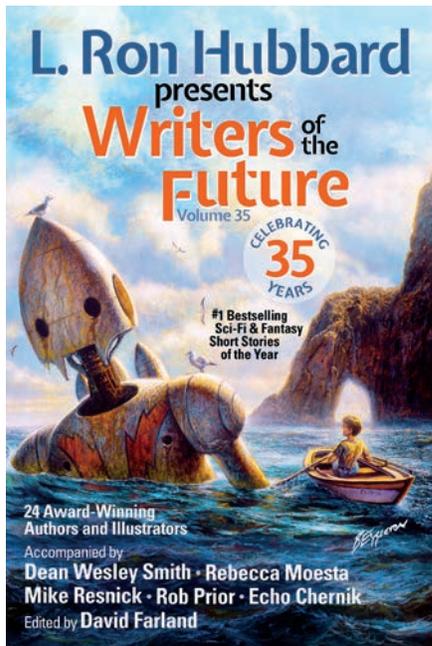


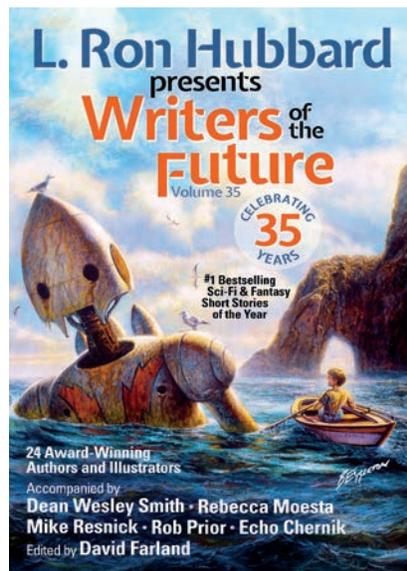
Science Fiction & Fantasy Short Story Unit featuring



L. Ron Hubbard presents Writers of the Future Volume 35

This unit uses stories from the book, *L. Ron Hubbard Presents Writers of the Future Volume 35*.

There is a beginning lesson plan and a lesson plan for each of four stories. Vocabulary lists with definitions for some of the possibly lesser known vocabulary are provided for each story as well as some vocabulary worksheets (that could be used as quizzes) to give additional practice or check understanding. An answer key for the worksheet is provided. Some of the lesson plans also contain one or more additional activities. Any or all of the additional activities may be used depending on the time available to spend on the unit. A final lesson plan for writing or illustrating a science fiction story is also provided.



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Lesson 1

- a. Begin by telling the students about the contest. Excerpts from “The Year in the Contest” can be read to them or they can be assigned the entire article to read on their own.
- b. Ask students if they have read science fiction or watched sci-fi movies (surely there will be some *Star Wars* fans!) and get some examples from the class. Ask if they have ever considered that sci-fi might have a purpose or use beyond entertainment. Get ideas on this from some of the students.
- c. Read the following quotes about sci-fi, and after each quote, get feedback from the class on what it means, whether or not they think it’s true, etc.

“Remember, science fiction’s always been the kind of first level alert to think about things to come. It’s easier for an audience to take warnings from sci-fi without feeling that we’re preaching to them. Every science fiction movie I have ever seen, any one that’s worth its weight in celluloid, warns us about things that ultimately come true.” —*Steven Spielberg*

“Science fiction does NOT come after the fact of a scientific discovery or development. It is the herald of possibility. It is the plea that someone should work on the future. Yet it is not prophecy. It is the dream that precedes the dawn when the inventor or scientist awakens and goes to his books or his lab saying, ‘I wonder whether I could make that dream come true in the world of real science.’” —*L. Ron Hubbard*

“Science fiction is any idea that occurs in the head and doesn’t exist yet, but soon will, and will change everything for everybody, and nothing will ever be the same again. As soon as you have an idea that changes some small part of the world you are writing science fiction. It is always the art of the possible, never the impossible.” —*Ray Bradbury*

“By isolating the issues of race, gender, sexual orientation, climate change, environment, governance, economics, catastrophe, and whatever other problems the present embodies or the future may bring, science fiction can do what Dickens and Sinclair did: make real the consequences of social injustice or human folly.” —*James Gunn*

Lesson 2: “Are You the Life of the Party?”

