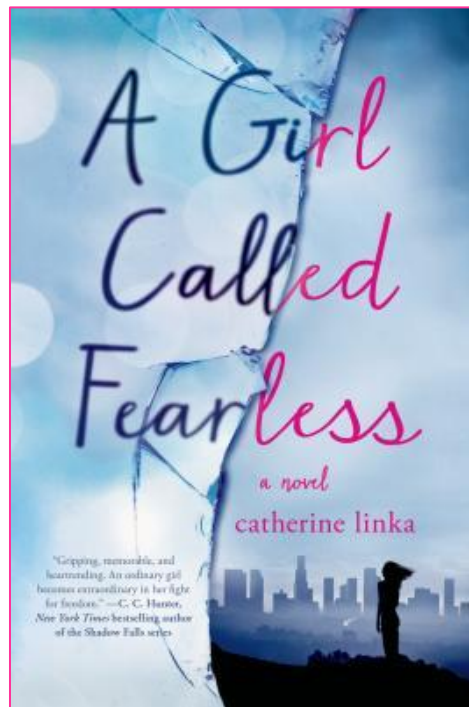


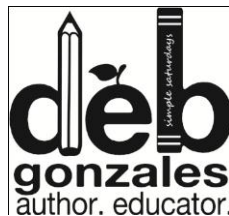
A Core Curriculum State Standards
Aligned Discussion & Writing Prompt
Guide for



Written by Catherine Linka

Published by St. Martin's Griffin

Guide Created by Debbie Gonzales



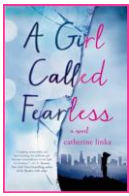
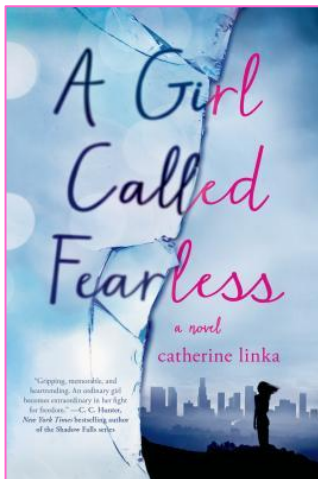


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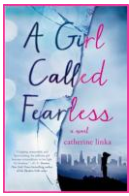
KIRKUS REVIEW:

In a darkly patriarchal dystopian future America, one girl finds the strength to fight for both love and revolution.

A mere 10 years ago, Scarpanol, a hormone used in American beef, spread cancer in 50 million women, wiping out generations like wildfire. Now, the Paternalist Movement controls the government, and teen girls are sold as wives under Contracts. Sixteen-year-old Avie Reveare lives a sequestered life under the care of her father, the CEO of Biocure Technologies, and her watchful bodyguard, while sneaking longing glances at her former best friend, student-turned-activist Yates. But it isn't long before Avie's sold for \$50 million to Jessop Hawkins, a major supporter of the Paternalist Movement rich enough to save her father's company from ruin. When Avie realizes her true feelings for Yates, it isn't long before she's spurred to flee to Canada, the only nearby country that welcomes girls breaking their Contracts. But the roads toward freedom are neither smooth nor short. Linka weaves a believable, disturbing dystopian future and never shies from violence or tragedy. Avie evolves into a bold protagonist at a brisk but authentic

pace. Though Yates isn't very compelling, the romance quickly takes a back seat, letting the revolution and the tense escape plot shine.

A deftly plotted portrait of the evolution of a teenage girl into a dystopian heroine. (Dystopian romance. 14-18)



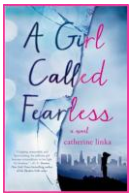
Discussion Questions & Writing Prompts

Roik couldn't tell me how to live my life, but Dad could. Apparently, I was now "valuable" and when you're "valuable," there's a whole new set of rules for you (24).

