**Trapped**

**By:** Michael Northrup  
**Publisher:** Scholastic  
**Copyright:** 2011  
**Genre:** Adventure  
**Contemporary Realistic Fiction**  
**Setting:** Tattawa Regional High School, New England  

**SUMMARY:**  
During a severe nor'easter, seven students are trapped inside a high school. Scotty Weems narrates the dramatic story of the students battling the severe weather and fighting for their survival. Uncertain of when help will arrive, or if it will, the students are forced to make decisions to determine their own survival and future.

**AUTHOR’S BIOGRAPHICAL SKETCH:**  
Michael Northrup lives in New York City and has published three novels. In addition to writing novels, Michael Northrup has written articles for magazines and worked at *Sports Illustrated Kids* and was a senior editor for *The World Almanac*. For more information on the author, visit his website at [http://michaelnorthrop.net/](http://michaelnorthrop.net/)

**Other books written by the author:**  
*Gentlemen*  
*Plunked*  
*Trapped*

**SIMILAR BOOKS/BOOKS WITH A SIMILAR THEME:**  
*To Build a Fire* by Jack London  
*Hatchet* by Gary Paulsen  
*Life as We Knew It* by Susan Beth Pfeffer

**DISCUSSION QUESTIONS:** (If question is related to a specific chapter, chapter is in parenthesis following question)

1. As the students realize that their rides are not coming due to the weather, how do their attitudes change? (Chapter 7)

2. Les does not tell Mr. Gossell that the light was a flare, not a flasher or volunteer firefighter. How does he justify this decision when he makes it? Does his feeling about the decision not to tell Mr. Gossell change throughout the course of the novel? (pg 47-52)
3. After the power goes off at the school, what strategy do the students use for survival? Would you use the same strategy? Why or why not? (pg 52)

4. As the students realize that they are going to be stuck at the school for a while, they focus on the heat and food. Is their approach successful?

5. Throughout the course of the novel, how does the friendship between Jason, Pete, and Scotty change?

6. Scotty describes each student trapped in the school and the things he has learned about them (pg 167-69). How have his opinions of the other students changed in the time they have been trapped?

7. After the roof collapses, the tempers of the students begin to flare up more. Pete and Les even get into a fight (pg 182-185). This fight changes the group dynamics. What are the similarities and differences of the students' behavior before and after the roof collapse and fight?

8. Pete decides to use Jason's snow mobile to go find help (pg 192-199). Do you think Pete's decision is based more on emotion or reason? Why?

9. How do you think the experience of being trapped in the school will impact the future of each student?

LITERARY LINKS or ACTIVITIES:

Book Trailers --
http://www.schooltube.com/video/8cf9d2a53701c1f553b1/Trapped-by-Michael-Northrop

http://www.youtube.com/watch?v=bFCWH4oukdg
http://www.youtube.com/watch?v=bFCWH4oukdg
http://www.youtube.com/watch?v=bFCWH4oukdg
Cartoon -- http://michaelnorthrop.net/?p=4758

ACTIVITY
Step 1. Look at the comic created by author, http://michaelnorthrop.net/?p=4758 then create your own cartoon using an online tool such as:
- Bitstrips, http://www.bitstripsforschools.com
- Strip Generator, http://stripgenerator.com/strip/create
- Write Comics, http://writecomics.com
- Toon Doo, http://www.toondoo.com
- Or Pixton, http://www.pixton.com
CREATE A “TRAPPED” Cartoon Booktalk
Create a booktalk for the book “Trapped” and then present it through a cartoon.
1. Decide on the characters, setting, action, and dialogue you will include in your cartoon.
2. Storyboard the individual frames on a paper storyboard. (A lengthy list of types of printable storyboards can be located at http://filmmakeriq.com/2010/10/500-storyboard-tutorials-resources.)
3. Include a combination of text bubbles and caption boxes.

Language Arts (List activity and Common Core Standards Grades 6-8 addressed by each):
8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories). Pick two characters in the story. Analyze how they are similar and different. Do these qualities change during the course of the story? Why or why not?

8.RL.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. Determine a theme or central idea of the novel. How does this theme or central idea develop during the course of the story?

8.RL.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. How does Scotty's foreshadowing throughout his narration of future events propel the action of the story?

8.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. Write about a real or imaginary situation you have been in that forced you to confront challenges like the characters in the story.

Science (List activity and Common Core Standards Grades 6-8 addressed by each):
6-8.WS.2 Write informative/explanatory texts, including scientific procedures/experiments. What is a nor’easter? Include an overview of nor’easters, locations in the United States that experience nor’easters, and a history of some famous nor’easters.

Challenging Words (pronunciation, spelling, defining) (include chapter and/or page #):
Nor’easter (pg 2)
Logistics (pg 11)
Resistance (pg 11)
Reminiscing (pg 21)
Eloquence (pg 21)
Invulnerable (pg 22)
Chassis (pg 27)
Psychopath (pg 30)
Hunkered (pg 43)
Boondocks (pg 55)
Conceivably (pg 59)
Forage (pg 63)
Resigned (pg 67)
Cliques (pg 75)
Delinquent (pg 75)
Amoeba (pg 75)
Mitochondria (pg 75)
Hygiene (pg 76)
Oddity (pg 98)
Commode (pg 143)

Battle of the Book questions are available from a link on the Young Hoosier Book Award page.