- a. Distribute copies of the vocabulary list and have students work in pairs. Have them read and understand each definition and give their partner a few sentences using the word correctly. Teacher should be listening for misunderstandings or mispronunciations and helping where needed. (If class time is too limited, this could be assigned individually as homework, having them write 3 or 4 sentences for each definition.)
- b. Distribute the vocabulary worksheet (or use it as a quiz) and have them complete it. If immediate grading is not possible, scan them rapidly for any words that a large percentage of the class had trouble with and go over those definitions and how the word would be used with the entire class. The better they understand the vocabulary, the more they will get out of the stories.
- c. Have them read the story (or read it out loud to the group with them following along in their copies of the book).
- d. Distribute copies of the assignment and go over the quote from Ray Bradbury at the beginning of the assignment sheet to ensure they understand it:

“We need not to be let alone. We need to be really bothered once in a while. How long is it since you were really bothered? About something important, about something real?” —Ray Bradbury (*Fahrenheit 451*)

“Are You the Life of the Party?” Vocabulary Words and Definitions

absurdity: the quality or state of being ridiculous.

blared: made a loud, harsh sound.

bleak: gloomy or depressing; cheerless.

demographic: having to do with statistics of human populations (age, income, birth rate, etc.).

introverted: shy or reserved.

leniency: the state of being tolerant; not harsh or strict.

mic: microphone.

misanthrope: a person who hates or distrusts other people.

monotone: a series of sounds at the same unchanging pitch.

pivot: to turn on a shaft or pin or as if on a shaft or pin.

purchase: get a firm hold on something in order to use power.

retracted: took back or withdrew.

reprimanded: scolded sharply.

warbling: making low, pleasing sounds as in a melody.

writhed: twisted (the body) in pain or while struggling.

“Are You the Life of the Party?” Vocabulary Worksheet

Name _____ Date _____

Circle the letter of the definition that best fits the underlined word in the sentence.

1. She read in such a monotone that we all wanted to go to sleep.
 - a. making low, pleasing sounds as in a melody
 - b. the quality or state of being ridiculous
 - c. gloomy or depressing; cheerless
 - d. a series of sounds at the same unchanging pitch
2. He made a terrible mistake in his work, but his boss showed leniency.
 - a. shy or reserved
 - b. the state of being tolerant; not harsh or strict
 - c. scolded sharply
 - d. took back or withdrew
3. Turn down your mic! We're getting feedback!
 - a. a series of sounds at the same unchanging pitch
 - b. making low, pleasing sounds as in a melody
 - c. microphone
 - d. made a loud, harsh sound
4. As hard as he tried, he could not get purchase to climb the rock.
 - a. to turn on a shaft or pin
 - b. get a firm hold on something in order to use power
 - c. took back or withdrew
 - d. twisted (the body) in pain or while struggling
5. Do you have the demographic on the current death rate in the U.S.?
 - a. having to do with statistics of human populations (age, income, birth rate, etc.)
 - b. get a firm hold on something in order to use power
 - c. a series of sounds at the same unchanging pitch
 - d. gloomy or depressing; cheerless
6. The teacher reprimanded Joe for not getting his homework done.
 - a. the quality or state of being ridiculous
 - b. made a loud, harsh sound
 - c. the state of being tolerant; not harsh or strict
 - d. scolded sharply
7. I can hear a mockingbird warbling in the back yard.
 - a. made a loud, harsh sound
 - b. series of sounds at the same unchanging pitch
 - c. making low, pleasing sounds as in a melody
 - d. gloomy or depressing; cheerless

