



**BRIDGING WORLDS**

**FIRST STEPS**



**PEARL Z. ZHU**



**BRIDGING WORLDS**

**Volume 1**

**FIRST STEPS**

*Alpha Generation Reads the Classics*

**PEARL Z. ZHU**

## **BRIDGING WORLDS, Volume 1: FIRST STEPS**

### **Alpha Generation Reads the Classics**

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*To my mom, whose encouragement made this book possible, and to you, who are holding this book right now, thank you for being part of this adventure.*



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## Preface

This book is the first volume in my *Bridging Worlds* series. I've called it *First Steps* because it's my Grade 6 journey into connecting classics, nonfiction, and my own life. It was a year when reading began to feel less like an assignment and more like a conversation across time. Later volumes will build on these first steps, but this one captures where it all began.

Books have always been more than stories to me. They're like playgrounds for questions, about justice, belonging, ambition, and courage. Sometimes they even help me see my own life more clearly. When I read, I don't just follow the plot; I wonder what the story means for the characters, and what it means for me.

This collection grew out of that curiosity. For each chapter, I paired a classic novel with a nonfiction article and reflected on how their themes connect to the world around me. I encountered many of these classics for the first time—not as distant texts, but as voices that still speak to the questions I am learning to ask. Some days the writing came quickly; other days I revised endlessly. Along the way, I realized how powerful stories can be. They can comfort us, challenge us, and even reshape how we see the world.

These chapters aren't final answers. They're reflections—pieces of my Grade 6 self trying to figure out how literature, life, and questions connect. Think of them as snapshots from my journey as a reader and writer.

## Series Note

*Bridging Worlds* is a multi-volume project where I connect classic novels, nonfiction articles, and my own reflections. Each book represents a stage of my journey as a reader and writer.

**Volume 1: First Steps** (Grade 6), exploring the foundations of ambition, justice, belonging, and courage.

**Volume 2: Voices in Dialogue** (Grade 7), building on those first steps with new reflections, narrative echo, opinion essays, and deeper analysis.

This book is the beginning of that journey, the first step in bridging stories with life.



# **Part I**

**Classics**

—

**Timeless Questions**



# Chapter 1

## Ambition — Little Women

### Classic Book

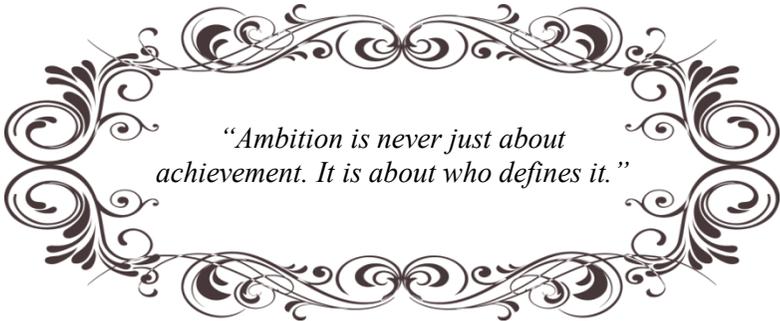
**Little Women (1868)** — Louisa May Alcott

**Theme:** *Women's Dreams, Sacrifices, and Shared Learning*

### Nonfiction Article

**“Values and National Identification in Minority and Majority Youth” (2024)** — Maya Benish-Weisman et al.,  
*Journal of Youth and Adolescence*

**Theme:** *Values as the Foundation of Collective Identity in Adolescence*



## **Book Summary**

In *Little Women*, the four March sisters embody different facets of ambition. Jo seeks independence and literary success, Meg longs for a stable family life, Amy blends artistry with practicality, and Beth represents quiet selflessness. The sisters' paths are fragments of a larger whole, and together they form what we call ambition. These fragments reveal that ambition is not one-size-fits-all but is shaped by personality, values, and context, especially for women whose choices were constrained by their era.

## Literary Spotlight

In *Little Women*, ambition takes many shapes, each reflecting the values and choices of the four sisters. Jo seeks independence and literary success, pouring herself into her writing and trying to define her life apart from expectations. Her determination brings creativity but also distance, especially from Laurie and traditional roles. Meg finds fulfillment in family life, showing that ambition can also mean love and stability. Amy balances her artistry with social pressures, while Beth quietly rejects ambition, devoting herself to service and kindness.

These contrasts reveal that ambition is never just about achievement. It is about who defines it. Alcott shows that ambition becomes powerful when it matches one's identity, but painful when shaped only by what others demand. Through the sisters, she suggests that ambition is not one single path but many, each shaped by character, choice, and circumstance.

## **Article Summary**

The research article “Values and National Identification in Minority and Majority Youth” explores how teenagers understand ambition and its effects. The findings show that many adolescents view ambition as both motivating and stressful. On one hand, it drives individuals to succeed and discover purpose; on the other, it can generate anxiety and conflict with cultural or family expectations. As the authors observe, “ambition that misaligns with personal values may undermine well-being.” Like Alcott’s characters, modern youth experience this double edge, caught between passion and pressure.

## Voices in Dialogue

### Ambition on Our Own Terms

Reading these two texts side by side made me realize they were asking the same question in very different ways.

Ambition can both inspire and isolate, depending on whether it is self-defined or imposed.

Jo March shows that determination can bring fulfillment, yet her independence costs her companionship when she turns away from Laurie. The research article reflects this tension as well: teenagers describe ambition as empowering but also stressful, especially when shaped by others' standards.

I have felt this pressure at a summer program, comparing myself to peers while striving to improve. Swimming at 5:30 a.m. demonstrates discipline, but at times leaves me questioning my strength. Still, like Jo, I know ambition is most powerful when it grows from passion, whether in writing, athletics, or leadership, rather than when it follows someone else's idea of success.

Together, Jo's journey and the article reveal that ambition matters most when it aligns with who we are, not who others expect us to be.

## **Narrative Echo**

Today I turned down Laurie's proposal, and though my heart aches, I know it was the right choice. His voice trembled in the firelight, yet my resolve was steadier than the shadows around us. I could not marry him simply to fulfill expectation. The ink stains on my fingers remind me of the life I cannot bear to surrender, to think of all the stories waiting to be written even if they cost me love. At times I wonder whether ambition is a blessing or a curse. Perhaps it is both. I stumble out into the night with ink-stained hands, trusting that they will guide me more faithfully than any ring.

## Personal Reflection

Reading *Little Women* alongside the article pushed me to think more carefully about my own ambition. Like Jo, I feel a strong desire to follow my passions, but I also face the pressure of comparison and expectation. The story and research reminded me that ambition is only meaningful when it connects with personal values, not when it is defined by others.

Each sister offers a different path: Meg finds purpose in creating a stable and loving home, Jo insists on independence and writing, Amy balances creativity with social expectations, and Beth devotes herself quietly to caring for others. Together, they show that ambition is not uniform but shaped by character and choice.

For me, ambition shows up in swimming, writing, and leadership. One of my current goals is to meet the OSC qualifying times, but because of my birthday, I need to qualify in the older age group. This makes the standards harder and the path more uncertain, but it also pushes me to train with focus and resilience. Like Jo, I want to chase goals that matter to me, even if they take longer or require sacrifice.

Reading the March sisters' journeys helps me see through new lenses that ambition is so much more than just recognition or comparison. It is about knowing what drives me and using that purpose to shape growth. When ambition grows from identity, it becomes not just a challenge but a source of strength, even when the path feels uncertain.

