

*Daughter of*  
**SMOKE & BONE**

curriculum  
connections

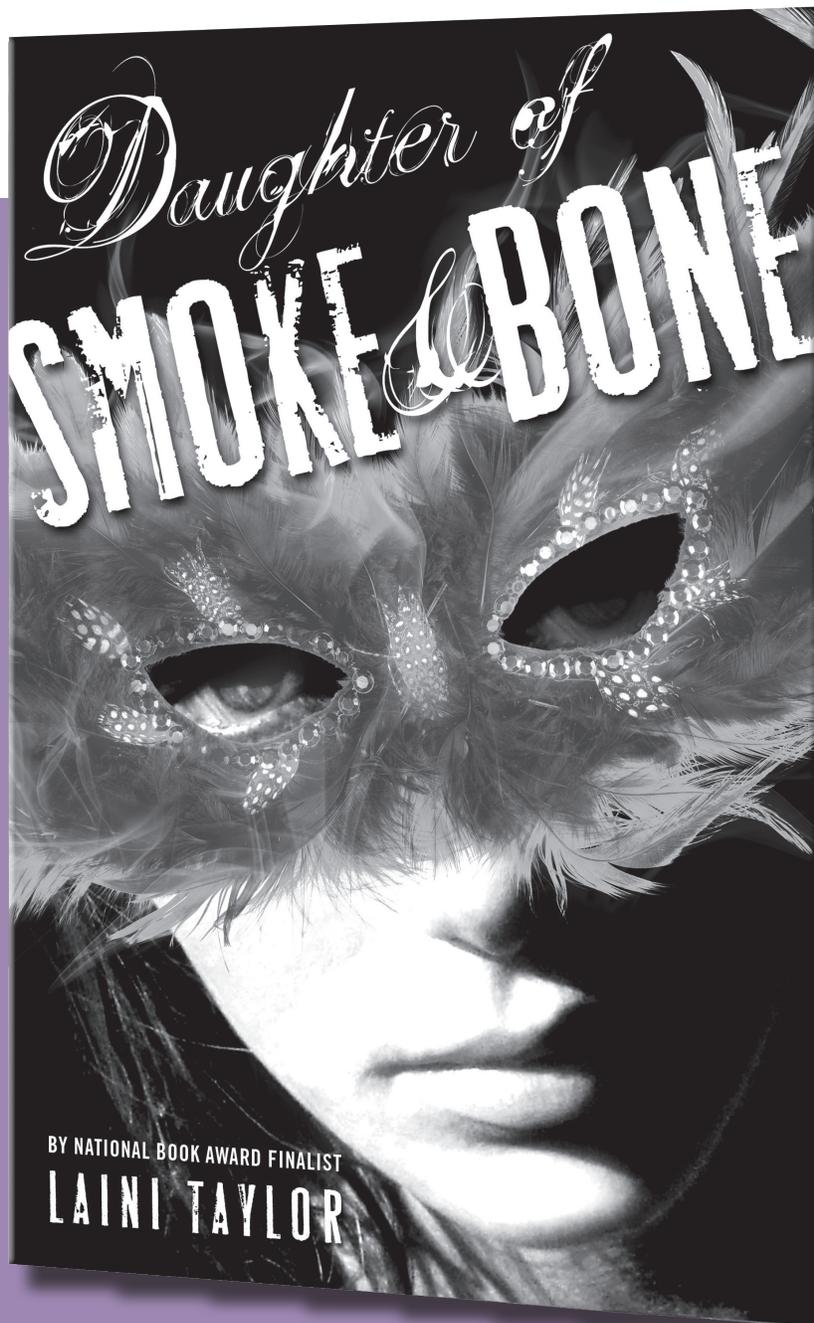
- ❖ Literature
- ❖ Folklore
- ❖ Art

Ages: 15 & up

By  
**LAINI TAYLOR**

★ “Exquisitely written  
and beautifully paced.”