8. She jumped and almost dropped her groceries when the car horn blared.
- made a loud, harsh sound
 - series of sounds at the same unchanging pitch
 - making low, pleasing sounds as in a melody
 - took back or withdrew
9. Being introverted can be very painful, especially for teens.
- gloomy or depressing; cheerless
 - a person who hates or distrusts other people
 - shy or reserved
 - twisted (the body) in pain or while struggling
10. He retracted his criticism of his brother once he heard the whole story.
- scolded sharply
 - took back or withdrew
 - get a firm hold on something in order to use power
 - the state of being tolerant; not harsh or strict
11. The man next door is so rude to everyone, he must be a misanthrope.
- shy or reserved
 - gloomy or depressing; cheerless
 - the quality or state of being ridiculous
 - a person who hates or distrusts other people
12. He felt helpless as she writhed in pain after the injury.
- made a loud, harsh sound
 - twisted (the body) in pain or while struggling
 - took back or withdrew
 - to turn on a shaft or pin or as if on a shaft or pin
13. The absurdity of his statement made them all laugh.
- shy or reserved
 - the quality or state of being ridiculous
 - the state of being tolerant; not harsh or strict
 - making low, pleasing sounds as in a melody
14. She learned how to pivot in dance class.
- twisted (the body) in pain or while struggling
 - made a loud, harsh sound
 - the quality or state of being ridiculous
 - to turn on a shaft or pin or as if on a shaft or pin
15. He looked around the cold, bleak room and wished he were somewhere else.
- gloomy or depressing; cheerless
 - the quality or state of being ridiculous
 - shy or reserved
 - get a firm hold on something in order to use power

**“Are You the Life of the Party?”
Answer Key
Vocabulary Worksheet**

1. d
2. b
3. c
4. b
5. a
6. d
7. c
8. a
9. c
10. b
11. d
12. b
13. b
14. d
15. a

“Are You the Life of the Party?” Assignment

“We need not to be let alone. We need to be really bothered once in a while. How long is it since you were really bothered? About something important, about something real?” —Ray Bradbury (*Fahrenheit 451*)

Reading Journal Questions

1. The subject matter of the story is disturbing. Do you agree with the above quote? Do we need to be really bothered once in a while? Why or why not? Could being really bothered by something accomplish anything?
2. Have you ever witnessed a bullying situation? What happened?
3. In this story, the father gets revenge. Do you think that can solve a situation? Would it make the person who gets revenge feel better about what happened?
4. At what point in the story did you realize it was about a bullying incident? What clues in the writing brought you to that realization?
5. According to the story, what about Eddie made him susceptible to becoming the person he is now? Can you conceive of any way that you might become such a person?
6. If an extraterrestrial race ever did wage war on humanity, what methods might they use to get humans to work against (betray) their own kind?

Extended Activities

1. Research several real-life situations where bullying (either direct or cyber-bullying) so affected the person that he or she committed or attempted suicide.
2. Research the subject of charging bullies whose victim committed suicide with a felony.
3. Write an essay that discusses whether or not you think such bullies should be charged with a crime and explain why.

Lesson 3: “A Certain Slant of Light”

- a. Distribute copies of the vocabulary list and have students work in pairs. Have them read and understand each definition and give their partner a few sentences using the word correctly. Teacher should be listening for misunderstandings or mispronunciations and helping where needed. (If class time is too limited, this could be assigned individually as homework, having them write 3 or 4 sentences for each definition.)
- b. Distribute the vocabulary worksheet (or use it as a quiz) and have them complete it. If immediate grading is not possible, scan them rapidly for any words that a large percentage of the class had trouble with and go over those definitions and how the word would be used with the entire class. The better they understand the vocabulary, the more they will get out of the stories.
- c. Have them read the story (or read it out loud to the group with them following along in their copies of the book).
- d. Distribute copies of the essay assignment and go over the quote at the beginning of the assignment with the class to be sure it’s understood.

“Science fiction writers see the inevitable, and although problems and catastrophes are inevitable, solutions are not.” —Isaac Asimov

- e. They can be given a specific type of essay format to use based on what they know so far about essay writing.
- f. Wrap up the lesson by letting some students read their essays to the class and open up discussion on ideas presented.

“A Certain Slant of Light” Vocabulary Words and Definitions

conciliatory: intended to gain favor or reduce hostility.

consolation: something that alleviates grief or trouble; comfort.

defied: to resist openly or boldly.

engrossed: having all one’s attention or interest absorbed in something.

foliage: plant leaves collectively.

forlornly: in a pitifully sad manner.

insatiable: an appetite or desire that’s impossible to satisfy.

laughingstock: a person subjected to mockery or ridicule.

perspective: attitude toward something; point of view.

plagues: contagious diseases that spread rapidly and kill many people.

pundit: a person who gives opinions in an authoritative manner.

sanctuaries: places of refuge or safety.

sparser: more widely scattered; farther apart.

static: lacking in movement, action or change.

wincing: made a slight shrinking movement of the body in anticipation of pain or distress.

