A stylized illustration of fire in shades of red, orange, and yellow, with a reflection effect below a horizontal line. The fire is depicted with swirling, flame-like shapes. The text 'WORDS ON FIRE' is centered in a large, black, textured, serif font.

# WORDS ON FIRE

**JENNIFER A. NIELSEN**

Historical Fiction

Grades 4-8

Lexile 820

DRA V

# NOVEL STUDY

CREATED BY ALLISON TOURVILLE

May 2020

Flag of Lithuania

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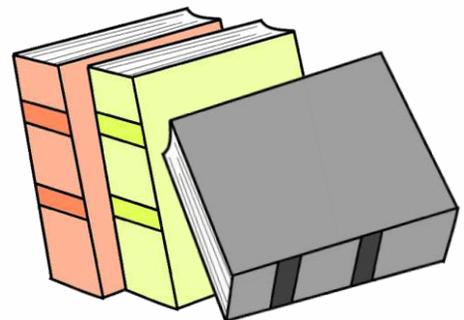
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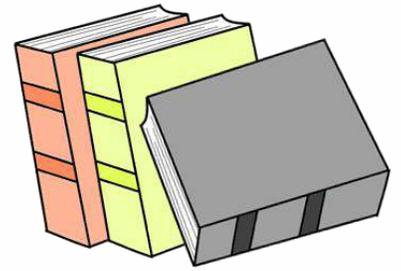


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# Introduction



## ***Words on Fire Synopsis:***

Audra lives on a quiet farm in Lithuania, but she understands that danger is never far away. Her parents warn her to stay close to home and avoid the patrolling Russian Cossack soldiers. The Russians, who occupy Lithuania, insist that everyone there must become Russian — they have banned Lithuanian books, religion, culture, and even the language.

But Audra knows her parents are involved in something secret and perilous. When Cossacks arrive abruptly at their door, Audra's parents insist that she flee, taking with her an important package and instructions for where to deliver it. But escape means abandoning her parents to a terrible fate.

As Audra embarks on a journey to deliver the mysterious package, she faces unimaginable risks. In hopes of rescuing her parents, she becomes caught up in a growing resistance movement, eventually joining a network of book smugglers: Lithuanians intent on preserving their language, history, and culture. She will become...a Carrier.

# Book Trailer

Download a QR Code Reader App on your smartphone or iPad to read the following QR Code linked to the book trailer. (Please double check the link prior to using with student).



# Article Review

**Directions:** Read the article *The 19th-Century Lithuanians Who Smuggled Books to Save Their Language* and answer the following questions.

1. Preview the article:
  - a. Locate the title, author, publication, and publication date
  - b. Look at the photos and read the captions
  - c. Read paragraphs 1-4
  - d. Predict what the article is about

I think the article is about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What questions do you have?

I wonder
----------

I wonder
----------

I wonder
----------

# Article Review

3. Read the article and complete the graphic organizer.

Who?

What?

When?

Where?

Why?

How?

# The 19th-Century Lithuanians Who Smuggled Books to Save Their Language

*They banded together against book burnings to fight an empire.*

By Michael Waters

Atlas Obscura

July 19, 2017

Adapted by Allison Tourville



Vincas Juška, Lithuanian Book Smuggler (1860-1939). PUBLIC DOMAIN

In 1899, a pair of **smugglers** (people who move goods illegally into or out of a country) were crossing the border between Lithuania and East Prussia. Clutching their packs, they lay on a bank along the Prussian part of the river Šešupe, and for hours they studied the movements of the guards on the other side. They could not afford to get caught.

When it was dark, they pushed across the Šešupe and ran 10 miles to a distribution center (a place where items are given out) in the Lithuanian village of Pilviškiai. There they discovered that Russian authorities were searching for them.

Soon they would return to Prussia, where they would hide out for several weeks before deciding to abandon the region entirely. Within a year, they would be on a boat to Scotland.

But that first night, before they fled, they needed to drop off their smuggled goods—the very reason that authorities were after them. They opened their packs, and out poured books.



Map of Lithuania under Russian control. PUBLIC DOMAIN

In 2004, a Lithuanian man named Jonas Stepšis recounted this story. The two smugglers were his father and uncle, and they had joined what became a nationwide book-smuggling **movement** (a group of people working together to advance their shared ideas and beliefs) as a part of their opposition to the Russian Empire.

Tsarist Russia had dominated Lithuania after Poland-Lithuania, a Commonwealth formed in 1569, was **annexed** (taken as a territory) and divided up among Prussia, Austria, and Russia in 1795. The majority of Lithuania fell under Russian control.

Tsars tried early on to enforce loyalty, finding a particular target in the Roman Catholic Church—an historic Lithuanian institution that Russia saw as a threat to its power. Russian authorities demolished numerous chapels and prohibited the construction of **wayside shrines** (a religious symbol or shelter by a road or pathway), which were widespread throughout Lithuania. Not prepared to give up their culture, Lithuanians built new shrines anyway.

Though a group of Lithuanian university students and **clergy** (religious leaders) led a violent uprising against Russia in 1831, resistance had long operated on a small scale. Lithuania had a tiny population (around one million people) and stood little chance of defeating a military power like the Russian Empire.

But by the middle of the 19th century, that was changing. The resistance had intensified.

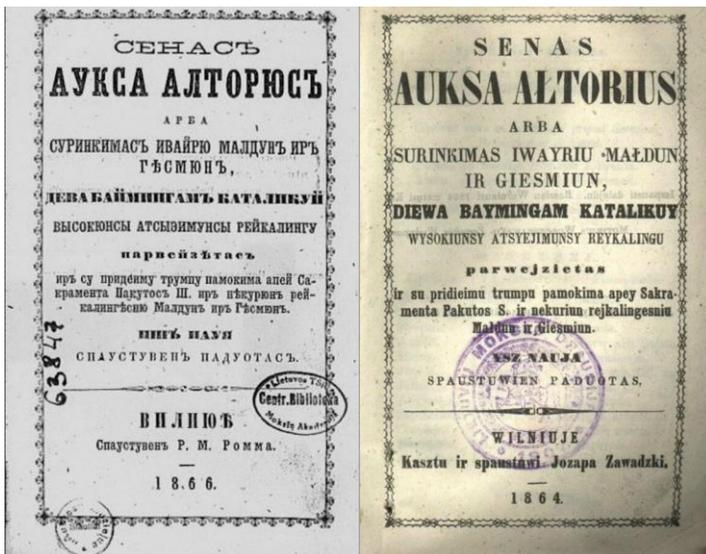


Wayside shrine in Lithuania. PHILLIP CAPPER/CC BY 2.0

In 1863, a massive **insurrection** (a violent uprising against authority or government): some 66,000 Lithuanians **serfs** (peasant farmers), traders, and clergy took up arms against the Russian government. Soon after their rebellion was crushed, leaving thousands dead or exiled to Siberia, Tsar Alexander II issued a harsh crackdown.

In 1864, the Governor General of Lithuania, Mikhail Muravyov, forbade the use of Latin Lithuanian language **primers** (elementary textbooks used to teach children to read). Two years later, there was a total ban on the Lithuanian press.

Language had long been a point of **contention** (a major disagreement) in Tsarist Lithuania. In the middle of the 19th century, in order to **assimilate** (fully integrate) the peasant class, the Russian scholar Alexander Hilferding proposed that the Lithuanian language, which uses a Latin alphabet, be converted to a Russian Cyrillic alphabet.



Two editions of the same prayer book. The book to the left is Cyrillic and was printed by Russia. The book to the right is Latin Lithuanian and was illegal under the ban.  
**PUBLIC DOMAIN**

The Lithuanian press ban was therefore an attempt to **eradicate** (destroy) the Lithuanian language and promote loyalty to the Russian cause. Lithuanian children were also required to attend Russian state schools, where they would learn the Cyrillic alphabet through books printed by the Russian government.

According to historians, Russia thought little of the ban when they first initiated it. They didn't see Lithuanians as belonging to a unique nationality, and they assumed that resistance, if anything, would be minimal.

They were wrong.

Almost immediately, individuals sprung up to spread Lithuanian writing. Since they couldn't publish books in their homeland, many Lithuanians began printing them abroad and smuggling them back into their own country.

Thus appeared the first of the **knygnešiai** (NIG-NEE-SHAY)—or book-carriers—who, in a desperate bid to save their language, transported books across the border and illegally disseminated them throughout Lithuania.

Initially, the knygnešiai worked alone. They carried books in sacks or covered wagons, delivering them to stations set up throughout Lithuania. They performed most of their operations at night, when the fewest guards were stationed along the border. Winter months—especially during blizzards—were popular crossing times.

Lithuanians went to great lengths to **conceal** (hide) their illegal books. *The Forty Years of Darkness* by Juozas Vaišnora reports of female smugglers who dressed as beggars and hid books in sacks of cheese, eggs, or bread. Some even strapped tool belts to their waists and pretended to be craftsmen, disguising newspapers under their thick clothes.

Bishop Motiejus Valančius, a historian and author of religious and **secular** (non-religious) works who later earned the label “the greatest Lithuanian personality in the 19th century,” organized the first large-scale attempt to smuggle books across the Lithuanian border. In a bid to publish more prayer books, he sent money to neighboring Prussia to construct a printing press there. Beginning in 1867, he tasked several priests with bringing the books back into Lithuania and distributing them to locals.



Motiejus Valančius (1801-1875).  
PUBLIC DOMAIN



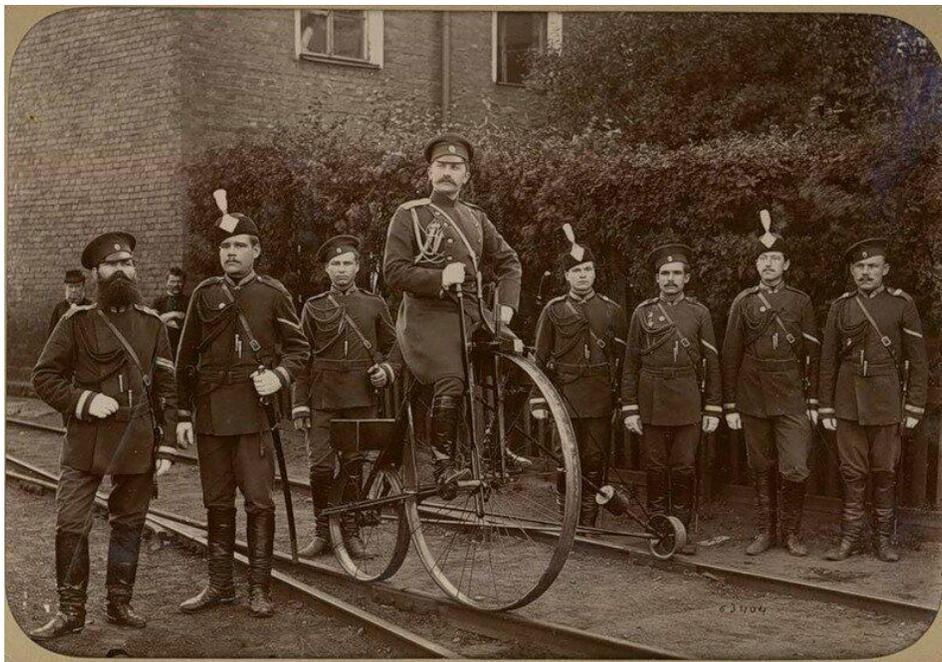
Illegal Lithuanian newspaper, 1884. PUBLIC DOMAIN

The fact that so many of these early smugglers were priests is not surprising. Lithuania’s strong Catholic roots—and Tsarist Russia’s historic hostility to the Church—made the Catholic Church an instant symbol of resistance to Russian authority. But as the smuggling operations continued, they became more secular in character. In addition to prayer books, Valančius started printing journals and almanacs in Latin Lithuanian with the hopes of teaching Lithuanian history and culture. He was responsible for the printing of over 19,000 books in East Prussia.

Following the lead of Valančius, individual knygnešiai soon organized themselves into larger smuggling societies that bore **optimistic** (hopeful) names like the Morning Star, Stimulus, Rebirth, the Sprout, the Truth, Compulsion, and the Ray of Light. They began importing books from as far away as the United States, where the sizable Lithuanian-American population assisted them in printing. (Over 700 copies of Lithuanian books were published there.) These new organizations distributed textbooks, yearbooks, science books, fiction, folklore, religious sermons, and other publications.

Despite its popularity, smuggling was far from easy. The risks were high, and the Lithuanian border was not easy to cross. Three lines of Russian security forced the knygnešiai to exercise extreme caution.

The first line comprised soldiers along the border “filed so densely that they could see each other.” In the second line, another row of soldiers waited, this time spread further out. The last defenses were the gendarmes (ZHändärm)—or Russian Empire policemen—who rode on horseback through villages and sought information from local informants.

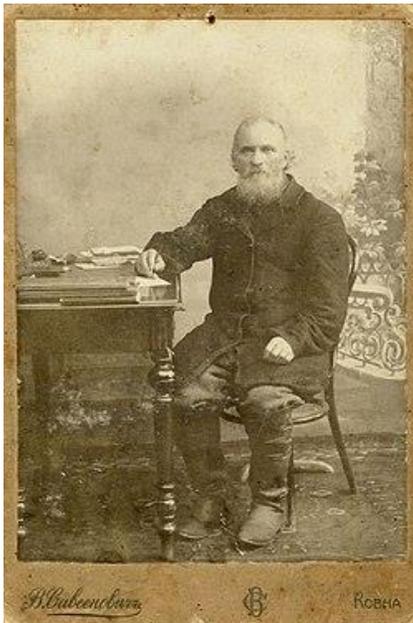


Russian gendarmes, 1890. PUBLIC DOMAIN

Those who failed to beat the Russian border security were “tied to a post and whipped,” then either imprisoned, sent to Siberia, or—if they tried to run—simply shot.

Soldiers **confiscated** (took with authority) any books and journals found on the smugglers—and burned them.

The number of book smugglers that were caught or punished is unclear, but the first major arrest seems to have occurred between 1870 and 1871, when Russian forces sentenced 11 associates of Valančius. Eight of the smugglers—five priests, a farmer, and a noble—were exiled to Siberia. Valančius’ operation was permanently compromised. A few years later, in 1875, he died.



His successor was a peasant: Jurgis Bielinis, an **ardent** (passionate) Lithuanian nationalist who inherited his political edge from his father.

In 1885, Bielinis created the Garšviai knygnešiai society, which grew to be the largest book-carrying operation in Lithuania, later earning him the title of “King of the Book Carriers.” Members of the Garšviai knygnešiai society—who soon numbered in the thousands—pooled together money to buy books from Prussian publishers and then distributed them to paying “subscribers” throughout Lithuania. Bielinis is credited with smuggling nearly

half of all the books brought into Lithuania from East Prussia (and even passing some along to Lithuanians living in Latvia).

By the 1890s, Russian authorities were on his case, and a reward was placed on him. Several manhunts ensued, but Bielinis consistently managed to **evade** (avoid) capture.

At the turn of the century, despite his fugitive status, Bielinis even created a Lithuanian newspaper of his own, which he delivered to residents who bought a subscription from him. The newspaper, known as the White Eagle, was printed on one of the only presses active in Lithuania.

Locals also set up secret schools that taught Lithuanian children their language using illegal books. To avoid attention, Lithuanian children still attended Russian-operated state schools, but it was in the Lithuanian schools, they were told, where their real education happened.

It is unclear how many Lithuanian books were printed and smuggled illegally, but between 1891 and 1901, Russian officials confiscated over 173,259 publications, a rate that nearly doubled in the remaining few years of the ban (1901-1904). This has led some historians to estimate that the actual numbers of smuggled books totaled in the millions. Regardless, nearly every town and village had a stockpile of illegal books and a secret Lithuanian school to go with it.

