



Brothers of the Fire Star

Core Curriculum Standards-Based Study Guide

A Novel By
Douglas Arvidson

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Brothers of the Fire Star: Literature Guide

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About this Literature Guide

I was very gratified by the reception my novel, *Brothers of the Fire Star*, received from editors, my publisher, and from reviewers. Most important to me, however, was the enthusiastic response of teachers and young-adult readers. It was suggested by an educator, in fact, that I develop a study guide so the book could be more easily used in the classroom, and so I set about to do just that. Having spent thirty-two years working closely with classroom teachers in the public schools as a speech-language pathologist, I was no stranger to the demands of core curriculum standards. I am thankful, too, to have had Jennifer Scarborough as a consultant on this project. With her M.Ed. in Curriculum and fifteen years of teaching experience, her input was invaluable.

This guide differs from other commercially available literature guides in two important ways. First, it was developed by the actual author of the book rather than by a separate company. Second, it is free. You simply need to visit my website, www.douglasarvidson.com, and go the page labeled, “Teachers” Study Guide for *Brothers of the Fire Star*.” You can print out the whole guide or just those pages you need.

I hope this guide will be easy to use. There are forty-four chapters and an Epilogue with each chapter being three to five pages long. A student should be able to read a chapter a day and I have organized the activities so that they will last nine weeks—five chapters each week. As you can see in the Table of Contents, each chapter has a section devoted to vocabulary, comprehension, and the core standards. Additionally, at the end, there are chapter comprehension and vocabulary quizzes and a final test. Where possible, I encourage teachers to have students work together cooperatively in small groups rather than individually.

One of the wonderful benefits of having been an educator and being an author who developed the study guide for his own book, is that I can communicate with teachers directly. I will always consider this guide to be a work in progress; we will continue to seek to improve and expand its contents and notify users of these changes via my website or my newsletters. If you have questions, concerns, or suggestions, please feel free to connect with me via email: darvid46@yahoo.com. It is good to know that if you, as educators, feel that there are changes or improvements that can be made to the guide, I can make those changes immediately via the website.

A Word About Lexile Measure

Brothers of the Fire Star received a Lexile Measure of 900L. The Lexile Measure of the book is based on an analysis of word frequency and sentence length but not the book’s content; that is, not the ideas or themes expressed by those words and sentences. The reading levels of students vary widely despite their grade placement. A Lexile Measure of 900 means that this book may be appropriate for students as low as the 5th or 6th grade. However, it may also be appropriate for students in the 10th or 11th grades. The content/interest range will certainly include middle school, high school, and adult readers.

Name _____ Period _____

Core Standard: Author Biography

Douglas Arvidson

Douglas Arvidson was born on November 25, 1946 in Passaic, New Jersey. Until the age of ten he lived in a rural setting and helped around the neighbor's farm. In 1957 he moved with his family to a small farm in the Berkshire hills of Massachusetts. Here the family had chickens, pigs, cows, horses, and big vegetable garden. Arvidson spent a great deal of his spare time exploring the surrounding forest with his dog and as soon as he was old enough, he joined the local Boy Scout troop. His experiences on the farm and in Scouting resulted in a powerful attachment to the out of doors and a strong urge to seek adventure.

Arvidson also loved reading, especially adventure books by Jack London. When he was in sixth grade, his first short story was published in the school newspaper and his teacher's positive comments about his writing left a lasting impression.

After graduating from high school, he attended college in Boston, studying radio and television broadcasting, but left to join the Army during the Viet Nam War. After serving in the Signal Corps in the Republic of China for three years, he returned to school and finished both a Bachelor's and a Master's degree in Communication Disorders. He then began his career as a public school speech-language pathologist.

For the next thirty-two years, Arvidson and his wife lived and taught in Virginia, the Florida Keys (where he learned to sail), and around the world including two years in Iceland, twelve years in Germany, and eleven years on Guam in the western Pacific. During this time, he traveled widely in Europe, Russia, and Asia and concentrated on learning the craft of writing. In 1994 his first commercially-published short story appeared in a literary magazine in Minnesota and in 1997 he won the WICE/*Paris Transcontinental* International Short Story competition in Paris. His short fiction has also been published in other literary magazines in the United States and in Europe. Most recently his work has appeared in *The Prague Revue*, a cutting-edge, online, literary journal based in the Czech Republic where he is now a regular contributor.

In 2006 his novel, *The Face in Amber*, was released and was followed by two more books in the *Eye of the Stallion* fantasy-adventure series. *Brothers of the Fire Star* was published in October 2012 to enthusiastic reviews.

Arvidson currently divides his time between a small town on the Eastern Shore of Virginia and the island of Guam. He continues to sail, travel, and write.

Name _____ Period _____

Core Standard: Expository Writing—Author Biography

Directions: Read the biography of Douglas Arvidson and answer the questions by choosing the best answer.

1. _____ Why do you think it is important to know about the life of an author?
 - a. to understand the influences that shaped his or her writing
 - b. to find out where he learned to sail
 - c. to find out what countries he has lived in
 - d. to find out when he started writing

2. _____ What experiences do you think encouraged Douglas Arvidson to want to be a writer?
 - a. learning to sail while living in Florida
 - b. his love of reading and his teacher's praise for his first story
 - c. exploring the forest with his dog
 - d. traveling around the world

3. _____ Why were his experiences as a Boy Scout important to his writing?
 - a. Because he learned how to tie knots.
 - b. Because he did a lot of hiking.
 - c. He enjoyed the adventures that Scouting offered.
 - d. He made a lot of friends.

4. _____ Why do you think writing short stories was important in Douglas Arvidson's development as a writer?
 - a. By writing short stories he became a better writer.
 - b. Writing short stories did not pay very well.
 - c. He enjoyed getting published.
 - d. He liked traveling to Paris.

Name _____ Period _____

Critical Thinking: Introduction

Directions: *Read the following essay and then form groups to discuss your answers to the questions that follow. Use a map of the Pacific Ocean to locate the islands and countries that are referred to. Write your answers in the space provided.*

The author includes an introduction to *Brothers of the Fire Star* to provide the reader with background information that is important for understanding the book. In the introduction, Douglas Arvidson refers to three topics: World War II, the navigation skills developed by ancient Pacific island seafarers, and the affect that the arrival of the Spanish in the western Pacific over five hundred years ago had on the people and culture of the islands.

World War II: The war in the Pacific, which was part of a wider world war that included Europe and Africa, was fought from December 1941 until September 1945, when the Empire of Japan, seeking to expand its economic and military influence, attacked the United States. The Allied powers, including military forces of the United States, Australia, the Republic of China, the United Kingdom, the Commonwealth of the Philippines, as well as the Netherlands, New Zealand, and Canada, joined forces against Japan. The war, which took the lives of millions of people, ended with Japan's defeat.

Traditional Navigation: Some three to four thousand years ago, people from Southeast Asia, most likely from the northern Philippines or eastern Indonesia, began sailing their proas or canoes eastward into the vast Pacific Ocean. To find their way among the thousands of islands that dot the Pacific, they learned to use what nature provided: the stars, sea life, sea birds, ocean waves, winds, and clouds. This method of navigation required many years of study and, because the people at the time had no written language, the knowledge was memorized and passed down orally from generation to generation. Possessing the knowledge of how to navigate gave a person much power and authority and that knowledge was protected and considered secret; only a relatively few men were chosen to learn it.

The Arrival of the Spanish: In 1295, over seven hundred years ago, an Italian explorer, Marco Polo, brought back to Europe tales of the riches to be found in the Far East. Because travel over the land routes was slow and dangerous, European countries

Name _____ Period _____

Introduction (continued)

started looking for ways to sail there across the vast oceans. This eventually resulted in ships from Spain finding their way to the western Pacific. In 1521 Spanish ships led by the Portuguese captain, Ferdinand Magellan, arrived in what is now the Mariana Islands. Within the next few hundred years, the Spanish colonized the islands, imposing their culture and religion on the people. The people of the islands resisted but were defeated by the superior Spanish weapons. The Spanish sought to subjugate the people by destroying their culture and this resulted in the loss of the ancient and secret skill of navigation. The secrets of the ancient Pacific navigators did survive in the Caroline Islands south of the Marianas, however, and are still taught and used there today.

Introduction: Comprehension Check

(You may refer back to the essay to help you with the answers.)

1. Why does an author sometimes include an Introduction to his or her book?

2. When was World War II fought? Why did Japan attack the United States?

3. Why did the Spanish start sailing around the world and across the Pacific? What was the effect of the Spanish influence on the peoples of the Mariana Islands?

Name _____ Period _____

Introduction: Vocabulary

Directions: Form groups and split these terms up among the groups. Each group will find the meanings of the terms assigned to them and report to the class.

1. World War II
2. Brotherhood
3. Self-reliant
4. Universe
5. Pacific Ocean
6. Atolls
7. Archipelagos
8. Navigation
9. Wayfinding
10. Global Positioning System (GPS)
11. Ancient
12. Ferdinand Magellan
13. Indigenous
14. Guahan
15. Mariana Islands
16. Pearl Harbor
17. Spirits of the ancestors

Name_____ Period_____

The Proa: A Carolinian Voyaging Canoe—*The author provides a drawing of the type of canoe sailed in the book. As a class or in groups, look carefully at the drawing and, using the Internet or local resources, research the following terms:*

1. Carolinian (as it refers to islands in the Pacific)
2. Proa
3. Stays (as they refer to sailboats)
4. Shrouds (as they refer to sailboats)
5. Outrigger
6. Tam
7. Hull
8. Eye
9. Sail
10. Spars

Name _____ Period _____

Core Standard: Understanding Genre

Historical Fiction

Books are written in a certain “genre.” Genre means a specific style or category of writing such as fantasy, science fiction, young adult, mystery, etc. *Brothers of the Fire Star* falls in the genre called “historical fiction.” Below are the characteristics of the historical fiction genre:

1. Historical setting—Historical fiction has an authentic setting with historically correct details concerning political, social, and religious history.
2. Historically accurate characters—The people in historical fiction books should look, act, and dress like the people of that historical era.
3. Plausibility—Historical fiction should depict the values and prejudices of that historical era.
4. Accuracy—Historical fiction avoids distorting history for the sake of political correctness or cultural sensitivities of the current time.
5. Artistic License—Historical fiction should not change historical fact. But reasonable changes for the sake of character development or plot are acceptable.

Discussion: Brothers of the Fire Star is set during World War II when the Americans and their allies were fighting the nations of Germany and Japan. The world was very different then. In keeping with the historical fiction genre, the author accurately depicts the Japanese invasion of Guam as brutal and the Japanese soldiers as merciless. How have the Japanese people changed? How is the government of Japan different now than in 1941?

Name_____ Period_____

Note-Taking Guide: Chapter 1

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 2

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 3

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 4

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 5

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 _____

Chapters 1 – 5: Vocabulary

Use a dictionary as well as how they are used in the context of the book to understand the meaning of these words and terms. Keep these definitions to study for quizzes and tests.

1. Concussions
2. Searing pain
3. Intertwining branches
4. Banyan tree (*nunu* tree)
5. Ancestors
6. Trans-Pacific cable station
7. Acrid
8. Diminished
9. Procession
10. Bomb craters
11. Corrugated metal
12. Chaotic
13. Unscathed
14. Harbor
15. Fervently
16. Windward
17. Leeward
18. Perpetual
19. Serenity
20. Sword grass
21. Negotiated the curves
22. Ravine
23. Rivulets
24. Gunwale

Name _____ Period _____

Comprehension Check

On a separate piece of paper, answer the questions below. Use complete sentences.

Chapter 1

1. Where is Joseph when the planes attack his village?
2. How does his uncle feel about his exploring?
3. Where does Joseph hide when the bombing begins?
4. What happens to Joseph after he falls asleep?
5. What has he been told about the *nunu* tree?
6. What does the Spirit of the Voyage tell Joseph?

Chapter 2

1. When Joseph returns to the village, what does he find?
2. Where does his uncle work?
3. Who does he meet on the road to the village and what does this boy tell him?
4. What happened to his uncle?
5. When Joseph finds him lying in the water, what was his uncle holding?
6. Where does Joseph go after he finds his uncle?

Chapter 3

1. When Joseph wakes up he is not certain how long he has been sleeping. What does he find that helps him figure out what the date is?
2. Why is the date December 7, 1941 important?
3. When the planes attack the village again, where does Joseph go?
4. What does Joseph take with him when he escapes the village?
5. What two things does Joseph find along the side of the road?
6. When Joseph gets thirsty, what does he try to do?
7. What happens when a truck carrying Japanese soldiers sees Joseph on the side of the road?

