



## About the Book

*Dead City* is the story of Molly Bigelow, a socially awkward, academically gifted 12-year old recruited to join the Omegas, a secret society that polices and protects the undead living in the abandoned sewers and subway tunnels beneath New York City. *Blue Moon*, the second book in the *Dead City* series was published in October 2013.

## James Ponti

Author James Ponti grew up in Atlantic Beach, Florida where he loved playing soccer and basketball but struggled as a reader. Despite this he always enjoyed writing. He majored in screenwriting in college and spent years writing for series on Disney Channel, Nickelodeon, and PBS. He's written several Young Adult novels but *Dead City* is his first Middle Grade series. One of his goals while writing it was to craft a story and characters that would appeal to both avid and reluctant readers alike.

## A Special Thanks to Texas Educators

I am thrilled and honored that *Dead City* was selected to be on the Texas Bluebonnet Award master list for 2014-2015. As the husband, son and brother of teachers I want it to be as easy as possible for you to use *Dead City* in your classrooms and media centers. I've written the following with that in mind. I have tried to match the lessons and activities with specific goals from the Texas Essential Knowledge and Skills (TEKS) using the 5<sup>th</sup> grade standards as a base. You can use these as anything from a single activity to a comprehensive four-week unit. Please feel free to adapt it to fit your classroom needs and to contact me with any questions or suggestions you may have at [pontiwrites@gmail.com](mailto:pontiwrites@gmail.com).



### **Week 1: Molly is Recruited by the Omegas - Prologue to Chapter 5 (pages 1-70)**

- You can't Judge a Book by its Cover, Can You? (pre-reading discussion)
- Identifying Voice (in-class reading, discussion and writing prompts)
- Omega Teams Vocabulary (group context vocabulary activity)
- The Swans (social dynamics discussions and writing prompts)

### **Week 2: Molly's Omega training - Chapters 6-10 (pages 71-134)**

- Ghost Stations (balancing literary and informational texts)
- Parts of Speech Vocabulary (identifying parts of speech)
- Character Dossiers (character analysis and writing)

### **Week 3: Molly's First Assignments - Chapters 11-17 (pages 135-205)**

- Codes and Ciphers (learning about codes)
- Building a Vocabulary (vocabulary writing activity)
- Plot Twists and Cliffhangers (extemporaneous group writing)

### **Week 4 - Molly's pursuit of Marek - Chapters 18-24 (pages 205-277)**

- I'll Map Manhattan (research and geography)
- Flatline Party (end of unit wrap-up)

## **Section 1 - You Can't Judge a Book by its Cover, Can You?**

### **Pre-reading Discussion**

There is a famous saying that “you can’t judge a book by its cover,” meaning that first appearances are superficial and can be misleading. But the truth is, we often *do* judge books by their covers. The cover for *Dead City* was illustrated by Nigel Quarless a talented concept artist living in Vancouver. Look carefully at the cover and think about what you might “judge” about the book just by looking at it.

### **Character**

Although you don’t know her name yet, the cover features Molly Bigelow, the protagonist of *Dead City*. How would you describe her physical appearance? How old do you think she is? Do her clothes give you an impression of what she’s like? Do you think she’s brave? Strong? Here’s a quote from Nigel: “I really like how the low angle makes Molly look more powerful than her size would otherwise suggest.” Do you agree with him?

### **Setting**

The setting is extremely important to the story. Can you identify which city the story takes place in just from the cover? (The two biggest hints are the Chrysler Building directly behind Molly and the NYC on the center of the manhole cover.) How is a book set in a city different than one that takes place in the suburbs or the country?

### **Genre**

Molly’s ready to fight whatever crawls out of the manhole. What type of book do you think it is based on her pose and the creepy hands? Would your opinion be different if the hands were behind her and she was unaware of them? What impression do you get from the title? What about from the “blurb” by Suzanne Collins?

### **Mood**

In what ways do the lighting and shadows in the illustration hint at the tone of the story? How does the purple coloring affect your impression of the illustration? What do you think the mood would be like if it had a brighter color, like yellow?

### **Omega**

There are two Omega symbols featured prominently in the middle of the illustration. One is dotting the ‘i’ in the word ‘City’ and the other is on a necklace around Molly’s neck. Do you think they are there for a reason? Even though you don’t know their significance, are you curious about their meaning?