Driven by the national **zeal** (enthusiasm), Bielinis soon began talking more openly of independence from Russia. He became the spokesman for a Lithuanian **patriotism** (devotion to and vigorous support for one's country) that would provide the force behind the February 1918 Act of Independence of Lithuania.

Bielinis just wasn't there to witness it: he died in January 1918, a month before Lithuania gained independence.

Today, Bielinis is memorialized not only through stamps and statues, but also through a holiday: the Day of Knygnešys, or the Day of the Book Carrier, which takes place every year on his birthday, March 16th.

Bielinis has, in many ways, become a symbol of pride both in Lithuania and abroad. He is remembered not only as a national patriot, but also as a hero for those who profess the power of the written word—historical proof that a rag-tag group of rebels armed with books really can triumph over an empire.



# Geography

**Directions:** Locate Lithuania and Russia on the current political European map. Notice the surrounding countries and seas.



What countries border Lithuania?

What sea is off the coast of Lithuania?

What is Lithuania's capital?

Where is Russia in relation to Lithuania?

# Geography: Map of Lithuania from 1843–1915



What country bordered Lithuania to the southwest in 1843–1915?

Where is the city of Siauliai?

Where is Neman River?

Where is the city of Tilsit?

# Epigraph

An **epigraph** is a short saying or quotation at the beginning of a book or chapter used to suggest a theme.

Read the epigraph at the beginning of *Words on Fire* and discuss the meaning. Record your thoughts.

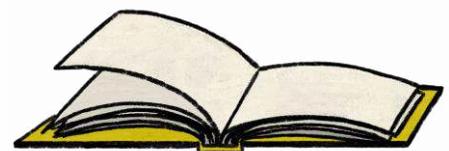
**“To be without learning is to be without eyes.”**

**-Lithuanian proverb**

I think the epigraph means \_\_\_\_\_

\_\_\_\_\_

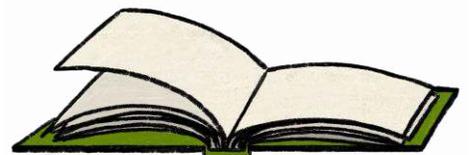
\_\_\_\_\_



# Anticipation Guide

**Directions:** Read each statement. Place a checkmark under the “Agree” or “Disagree” column in the “Before Reading” section. After reading the novel, revisit these statements to see if your perspectives change. Place a checkmark under the “Agree” or “Disagree” column in the “After Reading” section. Notice the changes and discuss. If your ideas and opinions change, explain. Conversely, if they remain the same, explain.

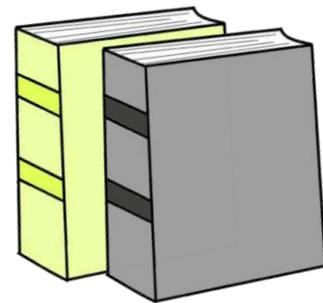
Statements	Before Reading		After Reading	
	Agree	Disagree	Agree	Disagree
1. The law is always right and just.				
2. Reading leads to developing new and important ideas.				
3. Our identity (who we are) is shaped by our environment.				
4. I would risk my safety to protect someone I love.				
5. I would risk my safety to protect something I believe in.				



# Essential Questions

1. What is identity?
2. How are our identities formed?
3. When should a person take a stand in opposition to an individual or larger group?
4. How can a person's decisions and actions reveal their personalities?
5. How can knowledge transform our lives?
6. What does it mean to be a hero?

*If you pay attention to the answers to these essential questions, you just might discover the themes of the novel.*

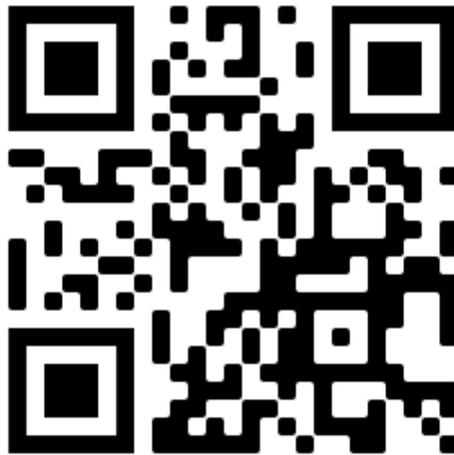


# Chapter 1 Vocabulary

<p>defy (v.)</p>	<p>openly resist or refuse to obey</p>	
<p>occupiers (n.)</p>	<p>people who seize, capture, or take control of an area</p>	

# Determining Point of View

**Instructional Video:** Download a QR Code Reader App on your smartphone or iPad to read the following QR Code linked to the point of view instructional video. (Please double check the link prior to using with student).



# Determining Point of View

First Person	Second Person	Third Person
The story is told by one of the characters in the story.	The narrator will talk to the reader as if they are having a conversation.	The story is told by the narrator who is not a character in the story.
The narrator will refer to themselves as “ <i>I</i> , <i>me</i> , and <i>my</i> .”	The narrator will refer to the reader as “ <i>you</i> .”	The narrator will refer to characters by name or with the words <i>he</i> , <i>she</i> , and <i>they</i> .

Read the first page of chapter one and determine the point of view in which *Words on Fire* is told.

1. Who is the narrator? What point of view is the story told?
2. What does her name mean in Lithuanian?
3. Do you think the meaning of her name might foreshadow what's to come? Explain. (Think about what a storm might represent).

# Chapter 1 Discussion Questions

1. What would happen if the Russian occupiers heard people speak Lithuanian?
2. The first chapter gives the reader a glimpse into Audra's character. How would you describe Audra after reading the first chapter?



# Chapter 2 Vocabulary

<p>Cossack soldiers (n.)</p>	<p>soldiers who guarded land for the Russian government</p>	 <p>В.Васнецов Донской козакъ 1821 года.</p>
<p>empire (n.)</p>	<p>an extensive group of states or countries under a single supreme authority</p>	
<p>peasant (n.)</p>	<p>a poor farmer</p>	
<p>suspicion (n.)</p>	<p>a feeling or thought that something was likely or true</p>	

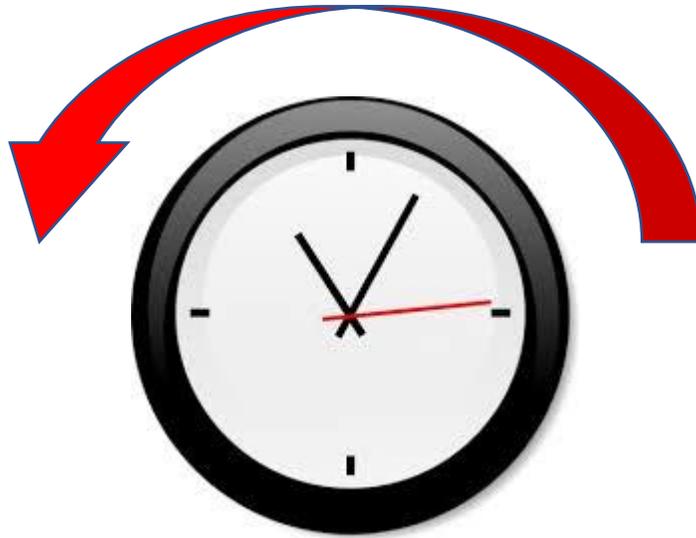
# Chapter 2 Vocabulary

provisions (n.)	a stock of food and supplies	
informant (n.)	a person who gives information to another	
bystander (n.)	a person present at an event but not involved	
flashback (n.)	an interruption of a chronological sequence of an event in order to provide background or context to the current events of a narrative	

# Flashback

Notice the setting shift between the 1<sup>st</sup> and 2<sup>nd</sup> chapters. The 2<sup>nd</sup> chapter begins the whole story as it dives into the narrator's past. This is called a flashback.

A flashback is an interruption of the chronological sequence of events in order to provide background or context to the reader.



# Chapter 2 Discussion Questions

The **setting** refers to where and when a story takes place.

1. What is the setting of the story?
2. How does the setting already impact Audra?
3. How old is Audra at the beginning of the story? (pg. 5)
4. Describe Audra's father and compare him to Audra using information from text. (pg. 2)
5. Describe Audra's mother. (pg. 2-3)
6. What happens at the end of Chapter 2?

# Metaphor

Figurative language is a non-literal meaning of a word or phrase used for comparison.

A metaphor is one type of figurative language.

A metaphor is a word or phrase used to make a comparison between two things that are alike or similar but not the same.

Here is a fun YouTube video introducing figurative language. Use the QR code for a video teaching figurative language literacy devices.



Read the following excerpt:

“I wasn’t a rock thrown into the pond; I was a leaf that fluttered onto the water where even the breeze wouldn’t notice me.”

1. To what is Audra comparing herself?
2. What do you think this metaphor helps us understand about Audra?



# Chapter 3 Vocabulary

gnarled (adj.)	twisted	
protest (n.)	expressing an objection to something	<b>NO!</b>
thicket (n.)	a dense group of bushes or trees	 <p>Bubiai-Padubysis Forest, Šiauliai</p>
nimble (adj.)	quick or light in movement or action	

# Types of Conflict

A conflict is a major problem in the story. Conflicts put the plot into motion. There are four different types of conflict: Character vs. Character, Character vs. Nature, Character vs. Society, and Character vs. Self. Character vs. Self is an internal conflict whereas the other conflicts are external.

## **Character vs. Character**

The protagonist or hero in the story often goes against the antagonist or villain. This could be a verbal or physical disagreement. Think about what these characters might represent. They might point to a deeper conflict. Character vs. character is an external conflict.

## **Character vs. Nature**

The main character endures a powerful force of nature. The character's survival skills are put to test as they navigate how to overcome the natural disaster. Character vs. nature is an external conflict.

## **Character vs. Society**

The main character challenges injustice, tradition, or an institution. The main character strives to seek justice and restore equality, fairness, and morality. Character vs. society is an external conflict.

## **Character vs. Self**

Character vs. self is the only internal conflict. The main character has some sort of conflict within their soul. This could be presented in a myriad of ways including depression, guilt, anxiety, morality, etc. They are often wrestling with deeper thoughts and feelings and asking tough questions.

# Chapter 3 Discussion Questions

1. What major event occurs in chapter 3?
2. At this point in the novel, what do you think is the major type of conflict? Explain your answer with textual evidence.
3. What instructions does Audra's mother give her regarding the package?
4. Complete a 30-second sketch of the major event in the box provided.

A large, empty rectangular box with a thin black border, intended for a 30-second sketch of the major event mentioned in question 4.

5. What does Audra say cost her everything she loved? What are the costs?

# Chapter 4 Vocabulary

foliage (n.)	plant leaves	
fugitive (n.)	a person who has escaped a place or is in hiding to avoid arrest or persecution	

---

## Chapter 4 Discussion Questions

1. Give a gist statement of what occurs in this chapter, only naming the most important details.
2. What happens to Audra's parents?
3. If you were in Violeta shoes, what action would you take?

# Chapter 5 Vocabulary

betray (v.)	to be disloyal	
illiterate (adj.)	unable to read or write	
kilometer (n.)	a metric unit of measurement equal to 1,000 meters (.621371 miles)	20 km = 12.43 miles
shawl (n.)	a piece of fabric worn over one's shoulders	
beckon (v.)	calling to come	

# Chapter 5 Discussion Questions

**Personification** is a type of figurative language that gives human characteristics to something that is not human.

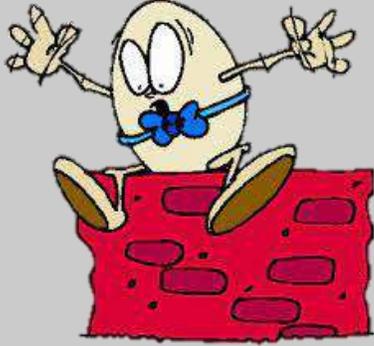
“Maycomb was an old town, but it was a tired old town...”  
Harper Lee, 1960

1. How does the author use personification to describe Audra’s intense feelings in the following example?

“My eyes nearly leapt from my head with horror.”

2. How would you describe Violetta and her friends?
3. Why do you think Audra doesn’t accept help?
4. What gifts are given to Audra?

# Chapter 6 Vocabulary

copse (n.)	a group of trees	
teeter (v.)	move unsteadily	
tousled (adj.)	to make untidy	
unkempt (adj.)	having an untidy or disheveled appearance	



# Chapter 7 Vocabulary

reluctant (adj.)	hesitant	
defiance (n.)	open resistance and disobedience	
satchel (n.)	a shoulder bag	
ruble (n.)	monetary unit used in Russia  \$1 US = 73.58 rubles	

# Chapter 7 Discussion Questions

1. Why is Audra cautious about Lukas?
  
2. Retell the story Lukas tells Audra.
  
3. Discuss the potential symbolism and meaning of the story at this point.
  - a. Who might Rue symbolize?
  - b. Who might the snake symbolize? 
  - c. Who might the bear symbolize? 
  
4. What does Audra's father warn her about regarding the border?  
(pg. 45)

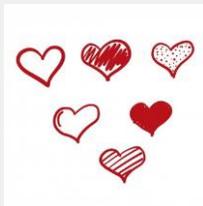
# Chapter 8 Vocabulary

convert (v.)	changed into something else	
solemn (adj.)	serious	
afghan (n.)	a knitted or crocheted blanket	
slack-jawed (adj.)	mouth wide open in surprise	

# Character Analysis (F.A.S.T)

Characters propel the plot, so it is important to analyze them to dive deeper in the text. Analyzing the main characters help the reader know the ins and outs of the characters, understanding their personality and motivations. Use F.A.S.T. to help assist in the character analysis. Click on the QR Codes below for more information.

## Feelings



Think about the main character's feelings about events and other characters. Do the feelings remain the same or change?

## Action



Think about the character's actions. How does the main character treat other characters? What kind of choices do they make? Think about their motivation.

## Speech



Think about what the main character says to other characters. What do the words reveal about the character's personality?

