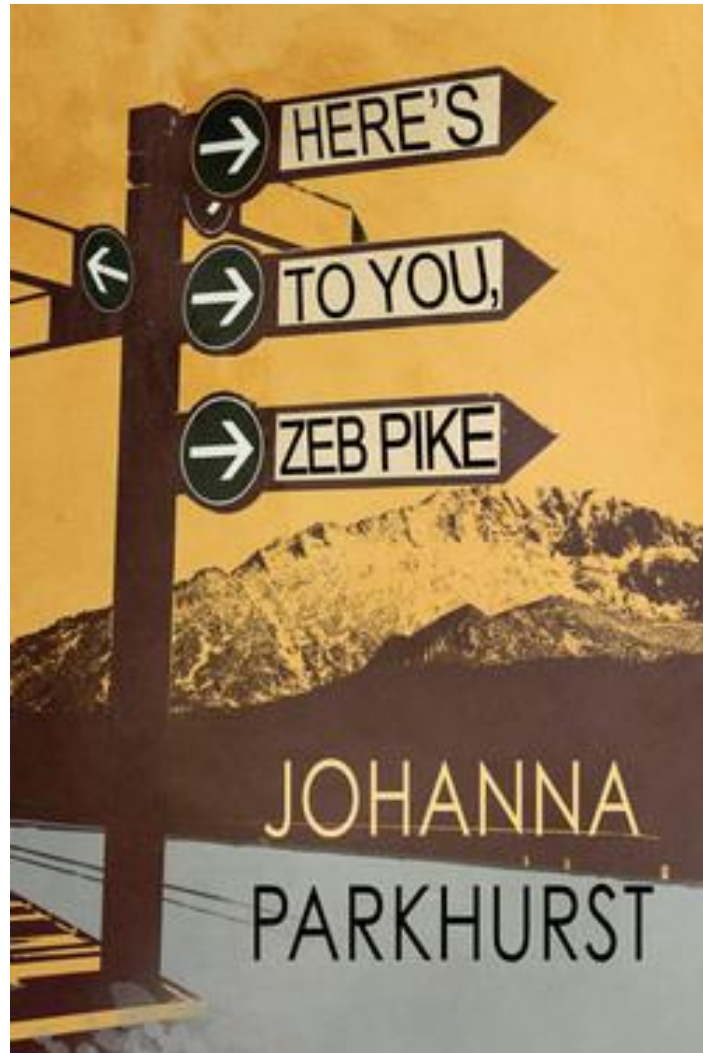


# DISCUSSION AND ACTIVITY GUIDE



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Standards cited are taken from the Common Core State Standards/English Language Arts & Literacy/College and Career Readiness Anchor Standards for Reading.

<http://www.corestandards.org/ELA-Literacy/CCRA/R/>

# Discussion Guide

(Covers standards CCSS.ELA-LITERACY.CCRA.R.1- R.6)

*Questions for CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

1. In the book's prologue, Dusty says that "discoveries don't matter at all; you have to conquer what life throws at you if you want to get anywhere in this world." Does the rest of Dusty's story prove that he was right? Use evidence from throughout the novel to support your answer.
2. As you read this novel, did you believe Dusty would overcome the challenges facing him? What textual evidence suggested he would? What textual evidence suggested he would not?

*Questions for CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

3. If you had to summarize this book in five sentences or less, what would your summary be?
4. What are some different lessons various characters in this book learn? How do those lessons relate or not relate to one another?
5. There are many possible themes within this novel. Which do you believe is the most important? Why?

*Questions for CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.*

6. Over the course of this story, which characters change the most? How does their change affect other characters around them?
7. What are the greatest conflicts Dusty faces throughout this novel? How do these conflicts interact with one another?

*Questions for CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*

8. Discuss any new words, terms, or phrases you learned as you were reading this novel. (Include any new historical terms you learned!)
9. At the end of the first chapter, Dusty says, “This must be what Zeb felt like when he realized the snow was only getting deeper... and the mountain was only getting higher.” Why is Zebulon Pike referenced so often in this novel? What does Zebulon Pike’s story symbolize?

