999, Peter Sieruta, review of *Burger Wuss*, p. 732; September-October, 2002, pp. 564-565.

Kirkus Reviews, January 1, 1997, p. 56; September 15, 2001, review of *Handel, Who Knew What He Liked*, p. 1352; November-December, 2001, p. 767; September 1, 2002, p. 1301.
New York Times Book Review, November 12, 2002, Elizabeth Devereaux, review of *Feed*, p. 47.
Publishers Weekly, January 27, 1997, p. 108; August 2, 1999, Review of *Burger Wuss*, p. 86; October 15, 2001, p. 72; July 22, 2002, p. 181.
School Library Journal, December, 2001, Wendy Lukehart, review of *Handel, Who Knew What He Liked*, p. 117; September, 2002, p. 219.

General Objectives

1. To analyze the conventions of satire
2. To analyze a work of dystopian literature
3. To appreciate the author's unique style
4. To assess each character's personality
5. To trace the plot
6. To appreciate the author's creativity
7. To explore the themes of materialism and consumerism
8. To find examples of compassion
9. To recognize the significance of setting
10. To describe the book's mood

Specific Objectives

1. To find elements of realism and science fiction
2. To analyze the novel's symbolism
3. To determine what people need to know to be considered educated
4. To understand why Violet is denied medical treatment
5. To appreciate the novel's biting humor
6. To assess Violet's intelligence and disillusionment
7. To compare and contrast Violet and Titus
8. To analyze the novel's tone
9. To understand how the "feed" works
10. To determine the author's purpose in this novel

Literary Terms And Applications

For a better understanding of M. T. Anderson's style, present the following terms and applications to the novel:

satire writing that ridicules or criticizes individuals, ideas, institutions, social conventions, or other works of literature. The writer of a satire (a satirist) may use a tolerant, sympathetic tone or an angry, bitter tone. Some satire is written in prose, such as Jonathan Swift's *A Modest Proposal*. Other satire is poetry, such as "Miniver Cheevy" or "The Unknown Citizen." *Feed* is a satire set on Earth in the future where television and computers are connected directly into people's brains when they are infants. The result is a satire on our consumer society where empty-headed kids are driven by fashion, shopping, and the avid pursuit of silly entertainment, all created and reinforced by the constant customized exhortations in their brains to "buy, buy, buy." Anderson satirizes this world through Titus, a teenage narrator who, like everyone around him, is almost completely inarticulate. Titus's vocabulary is a dead-on parody of the worst "teen-speak." The satire peaks when readers finally meet Titus's parents, who are just as inarticulate and empty-headed as he is.

science fiction fantasy writing that tells about make-believe events that include science or technology. Often, science fiction is set in the future, on distant planets, or among alien races. *Feed* is set on Earth in the distant future, when the planet has become so polluted that communities are enclosed in pods. In this terrifying vision of the future, corporations run the world, determining all education and information available to the people.

style an author's distinctive way of writing. Style is made up of elements such as word choice, sentence length and structure, figures of speech, and tone. An author may change his or her style for different kinds of writing and to suit different audiences. In poetry, for example, an author might use more imagery than he or she would use in prose. In *Feed*, Anderson apes contemporary "teenspeak" to convey his characters' limitations in education and intelligence. For example, Titus says, "It was maybe, okay, maybe it was like two days after the party with the 'never pukes when he chugalugs' that Violet chatted me first thing in the morning..." As this example shows, Anderson created new words to establish the realism of his make-believe world, terms such as "chatted me."

The Importance Of Setting

Feed takes place on Earth in the future. Television and computers are connected directly into people's brains when they are babies. The result is a terrifying consumer society where people are obsessed with having the latest style. For example, during parties girls duck into the rest room to rearrange their hair styles when the feed tells them the styles have changed. They chant the names of popular soda brands over and over. They even have painful fake lesions cut into their skin to be in style.

In this future world, the earth has become so polluted that it has died. The oceans are so foul that no one can stand near them without wearing protective gear; the atmosphere has become so fetid that air has to be manufactured in factories. People are losing their hair and skin; everyone is covered in real dripping lesions. It is not a reassuring glimpse of what awaits us if we continue on our current path of rampant mindless consumerism and pollution.

