



TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

F o u n d

Margaret Peterson Haddix

READ, WRITE, THINK, DISCUSS AND CONNECT

Foond

Margaret Peterson Haddix

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50203-795-4

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

| | |
|---|----|
| Summary..... | 3 |
| About the Author..... | 3 |
| Characters..... | 4 |
| Initiating Activities..... | 5 |
| Vocabulary Activities..... | 6 |
| Seven Sections..... | 7 |
| Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities | |
| Post-reading Discussion Questions..... | 21 |
| Post-reading Extension Activities..... | 23 |
| Assessment..... | 24 |
| Scoring Rubric..... | 36 |

Skills and Strategies

Comprehension

Creative thinking, identifying attributes, inferring, predicting, supporting judgments

Literary Elements

Character analysis, story mapping, setting, conflict, theme, point of view, genre

Vocabulary

Definitions, word maps, compound words, multiple-meaning words

Listening/Speaking

Discussion, oral presentation, dramatizing, debate

Writing

Creative writing, personal narrative, poetry, essay, report

Critical Thinking

Brainstorming, research, compare/contrast, cause/effect, analysis, evaluation

Across the Curriculum

Social Studies—adoption, local government, The Pied Piper of Hamelin, China’s Silk Road, history; Science—optical illusions, genetics, time travel, sound, caves; Health—teenage identity, the teenage brain, claustrophobia; Art—illustration, design, models; Music—soundtrack

Genre: science fiction with mystery elements

Setting: present-day Ohio

Point of View: third person

Themes: adoption, time travel, family, identity, leadership, teamwork, survival, morality

Conflict: person vs. society, person vs. self, person vs. person

Style: narrative

Tone: conversational, informative, thought-provoking

Date of First Publication: 2008

Summary

Angela DuPre's first day of employment at Sky Trails Air turns mysterious when an unscheduled plane appears with 36 babies and no adults onboard. Thirteen years later, teenagers Jonah Skidmore and Chip Winston receive ominous letters concerning their adoptions. Joined by Jonah's sister Katherine, the two boys search for their true identities. An FBI agent hints of an "international baby-smuggling ring" (p. 82), and Angela theorizes about a time-traveling plane full of babies from the future. However, Jonah and Chip discover their adoptions involved more than traveling from a foreign country to Ohio. At an adoption conference, Jonah and Chip reunite with the other babies from the plane and learn they are the "missing children of history" (p. 285). Thirteen years ago, time-traveling smugglers sold famous children from the past to adoptive parents in the future; however, the plane transporting the children crash-landed in the present, seriously damaging time. Now, the children must choose between repairing time by returning to their rightful places in history or experiencing the wonders of the future by completing the adoption mission. Horrified at the thought of leaving their present-day families, the children look to Jonah as their leader. Then, a time-travel law enforcement officer sends Chip and another boy back in time. Refusing to abandon their friend, Jonah and Katherine grab on to Chip and travel back to the 15th century.

About the Author

Personal: Born April 9, 1964, Margaret Peterson Haddix grew up on her father's grain and livestock farm near Washington Court House, Ohio. She was an avid reader as a child. When Haddix learned that a person invented her beloved stories, she dreamed of becoming a writer and began writing in second grade. Haddix received bachelor's degrees in English/journalism, English/creative writing, and history from Miami University of Ohio. While attending college, she spent a semester living in Luxembourg and says, "Living in a foreign country is a great way to force yourself to really think about, 'Who am I?' 'What shaped me as a person?'...." Haddix worked as a copy editor, reporter, and writing instructor before beginning freelance writing. She lives in Columbus, Ohio with her husband and their two children.

The idea for *Found* began when Haddix woke up disoriented on a plane, brainstormed about a kid(s) experiencing a similar experience, and then imagined a plane full of mysterious babies. After she finished the last book in the Shadow Children series, she proposed *Found* when her editor and agent asked about a new series. The proposal was accepted, and without a fully developed story Haddix wondered, "How am I ever going to carry this off?" Her daughter thought of a workable plot suggestion, which Haddix calls the "Holy Grail of suggestions."

