

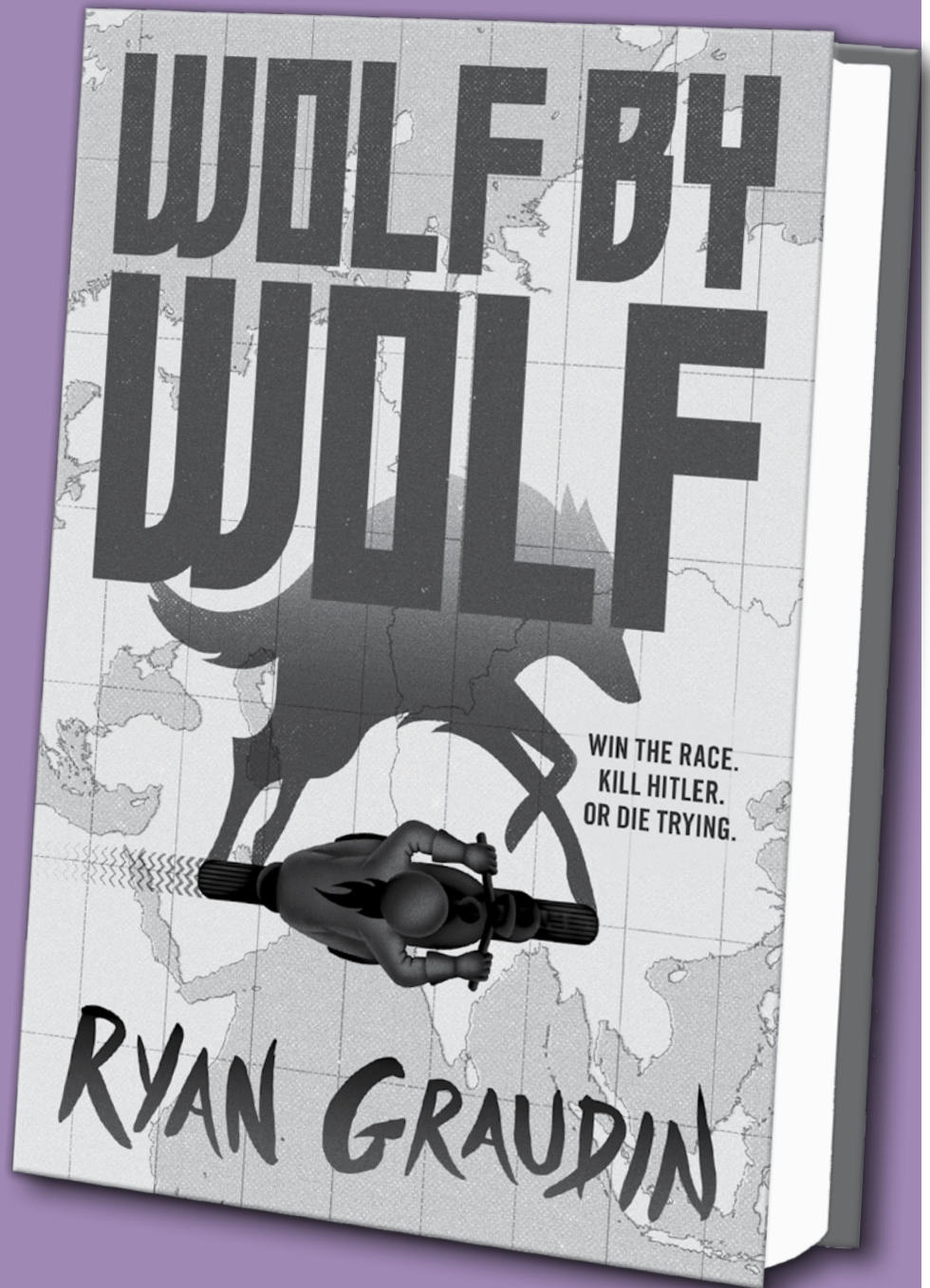
# WOLF BY WOLF

## Curriculum connections

- ❖ Language Arts
- ❖ Social Studies

Ages: 15 & Up

By  
**RYAN GRAUDIN**



## PRE-READING ACTIVITY

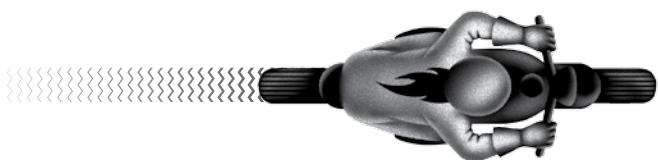
In the Author’s Note, Ryan Graudin defines alternative history as “a genre composed of educated guesswork and speculation.” Have students study the timeline of World War II on the following website: [infoplease.com/ipa/A0001288](http://infoplease.com/ipa/A0001288). Who were the Axis powers? Who were the Allies? Then have them take note of the date Hitler committed suicide, and write a one-page essay about what might have happened had he lived and remained in power. Allow time in class for students to share their writing and discuss the various ideas and points of views.

*Correlates to Common Core Standards in English Language Arts in Writing: Text Types & Purposes W. 9-12.3; Research to Build & Present Knowledge W. 9-12.7; Speaking & Listening: Comprehension & Collaboration SL. 9-12.3.*

## VOCABULARY

Students should be encouraged to jot down unfamiliar words and define them by taking clues from the context. Such words may include: *inanimate* (p. 7), *propaganda* (p. 12), *sequestered* (p. 12), *barrage* (p. 18), *ruthless* (p. 19), *dissension* (p. 20), *montage* (p. 24), *infiltrating* (p. 28), *lethal* (p. 32), *conscripted* (p. 37), *ferocity* (p. 44), *manacle* (p. 60), *dragnet* (p. 91), *anomaly* (p. 117), *visceral* (p. 193), *leviathan* (p. 198), *eviscerated* (p. 214), *sedition* (p. 220), *entrails* (p. 231), *feigned* (p. 273), *replicated* (p. 293), *cormorants* (p. 302), *centripetal* (p. 319), *utilitarian* (p. 322), *mundane* (p. 364), *repulsive* (p. 369), and *exponential* (p. 379).

*Correlates to Common Core Language Arts Standards in Language: Vocabulary Acquisition & Use L. 9-12.4.*



