

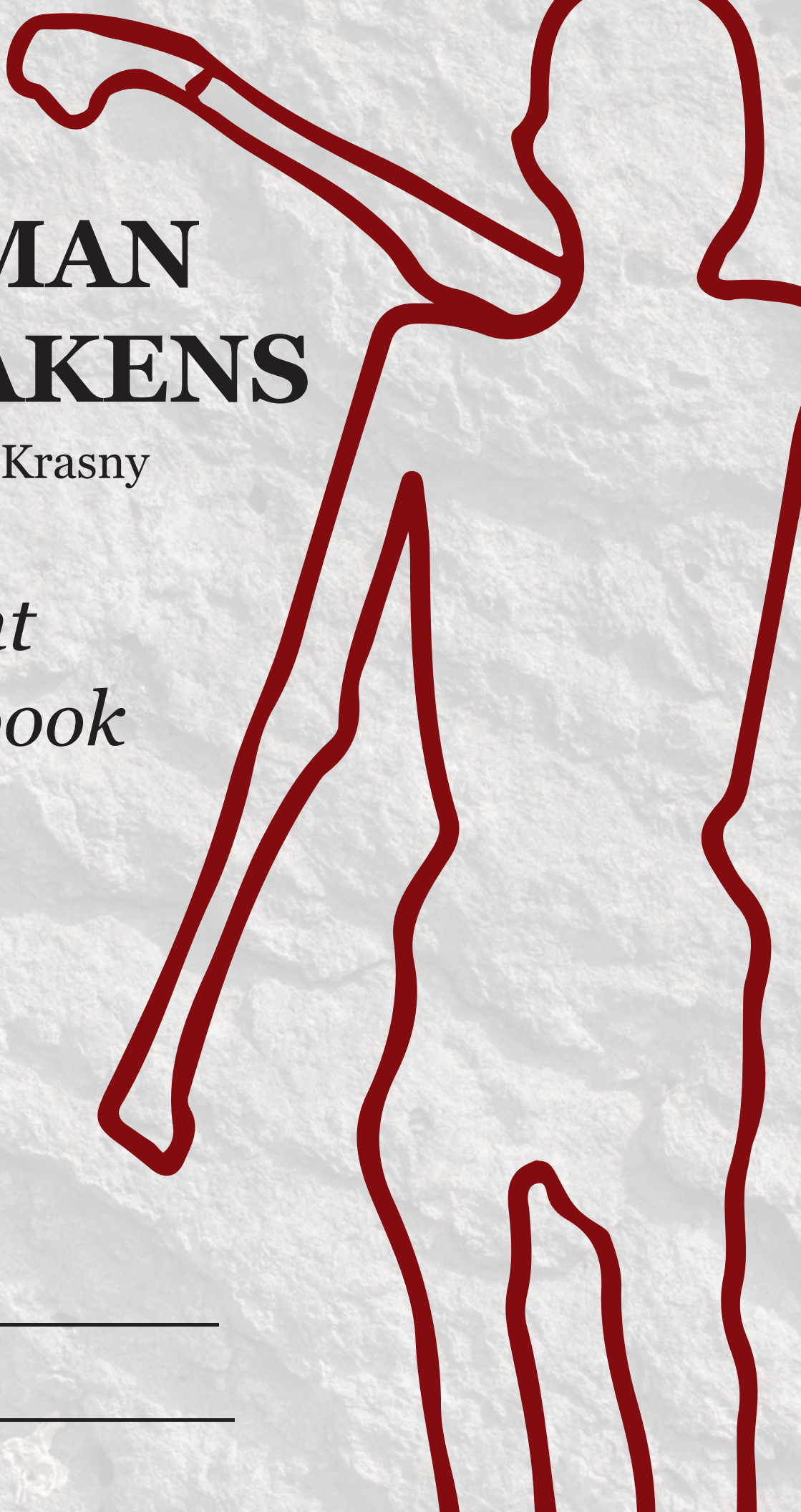
ICEMAN AWAKENS

By Sharon Krasny

Student Workbook

Name _____

Class Period _____



Dedication

Teachers are creative warriors for their students. There's no question that some of the best professional development I have received has come from my coworkers. I need to thank some pretty impressive women, who very graciously inspired or gave ideas into some of the activities found in this workbook.

Audrey Swain - You're a marvel! Had a great time with your Scavenger Hunt that I adapted for a class today. The students really enjoyed it and I was glad I took the time to organize the clues. Thank you also for the True Colors and Mandala Spirit Animal ideas. Activities like these engage minds in new dimensions and that's where learning can flourish.

Wendi Pillars - What an amazing teacher you are! Stunning on so many levels! The visual mind mapping page is inspired 100% from going through your book, Visual Impact. At first I simply didn't think I could draw the template, but then I kept reading your warning about not judging student's drawings. Here I was too busy judging my own. Thanks to you, I think the template will help students really process the important features periodically throughout the book.

Kassidi Gray - You're Wonder Woman in disguise! I'm sure of it. Your One Pager template brings in another element of mental processing much like the mind mapping that taps into student learning through the white spaces and open places a mind can explore. I know the students will enjoy this kind of assessment to demonstrate their understanding of the story.

Josefina Krasny - You're technical, graphic design skills really make your mom look good! Thank you for all of your professional help. I trusted you and you brought the fire! So proud of you. Can't wait to celebrate your graduation and see where you find your place in the world.



Table of Contents

Welcome to the all inclusive reading workbook for Iceman Awakens. Here you will find suggestions and directions for the various activities. Pick and choose what works for your class.

Book Trailer and Prediction.....Page 9

Teachers can access the book trailer on the homepage of my website www.sharonkrasny.com.

Bear Wolf Eagle Partners.....Page 10

Give the following directions: Find one person in the room not sitting next to you to be your Bear partner. Sign each other's papers. If you like, play some music while they find someone and when the music stops continue with the following directions: Thank your Bear partner and go find someone else you haven't talked to today. Sign each other's Wolf partner. Again play some music while students go around and find a second partner.

Finally, students should anticipate these directions, so ask them what's the last step - find someone that doesn't sit near them that they haven't talked to today and sign each other's Eagle partner. The music makes it fun and helps with movement as well as timing to know when to listen and return. These partners will be used throughout the unit. Depending on how the assignment is noted, call out for students to find their wolf partner when doing an activity, etc.

SOL: 6.1, 7.1, 9.1

Grammar Archeologists.....Can be found on www.sharonkrasny.com

Each slide has a passage from Iceman Awakens with grammatical errors. Decide which partner group you want them to be in. For example, have them get into their Wolf partners. Then have them get with another pair of wolves for a pack of four students. Each "pack" needs to find a pack leader. The leader keeps track of how many grammar errors the pack finds.

Each slide set has a Magic # of errors the pack/team need to identify. Once the pack has reached the required number they can either howl or they can call out “Dig It!” You know your students, so you decide.

On the following slide, the errors are corrected and highlighted. Feel free to go over some or all of the grammar opportunities.

Ideally these grammar activities will be completed prior to reading the specified chapter so they have an anticipation of what is to come.

SOL: 9.7

Guided Questions for Reading Journals.....Page 11

These questions are designed for student choice where they are in the book at the moment. These questions differ from the Chapter Reading Comprehension Questions in that these are very open ended and reflect student connections while reading.

The Guided Questions are set up as periodic reading checks turned in by your predetermined specified date - students pick two responses they want the teacher to check and the teacher picks one at random. Those three items are graded out of the set of five required, allowing students two gimme points. This way if a student is absent or falling behind, the lowest points he/she could earn for a check is 20/50. They can still recover from this grade. Provided are 20 questions - 4 checks, complete 5 for each specified periodic check.

SOL: 6.4, 6.5, 6.6, 7.5, 8.4, 8.5, 9.3, 9.4, 10.6

Reading Comprehension Checks.....Page 26

These questions are provided for each chapter. Some question types are checking for direct answers from the text. Other questions are checking for critical thinking and extension of the text. These may be used with the teacher's discretion for quizzes or to generate discussions, or record progress. Not all questions are required to check for comprehension.

May be used with **wolf/bear/eagle partners**.

SOL: 9.4, 10.4

Visual Mind Mapping.....Page 38

Use copies of the picture doodle page with the moon and the howling wolf to have students complete a comprehension check. “Branching out” - students can extend and predict what they think will happen next. “Snowflake connections” allow students to make connections to other parts of the story or even in our modern times. The “Moon sees” gives students a chance to interpret the unspoken conflicts that are happening around the character. The “Three Main Trees” have students pull the main events from the chapter. The quote is student selected. The “Rock Theme” is how they see the theme growing/developing. Finally the wolf demonstrates the character growth and conflicts. Students are encouraged to doodle and write their responses in the shapes provided. They can add color or as the teacher, you can add another task to be doodled on the picture.

Recommended chapters for a Visual Mind Mapping activities: Chapter 6, Chapter 17, Chapter 22, Chapter 25, and/or Chapter 29.

