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Young Adult Literature
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Unit of Study: Science Fiction

Science fiction propels the imagination and promotes creativity. It also helps fantasy become reality. Reading about space can encourage the next generation of various types of scientists. Picking up a science fiction novel can easily reveal a love of space exploration or a passion for genetics. Likewise, learning about a fictional dystopian world where society is riddled with problems provides a warning for humanity *not* to reach that point. Science fiction projects "contemporary problems...hundreds or thousands of years into the future," which provides both a different context for and perspective of future or current problems (including: "overpopulation, pollution, religious bickering, political machinations, and sexual disharmony") (Nilsen, et al). This distance provides the necessary space from problems that may otherwise be influenced by personal bias or a limited frame of knowledge. Problems are easier to solve when they are not your own; however, finding comparisons in a fictional world's problems and real-life problems can aid in the discovery of solutions. Science fiction is therefore a ***necessary*** genre of literature to teach young adults for these exact reasons, yet it is so often overlooked or marginalized in middle school and high school curriculums.

The following unit of study admittedly works best for a Science Fiction based literature elective for high school aged young adults; *however*, it can certainly be altered and reduced to fit into a shorter amount of time by picking and choosing sections or texts from the unit to fit accordingly. This unit of study features a pairing of canonical works with more recently

published literature, graphic novels, films, and real life events. These pairings are referred to as "canonical sandwiches," since no two canonical works will be taught back to back. Rather, the canonical novels are "sandwiched" between a more modern work or area of study to encourage student growth and development. This unit of study, therefore, has the following pattern: graphic novel - canonical novel - modern novel - canonical novel - graphic novel - etc. The unit of study is structured in this way to retain students' interest/attention, create parallels between older and more modern works, and to provide insight into the science fiction genre using a myriad of resources. Approaching science fiction in this way helps students notice a pattern of themes within the texts (both old and new) that easily apply to reality. For example, dystopian worlds are very common within science fiction (so much so, that dystopias are recognized one of the subgenres of science fiction) (Nilsen, et al). Science fiction authors have written about universes that resemble our own but have more apparent problems than we do. Ray Bradbury wrote about a world that burns books due to an intense fear of their contents (knowledge is power!) in *Fahrenheit 451* (Bradbury). Decades later, the film *Equilibrium* is released which is set in a world that regulates emotions with drugs and destroys anything that evokes them (i.e. art, books, records, etc) (Wimmer). These parallels are important to discuss in a classroom setting because they enable the students to analyze their own world and allows them to understand the importance of these themes that reoccur in the genre and even across decades.

Introduction to the Unit

To understand my students' baseline knowledge about science fiction, I will begin this unit of study by asking my students questions that they will respond to in an in-class "sustained silent writing (SSW)" journal (please see SSW#1 on the attached SSW sheet). After the students have

written their responses, I will engage them in a thoughtful discussion about the genre where they share some of their responses with the class. This will help me gauge what they already know about science fiction and what they do or do not enjoy about the genre so I can cater the class (as much as possible) to their needs and desires. If the class overwhelmingly does not like the genre, I want to show them that science fiction can be both informative and fun!

Comic Books and Graphic Novels

After the previous day of more general discussion, I want to gain students' attention and interest in science fiction by beginning this unit of study in an unconventional and fun manner. The first texts studied will therefore be graphic novels. These forms of media can be a bit more engaging than some very dry textbooks and novels, which will hopefully spark interest in these young adults and challenge the typically preconceived notions of what literature is (or can be). This question (what is literature?) will be posed to the class so that I can record the parameters they set and then challenge them by showing how some graphic novels resemble canonical texts. The primary focal points for this section will be *V for Vendetta* and *Watchmen* (both written by Alan Moore). I will also provide other supplemental comics or graphic novels for students to read in their free time if they are particularly interested (please see the list of age-appropriate comic books and graphic novels attached). *V for Vendetta* is perfect for in-depth and thoughtful analysis because it starts the discussion of dystopias and deals with issues such as government morality, problem solving, citizen involvement in politics/protests, political extremists, surveillance, corruption, identity, war, and freedom. The graphic novel follows a man who resembles Guy Fawkes, named V, as he works to take down the fascist government ruling England with the help of a woman named Eve (Moore). In addition to a madman/revolutionary

(V), the narrative features a strong female protagonist (Eve) who is not significantly sexualized

or idealized, which is still somewhat rare in this particular industry (Moore). The next graphic

novel to be featured in this unit of study is *Watchmen*. This novel also depicts a dystopian world

where superheroes battle someone killing off their kind (Moore). *Watchmen* features complex

themes such as heroism, justice, revenge, morality, humanity, abuse, addiction, and etc. This

graphic novels poses the question: what does it mean to be a superhero?, a question perfect to ask

the class to spark a discussion. Additionally, the students will be required to answer some critical

thinking questions in a SSW journal entry (please see SSW #2 on the attached SSW sheet).

Presenting the class with graphic novels to start the unit of study is an excellent

alternative to commencing with a novel. Science fiction sometimes deals with heady topics like

the destruction of Earth or corrupt governments. Since graphic novels often use villains to

embody all that is wrong with the world (or at the very least, a sliver of what is wrong with the

world) they make discussions about these topics a bit easier. Sometimes cartoonish artwork even

accompanies the narrative, which further removes us from the issues. As mentioned earlier, this

removal facilitates the discussion of these topics in order to gain a greater understanding without

feeling threatened by the text if something hits too close to home. Moore's graphic novels used

in this class are also perfect for numerous different forms of literary analysis and are a great way

to introduce these young adults to the various schools of thought. I would include a handout with

summaries of the different forms of literary analysis in addition to lecturing the class about them

and their origins (please see Handout #1). I would also give quick, familiar examples of

applicable works that the students have likely heard of or read in a prior class (i.e. feminist

theory works well with "The Yellow Wallpaper" while psychoanalytical theory works well with

Hamlet). I do not want to directly analyze the two graphic novels covered thus far as analyzing a graphic novel using one of the forms of literary criticism will be a paper topic option for the class. The class will have the ability to analyze one of the graphic novels in a SSW journal entry, however, so I can give them feedback on their understanding/application of the material (please see SSW #3 on the attached SSW sheet). Analyzing these graphic novels with the class is a great segue to dystopian novels, since they are also dystopian in nature.

Dystopias

After the days spent looking at Alan Moore's two most famous works, the next concentration will be dystopian novels. This is where we first start seeing these aforementioned canonical sandwiches. The opening to the unit is not a "sandwich" because it is meant to grab the class' attention and get them truly interested in the genre. The first canonical novel in this unit of study is *1984* by George Orwell, which depicts a world ravaged by war from the perspective of Winston Smith who knows the truth about the government's plans (Amazon). Smith eventually joins the resistance, after falling in love, to fight the all-controlling Big Brother and the Party in order to establish peace and provide freedom for all (Amazon). This novel will be compared and contrasted with Suzanne Collins' *The Hunger Games* (the first novel of her series). This novel follows Katniss Everdeen in her attempts to win the hunger games, fight The Capitol/President Snow, and seek justice for the districts (Collins). Juxtaposing *The Hunger Games* with *1984* provides the class with a more modern, accessible work to compare Orwell's classic with. It also encourages thoughtful discussions about politics, governmental reach/power, revolutionaries, morality, and the human condition. Although these novels are superficially different, they share

much in common. They also show the class that although the two novels were written at very different times, political and governmental problems are very popular topics/themes within the genre. This will be pointedly paralleled to real life problems the country has faced (for example, race issues in the 1960s versus present day). The class will answer some critical thinking and evaluation questions via a SSW journal entry (please see SSW #4 on the attached SSW sheet). Next, to introduce students to the works of Ray Bradbury, we will have an in class read through of the *Fahrenheit 451* graphic novel where his canonical novel is turned into an artist's interpretation of this famous dystopian world. The graphic novel still follows the same storyline that the original novel does: Guy Montag, a "book burning fireman," has a conflict of heart when he realizes that the world is wrong to burn books and feels that citizens should have the right to knowledge (Amazon). After the read through of this graphic novel, we will watch the film *Equilibrium,* which follows a protagonist who has a similar change of heart but in his world, all items that evoke emotions are destroyed and the citizens are given drugs by the government to more forcefully control them (Amazon). The class will then respond to some critical questions via a SSW journal entry (please see SSW #5 on the attached SSW sheet). To reinforce some of the concepts learned earlier in the unit, after examining this graphic novel, students will imagine our world through a dystopic lens in an in-class, creative writing assignment. Instead of requiring set paper assignments, I will allow my class to choose two papers (with set due dates) modeled after the structure for papers in this "Young Adult Literature" course. Students can therefore choose to write a paper comparing/contrasting one of the graphic novels or *The Hunger Games* with *1984.* Or students can just analyze an aspect of Orwell's work. The majority of the papers will involve a canonical work as this helps students work with literature from the canon and

helps them become more comfortable with the analysis of canonical works which is important to their educational careers overall. For paper topic ideas, please see the attached page entitled "Science Fiction Essays."