"A Certain Slant of Light" Vocabulary Worksheet

Name _____ Date _____

Circle the letter of the definition that best fits the underlined word in the sentence.

1. He was growing tired of reading the articles by pundits on current politics.
 - a. a person subjected to mockery or ridicule
 - b. people who give opinions in an authoritative manner
 - c. intended to gain favor or reduce hostility
 - d. attitude toward something; point of view
2. In preparation for the hurricane, sanctuaries were set up in various parts of the city.
 - a. something that alleviates grief or trouble; comfort
 - b. more widely scattered; farther apart
 - c. in a pitifully sad manner
 - d. places of refuge or safety
3. Johnny wincing when the doctor put the needle in his arm.
 - a. in a pitifully sad manner
 - b. made a slight shrinking movement of the body in anticipation of pain or distress
 - c. lacking in movement, action or change
 - d. to advance, move forward
4. After the argument, he made a conciliatory apology.
 - a. something that alleviates grief or trouble; comfort
 - b. in a pitifully sad manner
 - c. intended to gain favor or reduce hostility
 - d. made something seem almost impossible
5. No one wants to become the laughingstock of the classroom.
 - a. a person who gives opinions in an authoritative manner
 - b. a person subjected to mockery or ridicule
 - c. having all one's attention or interest absorbed in something
 - d. intended to gain favor or reduce hostility
6. The population of the small town remained static for years.
 - a. lacking in movement, action or change
 - b. places of refuge or safety
 - c. more widely scattered; farther apart
 - d. in a pitifully sad manner
7. When I was sad, my dog was a great consolation.
 - a. intended to gain favor or reduce hostility
 - b. made something seem almost impossible
 - c. having all one's attention or interest absorbed in something
 - d. something that alleviates grief or trouble; comfort

8. The little girl gazed at the puppy so forlornly that her mother gave in and let her keep it.
- an appetite or desire that's impossible to satisfy
 - having all one's attention or interest absorbed in something
 - intended to gain favor or reduce hostility
 - in a pitifully sad manner
9. He was so engrossed in his book that he didn't hear the doorbell.
- having all one's attention or interest absorbed in something
 - an appetite or desire that's impossible to satisfy
 - lacking in movement, action or change
 - made something seem almost impossible
10. Getting her first job gave her a whole new perspective on her life.
- having all one's attention or interest absorbed in something
 - more widely scattered; farther apart
 - attitude toward something; point of view
 - a person who gives opinions in an authoritative manner
11. Driving through the mountains, he gazed at the unfamiliar foliage all around.
- something that alleviates grief or trouble; comfort
 - contagious diseases that spread rapidly and kill many people
 - places of refuge or safety
 - plant leaves collectively
12. In World History we learned that plagues have killed many people.
- an appetite or desire that's impossible to satisfy
 - contagious diseases that spread rapidly and kill many people
 - plant leaves collectively
 - places of refuge or safety
13. As they drove into the desert, trees and plants became sparser.
- in a pitifully sad manner
 - more widely scattered; farther apart
 - intended to gain favor or reduce hostility
 - attitude toward something; point of view
14. One of the symptoms of the disease is an insatiable thirst.
- made something seem almost impossible
 - lacking in movement, action or change
 - an appetite or desire that's impossible to satisfy
 - having all one's attention or interest absorbed in something
15. Skiing downhill produced a feeling of freedom that defied explanation.
- to resist openly or boldly
 - attitude toward something; point of view
 - more widely scattered; farther apart
 - lacking in movement, action or change

**“A Certain Slant of Light”
Answer Key
Vocabulary Worksheet**

1. b

2. d

3. b

4. c

5. b

6. a

7. d

8. d

9. a

10. c

11. d

12. b

13. b

14. c

15. a

“A Certain Slant of Light” Assignment

Isaac Asimov said, “Science fiction writers see the inevitable, and although problems and catastrophes are inevitable, solutions are not.”

