

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud!

Vocabulary:

"Frozen Dreams"

1. ambition (am-BISH-uhn) *adjective*; *Ambition* means a goal or aim. Ashley's ambition is to become an astronaut.

Ambition can also refer to a desire for success, power, or fame in general. If Jackson has ambition, he wants to achieve a lot in life, and he's willing to work hard to make that happen.

2. arduous (AHR-joo-uhs) *adjective*; Something arduous is very difficult to achieve and requires a lot of effort. Shoveling snow, like the man in the video is doing, is an arduous task.

3. forbidding (fuhr-BID-ing) *adjective*; Something forbidding looks unfriendly, threatening, or discouraging. Large dark clouds could be described as forbidding. Often, *forbidding* is used to mean "making it difficult or impossible to approach or pass through," as in "Allison looked out across the forbidding desert landscape."

4. illustrious (il-LUHS-tree-uhs) *adjective*; Someone or something that is illustrious is admired, respected, and famous for greatness or achievement. This is a photo of the musician Stevie Wonder. A singer, songwriter, musician, and record producer, he is one of the best-selling music artists of all time. He's won 25 Grammy Awards and was inducted into the Rock and Roll Hall of Fame in 1989. Wonder has had an illustrious career.

5. mandate (MAN-dayt) *verb or noun*; A mandate is an official order to do something. During a drought, a governor might issue a mandate requiring homes and businesses to use less water.

As a verb, *mandate* means "to officially demand or require something." The state of California has mandated that middle schools cannot start before 8 a.m.

6. resonate (REZ-uh-nayt) *verb*; To resonate is to make a loud, clear, deep sound. A gong being struck (as in the video) resonates; a pencil breaking does not.

Resonate can also mean "to have a particular meaning or importance to someone, affecting him or her in a personal or in an emotional way." Let's say you hear a speech that makes a lot of sense to you or that brings up a lot of emotion. You might say, "That speech really resonated with me."

7. venture (VEN-shuhr) *verb or noun*; To venture is to do something that involves risk. *Venture* can mean "to go somewhere that is dangerous," as in "We ventured through the empty desert wilderness." It can also mean "to do or say something at the risk of being criticized," as in "Heather ventured a guess."

As a noun, *venture* refers to an activity or task that involves risk or danger.

Directions: Below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

PAGE 1 OF 2

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Critical-Thinking Questions

"Frozen Dreams"

1. Why is it important to learn about figures from the past who have been left out of history books?
2. Why do humans have a desire to explore the world, and in particular, dangerous places like the Arctic?

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Making Your Brochure: The Matthew Henson Exhibit

The writing prompt on page 9 says:

Imagine that a museum exhibit has been created to honor Matthew Henson. Create a brochure for the exhibit. It should include an introduction explaining who Henson was and a guide to the exhibit.

Follow the directions below to help you plan your exhibit and brochure.

Step 1: Before you can create the brochure, you need to have a clear idea of what the exhibit will include. Here are some ideas for the types of objects that might be part of the exhibit:

- photos
- historical artifacts (objects from the time of Peary and Henson's expedition)
- documents (letters, newspaper articles, records, other papers)
- models
- maps
- sound recordings
- video

Use the boxes below to brainstorm objects that could be in the exhibit. In the last box, list any ideas you have that don't fit into any of the categories we gave you.

the history of Arctic exploration

Henson's early life

Henson and Peary's expedition(s)

Henson's legacy

other

Step 2: Now it's time to plan the introduction for your brochure, which should explain who Henson was. Start by brainstorming a list of questions that you think the introduction should answer. List the questions here:

Step 3: Think about how the exhibit will be set up. First, go back to the objects you brainstormed in Step 1. Do you want to use all of them in your display? If not, circle the ones you want to include. Then in the space below, make notes and sketches about how the objects should be displayed.

Step 4: Use your own paper to create a first draft of the brochure. Which objects from the exhibit will be important to mention—and perhaps show—in your brochure? How will you organize the brochure? Will you include a map? It's up to you! When you're done with your first draft, make sure you have answered the questions you wrote in Step 2. Revise as needed.