Chapter 4

1. What does Joseph have to search for when he finds himself in the jungle at the bottom of the ravine?
2. Joseph sits on a log to rest. What does he hear when he closes his eyes?
3. What is Napu doing when Joseph sees him?
4. Why doesn't Napu want to take Joseph with him when he escapes?
5. What does Napu think of what Joseph has in the sack?

Name_____ Period_____

Comprehension Check (continued)

Chapter 5

1. What does Napu have Joseph do when they start to leave the river in the boat?
2. What happens when they meet the Japanese patrol boat?
3. After the patrol boat is gone, what do the boys do?

Name _____ Period _____

Directions: Read the following essay and on the next page answer the questions by writing the word “true” if the statement is true, and “false” if the statement is false.

The Chamorro People and The Taotaomo’na*

In Chapter 1, when we first meet Joseph, he is in the jungle exploring when the Japanese army begins its attack on the island of Guahan (Guam). Looking for a place to hide from the bombs, he takes refuge deep among the roots a banyan tree, a type of fig tree that the Chamorros, the indigenous people of Guahan, call a nunu tree. Joseph remembers that the Chamorros believe that the taotaomo’na, the spirits of their ancestors, live among the tangled, twisting roots of the tree and he has been warned to treat the tree with great respect and ask permission to walk near it. And, indeed, when Joseph falls asleep, he is awakened by the ghost of an ancient Chamorro who says he is the Spirit of the Voyage.

While for many people the belief in spirits is just superstition, to many others the spirit world is very real. For many on Guahan, the taotaomo’na, whose name means “the people of before,” really exist and must be treated with respect and, in some cases, feared. Over the centuries, the Chamorro way defining or understanding the taotaomo’na, however, has changed.

In times past, the taotaomo’na were thought to be the spirits of close ancestors who were still looked upon as members of the family. They were referred to by name, it was believed they played a major role in daily life, and they were asked to help and give protection in times of trouble.

At other times, taotaomo’nas were thought to be the spirits of ancestors who lived so long ago that the family no longer had a real connection with them. If this taotaomo’na’s help was needed to heal a sick family member, the help of a “medicine man” was needed to reach the spirit.

Under the influence of Spanish Catholicism, Chamorros today have come think of the taotaomo’na as pesky, troublesome, or even evil spirits rather than the helpful spirits of ancient ancestors. They feel they cannot be trusted and are, in fact, feared because of their ability to cause illness or physical harm.

*Reference: www.Guampedia.com

Name _____ Period _____

- 1. _____ The indigenous people of Guahan are called *Chamorros*.
- 2. _____ The Chamorros' beliefs in the taotaomo'na have not changed over the centuries.
- 3. _____ The word Chamorro means "the people of before."
- 4. _____ A banyan tree, called a nunu tree by the people of Guahan, is a type of palm tree.
- 5. _____ In former times, it was believed that the taotaomo'na could be called to help a Chamorro family in times of trouble.

Essay Question: Be sure to use complete sentences.

6. How have the Chamorro's belief's in the taotaomo'na changed over the centuries?

7. Why was it believed a medicine man needed to help a family contact a taotaomo'na?

Name _____ Period _____

Punctuation, Capitalization, Spelling, and Grammar

Directions: Find the errors in punctuation, capitalization, spelling, and grammar in the sentences below. Write them correctly in the space provided. There is more than one error in each sentence.

1. he had been told he must come home write away if anything happened, even though his uncle had insisted the war would not reach them

2. Its long roots, growing downward through the air and along the trees trunk, were like a thousand writhing twisting gray snakes

3. Could war be so quiet. is it over already.

4. "Are the soldiers there Joseph asked.

5. he got up frum the table and went into the bedroom

6. can you climb in by yourself he asked.

Name_____ Period_____

7. i found it he said

8. Okay he said use the pole to steer us

9. Don't stop paddling Napu whispered

10. joseph scrambled as quickly as he kould back across the tarp

Name _____ Period _____

Chapters 6 – 10: Vocabulary

Directions: Split up into groups. Your teacher will assign each group a set of words to define and each group will share their definitions with the class. Be sure to write the definitions down and keep them to study for quizzes and tests.

1. Stern (as applied to boats)
2. Rhythmic
3. Gudgeons (as applied to boats)
4. Tiller (as applied to boats)
5. Manly
6. Silhouetted
7. Crescent
8. Taotaomo'na
9. Stoically
10. Igniting
11. Weakling
12. Transom (as applied to boats)
13. Flogging
14. Mast (as applied to boats)
15. Seaway
16. Soaring
17. Wheeling (as applied to birds flying)
18. Anticipate
19. Cleat (as applied to boats)
20. Entranced
21. Broadside
22. Sheath
23. Relinquished
24. Diminishing
25. Horizon
26. Zenith
27. Oceanic birds

Name _____ Period _____

Note-Taking Guide: Chapter 6

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 7

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 8

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 9

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 10

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 _____

2. *From Chapter 10, Page 40*—It was then that they noticed the birds diving and flying around the boat, different than the large oceanic birds that had occasionally visited them during the day. These birds were busy diving and fishing and then, as if on some silent signal, they all took in the same direction toward the southern horizon. But Napu only glanced at them before he lay down and a few moments later, he was asleep.

Prediction: _____

3. *From Chapter 10, Page 41*—He started crying and called out in his sleep. He called out the name of his grandmother and then seemed to be begging her for something in a language Joseph had never heard before, a language that did not sound like the one the people on Guahan spoke.

Prediction _____

Name _____ Period _____

Comprehension Check—Chapters 6 – 10

On a separate piece of paper, answer the questions below.

Chapter 6

1. When Joseph asks Napu how he learned to steer by the stars, what does Napu tell him? Do you think Joseph believes him?
2. Where does Napu tell Joseph they are sailing?
3. When Joseph tells Napu about meeting the old ghost of the Spirit of the Voyage, how does Napu respond?

Chapter 7

1. When Joseph tries to open a coconut, what happens?
2. Is Joseph successful when he tries to steer the boat for the first time?

Chapter 8

1. While Joseph is steering and Napu is sleeping, what does Joseph see the Spirit of the Voyage do?
2. Why does Joseph begin to doubt that Napu really knows how to steer by the stars?

Chapter 9

1. How does Joseph feel when Napu cuts off a piece of raw fish and eats it?
2. After they have eaten part of the fish, Napu goes back to sleep while Joseph is steering. What is Joseph supposed to do when he sees the first star?
3. When it is Joseph's turn to sleep, what does he hope the Spirit of the Voyage will do?

Chapter 10

1. How does Joseph feel after the fighter plane leaves?

2. After the birds fly away, Joseph thinks he sees something on the horizon but does not believe it. What does he think he sees?
3. The chapter ends with Joseph trying not to fall asleep while he is steering. What happens?

Chapters 11 – 15

Vocabulary

Form into groups and divide the words up among them. Each group will look up the words assigned to them and report to the class. Be sure to save the definitions to study for quizzes and tests.

Chapters 11 - 15

1. Barnacles
2. Currents (as applied to the ocean)
3. Fringed
4. Thatched
5. Vegetation
6. Charles Darwin
7. Sodden
8. Riffle
9. Scrabbling
10. Friction
11. Tinder
12. Flotsam
13. Lagoon
14. Breadfruit
15. Carnivorous
16. Iron wood tree
17. Conch
18. Ember
19. Foliage
20. Undergrowth
21. Loom
22. Milky Way
23. Constellations

Name _____ Period _____

Note-Taking Guide: Chapter 11

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 12

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 13

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 14

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 15

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 _____

Core Standard: Conflict (Continued)

2. From Chapter 11, Page 45:

Joseph did not watch him go. Instead, he stared down the beach past where he had been standing and it he thought, *I'm the one who lost everything. I'm the one who couldn't get anything right. I wrecked the boat because I couldn't steer it. The fishing hooks are gone, the Spirit of the Voyage is gone, all because I fell asleep, because I'm so stupid.* Then he could not see the beach anymore because it was blurred by his tears and he put his face in his hands and cried.

3. From Chapter 12, Page 47:

“You found the book,” he said. “Good. Give it to me. I’ll use it to burn in the fire.”

“No,” Joseph said. “It’s my book. We’re not going to burn it.”

“Give it to me,” Napu said and he took a step closer, his feet kicking up sand that hit Joseph in the face.

“No,” said Joseph and he picked up the book and held it away from Napu.

Then Napu kicked at Joseph and Joseph felt his foot hit him in the face and there was a hot, burning pain in his nose and then Napu was on top of him in the dark and Joseph could feel Napu’s fists hitting him on the head.

Name _____ Period _____

Comprehension: Chapter 11 – 15

After you have read Chapter 11- 15, answer the following questions:

1. At the beginning of Chapter 11, what happens to Joseph and Napu?

2. Why does Joseph cry at the end of the chapter?

3. At the beginning of Chapter 12, what does Joseph find in the water? Why is it so important to him?

Name _____ Period _____

4. In Chapter 12, Napu finds something in the ruined boat that is very important to their survival. What is it and why is it important?

5. Where did Joseph learn how to build a fire without matches? How does Joseph feel when he realizes he knows how to do something Napu does not?

6. When the boys walk across the island, they find a lagoon. Why do you think the lagoon will be important to their survival?

Name _____ Period _____

Chapters 16 – 20: Vocabulary

Directions: *Split into your groups and divide the words up among them. Look them up and report to the class. Be sure to write the definitions down and keep them for future quizzes and tests.*

1. Elevate
2. Loincloth
3. Effigy
4. Pandanus
5. Coconut fiber rope
6. Chamorro
7. Cycles of nature
8. Prow
9. Furled
10. Eldest
11. Papaya

Name _____ Period _____

Note-Taking Guide: Chapter 16

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 17

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 18

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 19

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 20

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 16 – 20

Directions: Read the chapters and answer the questions in the space provided. Use complete sentences.

1. What do you think woke Joseph up in the first paragraph of Chapter 16?

2. Who is Napu talking to when Joseph wakes up the second time and what does he accuse Joseph of doing?

3. When Joseph takes his machete to find more coconuts, what makes him feel uneasy?

4. What happens to Joseph when he tries to cut a coconut from a coconut tree?

Name _____ Period _____

Comprehension Check: Chapter 16 – 20 (continued)

5. After three days, what happens to the wound in Joseph's leg?

6. When Joseph becomes very sick with a fever, what does he imagine he sees? Did Napu see what Joseph saw?

7. Why do they decide to hold a ceremony around the fire?

8. After Joseph watches the turtle lay her eggs on the beach, he goes back to camp and tells Napu. What does Napu want to do with the turtle and the eggs?

Name _____ Period _____

Core Standard: Theme

The theme of a novel is its central topic or the main idea the author is trying to point out. It is the author’s main purpose in writing the book. Sometimes the theme of a book can be difficult to understand. The theme can be concrete objects like friends or the theme can be ideas like love or hate. The theme of *Brothers of the Fire Star* is relatively easy to figure out; it is **brotherhood**.

Directions: The theme of brotherhood is made clear in Chapter 17. Break into your groups and research the term “brotherhood.” Discuss it and then find the passages in the chapter that best show why you think brotherhood is the author’s main idea in writing the book.

Answer the questions in the space provided. Use complete sentences.

1. Why do you think the author feels brotherhood is important?

2. Do you think the author feels that brotherhood is possible between people of different races or cultures? Explain.

Name _____ Period _____

Chapters 21 – 25: Vocabulary

Directions: *Divide up into groups and 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. Rudder
2. Helmsman
3. Wakefulness
4. Mirage
5. Crossbeams
6. Shipwrecked
7. Incomprehensible
8. Intonation
9. Reproach
10. Intrusion
11. Utt
12. Samurai

Name_____ Period_____

Note-Taking Guide: Chapter 21

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 22

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 23

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 24

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 25

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: Chapters 21 – 25

Directions: *Read Chapters 21 – 25 and, using complete sentences, write your answers in the space provided.*

1. How could Napu and Joseph tell that Raumwele was the captain of the canoe?

2. During the night, what did Raumwele use to steer the canoe?

3. When the canoe reaches the island of Pikelot, the boys meet an old man named Retawasiol who lives in a thatched house called an *utt*. Retawasiol agrees to teach them how to navigate using the stars. What must the boys do in exchange for this instruction?