## Thoughts

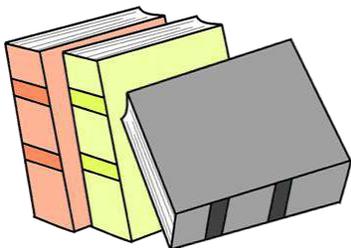


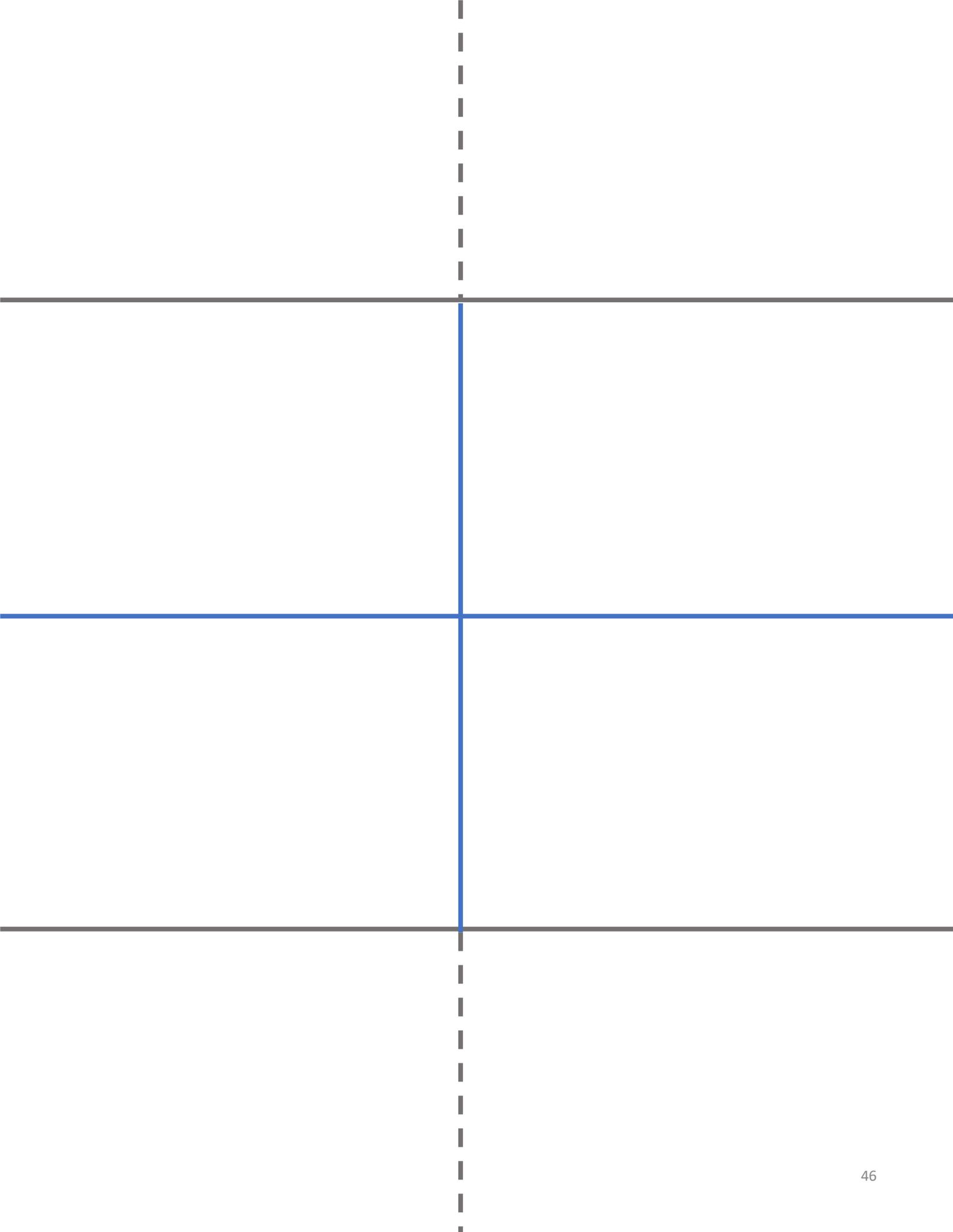
Think about the main character's internal dialogue. What types of things does the character think and what does that reveal about their personality?

# Characterization Foldable

**Directions:** Follow the steps to create the characterization foldable for Audra.

1. Cut on the dotted lines only.
2. Fold the tabs in on the solid black lines.
3. Label each square.
  - Feelings
  - Actions
  - Speech
  - Thoughts
4. Begin writing down/sketching/collecting important information about Audra to better understand her character.
5. Use a highlighter (one color) and highlight the Audra's character traits at the beginning of the novel.



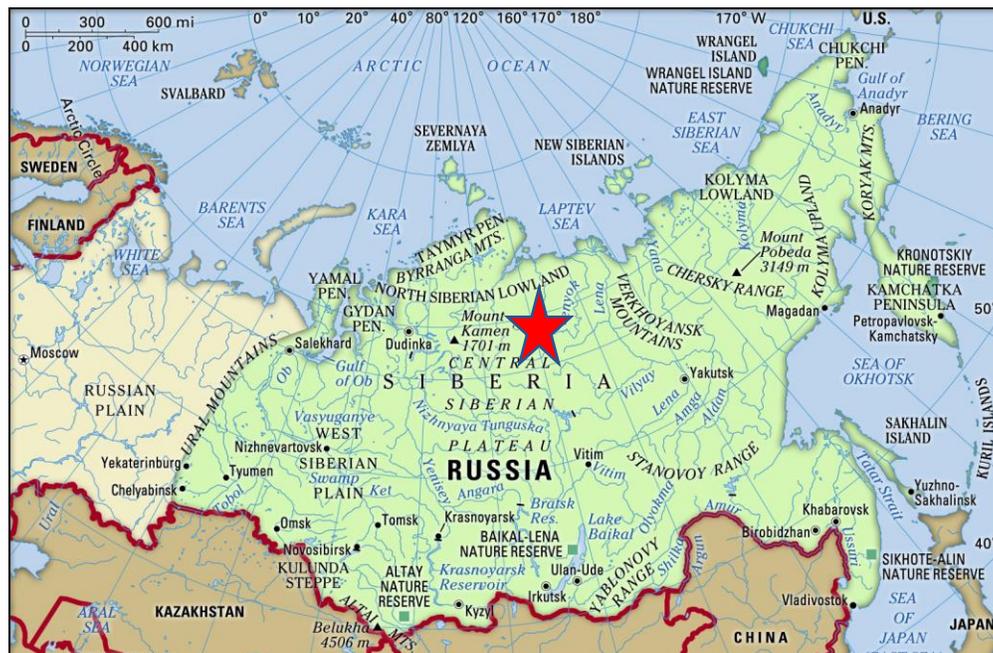


# Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young

# Chapter 9 Vocabulary

scenario (n.)	possible sequence of events or situations	
heroism (n.)	great bravery	
courage (n.)	strength in the face of pain or grief	
Siberia (n.)	a geographical region in Russia that has extreme cold temperatures	



# Chapter 9 Discussion Questions

1. Complete a 30-second sketch of the book Audra carried.



2. What does Audra discover at Milda's home?
3. What does Audra learn about her parents' fate?
4. What does Milda ask Audra to do? How does Audra respond?

# Chapter 10 Vocabulary

Kugelis (KOO-gel-is) (n.) a potato dish from Lithuania, containing potatoes, bacon, milk, onions, and eggs are seasoned with salt and pepper



complexion (n.) the natural color, texture, and appearance of skin (often referring to the face)



Varpas (n.) (The Bell) a monthly Lithuanian newspaper published during the Lithuanian press ban from January 1889 to December 1905.



# Chapter 10 Vocabulary

corridor (n.)

hallway



ruse (n.)

a clever way to fool someone; trick



# Kugelis Recipe

allrecipes!

## Lithuanian Kugelis

★★★★☆

This is a Lithuanian dish that my family makes mainly during the holiday season. It goes great with ham or turkey. It is also served in many authentic European restaurants. This recipe is time consuming but well worth the work put into it. This is a 'stick to your ribs' dish and is in no way considered low-cal or healthy. A dollop of sour cream on top of each piece is a great topping.

**Prep:** 30 mins

**Cook:** 1 hr 30 mins

**Total:** 2 hrs

**Servings:** 12

**Yield:** 12 servings



### Ingredients

1 pound bacon, diced

2 large onions, diced

½ cup butter

5 pounds russet potatoes, peeled and shredded

1 (12 fluid ounce) can evaporated milk

6 eggs

### Directions

#### Step 1

Preheat oven to 350 degrees F (175 degrees C).

#### Step 2

Place bacon in a Dutch oven set over medium heat, cover, and cook until the bacon has softened and begun to release its grease. Stir in the onion and cook until softened and translucent. Remove the cover, and continue cooking and stirring until the mixture caramelizes and turns a deep, golden brown. Remove from heat and stir in butter to melt.

#### Step 3

Stir shredded potatoes into the onion mixture, then stir in the evaporated milk and eggs until well combined. Pour into a 9x13-inch glass baking dish.

#### Step 4

Bake in preheated oven for 1 hour, or until golden on top. Remove and let stand for 10 minutes before slicing into 3x3-inch squares. Serve hot.

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# Chapter 10 Close Reading

**Directions:** Read the following excerpts and discuss how Audra is beginning to change. What do you notice? Feel free to highlight, underline, and/or write in the margins.

“As the Cossacks moved into another room for their search, I crept down the ladder and used the oil lamp to look over the different volumes, wondering what their titles said. All these books had somehow come to Milda. Some of them must have been carried by my father. She said she’d been expecting him.

This was my parents’ work, these books. I was surrounded by their secrets, their risks. How many times had I wished that my father would just tell me the truth of where he went at night? How often had I wished to be as brave as him, as determined as my mother?

And when Milda had asked for my help, I’d refused her. I wasn’t brave like Papa, and my only determination had been to refuse the very work my parents had literally dedicated their lives to doing. I’d failed my parents” (pg. 67).

“...If I cannot trade a book for my parents’ return, then I’ll deliver a book in their honor. Just this once” (pg. 72).

# Words on Fire

## Vocabulary Ch. 1-10

**I. Directions:** Read each word and definition. Then use the word correctly in the sentences.

**defied (v.)** – openly resist or refuse to obey

**provisions (n.)** – a stock of food and supplies

**beckoned (v.)** – calling to come

**unkempt (adj.)** – having an untidy or disheveled appearance

**ruse (n.)** – a clever way to fool someone; trick

1. Mark overslept this morning and arrived at work looking \_\_\_\_\_.
2. Even though I \_\_\_\_\_ my dog with a treat, he \_\_\_\_\_ my commands.
3. My niece's act was just a clever \_\_\_\_\_ to get me to take her to the mall.
4. Sarah provided \_\_\_\_\_ for the hungry and cold people on the streets.

**II. Directions:** Choose two words from the list above and illustrate their meaning below.

word: \_\_\_\_\_

word: \_\_\_\_\_

**III. Directions:** Choose one of the illustrated words and use it in a sentence.

\_\_\_\_\_

# Words on Fire

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**I. Directions:** Read each word and definition. Then use the word correctly in the sentences.

**defied (v.)** – openly resist or refuse to obey

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**beckoned (v.)** – calling to come

**unkempt (adj.)** – having an untidy or disheveled appearance

**ruse (n.)** – a clever way to fool someone; trick

1. Mark overslept this morning and arrived at work looking **unkempt**.
2. Even though I **beckoned** my dog with a treat, he **defied** my commands.
3. My niece's act was just a clever **ruse** to get me to take her to the mall.
4. Sarah provided **provisions** for the hungry and cold people on the streets.

**II. Directions:** Choose two words from the list above and illustrate their meaning below.

word: \_\_\_\_\_

word: \_\_\_\_\_

**III. Directions:** Choose one of the illustrated words and use it in a sentence.

\_\_\_\_\_

\_\_\_\_\_

# Words on Fire

## Quiz Ch. 1-10

**Directions:** Read each question and answer choice carefully and choose the best answer.

1. What character traits describe Audra at the beginning of the novel?
  - a. bold and brave like a rock thrown into a pond
  - b. quiet and observant like a leaf fluttering onto water
  - c. worldly and knowledgeable
  - d. adventurous and fearless
  
2. What point of view is the story told?
  - a. first person
  - b. second person
  - c. third person limited
  - d. third person omniscient
  
3. How old is Audra?
  - a. 10 years old
  - b. 11 years old
  - c. 12 years old
  - d. 13 years old
  
4. A \_\_\_\_\_ is an interruption of the chronological sequence of events in order to provide background or context to the reader.
  - a. metaphor
  - b. personification
  - c. simile
  - d. flashback
  
5. What is the setting of the novel?
  - a. Lithuanian countryside, 1893
  - b. Russia, 1893
  - c. Lithuania, 1993
  - d. Russia, 1993

# Words on Fire

## Quiz Ch. 1-10

6. A \_\_\_\_\_ is a word or phrase used to make a comparison between two things that are alike or similar but not the same.
- flashback
  - personification
  - metaphor
  - none of the above
7. What is the main type conflict in the novel?
- character vs. character
  - character vs. nature
  - character vs. society
  - character vs. self
8. What happens to Audra's parents?
- They attend the Midsummer's Eve festival with Audra.
  - The Cossack soldiers arrest them and burn down their home.
  - They escape into the Lithuanian forests with Audra.
  - They decide to tell Audra about their secrets.
9. \_\_\_\_\_ is a type of figurative language that gives human characteristics to something that is not human.
- personification
  - metaphor
  - flashback
  - simile
10. Who guides Audra to Venska?
- Henri
  - Violet
  - Rusakov
  - Lukas

# Words on Fire

## Quiz Ch. 1-10

11. What does Audra discover at Milda's house?

- a. a room full of disguises
- b. an underground library
- c. a secret classroom
- d. both b and c

12. What does Milda ask Audra to do?

- a. to attend school
- b. to fulfill the task Audra's father was supposed to complete, deliver a book
- c. to return home
- d. to organize the secret library

# Answer Key

## ***Determining Point of View:***

1. Audra; first person
2. Storm
3. Storm might reference the conflict that is to come. It also could reference the strong power that potentially lies within Audra.

## ***Chapter 1: Discussion Questions***

1. They could have been whipped or arrested. They might even disappear.
2. Audra is determined and passionate. She says that she is not going to stop no matter what was ahead of her because too many lives depended on her including her parents'.

## ***Chapter 2: Discussion Questions***

1. June 1893, Lithuania
2. Lithuania is a dangerous place to live, which is why they live on a little farm in the countryside.
3. 12 years old
4. Audra's father was bold and adventurous. He was always ready with a joke or story. She wanted to be more like him. She was quiet and observant. Henri wanted to teach Audra about the world.
5. Audra's mom baked, sang, gardened, nurtured, and protected. She was still a participant in the secret though, which means she was bolder than Audra thought.
6. At the end of Chapter 2, Audra gets ready for the Midsummer's Eve festival. She hangs laundry and notices about ten Cossack soldiers on horseback approaching her home.

## ***Metaphor:***

1. A leaf fluttering onto water.
2. Audra is quiet, observant, and not easily noticed.

# Answer Key

## ***Chapter 3: Discussion Questions***

1. The Cossack soldiers burn down their home and arrest Audra's parents.
2. Students will probably say character vs. character, but they eventually need to realize that it is character vs. society. The Russian government is imposing strict laws in order to control and oppress the Lithuanians, attempting to eradicate their culture.
3. Take the package to Milda Sabiene in Venska.
4. Sketch of any event
5. The package cost Audra her family and home. Now she is a 12-year-old on the run from the Russian Cossacks.

## ***Chapter 4: Discussion Questions***

1. Audra hides in the foliage just outside of the Midsummer's Eve festival. Officer Rusakov interrupts the children's festivities to alert them of a fugitive – Audra Zikaris. He offers a reward for her capture. Violetta, a girl Audra recognizes, sees her in a patch of ferns. Rusakov becomes suspicious.
2. They are arrested.
3. Answers will vary.

## ***Chapter 5: Discussion Questions***

1. If her eyes "leapt" out in horror this tells the reader that Audra is terrified.
2. Brave, clever, compassionate
3. Audra probably doesn't want to endanger any more lives.
4. Violetta's shawl and a basket of cakes

## ***Chapter 6: Discussion Questions***

1. Answers vary, but if the student doesn't make the correct inference, don't give it away!! It's all just predictions at this point.
2. She makes a bargain with him involving her dad's magic trick. If she guesses the correct card, Lukas takes her to Venska. If she doesn't, he gets what's in the package.

# Answer Key

## ***Chapter 7: Discussion Questions***

1. She doesn't want to tell him information about her because he might be one of Rusakov's informants.
2. Refer to 42-43.
3. Rue might symbolize Audra/Lithuania; snake might symbolize Russia; the bear might represent Lukas. Again, these are all predictions at this point. Students and therapist should have some confusion surrounding the story. It will unfold as the story progresses.
4. The only people at the border are either breaking the law or are the law.

## ***Chapter 8: Characterization Foldable Example***

### *Feelings:*

- Terrified because her parents are arrested, and her home is burned
- Angry when she discovers she was carrying an ordinary book for her parents
- Grief-stricken for the loss of her parents

### *Actions:*

- Audra fled her home at her parents' request;
- She bargained with Lukas to get to Venska;
- She took the package to Milda in Venska

### *Speech:*

- "It was a book. Just a stupid, ordinary book."

### *Thoughts:*

- She thinks she will never return home again.
- She doesn't trust Lukas
- She believes the package cost her everything.