## Chapter 2

### Belonging — Anne of Green Gables

#### Classic Book

**Anne of Green Gables (1908)** — Lucy Maud Montgomery

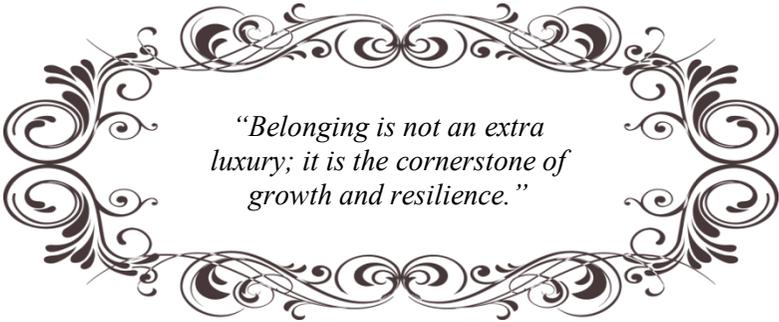
**Theme:** *Finding Voice and Belonging in a New School Community*

#### Nonfiction Article

**“Do You Feel Like You Belong?” (2020)** — Kelly-Ann

Allen, *Frontiers*

**Theme:** *Belonging as a Foundation for Confidence, Motivation, and Well-Being*



## **Book Summary**

*Anne of Green Gables* by L. M. Montgomery tells the story of Anne Shirley, an imaginative orphan mistakenly adopted by Marilla and Matthew Cuthbert, who had hoped to adopt a boy to help on their farm. Though she owns little, Anne's imagination transforms the lives of the Cuthberts and the Avonlea community. Although Anne makes many mistakes, she never loses her optimism. In the end, she learns that belonging is not about being perfect but about being valued for one's true self.

## **Literary Spotlight**

Both the novel and the article show how belonging can transform lives. At the beginning of the story, Anne is defensive, insecure, and unsure of her place in the world. Her imagination and energy often set her apart, making her feel different from those around her. Once she is accepted by the Cuthberts and welcomed by her classmates, she begins to flourish socially and academically. Belonging gives her the confidence to believe in herself, develop her talents, and imagine a brighter future.

## **Article Summary**

In the article “Do You Feel Like You Belong?” Kelly-Ann Allen explains why belonging is a foundational human need. Belonging means feeling part of something larger, whether it is a school, a group of friends, or a family. The article shows that students who feel a sense of belonging are often more confident, perform better in school, and experience greater happiness overall. Conversely, students who feel excluded often struggle with sadness and diminished self-worth. Nearly one in three students report not feeling that they belong at school, a statistic that is both striking and concerning. The article also emphasizes that belonging is not fixed; it can shift depending on relationships with teachers, peers, and parents.

## Voices in Dialogue

### The Strength of Belonging

Belonging is not an extra luxury; it is the cornerstone of growth and resilience. Both *Anne of Green Gables* and Kelly-Ann Allen's article reveal how deeply belonging shapes identity.

Anne begins her journey with no family, no home, and little reason to hope. She is mocked for her appearance and often embarrassed by her mistakes. Yet once Marilla, Matthew, and her classmates accept her, Anne gains the confidence to succeed. The unfamiliar feeling of belonging frees her from fear and gives her the courage to imagine her future.

The article provides the scientific explanation for this truth, showing that belonging in school is linked to higher grades, stronger motivation, and better emotional health. It also makes clear that belonging fosters resilience by helping students recover from challenges. Without belonging, young people may fall into self-doubt, but with it they build strength.

I experienced something similar during my summer at Andover. At first, I was nervous about fitting in and unsure if others would accept me, since I was one of the youngest.

Once I found supportive friends, compassionate counselors, and encouraging teachers, I began to feel more comfortable and relaxed, easing into this new community. That sense of belonging gave me the courage to try new activities and to speak more confidently in class.

In both Anne's story and the article's research, the message is clear: belonging shapes who we are, sustains us when life is difficult, and allows us to reach our full potential.

## **Narrative Echo**

If Anne Shirley had arrived at Andover, she would have been amazed by the wide campus and the busy students rushing across the well-known intersection everyone talks about. She would likely have called it the most beautiful place she had ever seen, with its ivy-covered walls, lush lawns, huge classroom buildings and shining chapel.

At first, she might have felt nervous, worried that no one would understand her endless chatter or bright imagination. But soon she would make friends with her dormmates, connect with her classmates, and humor others with her stories.

Anne would still make mistakes, perhaps bumping into someone in the cafeteria or beginning an indignant argument, but her warmth would win people over.

Just as she did at Green Gables, she would realize that Andover could become a true home because she remained faithful to her true self.

## **Personal Reflection**

When I read Anne's story and Allen's research, I realized how much belonging shapes confidence and growth. When I first arrived at Andover for the summer session, I felt out of place and nervous. I even cried on my first day when my mother flew back to Toronto, away from me. Like Anne, I fretted about whether people would accept me.

Over time, though, I found friends and counsellors who encouraged me. Hanging out in the dorm common room, chatting or watching movies, made me feel included. That sense of belonging gave me the courage to try new things, from speaking up in class to joining activities I had never done before. The article confirmed what I felt, that belonging makes people stronger, more motivated, and better able to recover from challenges.

Anne's story reminded me that belonging doesn't come from being perfect. It comes from being accepted for who you are. For me, that acceptance turned fear into confidence. It taught me that connection gives you the courage to grow, take risks, and imagine possibilities you might not have believed in before.

## Chapter 3

### Healing — The Secret Garden

#### Classic Book

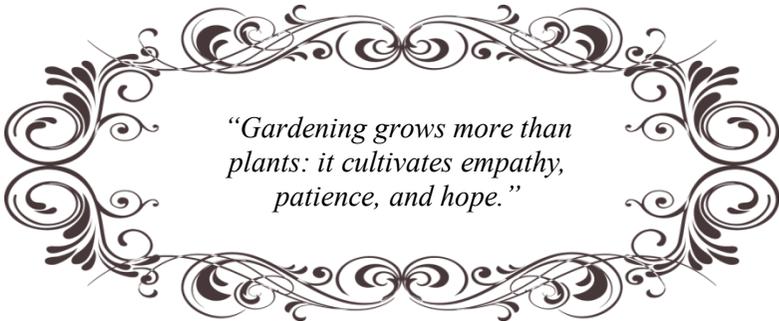
**The Secret Garden** (1911) — Frances Hodgson Burnett

*Theme: Healing and Growth through Nature*

#### Nonfiction Article

**“Gardening with Kids: Get Those Little Hands in the Dirt and Embrace All the Senses”** (2021) — Claire Raffel, *Early Learning Nation*

*Theme: Gardening as Education and Joy for Children*



## **Book Summary**

The Secret Garden tells the story of Mary Lennox, a spoiled and lonely girl sent from colonial India to live with her uncle in England after her parents' deaths. At first bitter and unfriendly, Mary discovers a locked, neglected garden and begins restoring it, transforming herself along with it. She becomes kinder, more curious, and more open to friendship. With the help of Dickon and her cousin Colin, Mary finds healing, friendship, and a sense of belonging. By caring for the garden, Mary's health and spirit improve, and she discovers the joy of friendship and belonging.

## Literary Spotlight

Mary's transformation in *The Secret Garden* shows how gardening can be a powerful force for healing and growth. At the beginning of the story, she is angry and withdrawn, shaped by neglect and isolation. As she begins to care for the garden, her personality softens, and she becomes more curious, kind, and open to others. The act of nurturing plants teaches her patience, empathy, and a sense of responsibility. Being outside and working with the earth brings her joy and a new sense of purpose.

Burnett shows that nature heals not through magic alone but through the steady discipline of care and patience. Healing is slow work, yet the garden's revival mirrors Mary's own resilience. Growth begins when neglected hearts are given attention and care.

