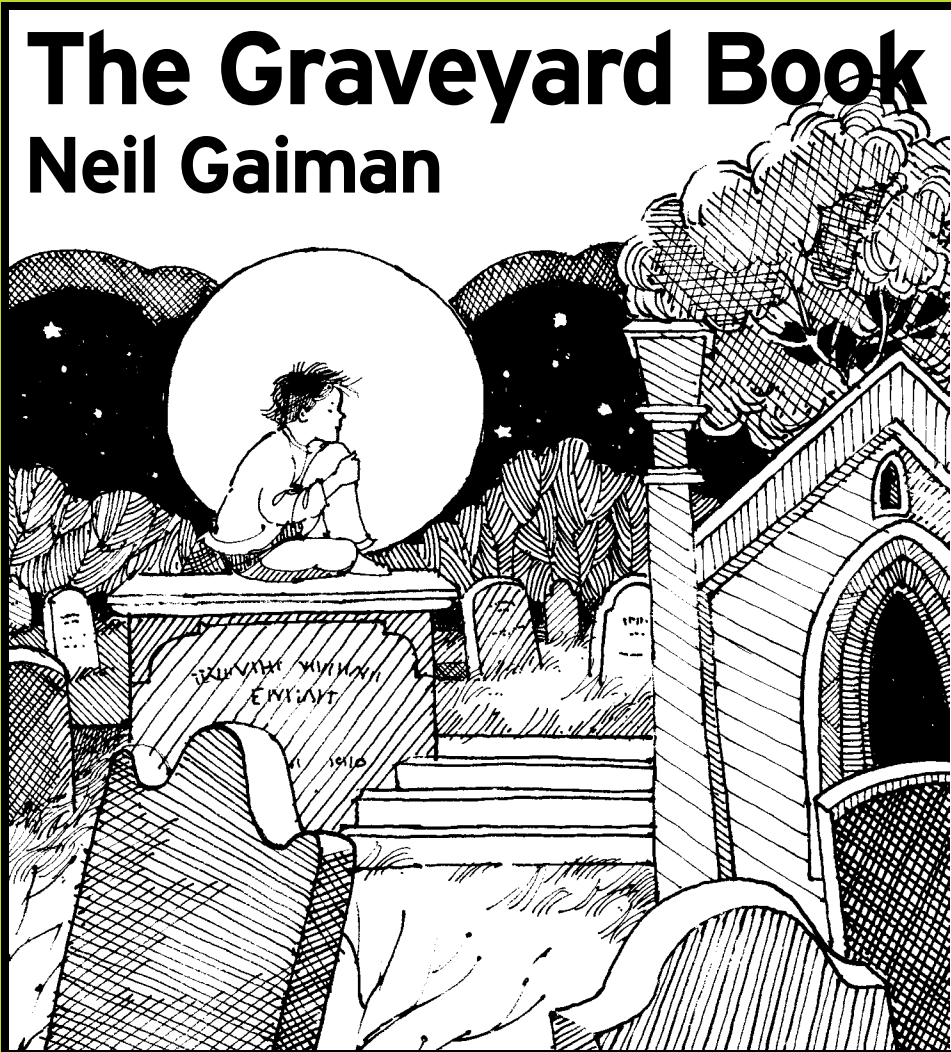


Novel·Ties

The Graveyard Book

Neil Gaiman



A Study Guide

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For the Teacher

This reproducible study guide to use in conjunction with the novel *The Graveyard Book* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

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SYNOPSIS

Having made short work of three family members, an assassin creeps silently up the steep stairs to the attic nursery only to discover that the baby he is intent on killing has mysteriously wandered off. Making his way to a nearby graveyard, the boy narrowly escapes detection by the murderer thanks to the intervention of the ghostly Mistress Owens and her kind-hearted spouse who have longed for centuries for a child of their own. They, with the help of a stranger named Silas, convince the other denizens of the cemetery to admit the baby to the Freedom of the Graveyard and freely take on the responsibilities of parenthood, while Silas promises to serve as guardian seeing to the child's daily needs that the dead cannot provide. The baby, named Nobody Owens, or "Bod" for short, takes up residence in the graveyard where Silas, the Owenses, and other members of the graveyard community educate him in the ways of the dead and the living in order to protect him from the fiend who would kill him.

