

ONE MARYLAND ONE BOOK 2012

TEACHER'S GUIDE FOR GRADES 9-12



*the
Cellist
of
Sarajevo*
by *Steven Galloway*

235 pages Riverhead Trade, 2009

IMAGINE IF EVERYONE READ THE SAME BOOK AT THE SAME TIME

WHAT NEW THINGS WOULD WE HAVE TO TALK ABOUT WITH ONE ANOTHER?

Celebrating its fifth year, One Maryland One Book is Maryland's only statewide community reading program. It is designed to bring together diverse people in communities across the state through a shared experience: the reading and thoughtful discussion of the same book. Each year, the book selection process is guided by a common theme, which this year is "courage and unity in times of war." The Maryland Center for the Book at the Maryland Humanities Council partners with public libraries, high schools, colleges and universities, museums, bookstores, correctional facilities and other organizations to bring book-centered discussions and other related programs to communities across Maryland.

The Maryland Humanities Council has at the core of its mission the deep commitment to providing Marylanders with an opportunity to gather and discuss issues important to their lives and communities, believing that a great work of literature provides an excellent springboard to do so. One Maryland One Book is not just about reading or literature. It is also about bringing people together for meaningful dialogue.

The book selected for 2012 is *The Cellist of Sarajevo* by Steven Galloway.

GET THE BOOK

Pick up a copy of *The Cellist of Sarajevo* at your local public library or bookstore and start up a conversation with your family, friends, coworkers, or even the person sitting next to you as you ride the bus or train. This is your chance to take a moment to have a great conversation with an old friend or to make a new one.

JOIN IN

We invite you to join Honorary Chairperson, Maryland's First Lady Katie O'Malley, and thousands of other Marylanders at one of the many book discussions and related programs happening around the state in September and October.

If you're out and about, you might find copies of *The Cellist of Sarajevo* in unexpected places. Our Wandering Books can be found in public spaces such as parks, buses, malls, county fairs and doctor's offices. If you find a copy, it's yours for a short time. Register the book online so we can see how far it travels (instructions are included with the book), read it, review it, and release it for someone else to enjoy.

To find One Maryland One Book programs in your area, go to www.onemarylandonebook.org and click on the Calendar.

For all the latest information, "Like" or follow us:



[facebook.com/OneMarylandOneBook](https://www.facebook.com/OneMarylandOneBook)

[@MDHumanities](https://twitter.com/MDHumanities)

Look for Steven Galloway at the Baltimore Book Festival on Sunday, September 30 and other venues around the state during the first week of October.



Check out author Steven Galloway as he talks about *The Cellist of Sarajevo*.

**LETTER FROM HONORARY CHAIRPERSON
MARYLAND'S FIRST LADY KATIE O'MALLEY**



Thank you for joining me and the Maryland Humanities Council for the fifth anniversary of One Maryland One Book, our state's community reading project. Since its inception in 2008, nearly 23,000 people have attended over 700 programs and many more have read the annually-selected books. This year, you will be one of thousands who make time to take part in this shared experience.

As Maryland celebrates historical milestones, including the bicentennial of the War of 1812 and the 150th anniversary of the Civil War, we can reflect on our history by discussing a contemporary war. The selection of Steven Galloway's *The Cellist of Sarajevo* offers a personal glimpse, though fictionalized, into the horrors, struggles, and resiliency caused by violence and inhumanity. Haunting and serious, this wonderful work of literature offers hope—hope for each of us as individuals and hope for the choices we make and how they can uplift rather than destroy.

A program of the Maryland Humanities Council's Maryland Center for the Book, One Maryland One Book is made possible through the generosity of our sponsors and community partners, many of which have supported the program since its launch. We greatly thank them for their support. We encourage you to pick up a copy of *The Cellist of Sarajevo* and join the conversation. Find out how to get involved at www.onemarylandonebook.org.