## **Article Summary**

Claire Raffel argues that gardening is both educational and healing, offering children lessons in responsibility, creativity, and joy. She explains that gardening is a hands-on and meaningful activity, helping kids learn about the environment, the seasons, and plant growth. It also teaches children patience, teamwork, and responsibility that comes from nurturing living things. Practical advice, such as using child-friendly tools and starting with easy-to-grow plants, makes gardening safe and approachable. Beyond practical skills, Raffel emphasizes that gardening nurtures empathy and focus, showing how working with the earth can shape both learning and character. As she concludes, “Gardening can be both educational and enjoyable for the whole family.”

## Voices in Dialogue

### Gardening Grows More Than Plants

Schools should include gardening programs to help children build empathy and self-regulation. Gardening teaches students to care for living things, which naturally encourages compassion. When they water, weed, and prune, they learn that their actions have real consequences. This responsibility fosters patience, since plants require steady care to grow. Gardening also promotes self-regulation by teaching students to focus, follow routines, and manage frustration when things do not go as planned.

Frances Hodgson Burnett illustrates this through Mary Lennox, whose work in the garden helps her grow kinder and more open. Claire Raffel's article brings this idea into classrooms today, explaining how gardening teaches teamwork and responsibility while sparking creativity and patience. The lessons extend beyond the soil, shaping how young people cooperate and face challenges.

I have felt this in my own life. After swimming, I sometimes walk outside to cool down, and the fresh air always makes me calmer. Screens cannot do that. In fact, I always feel quite suffocated after sitting behind a screen for some time. Nature slows me down and reminds me to

notice small things. Both Raffle's article and Burnett's story convinced me that gardening grows more than plants: it cultivates empathy, patience, and hope. Schools should make space for that kind of growth.

## **Narrative Echo**

Dear Diary,

In Grade 4, my world felt gray. I sat by myself at recess in a corner, arms folded, pretending I didn't care, but really, I felt invisible. Mary Lennox's voice could have been mine, sharp on the outside, but hiding loneliness underneath.

By Grade 6, something began to shift. I noticed the sunlight falling in little squares on my desk, the sound of laughter in the hall, and the way a friend waved me over during lunch. It was as if my own garden was starting to grow. Each small kindness felt like a seed. I was learning how to nurture it, and now, it has begun to bloom.

Mary's garden bloomed with flowers and vines, but mine bloomed with people. A friend to study with. A teammate who cheered me on. A teacher who noticed when I raised my hand. Slowly, the walls I had built began to crack, letting light in.

What stays with me is not that Mary changed overnight, but that she changed at all. Her heart softened, step by step, just as mine did. The garden taught her to notice and to care, and I'm still learning the same lesson: growth comes slowly, but it does come if you pay attention.

## Personal Reflection

*The Secret Garden* made me think about how people can change when they start noticing the world and the people around them. In Grade 4, I went through a phase when I kept to myself and felt lonely and grumpy, much like Mary Lennox. I also loved my garden, wandering through my backyard and pretending to be a princess, but I did not truly notice or appreciate the small things growing there. Mary's story reminded me how easy it is to feel closed off when you are hurt or unsure.

What resonated most was how her discovery of the secret garden sparked a shift in her life. For me, that shift came in Grade 6. I began noticing details I had overlooked before: how people encouraged me, the beauty of small things in nature, and those moments gradually changed how I felt about myself. Little by little, I opened and grew more connected to those around me.

This story stayed with me because it shows that real change does not happen all at once. It comes in steps, through noticing, caring, and being patient. Mary's journey encouraged me to reflect on my own path and to see growth as something that takes time but makes life brighter.

## Chapter 4

### Compassion — Black Beauty

#### Classic Book

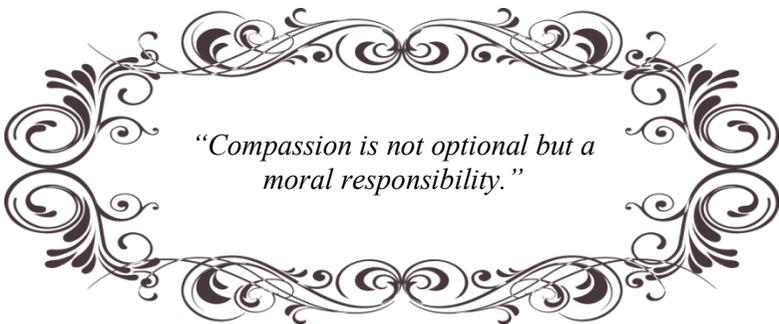
**Black Beauty (1877)** — Anna Sewell

**Theme:** *Compassion as Moral Responsibility*

#### Nonfiction Article

**“Do Animals Have Rights?” (2023)** — Bernd Ladwig,  
*Animal*

**Theme:** *Justice Beyond Humans*



## **Book Summary**

*Black Beauty* is the story of a horse told from his own perspective. Born on a peaceful farm, he enjoys a happy early life with gentle care and the guidance of his mother. Over time, he experiences both empathy and abuse from different owners. Some treat him and other horses with dignity, while others are harsh and neglectful. These experiences reveal the lasting impact of human behaviour on animals and teach lessons about loyalty, endurance, and resilience. His story reminds us that compassion is not optional, but a moral responsibility, since kindness toward animals reflects human integrity.

## Literary Spotlight

*Black Beauty* learns patience and dignity from his mother and from the kind people who train him early on. Their gentleness teaches him to trust humans. Later, when he faces harsh treatment, that early kindness helps him hold on to his spirit instead of being completely broken.

One part that really stood out to me was when John Manly says, “*There is no religion without love... if it does not teach them to be good and kind to man and beast, it is all a sham.*” This quote struck a chord within me. Even though it was John that had said it, the message was emphasized by Beauty. It was Beauty showing us how cruelty really feels.

What makes this powerful is that Sewell shows animals have worth on their own, not just because people use them. The way Beauty stays loyal and remembers both kindness and cruelty makes me think that dignity is something every creature deserves. The story reminded me that kindness is not just “being nice,” but something that can heal hurt and give life back its strength.

## Article Summary

In “Do Animals Have Rights?” Bernd Ladwig explores whether animals deserve legal rights because of their ability to suffer. The article notes how humans use animals for food, labor, entertainment, and research, echoing the workhorses in *Black Beauty*. Ladwig argues that because animals are sentient beings capable of suffering, they deserve moral consideration. Opponents claim that humans have the right to use animals to meet their needs, but this view ignores that animals are living creatures who feel as we do, emphasizing pain and fear. The debate raises the urgent question of whether compassion should remain a personal choice or become a matter of law. Ladwig ultimately suggests that the way humans legislate for animals reflects the kind of society we are building, one shaped by exploitation or by empathy.

## Voices in Dialogue

### From Empathy to Duty

What makes *Black Beauty* powerful is the way Anna Sewell lets a horse tell his own story. From the calm meadow where Beauty was born to the harsh work that almost broke him, I could feel the difference between being treated with dignity and being treated with cruelty. His voice made me imagine what it might really feel like for an animal to be tired, hungry, or hurt, and it breaks my heart to do so.

The article by Ladwig goes further. It says that caring about animals isn't only about feeling sorry for them — it's about giving them actual rights and protections. If animals can suffer, then people have a duty to make laws that keep them safe. Sewell's story helped me feel the pain, but the article reminded me that feelings aren't enough on their own.

I thought about this when I saw horses pulling heavy tourist carriages in New York City. They looked exhausted, and most people just walked by. Reading the book and the article made me realize that what I felt then wasn't only sadness. It was a sense of unfairness, like justice was being denied.

For me, this shows that empathy is the first step, but it has to lead to action. Stories can open our hearts, but real change begins when people accept responsibility for protecting those who can't protect themselves.

## **Narrative Echo**

My name is Comet.

I used to be a racehorse, speeding down dirt tracks with the crowd cheering my number. In those days, I mattered because I was fast. But once my legs slowed, I was sold off and carted away from the tracks to New York City.