Space Exploration and Alien Contact

The next portion of this unit of study covers space exploration and human contact with aliens. These themes are ever-popular within the genre and are important to study because they help us reflect upon what it means to be human. They also help us understand certain limitations of science and allow us to examine the ethics behind the treatment of others (in this case, aliens) within the texts. This unit therefore commences with *The Hitchhiker's Guide to the Galaxy* by Douglas Adams. This novel follows Arthur Dent and his alien best friend, Ford Prefect, on their journeys hitchhiking through space after the Earth is destroyed by aliens to make room for an intergalactic super highway (Adams). They unintentionally end up restoring the Earth and saving humankind on their adventures (Adams). This story is written in a comedic way so that the concept of Earth's destruction is not a heavy topic, rather a fun and whimsical story. This novel is great for teenagers to read because it proves how fun adult science fiction can be. After the class reads the novel, I will show the film rendition so that they can prepare to compare and contrast the narrative elements of both. After an in class discussion on the novel and the film, students will again respond to some critical thinking questions in their SSW journals (please see SSW #6 on the attached SSW sheet). These SSW journals are meant to help the students ready themselves for paper writing or at least give them the chance to brainstorm ideas for their papers. They will explore numerous topics in these SSWs, including some creative/imaginative writes to break up the monotony of solely analyzing the text. These are meant to be low pressure way in which all

students can participate in class and speak their mind about a novel without having to do so (necessarily) in front of the whole class. It also allows me to watch their development and understanding of the materials more closely than just in class discussions would.

The final canonical novel this unit of study focuses on is The Martian Chronicles by Ray Bradbury. Prior to reading and discussing this novel, however, I will present a handout to the class that covers recent/future events regarding Mars One (please see Mars One handout attached). We have reached such an important time in history because the non-profit organization Mars One plans to colonize Mars as Earth's resources are dwindling. The NPO will send crews of astronauts to Mars every 26 months once the initial crew takes off in 2026 (Mars One). Through in class discussion and SSW writing, the students will analyze and discuss the benefits of this mission, what it might mean for the future of humanity, and even recreate a Mars landing story to demonstrate their understanding (so far) of the science fiction genre (please see SSW #7 on the attached SSW sheet). Discussing Mars One is very important and significant for this genre because it shows that certain stories written decades ago are, to a certain degree, coming to fruition with the planned colonization of Mars. These discussions are meant to help students connect the possibilities written about in science fiction and their application to reality and technological advancements. This significantly ties into the narratives within Adams' The Martian Chronicles as the short stories discuss the human inhabitation/exploration of Mars and the Martians' perception of humans (Bradbury). Although Mars, in reality, is uninhabited there might come a time that we discover other life forms somewhere in space. Adams' short stories provide a framework for human interaction with aliens and how we might be perceived (and how we might perceive and treat them, as well)

The last novel covered in this unit of study is Orson Scott Card's *Ender's Game*. This novel is perfect for a junior high or high school English course because of the complexities within the text. This novel encourages discussions about everything from military tactics and ethics to the encroachment of humans into alien territory. This novel is also a great option for a major essay for the class. Students can analyze the way in which Ender handles his responsibilities versus the way he is handled by his commander or even discuss the novel's fictional army in comparison to America's armed forces. In response to the reading, I will embark in a discussion with the class about the extent to which the fictional government and army will go to extinguish the opposing alien race. I will ask them to consider the following questions throughout the semester, but will change them to reflect issues within the respective texts: 1.) Can science go too far?; 2.) Do humans go too far?; 3.) How far is "too far"? (see SSW#2). Since *Ender's Game* is the first novel of the series, playing the film will be helpful for the class to understand some of the future events within the other novels. This also provides an excellent opportunity to compare and contrast the film with the first novel since they are so vastly different (see SSW #2).

Conclusion and Goals

This unit of study not only aims to familiarize students with the genre but also attempts to create lifetime science fiction readers/enthusiasts. I want to introduce young adults to the genre in a fun and exciting manner using accessible and modern materials. I want to challenge the notion of what literature "is" by using unconventional texts like graphic novels. I want to also increase the number of females interested in science fiction. The genre is only peppered with female authors. Likewise the fields of mathematics and the sciences lack a lot of gifted females

as well. I want to help students identify parallels between science fiction and reality. I want to help them imagine what our future holds and I want to inspire them to go out and do good. I also want to prove that conventional literature lessons apply just as well to science fiction as they do to other genres (i.e. different forms of literary criticism). This might be a rather lofty goal, but I really wish to instill a sense of hope in my students as well. I want my students to look towards the future with hope and understand that the real world does not have to end up like a dystopian novel if we all play our cards right (i.e. not use all of our resources, not engage in massive world wars, etc.). I wish to inspire the next generations of astronauts and biologists with novels that excite and interest them.

SUSTAINED SILENT WRITINGS

SSW #1 - Introduction to Unit

1. In your opinion, what are the requirements for a film or novel's classification as "science fiction?"
2. What are your favorite science fiction novels or films?
3. Why do you like science fiction? Or...why don't you like science fiction?
4. What would you like to see more of in science fiction films? What would you like to read more of in science fiction novels?

SSW #2 - *V for Vendetta* and *Watchmen*

1. What does it mean to be a superhero?
2. Can superheroes go too far? How far is too far?
3. Why is vigilante justice damaging to society? If you believe it is not, state your reasons why you believe this.
4. In V's case, is there a fine line between a freedom fighter and a terrorist? Which side does he most belong?

SSW #3 - Literary Criticism

1. Apply any form of literary criticism to a science fiction novel or film you enjoyed. Does it work? What are some benefits or downfalls of this?
2. Why is it important to view texts from different perspectives?
3. Which form(s) of criticism did you enjoy the most? Dislike the most? Why?

SSW #4 - *1984* and *The Hunger Games*

1. Compare and contrast the governments' immorality in both *1984* and *The Hunger Games*
2. Compare and contrast the protagonists from each (Katniss Everdeen and Winston Smith).
3. What would you do if put into either of these protagonist's shoes?

SSW #5 - *Fahrenheit 451* (Graphic Novel) and *Equilibrium* (film)

1. Compare and contrast the protagonists' revelations in both the graphic novel, *Faherenheit 451*, and the film, *Equilibrium*.

2. Compare and contrast the worlds presented in the graphic novel/film.Do you think the film drew ideas from Bradbury to incorporate into the movie? Provide examples.

3. If you had to choose any painting or record/album to hide away from law enforcement, what would you choose? If you had to choose any book to memorize and store in your mind, what would you choose?

SSW #6 - *The Hitchhiker's Guide to the Galaxy*

1. Is Trillian a strong female character? Is she an appropriate role model? Why or why not?

2. How does Trillian compare to *The Hunger Games'* female lead, Katniss Everdeen? Which one is a stronger protagonist?

3. Creative Write: Envision an alien race. What do they look like? From what planet do they hail? Describe their appearance and behavior. Discuss how they would interact with humans and what they would think of us.