Sincerely,

A handwritten signature in cursive script that reads "Katie O'Malley". The signature is written in dark ink and is positioned below the word "Sincerely,".

Katie O'Malley
First Lady of Maryland

ABOUT THE AUTHOR



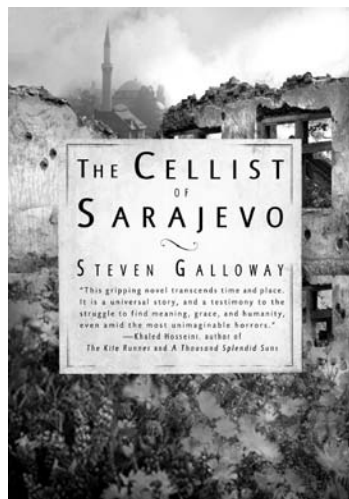
Steven Galloway was born in Vancouver and raised in Kamloops, British Columbia. Published in 2008, *The Cellist of Sarajevo* has become an international bestseller with rights sold in 20 countries. It has been called “inspiring” by *Entertainment Weekly*, “unforgettable” by the *Los Angeles Times*, and “an exquisite novel of war and loss, music and solace” by *O, The Oprah Magazine*.

Khaled Hosseini, author of *The Kite Runner* and *A Thousand Splendid Suns*, has said, “This gripping novel transcends time and place. It is a universal story, and a testimony to the struggle to find meaning, grace, and humanity, even amid the most unimaginable horrors.” Galloway teaches creative writing at the University of British Columbia.

ABOUT THE BOOK

In a city under siege, four people whose lives have been upended are ultimately reminded of what it is to be human. From his window, a musician sees 22 of his friends and neighbors killed by a mortar attack. In an act of defiance, the man picks up his cello and decides to play at the site of the attack for 22 days in their memory. Elsewhere, a young man leaves home to collect drinking water for his family and in the face of danger must weigh the value of generosity against selfish survivalism. A third man, older, sets off in search of bread and distraction and instead runs into a long-ago friend who reminds him of the city he thought he had lost, and the man he once was. As both men are drawn into the orbit of cello music, a fourth character—a young woman, a sniper—holds the fate of the cellist in her hands. While she protects him with her life, her own army prepares to challenge the kind of person she has become.

A novel of great intensity and power, *The Cellist of Sarajevo* brilliantly explores how war can change one’s definition of humanity, how music affects our emotional endurance, and how a romance with the rituals of daily life can itself be a form of resistance.





ABOUT THE SIEGE OF SARAJEVO

The Siege of Sarajevo began twenty years ago, in April 1992, and lasted until February 1996—the longest siege of any capital city in the history of modern warfare. Sarajevo, now capital of the independent nation of Bosnia and Herzegovina, has been a cultural, religious, and commercial hub of the Balkans since the 15th Century. The siege was part of the Yugoslav Wars—a series of complex ethnic conflicts fought between 1991 and 1995 following the disintegration of Yugoslavia. The siege broke out when the European Community (now the European Union or EU) recognized Bosnia’s independence. An estimated 18,000 Serb rebels, led by Radovan Karadžić and Ratko Mladić, began bombarding Sarajevo with sniper shots and shellfire from the hills surrounding the city. Their goal was to create a new Serbian state, Republika Srpska.

Prior to the conflict, the city was a cosmopolitan center of 525,980 inhabitants that was approximately 50% Muslim, 30% Serb, 10% Yugoslav, 7% Croat and 3.5% Jewish. According to a report for the United Nations Commission of Experts, nearly 10,000 persons were killed or went missing during the siege, including over 1,500 children. An additional 56,000 persons were wounded, including nearly 15,000 children. An average of 329 shell impacts hit the city each day, causing extensive damage to both civilian and cultural property; the Council of Europe’s Committee on Culture and Education concluded that most of the buildings in the city had been damaged to a greater or lesser degree. UNICEF reported that of the estimated 65,000 to 80,000 children in the city, at least 40% had been directly shot at by snipers; 51% had seen someone killed; 39% had seen one or more family members killed; 19% had witnessed a massacre; 48% had their home occupied by someone else; 73% had their home attacked or shelled; and 89% had lived in underground shelters.

