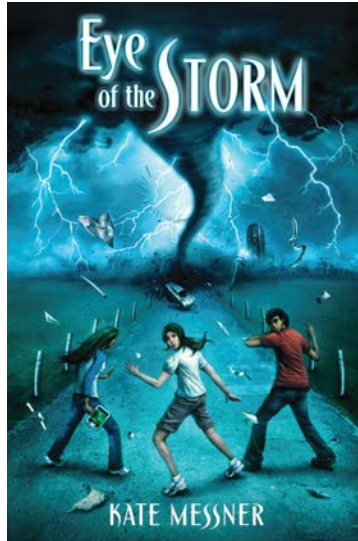


TEACHER'S GUIDE

Eye of the Storm
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About Eye of the Storm:

In the not-too-distant future, huge tornadoes and monster storms have become a part of everyday life. Sent to spend the summer in the heart of storm country with her meteorological engineer father, Jaden Meggs is surprised at the strides her father's company StormSafe, has made with custom shelters that keep her family safe in even the worst of storms.

At her exclusive summer science camp, Eye On Tomorrow, Jaden meets Alex, a boy whose passion for science matches hers. Together, they discover that her father's company is steering storms away from the expensive neighborhoods and toward the organic farming communities that are in competition with his bio-engineered food company, NatureMade.

Jaden must confront her father, but when she does, she uncovers a terrifying family secret and must call on both her scientific knowledge and her faith to save the people she loves most from one of her father's monster storms.

Contents:

1. **Checking for Understanding:** Use these before reading questions and chapter-based questions to stimulate and guide conversation as you read the book. These questions ask students to dig into the text and find evidence to support their answers.
2. **Discussion Questions:** These questions are for when the book is complete and could be used in classrooms, book groups, and Literature Circles.
3. **Activities.**
4. **Website links for further research.**

Checking for Understanding: Chapter Questions and Activities

Before Reading:

What's the most extreme weather event you've ever experienced? What was it like?

What do you already know about tornadoes? How are they different from regular thunderstorms?

What do you think the world will be like in the year 2050? What will the climate and weather be like? What kinds of technology might we have?

Chapters 1-4

How would you feel if you were Jaden, going to spend the summer with your dad in Oklahoma?

Do you think you'd like to live in Placid Meadows? Why or why not?

Why do you think Jaden's mother chose a book of poetry to remind her of home?

When the storm approaches in Chapter 4, why do you think Jaden and Risha react to it so differently from one another?

Chapter 5-8

Would you want to attend camp at Eye on Tomorrow? Which area of study would you choose?

Jaden worries about whether she belongs at such an elite camp, whether she'll fit in. Based on what you've learned about her, how do you think she'll do there?

Do you think Jaden and Alex like one another? Why do you think Alex was hesitant to make friends with Jaden at first?

Chapter 9-12

Do you trust Jaden's father? How do you think she feels about him as she gets to know him more?

Jaden thinks about the poem "Geometry" while she's working on her meteorology project with Alex. How do you think the poem relates to their research?

How does Ms. Walpole fit into the Eye on Tomorrow staff? How do you think she's different from Van and Jaden's dad?

Chapters 13-16

Why don't you think Jaden tells Alex about the data she sees during the drone's flight right away? What would you have done in her situation?

Why do you think Jaden decides to risk sneaking into her father's office when he goes to bed? Do you think she had a right to be snooping?

How are Jaden's thoughts about her father changing as she learns new information? Is your opinion of him changing, too?

Chapters 17-20

In Chapter 17, Alex asks Jaden to take a huge risk to help their research, and when she says she can't, he tells her, "Then you're not the person I thought you were." Is this fair? Or was he asking too much of her?

Why do you think Jaden is so drawn to Great-Aunt Linda? Do you have a relative other than your immediate family to whom you feel especially close?

Why do you think Jaden changes her mind about doing what Alex asked her to do? How is she changed by her experience with Risha in the barn?

What do you think Jaden is thinking as she leaves her father's office at StormSafe? How would you interpret everything she learned? If you were Jaden, what would you do next?

Chapters 21-24

Why do you think Great-Aunt Linda decides to tell Jaden the truth about Grandma Athena? How does it change the way Jaden looks at her father?

What role do you think Van has been playing in StormSafe's attempt to buy the land for Phase Two of Placid Meadows?

Does Alex have a right to be angry with Tomas?

Based on Jaden's decisions in these chapters, how do you think she has changed since the beginning of the book?

Chapters 25-31

Why do you think Jaden leaves Alex to go to StormSafe? Do you think her logic makes sense?

How do you think Jaden feels when she realizes who's working in the outbuilding? Looking back, were there any clues she should have picked up on?

How does the quote from Joseph Stalin relate to Grandma Athena? How does it relate to Jaden later on?

How do Alex, Jaden, and Risha handle the crisis with the tornado while they're in the StormSafe office? How do each of their personalities and strengths affect how they react to the situation?

Is it ever justifiable to test a scientific theory on real people without running a simulation first?

Chapters 32-33

What do you think should have happened to Jaden's dad? Why do you think she's having trouble finishing her letter to him?

Should the government have been more involved in regulating weather manipulation in this book? What about real-life research issues in current events? Should the government fund research that relates to fields like medicine, climate, and technology? Or should private companies pay for that research and be allowed to profit from it if it is successful?

What do you think happened to Grandma Athena?

If you were Mirielle, what would you do now that you've learned the truth?