4. In your opinion, what is the meaning to life, the universe, and everything? I need a longer answer than solely, "42."

SSW #7 - Mars One

1. How does the Mars One mission relate to any science fiction novels you have read or films you have seen? Do you think science fiction in any way encouraged or promoted humans to explore space and colonize another planet?

2. What do you perceive to be the risks and benefits of colonizing another planet?

3. Would you ever volunteer to take a one-way trip to space to establish a colony of humans? Why or why not?

4. Creative Writing Exercise: Create a journal entry as a human travelling to the Mars colony *or* as a human inhabiting Mars.

SSW #8 - *The Martian Chronicles*

1. How does the story, "Usher II," connect with the rest of the novel?

2. What recurring themes can you identify within these stories? What are their importance?

3. How would you compare this novel to American history? What particular events would you compare it to?

4. How does Bradbury's characterization of aliens compare to other characters we've seen so far in the semester? How does this characterization compare to Adams' characterization of aliens?

SSW #9 - *Ender's Game*

1. Does science go too far? - Do the advancements in military technology exceed the morals of the people wielding it?

2. Do humans go too far? - Should children be fighting a war waged by adults? How are their knowledge and skills better?

3. How far is "too far"? - At what point should the characters have stopped? Why couldn't the humans and aliens live peacefully?

4. How does the film differ from the novel? Which did you prefer?

Science Fiction Essays

This course only requires **two** papers. Pick any two essay topics from the options below and create a strongly supported paper around it. Some of the essay topics include additional stipulations, so please read the options thoroughly.

Due Dates
Paper #1 Due (on or before): 03/25/2016
Paper #2 Due (on or before): 05/19/2016

Requirements
The paper must be 4-6 pages, double spaced, using 12pt font (Arial or Times New Roman only), and in MLA format. You must create a unique thesis on which to write your essay.

Plagiarism will not be tolerated. Prior to the paper's due date, you must submit a digital copy of the paper through turnitin.com. We will create profiles using this service in class before the first due date to ensure that everyone does this. In addition to the digital copy, a paper copy is required as well.

If you experience any trouble formulating a thesis or following MLA guidelines, please do not hesitate to see me for help. Do not wait until the last minute to ask for help. You can also utilize online resources (https://owl.english.purdue.edu/owl/) for help with MLA formatting. No late papers will be accepted unless an extension is granted *ahead* of time for serious issues.

Possible Topics:
- Compare **and/or** contrast a canonical novel with a different novel/graphic novel/film used in this class. NOTE: You can only use this option for <u>one</u> of the papers, not both
- Compare **and** contrast a novel with it's cinematic interpretation. If one of the novels/graphic novels covered in class has a film but we did not watch it together, you can still rent it and watch it outside of class. Instead of a conventional paper conclusion, you can (but do not have to) conclude it with ways in which you would improve upon the film to make it a better representation of the novel/graphic novel.

- Apply one of the forms of literary criticism to *any* of the texts or graphic novels used in this class. After the work is critically and thoroughly analyzed in this way, conclude your paper with the benefits or downfalls of this particular form of criticism. NOTE: this is the only paper where you do *not* necessarily have to use a canonical work. You can only use this option for <u>one</u> of the papers, not both.
- Analyze an aspect of a singular text in terms of its relation to real-life events or historical figures. An "aspect" of a text includes (but is not limited to): themes, motifs, imagery, events, actions, etc. NOTE: this can be used for both papers provided that they are drastically different (i.e. you cannot submit a paper on the political corruption within *1984* and then a paper on the political corruption within *V for Vendetta*).
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Central Focus Works

More thorough synopses. Listed by presentation order.

Title: *Watchmen*

Author: Alan Moore

Illustrator: Dave Gibbons

Synopsis: Considered the greatest graphic novel in the history of the medium, the Hugo Award-winning story chronicles the fall from grace of a group of super-heroes plagued by all-too-human failings. Along the way, the concept of the super-hero is dissected as the heroes are stalked by an unknown assassin

Source: Amazon. *"Watchmen."* <http://www.amazon.com/Watchmen-Alan-Moore/dp/1401245 250/ref=sr_1_1?s=books& ie=UTF8&qid=1430379945&sr=1-1&keywords=watchmen>. Web.

Justification for use:

As mentioned in the synopsis, this graphic novel is almost a meta work of fiction since it discusses the roles and worth of superheroes in society. This novel is a great way to get teenagers interested in science fiction. It also helps start discussions about what it means to be a superhero. It also discusses themes such as abuse, morality, addiction, humanity, etc.

Title: *V for Vendetta*

Author: Alan Moore

Illustrator: David Lloyd

Synopsis: A powerful story about loss of freedom and individuality, V FOR VENDETTA takes place in a totalitarian England following a devastating war that changed the face of the planet. In a world without political freedom, personal freedom and precious little faith in anything comes a mysterious man in a white porcelain mask who fights political oppressors through terrorism and seemingly absurd acts. It's a gripping tale of the blurred lines between ideological good and evil.

Source: Amazon. *"V for Vendetta."*

<http://www.amazon.com/V-Vendetta-Alan-Moore/dp/14012 0841X/ref=sr_1_1?s=books &ie=UTF8&qid=1430380172&sr=1-1&keywords=v+for+vendetta> Web.

Justification for use:

This graphic novel has a strong female protagonist (Eve) who compliments the crazed revolutionary, V. Eve is not really sexualized or idealized, which is awesome because it is so rare within the comic industry to find a strong female character who isn't dressed in a bikini or a skin tight bodysuit. This graphic novel is great for this class because it starts the discussion of dystopian novels in a fun and unique way. Moore's work deals with tough topics like revolutionaries, terrorism, governmental control, fascism, etc.

Title: *The Hunger Games*
Author: Suzanne Collins
Synopsis: In the ruins of a place once known as North America lies the nation of Panem, a shining Capitol surrounded by twelve outlying districts. Long ago the districts waged war on the Capitol and were defeated. As part of the surrender terms, each district agreed to send one boy and one girl to appear in an annual televised event called, "The Hunger Games," a fight to the death on live TV. Sixteen-year-old Katniss Everdeen, who lives alone with her mother and younger sister, regards it as a death sentence when she is forced to represent her district in the Games. The terrain, rules, and level of audience participation may change but one thing is constant: kill or be killed.
Source: Amazon. *"The Hunger Games (Book 1)."*
<http://www.amazon.com/Hunger-Games-Book-1/dp/0439023521/ref=sr_1_1?s=books&ie=UTF8&qid=1431414551&sr=1-1&keywords=the+hunger+games>. Web.

Justification for Use: I integrated this novel into my lesson plan, because it chronicles a *very* strong female protagonist, which is somewhat rare for this male-dominated genre. It is very encouraging to read about Katniss Everdeen because she is so strong and skilled, but not necessarily caught up in romance. Her main focus is fighting injustices and helping all of humanity. These novels are great for the classroom, because they not only promote critical thinking, but they also encourage the analysis of our own society.

Title: *Hitchhiker's Guide to the Galaxy*
Author: Douglas Adams
Synopsis: Don't panic! *The Hitchhiker's Guide to the Galaxy* is both the title of the novel AND, rather conveniently, an invaluable guide within the novel that aids characters in their galactic hitchhiking journeys. This novel follows regular, normal, and (some would say) boring human

Arthur Dent who has just realized his planet will be destroyed thanks to the warning from his alien friend, Ford Prefect (who, yes, named himself as a car in an attempt to better assimilate on Earth). They both escape Earth's destruction at the very last minute by hitchhiking with a passing alien spaceship. This novel chronicles their journey to restore the Earth and save humanity.

Source: Adams, Douglas. *The Hitchhiker's Guide to the Galaxy*. New York: Crown Publishers, Inc., 1979. Print.

Justification for use: Students will be required to read the novel (outside of class) and watch the film (in class). This novel is one of the most fun science fiction creations of all time. Adams' writing style is engaging and really draws the reader in. Although it is an adult novel, the way in which it is written makes it an easy and quick read for even teenagers. This novel will be used to juxtapose other science fiction novels with heavier topics. Although this work deals with the destruction of Earth, it is presented in a lighthearted and whimsical fashion which definitely takes the edge off a little.