## DISCUSSION

1. Foreshadowing is a literary device by which an author hints at events to come. Debate whether the paragraph that introduces the story before Chapter 1 is an example of foreshadowing. What is the “kingdom of death”? What is the train’s destination? To what is the author referring when she says the wolves “was the only thing about her (Yael) that ever stayed the same”?
2. Discuss the structure of the novel. How does “Then” explain “Now” in Yael’s world? What do the wolves tattooed on Yael’s arm represent? How are they both a memory and a reminder? Discuss her relationship to each wolf. How do the wolves give her the courage to tackle her mission? How would the story change if there had been a linear plot?
3. Yael is only six-years-old when she is chosen for Experiment 85—Melanin Manipulation. Discuss her fate had she not been chosen for the experiment. Explain what Yael means when she refers to Dr. Geyer “an angel of a different kind (p. 6).”
4. Discuss what she means when she says, “Needles give and they take away (p. 13).” Are Yael’s losses greater than her gains?
5. Discuss the purpose of the Axis Tour. What was significant about Adele Wolfe winning the race the previous year? At what point does Yael realize that becoming Adele Wolfe is part of her mission? Discuss her training. How is she prepared and unprepared for the journey ahead?
6. Describe Yael’s relationship with Vlad. How does she learn power from Vlad? What is compartmentalizing? Explain what happened to Aaron-Klaus when he compartmentalized. Why is Vlad determined not to allow this to happen to Yael?
7. To what is Adele Wolfe referring when she expresses fears about “being lost”? Why is this so difficult for her twin brother, Felix, to understand? What are Yael’s biggest fears? How does she disguise her fear? Explain the relationship between fear and courage. Discuss the fear and the courage of the Resistance workers.

