

A Teacher's Guide to **THE LINE** Written By: Teri Hall



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PRAISE FOR THE LINE

Young Adult Library Services Association Quick Pick Nominee for Reluctant Readers

“Hall nicely embeds the history of this repressive future world in a tense narrative that will leave readers intrigued with the mysterious Away. Rachel is an appealing character, and her young voice and the straightforward language make this a good choice for introducing young readers to the science-fiction genre. The abrupt cliff-hanger ending will create demand for the next book in the series.” ~ *Booklist*

“The author trims her prose for an upper-elementary audience, but the story easily can appeal to teens. Without any hint at current politics, she encourages young readers to think about the tension between freedom and security while keeping them engrossed in a suspenseful story. Well done indeed.” ~ *Kirkus Reviews*

“Clear, controlled prose builds burgeoning tension while unraveling carefully conceived plot twists, which address themes of totalitarianism, nuclear war, and xenophobia. Dimensional characters and compelling questions unveiled at the dangling finish will have readers awaiting the next installment.” ~ *Publishers Weekly*

STORY SUMMARY

From www.terihall.com:

In the not so distant future...

Rachel lives with her mother on The Property. The good thing about living there is that it's far from the city where the oppressive government is most active. The bad thing, at least to most people, is that it's close to the Line—an uncrossable section of the National Border Defense System, an invisible barrier that encloses the entire country.

She can see the Line from the greenhouse windows, but she is forbidden to go near it. Across the Line is Away, and though Rachel has heard many whispers about the dangers there, she's never really believed the stories. Until the day she hears a recording that could only have come from across the Line.

It's a voice asking for help.

Who sent the message? What is her mother hiding? And to what lengths will Rachel go in order to do what she thinks is right?

ABOUT THE AUTHOR

Teri Hall lives in the state of Washington. THE LINE is her debut novel.

Find out more at www.terihall.com.

For information on virtual school visits, go to:

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ABOUT THE BOOK

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219 pages

Recommended for readers ages 12 and older.

TEACHER'S GUIDE CONTENTS

1. PRE-READING ACTIVITIES

Activities and discussion starters to activate students' prior knowledge.

2. CHAPTER GUIDES

Chapter guides may be used to encourage whole class discussions, lead teacher-guided reading groups, or to provide structure for students working either in cooperative small groups or independently. **The guide is not meant to be assigned to students in its entirety.**

Each chapter guide includes:

- ▶ **Vocabulary** that might be new for your students. Choose a few words from each list and guide students in using context clues to infer meanings.
- ▶ **Discussion Starters** inspired by Bloom's Taxonomy that lead students from basic comprehension to higher level thinking skills.
- ▶ **Predicting** where students are invited to make predictions based on their analysis of the characters' traits in the story.

The chapter guides address the following curriculum standards:

Students will:

- √ Use prior knowledge, the text, context clues, to predict, clarify, and/or expand word meanings and concepts
- √ Cite passages from text to confirm or defend predictions and inferences
- √ Make inferences and predictions based on implicit and explicit information drawn from prior knowledge and text, and provide justification for those inferences.
- √ Interpret how situations, actions, and other characters influence a character's personality and development.
- √ Discuss responses to literary experiences with others.

- √ Identify the point of view used (first, or third person point of view) and interpret how point of view influences the text.
- √ Explain how a story would change if the narrator's perspective changed.
- √ Identify implied themes in text and support with evidence from the text.
- √ Compare and contrast the same conflict from the point of view of two different characters.
- √ Use structural analysis and concept-building vocabulary strategies to understand new words and concepts in informational/expository text and literary/narrative text.
- √ Analyze how a position on an issue attempts to balance individual rights and the common good.

Examples:

- Takes a position on federal immigration policy that attempts to balance human rights with national security.
 - Takes a position on government surveillance that attempts to preserve individual privacy while maintaining national security.
- √ Write in a character's voice (e.g., retells a story using the point of view and voice of a character in the story)
 - √ Write with a clearly defined voice appropriate to audience.

3. CULMINATING ACTIVITIES

Following the chapter guides, you'll find suggested culminating projects that address the eight multiple intelligences identified by Dr. Howard Gardner: Bodily-Kinesthetic, Interpersonal, Intrapersonal, Logical-Mathematical, Musical, Naturalistic, Verbal-linguistic and Visual-spatial. Consider having students choose a culminating activity that best matches their learning styles.

PRE-READING

1. Look at the title and cover. What do you think the title means? What appears to be inside the illuminated building?
2. Read the book's blurb about the story. Make a list of questions you have before beginning the first chapter.
3. Tell about a time someone asked you for help. Brainstorm scenarios where you might hesitate to help someone.
4. As a class, brainstorm a list of school rules that all students are expected to follow. Categorize the rules as shown in the chart below:

Good School Rules	Rules That Should Be Changed

Find a classmate's list that differs from yours. Can you convince your classmate to move a rule to the other side of the chart? Did someone convince you to change your mind?