# Answer Key

## ***Chapter 9: Discussion Questions***

1. Student draws a shaded-in book with a lock (no key)
2. Milda's secret underground library and classroom
3. Audra learns that her parents will either be sentenced to life in prison in Lithuania or Siberia.
4. Milda asks Audra to deliver a book, a task her father was supposed to complete. Audra refuses saying her father can do it when he returns. She wants to stay alive and out of Siberia.

## ***Chapter 10: Close Reading***

1. Audra begins to change and see the importance in her parents' work. She wants to be more like them and honor them, before she couldn't get passed her anger, which is understandable and seems like a natural reaction. It is also ironic that Audra cannot read and has never seen many books. Her parents knew the power of books, yet never unlocked that power for their daughter out of protection.

## **Quiz: Chapters 1-10**

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

# Chapter 11 Vocabulary

spurgos (n.)

Lithuanian  
doughnuts



reverence (n.)

a deep respect for  
someone or  
something



tsar (n.)

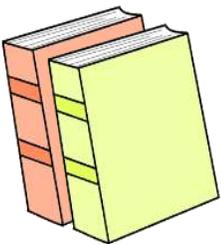
an emperor of  
Russia before 1917



Alexander III of Russia

# Chapter 11 Discussion Questions

1. Describe how Milda tests Audra's readiness to deliver a book. How does Audra prove she is ready?
2. Retell Milda's story about her father.
3. What does Milda give Audra, and why is it significant?



# Spurgos Recipe

## Ingredients

1 1/4 cups milk (scalded)  
3 tablespoons butter (softened)  
1/2 cup sugar  
1/2 teaspoon salt  
1 package/2 1/4 teaspoons yeast (active dry)  
1/4 cup water (lukewarm, not warmer than 110 F)  
2 large eggs (room temperature, beaten)  
1 teaspoon vanilla extract  
4 tablespoons rum (or brandy)  
3 1/2 cups flour (all-purpose)  
1 cup raisins, (light or dark, or 1 peeled and cored, chopped apple)  
6 cups cooking oil for deep frying  
Optional: sugar (confectioners' or granulated)



## Steps to Make It

In a large bowl or a stand mixer fitted with a paddle, pour 1 1/4 cups scalded milk over 3 tablespoons softened butter, 1/2 cup sugar and 1/2 teaspoon salt, and mix until butter is completely melted. Cool to 110 degrees or lower.

In a separate small bowl, dissolve 1 package (2 1/4 teaspoons) active dry yeast in 1/4 cup lukewarm water (not warmer than 110 degrees). Add dissolved yeast mixture, 2 large room-temperature eggs, 1 teaspoon vanilla and 4 tablespoons rum or brandy to cooled butter-sugar mixture and mix thoroughly.

Add 3 1/2 cups all-purpose flour gradually while mixing until a smooth dough results (it will be sticky). Add 1 cup light or dark raisins or 1 peeled and cored, chopped apple and mix just until well combined. Place in a greased bowl, cover with greased plastic wrap and let rise in a warm place until doubled.

Heat oil to 375 degrees in a heavy-bottomed pot or Dutch oven. Use a deep-frying thermometer to make sure temperature is accurate.

Punch down dough and drop very large tablespoonfuls of dough into hot oil. Fry until golden brown on both sides, turning only once. Drain on paper towels. Roll in granulated sugar while still warm, or sprinkle with confectioners' sugar when cool, if desired.

Alternatively, the dough can be rolled and cut with a 3-inch round, allowed to rise for a second time and then fried as for Polish pączki.

NOTE: Always use caution when working with hot oil, especially around children. Have a fire extinguisher designed for grease fires at the ready.

\*Recipe from The Spruce Eats

# Chapter 12 Vocabulary

seamstress (n.)

a woman who sews, especially in order to make a living



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## Chapter 12 Discussion Questions

1. How does Audra feel the moment she agreed to carry the book?
2. Audra says, “Maybe if I pretended to be brave, I would become more brave.” Do you think there is truth in this statement? Why or why not?
3. Why does Lukas call the books the Russian soldiers distribute “little hatchets?”

# Words of the Wiser: A Signpost

Words of the Wiser is when a character (usually older and wiser) takes another character aside and gives serious advice or imparts words of wisdom.

When this happens, the reader needs to think...



What is the life lesson, and how might it affect the character?

Generally, Words of the Wiser points to a **theme**, the moral or lesson of the story.

---

## Close Reading

**Directions:** Read the following excerpts and think about how they are an example of the signpost, Words of the Wiser. What lessons is Milda teaching? How might this knowledge affect or motivate Audra? Do these excerpts provide any insight in answering some of the essential questions?

“She [Milda] pointed to the lettering on the front and read it for me: *The History of the Ancient Lithuanians*. This, Audra, is a very important book, for how can we know who we are if we do not know who we were? Succeed with this delivery and you will give someone knowledge, and with that knowledge, you’ll give them greater power in their life” (pg. 80).

“...Guard this as if it were your most precious possession because books *are* our most precious possessions” (pg. 81).

# Chapter 13 Vocabulary

intercept (v.)

to prevent someone from continuing to their destination

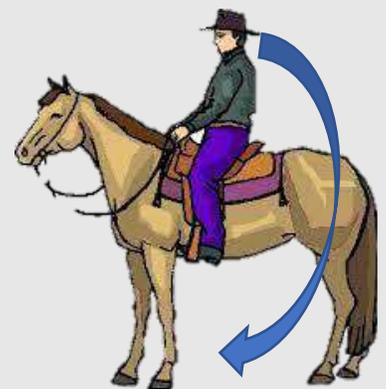


admission (n.)

the act of admitting

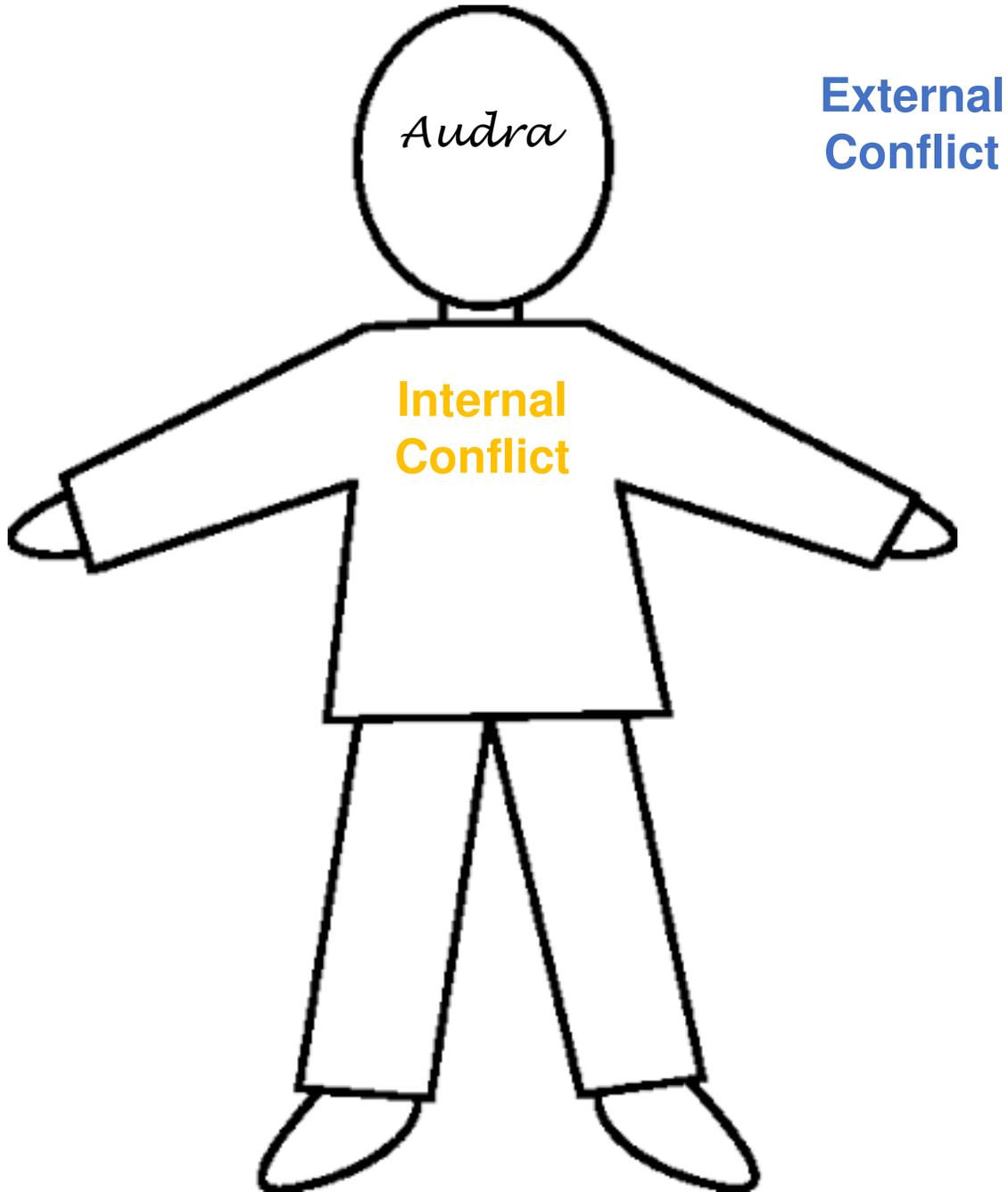
dismount (v.)

to get off a horse



# Chapter 13 Conflict

**Directions:** Cut out the internal and external conflicts at the bottom of the page and paste them in the appropriate areas. Refer to the “Types of Conflict” handout (Chapter 3) if needed. Label the conflict type for each one.



Character vs. \_\_\_\_\_  
Audra considers Rusakov's offer to save her parents even though she knows it's wrong.

Character vs. \_\_\_\_\_  
The Russian government oppresses the Lithuanian people and wants to erase their culture and history.

Character vs. \_\_\_\_\_  
Audra's parents are arrested, and her home is engulfed in flames.

# Chapter 14 Vocabulary

estate (n.)

extensive land in the country, usually with a large house



aš labai pasiilgau tavęs

Lithuanian phrase for "I really miss you."



freedom (n.)

the power or right to act, speak, or think as one wants without hindrance or restraint



# Chapter 14 Discussion Questions

1. Knowing more to the metaphorical story, revise your predictions about who you think the characters of the story symbolize:
  - Rue –
  - Bear –
  - Peasant boy –
2. Why are the priests smuggling books?
3. Milda says, “Just because it’s a law does not make it right.” What do you think about that statement? Do you agree or disagree? Can you think of U.S. laws that were/are unjust?
4. What is Audra’s parents’ jobs in the resistance?

# Words of the Wiser: Review

Words of the Wiser is when a character (usually older and wiser) takes another character aside and gives serious advice or imparts words of wisdom.

Generally, Words of the Wiser points to a **theme**, the moral or lesson of the story.

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## Close Reading

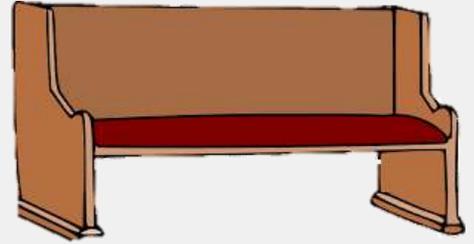
**Directions:** Read the following excerpt and think about how this is an example of the signpost, Words of the Wiser. What is the lesson Lukas is teaching? How might this knowledge affect or motivate Audra? Even though Lukas isn't older, he is definitely "the wiser" regarding knowledge of the resistance at this point in the novel. Does this excerpt provide any insight in answering some of the essential questions?

"This is a book of ideas. Someone thought the idea and put it into words on paper. That became a seed, and every time someone reads those words, the seed is planted in their mind, too, and it grows and spreads and soon that tiny seed of an idea becomes belief, and belief becomes a plan, and those plans begin to change the world. Control the books and you will control the people" (pg. 108).

# Chapter 15 Vocabulary

pew (n.)

a long bench with a back, placed in rows in the main part of some churches to seat the congregation



motina (n.)

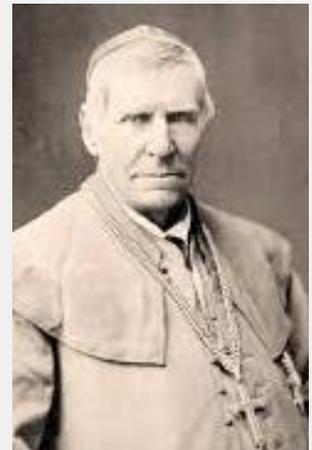
Lithuanian word for “mother”



kunigas (n.)

Lithuanian word for “priest”

Photo of Motiejus Valančius, a priest who joined the resistance



birthwort (n.)

a climbing plant that typically has heart-shaped leaves and pipe-shaped, foul-smelling flowers.



# Chapter 15 Discussion Questions

1. Revisit the characterization foldable. Add information documenting Audra's feelings, actions, speech, and actions.

2. Tell what happens in chapter 15 in five or less sentences.



3. How does Audra learn to read? (pg. 113)

# Chapter 16 Vocabulary

lush (adj.)

thick and rich growth  
of plants

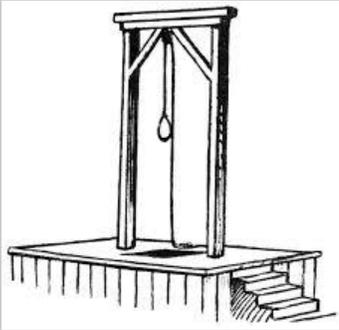


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## Chapter 16 Discussion Questions

1. When Lukas is caught, he receives a whipping for the books he was attempting to smuggle. Do you think Lukas believes what he is doing is worth the whipping?
2. How does Audra save Lukas from more beatings?
3. Audra and Lukas both weep in Chapter 16. What triggers their emotional responses? How would you respond to the trials they face?

# Chapter 17 Vocabulary

situational irony (n.)	when an event has the opposite result from what is expected or intended	
grimace (n.)	a twisted expression on a person's face that typically expresses disgust or pain	
gallows (n.)	a structure used for hanging people	
sympathy (n.)	feelings of pity or sorrow for someone else's misfortune	

# Chapter 17 Discussion Questions

1. Audra must make the decision of whether to betray the book smugglers or save her parents. What would you decide and why? What is her decision and why?
2. What does Audra view as irony? (page 130)
3. What is the forest a metaphor for in the poem Lukas reads to Audra? How does the forest change in the poem?
4. What does the reader learn about Ben in Chapter 17?
5. What does Audra find in the barn?
6. Lukas continues the story about Rue and her wealthy father. Revise your predictions. Who do you think Rue, the snake, and the boy represent?
7.  LOCATE the Words of Wisdom on page 137. What does Lukas' words mean? Think about how this points to a theme (moral or lesson of the novel). Does it provide any insight in answering some of the essential questions?

**Choose what's right,  
even if it's difficult**

**~ Inspired by Lukas**

# Chapter 18 Vocabulary

negotiation (n.)	discussion with a goal of reaching an agreement	
contentment (n.)	a state of happiness and satisfaction	

## Chapter 18 Discussion Questions

1. Audra says, “Ben – none of what we’re doing matters.” How does Ben respond to her statement. Does her opinion stay the same or change by the end of the chapter? Explain your answer with textual evidence.
2. “The room felt like a kind of magic of its own had swept through here, leaving a spark I almost could see lingering in the air.” Audra seems to have discovered the magic of books just like her father. Do you think there might be a reason the author developed her father’s character as a magician? Do you think “magician” could have a double meaning?

# Audra's Character Traits

**Directions:** Think about Audra's character thus far in the story. Use the foldable to review her feelings, actions, speech, and thoughts.

This is evidence you can use to determine her character traits, words that describe a character's personality or qualities that make them who they are.

Use a highlighter to highlight the character traits you think best describe Audra at this point in the novel. The character traits list is on the next page.