8. Yael cannot remember her own face. Henryka says, “It’s okay. It’s what’s on the inside that matters (p. 45).” What is Yael feeling on the inside as she becomes Adele Wolfe? What qualities do Yael and Adele share? How do these qualities propel Yael throughout the Axis Tour? Does Yael feel different on the inside by the end of the Axis Tour?
9. The Babushka in Barrack 7 gives Yael a matryoshka doll. She takes the smallest doll with her on the Axis Tour. How does the doll give her courage? Explain how it comforts her when she feels lonely.
10. Why does Yael refer to Felix as a “footnote”? Discuss why she thinks he may be part of the Resistance. Explain the following metaphor: “Hell had frozen over, and Felix Wolfe was the ice (p. 172).”
11. Yael feels she must tell Felix the truth, but not the whole truth. Explain the following reference to Hansel and Gretel: “She’d feed him the breadcrumb version (p. 213).” What does she tell him? What information does she keep to herself? What is Yael risking by telling him part of the truth?
12. Discuss Yael and Luka’s relationship. How does their relationship change as the novel progresses? Why are relationships so difficult for Yael? Yael says to Luka, “Every time I think I’ve uncovered the true you, I find a whole new layer of secrets (p. 193).” What are Luka’s secrets? How does Yael react when Luka kisses her? And what secret does the kiss hold?
13. Yael refers to trust throughout her mission. How is learning who to trust a part of her training? Who does she trust the most? How does she know that she can’t trust Katsuo or Luka? At the ball, she wants Luka to know her true identity. Why is it important for her to finally be herself?
14. Yael must win the Axis Tour as Adele. Her mission is to kill Hitler at the Victor’s Ball. Reiniger says, “This isn’t an assassination. It’s an execution (p. 56).” Explain the difference. Why is it important for the world to watch?
15. At the beginning of the Axis Tour, Yael says, “tomorrow the end began (p. 30).” To what end is she referring?
16. At the beginning of the novel, there is a statement that Hitler no longer appears in public. How does this foreshadow the ending?
17. Explain the following statement: “Her mission had faltered, yes, but it had not failed (p. 381).”

*Correlates to Common Core Standards in English Language Arts: Reading: Literature: Key Ideas & Details RL. 9-12.1, RL.9-12.2, RL. 9-12.3; Craft & Structure RL. 9-12.4, RL. 9-12.5.*

## ACTIVITIES

Review the types of figurative language often used in literature:

- Metaphor—A comparison made between two things without using “like” or “as”
- Simile—A comparison made between two things often using the words “like” or “as”
- Personification—Giving humanlike characteristics to inanimate objects
- Symbolism—A noun used to represent something totally different

Divide the class into groups and have them identify examples of each type of figurative language in the novel. Then have them rewrite the examples using literal language. How does the figurative language make the reading experience richer?

*Correlates to Common Core English Language Arts Standards in Reading: Literature: Craft & Structure RL. 9-12.4; Language: Knowledge of Language L. 9-12.3.*

Yael is compared to Valkyries, maidens in Norse mythology. Have students use books in the library or sites on the Internet to find out more information about the role of these maidens. Ask students to write a paper

that draws a parallel between Yael and these Norse maidens based on their research.

*Correlates to Common Core English Language Arts Standards Reading: Literature: Integration of Knowledge & Ideas RL. 9-10.9; Writing: Text Types & Purposes W. 9-12.2.*

Throughout the novel, Yael makes reference to her lost identity. Ask students to write an acrostic poem using IDENTITY as the spine word that reveals what Yael feels.

*Correlates to Common Core English Language Arts Standards in Reading: Literature: Key Ideas & Details RL. 9-12.2; Writing: Production & Distribution of Writing W. 9-12.4.*

Felix, Adele's twin brother, doesn't want her to race, and encourages her to come home. She doesn't want to become part of the "breeding program." Read about the role of women in the Third Reich on the following website: [ushmm.org/wlc/en/article.php?Moduleid=10005205](http://ushmm.org/wlc/en/article.php?Moduleid=10005205). Consider the fact that Hitler might give Adele a pass from the breeding program if she has another Axis Tour victory. Then write a letter from Adele to her parents explaining how she wants a different fate, and why it's important she race again.

*Correlates to Common Core English Language Arts Standards in Writing: Text Types & Purposes W. 9-12.1; Research to Build & Present Knowledge W. 9-12.7.*

Ask students to research Resistance groups during World War II, using books in the library or sites on the Internet: who were they, what was their secret mission, and how did they carry out their work? Have students work in groups to identify the Resistance workers in the novel. Then stage a late 1950s radio or television talk show where the fictional and real Resistance workers meet and discuss their work. Include guest appearances from Yael and other Holocaust survivors. What might the guests say to one another?