4. The first night on the island the boys drink *tuba* and get sick and Joseph has a dream. What does he dream about?

Name _____ Period _____

Comprehension Check: Chapter 21 – 25 (Continued)

5. In Chapter 23, what does one of the men teach Joseph and Napu to do?

6. In Chapter 24, who comes to the island? Why must Joseph hide in the canoe?

7. In Chapter 25, what do Napu and Joseph catch? What do they do with it?

Name _____ Period _____

Core Standard: Elements of Style

The writer's style sets the mood of the story; that is, how you, as a reader, feel about the setting, the characters, and the action in the story. *Sentence structure, tone, rhythm, repetition, figurative language, and vocabulary* are tools that an author uses to affect a style.

Directions: Read this passage from Chapter 21 aloud in class, and discuss the questions together.

As the stars moved overhead, the sea moved under them and the canoe was lifted and dropped by the big ocean swells and time passed over them as though it, too, were part of the wind. And that was his last thought as sleep overtook him that first night of the voyage—that time and the wind were the same thing and that stars, too, were all part of the wind and sea and time, and so was the canoe and everyone in it.

1. What mood do you think the author wants to convey by using this style? How does the passage make you feel?
2. What words affect the *rhythm* of the passage.
3. What words does the author *repeat* to affect the style of the passage?
4. *Figurative language* is important element of style. What phrases in this passage and examples of figurative language?

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

Name _____ Period _____

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:

Name _____ Period _____

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:

Name _____ Period _____

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:

Name _____ Period _____

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?

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

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

Name _____ Period _____

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?

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

Chapter 28

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

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?

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?

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?

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?

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?

Napu and Joseph's Relationship

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

Name _____ Period _____

Character Development (continued)

Character: The Spirit of the Voyage

Not all characters in literature need to be actual living people. The Spirit of the Voyage is a ghost of an ancient, long-dead navigator. Think about this “character” and answer the questions below:

1. Many people do not believe in ghosts, but to many other people in the world, spirits and ghosts are very real. Do you think Joseph, Napu, and Retawasiol, the old navigator, think the Spirit of the Voyage is real? Explain your answer.

2. Joseph is the only one who actually “sees” the Spirit of the Voyage. Do you think the ghost of the ancient navigator is really protecting him and helping him or do you think it is all in Joseph’s dreams and imagination? Why?

Name_____ Period_____

Note-Taking Guide: Chapter 31

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 32

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 33

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 34

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 35

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: Chapters 31 – 35

Directions: *Read Chapters 31 – 35 and, using complete sentences, write your answers in the space provided.*

Chapter 31

1. When the Japanese come back to the island what does Retawasiol tell Joseph to do?

2. Why do the Japanese soldiers leave the island so quickly?

Chapter 32

1. Retawasiol and the boys set sail after dark. What do they use to set the course to Saipan?

Name _____ Period _____

**Comprehension Check: Chapter 31 – 35
(continued)**

2. The next day, what do they meet drifting toward them on the sea? What is inside it and how do the boys feel when they see it?

3. Why does Joseph think it's important to get the dog tags from the dead man's body?

Chapter 33

1. On the third day, how do they know they are getting close to the island of Saipan?

Name _____ Period _____

**Comprehension Check: Chapter 31 – 35
(continued)**

2. As they approach Saipan, what do they see floating in the water?

3. What happens to the canoe as it approaches the beach?

Chapter 34

1. Why do Napu and Joseph feels it is necessary to go ashore even though there is a battle raging?

Chapter 35

1. What happens to Joseph and Napu when they go back to the battlefield together to get more coconuts?

Name _____ Period _____

Core Standard: Setting

Knowing the setting of a novel, especially in a work of historical fiction, is extremely important to understanding the book. By setting we mean the time, place, and mood, factors that help shape the events in the story. In other words, setting is when, where, and under what circumstances the action of the book is taking place.

Directions: Using complete sentences, answer the questions about the setting of Brothers of the Fire Star.

1. When does this novel take place? _____

2. What major historical event is happening at the time of the story? _____

3. In what part of the world is the story set? _____

4. How does the geographical setting affect the characters and the action in the story? _____

5. How is the culture of the islanders—that is, how they dress, what they eat, and their religious beliefs—different than yours? _____

Name _____ Period _____

Bushido and the Suicide and Banzai Cliffs of Saipan

Directions: Read the following essay and answer the questions on the next page using complete sentences. You may work together in groups and refer back to the essay.

As Napu, Joseph, and Retawasiol are approaching the island of Saipan after sailing from the atoll of Pikelot, they begin to see signs of war. Airplanes appear in the sky and fly down to investigate the proa and the shadows of many ships gather on the horizon.

The most terrifying thing they witness, however, are the bloated bodies of dead women and children floating past them. Here is a passage from Chapter 33: *“In the morning, with the smoke low on the water and the blueness of the water ruined by ash and debris, they saw a body. It floated face down past the slowly moving proa. But it was not a soldier; it was a woman, they could tell that much, and she was wearing a kimono of many bright colors and her black hair floated on the surface of the water in waving tendrils and the back of her neck was white against the darker sea.”*

Why were there bodies of women and children floating in the water? Where did they come from? There were two reasons why many Japanese soldiers and civilians committed suicide by jumping off cliffs as the American soldiers invaded Saipan.

The first was a code of honor called *bushido*, a Japanese word that means “the way of the warrior.” The Samurai, who were Japanese warriors in the 18th and 19th centuries, live by this code, a code which included vows of loyalty, wisdom, and serenity. It also included a belief that it was better for a soldier to die in combat than to surrender. It was for this reason that many Japanese soldiers chose to die either in hopeless combat or by committing suicide by jumping from cliffs onto the rocks below.

Banzai is a Japanese word that means “ten thousand years.” It became a patriotic victory cry for soldiers facing certain death in combat. On Saipan, women holding their children committed suicide by leaping from the so-called “banzai cliffs” into the ocean. They did this for a different reason than the code of bushido. Worried that if the American invaders treated the civilians well it would be a propaganda victory for the Americans, the Japanese leaders encouraged civilians to commit suicide by telling them that if the Americans took them prisoner they would be tortured. At least a thousand terrified people took their own lives because of these lies.

Name _____ Period _____

Chapters 36 – 40: 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. C-Rations

2. Deceit

3. Hove to

4. Coma

5. Myth

6. Strafed

7. Vigil

8. Well up

9. Interlocking

10. Lee

Name _____ Period _____

Note-Taking Guide: Chapter 36

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 37

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 38

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 39

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 40

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: Chapters 36 – 40

Directions: *Read Chapters 31 – 35 and, using complete sentences, write your answers in the space provided.*

Chapter 36

1. After surviving the night on the battlefield, what do the boys find has happened to Retawasiol, the old navigator?

2. What does Napu find on the beach and bring back to canoe?

Chapter 37

1. After Napu and Joseph sail away from Saipan and pass through the American ships, what do they find they must do?

2. What is happening to the old navigator's physical condition? Is it improving or deteriorating?

Name _____ Period _____

Comprehension Check: Chapter 36 – 40 (continued)

Directions: *Read Chapters 31 – 35 and, using complete sentences, write your answers in the space provided.*

3. Do you think Joseph and Napu have learned how to navigate? How do you know?

Chapter 38

1. When they finally approach the island where Retawasiol says the spirits of the ancestors were born out of the Earth, why does Joseph think they should turn around and go back to another island? Why does Napu say they cannot do that?

2. When they arrive on the island where Retawasiol wants to die, what does Joseph find in the cave?

Name _____ Period _____

Comprehension Check: Chapter 36 – 40 (continued)

Directions: *Read Chapters 31 – 35 and, using complete sentences, write your answers in the space provided.*

3. What does Napu tell the Japanese soldier to convince him not to harm him and Joseph?

Chapter 39

1. What does Joseph see that convinces him that neither the soldier nor the bombs can harm them?

2. Where do Joseph and Napu take Retawasiol? Why?

Name _____ Period _____

Comprehension Check: Chapter 36 – 40 (continued)

Directions: *Read Chapters 31 – 35 and, using complete sentences, write your answers in the space provided.*

3. What does the young Japanese soldier do when Napu and Joseph are not successful at building a tomb for the old navigator?

4. What is the young Japanese soldier's name? Give a brief description of him.

Chapter 40

1. Why does Napu not want Kiki to go with them when they leave the island to sail back to Guahan?

Name _____ Period _____

Core Standard: Point of View

Point of view means whose “eyes” the story is being seen through—who is telling the story. If one of the characters in the story is telling the story, it is called the **first person** point of view. For example, if Joseph were telling the story from his point of view, the first chapter might have started like this: *“I was out deep in the jungle when I heard the planes and then the distant thunder of bombs.”*

Brothers of the Fire Star, however, is written in the **third person limited** point of view because although Joseph is not telling the story himself, the book focuses on his thoughts and feelings. We really never know what Napu, Retawasiol, or Kiki are thinking.

The word *omniscient* means having complete, unlimited knowledge or awareness. If the author had chosen to write the book in the **third person omniscient** point of view, the reader would know what all the characters were thinking and feeling.

Directions: Read the passages below from Chapter 36. Tell why the first passage shows it was written in the third person limited from Joseph’s point of view. In the second passage, tell why, although it is written in the third person limited, it is not written from Napu’s point of view.

1. “No, he’s got to be here somewhere,” Joseph said, and he again felt a terrible fear rise up inside him. “He’s got to be here.”

2. Napu was standing in the water holding onto the *tam* and now he rested his head on it for a moment but then said, “I’ll go and get them. You stay here. We can’t leave him alone again.”

Name _____ Period _____

Chapter 41 – Epilogue: 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. Epilogue

2. Lopped

3. Haunches

4. Impassively

5. Notched

6. Acrid

7. Legible

8. Supergiant star

Name _____ Period _____

Note-Taking Guide: Chapter 40

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 41

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 42

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 43

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 44

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 - Epilogue

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: Chapters 41 - Epilogue

Directions: *Read Chapters 41 through the Epilogue and, using complete sentences, write your answers in the space provided.*

Chapter 41

1. How do Napu and Joseph try to convince Kiki that they mean him no harm?

Chapter 42

1. When they reach the island, what is the first problem then encounter?

2. After they get to the island Kiki catches fish and then it rains. Do you think the boys like the rain? Why or why not?

Name _____ Period _____

Comprehension Check: Chapter 41 – Epilogue (continued)

Directions: *Read Chapters 41 through the Epilogue and, using complete sentences, write your answers in the space provided.*

Chapter 43

1. When they explore the island, what do they find on a ledge facing the sea?

2. What does Joseph do with his dog tags? Why?

3. Why does Napu think it's time to leave the island?

Name _____ Period _____

Comprehension Check: Chapter 41 – Epilogue (continued)

Directions: Read Chapters 41 through the Epilogue and, using complete sentences, write your answers in the space provided.

Chapter 44

1. When they arrive at Guam how do they know that the war was not over?

2. They decide to sail back into the river from which they had left three years before. What prevents them from doing this?

3. What happens to Joseph when the shelling starts? What does Kiki do when they reach the beach?

Name _____ Period _____

Comprehension Check: Chapter 41 – Epilogue (continued)

Directions: *Read Chapters 41 through the Epilogue and, using complete sentences, write your answers in the space provided.*

Epilogue

1. Who are Joseph and Magahet? Who is Isa?

2. How old is Joseph and what why is he excited?

3. What ritual does Joseph, Magahet, and Isa's father perform before they leave on the voyage? What does he always put into the canoe?

Name _____ Period _____

Core Standard: Symbolism

Like the bald eagle is a symbol of the United States, authors include symbolism in their work to give it deeper meaning, to stir the reader's imagination, and bring out emotion and understanding. For example, if the turkey had been selected as a symbol of the United States instead of the eagle (it almost was), would it have made a difference? Why?

In *Brothers of the Fire Star* two objects are introduced as symbols in the first two chapters and Napu and Joseph carry with them throughout the book until the very end: The root of the nunu tree that becomes the Spirit of the Voyage and Joseph's favorite book, *A Boy's Picture History of the World in One Volume*.

Directions: Re-read Chapter 1 and page 9 of Chapter 2. Then re-read pages 120-121 of Chapter 26. Your teacher will guide a classroom discussion about the questions below. During the discussion, write down your answers.