SOL: 6.2, 6.6, 7.2, 8.4,10.1, 10.2, 10.3, 10.4,10.6

Iceman Awakens Scavenger Hunt.....Page 39

This activity takes a little preparation, but is a great way to generate excitement pre reading the novel. After asking permission from the principal and recruiting 10 locations around the school, prepare your teacher template based on the 10 locations in the school. Students will receive nine blank templates to fill in as they arrive at each place. To prep your teacher template, give each group one question to start. Then have all students start in the same location for equal access and give them all one answer with a randomized second question from your remaining nine questions. On the template you have three small boxes at the bottom. Put the location to the next question in one of those three boxes and randomize the locations of the other two boxes. Students will not know which location has the correct answer they need until they match the question with the answer.

This is the most challenging part of set up; however, students will be challenged to work together in teams and communicate making choices of which of the three locations to go to next to try and find the correct answer and continue on their hunt. During the activity, students will only have 10 minutes to find as many answers as they can find. When they return to the classroom after the time is up, allow teams five minutes to sort their questions and answers to see how many they can get to match.

SOL: 8.1, 9.1, 10.1

RAFT Activity - Surviving Gaspare's Rite of Passage.....Page 41

Role Audience Format and Topic

Chapters 19 - 25

Students have autonomy and a creative opportunity to interact with Gaspare and their point of view. In a tic tac toe format, students should select any three activities to complete for different parts of the book. The squares completed should make a line either diagonally, top to bottom, or side to side. These products should offer an assessment of their reading comprehension in a hands-on format. The challenges have been placed so that students cannot choose two easy tasks, but will have a variety of skill building demonstrations of what they understand from the text.

SOL: 6.2, 7.2, 7.5, 8.4, 8.5, 9.1, 10.1, 9.6, 10.6

Symbolic Selfie.....Page 43

We take selfies trying to preserve ourselves in a specific time and place to share with family and friends. The selfie validates that we are here and doing something interesting. The symbolic selfie challenges students to think outside the box. They should create a symbol to represent one of the characters in *Iceman Awakens*. This does not need to be the main character or even human. The purpose is to demonstrate something kept hidden in the heart of the character. They should include a quote to support the interpretation of the character's inner desire. As an extension opportunity, students could include how they connect/relate to the character's desire. An example has been provided for a different story.

SOL: 6.4, 6.5, 6.6, 7.2, 7.5, 8.4, 8.5, 9.3, 9.4, 10.3, 10.4

Paper Bag Backpack.....Page 45

When the actual Iceman was found, archaeologists discovered a treasure from the things he carried. He had a backpack, he carried a birch bark container that allowed him to transport live embers, he had a flint knife, he wore one well designed boot for the alpine terrain, he had a valuable copper axe and other items showing us what people 5000 years ago understood. The discovery of his copper axe alone has changed our understanding of when the Copper Age or the Chalcolithic Era began by 1000 years. This project encourages students to create a brown paper bag like his backpack to carry specific items representative from the story. This activity could be used as a final project. On the day of presentations, students can present within smaller groups going around the circle introducing their chosen scene. A variation would be to have students pick a chapter, so each person has a different focus.

This is a great activity to have students pair with their wolf/bear/eagle partners and then pair two wolf/bear/eagle partners together to have groups of four students.

SOL: 6.2, 6.4, 6.5, 6.6, 7.1, 7.2, 7.5, 8.4, 8.5, 9.1, 10.1

One Pager.....Page 46

This activity combines a number of features onto one page. Samples have been provided to help demonstrate the desired outcome. Stemming from the One Pager activity, students then produce a one paragraph written analysis of a theme with textual support. This activity can be completed anytime through the story, but is most effective midway or near the end.

SOL: 6.5, 6.6, 7.5, 8.4, 8.5, 10.1, 10.3, 10.4

True Colors Character Analysis.....Page 48

This activity allows for out of the box creativity for students to surprise themselves with insight. Students have the freedom to select any character from the novel. They then need to decide which color would represent the character based on quotes from the book. Students are encouraged to practice analysis rather than summary.

* Note: An alternative analysis can be assigned focusing on students picking an element of nature (earth, wind, fire, water) and matching the element's characteristics with the character's nature. Students would still use quotes from book and prove the nature

matches the character in write 1.5 - 2 page analysis

Rubric included for Color analysis

SOL: 6.6, 7.5, 7.7, 8.4, 9.6, 10.1, 10.2

Mandala Metaphor Chart.....Page 50

A mandala, by nature of the design, is a symbolic circle creating patterns. This mandala blends dark and light together with a spirit animal. One side will represent the inside of a character the student chooses from the novel and the other will represent the connections with nature and the tribe. Students will be working symbolically and working within the character's dynamic. Students should be encouraged to take their time to consider the little details to demonstrate the patterns of personality the character finds himself/herself. Students need the worksheet and a full circle. The rest is from their creativity and patience.

SOL: 7.5, 8.4, 8.5, 10.1

Before Reading

What can a primitive person teach us?

What does respect mean?

Why is courage so hard?

Watch the Trailer

To find the trailer go to www.sharonkrasny.com

Write your prediction of what to expect in this story after watching the trailer. Use two specific pictures from the video as part of your answer.

After Reading

What is your biggest takeaway on how people impact each other?

How has society and people changed over time?

What is courage's greatest obstacle?

Wolf/Eagle/Bear Partners







Guided Questions for Reading Journals

Students need to prepare responses to the following 20 questions below during the reading of Iceman Awakens. There will be periodic reading checks determined by your teacher. You will need to turn in five of the questions by each specified date. There will be four checks total. Pick and choose which questions you want to answer depending on where you are in your reading and what is happening in the story.

When submitting for the due date, select which two of the five questions you have focused on that you really want your teacher to see. Your teacher will pick another one randomly for comments. Not all responses will be commented directly on for completion.

Due Date 1 _____

Student Choice 1 _____

Student Choice 2 _____

Teacher Choice 1 _____

Graded Total ____/50 pts

Due Date 1 _____

Student Choice 1 _____

Student Choice 2 _____

Teacher Choice 1 _____

Graded Total ____/50 pts

Due Date 1 _____

Student Choice 1 _____

Student Choice 2 _____

Teacher Choice 1 _____

Graded Total ____/50 pts



Fate

1. “Fate will unwind as it must.”

-*Beowulf*

What do you think is meant by this quote?

Do you agree or disagree and why?

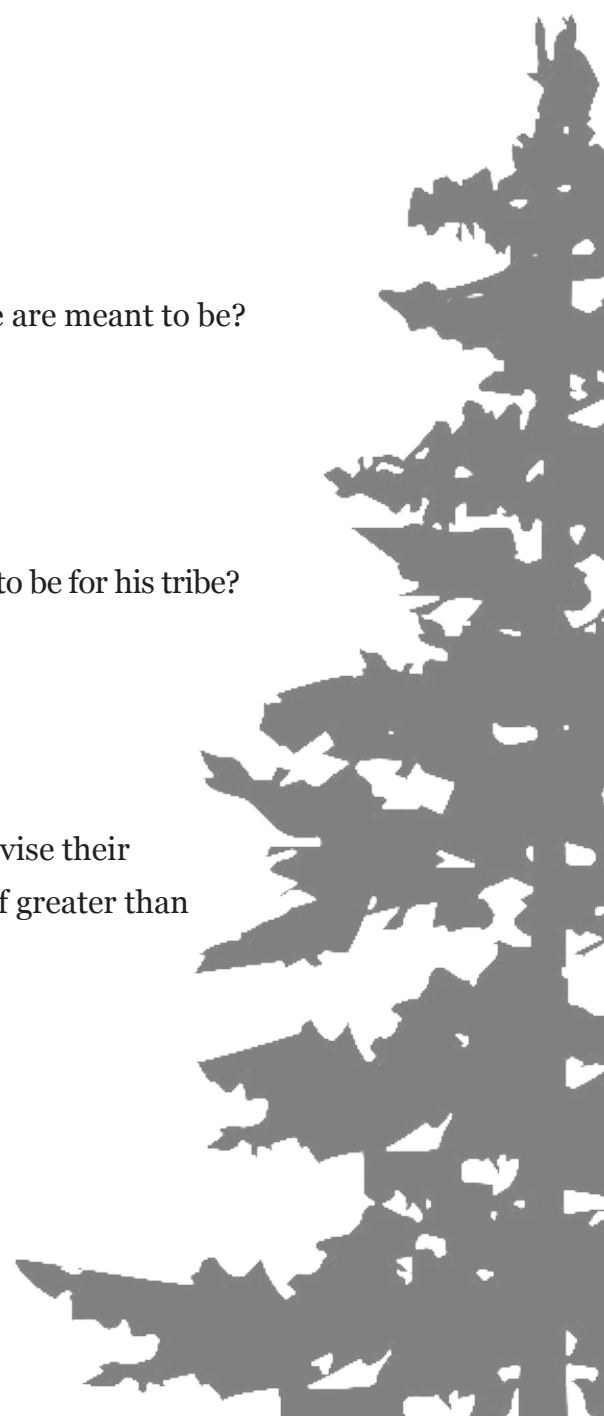
How is this idea of fate tied to our understanding of who we are meant to be?