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“Frozen Dreams” Quiz

Directions: Read “Frozen Dreams.” Then answer the questions below.

1. Which word **BEST** describes the mood of the introduction?
 - (A) optimistic
 - (B) tranquil
 - (C) suspenseful
 - (D) gloomy
2. On page 5, the subtitle states of Henson: “It would take decades for the world to discover him.” Which sections help readers understand why?
 - (A) the introduction and “Kingdom of Ice”
 - (B) “Growing Dreams” and “Out of the Shadows”
 - (C) the sidebar “If You Went With Matthew Henson to the North Pole . . .” and “Frozen Toes”
 - (D) “Frozen Toes” and “Blubber and Blood”
3. Which statement **BEST** describes the role the Inuit played in Henson and Peary’s expeditions?
 - (A) The Inuit picked up Henson and Peary after their expedition was over.
 - (B) The Inuit entertained Henson and Peary with legends about the North Pole.
 - (C) The Inuit invited Henson to their celebrations.
 - (D) The Inuit taught Henson and Peary survival skills that were critical to their success.
4. Which lines support your answer to question 3? Choose **TWO** answers.
 - (A) “The indigenous people of Greenland, called the Inuit, did not venture near the North Pole.” (p. 5)
 - (B) “The Inuit believed the area was cursed by a demon called Kokoyah . . .” (p. 5)
 - (C) “His new friends taught him to hunt and icefish.” (p. 8)
 - (D) “The Inuit also taught Henson to drive a dogsled pulled by a team of eight arctic dogs.” (p. 8)
5. On page 7, author Lauren Tarshis writes that “Peary was a man of fierce ambitions.” Based on context clues, which is the definition of *ambition*?
 - (A) a desire for success, honor, or power
 - (B) the total of a person’s experience and education
 - (C) the quality of being kind and unselfish
 - (D) a line of ancestors
6. Which of the following statements **CANNOT** be supported by information in the article?
 - (A) What is recorded as historical fact may not always be reliable.
 - (B) The United States eventually recognized Henson for his achievements in the Arctic.
 - (C) Henson was as important as Peary to the success of their Arctic expeditions.
 - (D) Peary later regretted not giving Henson proper recognition for his contributions.

Constructed-Response Questions

Directions: Write your answers in a well-organized response.

7. How does Tarshis help readers understand what it would have been like to be in the Arctic with Henson and Peary? Use text evidence to support your answer.
8. How does Tarshis develop the idea that during his life, Matthew Henson did not get the credit he deserved? Use details from the article to support your answer.

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“Frozen Dreams” Quiz

Directions: Read “Frozen Dreams.” Then answer the questions below.

- Which BEST describes the mood of the introduction?**
 - optimistic: showing hope for the future
 - tranquil: quiet and peaceful
 - suspenseful: causing nervousness or excitement about what might happen next
 - gloomy: sad and hopeless
- On page 7, author Lauren Tarshis writes, “Peary, unlike Henson, had many opportunities to make his dreams come true.” Which section explains why Henson’s opportunities were limited?**
 - the introduction
 - “Growing Dreams”
 - “Frozen Toes”
 - “Blubber and Blood”
- In what way did the Inuit contribute to Henson and Peary’s success in the Arctic?**
 - by giving them maps
 - by finishing the journey for them
 - by helping them raise money
 - by teaching them survival skills
- Which lines support your answer to question 3? Choose TWO answers.**
 - “The indigenous people of Greenland, called the Inuit, did not venture near the North Pole.” (p. 5)
 - “The Inuit believed the area was cursed by a demon called Kokoyah. . . .” (p. 5)
 - “His new friends taught him to hunt and icefish.” (p. 8)
 - “The Inuit also taught Henson to drive a dogsled pulled by a team of eight arctic dogs.” (p. 8)
- On page 7, Tarshis writes that “Peary was a man of fierce ambitions.” She means that Peary**
 - had an intense desire to succeed.
 - was unkind.
 - was a wealthy man.
 - was a skilled explorer.
- Which detail helps develop the idea that Henson was eventually recognized for his achievements?**
 - Henson planted an American flag in the snow at the North Pole.
 - Henson lived a quiet life in New York City.
 - Henson’s niece told classmates her uncle was a famous explorer.
 - Henson’s body was moved to Arlington National Cemetery.