## **Section 1 – You Can’t Judge a Book by its Cover, Can You? – Teacher’s Page**

### **Behind the Scenes Information for the Discussion**

Students often wonder about the process of how a book cover comes to be. In this instance a designer with Simon and Schuster reached out to Nigel Quarless, an artist living in Vancouver, British Columbia. He did some concept drawings based on an early draft of the manuscript and a description of Molly that I gave the editor. I purposely do not describe the physical appearance of the main characters in my writing because I want readers to identify with them as closely as possible. (There’s an activity based on this later in this packet.) However, for the cover my editor asked me to describe at least what I thought Molly looked like. Nigel worked with the designer and eventually I received an email with a copy of the cover design.

I loved the illustration right away. I especially liked the way Nigel captured Molly’s personality and attitude. Two side notes, there is one bit of physical description that is crucial to the plot – Molly’s mismatched eyes. Although it’s virtually impossible to tell on the cover, when I got the email I instantly enlarged the image on my computer to make sure that her left eye is blue and her right eye is green. The second is that a friend noticed that based on how she is standing Molly is left-handed. After he pointed this out I made sure to add that fact to the manuscript.

### **Standard**

TEKS: 110.16.14

## Section 1 – Identifying Voice in Writing

I believe voice is one of the most important elements of narrative writing. The voice includes the language, syntax, word choice, sound, and rhythm of the text. I started the book with a prologue that is out of chronological order because I wanted to begin with a portion of the story that quickly establishes Molly's voice and gives the reader an idea of what she is like. I also wanted to make sure the reader knows the type of content and themes that make up the story.

Select students from the class to read the prologue aloud. Because it is first person narration it should flow naturally and feel like dialogue. Afterwards, discuss elements of voice and theme.

### Possible Discussion Topics

- Why do you think the author choose to tell the story in the first person narration of the protagonist?
- How would it be different if it were told in third person?
- Because it is narrated, how does that affect that vocabulary of the story?
- Because the story is being told from Molly's perspective, we receive subjective information from her point of view. Can that always be trusted?
- While writing the book, the author would read each passage out loud so that he could listen to the sound of the words. How do you think this helped him?
- The author began his career writing television scripts. In what ways do you think this affected his writing in *Dead City*?

### Possible Writing Prompts

- Re-write the passage in third person. Feel free to describe the scene and setting as you think they are based on what we know from Molly's narration.
- The prologue is used to give the reader a sneak peek at what's to come in the story. Based on the prologue, what themes do you think are part of *Dead City*.
- Why do you think the author started the book in the middle of the story before going back to the beginning?

## Standards

TEKS 110.16.1, 110.16.3, 110.16.6, 110.16.27

## Section 1 - Omega Team Context Vocabulary

One reason I struggled as a young reader was because I was often frustrated by new words. As a writer I think it's important to use a rich and full vocabulary, but remembering my own frustration, I try to make sure that difficult words are presented so that you can figure out their meanings by seeing how they're used in relation to the other words and phrases around them. This is known as "context," which comes from a Latin word *contextus* meaning "the connection of words."

For this activity form an Omega team of your own like Molly and her friends. Except, instead of looking for zombies, you'll be looking for word meanings. Your teacher will give you ten vocabulary words and the pages on which they appear in the book. Try to determine their meanings based on their context. Work together with your teammates. Write out the definition and a synonym that you might have used if you were the writer. When you're done go over the answers as a class. Compare the synonyms that each group came up with and see if they're the same.

[illegible]

## Section 1 - Omega Teams Context Vocabulary – Teacher’s Page

### Vocabulary Word Bank with (page numbers). \*denotes scientific terminology

<u>Prologue</u> Prejudiced (1) Fencing (1) Alternate (2) Ballestra (3) Tuition (4)  <u>Chapter 1</u> Paramedic (10) Resuscitation (10)* Pirouette (11) Jeet Kune Do (11) Borough (12) Forensic Pathologist (12)* Morgue (11, 17)* Heterochromia (14)* Inappropriate (15) Cadaver (17)* Autopsy (18)*	<u>Chapter 2</u> Dreadlocks (20) Vanilla extract (21) Nanotechnology (22)* Flaunts (22) Procedure (27) Contaminating (28) Sinking feeling (30)  <u>Chapter 3</u> Vault (33) Looming (35) Clique (36) Tidbit (36) Immortality (44) Yeast (45)	<u>Chapter 4</u> Tram (48) F Train (48) Omega (56) Heirloom (52)  <u>Chapter 5</u> Orientation (60) Flattery (62) Conspiratorially (62) Census (67)
--	---	---