1. Where does Joseph get the tree root that becomes the Spirit of the Voyage? Why do you think the author chose a nunu tree (also called a banyan tree) as the source of the root? What form does the root take when the ghost of the old man enters it? What power does it have?

2. In Chapter 2, where does Joseph find the book *A Boys Picture History of the World in One Volume*? Compare how he gets the Spirit of the Voyage to how he gets the book. Are their similarities? Why do you think the book is important to Joseph?

Name _____ Period _____

Elements of Plot (continued)

Climax - point of highest emotion; turning point: Where do you think the climax of this book occurs? Explain your answer.

Falling Action – With the problems solved, the story winds down. Where do you think this occurs in *Brothers of the Fire Star*?

Denouement (It is a French word and is pronounced /DAY-new-mon/)—This is where the final resolution of the characters problems takes place and loose ends are tied up. Where does the denouement in *Brothers of the Fire Star* take place?

Name _____ Period _____

Quiz: Chapters 1 – 5

Directions: Circle the letter of the best answer for each of the questions below.

1. Why is Joseph out in the jungle when the planes attack his village?
 - a. He is lost.
 - b. He is looking for spiders.
 - c. He likes to explore in the jungle.
 - d. He is hiding from his uncle.

2. What has Joseph been told about the nunu tree he hides in?
 - a. It has poisonous leaves.
 - b. It is where the spirits of the island people's ancestors live and is considered sacred.
 - c. Its roots are harmful.
 - d. He can eat the tree's fruit.

3. When Joseph returns to the village, he finds his uncle has been killed and is lying in the water in the harbor. What is his uncle holding?
 - a. a Bible
 - b. a key to their house
 - c. a letter to Joseph
 - d. Joseph's book, *A Boy's Picture History of the World in One Volume*.

4. When Joseph leaves the village and is walking along the road, what two things does he find?
 - a. a coconut and a flag
 - b. an empty sack and a machete
 - c. a rifle and a bullet
 - d. a bag of food and some fishhooks

5. How does the Spirit of the Voyage help Joseph when the soldiers come in the truck?
 - a. It scares the soldiers away.
 - b. It finds Joseph some water to drink.
 - c. It tells him to jump into the jungle.
 - d. It deflects the bullet when a soldier shoots at him.

Name _____ Period _____

Quiz: Chapters 1 – 5 (contined)

6. When Joseph meets Napu why doesn't Napu want to take Joseph with him when he escapes the island in his boat?
 - a. Napu is waiting for his grandmother.
 - b. Napu doesn't trust Joseph.
 - c. Napu feels that Joseph does not know anything about sailing or fishing and will be a problem.
 - d. He thinks Joseph is too weak to be able to sail.

7. What does Napu think about the carved stick and the book?
 - a. He is excited about reading the book.
 - b. He thinks they are worthless.
 - c. He is afraid of the ghost that lives in the stick.
 - d. He thinks the stick is ruined because it has a bullet hole in it.

8. Why do you think Napu finally decides to take Joseph with him despite the danger?
 - a. He understands he cannot leave Joseph behind because the soldiers will kill him.
 - b. He needs Joseph to help him fish and sail the boat.
 - c. He wants to use Joseph's book to start fires when they get to the islands.
 - d. He knows Joseph will be good at opening coconuts to drink and eat.

9. When Napu and Joseph escape the island in Napu's boat, how does Joseph feel?
 - a. He is afraid of the dark ocean and wants to return to the island but knows he cannot because the soldiers are looking for him.
 - b. He feels happy to be going sailing with Napu.
 - c. He feels very sleepy and wants to lie down.
 - d. He is excited about exploring other islands.

10. What does Joseph help Napu do when they are finally out on the ocean?
 - a. Get ready to fish
 - b. Keep an eye out for Japanese patrol boats
 - c. Put the mast up and set sail
 - d. Open coconuts to drink

Name _____ Period _____

Chapters 1 - 5: Vocabulary Quiz

Directions: For each definition below choose the best answer from the word list and write it in the space provided.

concussions banyan tree ancestors acrid diminished
 procession chaotic unscathed fervently windward
 leeward perpetual serenity ravine rivulets

1. _____ A group of people moving along in an ordered manner
2. _____ Continuing or lasting for an indefinite time
3. _____ A disorderly mass; a jumble
4. _____ Powerful shock waves caused by exploding bombs
5. _____ Made smaller
6. _____ Showing great emotion
7. _____ Unharmmed
8. _____ The side of an island or boat exposed to the wind
9. _____ The side of an island or boat not exposed to the wind
10. _____ Calmness, peacefulness

Name _____ Period _____

Chapter 6 – 10: Quiz

Directions: Answer the following questions using complete sentences. Support your answer with details.

1. Why do you think Napu wants Joseph to think he can steer the boat by using the stars?

2. What happens when Joseph first tries to steer the boat? How does he feel after this?

3. Why do you think it does not bother Napu to eat raw fish?

Name _____ Period _____

Chapter 6 – 10: Quiz (continued)

Directions: Answer the following questions using complete sentences. Support your answer with details.

4. After the fighter plane leaves without attacking them, Joseph feels both relieved and frightened. Why?

5. While Napu is sleeping and Joseph is steering, why doesn't Joseph believe he is seeing trees in the middle of the ocean? What are they?

6. Do you think Napu believes Joseph's stories about seeing the Spirit of the Voyage?

Name _____ Period _____

Chapters 6 - 10: Vocabulary Quiz

Directions: For each definition below choose the best answer from the word list and write it in the space provided. Not all the words are used.

stern	crescent	stoically	igniting	transom
flogging	mast	zenith	soaring	anticipate
cleat	broadside	sheath	relinquished	horizon

1. _____ the back part of a boat
2. _____ a case for covering the blade of a sword or knife
3. _____ the line that forms the boundary between Earth and sky
4. _____ to expect, to look forward to
5. _____ beating, thrashing
6. _____ calm, cool strength
7. _____ the highest point a star or the sun can be above the Earth
8. _____ let go of, released
9. _____ setting on fire
10. _____ the shape of the moon in its first or last quarter

Name _____ Period _____

Chapter 11 – 15: Quiz

Directions: Circle the best answer for each of the following questions.

1. How does Joseph feel after he and Napu are shipwrecked on the atoll?
 - a. He is happy because they have reached land.
 - b. He is hungry and starts looking for food.
 - c. He blames himself for wrecking the boat and losing Napu's fishhooks.
 - d. He blames Napu for letting him steer the boat when he did not know how.

2. When Joseph finds his book, *A Boy's Picture History of the World in One Volume*, floating in the water, how does he react?
 - a. He is excited because now they have paper to help them start a fire.
 - b. He is sad because when he looks at the pictures in the book they seem to be like long-lost family.
 - c. He gets angry and tears the book up.
 - d. He throws the book back into the ocean.

3. Joseph and Napu have a fight on the beach. Afterwards how do you think they feel?
 - a. They hate each other.
 - b. They know they will not be able to live together.
 - c. They realize that they need each other if they are going to survive.
 - d. They want to keep fighting but they are too tired.

4. After the fight, what does Joseph find out he can do that Napu cannot?
 - a. build a fire without matches
 - b. climb a coconut tree to get coconuts
 - c. use a throw net to catch fish
 - d. use a machete to open a coconut

5. Why was Napu excited when they find the lagoon on the other side of the island?
 - a. They could use the lagoon for swimming.
 - b. The lagoon was full of fish that he could catch with his throw net.
 - c. The lagoon is a good place to sail.
 - d. The water in the lagoon was very calm.

Name _____ Period _____

Chapter 11 – 15: Quiz (continued)

6. Why is it so important to Joseph that he build a fire?
 - a. He wants to send signals to passing ships.
 - b. They need the fire to keep warm.
 - c. They want to be able to cook food and he does not want to let Napu down.
 - d. They can read by the fire's light.

7. Joseph and Napu are finally successful in building a fire. How do they do it?
 - a. by using heat caused by friction
 - b. by using a magnifying glass to magnify the sun's rays
 - c. Napu finds matches in the boat.
 - d. The Spirit of the Voyage makes it for them.

8. What does Napu finally admit to Joseph?
 - a. He does not know how to swim.
 - b. He does not like to eat fish.
 - c. He does not know how to navigate using the stars.
 - d. He is afraid of climbing coconut trees.

9. When the boys make torches and go looking for the Spirit of the Voyage in the dark jungle, what happens that frightens them?
 - a. The torch burns out, they hear a noise, and they see a light flying through the trees.
 - b. The moon is so bright the shadows scare them.
 - c. The Spirit of the Voyage speaks to them.
 - d. The sound of the ocean on the reef is too loud.

10. Why are they afraid to go back to their camp?
 - a. It is too scary to walk in the dark.
 - b. They are afraid the taotaomo'na will be there.
 - c. They are worried that the fire has gone out.
 - d. They are afraid there will be Japanese soldiers waiting for them.

Chapters 11 - 15: Vocabulary Quiz

Directions: For each definition below choose the best answer from the word list and write it in the space provided. Not all the words are used.

barnacles	fringed	thatched	vegetation	Charles Darwin	sodden
riffle	friction	tinder	flotsam	lagoon	constellations
foliage	loom	conch	carnivorous	breadfruit	

1. _____ meat eater
2. _____ anything that easily catches on fire
3. _____ to appear indistinctly in the distance
4. _____ wreckage or garbage floating on the water
5. _____ groups of star
6. _____ a pond-like body of water surrounded by a reef
7. _____ to flutter in a breeze
8. _____ wet, soggy
9. _____ rubbing to objects together
10. _____ the scientist who developed the theory of Evolution

Name _____ Period _____

Chapter 16 - 20: Quiz

Directions: For each of the following statements write “true” if the statement is true and “false” if the statement is false. For each of the false statements use the space below it to rewrite the statement making it true.

1. _____ Joseph is very proud of his fishing net and his ability to catch fish with it.

2. _____ When Joseph takes his machete into the jungle to get more coconuts he is worried that the spirits are not happy and he needs to be careful.

3. _____ When the machete falls from the coconut and cuts Joseph’s leg, he calls to Napu and Napu comes and helps him.

4. _____ After he gets hurt, Joseph is worried because there is no doctor and they do not have any medicine.

5. _____ Three days after Joseph cut his leg, the wound had healed and he was okay.

Name _____ Period _____

Chapter 16 - 20: Quiz (continued)

Directions: For each of the following statements write “true” if the statement is true and “false” if the statement is false. For each of the false statements use the space below it to rewrite the statement making it true.

6. _____ Together Joseph and Napu fight the evil spirits and then put medicine on Joseph’s wounded leg.

7. _____ Joseph and Napu have a ceremony around the fire and become brothers of the fire star.

8. _____ When Joseph finds the turtle laying her eggs, he suggests to Napu that they should eat the eggs.

9. _____ The men who arrive on the island in the proa all speak English.

10. _____ The men offer to take Joseph and Napu with them when they leave.

Name _____ Period _____

Chapters 16 – 20 Vocabulary Quiz

Directions: Read the passages below. Vocabulary words are underlined. From the list of definitions below each passage, choose the best definition and circle the letter of your answer.

1. “He had remembered something else from the Boy Scout Manuel: elevate the wound.” (P. 67)
 - a. to lift up, make higher
 - b. to raise in rank or status
 - c. to raise in spirits
 - d. to improve morally or culturally

2. “It was the figure of a man, a man with no head, who wore only a loincloth around his hips.” (P. 70)
 - a. a towel
 - b. a long, loose shirt
 - c. a garment worn around the hips
 - d. a tattoo

3. “He borrowed Napu’s knife and carved an effigy of the headless taotaomo’na out of the stalk of a palm frond.” (P. 73)
 - a. a carved ball
 - b. a crude figure or likeness of a hated person
 - c. a poor copy
 - d. an exact replica

4. “The canoe, with its long outrigger and outstretched sail, was quickly closing the distance to the shore and now the boys could see it was painted a shiny red and black and had high, pointed prows at either end.” (P.87)
 - a. the forward part of a boat’s hull or the ends of a canoe
 - b. the sides of the mast
 - c. colorful designs
 - d. spears

5. “The sail was furled on its spars and dropped onto the sides of the canoe’s hull.” (P. 87)
 - a. painted
 - b. rolled up and secured
 - c. hanging down
 - d. nailed

Name _____ Period _____

Chapter 21 – 25: Quiz

Directions: Circle the best answer for each of the following questions.