Now, I pull carriages for tourists. They smile, wave, and take pictures, believing it is magical to ride behind a horse on city streets. But they do not see my sore legs or how the bit cuts my mouth.

My driver hardly notices me either. He yanks the reins while talking on his phone, that blasted phone, never paying attention to my pain.

Still, I keep going.

After a day of work, I am sore, yet I know tomorrow will bring more.

One morning, a family of four approached. The young girl looked at me closely and whispered, “Papa, I don’t think he can. I am sure this poor horse cannot take us so far. He is so very weak and worn out.”

“Oh, he’s alright, miss,” said my driver, not looking up from his phone. “He’s strong enough.”

And so I pulled, but only barely.

To this day, I still remember the pity in that girl’s small voice.

## Personal Reflection

Reading *Black Beauty* made me think not only about the story's message but also about my own encounters with neglected animals.

On a school trip, we visited a local animal shelter where many dogs had been abandoned. Some barked and wagged their tails, desperate for attention. Others pressed against the back of their cages, silent and unmoving, as if hope had already faded. One puppy especially caught my attention. She shook whenever people came near and avoided every gaze. While the rest of my group moved on, I stayed watching her. At last, she lifted her head and met my eyes. That single glance carried both fear and the faintest spark of trust, and it felt as powerful as anything in *Black Beauty*.

Ladwig's article on animal rights connected that memory to a larger truth. Compassion cannot depend on mood or chance encounters. Without laws and protections, too many animals remain unseen, like that puppy trembling in her cage. *Black Beauty* opens the heart to empathy, but real-life experiences show that empathy is not enough.

Dignity means ensuring that all creatures are given care not occasionally but always. It is not a gift humans grant when

convenient, but a responsibility we must be willing to defend.

## Chapter 5

### Curiosity — Twenty Thousand Leagues Under the Sea

#### Classic Book

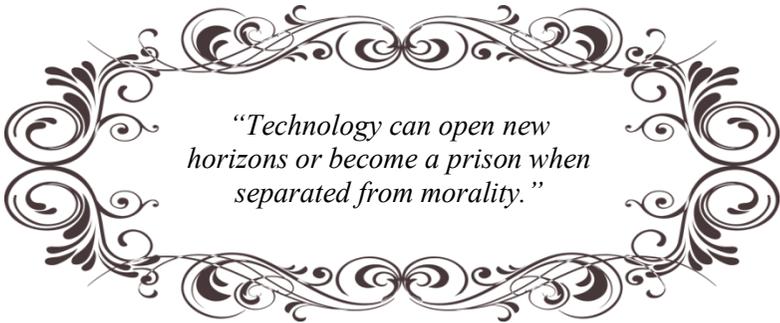
Twenty Thousand Leagues Under the Sea (1870) —  
Jules Verne

**Theme:** *Technology as Freedom and Prison*

#### Nonfiction Article

“In the Dark Ocean, These Tiny Creatures Can Smell  
Their Way Home” (2024) — Gennaro Tomma, *Science*

**Theme:** *Fragile Navigation and Environmental Balance*



## **Book Summary**

In *Twenty Thousand Leagues Under the Sea*, Jules Verne tells of castaways aboard the Nautilus, a submarine commanded by Captain Nemo. The vessel is both a marvel and a prison, granting access to coral forests, ruins, and sea life while isolating its passengers from the world above. Nemo embodies this tension, a brilliant scientist whose invention expands discovery yet deepens solitude. The novel highlights both the promise of technology and the isolation it can impose.

## Literary Spotlight

The Nautilus represents technology's double edge. On one side, it embodies human ingenuity, powered by electricity or "the soul of all my machinery" as Nemo calls it. With this energy, the submarine reveals coral forests, sunken ruins, and deep-sea creatures that no one had imagined before. Discovery becomes possible on a scale that inspires awe and curiosity.

Yet the same vessel also becomes a cage. Nemo's brilliance turns into an obsession, cutting him off from society and trapping his crew in isolation. His invention, meant for freedom, ends up creating confinement. Verne shows that technology is never neutral; it can open new horizons or become a prison when separated from morality.

In the end, the Nautilus warns us that progress always carries risk. Like today's machines, from submarines to artificial intelligence, technology's meaning depends on how it is used with balance, curiosity, and responsibility.

## **Article Summary**

Deep-sea exploration faces immense challenges of pressure, darkness, and distance. Submarines and robots allow scientists to push further, aided by sensors and cameras. Research on mysid shrimp shows the fragility of this environment: they navigate by chemical signals that pollution can disrupt, leaving them disoriented. The study reveals resilience but also vulnerability, emphasizing how survival in the deep depends on balance. Like the Nautilus, science uncovers potential alongside risk, urging caution in how discovery is pursued.

## Voices in Dialogue

### Finding Direction in Uncertain Waters

In Verne's novel, the Nautilus offers freedom through discovery but also confinement through isolation. Nemo's genius creates wonder, yet it also becomes a prison that cuts him off from others. As Professor Aronnax admits, "I followed these experiments with great interest," the marvel of discovery is clear, but so is the way Nemo's brilliance traps him in solitude.

In nonfiction, mysid shrimp show a very different kind of navigation. They find their way home by following the chemical "smell" of the water, but pollution can disrupt these signals, leaving them lost. Their survival depends on fragile cues that can vanish when the environment changes.

Together, these works raise the same question: how do we find direction when conditions are uncertain? Nemo is trapped by obsession, while the mysids risk losing their way in a polluted sea. Both remind us that navigation, whether by machine or instinct, is fragile, and survival depends on balance and responsibility.

## **Narrative Echo**

As the ocean spread out in front of me, I pressed my palms against the chilly observation window, my breath misting the glass. Long, quivering shadows rippled across coral towers where filtered light danced in shifting patterns. Silver schools of fish streamed through shafts of blue-green glow, shimmering like living lanterns. A massive squid drifted past, its tentacles curling in slow, mesmerizing spirals. Before, I might have enthusiastically taken notes, soaking all of this in, but now I have become increasingly confined. And I loathe it.

Yet wonder was laced with unease. The walls of the Nautilus held me inside a silence that felt alive, a vast pressure pressing back from every side. Encased in steel, I stood between awe and fear, the hum of engines under my feet reminding me that both my safety and my captivity rested in Captain Nemo's creation.

I glanced at him, bent over his instruments, eyes fixed on the currents and creatures with tireless focus. His brilliance illuminated hidden worlds, yet it also magnified how powerless I was in the depths he had claimed.

Here was a universe no human had touched, yet I remained confined within polished corridors, closer to the unknown

than ever but bound by it as well. The ocean stretched boundless, yet inside the Nautilus I had never felt so small, so free, and so caged at once.

## Personal Reflection

Reading *Twenty Thousand Leagues Under the Sea* alongside the article about mysid shrimp made me realize that direction is never guaranteed. It is something you must work at. For Nemo, the submarine gave him freedom but also trapped him inside his own obsession. For the shrimp, survival depended on tiny signals that could be erased by pollution. Both examples reminded me that balance is fragile, whether in nature or in human choices.

I thought about this when swimming. Sometimes, the timing system and my training schedule feel like they guide me, keeping me on track. But other times, they feel like a cage, making me focus only on numbers and results. What steadies me most is when I notice small things: the rhythm of strokes, the sound of water settling after a dive, or the encouragement of teammates. Those signals remind me that swimming is not only about speed but also about patience and connection.

Like Nemo and the mysids, I need cues to find direction. Technology and effort matter, but so do humility and awareness. That lesson feels important for both the ocean and my own life. I don't want to lose my way by chasing results without noticing what really guides me.

