***RECLAIMED***

by Sarah Guillory

**Louisiana Teen Readers’ Choice Nominee 2016**

**Grades 9-12**

*Submitted by Allison Stevens, Student*

*LSU School of Library and Information Science, Baton Rouge, LA*

**Title:** *Reclaimed*

**Author:** Sarah Guillory

**Publisher:** Spencer Hill Contemporary

**Pages:** 306

**SUMMARY**

All Jenna knows for sure is that she wants out of her miniscule hometown of Solitude, Arkansas. Since her grandfather’s death, her mom’s drinking has gotten worse and worse. She wants to put as much distance between herself and her mother as she can; she wants a bigger life. When twins Luke and Ian move into her grandfather’s old house in Solitude, they each bring different secrets and complications. Jenna starts to question everything she knows and must ultimately make a seemingly impossible decision.

**AUTHOR BIOGRAPHY**

Sarah Guillory has been a fan of words and books for as long as she can remember. Sarah lives in south Louisiana with her husband and their bloodhound, and she teaches high school English. *Reclaimed* is her first published novel.

 Biographical information taken from the author’s website at

 <http://sarahguillory.com/about/>

 Accessed October 2, 2014

**AWARDS**

Gold 2013 Foreword Book of the Year, YA Fiction

Silver 2014 IPPY Book Award, YA Fiction

**ADDITIONAL INFORMATION**

Author website http://sarahguillory.com/

**RELATED TITLES**

*Complicit* by Stephanie Kuehn

*Six Months Later* by Natalie D. Richard

*Identical* by Ellen Hopkins

**CLASSROOM CONNECTIONS**

**Biology:**

* A lesson plan available from Discovery Education discusses how the human brain works, and asks students to create presentations to answer questions about memory, learning, emotions, and other aspects of the brain. This can be tied to the amnesia Luke and Ian experience. <http://school.discoveryeducation.com/lessonplans/activities/mindovermatter/>
* Introduce students to the nature vs. nurture discussion. As twins have long been used in studies on this topic, the lesson could be tied to the difference in Luke and Ian’s skill sets and personalities despite their nearly perfect physical similarity.

**Language Arts:**

* Have students write a personal essay about someone important to them that they’ve lost (can be a parent, grandparent, other relative, family friend, or pet). Ask them to analyze how they were affected by the loss and what changes have come about in their lives because of it.
* Have students choose one of the three books mentioned on page 35 (*Frankenstein, The Strange Case of Dr. Jekyll and Mr. Hyde,* or *The Hounds of Morrigan*) or other novels which showcase the dual nature of man the way *Reclaimed* does through the use of Luke and Ian’s strikingly different personalities. Have students use both *Reclaimed* and their other chosen book to analyze why this duality is often used as a literary construct. More details and suggestions for this activity can be found at <http://sarahguillory.blogspot.com/2013/11/reclaimed-common-core-unit.html>

**Art:**

Have students research how to salvage and work with reclaimed cypress wood. Students can then create sketches of their kitchen at home, followed by sketches of a remodeled version of their kitchen with reclaimed wood cabinets, floors, and/or walls. Students could also draw plans for jewelry boxes or other furniture from reclaimed wood instead of kitchens.

**Vocabulary:**

 Oppressive

 Alchemy

 Dysfunction

 Vague

 Disintegration

 Weathered

 Invincible

 Synchronized

 Coercion

 Heirloom

 Metamorphosis

 Salvaged

 Feral

 Irreverent

**DISCUSSION QUESTIONS**

1. How does the description of the setting affect the mood of the story? Give some specific examples of places where the setting foreshadows the plot.
2. How does Jenna’s relationship with her mother change over the course of the novel? Give specific examples. What effect does this have on Jenna? Provide examples from the text.
3. What connection does the word “reclaimed” have to the events in the story? Support your answer with examples from the text.
4. How does Jenna’s relationship with Luke differ from her relationship with Ian? How are they the same?
5. What roles does Mops fill in relation to Jenna? Provide examples from the text.
6. In what ways do Luke and Ian illustrate the duality of man? How does this compare to other gothic novels that use this device, such as *Dr. Jekyll and Mr. Hyde* or *Frankenstein*?
7. Now that you know the truth about Luke and Ian, what clues can you find that you didn’t catch the first time you read *Reclaimed*? How could these clues have led you to the solution of the mystery?

**\*\*\*A Common core unit with additional discussion questions and curriculum connections is available online at** <http://static.squarespace.com/static/5040d264c4aa0a1a221147d1/t/5282b6c5e4b00c087ba5c4eb/1384298181575/Reclaimed%20%20Common%20Core.pdf>

**RELATED WEBSITES**

***Reclaimed* Common Core Unit**

<http://sarahguillory.blogspot.com/2013/11/reclaimed-common-core-unit.html>

A common core compliant unit written by the author that can be adapted for 8-12th grades

**Alateen**

<http://www.al-anon.alateen.org/alateen-for-teens>

Resources and support for teens with alcoholic parents

**Human Nature and Gothic Literature**

[https://tcss11.wikispaces.com/file/view/Complete+Gothic+Unit+Plan.docx](https://tcss11.wikispaces.com/file/view/Complete%2BGothic%2BUnit%2BPlan.docx)

A 10-lesson unit plan that examines the relationship between human nature and gothic literature