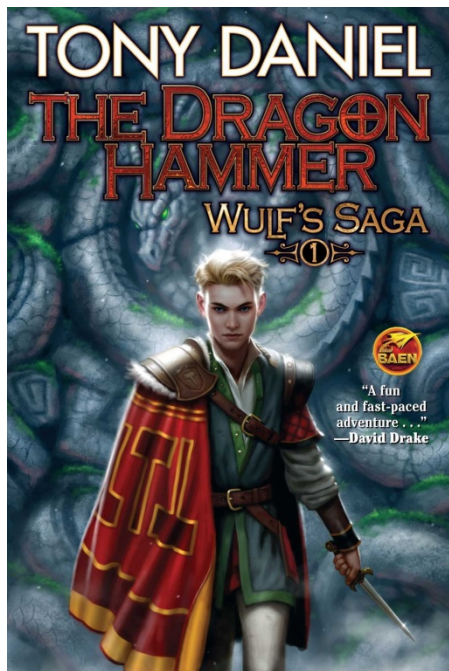


## BAEN BOOKS

### TEACHER'S GUIDE TO *THE DRAGON HAMMER: WULF'S SAGA 1*



#### Contents:

- Recommended reading levels
- Plot summaries
- Character sketches
- Suggestion for “contiguous” projects which can be utilized across the entirety of reading
- Guides to each part and chapter including:
  - Prepare to read...
    - Vocabulary
    - Focus questions/initiating activities
    - Suggested “supportive media” for adding insight into events, objects, or persons referenced in each chapter
      - such media may be made available for viewing on a class website or for viewing during class discussion of the novel
- Quiz/reading comprehension questions: multiple choice/short answer questions
- Critical thinking questions: higher order open-ended questions which might be utilized for quizzes, tests, class discussion, or essay prompts
- Suggested activities/inquiry-based exploration: suggestions for activities/projects
- Summative projects

**Recommended reading levels:** *The Dragon Hammer: Wulf's Saga 1* is appropriate for a young adult audience. Classroom use of the book is most suitable for upper middle school to high school students.

**Background:** Published by Baen Books in 2016, *The Dragon Hammer: Wulf's Saga 1* follows teenager Wulf von Dunstig, the son of a duke, who takes upon the burden of defending his family and homeland from intruders.

**Biographical information on the author:** Tony Daniel is a science fiction and fantasy author and lecturer whose areas of interests include, but are not limited to, artificial intelligence, cyborgs, galactic colonization, virtual reality, interspecies engagement, theoretical physics, consciousness extension, architecture, geology, and, of course, elves, dwarves, gnomes, and dragons. Daniel's award-winning work has appeared in various year's best compilations and science fiction magazines. He currently lives in Wake Forest, North Carolina with his wife and two children.

**Plot Summary:** For generations the great land-dragon has called to the rulers of Shenandoah. But now the dragon calls to sixteen-year-old Wulfgang von Dunstig, third in line to the throne. After a devastating invasion, Wulf must rally the human and not-so-human inhabitants of Shenandoah and free his family and his land from an ancient, vampiric evil. To do so, he'll have to grow up. He'll have to fight for what is right. He'll have to wield . . . The Dragon Hammer.  
--from *Baen.com*

### **Major and Noteworthy Characters:**

THE LAND-DRAGON sleeps and dreams beneath the Mark of Shenandoah.

DUKE TJARK is Wulf von Dunstig's great-great-great-great grandfather who is mythologized as having defended Shenandoah Valley with a Dragon Hammer he had pulled from the Olden Oak tree.

TRETZ is a mythologized half-human half-dragon Tier (mandrake) believed to have once arisen from Helheim and whose name is often used in exclamation.

WULFGANG VON DUNSTIG is the fourth child and third boy born to Duke Otto and Duchess Malwin von Dunstig.

GRIM is Wulf's faun servant.

NAGEL is Wulf's screech owl, who is also a Tier.

ADELBERT is Wulf's older brother.

LORD OTTO is Wulf's oldest brother and first in line to Shenandoah's throne.

ANYA is Wulf's youngest sister.

ULLA is Wulf's sister.

GRER SMEAD is the castle smith and a commoner.

SAEUNN AMBERSTONE is an elf of Amberstone and a foster sibling to Wulf and Ulla for the purpose of Amberstone forging an alliance with the Mark of Shenandoah.

RAINER STOPE is Wulf's best friend, a commoner and Wulf's older foster brother who was taken in to Wulf's family to repay a financial debt to Rainer's father. Rainer is originally from the mountain town of Kohlsted west of Raukenrose.

RAVENELLE ARCHAMBEAULT is a Roman princess, daughter of Queen Valentine and Crown Prince Piet, living alone in Raukenrose but originally from Vall l'Obac in Shenandoah's southern region. She has been adopted into the von Dunstig family as a war hostage to maintain a pledge of truce between her people and Shenandoah.

MARSHAL KOTERBUAM is castle Raukenrose's arms marshal who trains students in battle.

MASTER ALBREC TOLAS is a gnome who is also Wulf's and Rainer's lore teacher as well as the castle librarian.

LARS BAUCH is master docent of history and lore.

GUNNAR VON KREHENNEST OF SANDHAVEN is a barbarian Kalte prince who intends to marry Wulf's sister Ulla in order for his people to forge an alliance with Shenandoah.

TRIGVI VON KREHENNEST OF SANDHAVEN is Gunnar's younger brother and second in line to the Sandhaven throne.

SIGGI is the king of Sandhaven.

STEEL or ALVIS TORSSON is a lance captain of the Gray Goose Legion working for the von Krehennest family of Sandhaven.

CAPTAIN HARRALD RASK is the leader of the "Nesties", mercenary soldiers from Krehennest working for Draugar Wuten. He is also Steel's older brother.

EARL KEILER is a bear man who is the Earl of Shwartzwald in Bear Hall. He helped to defeat the army of Vall l'Obac at Montserrat in the Little War and had suggested that Ravenelle be fostered at Raukenrose Castle.

URSEL is Earl Keiler's adopted daughter and a skilled archer.

BARON SMALLWOLF is a fox man who is cynical of humans.

DIRTY COAT, or LIKAINENVUOTO, is the leader of buffalo men.

TUPAKKALAATU is the buffalo men's war chief.

PUIDENLEHDET is a woman shaman at buffalo camp.

MAX JAGER is the leader of bobcat men.

GEIZUL, GAUSS, AND WUTEN are draugars. Draugars were elves in a time before men and Tier who soothed dragons' dreams before giving up their stars to the void Ubel, who lived in the tiny spaces between dragons, and to whom the draugars submitted their will after being falsely promised their freedom. Wuten was originally Abenweth Grevenstran.

EIFER is a former draugar who is now a Smoke Elf.

### **A Breakdown of Non-humans in *The Dragon Hammer*:**

TIER are servants who are human-beast hybrids.

OTHERFOLK are non-human inhabitants of Raukenrose. Whereas Tier cohabit and behave much like humans, Other Folk have totemic relationships with nature and are secretive.

GNOMES are otherworldly creatures whose lore states that they grew themselves small in order to become servants of dragons. They consider themselves human, but also claim that they are cousins of dwarves.

ELVES are stars that have transformed into bodily matter. Elves' souls are made of starlight, and once in bodily form elves continue to communicate with their original stars for comfort and guidance.

DWARVES, according to gnomes, are the cousins of gnomes who live within dragons.

### **Initiating Activities for *The Dragon Hammer: Wulf's Saga 1*:**

#### Introductory Activity 1: "Saga"

Preparation: Hang five large posters of blank chart paper across the walls of your classroom. Create different headers on each including *Popular Stories/Shows Today*, *Popular Real-World Families*, *Popular Fictional Families*, *My Society's Values*, and *My Family*. Provide students with dark markers whose writing will be clearly visible on each poster.

1. Display the question *What is a "saga" and why does it matter?* Ask your students if they are familiar with the foreign term *saga* and where they have heard the term used. Students may give examples of modern novels, television shows, soap operas, or other

references from pop culture with which they have heard the term associated. Some students may already be aware of ancient sagas.

2. Display a formal definition of “saga”. Consider using the version as provided by the Oxford English Dictionary (Online):
  - “Any of the narrative compositions in prose that were written in Iceland or Norway during the middle ages; in English often applied *spec.* to those which embody the traditional history of Icelandic families or of the kings of Norway.”
3. As students may have already exhibited an awareness of more modern uses of the term *saga*, consider displaying a definition of a “saga novel” as
  - “A series of novels about several generations or members of a family” (from Dictionary.com)
4. Inform students that though the definition and purpose of the *saga* may have shifted over time, cultures continue to show fascination for real or imagined families and the lives they lead, as well the impact they have on their world and what they reveal about the culture in which they exist.
5. Draw your students’ attention to the posters you have hung on your classroom’s walls. Explain the purpose of each poster as being to consider popular stories and shows today, popular real-world or fictional families, and what our fascination with these stories and families reveals about what we value as a society. Also instruct students to record one characteristic about their own family that they value or think is unique.
6. Provide students dark pens or markers and instruct them to silently walk the gallery of posters and make a written contribution to each.
7. Allow students to discuss amongst themselves their findings. Consider organizing the discussion by focusing on one poster topic at a time.

### Introductory Activity 2: World-Orientation

- ❖ Ask your students to study the two maps at the beginning of their novels and to consider how a world map can aid in understanding a novel before reading. Ask your students to make predictions about the novel based merely upon the maps provided. Supporting questions may include...
  - What are some major geographical features in this world?
  - What sections of Shenandoah may play an important role in the narrative? Why?
  - What sections of Shenandoah may produce points of tension? Why?
  - Does this world map, or certain features on this map, remind you of worlds from other stories you have read or films you have seen?

### **Contiguous Projects:**

- ❖ *Theme/Motif Tracker*
  1. Discuss with your students the concept of theme and motif in literature. Explain that themes and motifs are like threads that bind together the cloths of narratives by creating multiple layers of meaning, all the while creating a purpose for the text. Distinguish the terms by explaining that while themes are ideas or messages, motifs

are often in the form of “things” and situations out of which themes may arise. Consider using definitions of these concepts from

- <http://www.oxfordreference.com>
- <http://literary-devices.com>
- <http://tvtropes.org/pmwiki/pmwiki.php/Main/Motifs>

To help clarify the concept of motif, consider providing examples of common motifs in films, which may be found at...

- <http://hitchcock.umwblogs.org/category/hitchcock-motifs/>
  - <http://www.vox.com/2015/11/23/9780818/pixar-chart-movies-toy-story-anniversary>
  - [https://en.wikipedia.org/wiki/Motifs\\_in\\_the\\_James\\_Bond\\_film\\_series](https://en.wikipedia.org/wiki/Motifs_in_the_James_Bond_film_series)
2. Ask students to think of some of their favorite movies, television shows, books, poems, graphic novels, or comics, and guide them in discussing recurrent themes and motifs that exist in their examples.
  3. Display a variety of graphic organizers that may be used for tracking themes and motifs found in *The Dragon Hammer*. A database of graphic organizers may be found at <https://www.teachervision.com/graphic-organizers/printable/6293.html>.
  4. Use chart paper to create large wall posters with the headers “Theme Tracker” and “Motif Tracker”. Advise students that the class will track themes and motifs throughout the novel as it is discussed in class. Also instruct students to keep their own personalized trackers and to use at least 1 graphic organizer of their choice to help organize their findings. Encourage students to continually draw connections to other works of art, literature, or media.

❖ *Journalism Connection*

At any point during reading, students may...

- write a news article regarding a major event in from *The Dragon Hammer*. Articles should emulate the style and format of traditional news writing and may include imagery.
- create a news article on an imagined event concerning one or more characters from *The Dragon Hammer*. Information pertaining to the character(s) must be based upon their representation(s) in the novel.
- write an obituary for a character that is deceased
- film or script an interview with a chosen character including questions and answers based upon relevant knowledge of the text

❖ *Deep Character Analysis and Real-World Connections*

At any point during reading, students may...

- choose a character and describe in elaborate detail what his or her bedroom looks like.
- choose a character, discover a current event article that they believe would resonate strongly with the character, and justify their findings in a presentation.
- choose a character and create a presentation that exhibits multiple types of art and literature (i.e. songs, books, television shows, films, poems, paintings, video games, etc.) that their character would enjoy, including text-based justifications for their choices.

- choose a character and illustrate the character based on how they might look and dress if they lived in the 21<sup>st</sup> century. Choices must be based upon personality traits and other text-based evidence.

### **GUIDE TO Part 1, Chapters 1-2: The Corpse Door, The Escape**

Prepare to read...

- Familiarize yourself with the following vocabulary:
 

<ul style="list-style-type: none"> <li>○ township</li> <li>○ churning</li> <li>○ bedchamber</li> <li>○ ember</li> <li>○ bleat</li> <li>○ bank (v.)</li> <li>○ faun</li> <li>○ quizzical</li> <li>○ tapestry</li> <li>○ muck (v.)</li> </ul>	<ul style="list-style-type: none"> <li>○ scabbard</li> <li>○ keystone</li> <li>○ castle keep</li> <li>○ castle bailey</li> <li>○ scabbard</li> <li>○ rangy</li> <li>○ bellows</li> <li>○ bayonet</li> <li>○ battlement</li> <li>○ tabard</li> </ul>
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- Focus question/initiating activity: Ask students what it means to be “called” to do something, or to have a “calling”. Ask students to consider whether it is more or less difficult to discover a “calling” in the day and age of the internet and mass communication.

### **Supportive Media**

- Definitions of basic parts of a castle may be found at <http://www.castlesontheinternet.com/glossary.html> and <http://www.castlewaales.com/casterms.html>
- Diagrams of medieval castles highlighting common features can be found at [http://www.gridgit.com/post\\_medieval-castle-diagram-labeled\\_280571/](http://www.gridgit.com/post_medieval-castle-diagram-labeled_280571/)

### **Part 1, Chapter 1-2 Summary:**

- [3-8] From his castle bedchamber Wulf is “called” by a land-dragon to the Olden Oak tree, but he waits until after town curfew to leave. While attempting to escape his castle Wulf is noticed by Grim, overcome by the dragon’s call for a second time, and forced to dismantle bricks blocking a corpse door which leads to the castle bailey.
- [9-13] After squeezing himself through the corpse door into the bailey, Wulf finds himself not only greeted by his sister’s cat, but by his foster brother Rainer Stope, who has procured Wulf’s dagger. Rainer, having already gone once before with Wulf to the

Olden Oak and aware of the “spell” that the dragon has over Wulf, convinces Wulf to let him accompany Wulf again for protection.