# **Part II**

**Contemporary Works**

—

**Voices of Today**



## Chapter 6

### Justice — Holes

#### Classic Book

**Holes (1998)** — Louis Sachar

**Theme:** *Justice and Breaking Cycles of Injustice*

#### Nonfiction Articles

**“Wrongful Convictions” (2019)** — Equal Justice

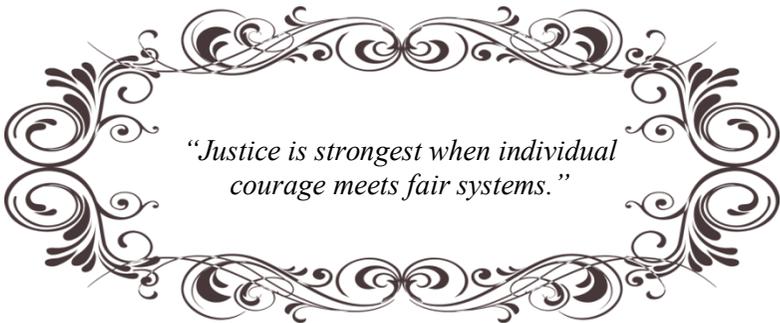
Initiative

**Theme:** *Justice Denied in a Broken System*

**“Why Poverty Is Like a Disease” (2017)** — Christian H.

Cooper, *Nautilus*

**Theme:** *Poverty as a Systemic, Inherited Condition*



## **Book Summary**

In *Holes* by Louis Sachar, Stanley Yelnats is sent to Camp Green Lake for a crime he did not commit. Instead of rehabilitation, the boys are forced to dig endless holes under the Texas sun, their labour exploited by the Warden in her search for buried treasure.

Stanley forms a bond with Zero, a boy dismissed by others, teaching him to read and standing with him in the desert. Their friendship exposes the Warden's corruption, breaks the Yelnats' curse, and wins their freedom. Through courage and loyalty, the truth buried beneath injustice is brought to light.

## Literary Spotlight

In *Holes*, Louis Sachar shows that justice may be delayed, but it can be reclaimed through courage, friendship, and persistence. Stanley Yelnats is wrongly sent to Camp Green Lake for a crime he did not commit, demonstrating how the justice system can fail innocent people. As Bryan Stevenson reminds us, “Each of us is more than the worst thing we’ve ever done,” and Stanley’s story reflects this truth. Though justice is postponed, it is Stanley’s courage and friendship with Zero that allow him to confront injustice and begin to reshape his destiny.

Stanley’s transformation begins when he takes a stand against the Warden, declaring, “I’m not digging your hole.” This act of bravery marks the start of reclaiming his agency. Zero, once silenced by neglect, grows through Stanley’s support, learning to read and finding his voice. Together, they uncover corruption, break the family curse, and claim freedom. Their friendship becomes a source of strength that allows them to overcome the cruelty of the camp.

Symbols reinforce these ideas. The wild onions protect the boys, showing how care can heal, while the lizards and relentless digging represent dangers and truths that must be faced. Though luck plays a role in finding treasure, Sachar

emphasizes that courage and loyalty guide fortune toward justice.

Ultimately, *Holes* illustrates that justice is not always immediate, but it can be achieved when truth, courage, and compassion align. The novel's universal message is clear: our past shapes us but does not imprison us, and even the harshest fate can be rewritten through bravery and friendship.

## Article Summary

The Equal Justice Initiative's "Wrongful Convictions" explains how innocent people are imprisoned through coerced confessions, unreliable witnesses, and poor legal defense. Poverty and race often determine who is most at risk, and once convicted, cases are rarely overturned. The article argues that justice requires systemic reform, not just individual exoneration.

Christian H. Cooper's *Why Poverty Is Like a Disease* compares poverty to an inherited illness, passed through generations and reinforced by education, healthcare, and social systems. Like disease, poverty cannot be overcome by effort alone but requires systemic solutions. His argument underscores how inequality is sustained by structures rather than individual failure.

## Voices in Dialogue

### Justice Beyond Courage

Can individuals break cycles of injustice, or does justice require systemic change?

Louis Sachar's *Holes* imagines a world where courage and friendship create the possibility of justice. Stanley Yelnats, punished for a crime he didn't commit, finds his turning point when he resists the Warden's control. With Zero by his side, he uncovers the camp's corruption and breaks a family curse. Their story suggests that individuals, through loyalty and persistence, can rewrite even what feels inevitable.

The Equal Justice Initiative offers a harder truth: once a person has been convicted, it is very difficult to overturn. Unlike Stanley, many innocent people cannot simply dig their way free. Christian H. Cooper's *Why Poverty Is Like a Disease* sharpens the point. He explains that poverty operates like an illness, systemic, generational, and reinforced by institutions. Even the most determined individual may remain trapped unless the system itself changes.

For me, the bridge between these texts is clear. *Holes* gives me hope that courage can open doors, but the articles remind me that courage alone is rarely enough. My persistence in swimming taught me resilience, but I had coaches and teammates supporting me. Not everyone has that kind of safety net. Together, these works argue that justice is strongest when individual courage meets fair systems. Courage may start the fight, but only justice in the system can finish it.

## Narrative Echo

“It’s just toxic luck,” they always said. The words clung to my skin like desert heat. I wiped sweat from my brow as the sun carved the canyon floor into sharp shadows. Another door slammed shut, its hinges rusted with my family’s name. They said the curse ran through our blood, the never-ending bad luck—what if it were real? I walked along the canyon’s edge, wondering whether it was a hoax.

Then a glint caught my eye: a rusted chain twisted around a dying cactus, metal biting into brittle green. I knelt, tugged it free. My pulse thundered as a question pricked my mind: Am I dragging this weight, or is it dragging me? I clenched the chain until it cut into my palm, feeling both pain and release as blood trickled down my palm. Beyond the struggle, tiny blooms thrust through cracked, lifeless earth, laughing at the sun. Life carved itself into the impossible.

Enough. I staggered to the cliff’s edge and let the chain tumble into the abyss, metal clanging against stone, a final echo of the past. At dusk, I filled out another job application, hands raw but steady. But this time, I didn’t scrawl my last name like an apology.

## Personal Reflection

Reading *Holes* connected me strongly with Stanley and Zero, watching them face unfair punishment yet still find strength in each other. Their story showed me that injustice doesn't always arrive as one big event but can build slowly, through silence, neglect, or cruelty. What mattered was the courage they found together, and the way their loyalty gave them hope.

One moment that stayed with me was when Stanley taught Zero to read. It wasn't just about letters on a page but about Zero finally being heard and valued. That made me think about times when I've felt overlooked, like during a swim meet when no one expected me to place.

The Equal Justice Initiative's article reminded me that in real life, most people can't "dig" their way free, since appeals are rare and hard to win. Christian H. Cooper's idea of poverty as a "disease" also echoed the Yelnats' curse, showing how systems can trap people even when they try hard.

For me, the lesson is that justice requires both: the courage of individuals and the fairness of systems. Without both, hope risks fading, but with them, even long-buried truths can rise.



