

# Critical Thinking Skills



## Babe: The Gallant Pig

Skills For Critical Thinking	Chapter Questions											Writing Tasks	Graphic Organizers
	1	2	3	4	5	6	7	8	9	10	11-12		
<b>LEVEL 1</b> Knowledge <ul style="list-style-type: none"> <li>Identify Story Elements</li> <li>Recall Details</li> <li>Match</li> <li>Sequence</li> <li>List</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
<b>LEVEL 2</b> Comprehension <ul style="list-style-type: none"> <li>Compare &amp; Contrast</li> <li>Summarize</li> <li>State Main Idea</li> <li>Describe</li> <li>Classify</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
<b>LEVEL 3</b> Application <ul style="list-style-type: none"> <li>Apply What Is Learned</li> <li>Interview</li> <li>Identify Outcomes</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 4</b> Analysis <ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Identify Supporting Evidence</li> <li>Make Inferences</li> <li>Identify Cause &amp; Effect</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 5</b> Synthesis <ul style="list-style-type: none"> <li>Predict</li> <li>Design</li> <li>Create</li> <li>Imagine Alternatives</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 6</b> Evaluation <ul style="list-style-type: none"> <li>Defend An Opinion</li> <li>Make Judgements</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy



# 1,2,3

## Graphic Organizer Transparencies



The three **Graphic Organizer Transparencies** included in our **Literature Kit™** are especially suited to a study of **Babe: The Gallant Pig**. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).

**Story Map**

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Setting  
Time: \_\_\_\_\_ Place: \_\_\_\_\_

Characters  
Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Problem or Challenge  
\_\_\_\_\_

Main Events  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Resolution  
\_\_\_\_\_

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### STORY MAP

The Story Map is a framework to help students identify the key elements of the story. In this novel, through Babe's considerate, yet determined character, readers come to know and love a truly remarkable individual. Students are asked to complete each of the following sections with details from the novel: Setting (time and place); Characters (major and minor); the main problem or Challenge faced by the main character; three Main Events of the story (plot summary); and the Resolution (how the main problem is resolved). This activity may be given to students as an alternative to the traditional book report. **Found on Page 53.**

### PERSUASION MAP

At least three characters in the novel shared in the goal of transforming Babe into a sheep-pig: Babe, Fly and Farmer Hogget. This goal becomes a very important part of Babe's life in *The Gallant Pig*. Have students consider this goal for a moment, and then choose one of the three characters. Next, they are to write this goal in the first box. Then, they are to write two reasons for this character choosing this goal as an important part of his or her life. Have students come up with six facts or examples of what this character did to help to realize this goal. **Found on Page 54.**

**Persuasion Map**

Character: \_\_\_\_\_

Goal: \_\_\_\_\_

Reason 1: \_\_\_\_\_

Reason 2: \_\_\_\_\_

Fact or Example: \_\_\_\_\_

Fact or Example: \_\_\_\_\_

Fact or Example: \_\_\_\_\_

Fact or Example: \_\_\_\_\_

Fact or Example: \_\_\_\_\_

Fact or Example: \_\_\_\_\_

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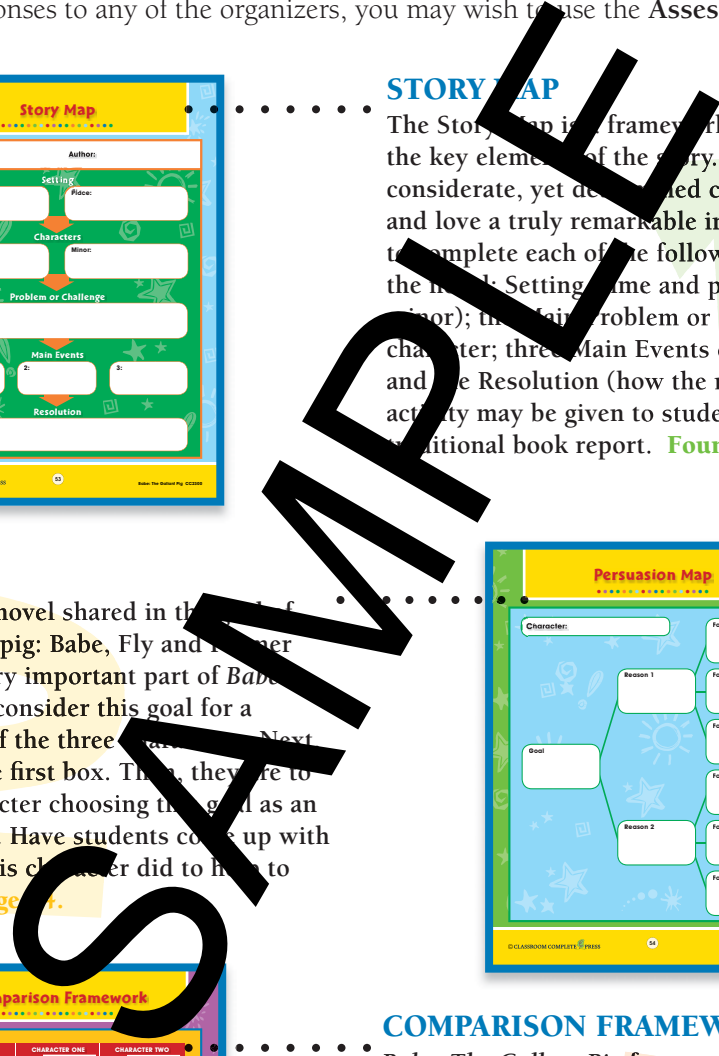
**Comparison Framework**