The area has since stabilized, but the effects of the siege will no doubt be felt for generations.

Sources:

- Bassiouni, M. Cherif, ed. Study of the battle and siege of Sarajevo, Final report of the United Nations Commission of Experts. Bristol, UK: University of the West of England, <http://www.ess.uwe.ac.uk/comexpert/ANX/VI-01.htm>
- “Chronology: What happened during the war in Bosnia?” Reuters 21 July 2008. <http://www.reuters.com/article/2008/07/21/idUSL21644464>
- Richards, Rogers. “Remember Sarajevo.” Digital Journalist, December 2003. http://digitaljournalist.org/issue0405/remember_sarajevo.pdf
- Sarajevo Under Siege, 1992-1996. <http://www.sa92.ba/v1/index.php>

MARYLAND STATE DEPARTMENT OF EDUCATION CORE LEARNING GOALS - ENGLISH

GOAL 1: READING, REVIEWING AND RESPONDING TO TEXT

The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

EXPECTATION 1.1 The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials.

INDICATOR 1.1.1 The student will use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.

INDICATOR 1.1.2 The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as re-reading, questioning, and summarizing.

INDICATOR 1.1.3 The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.

EXPECTATION 1.2 The student will construct, examine, and extend meaning of traditional and contemporary works recognized as having significant literary merit.

INDICATOR 1.2.1 The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.

INDICATOR 1.2.2 The student will determine how the speaker, organization, sentence structure, word choice, rhythm, and imagery reveal an author's purpose.

INDICATOR 1.2.3 The student will explain the effectiveness of stylistic elements in a text that communicate an author's purpose.

INDICATOR 1.2.5 The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society.

EXPECTATION 1.3 The student will explain and give evidence to support perceptions about print and non-print works.

INDICATOR 1.3.1 The student will explain how language and textual devices create meaning.

INDICATOR 1.3.5 The student will explain how common and universal experiences serve as the source of literary themes that cross time and cultures.

BEFORE READING:

Students read silently the first four paragraphs of the Afterward to gain insight into Sarajevo's 1992-1996 conflict.

SETTING:

Sarajevo, Bosnia

- Map of Sarajevo and the surrounding region:
http://wikitravel.org/en/Image:Balkans_regions_map.png
- Terrain map Sarajevo:
<http://pda.medjugorje.ws/en/apparitions/docs-medjugorje-map-bosnia-herzegovina/-ch1>
NOTE: Mountains surrounding Sarajevo
- Brief History Bosnia-Herzegovina:
<http://www.kakarigi.net/manu/briefhis.htm>
History is not as important as the population breakdown.
- ABC News video: June 10, 1992 Sarajevo Under Siege:
<http://abcnews.go.com/Archives/video/bosnia-war-sarajevo-siege-1992-9866571>
- "The Siege of Sarajevo" 1992-1996:
<http://www.thenagain.info/webchron/easteurope/SarajevoSiege.CP.html>

HANDOUT PROLOGUE/BOOK ONE VOCABULARY LIST (At end of guide)

Allow time for students to find the sentences in the book using the vocabulary words and page numbers. Students use the sentence content to determine the meaning, sometimes reading the entire paragraph if necessary. Next students compare answers with a partner. If there is confusion, students can use web or print dictionaries.

