

ABOUT THE AUTHOR



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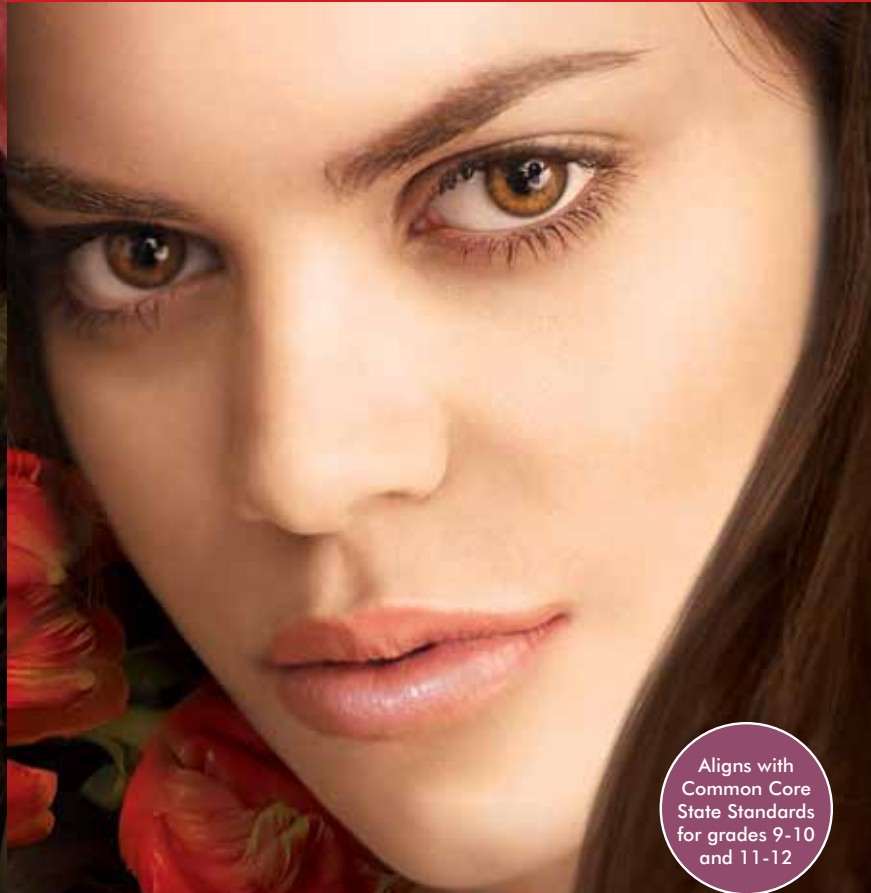
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Discussion guide prepared by Kate Coxon, Academic Dean of Rocketship Si Se Puede Academy, Palo Alto, California.

requiem

DISCUSSION GUIDE



Aligns with
Common Core
State Standards
for grades 9-10
and 11-12

requiem

Final Book in the DELIRIUM Trilogy

New York Times Bestselling Author of BEFORE I FALL

LAUREN OLIVER

ABOUT THE BOOK

In the gripping conclusion to the *Delirium* trilogy, Lena is a full-fledged member of the resistance who is torn between two loves: Alex and Julian. Both fight by her side to bring down the walls separating the Wilds from the cities. Lena buries herself in the cause to avoid heartbreak, and she's thrust into direct conflict with Hana, her best friend from the days before the war. Little does she know that it's Hana's voice that teaches us about the biggest tragedies inflicted by the cure, and Hana's hands that will ultimately decide Lena's fate. . . .

AS YOU READ

Ask students to keep a reading journal for *Requiem*, varying the types of entries they make each day: note compelling language, make connections to the text, speak directly to the characters, record reflections and suggestions for the author, and pose questions. Students can use the observations they make in this journal for reflective writing and/or group discussions. W 10, W 9.a, SL 1, SL 1.a

