

# Critical Thinking Skills



## The Graveyard Book

Skills for Critical Thinking		Chapter Questions										Writing Tasks	Graphic Organizers			
		1	2	3	4	5	Interlude	6	7 (Part 1)	7 (Part 2)	8					
<b>LEVEL 1</b>	<b>Remembering</b>	<ul style="list-style-type: none"> <li>Identify Story Elements</li> <li>Recall Details</li> <li>Match</li> <li>Sequence Events</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 2</b>	<b>Understanding</b>	<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>	<b>Applying</b>	<ul style="list-style-type: none"> <li>Plan</li> <li>Interview</li> <li>Infer Outcomes</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 4</b>	<b>Analysing</b>	<ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Identify Supporting Evidence</li> <li>Motivations</li> <li>Identify Cause &amp; Effect</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 5</b>	<b>Evaluating</b>	<ul style="list-style-type: none"> <li>State &amp; Defend An Opinion</li> <li>Make Judgements</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 6</b>	<b>Creating</b>	<ul style="list-style-type: none"> <li>Predict</li> <li>Design</li> <li>Create</li> <li>Imagine Alternatives</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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 **The Graveyard Book**. Below are suggestions for using each organizer in your classroom, or they may also be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, small group 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).

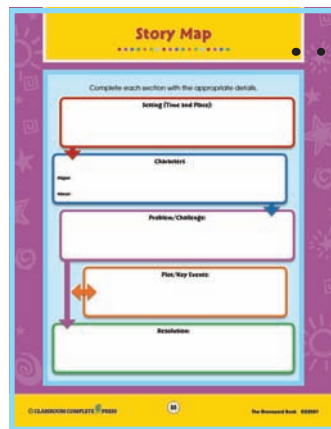


### LITERATURE ANALYSIS

This activity provides students with a unique opportunity of breaking down the novel into several key points of analysis. In the process of completing the exercise, participants will be asked to analyze the setting of the novel; the protagonist; antagonist; a description of the conflict described in the plot; the climax of the novel; the period of falling action; a determination of whose point of view the novel is told from; the theme(s) of the novel; and the novel's conclusion. Many of these components have already been discussed in this novel study. This particular activity invites the collaboration of students during its completion. **Found on Page 53.**

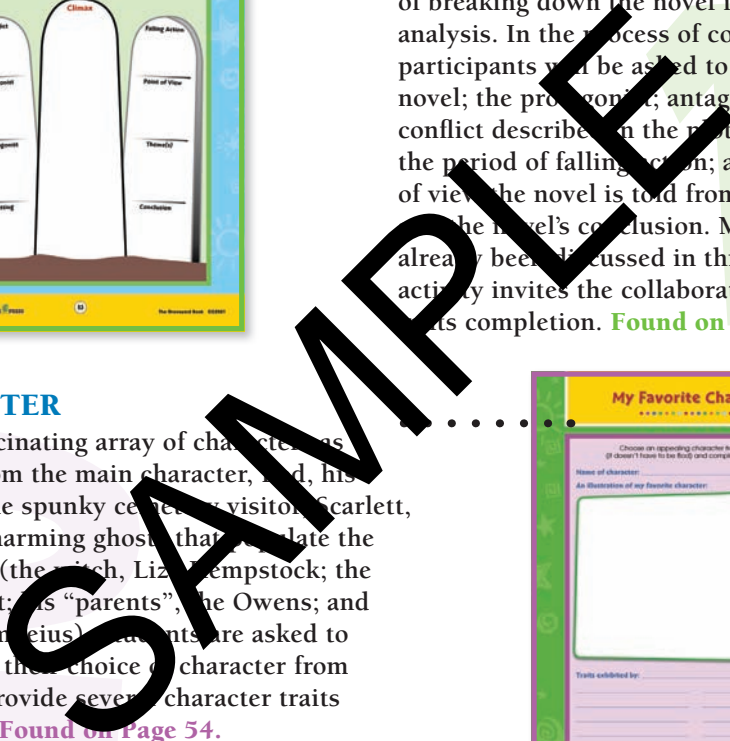
### MY FAVORITE CHARACTER

Few novels feature such a fascinating array of characters as does *The Graveyard Book*. From the main character, Bod, his mysterious guardian, Silas, the spunky cemetery visitor, Scarlett, to a host of fascinating and charming ghosts that populate the unusual world of Bod Owens (the witch, Liz Tempstock; the eccentric poet, Nehemiah Trot; his "parents", the Owens; and the ancient Roman, Caius Pompeius), students are asked to complete an artistic sketch of their choice of character from their imagination, and then provide several character traits to accompany their art work. **Found on Page 54.**