—PW, starred review



## DISCUSSION QUESTIONS

1. Explain the significance of the title, *Daughter of Smoke and Bone*. In your opinion, does it accurately describe the events and relationships portrayed in the novel?
  2. *Daughter of Smoke and Bone* opens with Karou being accosted by her former boyfriend Kazimir as he attempts to reconcile with her by telling her, “We’re meant to be together, you and me.” What can readers conclude about Karou’s belief in commitment from her reaction to his statement? What has this relationship with Kaz taught Karou about love?
  3. Consider the wishes Karou earns from Brimstone as a result of her errand work. Why does Brimstone chastise her for spending them on frivolous items?
  4. Why do Karou’s sketchbooks have such a following among the other art students? What fascinates others about this world that she captures?
  5. After sharing more fantastical tales of Brimstone, Issa, Twiga, and the others from the shop, Zuzana asks, “How do you make this stuff up, maniac?” Karou responds by stating, “Who says I do? I keep telling you, it’s all real.” Why does offering a wry smile after such a statement allow her to tell the truth without the risk of being believed?
  6. After Kaz surprises her by posing as a model for her drawing class, Karou uses her scuppies to wish itches on him and thinks, “This isn’t just for today. It’s for everything.” What can readers infer about Karou by considering her need to right the wrong he has bestowed on her?
  7. After her failed relationship with Kaz, Brimstone tells Karou, “When an essential one comes along, you’ll know. Stop squandering yourself, child. Wait for love. It will come, and you will know it.” Do you agree with his assessment? What makes Brimstone capable of offering such sage advice?
  8. Readers learn that Karou collects languages, often given to her by Brimstone as birthday presents. What might be her motivation in doing so? What does having this unique collection afford Karou? If you could “collect” a language (or two), what would it be? Why?
  9. Describe Akiva or Karou. What makes him/her a dynamic character? What are three things that you find most (or least) appealing about this character? What are the biggest challenges he/she has to overcome?
  10. Consider this conversation between Brimstone and Karou: “Wishes are not for foolery, child.” “Well, what do you use them for?” “Nothing,” he said. “I do not wish.” “What?” It had astonished her. “Never?” All that magic at his fingertips! “But you could have anything you wanted—” “Not anything. There are things bigger than any wish.” “Like what?” “Most things that matter.” In your opinion, why does Brimstone offer such a poignant perspective on wishes? Do you agree with his assessment?
  11. Who are your favorite or least favorite secondary characters in the novel? What is it about these characters that you find endearing or disturbing?
  12. Considering Karou and Akiva’s perspectives, in what ways is *Daughter of Smoke and Bone* a story about things that have been lost? What does each of them find along the way?
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13. Consider the variety of settings for *Daughter of Smoke and Bone*; name the three places you believe to be most important to the story. Using textual evidence from the book, explain why you find them to be significant to the overall story structure.
14. How would you characterize the relationship between Karou and Akiva? Do you feel that it changes over the course of the novel? If so, in what ways? Using textual evidence from the book, explain why you find them to be significant to the overall story structure.
15. Using the phrase, “This is a story about...,” supply five words to describe *Daughter of Smoke and Bone*. Explain your choices.
16. Trust is a major theme throughout the novel; offer specific examples where a character’s willingness (or unwillingness) to trust others (or himself) proves advantageous or disastrous.
17. As the novel closes, Karou and Akiva are once again separated. Predict what will happen to them in the next installment of the *Daughter of Smoke and Bone* trilogy.

## ENRICH YOUR READING EXPERIENCE WITH THESE EXTENSION ACTIVITIES:

### Making Meaning by Exploring the Story’s Setting

In *Daughter of Smoke and Bone*, the story’s dynamic parallel worlds help set the stage for the characters as the action unfolds. Offer students the opportunity to explore the integral role the novel’s diverse settings play in the book by completing the following:

- Consider the variety of settings for *Daughter of Smoke and Bone*; why is each of these places important? Using the descriptions provided in the book, illustrate the four places you believe to be most important to the story. In addition to the illustrations, include a short explanation of the significance of each, and why you believe it is important.

### Host a Literary Banquet

Begin by having students write a poem from a character’s perspective. The poem may focus on the character’s personality and role in the story, a major theme, or a major conflict experienced. It must demonstrate the changes the character made throughout the story. While composing the poem, consider:

- Poetic device, form, and diction
- Must be textually accurate
- Poem must have a clearly defined voice
- Spelling and grammar must be correct
- Most, if not all, of the poem must be memorized

After students have crafted their poems, plan a literary banquet where each dresses in a costume that enhances his poem. At the banquet each student will perform his poem. Also, the food and drink needs a strong connection to *Daughter of Smoke and Bone*.