Cross-Curricular Sources

Books

Eoin Colfer, *The Opal Deception*
 Philip K. Dick, *Do Androids Dream of Electric Sheep?*
 Cameron Dokey, *Sunlight and Shadow*
 Nancy Farmer, *The Sea of Trolls*
 Nancy Farmer, *The House of the Scorpion*
 Madeleine L'Engle, *A Wrinkle in Time*
 C.S. Lewis, *The Chronicles of Narnia*
 Lois Lowry, *The Giver*
 George Orwell, *1984*
 Christopher Paolini, *Eldest and Eragon*
 James Patterson, *Maximum Ride: The Angel Experiment*
 Jonathan Swift, *Gulliver's Travels*
 J.R.R. Tolkien, *The Hobbit*

DVDs And Videos

2001: A Space Odyssey
Blade Runner
Clockwork Orange
Gattaca
Soylent Green
Star Wars

Audio

Feed (Audiofile, 2003)

Internet

M.T. Anderson Fan Club

www.allscifi.com/Topics/Topic_11979.asp

M.T. Anderson Bibliography

www.fantasticfiction.co.uk/authors/M_T_Anderson.htm

BookPage Interview

www.bookpage.com/0407bp/mt_anderson.html

Authors & Illustrators

<http://candlewick.com/athill.asp>

Themes And Motifs

A study of the central issues and situations in M.T. Anderson's *Feed* should include these aspects:

Themes

- advertising
- consumerism
- death
- economics
- education
- a future
- humor
- pollution
- science fiction
- symbolism

Motifs

- being manipulated by the media
- becoming a mindless consumer
- cloning
- the breakdown of families
- the destruction of earth
- receiving a grossly inadequate education
- not being able to express yourself
- economic differences
- coping with being different from others
- understanding the conventions of satire

Meaning Study

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

1. When you're going places with other people, with this big group, everyone is leaning toward each other, and people are laughing and they're chatting, and things are great, and it's just like in a commercial for jeans, or something with nougat. (p. 4)
(Titus's only frame of reference is commercials because he has been fed a steady diet of commercials through his feed. As a result, his thoughts and ideas are limited, as is his means of expression. From the very beginning of the novel, we see the horrifically negative effects of a consumer, materialistic culture.)
2. They were like shouting, "Chip in my head? I'm better off dead!" (p. 32)
(Titus's friend Loga is mocking the people who are protesting the feed. She cannot understand why they would object to something as wonderful as the feed. This satiric comment shows that people are indeed better off dead than being subjected to the constant bombardment of the feed. In addition, it foreshadows Violet's death.)
3. ...because now I saw that there was no one on the boat, which was even more stupid, and was kind of how I felt, that the sails were up, and the rudder was, well, whatever rudders are, but there was no one on board to look at the horizon. (p. 49)
(In this heavily symbolic passage, Titus likens himself to the static portrait of a boat that is hanging on the wall. Like the boat, he is adrift. Sadly, he does not even realize that he will never be able to steer a course – determine his own life—as shown by the fact that he does not even know that rudders are steering devices.)
4. "What do you think about resisting?" (p. 103)
(Violet has been resisting the feed. She mistakenly assumes that she has found a fellow protester in Titus. She has not.)
5. "The feed is tied into everything." (p. 170)
(The feed is not merely a computer chip that sends messages to the brain. Rather, it is tied into the entire body, including a person's emotions, memory, and ability to move. This makes it all the more dangerous and insidious. Ultimately, Violet dies when her feed fails because her entire body fails as a result.)
6. He was cloned from the bloodstains found on Lucy Todd Lincoln's opera cloak. (p. 186)
(First of all, Titus means Mary Todd Lincoln, not Lucy Todd Lincoln, so this quote shows his ignorance of even the most basic history. Second, the line refers to Titus's large, goofy, and immature friend Link, cloned from Abraham Lincoln. This shows how far society has degraded, when the genetic clone of Abraham Lincoln is a dunce.)
7. Violet was screaming, "Look at us! You don't have the feed! You are feed!" (p. 202)
(Violet realizes that everyone is being raised for food, to be consumers and nothing more. She is completely correct, but the others do not understand what she is saying. They delight in being nothing more than ill-educated consumers.)
8. I deleted everything she had sent me. (p. 254)
(As Violet is dying, she sends her memories to Titus so she won't be forgotten. Titus does not want to get that deeply involved and so he retreats. As a result, her life and resistance will be futile.)
9. "We Americans," he said, "are interested only in the consumption of our products." (p. 290)
(Violet's father lectures Titus on how the society has failed its members. His daughter is nothing more than a product and when she fails—when she starts to break down because her chip is faulty—she is discarded.)
10. Everything must go. (p. 299)
(The last line in the book has a double meaning. On the obvious level, it refers to a huge sale, when all products must be sold. Symbolically, it also refers to the collapse of the society.)