Bod had his first encounter with a living child when he was around the age of four. Scarlett Amber Perkins was allowed free reign of the graveyard by her preoccupied parents who were convinced that Bod was a figment of Scarlett's imagination. A discussion about the oldest inhabitant of the graveyard led Bod and Scarlett to a frightening encounter with the Sleer—an ancient guardian of three mysterious objects who awaited its absent master's return. Scarlett's unsettling description of her experience in the barrow led to her parents' decision to leave the area. Two years later, Bod turned to a trio of ghouls who lured him through the graveyard's ghoul gate into the violent world that lay beneath the graveyard. Fortunately, he was rescued by the stern Miss Lupescu, a substitute guardian and tutor to Bod whenever Silas was away. She revealed herself as a werewolf or Hound of God who proved to be a true friend.

As an eight year old, Bod tested the boundaries of the graveyard again by crossing into the unconsecrated Potter's Fields. There he made the acquaintance of Liza Hempstock, a young witch, who longed for a headstone for her unmarked grave. Determined to fulfill her wish, Bod returned to the Sleer's barrow where he took a piece of ancient jewelry to raise money for Liza's stone. Leaving the safety of the graveyard, he ventured into town where he met Abanazer Bolger, a pawnbroker, who attempted to steal the brooch and turn Bod over to the fiend who had been hunting him for the past six years. Aided by Liza, who gave Bod a helping hand in learning how to Fade from sight, he was met by Silas

who turned Bod over to Mr. Owens for the punishment he deserved. After returning the brooch to the Sleer, Bod kept his promise to Liza and marked her grave with a large paperweight lettered with her initials and the epitaph *we don't forget*.

Though Bod had been schooled by Silas and other graveyard inhabitants in reading, writing, magic, and manners, Bod, at the age of twelve, was eager to attend real school with living children. Despite his promise to keep a low profile, his sense of fairness was outraged by two schoolyard bullies who delighted in intimidating younger students. When Bod used his magic powers to Fade, Haunt, and Dreamwalk to persuade them to desist, he became so carried away that he ignored the dangers at hand and found himself in police custody. Rescued by Silas, Bod learned that his out-of-graveyard activities attracted the notice of the killer and other members of his ancient fraternal organization—the Jacks of All Trades—who were determined to complete the terrible business started ten years earlier.

Scarlett unexpectedly resurfaced in Bod's life when they were both fourteen years old. During one of Scarlett's graveyard visits, she met Mr. Frost, who described himself as an amateur local historian interested in gravestones. While doing research on Bod's family, Scarlett learned that Mr. Frost was now living in the house where the murder took place. During a meeting with Bod, Mr. Frost revealed himself as the murderer. Though Bod and Scarlett managed to escape to the graveyard, they were pursued by Jack Frost and several other Jacks of All Trades. Aided by the graveyard inhabitants and his own wits, Bod lured each Jack to his demise—into a deep grave, through the ghoul gate, and into the arms of the Sleer. Silas returned just in time to take away Scarlett's memories of the impossible events she witnessed, and then revealed to Bod that Miss Lupescu had died protecting the borderlands against other Jacks.

About a year later, Bod began to notice that the powers bestowed on him with the Freedom of the Graveyard began to fade: he could no longer hear or see the dead with the same clarity. Though eager to strike out on his own, Bod was saddened when Silas gently explained that he would have to leave the graveyard and experience life among the living. Mistress Owens, the last of Bod's graveyard family to bid him goodbye, sent him off with the admonition to "Face your life/Its pain, its pleasure/Leave no path untaken." Bod vowed to rise to the challenge and walked out of the graveyard into life "with his eyes and his heart wide open."