DISCUSSION QUESTIONS

1. In *Requiem*, we hear directly from Hana in addition to Lena. Why do you think Lauren Oliver chose to add another voice in the third volume of the trilogy? How is Hana's perspective different from Lena's? What about this story requires telling it from two points of view?
RSL 5, RSL 3 (grades 11-12)
2. Early on, Lena tells Alex that "the old Lena is dead" (p. 32). Why does she say this? Is she telling the truth or putting up a tough facade? Describe the changes that have taken place in Lena (or another character) throughout the series. Share evidence that shows whether the protagonists have become more mature, describing what it means to be an adult in Lena's society.
RSL 3 (grades 9-10), RSL 1, W 9
3. There are times when it's difficult to tell whether Hana believes the propaganda she's heard all her life. She blames herself for her troubles, repeatedly wondering whether she's defective. What do you think? Do you think that other characters might share her questions? If you were Hana, would you believe you lived in a utopia or a dystopia?
L 5.b, W 1, W 9
4. Fred begins as a sympathetic character: he is the son of a martyr and a crusader in his own right. What does he stand for in the eyes of the people? Does his public image matter, given what you see in his treatment of Hana? Identify the point in the story when Fred is revealed as a villain; do you find him to be a realistic character in the remainder of the story? Why or why not?
RSL 3 (grades 9-10), W 1, W 9
5. Select two or more themes or central ideas from the story and analyze their development over the course of the text; possible themes include freedom, love, friendship, abandonment, and sacrifice. Analyze how these themes interact and build upon one another, then use these themes to guide you as you provide an objective summary of the text.
RSL 2, RSL 1, W 9.a
6. *Freedom* and *love* are two words that appear frequently in the story. Choose one and trace its use throughout the book. What various definitions do the characters assign to your word? What images do they use to evoke its meaning? Document the range of definitions found in the text, then use words or digital media to create your own definition to share with the class.
RSL 4, L 5, L 5.a, L 5.b
7. Hana's father tells her that *amor deliria nervosa* is a disease of "selfishness," not love (p. 73). Do you agree? Write a persuasive essay on the nature of love and the value (or horror) presented by the cure; your essay should appeal directly to Grace (or another character who is coming of age) and should advise her on whether or not to have the procedure done. Provide reasons and evidence to support your arguments, making sure to counter the claims that will be made by the other side.
W 1.a, W 1.b, W 1.c, W 1.e
8. Research the Universal Declaration of Human Rights. What does it say about each person's right to food, clothing, housing, medical care, and social services? Is it possible for people to lose these rights during a political conflict? Present your research in a neutral, informative report that could be delivered to Fred or one of his allies. Your goal is to describe the UDHR in a way that is precise and factual, sharing information without provoking ire.
W 2, W 2.a, W 2.b, W 2.d, W 2.e, W 2.c, W 2.f, SL 4
9. Read the biblical account of the judgment of Solomon (1 Kings 3:16-28). How does the original story differ from the version in *The Book of Shhh* (pp. 9-10)? Which version do you find more compelling, and why? Do you think Hana (p.10) and Lena (p. 260) would have identified with the baby if they had read the original story?
RSL 9 (grades 9-10), RSL 7 (grades 11-12), RSL 1
10. Consider the perspective of Alex or Julian. Choose a chapter told from Lena's point of view and retell it as one of the other characters. To make it a compelling narrative, be sure to establish a clear problem situation, use techniques such as dialogue and description to bring the moment to life, and sequence events or revelations so they build on one another, leading seamlessly to a dramatic climax.
W 3, W 3.a, W 3.b, W 3.c, W 3.d
11. The story is set at a turning point in time. As Lena says, "now the propaganda can't hold. The resistance has become too large and too visible. They can't ignore us any longer, or pretend that we don't exist—so now they must try to wipe us out" (p. 65). Use the internet to research analogous situations in the real world (bonus points for finding a youth movement!). Discuss the tactics that the real-world resistance used to gain visibility.
W 2, W 2.a, W 2.b, SL 4
12. *Requiem* and the other books in the trilogy present an extreme vision of what the future might look like, but they also touch on issues that are contested in the current day—the death penalty, for example (pp. 18-19). Research an issue discussed in the text, honing in on a piece of that topic that is of interest to you and your peers. Collect information from several sources, concisely summarizing the issues for your classmates. Choose three issues to debate as a class.
W 7, W 8, SL 4

Unless otherwise noted, all above Common Core State Standards apply to grades 9-10 and 11-12.