DURING READING

- Students fill in character study graphic organizer. (Provided at end of guide)
- Students discuss and debate notable passages and situations. (Many questions provided per section.)
- Share: Audio: Cellist playing Albinoni's *Adagio in G Minor* with reading of the novel's Prologue; students follow along. <http://www.naxosaudiobooks.com/633312.htm>

CHARACTERS

- **The Cellist** - Formerly the principal cellist in the Sarajevo Symphony Orchestra; plays in the street each day for 22 days in honor of 22 people killed while waiting for bread
- **Arrow** - 30-year-old sniper; works to protect the city from other snipers in the surrounding hills; assigned to protect the cellist while he plays
- **Nermin Filipovic** - Professional soldier; Arrow's unit commander
- **Kenan** - 40-year-old father of three; clerical assistant in an accounting firm; navigates the dangerous streets to get water for his family
- **Amilia** - Kenan's wife; 37 years old but looks over 50 years old
- **Mrs. Ristovski** - Kenan and Amilia's elderly neighbor
- **Dragan** - 64-year-old man; stayed in Sarajevo but sent son and wife to safety in Italy; works in a bakery
- **Raza** - Dragan's wife
- **Davor** - Dragan and Raza's 18-year-old son
- **Emina** - Raza's friend

GENRE: Historical fiction

THEMES: War, hatred, revenge, survival, perseverance, autonomy, morals, hope

TOPE: Fearful, anxious, oppressive, overwhelming, monochromatic, nostalgic, hopeful

WRITING STYLE: 3rd person narrative

ASSIGNMENT #1 (PROLOGUE – PAGES XVI-XIX)

VOCABULARY:

- **The Cellist** **dwindles (v. page xvi)** **inviolable (adj. page xvi)**

DISCUSSION QUESTIONS:

The Cellist (pages xv-xix)

- 1 Writing is a journey of choices. Every author chooses specific words, specific sentence structure, specific phrasing. Characters, storyline, high points, and resolutions are planned, revised, and recreated throughout the writing process. Everything within a novel is intentional. With this in mind, why might the prologue end with the same words with which it starts?
- 2 Throughout the book, Steven Galloway repeats passages. What impact does it have on the story and on the reader?

- Kenan incendiary (adj. page 97) ducats (n. page 103)
paraphernalia (n. page 106)
- Dragan benevolence (n. page 112)
- Kenan eviscerated (v. page 145) impunity (n. page 145)

DISCUSSION QUESTIONS:

Kenan (pages 37-54)

- 1 What are the benefits and challenges of having a friend like Ismet, who's a soldier?
- 2 Explain Kenan's attitude toward death, the army, and soldiers.
- 3 What do the details about Kenan's trips to get water tell us about war?
- 4 What is your most valued possession? Would you pay 20 times the price to have it?
- 5 Explain the comparison between Kenan and a pigeon.

Arrow (pages 55-64)

- 1 "Shoot or be shot." Is that the only way to survive war?
- 2 How does Arrow's supervisor, Nermin, justify killing men on the hill so Arrow doesn't feel as bad about killing people?
- 3 Arrow sometimes gets lost in her thoughts. What brings her back? (shelling, bombing, etc.) Explain why that is an example of irony.

Dragan (pages 65-79)

- 1 Identify the ways life has changed in Sarajevo by reading passages that answer the question.
- 2 What is Sarajevo roulette? How does one know when to play?

Arrow (pages 80-96)

- 1 At the top of page 83, read aloud and discuss the passage that equates Arrow to a weapon.
- 2 What does Arrow consider when choosing a post for herself?
- 3 What is the benefit of knowing Arrow's thoughts? Why would Galloway choose to provide so many details? (slows down the action and personifies minute-by-minute survival)
- 4 Describe the projections that answer Arrow's question, "Why didn't he shoot?"

Kenan (pages 97-106)

- 1 Before reading this section, consider the following: if a bridge was covered by snipers and you must get from one end to the other, how would you do so to make it difficult for a sniper to hit you?
- 2 Kenan identifies the library in Sarajevo as a symbol of the city. What could be a symbol of your city, community, or county? Justify.