PRE-READING ACTIVITIES

1. Preview the book by reading the title and author's name and by looking at the cover illustration. Based on the title, what predictions can you make about this novel's setting? Now browse through the book looking at some of the illustrations. How would you describe some of the characters? What do you think the book will be about? Will it tell a realistic or a fantastic story? Have you read any other books by this author or seen movies based on his work?
2. The central character in this novel is a young boy who is orphaned. What other novels have you read that involved orphaned characters? What unique challenges did these characters face at different stages in their childhood? To whom did these characters turn to help them meet their physical, social, and emotional needs?
3. In 2009, *The Graveyard Book* was presented with the top prize for children's literature, the John Newbery Award. Think about other award-winning books you have read. What qualities do these books have in common? As you read this novel, decide why it was selected to receive this prestigious award. If you have read any other recent Newbery medal recipients, consider how this novel differs in terms of its language, its themes, and its appeal.
4. In an interview with National Public Radio soon after *The Graveyard Book* won the Newbery award, the author revealed that he had been working on this novel off and on for over twenty years. Think of a long-term project that you have completed. What special challenges did this project present? How did you maintain your interest and commitment over time? How did you know when the project was finished? In the end, did it meet your expectations? How did you feel when it was completed and you finally shared it with others?
5. *The Graveyard Book* is classified as a gothic fantasy. Typically, gothic novels are characterized by a gloomy setting, grotesque characters, mysterious or violent events, and an atmosphere of decay. As you read, determine what specific details make this book a gothic novel.
6. Nobody—Bod for short—the central character in the book, receives his name because he looks like Nobody but himself. What other meaning might this name have for a child who is the only living inhabitant of a graveyard? What might it reveal about his personality? Think about your name. Does it have a special meaning or origin? In your opinion, does your name reflect or suit your personality?
7. A novel's theme is its central idea or message. Boundaries between life and death and between the graveyard and the world beyond, as well as the physical and emotional boundaries adults place on young people are important themes in this novel. In a small group, discuss the concept of boundaries and whether they are necessary. Speculate what might happen if a young person was raised in an environment without boundaries or limits.

CHAPTER ONE: HOW NOBODY CAME TO THE GRAVEYARD

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the words on the left to fill in the blanks in the sentences below.

- | | |
|-----------------|--|
| 1. insinuated | a. forever |
| 2. sparse | b. presented reasons against something one opposes |
| 3. perpetuity | c. highest or final point |
| 4. endured | d. brought in gradually |
| 5. expostulated | e. acting in a systematic way |
| 6. dubiously | f. lasted |
| 7. culmination | g. doubtfully or uncertainly |
| 8. methodical | h. thinly spread or distributed |

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- In an effort to safeguard the herons' nesting grounds, the Smiths gave a vast tract of land as a nature preserve in _____.
- The senator _____ with a colleague in the hope of changing her vote on the tax bill.
- Though Amy had moved as a child, her friendship with Jason _____ for more than two decades.
- My Uncle Jim carefully combs his _____ locks of hair in an effort to conceal his bald spot.
- Bob looked _____ at the pantry shelves and was convinced that there was not enough food to last the rest of the week.
- Over many years, the pungent odors of garlic and boiled cabbage _____ themselves into every corner of the apartment.
- The detective was thorough and _____ in his search for clues at the crime scene.
- Jan viewed her college diploma as the _____ of four years of hard work.

Chapter One: How Nobody Came to the Graveyard (cont.)

Read to find out how Nobody ended up in the graveyard.

Questions:

1. Why did the man Jack visit the tall house on the side of the hill? How did he track his prey?
2. How did the baby manage to escape the fate of his family?
3. Why did Mistress Owens feel an obligation to protect the baby? How did she and the mysterious stranger named Silas save him?
4. How did the baby get his name? How did Mr. and Mrs. Owens and Silas propose to raise him?
5. Who was the Lady on the Grey? How did she help settle the dispute in the graveyard?
6. Why did Silas pay a visit to the tall house on the side of the hill? How did he react to his discovery?

Questions for Discussion:

1. Why do you think the author omitted a detailed description of the triple murder? Do you think this decision adds to or subtracts from the horror of this act?
2. Silas is described as a solitary stranger who belongs neither to the world of the living nor to the world of the dead. What peculiar habits and attributes does he seem to possess? What predictions can you make about him at this point in the story?
3. Suppose you were a member of the graveyard community. How would you vote on allowing Nobody the Freedom of the Graveyard?
4. Why do you think the man Jack murdered the family members and was hunting for the baby?
5. What do you think the author meant when he stated that “death is the great democracy”? Do you agree with this statement?
6. Usually a graveyard at night is depicted as a scary place. How did the author create a graveyard scene that was comfortable enough to house a living baby?