Constructed-Response Questions

Directions: Write your answers in well-organized responses.

- What does the sidebar “If You Went With Matthew Henson to the North Pole . . .” help readers understand? Use details from the sidebar to support your answer.
- How does author Lauren Tarshis develop the idea that during his life, Matthew Henson did not get the credit he deserved? Use details from the article to support your answer.

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Video Discussion Questions

"Beyond the Story: History's Forgotten Heroes"

Before Reading "Frozen Dreams"

1. According to the first section of the video (0:09-1:33), what was Matthew Henson's historic accomplishment? Why wasn't he remembered for it until years later?
2. Author Lauren Tarshis explains that many important people from history have been overlooked "because of prejudice or discrimination." In your own words, define these two terms. Then give at least two examples of prejudice and discrimination that the people in the video faced.
3. Think about the endings of the five different stories in the video. What do they have in common with one another?

After Reading "Frozen Dreams"

4. Consider Matthew Henson's story as well as the stories of the five other people featured in this video. Which person are you most interested in learning more about? Why?

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of "Frozen Dreams."

1. Who is the article mainly about? (It can be an individual or a group of people.)

2. What significant event does the article describe?

3. What obstacles does the main person(s) face leading up to this event?

4. What happened as a result of this event?

5. Write any other important details you haven't mentioned.

Summary of "Frozen Dreams"

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.

It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of "Frozen Dreams."

On April 6, 1909, American explorers Matthew Henson and Robert Peary became two of the first people to reach the North Pole. Previously, Henson had worked for Peary as a cabin boy on Peary's expedition to Central America. After exploring Central America, the men took a series of trips to _____.

1. Where did the two men explore next?

2. What was Peary's goal?

Peary wanted to _____.

_____. While in the Arctic, the men sought the help of the local Inuit people to help them survive the region's harsh conditions. The Inuit _____.

3. How did the Inuit help them?

_____. In 1909, on their sixth trip to the Arctic, disaster struck. The men were just days away from reaching the North Pole

4. What happened to Henson during this trip?

when Henson _____.

_____. Luckily, Henson was saved by one of the Inuit members of the crew, Ootah. Three days later, Henson, Peary, and the rest of the crew reached the North Pole.

5. What happened to Peary? Did Henson have the same experience?

When Henson and Peary returned to America, _____.

6. How did things change for Henson in 1988?

_____. Finally, in 1988, _____.

_____.

_____.

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Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in "Frozen Dreams."

1. Read the headline and subheading and study the illustration on pages 4-5. What mood do these features create?

2. Read the sidebar on pages 8-9. Why might the author have chosen to include this feature?

3. Study the map on page 8. How does the information on this map contribute to the article?

4. Read the subheadings in the article. Describe how the tone of the subheadings changes over the course of the article.

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "Frozen Dreams."

1. Reread the section "Growing Dreams." Which statement BEST expresses a central idea of this section?

- Ⓐ Henson worked in a hat store.
- Ⓑ Henson became a cabin boy on a ship.
- Ⓒ Henson was orphaned at age 11.
- Ⓓ No matter the obstacles in his path, Henson was determined to see the world.

2. Read a central idea of the article in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:
The Arctic is a brutal environment.

- Ⓐ "These routes were never found, though more than 100 men died trying." (p. 5)
- Ⓑ "Sailors who managed to escape their broken ships quickly perished in temperatures that plunged to 60 degrees below zero." (p. 6)
- Ⓒ "Unlike Peary, Henson learned the language of the Inuit and joined their celebrations." (p. 8)
- Ⓓ "They got lost in blizzards and at times nearly starved." (p. 8)
- Ⓔ "On one trip, Peary's feet became so frostbitten that eight toes snapped off." (p. 8)

I chose _____ because _____

3. Read the details from the sections "Blubber and Blood" and "Frozen Toes" listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: "The Inuit also taught Henson to drive a dogsled pulled by a team of eight arctic dogs." (p. 8)

Detail 2: "Peary hired Inuit women who lived near the camp to sew fur clothing and sealskin moccasins, which didn't freeze and split open in the cold as leather boots did." (p. 7)

Detail 3: "His new friends taught him how to hunt and fish." (p. 8)

4. Consider the central idea of the whole article, which is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.

Central Idea:

In Henson's time, the United States was a place of racism and discrimination.