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. When and where does the story take place?
(The story takes place in the future on Earth and briefly, on the moon.)
2. How does Titus meet Violet?
(They meet during spring break on the moon.)
3. Why do the other teenagers think that Violet is strange?
(She has been home-schooled; her feed was installed when she was seven years old rather than at birth; and most of all, she resists the society's rampant consumerism.)
4. What is wrong with Violet?
(Her feed is defective and she is dying as a result.)
5. Why won't the corporations help Violet?
(The corporations refuse to repair her feed because she is too perceptive and rebellious.)

Questions 6-8 (Interpretative Level)

6. How is this society the same and different from contemporary American society?
(Possible answer: Both are based on consumerism and materialism, but the future society is based on that and nothing more.)
7. Why does everyone think the lesions are attractive?
(The people have been manipulated by the media into finding the lesions attractive, even though the lesions are disgusting running sores.)
8. What is the theme or main idea of this book?
(The theme is the importance of individuality and resisting the "feed"—mindless materialism and commercialism.)

Questions 9 and 10 (Critical Level)

9. What do you think Link represents in the novel?
(He symbolizes the decline of the civilization. As a clone of Abraham Lincoln, we would expect Link to be brilliant, heroic, and principled. Instead, he is immature, stupid, and ape-like. It is no wonder that Violet thinks that his name stands for the "Missing Link.")
10. What parts of this book did you find humorous? Why?
(Students could cite the kids' empty speech, for instance, or their unthinking adherence to mindless trends.)

Questions 11-12 (Creative Level)

11. Hold a roundtable discussion in which you explore how we can reduce materialism and consumerism.
12. Working with a group of classmates, dramatize the way that you would protest the feed.

Across The Curriculum

Art/Music

1. Draw or make a scale model of an upcar.
2. Make an advertisement for a vacation on the moon. Target a teen audience on spring break.
3. Imagine that you are creating a movie of *Feed*. Choose background music for three especially dramatic scenes.
4. Using scenes from the novel, create a mural of the main events.
5. Recast this novel as a board game. Include a playing board, playing pieces, and rules. Then demonstrate how to play the game for the class.

Language Arts

1. The novel starts with an excerpt from the poem "Anthem for St. Cecilia's Day" by W. H. Auden. Explain the allusion and tell why you think Anderson began the novel with this quotation.

2. *Feed* can be called a “dystopia.” Explain this term and describe why you think it does or does not fit the novel.
3. When Violet is dying, her father tells Titus to leave and “hang with the eloi.” Explain this reference from *The Time Machine* by H.G. Wells.
4. Read another dystopic novel, such as George Orwell’s *1984*. Compare and contrast it to *Feed*.
5. Make a glossary for the slang expressions used in the novel, such as “completely suck,” “I’m null,” and “unit.” Include at least ten expressions and their meaning.
6. Each section of the book ends with sample advertisements from the feed. Write a new set of ads, based on products that are sold in America today.

Social Studies

1. In the novel, the term “school” is trademarked. Find out how a product gets trademarked. Share your findings with a small group of classmates.
2. The President of the United States in the novel is having a difficult time dealing with foreign nations. Learn the qualifications for becoming president of the U.S.
3. In the novel, the Earth is dying because of pollution. Research the agency responsible for monitoring Earth’s pollution. What are the most powerful laws we have today to control pollution?
4. Make a timeline tracing the landmark events in the establishment of America’s educational system.

Science/Math

1. The first chapter of the novel is called “your face is not an organ.” Determine whether or not your face is an organ. Then list at least ten major organs in your body and the systems to which they belong.
2. Loga tells Calista that she is “flat-lining.” Define the term and explain what happens when a person flat-lines.