### STORY MAP

*The Graveyard Book* is a thought-provoking, award-winning novel whose unforgettable cast of characters and distinctive setting make for a fascinating read. Integral to the novel's impact is the growth we witness in the main character, Bod, as he wrestles with his own peculiar identity and the influences of his graveyard family — especially with regard to his guardian, Silas. In the accompanying **Story Map**, students are asked to complete each section with details from the novel. **Found on Page 55.**





# Chapter Three

Answer the questions in complete sentences.

1. In Chapter 3 we are introduced to **ghouls**. Using resources in your school library or the Internet, write a description of what folklore regards a ghoul to be.

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2. Find out one important fact about the following two people:

Harry S. Truman (33rd President of the U.S.)	
Victor Hugo	

## Vocabulary

Complete each sentence with a word from the list.

unperturbed	implement	improbable	repulsion	exuberant
imprecation	impenetrable	frantic	elaborate	tenacious

- The walls of the fort were \_\_\_\_\_ to the invader's cannons.
- "Beginning this semester," the professor announced, "I am going to \_\_\_\_\_ a new system of grading for this course."
- We were all filled with a sense of \_\_\_\_\_ at the sight of the horrid pickpocket.
- Carrie is the most \_\_\_\_\_ competitor Coach Jane had ever met.
- Despite the noise in the library, the librarian was calm and surprisingly \_\_\_\_\_.
- At the sound of approaching footsteps, the puppy became \_\_\_\_\_ with fear.
- Bod was the unfortunate object of a disturbing \_\_\_\_\_.
- It was highly \_\_\_\_\_ that Kendra would roll four *elevens* in a row.
- The clever gangster invented an \_\_\_\_\_ alibi to cover his whereabouts Friday night.
- The captain of the hockey team was extremely \_\_\_\_\_ when he scored the winning goal.



# Chapter Four



Answer each question with a complete sentence.

1. Explain the following statement: *he walked up the side of the hill to where a picnic some thirty years before had left its mark in the shape of a large apple tree.*

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2. How had Liza Hempstock exacted revenge on those who killed her?

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3. How did Bod decide to repay Liza for her kindness? How did he think he would get the funds to do this?

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4. Write a brief synopsis of Bod's ill-fated encounter with Abanazer Bolger.

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5. Explain how the author reintroduces Jack back to the story.

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6. What impression does Abanazer leave the reader with regard to Jack?

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**SAMPLE**



### Journaling Prompt

Imagine you are Jack. You have been searching now for several years for this young boy who escaped your clutches. He could very well be a menace to your well-being. Now you have heard a rumor that he might still be alive and he has actually paid a visit to Abanazer Bolger. Write a journal entry describing your feelings about this situation — perhaps you might even give a hint or two as to why you murdered the boy's family and why it is so important that you finish this nasty business.



# Chapter Eight

Answer the questions in complete sentences.

1. What is meant by the **climax** of a story? When does it usually occur in a novel?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Why is it important for a story to have a **climax**?

\_\_\_\_\_  
\_\_\_\_\_

## Vocabulary

Choose a word from the list that means the same as the underlined word(s).

conspire  
perplexed

wary  
habitable

impressive  
immutable

presentable  
transpires

SAMPLE

\_\_\_\_\_

1. John was wary **puzzled** by Henry's response to the seemingly innocent question.

\_\_\_\_\_

2. His ability to lift enormous weights was **awe-inspiring**.

\_\_\_\_\_

3. God's nature is **unchangeable**.

\_\_\_\_\_

4. After so many failures in his laboratory, the scientist is quite **cautious** about making predictions.

\_\_\_\_\_

5. After three hours of hard work, the fishermen actually made the ice shack quite **livable**.

\_\_\_\_\_

6. "I never in a million years expected my best friend to **plot** against me."

\_\_\_\_\_

7. "No one will acknowledge that your appearance is **acceptable** unless you wear a proper uniform," the corporal informed the new recruit.

\_\_\_\_\_

8. "No one in our family is really aware of what **happens** in the homes of our neighbors."