- ✍ The word valuable can be defined as an asset, hot property, or something possessing great financial worth. In her father's eyes, Avie has morphed from being a beloved child into a profitable piece of property. Explore the emotional impact this reality would have on a teenager.
- ✍ Avie references a new set of rules she must follow now that she is valuable. List those rules, both on a practical and emotional level. Cite examples from the text to support your opinion.
- ✍ In this new society, are some girls more valuable than others? If so, what sort of criteria determines a girl's worth?
- ✍ Being that the number of healthy, child bearing-aged females are in short supply, could it be that, in some way, the Paternalists' plans for arranged marriages might benefit the new society? Explore this notion from the Paternalists' point of view.
- ✍ Avie states that her father could tell her "how to live [her] life." Examine his motivations for arranging for a Contract between Avie and Hawkins. Investigate the positive and negative attributes of such an agreement.
- ✍ Compare and contrast the notion of personal value as adhered to by Yates, Father Gabe, Dr. Prandip, Magda, Sparrow, and others with that of the Paternalist philosophy. In what ways are the philosophies the same? Tell of ways that they differ.

Titanic was piled with Mom's old favorites that Gerald had saved for me. I opened the case and took out the card with the cast list and the director's comments. Before I struck the photo inside, I took a second to look at the other one I'd hidden (27).

- ✍ The wildly popular Academy Award-winning movie *Titanic* was filmed in 1997 and serves as a validation that *A Girl Called Fearless* was set in modern day United States. Search for and cite other present day references in the book.
- ✍ Do you find that the issues Avie faces in the story seem more futuristic rather than being identifiable in contemporary times? How so? Cite examples from the text to support your opinion.
- ✍ Consider the possibility of tainted meat killing a generation of women. Could something like this really happen in today's world? Explain your answer.
- ✍ Identify ways that contemporary society would be affected should a travesty such as the Scarponal disaster occur in your lifetime.



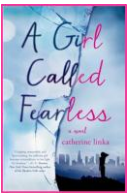
“Now it is time to commemorate those we have lost. Each class will come up to the stage in turn and place their roses in their class vase.”

...I recited it in my head as I walked up the aisle, feeling the weight of losing Mom sink into me. Felicity. It was ironic and cruel that felicity meant happiness when Mom, with her big open heart, was dead (54).

- ✍ Consider the grave consequences and losses – the death of 50 million women – caused by the growth hormone, Scarpanol. Imagine the magnitude of homes and lives affected by the spread of this possibly preventable cancer. Assume the role of the scientists and government officials by attempting to justify the grave consequences of their decision to inject American beef with this dangerous hormone. Can such irresponsibility be justified? How so?
- ✍ [The Organic Consumers Association](#) states that, “The European Union plans ... to [take] all the necessary steps to permanently ban U.S. hormone-treated beef as a health threat and that the U.S. should lift \$116 million in annual punitive tariffs imposed on European goods.” The European Union, in real life, took action to protect their population by banning hormone-treated beef. Explain how *A Girl Called Fearless*, a fictional piece, explores the political, scientific, and emotional aspects of reality. Cite examples from the book to support your position.

I put in my earphones and played the song Yates sent me. The words drummed in my head and took my feet with them. I stomped to the beat, because “Better Learn My Name” gave my anger a soundtrack. Those six black girls were my voice in a world that didn’t care what I said (87).

- ✍ Explain Avie’s emotional connection to the some “Better Learn My Name.” Tell what she means by the phrase ‘gave my anger a soundtrack.’
- ✍ Review the lyrics closely. Discover the words and/or phrases that identify with Avie’s state of being. Cite examples found in the text.
- ✍ Assuming the Paternalists’ point of view, should this song be banned? Why or why not?
- ✍ Throughout history music has served to capture the country’s political experience. Wikipedia defines a protest song as being associated with a movement for social change. “Fed up with being viewed as “the voice of a generation,” activist musician Bob Dylan once derided [or made fun of] “finger-pointing songs” -- and yet, sometimes, those protest songs result in the most enduring, life-changing art. (kdhx.org)” Do you agree that music can be a life-changing art? Explain your answer.