CHAPTER 1

WORD STUDY

infamous	greenhouse	vied	coquettishly	forbidding
boisterous	scowled	reckless	underfoot	grizzled
bonsai	inevitable	taboo	callousness	husks
cannibals	barren	haze	imperceptible	dignitary
convulsed	cursory	fathom	expenditures	obsolescence

DISCUSSION STARTERS:

1. Why is Rachel *not* afraid of living near The Line? Why are others afraid? (*knowledge*)
2. How did the Unified States come into being? (*comprehension*)
3. Read the description on page two of the greenhouse, Rachel's favorite place. Write a descriptive paragraph of your own favorite place. (*application*)
4. The last few pages of the chapter are written from Elizabeth Moore's perspective. As you read these pages, does your opinion of Ms. Moore change? If so, how? (*analysis*)
5. Using descriptions from the chapter, sketch a map of the area where Rachel lives. (*synthesis*)
6. Rachel's mother, Vivian, says, "It is always a person's own actions that bring about any real changes, good or bad." Do you agree? Why or why not? Give examples to support your opinion. (*evaluation*)

PREDICT:

Is Ms. Moore's attitude toward Rachel beginning to change? Why or why not?

CHAPTER 2

WORD STUDY

apprehensive	digim	doused	coiffed
forlorn	garnet	scoffed	captivated
mesmerized	propagate	piqued	demeanor

DISCUSSION STARTERS:

1. What did Vivian do to upset Ms. Moore? (*knowledge*)
2. Why is Rachel convinced that Ms. Moore is hiding something? (*comprehension*)
3. If you were Rachel, how would you go about unlocking the secrets of Ms. Moore's past? (*application*)
4. Come up with a list of character traits that describe Jonathan. Cite at least one example from the chapter that illustrates each trait. (*analysis*)
5. Reread the section that explains how to care for orchids. Make a list of the most important points. Can you draw a parallel to how people are treated in the Unified States? (*synthesis*)
6. Read Rachel's opinions of different types of orchids including: phalaenopsis, cattleya, catasetum, and Dracula tubeana. Find their photos on a site such as <http://everything-orchids.com>. Do you agree with Rachel's assessments of the orchids? (*evaluation*)

PREDICT:

Will Ms. Moore eventually reveal her secrets to Rachel? Why or why not?

CHAPTER 3

WORD STUDY

archives	apprehending	sentences	casualty
creds	afghan	netcomm	travesty
scrapped	infraction	genids	barracks

DISCUSSION STARTERS:

1. What happened to Rachel's father? (*knowledge*)
2. Why did Rachel rarely disobey her mother? (*comprehension*)
3. One of Rachel's and Vivian's rituals is retelling the story of how they came to live on The Property. Bring in a photo to share that illustrates one of your family's favorite stories. (*application*)
4. Before Vivian found her job at The Property, she had been worried that she would end up in "the general Labor Pool" and she and Rachel would have to live in a community residence. What do you think this means? Do you think this is a good solution for the unemployed? Why or why not? (*analysis*)
5. List the pros and cons for people in the following categories: Profession, Private Enterprise, Gainfully Employed and Labor Pools. Which would you choose? Why? Read Ms. Moore's ad that Vivian answered. Write an ad for the kind of job you would choose in the Unified States. (*synthesis*)
6. What does it mean to be "Identified"? (*evaluation*)

PREDICT:

One advantage of living in the countryside is that Enforcement Officers don't usually come by. Will they pay a visit to The Property? If so, what will happen?

CHAPTER 4

WORD STUDY

potential	prohibited	incinerating	tactics
accords	pacts	disarm	unsubstantiated
fend	breaches	contamination	HYBRIDS

DISCUSSION STARTERS:

1. Why was Vivian upset with Rachel at the start of the chapter? (*knowledge*)
2. How did the tactics of war change after the Deactivation Acts? (*comprehension*)
3. Rachel's mother gave her a pop quiz on the National Border Defense System:

(A) Why was it constructed?

(B) Why was it controversial?

Take the quiz yourself or give it to a friend. Compare your answers with Rachel's answers. (*application*)

4. What does Vivian mean when she says to Rachel, "I don't know that most governments really *want* to stop war—it has too many uses." Do you agree? Why or why not? (*analysis*)
5. What happened to the people of Away? Pretend you are the president of the Unified States in the weeks leading up to the attack by Korusal. Come up with a plan that could protect your citizens living near the border opening. (*synthesis*)
6. The National Border Defense System was supposed to provide safety for citizens of the Unified States. It also took away some freedoms. Do you think this system is a good idea? Why or why not? (*evaluation*)

PREDICT:

At the end of the chapter, Rachel is "...intrigued by the possibility of what might become." Is she thinking about the orchids, or something else? What are some possible outcomes?