Supporting detail 1:

"But most white business owners refused to hire African Americans." (p. 6)

Supporting detail 2:

Supporting detail 3:

Name: _____ Date: _____

Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "Frozen Dreams."

1. Read a central idea of the sections "Growing Dreams" and "Out of the Shadows" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:

In Henson's time, racism and discrimination were widespread in the United States.

- ☐ A. "After his triumph in the Arctic, Henson lived a quiet life in New York City with his wife, Lucy, working as a messenger." (p. 9)
- ☐ B. "It's doubtful Henson heard much about the Arctic when he was growing up, in southern Maryland." (p. 6)
- ☐ C. "The laws were designed to make it difficult for African Americans to participate in society—to own property, make money, vote, get a good education—to exercise the rights that were supposed to be everyone's under the Constitution." (p. 6)
- ☐ D. "But most white business owners refused to hire African Americans." (p. 6)
- ☐ E. "But history books mostly ignored his achievements—along with the achievements of most African Americans and indigenous people." (p. 9)

2. Read the details from the article listed below. In the box, complete the central idea that these details support.

Central Idea:

The Inuit _____.

Detail 1: "The Inuit also taught Henson to drive a dogsled pulled by a team of eight arctic dogs." (p. 8)

Detail 2: "Peary hired Inuit women who lived near the camp to sew fur clothing and sealskin moccasins, which didn't freeze and split open in the cold as leather boots did." (p. 7)

Detail 3: "His new friends taught him how to hunt and fish." (p. 8)

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Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “Frozen Dreams.” See *Scope*’s “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading

Text Features, Mood, Tone

1. Read the **headline** and **subheading** and study the illustration on pages 4-5. What **mood** do these features create?

2. Read the sidebar on pages 8-9. Why might the author have chosen to include this feature?

3. Study the map on page 8. How does the information on this map contribute to the article?

4. Read the subheadings in the article. Describe how the tone of the subheadings changes over the course of the article.

During Reading
Mood, Text Structure, Inference

5. Describe the **mood** of the introduction. Explain how the author creates this mood.

6. **A.** Check (✓) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “Growing Dreams.”

The author compares southern Maryland with Washington, D.C.

The author gives a chronological account of Henson’s life before joining Peary’s crew.

The author provides a list of experiences that prepared Henson to be an explorer.

B. Explain your answer.

7. Consider this quote from page 9:

“His niece, Olive Henson Fulton, once proudly told classmates that her uncle Matthew was a famous explorer. Her teacher punished her for lying.”

Why did Olive’s teacher think she lied in saying her uncle was a famous explorer?

After Reading

Central Idea/Details and Objective Summary

8. Below are three **supporting details** for a **central idea** of the article. In the space provided, write a central idea that these details support.

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graph TD; A[Central Idea: The Arctic Expedition] --- B[Detail #1: Peary hired Inuit women who lived near the camp to sew fur clothing and sealskin moccasins, which didn't freeze and split open in the cold . . ." (p. 7)]; A --- C[Detail #2: "The Inuit also taught Henson to drive a dogsled pulled by a team of eight arctic dogs." (p. 8)]; A --- D[Detail #3: "Ootah had grabbed Henson and hauled him up, saving his life. Three days later, Henson, Peary, and the other men reached the North Pole." (p. 9)]]
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9. Write an **objective summary** of “Frozen Dreams.” (Hint: Think about what you would say to a friend who asks “What is this article about?”)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with “Frozen Dreams.” See *Scope’s* “Glossary of Nonfiction Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Mood, Tone

1. Read the **headline** and **subheading** and study the illustration on pages 4-5. What **mood** do these features create?

2. Read the sidebar on pages 8-9. Why might the author have chosen to include this feature?

3. Study the map on page 8. How does the information on this map contribute to the article?

4. Read the subheadings in the article. Describe how the tone of the subheadings changes over the course of the article.

During Reading
Mood, Text Structure, Inference

5. **Mood** is the feeling the reader gets from a piece of writing. Which of the following describes the mood of the introduction?