Why do you think Gaspare struggles with who he is supposed to be for his tribe?

2. “Men are so quick to blame the gods: they say that we devise their misery. But they themselves- in their depravity- design grief greater than the griefs that fate assigns.”

– *Homer, The Odyssey*

What do you think is meant by this quote?





If depravity means wickedness or immoral acts, how does what Aroden chooses to do in the story indicate how he feels inside?

What grief might Aroden be experiencing and why?

Relationships

1. "Truth is everyone is going to hurt you: you just gotta find the ones worth suffering for."

-Bob Marley

Do you agree or disagree?

What do you think Marley means when he says everyone?

Does he mean parents and friends?





How does this quote and your response apply to Gaspare's relationships?

What, if anything does he learn and what does he decide is worth suffering for?

2. "I imagine one of the reasons people cling to their hates so stubbornly is because they sense, once hate is gone, they will be forced to deal with pain."

– *James Baldwin, The Fire Next Time*

Do you agree with Baldwin's quote?

What is he trying to expose with this thought?

Can you find an example of this in any relationship in *Iceman Awakens*?

What might be the pain under the hate in that relationship?





Fear

1. “Bran thought about it. ‘Can a man still be brave if he’s afraid?’
‘That is the only time a man can be brave,’ his father told him.”

—*George R.R. Martin*

Courage does not mean being without fear. Courage means acting in spite of fear. How is fear healthy for you?

How does fear factor into being courageous?

Do you believe individuals must have fear in order to exhibit courage/bravery?
Why or why not?

Pick a character from the story you think would agree or disagree with your answer and show why.





2. “Don’t give in to your fears. If you do, you won’t be able to talk to your heart.”

– *Paulo Coelho, The Alchemist*

What is it that our hearts try to tell us?

Why is it so hard to hear something so important to ourselves?

Where did we learn to doubt our hearts?

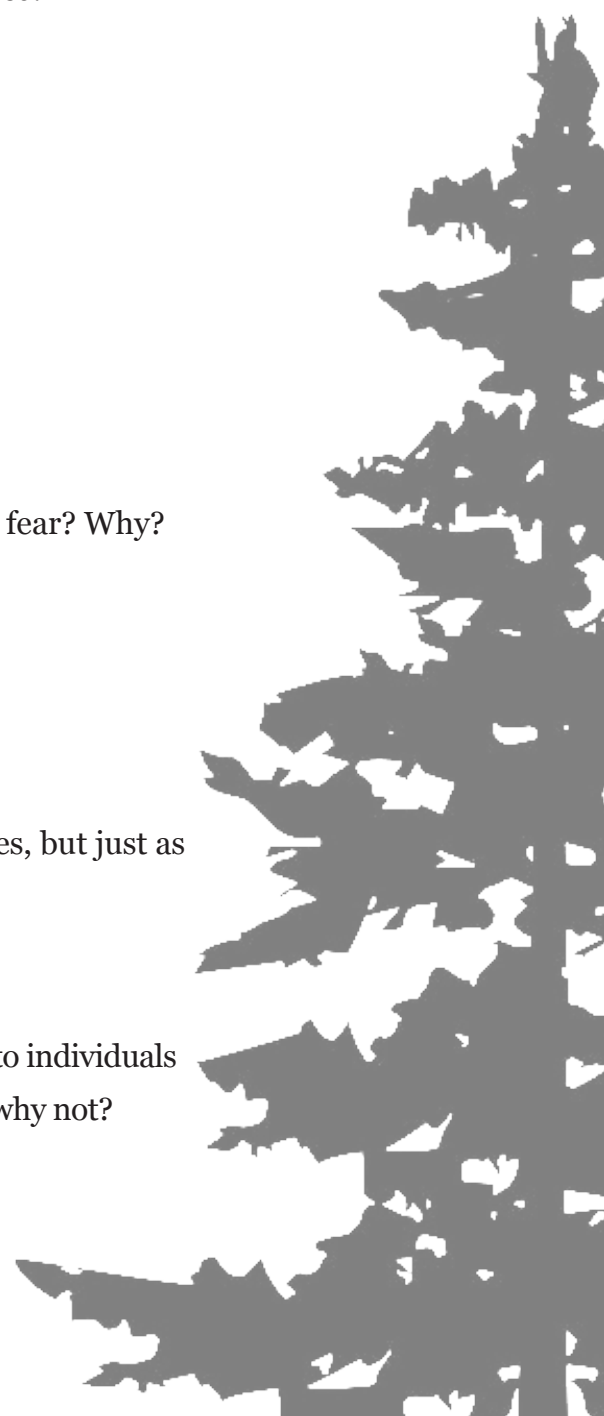
How does a character in *Iceman Awakens* demonstrate this fear? Why?

Courage

1. “It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.”

–*J.K. Rowling*

Do you believe it takes more courage and bravery to stand up to individuals you are closer to than those whom you’ve never met? Why or why not?





Do you think bravery and courage are the same thing?

Why or why not (give the specific definitions for each if they are different)?

Do you believe courage is a trait an individual has and not just a moment of bravery?
Why or why not?

Where is this found in *Iceman Awakens*?

Acceptance

1. “It’s the questions we can’t answer that teach us the most. They teach us how to think. If you give a man an answer, all he gains is a little fact. But give him a question and he’ll look for his own answers.”

– *Patrick Rothfuss, The Wise Man’s Fear*

How does this quote demonstrate a character’s challenge in the story?





Why do we let not knowing an answer stop us from trying?

2. “Acceptance of what has happened is the first step to overcoming the consequences of any misfortune.”

-William James.

What do you think James is getting at in this quote?

What exactly does he suggest we need to accept?

Can you find an example of what James means in *Iceman Awakens*?

Why is this acceptance important to the character?





Naturalism

1. “Everything in nature invites us constantly to be what we are.”

What different moods are found in the chapters?

How is nature connected to these moods?

2. “Come forth into the light of things. Let Nature be your teacher.”

-*William Wordsworth.*

In what way does Nature serve as a teacher for Gaspare?

Sacrifice

1. “They needed more clues about the code. They needed memories. So he was going to get stung by a Griever. Go through the Changing. On purpose”

-*James Dashner, The Maze Runner*

What does this quote by Dashner show us about the nature of sacrifice?





Where do you see this example of sacrifice in *Iceman Awakens*?

What does the sacrifice tell us about the character?

Why is this scene important?

2. “We gained control of many things. But we had to let go of others.”

-Lois Lowry, *The Giver*

What kind of control requires losing control?

What part of sacrifice requires a person to lose control?

What is gained when someone does this in sacrifice?





How does this idea of sacrifice represent itself in *Iceman Awakens*? Explain your thinking with examples.

Journey

1. "When I was your age, I left Spain with my mother, father, and sisters. [...] We had to take several ships and the journey lasted months. When we arrived, nothing was as promised. There were many hard times. But life was also exciting. And we had each other."

-Pam Muñoz Ryan, *Esperanza Rising*

Why are families an important part of our journey?

How do they help each through an emotional journey?

Pick a scene when family helped Gaspare through his journey. How did they help him?





Why is this help something no one else could have given Gaspare?

2. “A journey will have pain and failure. It is not only the steps forward that we must accept. It is the stumbles. The trials. The knowledge that we will fail. That we will hurt those around us. But if we stop, if we accept the person we are when we fail, the journey ends. That failure becomes our destination.”

-Brandon Sanderson Oathbringer

What do you think Sanderson’s quote means?

Do you agree or disagree and why?

Why is failure critical to our destination?

Which of these pictures best represents Gaspare’s journey and why?





Obstacles

1. “Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome.”

-Booker T. Washington

How much do you agree with this quote?