3. The teens travel to the moon for spring break. Calculate the distance to the moon. Then calculate how long it would take someone to travel to the moon today, given the state of our aeronautical technology.
4. Most of the teenagers in the novel drink to excess. For example, “I had been drinking pretty hard the night before,” Titus says in Chapter 1. Make a poster to show how alcohol affects the brain.
5. The kids have fun playing in the moon’s gravity. Make a chart showing the gravity on each of the nine planets in our solar system. Explain how our movements would be affected on each planet, due to its gravity.
6. Hypothesize what might be causing the lesions that everyone in the novel has. Suggest some possible treatments, too.
7. One of the upcars is advertised as having 18.9% A.P.R. Explain what this means. Then calculate how much you would pay on a loan of \$10,000 with an 18.9% A.P.R.

Speech/Drama

1. Violet’s father accuses Titus of throwing Violet away. Titus responds that they have only been going out a short time and he has no responsibility for her. With a partner, debate this issue. Does Titus have a responsibility to Violet or not?
2. Hold a debate between the protesters and those who support the feed.
3. Debate whether or not *Feed* should be mandatory reading in your school.
4. Choose a dramatic scene from the novel, such as the nightclub scene with the protester disrupting the feed. Working with some classmates, perform the scene.
5. Working with a partner, role-play the scene in which Violet and Titus first meet.

Alternate Assessment

1. Discuss what you learned about consumerism and materialism from *Feed*.
2. Make a list of actions that show that Violet is heroic.
3. Write the next chapter in *Feed*. Tell what happens to Titus and his friends.

Teacher's Notes

Vocabulary

Complete the crossword puzzle with the following words from *Feed*.

Word Bank

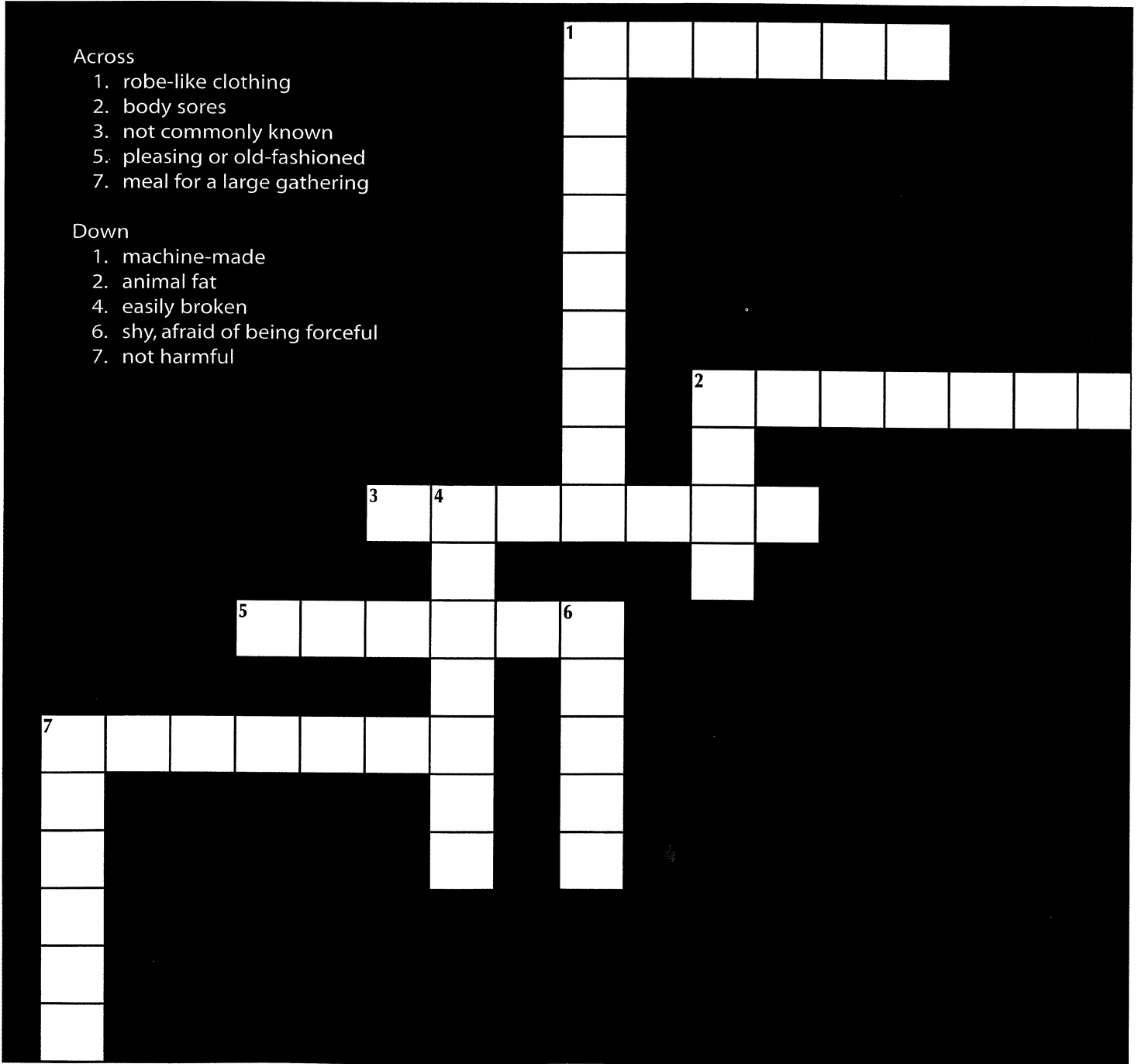
banquet brittle benign lard lesions obscure quaint sarong synthetic timid