The story you just read tells of a future in which we have virtually destroyed our planet and wiped out a large portion of the population. Yet, along with its dire prediction of the future, it is also a story about love.

Choose one of the essay topics below and write an essay on that topic. Your essay must be a minimum of 500 words, be typed using 12-point font, and be double-spaced between paragraphs. You will be graded as follows:

Thesis is clearly on-topic:	10 points
Grammar and spelling:	20 points
Thoroughness of covering topic:	15 points
Correct format as above:	5 points

Topics

1. Is the future portrayed in this story “inevitable”—why or why not?
2. Is it still possible to turn things around before we destroy the planet? Why or why not?
3. Did you find Walter’s action of forcing his way into the time bubble to be with his wife realistic? Why or why not? What in the story/writing style made you feel this way?
4. Was Walter’s son right when he tried to stop his father from entering the time bubble or when he helped him? Why?
5. How well do we really understand the nature of time? Could two “times” exist at once?

Lesson 4: “The First Warden”

- a. Distribute copies of the vocabulary list and have students work in pairs. Have them read and understand each definition and give their partner a few sentences using the word correctly. Teacher should be listening for misunderstandings or mispronunciations and helping where needed. (If class time is too limited, this could be assigned individually as homework, having them write 3 or 4 sentences for each definition.)
- b. Distribute the vocabulary worksheet (or use it as a quiz) and have them complete it. If immediate grading is not possible, scan them rapidly for any words that a large percentage of the class had trouble with and go over those definitions and how the word would be used with the entire class. The better they understand the vocabulary, the more they will get out of the stories.
- c. Have them read the story (or read it out loud to the group with them following along in their copies of the book).
- d. Distribute copies of the assignment page and go over the quote used there:

“Sorcery is a sword without a hilt. There is no safe way to grasp it.”

—George R. R. Martin (*A Storm of Swords*)

These are reading journal questions but could be used as essay prompts.

“The First Warden” Vocabulary Words and Definitions

amended: modified or revised

blight: a cause of destruction or ruin

chagrined: feeling distressed or humiliated

cleave: stick or hold together and resist separation

disdain: the feeling that someone or something is unworthy of one’s respect

enigmatically: in a way that has a secret or hidden meaning

fraught: causing or affected by anxiety and stress

gall: bold rudeness or lack of respect

incessantly: without interruption

incite: encourage or stir up (such as violent or unlawful behavior)

insurmountably: impossible to overcome

languid: slow and relaxed; peaceful

liaison: a person who assists communication or cooperation between groups of people

magus: a sorcerer; magician

perturbed: thrown into a state of agitated confusion

privy: informed about something secret or not generally known

shunted: pushed or shoved

taut: tense; not relaxed

tawny: an orange-brown or yellowish-brown color

tumult: a state of noisy confusion

“The First Warden” Vocabulary Worksheet

Name _____ Date _____

Circle the letter of the definition that best fits the underlined word in the sentence.

1. They walked through the park at a languid pace.
 - a. without interruption
 - b. slow and relaxed; peaceful
 - c. tense; not relaxed
 - d. thrown into a state of agitated confusion
2. Young children often cleave to their mothers.
 - a. a cause of destruction or ruin
 - b. thrown into a state of agitated confusion
 - c. pushed or shoved something
 - d. stick or hold together and resist separation
3. His dream to be a magus was not going to come true.
 - a. a person who assists communication or cooperation between groups of people
 - b. a cause of destruction or ruin
 - c. a sorcerer; magician
 - d. informed about something secret or not generally known
4. Her whole body was taut from the effort to not explode in anger.
 - a. thrown into a state of agitated confusion
 - b. tense; not relaxed
 - c. causing or affected by anxiety and stress
 - d. feeling uneasy and self conscious
5. After hearing the other side of the story, he amended his opinion.
 - a. pushed or shoved something
 - b. encouraged or stirred up (such as violent or unlawful behavior)
 - c. modified or revised
 - d. informed about something secret or not generally known
6. “You’ll see,” he replied enigmatically.
 - a. in a way that has a secret or hidden meaning
 - b. informed about something secret or not generally known
 - c. feeling uneasy and self conscious
 - d. slow and relaxed; peaceful
7. Her beautiful, tawny cat rubbed against her legs, purring.
 - a. slow and relaxed; peaceful
 - b. an orange-brown or yellowish-brown color
 - c. in a way that has a secret or hidden meaning
 - d. tense; not relaxed