### Standards

TEKS 110.16.2, 110.16.29

## **Section 1 – The Swans**

### **Social Dynamics Discussion and Writing Prompts**

On the first day of school Molly dreads going to the cafeteria because when she sits alone her lack of friends will become obvious. She especially wants to avoid a group of girls known as “The Swans” because of her history with them. The class can read about Molly’s experience with the Swans in chapter 3 beginning on page 36. I’ve also included an excerpt so that you can copy it and hand it out to the class.

### **Possible Discussion Topics or Writing Prompts**

- Have you ever been part of or witness to a situation in which someone was once part of a social group and then excluded from it? Describe it and how it made you feel.
- Molly stood up for what she thought was right and as a result was kicked out of the swans. Do you think she was right to do what she did? Do you think she regrets her decision?
- Do you think the Swans treatment of Molly is a form of bullying? How should she address it?
- Molly stood up to Jessica because she wanted Olivia to be able to join the swans and as a result was kicked out of the group. Olivia then took Molly’s place in the Swans. This is a form of irony. Why?
- Discuss the allusion at the end of the reading when Molly says, “I was living a reverse fairy tale. I’d gone from swan to ugly duckling.”
- Discuss the two allusions to the Christmas Carol “The Twelve Days of Christmas” with regard to the naming of the swans and Jessica’s nickname for Molly.

### **Standards**

TEKS 110.16.3, 110.16.12, 110.16.15



### Dead City Excerpt – “The Swans” – Chapter 3

The first few classes went fine but the moment I'd been dreading was lunch. That's where my solo status was at its most glaring. Unlike most Middle School girls, who traveled in packs and coordinated their lives and wardrobes with their BFFs, I tended to do things by myself. This hadn't always been the case. For one three and a half week period, I was part of a group.

I'm embarrassed to admit how much I liked it.

It started right after Thanksgiving. Everyday at lunch I sat at a table with the same six girls. We were all new to the school and were pretty intimidated so we found our strength in numbers.

One day one of the girls, Jessica, said that our group should have a name. I wasn't sure if she was joking or not but some of the others agreed with her and suddenly finding a name became a big deal. Everyone tried to come up with one that would fit us.

Surprisingly, I was the one who did. It was the holiday season and I had Christmas carols in my head. I just blurted out, “seven swans a swimming.”

“I love it,” Jessica announced. “We're the *Swans*.”

Pretty soon the bell rang and I didn't think any more about it. But the next day when we sat down, Jessica had a surprise for us. She opened her lunchbox and pulled out seven silver swan charms. She gave us each one and told us we should keep them in our backpacks. They would mark our secret sisterhood.

For reasons that I still cannot fully understand, I thought this was the coolest thing ever. Suddenly I was part of something special. Something secret. Sometimes I'd walk into a classroom and see that another one of the girls had drawn a little swan in the corner of the chalkboard and I'd smile. It was our code.

Everything was great until Olivia came along. She wanted to join the group, which seemed easy enough. We all liked her and, after all, there were eight seats at each cafeteria table. No one would even have to move.

But that's not how Jessica saw it.

“It doesn't make sense,” she said. “She'd make eight and there are only seven swans. Eight would make us maids a-milking and I am not a maid.”

Seriously. That's what she said.

I told her that the song didn't really matter. I reminded her that in fact *I* had been the one to make up the name in the first place. But her mind was set. Seven swans, not one more or one less.

My mistake was thinking that all swans were created equal. I didn't realize that some were more equal than others and that Jessica had become our leader. In a show of protest I reached into my backpack, pulled out my swan and slapped it on the table. I thought five other girls would join me in pointing out how ridiculous this was and do the same.

No one did.

They just sat there and stared at me like I was the world's biggest traitor. Before I knew it, Olivia had my swan charm and was sitting at the table with the other girls while I was all alone in the corner of the cafeteria. I was living a reverse fairy tale. I'd gone from swan to ugly duckling.