Across

- 1. robe-like clothing
- 2. body sores
- 3. not commonly known
- 5. pleasing or old-fashioned
- 7. meal for a large gathering

Down

- 1. machine-made
- 2. animal fat
- 4. easily broken
- 6. shy, afraid of being forceful
- 7. not harmful



Comprehension Test A

Part I: Matching (20 points)

Match each description with a name from the list. Place the letter of your answer in the blank provided at left.

- | | |
|-----------------|--------------------|
| A. Titus | F. Loga |
| B. Smell Factor | G. Violet's father |
| C. Violet | H. Steve |
| D. Link | I. the moon |
| E. the mall | J. M.T. Anderson |

- ___ 1. A professor of dead languages such as BASIC and FORTRAN
- ___ 2. The place where Violet and Titus meet
- ___ 3. The author of *Feed*
- ___ 4. The girl with whom Titus had a relationship six months earlier
- ___ 5. He is a clone of Abraham Lincoln.
- ___ 6. The novel's narrator
- ___ 7. Titus's father
- ___ 8. The place where Violet plays games with shop owners
- ___ 9. The teenager who dies when her feed malfunctions
- ___ 10. Titus's six-year-old brother

Part II: Identification (20 points)

Briefly describe each person, place, or thing and explain why it is important in the story.

- 1. "feed"

- 2. the ocean

- 3. upcars

- 4. "Everything must go"

- 5. Link

Comprehension Test A (Page 2)

Part III: True/False (20 points)

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

- ___ 1. In this future world, people live in the sky on floating homes.
- ___ 2. Violet has been educated at home by her father.
- ___ 3. When their feeds are disconnected in the hospital, Titus and his friends feel free and happy for the first time in their lives.
- ___ 4. Titus can barely read and write but he is very intelligent nonetheless.
- ___ 5. School is run by the corporations for the sole purpose of teaching people to consume the products they sell.
- ___ 6. Violet's feedware is damaged because she received her feed later in life.
- ___ 7. Violet delights in playing games with the salespeople by shopping for odd items that she has no intention of purchasing.
- ___ 8. Titus visits Violet's home and is shocked that there aren't any books or magazines in the house.
- ___ 9. Violet sends Titus long lists of her memories and the things that she wants to do, which he prints out and saves in a binder.
- ___ 10. Titus was created in a conceptionarium, his parents selecting his attributes.

Part IV. Essay (40 points)

Choose two and answer in complete sentences on the essay response page.

1. The author dedicates the novel "to those who would resist the feed." Explain what he means and who those people might be.
2. Summarize the events in *Feed*.
3. Explain how the novel is a satire. What aspects of society is Anderson holding up to ridicule?
4. Compare and contrast Titus and his friends to you and your friends. Show similarities and differences.

Comprehension Test B

Part I: Fill in the Blank (20 points)

Write in the term that best completes each of the following statements.