CHAPTER 5

WORD STUDY

askew	wracked	frivolity	sheen
facade	anesthetize	composure	gangly
sanctuary	unnerved	treachery	collaborators
ostensibly	subterfuge	unfounded	covertly

DISCUSSION STARTERS:

1. What happened to Ms. Moore? (*knowledge*)
2. Why did Ms. Moore, Vivian and Rachel all laugh after Ms. Moore broke her leg? (*comprehension*)
3. Vivian thought Rachel handled the accident with “great composure.” Would Rachel agree? Pretend that Rachel has written you an email describing what happened and how she handled the situation. What would her email say? (*application*)
4. What do you think is in Ms. Moore’s black box? Use clues from the text to infer what the contents might be. (*analysis*)
5. Vivian refers to loss of freedoms and mistrust of friends and neighbors. Compare this to contemporary political climates around the world. How does the Unified States’ economic system work? Are other world economic systems comparable? How? (*synthesis*)
6. What do you think of the formal way in which Ms. Moore speaks while waiting for the doctor? What does this say about her character? How would you have reacted? (*evaluation*)

PREDICT:

What do you think happened to Daniel? What are the secret maps that Daniel and Vivian were hiding?

CHAPTER 6

WORD STUDY

moldering	ferreting out	flanked	sentries
ambiance	contemplation	replicas	shard

DISCUSSION STARTERS:

1. Why was Rachel called in to meet with Ms. Moore? (*knowledge*)
2. Why is Rachel so upset about the dead orchid seedlings? (*comprehension*)
3. Reread the description of the furniture where Ms. Moore and Rachel have tea. What is Vivian's theory about why Ms. Moore still has the old-fashioned fireplace? What does this room reveal about Ms. Moore? Describe the furniture in your favorite room—real or imagined. What does your choice of furnishings say about you? (*application*)
4. Why does the author describe the chairs on either side of the fireplace as “friendly sentries”? (*analysis*)
5. Describe the man in the digim on the mantle. Who do you think he is? (*synthesis*)
6. Rachel is confused when Ms. Moore says: “Perhaps I’ve just stopped believing that ordinary people are *ever* told the truth about things.” What do you think Ms. Moore meant? (*evaluation*)

PREDICT:

What does Ms. Moore know about Away?

CHAPTER 7

WORD STUDY

milady	transit	malfunctions	diversions
germinating	iridescent	yielded	indignant
craning	corder	sonorous	indigo

DISCUSSION STARTERS:

1. What did Rachel find floating in the pond? (*knowledge*)
2. Why didn't Rachel share the discovery of the corder with her mom?
(*comprehension*)
3. Write down the words from the message that Rachel heard on the corder. Using a different-colored pen, fill in the blanks represented by the ellipsis. Compare your completed message with those of your classmates. (*application*)
4. Is it a good idea for Rachel to investigate the mystery of the corder? Why or why not? Make a list of pros and cons. (*analysis*)
5. If Rachel finds the person who recorded the message, come up with a plan she might use to help this person. How could she get the medicine he needs? (*synthesis*)
6. Is it a good idea for Rachel to meet the mystery person in secret? How would Vivian react? (*evaluation*)

PREDICT:

What will Rachel find out at the greenhouse at sunset?

CHAPTER 8

WORD STUDY

utility vehicle	indulged	extravagance
restrained	livid	incongruously

DISCUSSION STARTERS:

1. Where did Vivian and Rachel go? (*knowledge*)
2. Why did Vivian rush Rachel back into the fish vendor's shop? (*comprehension*)
3. Read Shirley Jackson's short story *The Lottery*. Compare and contrast the ending of that story to the Identification scene in *The Line*. (*application*)
4. What was the townspeople's attitude toward the Identification? Give specific examples from the text to support your answer. (*analysis*)
5. Write a news release of the Identification as the streamer will likely report it. Write another account from Rachel's point of view. (*synthesis*)
6. Did Rachel and Vivian do the right thing by not trying to help the woman and her child? Why or why not? (*evaluation*)

PREDICT:

Who was the man who noticed Vivian and Rachel leaving the scene? Why didn't he follow them? Will he cause trouble for them?

CHAPTER 9

WORD STUDY

imposter	injustices	imposed	scuttled
sanitized	corrupt	justice	treason
accusations	merited	dogma	bewildered
recruits	propaganda	incarcerated	reconnoiter

DISCUSSION STARTERS:

1. What did Rachel learn about her mother? (*knowledge*)
2. Who are the collaborators? (*comprehension*)
3. Tell about a time when you wanted to help someone but didn't. Would you react differently now if you had the chance? Why or why not? (*application*)
4. After hearing her mother's story, Rachel "...missed having a dad more than she ever had before." Why? (*analysis*)
5. Rachel tells her mom that they are no better than the "monsters" in Ganivar who didn't help those taken away by the government. However, Rachel doesn't know the whole story. After reading Vivian's explanation, do you think Rachel should be told the rest of the story? Pretend to be Vivian's friend and advise her on what/how much to tell Rachel. (*synthesis*)
6. Make a list of the things in Rachel's world that require a lot of money (college, marriage, etc.). What kind of society is the government creating? What do you think is their ultimate goal? Is that goal right or wrong? Support your answers. (*evaluation*)

PREDICT:

Who is the woman in the red coat? How did Vivian know her?

