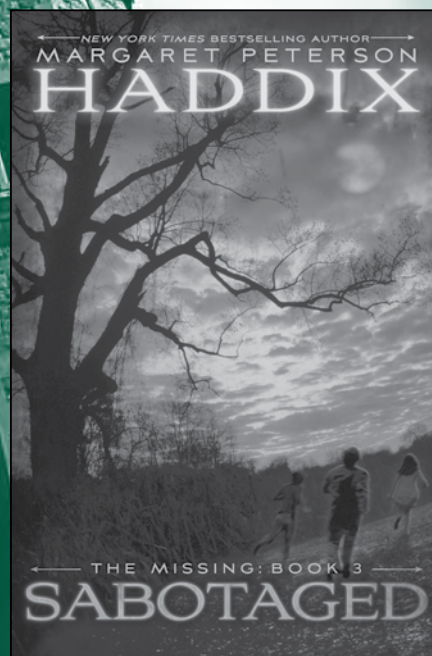
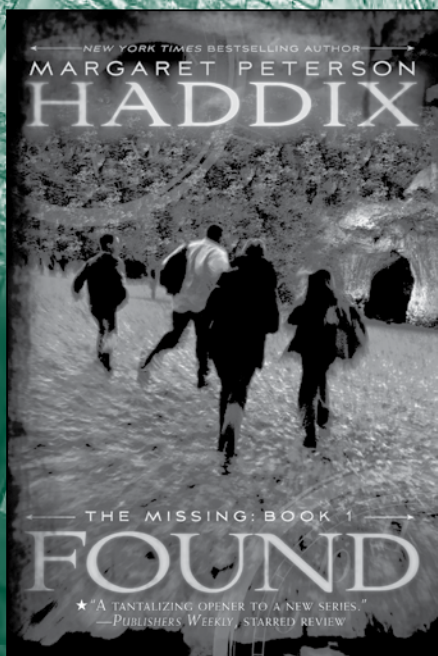


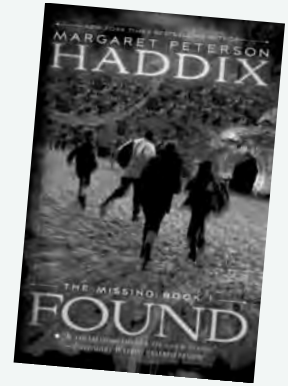
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MARGARET PETERSON HADDIX

A GUIDE TO BOOKS BY MARGARET PETERSON HADDIX



Discussion Guide for
THE MISSING: BOOK ONE
FOUND
BY MARGARET PETERSON HADDIX



ABOUT THE BOOK

A plane arrives at an airport seemingly out of nowhere. It appears at a gate unannounced and unnoticed by airport personnel. Gate attendant Angela DuPre boards the plane and finds no flight attendants, no pilot—no adults at all. In the passenger seats, she finds 36 eerily quiet infants. Thirteen years later in Ohio, teenage adoptees Jonah and Chip receive ominous messages declaring that they are among “the missing” and that someone is coming to find them. Frightened but intrigued, the friends search for their real identities with the help of Katherine, Jonah’s younger sister. Their search leads them to uncover a vast conspiracy and a discovery that stretches beyond their imaginations, into a danger-filled adventure into the past filled with mystery, cliff-hanging suspense, and surprising twists and turns.

PRE-READING ACTIVITIES

- In the beginning of the novel, Angela sees the insignia “Tachyon Travel” on the mysterious jet and later explains to Chip, Jonah, and Katherine the connection tachyons have to time travel. Since readers are unlikely to be familiar with this term, ask them to use reference books or electronic research sources to find out as much information as they can about tachyons and the theories behind them.
- Katherine talks about how someone with the ability to go back in time should use it as an opportunity to change history. She mentions events like the assassinations of presidents Lincoln and Kennedy, the sinking of the *Titanic*, and the terrorist attacks of September 11, 2001. There is also mention elsewhere in the novel of figures from history like Amelia Earhart and Adolf Hitler and events like the Holocaust and Spanish Inquisition. Ask readers how much they know about these events. If their knowledge is limited, ask them to use reference books or online resources to learn more and share what they find out with the rest of the group.