8. The teacher gets very perturbed when the students aren't paying attention.
- tense; not relaxed
 - feeling uneasy and self-conscious
 - thrown into a state of agitated confusion
 - impossible to overcome
9. The argument escalated to such a tumult that the police were called.
- a state of noisy confusion
 - pushed or shoved something
 - without interruption
 - encourage or stir up (violent or unlawful behavior)
10. I was chagrined when I found out he got the job I wanted.
- causing or affected by anxiety and stress
 - tense; not relaxed
 - thrown into a state of agitated confusion
 - feeling distressed or humiliated
11. It rained incessantly for the entire two weeks of our vacation in Miami.
- impossible to overcome
 - a state of noisy confusion
 - without interruption
 - slow and relaxed; peaceful
12. I spent my childhood being shunted between my divorced parents.
- feeling uneasy and self-conscious
 - pushed or shoved
 - thrown into a state of agitated confusion
 - causing or affected by anxiety and stress
13. He incited his fellow workers to go on strike.
- bold rudeness or lack of respect
 - a state of noisy confusion
 - thrown into a state of agitated confusion
 - encourage or stir up (such as violent or unlawful behavior)
14. She was upset that she hadn't been privy to the office gossip.
- informed about something secret or not generally known
 - stick or hold together and resist separation
 - the feeling that someone or something is unworthy of one's respect
 - in a way that has a secret or hidden meaning
15. My brother had the gall to accuse me of something he did!
- the feeling that someone or something is unworthy of one's respect
 - bold rudeness or lack of respect
 - encourage or stir up (such as violent or unlawful behavior)
 - a cause of destruction or ruin

16. I don't like the way she treats her father with such disdain.
- the feeling that someone or something is unworthy of one's respect
 - in a way that has a secret or hidden meaning
 - tense; not relaxed
 - bold rudeness or lack of respect
17. He found the task insurmountably difficult and eventually gave up.
- causing or affected by anxiety and stress
 - a state of noisy confusion
 - impossible to overcome
 - slow and relaxed; peaceful
18. Unemployment is a blight on that failing community.
- a state of noisy confusion
 - a cause of destruction or ruin
 - in a way that has a secret or hidden meaning
 - impossible to overcome
19. He was uncomfortable in this fraught situation.
- modified or revised
 - slow and relaxed; peaceful
 - tense; not relaxed
 - causing or affected by anxiety and stress
20. The police have appointed a liaison to work with the local community.
- a sorcerer; magician
 - a person who assists communication or cooperation between groups of people
 - a cause of destruction or ruin
 - the feeling that someone or something is unworthy of one's respect

“The First Warden” Answer Key Vocabulary Worksheet

1. b

2. d

3. c

4. b

5. c

6. a

7. b

8. c

9. a

10. d

11. c

12. b

13. d

14. a

15. b

16. d

17. c

18. b

19. d

20. b

“The First Warden” Assignment

“Sorcery is a sword without a hilt. There is no safe way to grasp it.”

—George R. R. Martin (*A Storm of Swords*)

Reading Journal Questions

1. Does the above quote from a story by George R. R. Martin (author of *A Game of Thrones*) hold true in this story? Why or why not?
2. At the beginning and end of the story, two different characters ask if they are going “To the afterlife?” This literary device is sometimes called “book ends.” How does its use here create a meaningful end to this story?
3. Shae’s job was to protect his clan. Is it ethical to save your own group/nation/community if it means harming or destroying another group? Is this essentially what war is? Explain your answer.
4. On page 87, when Noch accuses Shae of “killing them” Shae’s response includes the line, “Better we all die together than this.” Do you agree with this sentiment? Why or why not?
5. Despite Noch’s disdain for the council all through the story, in the end he becomes a Warden himself. Why do you think he becomes what he once so disagreed with? Does this happen in real life—that we become someone we did not mean to?