At Christmas Jessica even gave me a nickname. She started calling me *Partridge*. "Because in The Twelve Days of Christmas the partridge is the one that's all alone."

## **Section 2 – Ghost Stations**

### **Balancing Literary and Informational Texts**

Because Dead City is built around the very fantastic element of New York’s zombie subculture, I felt it was important to make the rest of the story as realistic as possible. With that in mind I looked for fantastic seeming locations in New York that are in fact real. This provides a great opportunity to compare and contrast excerpts from the book with informational texts from other sources. One example:

### **GHOST STATIONS**

There are ten abandoned subway “ghost stations” in New York and one of them plays prominently in Dead City. The first time Molly goes to a flatline party she is amazed to step into a ghost station that has chandeliers, stained glass skylights and gorgeous mosaics. It is modeled after City Hall Station. Your class can read Molly’s description of the station in chapter 9 beginning on page 115 and then read from one of the many articles about City Hall Station such as:

[http://www.nycsubway.org/wiki/Station:\\_City\\_Hall\\_\(IRT\\_East\\_Side\\_Line\)](http://www.nycsubway.org/wiki/Station:_City_Hall_(IRT_East_Side_Line)).

### **Possible Discussion Topics**

- Why did the author feel it was important to use a real location for this scene?
- Why would something as beautiful as the City Hall station be closed and abandoned?
- Why would the city of New York make a subway station so ornate?

### **Possible Classroom Activities**

- Make a mosaic that you’d like to hang in a subway or train station.
- Draw the City Hall ghost station.
- Just like the zombies did with their flatline party, plan a party to take place in an unusual setting and figure out how to take advantage of it.
- Come up with a new use for a “ghost station.”

### **Standards**

TEKS 110.16.7, 110.16.10

## Section 2 – Parts of Speech Vocabulary

Molly and the Omegas are always looking for clues and when you read you look for clues too. Sometimes these clues can help you understand something about a word even if you don't know it's full meaning. For example on page 72 Grayson's brothers are arguing about whether or not dinosaurs are *cold-blooded* or *warm-blooded*. Even if you don't know what those terms mean, you can figure out that since they describe *dinosaurs* they must be adjectives.

Your teacher will give you twelve words. By looking at them in context can you decide whether they are nouns, verbs, adjectives or adverbs? There will be three of each. After that, imagine you are the author and come up with different words to replace the verbs, adjectives and adverbs.

<b>Nouns</b>  1. 2. 3.	<b>Verbs</b>  4. 5. 6
<b>Adjectives</b>  7. 8. 9.	<b>Adverbs</b>  10. 11. 12.

### Replacement words

<b>Verbs</b>  13. 14. 15.	<b>Adjectives</b>  16. 17. 18.	<b>Adverbs</b>  19. 20. 21.
---------------------------------------	--	---

## Section 2 – Parts of Speech Vocabulary – Teacher’s Page

**Vocabulary Word Bank with (page numbers). \*denotes scientific terminology**

<b>Nouns</b>  Schist (76)* Periodic Table (81)* Protocols (92) Beef Stroganoff (94) Terminology (110) Aqueduct (113) Mosaic (115) Merchants (116) Wasabi (120) Mezzanine (126)	<b>Verbs</b>  Stammered (89) Bypassed (120) Confronting (128) Decipher (129)
<b>Adjectives</b>  Endothermic (72)* Ectothermic (72)* Imminent (81) Hideous (100) Abandoned (115)	<b>Adverbs</b>  Modestly (86) Sheepishly (89) Sarcastically (129)

### **Standards**

TEKS 110.16.2

## Section 2 – Character Dossiers

Real-life spies compile *dossiers*, detailed profiles about the people they are studying. It's time to turn the tables on the Omegas. Normally they're creating dossiers about the undead, but now you are going to create one on one of the main characters.

For this assignment you are going to create a three-part profile on Molly, Natalie, Alex or Grayson. To do it you have to be a detective and look for clues in the book and make educated guesses to fill in the gaps. You're also going to have to be creative because there are some things about the characters that even I don't know.

For example, other than the cover, there is no indication of what they look like or what ethnicity they are. I did this intentionally because I want you to identify with them as looking and being like you and the people you know. You can write up your dossier on a single sheet of paper, or you can put each section on a different index card. Be creative with how you make it look. Remember you're a spy!

