

Critical Thinking Skills

James and the Giant Peach

Skills For Critical Thinking	Chapter Questions										Writing Tasks	Graphic Organizers
	1-5	6-9	10-14	15-18	19-22	23-28	29-31	32-36	37-39			
LEVEL 1 Knowledge	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓		✓ ✓
LEVEL 2 Comprehension	✓		✓		✓	✓	✓		✓	✓		✓
LEVEL 3 Application	✓		✓	✓	✓	✓	✓		✓			
LEVEL 4 Analysis	✓	✓	✓	✓	✓	✓	✓	✓		✓		
LEVEL 5 Synthesis	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓ ✓	
LEVEL 6 Evaluation	✓	✓	✓ ✓	✓	✓ ✓	✓ ✓	✓	✓ ✓	✓			

Based on Bloom's Taxonomy



1,2,3

Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in this **Literature Kit™** are especially suited to a study of **James and the Giant Peach**. 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).

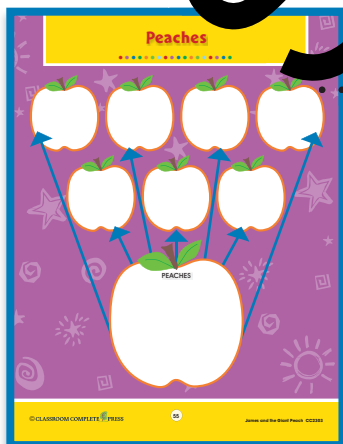
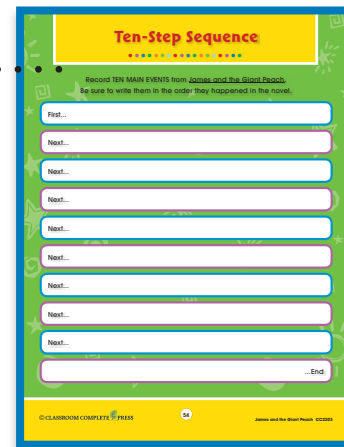


KWLQ CHART

James and the Giant Peach is filled with fascinating facts about the various creatures – from spiders and centipedes to grasshoppers, earthworms, and silkworms. The KWLQ chart is an ongoing activity for students to work on over the course of the novel study. *Before reading the novel* have students choose a creature from the list and complete the first two columns of the chart (What I Know and What I Want to Learn). *As they read the book* they are to fill in the third column (What I Learned). *After they have finished reading* have them write down any **Questions They Still Have**, or things they would like to learn. They may use this chart to begin a research project on their creature. **Found on Page 53.**

TEN-STEP SEQUENCE

In the Ten-Step Sequence chart students are asked to record the ten main events of the story and write down in order they happened in the novel. Once they have completed the chart, have students exchange their work with a partner to see if they have missed any important parts of the story. This organizer can also be used to help students *plan and write a new story*. As a planning activity for creative writing, have students record a few key words in each section to help them create a storyline that is focused and clear. Then, have them write a story using the organizer as their outline. **Found on Page 54.**



PEACHES

This graphic organizer is a brainstorming activity. In the large circle, students write all the food items that can be made with a peach (such as pies, cakes, muffins, cobbler, jam, jelly, squares, etc.). Then, in the smaller circles, students brainstorm other uses for peaches that are non-edible. Possible answers include: ink printing with peach halves or with the pit, making animals or other creatures with the pit, making the pit into a holiday ornament (Christmas, Halloween, etc.), making a wreath with many pits, making potpourri with the skin, etc. Teachers may wish to have students use their ideas in a follow-up art activity. **Found on Page 55.**



Chapters Thirty-seven to Thirty-nine

Part A

1. When their journey finally ends, James and his friends stay in America, and all become rich and successful. Who has each of these happy endings?

- | | | | |
|-------------|-----------|-----------|-----------------------|
| Silkworm | Centipede | Earthworm | Glow-worm |
| Miss Spider | Ladybug | James | Old-Green-Grasshopper |

a) Who became the light inside the torch of the Statue of Liberty?

b) Who became the “spoked person” for a company that makes workers’ face cream?

c) Who got together and set up a factory to make nylon thread?

d) Who joined a high-class firm as Vice-President-in-Charge of Sales for their boot and shoe manufacture?

e) Who became a member of the New York Symphony Orchestra?

f) Who lives happily ever after, married to the Head of the Department?

g) Who lived inside the famous monument located in Central Park?

2. Read the statement below. Do you **AGREE** or **DISAGREE** with each? Circle your answers and justify your opinions on the lines provided.

Agree

Disagree

a) James is the narrator of this story.

Agree

Disagree

b) The novel could have had a similar happy ending if the peach had landed in a city in Europe instead of America.



Chapters Thirty-seven to Thirty-nine



Part B

Answer the questions in complete sentences.

1. Why do you think the Chief of Police believed that the travelers had come from outer space?

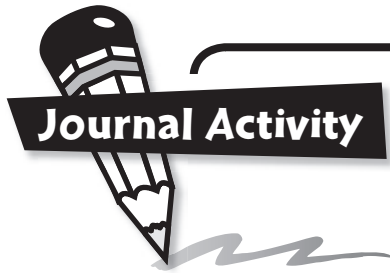
2. How did Centipede respond when he saw that everyone was afraid of them? Given what we know about Centipede's character, is his reaction surprising? Explain why or why not.

3. James tells the crowd that the creatures are the nicest in the world. How does he describe each one in his song? Write one sentence for each character to summarize his descriptions.

4. What was the most marvelous thing that had ever happened to James? Why was this so wonderful for him?

5. Many remarkable things happen throughout this novel. Much of it is make-believe, and could only happen in a **fantasy** world. There are, however, some things that are **realistic**. Think back over the story, and write down *at least five* things that could happen in real life. They may have to do with the setting, characters or events.

SAMPLE



Journal Activity

In Chapter Thirty-five, we read that the peach plummeted down from the sky while "the whole city held its breath". Beginning at this moment in the story, write a completely different ending. Will it be funny? Will it be tragic? Will everyone live happily ever after?



Chapters 1 to 9

In Chapter Three, James met a man who had a bag of magic crystals. They were actually one thousand crocodile tongues that had been boiled in the skull of a witch with lizard eyeballs. Reread this chapter and notice that the man's description is very much like a recipe for a stew!

Now, imagine that you have the ability to create a magic potion.

Write a recipe for your potion.

In your recipe, be sure to include the following:

- The name of your potion
- A description of what it can be used for (what it will do)
 - The list of ingredients (illustrate them if you wish!)
 - The sequence of steps to make it (the directions)
- A chant that must be given once the ingredients are mixed together



Chapters 10 to 16

Peaches are a very delicious and healthy fruit to eat.

Create a new recipe using peaches as your main ingredient.

Here are some questions for you to consider as you are creating your recipe:

- What kind of recipe will it be – a main or side dish?
- What meal will it be for – breakfast, dessert, or another meal?
- What other ingredients will you need? • What steps are needed to make it?
 - Will it need to be cooked or baked? • Can children make this recipe?
 - What safety precautions will you recommend?