Dragan (pages 106-119)

- 1 Before reading this section, discuss whether you think it's worse to be wounded or killed.
- 2 Where is the wonderfully descriptive simile on page 106? Why is it fitting?
- 3 What might the value be of "doing the things they know how to do" during such a traumatic time? Might it aid survival? Debate.
- 4 Compare and contrast Dragan and the dog that Galloway chose to include.

Arrow (pages 121-136)

- 1 Is Galloway's choice to vary each character's voice helpful or difficult to follow? Explain.
- 2 Why include humor in the midst of so much tragedy (page 124)?

- 3 Compare and contrast Arrow and the men on the hill.
- 4 War is more than conflict between two sets of people. Discuss the conflict that all three characters endure.

Kenan (pages 137-152)

- 1 If time allows, fill up six one-liter bottles and tie them together in two groups of three with rope long enough to drape across a student's neck. Provide two larger filled bottles (perhaps two-liter bottles) and ask student(s) to experience what Kenan did when carrying filled bottles a great distance.
- 2 Explain the irony located at the bottom of page 141. (Foot blown off; shoe undamaged)
- 3 Read aloud the vividly descriptive section on page 141 beginning with, "Kenan has heard it said..." to page 146, "...taking one last look at the place where they died." Discuss the chaos and horrors of war.

ASSIGNMENT #4 (BOOK THREE – PAGES 155-213)

VOCABULARY:

- Arrow volition (n. page 170)
- Kenan languid (adj. page 184) maudlin (adj. page 186)
 beholden (adj. page 189) relent (v. page 191)
- Arrow defer (v. page 199)
- Dragan maw (n. page 210) binary (adj. page 211)

DISCUSSION QUESTIONS:

Dragan (pages 155-164)

- 1 Is Dragan a coward as he believes? Explain your answer and be able to defend if questioned.
- 2 Read page 164 aloud. What provides hope for Dragan?

Arrow (pages 165-180)

- 1 Is Arrow as bad as the men on the hill? Explain.
- 2 Is killing another human being ever okay? Debate.
- 3 The Colonel said, "There is us, and there is them." Do you agree that war is either black or white?
- 4 What consequences might Arrow face as a result of her actions in the war?

Kenan (pages 181-193)

- 1 While listening to the cellist, Kenan has an epiphany. What does he conclude about the cellist's playing?
- 2 What does Kenan mean when he says, "There are dead among the living"?
- 3 What makes Kenan hopeful?

Arrow (pages 194-213)

- 1 Arrow is adamant that she won't kill a civilian even when Hasan points out that the civilians are relatives of the men on the hills. Why might that not be enough for Arrow to change her mind?
- 2 Who's the enemy? The people in the city or the men on the hills?

ASSIGNMENT #5 (BOOK FOUR – PAGES 218-231)

VOCABULARY:

- **Arrow** **lament** (n. page 228) **reviled** (v. page 229)

DISCUSSION QUESTIONS:

Kenan (pages 217-221)

- 1 How has Kenan changed since the beginning of the book? Or do you just know more about him now? Justify your answer.

Dragan (pages 222-225)

- 1 Starting at the bottom of page 222, read aloud to the end of that paragraph on page 223. How has Dragan changed since the beginning of the book? Do you think it will make a difference?

Arrow (pages 226-231)

- 1 Did the cellist's playing for 22 days make a difference for others or did it just appease his soul?
- 2 Why would Galloway choose to have Arrow reveal her name before she was killed?
- 3 Arrow started Book One and was the last character to be shared at the end of Book Four. Any ideas why?
- 4 Return to page 80 and find an example of foreshadowing. Did anyone catch these examples while reading? What else led you to believe that Arrow would be killed?

