



Hannah's Touch

Laura Langston

Reading level: 3.1

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AR Quiz # 133327

Book Summary

When Hannah is stung by a bee and almost dies from an allergic reaction, she has an out-of-body experience. While she is out-of-body, Logan, her dead boyfriend, contacts Hannah, asking one final favor of her. Hannah doesn't understand what he wants her to do, but when Hannah returns to her body and wakes up, she has gained the ability to heal others. As Hannah adjusts to her new power, she realizes she must use it to accomplish the task Logan has asked of her, a task made difficult because it will require Hannah to forgive Tom, the person Hannah holds responsible for Logan's death.

Prereading Idea

Hannah's Touch revolves around the event of an out-of-body experience. Ask students to investigate this paranormal experience to gain a better understanding of this phenomenon. Students can begin their reading at the following helpful website, where they will find stories from people who have reported out-of-body experiences. Students can discuss what they learn after their informal investigation.

www.oberf.org

Connecting to the World—Writing and Research Ideas

- As in Hannah's case, the EpiPen is used by thousands of people who suffer from potentially deadly allergic reactions. In groups of three, ask students to research the EpiPen: history, uses, possible side effects, anecdotes and other interesting facts. Have each group of students write and present a public-service-announcement script utilizing their findings. Announcements can be posted around school, in day care centers and in youth recreation centers.
- Trying to help Hannah understand her new powers of healing, M.C. gives her articles on faith healing, physics and Reiki. Ask students to investigate the phenomenon of supernatural healing. Ask each student to focus on one aspect of the research to report to the class. Post student findings in the classroom.

Connecting to the Text—Elements of the Novel***Theme***

Theme is not the subject of the work but, instead, is an insight about life or human nature. Based on this definition of theme, ask students to determine the theme of *Hannah's Touch*. List their ideas on the board. Combining ideas from that list with the idea of forgiveness as part of the theme message, challenge students to write a creative and appropriate theme for the novel, working with a partner. Have partners write their theme messages and illustrate them to post in various classrooms and hallways in the school.

Characterization

When the story is over, the reader often wonders what happens to the characters after the last page is turned. Making sure they stay true to the character's personality, ask students to select a character in *Hannah's Touch* and to write a monologue revealing what happens to that character after the story's end. Ask students to assume the voice of the character and to perform their monologues for the class. Post monologues in the classroom or bind them for the classroom library.

Point of View

Readers are allowed to see the thoughts of Hannah, but not of anyone else. Ask students to work with a partner to select a situation in the book written from Hannah's point of view and to write it from another character's point of view. Have students read their rewritten text to the class. As an extension, use the "other points of view" as a discussion catalyst. Have the students write about an incident from their own experience told from the other person's point of view.

Connecting to the Students—Discussion Questions

1. Why does Hannah blame Tom for the accident that killed Logan? Was it Tom's fault? Why or why not?
2. M.C. knows that Hannah had an out-of-body experience, but Hannah doesn't really believe it. What does Hannah experience while she is passed out from the bee sting? How does she feel?
3. After Hannah heals M.C.'s dog Kitty, why does Hannah refuse to believe that she has any special healing powers? What finally convinces Hannah that her healing power is a gift she is intended to use for the good of humanity?
4. Why does Hannah feel lonely with her friends (ch. 4)?
5. Hannah tells her doctor that losing Logan's medallion is "like losing Logan all over again" (ch. 6). Why does Hannah feel so attached to Logan's medallion?
6. What role does Tom play in Hannah's guilt over Logan's death? Why does Tom drink and make so many jokes about the injuries he suffered in the car wreck that killed Logan? Why does Tom show such disrespect for Logan's memory?

Writer's Craft***Personification***

On page 2, the author uses personification to paint a picture of tree leaves: "...maple leaves on Seattle trees were curling like old, arthritic fingers." Ask students to find passages in the book with nouns they can personify. Students should write and illustrate their new sentences to post in the classroom.

Author Biography

Laura Langston remembers well the trips to the library with her mother and cannot remember a time that she did not love books and reading. After a short stop as a bank teller, her love of reading and writing led her to a career in journalism. After graduating from the British Columbia Institute of Technology, Laura's career started as a broadcast journalist and eventually led to newsroom reporting for CBC. When she and her husband moved to British Columbia from Winnipeg, she began her career as a full-time writer. Laura has published nine books for children and young adults and lives with her husband and children in British Columbia.