

## Summer Reading Project

Mr. Canonaco and Ms. Foster

### Surviving Antarctica

By Andrea White

*The wind and snow blow so hard, you can't see your hand in front of your face. Your heating fuel is nearly gone, and so is your food. How do you survive?*

*Five fourteen-year-olds face this desperate situation on a deadly journey in Antarctica. It is 2083. They are contestants on a reality TV show, Antarctic Survivor, which is set up to re-create Robert F. Scott's 1912 doomed attempt to be the first to reach the South Pole.*

*In 2083 reality TV is not just an act. Contestants literally relive – or die during – the simulations of events. Robert Scott and his team were experienced explorers and scientists, but their attempt to reach the Pole proved fatal. What chance does the Antarctic Survivor team have?*

*This action-packed, riveting adventure – full of fascinating direct quotes from Scott's journals and other accounts of the expedition – is both a heart-wrenching drama from the past and a disquieting glimpse into the future.*

- **Complete the following exercises and answer the reading questions.**
- **Pencil only**
- **Answer on separate paper please.**

#### Prologue-Chapter 2

1. **RS**—What is the **main idea** of the prologue?
2. **LA**—In what **narrative order** is the prologue told and why?
3. **LA**—What example of personification can you find in the prologue? What was the author trying to show?
4. **LA**—The time and place (setting) functions in three key ways in this section.
  - What necessary background information do we gain from the time period?
  - How does the economic climate of the time period influence Steve's position at the D.O.E.? [How does the setting advance the plot?]
  - Describe the public education system in 2083. How does this create conflict for our main characters, and ultimately advance the plot?

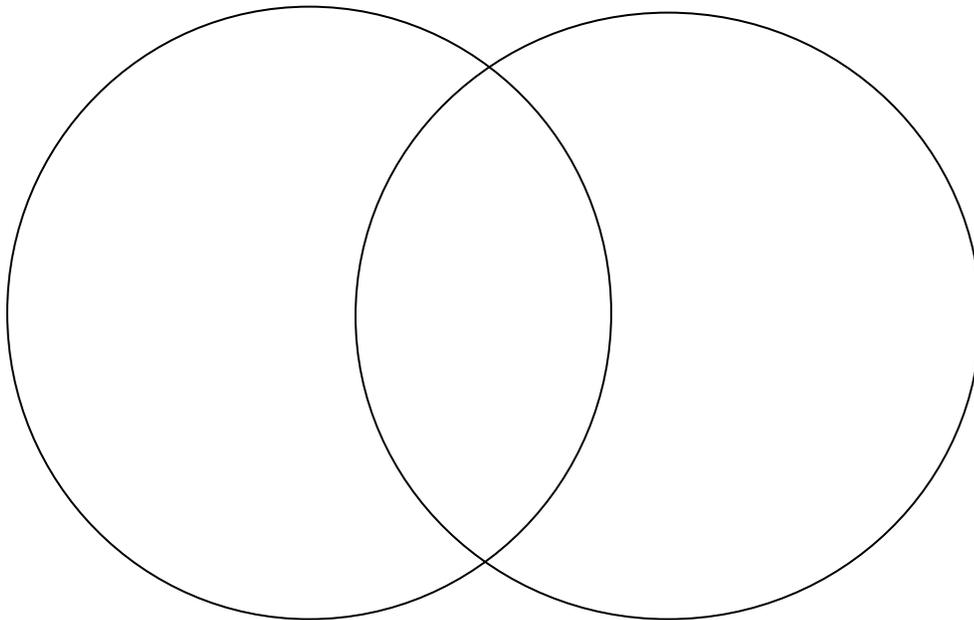
| <b>Character Name</b> | <b>Passage and Pg #</b>   | <b>Direct or indirect?</b> | <b>If indirect, identify the type (in notes)</b> | <b>What insight do you gain about the character's personality, feelings or attitudes?</b> |
|-----------------------|---|----------------------------|--|---|
| Steve                 | "If I win my toss, and I'm able to get an education, I won't be like most of the educated kids. I won't just try to make money with my life. I'll try to make things better for everybody" (White 3). | Indirect                   | thoughts   | Steve is not selfish; he cares about other people.  |
| Andrew                |   |                            |  |   |
| Polly                 |   |                            |  |   |
| Robert                |   |                            |  |   |

| <b>Character Name</b> | <b>Passage and Pg #</b> | <b>Direct or indirect?</b> | <b>If indirect, identify the type (in notes)</b> | <b>What insight do you gain about the character's personality, feelings or attitudes?</b> |
|-----------------------|-------------------------|----------------------------|--|---|
| Billy                 |                         |                            |  |   |
| Grace                 |                         |                            |  |   |

|                            |  |  |  |  |
|----------------------------|--|--|--|--|
| Secretary of Entertainment |  |  |  |  |
| Steve                      |  |  |  |  |

**Chapters 3-5**

1. **RS**—Compare and contrast the day and night shifts at the DOE.



