



Go to Scope Online
to listen to these
names and places
pronounced
aloud!

Into the Burning Sun

Pronunciation Guide to Names and Places

Athena [ah-THEE-nah]

Crete [kreet]

Daedalus [DED-l-uhs]

Icarus [ICK-er-uhs]

Minos [MEE-nuhs]

Minotaur [MIN-uh-tawr]

Pasiphae [puh-SIF-uh-ee]



Into the Burning Sun

Respond to each statement by checking “Agree” or “Disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. We should not attempt more than we can achieve.		
2. Pride can be a positive trait, but it can also be a negative one.		
3. Risk is an essential part of progress.		
4. Just because you can do something doesn't mean you should.		
5. “Only those who will risk going too far can possibly find out how far one can go.” —T.S. Eliot		
6. You should always heed advice from elders, particularly your parents.		

Name: _____ Date: _____

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

Vocabulary:

Into the Burning Sun

- 1. discreet (dih-SKREET)** *adjective*; To be discreet is to be careful about what you say and do, making sure not to attract attention or let out any private information.

For example, Joe doesn't want everyone to know he is auditioning for his first school play; it adds too much pressure. He tells only his friend Sara. Sara is careful not to mention the audition when other people are around and sends Joe private text messages of encouragement throughout the week. Sara is being discreet.

- 2. gaunt (gawnt)** *adjective*; Someone who is gaunt is very thin and bony as a result of hunger, illness, or old age.

- 3. hubris (HYOO-bris)** *noun*; Hubris is excessive pride and ambition. In other words, being *too* confident. Hubris might cause a top athlete to feel like they don't have to practice as much as other players on the team. In Greek mythology, hubris is seen as a foolish and dangerous quality that often leads to a character's ruin.

- 4. hulking (HUHL-king)** *adjective*; *Hulking* means "very large or heavy."

- 5. incur (in-KUR)** *verb*; *Incur* means "to experience or receive as a result of one's own behavior or actions" or "to bring down upon oneself." In other words, incur means to have something unpleasant or unwelcome happen to you because of something you did. If you don't turn in your library books on time, you might incur late fees. A hockey player might incur a one-minute penalty for a foul.

- 6. intricate (IN-trih-kit)** *adjective*; Something that is intricate is very complicated or detailed. A car engine has an intricate design, with many parts that are connected in complex ways. A mystery novel with an intricate plot might be difficult to follow at first.

7. opulent (OP-yuh-luhnt) *adjective*; *Opulent* means “rich and luxurious.” Opulent things or places look grand and expensive. A throne made of gold and decorated with diamonds is opulent. A simple wooden stool is not opulent.

8. wield (weeld) *verb*; *Wield* means “to hold and be ready to use,” as in “The knight wielded his sword, ready to fight.” It can also mean “to control and use an item with competence,” as in, “Luke Skywalker wields a lightsaber with great skill.”

Wield can also mean “to have and to use one’s power or influence,” as in “Despite Tara’s best efforts, her babysitter wielded his authority and made her go to bed.”

Directions: Below or on the back of this page, list any other words from the play or poem 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.

Vocabulary Practice

Into the Burning Sun

Directions: Underline the boldfaced word in each pair that best completes the sentence.

1. The **hulking**/**intricate** puzzle has more than 1,000 pieces.
2. Ava turned down her music so that she wouldn't **incur**/**wield** her neighbor's anger.
3. Cam reminded Haley to be **opulent**/**discreet** when handing out invitations to the surprise party.
4. The **intricate**/**opulent** theater has red velvet seats, crystal light fixtures, gold-plated walls, and angels in the sky painted on the ceiling.
5. The movie we watched last night was full of **gaunt**/**hulking** zombies. They were so thin, they looked like skeletons.

Directions: Choose the best answer to each question.

6. Which place is opulent?

- Ⓐ a camping tent
- Ⓑ a palace

7. Which sentence uses *incur* correctly?

- Ⓐ "I didn't realize you could incur so many charges with the new app; I deleted it after getting a bill for \$100."
- Ⓑ "I incur my allowance every Saturday."