Chapter One: How Nobody Came to the Graveyard (cont.)

Literary Devices:

- I. *Hook*—A hook is an opening passage in a work of fiction that is sufficiently intriguing to propel the reader into the book. What is the hook in *The Graveyard Book*?

- II. *Point of View*—Point of view in a book of fiction refers to the person telling the story. It could be one of the characters or it could be the author narrating the story. Who is telling this story?

Occasionally in *The Graveyard Book*, the narrator speaks directly to readers to guide them through the story. This narrative device is called the “omniscient,” or all-knowing, narrator. Write down one example from Chapter One where the author used this technique.

Why might the author have adopted this point of view?

- III. *Simile*—A simile is a figure of speech in which two unlike objects are compared using the words “like” or “as.” For example:

“He [Jack] growled in the back of his throat, like a beast of prey, angry and frustrated.”

What is Jack compared to in this simile?

How does this simile help you understand Jack?

Chapter One: How Nobody Came to the Graveyard (cont.)

- IV. *Flashback*—A flashback interrupts the chronological sequence of events in a novel to relate something that happened at an earlier time. What flashback occurs in this chapter?

- V. *Personification*—Personification is a figure of speech in which an author grants life-like qualities to a nonhuman object. For example:

The child stepped out of the house a little hesitantly. The fog wreathed about him like a long-lost friend.

What is being personified?

Why is this better than saying “Fog covered the child”?

- VI. *Allusion*—An allusion in literature is a reference to a familiar person, place, object, event, or saying. At one point, Silas says, “It is going to take more than just a couple of good-hearted souls to raise this child. It will take a graveyard.” This is an allusion to the well-known saying “It takes a village to raise a child.”

What do you think this saying means?

Why do you think Silas alluded to it?

Chapter One: How Nobody Came to the Graveyard (cont.)

Writing Activity:

The author uses descriptive language to paint a vivid and detailed picture of the graveyard. Find one scene in the book in which the author evokes several of the senses. In the chart below, indicate the page number in the book where the description appeared and give examples of language that evoked each of the senses noted. Then, think of a place that is familiar to you and write a description evoking as many of the senses as possible.

Page _____	Sense Impressions
Sight	
Sound	
Smell	
Taste	
Touch	

CHAPTER TWO: THE NEW FRIEND

Vocabulary: Antonyms are words with opposite meanings. Draw a line from each word in column A to its antonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

<u>A</u>	<u>B</u>
1. vague	a. unusual
2. drab	b. calmly
3. common	c. frequently
4. frantically	d. clear
5. guttural	e. real
6. lucid	f. confusing
7. imaginary	g. melodic
8. rarely	h. colorful

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1. Tan, olive, and gray are considered _____ colors in contrast to red, orange, and yellow.
2. The butterfly beat its wings _____ as it tried to escape from the spider web.
3. Even though the teacher did her best to answer our questions, her answers were so _____ as to make us wonder if we would pass the test.
4. Children of ten prefer to read about _____ characters, such as pixies or elves, rather than real characters.
5. I am counting on you to give me brief and _____ directions so that I do not get lost.
6. Cardinals and blue jays are a(n) _____ sight around most bird feeders.
7. In Northern states, one _____ sees a mosquito during the winter months.
8. The dog made a(n) _____ sound deep in the back of its throat as the stranger approached the house.

Read to learn about Nobody's new friend.

Chapter Two: The New Friend (cont.)

Questions:

1. Why was Bod confined to the graveyard?
2. How did Bod learn to read and write even though he didn't attend school?
3. How did Scarlett and Bod become friends? Why were Scarlett's parents convinced that Bod must be an imaginary playmate?
4. Why did Bod visit Caius Pompeius? What did he learn about the oldest inhabitant of the graveyard?
5. What discoveries did Bod and Scarlett make in the barrow?
6. Who was the Sleer? How and what did it guard and protect?
7. Why was Silas doubtful that Bod would ever see Scarlett again? What parting thought did Scarlett leave with Bod?