- [14-16] Wulf and Rainer escape from the castle smith shop through a charcoal chute and crawl under the castle abatis out of the keep. Viewing the castle, Wulf considers the long history of his family’s rule over Shenandoah. Wulf then hears a beastly grunt and has a vision of a buffalo on a moonlit hilltop suddenly in place of the castle. Wulf and Rainer make their way into the Raukenrose Township.

### Quiz/Reading Comprehension Questions:

1. How is personification used to illustrate the influence of the dragon over Wulf?
  - a. The dragon can communicate with Wulf through language.
  - b. Wulf feels as if his skeleton will exit his body to meet the dragon.
  - c. The dragon apparently resides near an old tree.
  - d. Wulf feels as if his mind is on fire when he is called by the dragon.
2. How many iambic feet does each line have in Wulf’s mother’s nursery rhyme about the Olden Oak tree?
  - a. 1
  - b. 2
  - c. 3
  - d. 4
3. What adjective best describes Raukenrose Castle based only upon the initial description of its interior workings and inhabitants?
  - a. impoverished
  - b. chaotic
  - c. fortified
  - d. exposed
4. While escaping the castle interior, why does Wulf enter the toilet even though he does not need to use it?
  - a. to avoid lying to Grim
  - b. to readjust the dagger placed in his belt
  - c. to wait for servants to pass through the corridor
  - d. to reconsider if he should still meet the dragon at the Olden Oak tree
5. What is the function of the corpse door?
  - a. The door is an unused relic and its original function is a mystery.
  - b. It was named as a joke and merely acts as an exit to the bailey keep.
  - c. It is used to invite into the castle the spirits of past kings.
  - d. It is used to transfer dead bodies out of the castle for burial.
6. Describe three to four ways that Wulf is physically and mentally connected to the dragon that calls to him.
7. What gives Wulf the idea to escape into the bailey courtyard through the corpse door?
8. From what material is the von Dunstig Castle made?
9. How has the dragon influenced the way in which Wulf experiences time?



Answers:

1. b
2. b
3. c
4. a
5. d
6. When Wulf previously tried to ignore the dragon's call, he experienced a headache that lasted an entire day; the dragon's call is heard exceptionally loudly by Wulf; the dragon has granted Wulf the ability to see the life of objects across long spans of time, such as a chair or a castle wall; Wulf often feels as if his mind and body is on fire with the dragon's influence; Wulf knows that the dragon will be aware of his journey to the Olden Oak tree.
7. Wulf previously witnessed a young girl who had died of scarlet fever being transferred through the corpse door.
8. The von Dunstig castle is made of granite from the Dragonback Mountains.
9. The dragon seems to empower Wulf to envision the existence of objects through great lengths of time, such as a chair being built and later repurposed for firewood, or an inner castle wall that flows before Wulf as the elementary material of lava.

### **Critical Thinking/Short Essay Questions:**

1. How does the corpse door reveal both Wulf's fear and bravery?
2. In the early chapters of *The Dragon Hammer* how does the concept of *destiny* already begin to develop in relation to the character of Wulf?

### **GUIDE TO Part 1, Chapters 3-4: The Chapel, The Tryst**

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - pew
  - parchment
  - barbarian
  - fixture (*architecture*)
  - transept
  - illumination
  - commune
  - bale
  - tourniquet
  - chalice
  - implements
  - sacristy
  - guffaw
  - diplomatic
- Focus questions/initiating activities:
  - Ask students to consider how the Chapel of the Dark exhibits religious freedom in Shenandoah.

- Highlight that Ravenelle goes to her church in order to read and reflect. Ask students if they feel that a church is an appropriate place to read material other than religious.
- Ask students to describe, in addition to religious institutions, what other places they go in order to reflect, and why they do so.
- Ask students to consider what Saeunn Amberstone may consider to be her “church”?

Supportive media:

- images of interiors of Roman Catholic churches, which may be found with basic internet searches, to illustrate possible design characteristics of the Chapel of the Dark
- a basic diagram of the interior of a Roman Catholic church, which may be found at <http://www.waupun.k12.wi.us/Policy/other/dickhut/religions/27%20Catholic%20Church.html>
- a diagram of San Francisco’s Saint Dominic’s Catholic Church, which may be found at <https://stdominics.org/parish/art>

**Part 1, Chapters 2-3 Summary:**

- [17-19] While reading a romance novel in Raukenrose Castle’s Chapel of the Dark, Princess Ravenelle Archambeault shares her bloodservant Madgel’s awareness in order to examine her appearance for the arrival of Prince Gunnar.
- [20-25] Gunnar arrives and transfers a silver chain with a leather pouch containing religious wafers from around his neck to Ravenelle’s. They perform a Talaia ritual involving letting their blood, drinking it, and eating “celestis”, blood soaked “ater-cake” wafers which allow them to “commune” in thought. Gunnar implores a reluctant Ravenelle for information concerning Ulla.
- [25-27] Gunnar kisses Ravenelle in order to read her thoughts concerning Ulla. Ravenelle mentally calls for help from her servants. Gunnar attempts to breach Ravenelle’s memories of Ulla, but Ravenelle mentally strikes Gunnar with a headache before Ravenelle’s servants rescue her.
- [28-37] As she communicates with her elven star, Saeunn Amberstone helps Ulla escape from the interior of Raukenrose Castle so that Ulla may meet Grer at the smith’s shop. Saeunn returns alone to the castle, happily wondering when she herself will fall in love.

**Quiz/Reading Comprehension Questions:**

1. What adjective DOES NOT describe the mood in which Ravenelle waits for Gunnar to arrive at the Chapel of the Dark?
  - a. anticipatory
  - b. anxious
  - c. apathetic

- d. apprehensive
2. What adjective best describes the interior of the Chapel of the Dark?
  - a. uniform
  - b. exotic
  - c. conventional
  - d. austere
3. What bothers Prince Gunnar about Lady Ulla?
  - a. She does not reciprocate his love for her.
  - b. She does not share his religious beliefs.
  - c. He is not able to commune with her.
  - d. He does not find her physically attractive.
4. What figurative language is being using in the following sentence?  
*He and Ravenelle shared thoughts like waves overlapping in the same pond.*
  - a. simile
  - b. alliteration
  - c. metaphor
  - d. assonance
5. What will happen if Saeunn Amberstone becomes too “attached” to a human?
6. Explain what an elf is, how they come into existence, and what their souls are made of.

Answers:

1. c
2. b
3. c
4. a
5. If Saeunn becomes too attached to a human the human will die.
6. An elf is a star that has transformed into bodily matter. An elf’s soul is made of starlight.

**Critical Thinking/Short Essay Questions:**

1. How does the final stanza from the novel *Ravenelle* reads reflect her own experience in Shenandoah?
2. Pair the final stanza of *The Red Rose Dies* with William Blake’s poem “The Sick Rose”. Compare and contrast the themes of each poem. Despite differences in meaning between the poems, how might Ravenelle personally relate to “The Sick Rose”?
3. Through chapters 1-4, how has the theme of *escape* developed itself not only literally but figuratively as well?

**GUIDE TO Part 1, Chapters 5-9: The Olden Oak, The Land-Dragon, The Draugar**

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - dandy
  - chamber pot
  - guild
  - nave
  - lore
  - cutthroat
  - contingent
  - wigwam
  - regent
  - cauldron
  
- Focus question/initiating activity: Ask your students to think of some of their favorite heroes from books, film, or television. Ask students to consider how many of these heroes could be called “reluctant” heroes who either doubt or do not wish to take upon themselves the burden of being a hero or completing a heroic deed. Ask students to consider why heroes are often portrayed with such doubts or self-perceived limitations.

Supportive media:

- images of old towns remaining in Europe, to provide an idea of the architecture and layout of Raukenrose Township, which may be found at <http://matadornetwork.com/trips/40-last-storybook-towns-left-europe/>

**Part 1, Chapters 5-7 Summary:**

- [39-41] On their way south through Raukenrose Township, Wulf is entranced with the dragon’s call, while Rainer is convinced they are being followed and remembers his battle training.
- [41-45] Wulf and Rainer reach Allfather Square, in the center of which is a giant green rock around which partly grows the Olden Oak tree. Wulf retells the myth of Duke Tjark having defended Shenandoah Valley with a Dragon Hammer he pulled from the Olden Oak, all of which Rainer doubts.
- [45-48] Wulf amazes Rainer by submerging his dagger into the Olden Oak, a feat Rainer believes to be the work of magic. After Rainer is again overcome with a sense of being followed, a crossbow bolt is shot into the tree beside Wulf’s head, though Wulf is entranced in a land-bond with Shenandoah and its inhabitants as he grips the dagger.
- [48-52] Wulf wonders why he can hear the dragon’s call and have visions of the Dragon Hammer, and not his brother Otto, to whom the land-bond of Shenandoah is understood to belong. Wulf attempts to grasp the Hammer in his vision but is pulled back to consciousness beside the tree.
- [52-55] Rainer draws Wulf’s attention to a foul-smelling beast that approaches them with sword drawn and demanding to know the location of the Dragon Hammer. Wulf is unable to retrieve his dagger from Olden Oak.
- [55-59] Rainer fails to defend Wulf against the beast, who lifts Wulf by the neck demanding to know the location of the Dragon Hammer. Wulf wrenches free of the beast’s grasp after Rainer climbs its back and attacks it with his dagger. They struggle with the beast until Rainer vanishes it with its own sword, which disappears as well.

- [60-61] Wulf remembers a particular saga that makes him realize the beast is a draugar. He and Rainer return to Raukenrose Castle.

### Quiz/Reading Comprehension Questions:

1. What literary device do the following sentences employ?  
*Lose a fight in the yard and you walk away defeated. Lose a fight in battle and you don't walk away at all.*
  - a. pathos
  - b. parallelism
  - c. personification
  - d. paradox
2. What does Wulf believe the giant rock in the center of Allfather Square is?
  - a. the peak of an ancient mountain
  - b. a cursed boulder
  - c. the upper barb of a dragon's back spine
  - d. the claw of dragon's foot
3. Rainer believes that Wulf is
  - a. intelligent but naïve
  - b. kind but ignorant
  - c. cautious but immature
  - d. well-meaning but reckless
4. What is happening to Duke Otto?
  - a. He is losing his ability to find words to communicate.
  - b. He is becoming obsessed with finding the Dragon Hammer.
  - c. He is losing his desire to rule Shenandoah.
  - d. He is becoming unwilling to give up his reign.
5. Why is experiencing the land-bond dangerous?
  - a. While in the land-bond the dragon can influence you to do things against your will.
  - b. You may never want to come back from the dream state of the land-bond.
  - c. The more you experience the land-bond, the quicker you age.
  - d. The land-bond makes you forget who you are.
6. Why can't Wulf pull his dagger back out of the Olden Oak?
7. Explain the myth surrounding the Olden Oak tree and the Dragon Hammer.
8. What does Wulf believe forms the land of the valley of Shenandoah?
9. Rainer : fighting : : Wulf : \_\_\_\_\_
  - a. passive
  - b. dragon-visions
  - c. family
  - d. sagas

Answers:

1. b
2. c
3. a
4. a
5. b
6. Wulf loses the ability to retrieve the dagger when his dragon-vision dies.
7. A myth describes Wulf's ancestor Duke Tjark defending Shenandoah Valley from evil invaders with a Dragon Hammer that he wrenched from the trunk of the Olden Oak tree.
8. Wulf believes that the body of a dragon forms Shenandoah Valley.
9. d

### **Critical Thinking/Short Essay Questions:**

1. How does the Allfather Cathedral play into the novel's recurrent concept of *time*?
2. Describe two to three ways that Rainer exhibits his loyalty to Wulf.
3. How does the myth surrounding the draugar complicate the concept of good and evil?

### **GUIDE TO Part 1, Chapters 8-9: The Truth, The Trance**

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - serene
  - anvil
  - imploring
  - gallivant
  - indentured
  - geyser
  
- Focus question/initiating activity: Ask students if they believe that marriage should only ever be for the cause of love. Ask them to cite examples in the real world of political or other types of marriages for which love might not have been the primary cause.

### **Supportive media:**

- various depictions of elves, which may be found with a basic internet search
- an article on depictions of elves by different cultures, which may be found at <http://www.newworldencyclopedia.org/entry/Elf> and <http://www.geek.com/tech/the-origin-of-the-species-elves-1663330/>

## Part 1, Chapters 8-9 Summary:

- [63-68] Wulf tackles Grer in the smith shop after mistakenly thinking that Grer is attacking Ulla. Ulla admits to Wulf her love for Grer, and Grer accuses an offended Wulf of his love for Saeunn. Grer admits to providing Wulf a way out of the castle.
- [68-69] Ulla objects to Wulf's insistence that she marry Prince Gunnar for political reasons.
- [70-72] Wulf admits that he has been answering a dragon's call and has been shown the Dragon Hammer. Wulf and Ulla agree to keep each other's secrets. Wulf hears the draugar's voice.
- [73-76] In her bedchamber Lady Saeunn stands entranced in morning moonlight as she listens to the Dragon Song and senses unrest among the dragons. Saeunn considers her eventual return to her Amberstone Valley, as well as her strong bond formed with humans, especially Wulf.
- [77-78] Saeunn is worried by a line from a song that her star sings to her about an elf who perished after having sacrificed her star for love.

## Quiz/Reading Comprehension Questions:

1. What is NOT a reason that Wulf wants Ulla to marry Prince Gunnar?
  - a. The Sandhaven government will drop expensive road tolls.
  - b. An alliance with Sandhaven is helping Shenandoah maintain a relationship with the Romans.
  - c. The Sandhaven people are building a large ocean fleet for Shenandoah.
  - d. Sandhaven controls Shenandoah's access to the sea and consequently trade.
2. At what stage is Saeunn most likely in terms of her Hundred-Year Plan?
  - a. She is learning a variety of elven skills.
  - b. She is studying her Dragon Song.
  - c. She is visiting kin-folk in the Old Countries.
  - d. She is staring into the eye of her dragon.
3. Explain what rests below the Amberstone Valley and why it is important.

## Answers:

1. c
2. b
3. Below the Amberstone Valley sleeps a dragon who has dreamed the valley and its inhabitants into existence.

## Critical Thinking/Short Essay Questions:

1. In chapters 8-9, how does the element of love contribute thematic meaning to the novel so far? What are several ways that love complicates the narrative?

2. In Part 1 the reader is introduced to the fact that the von Dunstigs have formed several alliances with peoples of other lands, despite their differences, in order to maintain stability in the Mark of Shenandoah. Based upon your understanding of the Mark of Shenandoah thus far, what cultural differences may forbid Shenandoah from allying with another group of people?