CHAPTER 10

WORD STUDY

sonnets	heartrending	adhered	backwaters
associated	adamant	audacity	imperceptibly

DISCUSSION STARTERS:

1. Why does Jonathan come to Elizabeth's door? (*knowledge*)
2. How did Elizabeth react to Jonathan's news? (*comprehension*)
3. The chapter opens with Elizabeth reading a collection of sonnets. As an introduction to the sonnet form of poetry, read Lewis Carroll's *Jabberwocky* illustrated in picture book format by Christopher Myers. (*application*)
4. Look back at your character analysis of Jonathan in chapter two. Has your opinion of him changed? How? (*analysis*)
5. Taking clues from the text, what kind of relationship do you think Elizabeth and Jonathan had in the past? (*synthesis*)
6. Elizabeth says that her grandfather used to watch the Line, towards Away, "...the way an exhausted rabbit watches wolves making their final approach, glazed past wariness into a sort of trance." Elizabeth compares this look to Jonathan's expression. How does this explain Jonathan's feelings? Why is he feeling this way? (*evaluation*)

PREDICT:

Will Jonathan cause trouble for Vivian and Rachel?

CHAPTER 11

WORD STUDY

luminescence	double-talk	low profile
tracking	flagging	secured admission

DISCUSSION STARTERS:

1. What is Rachel waiting for? (*knowledge*)
2. How has Rachel's attitude changed toward the collaborators? (*comprehension*)
3. Rachel knows that "there were government agencies where people sat all day counting up hits on unapproved sites, flagging names for follow-up if they appeared too many times." Make a list of companies or groups who track people's web use (online book stores, grocery store cards, etc.). Why do they do this? How do you feel about it? Is it a good idea or not? (*application*)
4. Although Rachel admits that she and her mother couldn't have stopped the woman and child involved in the Identification, "...she felt like they could have at least *tried*." What could Rachel and Vivian have done to help? What might you have done? (*analysis*)
5. What if you were the person from Away who had sent the message on the corder? Would you trust someone you'd never met to help you? How would you approach Rachel? Pretend to be that person sitting across the Line watching Rachel signal with her minibeam. Jot down your thoughts in a journal entry. Make a recording to send to Rachel. (*synthesis*)
6. Rachel can't imagine her mother as a collaborator because she doesn't seem "brave enough" to Rachel. Do you think Vivian is brave? Why or why not? (*evaluation*)

PREDICT:

Will anyone respond to Rachel's signal?

CHAPTER 12

WORD STUDY

trekker	twine	indulgent	gauging
adolescent	tenuous	foraging	vital
proximity	retorted	facade	nonchalance

DISCUSSION STARTERS:

1. Who is Pathik? (*knowledge*)
2. Why is Pathik on this journey? (*comprehension*)
3. Read Pathik's grandfather's description of the trekker. Count how many days are still remaining before an event that you are looking forward to. Make your own trekker to count down the days. (*application*)
4. Using clues from the text, piece together what you think life is like for Pathik, his family and friends. Do you think the other people from Away live in similar conditions? (*analysis*)
5. Why has the greenhouse become a legend to Pathik's people? Describe the greenhouse from his point of view; then describe it from Rachel's point of view. (*synthesis*)
6. Is Pathik doing the right thing trying to contact a stranger on the other side of the Line? People often do desperate things to help those they love. What kinds of things would you do to help save a loved-one's life? (*evaluation*)

PREDICT:

What will Pathik do now that he has seen Rachel's light? What will Rachel do?

CHAPTER 13

WORD STUDY

conscious	eclipsed	shambling	discern
tousled	ornamentation	mesmeric	retort
excavated	reverence	disable	

DISCUSSION STARTERS:

1. What has Pathik come to ask? (*knowledge*)
2. When Rachel and Pathik first meet, why does Pathik seem angry?
(*comprehension*)
3. When Pathik discovers that the key is missing from the box, he vows to find a way for Rachel to get the medicine to him across the Line. How could he do this? Brainstorm a list of possibilities. (*application*)
4. When Rachel agreed to try and get the antibiotics for Pathik, she thought that “the expression on his face was one of hope suppressed.” What does she mean? What are some situations in which you might wear the same expression? (*analysis*)
5. Rachel compares Pathik’s sniffing behavior to that of an animal. She later learns that this is part of his special talent. How and why do you think he developed this skill? (*synthesis*)
6. How would you characterize Pathik? Rachel feels both fear and empathy toward him. Are her impressions justified? Why or why not? (*evaluation*)

PREDICT:

What happened to the key? How will Rachel get the medicine to Pathik?

CHAPTER 14

WORD STUDY

gamboling	revelations	roused	steeling
reconfigured	flustered	misgivings	reverie
scrutinized	candidly	imperceptibly	lagged

DISCUSSION STARTERS:

1. Why does Ms. Moore want to speak with Vivian? (*knowledge*)
2. How does Vivian feel during the conversation? Cite examples of how the author shows Vivian's emotions through her actions. (*comprehension*)
3. Vivian says that the trinkets on Ms. Moore's mantle were so familiar to her that they had almost become invisible. Think of a familiar room (your bedroom, classroom, etc.). Make a list of the things that you remember being on a shelf or a wall. Then take a look and see how much you remembered. (*application*)
4. Ms. Moore refers to "past trouble" on the Property. Analyze the text for clues that infer what these past troubles might be. (*analysis*)
5. One rule that Vivian learned during her days as a collaborator is: *Never add to the evidence*. Did Vivian follow this rule when she was talking to Ms. Moore? (*synthesis*)
6. Did Vivian do the right thing in telling Ms. Moore as much as she did? Why or why not? (*evaluation*)

PREDICT:

Will Vivian discover what is going on with Rachel? If so, how will she react?