Title: *The Martian Chronicles*
Author: Ray Bradbury
Synopsis: This collection of short stories describes the destruction of Earth, humanity's plight to colonize Mars, and establish our new interstellar home. These short stories also detail Martians' general attitude towards human colonization on their planet and their subsequent actions to prevent us from taking over. The stories tell of a dystopian world where humans seek refuge from their own destruction.
Source: Bradbury, Ray. *The Martian Chronicles*. New York: Simon and Schuster Paperbacks, 1946. Print.

Justification for Use: In addition to works by the prolific H.G. Wells, *The Martian Chronicles* is one of the few science fiction "novels" to enter the cannon and receive a somewhat common placement into high school curricula. Although this work is a collection of short stories it can still be considered a novel or at least a work written in novel form, because all of the stories within are interconnected and provide a more comprehensive view of human life and Martian life. This novel is critical to this course since humans are embarking on missions to Mars in the next decade. Although Mars is uninhabited, it still sheds light on how humans might interact with or treat other forms of life.

Title: *Ender's Game*

Author: Orson Scott Card

Synopsis:

In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. A brilliant young boy, Andrew "Ender" Wiggin lives with his kind but distant parents, his sadistic brother Peter, and the person he loves more than anyone else, his sister Valentine. Peter and Valentine were candidates for the soldier-training program but didn't make the cut--young Ender is the Wiggin drafted to the orbiting Battle School for rigorous military training. Ender's skills make him a leader in school and respected in the Battle Room, where children play at mock battles in zero gravity. Yet growing up in an artificial community of young soldiers, Ender suffers greatly from isolation, rivalry from his peers, pressure from the adult teachers, and an unsettling fear of the alien invaders. His psychological battles include loneliness, fear that he is becoming like the cruel brother he remembers, and fanning the flames of devotion to his beloved sister. Is Ender the general Earth needs? But Ender is not the only result of the genetic experiments. The war with the Buggers has been raging for a hundred years, and the quest for the perfect general has been underway for almost as long. Ender's two older siblings are every bit as unusual as he is, but in very different ways. Between the three of them lie the abilities to remake a world. If the world survives, that is.

Source: Amazon. *"Ender's Game."* <http://www.amazon.com/Enders-Ender-Quintet-Orson -Scott/dp/0812550706/ref=sr_1_1?s=books&ie=UTF8&qid=1429771747&sr=1-1&keywords=e nder%27s+game+by+orson+scott+card>.

Justification for use:

This novel provides an excellent example of different military tactics and can easily be compared to America's armed forces. This novel can also spark discussion on morality and justice in science fiction and the sciences in general. It really sparks the question: How far is too far?

Extra Resources

For teens interested in reading more science fiction. Separated by form of media

NOVELS

Title: *Ready Player One*
Author: Ernest Cline
Synopsis: This novel follows teenager, Wade Watts, as he engages in the virtual contest of a lifetime! He lives in squalor in "the stacks" (a literal stack of RVs bracketed together vertically by rebar) and attends school via a software program called The Oasis. This program was developed by James Halliday to essentially replace reality with *virtual* reality. It was a great success and now nearly everyone works, shops, goes to school, and hangs out in The Oasis. Before his death, Halliday created a contest that requires participants to locate three keys in the virtual world. Once the keys are located, the contestant must fight one final boss before winning the rights to Halliday's enormous empire. Although Watts is just a high school student, he researches Halliday's hobby (80s culture), spends far too much time playing old school video games, and dedicates himself to the search. After exerting so much time and effort into the contest, it all pays off and Wade Watts finds the first key! Find out more about his journey by reading on... :)
Source: Cline, Ernest. *Ready Player One*. 2011: Broadway Books, New York. Print.

Justification for having this novel available:
This young adult dystopian novel stands out from the rest because of its protagonist, Wade Watts. He is socially awkward, has a difficult home life, gets bullied at school, but still prevails. He is a shining role model for all young adults because despite troubles and obstacles he perseveres. In numerous scenes, he is pitted against either bullies, video game bosses, and even a giant corporation, but he never lets that stop him from obtaining his goals. I would have this as an extra option for teens interested in science fiction to read because of how fun and engaging the novel is. I would also recommend this to reluctant readers because the novel is not as intense as many canonical works are.

Title: *The Left Hand of Darkness*
Author: Ursula K. Le Guin
Synopsis:

A groundbreaking work of science fiction, *The Left Hand of Darkness* tells the story of a lone human emissary to Winter, an alien world whose inhabitants can change their gender. His goal is to facilitate Winter's inclusion in a growing intergalactic civilization. But to do so he must bridge the gulf between his own views and those of the completely dissimilar culture that he encounters. Embracing the aspects of psychology, society, and human emotion on an alien world, *The Left Hand of Darkness* stands as a landmark achievement in the annals of intellectual science fiction. Source: Amazon. "*The Left Hand of Darkness*." <http://www.amazon.com/Left-Hand-Darkness-Science-Fiction/dp/0441007317/ref=sr_1_1?s=books&ie=UTF8&qid=1429767570&sr=1-1&key words=ursula+le+guin>. Web.

Justification for having this novel available:
Le Guin's novel deals with gender and identity in a unique way as it describes a versatile race of aliens who can change their gender. Themes like identity and gender (or gender expression) are important to teach young adults because, as they are coming of age, these are the exact issues they experience. Although this novel is set on an alien planet, the themes and plot easily transcend their locale.

Title: *Uglies*
Author: Scott Westerfield
Synopsis:
Playing on every teen's passionate desire to look as good as everybody else, Scott Westerfeld projects a future world in which a compulsory operation at sixteen wipes out physical differences and makes everyone pretty by conforming to an ideal standard of beauty. The "New Pretties" are then free to play and party, while the younger "Uglies" look on enviously and spend the time before their own transformations in plotting mischievous tricks against their elders. Tally Youngblood is one of the most daring of the Uglies, and her imaginative tricks have gotten her in trouble with the menacing department of Special Circumstances. She has yearned to be pretty, but since her best friend Shay ran away to the rumored rebel settlement of recalcitrant Uglies called The Smoke, Tally has been troubled. The authorities give her an impossible choice: either she follows Shay's cryptic directions to The Smoke with the purpose of betraying the rebels, or she will never be allowed to become pretty. Hoping to rescue Shay, Tally sets off on the dangerous journey as a spy. But after finally reaching The Smoke she has a change of heart when her new lover David reveals to her the sinister secret behind becoming pretty. The fast-moving

story is enlivened by many action sequences in the style of video games, using intriguing inventions like hoverboards that use the rider's skateboard skills to skim through the air, and bungee jackets that make wild downward plunges survivable -- and fun. Behind all the commotion is the disturbing vision of our own society -- the Rusties -- visible only in rusting ruins after a virus destroyed all petroleum

Source: Amazon. "*Uglies.*" <http://www.amazon.com/Uglies-Scott-Westerfeld/dp/1442419814 /ref=sr_1_1?s=books&ie=UTF8&qid=1429767967&sr=1-1&keywords=scott+westerfeld+uglies >. Web.

Justification for having this novel available:

This novel is part of a series by Westerfield that chronicle the woes of teenage identity and acceptance. I think this novel is excellent for teens to read because of the subject matter. The desire to be beautiful or handsome plagues nearly all young adults since society and the media have such unattainably high standards. I believe this novel could help young adults transition towards acceptance and encourage them to be less critical/more loving of themselves.

Title: *Shade's Children*

Author: Garth Nix

Synopsis:

If you're lucky, you live to fight another day.

In a futuristic urban wasteland, evil Overlords have decreed that no human shall live a day past their fourteenth birthday. On that Sad Birthday, the children of the Dorms are taken to the Meat Factory, where they will be made into creatures whose sole purpose is to kill.

The mysterious Shade—once a man, but now more like the machines he fights—recruits the few teenagers who escape into a secret resistance force. With luck, cunning, and skill, four of Shade's children come closer than any to discovering the source of the Overlords' power—and the key to their downfall. But the closer they get, the more ruthless Shade seems to become. . . .