AFTER READING

- Students listen to NPR “Two Decades After Siege, Sarajevo Still a City Divided.”
<http://www.npr.org/2012/04/05/150009152/two-decades-after-siege-sarajevo-still-a-city-divided>
- Student Essay - With a partner brainstorm the following: Death comes in many forms. Discuss the multiple forms of death that the people in Sarajevo experienced. Be specific and support with examples. Students individually write an essay on the above topic.
- Using the character graphic organizer, with a partner or alone, students fill in a three circle Venn diagram, comparing the three main characters. (Diagram included at the end)

SUGGESTED ENRICHMENT

- 1 The cover of this book is fairly nondescript. Using the web and resources cited in this guide, have students work in pairs or a triad to create a new front and back cover, an inside summary, and a back inside biography about the author Steven Galloway. If possible, the illustrator should use card stock for the covers. Students can type up their summaries, print them, and then paste the summaries inside the covers. Display.
- 2 Students work in groups of four. One person portrays a journalist and the cellist, the other group members are Arrow, Kenan, and Dragan.
 - Have all four create questions a journalist might ask the main characters.
 - The cellist introduces himself and the presentation.
 - The journalist asks questions of all main characters. (Characters do NOT use notes)
- 3 Students find three music pieces that would be comparable to the mood in Albinoni's *Adagio in G Minor*. It does not need to be classical music.
- 4 Students use "The Siege of Sarajevo 1992-1996" (found under Before Reading) to create a timeline of the siege.
- 5 Students create dialogue that might take place between two soldiers on the hill. One is a soldier who believes in what he has been ordered to carry out, the other does not.

OTHER RESOURCES

Steven Galloway Bio:

<http://www.straight.com/article-140153/spring-books-2008-writers-profile-steven-galloway>

Interview with Steven Galloway:

<http://www.threemonkeysonline.com/the-larger-conversation-steven-galloway-talks-about-the-cellist-of-sarajevo/>

Video: Four cellists playing the Albinoni Adagio:

<http://www.youtube.com/watch?v=IWGPNG-Hgdc>

Lit Lovers Reading Guide:

<http://www.litlovers.com/reading-guides/13-fiction/181-cellist-of-sarajevo-galloway>

Looking Back at the Siege of Sarajevo: 20 years after:

<http://www.unhcr.org/4f7acfb5c7.html>

Bosnia remembers siege of Sarajevo:

<http://www.stuff.co.nz/world/europe/6706486/Bosnia-remembers-siege-of-Sarajevo>

Bosnian war 20th anniversary: Sarajevo residents remember siege victims:

<http://www.csmonitor.com/World/Latest-News-Wires/2012/0406/Bosnian-war-20th-anniversary-Sarajevo-residents-remember-siege-victims-Friday>

THE CELLIST OF SARAJEVO: TEACHER'S VOCABULARY LIST

PROLOGUE AND BOOK ONE

1 dwindles (v. page xvi)

"A hope that, now, is one of a limited number of things remaining for the besieged citizens of Sarajevo and that, for many, dwindles each day."

2 inviolable (adj. page xvi)

"Not long ago the promise of a happy life seemed almost inviolable."

3 velocity (n. page 4)

"Measurements are calculated and factored into equations taking into account the velocity of the bullet, the drop over time, the magnification of the scope."

4 detritus (n. page 4)

"She's hidden among the detritus of a burned-out office tower..."

5 impunity (n. page 6)

"From the elevated fortress of Vraca, above the occupied neighborhood of Grbavica, her targets bomb the city with assumed impunity."

6 depredated (adj. page 7)

"Though she hides on the ninth floor of this depredated building, the fortress is an uphill run, and she must slip the bullet between a series of buildings that stand between her and her target."

7 repercussions (n. page 7)

"Her chances of escaping the repercussions of her own bullets are slim."

8 pulping (v. page 9)

"...and a bullet breaks the sound barrier an instant before pulping fabric, skin, bone, flesh, and organ, beginning a short process that will turn motion into meat."

9 ferocity (n. page 19)

"There was something about her ferocity that he admired, even if he didn't quite like it."

10 corrugated (adj. page 20)

"Kenan watched the color rise in her corrugated neck, then fade away."