### Part I: Bio Blast

Identify the following information. Most of this can be found directly in the book. For some, like favorite class, you can guess based on what you do know.

(The borough is the section of New York like Brooklyn where the character lives.)

<b>Name:</b>	<b>Age/Grade:</b>	<b>Borough:</b>
<b>Family members:</b>	<b>Favorite Class:</b>	<b>Specialty on Omega Team:</b>

### Part II: Physical Description

Here is where you're going to have to be creative. Describe what you think your character looks like. Draw a picture or cut one out of a magazine and attach it.

(If you pick Molly feel free to have her look different than she does on the cover.)

<b>Physical Description:</b>	<b>Height:</b>	<b>Hair/Eye Color:</b>
------------------------------	----------------	------------------------

### Part III: Analysis

Write a paragraph to describe what you think the character's personality is like. What are his or her strengths and weaknesses? Which qualities do you think are most important about the character?

## **Section 2 – Character Dossiers – Teacher’s Page**

Here are Bio Blast answers that can be found in the text. As for Molly’s appearance you can say that because of her top-secret status as an Omega her image on the cover of the book might be completely inaccurate and misleading.

Name: Molly Bigelow

Age/Grade: 12/7<sup>th</sup>

Borough: Queens

Family members: Father, Mother (deceased), Sister named Beth

Favorite Class: No wrong answer, my guess would be English

Specialty on Omega Team: Possible answers include solving puzzles, martial arts

Name: Natalie

Age/Grade: 15/10<sup>th</sup> (implied but not said definitively in the book)

Borough: Manhattan

Family members: Father, Mother (both are doctors)

Favorite Class: Probably one of the sciences – physics, chemistry

Specialty on Omega Team: My answer would be leadership

Name: Alex

Age/Grade: 16/11<sup>th</sup> (implied but not said definitively in the book)

Borough: Never mentioned but in my mind he lives in the Bronx

Family members: He has three younger sisters

Favorite Class: No wrong answer

Specialty on Omega Team: My answers might include calmness, physical strength

Name: Grayson

Age/Grade: 13/8<sup>th</sup>

Borough: Brooklyn

Family members: Father, Mother, Two younger brothers named Wyatt and Van

Favorite Class: Strong indications are that it would be computers

Specialty on Omega Team: Good answers include organization and communication

Standards

TEKS 110.16.6, 110.16.16

### Section 3 - Dead City Codes and Ciphers

In *Dead City* the Omegas use codes and ciphers to secretly communicate. The most important is based on the Periodic Table of Elements. Grayson explains the code to Molly beginning at the bottom of page 81. With this cipher, you can spell words by replacing numbers with their corresponding atomic symbols. For example, on the Periodic Table the numbers 4/89/1 refer to the elements Beryllium/Actinium/Hydrogen and the atomic symbols Be/Ac/H, which spell out the word *Beach*. So according to the Omega cipher 4/89/1 is code for *Beach*. Below are ten plot points from *Dead City*, each of which has one or more coded words. Use a copy of the Periodic Table of Elements to solve them.

1. While riding the elevator, Molly's sister 4/90 gets angry with her for borrowing her 6/8/85 without asking.
2. Molly's school MIST is located on Roosevelt 53/16/57/60.
3. Natalie introduces Molly to the rest of the Omegas during 71/7/6/1.
4. Molly breaks the rules during her training and contacts a past Omega who works at a 56/19/68/39.
5. Molly is scared of heights, which makes her dread visiting 11/73/3/99 apartment.
6. As part of her 9/53/7/13 test, Molly has to blend in with the undead at a 9/57/81/53/10 party.
7. One day the 52/89/1/68 interrupts 17/33/16 to tell Molly she needs to go see the 59/53/7/6/53/15/13.
8. On their first official assignment the Omegas 9/53/60 three bodies in front of the Blackwell 1/8/92/34.
9. Molly rescues the 5/8/8/19 of Secrets from the undead protecting important codes and 6/53/15/1/68/16.
10. The very first zombies are known as the 92/7/71/6/19/39 Thirteen.