Source: Amazon. "*Shade's Children.*" <http://www.amazon.com/Shades-Children-Garth-Nix/dp /0062075985/ref=sr_1_1?s=books&ie=UTF8&qid=1429768140&sr=1-1&keywords=shades+chi ldren+by+garth+nix>. Web.

Justification for having this novel available:

This novel could encourage young adults to analyze their own society and its norms in addition to critically analyzing the society described in the text. This novel might be neat to have available for the teen who is interested in revolutionaries and world history as there are some parallels exist there.

Title: *Boneshaker*
Author: Cherie Priest
Synopsis:
In the early days of the Civil War, rumors of gold in the frozen Klondike brought hordes of newcomers to the Pacific Northwest. Anxious to compete, Russian prospectors commissioned inventor Leviticus Blue to create a great machine that could mine through Alaska's ice. Thus was Dr. Blue's Incredible Bone-Shaking Drill Engine born. But on its first test run the Boneshaker went terribly awry, destroying several blocks of downtown Seattle and unearthing a subterranean vein of blight gas that turned anyone who breathed it into the living dead. Now it is sixteen years later, and a wall has been built to enclose the devastated and toxic city. Just beyond it lives Blue's widow, Briar Wilkes. Life is hard with a ruined reputation and a teenaged boy to support, but she and Ezekiel are managing. Until Ezekiel undertakes a secret crusade to rewrite history. His quest will take him under the wall and into a city teeming with ravenous undead, air pirates, criminal overlords, and heavily armed refugees. And only Briar can bring him out alive
Source: Amazon. *"Boneshaker."* <http://www.amazon.com/Boneshaker-Clockwork-Century -Cherie-Priest/dp/0765318415/ref=sr_1_1?s=books&ie=UTF8&qid=1429768705&sr=1-1&key words=boneshaker+cherie+priest>. Web.

Justification for having this novel available:
I thought this was an intriguing novel for young adults because it was published fairly recently (2009 for the first publication, according to Amazon). The context of the novel is also a sort of mashup of a few science fiction subgenres. It includes zombies, disasters, post-apocalyptic society, and steampunk all in one book! It's bound to catch the attention of possibly a more advanced high school reader (11th-12th grades).

Title: *Old Man's War*
Author: John Scalzi
Synopsis:

John Perry did two things on his 75th birthday. First he visited his wife's grave. Then he joined the army. The good news is that humanity finally made it into interstellar space. The bad news is that planets fit to live on are scarce--and alien races willing to fight us for them are common. So: we fight. To defend Earth, and to stake our own claim to planetary real estate. Far from Earth, the war has been going on for decades: brutal, bloody, unyielding. Earth itself is a backwater. The bulk of humanity's resources are in the hands of the Colonial Defense Force. Everybody knows that when you reach retirement age, you can join the CDF. They don't want young people; they want people who carry the knowledge and skills of decades of living. You'll be taken off Earth and never allowed to return. You'll serve two years at the front. And if you survive, you'll be given a generous homestead stake of your own, on one of our hard-won colony planets. John Perry is taking that deal. He has only the vaguest idea what to expect. Because the actual fight, light-years from home, is far, far harder than he can imagine--and what he will become is far stranger.

Source: Amazon. *"Old Man's War."* <http://www.amazon.com/Old-Mans-War-John-Scalzi/dp/0765348276/ref=sr_1_1?s=books&ie=UTF8&qid=1429769033&sr=1-1&keywords=old+man%27s+war>. Web.

Justification for having this novel available:
This novel might be good for a teen who really liked reading *Ender's Game* for the class. Although the novels are drastically different, there are some parallels between the two worlds having very bizarre military practices.

Title: *Stranger in a Strange Land*
Author: Robert A. Heinlein
Synopsis:
Stranger in a Strange Land, winner of the 1962 Hugo Award, is the story of Valentine Michael Smith, born during, and the only survivor of, the first manned mission to Mars. Michael is raised by Martians, and he arrives on Earth as a true innocent: he has never seen a woman and has no knowledge of Earth's cultures or religions. But he brings turmoil with him, as he is the legal heir to an enormous financial empire, not to mention *de facto* owner of the planet Mars. With the irascible popular author Jubal Harshaw to protect him, Michael explores human morality and the meanings of love. He founds his own church, preaching free love and disseminating the psychic talents taught him by the Martians. Ultimately, he confronts the fate reserved for all messiahs.

Source: Amazon. *"Stranger in a Strange Land."* <http://www.amazon.com/Stranger-Strange-La nd-Robert-Heinlein/dp/0441788386/ref=sr_1_1?s=books&ie=UTF8&qid=1429769598&sr=1-1 &keywords=a+stranger+in+a+strange+land>. Web.

Justification for having this novel available:
From what I've heard from friends, this novel deals with females and sexuality in a very interesting way. Since Michael is new to Earth and has never seen a female before, his perspective is very unique. This novel could, therefore, help provide young adult with new perspectives on gender and identity.

Title: *Snow Crash*
Author: Neal Stephenson
Synopsis:
In reality, Hiro Protagonist delivers pizza for Uncle Enzo's CosoNostra Pizza Inc., but in the Metaverse he's a warrior prince. Plunging headlong into the enigma of a new computer virus that's striking down hackers everywhere, he races along the neon-lit streets on a search-and-destroy mission for the shadowy virtual villain threatening to bring about infocalypse. *Snow Crash* is a mind-altering romp through a future America so bizarre, so outrageous…you'll recognize it immediately.
Source: Amazon. *"Snow Crash."* <http://www.amazon.com/Snow-Crash-Bantam-Spectra-Book /dp/0553380958/ref=sr_1_1?s=books&ie=UTF8&qid=1429769871&sr=1-1&keywords=snow+c rash>. Web.

Justification for use:
This novel seems so fun from it's synopsis that it could easily provide a "break" from reading very heavy, canonical works. Since it's fun and engaging, it could help a hesitant reader delve into the science fiction genre and develop a love for reading.

Title: *Parable of the Sower*
Author: Octavia Butler
Synopsis:
Parable of the Sower is a hopeful tale set in a dystopian future United States of walled cities, disease, fires, and madness. Lauren Olamina is an 18-year-old woman with hyperempathy

syndrome--if she sees another in pain, she feels their pain as acutely as if it were real. When her relatively safe neighborhood enclave is inevitably destroyed, along with her family and dreams for the future, Lauren grabs a backpack full of supplies and begins a journey north. Along the way, she recruits fellow refugees to her embryonic faith, Earthseed, the prime tenet of which is that "God is change."

Source: Amazon. *"Parable of the Sower."* <http://www.amazon.com/Parable-Sower-Octavia -E-Butler/dp/0446675504/ref=sr_1_1?s=books&ie=UTF8&qid=1429770116&sr=1-1&keywords =octavia+butler>. Web.

Justification for having this novel available:

Octavia Butler is literally the only black, female authors in the science fiction genre that I've found in my research on young adult sci-fi, which is really sad and disappointing. Aside from being an inspiring role model, her novel sounds delightful. Young adults are constantly searching for answers and attempting to figure out what they believe in. I think this novel would be acceptable in a public school setting since the religion the protagonist creates is fictional, but I'm not positive (since it deals with finding religion and accepting God). I think it could act as a great coming of age novel and help young adults find what they want to believe in amidst a crazy and ever changing world.

Title: *The Fresco*

Author: Sheri S. Tepper

Synopsis:

The bizarre events that have been occurring across the United States -- unexplained "oddities" tracked by Air Defense, mysterious disappearances, shocking deaths -- seem to have no bearing on Benita Alvarez-Shipton's life. That is, until the soft-spoken thirty-six-year-old bookstore manager is approached by a pair of aliens asking her to transmit their message of peace to the powers in Washington. An abused Albuquerque wife with low self-esteem, Benita has been chosen to act as the sole liaison between the human race and the Pistach, who have offered their human hosts a spectacular opportunity for knowledge and enrichment.But ultimately Benita will be called upon to do much more than deliver messages -- and may, in fact, be responsible for saving the Earth. Because the Pistach are not the only space-faring species currently making their presence known on her unsuspecting planet. And the others are not so benevolent.