Questions for Discussion:

1. Silas told Bod that "some skills can be attained by education, some by practice and some by time." Give several examples of skills that belong in each category that Bod needed to learn. Then describe how he might acquire these skills.
2. Imagine that you are Bod. How would you explain the Freedom of the Graveyard to Scarlett?
3. How did the author use humor, horror, and fantasy in his description of Bod and Scarlett's encounter with the Indigo Man and the Sleer?
4. In what way did Scarlett's parents give her the freedom of the graveyard? Do you think that they acted responsibly?

Literary Device: Metaphor

What is being compared in the following passage:

The parent would sit on the bench and read while Scarlett would wander off the path, a splash of fluorescent green or orange or pink, and explore.

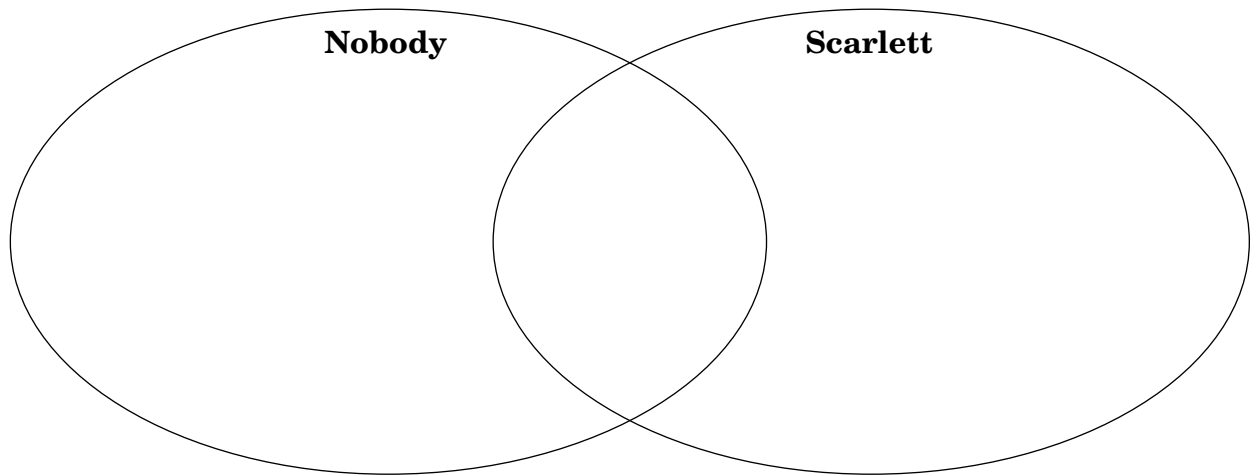
How does this metaphor help you visualize Scarlett?

Bod is described as dowdy and drab in his grey winding sheet and his mop of mousy brown hair. Write a metaphor in which you describe Bod's appearance.

Chapter Two: The New Friend (cont.)

Literary Elements:

- I. *Characterization*—Nobody and Scarlett are very different, but they also have several traits in common. Compare these two characters in a Venn diagram such as the one below. Record the ways the two characters differ in the outer portions of the circles. Then jot down characteristics they have in common in the overlapping part of the circles.



- II. *Setting*—The setting of a novel describes when and where the story takes place. When Bod meets with Silas, it is always after sundown, and the graveyard is described as a dark and shadowy place filled with the tombs, mausoleums, and other markers for the dead. But when Bod first encounters Scarlett, it is midday on a bright, spring day, and the graveyard is filled with colorful wildflowers and the sound of droning bumblebees. With a partner discuss the significance of this change in the novel's setting.

Social Studies Connection:

While talking to the long dead Roman Caius Pompeius, Bod learns that before the Roman invasion of what is now the British Isles, there were even more ancient people living in the vicinity of the graveyard. Use the Internet or other reference materials to find out more about the early history of the British Isles. Then write a brief report that answers these questions:

- Who were the earliest inhabitants of these lands? What evidence do we have of these people?
- Who were the Celts? When and how did they live? How did they and other early people use indigo to decorate their bodies?
- When and why did the Romans invade the British Isles? Whom did they conquer? What evidence of the Roman occupation remains today?

Chapter Two: The New Friend (cont.)

