**Untraceable**

**Study Guide**

**STANDARDS**

RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL3 Analyze how particular elements of a story interact with each other (e.g., how settings shape the character or plot).

RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Speaking and Listening

SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners on grade level topics, texts and issues, building on others’ ideas and expressing their own clearly.

SL2 Analyze the main ideas and supporting details in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

**PRE-READING**

1. What issues in our society are worth fighting for? Are there any worth dying for?
2. Can the efforts of one person really make a difference?
3. What does “courage” look like?

**DISCUSSION QUESTIONS**

Chapters 1-7

1. What do you know about Grace as a person? Share evidence from the text to support your opinions.
2. What drives Grace to keep searching even when the people she loves and trusts try to convince her to let it go?
3. Why do you think the author starts each chapter with a different survival skill? What does that do for the reader?

Chapters 8-16

1. What do you think about Wyn? What do you think about his relationship/friendship with Grace?
2. You officially meet Mo in chapter 13. Make some predictions as to who he is and where he comes from. Explain your predictions using evidence from the text.
3. Why did the author include Thoreau’s quote on page 93? *Many men go fishing all of their lives without ever knowing it is not fish they are really after.* What do you think it means?

Chapters 17-23

1. Why do you think Les would lie about knowing who Al and Billy are?
2. An interesting web is starting to reveal itself in chapter 22. Grace and Wyn were dating but are not dating now. Wyn is supposedly dating Skylar now but obviously still has feelings for Grace. Then there is Mo. Where do you see this going? Why? Is it important to the story right now? Why or why not?
3. Chapter 23 starts with Wyn and Grace going back to Station 19 but finding it cleaned up and Simon’s body gone. Who could have cleaned up the mess and took Simon? Why would they do that?

Chapters 24-32

1. Chapter 26 refers to the bear pits again (they were briefly mentioned in chapter 9). How do they fit into the story? Into Grace’s story?
2. Describe Grace’s relationship with her mom. Is it typical of a mother-daughter relationship during the teenage years? Do you think parents’ relationships with their children change during the teen years? Why or why not?

Chapters 33- 41

1. Do you think Grace’s dad is dead? If yes, how do you think he died? If no, where do you think he might be?
2. Ch. 34 added a new twist. Do you think Mo is being honest with Grace about who he is? Does that change your feelings about Mo? Do you think it will change how Grace feels about Mo?

Chapter 42

1. Whoa…. Pretend you are Grace. Write a journal discussing your thoughts about everything you saw in this chapter and what you learned. Be specific.

Chapters 43- 52

1. On page 285, Grace says her normal will never be the same. What does that mean?
2. How did you visualize the last chapters of the book? Do you have any unanswered questions? Thoughts?
3. Reflect on the overall meaning of the story. Why do you think the author wrote this story? What did she want you to think about?
4. Did the novel change the way you see the world? If yes, how?

**POST-READING**

1. Characters change and develop as a story progresses. Pick three characters and discuss how they changed. Cite evidence from the text.
2. If you could talk with any character from the book who would you choose to talk to? What would you ask them?

SCS10 Students will enhance reading in all curriculum areas by:

1. Reading in all curriculum areas
2. Discussing books
3. Building vocabulary knowledge
4. Establishing content

Reading and writing across content areas is vital as we strive to form connections and provide rigor and relevance for our students. Reading and writing across content areas allows students to demonstrate understanding, engage in critical thinking, and process new ideas. It also allows for conversation that will engage students as critical thinkers.

**Art**

* Create a wanted poster for Al.
* Design a movie poster for the book.

**Drama**

* Create a book trailer that would encourage others to read the book.
* Act out a pivotal scene from the book. You can even do this as a class and have groups of students act out different parts of the book, video each group and create a movie for the book.
* Write and video a Public Service Announcement or infomercial on charities that work to prevent cruelty to animals.

**Social Studies**

* Research the Great Smokey Mountain National Park and the plants and animals found there.
* Write a feature article on poaching for a teen magazine.
* Interview someone from the US Fish and Wildlife Service