2. **LA**—Given what you know about Steve and your own life experiences, does Steve fit better with the day shift or the night shift? Explain why.
3. **RS**—Compared to the original Scott expedition, what are **three** major differences in this chapter?
4. **LA**—On page 51, the Secretatry says, “...you will have enough transport so that no one has to walk..at least not at first.” What literary element is this? Explain what you think this means.

5. **LA**—Identify **three** details and explain how they support the classification of this book as science fiction.
  
6. **LA**—In the chart below, provide examples from the text that show the difference in Billy and Steve’s moral character.

| Character Name | Passage and Pg # | Direct or indirect? | If indirect, identify the type (in notes) | What insight do you gain about the character’s personality, feelings or attitudes? |
|----------------|------------------|---------------------|---|--|
| Steve          |                  |                     |   |  |
| Billy          |                  |                     |   |  |

**Chapters 6-11**

1. **LA**—What qualities are necessary to be a good captain or leader? Which character do you think possesses these qualities? What other qualities does this character possess that would make him or her a good captain?
  
2. **RS**—Consider Billy’s strategy for MVP, how is it similar to what you have seen on other reality TV shows? What does this reveal about human nature?
  
3. **RS**—Based on what we know about the contestants’ personality traits, predict who may have potential conflicts in the future? Explain your answer with details from the text.
  
4. **RS**—Compare and contrast Robert and Polly’s views on the original Scott explorers.
  
5. **LA**—How are the kids already setting themselves up for failure? In what element of the plot line would you place this, and why?
  
6. **RS + LA**—How is the author’s description of the second moon indicative of one of the theme’s of the story? Explain your reasoning.
  
7. **RS**—Based on the information given in the text, we are given both sides of the argument as to whether or not ratings keep the crime rate low. Argue both sides of the issue, making sure to include real-world or hypothetical examples.

**FOR**

**AGAINST**



8. **LA**—Television decreases voter turnout. Who is voting in this society then? What is the government’s motivation behind this?
9. **RS**—Democracy is government by the people, carried out through elected representatives, where everyone feels that their voice or opinion is heard and valued (ie: United States). Is this society a true democracy? Explain your opinion and support with examples from the text.
10. **RS + LA**—Chad mentions that the Secretary might “create one of her calamities.” What does he mean? What type of calamities do you think she would create? Identify the way the author uses integral setting and explain.

### **Chapters 12-13**

1. **RS**—How might Billy’s reaction to the dog bite be a problem on the expedition?
2. **LA**—How does Billy’s accusation that Robert lied about eating snakes reveal an internal conflict?
3. **LA**—What is the point view? Support your answer with two pieces of evidence from the text. Why is this a good choice of narrator? How does it help the reader?
4. **RS**—Why does the crew think that Andrew would be the best choice for an intervention? Use evidence from the text to support your answer.
5. **RS**—How is Pearl’s story important to the plot?

### **Chapters 14-15**

1. **RS**—“Amongst ourselves we are unendingly cheerful, but what each man feels in his heart I can only guess” (White 158). Why would the men appear “unending cheerful” when they are so close to death?
2. **LA**—When Robert sucks up to the cameras, this goes against his personal beliefs. What does this reveal about human nature?
3. **RS**—Robert poses an interesting question. Is his special gift his leadership skills or his mechanical skills? Support your position with examples from the text.

### **Chapters 16-17**

1. **LA**—How is the fact that the Shipchef did not serve dinner, as it had on previous nights, symbolic?
2. **RS**—Compare and contrast why Billy and Polly want to know where the camera men are?
3. **RS**—What thought convinces Steve to speak to Andrew? Which character do you connect with and why?

4. **RS**—Consider the Secretary’s purpose for creating calamities. Why do calamities make for better television? Give an example of a reality show that you currently watch or used to watch. Identify a calamity from that show. Why did you find it entertaining?
5. **RS**—Compare and contrast Robert and Polly’s views about sharing information from Scott’s journal.
6. **RS**—The kids call Andrew a hero for saving the Pony. Do you think Andrew really is a hero or was he being too careless? Choose a side and defend your answer.