Art Connection: Ice Age Cave Decorations

To see examples of cave paintings found in England, do an Internet search for Creswell Crags. Once you reach this site, click on the icon “Stone Age People” and the links “Culture and Creativity” and “Cave Art.” After studying the photos of cave art, create your own cave painting by crumpling up a large brown paper bag until it is soft. Cut it open and smooth it flat. Then using a piece of charcoal or dark chalk, create your own drawing of a stylized animal or symbol that Bod and Scarlett might have seen deep in the barrow guarded by the Sleer.

Writing Activity:

Write a dialogue between Bod and Caius in which Bod shares information about his adventure in the oldest grave in the graveyard.

CHAPTER THREE: THE HOUNDS OF GOD

Vocabulary: Read each group of words. Choose the one word or phrase that does not belong with the others and cross it out. On the lines below the words, tell how the rest of the words are alike.

1. undertaker cabinetmaker scavenger groundskeeper

These words are alike because they all _____

2. angel tomb grave crypt

These words are alike because they all _____

3. hinges screws nails coffin

These words are alike because they all _____

4. dumplings packets sausages beetroot

These words are alike because they all _____

5. unflappable dependable visible sensible

These words are alike because they all _____

6. marrow sinew cartilage eyebrow

These words are alike because they all _____

7. repulsion delight loathing disgust

These words are alike because they all _____

8. Orion the Hunter Taurus the Bull Golden Gate Milky Way

These phrases are alike because they all _____

Read to find out how a Hound of God came to Bod's aid.

Chapter Three: The Hounds of God (cont.)

Questions:

1. Why did Silas ask Miss Lupescu to serve as Bod's temporary guardian? How did Bod feel about this arrangement?
2. What is a ghoul-gate and how could you spot one in a graveyard? Why was Bod willing to pass through the gate?
3. How did the ghouls' behavior towards Bod change once he entered their kingdom?
4. Why did Bod feel that he was "between the devil and the deep blue sea" as he was being carried in Victor Hugo's sack?
5. How did Miss Lupescu's lessons prove useful to Bod?
6. What surprising discovery did Bod make about Miss Lupescu? How did she fulfill her mission?

Questions for Discussion:

1. What conclusions can you draw about Silas's journey based on the gift he brought back for Bod?
2. Do you think that Miss Lupescu was being truthful when she claimed that the big gray dog in the graveyard was not her dog?
3. What did you know about werewolves before reading this chapter? Did you read anything that changed your opinion of these mythical beings?

Literary Devices:

- I. *Idiom*—An idiom is an expression that does not mean exactly what the words say. For example, when friends say, "we can make our own way home" they mean that they can go home without help. Read the following sentences and underline the two idioms. Then on the lines below, write the meaning of each.

He [Silas] picked up his bag and said, "You will be in good hands with Miss Lupescu, Bod. I am sure that the two of you will get on."

Chapter Three: The Hounds of God (cont.)

- II. *Comic Relief*—Comic relief refers to humor placed within an otherwise serious episode. What characters provided comic relief in Chapter Three?

Why do you think the author populated Hell with such comic figures?

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- III. *Allusion*—The author identifies the 33rd President of the United States as a ghoul. Do some research to find out the identity of this president. Why might he be portrayed as a ghoul?

Language Study: Dialect

Dialect is a form of language that is spoken in a particular area by a particular group. It differs from standard language in its use of grammar, pronunciation, and vocabulary. In *The Graveyard Book*, Neil Gaiman uses a Cockney dialect to capture the unique expressions, pronunciations, and speech patterns of the Bishop of Bath and Wells, who is one of the ghouls. Read these examples of his dialect, and then write a translation on the lines that follow.

The Bishop of Bath and Wells said, “Now me lad, what’s your story, eh? And don’t tell any porkies, remember as how you’re talkin’ to a bishop.”

“Don’t be like that, Yer Grace,” said the Bishop of Bath and Wells. “ ’Ave a blinking ’eart. Look at the little mite. ’Asn’t ’ad a decent meal in ’e don’t know ’ow long.”

Chapter Three: The Hounds of God (cont.)

“Smart as a whip, sharp as a tack, you’d have to get up pretty late at night to put anything past this lad,” said the Bishop of Bath and Wells.