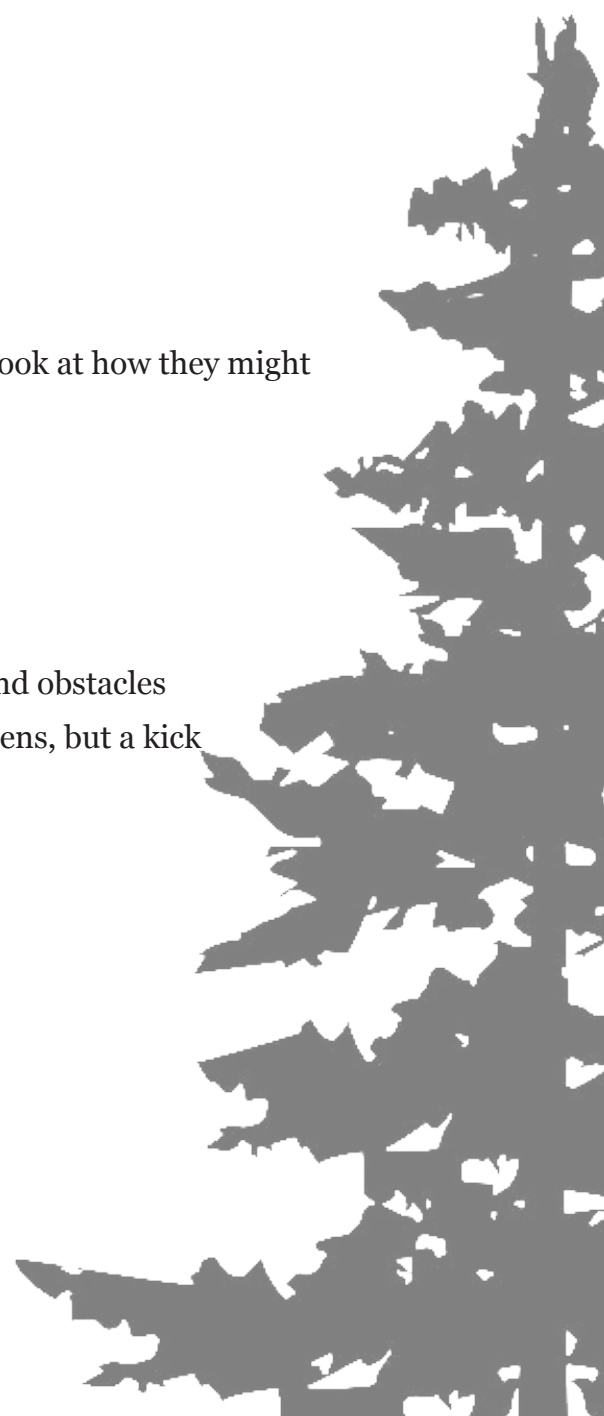
What do you think Washington considers an obstacle?

Pick two obstacles that you found in *Iceman Awakens* and look at how they might be tied to this idea of success. Explain your ideas.

2. “All the adversity I’ve had in my life, all of my troubles and obstacles have strengthened me...You may not realize it when it happens, but a kick in the teeth may be the best thing in the world for you.”

-Walt Disney

Why do people give up when facing adversity?





How do you think an obstacle can strengthen someone?

What exactly gets strengthened when facing trouble and obstacles?

How does this apply in *Iceman Awakens*? Use a specific example and explain your thinking.

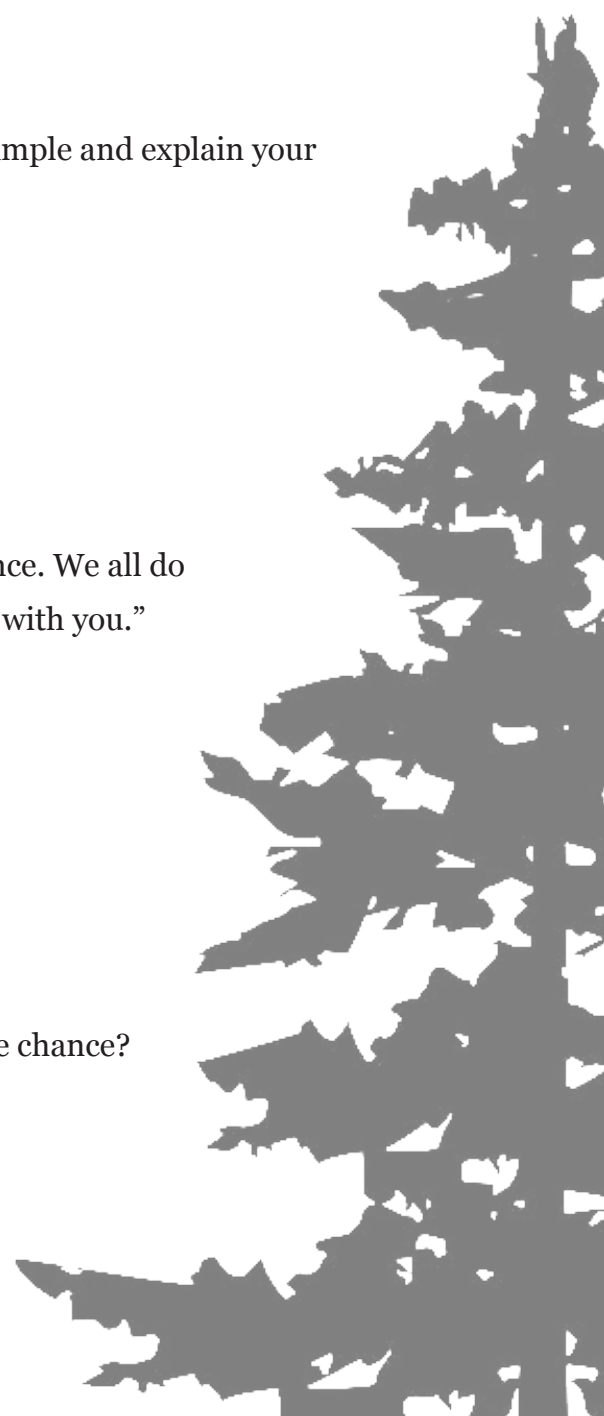
Responsibility

1. “Most of the time, everyone deserves more than one chance. We all do things we regret now and then. You just have to carry them with you.”

-Celeste Ng, *Little Fires Everywhere*

How are regret and responsibility connected?

Do you agree with Ng that everyone deserves more than one chance?
Why?





Give an example of the last part of the quote about “carry them with you” in the book *Iceman Awakens* and demonstrate your understanding of what Ng means.

“My belly flipped with worry . . . It was up to me to take care of things, to find a place for us. I had to be bold.”

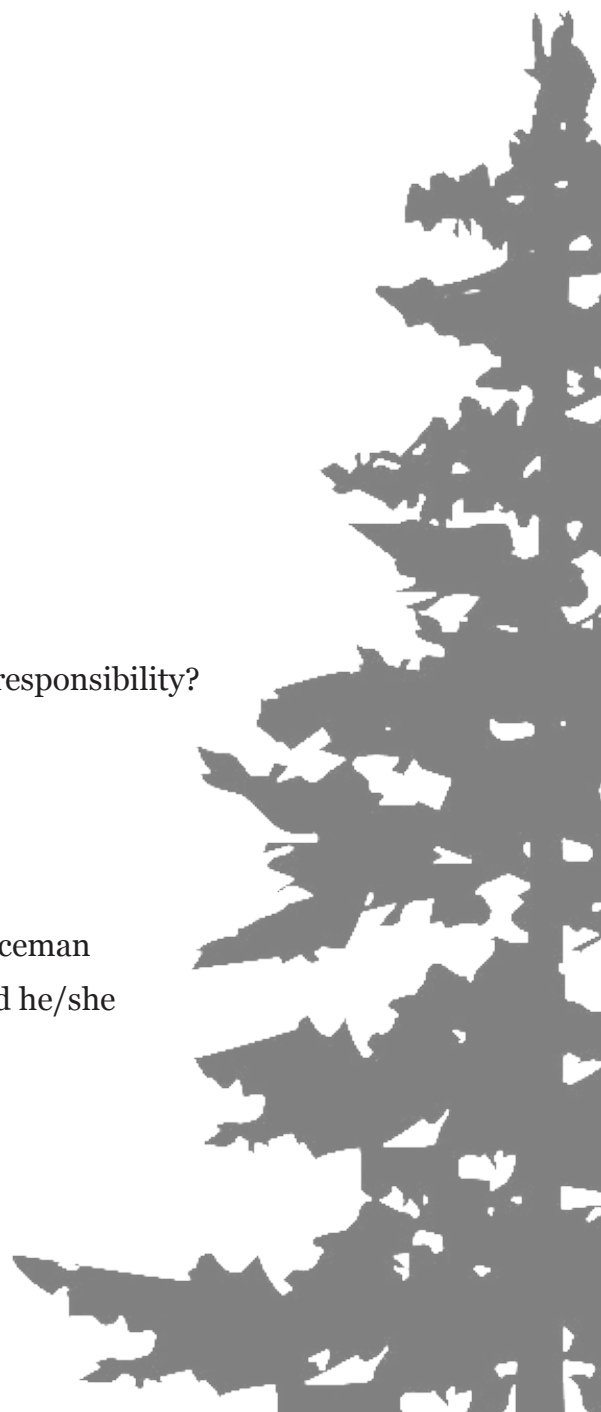
-Laurie Halse Anderson, Chains

Why can responsibility scare us?

How is courage necessary for taking responsibility?

What does this need for courage tell us about the nature of responsibility?

Find an example where responsibility is or isn't present in *Iceman Awakens*. What should the character have done and how did he/she handle responsibility?