DISCUSSION TOPICS

- When do Jonah and Chip realize that the messages they have received are not a prank?
- How does Chip react when he learns he is adopted? Why do you think Chip’s parents kept his adoption a secret?
- How is Chip’s relationship with his parents different from Jonah’s relationship with his parents?
- How would you describe the relationship between Jonah and Katherine?
- Mr. Reardon tells Jonah’s parents that the FBI is not trying to hide any information to which they are entitled. Do you think he is being truthful?
- How do Jonah’s parents react to what Mr. Reardon tells them?
- When Jonah leaves the room, what does Katherine see in Mr. Reardon’s office that their parents do not? Why do you think only Katherine can see the man?
- When Katherine tells Jonah about the man she saw in the office, what does he realize about the man he spoke to in the bathroom? Do you think Katherine is right about the man being a ghost?

- What do Katherine and Chip learn from the people they contact on the list from Mr. Pearson’s file?
- What is the pattern Chip and Katherine discover among the names on the list of the missing?
- What is Angela DuPre’s theory about the babies on the plane?
- What does Jonah realize about the tackler in the library? What warning does the tackler give to Jonah?
- What do you think the tackler means when he tells Angela, “We have wronged you in time. We owe you—.” (p. 178)
- When Jonah returns to the library, what does he see that convinces him that Angela’s time travel theories may not be crazy?
- What is the paradox of time travel that Jonah struggles with?
- Jonah asks, “Why would anyone come back from the future to now? What’s happening now that matters?” How would you answer Jonah’s questions?
- Katherine says a good reason to go back in time would be to prevent some terrible event from happening. If you could travel to the past, what terrible event would you prevent? What impact would changing that event have on the course of history?
- Why does Katherine believe the county-sponsored adoptees conference might be a trap?
- What is Jonah reminded of as he watches Mr. Hodge lead the group on the hike? Why does he find the recollection chilling?
- What does JB say that makes Jonah think that he, Gary, and Mr. Hodge are from another time?
- What does it mean to be in a “time hollow”?
- What does the elucidator reveal?
- According to Curtis Rathbone, what is the mission of Interchronological Rescues?
- What does JB say went wrong with Interchronological Rescues?
- Why does JB want to send the children back to their rightful places in history?
- What opportunity do Gary and Mr. Hodge offer to the children?
- JB tells Jonah, “Your now is off-limits. Which will it be—the future or the past?” (p. 293) Which one would you choose?
- What is the “paradox of the doubles,” and why does it make Jonah feel better about his situation?
- What does JB promise to the children?

POST-READING ACTIVITIES

- The elucidator reveals the true names of the “missing children of history” who were passengers on the plane. The names cited include Virginia Dare, John Hudson, Henry Fountain, Alexis and Anastasia Romanov, Charles Lindbergh III, Edward V of England, and Richard of Shrewsbury. Since readers are likely to know little or nothing about these figures of history, ask them to work as pairs or small groups to research each person and share with the rest of the group what they learn.
- Ask readers to discuss who would be the one person from history they would want to meet if they had the opportunity.
- In a sneak peek of *Sent*, the sequel to *Found*, readers learn that Chip, Jonah, and Katherine are sent back to fifteenth century England. Ask readers to discuss what differences there will be between the world of the twenty-first century and the world of the fifteenth century.

Discussion Guide for
THE MISSING: BOOK TWO
SENT
BY MARGARET PETERSON HADDIX



ABOUT THE BOOK

At the end of *Found*, the first book in The Missing series, Alex and Chip discover they are princes from the Middle Ages. In *Sent*, they arrive there just in time for their murders, with Jonah and Katherine tagging along to try to prevent their deaths. But messing with history is tricky business, especially when you're not all that clear on what is supposed to happen, and when the central event is, in fact, a historical mystery. Jonah and Katherine must find a way to let the princes die while saving their friends—who do not want to be saved.