CHAPTER 15

WORD STUDY

lenience	nonchalance	feigned	stealthy
fervently	snide	psychic	emanating
maneuvers	venom	wavered	

DISCUSSION STARTERS:

1. How does Rachel get the medicine? (*knowledge*)
2. Why is Rachel suspicious of Vivian's behavior? (*comprehension*)
3. Rachel and Pathik use beams of light to signal each other. What signals could they have used that would have been less obvious? (*application*)
4. Rachel tells Vivian that her dad wouldn't have turned his back on Pathik. If her father is still alive, how would he react to Pathik's plea for help? (*analysis*)
5. Once Vivian catches Rachel, Pathik disappears. Do you think he is somewhere nearby? Write a journal entry describing this scene from his point of view. (*synthesis*)
6. Why do you think Rachel chose to tell Ms. Moore Pathik's story? Should she have kept it a secret? (*evaluation*)

PREDICT:

What will Ms. Moore say to Rachel and Vivian back at the house? Will Ms. Moore help Pathik? Why or why not?

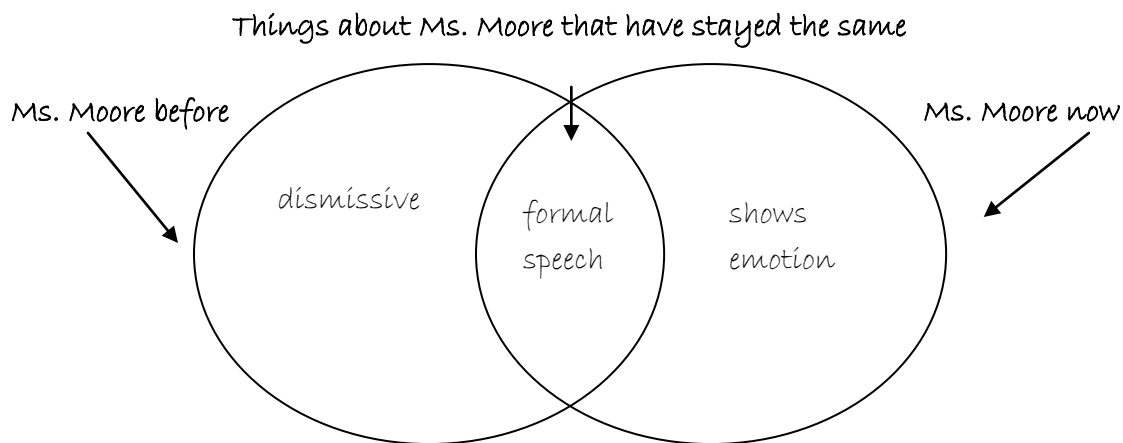
CHAPTER 16

WORD STUDY

unruffled	impenetrable	condone	intently
brusque	formalities	persevered	tremulous

DISCUSSION STARTERS:

1. Who is the man in the digim? (*knowledge*)
2. Why was Rachel surprised that Ms. Moore used to know one of the Others? (*comprehension*)
3. Rachel has difficulty imagining Ms. Moore as a teen. Interview some adults that you know and ask about things they did when they were your age. Did anything surprise you? (*application*)
4. How does Vivian feel when the key is mentioned? Support your answer with clues from the text. (*analysis*)
5. Ms. Moore explains that the Others divide their history into what life was like before and after the Line was activated. Which events, historical or personal, might you use to divide your own history into “before” and “after”? (*synthesis*)
6. How has your view of Ms. Moore—Elizabeth—changed? Show your thinking in a Venn Diagram like the one below. (*evaluation*)



PREDICT:

What does Vivian know about the key?

CHAPTER 17

WORD STUDY

deserted	nosing around	gestured	forthcoming
wafting	disable	astounded	stifled
possessed	scrabbling	recesses	

DISCUSSION STARTERS:

1. How do the keys work? (*knowledge*)
2. What does Rachel find strange about the way her mother and Ms. Moore interacted in the dining room? (*comprehension*)
3. If you had a secret compartment in your desk, what would you hide in inside? (*application*)
4. Should Rachel have forgiven Vivian for not trying to help Jolie during the Identification? Why has Rachel's attitude about the Identification changed? (*analysis*)
5. How will Vivian approach Peter Hill? Write down what Vivian might say to convince Peter to help. Keep in mind that Vivian doesn't know if she can still trust Peter. (*synthesis*)
6. Reread the description of Elizabeth's frantic search through the secret drawer for the missing key. What are some words and phrases that describe Elizabeth's actions? How do they convey Elizabeth's emotions in this scene? (*evaluation*)

PREDICT:

Who could have stolen the key, and why? How could this person have discovered its hiding place?

