About the Book
Upon arriving at the University, Cia and Tomas, along with the other students who have successfully completed The Testing, learn that students from Tosu City who did not have to endure The Testing will also be attending the University. This creates mistrust and even greater competition as students compete for job assignments and internships. Once placed in their area of studies, students endure a series of tests during the induction phase when, once again, the cost for failure is Redirection. Cia is at the top of her class and passes all tests, but she is ready to bolt when she realizes how corrupt the selection process is. She discovers an underground movement to overthrow Dr. Barnes, the Testing officials, and leaders at the University. Tomas and several other students join forces to discover what they can do to help the cause. When the president of the Commonwealth chooses Cia to be her intern, Cia decides to do what she can to help the president change the system—even if it costs her life.

The Common Core State Standards (CCSS) are included with the discussions and activities. You can locate the standards at: www.corestandards.org/the-standards.

Connect to the Curriculum
Common Core State Standards

ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

English/Language Arts
Chapter One sets the stage for the upcoming story. In small groups, ask students to make a list of the questions posed and the events that could occur based on the clues the author has given. After reading the book, have students revisit their list to determine how their questions were answered and the actual outcomes of the listed events. Have each group develop a list of three group “reflections” to share with the whole class.

Social Studies
Ian states on page 62 that “the government is supposed to balance humanity and kindness with law and justice.” The author also places significant emphasis on the qualities of good leadership. The reader sees examples of leaders with integrity who follow Ian’s ideology, and others with selfish
motives and no scruples. In small groups ask students to make a list of both types of leader, including student and official leaders. Then, use textual evidence to support their choices. Based on the criteria they discuss, ask students to identify current and past leaders who could be added to each of their lists; ask them to support their choices. Then ask each group to develop a list of defining characteristics of good leadership and to share their lists with the class.

Science
Unleashed on the earth as a result of the Seven Stages of War, the chemical and biological warfare has destroyed much plant and animal life. Consequently, biological engineers are attempting to undo that damage by genetically modifying both plants and animals. Ask half of the students in the class to investigate what is currently being done to modify plants and the other half to research animal modifications. Students should answer the questions who, what, when, where, why, and how, and present their findings to the class, using technology in their presentation. As students present their findings, audience members should reflect on possible positive and negative consequences of such modifications.

Art
Ask students to work with a partner to find a descriptive scene in the book. One partner should create an illustration using a variety of mediums. One partner will write accompanying text about the selected scene: reason for selection of scene and medium, analysis of visual elements, and explanation of how the illustration supports an understanding of the plot or characters. Then create an art gallery of the illustrations in the classroom or school library and have students work in small groups to take a gallery walk and respond to the displays.

Writing Activities
Common Core State Standards
ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Poem in Two Voices
The fierce competition between the Tosu City students and the Colony students heats up during the Induction Phase. Each pair of partners should select a Tosu City student and a Colony student. Ask students to make a list of the differences between the two characters and to write a poem in two voices based on those differences. Alternately, ask students to find a scene in which there is a conflict between the two characters and to write a poem in two voices portraying the conflict (and resolution if one exists). Have students practice and perform their poems for the class.

A Letter to the President
Cia, Tomas, and Raffe all know more than any other candidates about what is actually going on at the University. Ask students to select one of the three characters and to write a letter to the president detailing the events, the deaths, and the deception that is occurring at the hands of Dr. Barnes and Professor Holt. Students should plead their case for change and site specific incidents to support their requests. Post student letters in the classroom.
Political Power
Dr. Barnes answers to no one and seems to have the majority of support of the leaders of the Commonwealth. “Power tends to corrupt, and absolute power corrupts absolutely. Great men are almost always bad men.” Lord Acton, 1887.
Ask students to write a short essay relating this quote to Dr. Barnes and his actions for and against the Commonwealth. Have students cite evidence from the book to support their ideas. Then have students share their ideas in small group discussions and post essays in the classroom.

Discussion Questions
Common Core State Standards

ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. What does Cia discover on the Transit Communicator that causes her to question the motives of others? How does what she learns cause her to be so fearful of the tests and the possibility of what will happen if she fails?

2. Why does Ian change his assignment so that he can be Cia’s guide? How does he help her?

3. When Cia is assigned to the government for her career path, why does Tomas tell her it is a valuable assignment? How does Cia’s upbringing prepare her to be a just leader?

4. What does Cia risk by following Obidiah and the officials as they lead him off of the university campus? What does Cia learn about being “Redirected”?

5. All of the students that have made it to the University are the best and brightest in the Commonwealth. How does Dr. Barnes justify the best and brightest being Redirected? What is there to gain by the loss of valuable lives?

6. When Michal lays out the plan for the rebellion to Cia, what is her reaction? Why does her commitment to help Michal waver? What is her reason for not immediately telling Tomas?

7. Cia constantly tries to determine what each test means: what quality or character trait Professor Holt and Dr. Barnes designed the test to measure. How does the stress of the unknown affect her? How does she handle the stress of finding out that Dr. Barnes and Professor Holt don’t trust her? How does she plan to win their trust?

8. Why is Dr. Barnes upset that the President chooses Cia to be her intern? What benefits does Cia receive as the president’s intern?

9. Why is Cia upset with Tomas when he tells her he remembers what happened during The Testing? How do their memories, including Zandria’s death, change their relationship?

10. Why is Cia forced to trust Raffe? Why does Raffe help her with Damone? What prompts Raffe to help Cia and Tomas with the rebellion? What does Raffe risk to help them?

11. When Cia learns that Symon is on the side of Dr. Barnes, it is too late to save Michal. How will the information that Symon will betray the revolution benefit Cia and Tomas? How could Symon’s duplicity affect Zeen’s safety?