



Exit Point

Laura Langston

Reading level: 2.8

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AR Quiz # 106538

Book Summary

Logan dies in a car wreck before his appointed time, but he does not pass from life into death easily. His guide to the “afterlife” allows him to be a witness to his own funeral, and even though no one can see or hear him, he continues to watch his family, sadly discovering that his uncle is molesting his younger sister. With the help of his deceased grandmother and his guide, Logan attempts to communicate with his girlfriend and his parents in order to help his sister, but none of them believe what they are hearing. Finally, Logan convinces his father of his sister’s predicament and stops the abuse before he is forced to move to the other side.

Prereading Idea

Many books, movies and television shows explore the concept of “life after death,” whether or not there is life after death, and exactly what that means. Have students discuss popular books and entertainment venues that convey ideas about life after death and the impact those ideas could have on an individual and a society.

Connecting to the World—Writing and Research Ideas

- Drinking and driving kills thousands of teenagers each year, and the number of deaths continues to rise. Ask students in small groups to research drinking and driving in teenagers and to collect data to use in one of the following ways:
 - ◆ Film a public service announcement to be broadcast in their school
 - ◆ Design a brochure to be distributed in their school
 - ◆ Present a public information night for parents
- Research shows that the majority of child abuse occurrences involve someone acquainted with the family, and in Amy's situation this statistic holds true. With a partner, ask students to compile a list of questions and conduct an interview with an individual who handles child abuse cases: a police officer, a social worker, a hot-line counselor, a medical professional, a school nurse or a teacher. Have each pair of students report their findings to the class, and then compile the information in a booklet to be distributed at an elementary school.

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

Conflict drives every good narrative; without it, there is no story. Logan's death is the catalyst for the external conflict and leads to the discovery of the second major external conflict—Amy's abuse by her uncle. All of the characters must cope with internal conflict in handling their grief over Logan's death. Ask students, as partners, to choose two of the characters in the book and to write a dialogue between them, revealing their efforts to accept and face Logan's death. Or ask students to write a dialogue between Amy and another character, discussing the discovery of her abuse. Have students present the dialogues to the class.

Plot

The plot is the storyline; one event leads to the next until the conclusion of the book. In small groups, ask students to brainstorm the possible events that transpired when Logan's dad arrived at Herb's house and began to dig around the hot tub for Pookie. When they have made their list of ideas, ask each group to select the most probable scenario and to write another chapter for the book based on that idea. Ask students to read their chapters to the class.

Connecting to the Students—Discussion Questions

1. Logan's guide, Wade, tells him, "There's no such thing as accidents. You chose to die because you didn't want to face your future." What evidence in the book supports Wade's statement? Does Logan ever accept Wade's statement as truth? Why or why not?

2. Before his death, Logan lived his life somewhat selfishly, not thinking about the impact his actions had on others. In chapter 3, Wade says, "Not only have you ended your own life, but you've changed the lives of everyone around you." If Logan could have returned to life, what changes would he most likely have made in his relationships? How would his decisions be more responsible?
3. When Logan visits Hannah, what does he try to communicate to her? Why is it so important to him that Hannah hears and responds to what he says? What is Hannah's response to Logan? How does the reader know that her actions are a result of Logan's efforts to reach her?
4. Why does Logan feel the need to say goodbye to his family and let them know he is at peace? How would this help him leave his life and the people he loved?
5. After his death, Logan is surprised to see his grandmother and to be able to talk to her. What does he learn about her in the afterlife that he did not know about her when she was alive? How does she help him do what he feels compelled to do? How does she help him eventually cross over to the other side?
6. Before Logan's death, his father demands much of Logan. His father lives by the motto, "Failure is never an option," and Logan believes, "I was born to fail," (ch. 9). How does Logan's death change his father's way of thinking? What evidence in the book proves that Logan was not born to fail?

Writer's Craft

Personification

In chapter 2, the author describes Logan's family's pain using personification. How does the use of personification help the reader to understand the emotion surrounding Logan's death? Ask students to find another section of the book they can rewrite using personification: the anger Logan feels when he discovers Amy is being abused, the fear Amy feels when she is with her uncle, the grief Logan's parents feel for his death, or others. Ask students to prepare to read their paragraphs to the class as an oral interpretation.

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 Laura and her husband moved to British Columbia from Winnipeg, she began her career as a full-time writer. She has published thirteen books for children and young adults and lives with her husband and children in British Columbia.