1. When Napu and Joseph sail away from their island with the men on the canoe, what do they notice about the way the men sail?
 - a. The men all do one job while sailing.
 - b. All the men share all the jobs of sailing the proa.
 - c. Only Raumwele, the navigator and captain, did not share in doing all the jobs.
 - d. The boys were expected to share in the work of sailing the canoe.

2. Both Raumwele and the old navigator, Retawasiol, warn the boys about something on the island. What is it?
 - a. The island is full of poisonous insects.
 - b. Coconuts sometimes fall from the trees and can hurt you.
 - c. They must be careful so as not to disturb the many spirits that live on the island.
 - d. They must not disturb the turtles when they come ashore to lay their eggs.

3. What statement best describes the old navigator they meet on the island of Pikelot?
 - a. He is old but strong and healthy.
 - b. He is completely blind.
 - c. He is sick and has difficulty seeing and caring for himself.
 - d. He wishes the boys had not come because he cannot take care of them.

4. What is the arrangement the old man has with the boys?
 - a. He will hide them from the Japanese soldiers and teach them to navigate but they must take care of him and get the canoe ready to take him to the island where he believes the ancestors came out of the Earth.
 - b. They must harvest his tuba and hunt turtles.
 - c. They must help him remember the star paths.
 - d. They must keep watch for Japanese ships and planes.

5. When Napu and Joseph get sick from drinking tuba, what happens to Joseph?
 - a. He gets a bad headache and cannot eat.
 - b. He dreams that he sees himself and Napu sitting in a circle with the Spirit of the Voyage and a young Restawasiol.
 - c. He goes swimming to make himself feel better.
 - d. He tells Napu that they should never drink tuba again.

Name _____ Period _____

Chapter 21 – 25: Quiz (continued)

Directions: Circle the best answer for each of the following questions.

6. During their first navigation lesson, what does the old navigator start teaching Napu and Joseph?
 - a. how to find islands using sea birds
 - b. using sea turtles to find the star paths
 - c. the names of the important navigation stars
 - d. how to talk to the spirits of navigation

7. What does Joseph do when the Japanese captain comes to see the old navigator?
 - a. hides in the jungle
 - b. hides in the canoe
 - c. pretends to be the old man's grandson
 - d. goes fishing with Napu

8. When Napu and Joseph go fishing, they see a turtle floating on the surface of the water. Why doesn't the turtle swim away?
 - a. Sharks have bitten off two of its flippers.
 - b. It is a tame turtle.
 - c. It is dead.
 - d. It is about to crawl up on the beach to lay its eggs.

9. After the boys get the turtle up on the beach, what do they do with it?
 - a. They decide to keep it as a pet.
 - b. They decide to build a fire and cook it.
 - c. They bury it after it dies
 - d. They have a ceremony for the turtle's spirit.

10. What does the old navigator tell the boys about where the ancient secrets of navigation came from?
 - a. They were taught to the daughter of a chief by a bird.
 - b. They came out of the Earth when the world was born.
 - c. The stars came down to Earth and taught them to the people of the islands.
 - d. An octopus taught the people of the islands to navigate.

Name _____ Period _____

Chapters 21 – 25 Vocabulary Quiz

Directions: Read the passages below. Vocabulary words are underlined. From the list of definitions below each passage, choose the best definition and write it in the space.

rudder	helmsman	deferred	mirage	lilting	incomprehensible
intonation	reproach	intrusion	utt	Samuri	smallpox

1. _____ something impossible to understand
2. _____ a light, rhythmical way of speaking
3. _____ the person who steers the proa
4. _____ to yield to another person's skill or authority
5. _____ a thatched building used to store proas and to have meetings.
6. _____ the rise and fall of a person's speech
7. _____ a disease that has killed millions worldwide
8. _____ scolding or criticism
9. _____ an illusion, something that looks real but is not
10. _____ a Japanese warrior in former times

Name _____ Period _____

Chapter 26 – 30: Quiz and Critical Thinking Exercise

Directions: Answer the questions in the space provided.

1. Why do you think Napu and Joseph learn to measure the passage of time by the seasons and the phases of the moon rather than by the days, weeks, and months of a calendar?

2. Why does Retawasiol, the old navigator think it is very important for Joseph and Napu to learn how to navigate using just the stars and the sea?

3. Why does the old navigator tell the Japanese captain that Napu used the book to start fires?

Name _____ Period _____

Chapter 26 – 30: Quiz and Critical Thinking Exercise (continued)

Directions: Circle the letter of the correct answer for the questions below.

4. How do Retawasiol and the boys get the canoe out from inside the utt?
 - a. They drag it using ropes.
 - b. They use poles as levers to slowly push it out.
 - c. They take turns pushing and pulling.
 - d. They dig a path for it in the sand.

5. How do Napu and Joseph first practice handling the sails on the proa?
 - a. They take the canoe out to sea.
 - b. They draw pictures in the sand.
 - c. They listen to the old navigator while sitting in a circle.
 - d. They practice on the canoe while the canoe is on dry land.

6. After a hard day of practicing handling the sails out at sea, what do the boys discover is the secret of doing it easily and quickly?
 - a. taking turns and working alone
 - b. working together as a team
 - c. having the old navigator tell them how to do it
 - d. asking the Spirit of the Voyage to help them

7. Retawasiol teaches the boys that there many separate parts to learning how to navigate—birds, stars, ocean swells and currents, the phosphorescence of deep reefs, and clouds—but that to be a great navigator what must they learn to do?
 - a. They must put all the separate skills together as one single thing inside their souls.
 - b. They must learn to love the sea.
 - c. They must learn to get along better.
 - d. They must forget all the things they learned from books.

8. What news do the men from Puluwat share with Napu, Joseph, and Retawasiol?
 - a. The war is over.
 - b. There is a great battle being fought on Saipan.
 - c. The Japanese captain is coming back to the island.
 - d. They must leave Pikelot atoll right away.

Name _____ Period _____

Chapters 26 – 30: Vocabulary Quiz

Directions: Read the passages below. Vocabulary words are underlined. From the list of definitions below each passage, choose the best definition and write it in the space.

lashings absentmindedly machete pellucid phosphorescence acutely

- 1. _____ Clear, transparent
- 2. _____ in a forgetful, preoccupied manner
- 3. _____ a glowing light emitted by some underwater sea life
- 4. _____ sharply, keenly
- 5. _____ ropes wrapped and tied tightly around sticks or logs to hold them together

Chapters 26 – 30: Critical Thinking

Joseph and Napu live with the old navigator on the island for many seasons. Knowing that characters change and develop as a story progresses, how do the boys and the old man change during this time and how do you think it will affect the rest of the story?

Name _____ Period _____

Chapter 31 – 35: Quiz

Directions: Circle the letter of the correct answer for the questions below.

1. When Retawasiol, the old navigator, awakens from his sleep, he comes down to the beach and tells the others that it is time for him and the boys to set off on their voyage. How does he say he knows this?
 - a. The moon is in the right part of the sky.
 - b. The stars have stopped fighting.
 - c. A seabird spoke to him.
 - d. He knows he is about to die.

2. The Japanese soldiers return to the island before Retawasiol and the boys can set sail. Why did they come back?
 - a. to look for the American spy rumored to be on the island
 - b. to take the proa back to Japan
 - c. to say good-bye to the old man
 - d. to drink more tuba

3. When, after three days at sea, they come upon a dead American in a small life raft, what does Joseph decide he should do?
 - a. have a ceremony and bury the dead man at sea
 - b. get the dog tags from around the dead man's neck
 - c. tie the life raft to the canoe and take it with them
 - d. sink the life raft so the Japanese soldiers will not find it

4. Why does Retawasiol say they must stop at Saipan even though there is a battle going on there?
 - a. The spirits have told him to stop.
 - b. The ocean currents are carrying them there.
 - c. They need to help the American soldiers.
 - d. They need more coconuts to drink on the voyage.

5. What do they see floating in the water as they approach the island of Saipan?
 - a. the dead bodies of women and children
 - b. green coconuts
 - c. dead soldiers
 - d. dead fish and turtles

Name _____ Period _____

Chapter 31 – 35: Quiz (continued)

Directions: Circle the letter of the correct answer for the questions below.

6. How does Joseph find the coconuts when he goes onto the battlefield after dark?
 - a. The Spirit of the Voyage shows him where they are.
 - b. The coconuts have been blown off the trees during the battle and he crawls around on his hands and knees until he finds them.
 - c. The soldiers have stacked them up in piles.
 - d. Retawasiol tells him where to find them.

7. Why doesn't Retawasiol go with the boys to get coconuts?
 - a. He wants to stay on the canoe and keep an eye on it.
 - b. He is unconscious and can't move.
 - c. He is too old.
 - d. He has hurt his leg.

8. When both Joseph and Napu go back together to get more coconuts, what happens?
 - a. They get caught in the battle and lay huddled together on the ground until it's over.
 - b. They bring the Spirit of the Voyage with them for protection.
 - c. They can hear the old navigator calling for them.
 - d. They make friends with a wounded Japanese soldier.

9. The morning after the battle, Joseph and Napu are found by American soldiers. What does the sergeant tell Joseph and Napu?
 - a. If Joseph wants to go back to Massachusetts, he will help him.
 - b. If they want food, they can take the cans of C-rations lying on the beach.
 - c. He warns the boys not to go back to Guam too soon because there will be a battle there, too.
 - d. all of the above

10. How do you think Napu and Joseph feel the morning after the battle?
 - a. They are excited that the battle is over.
 - b. They are looking forward to sailing with Retawasiol to the island where the spirits of the ancestors came out of the Earth.
 - c. They want to help the American soldiers fight.
 - d. They are filthy and exhausted

Name _____ Period _____

Chapter 36 – 40: Quiz

Directions: Circle the letter of the correct answer for the questions below.

1. After Joseph and Napu leave the battlefield, exhausted and confused, they remember that they had left Retawasiol on the proa. When they find the proa, what has happened to the old navigator?
 - a. He has moved from the canoe to the beach taking the Spirit of the Voyage with him.
 - b. He is sleeping on the canoe.
 - c. He is sitting up waiting for them.
 - d. He is dying and unable to drink more coconut water.

2. Why are the boys anxious to get to the island where the old navigator believes the ancestor's spirits came out of the Earth?
 - a. They want to get away from the war.
 - b. They don't have enough food or water.
 - c. They know the old man is dying and he wants to die on the island.
 - d. They need to get back to Guahan.

3. How do you know that Napu and Joseph have learned how to navigate when they leave Saipan?
 - a. They use the stars and the currents to steer the canoe.
 - b. Retawasiol tells them they are doing a good job.
 - c. The Spirit of the Voyage is pleased with them.
 - d. They follow the seabirds to the island.

4. How do they know they have reached the island where the old navigator wants to die?
 - a. The old man tells them it is the right island.
 - b. They see volcanoes just like Retawasiol described.
 - c. They see fires burning on the island.
 - d. American planes begin bombing the island.

5. When they reach the island, they meet a young Japanese soldier on lookout duty. How does Napu convince the soldier not to kill them?
 - a. He tells him the American's have won the war.
 - b. He shows him the canoe and tells him about their voyage.
 - c. He speaks to him in Japanese and tells him the spirits of the ancestors will eat him if he shoots them.
 - d. He surrenders to the soldier.

Name _____ Period _____

Chapter 36 – 40: Quiz (continued)

Directions: Circle the letter of the correct answer for the questions below.

6. Why does Joseph think the soldier cannot hurt them?
 - a. He believes he sees the shadow of the Spirit of the Voyage hovering over the soldier, protecting them.
 - b. He knows the young soldier is nice.
 - c. He thinks the soldier does not know how to shoot his rifle.
 - d. He gives the soldier food.

7. Where do they take the old navigator to die?
 - a. to the top of a volcano
 - b. They lay him in the water by the beach.
 - c. They carry him up into a cave near the beach.
 - d. They take him into the jungle.

8. Where did Napu learn to speak Japanese?
 - a. in Japan
 - b. in school
 - c. from the Japanese captain
 - d. from his grandmother

9. What do they do with the old navigator after he dies?
 - a. They bury him at sea.
 - b. The Japanese soldier builds a tomb for him in the cave and they have a ceremony.
 - c. They bury him in the sand on the beach.
 - d. They put him on the canoe and set him adrift on the sea.