11 escalating (gerund, page 20)

"It won't last long," he said. "The rest of Europe will do something to stop it from escalating."

12 conscripts (n. page 26)

"Dragan knows he's extremely fortunate to have his job and the exemption from forced military service that comes with it, although even an exemption means little to the gangs of thugs searching for new conscripts."

13 hover (v. page 29)

"There are others who hover for a second and then run as fast as they can until they reach the other side."

BOOK TWO

14 cupola (n. page 43)

“A harp sits atop the cupola facing the street corner.”

15 demarcation (n. page 48)

“Even now Kenan can see the demarcation of the street where they halted the Great Fire where the old Turkish buildings end and the newer Austro-Hungarian ones begin.”

16 nuance (n. page 48)

“...he believes that the character of those who will build the city again is more important than the makeup of those who destroyed it. Of course the men on the hill are evil. There’s no room for nuance in that.”

17 benign and malevolent (adjs. page 56)

“...the hand on her shoulder goes from feeling benign to malevolent.”

18 parameters (n. page 59)

“The parameters of their deal are dangerously close to irrelevance.”

19 roulette (n. page 79)

“Sarajevo roulette,” she says. “So much more complicated than Russian.”

20 mercenaries (n. page 84)

“Most of their snipers are either hired mercenaries or untrained soldiers.”

21 peripheral (adj. page 93)

“There’s movement in her peripheral vision.”

22 incendiary (adj. page 97)

“Kenan didn’t know if it was shells that started the fire, or if someone smuggled in a bomb as they did in the post office, but he knew that as it burned they fired incendiary shells at it.”

23 ducats (n. pages 102-103)

“In addition, he demanded a bag of ducats, out of spite.”

24 paraphernalia (n. page 106)

“There are a lot more people in the street now, most laden with the paraphernalia of water collection...”

25 benevolence (n. page 112)

“[Davor’s] small cry emerging from a bundle of blankets sounded to Dragan like music. Afterward he had an overwhelming feeling of benevolence, not just for his son, but for the world around him...”

26 eviscerated (adj. page 145)

“And this is how it goes. Buildings are eviscerated, burned, gutted, streetcars destroyed, roads and bridges blasted away, and you can see that, you can touch it and you can walk by it every day.”

27 impunity (n. page 145)

“This is why the men on the hills are able to kill with impunity.”

BOOKS THREE AND FOUR

28 volition (n. page 170)

“Arrow doesn’t know if she was knocked off her feet by the explosion or if she went to the ground of her own volition.”

29 languid (adj. page 184)

“The man is smoking a cigarette, looking back toward the marketplace. His movement is languid. He’s not in any particular hurry.”

30 maudlin (adj. page 186)

“When Kenan was told of what the cellist was doing, he didn’t say anything but thought it was silly, a bit maudlin.”

31 beholden (adj. page 189)

“Buy your own popcorn. That way you’re not beholden.”

32 relent (v. page 191)

“He’s bartering with a man, hands waving wildly, striking the air. The man doesn’t relent or at least he doesn’t appear to.”

33 defer (v. page 199)

“An officer walks with a swagger, and those around defer to him, move out of his way.”

34 maw (n. page 210)

“A flap of skin hangs over the maw of his emptied skull like a bad toupee.”

35 binary (adj. page 211)

“There’s right and wrong and nothing else. The world is binary.”

36 lament (n. page 228)

“Arrow let the slow pulse of the vibrating strings flood into her. She felt the lament raise a lump in her throat, fought back tears.”

37 reviled (v. page 229)

“She wonders what her life might have been like if there had been no war, if the men on the hills hadn’t decided they need to be reviled, or that the answer to their aspirations of victimhood lay in guns and tanks and grenades.”