*Questions for CCSS.ELA-LITERACY.CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*

10. Why do you think the author chose to introduce each chapter with a flashback to a different part of Dusty's past?
  
11. Why do you think the author chose to write the epilogue at the end of the story? What purpose does it serve?

*Questions for CCSS.ELA-LITERACY.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.*

12. The majority of this book is told in the first-person point of view, but the flashbacks are not. What point of view does the author use in writing the flashbacks? Why do you think the author chose to use a different point of view for the flashbacks?

# Activities Guide

(Covers standards CCSS.ELA-LITERACY.CCRA.R.1- R.9)

## PRE-READING ACTIVITY

**Directions:** Answer TRUE or FALSE for each question below.

\_\_\_\_\_ Children should always be able to count on their parents.

\_\_\_\_\_ Siblings should make sacrifices for one another.

\_\_\_\_\_ Change isn't as hard as some people say it is.

\_\_\_\_\_ Anger is never a positive or good emotion to have.

\_\_\_\_\_ Some people are better off without their family.

\_\_\_\_\_ LGBT people are treated equally in our society today.

*(Note to educators: should you choose to have students publicly discuss the answers to these questions, be sure you have first established a classroom culture in which all students know how to respectfully agree and disagree with one another and have a way to easily express themselves if/when they feel disrespected in some way.)*

## ACTIVITY #1

### Standards Covered:

*CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

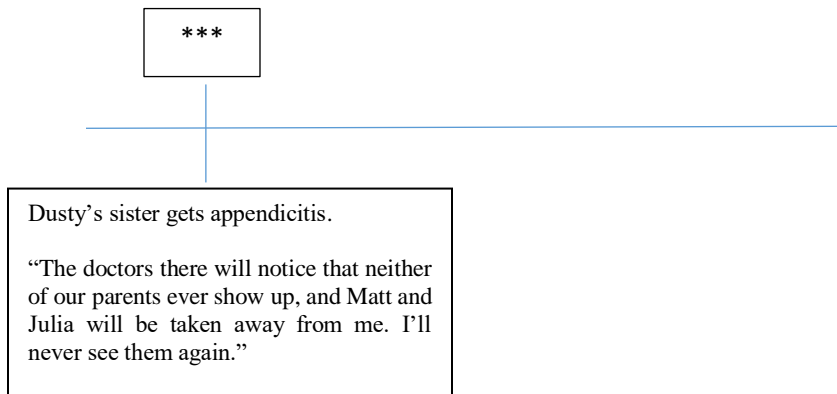
*CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

*CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.*

**Directions:** As you read, create a timeline for each chapter. On your timeline, record the following:

- Major plot events. Mark these on your timeline with a \*\*\*.
- Key character changes. Mark these on your timeline with a ☺.
- Emerging themes. Mark these on your timeline with a !!!.

**For each event/character change/theme you record, also note the line in the text that signified it was occurring. See the example below.**



## ACTIVITY #2

### Standard Covered:

*CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*

**Directions:** Use the table below to keep track of any new words, phrases, or hockey terminology you encounter as you read the novel. An example has been done for you.

<b>Word/Phrase</b>	<b>Sentence where I found it</b>	<b>I think it means...</b>	<b>How it add meaning to the story</b>
<i>Example: conquer</i>	<i>"...you have to conquer what life throws at you..."</i>	<i>Beat, destroy</i>	<i>Shows us Dusty sees life as something you have to win or beat.</i>

### ACTIVITY #3

#### Standard Covered:

*CCSS.ELA-LITERACY.CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*

**Directions: Imagine you were tasked with turning this novel into a movie. What scenes would you cut? Which would you include? To make your vision of this movie come alive, complete one of the following activities.**

- a.) **Create a storyboard showing which scenes you would include in your movie. Include a short written explanation of which scenes you cut and why.**
  
- b.) **Write an essay explaining which 3-5 scenes you would include and which 3-5 scenes you would cut from the movie. Be sure to explain why you included and cut those scenes.**