Extended Activities

1. Form small groups of students (2–4) and have them act out a scene from the story (they can write a short script beforehand).
2. Assume this story will be made into a movie and create a movie poster for the story, by choosing what you feel is the most compelling scene and using it to create your advertisement.
3. Choose a short scene from the story and write it as a poem.

Lesson 5: “Super-Duper Moongirl and the Amazing Moon Dawdler”

- a. Distribute copies of the vocabulary list and have students work in pairs. Have them read and understand each definition and give their partner a few sentences using the word correctly. Teacher should be listening for misunderstandings or mispronunciations and helping where needed. (If class time is too limited, this could be assigned individually as homework, having them write 3 or 4 sentences for each definition.)
- b. Distribute the vocabulary worksheet (or use it as a quiz) and have them complete it. If immediate grading is not possible, scan them rapidly for any words that a large percentage of the class had trouble with and go over those definitions and how the word would be used with the entire class. The better they understand the vocabulary, the more they will get out of the stories.
- c. Have them read the story (or read it out loud to the group with them following along in their copies of the book).
- d. Distribute copies of the assignment and go over the quote used there:

“Science fiction does NOT come after the fact of a scientific discovery or development. It is the herald of possibility. It is the plea that someone should work on the future.” —L. Ron Hubbard (*Battlefield Earth*)

These are reading journal questions but could be used as essay prompts as well.

“Super-Duper Moongirl and the Amazing Moon Dawdler” Vocabulary Words and Definitions

algorithms: a process or set of rules for calculating or solving problems.

arboretum: a botanical garden devoted to trees.

chrome: a compound of chromium (often as a layer over other metals).

confidant: a person with whom one shares secrets or private matters.

dawdles: moves slowly and idly.

discreet: careful about one’s actions or speech, preserving privacy.

frond: the leaf or leaflike part of a palm, fern or similar plant.

logistics: the coordination of all the parts of a complex activity or project.

reclamation: the process of claiming something back.

regolith: a layer of loose rock and soil covering solid rock.

rev: increase the engine speed; become more active or energetic.

slated: scheduled, planned.

thermonuclear: using nuclear reactions that occur at high temperatures.

transports: large vehicles, ships or aircraft.

vial: a small container, usually for storing liquid medicine.

“Super-Duper Moongirl and the Amazing Moon Dawdler” Worksheet

Name _____ Date _____

Circle the letter of the definition that best fits the underlined word in the sentence.

1. He was my confidant and now that he’s moved away, I feel lost.
 - a. a botanical garden devoted to trees
 - b. the coordination of all the parts of a complex activity or project
 - c. a person with whom one shares secrets or private matters
 - d. moves slowly and idly

2. We need to encourage reclamation and recycling.
 - a. using nuclear reactions that occur at high temperatures
 - b. the process of claiming something back
 - c. a process or set of rules for calculating or solving problems
 - d. a botanical garden devoted to trees

3. I like her, but I can’t stand the way she always dawdles.
 - a. careful about one’s actions or speech, preserving privacy
 - b. a person with whom one shares secrets or private matters
 - c. moves slowly and idly
 - d. increase the engine speed; become more active or energetic

4. He removed the vial from his pocket and took a dose to ease the pain.
 - a. the leaf or leaflike part of a palm, fern or similar plant
 - b. a layer of loose rock and soil covering solid rock
 - c. a compound of chromium (often as a layer over other metals)
 - d. a small container, usually for storing liquid medicine

5. Lunar regolith covers most of the moon’s surface.
 - a. a botanical garden devoted to trees
 - b. large vehicles, ships or aircraft
 - c. a layer of loose rock and soil covering solid rock
 - d. the leaf or leaflike part of a palm, fern or similar plant

6. Don’t take those. They have been slated for the sales department.
 - a. careful about one’s actions or speech, preserving privacy
 - b. scheduled, planned
 - c. moves slowly and idly
 - d. the coordination of all the parts of a complex activity or project

7. The bright colors and lots of chrome made the room feel summery.
 - a. a compound of chromium (often as a layer over other metals)
 - b. a layer of loose rock and soil covering solid rock
 - c. a botanical garden devoted to trees
 - d. the leaf or leaflike part of a palm, fern or similar plant