If you want to jazz up the activity, you could have the students create word art with the character trait words they identified. Go to <https://wordart.com/create> to create your word art. Use the QR Code below to watch a tutorial. You'll want to watch the tutorial prior to the activity. My example is below.



# Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young

# Chapter 19 Vocabulary

decipher (v.)	succeed in identifying and understanding something	
crochet (v.)	a craft in which yarn is made into a patterned fabric by looping yarn with a hooked needle	
diminish (v.)	to make or become less	
barrack (n.)	a building or buildings used to house soldiers	
rue (n.)	a perennial evergreen shrub	
absurd (adj.)	unreasonable or illogical	



# AHA Moment: A Signpost

An Aha Moment is when you are reading and suddenly a character realizes, understands, or finally figures something out. The character has a revelation or an epiphany.

When this happens, the reader needs to think...



How might this change things?

If the character figures out a problem, you probably just learned about a conflict, and you'll see the plot progress.

If the character figures out a life lesson, you probably just learned the theme.

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## Close Reading

**Directions:** Reread pages 148 and the first full paragraph on page 149.

1. Discuss Audra's aha moment. What lessons does she learn through her experiences?
2. What lessons (themes) then do you think the author is wanting the reader to learn through this story? Revisit essential questions if needed.
3. What is so powerful about books that they are banned or burned?

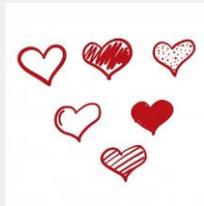
# Chapter 20 Vocabulary

craned (v.)	to stretch your neck in order to see something	 A black and white cartoon illustration of a man with a very long neck, wearing a shirt and shorts, craning his neck to look upwards. The background is filled with faint, scattered letters.
heedlessly (adv.)	showing a reckless lack of care or attention	
comrade (n.)	a fellow soldier	
innocent (adj.)	not guilty of a crime or offense	 A yellow emoji of a smiling face with closed eyes and a halo, representing an innocent or angelic person.

# Character Analysis (F.A.S.T) Review

Characters propel the plot, so it is important to analyze them to dive deeper in the text. Analyzing the main characters help the reader know the ins and outs of the characters, understanding their personality and motivations. Use F.A.S.T. to help assist in the character analysis.

## Feelings



Think about the main character's feelings about events and other characters. Do the feelings remain the same or change?

## Action



Think about the character's actions. How does the main character treat other characters? What kind of choices do they make? Think about their motivation.

## Speech



Think about what the main character says to other characters. What do the words reveal about the character's personality?

## Thoughts

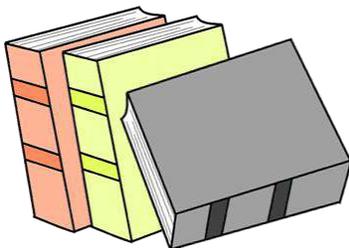


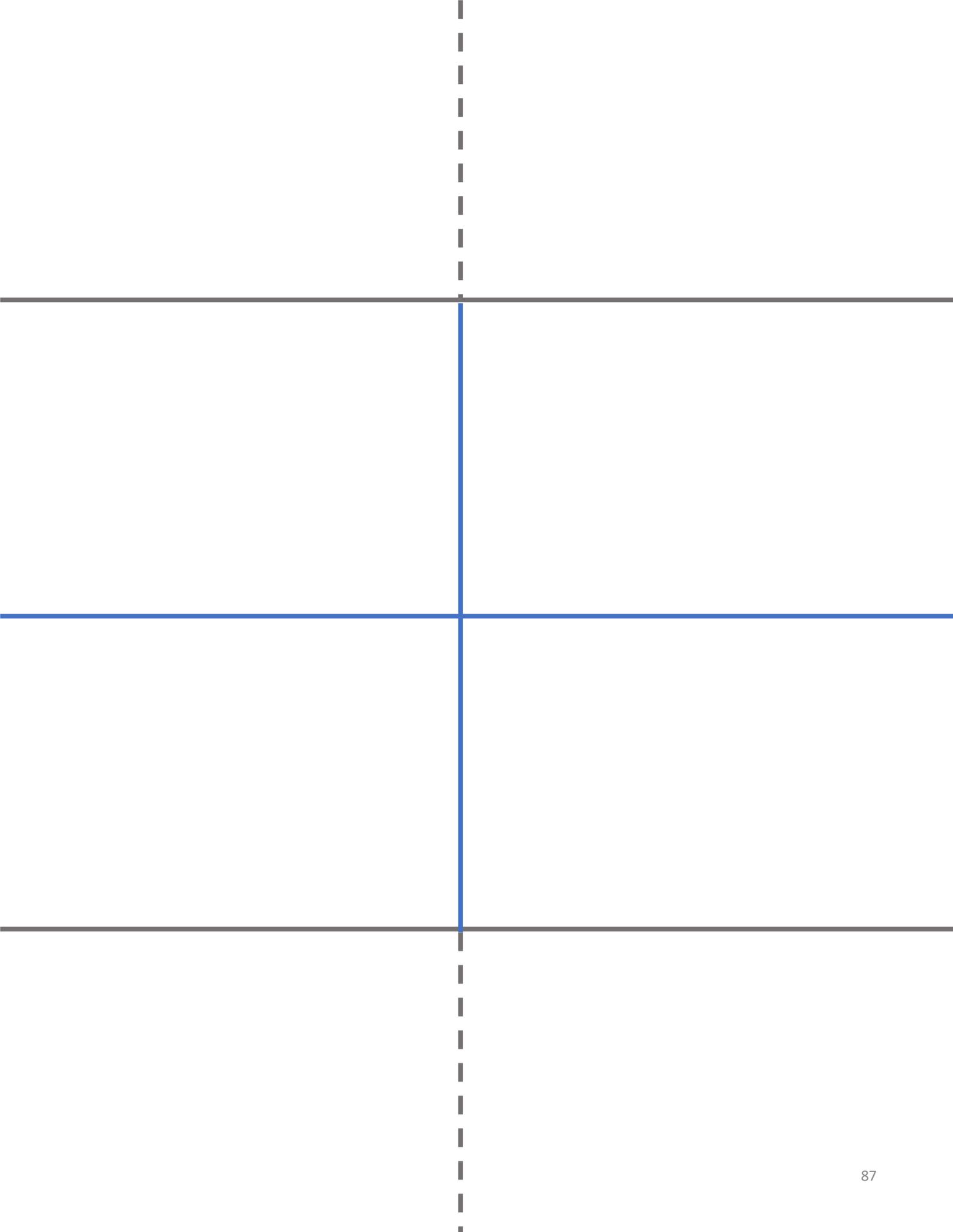
Think about the main character's internal dialogue. What types of things does the character think and what does that reveal about their personality?

# Characterization Foldable

**Directions:** Follow the steps to create the characterization foldable for Audra as her character is starting to shift. Be thinking about how she has changed since the beginning of the novel.

1. Cut on the dotted lines only.
2. Fold the tabs in on the solid black lines.
3. Label each square.
  - Feelings
  - Actions
  - Speech
  - Thoughts
4. Begin writing down/sketching/collecting important information about Audra to better understand her character.





# Words on Fire

## Vocabulary Ch. 11-20

**I. Directions:** Read each word and definition. Then use the word correctly in the sentences.

**intercepted (v.)** – to prevent someone from continuing to their destination

**admission (n.)** – the act of admitting

**grimace (n.)** – a twisted expression on a person's face that typically expresses disgust or pain

**deciphered (v.)** – succeed in identifying and understanding something

**craned (v.)** – to stretch your neck in order to see something

1. The police \_\_\_\_\_ her as she was walking to her car.
2. The little boy made a \_\_\_\_\_ when he broke his arm on the monkey bars.
3. His statement was interpreted as an \_\_\_\_\_ of guilt.
4. Monty \_\_\_\_\_ his neck when he saw llamas walking down the road.
5. We \_\_\_\_\_ the meaning of the hieroglyphics in history class.

**II. Directions:** Choose two words from the list above and illustrate their meaning below.

word: \_\_\_\_\_

word: \_\_\_\_\_

**III. Directions:** Choose one of the illustrated words and use it in a sentence.

\_\_\_\_\_  
\_\_\_\_\_

# Words on Fire

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**III. Directions:** Choose one of the illustrated words and use it in a sentence.

\_\_\_\_\_

\_\_\_\_\_

# Words on Fire

## Quiz Ch. 11-20

**Directions:** Chapters 11-20 are chock-full of lessons. Circle one quote from this section. What does the quote mean to you? Discuss how you connect with the quote and/or feel inspired by it.

1. “Maybe if I pretended to be brave, I would become more brave.”  
~ Audra
2. “This, Audra, is a very important book, for how can we know who we are if we do not know who we were? Succeed with this delivery and you will give someone knowledge, and with that knowledge, you’ll give them greater power in their life.” ~ Milda
3. “...Guard this as if it were your most precious possession because books *are* our most precious possessions.” ~ Milda
4. “Just because it’s a law does not make it right.” ~ Milda
5. “This is a book of ideas. Someone thought the idea and put it into words on paper. That became a seed, and every time someone reads those words, the seed is planted in their mind, too, and it grows and spreads and soon that tiny seed of an idea becomes belief, and belief becomes a plan, and those plans begin to change the world. Control the books and you will control the people” ~ Lukas
6. “We’re all at risk of becoming the snake one day. The moment we start to choose what’s easy or safe, instead of choosing what’s right, we start to become like the snake. ~ Lukas

I selected quote #\_\_\_\_ because \_\_\_\_\_

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# Answer Key

## **Chapter 11: Discussion Questions**

1. Milda has Audra train with spurgos. If anyone makes a reference to it, she must give it to them. She decides to disguise the smell of the 4<sup>th</sup> spurgos with mint and hides it in a lavender bouquet.
2. Milda's father was involved in the Lithuanian uprising 30 years ago against the Russians. Even though it was the largest uprising, Lithuanian lost to the Russians. Milda's father was killed. The Tsar banned everything Lithuanian. Milda tells Audra that people and cultures are destroyed when you take away their books.
3. Milda gives Audra an apron which can hide books in the small pockets of the inside lining.

## **Chapter 12: Discussion Questions**

1. Audra seems to feel empowered. She says that something came alive in her, a feeling that her parents would have longed for and celebrated. She says there is a small spark of courage that she needed to prove to herself existed.
2. Opinion; Answers will vary
3. The figurative language demonstrates that the Russian books are weapons used to destroy the Lithuanian people.

## **Chapter 12: Close Reading**

1. Milda is teaching Audra that we must understand our history to understand who we are. Our ancestors have shaped who we are. Our culture and traditions shape who we are. We need the knowledge of the past to understand the present, to understand ourselves. Knowledge gives humans power; it transforms people; it leads to discovery, wisdom, and creativity. Knowledge begets knowledge.
2. The reader can predict that a fire is being sparked within Audra. She is harnessing courage, strength, and bravery just as her parents possess. Milda is providing her with the why. She is beginning to understand why her parents were book carriers and beginning to see the importance. Though, she still does not have complete comprehension. The reader might also predict that Audra will want to learn to read so she can feel the power Milda is explaining.

# Answer Key

## **Chapter 13: Conflict**

- Internal Conflict – Character vs. Self - Audra considers Rusakov’s offer to save her parents even though she knows it’s wrong.
- External Conflict – Character vs. Society - The Russian government oppresses the Lithuanian people and wants to erase their culture and history.
- External Conflict – Character vs. Society - Audra’s parents are arrested and her home is engulfed in flames.

## **Chapter 14: Discussion Questions**

1. Answers will vary at this point; the reader might suggest that Rue is Audra and the peasant boy could be Lukas. The Bear will probably remain a mystery at this point. Allow students to just explore options.
2. The priests are smuggling books because their prayer books were banned and burned. They want to protect their right to pray.
3. Hopefully, students will have a deeper understanding that laws do not equal fairness and justice. They will hopefully discuss that banning prayer books is not right and that religious freedoms should be protected. Students may also think of slavery, Trail of Tears (Indian Removal Act), Jim Crow laws, internment camps, etc.
4. Audra’s mother collected book orders and her father smuggled books from the Prussian printers back into Lithuanian (which was a very dangerous job).

## **Chapter 14: Close Reading**

1. Lukas is teaching Audra that ideas beget ideas, knowledge begets knowledge. Plant a seed of knowledge, and the seed will grow into a fruitful plant, bearing many seeds to be planted and produce more seed-bearing fruit. Ideas transform people. If ideas are controlled, people are not free.
2. Audra learns more about the importance of book smuggling, which impacts her future decisions. By the end of the chapter, Audra becomes a book smuggler.

## **Chapter 15: Discussion Questions**

1. Audra feels angry and sorrowful, but she begins to feel empowered and courageous; she successfully delivers the books to the priests, but it’s not without problems; she said, “Let me keep smuggling; she continues to contemplate giving information about Lukas to Rusakov.
2. The characters learn the church will be searched by the Cossack soldiers. The priests, Ben, Lukas, and Audra load books in the cart and bags. Audra carries a dozen books, which are covered with birthwort flowers. They each take separate paths to reunite in Siluva.
3. She had to figure out the sound associated with each letter and combine the sounds to make a word.

# Answer Key

## **Chapter 16: Discussion Questions**

1. Lukas believes book smugglers will be remembered as heroes of Lithuania. He says that Lithuania cannot be crushed and will not go to their knees for invaders. They will not surrender. Audra and Lukas gathered the books. He says, "Or else what just happened here is for nothing."
2. Audra finds a garden snake and places it near the horses. The horses become scared and run off. The two soldiers chased after the horses.
3. The reader can infer that Lukas sobs because he was in physical pain. Audra weeps when she saw her destroyed home. Both suffer trauma and show their grief. Personal responses will vary.

## **Chapter 17: Discussion Questions**

1. Audra does not turn in Lukas after seeing him being whipped by the Cossacks and enduring the pain to save the books. She knows her parents will be sent to Siberia. She is grief-stricken. Personal responses will vary.
2. Audra finds it ironic that the only thing that can distract her from the events are the books, which are reminders of her sadness and what she has lost.
3. The forest metaphorically represents Lithuania. It was once thick and green, but now is destroyed and lifeless.
4. Ben fought in the uprising when he was younger. He was the leader of a group of fighters. They were captured and sentenced to the gallows. They fought the soldiers, but Ben was the only one who escaped and survived. He still has guilt and continues to honor those lost by continuing to carry books. Therefore, he is protective of others.
5. Audra finds her dad's brown leather notebook filled with the secrets to his magic tricks. Audra can't read it...yet.
6. Students continue to process this story. Rue: Lithuania/Audra; Snake: Russia/Oppressors; Boy: Lukas
7. "Because he [the boy] understood that he had to make a choice. He had to fight the snake, or one day he might become the snake...We're all at risk of becoming the snake one day. The moment we start to choose what's easy or safe, instead of choosing what's right, we start to become like the snake." \*We must choose to stand up for what is right and just. We must speak up and act, even if it's difficult and risky. If we remain silent to injustices we witness, we become a part of the problem. We must choose what is right. \*Choose what is right, even when it's difficult.

# Answer Key

## **Chapter 18: Discussion Questions**

1. Ben tells Audra that “every book matters.” She doesn’t agree with him until she witnesses Violetta and Filip excitedly picking out books on the mostly bare shelves. Audra observes the impact first-hand causing her to feel excitement. She gains interest in writing and wants to continue book carrying.
2. Inferences will vary. Audra’s father is literary and figuratively a magician.

## **Characterization activity:**

Responses will vary.

Examples: Audra is afraid yet shows bravery. She is feels discouraged and doubtful about the book carriers’ impact. She is worried about her parents.

## **Chapter 19: Aha Moment**

1. Audra learns that words have power. Words combine with other words to make meaning and form thoughts and ideas. The thoughts are seeds that sprouted new ideas and allow readers to gain experiences and perspectives about life.
2. Words lead to freedom, and knowledge becomes power.
3. If you control what is read, you control minds.

