



## **Exposure**

Patricia Murdoch

Reading level: 2.8

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AR Quiz # 106539

### **Book Summary**

Bullied by Dana on a daily basis, Julie dreads going to school and dreams of ways to exact revenge on her tormentor. So when Julie's brother, Zack, comes home from a party with incriminating pictures of Dana, Julie sees a way to even the score. As Julie sets her plan in motion, her best friend, Sammy, questions her motives and attempts to help Julie defeat Dana's power over her.

### **Prereading Idea**

Ask students to look up the words *bullying* and *bully* in the dictionary and on the web. Ask them to determine:

1. What are the reasons people become bullies?
2. What are the characteristics of a victim of bullying?
3. What role can parents play to minimize bullying in their children?

After a healthy discussion, begin reading about Julie and Dana.

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

- Like many students in school today, Julie is terrorized by Dana and her bullying tactics. Ask students to find a partner and together research bullying. Using ideas from their research, ask students to make posters to display in the halls of their school focusing on awareness of the problem and providing guidelines for those being bullied or those witnessing the bullying of others.
- Because the main characters in *Exposure* deal with a highly emotional situation, their feelings about themselves and the other characters are painfully exposed. Ask students to select one of the main characters in *Exposure* and to write a poem about the character, or to write a poem from that character's point of view about any of the characters. After students share their poems with the class, have students draw illustrations to accompany their poems and make a class booklet of the poems and illustrations.

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

At the end of chapter 1, after Dana threatens Julie, she thinks to herself, "One day I would get even with her." Assigning students to groups of three, ask half of the groups to make a timeline of Julie's thoughts and actions leading up to her leaving the picture of Dana in the locker room. Ask the other half of the groups to make a timeline of Dana's actions from that point forward leading up to the discovery of the picture. Then post the timelines, and ask the students to draw conclusions about cause and effect based on what they observe from the timelines.

***Point of View***

*Exposure* is told from Julie's point of view so the reader knows only what Julie is feeling and thinking about people and situations and what she explicitly states. In small groups, have students select a scene where Julie has conflict with another character and write from that character's viewpoint, focusing on Julie's actions. In the groups, combine the viewpoints—cutting, splicing, and rearranging—to produce a skit, a collection of voices. Present the skits to the class and discuss the impact of point of view on different characters.

### *Characterization*

Authors use various avenues to develop a character—through physical description of a character; through the character's speech, thoughts, feelings or actions; through the speech, thoughts, feelings or actions of other characters; and through a narrator's direct comments. In partners, ask students to select one of the minor characters, Sammy, Zack or Dana, and to find an example of at least three of the four methods above that the author used to develop their character. On a poster board, have students write the name of the character, the three methods they identified, and the quote or situation that employs the method. Display the posters around the room.

### **Connecting to the Students—Discussion Questions**

1. In chapter 1, Sammy and Julie discuss their bodies and aspects they do not like about them. Why is body image so important to them? Why is Sammy's attitude toward her body healthier than Julie's? What effect does Julie's negative self-image have on her daily life?
2. As the book progresses, Dana's bullying intensifies and her threats become more violent. How does this add to Julie's fear of Dana? What other options does Julie have in handling Dana's threats?
3. When Julie tells her mother of Dana's bullying tactics at school, her mother wants to call the principal, but both Julie and her brother, Zack, convince their mother that it would only make the situation worse. Why is this a legitimate fear? What could Julie's mother have done to help?
4. Dana puts herself in a compromising position when she parties with the older group of boys. Why is Dana willing to put herself in danger? What does this say about her character? What clues does this give the reader about why Dana bullies Julie?
5. Disappointed in Julie for distributing the picture of Dana, Sammy says, "And now you're the exact same," (ch. 11). What does Sammy mean? Is Sammy right in severing her relationship with Julie? What impact does Sammy's decision have on Julie's actions? How do Julie's other relationships change as a result of her actions?
6. The title, *Exposure*, could have several different connotations. What is exposed in addition to the picture of Dana in a compromising situation?

**Writer's Craft**

*Foreshadowing*

To heighten suspense and to keep the story moving forward, the author gives the readers hints about the events to come. Ask students, in small groups, to make a list of clues and hints that show the progression of the conflict between Dana and Julie. As a class, discuss the lists, indicating whether the foreshadowing is subtle or blatant.

**Author Biography**

This is **Patricia Murdoch's** first novel. As a language arts teacher, Patricia knows all too well the importance of learning to read and the power of a strong story. She lives in Bradford, Ontario.