PRE-READING ACTIVITIES

- There are names and words cited in the story that will be unfamiliar to most readers. Ask readers to use reference books or electronic research sources to find out as much information as they can about the following: anachronism, chamberlain, coronation, dichotomy, Magna Carta, privy council, Richard III, Tower of London, Henry Tudor, Westminster Abbey.
- There is a prose retelling of Shakespeare's *Richard III* in Leon Garfield's *Shakespeare Stories II* (Houghton Mifflin, 1995). Check out a copy from your school or local public library and read aloud the story to your group before beginning the novel, so readers will have a sense of Shakespeare's portrait.

DISCUSSION TOPICS

- Where and when does the Elucidator send Alex, Chip, Jonah, and Katherine?
- Who are Alex and Chip supposed to be in this century?
- Why does Katherine suffer from two different kinds of “timesickness”?
- Who are the “tracers” they see in the chamber?
- What is the relationship of Richard, Duke of Gloucester to Edward and Richard?
- What does Jonah notice when Chip merges with the tracer boy?
- Why is Katherine unable to merge with the other tracer boy?
- What happens when Katherine blows out the candle? How is it possible for such a simple thing to have an impact on history?
- How are Alex and Chip able to survive the assassination attempt?
- How do the superstitions of people living in the fifteenth century work to the advantage of the time travelers?
- What difference does Jonah notice about the way people are depicted in movies set in old times and the way they are in real life?

- How does Alex know what he knows about Richard III? Is what he knows historically accurate?
- What does Chip whisper to Richard at the coronation ceremony? What is Richard's response to what he hears?
- What happens when the time travelers' invisibility wears off?
- How do the time travelers explain their twenty-first-century appearance to the monks?
- What angers Katherine about the status of women in 1483?
- What does JB mean when says "you've got to stop thinking of your experience of events as the only sequence"? (p. 196)
- What does JB tell the time travelers about the queen's plan to save her sons?
- According to JB, why was saving Alex and Chip the best outcome?
- What is their response to JB's announcement that Alex and Chip will have to remain in the fifteenth century for at least two years? Why do they have to stay that long?
- What does JB mean when he says that time needed Richard to be a villain?

POST-READING ACTIVITIES

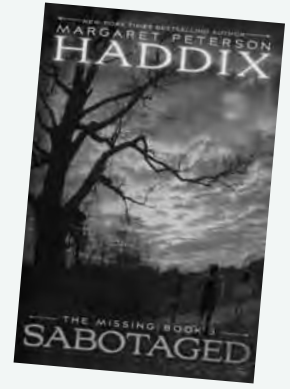
- Ask readers to work in pairs or groups to research what daily life was like in the fifteenth century, including food and drink, medicine, religious practice, education, or fashion. Useful resources include <http://www.britainexpress.com/History/Townlife.htm>, http://www.museumoflondon.org.uk/English/Learning/Learningonline/features/viking/viking_4.htm, and http://www.richardiii.net/15th_century.htm. Ask readers to consider how fifteenth century life is depicted in the novel and if it is consistent with the findings of their research.
- Using electronic and print resources, ask readers to research the historical basis of this story. An interesting website to visit is <http://www.richardiii.net/>, home of the Richard III Society, which believes "that many features of the traditional accounts of the character and career of Richard III are neither supported by sufficient evidence nor reasonably tenable." In the course of their research, ask readers to consider the following questions: What really happened? How can you find out more? How can we know what is true?
- What impact does Shakespeare have on our perceptions of this event? What about the many artistic depictions of the princes? Do art and literature affect how we understand history? What about this book? What do you think of the idea of a repentant Richard?
- What effect can minor changes in the past have on the present? Suppose the princes had lived and been crowned? How would that have changed the course of history afterward?