CHAPTER 18

WORD STUDY

snooping	gnarled	fleetingly	dawdling
tamping	commotion	precise	deferential
long-anticipated	uttered	deliberate	unfounded
undercurrent	defiance		

DISCUSSION STARTERS:

1. What was Jonathan doing at the house the night before? (*knowledge*)
2. Why is the broken timer convenient for Ms. Moore? (*comprehension*)
3. Act out this chapter in reader's theater style. Be sure to include each character's body language as described in the text. Does the characters' body language match the dialogue, or does it convey conflicting messages? (*application*)
4. How does Jonathan feel about Elizabeth? Use evidence from the text to support your answer. (*analysis*)
5. The exchange between Elizabeth and Jonathan is from Elizabeth's point of view. Rewrite it from Jonathan's point of view. (*synthesis*)
6. What and whom does Jonathan suspect? (*evaluation*)

PREDICT:

Can Jonathan be trusted? Will he ruin plans to help Pathik?

CHAPTER 19

WORD STUDY

rummaged	cobbled together	tidbits	infrastructure
mollified	treason	mobs	deduce

DISCUSSION STARTERS:

1. What kinds of things is Ms. Moore preparing for Pathik? (*knowledge*)
2. Who had advance notice that the Line would be activated? (*comprehension*)
3. Read the description of the map Rachel and Ms. Moore are looking over. Sketch the map as you understand it from the description and have a classmate do the same. Compare your map with your classmate's map. (*application*)
4. What do you make of the handwritten message in Ms. Moore's great-grandfather's personal diary? (*analysis*)
5. Research what happened when the Berlin Wall was constructed. How does it compare with the initial activation of the Line? (*synthesis*)
6. Ms. Moore says that the Enforcement Officers have "power to simply haul people off if they want, with no formal charge." What other historical or current events does this mirror? Is this ever a good idea? Why or why not? (*evaluation*)

PREDICT:

Will Rachel's mother come back from Bensen?

CHAPTER 20

WORD STUDY

duplicitous	surveillance	grille
impassive	pantomimed	taut

DISCUSSION STARTERS:

1. Who called for Vivian on the streamer? (*knowledge*)
2. What happened when Vivian went to Peter's house? (*comprehension*)
3. If Peter really is planning to betray Vivian, what will Ms. Moore and Rachel do? Come up with a Plan B that they might use. (*application*)
4. Ms. Moore says, "You would be surprised at what people you thought were your friends might be capable of." Why do these words keep going through Rachel's mind? (*analysis*)
5. What does Vivian have that Peter wants? Make a list of possibilities. (*synthesis*)
6. Vivian thinks Peter is going to betray her. Reread their conversation over the streamer. What clues led Vivian to suspect Peter? (*evaluation*)

PREDICT:

Who is at the door? What does he or she want?

CHAPTER 21

WORD STUDY

resolutely	warily	etched
accord	restraining	resistance

DISCUSSION STARTERS:

1. Why has Jonathan come to the door? (*knowledge*)
2. Why did Jonathan taken the key years ago? Why is he giving it back to Elizabeth now? (*comprehension*)
3. Ms. Moore put some letters in the duffel bag for Rachel to deliver. Write a letter or email someone you haven't seen in years. (*application*)
4. As they wait for the Line to be deactivated, Rachel feels "oddly calm." Why do you think she feels that way? Tell or write about a time when you felt calm in a scary situation. (*analysis*)
5. Using a chart like the one below, make a list of the things Vivian wanted Rachel to take with her and why.

Item:	Reason for packing the item:

Did one type of reason outnumber another? (*synthesis*)

6. Ms. Moore says, "You can't be brave *without* being afraid. The brave ones are *always* afraid. But they do what they must, even so." Do you agree? Discuss people whom you think are brave, and name at least one situation in which they were mostly like afraid. (*evaluation*)

PREDICT:

Will Rachel make it across the Line to safety? Or will she Cross into danger?

CHAPTER 22

WORD STUDY

angst	imperceptibly	uncomprehending	stunt
gizmo	harrumphed	distraught	subside

DISCUSSION STARTERS:

1. Why is Peter angry at Vivian when he first comes to the house? (*knowledge*)
2. What plan have Elizabeth and Vivian come up with? What is Jonathan's role? (*comprehension*)
3. How do you think this scene would have played out if Vivian had handed over the maps that Peter wants? Rewrite the scene using one possible scenario. (*application*)
4. The Enforcement Officer said they weren't called about a missing girl. Why do you think they were called, and by whom? Support your answer with clues from the text. (*analysis*)
5. The Enforcement Officer studied the digitab screen "...for what seemed like an eternity." What do you think he was reading? Why was he taking so long? Design the EO's digitab screen as you think it may have looked. (*synthesis*)
6. How does Vivian feel about Peter? Give clues from the text to support your answer. (*evaluation*)

PREDICT:

What will Peter do next?