BONUS: Can you come up with three words on your own using the Omega cipher?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



### **Section 3 - Dead City Codes and Ciphers – Teacher’s Page**

1. 4/90 – Beth; 6/8/85 - Coat
2. 53/16/57/60 – Island
3. 71/7/6/1 – lunch
4. 56/19/68/39 – bakery
5. 11/73/3/99 – Natalie’s
6. 9/53/7/13 – Final; 9/57/81/53/10 – flatline
7. 52/89/1/68 – teacher; 17/33/16 – class; 59/53/7/6/53/15/13 – principal
8. 9/53/60 – find; 1/8/92/34 - house
9. 5/8/8/19 – Book; 6/53/15/1/68/16 – ciphers
10. 92/7/71/6/19/39 - Unlucky

#### **Standards**

TEKS ?

### Section 3 – Building a Vocabulary

Your teacher will give you ten vocabulary words and the pages on which they appear in the book. Try to determine their meanings based on their context. Write down the definition of the word and then write a new sentence that uses the word.

Example Flicker	Definition: To shine or blink unsteadily Sentence: The flame atop the candle flickered in the breeze.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

### Section 3 – Building Vocabulary – Teacher’s Page

#### Vocabulary Word Bank with (page numbers). \*denotes scientific terminology

<u>Chapter 11</u> Converted (136) Compromised (137) Convincing (139)  <u>Chapter 12</u> Clenched (141) Flustered (142) Paranoid (146) Evasive (148)  <u>Chapter 13</u> Appel (153) Flickering (160) Ledger (160)	<u>Chapter 14</u> Realization (162) Inhuman (164) Adrenaline (164)* Triumphantly (165) Hesitation (166) Mesmerized (166) Gurney (167) Skittering (168) Vantage point (170) <u>Chapter 15</u> Formaldehyde (176)* Gurgling (181)	<u>Chapter 16</u> Dumbfounded (189) Eureka (189) Rigatoni (190) Greek mythology (192)
--	---	---

#### Standards

TEKS 110.16.2

### Section 3 – Plot Twists and Cliffhangers

Surprise story developments and unresolved chapter endings are classic elements of narrative writing. Known as plot twists and cliffhangers they are structural devices that I use throughout *Dead City*.

A plot twist is any time when something completely unexpected happens and in the process changes the direction of the story. An example of this is on page 52 when Molly has her first confrontation with a zombie and Natalie rescues her:

Creepy Joe and I both turned to see my rescuer. It was Natalie. Oddly enough, he seemed to recognize her. Because the second he saw her, he let go of me, smiled, and started sizing her up.

"I can tell by your genius expression that you know what I am," Natalie barked. I had no idea where this tough-girl attitude was coming from, but I was happy to see it on my side.

An example of a cliffhanger happens at the end of on page 124 when Chapter 9 ends with this paragraph:

I looked back and saw the zombie staring first at the blood and then at me. Even in the darkness, there was no mistaking the orange-and-yellow glow of his teeth as he smiled and prepared to attack.

In this activity the class will extemporaneously create a story using plot twists and cliffhangers. The teacher begins with a scenario of one or two sentences that leaves the story unresolved. Then students can volunteer to pick up the story but never able to add more than a line or two. Students continue to add to the story and in a matter of minutes the class will have created a completely new story filled with twists and turns. One possible start is to borrow on the themes from *Dead City*. For example:

I was at the grocery store buying a bag of apples when I noticed a very peculiar man looking at me. He pointed at the apples and when he did his finger fell off of his hand and he said...

### Standards

TEKS 110.16.3, 110.16.6, 110.16.20

## Section 4 – I'll Map Manhattan

Most of the locations mentioned in *Dead City* are actual places you can visit in person or online. For this activity the students will research various locations mentioned in the book and then will work together to make a large map of Manhattan highlighting Dead City locations.

Part 1 – Place the students into 10 groups. Give each group two index cards and assign them one of the following locations. (The numbers indicate a page on which the location is mentioned.)

- Office of Chief Medical Examiner (20)
- New York Marble Cemetery (25)
- Roosevelt Island (34)
- Roosevelt Island Tram (48)
- J. Hood Wright Park (103)
- George Washington Bridge (104)
- Blackwell House (148)
- Atlas and Prometheus Statues at Rockefeller Center (194)
- Belvedere Castle (197)
- Morningside Park (224)

Each group should research its location in the library or online, drawing the picture of the location on one index card and writing three interesting facts about it on the other.

