



## **Deadly**

Sarah N. Harvey

Reading level: 3.2

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### **Book Summary**

After fighting with her boyfriend at a party, Amy is kidnapped and held against her will. She has no contact with anyone, but her captor gives her writing assignments with a promise of freedom in seven days. Even though the police think he has something to do with her disappearance, Amy's boyfriend, Eric, sets out to do whatever it takes to find Amy. Eric catches a break when he finds evidence of Amy's kidnapping on his ex-girlfriend's phone. Eric follows the kidnapper who leads him to Amy. Once free, Amy must begin the work of overcoming the trauma she has endured.

### **Prereading Idea**

For many students, attending parties is just another part of the high school experience. Ask students to make a list of possible negative situations that could and/or do occur at high school parties. What actions could be taken by students and others to alter the outcome of these negative situations? After reading the novel, have students revisit this discussion and put into action at least one plan that could impact one or more of the negative consequences.

### Connecting to the World—Writing and Research Ideas

- Ask students to investigate the history of the seven deadly sins and then to write a short essay on one of the sins and the part it has played in their life. The seven deadly sins are lust, greed, gluttony, sloth, envy, wrath and pride (chapter 3). Have students assume the “voice” of the sin, personifying the vice, and relate the experience(s) from the point of view of the specific deadly sin. Have students share their pieces in small groups.
- Underage drinking is a leading cause of death among youth. In small groups, ask students to research the problem and to determine: reasons for teen drinking, the risks involved in the behavior, strategies within the family and community to prevent underage drinking, statistics surrounding the issue, and the laws and legal consequences of illegal drinking. As part of their research, ask groups to include an interview with someone that has a connection in some way to underage drinking. Using technology, each group should make a class presentation detailing their findings.

### Connecting to the Text—Elements of the Novel

#### *Characterization*

With a partner, ask students to draw a Venn diagram and to list the character traits, life choices, and personal issues for two of the major characters in the appropriate circles. Then using the lists on the Venn diagram as prewriting, have the students write a poem for two voices. Each student will take on the “voice” of one of the characters. Working together, students should write the words of the poem line by line, creating alternating individual character lines as well as unison lines. Students can perform their poems for the class.

#### *Theme*

Friedrich Nietzsche, a German philosopher who lived in the late 1800s, said, “What does not destroy me makes me stronger.” Using situations in the book for support, ask students to write a paragraph justifying this statement as the theme of *Deadly*. Or ask students to find another quote that exemplifies the theme and to support their choice with examples from the book. Have students add to their theme justifications by adding a personal connection and response to the theme. Have students share their writing in small groups.

#### *Plot*

The novel has two plots running simultaneously: one of Amy in her prison and one of Eric and his efforts to find Amy. Working in small groups, ask students to draw a plot diagram of each plot, including on the diagram the beginning, rising action, climax, falling action, and the conclusion. Students should write the events that occur in each stage on the diagram. These diagrams will help students visualize the key features of the story. Then ask each group to discuss the author’s purpose and effectiveness and the effects of the juxtaposition of the two plot lines in the novel. Have each group share their discussion highlights with the whole class.

**Connecting to the Students—Discussion Questions**

1. What events lead to Amy's abduction? What decisions could she have made that would have kept her safe?
2. What does Amy do when she wakes up in an unfamiliar place? How does she attempt to escape?
3. How does Beth's accident affect the family dynamics? Why does Amy hold her father somewhat responsible?
4. What evidence do the police have against Eric as a key suspect in Amy's kidnapping? How does he exonerate himself?
5. Nikki and Jason conspired together to kidnap Amy, but Jason is the only one who is charged. Why are all charges dropped against Nikki?
6. What role does Shawna play in the kidnapping? Why isn't she charged?
7. What role do Amy's parents, particularly her father, play in her kidnapping and her near-escape? How does her father react to Eric?
8. After Amy is free, what does she experience as a result of the kidnapping? How does Amy begin to overcome the effects of her trauma?

**Writer's Craft*****Imagery***

The author uses imagery to paint pictures of the scenes where action takes place. For example, the room in which Amy wakes after she is kidnapped (chapter 1), the house where the party takes place (chapter 2), and the media room in Eric's house (chapter 4). Ask students to find other descriptive passages and to illustrate one of the passages using a variety of different mediums. Have students include a short excerpt from the novel to accompany the artwork as well as a brief (two to three sentences) student response to the imagery. Display the artwork and student responses in the classroom.

**Author Biography**

From the time she was old enough to read, **Sarah N. Harvey's** mother took her and her two brothers to the library. Since then Sarah has been a voracious reader and ardent library user. Her love for books and reading opened a career for her as a bookseller before becoming a writer and editor. Before she begins a book, Sarah spends time thinking, daydreaming and walking before she sits down to write. *Deadly* is her tenth book. Sarah lives and writes in Victoria, British Columbia.

**Author Website**

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