## Chapter 7

### Dignity — Esperanza Rising

#### Classic Book

**Esperanza Rising (2000)** — Pam Muñoz Ryan

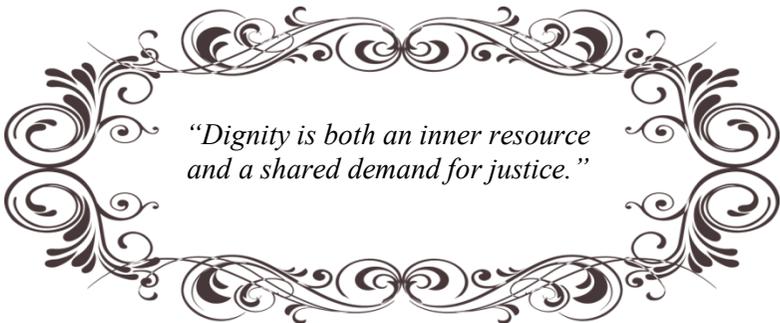
**Theme:** *Dignity as Resilience in the Face of Displacement*

#### Nonfiction Articles

**Esperanza Rising: From the Author (2000)** — Pam Muñoz Ryan, *Scholastic*

**Mexican Repatriation During the Great Depression, Explained (2017)** — Araceli Cruz, *Teen Vogue*

**Theme:** *Fear, Injustice, and Memory*



## **Book Summary**

*Esperanza Rising* tells the story of a privileged girl whose world collapses after her father's death and the loss of her home. Forced to flee to California during the Great Depression, Esperanza struggles to adjust to farm labour. At first, she is overwhelmed, but when her mother falls ill, she learns resilience and reminds herself that she must keep working to survive. With the crochet blanket from Abuelita as a symbol of strength and continuity, Esperanza grows from privilege to perseverance, finding dignity in endurance.

## Literary Spotlight

*Esperanza Rising* portrays dignity as both endurance and hope.

Esperanza begins with privilege but learns humility and courage when she declares, “I will work. I am not afraid.” Dignity also becomes communal, reflected in Isabel’s crowning as Queen of the May, which teaches Esperanza that pride can be shared. The crochet blanket symbolizes roots and resilience, passed down from Abuelita, while Esperanza’s anger and denial show that dignity is not perfection but persistence. Ryan suggests that dignity is not about avoiding hardship but transforming it into the ground where new hope can grow.

In the end, Esperanza’s dignity becomes a shield, not hiding weakness but carrying hope.

## Article Summary

Pam Muñoz Ryan notes that her grandmother's life inspired the novel and was marked by silence and fear of repatriation. A Teen Vogue article by Araceli Cruz describes how Mexican Americans, including U.S. citizens, were scapegoated and deported during the 1930s. Families were separated, homes were abandoned, and communities lived in fear of being targeted. Together, the author's note and the article reveal the history behind *Esperanza Rising*, showing that the novel's fiction reflects real injustice.

## Voices in Dialogue

### Dignity as Shield and Resistance

Esperanza's resilience mirrors the collective wounds described by Cruz. In the novel, Esperanza learns to survive through work, love, and community, with the crochet blanket as her anchor. In nonfiction, Cruz shows how entire families were uprooted, their dignity stripped away. Esperanza's story gives us one girl's survival, while Cruz reminds us that many real children never had such symbols to hold onto when their homes and families were torn apart.

My bridge is this: Esperanza could weave her blanket and plant seeds as reminders of strength, but children of repatriation were forced to leave their roots behind. Esperanza's shield of dignity feels personal, while Cruz shows that dignity also needs to be a form of communal resistance, protecting families from erasure.

Together, these voices suggest that dignity is both an inner resource and a shared demand for justice. For me, the lesson is clear: when I face hard times, I often turn to symbols, like wearing my old swim cap during races, but I know that for families facing injustice, dignity must go

beyond symbols. It must become solidarity, carrying each other through loss.

## **Narrative Echo**

Dear Abuelita,

Since Papa died and we lost our home, it feels as if the earth has opened beneath my feet. The dust stings my eyes in the camp, and the fields stretch endlessly, but when I weave the crochet blanket just like you taught me, I feel your hands guiding mine. The rhythm steadies me when fear and loneliness press in. At night, the voices in the cabins remind me that we are not alone, even when the silence of missing you feels sharp.

Today I planted a small seed in the dirt I carried from our land. Like the seed, I will grow roots here, even in soil that is not ours. I promise to stay strong for Mama and for myself. One day, when the seasons turn, and we are together again, we will sit side by side and weave this blanket anew. Hope will keep us bound, no matter the distance.

With love,

Esperanza

## Personal Reflection

*Esperanza Rising* taught me that dignity is not about never falling but about rising again and helping others rise too. In swimming, I sometimes hide nerves behind a steady face before a race. At my first competition, my hands trembled on the block, but I forced myself to breathe slowly and look calm. When the buzzer sounded, that practiced steadiness carried me through, stroke by stroke, until I touched the wall. That quiet strength became my dignity, not the absence of fear, but the choice to keep moving through it.

Esperanza's journey echoed this truth. Her resilience showed me that dignity is not just survival but choosing courage in hard times and sharing that strength with others. Cruz's article reminded me that dignity is also communal, a shield against injustice when families and cultures are threatened. For me, dignity is both the calm that carries me through the water and the strength that holds people together when the world feels unsteady.

## Chapter 8

### Truth — The Girl Who Drank the Moon

#### Classic Book

**The Girl Who Drank the Moon (2016)** — Kelly Barnhill

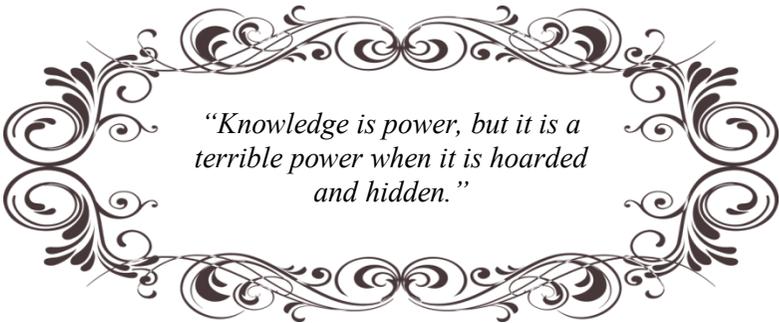
**Theme:** *Truth, Identity, and the Power of Stories*

#### Nonfiction Article

**“How Telling Stories Makes Us Human” (2017)** —

Jeffrey Kluger, *Time*

**Theme:** *Storytelling as the Core of Human Connection*



## Book Summary

In Kelly Barnhill's *The Girl Who Drank the Moon*, the Protectorate sacrifices an infant each year to a feared witch. Xan, the witch, secretly saves the babies and places them with loving families. One night, she accidentally feeds a baby, Luna, moonlight instead of starlight, filling her with unpredictable magic. Xan raises Luna alongside Glerk, an ancient swamp creature, and Fyrian, a small dragon. As Luna approaches her thirteenth birthday, the spell suppressing her magic begins to falter. In the Protectorate, Sister Ignatia, who thrives on sorrow, enforces control through fear. The story threads converge when Luna's power awakens fully, Xan returns, and Ignatia's past is revealed. The truth ends the sacrifices, eases the town's grief, and allows families and community to heal.

## Literary Spotlight

Barnhill shows that lies sustain power while truth dismantles it. The Protectorate spreads the myth of a cruel witch demanding infants, legitimizing fear and compliance. Antain resists the story, refusing to accept endless grief as necessary, demonstrating that challenging entrenched narratives opens paths to change. Eventually, the truth emerges: Xan is kind, and Ignatia has been feeding on sorrow to maintain power. Once revealed, her control collapses.

The novel highlights that authority relies on the stories people believe. A single harmful tale can imprison a whole community, and liberation begins when that story is dismantled. Barnhill reminds us that truth is more than a plot point; it is a force that confronts fear and rebuilds trust.

## **Article Summary**

Jeffrey Kluger argues that storytelling is essential to human life, shaping trust, cooperation, and survival. Among the Agta people of the Philippines, skilled storytellers fostered stronger, more cooperative communities. Villages with compelling storytellers shared resources more fairly and built deeper trust. Storytellers also gained status and greater success, showing that narrative skill enhances survival. Kluger emphasizes that storytelling is not mere amusement. It transmits values, cultivates empathy, resolves conflicts, and sustains community. He concludes, “Storytelling is one of the most powerful tools humans possess.”