Science Connection:

At the conclusion of Chapter Three, Miss Lupescu points out several constellations and identifies them for Bod. Do some research to learn more about these “star pictures” in the sky. Choose one of the constellations identified by Miss Lupescu, draw a diagram of it, and write a paragraph summarizing the Greek myth associated with it.

Classification Activity:

When Miss Lupescu began to teach Bod, she gave him a pretest by asking him to name the different kinds of people. Noting his ignorance on this topic, she observed that he had a lot to learn. Show what you know by classifying the important characters you have met in the first three chapters into several of Miss Lupescu’s categories.

Living	Dead	Ghouls	Hounds of God	Solitary Types
Jack Nobody	Mrs. Owens			

Chapter Three: The Hounds of God (cont.)

Writing Activities:

1. Early in Chapter Three, Miss Lupescu asked Bod to tell her about ghouls. All Bod could remember was that he should keep away from them. Miss Lupescu then peppered him with the following questions:

- Why do you keep away from them?
- Where do they come from?
- Where do they go?
- Why do you not stand near a ghoulish gate?

Write several paragraphs in which you describe what Bod learned about ghouls by the end of Chapter Three. Then comment on whether you think the saying “Experience is the best teacher” applies in this instance.

2. In this chapter, Bod found himself recalling one of Mr. Owen’s favorite expressions: “I’m between the Devil and the Deep Blue Sea.” Write about a time when you found yourself caught between two things you found equally unpleasant. Describe the situation and then tell how you managed to extricate yourself.

CHAPTER FOUR: THE WITCH'S HEADSTONE

Vocabulary: Many words in English have more than one meaning. Look at the words and the definitions that follow. Then using context clues, write the letter of the definition that best fits the underlined word in each sentence below.

1. ivory a. smooth, hard, white substance that forms the tusks of elephants
 b. creamy white color
2. plain a. area of level or nearly level land
 b. clearly seen or heard; distinct
3. trunk a. large box with a hinged lid used for storing things
 b. main stem of a tree
4. crook a. bent or curved part
 b. untrustworthy person; thief
5. grave a. hole dug for the burial of a body
 b. earnest and dignified
6. print a. picture or design made from a block or plate
 b. write using letters like those made from type
7. turn a. become spoiled or rancid
 b. act or deed
8. block a. stop movement through something
 b. solid piece of wood or stone

- _____ 1. She wore an ivory blouse made of beautiful silk.
- _____ 2. The tall mountain rose abruptly out of the flat plain that stretched for miles.
- _____ 3. The monkey scampered up the trunk of the palm in its search for coconuts.
- _____ 4. The bird built its nest in the crook of the branch.
- _____ 5. The lawyer, wearing a grave expression, read the will in a slow, solemn voice.
- _____ 6. My sister hung a colorful print on her bedroom wall.
- _____ 7. A scout is supposed to do at least one good turn every day.
- _____ 8. Downed trees often block the roads after a wind storm.

Chapter Four: The Witch's Headstone (cont.)

Read to find out what happened when Bod ventured into the living world.

Questions:

1. Why had Bod been warned to stay away from the far corner of the graveyard?
2. Why was Mr. Pennyworth disappointed in Bod's progress?
3. Why had Liza Hempstock's neighbors determined that she was a witch? How did Liza get her revenge?
4. Why did Bod return to the barrow? How did he plan to use one of the treasures guarded by the Sleer?
5. How did Bod display courage in the face of the Sleer?
6. Why did Abanazer Bolger believe that Bod had presented him with two kinds of treasure?
7. Why did Abanazer Bolger invite Bod into the back room for tea and a chat?
8. Why did Liza thank Bod for doing the first nice thing in five hundred years?
9. How did Liza help Bod escape from the locked room? How did Bod help himself?
10. How did Silas, the Sleer, and Mr. Owens each react when Bod returned to the graveyard?

Questions for Discussion:

1. What do you think Silas meant when he told Bod that "wherever you go, you take yourself with you"? Do you agree with this observation?
2. Do you think Bod was justified in taking the brooch from the barrow? Did he deserve the punishment he received from Mr. Owens?
3. What kind of information about the buried inhabitants did Bod learn from the epitaphs written on their tombstones?
4. How do you think Abanazer Bolger obtained Jack's card? Why do you think Liza reacted so strongly when Bod wanted to burn it? What do you predict Silas will do with it?
5. What do you think the epitaph that Bod wrote on Liza's headstone meant?
6. In what ways did some of the human characters in the book display supernatural abilities? Do you think some people do have supernatural abilities?