Reading Comprehension Checks

Chapter 1

Why do people want to be remembered?

Chapter 2

How do you think Gaspare felt when he put his foot on the rock and surveyed the open field? Why might he have felt this way?

How does this feeling set the scene for what he finds in the field?

Why would raising a young animal be important to helping someone grow up?

How does the presence of cruelty in the scene create tension for Gaspare?

Chapter 3

What internal conflict did Gaspare face in this chapter?



What was the result of Gaspare slowing down his breathing?



Why do you think this is important for a person's body?



How might this strategy be helpful?

Chapter 4

What really made Gaspare's father angry? Was it only because he was late?

Chapter 5

Why didn't Grandfather tell Gaspare what he needed to do?

Why is this important to Gaspare's growth of understanding?


Chapter 6

Why do superstitions exist?



What kind of superstitions do you have or know of?

Why might Gaspare's mother put the blackthorn somewhere to keep?



What do you think harbinger means in context?



Chapter 7

What makes Gaspare almost lose his race with Taran?

Why does Mara make Gaspare nervous?

Chapter 8

Why do you think Gaspare and Taran risk going out on the cliff?

Was it Gaspare's imagination or was there really a bear?



Why did Gaspare need to go back for his bag of berries?

What does the legend of the trees tell about the nature of walking in the woods?



Chapter 9

How would you describe Gaspare's village?



What did Gaspare see at the well that disturbed him so much? What did he do about feeling upset? Was he successful?

Chapter 10

Juri asks Gaspare what kind of weapons he has for his Mennanti. Why do you think he wants to know?

What offer does Juri make to Gaspare? Why do you think this is important?



Chapter 11

Why do you think Gaspare sang to the buck? What does that show us about his character?

What did Gabor notice about how Gaspare was shooting the bow when he was younger?



Who do you think helped Gaspare understand what he needed to do the most and why?



What really changed for Gaspare when he switched hands?

Chapter 12

Gaspare is really bothered by his upcoming Mennanti. Why?

What does he have Taran pledge and why is this important?

What does it tell us about their friendship and what's important to Gaspare?



Chapter 13

Chealana acts strange when Father is getting ready to leave with Aroden. This is foreshadowing. What do you think foreshadowing does in a story?

Aroden acts annoyed. What do you think is making him upset and why?

Chapter 14

What causes Grandfather to get worried?

How might a change in weather be a concern?

Throughout the chapters, Gaspare stutters sometimes. What do you think he is feeling that makes him trip on his words?

The last line of the chapter is “My family must prepare for what was sure to come.” What do you predict the family will need to be prepared for? Why?

Chapter 15

How might a storm be a symbol?




Why do you think the sheep came when Gaspare called and not when Esteban called?

How did this help if at all with Gaspare's doubt about his upcoming Mennanti?



Do you agree or disagree with Mother's comments about insecurity? Why?

Mother talks to Gaspare about destiny. What caused this conversation and why was it important for Gaspare to finally open up?



Chapter 16

Aroden makes a dramatic entrance. Why is this important for this scene?

What new role has become Esteban's?

Chapter 17

Why did Aroden take his Father's axe?

Explain the dynamic that act set in motion.

Chapter 18

How did Gaspare carry embers to build a fire later?

How does this contradict the way most people think of how primitive people start a fire?

Why is this new information important if we are to understand the people from our past?

Chapter 19

What do you think - is it a good thing Chealana came along? Why or why not?

What importance did the drums have for preparing Gaspare's Mennanti?



Chapter 20

What's your favorite riddle?

What do riddles challenge?



Chapter 21

Which superhero power would Gaspare want most in this situation? Why?



Which super power would be least helpful and why?

Chapter 22

How much danger was Gaspare in during the night? Why?

The end of the chapter talks about how the fire didn't show a second set of prints. What do you think this means?



Chapter 23

What do you think would be the hardest part of Gaspare's challenge of catching the fish and why?

Chapter 24

What did Sulvak's company mean for Gaspare?

What did he help Gaspare understand?

Chapter 25

What do you think Gaspare's spirit animal in the shape of a bear might mean?

Chapter 26

Ötzi's mummy had 61 tattoos. Scientists believe the tattoos were much like acupuncture or for medical reasons. What do you think?

Could he have had such a serious injury?



Chapter 27

Why do people now fear Gaspare?

What is this fear based on?

What happens when a group of people fear someone?

Gabor gives him a special staff as a gift to show him honor. What gift would make you feel honored after such a serious event?

Chapter 28

Why would some people think Gaspare hadn't finished his Mennanti?

What does this reveal about the council?

When can leadership make bad judgment calls?



Chapter 29


What was the importance of the wall hanging in the Council Room?

How did superstition begin to grow again?

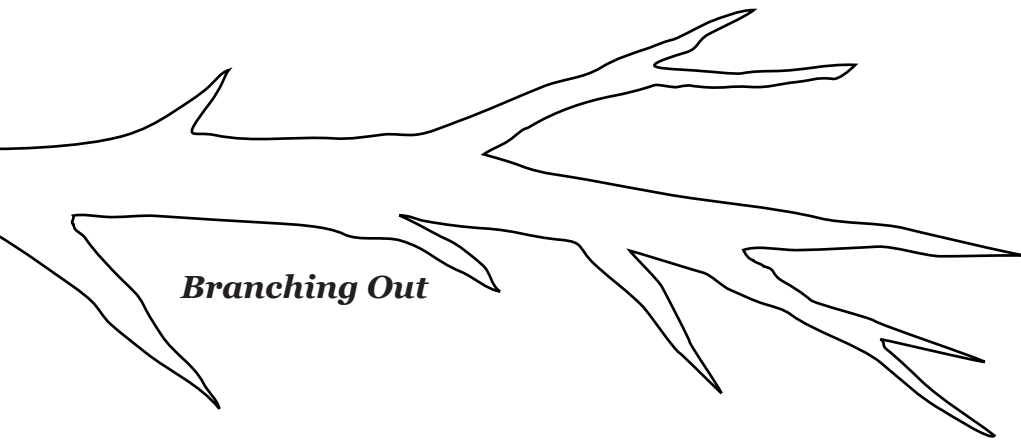


Chapter 30

Gaspare has a special vision - what makes this one different?



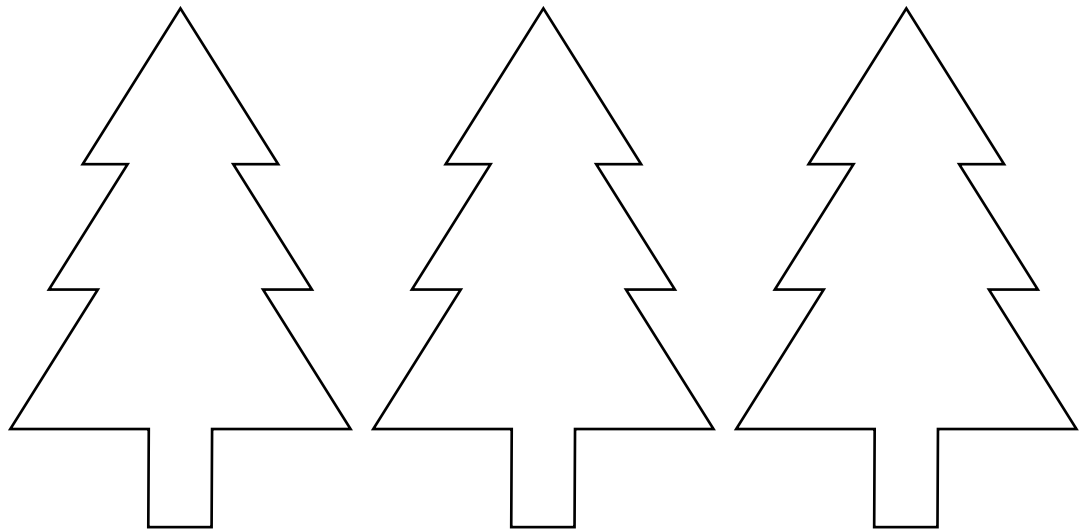
Why doesn't anyone in the crowd make an attempt to help Gaspare in the end?