### **Suggested Activities/Inquiry-Based Exploration for Part 1:**

1. In chapter 3 the reader is introduced to Wulf's family coat of arms, which exhibits a silver buffalo stepping forward in front of a green background. Review the practice of heraldry with your students. Ask them to imagine a coat of arms for their family which features a thoughtful symbol. Ask that they include at least two symbolic colors on their coat of arms. Assign them to write a short essay to accompany their artwork which explains how their symbol(s) and colors represent various qualities of their families. Have your students present their coat of arms to class and defend their artistic choices. Reference material for students to study traditional coats of arms and their symbols may be found at
  - <http://www.internationalheraldry.com/>
  - <http://www.familytreesandcrests.com/heraldry-symbols.htm>
  - [http://www.fleurdelis.com/symbolism\\_ABC.htm#Bend](http://www.fleurdelis.com/symbolism_ABC.htm#Bend)
2. Imagine the story of Amberly Reizend in full and tell the story in the form of poem, prose, graphic novel, comic strip, film, or animation.
3. Have students research the various ways that dragons have been depicted in literature and other media across time. Encourage students to examine...
  - ✓ the different ways in which dragons have been physically represented, including what elements in nature they might reflect, if any
  - ✓ what purpose or power different cultures attribute to dragons
  - ✓ where images and other references to dragons appear in public and private arenas in different societies

Information concerning the history and mythology of dragons can be found at

- [https://en.wikipedia.org/wiki/List\\_of\\_dragons\\_in\\_mythology\\_and\\_folklore](https://en.wikipedia.org/wiki/List_of_dragons_in_mythology_and_folklore)
- <http://www.draconika.com/index.php>

### **GUIDE TO Part 2, Chapters 10-13: The Master, The Match, The Prince, The Touch**

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - fustian
  - haunch
  - ruthless
  - rune
  - vellum
  - codex
  - papyrus
  - peril



- |              |                          |
|--------------|--------------------------|
| ○ sash       | ○ hew                    |
| ○ docent     | ○ <i>en garde</i>        |
| ○ marvel     | ○ cohort                 |
| ○ dirk       | ○ impertinent            |
| ○ ardor      | ○ deft                   |
| ○ brooding   | ○ gauntlet               |
| ○ bluff (v.) | ○ thane                  |
| ○ brocade    | ○ insensible             |
| ○ thaler     | ○ hobnail                |
| ○ fodder     | ○ fennel                 |
| ○ squire     | ○ compress ( <i>n.</i> ) |

- Focus question/initiating activity: Ask students if they think today’s public schools include enough physical education, including martial arts. Ask students if they believe that such education is relevant in today’s society. Have students discuss the benefits and dangers of putting more emphasis on physical education and self-defense arts in schools.
  - Consider having students use a graphic organizer to divide the pros and cons of increasing physical education and martial arts education in schools.

#### Supportive media

- a digital display of various armor pieces traditionally worn by knights, which may be found at <http://www.medievalwarfare.info/armour.htm>
- a video explanation of Viking-style sword fighting, which may be viewed at [https://www.youtube.com/watch?v=xFiIDl\\_mt2c](https://www.youtube.com/watch?v=xFiIDl_mt2c)
- a video which displays longsword fighting and some techniques, which may be viewed at <https://www.youtube.com/watch?v=5zueF4Mu2uM>

#### **Part 2, Chapters 10-13 Summary:**

- [81-83] Wulf wakes at morning in his bedchamber and reflects on the previous night before Grim arrives to help him get washed, clothed, and fed.
- [83-86] In Master Tolas’ class Wulf remembers how Tolas once forced him through mumblety-peg to memorize a list of dwarf names that inexplicably introduce the beginning of a major saga.
- [86-91] Partially under the guise of probing Wulf’s well-being, Tolas keeps Wulf after class to make known his awareness of a dagger having been plunged into the Olden Oak, while also inquiring after Wulf’s apparently missing dagger.
- [91-93] Outside of Tolas’ classroom Wulf and Rainer wonder about the fate of the draugar. Rainer convinces Wulf to accompany him to meet Ravenelle for a card game with the enticement that Saeunn will likely be with her.

- [95-99] Wulf admires Saeunn as Rainer and Ravenelle play cards in the dining hall. He also ponders over Rainer's and Wulf's own complicated relationship with Ravenelle, with whom Shenandoah shares both friendly and enemy ties.
- [99-104] After tiresomely enduring various sessions of battle practice, Wulf joins his classmates in the bailey where Rainer is armored for his match. Wulf is partially suited as Rainer's "second", and Prince Gunnar unexpectedly arrives in full armor as Hlafnest's von Blau's second. Marshall Koterbaum expresses to Gunnar his reluctance to allow royalty to participate in battle training. Wulf notices Saeunn in the crowd.
- [105-07] Koterbaum indicates to Wulf that he would like Rainer to go easier on Hlafnest but Gunnar elects to continue fighting Rainer after a piece of Hlafnest's leg armor breaks. To Wulf Gunnar indirectly refers to his future marriage to Ulla by alluding to her honor.
- [109-11] Rainer charges and knocks down Gunnar and demands he never again speak of Ulla. The two initiate their match and Wulf realizes Gunnar is using a sharpened sword after he splinters Rainer's buckler. After cutting Rainer's leg, Gunnar is tumbled when Rainer ducks his charge and loses his sword, and Rainer throws his own sword away.
- [111-12] Rainer and Gunnar charge one another, and Gunnar knocks Rainer down and beats him unconscious. Wulf attempts to defend Rainer but is also struck in the head.
- [112-16] Master Tolas arrives and demands Gunnar refrain from his attack before reminding the crowd of students their duty to defend the von Dunstig name. The students restrain Gunnar and march him off the castle premises.
- [116-24] At Tolas' suggestion, Rainer is carried to his bedchamber where he is unarmored so that he may undergo healing by Saeunn, who sends Rainer into a deeper rest. Ravenelle expresses her fear that her communing with Gunnar sparked his aggression against Rainer, at once revealing her affection for Rainer.
- [124-25] Wulf inquires Saeunn's feelings for him before revealing to her that he had recently fought a draugar, of which Saeunn acknowledges three exist. Saeunn helps Wulf to sleep.
- [125-26] Saeunn speaks with her star about the draugar Wulf encountered and former draugar Eifer, who may be of assistance to Wulf. Saeunn's star encourages her with love and assurance.
- [126-27] With Wulf and Saeunn still at his bedside at morning, Rainer regains consciousness.

### Quiz/Reading Comprehension Questions:

1. What adjective best describes Grim's personality?
  - a. gregarious
  - b. timid
  - c. contentious
  - d. reserved
2. Where is Master Tolas' office?
  - a. wherever it suits him at the time
  - b. in the castle library
  - c. in an underground gnome den
  - d. in his classroom

3. What literary device and/or narrative structure is being used when the author explains how Wulf first began to memorize the “Roll Call of the Dwarves”?
4. Originally, Wulf felt that memorizing the list of dwarf names at the beginning of *Andul’s Saga* would be
  - a. crucial
  - b. advantageous
  - c. arbitrary
  - d. insightful
5. What literary device is Master Tolas’ NOT USING in his expression that boots are a dictatorship that imprison the toes?
  - a. imagery
  - b. simile
  - c. personification
  - d. metaphor
6. What is one way in which Wulf von Dunstig is NOT like Ravenelle Archambeault?
  - a. Both enjoy playing card games.
  - b. Both care deeply about reading.
  - c. Both feel unlucky when it comes to finding love.
  - d. Both are from affluent families.
7. How does Ravenelle’s card game with Rainer and commentary on Rainer’s upcoming fighting match with Hlafnest von Blau represent use of parallel structure in the narrative?
8. With what does Wulf confuse Gunnar’s shadow?
  - a. the Olden Oak tree
  - b. the green rock at Allfather Square
  - c. the draugar
  - d. a dragon
9. Match incidents with their plot points for the battle practice scene involving the end of chapter 11 and the entirety of chapter 12:
 

<ol style="list-style-type: none"> <li>1. falling action</li> <li>2. inciting incident</li> <li>3. dénouement</li> <li>4. exposition</li> <li>5. climax</li> <li>6. resolution</li> <li>7. rising action</li> </ol>	<ol style="list-style-type: none"> <li>a. Rainer, Wulf, Hlafnest, and Gunnar are suited for battle.</li> <li>b. Rainer is taken to his bedchamber to be healed by Saeunn.</li> <li>c. Gunnar suggests that he will maintain Ulla’s honor.</li> <li>d. Gunnar is marched off the castle premises.</li> <li>e. Rainer charges Gunnar and the two fight, resulting in Rainer being knocked unconscious.</li> <li>f. Master Tolas arrives and demands of his students to exhibit loyalty to the von Dunstigs.</li> <li>g. Gunnar is restrained by students at the motivation of Master Tolas.</li> </ol>
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Answers:

1. d
2. b

3. flashback, nonlinear
4. c
5. b
6. a
7. Ravenelle claims that she never bets on Kalte nobility in a fighting match, reflecting the historical and ongoing adversarial relationship between the Kalte and the Roman empires. Such a fighting match, as well as the card game she plays with Rainer, is like a metaphoric replay of the Little War.
8. c
9. 1/g; 2/c; 3/b; 4/a; 5/f; 6/d; 7/e

### **Critical Thinking/Short Essay Questions:**

1. In chapter 10, Wulf is kept from eating by Master Tolas not only when Tolas holds him after class, but also in Wulf's remembrance of when Tolas forces him to learn the "Roll Call of the Dwarves." How might the concept of *hunger* contribute meaning to the relationship between Tolas and Wulf?
2. Is there evidence to suggest that Master Tolas is aware that Wulf is actually the chosen future ruler of Shenandoah? If so, why do you think that Tolas does not express this awareness to Wulf in chapter 10?
3. How does the lack of buttons on Ravenelle Archangeault's clothing contribute meaning to her character?
4. Saeunn expresses that Talaia communing is evil. However, how might Saeunn's own abilities contradict this absolute statement about communing? How might communing be utilized for good?
5. It is not until chapter 13 that the reader is first introduced to one of Wulf's parents, his mother Duchess Malwin. Why do you think author has delayed the appearance of Wulf's parents to such a degree? What role do adults play in the *Dragon Hammer* so far, and how does this role contribute meaning to the setting and characters thus far?

### **Suggested Activities/Inquiry-Based Exploration for Part 2**

1. Have students review the dangerous memory game that Master Tolas once forced Wulf to undergo in order to memorize the "Roll Call of the Dwarves". Assign student groups to research evidence-based memory strategies and present a strategy to class, while also providing an active example of their found strategy.

### **GUIDE TO Part 3, Chapter 14: The Adherents**

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - skald
  - superstitious

- heathen
- spindly
- nobleman
- firebrand
- perique
- Orinoco
- beady
- devious
- guild
- vengeance
- benefactor
- credentials
- frill
- aqueduct
- dignified
- relic
- scheme (v.)
- wayward

- Focus question/initiating activity: Ask students what they find interesting about the friendship between Master Tolas and Lars Bauch. Ask students to think of other friendships as depicted in novels, films, or television shows and to consider what makes these friendships interesting. Challenge students to find similarities between these friendships and that of Tolas' and Bauch's.
  - Consider having students create a Venn diagram to analyze the similarities and differences between the fictional and real-world friendships

### Chapter 14 Summary:

- [131-35] As he considers his involvement in the upcoming takeover of his university by Talaia-sympathetic Adherents, Master Docent Lars Bauch struggles against the voices of fellow docents with whom he communes who warn him against friendship with gnome Master Tolas as he waits for Tolas to arrive at a pub.
- [135-39] Bauch informs Tolas that Tolas' scholarship privileges have been revoked, which Tolas incorrectly assumes is solely the work of Gunnar. Bauch and Tolas continue to argue over the adoption of Talaia spiritual practices for the purpose of reaping the assumed benefits of communing.
- [139-41] Tolas exits after Bauch presents the rumor that gnomes have stolen the Dragon Hammer while expressing his desire to find it in order to use it as an example to defend rational thinking. Bauch further contemplates a coming revolution and eats ater-cake in order to lose himself in communion to the voices of Adherents.

### Quiz/Reading Comprehension Questions:

1. What analogous relationship does NOT represent one of Bauch's conflicts exhibited in chapter 14?
  - a. ambition...friendship
  - b. solitude...society
  - c. rationality...spirituality
  - d. leisure...erudition
2. What originally bound Bauch and Tolas together in friendship?
  - a. a shared interest in the Talaia religion

- b. an argument surrounding the background of a particular saga's author
  - c. a shared love of drinking and smoking
  - d. an argument surrounding the artistic merit of a particular saga
3. What does Tolas fear will be the effect on society of communing through the ritualized eating of celestis?
  4. With what object(s) does Bauch wish to associate irrationality?
    - a. the Dragon Hammer
    - b. traditional sagas
    - c. universities
    - d. weapons
  5. What does the reader learn is the primary reason that Tolas' scholarship privileges have been revoked?

**Answers:**

1. d
2. b
3. Tolas fears that communing will produce a collective thinking that will be exploited in order to enforce mass slavery.
4. a
5. Tolas would have discovered that hundreds of soldiers were being smuggled into Raukenrose by way of the library basement.

**Critical Thinking/Short Essay Questions:**

1. Which conflict(s) best represents that which Lars Bauch is undergoing: man versus man, man versus self, man versus nature, or man versus society? Justify your answer with thorough reasoning.
2. Despite Tolas' and Bauch's argument in Wiesel and Frosh pub, they are already revealed to be very dissimilar people who nonetheless share some common interests. What do you think the author is saying about the role that *difference* plays in regards to friendship and society as a whole? So far in the novel, where else is *difference* explored, and how is the notion of *difference* important within Shenandoah?
3. Using mass slavery as a concrete example, Tolas fears that the "collective thinking" induced by Talaia communion can result in negative consequences. Have you observed collective thinking in your own society that you think has a negative impact? Is the collective thinking you have observed reminiscent of any events or topics in *The Dragon Hammer*? Explain your observations.

**GUIDE TO Part 3, Chapters 15-16: The Ingot, The Quench**

Prepare to read...

- Familiarize yourself with the following vocabulary:
 

<ul style="list-style-type: none"> <li>○ ingot</li> <li>○ meager</li> <li>○ gruff</li> <li>○ apprentice</li> <li>○ crucible</li> <li>○ flue</li> <li>○ mortar</li> <li>○ impurities</li> <li>○ sling</li> <li>○ dubious</li> <li>○ gentry</li> <li>○ glower</li> <li>○ earl</li> </ul>	<ul style="list-style-type: none"> <li>○ refurbish</li> <li>○ tariff</li> <li>○ press gang</li> <li>○ corduroy</li> <li>○ bleak</li> <li>○ hone</li> <li>○ precise</li> <li>○ elope</li> <li>○ delusion</li> <li>○ pommel</li> <li>○ swage</li> <li>○ tang</li> </ul>
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- Focus question/initiating activity 1: Ask students if they believe that the “shared family dinner” is a thing of the past, if they have conversations with their families when they sit down for a meal, and what these conversations usually entail. Have students discuss the benefits and difficulties of sharing a meal with their families.
- Focus question/initiating activity 2: Remind students of Wulf’s declaration to Gunnar that he will kill Gunnar. Ask students if they believe that declaring that they will do something out loud increases the chances that they will do it, or rather has no notable effect.