10. Why does Joseph force the young Japanese soldier to go with him and Napu when they leave the island?
 - a. He doesn't want the soldier to tell the other soldiers about them.
 - b. He is afraid the soldier will starve.
 - c. He doesn't want the soldier to destroy the canoe.
 - d. He doesn't want the soldier to die in the war.

Name _____ Period _____

Chapters 36 – 40: Vocabulary Quiz

Directions: Read the passages below. Vocabulary words are underlined. From the list of definitions below each passage, choose the best definition and write it in the space.

1. “They splashed across the rocks to the canoe and stared at the outrigger platform as if its emptiness had been a deceit of their exhaustion.” (P. 165)
 - a. hunger
 - b. delight
 - c. a trick
 - d. happiness

2. “They were drab green and one had U.S. Army Rations C, B-Unit printed on the side and the other said, *M-Unit*.” (P. 166)
 - a. canned food issued to soldiers in World War II
 - b. ammunition
 - c. photographs
 - d. secret messages

3. “They hove to, configuring the sail so the canoe sat in the seaway without moving, just drifting.” (P. 169)
 - a. a way of setting the sail on a proa or sailboat
 - b. went to sleep
 - c. stopped to eat
 - d. went swimming

4. “I think he is in a coma like my grandmother was before she died.” (P. 170)
 - a. a boat
 - b. asleep
 - c. a state of unconsciousness from which a person cannot be awakened
 - d. peaceful

5. “Scattered across the grass and among the trees were burned-out trucks and a small fighter plane whose fuselage had been torn apart by bombs.” (P. 174)
 - a. wings
 - b. an aircraft’s main body section
 - c. propeller
 - d. pilot

Name _____ Period _____

Chapters 36 – 40: Vocabulary Quiz

(continued)

Directions: Read the passages below. Vocabulary words are underlined. From the list of definitions below each passage, choose the best definition and write it in the space.

6. “They spoke this way, back and forth, while the soldier pointed the rifle at them and the planes strafed and bombed the island behind them.” (P. 175)
- flew over
 - to attack by airplanes with machinegun fire
 - did tricks
 - spied on
7. “Throughout the long vigil, the soldier had watched them, keeping the rifle aimed at them.....” (P. 178)
- a period of watchful attention
 - party
 - supper
 - night
8. “.....he was lying on the edge of the escarpment that led up to the cave.....”(P. 178)
- beach
 - a steep slope or long cliff
 - staircase
 - lawn
9. “.....and when Joseph saw this, his own eyes welled up.....” (P. 179)
- closed
 - began to cry
 - burned
 - went blind
10. “When they were out of the lee of the island.....” (P. 186)
- windward side
 - part of the island covered with jungle
 - side of the island protected from the wind
 - lowest part

Chapter 41 – Epilogue: Quiz

Directions: Circle the letter of the correct answer for the questions below.

1. After they leave the island where they buried the old navigator Napu and Joseph force the young Japanese soldier to go with them. How do you think they feel about the soldier?
 - a. They are afraid of him but they want to help him.
 - b. They tell him he is their prisoner.
 - c. They need him to catch fish.
 - d. They need him to translate Japanese for them.

2. How does Kiki prove that he does not want to hurt Napu and Joseph?
 - a. He opens coconuts for them with a machete.
 - b. He tells them about his family in Japan.
 - c. He shares his food with them.
 - d. He warns them about the approaching ship.

3. After they are almost run down by a ship, why do the boys decide to stop at a small island?
 - a. They need to repair the proa and want to wait for the war to be over.
 - b. They need to get some sleep.
 - c. They are afraid of the war planes that are flying over.
 - d. Kiki is seasick.

4. How does Kiki feel after they find the dead Japanese soldier on the island?
 - a. He feels happy because the soldier is no longer suffering.
 - b. The soldier was a friend of his and he feels he should be dead, too.
 - c. He wants to give the soldier a proper burial.
 - d. He takes the soldier's dog tags to give back to his family in Japan.

5. When they think the war is over, they leave the island to sail to Guahan. What does Joseph see that the old navigator has taught them is bad luck and sign of trouble?
 - a. The sky is filled with thunderstorms.
 - b. An octopus swims by the proa.
 - c. A piece of bamboo floats by the proa.
 - d. They see ships on the horizon.

6. How do Napu and Joseph know in which direction to sail to get back to Guahan?
 - a. Kiki has a compass.
 - b. They remember the star path to sail to Guahan.
 - c. They follow a sea turtle.
 - d. They follow the American planes.

Chapter 41 – Epilogue: Quiz

Directions: Circle the letter of the correct answer for the questions below.

7. When they reach Guahan, what do they discover?
- a. Guahan is being bombed and shelled by American planes and ships.
 - b. Kiki is afraid of the war.
 - c. The Americans are waiting for them.
 - d. They need to go ashore to get more coconuts.
8. When they realize they are caught in the American invasion of Guahan, why don't they sail away?
- a. They are too tired to sail anymore.
 - b. The wind dies and they cannot sail.
 - c. The proa is sinking.
 - d. The Spirit of the Voyage tells them to go ashore.
9. What are Napu and Joseph's last acts of brotherhood?
- a. Even though he is badly hurt, Joseph warns Napu that Kiki can't swim.
 - b. Napu tries to get the Spirit of the Voyage for Joseph but cannot reach it.
 - c. Napu puts his arm around Joseph and keeps his face out of the water.
 - d. All of the above.

10. (**Directions:** Write the answer to this question in the space provided.)

After all they went through do you think that, in the end, Joseph and Napu were successful? (Hint: Think about the Epilogue.)

Name _____ Period _____

Chapters 41 – Epilogue: Vocabulary Quiz

Directions: From the list below select the word that matches the right definition. Write it in the space provided.

epilogue lopped haunches impassively acrid legible supergiant star

1. _____ A piece of writing usually at the end of a book whose purpose is to bring closure to the story and tie up loose ends.
2. _____ Writing that is neat and clear enough to be read.
3. _____ calm, serene, without emotion
4. _____ sharp or biting to the taste or smell
5. _____ to cut off, especially from a tree or shrub
6. _____ the hips and upper thighs
7. _____ the largest and most luminous stars in the Universe

Name _____ Period _____

The Coconut Palm: The Tree of Life

By Douglas Arvidson

Author of *Brothers of the Fire Star*

Directions: Read the essay and answer the questions on the following page. Be sure to use complete sentences.

When I finished writing *Brothers of the Fire Star* and sent the manuscript to my editor, she was very pleased with how the story came out. She had just one concern: There were too many coconuts. It seemed to her that Napu and Joseph were always looking for coconuts, always opening coconuts to drink, always filling up the canoe with coconuts. They used coconut water to drink and as medicine, coconut shells to drink from, coconut husks to make rope, and coconut meat not only as food but also as soap. She said she was afraid that readers would get tired of reading about coconuts.

After living on a tropical island for many years, and in fact, having been saved from dangerous dehydration by drinking coconuts while exploring an uninhabited island, it was easy for me to answer her concerns: For the peoples of the Pacific islands, the coconut tree really is The Tree of Life.

Many, many thousands of years ago, people of the tropics all over the world discovered how useful coconut trees and coconuts are and, in fact, they became dependent on them to live. The list of things coconuts trees and coconuts can be used for is very long but includes three critical areas: food, medicine, and shelter.

The trunks of coconut trees can be used to make homes, fences, canoes, and furniture. The leaves can be woven into baskets, hats, and mats while the fibers in the coconut husks can be used to make rope and floor mats. The water in coconuts is good to drink, the meat good to eat, and empty nuts are used to make cups and other utensils.

But coconuts are not just valuable to people living on tropical islands. Products made from coconuts are used all over the world. Copra, the dried meat from coconuts, is an important commercial product. The oil from the copra is used in cooking and making soap and hair care products. After the oil is removed from the meat, the meat is used to feed farm animals such as cow and horses.

So, after my editor expressed her concerns about too many coconuts in the story, I carefully explained to her why it was necessary to have them: Napu and Joseph could not have survived without them.

Name _____ Period _____

1. After Douglas Arvidson's editor read the manuscript of *Brothers of the Fire Star*, why was she concerned?

2. Why were coconuts so important for Napu's and Joseph's survival? What did they primarily use them for?

3. What are three things coconuts or coconut trees can be used for?

4. What is copra? What are two things it is used to make?

5. What might you have in your home that is made from coconuts?

Name _____ Period _____

Word Origins: Etymology

To be a good reader and a good writer, it is important (and interesting) to understand a word's *etymology*; that is, where a word came from—its derivation—and how it developed into its present meaning.

Directions: You studied the following vocabulary words while reading Chapters 21 to 25. In the exercise below, the etymology of each word is given. Based on this etymology, give your own definition and then look up the word in the dictionary and write that definition. In the space provided, use the word in a sentence. The first one is done for you.

1. mirage

- a. Word Origin: 1812, from French *mirage*, from *se mirer* "to be reflected," from Latin *mirare* (see mirror)
- b. Your definition: a reflection, like in a mirror
- c. Dictionary definition: optical illusion of water in sandy deserts
- d. Sentence: The lake turned out to be a mirage; it wasn't really there.

2. intonation

- a. Word Origin: 1610s, "opening phrase of a melody," from French *intonation*, from Medieval Latin *intonationem*
- b. Your definition: _____

- c. Dictionary definition: _____

- d. Sentence _____

Name _____ Period _____

Word Origins: Etymology (continued)

4. reproach

a. Word Origin: mid-14th century, *reprochen* "to rebuke, reproach," from Old French *reprochier*, Anglo-French *repruchier*, from *reproche*

b. Your definition: _____

c. Dictionary definition: _____

d. Sentence _____

5. intrusion

a. Word Origin: late 14 century, from Old French *intrusion*, from Medieval Latin *intrusionem* (nom. *intrusio*) "a thrusting in"

b. Your definition: _____

c. Dictionary definition: _____

d. Sentence: _____

Name _____ Period _____

Core Standard: Identifying Parts of Speech

To be a good reader and a competent writer, it is important to understand the *parts of speech*. A sentence is made up of words and each word has a purpose and a place in that sentence. There are nine main parts of speech: nouns, verbs, adjectives, adverbs, conjunctions, pronouns, interjections, articles, and prepositions.

Directions: *The following sentences are from the book Brothers of the Fire Star. For the words that are underlined, decide what part of speech it is and write it in the space provided.*

1. In the bright sunlight, shadows of the trees played across the sail.

- a. bright _____
- b. of _____
- c. played _____
- d. sail _____

2. Joseph and Napu both jumped up quickly and, stepping outside the hut, found the food wrapped in banana leaves just as Retawasiol had said.

- a. jumped _____
- b. quickly _____
- c. wrapped _____
- d. hut _____

3. He lifted the rusty tin to his lips again and drank...

- a. He _____
- b. lifted _____
- c. rusty _____
- d. drank _____

4. The stars were brilliant in the inky blackness of the night sky.

- a. stars _____
- b. in _____
- c. inky _____
- d. sky _____

Name _____ Period _____

Core Standard: Identifying Parts of Speech

(continued)

5. Then he heard Napu's hard whisper: "Look! Look there!"

- a. heard _____
- b. hard _____
- c. whisper _____
- d. Look! _____

6. They made five torches by bending dried palm leaves over on themselves so that the fronds formed a clump at the end of the stalk.

- a. They _____
- b. torches _____
- c. formed _____
- d. at _____

7. His eyes were closed and his face was like a tight, brown mask.

- a. eyes _____
- b. and _____
- c. tight _____
- d. mask _____

8. Soldiers appeared around them as if from nowhere, and started picking up the dead.

- a. around _____
- b. from _____
- c. and _____
- d. started _____

9. A shadow came up next to the soldier.

- a. A _____
- b. shadow _____
- c. came _____
- d. soldier _____

Name _____ Period _____

Brothers of the Fire Star: Final Test

Part A: Matching

Directions: Match the following characters with the correct description or action. Write the letter of the correct answer on the line provided.

- | | |
|-----------------------------------|--|
| 1. _____ The Spirit of the Voyage | a. the young Japanese soldier |
| 2. _____ nunu tree | b. an island in the Mariana Islands |
| 3. _____ Napu | c. sea life used to navigate between islands |
| 4. _____ Retawasiol | d. the spirit a an ancient navigator |
| 5. _____ Kiki | e. used to navigate among the islands |
| 6. _____ Saipan | f. where people believe spirits live |
| 7. _____ star paths | g. a young Chamorro boy |
| 8. _____ sea birds | h. a canoe |
| 9. _____ proa | i. a part of the proa |
| 10. _____ tam | j. the old navigator who instructs the boys |

Part B: True/False

Directions: For each of the following statements, decide whether it is true or false. If it is true write out the word "true." If it is false, write out the word "false."