ATTRIBUTES	CHARACTER ONE NAME: _____	CHARACTER TWO NAME: _____
1.		
2.		
3.		
4.		
5.		

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### COMPARISON FRAMEWORK

*Babe: The Gallant Pig* features an array of fascinating characters, from the quiet, yet determined Farmer Hogget, to the gentle pig, Babe, to the talkative Mrs. Hogget. For this activity students are to choose any two characters from the novel. These characters can be either human or animal, major or minor. They are to consider five attributes (physical features and personality traits) about these characters and record them in the left hand column of the chart. At least three of the attributes must pertain to each character's personality. A variety of attributes should be selected which are both different and similar, and details should be given where appropriate. **Found on Page 55.**





# Chapter Four



1. **“You can attract more flies with honey than you can with vinegar”**, is a popular old saying. How might this saying apply to the way one relates to other people?

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2. Describe your feelings when a rude and bossy person asks you to do something. Why do you think you feel like that?

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## Vocabulary

Complete each sentence with a word from the list.

**dominate**

**civil**

**enter**

**snout**

**decent**

1. It was difficult for Babe to be \_\_\_\_\_ to the cranky old goat.
2. It is important that a sheepdog do its best to \_\_\_\_\_ the herd of sheep in its charge.
3. Although quite elderly, the opera singer still has a \_\_\_\_\_ voice.
4. The horse entered through the gate and then began to \_\_\_\_\_ down the race track.
5. My little brother hit the wild boar on the \_\_\_\_\_.

SAMPLE



# Chapter Four

## Part A

1. Circle **T** if the statement is **TRUE** or **F** if it is **FALSE**.

- T** **F** a) Fly thought that Babe would frighten the flock of ducks into the next county.
- T** **F** b) Babe was an immediate success at herding the ducks.
- T** **F** c) Babe suggested to Fly that he ask the ducks politely to do as he asked.
- T** **F** d) Ma immediately recognized that Babe was not a sheepdog but a pig.
- T** **F** e) Babe had a horrible dream about being chased across Farmer Hogget's fields by a pack of wolves.

2. Number the events from 1 to 5 in the order they occurred in the chapter.

- \_\_\_\_\_ a) Babe practices his herding skills with a flock of ducks.
- \_\_\_\_\_ b) Babe suggests to Fly that he ask the ducks politely to do as he suggests.
- \_\_\_\_\_ c) Babe meets his first sheep.
- \_\_\_\_\_ d) Babe has a bad nightmare.
- \_\_\_\_\_ e) Ma suggests to Babe that if asked politely, she would gladly do as she was told.



# Chapter Four



## Part B

Answer the questions in complete sentences.

1. What was peculiar about the strategy for herding chicks that Babe suggested to Fly?  
\_\_\_\_\_  
\_\_\_\_\_
2. Can you think of another example of someone who approached a responsibility in a completely different manner than was expected, yet was very successful?  
\_\_\_\_\_  
\_\_\_\_\_
3. What was there about Babe that made you think that the pig would never be able to get near the sheep?  
\_\_\_\_\_  
\_\_\_\_\_
4. Babe becomes confused in this chapter over the words "ewe" and "you". Think of other examples of other **homonyms** which have caused English-speaking people confusion over the years.  
\_\_\_\_\_  
\_\_\_\_\_
5. Ma complains about not receiving any respect from the sheepdogs. Why do you think respect is so important to most people (and sheep)?  
\_\_\_\_\_  
\_\_\_\_\_

SAMPLE



### Journal Activity

From your own experience, tell about a time when intelligence won out over everything else and helped you to achieve success at what you were doing.