Supportive media:

- videos illustrating the process of forging various blades, which may be viewed at
  - <https://www.youtube.com/watch?v=rkOtgzE8Dds>
  - <https://www.youtube.com/watch?v=Di9wytPqMuA>

**Chapters 15-16 Summary:**

- [143-45] After several months without his dagger Wulf’s yearning to return to the Olden Oak and form a land-bond fades. Both Wulf and Master Tolas receive newfound respect from the Raukenrose youth, but Tolas announces to Wulf’s class his departure from Raukenrose. Rainer, often accompanied by Ravenelle, slowly improves in health. Duke Otto calls a feast to announce Prince Gunnar’s engagement to Lady Ulla.
- [145-49] Grer invites Wulf, accompanied by Rainer, to the smith shop to assist in forging Wulf’s replacement dagger. Wulf inquires Grer’s feelings about Ulla’s upcoming marriage while he manages Grer’s charcoal fire. Grer explains how the ingot will be forged into a dagger. Wulf realizes that Grer and Ulla plan to run away once Wulf’s dagger is made.

- [151-54] At a dinner including Wulf's family and royal guests, Tolas discusses his upcoming departure from Raukenrose, as well as his wish to visit an earl who was a Shenandoah commander in the Little War. Duke Otto betrays his mind's deterioration.
- [154-56] Adelbert probes Gunnar's lack of interest in the expansion of a sea academy in Gunnar's homeland, to which Gunnar refers to the importance of uniting Sandhaven and Shenandoah on land.
- [157] A skald recites a saga involving warriors that could not shift back into human form after shifting into beasts.
- [157-58] Following dinner Wulf predicts to Gunnar that he will eventually kill Gunnar. Ravenelle scolds Wulf for threatening Gunnar but agrees that Gunnar should pay for his behavior.
- [158-60] Ravenelle, Saeunn, and Ulla arrive at the smith shop as Wulf and Rainer observe Grer finish forging Wulf's new dagger. Ravenelle confirms to Wulf that Grer and Ulla are planning to elope.
- [160-61] Arriving with Hlafnest, Gunnar threatens to take Anya in marriage and suggests to Ravenelle that he and she could be powerful allies.
- [161-63] Wulf and Rainer fight Gunnar after Gunnar strikes Grer's leg with his sword and then attempts to kill Grer. Saeunn helps Wulf wake from unconsciousness after being struck by Gunnar, only to find Gunnar holding Ravenelle hostage to hold off an attack by Rainer. Rainer drops his weapon and is knocked unconscious by Hlafnest, who takes Ravenelle hostage.
- [163-65] Wulf inadvertently flings his new dagger from its fire onto a table while fending off Gunnar with a shovel of hot coals. Wulf grasps the scalding dagger and, evading Gunnar's sword thrust, impales Gunnar in his heart. Wulf observes that his dagger survived the quench from Gunnar's blood. Ravenelle and Saeunn collapse Hlafnest with weapons.

### Quiz/Reading Comprehension Questions:

1. From Wulf's perspective, what adjective BEST describes Grer's reaction to Ulla's upcoming marriage to Gunnar?
  - a. capitulating
  - b. accepting
  - c. encouraging
  - d. indifferent
2. What imagery from the environment of the smith shop is used to symbolize Wulf's growing anger at Gunnar's marriage to Ulla?
  - a. the wet mortar that Grer snaps away from his fingers
  - b. the random chunks of ore sitting in a metal bin
  - c. the charcoal fire that Wulf pumps with air from bellows
  - d. the smoke which fills the shop from the charcoal pit
3. What quality does Gunnar reveal about himself that is ironic, and why is this quality ironic?
4. What aspect of the Sandhaven society especially bothers Wulf?
5. Why is Wulf not particularly fond of *Kraki's Saga*?



- a. Its author is unknown.
  - b. It is always told differently.
  - c. Wulf finds it largely unbelievable.
  - d. It was written down only fairly recently.
6. With what substance does Wulf quench his new dagger?

Answers:

1. a
2. c
3. Gunnar reveals that he cannot swim, which is ironic because he is from Sandhaven, a land that is closely associated with the sea.
4. Wulf hates that Sandhaven sells slaves to the Romans.
5. d
6. Wulf's new dagger is quenched by Gunnar's blood.

### **Critical Thinking/Short Essay Questions:**

1. How might the ingot which Wulf and Grer begin to forge symbolize the developing character of Wulf?
2. Grer involves Wulf in the process of forging Wulf's dagger. What may be a benefit of making or at least being involved in the creation of a tool that you will use?
3. At the feast which Duke Otto hosts, a skald recites a saga which tells of warrior brothers who shift into beasts when they fight, but eventually forget how to shift back into the forms of men. What may be the symbolic meaning of this saga, and how might it relate to the novel's characters and events so far?

### **Suggested Activities/Inquiry-Based Exploration for Part 3:**

1. Review with your students Master Tolas' expulsion from Raukenrose University coincident with Wuten's rise to power. Advise students that during the rise or rule of authoritarian or totalitarian regimes, an intellectual or educated class is often considered a threat to the ruling class. Ask students to briefly brainstorm and discuss why intellectuals and educational institutions may be considered a threat to dictatorships. Divide students into small groups and assign each group a different current or historical authoritarian or totalitarian regime, such as Nazi Germany, Fascist Italy, Communist Russia or China, North Korea, Cambodia's Khmer Rouge, etc. Assign each group to research and present on the experience of intellectuals and institutions of education as a whole in their specific regime. Students may discover that intellectual or educated classes sometimes willingly or involuntarily bolster a dictatorship. Lists of authoritarian/totalitarian dictators as starting points for research may be found at:
  - <http://www.biography.com/people/groups/dictators>

- <http://www.forbes.com/pictures/mim45eeke/president-of-zimbabwe-robert-mugabe/#37697d5570d1>
2. Review with students how Wulf is permanently scarred by the scalding dagger he uses to kill Gunnar. Engage students in a discussion about the symbolic meaning of Wulf's scar and how it contributes meaning to his character overall. Assign students or student groups to discover another fictional or real-world personality that is partly known or even famous for a permanent bodily feature, such as a scar or other type of injury or naturally occurring bodily aberration. Instruct students to present on how the bodily feature contributes meaning to the characters or real-world personalities.

### **GUIDE TO PART 4, Chapters 17-21: The Ridge, The Flight, The Woods, The Valley, The Owl**

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - switchback
  - league (*distance*)
  - ambling
  - grizzled
  - looming
  - quiver
  - ornery
  - eddy
  - crosspiece
  - dovetail notch
  - levy
  - principality
  - bill (*weaponry*)
  - hauberk
  - arrow vane
  - tenor
  - wary
  - chiseler
  - tunic
  - poleax
  - give quarter
  - teamster
  - cadet
  - lance captain
  - gladius
  - indentured
  - hierarchy
  - garrison
  - glum
  - halberd
  - mantling
  - nock

#### Supportive Media:

- a glossary of falconry equipment with accompanying visuals may be found at <http://www.themodernapprentice.com/glossary.htm>
- a glossary of birds of prey with accompanying visuals may be found at <http://www.themodernapprentice.com/birds.htm>

- An educational website concerning falconry can be found at <http://www.pbs.org/falconer/falconry/index.htm>
- videos of birds of prey in action, which may be found with a basic YouTube search

### Chapter 17-21 Summary:

- [169-174] Accompanying nobles, servants and Tiers, and an array of hunting birds, Wulf joins Duke Otto's hunting party, led by hunt master Finn, with his owl Nagel on a ride up Dragonback Ridge.
- [174-76] Upon reaching the ridgetop, Wulf expresses to a confused Otto his frustration at having not been allowed to have transferred Gunnar's body back to Sandhaven himself for a blood-price settlement. Duke Otto reiterates to Wulf the importance of maintaining an alliance with Sandhaven.
- [177-83] Duke Otto advances Wulf in his hunting tasks by allowing him to "slip" an eagle with Nagel, to which Finn explains the eagle previously took a liking. Wulf, Duke Otto, and Finn watch as the eagle and owl spot and attack a wolf.
- [185-91] Under the Talaia mind-command of Sandhaven's Prince Trigvi, whose King Siggi has welcomed a draugar and refused to accept a blood-price settlement for Prince Gunnar, mercenary Steel reluctantly leads a legion on a march on Shenandoah. At nightfall, Steel leaves his troops and rides through the woods until dawn, when he sleeps, only to wake surrounded by armed bear men, one of whom knocks Steel unconscious.
- [193-98] Duke Otto tells Wulf that he was not sent to Sandhaven for Gunnar's blood-price settlement in order to save his life. With the aid of Nagel, Wulf, Duke Otto, and Finn descend the ridge toward the eagle's prey. Duke Otto suddenly does not recognize Wulf. With the help of Nagel, Wulf kills the injured wolf after it lunges for Duke Otto. Wulf hears oncoming hooves and battle cries.
- [199-203] A horseback Sandhaven man appears and severely wounds Duke Otto with an arrow before striking Wulf with another arrow. Wulf kills the man with the very arrow shot into his arm, but additional Sandhaven troops arrive, killing Finn and the eagle. Nagel speaks to Wulf, imploring him to run to the woods, and Grim follows, carrying Duke Otto.
- [203-04] Wulf and Grim are stopped by three buffalo Tier, whom Wulf informs of his identity and of the attack on him and his party by Sandhavener raiders.

### Quiz/Reading Comprehension Questions:

1. According to lore, who invented stirrups and why were they invented?
2. What adjective best describes the personality of birds of prey, as understood by Wulf?
  - a. measured
  - b. capricious
  - c. tame
  - d. domesticated
3. How does Wulf's scar symbolize his connection to the Mark of Shenandoah?
4. How does Wulf's scar benefit him?

- a. Wulf's palm is now numb against injury.
  - b. The sight of Wulf's scar is threatening to his enemies.
  - c. Wulf's scar has left an indentation in which dagger and sword handles fit well.
  - d. Wulf can use his scar to confirm the story of his killing Gunnar.
5. What does Wulf admit would be the benefit of having a marriage alliance between Shenandoah and Sandhaven?
  6. Why does Finn assign Wulf's owl to accompany an eagle on a wolf hunt?
  7. What word describes the relationship between the eagle and Wulf's owl?
    - a. interdependent
    - b. incompatible
    - c. affectionate
    - d. discordant
  8. What is the primary reason that "Nesties" are hired by Sandhaven nobles?
  9. What originally drove Steel to join the Legion?
    - a. To make money in order to support his family.
    - b. To satisfy his yearning to fight.
    - c. To become a high commander.
    - d. To get away from his family, whom he hated.
  10. Why does Steel regret marching on Shenandoah?
  11. Why is Steel suicidal?
  12. What does Wulf discover about Nagel?

Answers:

1. Fauns invented horse stirrups so that they themselves could ride horses.
2. b
3. Wulf's scar is described as "a little valley cut into his hand," symbolizing the Shenandoah Valley with which he shares a deep connection by way of his connection to the land-dragon.
4. c
5. Wulf knows that the Holy Roman Empire would hesitate to try to expand northward against a united front spanning from the Greensmoke Mountains to the ocean.
6. In a dense forest, the owl will act as the eagle's "ears".
7. a
8. Nesties are expected to sacrifice themselves for Krehennest nobles against Roman warriors.
9. a
10. Steel has ties to Shenandoah as he is originally from Kohlsted, so he feels as if he is marching against his own people.
11. Steel has lost his willpower under the influence of the draugar commanding Krehennest and the mind command of Prince Trigvi. As a result, he has not pursued his love Silke in marriage.
12. Nagel is a Tier.

### Critical Thinking/Short Essay Questions:

1. Ravenelle wants to add a black feather hawk splashed with blood to the Archambeault coat of arms. Should family coats of arms be allowed to change over time, or should they remain static? Justify your answer.
2. How is the theme of *alliance* further developed in the characters of Nagel and Blitz in chapters 17 and 18? How does the alliance between Nagel and Blitz contribute meaning to other alliances formed or at least considered in the narrative thus far?
3. Based upon what the reader learns about Steel in chapter 19, make a prediction on the role he will play later in the novel. Justify your prediction with character observations.
4. How does Duke Otto's dementia contribute to and/or complicate thematic meaning in the narrative so far? To help make connections, think of other themes already developed, such as *time's passage*, *allegiance*, *love*, *loyalty*, *destiny*, *sacrifice*, etc.
5. Think of all of the weapons that Wulf has had to use in the narrative so far. How does the type of weapons, the ways they affect him, and the ways in which he uses them add complexity to Wulf's character?

### GUIDE TO PART 4, Chapters 22-24: The Harbinger, The Slaughter, The Village

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - harbinger
  - whinny
  - sinew
  - stupor
  - bewilderment
  - chuff
  - stampede
  - poultice
  - comfrey
  - stave
  - vassal
- Focus question/initiating activity: Highlight that at this point in the novel, Wulf is suddenly expected to contribute his viewpoint on critical matters of Shenandoah. Ask students to discuss whether it is better to learn by being “thrown into the fire” of a challenge, or to be gradually prepared and groomed to take on a challenge. Have students discuss the benefits and disadvantages of both scenarios. Allow students to refer to personal experiences to support their conclusions.

### Supportive Media

- images of Native American housing and encampments, which might resemble the landscape, housing, and people at Buffalo Camp, may be found at <http://www.firstpeople.us/FP-Html-Pictures/tepee-pictures-4.html>

## Chapters 22-24 Summary:

- [205-06] Castle guard Geizbart informs town guards at Raukenrose Township of an imminent attack by Sandhaven and demands to speak with Wulf's oldest brother Lord Otto.
- [206-10] On Dragonback Ridge Ravenelle is saved by her bloodservants, all of whom perish, against the Sandhaven raid before she escapes down a cliff and into woods.
- [211-16] Wulf and Grim witness buffalo men set a herd of buffalo to charge against arriving Sandhaven raiders, who run away, some slaughtered. Wulf and Grim are then led by Dirty Coat, the buffalo men's leader, to the buffalo men's camp, where Ravenelle is being kept. The party takes wounded Duke Otto to woman shaman Puidenlehdet in buffalo camp.
- [217-20] While buffalo men return to camp with wounded Raukenrose nobles and servants, Wulf and Duke Otto are tended to by wise women. Wulf, rejoined by Nagel, is greeted by buffalo herder Black Eye, who by request leads Wulf to the buffalo camp's war chief Tupakkalaatu.
- [220- ] Wulf and Grim are informed by a camp messenger of Sandhaven soldiers guarding Raukenrose's southern entrance, of bear men having taken a Sandhaven deserter captive, and of Adelbert's likely beheading. At Tupakkalaatu's beseeching, Wulf agrees to lead a campaign against the Sandhavener invaders, and the buffalo men regard Wulf with the honor of a king.