Source: Amazon. *"The Fresco."* <http://www.amazon.com/Fresco-Sheri-S-Tepper/dp/0380 81658X/ref=sr_1_fkmr0_1?s=books&ie=UTF8&qid=1429771014&sr=1-1-fkmr0&keywords=th e+fresco+terri>. Web.

Justification for having this novel available:
This novel is interesting because it has an adult, female protagonist driving the action (with the help of aliens, it seems).

Title: *Beggars in Spain*
Author: Nancy Kress
Synopsis:
In a world where the slightest edge can mean the difference between success and failure, Leisha Camden is beautiful, extraordinarily intelligent ... and one of an ever-growing number of human beings who have been genetically modified to never require sleep. Once considered interesting anomalies, now Leisha and the other "Sleepless" are outcasts -- victims of blind hatred, political repression, and shocking mob violence meant to drive them from human society ... and, ultimately, from Earth itself. But Leisha Camden has chosen to remain behind in a world that envies and fears her "gift" -- a world marked for destruction in a devastating conspiracy of freedom ... and revenge.
Source: Amazon. *"Beggars in Spain."* <http://www.amazon.com/Beggars-Spain-Nancy-Kress/dp /0060733489/ref=sr_1_1?s=books&ie=UTF8&qid=1429771114&sr=1-1&keywords=beggars+in +spain>. Web.

Justification for having this novel available:
This novel deals with identity and acceptance, an important theme for young adults. It also shows a sort of superpower (never having to sleep) in a different light than most comic books or graphic novels do.

GRAPHIC NOVELS/COMIC BOOKS
Title: *The Adventures of Captain Underpants*
Author/Illustrator: Dav Pilkey

Synopsis: Grade 2-5-Pilkey packs an amazing amount of humor into what could have been a one-gag novel. Besides turning their principal into a silly superhero, George and Harold play tricks on just about everyone. They pepper pom-poms, put bubble bath in tubas, and fill a football with helium. Pilkey's illustrations are half the fun, and that magical moment when the hypnotized Principal Krupp dons his Captain Underpants uniform and sings "Tra-La-Laaaaaaaa" is priceless. Krupp is a worthy successor to Lamar J. Spurgle, the nemesis of "the Cut-Ups" in James Marshall's great picture books. The "kneel here" sign in front of his desk says it all. Kid Appeal Award: Superheroes are always fascinating to kids. And children of a certain age will laugh at anything that has to do with underpants. Combining the two was a stroke of comic genius.
Source: Amazon. *"Adventures of Captain Underpants, The*." <http://www.amazon.com/Adventures-Captain-Underpants-Dav-Pilkey/dp/0590846280/ref=sr_1_1?ie=UTF8&qid=1430379682&sr=8-1&keywords=captain+underpants+book+1>. Web.

Justification for having this available:
This picture book can be used more as a reference point and example of science fiction aimed at students of lower grades. This might also be very reminiscent of childhood for some young adults and fun for them to briefly revisit.

Title: *Fantastic Four*
By: Stan Lee (Marvel Comics)
Ever since their original 1961 introduction, the Fantastic Four have been portrayed as a somewhat dysfunctional, yet loving, family. Breaking convention with other comic book archetypes of the time, they would squabble and hold grudges both deep and petty, and eschewed anonymity or secret identities in favor of celebrity status. The four were exposed to massive amounts of cosmic radiation. As a result, they had to abort the mission and return to Earth. After the crash landing, they realized that they gained superhuman powers. Realizing the potential use of their abilities, the four of them became the Fantastic Four, for the benefit of mankind.
Source: Wikipedia. *"Fantastic Four*." <http://en.wikipedia.org/wiki/Fantastic_Four>. Web.
Wikipedia. "Invisible Woman." <http://en.wikipedia.org/wiki/Invisible_Woman>. Web.

Justification for having this comic series available:

This comic series has a main female character who is a rather strong role model despite her (generally) overly sexualized appearance/costume. This comic also deals with differences (the Thing, for example, has to deal with his appearance), identity, villains, friendship, and teamwork.

Title: *X-Men*

By: Stan Lee (Marvel Comics)

Synopsis:The X-Men are mutants, a subspecies of humans who are born with superhuman abilities. The X-Men fight for peace and equality between normal humans and mutants in a world where antimutant bigotry is fierce and widespread. They are led by Charles Xavier, also known as Professor X, a powerful mutant telepath who can control and read minds. Their archenemy is traditionally Magneto, a powerful mutant with the ability to generate and control magnetic fields. Professor X and Magneto have opposing views and philosophies regarding the relationship between mutants and humans. While Professor X works towards peace and understanding between mutants and humans, Magneto views humans as a threat and believes in taking an aggressive approach against them. Professor X is the founder of Xavier's School for Gifted Youngsters at a location commonly called the X-Mansion, which recruits mutants from around the world. Located in Westchester County, New York, the X-Mansion is the home and training site of the X-Men.

Source: Wikipedia. *"X-Men."* <http://en.wikipedia.org/wiki/X-Men>. Web.

Justification for having this comic series available:

This comic series deals a lot with identity and physical differences between the mutants. There are fights between individual mutants, the two main mutant factions, and humanity. This comic series hopefully shows that all differences are acceptable and our outer appearances aren't everything there is about us. The themes of this comic series are: good vs evil, acceptance, friendship, teamwork, identity, love, bullying, abuse, etc.

Title: *Spiderman*

By: Stan Lee

Synopsis: Spider-Man is a fictional superhero appearing in American comic books published by Marvel Comics. Created by writer-editor Stan Lee and writer-artist Steve Ditko, Spider-Man first appeared in *Amazing Fantasy* #15 (Aug. 1962). Lee and Ditko conceived the character as an orphan being raised by his Aunt May and Uncle Ben, and as a teenager, having to deal with the

normal struggles of adolescence in addition to those of a costumed crime-fighter. Spider-Man's creators gave him super strength and agility, the ability to cling to most surfaces, shoot spider-webs using wrist-mounted devices of his own invention, which he calls "web-shooters", and react to danger quickly with his "spider-sense", enabling him to combat his foes. Source: Wikipedia. "Spiderman." <http://en.wikipedia.org/wiki/Spider-Man>. Web.

Justification for having this comic series available:

Spiderman kind of starts off as a coming of age tale as Peter Parker gets used to the duality of his identity. He not only has to come to terms with being a teenager but he was the superhero spider thing going on as well. Talk about problems! This comic series can show teenagers that they are not alone in their problems. This series promotes acceptances and working towards goals. The themes within this series are: friendship/alliances, identity, love, bullying, good vs evil, etc.

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Unit of Study – Science Fiction
The Highlights
By: Kiersten Fritzsche

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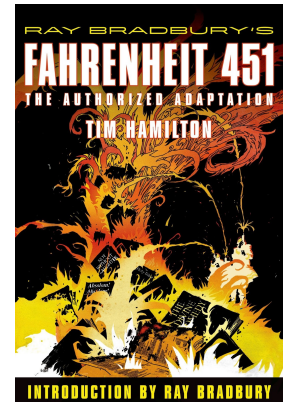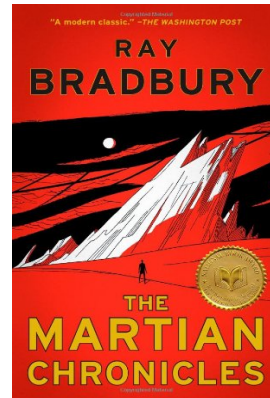
.::Goals of the Unit::.

- Apply critical ideas and concepts to science fiction (i.e. different theories of literary criticism) to prove the genre is just like any other in terms of teachability.
- Increase the amount of young adult female science fiction readers (and maybe even female scientists).
- Connect sci-fi with reality by juxtaposing certain historical events with the stories.
  - Mars One Plans with *The Martian Chronicles*.
  - Real life revolutionaries (Martin Luther King Jr., Che, etc.) with dystopian protagonists.
- Analyze how science and governments often go too far.
- Isolate recurring themes within the texts.
- Reimagine the idea of what literature is (it's not just literature, it includes new media like graphic novels as well).