THE CELLIST OF SARAJEVO: STUDENT VOCABULARY WORKSHEET

PROLOGUE AND BOOK ONE

1 dwindles (v. page xvi)

2 inviolable (adj. page xvi)

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4 detritus (n. page 4)

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11 escalating (gerund page 20)

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13 hover (v. page 29)

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17 benign (adj. page 56) and malevolent (adj. page 56)

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19 roulette (n. page 79)

20 mercenaries (n. page 84)

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32 relent (v. page 191)

33 defer (v. page 199)

34 maw (n. page 210)

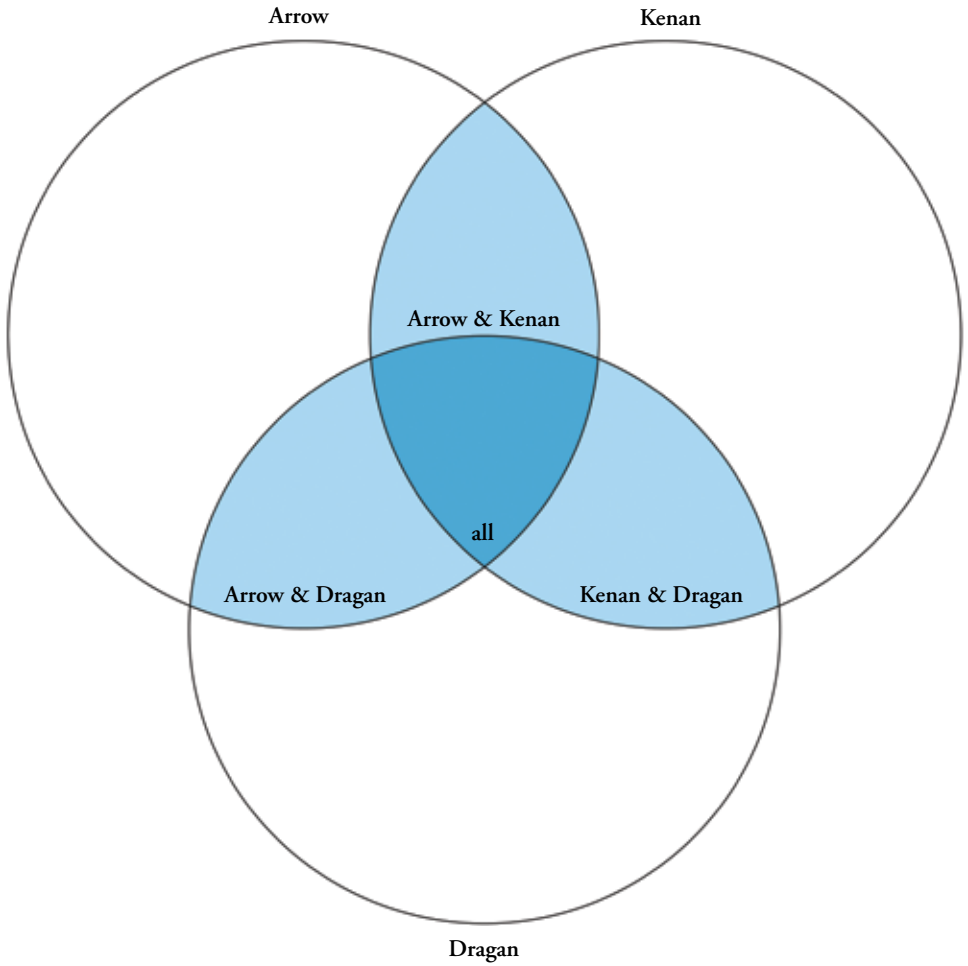
35 binary (adj. page 211)

36 lament (n. page 228)

37 reviled (v. page 229)

GRAPHIC ORGANIZER

CHARACTER	DESCRIPTIVE WORDS/PHRASES/SENTENCES
The Cellist	•
Arrow	•
Kenan	•
Dragan	•
Mrs. Ristovski	•
Emina	•





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Maryland Humanities Council
108 West Centre Street
Baltimore, MD 21201

410.685.0095
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