8. In which situation might a person try to be discreet?

- Ⓐ when opening a birthday present
- Ⓑ when telling a friend he has food in his teeth

Directions: Choose the word or phrase that is most similar in meaning to each word in bold.

9. wield

- Ⓐ forget
- Ⓑ possess

10. intricate

- Ⓐ elaborate
- Ⓑ simple

11. hulking

- Ⓐ massive
- Ⓑ miniature

12. hubris

- Ⓐ pride
- Ⓑ respect

Name: _____ Date: _____

Close-Reading Questions

Into the Burning Sun

1. In the chronology of the story, when do the events of Scene 1 take place? Why might the playwright have chosen to start the play this way? (text structure)
2. In Scene 4, Icarus has a mechanical toy bird. What is the significance of this toy? (structure)
3. To be reckless is to do something without thinking or caring about the possible negative consequences of your action. In what way is Icarus reckless? (character)
4. How are the gods portrayed in the story? (characterization)

Critical-Thinking Questions

Into the Burning Sun

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Name: _____ Date: _____

Analyzing Poetry

Below is Jennifer Dignan's poem "Reconsidering Icarus." Read the poem a few times. (We explain a few words in the poem.) Then answer the questions on the next few pages. This activity is meant to be completed by partners, in groups, or as a class.

Reconsidering Icarus by Jennifer Dignan

- 1 Imagine staring at the rough stone walls
and the cold dirt floor
- 3 listening to the laughs and screams
of hyenas just outside.
- 5 Did it not require
a measure of hubris to think
- 7 "I will find another way"?

*Outsize means
"unusually large."*

Absent outsize ambition

- 9 outsize courage
outsize confidence
- 11 would we ever have left our caves?

And everything that followed—

- 13 pyramids and ocean crossings
the Mona Lisa
- 15 Shakespeare's plays
horseless carriages and electric lights
- 17 heart surgery, airplanes, iPhones
rockets blasting into space—

*Horseless carriages
is an early name for
cars.*

- 19 would any of it have come about
had no one ever dipped
- 21 into the spray of breaking waves
or soared to where the sun could melt
- 23 the wax on their beautiful wings?

Go to
Scope Online
to hear this poem
read aloud.

Directions: Work with your partner or group to answer the following questions.

1 Who is the poet talking about in the first stanza of the poem? Who is staring at stone walls and a dirt floor, listening to hyenas just outside? Explain how you know.

2 In the second stanza, the poet writes, "Absent outsize ambition/outsize courage/outsize confidence." Explain how the poet is using the word *absent*. What other word could she have used here to mean the same thing?

3 In your own words, explain the questions the poet is asking in the first two stanzas.

4 Consider the things listed in the third stanza. What category do they all belong in, or how are they all related? Explain.

5 What do you notice about the order in which the things in the third stanza are listed?

6 The last stanza of the poem is an allusion: It refers to someone else or something else without directly naming it. What is the poet alluding to? Explain.

7 In your own words, state the big question that the poet is asking in this poem and how you think she would answer it.

8 Analyze the poem's title, "Reconsidering Icarus." Answer the following questions:

- In what way does the poet "reconsider" Icarus in this poem?
- What does the title help you understand about the poem?

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Preparing to Write: The Myth of Icarus

The writing prompt on page 15 says:

In Scene 4, Athena says: “It is a wise man who knows his limits—and does not attempt to reach beyond them.” How is this idea developed throughout the play? How does the poem offer a different point of view? Answer both questions in an essay. Use text evidence.

Follow the directions below to help you write your essay.

Let’s start with the first question, which asks how the idea that humans should know their limits and not attempt to reach beyond them is developed in the play.

1. Find lines in the play that show that Daedalus and Icarus do not know their limits or attempt to reach beyond them. In other words, lines that reveal the characters showing great pride or doing things that the gods might see as too ambitious. In the space below, summarize these lines or quote them directly. Be sure to note the scenes and page numbers. We’ve provided two ideas for you.

Scene 2:

- Daedalus is celebrated at a party thrown by King Minos of Crete. Pasiphae, the queen of Crete, thanks Daedalus for the “glorious new palace” he built and notes that the statues he built are “so lifelike we had to tie them down to keep them from wandering off” (11).
- A sea captain praises the sails that Daedalus created (11).

