



I. D.

Vicki Grant

Interest level: grade 7 and up

Reading level: 2.8

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AR Quiz # 114174

Book Summary

Chris thinks his life is worth nothing: his stepfather constantly tells him how useless he is, his teachers think he is a failure, and even his mother yells at him for being inconsiderate. He doesn't really have any friends, and when he meets a girl he really likes, she refuses to go out with him. So when Chris finds a wallet with \$75.00 cash, credit cards and other identification papers, he thinks he has found a way to escape. Nervous and paranoid the first time he uses the ATM and credit cards, Chris finds it becomes easier every time he gets away with it—until the last time when the police arrest him and haul him off to jail.

Prereading Idea

Ask students to define the words integrity and honesty. Then discuss with students the different types of temptations that might arise to test their integrity and honesty. Ask each student to write the answer to the question, "What would you do if you found a wallet with \$75.00 cash, credit cards and claim checks?"

Connecting to the World—Writing and Research Ideas

Ask students to research possible ways individuals can have their identity stolen. Then ask students to devise a plan with a partner that would alleviate at least one of these ways and prevent someone from stealing their identities. Have each pair of students make posters promoting their plan to others in their school and community.

Ask half of the students to assume the role of Chris's defense attorney and the other half to assume the role of the prosecuting attorney. Ask each group of students to plan a case using evidence from the book for support. Students may also use information they gather from the Internet or other sources. After each side has prepared its case, have students present the cases in jury trial format. After the "trial" ask students to serve as the jury to decide which side presented the stronger case.

Connecting to the Text—Elements of the Novel

Characterization

Chris appears to be in a no-win situation, so he makes a poor choice; then he doesn't know how to get out of the mess in which he finds himself. With a partner, ask students to list all of Chris's good qualities on one side of a sheet of paper and on the other side to list his negative qualities, adding support from the book for each characteristic listed. Have students individually reflect on and list their own personal positive and negative characteristics. Have students choose an experience related to a positive or negative characteristic and to write about their experience.

Plot Resolution

In plot structure, the resolution occurs when all the loose ends are tied up and the story's problems have been resolved. In *I.D.* the author does tie up all the loose ends, but she leaves Chris in a new conflict. In small groups, ask students to discuss the resolution, making a list of Chris's problems and how they were resolved. Have students, working in small groups, write an alternate ending to the story in which the new conflict is also resolved. Encourage students to remain true to the characters and circumstances. Have each group act out their alternate ending.

Conflict

Everything in Chris's life is a struggle—among his relationships with others and within his own mind. With a partner, ask students to make a time line of Chris's life in the week or so that the story takes place. Ask students to include the conflicts Chris encounters, both externally and internally, on the top half of the time line and to write the resolution on the bottom half. Assign students to small groups and assign each group one of the conflicts Chris faces. Have students role-play the different characters or serve as a conflict mediator. Have the groups arrive at more functional ways to resolve the conflicts in Chris's life

Connecting to the Students—Discussion Questions

1. Chris knows the differences between Alexa and him are daunting, but he continues to entertain the idea that they might get together. What is the major reason they don't go out? Does Alexa think about the differences between Chris and her? Why or why not?
2. What role does Chris's family play in his attempt to start a new life using someone else's identity? How could they have helped him before it was too late? Why doesn't his mother protect him from the anger of his stepfather?
3. Chris seems to know when he is about to lose control, and for the most part, he vents his anger in a positive way. What motivates Chris's decision to steal Andrew Kirk Ashbury's identity? What characteristics does Chris possess that could or should have enabled him to make more rational decisions?
4. Chris feels sorry for himself and shifts the blame to everyone else for his problems. What could he have done differently to change the negative situation he was in at home and school? Why does he opt for what appears to be the easy way out?
5. What is ironic about the fact that Chris chooses Ashbury's identity to escape the mess of his own life?
6. After Chris cuts and dyes his hair and puts on Andrew's clothes, he begins using Andrew's ATM card and credit card. Why is Chris so nervous? What reasons does he have to be paranoid? Why does he finally drop his guard and relax?
7. After he is arrested, Chris finds himself in major trouble with the law—trouble that will require attorneys and money. Who will help him? How will he be able to overcome this dilemma? What is the irony of Chris's situation?

Writer's Craft

Allusion

An allusion is an indirect reference to another literary work, a famous person, or an event. On page 90, Chris refers to his new life as playing Russian roulette. Ask students to search for the meaning of Russian roulette and to discuss why it is an appropriate allusion to make. Ask students in small groups to brainstorm allusions to other literary works, famous people, or events that could be drawn from the events of the novel. Have groups illustrate and explain their allusions in mural form.

Author Biography

Vicki Grant always knew she wanted to be a writer, and after she graduated from college, she was hired as an advertising copywriter. There she learned the characteristics of good writing and attained the ability to meet deadlines and to take criticism. Vicki lives in Halifax, Nova Scotia, with her husband and three children.