## Quiz/Reading Comprehension Questions:

1. Why does Ravenelle feel "alone" after the Sandhaven raid?
2. What adjective does NOT describe Grim's attitude toward the buffalo men?
  - a. wary
  - b. skeptical
  - c. guarded
  - d. dutiful
3. Why is Wulf surprised about the way he is addressed by Black Eye?
  - a. Black Eye greets Wulf as if Wulf is a fellow buffalo man.
  - b. Black Eye greets Wulf in a disrespectful tone.
  - c. Black Eye greets Wulf with the respect due to a king.
  - d. Black Eye greets Wulf kindly but does not recognize who Wulf is.
4. In Wulf's understanding, what is ironic about his brother Adelbert's death?
5. How does Wulf reveal a tendency toward self-control while discussing with the buffalo war chief an attack on the Sandhavener invaders?

## Answers:

1. For the first time in her life, Ravenelle is not only without bloodservants, but she no longer hears in her mind their voices shared in communion.
2. d

3. c
4. Though Adelbert has possibly been killed by Sandhaveners from Krehennest, he loves Krehennest because it leads to the sea.
5. Wulf admits that he wants to slaughter the invaders, but he knows that he needs to figure out a way to “eject” them from the Mark of Shenandoah.

### **Critical Thinking/Short Essay Questions:**

1. Wulf is motivated to lead an attack on Sandhaveners invading Raukenrose by a saga he remembers whose warrior protagonist reminds him of himself. Do you think that it is appropriate for Wulf to be motivated by individuals whose lives might be works of fiction, or at least partly fictionalized or mythologized? Defend your answer.

### **GUIDE TO PART 4, Chapters 25-26: The Law, The Earl**

Prepare to read...

- Familiarize yourself with the following vocabulary:
 

○ duchy	○ consort
○ impervious	○ gait
○ lucid	○ budding
○ catacombs	○ yawning ( <i>adj.</i> )
○ barbarity	○ nave
○ wharf	○ reclusive
○ stout	○ notorious
○ pike	○ implore
○ probe	○ reedy
○ brink	○ scrofula
○ addled	○ splendor
○ dwarf ( <i>v.</i> )	○ liege
○ curtsy	

### **Chapter 25-26 Summary:**

- [227-33] Trigvi von Krehennest considers his marriage to Ulla as new heir to the crown while draugar Wuten tortures the mind of Lars Bauch who is interrogated on the status of the Sandhaven army and the whereabouts of the Dragon Hammer. Wuten guarantees Trigvi an attack on Raukenrose the next morning.
- [233-34] Trigvi convinces Wuten against killing Bauch, instead ordering Bauch into a Sandhaven regiment.
- [235-39] Puidenlehdet keeps Duke Otto from the brink of death and urges Ravenelle to care for Wulf, who thinks of Saeunn for comfort. After Wulf, Ravenelle, and Nagel share

food with buffalo women, Wulf decides to consult Earl Keiler at Bear Hall in Shwartzwald Forest.

- [239-41] As Rainer approaches Saeunn on her way to class, Saeunn thinks of the song about the elf who died after sacrificing her star to her love. Rainer informs Saeunn of Raukenrose being under attack.
- [241-50] Accompanied by Dirty Coat and armed buffalo men, Wulf, Ravenelle, and Grim travel to the cave of Bear Hall where bear people, other tier, and humans have gathered for a law-speak council meeting. Wulf and Ravenelle are greeted by Earl Keiler, and Wulf vouches for Ravenelle in light of her Roman ancestry.
- [250-52] Keiler calls the law-speak back into session, introducing Wulf and Ravenelle. With prompting from Ravenelle, Wulf voices his desire to defend Raukenrose.

### Quiz/Reading Comprehension Questions:

1. King Siggi thinks that Prince Trigvi is
  - a. virile
  - b. devoted
  - c. spineless
  - d. merciless
2. According to Trigvi, what is required to maintain balance within a kingdom?
3. Why did Trigvi refuse Adelbert's blood-price and enlist him into Roman servitude?
  - a. Trigvi personally hated Adelbert.
  - b. Trigvi was offended by Adelbert's offer of land and money.
  - c. Trigvi knew that Sandhaven's duty was now to Rome.
  - d. Trigvi wanted to impress King Siggi.
4. What does Trigvi attempt to hide in his mind from Wuten?
5. What does Wulf notice about the buffalo people after spending intimate time with them?
6. What strategy does Wulf employ to calm himself down?
7. All are important features concerning Bear Valley EXCEPT:
  - a. Its only inhabitants are bear people.
  - b. It is thought to be the crook between the Shenandoah Dragon's side and upper leg.
  - c. It is a valley on top of a large, wide mountain.
  - d. Its village was built around a cave that is Bear Hall.
8. What effect does Ravenelle's beauty have on Wulf?
9. What adjective BEST describes Ravenelle's relationship with Vall l'Obac?
  - a. familiar
  - b. hostile
  - c. dispassionate
  - d. alienated
10. What is ironic about Ravenelle's journey with Wulf to Bear Valley?
11. What primarily worries Earl Keiler about Ravenelle's presence at the law-speak?

Answers:



1. b
2. Any blood spilled has to be paid in a blood price, whether in gold or in the death and suffering of the offending family.
3. c
4. Trigvi hides his adoration for Lars Bauch, who was Trigvi's favorite tutor at Klugheit College.
5. Wulf notices that buffalo people can and allow themselves to smile.
6. Wulf looks at a piece of wood on which he carved Saeunn's name.
7. a
8. Wulf is depressed by Rainer's impossible infatuation with Ravenelle, who he feels will be unattainable to Rainer as she is destined to become a queen.
9. d
10. Ravenelle is terrified of bears and has had nightmares about Bear Hall, and yet she is joining Wulf in seeking assistance from the bear people.
11. Earl Keiler is concerned that Ravenelle will share information with other Romans through communing.

### **Critical Thinking/Essay Questions:**

1. How does the song about Amberly Reizend that Saeunn remembers create tension and uncertainty in the narrative? What do you think the song is foreshadowing?
2. Sturmer statue at Bear Hall is described as having bear-like facial features. What do you think the author is saying about the relationships differing peoples have with commonly acknowledged icons and symbols?
3. In chapters 25 and 26, how are both Wulf and Ravenelle enlightened by direct interaction with people whom they fear or do not understand?

### **GUIDE TO PART 4, Chapters 27-28: The Wall, The Black Bolt**

Prepare to read...

- Familiarize yourself with the following vocabulary:
 

○ hoarding ( <i>n.</i> )	○ courier
○ barbican	○ greave
○ volley	○ mongrel
○ fletching	○ sooty
○ stave	○ din
○ bowyer	○ volant
○ treadle lathe	○ hew
○ bodkin	○ cleave
○ surefooted	

### Supportive Media:

- A brief article on methods of laying a siege against a medieval castle may be found at <http://history.howstuffworks.com/historical-figures/castle6.htm>, which suggests a film depiction of a battle siege that may be viewed at <https://www.youtube.com/watch?v=r871wV78q4E>
- a video of an archer using a longbow, which may be viewed at [https://www.youtube.com/watch?v=EvKJxa8x\\_g](https://www.youtube.com/watch?v=EvKJxa8x_g)

### **Chapter 27-28 Summary:**

- [253-59] Assigned as a runner by Lord Otto, Rainer instead helps fellow townspeople defend the Raukenrose town wall against thousands of north-easterly invading Sandhaveners attempting to lay siege ladders. Otto places longbowmen in guard towers along the eastern side of the town. Raukenrose militia archers fend off Sandhavener fire-archers.
- [261-63] Rainer continues to help defend against Sandhaveners who rush the north and east town wall with more siege ladders.
- [263-66] Rainer smells and then witnesses a draugar, not recognizing him as Wuten, standing in a town doorway. Rainer meets Otto to report Wuten, but Wuten shoots a poisoned crossbow bolt into Otto's shoulder, killing him. Rainer notices that Wuten is accompanied by Nesties who begin to fight within the town walls.
- [266-70] Rainer is nearly killed by Sandhaveners but spared when they are given new orders by the draugar. Rainer heads toward Raukenrose Castle.

### **Quiz/Reading Comprehension Questions:**

1. What does Rainer remember as being a concrete example of Otto von Dunstig's thoughtfulness?
2. What PRIMARILY must longbowmen possess in order to successfully handle their weapons?
  - a. concentration
  - b. strength
  - c. courage
  - d. indifference
3. What is ironic about the weapons that Raukenrose and Sandhavener warriors use against one another?
4. What has Lord Otto done that Rainer believes is an example of good politics?

### **Answers:**

1. Rainer remembers Otto writing pro-con lists on his tablet to help him make decisions.
2. b

3. Each side is using weapons that were made by craftsmen of their opponents.
4. Otto had convinced council heads to ensure that the town's grain stockpiles had been filled in case of a siege.

**GUIDE TO PART 4, Chapters 29-32: The Law-speak, The Dispute, The Revelation, The Night Flight**

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - tinkerer
  - sardonic
  - aristocracy
  - declaim
  - vanguard
  - disposition
  - fortress
  - eradicate
  - canny
  - deficiency
  - punk stick
  - hybrid
  - propaganda
  - amulet
  - defiant
  - remedial
  - cache
  - niter
  - dowry
  - mews (*n.*)
  - gargoyle
  - tessellation
  - quarry
  - diversion
  - aide de camp
  
- Focus question/initiating activity 1: Remind students that Smallwolf's perspective of humans hinges upon his inaccurate understanding of history. Display the phrase "The Cause of the American Civil War". Ask students to share their understanding of what caused the American Civil War with the goal of concluding that the topic is controversial. Then, instruct students to create a list of historical events that have undergone conflicting interpretations or understandings. Choose one or two events mentioned, and discuss the possible consequences of having conflicting understandings of how these events took place.
  
- Focus question/initiating activity 2: Display the question, "Can a bloodservant have a meaningful life?" Immediately ask students to raise their hands if they believe that a bloodservant's life can be meaningful, and vice versa. Inform students that they must now challenge themselves to create an argument for the viewpoint that is opposite to their own. Allow students time to develop their argument in their journals, and then engage students in a debate on the subject.

Supportive media:

- various depictions of centaurs, which may be found at <http://www.newworldencyclopedia.org/entry/Centaur>

### Chapters 29-32 Summary:

- [271-73] At Bear Hall, Wulf considers the nature of Tier and otherfolk, and, observing the equal status among the council members, remembers debating with Master Tolas the merits of aristocratic government.
- [274-75] The council voices the need to hold Trigvi's forces off at Raukenrose in the assumption that the force is a vanguard of the entire Sandhaven army, and it is debated whether King Siggvi will be able to set up forces elsewhere in the mark. Wulf presses the need to inquire more information concerning the location and capabilities of the Sandhaven forces.
- [277-83] Fox man Smallwolf argues that Tier should hold no allegiance to humans, yet Wulf argues that Tier are in danger of the Krehennests. Wulf persuades the council to attack Sandhavener at Raukenrose instead of setting up a defense in Bear Valley. Another Tier cautions against Rome's desire to take the north, and a tree woman suggests that the south's Vall l'Obac is allied or under the command of Roman bishops.
- [283-85] Ravenelle defends Roman use of bloodservants and displays a portion of atecake as protection against the more powerful Host being used by Sandhaven. Earl Keiler realizes that Ravenelle may be an asset in her ability to manipulate others through Talaia, revealing that he has captured a Sandhavener deserter. Wulf attests to Ravenelle's devotion to the mark.
- [285-91] Master Tolas arrives on centaur Ahorn and is greeted by Wulf and Ravenelle, who notice Tolas' preoccupation with Earl Keiler's adopted daughter Ursel. To the council Tolas explains how after being banished from his university he obtained the help of centaurs, whom Ahorn confirms have assembled an army heading to Bear Valley.
- [291-94] Ahorn evokes the Dragon Hammer as a necessary implement against a rising evil. Tolas reveals that Wulf and Gunnar had witnessed a draugar, and Ravenelle confirms Tolas' claim that the Romans are exploiting an enhanced celestis used for domination.
- [294-97] Tolas reveals a small iron box, already unlocked with a key kept by centaurs, which holds a scroll that he claims explains the location of the Dragon Hammer. Wulf reads the scroll and explains that the Dragon Hammer is in Raukenrose, and Nagel offers to fetch it.
- [299-301] Wulf and Ravenelle are introduced to Ursel, whom Wulf realizes is an archer.
- [301-04] Nagel arrives at the Castle Raukenrose mews to find them mostly empty and otherwise inhabited by dead or sickly birds, whom she frees. Sneaking into the castle, Nagel realizes that Anya is the only von Dunstig available to deliver her message.
- [302-09] At Schwartzwald House, Ursel brings Wulf a set of armor and cape, as well as a sword used by Earl Keiler in the Little War. Ursel advises Wulf to attack Sandhaven at Raukenrose from the east at dawn, utilizing forests for shortcuts and creating a diversion. Wulf struggles with his shared infatuation between Saeunn and Ursel.
- [310-12] At morning Master Tolas discusses with Wulf the danger of loving Saeunn and the benefits of marrying Ursel.

- [313-14] Before leaving to meet a gnome brigade on the Valley Road, Tolas instructs Wulf to wait for the arrival of centaur archers before deciding how to proceed toward Raukenrose.

### Quiz/Reading Comprehension Questions:

1. How are otherfolk different from Tier?
2. In Wulf's observation, how is the council law-speak at Bear Hall different than the King's court at Raukenrose?
  - a. The council assigns a new council leader for each new meeting.
  - b. No one is allowed to speak except Earl Keiler.
  - c. Everyone speaks at once, creating chaos.
  - d. All council members are considered equals.
3. According the Wulf, what are two ways in which fox man Smallwolf is incorrect about the history of Shenandoah?
4. What literary device is Earl Keiler using when he says "We will be the dragon's teeth and fire"?
  - a. metaphor
  - b. simile
  - c. personification
  - d. metonymy
5. According to Ravenelle, gentry : bloodservant :: \_\_\_\_\_ : \_\_\_\_\_
  - a. master : slave
  - b. teacher : student
  - c. soul : body
  - d. brain : skull
6. What is *dasein* and what is its importance in relation to the Dragon Hammer?
7. How does Tolas defend his use of the word "fox" when referring to Smallwolf?
8. What characteristic separates Nagel from her parents?
9. All are reasons that Tolas argues Wulf should marry Ursel Keiler EXCEPT:
  - a. Ursel is to inherit great portions of land.
  - b. Ursel can communicate well with bear people.
  - c. Ursel is a skilled hunter and archer.
  - d. Ursel has dreams of ruling the Mark of Shenandoah.