## Voices in Dialogue

### Stories That Confine, Stories That Liberate

Stories shape how we understand the world and how communities survive, but their power is double-edged: they can imprison or free, divide or unite. Barnhill's *The Girl Who Drank the Moon* and Kluger's article "How Telling Stories Makes Us Human" reveal this truth.

In Barnhill's novel, the Protectorate is trapped by a harmful story: the witch is evil and demands infants. The lie spreads fear, divides the people, and forces compliance. The community remains trapped until Luna's true identity and Xan's kindness are revealed. As Barnhill writes, "The truth will set you free, but first it will make you miserable," showing that painful honesty can lead to healing.

Kluger complements this with his study of the Agta people, where storytellers fostered trust, generosity, and cooperation. Storytelling becomes a survival tool, binding communities together.

Together, these works show that stories are never neutral. They can spread fear and suffering or nurture empathy and resilience. We must question the stories we inherit and choose those that heal rather than harm.

## **Narrative Echo**

Just outside the square, I crouched on the rooftop. Dew seeped into my fingertips, making the tiles slick. The scent of cabbage drifted upward from the cooking fires. In a low voice, the elders said, "The witch demands an infant each year, or she will punish us all." The crowd shivered. A cough echoed, followed by an infant's whimper. The silence weighed on the stage.

I believed them once. The story seemed unbreakable, etched into the Protectorate itself. But last night, I slid into the swamp. Xan was there. Not the beast of the stories, not the cruel witch. She rocked a child wrapped in light, the way my mother once rocked me. Her face was tired, not cruel. The sight froze me.

The village continues despite the lie. It is rough, worn, and warm enough to keep the cold at bay, like the cloak around my shoulders. In my hands, the truth feels small and fragile, like a trembling bird. Maybe I can save the next child if I speak it aloud. Or perhaps I will be ignored, isolated, my voice lost among the people I care for. Staying silent keeps me safe, but the lie will endure year after year.

The prayer bell tolled low and steady, folding into the night. Cold crept through the tiles into my bones, yet I looked up.

The moon hung over the square like a silent witness, its silver light pressing on every shadow, every lie. My throat ached with words unsaid. Tonight, I keep them buried. Tomorrow, perhaps, I will let them rise.

## **Personal Reflection**

Reading these works reminded me that truth is often uncomfortable, but it builds trust. In elementary school, I saw a classmate spread a rumour that hurt another student. Many of us believed it at first. When the truth came out, people felt embarrassed, but honesty allowed friendships to heal. I also remember admitting a mistake in swim practice instead of blaming the clock. It was awkward, but it made my coach trust me more.

Barnhill and Kluger show that stories can mislead or unite, and I try to choose truth even when it feels harder. Stories are not just entertainment; they carry values, lies, and lessons that shape how people act. A single false story can trap a community in fear, while a truthful story can foster empathy and hope.

The stories we tell and believe are never neutral. They can divide us or bring us closer. I want to choose stories that heal and connect.

## Chapter 9

### Courage — A Place to Hang the Moon

#### Classic Book

**A Place to Hang the Moon (2021)** — Kate Albus

**Theme:** *Quiet Courage and the Search for Belonging*

#### Nonfiction Article & Excerpt

**WWII Evacuees (2011)** — David Prest, *BBC*

**Theme:** *Emotional Cost of Evacuation*

**"Dear Mum" (1940)** — Betty L., age 12, WWII Evacuee Letter

**Theme:** *Prepared Bravery and Hidden Fear*



## **Book Summary**

In *A Place to Hang the Moon*, three siblings move between households in wartime England, searching not just for safety but for a sense of family. Their politeness carries more than manners—it is courage in disguise, a willingness to risk rejection again. The novel shows that belonging does not simply appear; it comes only after the courage to trust strangers, to keep asking for a place and to dare to hope despite fear. Kate Albus reminds readers that home is not merely shelter but love earned through persistence and bravery.

## Literary Spotlight

The children's restraint is itself a form of bravery. William leads by pushing forward even when uncertain. Anna's small, practical gestures carry hidden strength, while Edmund's defiance shows that fear can wear the mask of sharpness. Together, they reveal that courage often arrives quietly, as endurance and persistence. As one critic notes, "Courage often whispers rather than roars." This is clear when the children knock on another stranger's door, bracing for rejection. Their courage is not dramatic but repeated, quiet persistence.

The story also explores the tension between dignity and vulnerability. The children are polite to strangers who may or may not respond kindly. Politeness becomes an act of bravery, keeping hope alive when despair would be easier. The novel shows that in war, dignity often means risking rejection in silence. By daring to keep knocking, the children show that courage is the first step toward belonging, the willingness to hope when hope feels most fragile.

## Article Summary

The BBC article on World War II evacuation shows how children were spared from bombs but carried loneliness and fear. Safety did not erase the emotional toll. Betty L.'s letter captures this hidden struggle: she had folded her coat by her bed to run quickly, sipped hot milk to calm her nerves, and reassured her parents that she was brave. Her words echo the novel's theme: courage is quiet, found in small acts of endurance that reach toward belonging. Prest's article explains how evacuees often faced long separations, awkward foster placements, and invisibility. These accounts show that while evacuation saved lives, it also left emotional scars. Children needed courage not only to survive the Blitz but to endure the loneliness of displacement.

## Voices in Dialogue

### Courage Beyond Survival

When Bravery Isn't Enough: What Does Courage Protect, and What Does It Cost?

In *A Place to Hang the Moon*, the children's courage is trusting strangers again. William's words, "Maybe this will be our place at last," carry both hope and the shadow of rejection. In nonfiction, the BBC article shows that evacuation brought safety but also deep loneliness, while Betty's letter reveals how children masked fear through small rituals of bravery. Together, they show that courage opens the door to survival, but belonging requires more.

Displacement often forced children into fear and silence, yet the novel suggests that the courage to keep reaching out eventually builds belonging. My bridge is this: courage shields children from despair, but it does not guarantee love. The novel ends with a family found, while real evacuees often received safety without a home.

This made me think about children today who hide worries behind good behaviour, waiting for the courage to ask for connection. Courage alone is not enough; it must meet welcome, or the brave knocking on doors will echo unanswered.

## **Narrative Echo**

Dear Diary,

Tonight, the sky was darker, and the distant rumble made us hold our breath. William clutched the paint tin tightly, his knuckles pale. I folded my coat by my bed so I would not look scared, even as my heart raced. Edmund whispered a joke under his breath, trying to make us laugh, though his voice trembled. We stayed close, silent, waiting for the noise to fade.

I could hear the creak of the old house and the whistle of the wind through the cracks. It felt like the night itself was testing us. Still, we held on. Maybe one day we will paint a door that is only ours, bright blue, with a golden handle. When we close it, we will know we are safe at last. Until then, we wait with courage, hoping our family is just one door away.

## Personal Reflection

Reading *A Place to Hang the Moon* reminded me that courage must come before belonging. William, Anna, and Edmund dared to hope even when rejection loomed. The BBC article and Betty's letter showed how real evacuees endured fear in silence, surviving but often without comfort. It made me realize that courage can protect you, but it can feel isolating.

At Andover, I felt nervous joining the swim lane with older kids. I wanted to belong, but my heart raced. When I finally asked to join, I was welcomed. Courage came first, and belonging followed. Without asking, I would have stayed outside the lane, convinced I didn't belong. The story and the history show that risking rejection is the only way to find acceptance. They also remind me that courage is not only about big dangers but about everyday risks of the heart. Belonging may be the reward, but the first step is always bravery.