## **Chapter 20: Character Foldable**

Students need to start documenting Audra’s feelings, actions, speech, and thoughts from this point forward. Student’s responses will vary. The goal is for students to understand how Audra has changed since the beginning of the novel. This activity is used later when identifying Audra’s character traits at the end of the novel.

## **Quiz: Chapters 11-20**

Responses will vary. Hopefully, your student will connect with a quote.

# Chapter 21 Vocabulary

conscious (adj.)	aware of one's surroundings	
stoy (v.) (Russian)	stop	
douse (v.)	to cover in a liquid, or to put out a fire	
stoic (adj.)	not affected by or showing feeling	

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## Discussion Questions

1. How does Audra react when the Cossack soldier grabs her?
2. What do you think the soldiers will do with the books? Use evidence to support your answer.
3. How many books do they save?

# Chapter 22 Vocabulary

pungent (adj.)	having a sharply strong smell	
singe (v.)	to burn something lightly	
cobbler (n.)	a person who mends shoes	

# Chapter 22 Simile

A **simile** is a type of figurative language that compares two unrelated things using the words *like* or *as* to show how they are alike.

Auggie from the book *Wonder* says, “It had been a long time since I'd been out without my hearing aids, and it felt **like** I was miles under the earth. (Palacio, 2012)

What two things is Auggie comparing?



In *Words on Fire*, Audra says, “They were burning our books, and with them, I felt like holes were being burned into my heart.

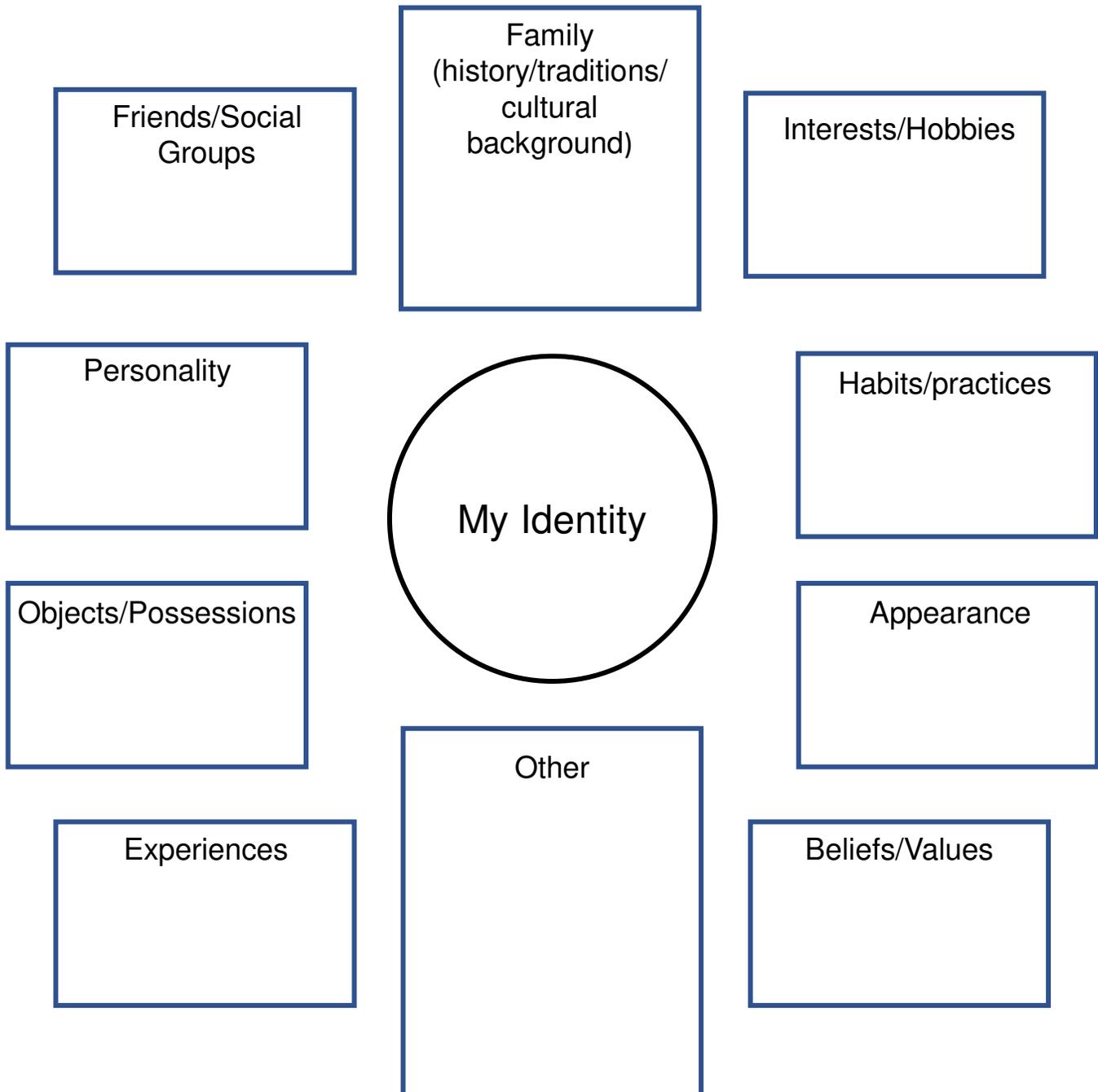
1. What two things are Audra comparing?
2. How does this simile help the reader better understand how this event makes Audra feel?

# Chapter 22 Discussion Questions

1. Audra has another “aha moment” on page 169. She talks about how letters became words and those words became Lithuanian people’s identity. What is identity?
2. What makes up our identities?
3. What makes up Audra’s identity and how is her identity being threatened?
4. If you were in Audra’s shoes, how would you respond to the events in this chapter?

# What is your identity?

**Directions:** Complete the identity mind map and discuss what shapes your identity.



# Chapter 23 Vocabulary

quiver (v.)	shake in a rapid motion	 A cartoon illustration of a young boy with spiky blonde hair, wearing a blue shirt and brown pants. He has a wide-eyed, terrified expression and his hands are raised to his cheeks, indicating he is quivering with fear or shock.
suspicious (adj.)	having or showing a cautious distrust of someone or something	 A cartoon illustration of a purple, round face with large, wide green eyes and a small, downturned mouth, conveying a sense of suspicion or distrust.
propose (v.)	to put forward a plan for others to consider	 A cartoon illustration of a clipboard with a checklist and a pencil, symbolizing the act of proposing or planning.
luxury (n.)	the state of great comfort	 A cartoon illustration of a woman with red hair, wearing a blue dress, sitting comfortably in a large, plush yellow armchair, representing luxury and comfort.

# Chapter 23 Discussion Questions

A **hyperbole** is a type of figurative language that uses an obvious exaggeration to put emphasis on the importance of something.

The books were stacked to the sky.

I told you to clean your room a million times.

1. What hyperbole describes the pounding of Audra's heart as she confronts the soldiers on Milda's porch? What can we infer about Audra in this moment?
2. "Tough Questions" is another signpost where the character asks themselves a really difficult question. What tough question does Audra ask at the end of chapter 23? What does this question make you wonder?
3. How is Audra's magic successful and how does it fail?

# Chapter 24 Vocabulary

impressed (v.)	to make someone feel admiration and respect	
illegal (adj.)	against the law (not legal)	
critical (adj)	having the potential to become disastrous; serious	
extensive	far-reaching	

# Chapter 24 Discussion Questions

1. Audra compares her “failure to speak” to a \_\_\_\_\_. (Page 182)
2. How does she say these are alike?
3. What type of figurative language is this an example of?
  - a. metaphor
  - b. simile
  - c. personification
  - d. hyperbole
4. Use the evidence below to infer a character trait Audra demonstrates in this chapter. (See next page for a list).

Character Trait	Evidence
	“The people here are innocent,” Audra says to Rusakov.
	Audra also says, “The law is wrong...what you’ve done here tonight is wrong, and I will not pretend to respect it.”

5. Audra has another “aha moment” in this chapter. She continues to understand that books are important, but she learns another piece to this on page 183. What does she realize?
6. What priceless possession does Rusakov take from Audra?

# Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young

# Chapter 25 Vocabulary

terror (n.)	extreme fear	
scythe (n.)	a tool used for cutting crops	
elicit (v.)	to get an answer or response from someone	
confession (n.)	a statement admitting guilt	
famished (adj.)	extremely hungry	
mercy (n.)	forgiveness and compassion shown toward someone	

# Chapter 25 Discussion Questions

1. What are the “tough questions” Audra asked on page 189?
2. What is in the metal box? What might seem of great importance? Any inferences?
3. When people have access to information, how does that threaten the power of those who wish to control the people?
4. What is the following excerpt an example of?

“My heart pounded so hard against my chest that each beat had begun to hurt. I couldn’t see how it didn’t break the bones there.”

- a. simile
- b. metaphor
- c. personification
- d. hyperbole

# Chapter 26 Vocabulary

turmoil (n.)	a state of disturbance, confusion, and uncertainty	
rifle (v.)	to quickly search through something	
scrawl (v.)	to write something in a hurried way	
pride (n.)	a feeling of deep pleasure or satisfaction from an achievement	

## Chapter 26 Discussion Questions

1. What item in the metal box makes Audra curious enough to slip it in her apron pocket?
2. What name does Audra write on the paper for Officer Rusakov? Why does she choose to write this name?
3. How do you think Audra's parents would feel about her actions? Explain.

# Chapter 27 Vocabulary

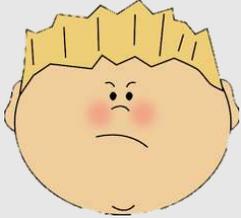
bribe (n.)	something promised or given to a person as a way of getting that person to do a certain thing	
vital (adj.)	absolutely necessary	
stern (adj.)	firm and determined; strict	
anticipation (n.)	the act of expecting or hoping	
wince (adj.)	to draw suddenly back or away from something painful or frightening	
cobblestone (n.)	a naturally rounded stone used to pave streets in the past	

# Chapter 27 Discussion Questions

1. What does the guard give to Audra? Name the contents.
2. What does Audra say is the key to success? (Page 201)
3. Describe the evidence that occurs in chapter 27.



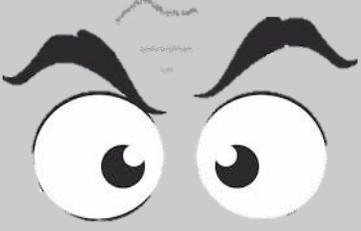
# Chapter 28 Vocabulary

trek (n.)	to travel or make one's way slowly and with difficulty	
forage (v.)	to search for food	
eerily (adv.)	strange and frightening	
infuriate (v.)	to cause great anger; to enrage	
evade (v.)	to get away from using skill or tricks	
descend (v.)	to move downward	

# Chapter 28 Discussion Questions

1. Audra realizes the meaning of the story Lukas told her. Who is Rue, the snake, the bear, the boy, and the frog?
2. What does Audra realize when she entered the secret storeroom? (Page 208)
3. What happens to Rusakov?
4. Describe the community of Venska after people's books are burned.

# Chapter 29 Vocabulary

furrow (v.)	a line or wrinkle on a person's face	
rehearsal (n.)	the act of practicing for a performance	

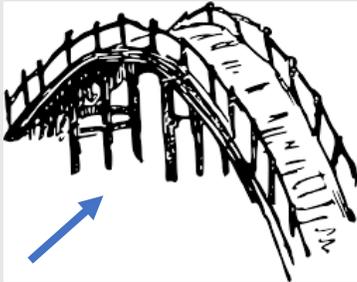


# Map of Lithuania 1843–1915

# Chapter 29 Discussion Questions

1. What assignment is given to Lukas? How does Audra respond?
2. Audra has a misconception about Ben. What does Lukas tell her? (Page 213)
3. Describe the three layers of border security. How would you cross?
4. What does Audra find near the end of her father's notebook?

# Chapter 30 Vocabulary

approach (n.)	Showing great pride in oneself; being highly self-satisfied	
undergirding (n.)	support under a bridge	
slat (n.)	a long, narrow strip of wood	
dispose (v.)	to get rid of by throwing away or selling to someone else	
smug (adj.)	Showing great pride in oneself; being highly self-satisfied	
devote (v.)	to give purpose; dedicate	

# Chapter 30 Discussion Questions

1. How do Audra and Lukas cross the Neman River?
2. What is the real reason Lukas takes Audra into Prussia? Why does he agree to her request?
3. What is their plan for smuggling the books into Lithuania? (Page 228)
4. Audra says, “I loved the feel of the paper between my fingers, the smell of the ink. Every word was a symphony, singing to me of other lands, of other people, of places where new ideas were encouraged, not made illegal.”

This is an example of what type of figurative language?

- a. simile
- b. hyperbole
- c. metaphor
- d. personification

# Words on Fire

## Vocabulary Ch. 21-30

**I. Directions:** Read each word and definition. Then use the word correctly in the sentences.

**stoic (adj.)** – not affected by or showing feeling

**turmoil (n.)** – a state of disturbance, confusion, and uncertainty

**eerie (adj.)** – strange and frightening

**descend (v.)** – to move downward

**evade (v.)** – to get away from or avoid by skill or trickery

1. The ominous sky gave me an \_\_\_\_\_ feeling.
2. She had a \_\_\_\_\_ look on her face while waiting for surgery.
3. In order to \_\_\_\_\_ a potentially dangerous situation, she had to take self-defense classes.
4. The business was is in \_\_\_\_\_ when the employees went on strike.
5. We had to wait for the elevator to \_\_\_\_\_ at the art museum.

**II. Directions:** Choose two words from the list above and illustrate their meaning below.

word: \_\_\_\_\_

word: \_\_\_\_\_

**III. Directions:** Choose one of the illustrated words and use it in a sentence.

\_\_\_\_\_

# Words on Fire

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2. She had a **stoic** look on her face while waiting for surgery.
3. In order to **evade** a potentially dangerous situation, she had to take self-defense classes.
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5. We had to wait for the elevator to **descend** at the art museum.

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word: \_\_\_\_\_

word: \_\_\_\_\_

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**III. Directions:** Choose one of the illustrated words and use it in a sentence.

\_\_\_\_\_

# Words on Fire

## Quiz Ch. 21-30

**Directions:** Read each question and answer choice carefully and choose the best answer.

1. What is personification?
  - a. When the author compares two unlike things using *like* or *as*.
  - b. An exaggeration
  - c. A reference to an event that occurred in the past
  - d. When the author gives a non-human object human characteristics.
  
2. What example of personification does Audra use as she describes the burning books?
  - a. "This fire smelled different from the other kinds of fires."
  - b. "I knew it was different because it wasn't only ink and paper being consumed by the flames."
  - c. "Did they cry out for themselves, begging to be saved? I believed so, for I was certain I could hear them calling to me."
  - d. "They were burning our books, and with them, I felt like holes were being burned into my heart."
  
3. What items does Audra use to distract the soldiers as Roze rescues Milda?
  - a. Her father's magic ring.
  - b. Three cups
  - c. A coin
  - d. All of the above

# Words on Fire

## Quiz Ch. 21-30

4. What happens to Audra at the end of chapter 24?
  - a. The magic trick was successful, and she and Milda escaped to meet the others in the forest above the village square.
  - b. Rusakov captured her, took her father's bag, and put her in the prison wagon.
  - c. Audra was unable to save Milda, but she was able to meet Lukas in the forest.
  - d. Audra was captured and turned in all the other book carriers to save her parents.
  