8. I was invited to their mansion and they have their own arboretum!
- a layer of loose rock and soil covering solid rock
 - large vehicles, ships or aircraft
 - a botanical garden devoted to trees
 - a compound of chromium (often as a layer over other metals)
9. He is very busy with all the logistics of a big graduation event.
- scheduled, planned
 - the coordination of all the parts of a complex activity or project
 - a process or set of rules for calculating or solving problems
 - the process of claiming something back
10. The algorithms needed for most data processing are fairly simple.
- the coordination of all the parts of a complex activity or project
 - the process of claiming something back
 - increase the engine speed; become more active or energetic
 - a process or set of rules for calculating or solving problems
11. He is in charge of the large building that houses the transports.
- large vehicles, ships or aircraft
 - a botanical garden devoted to trees
 - a layer of loose rock and soil covering solid rock
 - the coordination of all the parts of a complex activity or project
12. I'm going to tell you something, but please be discreet.
- moves slowly and idly
 - careful about one's actions or speech, preserving privacy
 - a person with whom one shares secrets or private matters
 - a process or set of rules for calculating or solving problems
13. The thermonuclear reactions of the sun energize the human body.
- a process or set of rules for calculating or solving problems
 - a layer of loose rock and soil covering solid rock
 - using nuclear reactions that occur at high temperatures
 - the process of claiming something back
14. He listened to the engine of the race car rev and knew he had to have one.
- using nuclear reactions that occur at high temperatures
 - increase the engine speed; become more active or energetic
 - large vehicles, ships or aircraft
 - a process or set of rules for calculating or solving problems
15. The frond he picked up was bigger than he was!
- a compound of chromium (often as a layer over other metals)
 - a layer of loose rock and soil covering solid rock
 - the leaf or leaflike part of a palm, fern or similar plant
 - large vehicles, ships or aircraft

“Super-Duper Moongirl and the Amazing Moon Dawdler”

Answer Key

Vocabulary Worksheet

1. c

2. b

3. c

4. d

5. c

6. b

7. a

8. c

9. b

10. d

11. a

12. b

13. c

14. b

15. c

“Super-Duper Moongirl and the Amazing Moon Dawdler” Assignment

“Science fiction does NOT come after the fact of a scientific discovery or development. It is the herald of possibility. It is the plea that someone should work on the future.”
—L. Ron Hubbard (*Battlefield Earth*)

Reading Journal Questions

1. This story is full of science and technology. Is the quote above true? Why or why not? How does science fiction herald possibility?
2. Is there danger in creating artificial intelligence with feelings? Or will sentient AI be more in danger from those who view it as mere programming? Discuss.
3. Why are some people destroyed by tragedy and live as victims, while others overcome it and turn tragedy into triumph?
4. If you had the opportunity to live on the moon, would you go? What do you imagine it would be like?
5. Have you ever had a traumatic experience that threatened your dreams? If so, how did you overcome it?

Extended Activity

Create a model of Moon Dawdler (or your own version) or do a detailed drawing of what he might look like. Include a description of the features he has (you can make up some that aren't in the story!) and the ways that he could help you or how you would put him to use.

Lesson 6: Writing and Illustrating

“We see that imagination is valuable and vital, both to creating tomorrow’s realities in the society—the invaluable contribution of the artist, writer and composer—and in the practical computations of everyday living.”

—L. Ron Hubbard

If your students are up for it, they can be given the assignment to write their own sci-fi or fantasy story. Read the above quote to them and invite comments. Channel the discussion into why artists are a vital element in any society. Then challenge them to write something with a strong message about social injustice, climate change, gender issues, dangers of technology, etc.

If you have artists in your class, they could be assigned the job of illustrating a classmate’s story instead of writing one of their own.

There are three articles that could be used as a preliminary step for this, but the assignment could be done without them. These are:

“The Illustrators of the Future Contest: Directing the Art” by Echo Chernik (pg. 23)

“Tomorrow’s Miracles” by L. Ron Hubbard (pg. 139)

“Advice for Artists” by Rob Prior (pg. 343)

An interesting variation of this assignment would be to hold your own classroom contest with a winning story and a winning illustration, either your choice or by class vote. Prizes could be given.