## Chapter 10

### Teamwork — The Boys in the Boat

#### Classic Book

**The Boys in the Boat (2013)** — Daniel James Brown

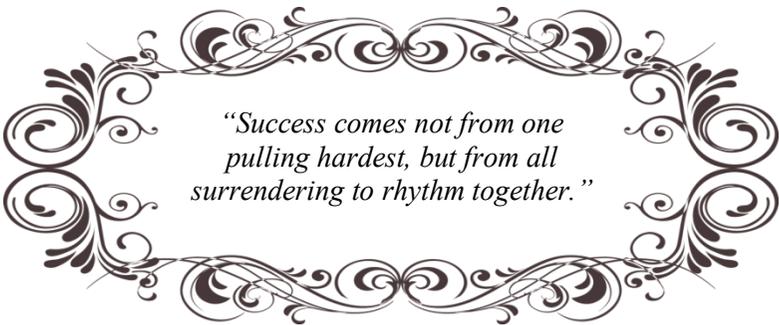
**Theme:** *Teamwork as Trust, Rhythm, and Shared Purpose*

#### Nonfiction Article

**“Together, We Can Do This: The Best Sport Teams Are Greater Than the Sum of Their Parts” (2021)** —

Matt Slater and Jamie Barker, *Frontiers for Young Minds*

**Theme:** *Coordination, Trust, and Shared Goals*



## **Book Summary**

Brown tells the story of nine University of Washington rowers whose journey in the 1930s culminates in a gold medal at the 1936 Berlin Olympics. At the center of the book is Joe Rantz, who grows from a self-reliant, isolated youth into a teammate who learns to trust others. Rowing requires rhythm, humility, and the willingness to set aside ego, as success depends not on individual brilliance but on achieving “swing,” a harmony where the crew moves as one.

## Literary Spotlight

Both *The Boys in the Boat* and Slater and Barker's article reveal that teamwork thrives not on individual glory but on collective strength. Joe Rantz learns that rowing is not about personal power but about timing, trust, and rhythm with others. Swing, the perfect harmony of a crew, comes only when each rower surrenders ego for unity. In the same way, the article shows that athletes succeed most when they identify strongly with their team, encouraging and motivating one another. Whether in sports or school, achievement comes when individuals replace "I" with "We." This is why stories of teams resonate so deeply: unity transforms effort into something greater than any single contribution.

## **Article Summary**

Matt Slater and Jamie Barker explain that successful sports teams are built not on star players but on shared purpose and connection. Athletes who feel deeply connected to their team put in more effort, manage stress better, and perform with greater confidence. Coaches cultivate this environment by fostering identity, belonging, and shared values. The article highlights the 3Rs intervention—Reflecting, Representing, and Realizing—as a way to strengthen team cohesion. Ultimately, it shows that teamwork flourishes when individuals prioritize the collective over the individual.

## Voices in Dialogue

### Rhythm Over Ego

*The Boys in the Boat* and Slater and Barker's article insist that success comes from trust, rhythm, and togetherness rather than individual talent. Joe Rantz's story exemplifies this. His early independence threatened isolation, yet rowing forced him to see that the boat only moves well when every oar strikes in unison. He had to give up rowing for himself and row instead for the crew. Swing was possible only when he trusted the others fully.

The article mirrors this idea, moving from myths of star athletes to the science of connection. Athletes who strongly identify with their team encourage each other, put in extra effort, and manage stress more effectively. Coaches who nurture cohesion and shared identity allow teams to perform with resilience and confidence. In rowing, as in life, success is measured not by a single person's power but by the harmony people build together.

My experience with swimming relays reflects the same lesson. Even the fastest swimmer cannot win alone. Success depends on the precision of takeovers, encouragement from teammates, and the faith that each swimmer will give their best. Relays, like rowing, demand surrendering ego:

the second swimmer trusts the first, the third trusts the second. When the relay clicks, it feels effortless, an aquatic version of swing.

## **Narrative Echo**

I am the shell that carried them across the water. At first, their strokes were uneven—each oar biting its own rhythm, each man proving his strength. I lurched under their effort, heavy with mistrust. But over the season, something shifted. Their breath aligned; their bodies moved with the same pulse. Their weight settled into me not as nine separate burdens but as one rhythm, flowing like a single heartbeat.

In Berlin, under the world's gaze, the final test came. The water was restless, the stakes immense. They climbed into me, hearts pounding, spirits steady. As the coxswain called the rhythm, I felt them surrender, no longer nine men, but one crew. Their oars struck together, each stroke echoing the last. Resistance faded, replaced by flight. I surged forward, light and alive, as if the water itself welcomed their unity.

This was swing: not strength, not speed, but trust made visible. Silence between strokes, breath merging, effort dissolved into rhythm. In that moment, I carried not individuals but a single soul stretched across nine bodies. And so we crossed the finish, proof that victory comes not from one pulling hardest, but from all surrendering to the rhythm together.

## **Personal Reflection**

When I think of teamwork, I think of my swimming relays. The moments before a takeover are nerve-wracking: standing at the block, eyes fixed on the incoming swimmer, praying not to jump too early or too late. But those nerves ease when I remember that my teammates trust me just as I trust them. Each of us carries the race for only a few seconds, yet we rely on one another completely.

Early practices build that trust. Just as rowers rise before dawn to train, relay swimmers endure endless laps to refine strokes and timing. Encouragement during practices, cheering after hard sets, pats on the back—they become the glue that holds us together. The relay's magic is not in one swimmer's speed but in the seamless exchange of effort.

I see the same truth beyond the pool. In class projects, success comes when everyone does their part and respects each other's contributions. In my Language & Logic club, debates work best when we listen as much as we argue. Even in family life, trust allows us to rely on one another.

Teamwork, I've realized, is giving your best while trusting others to do the same. Like rowing in swing or a relay

perfectly touched off, trust transforms effort into something shared.



## Epilogue

When I look back at these chapters, I see more than books. I see questions. Each story left me wondering: What is justice? What makes us belong? How do we carry dignity when life is unfair?

One word keeps coming back: *curiosity*. It was curiosity that made me turn each page, that made me ask how fiction and nonfiction speak to each other, and that helped me find connections to my own life. Curiosity isn't about having the answers. It's about being willing to keep asking, even when the questions are messy or hard.

This book doesn't close those questions; it just leaves them open, like bookmarks waiting for the next chapter. And honestly, I'm excited to see what stories will surprise me next.

— Pearl



## Acknowledgments

First, thank you to my parents for always cheering me on (and sometimes reminding me to stop procrastinating). You taught me that writing isn't about being perfect the first time, but about keeping at it until the words feel true.

Thank you to my teachers, who encouraged me to read widely and ask way too many questions. And a big thanks to the librarians, both at the Toronto Public Library and at my schools, who always seemed to hand me the exact book I didn't know I needed. I also owe a smile to the bookstore staff who said things like, "If you liked that one, try this," and somehow always got it right.

To my friends: thank you for listening when I went on and on about characters as if they were real people. And to my younger brother Max: thanks for swapping books with me and letting me read your stories. Teaching you a little about writing reminded me why I love it so much: stories are even better when they're shared.

Finally, thank you to everyone holding this book. You are part of the adventure. I hope these pages remind you that stories don't just sit quietly on shelves: they grow, change, and sometimes even surprise us when we least expect it.



## About the Author

Hi, I'm Pearl. When I'm not reading or writing, you'll probably find me swimming laps, laughing with friends, or sketching ideas in the margins of my notebook. I love asking "why" questions and sometimes even annoying my family with random fun facts.

Writing this book taught me that stories aren't just something we read; they shape how we live, dream, and connect with others. I don't know where this reading journey will take me next, but I'm excited to find out.

Thanks for joining me on my first big project. You can find more of my reflections and new essays at my *Language & Logic* website: [www.pearlzhu.org](http://www.pearlzhu.org).