Snowy Connections

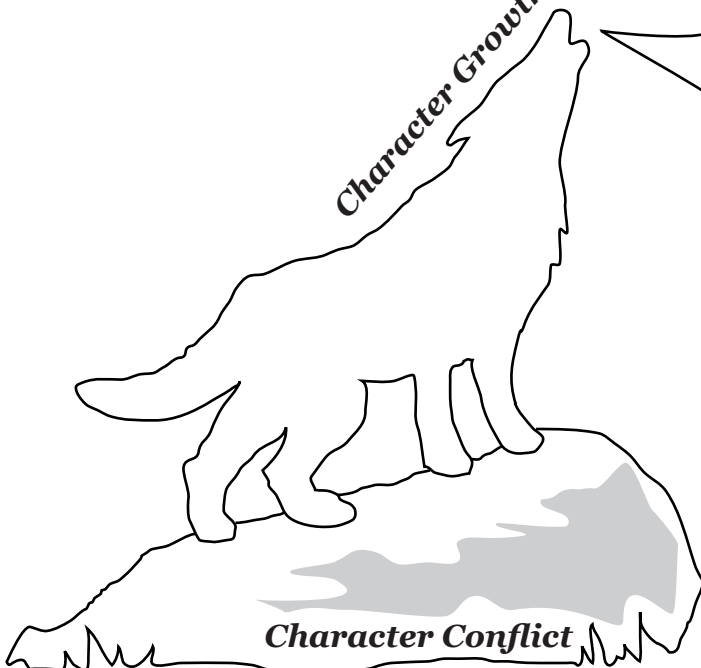


3 Main Events in the Chapter

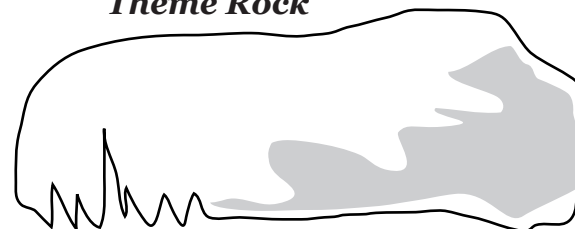


Character Growth

Important Quote



Theme Rock



Iceman Awakens Scavenger Hunt

The eagles have landed! Get together with your eagle partner. Fly over and pick up one more eagle partner to create a group of four.

Using your eagle eyes, you will need to locate information scattered around the school regarding the original Iceman known as Ötzi.

Each team must follow the listed rules, otherwise your team will automatically be grounded. I also have ‘spies’ around the school who will ferret you out the first chance they get!

*You will only have **10 minutes**, so make the most of the time you have out.*

Rules:

1. No splitting up. Your team of 4/3 must stay together.
2. No running in the halls. Pick a different strategy if you feel you would have to run.
3. No cell phones!!! Or watches with internet access.
4. No conferring with other groups. This would not be in your best interest as you may have more information than they do and could potentially win the game.
5. No going into/interrupting other teachers’ rooms.
6. The following areas are **off limits**:

-Teacher workrooms

-Main office

-Copy room

-Bathrooms

-Locker rooms

-Outside

-Courtyards

-Auxiliary gym

-Weight room

-Gym

Failure to comply with any of the above rules will result in an automatic DQ!

Try your best, have fun, don't be a cheater!

Your team is supplied with the first question, the first destination, and nine more sheets to fill in.

Step 1: Determine as a team, which of the three locations at the bottom has the answer to the next question

Step 2: Walk to the location, record the answer given, and the question.

Step 3: The team then determines if they have the correct answer for the correct question asked.

Step 4: If the team does not have the correct answer, go back to one of the other two locations for the question asked.

Step 5: If the team guessed the location correctly and has the best answer, then decide from the three locations at the bottom where to go next to find the answer to the new question given.

Step 6: Watch the time - only 10 minutes and your group must stick together!

Step 7: Each team must be in the room before the end of the 10th minute in order to qualify.

Surviving Gaspare's Mennanti - *A Rite Of Passage*

Due Date _____

Chapters 19-25

A rite of passage is a ceremony or event marking an important stage in someone's life. In our society, when a person turns 16, they may with parental support and permission take a test to receive a driver's license. This is a type of a rite of passage. Graduating from high school is another type showing the successful completion of 13 years of school.

In primitive cultures, young men had to pass tests of a physical nature to prove they were responsible enough to take their places as men within their tribes. Gaspare's Mennanti, or his rite of passage, was designed on the four elements highly respected in ancient cultures: air, water, fire, and earth.

There are some from Gaspare's tribe who question if his Mennanti was actually successful. To help Gaspare complete his Mennanti, you must finish three activities in a row like tic tac toe either top to bottom, left to right or diagonally. Be creative with your challenges. Remember this is your chance to prove your skills and earn your place in the tribe.

A Right of Passage - RAFT

<p>Cartoon Network</p> <p>Create a six panel cartoon for your story in ordinal layout.</p>	<p>Photo Shoot</p> <p>Create a scene from Gaspare's Rite of Passage that demonstrates his understanding.</p>	<p>Newspaper Article</p> <p>Create an article sensationalizing a conflict that Gaspare must face.</p>
<p>Leave a Clue</p> <p>Write a note hidden in a tree hole for Gaspare with advice finishing this sentence: "Something you should know..."</p>	<p>Make a myth</p> <p>Turn one of Gaspare's challenges into a mythological explanation of his conflict.</p>	<p>Write a scene</p> <p>From Gaspare's Mennanti from the point of view of the god/goddess of the element he is trying to overcome.</p>
<p>Rap It Up</p> <p>Create a rap from one of the character's pov telling the conflict for the Mennanti.</p>	<p>Text Lifeline</p> <p>Create a series of 10 texts from one character to another for a scene from Gaspare's Mennanti. Include the main conflict and one quote in the texts.</p>	<p>Make a Test</p> <p>What would Gaspare need to know if he had to take a paper and pencil test to pass one of the challenges of his Mennanti? Create a test with a minimum of five questions. Be sure to include the answer sheet.</p>

Symbolic Selfie

Due Date _____

Why do we take selfies?

What do we hope to gain by sharing a selfie with family and friends?

5000 years ago, people couldn't take selfies. That doesn't mean they didn't have similar wants like we do of sharing a part of his/her experience with others.

*Your challenge is to create a symbolic selfie for one of the characters in the book *Iceman Awakens*. You will need to demonstrate a desire the character has deep in his/her heart by selecting a symbol. The symbol should not directly represent the desire, ie. if a character desires power, you should not draw muscles, but rather what might represent the kind of power the character seeks, or if the character seeks love, hearts should not be used to represent the character's heart.*

Follow the directions below:

- 1.** Select a character human or animal.
- 2.** Find a quote that best demonstrates the desire you have identified
- 3.** Draw the symbol for the character
- 4.** Include the character's name with a color picture of the symbol with different features represented
- 5.** Describe how the symbol represents what the character wants, ie. freedom, revenge, love....
- 6.** Include what is meant by the symbol.
- 7.** Include the selected quote and describe how the quote reveals the character's desire.
- 8.** Finally state how you connect to the symbol of the character's heart.