### ACTIVITY #4

#### Standard Covered:

*CCSS.ELA-LITERACY.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.*

**Directions: Rewrite any flashback from the first-person point of view of a character who appears in the flashback. Then write a short paragraph explaining what you learned about the character from looking at the scene through that point of view.**



## ACTIVITY #5

### Standard Covered:

*CCSS.ELA-LITERACY.CCRA.R.7*

*Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**Directions:** Throughout the book, Dusty can't seem to decide whether or not Zebulon Pike should be considered a positive or negative figure in human history. Do further research on Zebulon Pike. Create a Powerpoint presentation arguing whether or not Zebulon Pike should, overall, be considered a positive, negative, or neutral figure in history. Be sure to consider how his actions and choices impacted multiple groups of people.

## ACTIVITY #6

### Standard Covered:

*CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

**Directions:** In the companion to this book *Thanks a Lot, John LeClair*, the author shares the next chapter in this story—but from Emmitt's point of view. Read that novel and then write an essay comparing and contrasting the themes that are addressed across the two novels.

## **POST-READING ACTIVITY**

**Directions: Look back at the pre-reading activity you completed before reading this book. Have your opinions changed since then? Why or why not?**

# Letter to Parents and Guardians

Dear Parents and Guardians,

In the coming weeks, your child will be reading the book *Here's to You, Zeb Pike*. This book deals with some difficult topics, including child neglect, divorce, sexual orientation, homophobia, relationships, and self-identity. We will be discussing these topics openly in class, and we encourage you to do the same at home with your child. Should you wish to read the book along with your child, we will be more than happy to provide a copy for you.

We here at \_\_\_\_\_ believe it is extremely important that children and young people read books about a variety of different characters so that they can build empathy for everyone around them, regardless of their similarities or differences. As such, we strive to select reading material that showcases diverse people in diverse environments. We are excited to share this book with your child, and we look forward to the rich and important discussions we hope it will create.

Please do not hesitate to contact us if you have any questions or concerns.

Best,

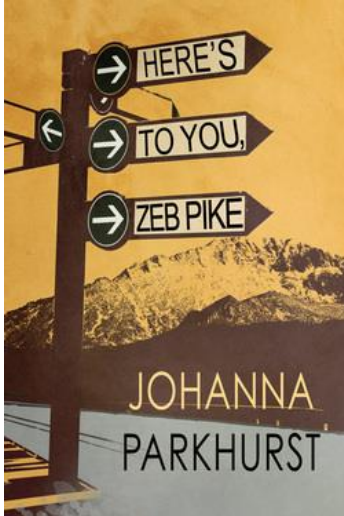
Name

Organization

Phone

E-mail address

## About the Book



Fact: When Zebulon Pike attempted to climb what is now known as Pikes Peak, he got stuck in waist-deep snow and had to turn back.

That's the last thing Dusty Porter learns in his Colorado history class before appendicitis ruins his life. It isn't long before social services figures out that Dusty's parents are more myth than reality, and he and his siblings are shipped off to live in Vermont with an uncle and aunt they've never met.

Dusty's new life is a struggle. His brother and sister don't seem to need him anymore, and he can't stand his aunt and uncle. At school, one hockey player develops a personal vendetta against him, while Emmitt, another hockey player, is making it hard for Dusty to keep pretending he's straight. Problem is, he's pretty sure Emmitt's not gay. Then, just when Dusty thinks things can't get any worse, his mother reappears, looking for a second chance to be a part of his life.

Somehow Zebulon Pike still got the mountain named after him, so Dusty's determined to persevere—but at what point in life do you keep climbing, and when do you give up and turn back?



Johanna Parkhurst grew up on a small dairy farm in northern Vermont before relocating to the rocky mountains of Colorado. She spends her days helping teenagers learn to read and write and her evenings writing things she hopes they'll like to read. She strives to share stories of young adults who are as determined, passionate, and complex as the ones she shares classrooms with.

Johanna holds degrees from Albertus Magnus College and Teachers College, Columbia University. She loves traveling, hiking, skiing, and yelling at the TV during football and hockey season.