Image Sources: *The Martian Chronicles* http://ecx.images-amazon.com/images/I/51MB4KzloUL.jpg
Fahrenheit 451 http://ecx.images-amazon.com/images/I/91NiDcRu4AL.jpg
Hitchhiker's Guide to the Galaxy film still
http://www.toplessrobot.com/hg%20movie%20Header%20Image%202.jpg

.::Creative Writing Prompts::.

Section on Ender's Game
Envision an alien race. What do they look like? From what planet do they hail?
Describe their appearance and behavior. Discuss how they would interact with
humans and what they would think of us.

Section on Mars One and The Martian Chronicles
Create a journal entry as a human travelling to the Mars colony *or* as a human
inhabiting Mars.

Section on Fahrenheit 451 and Equilibrium
If you had to choose any painting or record/album to hide away from law enforcement,
what would you choose? If you had to choose any book to memorize and store in
your mind, what would you choose?

.::SSW Questions::.

What are classifies a novel/film as science fiction?
What does it mean to be a superhero?
Does science go too far? Do humans go too far? Exactly how far is
too far?
How strong are the female protagonists in the works examined in
this unit of study?
Compare and contrast the government's immorality in *1984* and
The Hunger Games.
Compare and contrast the protagonist's revelations in both
Fahrenheit 451 and *Equilibrium.*
Is Trillian from *The Hitchhiker's Guide to the Galaxy* a strong female
character? Why or why not. Compare/contrast her to Katniss
Everdeen from *The Hunger Games* and Eve from *V for Vendetta.*

The Mission

→ Mars One is a not for profit organization (NPO) founded by Bas Lansdorp and Arno Wielders

→ The goal: establish a human colony on Mars as our resources on Earth decrease everyday

→ The first "unmanned" mission to Mars will take place in 2020

→ The first manned mission to Mars will start in 2026. Every 26 months a new crew will depart (some supplies and additional habitats [living quarters] will be sent prior to each new crew's arrival)

→ For now, humans are only able to make a one-way trip to Mars. Space travel takes so long and resources (including fuel) are too difficult to transport for *both* the arrival to and the departure from Mars.

→ Mars One utilizes current technologies to aid their mission including: solar panels, rovers, hydroponic gardening, water/oxygen harvesting, atmosphere filtration, etc. This also helps the company from avoiding "cost overruns" (i.e. the NPO running out of money) once the missions have already launched. They are working to make advances to space travel so that in future missions, astronauts can bring more supplies and resources to the planet.
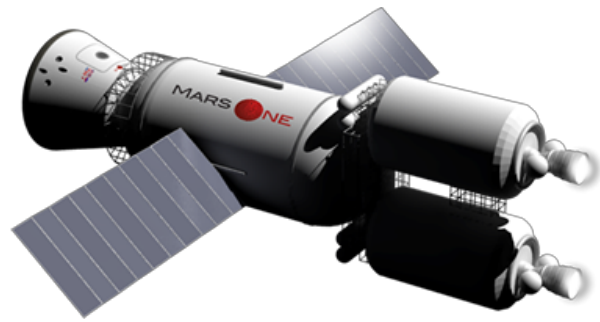
Astronaut Training

→ The "Astronaut Selection Program" began in 2013.

→ The process began with electronic applications, video applications, and interviews.

→ Mars One will continue to weed out applicants through "group challenges and simulations."

→ In the end, six teams of four people will be trained for the first one-way mission to Mars.

- ➔ New "Astronaut Selection Programs" will be held each year to populate the other missions
- ➔ Groups for the 2026 launch will train until they leave.
- ➔ Trainings will involve learning to live in a "remote location" (like the Arctic desert) and more enclosed spaces than they are likely used to (i.e. the Mars habitat).
- ➔ The new astronauts will learn medical procedures, to grow their own food, extract water from the soil, create oxygen by splitting it from the hydrogen in H2O (which is then blended with filtered Argon and Nitrogen from the Martian atmosphere via the Life Support System [LSS]), and repair the habitat/rover.

Sampling of Individuals from the Current Applicant Pool

Name: Etsuko
Age: 51
From: Japan
She currently works in Mexico as a chef of Japanese cuisine. She has accomplished many physical feats including walking 4,600 miles through Japan, running for seven days in the Sahara Desert, and backpacked around the world for two years. She worked in the IT industry for awhile and was even an "ascetic mountain priest."

Name: Lennart
Age: 37
From: Germany
He is currently a software developer from Florida. He claims to be apt to handle sensory deprivation on Mars because he used to

be a Buddhist monk and meditated in caves. He believes the future of humanity depends on the colonization of Mars.

Name: Ritika Singh
Age: 29
From: India
She loves travelling and experiencing new cultures. She has dreamed of travelling to Mars since she was five years old. She is able to adapt to new situations, "easy going," and "fun loving."

Name: Ighodalo
Age: 32
From: Nigeria
He enjoys problem solving, artificial intelligence/robotics, psychology, and sociology. In his free time he likes to have good conversations, explore the great outdoors, and watch films. He is a skeptic who is looking for something more to life. He is also very athletic and enjoys numerous sports.

Name: Elaheh
Age: 22
From: Islamic Republic of Iran
She is an architecture student but loves cosmology. She is searching for life's purpose and believes living on Mars is it. She also wants to be apart of the colonization because it is such an important part of human history. She likes researching parallel universes, galaxies, and undetected universes. She likes to create things and plays the harmonica.

Name: Reginald
Age: 60
From: Pakistan
Reginald is a self-proclaimed "jack of all trades." He worked for the military for twenty years and has therefore gained skills related to piloting helicopters, engineering, and emergency medicine. He is also a very skilled handyman, capable of helping with plumbing,

roofing, electrical work, and other forms of general construction. He currently works for the Fire Marshall in Ontario and responds to larger scale emergencies and problems. He loves cooking and gardening.

Name: Benjamin McLain
Age: 31
From: United States
Benjamin is from Northern California. He works as a singer who has performed on numerous TV shows. He is currently "on tour with a two man comedy music act." He is interested in physics and engineering. He likes to know how things work. He enjoys exercising, meditation, and being positive.

# Science Fiction Unit
# of Study

Canonical "Sandwiches"

Goals

- Increase the amount of young science fiction readers, primarily females
- Connect science fiction novels with real events and technological/scientific advancements
- Examine different forms of science fiction literature within the genre
- Examine different sub-genres within SciFi
- Inspire creative and imaginative writings
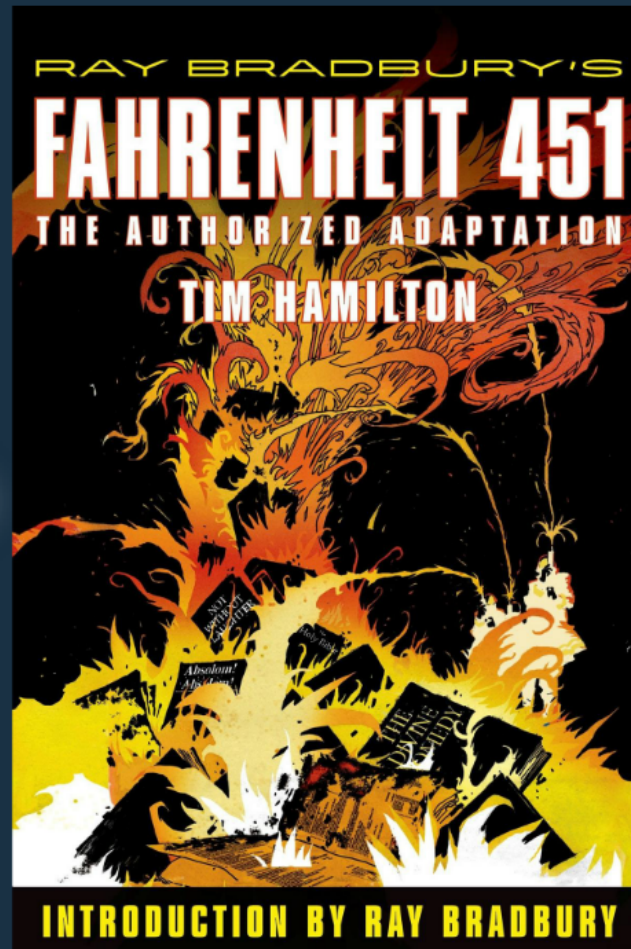- Encourage critical thinking and analysis