Discussion Guide for

THE MISSING: BOOK THREE

SABOTAGED

BY MARGARET PETERSON HADDIX



ABOUT THE BOOK

In *Sabotaged*, the third book in The Missing series, Jonah and Katherine’s new mission is to return Andrea—who is really Virginia Dare—to the lost colony of Roanoke in the sixteenth century. Once they help her restore the balance of history, they can all go home. But right away, things start to go wrong. They lose the Elucidator and aren’t sure where in time they have landed. As they struggle to survive without food, water, supplies, or a way to contact anyone for rescue, they try to piece together the mystery of Roanoke. What happened to the missing colonists? Does it have anything to do with their current predicament? And how can they help Andrea restore history if they don’t know what century they’re in? The more Jonah and Katherine search for answers, the more questions they have—until they come across the most chilling possibility of all: Has their mission been sabotaged?

PRE-READING ACTIVITIES

- Before beginning the book, ask readers to share what they know about the Roanoke Colony. Ask them to search online and print resources for general information about the Roanoke Colony and share their findings.
- Use an atlas to show readers where the Roanoke Colony was located.
- There are names and words cited in the story that will be unfamiliar to most readers. Ask readers to use reference books or electronic research sources to find out as much information as they can about the following: Algonquian and Mohawk tribes; the Croatoans; privateering; Sir Walter Raleigh; the Spanish Armada.

DISCUSSION TOPICS

- Where and when do the time travelers find themselves? Who is Andrea supposed to be?
- What is a “time hollow”?
- What does Andrea see in the projection that makes her scream?
- What does Andrea learn about her “real life”?
- According to JB, what is the purpose of the projections?
- How does Andrea lose the Elucidator? What could happen as a result of losing it?
- Why is Dare sent along as a traveling companion?
- What do the time travelers find in the clearing?
- Why did it take John White, the governor of Roanoke Colony, three years to return from England with supplies?
- Who are the first “tracers” the time travelers see?
- Why does Jonah suspect that Andrea lost the Elucidator on purpose?

- What does Andrea confess after Jonah accuses her of lying?
- What do Andrea and Jonah see after rescuing the man from the boat?
- Why does Jonah say he feels used?
- Who does Andrea recognize as the man she rescued?
- How does John White's arrival back at Roanoke in the story deviate from historical accounts?
- Why is Jonah surprised that JB does not yank Andrea out of the past?
- In addition to being governor, what is John White's other role in the colony?
- What does Andrea mean when she says the history wasn't wrong, just incomplete? (p. 257)
- Why does John White want to go to Croatoan Island? What do they find there?
- Who is Second Chance, and what is his purpose?
- Jonah realizes that Second Chance has been manipulating him and the other travelers all along. What are some ways in which he manipulates them?
- Jonah wonders: "If JB had to choose between saving kids and saving history, which would he pick?" (p. 4) Which do you think JB would pick?
- Why does JB call Second Chance a traitor?
- What does Virginia Dare do that is crucial to history?
- What does John White do for Antonio and Brendan after they rescue him?
- What happens when Second Chance releases the ripple?
- What do you think will be the consequences of Second's recklessness?

POST-READING ACTIVITIES

- The Lost Colony of Roanoke, 1588, <http://theshadowlands.net/roanoke.htm>, lists the five most popular theories for what happened to the colonists. Ask readers to review the theories and decide which one they believe is the most plausible. Have each defend his or her choice to the group.
- This novel will leave readers with many questions about the history of the Roanoke Colony. The National Park Service offers excellent curriculum resources at <http://www.nps.gov/fora/forteachers/roanoke-revisited.htm>.
- Readers can view a slideshow of John White's watercolor paintings at <http://www.nps.gov/fora/photosmultimedia/johnwhitewatercolors.htm>. Essays discussing what the John White watercolors teach about the Carolina Algonquian people and culture can be found at <http://www.nps.gov/fora/forteachers/roanoke-revisited-unit-4.htm>.
- Readers can see John White's personal account of his voyages to Roanoke Island at <http://etext.lib.virginia.edu/etcbin/jamestown-browsemod?id=J1019>.
- Readers can view maps and images relating to the Roanoke Colony at <http://www.lost-colony.com/gallerymain.html>.
- Readers can learn more about the Croatoans and other Native Americans of the coastal Carolina region at <http://www.coastalcarolinaindians.com>.