### Answers:

1. Otherfolk are secretive and less sociable with humans than Tier. They also have special relationships with various elements of nature and can be put in harm if they are separated from these elements.
2. d
3. Smallwolf argues that Tier lived in the valley before men, but Wulf knows that many Tier migrated to the valley after Duke Tjark opened it up. Smallwolf also argues that Tier have

always been peace-loving amongst themselves, but Wulf knows that Tier have a history of warring with one another.

4. a
5. c
6. *Dasein* is understood to be the “magical essence” of Tier and otherfolk and that this essence is instilled with purpose. In *Tjark’s* and *Inuflsson’s Saga* the Dragon Hammer is utilized to make non-human beasts vulnerable to ordinary weapons by wiping away the purpose instilled in *dasein*.
7. Tolas argues that the word “fox” carries history, and that negative things cannot be “wished away” simply by changing the names of things and threatening others who use certain words.
8. While they taught and protected Nagel, Nagel’s parents did not understand love and could not reciprocate the love that Nagel felt for them.

### **Critical Thinking/Short Essay Questions:**

1. How does the character of Smallwolf contribute meaning to the text in relation to the topics of history, memory, and language? Refer to previous chapters to support your observations.
2. How does the character of Ursel contribute meaning to the theme of *diversity*? Refer to previous chapters to support your observations.
3. How does chapter 33 mark a turning point in Wulf’s life? How is Master Tolas involved in the marking of this turning point?

### **GUIDE TO PART 4, Chapters 32-33: The Hostage, The Dead**

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - makeshift
  - detail (*military*)
  - truce
  - delegation
  - tentatively
  - embryo
  - shamble
- Focus question/initiating activity: Highlight that Saeunn, as well as Wulf, utilizes knowledge from poems, sagas, and songs in order to gain understanding about and navigate through conflicts. Refer to Saeunn’s determining the identity of Wuten through his rancid smell which is documented in the verse she remembers about draugars. Ask students if they ever use songs or pieces of literature as a mnemonic device and resource of knowledge, and allow them to provide examples.

### Supportive Media:

- to enhance understanding of the experience of civilian displacement during wartime, consider exhibiting images of various people in refugee camps, which may be found at <http://theweek.com/captured/449516/life-inside-syrian-refugee-camps> and <http://www.pri.org/stories/2016-04-26/what-it-s-inside-refugee-camp-europeans-who-fled-syria-egypt-and-palestine-during>, as well as with a basic Google image search

### **Chapters 32-33 Summary:**

- [315-16] Raukenrose Castle maintains its defense, harboring thousands of Raukenrose citizens, as well as Saeunn, who cares for Anya. Castle provisions run low.
- [316-20] Followed by Saeunn and Anya, Duchess Malwin and Ulla go the barbican balcony to meet Prince Trigvi, who has arrived with Lord Otto under the guise of a truce delegation. Trigvi requests Duke Otto, and after additional pleading from Lord Otto, Malwin steps onto the balcony at Trigvi's request and is accompanied by Ulla, Anya, and Saeunn.
- [320-24] As Trigvi threatens to kill Lord Otto if Duchess Malwin refuses to allow his troops into the castle, Anya alerts Saeunn to Rainer who is waving frantically from atop a citizen's house. Malwin allows the entrance of the Sandhaven troops despite Saeunn's and Anya's belief that Rainer is warning against it.
- [324-26] While Nesties bind Raukenrose Castle guards, Trigvi enters the bailey with Lord Otto, and they are followed by Wuten. Wuten speaks through Lord Otto to Duchess Malwin. "Otto" admits that he is already dead and collapses to the ground.
- [326-27] Saeunn recognizes the draugar as Wuten. Anya tells Saeunn the location of the Dragon Hammer, of which she was informed by Nagel.

### **Quiz/Reading Comprehension Questions:**

1. When Duchess Malwin says "I am the duke's ears and his voice," what literary device is she PRIMARILY using?
  - a. simile
  - b. personification
  - c. metonymy
  - d. metaphor
2. How are draugars fated to "eternal life in death"?
3. What does the poem that Saeunn remembers about the four draugars indicate about the draugars themselves?
4. Before Lord Otto speaks to Duchess Malwin, how does Saeunn know that Wuten is controlling Lord Otto?

Answers:

1. c
2. Draugars are fated to bend to the will of the void Ubel, who seduced them to sacrifice their stars, and thus their souls.
3. The poem about draugars implies the fault that led to their fall from elfdom, or the dark element that continues to drive them forward.
4. Lord Otto's and Draugar Wuten's footsteps share an identical rhythm.

### **Critical Thinking/Essay Questions:**

1. What does Duchess Malwin's choice to allow Saeunn and Ulla to accompany her on the barbican balcony imply about her character? Do you agree with her decision to allow the children onto the balcony?
2. Predict what might have happened if Duchess Malwin refused to allow Trigvi's forces into Raukenrose Castle, in her mind sacrificing Lord Otto. What might have been Trigvi's response? What might have Wuten done?
3. What might be symbolic about Wuten's choosing to wear Lars Bauch's university robes? What might the author, through the character of Wuten, be saying regarding the institution of education in the context of wartime?

### **Suggested Activities/Inquiry-Based Exploration for Part 4:**

1. In part 4 Wulf discovers that his screech owl Nagel is actually a Tier with whom he can communicate. Inform your students that they will be imagining their own or someone else's Tier partner. Explain that students may imagine...
  - a Tier partner for a different character in the novel
  - a Tier partner for a character in another book, film, or television show
  - a Tier partner for another person in their lives, or
  - a Tier partner for themselvesExplain that students will not only create a visual representation of their Tier partner, but will also present their Tier to class and justify their choices.
2. In part 4 Wulf gradually begins to realize his obligation to take upon the duties of a leader in the absence of elder brothers and Duke Otto. Against self-doubt and lack of experience, Wulf nonetheless plays a major role in leading a military campaign and representing the character of Shenandoah overall. Divide your students into groups and have them research young rulers in history, such as Alexander the Great or Tutankhamen. Instruct students to create an educational presentation on their chosen ruler which accomplishes three goals:
  - ✓ Outlines major characteristics and actions of their chosen ruler
  - ✓ Compares and contrasts their chosen ruler with Wulf
  - ✓ Highlights one scene relating to Wulf in the novel and reimagines how their chosen ruler might have acted in Wulf's place



## **GUIDE TO Part 5, Chapters 36-37: The Duel, The Nettles**

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - swage block
  - lewd
  - eon
  - picket
  - deploy
  - prestige
  - browbeat
  - stoic
  - aft
  - fore
  - resin
  
- Focus question/initiating activity: Highlight Ravenelle's use of stinging nettles to wipe the memory of Captain Rask in the dream desert they occupy. Ask students to provide examples of other stories, whether in literature, film, or television, in which an agent or force is used to wipe someone's memory. Use these examples, including Ravenelle's, to instruct students on the device of *trope* in regards to scenarios or events that reoccur in literary or cinematic scenes. Emphasize that tropes not only provide symbolic meaning, but exhibit that humans share common behaviors and ideas which may illustrate the workings of our subconscious mind. Consider assigning students to discover additional tropes occurring in *The Dragon Hammer* that they have witnessed in other works of literature, film, or television.

### **Chapters 36-37 Summary:**

- [331-35] Wuten and Trigvi's Nesties keep strict order at Castle Raukenrose. Saeunn informs Grer of the location of the Dragon Hammer and that she has a plan to help him retrieve it involving sneaking Grer beyond the castle gate in a manure wagon.
- [335-340] Expecting to find Steele and his lance commander preparing for a duel which he plans to prevent in a river clearing, Captain Rask is captured by buffalo men who are directed by a young man. Unaware that his capture has been orchestrated by Steel, Rask is then canoed upriver and then marched and carried onward. Rask is assured telepathically by Ravenelle that he is not dead.
- [340-41] Occupying a "dream desert" with her newly conscripted bloodservant Captain Rask and a hiding Steel, Ravenelle defends herself against Rask's lunging rocks at her by throwing stinging nettles into his face.
- [341-43] In the dream desert Captain Rask is approached by Steel, who informs Rask that the buffalo people brought him to Ravenelle, who saved Steel from Wuten's domination. Ravenelle asks Rask to answer questions before being taken back to Raukenrose.

### **Quiz/Reading Comprehension Questions:**

1. According to Saeunn, what is ironic about Prince Trigvi's ordering Grer to labor intensely for him?
2. What physical effect does being near Wuten have on Saeunn?
3. What is the purpose and benefit of Rask's eating nettles in the dream desert?

Answers:

1. Saeunn knows that Grer gets enjoyment from hard work.
2. Saeunn feels weak, sick, and out of touch with her star when she is near Wuten.
3. Eating nettles will wipe Captain Rask's mind of memories, thus protecting him from Wuten discovering his thoughts and actions.

### **Critical Thinking/Short Essay Questions:**

1. Saeunn thinks that being near Draugar Wuten feels like "standing in a high place and thinking about jumping." Create your own simile describing what it may feel like to be near Wuten based upon your understanding of Wuten so far. Explain how your simile is supported by descriptions and your observations about Wuten.
2. Why might a reader have sympathy for draugars?

### **GUIDE TO Part 5, Chapters 38-39: The Plan, The Grey Elf**

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - dismal
  - roust
  - reinforce
  - cavalry
  - reconnaissance

### **Chapters 38-39 Summary:**

- [345-49] At a war council meeting in Earl Keiler's private chambers, Keiler assumes that most Sandhavener troops remain outside Raukenrose Castle's walls because it is being searched for the Dragon Hammer. Keiler explains to Wulf a plan for an approach on a vulnerable eastern gate at Raukenrose aided by a diversion by otherfolk, as well as a retreat plan.
- [350-52] Earl Keiler suggests that Captain Rask, under the command of Ravenelle, may be used as a weapon against Wuten, who is suspected may general the upcoming battle. The council agrees to wait two days for the arrival of Master Tolas with a gnome infantry before making a dawn attack.

- [352-56] Wulf is called again by the land-dragon and travels with Nagel and Grim up the eastern side of Bear Valley to Raven Rock, which overlooks Bear Valley and Raukenrose and supposedly features a surfaced portion of the dragon. Wulf climbs to the summit of Raven Rock in an attempt to strengthen the weakening call of the dragon.
- [356-59] Elf Eifer and his small company appear to Wulf after Wulf realizes he has been communicating with Eifer in thought. Eifer admits that he has come to Raven Rock to commune with the dragon. Eifer tells Wulf that the elves cannot join his army but drapes around Wulf’s neck a chain with a star stone, which allows Wulf to see below the earth where thousands of dragons are gathered together.
- [359-60] Eifer explains that the star stone is the remnant of an elf he had once loved but who had given up her star and fell to earth.

### **Quiz/Reading Comprehension Questions:**

1. Why does most of the Sandhavener force remain outside the Raukenrose Castle?
2. According to Wulf, who are great scholars other than those at university?
3. What worries Wulf about fox-man Aldrich besides his skepticism concerning the loyalty of gnomes to the cause of Shenandoah?
4. How does Eifer know who Wulf is?
  - a. Eifer has heard stories about Wulf from other elves.
  - b. Eifer also shares dreams with the land-dragon.
  - c. Eifer once knew Duke Otto.
  - d. Eifer is working for Wuten.
5. Why does Eifer tell Wulf that “the souls of men are the souls of dragons”?

### **Answers:**

1. The castle is being kept clear to aid in the search of the Dragon Hammer.
2. Wulf believes that centaurs are also great scholars.
3. Wulf worries that the fox-man’s skepticism is a sign of his people’s eventual treason.
4. b
5. Wulf is frustrated that he cannot hear the dragon’s call at Raven Rock. Eifer wishes to explain that the dragon’s call is “within” a person despite where they are on earth.

### **Critical Thinking/Essay Questions:**

1. Eifer predicts to Wulf that “...waiting for the dragon will be the story of [his] life.” What does this expression imply about Wulf’s journey? How might this expression be related to the real world?

### **Suggested Activities/Inquiry-Based Exploration for Part 5:**

1. Have students research the history of gentlemen’s duels, including the reasons men engaged in duels, the rules and process of duels, and what weapons were used in duels. Ask students to consider if dueling similar to traditional gentlemen’s duels still exists in some form in society. Consider holding a debate over the merits of dueling. Some resources may be found at...
  - <http://www.pbs.org/wgbh/amex/duel/sfeature/rulesofdueling.html>
  - <http://www.history.com/news/history-lists/8-legendary-duels>
  - <http://www.newyorker.com/magazine/2007/03/12/en-garde>
  
2. Review with students how Wulf is empowered by Eifer’s star stone to see a multitude of dragons wound together beneath the earth’s surface, as well as Eifer’s explanation that the world is “an egg filled with young dragons waiting to be born.” Foster a discussion on how “cosmology” or “creation” myths help orient humans in the universe. Ask students to consider whether creation myths are still important in the modern world. Assign students or student groups to research creation myths and to choose one on which to present. Various creations myths may be found at...
  - <http://www.gly.uga.edu/railsback/CS/CSIndex.html>
  - <http://www.americanyawp.com/reader/the-new-world/indian-creation-stories/>
  - <http://www.read-legends-and-myths.com/creation-myths.html>
  - [http://www.bibliotecapleyades.net/ciencia/esp\\_ciencia\\_life23.htm](http://www.bibliotecapleyades.net/ciencia/esp_ciencia_life23.htm)

**GUIDE TO Part 6, Chapters 40-45: The Riverbank, The Charge, The Battle, The Buttress, The Killers, The Fox**

Prepare to read...