Though she will not reveal what the suggestion was, as it would give away too much of the book, Haddix assures readers Jonah's other identity will be revealed by the end of the series.

Career: Haddix has written more than 25 books. Her body of work consists of early chapter books and fiction for both middle grades and young adults. She writes realistic, historical, science, and speculative fiction. Her titles include *Running Out of Time*, *Don't You Dare Read This, Mrs. Dunphrey*, *Leaving Fishers*, *Just Ella*, *The Girl with 500 Middle Names*, *Dexter the Tough*, The Shadow Children series, and The Missing series. Haddix is a *New York Times* bestselling author and has won the International Reading Association Children's Book Award, as well as received the American Library Association's Best Books for Young Adults and Quick Pick for Reluctant Young Adult Readers citations. *Found*, the first book in The Missing series, was a 2008 Junior Library Guild premier selection. The series continues with *Sent* (2009), *Sabotaged* (2010), and *Torn* (2011).

Characters

Jonah Skidmore: 13-year-old boy; adopted; intelligent, self-aware, and honest; one of the missing children

Katherine Skidmore: Jonah's sister; sixth-grader; smart, observant, and spirited; helps Jonah and Chip discover their identity

Chip (Charles Haddingford Winston III): 13-year-old boy; Jonah's new friend; shocked to learn he is adopted; anxious to uncover his and Jonah's mysterious past; one of the missing children

Michael and Linda Skidmore: Jonah's adoptive and Katherine's biological parents; overly concerned and understanding

Angela DuPre: as a young woman, witnessed a plane carrying 36 babies suddenly appear and disappear; theorizes the plane was a time machine; helps Jonah, Katherine, and Chip

Monique Waters: Angela's bossy supervisor at Sky Trails Air; denied witnessing the plane disappear

James Reardon: FBI agent involved with adoptions of the babies from the plane; refuses to reveal information about Jonah's adoption

JB ("janitor boy," Alonzo Alfred Aloysius K'Tah): time traveler; enforces the laws of time travel; sends Jonah, Chip, Katherine, and Alex to the 15th century

Grant Hodge: time traveler; smuggles children for Interchronological Rescue; poses as a caseworker

Gary Payne ("E"): Grant Hodge's assistant; time traveler; muscular

Daniella McCarthy: missing child of history; upset about her family's sudden decision to move to Ohio

Ming Reynolds: missing child of history; minor Chinese princess from the fourth century

Alex: missing child of history; sent back in time

Emily: missing child of history; soothing and rational

other mentioned missing children of history: Jason Ardul, Andrea Crowell, Maria Cutler, Gavin Danes, Josh Hart, Michael Kostoff, Denton Price, Sarah Puchini, Haley Rivers, Anthony Solbers, Dalton Sullivan, Rusty Devorall, Sam Bintree

Prologue–Chapter Five

On Angela DuPre’s first day at Sky Trails Air, an unscheduled airplane appears with 36 babies onboard—and no one else. Thirteen years later, Jonah Skidmore tells his new friend Chip that he is adopted. Then, Jonah receives an ominous letter which reads: “YOU ARE ONE OF THE MISSING” (p. 20). Later, Chip frantically interrupts Jonah’s dinner to reveal that not only did he receive the same letter, but he just learned that he is adopted. Jonah’s promise to search for clues about Chip’s adoption results in a phone call to FBI Agent James Reardon. Chip’s obsession with discovering his true identity makes Jonah realize that he also has unanswered questions.