RECOMMENDED BOOKS AND WEBSITES ABOUT THE ROANOKE COLONY

Books

- Fritz, Jean. *The Lost Colony of Roanoke*. Illus. Hudson Talbott. Putnam, 2004.
- Miller, Lee. *Roanoke: The Mystery of the Lost Colony*. Scholastic, 2007.
- Yolen, Jane and Heidi E.Y. Stemple. *Roanoke: The Lost Colony—An Unsolved Mystery from History*. Illus. Roger Roth. Simon & Schuster, 2003.

Websites

- KidInfo: Your Guide to the History of the Roanoke Colony
http://www.kidinfo.com/American_History/Colonization_Roanoke.html
- The Lost Colony Center for Science and Research
<http://www.lost-colony.com/home.html>
- The Lost Colony's Education Pages
http://thelostcolony.org/education/Resources/Lesson_Plans.htm

Discussion Guide for The Shadow Children Series



ABOUT THE BOOKS

Imagine living in the shadows, hiding your existence from almost everyone in the world. This is the plight of Jen, Trey, Nina, and all other third-born children. With their nation plagued by drought and food shortages, their government has made it illegal for families to have more than two children. Yet thousands of thirds exist without identification cards or rights of any kind. As these shadow children begin to discover and communicate with each other, their worldviews broaden. They begin to wonder why their government claims that they are the cause of all of their nation's ills, and they question the worth of their leaders themselves. Fearfully, unwittingly, or angrily, these secret children emerge from the shadows to fight for change.

The seven Shadow Children novels are told from the viewpoints of Luke, the beloved third son of a rural family; Matthias, the abandoned urban orphan raised by elderly moralist Samuel; and other third children. Their narratives offer readers differing perspectives on the compelling questions explored in the series. Should the government have the right to dictate the size of families or other aspects of how people choose to live their lives? In an age of televised news, how can one be certain what is really happening in the world and what is illusion—who is telling the truth and who isn't? Can individual actions truly affect the future of a nation? And, ultimately, what does it mean to live in freedom?

DISCUSSION TOPICS

- Why do you think some families decided to have third children despite their society's desperate circumstances and strict laws? Do you think that the benefits of having another child would outweigh the sacrifices that must be made? Why or why not?
- Each third child comes from a different background and type of hiding place. How are these children treated by the people who care for them and hide them? How do they feel about their circumstances? How do these feelings affect their actions?
- How does the government enforce its rules? Do you think its plan for dealing with the low food supply is a good one? Is it justified? Must governments limit individual freedoms to protect their citizens as a group? Is this the case in your own country?
- To come out of hiding, shadow children must assume false identities. How would you feel if you had to live under an assumed name, denying your relationship to your family? Which shadow child's feelings about this situation are most like your own and why?
- Are the shadow children in more danger when they are hidden or when they venture out into the larger, more complicated world? In what ways do you think this would be a difficult transition to make? Would you feel safer or less safe out in the world?
- Shadow children are often uncertain whether people are their friends or their enemies. Cite examples when third children question the loyalties of Mr. Talbot, Smits, Oscar, and even members of the Population Police Force. Is trust as difficult in your world?
- A critical challenge faced by each shadow child is the sense that one individual cannot make a difference. When do Luke, Nina, Trey, and Matthias express this sense? Are they correct? What is the relationship between this feeling and the leadership roles these children ultimately take on?
- How do different characters contribute to the fight for the freedom of the shadow children? How effective is Jen's rally? Does Luke help the cause when he joins the Grant family of Barons? Can Trey's fear be a type of courage? How do Mr. and Mrs. Talbot, Mr. Hendricks, and even Philip Twinings help the fight?
- It becomes increasingly clear that the government is misinforming its citizens. What lies are told on the public television channels? How is the information on the Baron channels different? What roles do television and the Internet play in the novels?
- Why do you think the government is, in a sense, framing the shadow children for the nation's problems? Whom do you think the starving population would be angry with if they did not have the shadow children to blame for their hunger?
- In what ways does hunger affect different characters and their actions? If your family were hungry, would you have joined the Population Police? Why or why not?
- When Aldous Krakenaur and the Population Police are defeated in the final book, are the third children truly safe? What does Luke do to expose Oscar? Why does Nina feel that only a third child could have stopped Oscar?
- What kind of government do you think—or hope—the shadow children will help to create? How does Luke imagine the future? Do you think it will be perfect? Do you think it will be better? Explain your answer.