1. In this future world, many people have a **(mal, feed)** implanted in their brain.
2. This device sends **(advertisements, food)** in a steady stream.
3. In this future world, everyone is getting **(asthma, lesions)** from the pollution.
4. **(Corporations, Scholars)** determine what information people receive.
5. Violet received her device when she was **(seven, seventeen)** years old, rather than at birth like most children.
6. To compensate for his ordeal in the nightclub and hospital, Titus's parents buy him his very own **(upcar, home)**.
7. Titus visits Violet's home and is horrified that it is filled with **(pets, books)**.
8. Violet's father works as a **(professor, gardener)**.
9. Titus's idiotic friend Link is a **(brother, clone)** of Abraham Lincoln.
10. When he finally realizes that Violet is dying, Titus goes **(to church, on a spending spree)**.

Part II: Identification (20 points)

Briefly describe each person, place, or thing and explain why it is important in the story.

1. chats
2. the filet mignon farm
3. mal
4. School™
5. puppets

Comprehension Test (Page 2)

Part III: True/False (20 points)

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

- ___ 1. Titus and his friends went to the moon on spring break for a vacation.
- ___ 2. Earth is so polluted that it is dying.
- ___ 3. Loga, Calista, and Quendy restyle their hair every time the fashion changes.
- ___ 4. Titus and Violet are in the same class at School.™
- ___ 5. All of Titus's friends really like Violet because she is cool.
- ___ 6. Titus was created in a conceptionarium, his parents selecting his attributes.
- ___ 7. Violet's father teaches the "dead languages" – French, Spanish, and Latin.
- ___ 8. Violet receives free medical care because she is so deserving.
- ___ 9. Violet's mother deserted the family and Violet has not heard from her in years.
- ___ 10. Violet sends Titus long lists of her memories, but he ignores them.

Part IV: Essay (40 points)

Choose two and answer in complete sentences on the essay response page.

- 1. Trace the novel's plot. Include some events from the rising action, climax, and resolution.
- 2. Choose two names from the novel and explain what they say about the world the characters live in. Possibilities include Titus, Link, Violet, and Quendy, for instance.
- 3. Violet lists many things that she wants to do before she dies. Explain two things that you want to do in your lifetime.
- 4. Identify two characters whom you believe were heroic in the novel. Give specific reasons from the book to justify your choices.

VOCABULARY**ACROSS**

1. sarong
2. lesions
3. obscure
5. quaint
7. banquet

DOWN

1. synthetic
2. lard
4. brittle
6. timid
7. benign

COMPREHENSION TEST A**PART I: MATCHING (20 POINTS)**

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

PART II: IDENTIFICATION (20 POINTS)

1. A "feed" is an Internet/television-like device implanted in each person's brain in the novel. It transmits a constant stream of advertisements.
2. The ocean has become so polluted that it has died. "It was dead, but very colorful," Titus says. People who come near the ocean have to wear protective suits so they won't smell its foulness.
3. Upcars are personal vehicles. Like our cars, they transport people from place to place; unlike our cars, they can fly.
4. "Everything must go" is the last line in the book. It has a double meaning. On one level, it refers to a huge sale, where no items will be held back. On a symbolic level, it refers to the collapse of the society.
5. Link is not the missing link, as Violet assumes. Rather, he is the clone of Abraham Lincoln. He is a symbol for the decline of society.

PART III: TRUE/FALSE (20 POINTS)

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

PART IV: ESSAY (40 POINTS)

Answers will vary.

COMPREHENSION TEST B**PART I: FILL IN THE BLANK (20 POINTS)**

- | | |
|-------------------|-------------------------|
| 1. feed | 6. upcar |
| 2. advertisements | 7. books |
| 3. lesions | 8. professor |
| 4. Corporations | 9. clone |
| 5. seven | 10. on a spending spree |

PART II: IDENTIFICATION (20 POINTS)

1. Chats are the private conversations that people have via their feed. These conversations occur within the brain, without any verbal communication.
2. Violet and Titus visit the filet mignon farm. Tissue is spread for miles and miles, creating a pattern of red from the blood running through the veins. Titus and Violet go through the steak maze. This is another satire on the decline of society, as Titus says with satisfaction, "I like to see how things are made, and to understand where they come from."
3. People go "mal" (short for "malfunctioning") by scrambling the feed. They have seizures and lose consciousness.
4. School™ is the educational system. Run by the corporations, it exists only to teach people how to use their feeds more effectively so they can buy more things.
5. Titus watches puppets on the feed, "teaching people everything." Symbolically, the people with the feed are little more than puppets, manipulated by the corporations.

PART III: TRUE/FALSE (20 POINTS)

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

PART IV: ESSAY (40 POINTS)

Answers will vary.

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