11. _____ Joseph is out in the jungle when the war starts because he is running away from his uncle.
12. _____ The Spirit of the Voyage is the root of a nunu tree in the shape of a spirit.

Name _____ Period _____

Final Test (continued)

13. _____ Napu does not want to take Joseph with him in his sailboat.
14. _____ Napu knows how to steer by the stars because it is in his blood.
15. _____ Napu teaches Joseph how to fish and to sail and Joseph teaches Napu how to build a fire without using matches.
16. _____ When Joseph gets a deep cut from his machete, they have medicine to treat it.
17. _____ The boys get shipwrecked on the island because Joseph falls asleep while steering the sailboat.
18. _____ Retawasiol, the old navigator, says he will teach Joseph and Napu the secrets of navigation if they will bring him food and keep him company.
19. _____ The Japanese captain keeps coming back to the island because he likes the the way Napu cooks turtle meat.
20. _____ The old navigator wants the boys to sail with him to Saipan because that is where his family lives.

Part C: Multiple Choice

Directions: Choose the letter of the best response and write it in the space provided.

21. _____ Why does Joseph want to get the dog tags from the dead man in the rubber life raft?
- | | |
|--------------------------------|--|
| a. for a souvenir | b. to let the man's family know he is dead |
| b. to use as a good luck charm | c. to use as a fishing lure |
22. _____ As they approach the island of Saipan in the proa, what do Joseph and Napu see in the water?
- | | |
|-------------------------------------|---------------|
| a. the bodies of women and children | b. coconuts |
| c. cans of Army food | c. palm trees |

Name _____ Period _____

Final Test (continued)

23. _____ When they reach Saipan , which one of the following is NOT true?
 a. Retawasiol knows he is dying. b. Napu is afraid to look for coconuts.
 b. Joseph goes looking for coconuts. c. They need coconuts to drink.
24. _____ What does the sergeant tell the boys when he finds them on the battlefield?
 a. They can take all the cans of food they want. b. Go and hide somewhere.
 b. Watch out for sharks. c. Go back home to Guam.
25. _____ When they get to the island where Retawasiol wants to die
 a. They don't go on the island because of the war. b. They look for coconuts.
 c. They meet Kiki, a young Japanese soldier. d. They fix the proa.
26. _____ After the old navigator dies
 a. Kiki helps them build a tomb for him. b. Kiki joins them in a ceremony.
 b. They share food with Kiki. d. all of the above
27. _____ Which of the following is NOT true:
 a. Joseph and Napu have a fight with Kiki. b. Kiki leaves the island with the boys.
 c. They are almost run over by a ship. d. Napu finds the body of a friend.
28. _____ When they are sailing back to Guahan, what does Joseph see that warns him about possible trouble?
 a. a piece of bamboo floating in the water b. an octopus
 c. the Spirit of the Voyage c. a low-flying Japanese airplane
29. _____ When they arrive back at Guahan, what do they find?
 a. The war is over. b. Another battle is about to begin.
 b. a good place on the beach for the proa c. friendly American soldiers
30. _____ During the final battle what does NOT happen?
 a. Joseph, badly injured, dies of his wounds. b. Kiki disappears into the battle.
 b. Napu gets help from a soldier. c. The proa is destroyed.

Name _____ Period _____

Brothers of the Fire Star: Final Test

Short Response (3 to 7 sentences each)

Directions: *On a separate piece of paper, answer the following questions using complete sentences. Be sure to include as many details as you can.*

31. What is brotherhood and how does the author make it clear that brotherhood is the major theme of *Brothers of the Fire Star*?

32. Why do you think the author feels it is important to learn about using the stars and the sea to navigate even though modern ways of navigating are so much more accurate and easier to use?

33. Why do you think the author feels it is important for all people to get along with each other even if they are of different races or from different cultures?

Name _____ Period _____

Brothers of the Fire Star: Final Test
Vocabulary

Directions: Match the following words with the correct definition. Write the letter of the definition in the space provided.

- | | |
|---------------------------|---|
| 34. _____ banyan tree | a. calm, cool strength |
| 35. _____ unscathed | b. meat eater |
| 36. _____ windward | c. the side of a boat or island exposed to the wind |
| 37. _____ zenith | d. clusters of stars |
| 38. _____ horizon | e. rolled up and secured |
| 39. _____ stoically | f. a nunu tree; a tree believed by some to be haunted |
| 40. _____ carnivorous | g. unharmed |
| 41. _____ constellations | h. highest point a star can be directly above Earth |
| 42. _____ effigy | i. a state of unconsciousness |
| 43. _____ furled | j. line that forms the boundary between Earth and sky |
| 44. _____ liltng | k. a trick |
| 45. _____ Samurai | l. writing that is clear and easily read |
| 46. _____ phosphorescence | m. a piece of writing usually at the end of a book |
| 47. _____ coma | n. a crude likeness or carving of a hated person |
| 48. _____ deceit | o. a light, rhythmical way of speaking |
| 49. _____ legible | p. a Japanese warrior in former times |
| 50. _____ epilogue | q. a glowing light emitted by underwater sea life. |

Answer Key

Note: Answers may not be given in complete sentences as most answers should be.

P. 8 Core Standard: Author Biography

Douglas Arvidson

1. a
2. b
3. c
4. a

P. 10 Critical Thinking: Introduction

1. to provide information necessary to the understanding of the book.
2. 1941 – 45 in the Pacific to expand its economic and military influence
3. to find sea routes to the Far East
It resulted in the deaths of thousands of people and largely destroyed the culture of the islands.

P. 20 Comprehension Check: Chapters 1 – 5

Chapter 1

1. out in the jungle exploring
2. He worries he will hurt himself.
3. in the tangled roots of a nunu or banyan tree
4. He wakes up to the sound of whispering.
5. The spirits of the islander’s ancestors live in it and he must treat it with respect
6. He must not die yet. He must escape to sea with a boy named Napu and bring back the secrets of the ancient navigators

Chapter 2

1. The village has been destroyed by Japanese air attacks.
2. at the trans-Pacific cable station
3. He meets a boy named Tomas who tells him not to go back to the village because there are dead people there and the planes will come back.
4. His uncle was killed in the Japanese attack.
5. Joseph’s favorite book, *A Boy’s Picture History of the World in One Volume*
6. back to their house

Chapter 3

1. A calendar is hanging on the wall of the house.
2. It is the day the Japanese attacked the United States and started World War II in the Pacific.

Chapter 3 (continued)

3. He leaves the village to escape into the jungle.
4. the Spirit of the Voyage and the book
5. an empty sack and a machete
6. climb a coconut tree to get a nut
7. The soldiers shoot at Joseph

Chapter 4

1. his machete
2. someone singing
3. standing in his boat
4. Because Joseph doesn’t know anything and will cause trouble and get them both killed.
5. The stick and the book are worthless.

P. 23 The Chamorro People and the Taotaomo’na

1. True
2. False
3. True
4. False (a type of fig tree)
5. True
6. In the old days, they felt close to the taotaomo’na and thought the spirits could protect and help them. A medicine man was needed to help contact the ancient spirits. In modern times, the taotaomo’na are believed to be evil and are feared.
7. The people had lost connection with the very old spirits and needed the medicine to contact them.

Punctuation, Capitalization, Spelling, and Grammar

1. He had been told he must come home right away if anything happened, even though his uncle had insisted the war would not reach them. (period at end of sentence)
2. Its long roots, growing downward through the air and along the tree's trunk, were like a thousand writhing, twisting, gray snakes. (add commas)
3. Could war be so quiet? Is it over already? (add question marks)
4. "Are the soldiers there?" Joseph asked. (add quotation mark and question mark)
5. He got up from the table and went into the bedroom. (add period)
6. "Can you climb in by yourself?" he asked.
7. "I found it," he said. (quotation marks, capitalization, and period)
8. "Okay," he said, "use the pole to steer us." (quotation marks, commas, and period)
9. "Don't stop paddling," Napu whispered. (quotation marks, comma, period)
10. Joseph scrambled as quickly as he could back across the tarp. (Capitalization, spelling of "could," add period.)

Chapters 1 – 10 Core Standard: Foreshadowing (Accept reasonable answers)

1. Joseph may die later.
2. They will learn how to use birds to help them navigate.
3. Napu learned how to speak Japanese from his grandmother.

Comprehension Check—Chapters 6 – 10

Chapter 6

1. Napu tells Joseph that knowing how to navigate using the stars was in his blood. No, because Joseph remembers that the old ghost told him that he must help Napu learn how to navigate.
2. to an island where the people will give them food and there are no soldiers
3. He thinks Joseph is lying because the spirits of the ancestors have never spoken to him.

Chapter 7

1. He dropped the machete into the boat.
2. No, he had not been listening to instructions and he almost capsized the boat.

Chapter 8

1. Come out of the stick and go into Napu's mouth.
2. Again, Joseph remembers that the old ghosts told him to help Napu learn how to navigate.

Chapter 9

1. He feels disgusted by the raw fish and expects Napu to throw up.
2. Wake Napu up.
3. Come out of the stick and go into his mouth like he did with Napu.

Chapter 10

1. He feels both relief and sadness because he realizes that no one is looking for them.
2. He thinks he sees trees growing out of the ocean.
3. He falls asleep, falls into the bottom of the canoe, and the canoe capsizes.

Core Standard: Conflict

1. man against nature
2. man against himself (internal conflict)
3. man against man

Comprehension: Chapters 11 – 15

1. The boat capsizes in the surf and they are shipwrecked on an island.
2. He blames himself for them getting shipwrecked and losing the boat.
3. He finds his book, *A Boy's Picture History of the World in One Volume*. It is important to him because it is his only connection to the world he came from. Looking at the pictures was like looking at pictures of his long-lost family.
4. He finds his fishing net. With it he can catch all the fish they need to live.
5. The lagoon is full of fish.

Comprehension Check: Chapters 16 – 20

1. It may have been the Spirit of the Voyage or could have been a bird or just a dream.
2. The carved root of the nunu tree—the Spirit of the Voyage
3. He feels uneasy because of his restless night's sleep and the mysterious appearance of the Spirit of the Voyage by their fire.
4. The machete falls from the tree and badly cuts his leg.
5. It becomes infected.
6. He imagines he sees the Spirit of the Voyage and an evil taotaomo'na fighting.
7. to thank the Spirit of the Voyage for saving Joseph and to become "brothers."
8. He thinks they should have eaten the turtle and her eggs.
9. He sees a sail; a proa is approaching the lagoon.
10. Take the boys with them back to their island.
11. He releases him into the lagoon.

Core Standard: Theme

1. Brotherhood is an important theme for the author because the two main characters struggle to overcome their cultural and racial differences and realize they need each other to survive.
2. Yes, because despite their differences, Joseph and Napu come to realize that they both have something important to offer to each other. Each comes to respect the other and they become "brothers."

Comprehension Check: Chapters 21 – 25

1. The boys could tell Raumwele was captain of the canoe because the other men waited for him to give them permission to eat and, as the navigator, he did not have to do changed positions and do other jobs.
2. the sea and the stars
3. They must bring him food, keep him company, and help him repair his canoe.
4. Joseph dreams he sees the old navigator as a young man sitting around a fire with the Spirit of the Voyage and Napu and Joseph. Retawasiol has made a circle of stones in the sand and is speaking a strange language.
5. He teaches them how to use a paddling canoe to catch fish.
6. A Japanese war ship comes to the island and a Japanese officer comes ashore. Joseph must hide in the canoe because if the Japanese captain finds him, they will kill him.
7. They catch a turtle and bring it up onto the beach. When it dies, they cook it for Retawasiol.

Core Standard: Elements of Style

1. Answers may vary. A quiet mood of reflection, of oneness with nature.
2. "and," "time" and "wind."
3. The repetition of the words "and," "time," and "wind."

4. "...and time passed over them as if it, too, were part of the wind."
 "...that time and the wind were the same thing and that stars, too, were all part of the wind and the sea and time, and so was the canoe and everyone in it."