CHAPTER 23

WORD STUDY

surreal	hitch	erupted
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DISCUSSION STARTERS:

1. What does Rachel find on the other side of the Line? (*knowledge*)
2. Why isn't Rachel scared at first? (*comprehension*)
3. Rachel felt like crying when she saw that her mother had packed her winter jacket. Pretend that someone you may never see again has packed a bag for you. Sketch or write about the items that might be in your bag. Which item would bring you to tears? (*application*)
4. Sketch the map that Ms. Moore gave to Rachel. Is the map useful? Why or why not? What kind of paper did Ms. Moore use for the map? Do you think she did that on purpose? Why or why not? (*analysis*)
5. How will Rachel survive in the wilderness? Although Pathik can provide some guidance, she will have to get by without the conveniences she is used to. Go to www.outwardbound.org and click at the top on "Find a course," then click "Search" under "Wilderness Expeditions." Choose the categories you think will apply to Rachel on the journey that awaits her. Review the resulting course descriptions. Which skills will Rachel likely acquire in Away? Which skills does she already have that will help her in the days ahead? (*synthesis*)
6. Rachel realizes that she won't likely ever see her mother and Ms. Moore again. Was Crossing the Line the right decision for Rachel? Will she regret her decision? Would you? (*evaluation*)

PREDICT:

What will Pathik say to Rachel?

CHAPTER 24

WORD STUDY

delirium	rogue	scrutiny
bogeyman	amenable	incentive

DISCUSSION STARTERS:

1. Why did Elizabeth decide not to Cross with Indigo all those years ago?
(*knowledge*)
2. How did Jonathan react to Elizabeth's pregnancy? Why didn't she tell him who the father of the baby was? (*comprehension*)
3. Elizabeth could have comforted Jonathan "...had she only told him the truth she was afraid to admit even to herself." What truth is she talking about? Think of a time when you've been reluctant to admit the truth even if it would have made someone feel better. (*application*)
4. When Elizabeth's father first saw Malgam, he smiled and said, "An interesting cross, I'd say." What did he mean? What other groups have historically been forbidden to marry? (*analysis*)
5. Why didn't Indigo ever come back for Elizabeth? What is a "sixth sense"? What other "sixth sense" instances have you heard about? Do you think this is a real phenomenon? (*synthesis*)
6. When Malgam was born, why didn't Elizabeth want his genid recorded? Why did the government start the genid program? If Malgam's father had not been one of the Others, would Elizabeth have let Dr. Beller record her baby's genid? List the pros and cons of genid recording. Would you be in favor of or opposed to a program like this? Explain your answer. (*evaluation*)

PREDICT:

Elizabeth doesn't think Indigo will ever forgive her. Do you think he will?

CHAPTER 25

WORD STUDY

mirage	derisive	assumption
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DISCUSSION STARTERS:

1. How does Rachel feel when she sees Pathik? (*knowledge*)
2. Why is Rachel annoyed with Pathik? (*comprehension*)
3. “Somewhere inside she was just afraid, but the fury *felt* better. Think of a situation in which anger might help you get through a scary situation. Is anger easier to deal with than fear? (*application*)
4. At the end of the chapter, “Pathik turned slowly to face her. He was clenching his jaw; Rachel could see the muscle just below his cheekbone jumping. It made her feel strangely triumphant.” Why? (*analysis*)
5. What will Kinec and Jab say when they see Rachel? (*synthesis*)
6. Rachel’s hope of ever Crossing back over the Line fades. Will she have a better life in the Unified States or in Away? Which would you choose? Why? (*evaluation*)

PREDICT:

Pathik keeps cautioning Rachel to be quiet because he is afraid they will be caught. Will they?

CHAPTER 26

WORD STUDY

afghan	tendrils	disarray
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DISCUSSION STARTERS:

1. What worried Vivian the most about Rachel? (*knowledge*)
2. Although Vivian wants to follow Rachel to Away, she knows she can't. Why not? (*comprehension*)
3. What simple things does Vivian miss about Rachel? Which one would probably surprise Rachel? List three to five things that you know your parents would miss about you and three to five things you think they wouldn't miss. Have your parents make a similar list, and then compare it with yours. (*application*)
4. Vivian hopes that "Rachel might be able to get [the maps] to someone Away who could use them, someone who could make a difference." Why do you think these maps are so important? What information might they reveal? (*analysis*)
5. In Rachel's farewell note to her mother, she writes: "There's not a lot of time—not enough to say all the things I want to say." Write the letter that Rachel might have written if she had had more time. (*synthesis*)
6. What do you think of the characters' names who live in Away? Why do you think they have unusual names, while those from the Unified States have common names? (*evaluation*)

PREDICT:

Will Vivian ever see Rachel again? Will Peter return?

CHAPTER 27

WORD STUDY

attribute	twinge	empathic
skeptical	radiation	indignant
rummaged	sneered	thermal

DISCUSSION STARTERS:

1. Who are the Regs? (*knowledge*)
2. What surprised Rachel about Kinec and Jab's appearance? (*comprehension*)
3. How does Pathik explain the gifts that some people have in Away? If you could have such a gift, what would it be? If you had this gift, what might your name be? Choose a name for yourself based on a talent or skill that you have. Have your classmates do the same, and post the list. Can you tell who is who on the list? (*application*)
4. How do you think Jab feels about Rachel? Use clues from the text to support your answer. (*analysis*)
5. Pathik recognizes Daniel from Rachel's digim, but won't tell her how he knows him. What do you think is going on? Jot down a plausible link between Pathik and Daniel. Have your classmates do the same, and compare. (*synthesis*)
6. When Pathik asks Rachel: "Are you afraid?" her response is: "Should I be?" What do you think? Can she trust Pathik? Should Rachel be afraid? (*evaluation*)

PREDICT:

Will Rachel find her father? What adventures and dangers lie ahead?