Vocabulary

terminal
contempt
incompetence
violation
prone
adopted
visas
abruptly
prank
obsessed
unique
sensitive
poised
conspiracy
apprehension
inherited

Discussion Questions

1. Why is the Prologue an effective approach to begin the novel? What predictions about the story can you make from reading the Prologue? (*The author creates suspense and interests readers in the story by providing details that raise questions such as: Where did the plane come from? What happened to the pilot and flight crew? Why are there 36 babies onboard, and who are they? Answers will vary. The 36 babies will be important to the story. Angela DuPre is told not to discuss the plane; therefore, she may reappear later in the story.*)
2. Jonah is comfortable with being adopted because he has always known the truth. Why do you think Katherine is jealous of Jonah’s adoption? Why might other people get “weird about it” (p. 13)? (*Answers will vary. Katherine wishes her parents fussed over her, calling her a miracle, like they do with Jonah. She thinks being adopted makes Jonah special. Katherine does not understand that her parents consider both of them miracles and they are only trying to make Jonah feel like a member of their family. Some people may be curious about the adoption process. Children may have questions, such as why an adopted child does not look like his or her parents or does not live with his or her birth parents. Discussion should also include how obvious racial and ethnic differences in multicultural adoptions, like that of Jonah’s Chinese cousin Mia, attract attention and how this might affect an adopted child.*)
3. What does Jonah mean when he tells Chip, “You forgot about planning your funeral” (p. 17)? Are you more similar to Jonah or Chip? Why? (*Chip often plans ahead, while Jonah does not. When Chip frets about his future, Jonah responds with a sarcastic remark so Chip will not worry so much about growing up. Answers will vary.*)
4. Why does Jonah wonder if the mysterious letter is related to his adoption? What does he wonder about his birth parents? (*The letter arrives immediately after Jonah tells Chip about his adoption. Jonah does not know anything about his birth parents because his adoption records are sealed. The letter’s message, “YOU ARE ONE OF THE MISSING” [p. 20], makes him wonder if his birth parents miss him.*)
5. Explain Chip’s reaction to learning he was adopted. Why do you think Chip’s dad refuses to talk about the adoption? Why does this anger Jonah? (*Chip feels betrayed by his parents for keeping the truth from him and betrayed by his birth parents for giving him away. Chip lashes out at his parents because he is angry and suddenly unsure of who he is. Answers will vary. Chip’s parents may be self-centered, doing only what is best for them, concerned with appearing “normal,” or uncomfortable discussing sensitive topics with Chip. Jonah relates to Chip’s feelings and thinks it is unfair of Chip’s dad to ignore his question, because even though Jonah can talk about adoption with his parents and has read adoption books, he still has questions.*)

6. What is significant about the code that opens Chip's parents' safe? Why doesn't Jonah mention this to Chip? Do you think Jonah made a good decision? Why or why not? (*Using Chip's birthday as the code demonstrates Chip's importance to his parents because they chose a special number they could easily remember. Jonah does not want to appear sappy by explaining that the code means Chip's parents care about him. Jonah may also not want Chip to think he's defending Chip's parents' actions. Answers will vary.*)
7. Review the questions Jonah has about his adoption. Why are these questions difficult for Jonah to think about? (*Answers will vary. Jonah wants to know his family roots and details about his adoption; however, finding answers may be impossible since his adoption records are sealed. Jonah is hurt that his birth parents did not keep him. He is also afraid of any bad traits he may have inherited.*)
8. Why do you think Jonah's mother refers to the adoption books so often when talking to Jonah? (*Answers will vary. Jonah's mother wants him to feel comfortable discussing adoption. The topics in the books provide an opportunity to begin a discussion and for Jonah to ask questions.*)
9. **Prediction:** What will Jonah learn about his adoption?