What does it mean to be a hero?
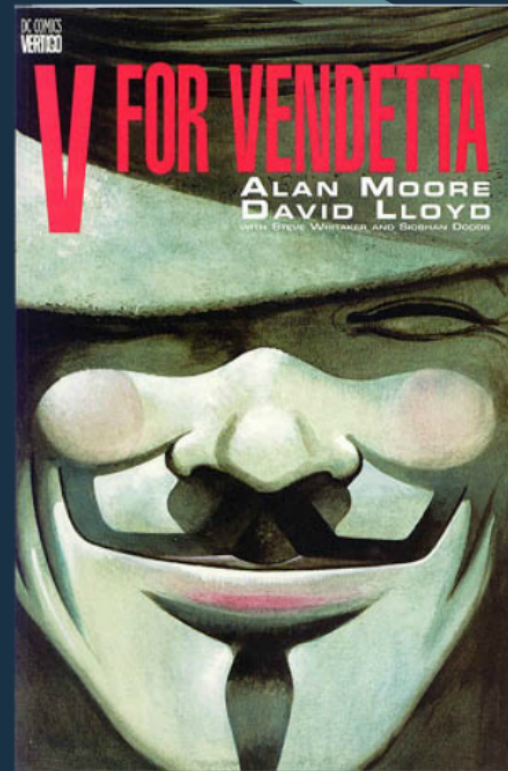
Benefits of Analysis:
Identifying character
archetypes &
applying different forms of
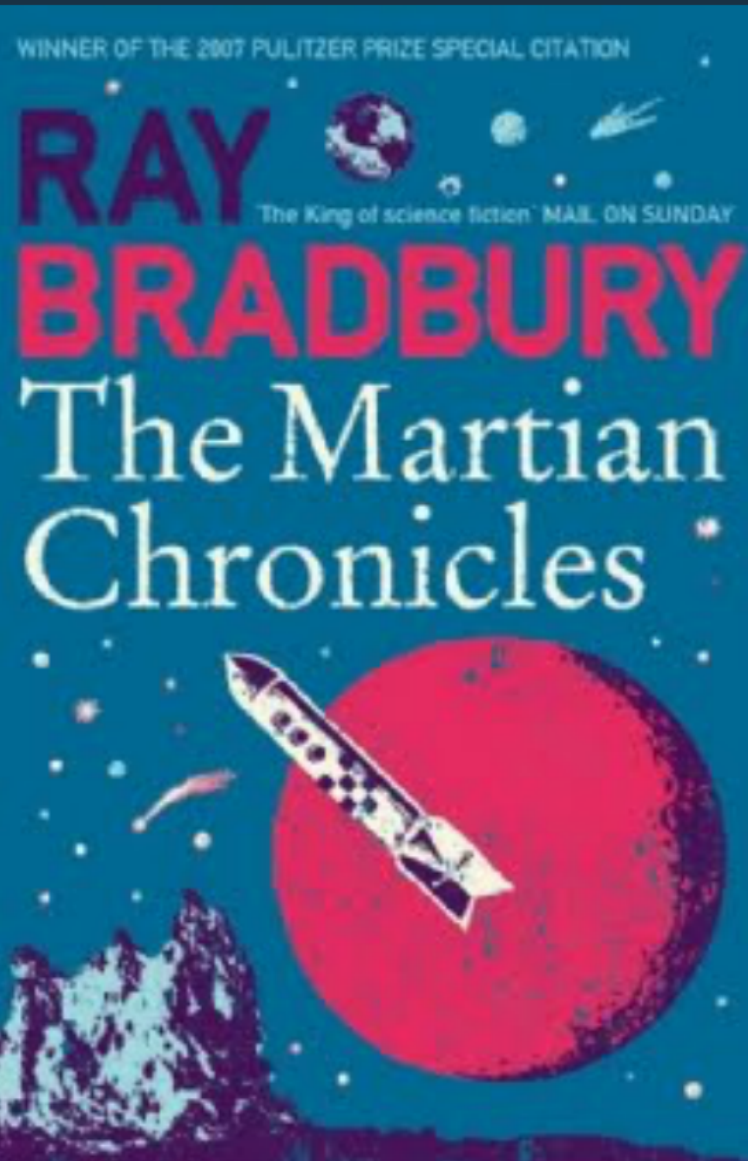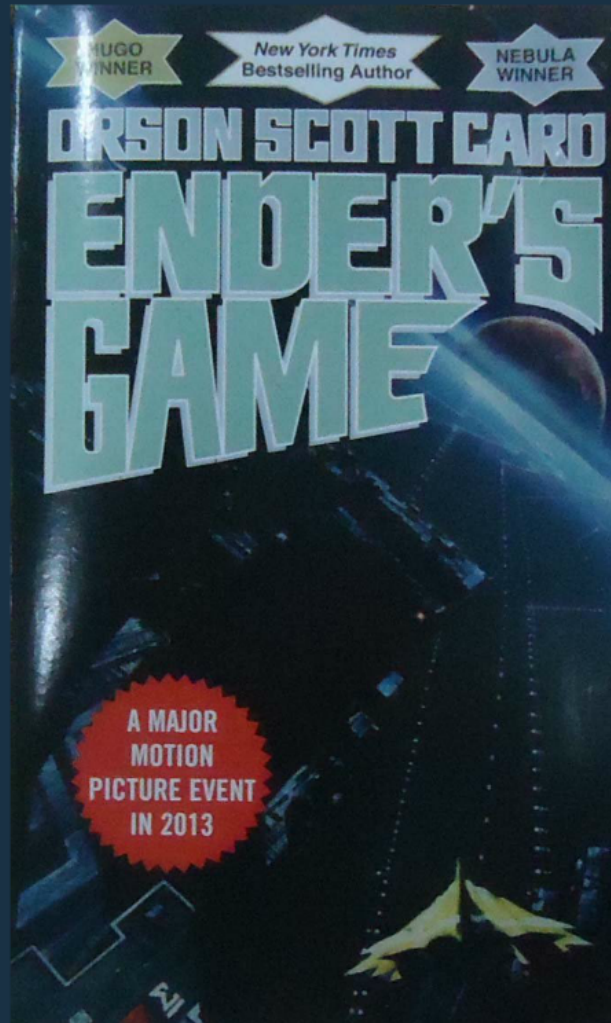*literary criticism*

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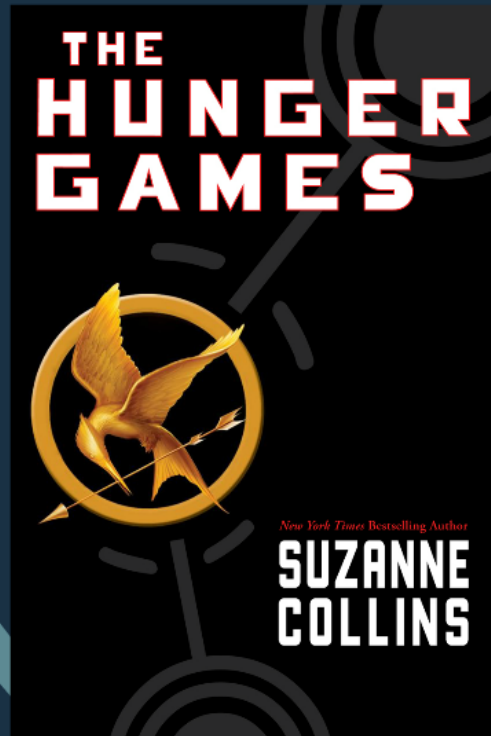
Parallels:
Strong protagonist/revolutionary
Corrupt governments
Propaganda
Surveillance
Totalitarianism

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Science Fiction Unit
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