*Correlates to Common Core English Language Arts Standards in Writing: Research to Build & Present Knowledge W. 9-12.8, W. 9-12.9; Speaking & Listening: Presentation of Knowledge & Ideas SL. 9-12.6.*

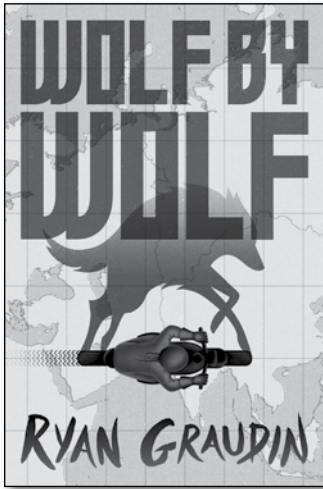
Have students read about the experiments conducted by doctors of the Third Reich on the following website: [ushmm.org/wlc/en/article.php?Moduleid=10005168](http://ushmm.org/wlc/en/article.php?Moduleid=10005168). What were they attempting to accomplish? Then have them write an article from Yael's point of view. Cite specific scenes from the novel and link them to the actual work of Hitler's medical teams. Write a concluding paragraph that explains how Ryan Graudin uses fact to create the fictional character of Dr. Geyer. Encourage peer editing for spelling, grammar, and clarity.

*Correlates to Common Core English Language Arts Standards in Writing: Text Types & Purposes W. 9-12.2; Research to Build & Present Knowledge W. 9-12.8, W. 9-12.9; Production & Distribution of Writing W. 9-12.5*



# WOLF BY WOLF

## about the book



### WOLF BY WOLF

HC 978-0-316-40512-6

Also available in downloadable audio and ebook formats

The year is 1956, and the Axis powers of the Third Reich and Imperial Japan rule the world. To commemorate their Great Victory over Britain and Russia, Hitler and Emperor Hirohito host the Axis Tour: an annual motorcycle race across their conjoined continents. The victor is awarded an audience with the highly reclusive Adolf Hitler at the Victor's ball.

Yael, who escaped from a death camp, has one goal: win the race and kill Hitler. A survivor of painful human experimentation, Yael has the power to skinshift and must complete her mission by impersonating last year's only female victor, Adele Wolfe. This deception becomes more difficult when Felix, Adele twin's

brother, and Luka, her former love interest, enter the race and watch Yael's every move. But as Yael begins to get closer to the other competitors, can she bring herself to be as ruthless as she needs to be to avoid discovery and complete her mission?

★ “[A] fast-paced, enthralling tale of sacrifice and dogged determination as she fuses alternate history and spy-thriller suspense.”

—*Publishers Weekly*

★ “Beyond its breath-taking climax, the novel provokes deeper questions about the ‘moreness’ Yael begins to see in her competitors’ identities, and in her own.”

—*Voices of Youth Advocates*

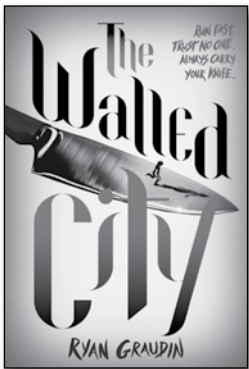
## about the author



Photo by David Strauss

Ryan Graudin was born in Charleston, SC with a severe case of wanderlust. When she's not traveling, she's busy photographing weddings, writing, and spending time with her husband and wolf-dog. She is also the author of the All that Glows series and *The Walled City*. Visit her online at [ryangraudin.com](http://ryangraudin.com).

## also by RYAN GRAUDIN



### THE WALLED CITY

HC 978-0-316-40505-8

PB 978-0-316-40506-5

Also available in downloadable audio and ebook formats

“Readers, rapt, will duck for cover until the very last page.” —*Kirkus Reviews*

“Graudin is gifted at employing simile and other literary devices to describe the gritty surroundings and Hak Nam’s criminal inhabitants...The result is three stories deftly entwined into a fast-paced, striking tale...”

—*Publishers Weekly*

“This dark and gritty thriller doesn’t pull any punches, taking readers into a world of fear, danger, and deprivation.”

—*School Library Journal*



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