### **Chapter 18-19**

1. **LA**—While walking through the high-end of town, Steve hears the advertisement for the Toss again, “Life’s a game. Each person gets a toss. Winners are winners. Losers are losers. But it’s not like the old days, when life wasn’t fair. Now everybody gets a chance.” Explain how the structure of society contradicts this advertisement. In your explanation, cite examples throughout the story (not just this chapter).
2. **RS**—The author spends much of chapter 18 focusing on Grace’s experience and not the others. What is the author’s purpose in focusing on Grace?

### **Chapters 20-23**

1. **LA**—Andrew feels sorry for the viewers at home. Consider why the viewers might also feel sorry him. Identify the type of irony, and fully explain how it is irony.
2. **RS**—Robert and Billy consider the original explorers “losers,” but Polly has a tremendous amount of respect for them. Based on what Polly has shared from the journals of Scott’s expedition throughout the novel, why does she respect them?
3. **LA**—What does Chad mean when he says that Billy’s conscience is the toughest voice he will have to answer to? In your explanation, provide a personal example of a time when you struggled between doing what you wanted and doing what was right. How did you have to answer to your conscience?
4. **LA**—Robert is good at reading people. He says that “it was better to praise Billy than to risk making him feel ignorant.” Explain this statement and how it applies to Billy.
5. **LA**—What does Mrs. Poppers do? And how does this provide hope for this society?
6. **RS**—It is understandable why Steve would cry for himself, Pearl, and the kids, but why would he cry for the millions of viewers? Explain.

### **Chapters 24-26**

1. **RS**—In this chapter, the dogs, driven by hunger, free themselves from the harnesses. Do you think that the characters should have shared the seal meat with the dogs and fed them better? Or do you think their decision to keep the seal meat for themselves was justified? Explain your answer.

2. **LA**—How is Billy’s greed and manipulation a danger to the entire group. Cite specific examples to support your explanation.
3. **LA**—Identify the climax of this chapter. How is this a turning point?
4. **LA**—When Billy is staring into Polly’s eyes, he is reminded of the cameras. This is an example of which literary element?

### **Chapters 27-29**

1. **RS**—Explain the contradiction in the statement and the purpose of EduTV, “As always, we have kicked the undecideds out of the polls for their un-American refusal to have an opinion” (in reference to voting for MVP).
2. **LA**—“Dear Mrs. Secretary: If life is a game, why don’t people like you play?...I did play. I played the Toss and won. Stop whining, loser.” People who sign up for the Historical Survivor series, do so because they feel they have nothing to lose, as we heard one character say earlier in the book. Is this true for either game? What role do games play in this society?

### **Chapters 30-31**

1. **LA**—Bowers and Wilson could have easily made it to the depot and returned with food. Why then did they allow Scott to believe that the blizzard went on for ten days, causing all of their deaths?
2. **RS**—“The fact that Cherry-Garrard didn’t attempt that impossible task ruined his life.” Why did it ruin his life? How does this relate to the kids’ situation?
3. **RS**—In what ways is Steve no longer a viewer. Be specific in your explanation.

### **Chapters 32-34**

1. **LA**—What do you think are Billy’s reasons for finally sharing the food? Consider multiple possibilities.
2. **RS**—How do the kids respond to Billy when he offers his stash of food? Were you surprised by their reaction? How would you have expected them to react and why?
3. **LA**—Billy knows why he lied on the application, but is unsure as to why he is confessing to Robert. Why do you think he is confessing to Robert? Can you relate to this need to confess to someone? Explain the situation.
4. **LA**—Who ordered the rescue? Why do you suppose he or she did this? What was the motivation for this action?

## Chapters 35-38

1. **LA**—Why do the kids seem irritated with the adult who is there to rescue them?
2. **LA**—In response to Robert’s apology for his earlier treatment of Andrew, Andrew responds, “It’s not important. I was a different person then.” Describe how each of the characters is dynamic. Make sure to explain how they changed using textual evidence for each character.
  - a. **Andrew**
  - b. **Robert**
  - c. **Polly**
  - d. **Grace**
  - e. **Billy**
3. **RS**—How might readers consider the viewers as dynamic characters?
4. **LA**—Why did the viewers vote Steve as MVP? Do you agree with their choice? Explain why or why not.
5. **LA**—According to the President, how is Steve unlike all other Americans?
6. **RS**—Was the ending satisfying to you? Why or why not? How would you change the ending?