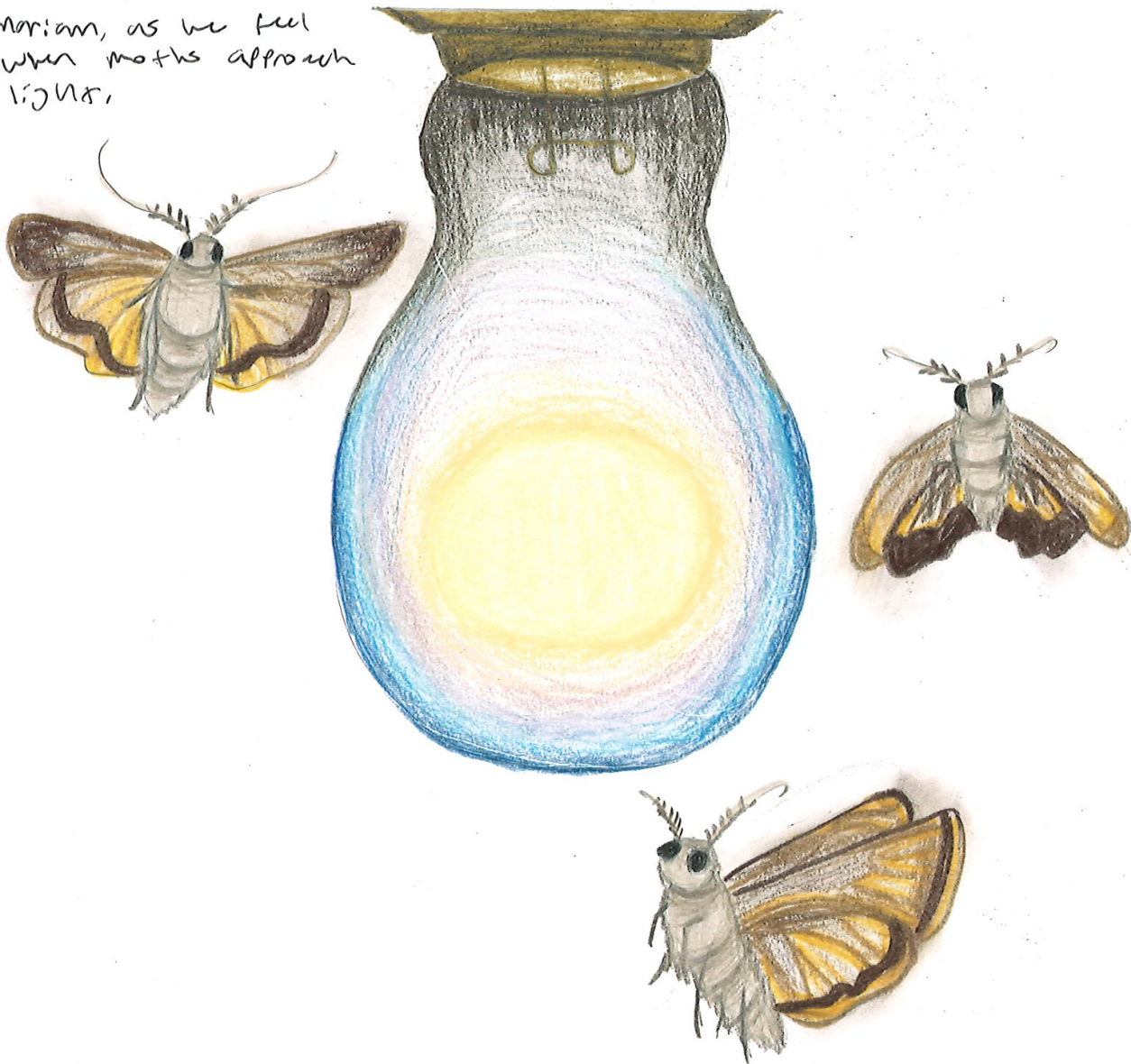
Symbolic Selfie Example

The moths represent
Mariam

The lightbulb represents
her desire for freedom

The blue outside of the
light in the lightbulb
represents the consequences
to reach the center (freedom
and a sense of family/care)

This is meant to express a
sense of "pity" for
Mariam, as we feel
when moths approach
light.



Symbolic selfie!

• This picture represents
Mariam's desire for freedom.

In the beginning, all she
wanted was to be accepted, but
as it turns out, this causes
her life to flip upside down.
Hence the moths + light.
Because of her desire for
acceptance, she's faced
the consequences.

Paper Bag Backpack Project

Due Date _____

When the actual Iceman was found, archaeologists discovered a treasure from the things he carried. He had a backpack, he carried a birch bark container that allowed him to transport live embers, he had a flint knife, he wore one well designed boot for the alpine terrain, he had a valuable copper axe and other items showing us what people 5000 years ago understood. The discovery of his copper axe alone has changed our understanding of when the Copper Age or the Chalcolithic Era began by 1000 years.

Much like a student's backpack, the actual Iceman carried the essentials he needed for surviving his day's journey. Your challenge will be to pack his backpack with items representative of that journey.

Use a small, brown paper bag

On one side of the bag, draw a colorful scene from the book.

Also include: The title of the book, author, and your name

On the other side of the bag write:

Chapter Titles - focus on three chapters from *Iceman Awakens*: select one chapter from the beginning, the middle, and the end.

Main Character - include all of the main characters interacting with Gaspare within the chapters.

Supporting Characters - Include any other characters that may have been in the chapters, but were not a main character.

Setting - Include the places and the season for the chapters of the story.

Conflict - Include the main conflict within the chapters.

Resolution - Note how the chapters helped establish the Resolution of the story.

Inside the bag place six objects that represent significant events that happened in any of the chapters. You can also place objects that show aspects of the character's personalities. Only one drawn picture can be used as one of the objects. Be creative and find actual objects that are school appropriate.

On the due date, be prepared to share your backpack with the class. You may read directly from your bag, but you do need to practice eye contact with the class. You will also be required to tell the class about each item in your bag and why you chose this item.

One Pager

Due Date _____

Everything about your understanding of Iceman Awakens needs to fit on just one page.

Your One Pager should accurately reflect your novel. In several ways: color choices, images, gifs, videos, and your layout.

Everything should be thoughtfully crafted and labeled for which section that you are showcasing.

Requirements:

- *Novel Title and Author*
- *Plot:* Insert a plot diagram and find pictures that showcase the exposition, climax and resolution. Under each picture write a caption with an explanation
- *Characterization:* Select three adjectives to describe the main character. Include three quotes and explanations to support each of your chosen adjectives.
- *Theme:* Identify the three main theme topics of the novel. Represent the theme with words and images.
- *Setting:* Create a map of where Gaspare might have lived. Represent the setting with images, words, gifs, symbols including any relevant historical events.
- *5 star Rating and Review:* Rate the novel 1-5 stars with 5 being the highest. Then write a short review including your personal recommendation.
- *Movie Soundtrack:* Identify two songs that represent a theme, character, or event in the novel. Include the song title, artist, and an explanation of how the lyrics connect to the book.
- *Movie Actors:* Cast your crew for the movie. Give at least three actors and the roles they would play in the movie. Be sure to share why you chose each one for their role

based on the novel.

- *Quotes:* Three of your favorite quotes from *Iceman Awakens* that could be used on a movie trailer. Each quote requires properly done (in text citations). Next pick one of your quotes and explain the significance of that quote.
- *Figurative Language:* Find three examples of figurative language and explain the image that is being used and why it is effective. Possible examples could be personification, similes/metaphors, etc.

One paragraph explanation - *this goes on the back of the One Pager.*

After completing your one-pager, you will write an expository paragraph in which you explain your interpretation of the text using textual evidence.

Your paragraph needs to include:

- a topic sentence
- a theme statement
- three supporting details to support the theme statement.

This is NOT a summary paragraph. You need to analyze and connect your evidence to the theme statement.

Spelling and grammar **do matter**.

No use of 1st/2nd person point of view.

Paragraph requires a minimum of **10 sentences**.

THIS IS MY AMERICA by Kim Johnson

Characterization-

Verbs that describe the main character Tracy Beaumont (Johnson 243) and (Johnson 243) Tracy Beaumont is a 17-year-old African-American woman who only feels for something till the end, because she is also constantly putting the weight of the world on her shoulders. She is a very strong woman, and she is very smart, and she is very beautiful and everything that happened to her and her community.

A quote that explains why I picked the word (Johnson 243) "I picked this quote because Tracy basically had to shoot down all her fear to find out the truth and keep herself calm through it all."

A quote that explains why I picked the word (Johnson 243) "She's strong every second counts." (Johnson 243) I picked this quote because it tells about how much passion Tracy has or how strong her character is, and how much passion she has about getting her father free.

A quote that explains why I picked the word (Johnson 243) "We got a community meeting this morning about the crime." (Johnson 243) I picked this quote because it shows how important it is to Tracy to try and save her father and her community, and how she brings the community together and spreads the message to all.

Setting - Set in Galveston, Texas. The book opens on Friday, April 23 2020. THIS IS MY AMERICA follows a young African-American woman, by the name of Tracy Beaumont.

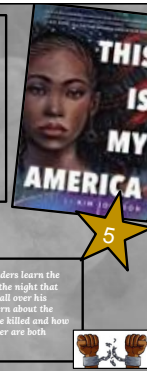
Symbolic picture meaning I picked this picture because it captures the overall meaning of the book. The overall meaning is that any African-American person has to constantly live in fear because of our legal system and how they are arrested and or killed for no other reason than their skin is a different color.

Plot

Climax: The readers hear about the main characters brother supposedly killing a young white girl and is a criminal just like his dad. (Basically there is a lot of stereotyping.)

Review -

I would give this book a 5/5 star rating, it was so hard to stop reading this book and or put it down. There were so many powerful moments that gave me chills when I was reading I would most definitely recommend this book to mostly everyone.



Song 1 - Stand Up By: Cynthia Erivo <https://youtu.be/g3HICKj-4Zs>

I picked this song because of how much power and emotion it holds inside of it and also how much it relates to the book that I finished THIS IS MY AMERICA by Kim Johnson. In relation to the book this song talks about how life will basically scare you and break you down to the point where you don't want to move or breath.

The most important part of this song is when the artist says "I got eyes in the back of my head" this relates to the book because the African community is constantly living in fear and always has to watch their back because of what this world can do to you.

Song 2 - I Can't Breathe By: H.E.R

I can't breathe
You're taking my life from me
I can't breathe
Will anyone fight for me?

I picked these lyrics because in THIS IS MY AMERICA it talks about how the African-American community is constantly being striped of their value and voice. They are not treated the same all because of their skin color and in the final lyric in this verse it says "Will anyone fight for me?" basically is there anyone out there who will help fight with them, and for people who will take a stand and show the world that we are stronger together than divided.

Exposition: The readers meet the Beaumont family. The oldest daughter Tracy is on a mission to prove that there is a lot of racial injustice in the world and in her everyday life. And to also prove her brother and fathers innocent.

stereotypes



Figurative Language-

The quote is a metaphor because it is used to describe a person with a skin color metaphor. The quote is a metaphor because it is used to describe a person with a skin color metaphor. The quote is a metaphor because it is used to describe a person with a skin color metaphor. The quote is a metaphor because it is used to describe a person with a skin color metaphor.

Theme - The main themes in this story are racial injustice, speaking out, perseverance, and value.



