



SCHOOL DISTRICT NO. 73  
(Kamloops-Thompson)

## SD73 Resource Review



<b>Title</b>	<b>Among the Hidden</b>
Author / Editor / Publisher	Margaret Peterson Haddix
Copyright	1998
ISBN	0-689-82475-0
Recommended Grades	5-8

<b>GENRE / THEME</b> Indicate with an X all that apply.							
X	Adventure		Fantasy		LGBTQ / SOGI		Realistic Fiction
	Anthology		Graphic Novel		Multiculturalism	X	Science Fiction
	Auto / Biography		Historical	X	Mystery / Suspense		Survival
	Coming of Age		Humour / Satire		Narrative Poem		Other
X	Dystopia		Indigenous		Nonfiction		

<b>DESCRIPTION</b>
<p>An engaging book about a 'Shadow Child' who is a third, forbidden child. Luke is banned to his house without being allowed to be outside and interact with anyone but his family. One day, he sees a girl's face in the window of a house where he knows two other children already live. Finally, he has met a shadow child just like himself.</p>

<b>ADDITIONAL COMMENTS</b>
<p>Students and teachers find this a very engaging story with tons of opportunities for critical thinking and excellent discussion.</p>

<b>BC CURRICULUM FIT</b> Indicate with an X all that apply.			
	Applied Design, Skills, and Technology		Languages (Core French, German, Japanese, Spanish, etc.)
	Arts Education		Mathematics
	Career Education		Physical and Health Education
X	English Language Arts		Science
	French Immersion Language Arts	X	Social Studies - population, government

<b>CORE COMPETENCY FIT</b> Indicate with an X all that apply.			
	Communication	X	Positive Personal and Cultural Identity
	Creative Thinking	X	Personal Awareness and Responsibility
X	Critical Thinking	X	Social Responsibility

<b>GENERAL CONTENT</b> To what extent does each apply? Indicate with E, M, S, or N. <u>E</u> xtensively <u>M</u> oderately <u>S</u> lightly <u>N</u> ot at all	
E	Is the content engaging, accurate, and current? Story is extremely engaging and appealing to students
E	Does the text represent different perspectives? (e.g. male, female, LGBTQ, Aboriginal, diverse cultures, BC-context) Diverse backgrounds and opportunities
E	Does it show insight into the complexity of being human? Broadens students' experiences and understanding, lots of opportunity for class discussion
E	Does it broaden students' experiences and understandings?
E	Is the content appropriate for the emotional maturity of most students at the intended grade level?
E	Could most students at the intended grade level read this text with high accuracy and understanding?
E	Is the text well-suited to a teacher read aloud?
E	Is the text well-suited to whole-class study?
E	Is the text well-suited to literature circles?
E	Is the text well-suited to independent reading?

<b>DESIGN</b> To what extent does each apply? Indicate with E, M, S, N, or NA. <u>E</u> xtensively <u>M</u> oderately <u>S</u> lightly <u>N</u> ot at all <u>NA</u> pplicable	
M	Is the use of font, text size effective and uniform?
NA	Do the illustrations and/or text features enhance learning?
NA	Are extraneous elements helpful? (e.g. preface, footnotes, glossary, extension activities)

<b>SOCIAL CONSIDERATIONS</b>		
Indicate if the treatment of the consideration is A, U, or NA. <u>A</u> ceptable <u>U</u> nacceptable <b>N</b> ot <u>A</u> pplicable		Comments/ Reasons/ References
A	Age	Characters aged 10-13
A	Gender Roles	Strong female characters
NA	Aboriginal Peoples	
NA	Multiculturalism	
NA	Gender Identity / Sexual Orientation	
A	Ability / Disability	Third child as a disability
A	Belief System	Government-strict controlling, top-down socialist, dystopian era. Government aims to control population.
A	Social-Economic	Scarce food and limited creature comforts. Class system.
A	Violence	Death of main character
A	Ethical / Legal	Population control
NA	Humour	
A	Safety	Risk-taking, rule-breaking, computer-hacking
A	Language	
NA	Sustainability	

<b>REVIEW COMPLETED</b>	
Date	January 9, 2019