2. In addition to the quote from Athena in the writing prompt, what else does Athena say or what else happens that develops the idea that humans should know their limits? Summarize or quote lines that answer this question below.

Now work on the second part of the question: How does the poem offer a different point of view?

3. Jot down your ideas about how the poem “Reconsidering Icarus” offers a different point of view to Athena’s statement that a wise man knows his limits and does not try to go beyond them. Be sure to include details from the poem to support your ideas.

Now you’re ready to write the first draft of your essay. Be sure to make it clear how your text evidence supports your ideas.

Name: _____ Date: _____

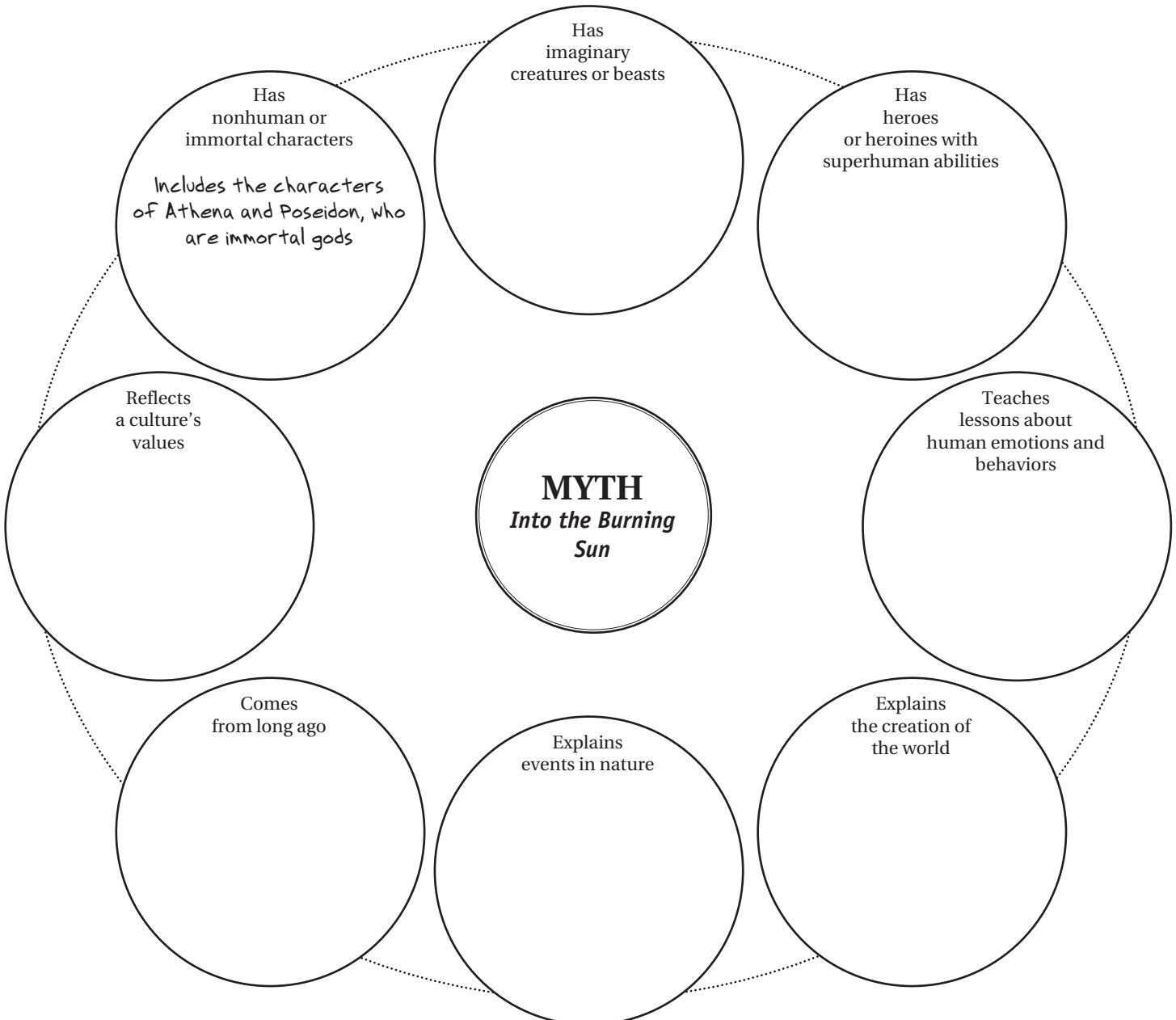
A **genre** is a category of literature or art. Mystery, science fiction, historical fiction, and biography are all genres of literature.