Book Club Questions-

Q1: Do you think that authors who write books about racial injustice and racism make the issue better or worse?
A: (Multiple answers but here is mine) I think that they make the public see what it is like in the eyes of that character. They are also voicing this major issue and projecting it around the world.

Q2: How are you similar to the main character?
A: (Multiple answers, but here's mine) I am similar to the main character because she loves to write, and also she speaks out against major issues that are in present day life.

Q3: What issue are you most passionate about?
A: (Multiple answers, but here's mine) An issue that I am most passionate about is, racial injustice and inequality in the world today.

My Favorite Quotes

Favorite Quote #1: "Every second counts" (Johnson 15)

Favorite Quote #2: "I hate that I have this thought that history is going to replay itself." (Johnson 359), This quote is significant because of how it brings up past days and racial injustice situations that have happened in the world.

Favorite Quote #3: "You can't out run the inevitable." (Johnson 300)

About The Author



As a teen Kim Johnson held a leadership position in social justice organisations. She is now a college administrator, who loves to help all people around her community and the world. THIS IS MY AMERICA was her debut book, written about current issues in the world that need to be solved. In her free time she likes to go hangout with her family and also write when every she gets into the creative flow. Kim Johnson has two consecutive Sapphire Awards.

*THIS IS MY AMERICA was also nominated for Goodreads Choice Award for Young Adult Fiction (2020), American Library Association (ALA) Best Fiction for Young Adults (2021), ALA Amazing Audiobooks for Young Adults (2021), Rise: A Feminist Book Project List (2021). *

Expository Paragraph- Do NOT DELETE!

The theme of THIS IS MY AMERICA is racial injustice. "An AK-47 in a white hand has more rights than a black kid with skittles." (Johnson 243). This quote was pulled from this book, and sadly is referring to a tragic story of young African-American boy that was in a situation filled with a lot of racial injustice and stereotyping. He was unable to speak and or move because of how many guns were drawn at the time. Even when he was still cooperating, he was still a threat to the police force, without letting him state his story the first shot had already be fired, killing him instantly. This book relates so much to the real crime in our country. Racism. Our world is filled with this disgusting problem. This book shows readers around the world what it feels like to be in those situations. By writing this book Kim Johnson is showing and telling everyone around the world what this world has become.

“
Progress is impossible without change, and those who cannot change their minds cannot change anything.”

George Bernard Shaw

GH

True Colors Character Analysis

Due Date _____

The primitive world was filled with natural colors in nature. Little is known about the way people from 5000 years ago actually had color in their lives. Did they have color in their clothing? How did color represent itself in the lives of these people?

*Write an essay analyzing a character from *Iceman Awakens*, based on one of the colors associated with that character. You may select any character you would like, but remember that larger characters will probably have more you can say about them. Select your color carefully to represent the true color of the character.*

Your paper should fulfill these goals:

- Explain how the color imagery helps a reader gain a deeper understanding of the chosen character.
- Provide an in-depth analysis of how the various connotations for the color apply to the character, using the character's thoughts, words, and actions as evidence.
- Include direct quotations from the novel along with your analysis of these quotes. When using direct quotations make sure you are including the page number. Put the MLA citation at the end of the paper (does not need to be on a separate sheet of paper).
- Incorporate knowledge of the cultural connotations of colors in your analysis. This would be similar to the color ideas we talked about in class. For example, we said that purple usually represented royalty. If there is not a cultural connotation for the color you selected, then you do not need to include it.

Follow the conventions of standard, written English, with correct use of spelling and grammar.

This paper should be one page minimum, not to exceed TWO pages. Times New Roman, 12 font, double space.

True Colors

	4	3	2	1
Connection between character and color imagery	Explains how the color imagery helps a reader gain a deeper understanding of the chosen character.	Explains how the color imagery helps a reader better understand the chosen character.	Explains how the color imagery works but does not connect to the character.	Explains the color imagery incompletely and/or makes no connection to any character in the novel.
Analysis of color imagery	Provides an in-depth analysis of how the connotations of the color apply to the character, using the character's thoughts, words, and actions as evidence.	Analyzes how connotations of color apply to the character, using the character's thoughts, words, and actions as evidence.	Analyzes how connotations of color apply to the character, but does not include examples of the character's behaviors that support the analysis.	Does not analyze how connotations of color apply to the character.
Use of supporting quotations	Includes direct quotations from the novel along with your analysis of these quotes.	Includes direct quotations from the novel along with some analysis of these quotes.	Includes indirect quotations from the novel along with some analysis of the ideas.	Includes no quotations from the novel and/or no analysis of these quotes.
Knowledge of cultural color connotations	Incorporates sophisticated knowledge of the cultural connotations of colors in your analysis.	Incorporates adequate knowledge of the cultural connotations of colors.	Incorporates some knowledge of the cultural connotations of colors, but could use more detail.	Incorporates no information on the cultural connotations of colors.
Use of the conventions of standard, written English	Includes no more than two errors in spelling, grammar, and punctuation.	Includes three to four errors in spelling, grammar, and punctuation.	Includes five errors in spelling, grammar, and punctuation.	Includes more than five errors in spelling, grammar, and punctuation.

Mandala Metaphor Chart

Directions: Fill in the appropriate spaces in the chart below. There are two sides to your Mandala. The sun side is the side that represents the part of someone that people see on the outside. The shadow side represents the part that is inside that no one sees. Work with your Bear partners and determine how you will represent the character you choose. The character can have both sun and shadow elements.

Once you have your chart filled out, begin sketching your Mandala Metaphor on the opposite side of this page.

Remember - blending the two sides is typically better.

How to fill out the chart:

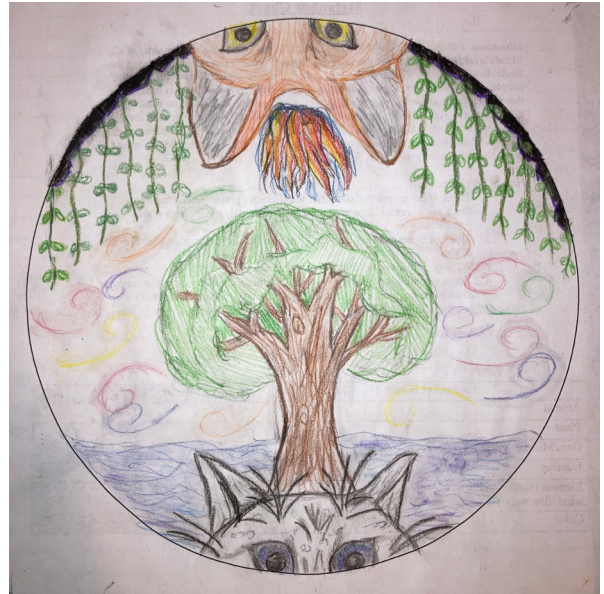
1. Think of adjectives that describe the character's sun and shadow sides (descriptive words).
2. Think of an animal (a spirit animal) that also fits the description of both sun and shadow.
3. Write both ideas down in the appropriate boxes.
4. You are combining this idea with your partner's character, so make sure you discuss the qualities each character possesses so you can find the shared characteristics.

	Adj. Character 1	Symbol	Adj. Character 2	Symbol
Animal				
Plant				
Gem/Mineral				
Number				
Element (earth, wind, fire, water)				
Color				

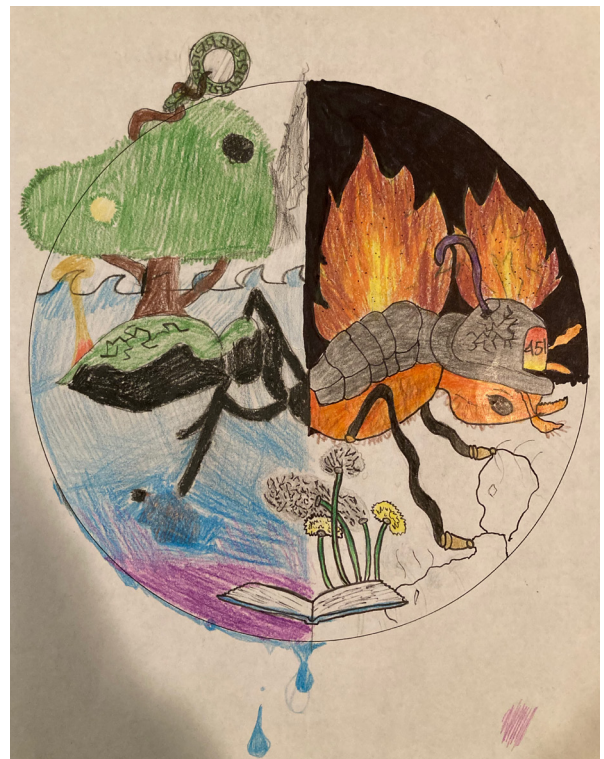
Romeo and Juliet



Something Wicked This Way Comes



Something Wicked This Way Comes



Fahrenheit 451