5. What item is Audra the most curious about in the metal box Rusakov showed her?
  - a. Her mother's handkerchief
  - b. Her father's pipe
  - c. Her mother's rose brooch
  - d. A small key
  
6. Whose name does Audra list on the paper as a criminal?
  - a. Lukas
  - b. Milda
  - c. Rusakov
  - d. Ben
  
7. How is Audra able to escape from the prison wagon?
  - a. She used "pops" to distract and confuse the driver into thinking they were under fire.
  - b. She was able to use items in her father's bag to break the wagon door lock.
  - c. She distracted the driver with her father's disappearing magic trick.
  - d. Ben bribed the driver to take Audra to safety.

# Words on Fire

## Quiz Ch. 21-30

8. In Lukas's story of Rue, who does the snake represent?
- a. Lithuanians who choose to not support book smuggling
  - b. Russians (Tsar and Cossacks)
  - c. Prussians
  - d. Lukas
9. Who does Rue represent in the story?
- a. Audra
  - b. Lithuanians
  - c. Both Audra and Lithuanians
  - d. None of the above
10. How do the Lithuanians react to the burning of the village and books?
- a. They became even more fearful and decided it was too dangerous to continue requesting and reading illegal books.
  - b. They became even more resistant and begged for more Lithuanian books to be distributed.
  - c. They were angry with Milda, Ben, Lukas, Audra, and other book carriers for putting their lives in danger.
  - d. None of the above.
11. How has Audra changed at this point in the novel since the beginning of the novel? Explain.

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# Answer Key

## **Chapter 21: Discussion Questions**

1. Audra kicks him in the shin and escapes, running to catch up with Lukas.
2. Students can infer the soldiers burn the books because they want them destroyed and the title's literal meaning indicates that they engage in book burning. Additionally, they are burning houses that contain Lithuanian books.
3. They saved 30 or 40 books.

## **Chapter 22: Simile**

1. Audra is comparing her feelings when witnessing the book burnings to the burning of holes in her heart.
2. This simile allows the reader to understand what deep emotional pain Audra feels. She is devastated at the destruction of their books, ideas, stories, and ultimately, freedom.

## **Chapter 22: Discussion Questions**

1. Identity is who you are, the way you view yourself, and the characteristics that define you.
2. Qualities, beliefs, values, personality, family, ethnicity, religion, interests, occupations, education, appearance, etc.
3. Responses will vary. Audra's identity has become rooted in her Lithuanian heritage. She has started to greatly identify with her father at this point in the story. She believes in the power of education as learning to read and write has altered her life. She believes in freedom and justice. She has newfound confidence and courage. She has formed a special bond with fellow book carriers.
4. Responses will vary.

## **Chapter 23: Discussion Questions**

1. Audra says the pounding of her heart was so loud in her ears it was all she could hear. We can infer that Audra is terrified.
2. "But would I do what was necessary to save myself?" Answers will vary, but students might be questioning if Audra will provide Rusakov with any information to save herself.
3. Audra was able to save Milda, but she was detained in the meantime.

# Answer Key

## **Chapter 24: Discussion Questions**

1. Unread book
2. Full of ideas that should be read, but living in silence (page 182)
3. Simile (comparing an unread book to her failure to speak using the word *like*.)
4. Answers will vary. Bold, brave, ethical, justice-seeking, honest, fearless, courageous, etc.
5. She realizes that words are powerful but not enough to overcome the Russian empire. Bonus if they notice the metaphor.
6. Her father's bag

## **Chapter 25: Discussion Questions**

1. "I'd already decided I would not voluntarily turn anyone in, but could the information be forced out of me? How much torture could I stand before the names would fall from my lips, even knowing that by doing so, I would subject them to the same torment?"
2. Her father's pipe and a deck of cards. Her mother's rose brooch and crocheted handkerchief. There was also a key Audra had never seen before. The key might be to the locked book Audra delivered to Milda.
3. Answers will vary. When people have access to information, they have access to truth instead of indoctrination and propaganda. People have freedom to formulate ideas, which makes them harder to control. You control the information; you control the people.
4. Hyperbole (d)

## **Chapter 26: Discussion Questions**

1. The key
2. Rusakov because he is the only criminal she knows.
3. Proud because Audra stayed true to the cause and protected fellow book carriers

## **Chapter 27: Discussion Questions**

1. Her father's bag containing a stack of cards, some cups, and a bag of pops
2. Distraction; getting the audience to look in the wrong place
3. Audra uses the pops to make the guard think they are under attack. She escapes when he steps on the last pop. She takes a dress hanging on a line and puts it on as a disguise. She talks with the nearby children playing, tricking them into believing a girl ran by. The children innocently use the information Audra gives them to send the guard on the wrong path. Audra begins to make her way to Milda's home.

# Answer Key

## **Chapter 28: Discussion Questions**

1. Rue is Audra and Lithuanians; the snake is the Russian government; the bear is Ben and other book carriers, the boy is Lukas, and the frog didn't exist because Lukas has never stated his truth. There is still a mystery surrounding his past.
2. Audra realizes that she was a girl with no knowledge of books the first time she entered the storeroom, but now she knows the impact they have on her, opening many worlds to her. They have become her life. Revisit the essential questions.
3. He is reassigned or possibly released from duties and stripped of his badges.
4. People beg for more books; they don't live in fear

## **Chapter 29: Discussion Questions**

1. Lukas is assigned to cross the border into Prussia and meet a printer who should be ready with an order of books for Lukas to smuggle into Lithuania. Audra says she is going with him.
2. Ben tries to stop Audra because he cares about her and wants to keep her alive.
3. The first one is the most difficult as soldiers are densely grouped together along the border. The second line of soldiers are thinner. Soldiers on horseback make up the third line of security searching for those who made it through the first two layers. In total, 10 kilometers are patrolled.
4. A recipe to potentially be used later and kept a secret
5. Responses from students will vary.

## **Chapter 30: Discussion Questions**

1. They cross the river hanging from a rope underneath the bridge.
2. Lukas takes Audra there to stay in Prussia for good, so she'll be safe. He cannot carry all the books back to Lithuania on his own since there are so many.
3. They are going to place the books in barrels and float them across the river at night.
4. Metaphor (c) Audra says every word WAS a symphony

## **Quiz: Chapters 21-30**

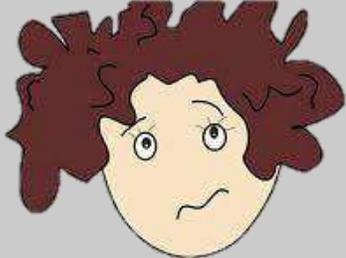
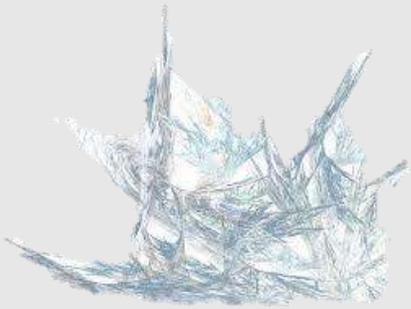
1. d      6. c
2. c      7. a
3. d      8. b
4. b      9. c
5. d      10. b

11. Answers will vary. Student should refer to Audra discovering the power of books and how that transformed her.

# Chapter 31 Vocabulary

<p>trek (n.)</p>	<p>a long, difficult journey, especially on foot</p>	
<p>bribery (n.)</p>	<p>the offering and accepting of a bribe (something promised to a person to get them to do something specific)</p>	
<p>exile (n.)</p>	<p>the condition of being sent away from one's country and not allowed to return as a punishment</p>	
<p>eager (adj.)</p>	<p>wanting very much</p>	
<p>resemblance (n.)</p>	<p>the condition of being or looking alike</p>	
<p>albeit (conjunction)</p>	<p>notwithstanding; even though</p>	

# Chapter 31 Vocabulary

crouch (v.)	to lower the body close to the ground by bending the legs	
suppress (v.)	to keep back the urge	
tousle (v.)	messy or disheveled (hair)	
hoarfrost (n.)	a white coating of tiny ice crystals that forms on the ground and surfaces; frozen dew	
emerge (v.)	to rise up from or come into view	

# Chapter 31 Discussion Questions

An **onomatopoeia** is a word that describes a sound and mimics the sound of the object or action it refers to when it is spoken. They are also known as sound words and are often in *italic*. Authors use onomatopoeias to appeal to our sense of hearing.

“I pounded the lid of the barrel with my fist, then when I heard voices calling from the other side of the river, I went silent, except for a large rock that I threw upriver, on that splashed in with a loud *kerplunk*.”

Here is another fun YouTube video introducing more figurative language literacy devices, use the QR code for the video.



1. What word is an example of an onomatopoeia in the above excerpt?
2. To what action does the onomatopoeia refer?
3. In what ways does Lukas believe Audra is good at book smuggling?
4. How does Audra describe her book smuggling skills?
5. How does she demonstrate these skills in chapter 31?

# Chapter 32 Characterization

This chapter is **HUGE** for our main character. Audra has a major “aha moment.” As readers, we have been waiting for this moment.

When we have moments like this, we need to think how this might change things in the story. Also, we need to dig deeper because where there are realizations and epiphanies, there are themes. Revisit the essential questions.

★ Add to your characterization foldable to reflect Audra’s aha moments.

★ PONDER THIS: What does it mean to be a hero? Make a list all the characteristics of a hero. Watch this video for inspiration!



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

➡ At this point in the novel, do you think Audra could be considered a hero? Explain. We will revisit this question.

# Chapter 33 Vocabulary

Hill of Crosses	Scan QR Code for video	
mourn (v.)	feel or show deep sorrow or grief	
illuminate (v.)	light up	
ornate (adj.)	decorated in a fancy way	
elegant (adj.)	pleasingly graceful and stylish in appearance	
dismissive (adj.)	feeling or showing that something is unworthy	

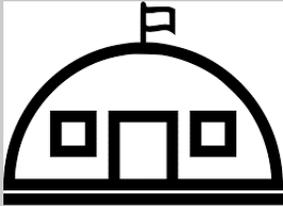
# Chapter 33 Vocabulary

scheme (n.)	a plan	
scold (v.)	to criticize angrily	
inadvertently (adv.)	without intention; accidentally	
reluctance (n.)	unwilling and hesitant	

# Chapter 33 Discussion Questions

1. What is the Hill of Crosses, and how does Audra describe it?
2. What does the Hill of Crosses symbolize?
3. Lukas and Audra discuss the internal conflict she had about rescuing her parents by giving up Lukas to Rusakov. How does Lukas respond to Audra's honesty?
4. What does Lukas make for Audra in honor of her parents?
5. What does Audra realize at the end of the chapter?

# Chapter 34 Vocabulary

ravage (v.)	cause severe and extensive damage to	
cathedral (n.)	the principal church of a district headed by a bishop  (Cathedral at Kraziai)	 Wikipedia
lure (v.)	tempt a person to do something or go somewhere	
relic (n.)	an object treated with great respect because of its connection with a saint	
bunker (n.)	a shelter dug into the ground and made strong against attack	
skeptical (adj.)	marked with doubt	

# Chapter 34 Vocabulary

amused (adj.)	to please with sense of humor	
hazard (n.)	a source of danger	

## Chapter 34 Discussion Questions

1. What are the soldiers' new orders?
2. What is the only weapon the priest has?
3. How will Ben's cough betray him and other carriers?
4. What is the evidence of tension that may indicate foreshadowing, a literary device used to give a hint of what's to come later in the story, usually creating suspense.

“Well, if we're going, let's go,” I said. Though if I was being honest, I didn't have a good feeling about it either. Which was ridiculous-there was no reason to be any more worried this time than the other time. But I was worried.”

# Chapter 35 Vocabulary

ruble (n.)	The basic unit of money in Russia	 <p>Wikipedia</p>
undertaker (n.)	a person whose business is to prepare the dead for burial or cremation and to take charge of funerals	
convert (v.)	to change	
saltpeter (n.)	potassium or sodium nitrate; common food preservative and additive, fertilizer, and oxidizer for fireworks and rockets	 <p>Wikipedia</p>



# Chapter 36 Vocabulary

coffin (n.)

a box or case to hold a dead body



## Chapter 36 Discussion Questions

1. What is Audra's role during the border crossing?
2. What is the important item Audra hopes to find? Why?
3. What begins to "burn" inside Audra in chapter 36?

# Chapter 37 Vocabulary

flinch (v.)

A quick, nervous movement as a reaction to fear, surprise, or pain



## Chapter 37 Discussion Questions

1. What does Audra see as she washes her face off in the stream?
2. What does the peasant couple plan to do with Lukas and Audra?
3. The peasant man claims Lukas is valuable to the Cossacks. Why do you think he is more valuable than Audra?
4. Which town's love of books is to be punished? Why is this town significant? Do you think this is an element of foreshadowing?

# Chapter 38 Vocabulary

momentum (n.)

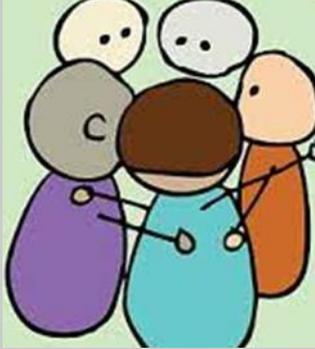
The amount of motion in an object



## Chapter 38 Discussion Questions

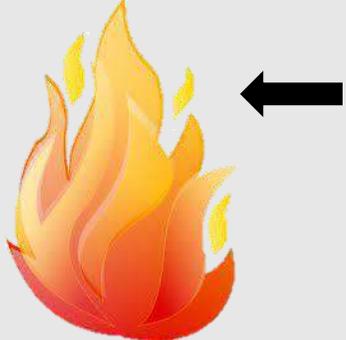
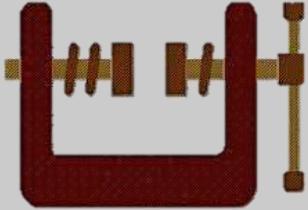
1. Audra uses her father's trick to escape the rope that binds her. Describe how the trick works.
2. Where does Lukas and Audra head after escaping their captors? Why?
3. Describe Lukas's family and explain why he decides to leave his family.
4. Who rescues Lukas from the soldier chasing him?
5. Who is Lukas's father? How does Audra guess this?
6. How does Lukas feel about his father? Why?

# Chapter 39 Vocabulary

ominous (adj.)	threatening	
huddle (v.)	crowded closely together	
nave (n.)	the long central main part of a church where people congregate	
sickle (n.)	a tool with a sharp curved metal blade and a short handle used to cut grass	
ajar (adj.)	slightly open	



# Chapter 40 Vocabulary

bayonet (n.)	a weapon like a dagger made to fit on the muzzle end of a rifle	
tendrils (n.)	something resembling a plant's leafless winding stem	
vise (n.)	a metal tool with movable jaws that are used to hold an object firmly in place	

# Chapter 40 Discussion Questions

1. “The air felt thick and seemed dark, as if death hovered nearby, waiting for his opportunity to collect more than his share for the day.”

This is an example of what type of figurative language?

- a. simile
  - b. metaphor
  - c. hyperbole
  - d. personification
2. What is death being compared to?
  3. Who does Lukas see standing behind Audra?
  4. When Lukas was younger, his friend drops a book he is reading out of fear when he sees Lukas. What is the book about? What is the significance of this moment?
  5. Describe how Audra and Lukas attempt to save people from the soldiers. What do the soldiers do when they capture someone?

# Chapter 41 Vocabulary

eerie (adj.)

causing fear or  
uneasiness  
because of  
strangeness or  
gloominess



hoist (v.)

to raise or become  
raised into position



# Chapter 41 Discussion Questions

1. What character does Audra identify with? How has she changed throughout the course of the book?
2. Who is shot as he tries to save Audra? Does this event surprise you? Why or why not?
3. Who never returns from the battle?
4. What does the Lithuanian people prove in the battle?
5. What is the true magic Audra learns? Could her father's occupation have a double meaning? Explain.