## Considering Character: Host a Mock Trial

After reading *Daughter of Smoke and Bone* as a class, students will brainstorm “crimes” committed by characters from the novel. Have groups of students work together to act as the prosecution or defense for the selected characters, while also acting as the jury for other groups. Students will use several sources to research for their case, including the novel and internet resources on judicial proceedings and roles of the members of a trial. All the while, students will be writing a persuasive piece to complement their trial work. Additional teaching resources for literary mock trials can be found at [www.readwritethink.org](http://www.readwritethink.org).

## Considering Character: Create an “I AM” Poem or a Biopoem

The purpose of this strategy is to help students demonstrate knowledge of a character by following written prompts to complete a poem about the individual. Students can be given the prompts to follow on a worksheet or alternatively, students may create an original slideshow using PowerPoint or Movie Maker.

## “I AM” POEM

### FIRST STANZA:

I am \_\_\_\_\_  
(name the character)

I wonder \_\_\_\_\_  
(something the character is actually curious about)

I hear \_\_\_\_\_  
(an imaginary sound the character might hear)

I see \_\_\_\_\_  
(an imaginary sight the character might see)

I want \_\_\_\_\_  
(something the character truly desires)

### SECOND STANZA:

I pretend \_\_\_\_\_  
(something the character actually pretends to do)

I feel \_\_\_\_\_  
(a feeling about something imaginary)

I touch \_\_\_\_\_  
(an imaginary touch)

I worry \_\_\_\_\_  
(something that really bothers the character)

I cry \_\_\_\_\_  
(something that makes the character very sad)

I am \_\_\_\_\_  
(the first line of the poem repeated)

**THIRD STANZA:**

I understand \_\_\_\_\_  
(something the character knows is true)

I say \_\_\_\_\_  
(something that the character believes in)

I dream \_\_\_\_\_  
(something the character might actually dream about)

I try \_\_\_\_\_  
(something the character really makes an effort about)

I hope \_\_\_\_\_  
(something the character actually hopes for)

I am \_\_\_\_\_  
(the first line of the poem repeated)

**BIOPOEM:**

Line 1:  
First name \_\_\_\_\_

Line 2:  
Three traits that describe the character \_\_\_\_\_  
\_\_\_\_\_

Line 3:  
Relative of \_\_\_\_\_

Line 4:  
Lover of \_\_\_\_\_  
(three things)

Line 5:  
Who feels \_\_\_\_\_  
(three things)

Line 6:  
Who needs \_\_\_\_\_  
(three things)

Line 7:  
Who fears \_\_\_\_\_  
(three things)

Line 8:  
Who gives \_\_\_\_\_  
(three things)

Line 9:  
Who would like to see \_\_\_\_\_  
(three things)

Line 10:  
Resident of \_\_\_\_\_

Line 11:  
Last name \_\_\_\_\_

## Essential Quotes Analysis

The language that an author uses in his work is essential to getting across the intended meaning. Select four quotes from *Daughter of Smoke and Bone* that seem to signify key ideas that the author hopes that readers take from the text. These might be quotes spoken by characters or might be from the narration, and page numbers should be included with the quotes. Have students develop a chart with the following four columns:

- Quote
- Page Number
- Relevance to the Novel
- intended Meaning for Readers

The intended meaning should have relevance not only to the characters in the text, but to the lives of anyone who reads the book.

## Exploring *Daughter of Smoke and Bone* through Writing

In *Daughter of Smoke and Bone*, the complexities of the characters, their relationships, and the situations in which they find themselves provides students opportunity to dig deep in the text as they examine and answer one of the following prompts:

- Consider the following quote from *Daughter of Smoke and Bone*. “Hope can be a powerful force. Maybe there’s no actual magic in it, but when you know what you hope for most and hold it like a light within you, you can make things happen, almost like magic.” Consider your life; what are the things you are hopeful for? Has having hope made a difference to you? Why or why not? Compose a short response which shares your experiences.
- Compose an essay which analyzes the dynamics of loyalty and examines the consequences of unquestioned loyalty or betrayal using examples the text.