QUOTATIONS TO DISCUSS

- *Among the Hidden* begins with Luke musing: "I will never be allowed outside again. Maybe never again as long as I live." What might you do if you were facing your final moments outside? How does this passage affect your understanding of the series?

- Jen tries to persuade Luke to join the rally, saying, “You’ve got to come, Luke, or you’ll hate yourself the rest of your life. When you don’t have to hide anymore, even years from now, there’ll always be some small part of you whispering, ‘I don’t deserve this. I didn’t fight for it. I’m not worth it.’ But you are, Luke, you are.” List three ways Jen’s words are important. How is Jen, who dies, a key character throughout the series? Compare and contrast the characters of Jen and Samuel as moral thinkers and leaders.
- Near the end of *Among the Impostors*, Mr. Hendricks explains that, “The Population Police can lie too...It suits the government’s purposes to say they are arresting third children rather than traitors.” Why might this be better for the government’s purposes? Are third children the real cause of the nation’s troubles?
- *Among the Betrayed* opens with Nina’s thought that “...like the bogeyman and the Big Bad Wolf and the Wicked Witch and the creep-show monster, the Population Police belonged in stories and nightmares, not real life.” What makes these rebellious thoughts? What makes these brave thoughts?
- In Chapter 29 of *Among the Barons*, “Luke remembered a quote from one of his history books: ‘The king is dead, long live the king.’” How do Luke’s experiences help him understand these words spoken upon the death of France’s Kings? Is the transfer of power in Luke’s world really this clear? How might this quote be understood in terms of the way leadership changes hands in your country?
- In Chapter 21 of *Among the Brave*, Luke’s brother, Mark, complements Trey on being braver than him. As Trey Responds, he realizes, “People are brave in different ways.” Explain this quote in terms of the different types of bravery depicted in the series.
- In Chapter 19 of *Among the Enemy*, Matthias wonders why he could save a Population Police officer, then fight against him. “It had to do with Samuel telling him, over and over again, ‘Killing is wrong.’ Even...back in the cabin, Matthias hadn’t wanted to be an accomplice to any more murder.” How does the memory of Samuel affect Matthias’s thoughts and actions? How do Samuel’s words affect your understanding of the relationship between third children and their government?
- At the end of Chapter 8 in *Among the Free*, Luke asks a boy about his loyalties. “Which side am I on?’ [the boy] repeated. ‘What do you think? Whatever side feeds me—that’s the one for me.’” Luke later muses, “Shouldn’t the enemies of my enemies be my friends?” Discuss loyalty in terms of these two quotations. Could you ever be driven to think like the hungry boy? Why or why not? How would you respond to Luke’s circular question about the enemies of his enemies?

WRITING AND RESEARCH ACTIVITIES

Hiding

- The premise of the Shadow Children series is that third children must live in hiding, pretending not to exist. Imagine you are a third child. Write three to five journal entries describing your life, how you feel about it, and your dreams, if any, for the future.
- Margaret Peterson Haddix calls these novels the “Shadow Children” series. What other words, such as hidden or forbidden, describe third children? Look up “shadow” in the dictionary. Based on these exercises, write a short essay explaining why “shadow” is, or is not, the best word to use in the series title. If not, what series title would you suggest?
- Make a “top ten” list of reasons people join the Population Police. Then, in the character of one of those of people, write a speech explaining to the Population Police why you have come to join them. Read your speech aloud to classmates.
- In the final book, Luke balks at being interviewed on camera, stating that if he is free then he has the right to say nothing. Why does Luke say this? Role-play this scene, having one classmate act as the interviewer while others play liberated citizens. You may also want to role-play the scene in which citizens begin to testify against third children once again. Discuss ways in which these role-plays are similar and/or different.