**If you have something  
important to say, have  
the courage to say it.**

**~ Inspired by Audra**

# Chapter 42 Vocabulary

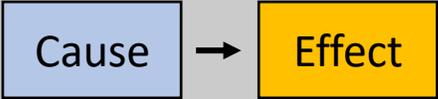
massacre (n.)

the violent and  
cruel killing of  
several people



1. What is in the package Lukas gave Audra? What is the significance of that package?
2. What does she write at the end of the book?
3. How does the story of the boy and Rue end? What might this mean for Lithuania?
4. What happens to Audra and Lukas?
5. Does your opinion of Lukas and his father change throughout the course of the book? Explain.

# Epilogue Vocabulary

catalyst (n.)	someone or something that causes or speeds significant change or action	
catastrophic (adj.)	An event causing great damage; a disaster	

# Epilogue Discussion Questions

1. How does Milda become like a mother to Audra during the story?
2. What major events happen in the epilogue?
3. How is the ending of the book like the beginning?

# *Words on Fire* ~ Theme

**Theme** is the life lesson the author wants the reader to learn, understand, and apply. “A theme links a big idea of our world with the action of a text” (Khan Academy). Click on the QR Code below to view a video about theme.



**To identify the theme:**

**Step 1:** Think of the important life topics the main character experienced in the novel. These are experiences that shaped the character’s life. (Examples include love, loss, fear, hope, sacrifice, knowledge, family, survival, determination, justice, oppression, strength, etc.)

**Step 2:** Think back to the “Signposts.” Think about the “Words of the Wiser,” “Tough Questions,” and “Aha Moments.” These usually point to what the character learned about that topic. The themes often answer essential questions.

**Step 3:** Determine the message the author wanted the reader to learn and apply to our lives. This is the theme.

Themes are usually phrases and are universal.

There is frequently more than one theme in a novel.

The reader might connect with one theme over another.

What is a major theme in *Words on Fire*?

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# Words on Fire

## Vocabulary Ch. 31- Epilogue

**I. Directions:** Read each word and definition. Then use the word correctly in the sentences.

**illuminated (v.)** – light up

**dismissive (adj.)** – feeling or showing that something is unworthy

**inadvertently (adv.)** – without intention; accidentally

**ominous (adj.)** – threatening

**ornate (adj.)** – decorated in a fancy way

1. The relic is \_\_\_\_\_ in color and pattern.
2. Megan \_\_\_\_\_ hurt Devonte’s feelings when she forget to invite him to the event.
3. The moon \_\_\_\_\_ the night sky.
4. The mother was \_\_\_\_\_ about her child’s concern for the stray cat.
5. The clouds looked \_\_\_\_\_ as we drove to Kansas City.

**II. Directions:** Choose two words from the list above and illustrate their meaning below.

word: \_\_\_\_\_

word: \_\_\_\_\_

**III. Directions:** Choose one of the illustrated words and use it in a sentence.

\_\_\_\_\_

\_\_\_\_\_

# Words on Fire

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word: \_\_\_\_\_

word: \_\_\_\_\_

**III. Directions:** Choose one of the illustrated words and use it in a sentence.

\_\_\_\_\_

\_\_\_\_\_

# Words on Fire

## Quiz Ch. 31-Epilogue

**Directions:** Read each question and answer choice carefully and choose the best answer.

1. Audra says, "I was the storm." What type of figurative language is used in this quote?
  - a. simile
  - b. personification
  - c. metaphor
  - d. hyperbole
  
2. What do you think is the most prominent conflict in this novel?
  - a. Character vs. Character
  - b. Character vs. Nature
  - c. Character vs. Self
  - d. Character vs. Society

Justify your answer.

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3. What are some secondary types of conflict in *Words of Fire*? Provide text evidence for each type stated.

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# Words on Fire

## Quiz Ch. 31-Epilogue

4. Lukas and Audra are both important characters in *Words on Fire*. Describe these two characters and explain the important ways they are alike and different. Be specific and provide text evidence to support your answer.

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5. *Words on Fire* teaches several important themes. What do you think is the most important theme in the novel? Why do you feel it is the most important?

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# Post Reading Discussion Questions

1. What book have you read that you would most want saved?
2. How are you different because of books?
3. Take another glance at your highlighted character trait word list. How would you describe Audra at the end of the book? Use a highlighter (another color) and highlight Audra's character traits at the end of the novel. Note any similarities and differences. Discuss her character shift.
4. What is something you learned from one of the characters in the book?
5. Revisit the epigraph page. Do you think the Lithuanian proverb holds the same meaning? Why or why not?
6. Revisit the essential questions and anticipation guide. Discuss the questions and statements. Did your perceptions stay the same or change? Explain.
7. What is the title's literal and metaphorical meaning?

# Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young

# Answer Key

## **Chapter 31: Discussion Questions**

1. Kerplunk
2. A large rock splashing in the river
3. Lukas says that Audra thinks differently than he does. He says that if the logical thing is to turn right, she turns left and then it makes sense. She uses her intuition and looks at situations differently. He wants her to teach him.
4. Audra uses a different motive. Her motive is to distract by turning attention toward what she wants to be seen and away from what she wants to hide.
5. Refer to pages 235-238

## **Chapter 32: Characterization** – Responses will vary

## **Chapter 33: Discussion Questions**

1. An uprising took place there about 60 years prior to the setting of this book; family members of the deceased place crosses there to honor their loved ones. The land was flat all around a tall hill that was covered with at least 100 crosses, both plain and ornate. She says the presence felt significant.
2. The hill symbolizes all Lithuanians, especially those who have fought to preserve their culture.
3. He was able to see her perspective. He knows it was a hard decision for her to make. He apologizes that she had to make such a decision. He says that he doesn't know if it was the right choice, but he is glad he is still there with her.
4. He made a simple cross with twigs and twine to honor her parents. She finally admits that her parents would be proud of her.
5. She knows she would be safer in Prussia, but she refuses to give up with more books to carry and more shelves to fill.

## **Chapter 34: Discussion Questions**

1. The Cossacks have orders to destroy Lithuanian churches and relics.
2. A people who feels powerful enough to stand in between the Cossacks and the church building. What gives them power? Books.
3. He would be heard by the soldiers, giving them up.
4. "Well, if we're going, let's go," I said. Though if I was being honest, I didn't have a good feeling about it either. Which was ridiculous-there was no reason to be any more worried this time than the other time. But I was worried."

# Answer Key

## **Chapter 35: Discussion Questions**

1. Milda's new home belonged to an undertaker before she acquired it. It contains unused coffins, which could be appealing to smugglers as a way to potentially carry the books.
2. Lukas and Audra make smoke bombs. Audra finds the recipe in her father's notebook. Students will have varying responses about how the smoke bombs will be used. Audra may use them to create distraction or confusion to protect churches, books, or people.

## **Chapter 36: Discussion Questions**

1. Audra was inside the coffin disguised as a deceased person lying on top of a blanket covering ordered books.
2. She hopes to find the locked book that she delivered to Milda's for her father. She thinks she might have the key (from the box Rusakov gave her of her parents' belongings).
3. Her curiosity about Lukas's past begins to burn inside her as she hears him tell the soldiers that he used to work in the home of a Russian family.

## **Chapter 37: Discussion Questions**

1. A peasant man staring at her with a rifle.
2. They plan to trade Lukas and Audra for the release of their son who was captured by the Cossacks.
3. They know that Lukas is Russian because the woman was a servant for his family. They know they would want him back and be interested in the books he is smuggling into Lithuania.
4. Kraziai – it is the place Audra and Lukas visited with the priest who warned them of the rumors of trouble. It is an example of foreshadowing as the reader is warned of trouble on two occasions.

# Answer Key

## **Chapter 38: Discussion Questions**

1. Audra inhaled to widen her chest and widened her arms as much as possible when the man wrapped the rope around her. To escape she pulled her arms in tight and the rope went slack. She wiggled to loosen the rope. When the rope was around her waist, she stood up and the rope fell.
2. Lukas and Audra head to Kraziai to warn the town of the Cossacks' plans.
3. Lukas's mother is Lithuanian, and his father is Russian. He was born in Lithuania and played with other Lithuanian kids, but when he was 12, his father demanded he stop being friends with them. Lukas refused. One night he stayed with his best friend Otto. The soldiers burst in and took Otto's father. They dragged him to the square to whip him. Lukas followed only to discover the man in charge was his father. He demanded it to stop. A soldier grabbed him, but he escaped.
4. Ben rescued Lukas one year ago.
5. Rusakov is his father. Audra understood that is why Lukas had to hide all those times his father was nearby.
6. Lukas says his father isn't evil, but he is wrong about Lithuania, the books, and the horrible laws. He won't go home until his father changes.

## **Chapter 39: Discussion Questions**

1. The townspeople are trying to rescue valuable items from the church.
2. Audra says her job is to free Lithuania. She wants to join the fight. Ben tells her the only weapon they have is who they are, their words, stories, and culture. Ben says to preserve that, they must stay alive and carry books. Ben wants her and Lukas to hide in the coffin, but Audra wants to face her fear and stand up against the Cossacks to force them out of Lithuania. She wants to help them and believes it's the right thing to do. Responses will vary.

## **Chapter 40: Discussion Questions**

1. D – Personification
2. Death is being compared to a person collecting the deceased.
3. Rusakov – Lukas's father
4. The book was the story of Rue. Answers will vary. Lukas might have seen himself in someone else's eyes. The boy might have viewed him as the snake, and he know he needed to stand up for what is right.
5. They use the smoke bombs to create distractions. Those who do not escape are drowned in the river.

# Answer Key

## **Chapter 41: Discussion Questions**

1. Audra identifies with Rue. She was once timid and fearful, but now she is confident, strong, and determined.
2. Rusakov – answers will vary
3. Ben
4. They proved that they would never stop resisting Russian control.
5. It's the books. The language, culture, and identities are contained in every word. They cannot be forgotten or erased. They must remember who they are and what they stand for. They need to create and spread ideas. He was a magician in two senses – one who is skilled at magic and one who spread the magic of words, ideas, and knowledge to keep the Lithuanian culture alive.

## **Chapter 42: Discussion Questions**

1. Lukas gave Audra the book she had given to Milda 5 months prior except this time she had her father's key to unlock it. It is significant because it contained her family's records, and she learned Ben Kagan was her grandfather. His words and actions now make sense.
2. Audra wrote her name.
3. The snake left for good because it was no match for Rue. They become free.
4. Audra joined Milda in Tilsit, and Lukas stayed with his father.
5. Answers will vary

## **Epilogue: Discussion Questions:**

1. Answers will vary. Students may need to think about what it means to be a mother and draw that connection to Milda. She was protective, inspiring, wise, loving, nurturing, positive, insightful, etc. Students can discuss textual evidence to support their response.
2. Milda passed away; Audra printed books and became a writer for the newspaper, Lukas returned with Audra's parents; the book ban ended; Lithuania became an independent country; Lukas and Audra were married and had a family.
3. The author refers to the meaning of Audra's name – Storm.

**Theme:** Knowledge is power; Reading transforms lives and gives people perspectives to see the world in a different light; We must have courage to make a positive change; A hero is a person who stands up for what is right even if it's difficult, etc. There are far too many to list. The student should create one that resonates with them. Have them refer to the essential questions.

**Post Reading Discussion Questions:** All responses will vary. Help guide your student.

# Answer Key

## **Quiz: Chapters 31-Epilogue**

1. c
2. d The entire novel is about the Lithuanian uprising against Russian occupation
3. c (self-doubt; guilt) or a (Audra vs. Rusakov or Lukas vs. Rusakov)
4. Lukas (self-confident; knew his purpose; remained consistent); Audra (found her purpose with guidance and experience; was a “fluttering leaf,” but became “a rock thrown in a pond.” Both clever, passionate, determined, compassionate, self-sacrificing, etc.
5. Answers will vary (refer to theme activity)

# Final Book Projects

# Hero Essay

# RACES Writing Strategy

R	<b><u>Restate</u></b> the question by turning it into a statement
A	<b><u>Answer</u></b> all parts of the question
C	<b><u>Cite</u></b> examples and evidence from the text
E	<b><u>Explain</u></b> how your evidence supports your answer
S	<b><u>Sum it up</u></b> with a concluding sentence

# Hero Graphic Organizer

What does it mean to be a hero? (See brainstorm list on page 128 )

Do you think Audra is a hero? \_\_\_\_\_

Evidence 1:

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Evidence 2:

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Evidence 3:

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# Hero Essay Graphic Organizer

**Directions:** Use the “Hero Graphic Organizer” and “RACES” Strategy sheet to answer the following prompt:

Do you think Audra is a hero? Justify your response using textual evidence.

**Step 1:** Restate the Question

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**Step 2:** Answer the Question Completely (Number the tasks in the prompt you need to complete). Double check your work once you complete the essay.

**Step 3:** Cite evidence from the text that supports your answer. Be a detective! (Use transition words like “first,” “furthermore,” “additionally,” and “finally.”)

- According to....,
- In the text/story...

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**Step 4:** Explain how your evidence proves your answer

- This evidence proves/shows...

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**Step 5:** Sum it up by restating the question as a conclusion

- In conclusion,
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# Bio Poem

# Biopoem Assignment

**Directions:** Select a major character from *Words on Fire* as a literary person to analyze. Use the graphic organizer to brainstorm writing ideas for each category. Using the brainstorming sheet, create a draft biopoem. Follow revising and editing guidelines for publishing your final draft.

Line 1: Literary person's first name

Line 2: Four traits that describe the character

Line 3: Daughter of/Son of...

Line 4: Lover of ... (3 items)

Line 5: Who feels ... (3 items)

Line 6: Who needs ... (3 items)

Line 7: Who gives ... (3 items)

Line 8: Who fears ... (3 items)

Line 9: Who would like to see (3 items)

Line 10: Resident of city/country

Line 11: Literary person's last name

# Biopoem Graphic Organizer

Character's First Name:	Four Character Traits:	Daughter of/Son of
Lover of (3 items):	Who feels (3)	Who needs (3)
Who gives (3)	Who fears (3)	Who would like to see (3)
Resident of	Literary person's last name	Outside of the box thinking

# Biopoem Sample

Rosa

Determined, brave, strong, loving

Wife of Raymond Parks, mother of all children

Who loved equality, freedom, and the benefits of a good education

Who hated discrimination, loved to stand up for her beliefs, and loved to help others

Who feared that racism would continue, feared losing the opportunity to make a difference, and feared that young people might lose opportunities to develop strength and courage

Who changed history as she accomplished great strides for equality and encouraged excellence for all

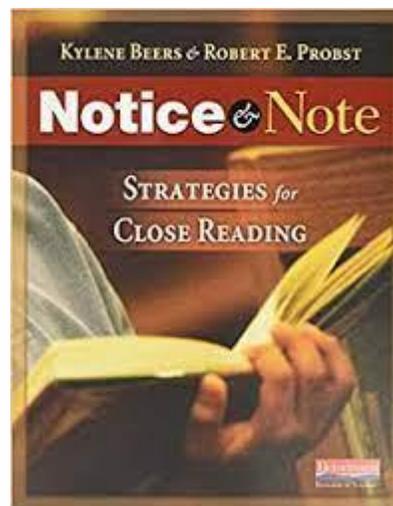
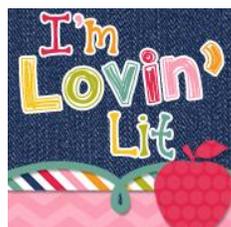
Who wanted to see love triumph and see an end to all bias and discrimination in a world in which respect is freely given to all

Born in Alabama and living in Detroit

Parks

Source: Read-Write-Think

# Resources



Atlas Obscura

Scholastic

[readwritethink](http://www.readwritethink.org)

@2020ClipartPanda.com

pexels.com

clipart-library.com

Wikipedia

World Atlas

Khan Academy

MortonTeaches

SoulPancake

LAD Fair

Mineola Creative Content

All Recipes

The Spruce Eats