Comprehension Check: Chapters 26 – 30

Chapter 26

1. They notice that their physical appearances were changing; they were getting taller, their voices were changing, and they were starting to grow beards.
2. They fished, gathered food, prepared meals, and kept the canoe house clean.
3. a—an example of metaphor

Chapter 27

4. They tell the captain that they used the book to start fires.
5. He tells them they must leave the island because the next time the soldiers come they might find Joseph and they will take the canoe. He wants to sail to an island where he believes the spirits of the ancestors came out of the Earth and he wants to die there.

Chapter 28

6. They get the canoe ready to go sailing.
7. After a day of sailing, Napu and Joseph feel that they are learning and being successful.

Chapter 29

8. He seems to become angry but he may have only been teasing them.
9. He became anxious and unsure of himself until he saw the birds and knew which way to steer to reach the island.
10. The men from Puluwat.
11. They tell them that there is big battle being fought on Saipan between the Americans and the Japanese.

Core Standard: Character Development

Character: Joseph

Joseph has learned a great deal about sailing, fishing, and surviving at sea and on an island. He has grown bigger and stronger and is developing a lot of self confidence.

Character: Napu

Napu has learned to admit what he does not know and learned to accept Joseph as a equal. He, too, has grown physically stronger and has learned how to sail a canoe and much about star-path navigation.

Napu and Joseph's Relationship

At the beginning, Napu was the leader and Joseph looked up to him and depended on him. Now, Joseph and Napu share the decision making and each recognize that other is competent at sailing and survival.

Character: The Spirit of the Voyage

1. Yes, Joseph, Napu, and Retwasiol believe the Spirit of the Voyage is real. They speak to it and depend on it to protect and help them.
2. Answers will vary. Accept any well-reasoned response.
3. No, the Spirit of the Voyage is an unchanging presence throughout the book. It does not grow or weaken or learn new skills or gain new insights.

Character: Retawasiol, the Old Navigator

Retawasiol is an authority figure and the boys' teacher and mentor. Napu and Joseph both respect and fear the old man but don't seem to feel much affection for him.

Comprehension Check: Chapters 31 – 35Chapter 31

1. Hide in the jungle
2. They believe that the thunderstorm has been caused by the spirits on the island.

Chapter 32

1. They used the stars and the ocean currents.
2. They find a rubber life raft containing the body of an American serviceman. They are frightened and curious.
3. He wants to give them to the serviceman's family so they will know what happened to him.

Chapter 33

1. They see war planes.
2. the bodies of women and children

Chapter 34

1. They need to get coconuts to drink for the voyage to the island where the old navigator wants to die.

Chapter 35

1. They get caught in the middle of a battle.

Core Standard: Setting

1. 1941 to 1945
2. World War II
3. The setting is among the tropical island of the Pacific. The warm climate makes it unnecessary for the characters to worry about getting cold or wearing much clothing. The ocean and the islands provide enough food but, because the islands are small, there are few places to hide from the Japanese soldiers.

Bushido and the Suicide and Banzai Cliffs of Saipan

1. Bushido means “the way of the warrior” in Japanese. Answers will vary. Accept any reasonable response.
2. Propaganda means the deliberate spreading of rumors or ideas to help a cause. The Japanese leaders encourage the civilians on Saipan to commit suicide when the American invaded Saipan because they did not want the Americans to win a propaganda victory by treating the people well.

Comprehension Check: Chapters 36 – 40Chapter 36

1. He has moved off the proa and is lying on the beach under the shelter of the rocks. He has the Spirit of the Voyage with him.
2. He finds C-rations—cans of Army food.

Chapter 37

1. Yes, they show that they know how to use the currents, the ocean swells, and the stars when they leave Saipan.

Chapter 38

1. There are soldiers on the island and the American planes are bombing it. Napu said they must go to the island despite the soldiers and bombing because the old navigator wants to die there.

2. He finds a young Japanese soldier.
3. He tells him that spirits of the ancestors are with them and they will take revenge on him if he kills them.

Chapter 39

1. He sees the shadow of the Spirit of the Voyage floating over the young soldier.
2. They take him up into a cave above the beach because it will be a good place to be when he dies.
3. The young Japanese soldier builds a tomb for the old navigator inside the cave.
4. The soldier's name is Kiki. He is young and dirty and has a bad cold. He is wearing a ragged uniform with a hat that has a flap on the back to cover his neck.

Chapter 40

1. Napu does not trust Kiki and thinks he might try to kill them.
2. Kiki resists getting on the canoe and Joseph and Napu have to fight him.
3. They have to bring the secrets of navigation back to the island.

Core Standard: Point of View

1. This is written in the third-person limited point of view because it tells how Joseph felt; he felt fear.
2. This shows the third-person point of view because although Napu rests his head on the tam for a moment and seems tired, we don't know what he is thinking.

Comprehension Check: Chapters 41 – Epilogue

Chapter 41

1. Napu speaks to him in Japanese and tells him that they did not want him to die in the war and Joseph offers him a coconut to drink.
2. He thinks the war is over on Guahan and they are running out of coconuts.

Chapter 44

1. They see American war ships and planes shelling and bombing the island.
2. The wind dies.
3. A shell damages the proa and Joseph is badly injured. When they reach the beach, Kiki walks on the sand and disappears into the battle.

Epilogue

1. Joseph and Magahet are Napu's sons and Isa is their sister.
2. Joseph has just turned eighteen and he is excited because today, for the first time, he will be the navigator on a voyage to another island.
3. Napu, Joseph, Magahet, and Isa's father perform a ceremony to bless the voyage. Napu always puts the carved root of the nunu tree and the book *A Boys History of the World in One Volume* into the canoe when they leave to go to sea.

Core Standard: Symbolism

1. The root is from a nunu or banyan tree. Banyan trees, which are also called strangler figs because their roots grow up and around other trees, are considered sacred by many people around the world including the people of Guahan. When the ghost of the old man enters the root, it takes the form of the Spirit of the Voyage, a sleeping figure. They believe it has the power to protect and guide them.
2. Joseph finds the book in the arms of his uncle who has been killed by the Japanese attack on the village. In this manner, both the book and the Spirit of the Voyage are gifts given to Joseph and Napu by dead men and seem to offer comfort and guidance. They can be considered as symbols of the two different cultures, the Western culture of Joseph's and Napu's Pacific Island culture.

3. Napu feels that the root of the nunu tree actually contains the Spirit of the Voyage and is therefore valuable while the book is just pictures and words. While Joseph also feels that the carved root has the power of spirits inside, he has always loved books and been taught they are sacred, too.

4. The Spirit of the Voyage and the book, *A Boy's Picture History of the World in One Volume*, can be seen as symbolizing the way two different cultures hand down the myths and legends of their pasts. The island culture, which until recently did not have a written language, passed down the stories and lessons from long-dead ancestors by oral memories such as stories, chants, and songs. Western culture, with its long history of a written language, transmits the mythology of its past through books.

Core Standard: Elements of Plot

Exposition: The main characters of Joseph, Napu, and the Spirit of the Voyage, are introduced in the first four chapters. The character of Retawasiol, the old navigator, is introduced in Chapter 21. The setting is the islands of the Pacific at the outset of World War II.

Rising Action: Both Joseph and Napu face the possibility of being killed by the Japanese if they are captured. They have also been told by the Spirit of the Voyage must also learn the secrets of navigating by the stars and bring them back to Guahan but the only way they can accomplish this is to take Retawasiol to the island where he wants to die.

Climax: The climax occurs in the last few pages when Joseph, Napu, and Kiki are caught up in American invasion of Guam.

Falling Action: This takes place in the Epilogue.

Denouement: This also takes place in the Epilogue.

Quiz: Chapters 1 – 5

1. c
2. b
3. d
4. b
5. d
6. c
7. b
8. a
9. a
10. c

Vocabulary Quiz: Chapters 1 – 5

1. procession
2. perpetual
3. chaotic
4. concussions
5. diminished
6. fervently
7. unscathed
8. windward
9. leeward
10. serenity

Quiz: Chapters 6 - 10

1. He is too proud to admit he cannot.
2. He almost caused it to capsize. He feels worthless stupid.
3. He has eaten it many times before.
4. He is afraid of being out at sea and wants someone to rescue them.
5. He has never seen a low island rise up from the sea. He cannot believe there could be trees in the ocean. He is very sleepy.
6. Not at first because he has never seen them and he grew up on the island.

Vocabulary Quiz: Chapters 6 - 10

1. stern
2. sheath
3. horizon
4. anticipate
5. flogging
6. stoically
7. zenith
8. relinquish
9. Ignite
10. crescent

Chapters 11 – 15 Quiz

1. c
2. b
3. c
4. a
5. b
6. c
7. a
8. c
9. a
10. b

Chapters 11 – 15 Vocabulary Quiz

1. carnivorous
2. tinder
3. loom
4. flotsam
5. constellations
6. lagoon
7. riffle
8. sodden
9. friction
10. Charles Darwin

Chapters 16 – 20 Quiz

1. False
2. True
3. False
4. True
5. False
6. False
7. True
8. False
9. False
10. True

Chapters 16 – 20 Vocabulary Quiz

1. a
2. c
3. b
4. a
5. b

Chapters 21 – 25 Quiz

1. c
2. c
3. c
4. a
5. b
6. c
7. b
8. a
9. b
10. a

Chapters 21 – 25 Vocabulary Quiz

1. incomprehensible
2. liling
3. helmsman
4. deferred
5. utt
6. intonation
7. smallpox
8. reproach
9. mirage
10. Samuri

Chapter 26 – 30: Quiz

1. They do not have watches or a calendar. They have no way of measuring the passage of time other than the seasons and the phases of the moon.

2. Because they do not have compasses or sextants and if they do not learn to use the stars, they cannot leave the island and the Japanese will find them and kill them.

3. Joseph has the book in the canoe with him when he hides.

4. b

5. d

6. b

7. a

8. b

Chapters 31 – 36: Quiz

1. b

2. a

3. b

4. d.

5. a

6. b

7. b

8. a

9. c

10. d

Chapters 36 – 40: Quiz

1. a

2. c

3. a

4. b

5. c

6. a

7. c

8. d

9 .b

10. d

Chapters 36 – 40: Vocabulary Quiz

1. c

2. a

3. a

4. c

5. b

6. b

7. a

8.b

9. b

10. c

Chapters 41 – Epilogue: Quiz

1. a

2. d

3. a

4. b

5. c

6. b

7. a

8. b

9. d

10. They were successful in that they brought the secrets of the ancient navigators back to Guahan as they were told to do by the Spirit of the Voyage.

Epilogue: Vocabulary Quiz

1. epilogue
2. legible
3. impassively
4. acrid
5. lopped
6. haunches
7. supergiant star

The Coconut Palm: The Tree of Life

1. She thought the author had mentioned coconuts too often in the book.
2. Napu and Joseph drank and ate coconuts while at sea and while on the islands.
3. any three of the following: building houses, making rope, making utensils, food, drinking, burning in fires for cooking, medicine, hair-care products, copra
4. Copra is dried coconut meat. It contains oil that is used for cooking, medicines, and hair-care products. It is also fed to farm animals.
5. any of the following: coconut oil, hand cream, carpets or door mats made of coconut fiber, shampoo

Core Standard: Identifying Parts of Speech

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. a. adjective
b. preposition
c. verb
d. noun 2. a. verb
b. adverb
c. verb
d. noun 3. a. pronoun
b. verb
c. adjective
d. drank 4. a. noun
b. preposition
c. adjective
d. noun | <ol style="list-style-type: none"> 5. a. verb, b. adjective, c. verb
d. interjection 6. a. pronoun, b. noun, c. verb
d. preposition 7. a. noun, b. conjunction,
c. adjective, d. noun 8. a. preposition, b. preposition
c. conjunction, d. verb 9. a. article, b. noun, c. verb, d. noun |
|---|---|

Brothers of the Fire Star: Final Test

1. d
2. f
3. g
4. j
5. a
6. b
7. e
8. c
9. h
10. I

True/False

11. False
12. True
13. True
14. False
15. True
16. False
17. True
18. True
19. False
20. False

Multiple Choice

21. b
22. a
23. b
24. a
25. c
26. d
27. d
28. a
29. b
30. b

Vocabulary

34. f
35. g
36. c
37. h
38. j
39. a
40. b
41. d
42. n
43. e
44. o

Short Response (3 to 7 sentences each)

31. Accept reasonable answers. By having Joseph and Napu settle their differences and become “brothers.”
32. It is important not to lose touch with the with nature.
33. Accept any reasonable answer.

45. p
46. q
47. i
48. k
49. l
50. m