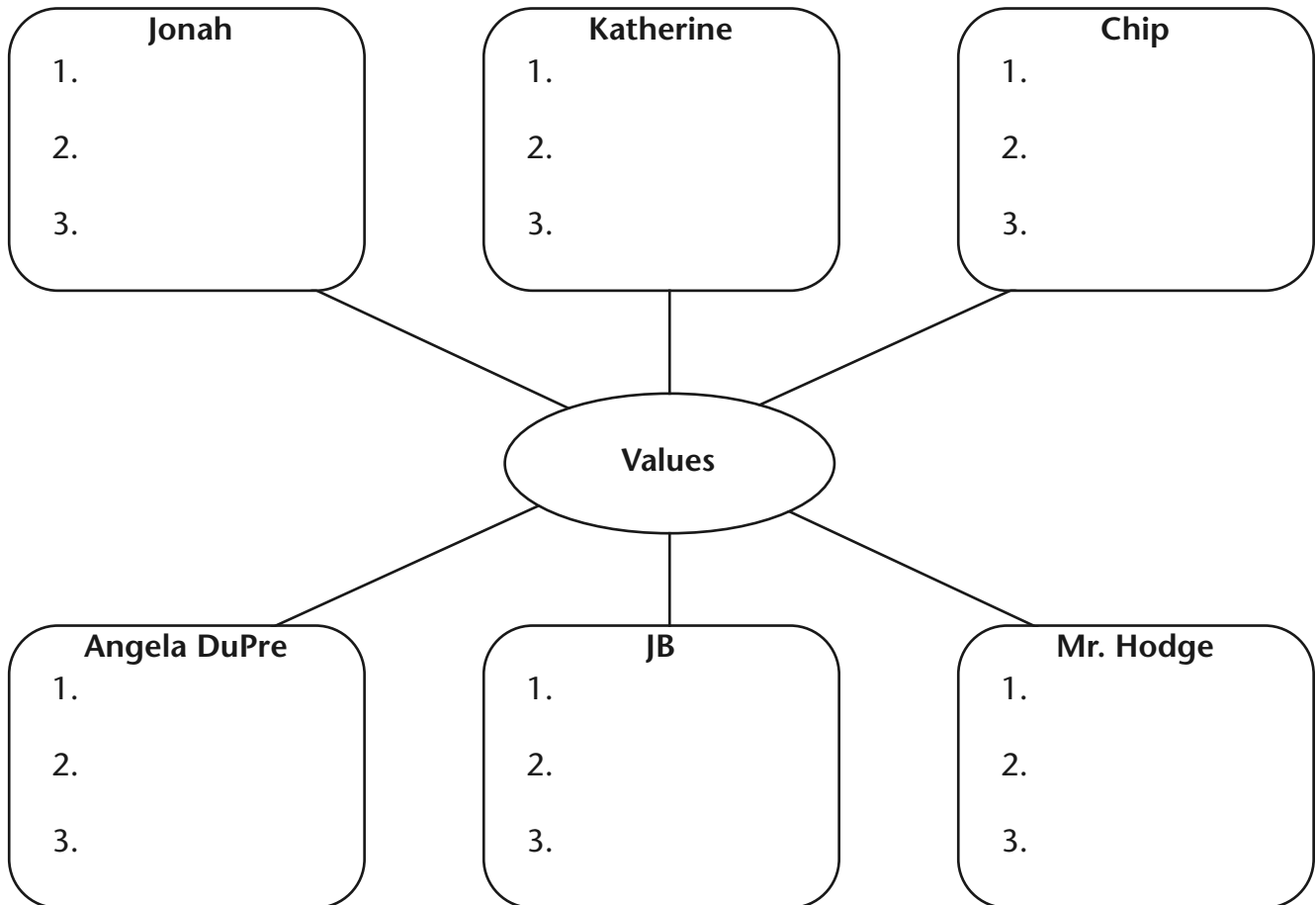
Supplementary Activities

1. Science/Speaking: Research optical illusions. Bring an example of an optical illusion to class. Explain what causes the illusion, using terms such as sense of sight, perception, geometrical, contrast, and color.
2. Literary Analysis: Begin a Character Web (see page 28 of this guide) for Jonah, Katherine, and Chip. Add to each web as you read.
3. Art: Many people use a family tree to document their ancestors. Design a family tree that would be useful for adopted children.

Understanding Values

Values represent people’s beliefs about what is important, good, or worthwhile. For example, most families value spending time together.

Directions: Think about the following characters from the novel and the values they exhibit. What do they value? What beliefs do they have about what is important, good, or worthwhile? On the chart below, list each character’s three most important values, from most important to least. Be prepared to share your lists during a class discussion.



After you have finished the chart and participated in the class discussion, think about which character seems to have values most like your own. Write a paragraph that explains why you chose this character.