Part 2 – On a large poster board or piece of butcher paper draw the outline of Manhattan and Roosevelt Islands. One by one the groups should tell the class about their location and focus on the three interesting facts they identified. Then they should attach the cards to the map at the proper place. (If two locations are too close, they can attach the card nearby and draw a line to its exact position.)

### Standards

TEKS 110.16.6, 110.16.20, 110.16.24, 113.16.6

## Section 4 – Flatline Party

An excellent way to end your unit on Dead City is to have your very own Flatline Party in which the students dress up as zombies and have ghoulish snacks. This can be done in the classroom or the media center.

Flatline parties play a crucial role in Dead City and function as the final exam for prospective Omegas. Now that they have completed Dead City, your students are ready to see if they too can pass themselves off as undead. As you plan the party have your students reread the passage about Molly attending her first party on pages 115-124.

For the party students should dress up as Level 1, Level 2 or Level 3 zombies. They should also make creative snacks. (At the book launch party for Dead City one friend made edible fingers out of string cheese.)

You can also have some act as merchants and create products for the undead like the characters in the book. Some might even want to give speeches in defense of the undead like Liberty.

If you do this, please take a couple pictures and email them to me. As Jamaican Bob would say, “I’m dying to see them.”

Happy Reading!

**Vocabulary Word Bank with (page numbers). \* denotes scientific terminology**

<u>Prologue</u> Prejudiced (1) Fencing (1) Alternate (2) Ballestra (3) Tuition (4)  <u>Chapter 1</u> Paramedic (10) Resuscitation (10)* Pirouette (11) Jeet Kune Do (11) Borough (12) Forensic Pathologist (12)* Morgue (11, 17)* Heterochromia (14)* Inappropriate (15) Cadaver (17)* Autopsy (18)*  <u>Chapter 2</u> Dreadlocks (20) Vanilla extract (21) Nanotechnology (22)* Flaunts (22) Procedure (27) Contaminating (28) Sinking feeling (30)	<u>Chapter 3</u> Vault (33) Looming (35) Clique (36) Tidbit (36) Immortality (44) Yeast (45)  <u>Chapter 4</u> Tram (48) F Train (48) Omega (56) Heirloom (52)  <u>Chapter 5</u> Orientation (60) Conspiratorially (62) Census (67)  <u>Chapter 6</u> Cold-blooded (72)* Warm-blooded (72)* Endothermic (72)* Ectothermic (72)* Manhattan schist (76)* Imminent (81) Periodic Table (81)* Modestly (86)	<u>Chapter 7</u> Stammered (89) Sheepishly (89) Protocols (92) Beef Stroganoff (94)  <u>Chapter 8</u> Hideous (100) Outcropping (100)  <u>Chapter 9</u> Aqueduct (113) Abandoned (115) Mosaic (115) Merchants (116) Wasabi (120) Bypassed (120)  <u>Chapter 10</u> Mezzanine (126) Confronting (128) Decipher (129) Sarcastically (129)  <u>Chapter 11</u> Converted (136) Compromised (137) Convincing (139)
---	--	--

<u>Chapter 12</u> Clenched (141) Flustered (142) Paranoid (146) Evasive (148)  <u>Chapter 13</u> Appel (153) Flickering (160) Ledger (160)  <u>Chapter 14</u> Realization (162) Inhuman (164) Adrenaline (164)* Triumphantly (165) Hesitation (166) Mesmerized (166) Gurney (167) Skittering (168)	<u>Chapter 14 (continued)</u> Vantage point (170) Chapter 15 Formaldehyde (176)* Gurgling (181)  <u>Chapter 16</u> Dumbfounded (189) Eureka (189) Rigatoni (190) Greek mythology (192)  <u>Chapter 18</u> Exceptions (206) Wheelhouse (209) Cryptically (212) Tromp (215) Chapter 19 Reservoir (222)	<u>Chapter 20</u> Paralyzing (230) Sandhogs (231) Descended (237)  <u>Chapter 21</u> Impasse (245) Reprehensible (246) Grotesque (247)  <u>Chapter 22</u> Recounted (252) Consequences (253) Devastated (254) Impeccable (256)  <u>Chapter 23</u> Bouts (263)  <u>Chapter 24</u> Feeble (274)
---	--	---