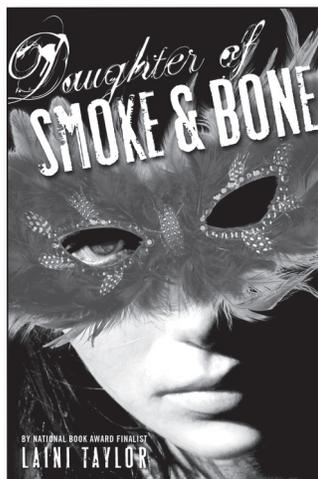
- Consider the following quote from *Daughter of Smoke and Bone*. “Peace is more than the absence of war. Peace is accord. Harmony.” Do you agree or disagree? Craft a persuasive short essay which uses both real world examples and textual evidence from the novel to support your position.
- Making thematic connections: consider the following themes: Loyalty, courage, ingenuity, and perseverance. Select one of the themes and find examples from the book that helps support this theme. Create a sample Life Lesson Chart using the model at: [http://www.readwritethink.org/lesson\\_images/lesson826/chart.pdf](http://www.readwritethink.org/lesson_images/lesson826/chart.pdf).
- One of Taylor’s greatest strengths as a writer is her ability to offer richly descriptive scenes. In small groups, have students select a favorite scene from *Daughter of Smoke and Bone* and create either a digitally or manually illustrated graphic novel for that scene. Using a digital comic strip creator (<http://www.makebeliefscomix.com/Comix/> or <http://infinitecomic.com/> for example), have students begin by using the strips to create story boards for their scene. Have students select original art, images, and graphics. Alternatively, students could assume the roles of two of the characters with each one’s personality and voice and have them interact with one another by creating an extension of a scene from one of the novels. As part of the evaluation component, consider panel size and number of panels, transitions and layouts, artwork, writing, and lettering.

## Create Original *Daughter of Smoke and Bone* Inspired Art

Allow students to create one of the following as a means of exploring the novel:

- Using a variety of mediums, create an original piece of art which is symbolic of one of the major themes of *Daughter of Smoke and Bone* (these may include but are not limited to the following: love, family, friendship, or loyalty).
- Music is often used to connect people to each other and the world at large. Select a favorite character from *Daughter of Smoke and Bone* and create a CD with an original playlist which is representative of the experiences that character undergoes throughout the novel. Create original art for the jewel case and on the interior, and after including appropriate artist information, offer an explanation for the selection of each song.
- Previews of coming attractions in the movie industry are known as trailers. Design an original book trailer for *Daughter of Smoke and Bone*. Begin by creating a story board, detailing which scenes you intend to incorporate in your trailer. Use a moviemaker program of choice such as [www.animoto.com](http://www.animoto.com). Post your finished trailers to [www.youtube.com](http://www.youtube.com).

## about the book



**DAUGHTER OF SMOKE AND BONE**  
by Laini Taylor  
978-0-316-13402-6

Around the world, black handprints are appearing on doorways, scorched there by winged strangers who have crept through a slit in the sky.

In a dark and dusty shop, a devil's supply of human teeth grows dangerously low.

And in the tangled lanes of Prague, a young art student is about to be caught up in a brutal otherworldly war.

Meet Karou. She fills her sketchbooks with monsters that may or may not be real; she's prone to disappearing on mysterious "errands"; she speaks many languages—not all of them human; and her bright blue hair actually grows out of her head that color. Who is she? That is the question that haunts her, and she's about to find out.

When one of the strangers—beautiful, haunted Akiva—fixes his fire-colored eyes on her in an alley in Marrakesh, the result is blood and starlight, secrets unveiled, and a star-crossed love whose roots drink deep of a violent past. But will Karou live to regret learning the truth about herself?

## praise for *DAUGHTER OF SMOKE AND BONE*

- ★ "A masterful mix of reality and fantasy with cross-genre appeal. Exquisitely written and beautifully paced." —*Publishers Weekly*
- ★ "Wildly funny, the author crafts a fierce heroine with bright-blue hair, tattoos, martial skills..." —*Kirkus*
- ★ "Taylor crafts both her world and her romance with meticulous care, building the first on a wealth of thought-provoking details and making the second equal parts tender and antagonistic... innovative, character-driven fantasy with thematic depth..." —*The Bulletin of the Center for Children's Books*
- ★ "Beckons readers from the first page and fulfills its promise." —*The Horn Book*

"Taylor has created a variety of worlds, time frames, and creatures with such detail and craft that all are believable...Readers will look forward to the suggested sequel to this complex, exciting tale." —*Booklist*

## about the author



Laini Taylor is the author of the National Book Award finalist *Lips Touch*, as well as the novels *Blackbringer*, which *Kirkus* said "belongs at the top of everyone's fantasy must-read list," and *Silksinger*. She lives in Portland, Oregon with her husband, illustrator Jim Di Bartolo, and their daughter, Clementine.