Genre Exploration: *Into the Burning Sun*

This story belongs to two genres: drama and myth. In this activity, you will focus on what makes it a myth.

Directions: The graphic organizer below gives some common characteristics of myths. *Into the Burning Sun* does not have all these characteristics, but it has many of them. We've filled in how the play shows one of these characteristics.

Choose FOUR more characteristics and briefly explain how the play shows those characteristics.



Directions: Answer the questions below.

1. What other stories, plays, or movies have you read or seen that belong to the myth genre?

2. Many Greek myths and dramas contain a tragic hero—a main character who makes an error in judgment that leads to his or her downfall.

Tragic heroes often:

- fall from greatness, honor, or a high position in society
- have a tragic flaw—a character trait that leads to their downfall
- choose one thing over another in what turns out to be a life-changing mistake
- don't listen to other characters' warnings
- receive a punishment that seems too harsh for their crimes, making the audience feel sad
- come to an understanding of what went wrong and accept the truth

Consider Daedalus. In what ways is he a tragic hero?

Name: _____ Date: _____

Into the Burning Sun Quiz

Directions: Read *Into the Burning Sun*. Then answer the questions below.

1. Which literary device is used in Scene 1?
 - (A) flashback
 - (B) symbol
 - (C) flash-forward
 - (D) alliteration
2. In Scene 2, SD3 says, “Minos plasters a smile on his face.” This detail helps readers understand that Minos is
 - (A) grateful to have Daedalus as his Master Craftsman.
 - (B) pleased with his new palace.
 - (C) trying to conceal his worry.
 - (D) a kind and generous ruler.
3. In Scene 3, King Minos talks to Daedalus about containing the Minotaur, saying, “But be discreet. No one can know about it.” Which line helps readers understand why Minos doesn’t want anyone to know about it?
 - (A) **Athena:** Little mortals! Do you not know the path of hubris? It leads only to destruction!
 - (B) **Daedalus:** The gods are watching us now.
 - (C) **Minos:** You are certain the beast cannot escape?
 - (D) **Minos:** Daedalus, you have built me more than a cage for a monster. You have built a prison for my enemies.
4. Which lines from Scene 4 foreshadow events to come? Choose TWO answers.
 - (A) **Daedalus:** Well, I was going to say that the Minotaur would be trapped forever.
 - (B) **Icarus:** Is it not possible that one day you could make us fly?
 - (C) **Icarus:** How awful! What are you going to do?
 - (D) **SD3:** Icarus takes a small mechanical bird from his pocket. He pulls the tail and the wings flap.
5. Which detail would be LEAST important to include in a summary of the play?
 - (A) Pasiphae greatly admires Daedalus’s statues.
 - (B) Minos locks Daedalus and Icarus in a tower so that they can’t reveal the Labyrinth’s secret.
 - (C) The gods curse King Minos with a deadly beast called the Minotaur.
 - (D) Daedalus builds wings so that he and Icarus can fly out the window of their prison cell.
6. Which is NOT a concept explored in the play?
 - (A) pride
 - (B) friendship
 - (C) human limitations
 - (D) obeying elders

Constructed-Response Questions



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

7. Hubris is excessive pride and ambition. What message does the play send about hubris? Support your answer with text evidence.

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Into the Burning Sun Quiz

Directions: Read *Into the Burning Sun*. Then answer the questions below.

1. Which literary device is used in Scene 1?

- (A) flashback: a scene that takes the story back in time
- (B) symbol: an object, setting, event, animal, or person that on one level is itself, but that also represents something else
- (C) flash-forward: a scene that temporarily takes the story forward in time
- (D) alliteration: when two or more words in a group of words begin with the same sound

2. In Scene 2, SD3 says, “Minos plasters a smile on his face.” This detail helps readers understand that Minos is

- (A) grateful to have Daedalus as his Master Craftsman.
- (B) pleased with his new palace.
- (C) trying to hide his worry.
- (D) a kind and generous ruler.