Why do you think Jaden is so intent on working with the National Storm Center's new research project?

Discussion Questions

Use these questions to start a conversation about Eye of the Storm once all readers in the book group or literature circle have completed the book.

1. If you were put in charge of creating a science camp for kids to work on solving our society's biggest science-related problems, what problems would you choose to work on?
2. If you were Jaden, what else might you say in the letter you write to your father at the end of the book?

Activities

Research and Write:

1. Imagine that you are an Eye on Tomorrow camper who wants to propose a new area of study to add to the program. Choose a current-events related research and problem solving topic that is not on the current list. Research the issue to learn about the current problem and how it's being addressed now. Then write a letter to Eye on Tomorrow, including:
 - An overview of the issue, based on your research
 - A description of what's being done about the problem right now
 - Suggestions for how Eye on Tomorrow might be able to improve upon the current response to the problem.

Common Core Applications:

CCSS.ELA-Literacy.W.4.2-5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.4.7-5.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CCSS.ELA-Literacy.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

2. Write the rest of Jaden's letter to her father at the end of the book OR write a letter from Jaden to Grandma Athena
3. Write a letter back to Jaden from the other character, explaining why you made the choices you made and how you feel about things now

Common Core Applications:

CCSS.ELA-Literacy.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

EYE OF THE STORM Mock Trial Activity:

Imagine that you and your book club members or classmates are participants in a lawsuit trial accusing Dr. Stephen Meggs of using his weather research to profit unfairly and do harm to others. Assign everyone a role to play:

Judge

Must listen to evidence and decide on outcome.

Prosecutor

Must gather evidence from the text about what Dr. Meggs did and how it hurt others and bring out this information by questioning witnesses.

Defense Lawyer

Must gather evidence from the text to defend Dr. Meggs and bring out this evidence through the questioning of witnesses. May also gather evidence to show that he is not to blame for what happened, or that he was influenced by others.

Jaden

Must testify about what she knows firsthand, about her father's activities.

Mirielle

Must testify about what she found in her husband's office.

Van

Must testify about his relationship with Dr. Meggs and what he was asked to do in his work with StormSafe and Eye on Tomorrow.

Dr. Meggs

Must testify on his own behalf at trial. Must not lie under oath.

Jaden's Mom

Must testify about her late involvement in the story, her understanding of her husband's activities.

Alex

Must testify about his family's experiences with Dr. Meggs and StormSafe's attempts to buy land, as well as his knowledge of Dr. Meggs research and damage inflicted on family farm by the storms.

Tomas

Must testify about his family's experiences with Dr. Meggs and StormSafe's attempts to buy land, as well as his interactions with Van and damage inflicted on family farm by the storms.

Risha

Must testify about her firsthand knowledge of Dr. Meggs activities on the night of the big storm.

After everyone has researched his or her role and taken notes, start the trial. Here's how it might go:

Opening statements: Prosecutor and defendant each get two minutes to make their main argument and explain how they will support it with evidence.

Questioning of witnesses: Prosecutor may call witnesses to sit on the witness stand and answer questions, first from the prosecutor, then under cross-examination by the defense lawyer. After the prosecutor has called all the witnesses he or she wishes to call, the defense lawyer may call additional witnesses, who will be questioned and then cross-examined by the prosecutor.

Closing Arguments: Prosecutor and defense lawyer each have two minutes to sum up their cases, summarizing the evidence presented and why they think Dr. Meggs should be held responsible for damages or not.

Ruling by Judge (or jury if you have a lot of people deciding!): After listening to all of the evidence, the judge or jury spokesperson will make a decision about the case, whether Dr. Meggs should be held responsible for damages, and what fine or other repayments shall be made.

Common Core Applications:

CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.W.4.1 and 5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.6.1 - 7.1 – 8.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.6.4 -7.4 – 8.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Web Links:

Visit Kate Messner's *Eye of the Storm* Pinterest board for updated text pairings and nonfiction resources relating to *Eye of the Storm*.

www.pinterest.com/KateMessner

Challenge students to compare the informational texts in the web links below with the fictional portrayal of storms and storm-related science in the speculative future world of *Eye of the Storm*.

- [CCSS.ELA-Literacy.RL.7.9](#) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

How Tornadoes Work: A nice overview from “How Stuff Works”

<http://science.howstuffworks.com/nature/climate-weather/storms/tornado.htm>

Tornadoes: From the Weather Channel's Storm Encyclopedia

<http://www.weather.com/encyclopedia/tornado/form.html>

National Weather Service Storm Prediction Center: See the storms the NWS is watching today!

<http://www.spc.noaa.gov/>

National Geographic – Nature's Fury feature on tornadoes

<http://www.nationalgeographic.com/eye/tornadoes/tornadoes.html>

FEMA for Kids: The Federal Emergency Management Agency's tornado site

<http://www.fema.gov/kids/tornado.htm>

Tornadoes...Nature's Most Violent Storms from the NOAA Severe Storms Laboratory

<http://www.nssl.noaa.gov/edu/safety/tornadoguide.html>

“China rolls out the big guns, aiming for a dry Olympics” from USA Today

http://www.usatoday.com/news/world/2006-06-29-china-rain_x.htm

The North American Interstate Weather Modification Council: A real-world group whose goal is to research weather modification and its use.

<http://www.naiwmc.org/>

Weather Modification Incorporated: A real-life company working on weather modification projects around the world. (Click under the globe to see some examples!)

<http://www.weathermodification.com/>