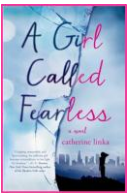


Hawkins cut him off. “No. You do not appreciate the situation. Your sneaking around will stop. Now. You will not see or text or talk to each other. It’s over. Aveline is under Contract to me. She belongs to me. Do you understand? (155)”

- ✍ A dowry is defined as transfer of parental property. “Dowry is an ancient custom, and its existence may well predate records of it...Disputes related to dowry often result in domestic violence, such as dowry deaths. (en.wikipedia.org/wiki/Dowry)” Cite situations that occurred in *A Girl Called Fearless* that were the result of Contract-driven, dowry-related acts of violence and death.
- ✍ Explain why Hawkins’ intent to own Avie, or the Paternalists’ practice of Contracts in general, seem vicious and out-of-line with the typical engagement process practiced in the United States.
- ✍ Tell what happens to love when fathers can reap a huge bonus for Contracting their daughters. Cite examples from the text to support your opinion.

Ms. A embraced us with her eyes. “Don’t let the Paternalists take away your rights without a fight. Don’t let them make you weak and dependent. And above all, don’t let them silence you. (166)”

- ✍ The word ‘rights’ can be defined as liberty, power, freedom, and honor. Consider the theme of individual rights as it is woven throughout the story. Cite and examine scenes in which human rights are being threatened or celebrated.
- ✍ Are the Paternalists’ intentions all bad? Are there ways that their efforts to keep girls and women safe that would not result in loss of personal power? Must females’ voices be silenced to do so? How so? Cite examples from the text to support your position.
- ✍ The character of Margaret Stanton was inspired two champions of women’s rights – Elizabeth Cady Stanton and Margaret Sanger. [Elizabeth Cady Stanton](#) urged women to recognize how religious orthodoxy and masculine theology obstructed their chances to achieve self-sovereignty (NWHM), being the supreme power over oneself. [Margaret Sanger](#) originated the mindset that allowed for rational control of human population – birth control (NWHM). Research these fearless women, noting their effectiveness to serve as models for the strong women featured in *A Girl Called Fearless*. Cite examples from the book to support your position.



“But aren’t you taking a pretty big risk, helping me?” Ruby could go to jail if she got caught. Who’d take care of her girls?

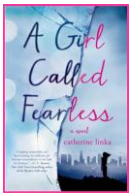
“Maybe. But I couldn’t sleep at night, knowing I stood by while my country went to hell. (185)”

- ✍ UShistory.org describes the Underground Railroad of the Civil War days as being “the effort--sometimes spontaneous, sometimes highly organized--to assist persons held in bondage in North America to escape from slavery.” Discuss ways that the Underground in *A Girl Called Fearless* likens that of the historic Underground Railroad.
- ✍ “Harriet Tubman is sometimes referred to as the Moses of her people because of the way she led them out of slavery. (UShistory.org)” List the characters who served in ways similar to Harriet Tubman in *A Girl Called Fearless*. Cite examples from the text to support your observations.
- ✍ “Lewis Hayden escaped from slavery through the historic Underground Railroad, eventually becoming a “conductor” from his Boston home. (UShistory.org)” Tell which characters served as Underground conductors in the novel? Cite examples from the text to support your observations.
- ✍ “Most of the time, however, slaves [of the historic Underground Railroad] crept northward on their own, looking for the signal that designated the next safe haven. This was indeed risky business, because slave catchers and sheriffs were constantly on the lookout. (UShistory.org)” Compare and contrast scenes in *A Girl Called Fearless* that reenact the perils of the historic Underground Railroad. Cite examples from the text to support your observations.

“Was Rogan in the Middle East?” I said.

