



# **Brothers of the Fire Star**

## **Core Curriculum Standards-Based Study Guide**

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**Chapters 26-30**  
Version 2.0 – January 1, 2016

Name \_\_\_\_\_ Period \_\_\_\_\_

## Chapters 26 – 30: Vocabulary

**Directions:** *Working in teams of two, find the definitions of each word or term. Share them with the class and be sure to keep them to study for quizzes and tests.*

1. Lashings
2. Absentmindedly
3. Machete
4. Pellucid
5. Phosphorescence
6. Acutely
7. Intrude

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## **Note-Taking Guide: Chapter 26**

*To keep track of the story as it develops, it is helpful to keep notes for each chapter. You do not need to use complete sentences.*

Setting:

Characters:

Summary of Chapter:

Prediction of Coming Events:

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### **Note-Taking Guide: Chapter 27**

*To keep track of the story as it develops, it is helpful to keep notes for each chapter. You do not need to use complete sentences.*

Setting:

Characters:

Summary of Chapter:

Prediction of Coming Events:

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## **Note-Taking Guide: Chapter 28**

*To keep track of the story as it develops, it is helpful to keep notes for each chapter. You do not need to use complete sentences.*

Setting:

Characters:

Summary of Chapter:

Prediction of Coming Events:

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## **Note-Taking Guide: Chapter 29**

*To keep track of the story as it develops, it is helpful to keep notes for each chapter. You do not need to use complete sentences.*

Setting:

Characters:

Summary of Chapter:

Prediction of Coming Events:

Name \_\_\_\_\_ Period \_\_\_\_\_

### **Note-Taking Guide: Chapter 30**

*To keep track of the story as it develops, it is helpful to keep notes for each chapter. You do not need to use complete sentences.*

Setting:

Characters:

Summary of Chapter:

Prediction of Coming Events:

Name \_\_\_\_\_ Period \_\_\_\_\_

## Comprehension Check: Chapter 26 – 30

Directions: *Read Chapters 26 – 30 and, using complete sentences, write your answers in the space provided.*

### Chapter 26

1. In the beginning of the chapter, what do the boys notice about each other?

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2. As life on the island settled into a routine, what are three things the boys typically did during the day.

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3. Retawasiol, the old navigator, compares the slow process of learning to navigate to the blooming of a flower. This is an example of what element of style? (Circle your choice.)

- a. Metaphor
- b. Figurative language
- c. Rhythm
- d. Repetition



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## Comprehension Check: Chapters 26 – 30 (continued)

### Chapter 27

4. When the Japanese captain returns, he asks for Joseph’s book. What do the old navigator and Napu say they did with it?

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5. After the Japanese captain leaves, what does Retawasiol tell the boys they must do?

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### Chapter 28

6. After Retawasiol teaches Napu and Joseph about the importance of “fighting stars” to navigation, what do they spend the day doing?

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Name \_\_\_\_\_ Period \_\_\_\_\_

## Comprehension Check: Chapter 26 – 30 (continued)

7. After a day of sailing the proa on the open sea, how do Napu and Joseph feel about their skills?

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### Chapter 29

8. How does the old man react to Joseph and Napu's sitting around talking about girls? Do you think he means it?

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9. When Napu, Joseph, and the Retawasiol go sailing again, the boys have to navigate the canoe. How does Joseph feel when it is his turn and he has to guide them back to the island?

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Name \_\_\_\_\_ Period \_\_\_\_\_

## Core Standard: Character Development

The characters are the most important element in a story. Some authors feel that if you have great characters the story will “write itself.” That means that if the characters are “real,” with powerfully developed personalities, the author will know how that character will react to any given situation.

Major characters are those that play important roles throughout the story. Minor characters are those that may appear only briefly or whose influence on the other characters or on the action of the story is not very important.

Major characters usually change or develop as they move through the actions and events of a novel. They learn and grow. They may become stronger or weaker, or more foolish or wiser. They can become better people or they can become worse people. Great characters are not all good or all bad. They are like real people in that they have positive attributes as well as negative attributes.

*Directions: Below is a list of the major characters in Brothers of the Fire Star. Use complete sentences to answer the questions about each character and his development.*

### **Character: Joseph**

When the story begins, Joseph is an almost-thirteen-year old boy who does not know how to fish, sail, open a coconut, or navigate and has little self-confidence. How has he changed by Chapter 30? What experiences do you think changed him the most?

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Name \_\_\_\_\_ Period \_\_\_\_\_

## **Core Standard: Character Development (continued)**

### **Character: Napu**

When Joseph first meets Napu in the jungle, Napu has important knowledge and skills that Joseph does not have. He seems very self-confident but he does not want Joseph to find out that he really does not know how to navigate using the stars. By Chapter 30, how has Napu changed?

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### **Napu and Joseph's Relationship**

How has Joseph and Napu's relationship has changed in the course of the story so far.

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Name \_\_\_\_\_ Period \_\_\_\_\_

## Character Development (continued)

3. As we have seen, most characters change or grow as the story unfolds. Does the Spirit of the Voyage change? Explain your answer.

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### Character: Retawasiol, the Old Navigator

4. Describe the relationship Retawasiol has with Napu and Joseph? How do you think the boys feel about the old man?

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