Population

- The world's six billionth child was born in 1999, and our population continues to grow. A growing population poses risks to the planet. Imagine you have just been told that you are child number six billion. Write a journal entry describing how you feel about this fact.
- The world's three most populous countries are China, India, and the United States. Research how population growth has been handled in one of these countries. Compare and contrast the different population changes and policies with the research of other classmates or friends. Have the policies been successful? What positive and negative effects might these policies have in the future? (Hint: Excellent data is available on the Population Reference Bureau website: www.prb.org.)

Food and Hunger

- Luke's family lives on a farm, and he is very interested in gardening and hydroponics, the growing of plants in a nutrient-rich water rather than soil. Learn more about these disciplines by trying to grow some vegetables of your own or trying your hand at hydroponics.
- The people of the Shadow Children world sometimes act against their moral senses because they are starving. What does it mean to be hungry? Write a paragraph describing how your stomach, limbs, and mind feel when you have missed a meal. Compare this to an encyclopedia definition of starvation. Based on these observations and facts, write a defense of the starving people's bad acts.
- How do we deal with hunger and famine in our modern world? Research the policies that different countries have for dealing with hunger both at home and abroad. Stage a debate, with each person advocating a different approach, and see if you can reach a consensus about which methods are the most effective.

Governments and Control

- Are these novels about a strong government preventing famine through limiting population? Or are they about a failing government attempting to keep control despite the famine by blaming third children for the entire population's hunger? Write a paragraph explaining which of the above sentences best describes the crisis of the Shadow Children series and why.
- Research the population control efforts of the Chinese government, the vilification of the Jewish people by the Nazis in World War II, or the racial hierarchy established between the Hutu and Tutsi people in Rwanda. Present an informative poster based on your research to friends and classmates. Discuss the ways in which each of these governments resembles the actions of the Shadow Children government. Then, if desired, write a paragraph stating which real-life situation you think is most similar to the series and why.
- To promote the idea that third children are villains, the government feeds the population propaganda through television and posters. Find the dictionary definition of propaganda. Look for examples of propaganda in the novels. Then create your own propaganda poster defending or blaming third children for the troubles of their nation.
- Luke and his friends ultimately have the opportunity to help create a new government. With classmates or friends, brainstorm a list of rules, regulations, and freedoms for the new government you would create for the Shadow Children. Or you and your classmates can each draft a new constitution for the Shadow Children to present to your class. Vote on the best constitution.
- What does it mean to be free? Hold a Freedom Day at your school or classroom. Learn about celebrations of freedom across time and cultures. Write an essay, poem, or song lyrics; create a sculpture, drawing, or collage; or improvise a dance or a play showing what freedom means to you.

BOOKS BY MARGARET PETERSON HADDIX

THE MISSING SERIES



Missing #1 Found
ISBN 9781416954217



Missing #2 Sent
ISBN 9781416954231



Missing #3 Sabotaged
ISBN 9781416954248

CHAPTER BOOKS & READY TO READS



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ISBN 9781416911593



The Girl With 500 Middle Names
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Say What?
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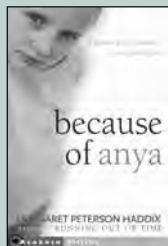


Among the Enemy
ISBN 9780689857973



Among the Free
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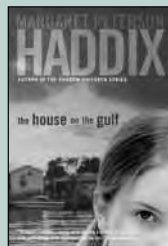
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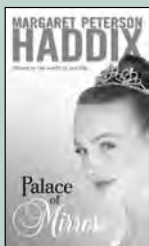
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Palace of Mirrors
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TEEN



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ISBN 9781416939177



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