Find out in the sequel, *Away* (Dial Books for Young Readers)!

CULMINATING ACTIVITIES

The following projects incorporate Dr. Howard Gardner's theory of multiple intelligences. Consider having students choose culminating projects that best match their learning styles.

ROLE-PLAY

(interpersonal)

Review the definitions of the following categories from Chapter 3:

Professional, Private Enterprise, Gainfully Employed, Labor Pool

What might these roles look like in your classroom? Have students brainstorm the way members of each category might act in class. What duties would each group have? Who would be in charge of the class? Who would do most of the work (sharpening pencils, cleaning up, etc.). Who would be allowed to interact with whom?

Prepare a basket of stickers that come in four colors: blue, red, yellow and green. Make sure that there are exactly enough stickers for each student to choose one. Direct students to each choose one sticker from the basket without looking. Once students have affixed the stickers to their shirts, announce the following job assignments:

blue = Profession

red = Private Enterprise

yellow = Gainfully Employed

green = Labor Pool

Have the students go through the class period in their roles. During the last few minutes of the period, let them record their thoughts and feelings about the role play in a journal. Switch roles each day until all students have had the chance to play out each role. Let students share and discuss their journal entries.

LITERATURE CONNECTIONS

(linguistic)

Compare/contrast *The Line* by Teri Hall with any of the following works.

- ✓ *Animal Farm* by George Orwell, a criticism of Stalinism.
- ✓ *Brave New World* by Aldous Huxley and *Nineteen Eighty-Four* by George Orwell, both written at the start of the Cold War to criticize totalitarianism.
- ✓ *The Butter Battle Book* by Dr. Seuss, a criticism of the escalation of weapons of mass destruction.
- ✓ *The Crucible* by Arthur Miller, a play from the 1950's about the Salem Witchcraft trials. This work was Miller's way of protesting McCarthyism (also known as the Red Scare) when the government routinely put suspected communist sympathizers on public trial.
- ✓ *The Giver*, *Gathering Blue* and *Messenger*, three books by Lois Lowry that take a look at the future of human society.
- ✓ *The Lottery* by Shirley Jackson, a short story that debuted in *The New Yorker* in 1948. Jackson's work juxtaposes a friendly, familiar setting against humankind's capacity for evil.
- ✓ *Running Out of Time* by Margaret Peterson Haddix. A young girl must escape her community in order to save her family and neighbors.

Use a chart like the one below to keep track of the following for each story:

Title:	Author:	Year Written:	Form of Government Depicted:	Issues Addressed/Implied:

WRITE ON

(linguistic)

Writers have historically protested government policies in secret. Thomas Payne's pamphlet *Common Sense* encouraged American Colonists to break free from British rule. Siblings Sophie and Hans Scholl were executed in 1943 for distributing anti-Nazi leaflets at their university in Munich. Create a pamphlet from either Rachel's, Vivian's or Daniel's point of view. Compare the content of your pamphlet with those who wrote from one of the other points of view.

WHO ARE YOU?

(intrapersonal)

In *The Line*, Ms. Moore feels nostalgic about people and things from her youth. Rachel finds it difficult to imagine Ms. Moore as a teen. Create a time capsule that provides a snapshot of who you are today. Write a letter to your future adult self describing what is important to you now and your dreams for the future. In addition to your letter, you might include artwork, your own top-10 lists, and photos.

EXPRESS YOURSELF

(bodily-kinesthetic, musical, visual-spatial)

Over the centuries, artists have created works to protest government actions and policies. Take a look at *Guernica* by Pablo Picasso (in protest of the Spanish Civil War bombing of Guernica, Basque Country). Listen to Dmitri Shostakovich's *Seventh Symphony*, composed in protest of Stalin's oppressive rule, and *Piano Trio no. 2*, composed near the end of World War II using themes from Jewish music. Choreographers such as Kurt Jooss protested World War I through his ballet *The Green Table* (1932).

Create your own masterpiece (music, dance, drama, art) as a way to express your views on an issue that is important to you. How can you make people aware of your message?

RAISING ORCHIDS

(mathematical, naturalistic)

Many people think of orchids as delicate flowers that are difficult to grow. In reality, there are thousands of types of orchids that grow in a wide range of climates.

Phalaenopsis (moth orchids) are considered quite easy to grow.

Invite a botanist to speak to your class about raising orchids at school, or visit the United States Botanic Garden site at <http://www.usbg.gov>. Click on “Green Your World” and then “Gardening Tips.”

To find orchids that bloom well in your area, visit the National Capital Orchid Society at www.ncos.us/ncos.

Keep track of orchid data on a chart including distance from a light source, plant growth and daily temperature and humidity (a digital hygrometer that measures humidity may be found for under \$20). Once the orchids have bloomed, analyze the data. Which conditions worked best? Which factors seemed to hinder the orchids' growth?