3. In Scene 3, King Minos tells Daedalus not to tell anyone about the Minotaur. Why does Minos want to keep the Minotaur a secret?

- (A) He will look weak if he can’t control the beast.
- (B) He doesn’t want to anger Poseidon even further.
- (C) He wants to protect the kingdom.
- (D) He plans to use the Minotaur for evil purposes—to punish his enemies.

4. Which lines from Scene 4 foreshadow (hint about) events to come? Choose TWO answers.

- (A) **Daedalus:** Well, I was going to say that the Minotaur would be trapped forever.
- (B) **Icarus:** Is it not possible that one day you could make us fly?
- (C) **Icarus:** How awful! What are you going to do?
- (D) **SD3:** Icarus takes a small mechanical bird from his pocket. He pulls the tail and the wings flap.

5. Which detail would be LEAST important to include in a summary of Scene 5?

- (A) The Labyrinth has high stone walls.
- (B) Minos reveals that the Labyrinth will be used as a prison for his enemies.
- (C) Daedalus builds a maze to contain the Minotaur.
- (D) King Minos locks Daedalus and Icarus in a tower to stop them from sharing the Labyrinth’s secret.

6. What message does the play send about pride?

- (A) Be proud of who you are.
- (B) Too much pride is a bad thing.
- (C) Take pride in your work.
- (D) Pride moves us toward our goals.

Constructed-Response Questions



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

- 7. Hubris is excessive pride and ambition. How does the play warn against having hubris? Support your answer with text evidence.**

Name: _____ Date: _____

Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood of Scene 1 of *Into the Burning Sun*.

Scene 1

The Tower, the Island of Crete

SD1: In a dark room with stone walls, Daedalus crouches over a table piled high with feathers. A few candles burn nearby, casting eerie shadows.

SD2: As Daedalus works, his teenage son, Icarus, lies half-awake on a thin mat. Both are gaunt and pale.

SD3: A feather floats down through a high window. Daedalus snatches it and returns to his work.

Daedalus (to himself): Just a few more feathers, and we will be free.

Icarus (groggily): What did you say, Father?

Daedalus: Nothing. Try to sleep, my son.

Icarus: When was the last time *you* slept?

Daedalus: There will be time for sleep later. If I don’t finish making these wings, we are both dead men.

SD4: Icarus watches a rat scurry across the floor.

Icarus: Are we not dead already? Surely, this cold, dark prison is our grave.

Daedalus: You will feel the warmth of the sun again.

Icarus: I hardly remember the sun. It’s been many years since King Minos locked us in this tower.

SD1: A pained expression flashes across Daedalus’s face.

SD2: He returns to his work, using melted candle wax to glue the feathers together. The lights fade.

Mood Words

hopeful, bleak, violent, peaceful, suspenseful, relaxed, despairing, playful

1. Describe the mood of Scene 1. Choose two or three words from the box above or come up with your own two or three words.

2. Explain what creates the mood by answering the questions below.

A. How does the plot help create the mood? In other words, how does what is going on in this scene help create the mood you identified?

B. How does the text structure contribute to the mood? Think about when the events of Scene 1 take place chronologically—that is, in relationship to the rest of the play. How does this help create the mood you identified?

C. How do the details about the setting help create the mood? Think about how the playwright describes this place to create an atmosphere that makes the reader feel a certain way.

3. On the back of this page, rewrite the scene, but change the mood, creating a totally different atmosphere that will cause your readers to feel a different way. You can choose one of the moods you did not pick from the Mood Words box on page 1, or come up with your own. You may change the setting, the plot, and/or the descriptive details in any way you choose.

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

Icarus Contest

In Scene 4, Athena says: "It is a wise man who knows his limits—and does not attempt to reach beyond them." How is this idea developed throughout the play? How does the poem offer a different point of view? Answer both questions in an essay.

Use text evidence. Five winners will each get

Greek Myths and Mazes by Jan Bajtlik.

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: Icarus Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY March 20, 2020!