“Saudi Arabia, then Iraq, then Afghanistan. He returned with a healthy distrust of authority and a hatred for Al Qaeda, the Taliban and other oppressors of the human soul. (254)”

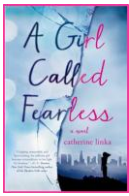
- ✍ Salvation is comprised of a community of people who distrust governmental controls of any kind. Groups such as these are known as Survivalist Communities, comprised of individuals who leave cities for remote havens or survival retreats in preparation for or anticipation that modern society will break down. Examine the motivation of a person who chooses to live in a Survivalist Community. Consider both sides of the argument – for and against – life in such a place. Tell of ways that Survivalists’ philosophy is beneficial. List ways that such a life might be a detriment to those who choose to live in this way.
- ✍ Closely examine the phrase ‘oppressors of the human soul.’ Describe your interpretation of an oppressor. Who are the primary oppressors in *A Girl Called Fearless*? Support your opinions by citing examples from the text.



- ✍ Generally, people who live in Survivalist communities are considered to be ‘extremists’, meaning that they are radically-minded, fanatics, and revolutionists. Such individuals are passionately devoted to a cause greater than themselves. Examine Avie’s behavior and motivations during her stay at Salvation and while in the Siege. Was she exhibiting extremist-like behavior? If so, were her actions justifiable? How so? Cite examples from the text to support your opinion.
- ✍ Make a list of the characters in *A Girl Called Fearless* who, though they did not retreat to a Survivalist Community such as Salvation, acted as defenders of the human soul. Cite examples from the text to support your opinion.

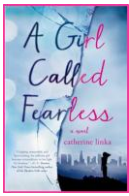
“You two are heroes,” Spoke said. “I’m telling you, the President’s going to have to answer for this. I bet both him and Jouvert are gonna find themselves impeached. Gunning down innocent Americans like enemy combatants – (353)”

- ✍ Explore the premise of governmental overreach as it pertains to the novel. Are there ways that the government pushes its influence too far into society’s rights? How so? Cite examples from the text to support your observations.
- ✍ Explore the notion of governmental overreach as it pertains to today’s world. Are there ways that the government is pushing its influence too far into society’s rights? How so? Give examples to support your observations.
- ✍ Explore the theme of individual choice and freedom as they pertain to the novel. Cite examples from the text to support your observations.
- ✍ Consider the themes of love and loss and they pertain to the novel. Cite examples from the text to support your observations.
- ✍ Compare and contrast the story of Romeo and Juliet with that of Avie and Yates. Tell of ways that they are similar. Explore their differences.
- ✍ Identify any other overarching themes depicted in the novel. Cite examples from the text to support your observations.



References

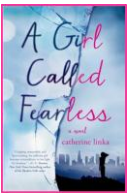
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Core Curriculum State Standards Alignment

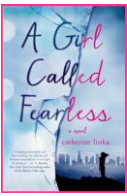
English Language Arts Standards » Reading: Literature

CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

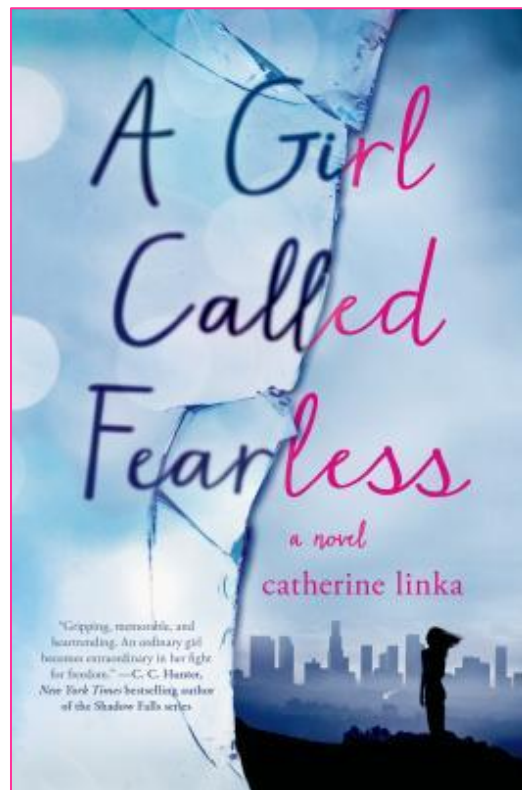


English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
CCSS.ELA-Literacy.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



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