- Familiarize yourself with the following vocabulary:
 

<ul style="list-style-type: none"> <li>○ submissive</li> <li>○ maim</li> <li>○ scullery</li> <li>○ mallet</li> <li>○ doleful</li> <li>○ mesmerize</li> <li>○ scraggly</li> <li>○ britches</li> <li>○ luminous</li> <li>○ subside</li> <li>○ crone</li> <li>○ latrine</li> <li>○ skirmisher</li> <li>○ dinghy</li> <li>○ skiff</li> <li>○ barge</li> <li>○ ford</li> <li>○ stern (of a boat)</li> </ul>	<ul style="list-style-type: none"> <li>○ flotilla</li> <li>○ supplement</li> <li>○ tarnish</li> <li>○ dapple</li> <li>○ daft</li> <li>○ canter</li> <li>○ geyser</li> <li>○ heartwood</li> <li>○ flying buttress</li> <li>○ spanner</li> <li>○ crevice</li> <li>○ russet</li> <li>○ din</li> <li>○ flank</li> <li>○ cathouse (<i>slang</i>)</li> <li>○ supple</li> <li>○ quarrel (<i>weaponry</i>)</li> <li>○ canteen</li> </ul>
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- assent
  - cupola
  - brood (v.)
  - balustrade
  - parapet
  - yoke (*of a bell*)
- Focus question/initiating activity 1: Highlight Earl Keiler’s use of a flotilla diversion to confuse Sandhavener forces. Ask students if they are aware of famous military diversions that have been used in real warfare. Exhibit or direct students to <http://www.history.com/news/fooling-hitler-the-elaborate-ruse-behind-d-day>, which explains a famous World War II diversion used by the Allies against the Axis powers by way of a “dummy” aircraft and armada. Ask students to consider and discuss in what other situations they themselves have used diversions, such as in sports, practical jokes, or other human interactions.
  - Focus question/initiating activity 2: Project or print out maps of the Mark of Shenandoah. Allow your students to trace the path that Wulf’s army takes to the Alerdalan Woods, including where the beaver-people split off to create a diversion at the Raukenrose riverbank.

#### Supportive Media:

- an image of a bell and bell ringing equipment, including a cross section of a bell clapper, which may be found at <http://www.verdin.com/bells/bell-ringing-equipment.php> and <http://www.bellsandbirmans.com/bells/bellfacts.php>
- a video of a medieval crossbow in action, which may be viewed at <https://www.youtube.com/watch?v=Ziq5zm4uO-Y>
- images of various bell towers and church cupolas, which may be found with a basic Google image search

#### **Chapters 40-45 Summary:**

- [363-667] From his hiding spot in a Raukenrose bakery, Rainer witnesses Grer, accompanied by Nestie Trottel, exiting the Raukenrose Castle gate pulling a manure wagon, below which Grer has hidden tools. Rainer follows Grer through Raukenrose streets, realizing that Grer is heading to Shenandoah River.
- [367-69] At the riverbank, Grer decides against attacking Trottel with a pitchfork after Trottel draws his own sword. Grer and Trottel dive out of the way of a wagon which Rainer careens down the bank to topple the manure cart. Rainer appears from behind Trottel and kills him with his sword. Searching for his tools, Grer explains that he will dislodge the Dragon Hammer with a tool used to remove a bell clapper from Allfather Cathedral’s Elder Bell.
- [371-73] The day before the Raukenrose attack Wulf accepts from Ursel her hair scarf as a token to take into battle but declines her affection, admitting his love for Saeunn. Ursel leaves Wulf with a kiss.

- [374-78] While a fake flotilla makes its way toward the Raukenrose riverfront to create a diversion, Wulf, accompanied by his forces, observes the Sandhavener army camp from the edge of Alerdalan Woods at dawn. The Sandhaveners assemble in response to the diversion, and Wulf orders an attack at Earl Keiler's suggestion, his forces charging the Sandhavener tents.
- [379-82] Wulf's attempt to charge Sandhaveners himself is inhibited by Tier who surround him for his protection. Wulf briefly rides back toward the forest to create the illusion that he is retreating before galloping back onto the battlefield. Aware that he cannot penetrate a line of his own guards, Wulf dismounts his horse and runs into the enemy lines with sword drawn.
- [383-88] Rainer disguises himself as a Sandhavener with Trottell's tabard and heads with Grer to Allfather Cathedral. As the Olden Oak is felled by Sandhaveners, Rainer climbs a wall of the cathedral toward the belltower.
- [389-92] Wulf breaks through a line of his soldiers and employs his knowledge from battle practice to slaughter an enemy soldier. Wulf continues to attempt to fight along the front line before reaching the end and diving out of the way of a flanking attack by fox men.
- [392-96] Grer deflects one Sandhavener soldier before being approached by another whose apparent suspicion leads Grer to kill and dispose of him down a drain hole beside the cathedral. Rainer continues to climb up toward the cathedral bell as a storm approaches.
- [397-99] Smallwolf appears and scolds Wulf for getting in the way of fox men archers before calling over bear men to surround and march Wulf backward as arrows rain down on him.
- [399-402] Wulf meets Keiler at his watch station on a hillock at the edge of Alerdalan Woods before walking down the hillock to drink at water carts. Smallwolf attempts to kill Wulf by arrows, but Ursel strikes and kills Smallwolf by arrow. Wulf informs Keiler of Smallwolf's attempt on Wulf's life.
- [402-05] Rainer scales the flare of Allfather Cathedral's cupola as it begins to rain. The Elder Bell is rung as Sandhaveners run toward Raukenrose's eastern gate.

### Quiz/Reading Comprehension Questions:

1. What helps Rainer to follow unnoticed behind Grer and guard Trottell through Raukenrose streets?
2. What does Ursel present to Wulf as a token that he can take into battle?
  - a. a lock of her hair
  - b. a ribbon with which she ties her hair
  - c. a symbolic kiss
  - d. a scarf worn in her hair
3. Where does Wulf's army decide to camp near the Sandhaven army and why?
4. What is the origin of many weapons used by Wulf's forces?
5. According to Wulf, what is the benefit of neighbors being armed?
  - a. The neighbors will be equally equipped to fight each other.
  - b. The neighbors will attempt to solve a problem without resorting to violence.

- c. The neighbors will be able to join together to fight a common foe.
  - d. The neighbors will avoid any contact with each other and thus avoid violence.
6. What literary device is being used in the following sentences?  
*The woods itself seemed to hold its breath.*  
*The last of the starlight was being washed away by the coming dawn.*
- a. assonance
  - b. repetition
  - c. personification
  - d. alliteration
7. What compels Wulf to remain on the battlefield outside Alerdalan Woods despite his knowing that his fellow soldiers will not let him fight?
8. What emotion does Wulf notice in an enemy soldier with whom he fights?
- a. fear
  - b. bravery
  - c. pride
  - d. hatred
9. What actions toward a dying Sandhavener soldier do bear men take that reveal a key characteristic about their society?
- a. Bear men let a wounded Sandhavener die slowly in agony.
  - b. Bear men drag a wounded Sandhavener off the battlefield to die in the forest shade.
  - c. Bear men brutally kill a wounded and defenseless Sandhavener.
  - d. Bear men say a brief prayer over the body of a dying Sandhavener.
10. What does Rainer notice about the bell clapper of the Elder Bell?

**Answers:**

- 1. Raukenrose townspeople do not alert Trottell to the fact that Rainer is following him and Grer because they notice the buffalo argent on Rainer's tabard, which indicates his allegiance with Shenandoah.
- 2. d
- 3. Wulf's army camps on a flatland near the Sandhaven Army latrines that Sandhavener troops have avoided due to it being an undesirable area.
- 4. Many weapons are leftovers from the Little War.
- 5. b
- 6. c
- 7. Wulf knows that the land-dragon and the land itself will be aware if he retreats.
- 8. a
- 9. b
- 10. Rainer notices that the bell clapper could resemble a hammer.

**Critical Thinking/Essay Questions:**

1. When Wulf tells Ursel that he “got lucky” in reference to killing Gunnar, Ursel replies that Wulf had “made [his] luck”. What does Ursel mean, and what are two to three examples from the narrative of Wulf “making” his luck?
2. Do you think that Wulf made the right choice refusing Ursel’s love? Justify your answer with reference to the text.
3. Do you think that Wulf’s fellow soldiers should have allowed him to fight in his force’s first charge against the Sandhavers? Defend your answer.
4. In chapter 43 Rainer and Grer witness the cutting down of the Olden Oak. Make a prediction about the ultimate fate of the Olden Oak, or what may occur at the site at which it was cut down.
5. Nagel suggests to Wulf that “killing is joy” after Wulf kills his first enemy soldier. Examine the word “joy” in the context in which it was spoken. Create a new definition for joy as it might be related to the experience of war.

### **GUIDE TO Part 6, Chapters 46-48: The Crux, The Victory, The Sorrow**

Prepare to read...

- Familiarize yourself with the following vocabulary:
 

○ tanner	○ parry
○ scrum	○ throe
○ wallow	○ hem
○ belfry	○ prickly
○ spur	○ pyre

#### **Supportive media:**

- a film depiction of a Viking shield wall in action, including images of battle axes, may be viewed at <https://www.youtube.com/watch?v=TTYz439cA5w>
- a longer depiction of a shield wall in use may be viewed at <https://www.youtube.com/watch?v=TTYz439cA5w>

#### **Chapters 46-48 Summary:**

- [407-12] As he fights Sandhavers beside other Tier at the shield wall, Bobcat man leader Max Jager is surprised by the ring of Allfather Cathedral’s Elder Bell. Jager continues to fight after forcefully persuading a retreating group of buffalo men to which he is assigned to return to battle. From atop the shoulders of bear man chief Odis Knudsson, Jager notices new lines of Sandhavers joining the battlefield and leads his troop on a new charge.
- [412-14] Sandhavers organize a shield wall to push Wulf’s forces back, and Keiler lines soldiers along the edge of the Alerdalan Woods who continue to be pushed back and



slaughtered as it begins to rain. Wulf thinks of Saeunn as he hopelessly charges a Sandhavener line on his horse, but he is able to trample Sandhaveners after gnomes arrive to attack the line with arrows.

- [415-16] Grer climbs up Allfather Cathedral's wall into its belfry with a bell cord dropped down by Rainer. Rainer tilts the bell and Grer locks it into place, noticing that the bell clapper is actually the Dragon Hammer.
- [416-18] Ahead of Wulf's forces gnome soldiers accrue in the thousands and drive back and slaughter Sandhavener lines. Wulf again charges Sandhaveners on his horse.
- [418-22] Gnome forces reach Jager, who from atop Knudsson's shoulders observes Raukenrose's town wall and an approaching armored horse drawn soldier. Jager and Knudsson topple and battle the soldier, and Jager is saved by Wulf who kills the soldier with a dagger strike to his head. Wulf leads Jager toward the eastern gate in an effort to inhibit Sandhaveners from escaping through it.
- [423-26] Wulf is directed by Ursel to find Ravenelle with a traveling ambulance wagon carrying a mortally wounded Grim and other dead fauns to a tobacco field to be burned on pyres. Inspired by an event in *Tjark's Saga*, Wulf recites a prayer for Grim.
- [426-28] At the eastern gate Ravenelle follows the thoughts of a Sandhavener holding a truce flag and informing Earl Keiler of a meeting request by Prince Trigvi. Wulf expresses a demand for unconditional surrender on behalf of Sandhaven and orders to be met by Wuten at Allfather Square. Ravenelle confirms that the Sandhavener will relay Wulf's message as requested. Keiler collapses in a coughing fit and tells Wulf that Wulf must proceed without him but urges him to join with Master Tolas.

### Quiz/Reading Comprehension Questions:

1. As he fights behind the shield wall, how does Max Jager get a better perspective of the Sandhavener front lines?
2. What are two advantages that gnomes have against Sandhaveners whom they charge out of Alerdalan Woods?
3. What adjective does NOT describe gnome fighting tactics?
  - a. relentless
  - b. pitiless
  - c. restrained
  - d. tenacious
4. What surprises Jager about the way Wulf kills the Sandhavener suffocating Jager?
5. What internal conflict does Wulf undergo when mourning over Grim?
  - a. Wulf has trouble deciding whether or not he should accompany Grim to the tobacco fields.
  - b. Wulf has trouble deciding to which god he should pray for Grim.

- c. Wulf has trouble deciding if he should take Grim back to Raukenrose Castle after Sandhaven is defeated.
- d. Wulf has trouble deciding if he wants to continue to fight against Sandhavers.

Answers:

1. Jager climbs upon the back of Odis Knudsson, the bear man's chief archer and Jager's best friend, to gain a better view.
2. Being much shorter than Sandhavers, the gnomes are able to sweep under Sandhavers and strike their groins and legs. The gnomes are also able to take advantage of their great numbers and fight in a large mass like "a living organism" or "deadly ant swarm".
3. c
4. Jager is surprised that Wulf uses his dagger and not his sword to puncture the man's armored head.
5. b

**Critical Thinking/Essay Questions:**

1. How is Wulf's success on the battlefield outside Alerdalan Woods a commentary on the merits of cultivating diversity in society?

**Suggested Activities/Inquiry-Based Exploration for Part 6:**

1. Have students research various battlefield strategies employed during the medieval age. Instruct students to conceive of a different strategy as well as different tools and weapons Wulf and his forces may have used on the battlefield outside and within Alerdalan Woods. Students may provide a written and/or graphic battle strategy. Information concerning medieval warfare may be found at <http://www.medievalwarfare.info/> and [https://en.wikipedia.org/wiki/Cavalry\\_tactics](https://en.wikipedia.org/wiki/Cavalry_tactics)

**GUIDE TO Part 7, Chapters 49-55: The Temptation, The Square, The Standoff, The Sacrifice, The Revenge, The Dragon Hammer, The Fallen Star**

Prepare to read...

- Familiarize yourself with the following vocabulary:
  - carrion
  - beckon
  - charade
  - ichor
  - flay
  - creed
  - muslin
  - feeble

- |              |           |
|--------------|-----------|
| ○ pall       | ○ maw     |
| ○ breach     | ○ gaunt   |
| ○ protocol   | ○ jerkin  |
| ○ wistful    | ○ dispel  |
| ○ falcata    | ○ reproof |
| ○ transfixed |           |

### Chapters 49-55 Summary:

- [431-33] Summoned to meet Wuten at the crow's nest above her living quarters at Raukenrose Castle, Saeunn is asked to obtain the Dragon Hammer for Wuten and join her dasein to his in order to rule Shenandoah in rebellion against Ubel.
- [433-36] Wuten eats ater-cake soaked with Saeunn's blood, but when Saeunn refuses to eat ater-cake soaked with his own, Wuten threatens to kill Anya. Saeunn is encouraged by her star.
- [436-38] From the barbican Duchess Malwin and Ulla watch as Anya, Saeunn, and Lord Otto's body are marched away from the castle with Wuten to Allfather Cathedral to obtain the Dragon Hammer.
- [438-41] With bear men and centaur archers spread for cover, Wulf arrives at Allfather Square with Ravenelle, Tupakkalaatu, and Master Tolas, who rides Ahorn. Wulf mourns the Olden Oak that stills holds his submerged dagger around which leaves have begun to grow.
- [441-46] Wuten and Prince Trigvi arrive with Nesties and display for Wulf Lord Otto's body. When Wulf demands Trigvi's surrender, Captain Rask threatens Anya at dagger point, and Saeunn is brought forward.
- [446-47] Wuten orders Rask to kill Anya when Wulf denies a trade for the Dragon Hammer. Ravenelle dominates Captain Rask against Wuten's order to kill Anya and manipulates Nesties to advance Prince Trigvi with swords drawn.
- [447-48] Wuten fends off Ravenelle's domination and draws his falcata on Anya. Wulf admits to Wuten the location of the Dragon Hammer. Wuten attempts to strike Anya with his falcata, but Ravenelle forces Captain Rask to intercept the blow. Wuten repels Rask, and Trigvi orders Nesties to attack.
- [451-54] Saeunn's star urges her to sacrifice itself to Wuten. With an elvish spell Saeunn disconnects from her star, which then joins Wuten and returns him to his elven form Abenweth Grevenstran. Saeunn collapses.
- [455-61] Wulf's forces battle Nesties. Wulf kills Prince Trigvi and chases after Grevenstran, who exhausts Wulf in battle beside Allfather Cathedral. Grevenstran is suddenly fascinated by Wulf's star stone which shines around Wulf's neck, recognizing it as his elf sister. As Grevenstran raises his sword, Rainer, holding the Dragon Hammer, jumps from the Olden Oak's trunk to kick Grevenstran off of Wulf. Grevenstran topples Rainer, and Wulf dives for the Dragon Hammer.
- [461-63] A dragon appears in a fiery sky above Allfather Cathedral and swoops down toward Wulf to blow fire over him. Wulf's identity merges with the dragon and he senses that the dragon's essence has flowed into the Dragon Hammer.