- Ⓐ dramatic and sad
- Ⓑ terrifying and suspenseful
- Ⓒ hopeful and triumphant

B. Explain how the author creates this mood.

6. **Text structure** is the term for how an author organizes information. In the section “Growing Dreams,” the author uses a sequence-of-events structure.

Which of the following words and phrases in the section help you identify this text structure?

- Ⓐ *Washington, D.C.; Southern United States; Civil War; Anti-slavery; “Jim Crow” laws*
- Ⓑ *Around age 11; When he was 13; For the next few years; at age 19; Eventually*
- Ⓒ *resonated deeply; Designed to make it difficult; Pursue education and fight racism*

7. Consider this quote from page 9:

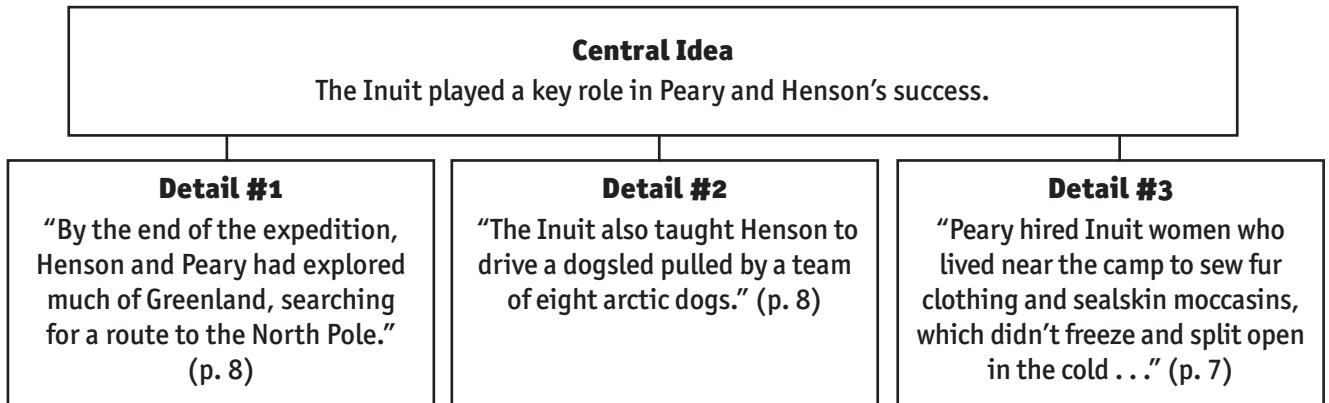
“His niece, Olive Henson Fulton, once proudly told classmates that her uncle Matthew was a famous explorer. Her teacher punished her for lying.”

Why did Olive’s teacher think she lied in saying her uncle was a famous explorer?

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the article and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



B. Briefly explain why the detail you crossed out DOES NOT support the central idea above.

9. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Frozen Dreams.”

- a. Naval engineers have cool jobs.
- b. In April 1909, Peary and Henson became part of the first group of people to reach the North Pole.
- c. In Henson’s time, the U.S. was a place of bitter racism and discrimination.
- d. Henson would not be recognized for his accomplishments until many years after his death.
- e. I didn’t know who Matthew Henson was before I read this article.
- f. Peary once dined with President Theodore Roosevelt.

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Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Frozen Dreams."

1. The first four paragraphs of the introduction use **description**. What is the author describing?

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause and Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

2. A. Underline the text structure the author uses in the section "Growing Dreams."

cause and effect

sequence of events

- B. Explain how you know, using evidence from the article.

- 3. A.** Which text structure does the author use in the last four paragraphs of the section "Frozen Toes"?

- B.** Explain how you know, using evidence from the article.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Henson Contest

Imagine that a museum exhibit has been created to honor Matthew Henson. Create a brochure for the exhibit. It should include an introduction explaining who Henson was and a guide to the exhibit. Five winners will each get *First Man* by Simon Schwartz.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your entry and send both to: scopemag@scholastic.com
or mail them to: Henson Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 20, 2020!