- [463-66] Grevenstran fights against the power of his newly gained star as the form of Wuten struggles to reemerge in him. Wulf plunges the Dragon Hammer into Grevenstran's back, and Grevenstran disintegrates. Ravenelle keeps surrounding Nesties paralyzed through domination.
- [466-71] Wulf kneels beside Saeunn, who reanimates when Wulf's star stone brushes against Saeunn's neck. An emotionless Saeunn expresses that she is no longer a person and that she will soon die. Anya informs Wulf that Saeunn needs a new star to come back to life. Wulf puts his star stone around Saeunn's neck, and Saeunn reawakens as her true self. Saeunn kisses Wulf.

### Quiz/Reading Comprehension Questions:

1. What has happened to Wulf's original dagger?
  - a. The dagger has disappeared.
  - b. The dagger has begun to glow with dragon fire.
  - c. The dagger's hilt is being grown through with leaves from the Olden Oak tree.
  - d. The dagger has turned completely to wood.
2. To what experience does Wuten compare communion by consuming ater-cake?
  - a. coming alive
  - b. death
  - c. experiencing ecstasy
  - d. obtaining unrivaled power
3. What does Wuten's desire to rebel against Ubel cause Saeunn to wonder about Wuten?
4. In Ulla's curse against Wuten, what synonym could replace the word "but"?
5. Why does Saeunn believe that Wuten has kept her and Anya alive?
6. How did the Dragon Hammer come to be in the Elder Bell?
7. What effect does the dragon's fire have over Wulf?

### Answers:

1. c
2. b
3. Saeunn wonders if there is a remnant of elf remaining within Wuten that is desirous to escape from the evil grasp of Ubel.
4. only; except
5. Saeunn believes that while Wuten knows that the Dragon Hammer is at Allfather Cathedral, he does not know exactly where it might be or if it has already been taken.
6. Gnomes had hidden the Dragon Hammer in the Elder Bell two hundred years ago.
7. When Wulf is covered in the dragon's fire, his identity merges with the dragon and he is overcome with a newfound understanding, all the while feeling as if a void in him has been filled.

### Critical Thinking/Essay Questions:

1. Describe the paradox of the Dragon Hammer's power.
2. To Rainer the Dragon Hammer appears as if it is both a natural lump of metal as well as a manmade object. How does this observation contribute meaning to the power of the Dragon Hammer? What does this observation say about the relationship between people and objects in general?
3. When Saeunn sacrifices her star, she loses her identity, becoming an emotionless shell of a lifeform. In your own world, what have you witnessed other people sacrifice that compromises their identity or sense of self?

### **Suggested Activities/Inquiry-Based Exploration for Part 7**

1. In Part 7, Wuten's total mental domination over the Sandhaven forces is displayed. Remind students that throughout history dictators have been able to rise to power through gaining trust from their society's masses through skillful manipulation of ideas and motivations. Guide students in understanding that Wuten's mind control may be a metaphor for the type of manipulation evident in real-world authoritarian societies. Divide students into small groups and assign each group a different current or previous dictator or authoritarian ruler. Have groups research and present on the methods their dictator employed to gain the support of the masses. Information concerning authoritarian rule in general may be found at <http://lifehacker.com/5952815/the-best-productivity-tricks-used-by-evil-dictators>, <http://people.howstuffworks.com/dictator.htm>, <http://www.popularsocialscience.com/2013/10/01/how-to-survive-as-a-dictator-a-10-step-guide/>.
2. Assign students to create an artwork which interprets Wulf's final dragon-vision wherein he witnesses a fiery sky morphing into the form of a dragon which ultimately merges with Wulf in the form of understanding.

### **GUIDE TO Epilogue, Chapters 56-59: The Quest, The Request, The Ambush, The Tree**

Prepare to read...

- Familiarize yourself with the following vocabulary:
 

○ invalid	○ curt
○ impervious	○ unfurl
○ alchemic	○ sacrilegious
○ agent	○ placid
○ obscure	○ gully
○ wry	○ provisions
○ gallant	

### Supportive media:

- A film depiction of a Viking funeral pyre, which may be viewed at <https://www.youtube.com/watch?v=0twvVmJKTJY>
- an article concerning Viking ships, including images of longboats, may be found at [http://www.hurstwic.org/history/articles/manufacturing/text/norse\\_ships.htm](http://www.hurstwic.org/history/articles/manufacturing/text/norse_ships.htm)

### **Chapters 56-59 Summary:**

- [475-77] A funeral is held for Lord Otto, and Otto is burned on a longboat pyre. While Duke Otto rests in Raukenrose Castle, Wulf strategically disarms remaining Sandhavener troops of their weapons before marching them out of the city.
- [477-78] Left to rule the mark by Duchess Malwin, Wulf holds a council to determine the fate of the Dragon Hammer, whose indestructibility is emphasized by an ineffective strike from Master Tolas' sword.
- [478-82] Wulf refers to a saga that foresees the rising of a King of Dragons coinciding with the return of the Dragon Hammer, which Wulf suggests the mark continues to defend. Earl Keiler warns against a fateful battle with Rome, to which Saeunn suggests using the Dragon Hammer to hatch a dragon in Amberstone Valley.
- [482-83] Wulf decides to travel with Saeunn to transport the Dragon Hammer to Amberstone Valley, appointing Ulla as Duchess Regent to rule over the mark.
- [485-89] One month before her sentence with the von Dunstigs is expired, Ravenelle is visited at the Chapel of the Dark Angel by Rainer, who proclaims his love for her. Doubting that someone from Rome will come to retrieve her, Ravenelle asks Rainer to return her home himself.
- [491-97] Holding a garrison at Dornstadt Pass, Max Jager prepares his army of archers for an approach of a westward galloping Nestie cavalry. Arriving with leading riders carrying white flags, the troops request refuge from Romans who have overthrown Sandhaven and are headed for the mark. With this loyalty to Wulf in mind, Jager steels himself for a war against Rome.
- [499] Wulf travels with Rainer to the Olden Oak tree after being called to it again by the dragon. Wulf fails to achieve a connection with dragon by touching the tree or the rock beside it.
- [500-01] Wulf is overcome by a dragon-vision and sees the dagger throughout time as well as a new oak tree growing and a dragon being born at the site of the tree. Wulf easily pulls his dagger from the Olden Oak and plunges it into the neighboring rock.

### **Quiz/Reading Comprehension Questions:**

1. Why does Wulf delay the expulsion of Sandhavener troops from Raukenrose?

- a. He wants to interrogate them about future plans concerning another attack by Sandhaven.
  - b. He wants to disarm them of their weapons.
  - c. He wants to assimilate them into the Mark of Shenandoah.
  - d. He wants to hold them hostage as punishment for the loss of his brothers.
2. What quality about the Dragon Hammer varies, according to Master Tolas?
  - a. its size
  - b. its power
  - c. its compounds
  - d. its weight
3. Why does Master Tolas doubt that the dragon can illuminate the purpose of the Dragon Hammer?
4. According to Master Tolas, why had the Dragon Hammer been placed within the Elder Bell?
5. Why does Saeunn suggest Amberstone Valley as the location to attempt to hatch a dragon?
6. What is an added benefit of Rainer's teaching town youth how to fight with weapons?
7. What suggests to Ravenelle that no one from Rome is coming to retrieve her from the mark?
  - a. Ravenelle fails to receive any correspondence from her mother.
  - b. Ravenelle receives correspondence from her mother whose words worry her.
  - c. Ravenelle is certain that Rome is preparing a war campaign against the mark.
  - d. Ravenelle has a religious vision at the Chapel of the Dark.
8. What is a significant reason that Max Jager had been elected captain of his troop?
9. What has been named "Allfather's blessing" by Raukenrose townies?
10. Why does Wulf plunge his dagger into the rock beside the Olden Oak tree?

Answers:

1. b
2. d
3. Tolas admits that no one truly understands dragons and suggests it is likely that the land-dragon's main purpose is to dream the physical world into reality.
4. The Elder Bell acts as a shield for the Dragon Hammer.
5. Saeunn understands that Amberstone Valley is the only known location in the mark where a living dragon rises to the surface of the earth.
6. Through teaching town youth how to fight, Rainer learns about street fighting.
7. a
8. Max Jager was the only troop volunteer that could read.

9. Raukenrose townies have attributed the name “Allfather’s blessing” to Wulf’s dagger which remains lodged in the Olden Oak tree and whose composition has begun to merge with the wood and leaves of the tree.
10. Wulf understands from his dragon-vision that his dagger will form into a new oak tree and grow out of the rock.

### **Critical Thinking/Essay Questions:**

1. Ravenelle replies to Rainer’s discomfort for sitting in the Chapel of the Dark’s cathedra chairs by saying, “They’re just chairs.” What is Ravenelle implying about symbolic objects? How may the potential power of the cathedra chairs be reflected in other important symbolic objects in the novel?

### **Summative Activities:**

❖ Essay: Understanding and Reimagining Culture and Society in *The Dragon Hammer*

1. Explain to students that *The Dragon Hammer* imagines a North American continent which Viking explorer Leif Ericson did not merely briefly inhabit ca. 1000 AD, but rather settled to allow for the long term establishment of Nordic society and culture (for enhanced understanding, an article on Leif Erikson’s brief settlement of today’s Newfoundland may be found at <http://spangenhelm.com/leif-erikson/>). Remind students that, likewise, the novel imagines a geographically intimate relationship between Shenandoah and the Roman Empire, whose religious customs influence Shenandoah.
2. *Prompt:* Assign your students to research Viking culture with a goal of understanding how the Nordic society viewed and dealt with subjects such as war, love, leadership, government, religion, education, parenting, youth culture, death, fashion, etc. Then, advise your students to write a three-part essay:
  - Explain that the first part of their essay should cite and describe with specific reference to the novel at least three major characteristics of Nordic culture which are apparent in *The Dragon Hammer*.
  - Students should then choose a different society of their liking, either present or historical, and illustrate how their chosen society differs in regard to the three previously analyzed Nordic characteristics in the novel (i.e. the different ways in which each culture performed funerals or structured schools).
  - Lastly, students should choose one additional notable characteristic of their chosen society and describe three ways in which the society or a certain scene(s) in *The Dragon Hammer* would have been portrayed differently under the influence of the chosen alternative society.



- ✓ Differentiation: To cater to student needs, this essay may be supplemented by a mixed media project which addresses each instruction of the prompt.

## ❖ The Magical Object

1. Review with students the object of the Dragon Hammer, including its mysterious origins, its history related to Duke Tjark, its luring power and its power while in the possession of Wulf, and finally the new journey on which it is taken to Amberstone Valley in order to be buried and catalyze the awakening of the land-dragon. Consider also using Wulf's original dagger or celestis as other examples of magical objects. Explain that magical objects are found in a multitude of narratives. Ask students to provide examples of magical objects in other works of fiction and create a list on a wall or board. Consider introducing to students the term "talisman" or "totem" as alternative terms for magical objects.
2. Present to students the following projects related to magical objects in narratives:
  - Option 1: Explain to students that the magical object of the Dragon Hammer reflects the society in which it resides. Engage students in finding connections between Hammer and the imagery and events that occur in the Mark of Shenandoah. If necessary, guide students in recognizing that the hammer mirrors weaponry and tools of a medieval-like culture, but also takes on enough of a shape of a bell clapper to be hidden in Allfather Cathedral's Elder Bell, thus drawing direct attention to the institution of religion in Raukenrose. Assign students to imagine a magical object for their own society and prepare a visual presentation of the object. Students must not only be able to draw at least three significant connections between their objects and their society, but must also conceive how the object is "activated" and what its powers accomplish.
  - Option 2: Allow students to choose a story, film, television show, video game, graphic novel, or any other narrative from another form of media that *does not include* a magical object. Instruct students to imagine a magical object for the world of their chosen story. Students must create a presentation that...
    - ✓ illustrates their magical object
    - ✓ describes in detail the power(s) of their magical object
    - ✓ explains and justifies which character(s) in the narrative interacts with the magical object
    - ✓ thoroughly justifies the existence of their magical object in the world it inhabits

- Option 3: Many students may have already expressed awareness of magical objects in other fantasy narratives, including King Arthur, Lord of the Rings, The Hobbit, Star Wars, Harry Potter, Chronicles of Narnia, The Matrix, Thor, etc. Allow students to choose a narrative of their liking which involves a magical object. Students may then...
  - write a compare/contrast paper analyzing the Dragon Hammer and the magical object from their chosen narrative
  - create a visual presentation which analyzes the similarities and differences between the Dragon Hammer and the magical object from their chosen narrative
  - write an essay or create a presentation which analyzes various symbolic meanings of hammers as well as of the magical object from their chosen narrative
    - encourage students to discover how meanings and interpretations of their objects shift across cultures and time periods

#### ❖ Archetypes

1. Review with your students the definition of “archetype” and the purpose of archetypes as used in narratives. Review common archetypes with your students, using as examples archetypes from *The Dragon Hammer*. Information concerning archetypes may be found at [http://www.soulcraft.co/essays/the\\_12\\_common\\_archetypes.html](http://www.soulcraft.co/essays/the_12_common_archetypes.html), <http://literarydevices.net/archetype/>, or <http://www.ewriterscoach.com/the-big-bold-list-of-52-character-archetypes/>. Students may then...
  - Choose an archetypal figure from *The Dragon Hammer*, discover a character from another narrative from any type of media that also fits the archetype, and create a presentation which illustrates the similarities and differences between each character
  - Choose an archetypal figure from *The Dragon Hammer* and describe a friend, family member, or public figure that they believe embodies the archetype chosen.