Chapter Four: The Witch’s Headstone (cont.)

Literary Devices:

- I. *Elevated Language*—Elevated language is formal, dignified language. It can be used to give dignity to a hero, to reveal a self-important character, or to discuss a topic that might be unpleasant or give offense. For example:

“And there are always people who find their lives have become so unsupportable they believe the best thing they could do would be to hasten their transition to another plane of existence.”

What does Silas mean by this statement?

What purpose does Silas’s elevated language serve?

- II. *Symbolism*—A symbol in literature is an object, person, or event that represents an idea or a set of ideas. What do you think the red apple and Liza’s headstone symbolize?

- III. *Metaphor*—What is being compared in the following passage?

A flash of pain woke him, sharp as ice, the color of slow thunder,
down in the weeds that summer’s night.

Why is this an apt comparison?

Chapter Four: The Witch's Headstone (cont.)

Social Studies Connections:

1. Do some research to learn about the treatment of women supposed to be witches in colonial New England. See whether the water test that Liza described might have actually taken place.
2. Liza tells Bod that the carpet delivered to Master Porringer “carried the plague in its pattern.” The resulting illness caused her tormentors’ skin to turn black and made them cough blood. Do some research to learn about the bubonic plague, also known as the “Black Death,” that swept through Europe in the Middle Ages. Based on your findings, explain what was in the carpet that caused the outbreak of plague in Liza’s village.

Writing Activity:

Bod is driven by his need to explore and to uncover why the outer boundaries of the graveyard are considered off limits. Write about a time when you pushed past boundaries that were defined for you or you defined for yourself. Tell what happened and whether you gained from this experience.

CHAPTER FIVE: DANSE MACABRE, INTERLUDE: THE CONVOCATION

Vocabulary: Choose a word from the Word Box to replace the underlined word or phrase in each sentence below with a more descriptive word that has a similar meaning. Write the word you choose on the line below the sentence.

<i>WORD BOX</i>			
awe	embrace	mingle	ornate
buff	gazing	municipal	prohibition

1. We were filled with wonder at the fury of the ocean during a storm.

2. Use this soft cloth to shine your shoes after the polish dries.

3. Before leaving for school, Ann bent down to give her cat a quick hug.

4. The city park is filled with gardens, playgrounds, and jogging trails.

5. As a safety measure for walkers, our town has a ban against bike-riding on the sidewalk.

6. Noel stood in front of the photo shop looking longingly at the camera in the window.

7. Not wishing to stand out in the crowd, I chose a simple, rather than a showy outfit.

8. Jonas is so sociable that he finds it easy to freely move about even when he doesn't know any of the other party guests.

Chapter Five: Danse Macabre, Interlude: The Convocation (cont.)

Read to find out why all the dead left the graveyard on the night the winter blossoms bloomed.

Questions:

1. Why did Mistress Owen push Bod out into the cold?
2. How did the living prepare to dance the Macabray?
3. Why did Bod suddenly feel a sense of panic in the graveyard? What helped him overcome his fears?
4. What surprising event happened at the stroke of midnight?
5. How did Bod feel as he danced? How did these feelings change after the dance with the lady in the cobweb dress?
6. How did the inhabitants of the graveyard respond to Bod's questions after the dance?
7. Why did the silver-haired man at the dinner criticize the man Jack?

Questions for Discussion:

1. What do you think Mother Slaughter meant when she said, "Things blossom in their time. They bud and bloom, blossom and fade. Everything in its time"?
2. Why do you think Silas chose this moment to provide Bod with "normal, living people" clothes?
3. What do you think is the purpose of the Macabray? Why do you think the living have no memory of it and the dead refuse to speak of it?
4. What do you think the Lady in Grey meant when she responded to Bod's request to ride on the horse by saying, "One day everybody does"?
5. What do you think the man Jack was referring to when he mentioned the trouble in San Francisco four years ago? What do you think Mr. Dandy was referring to when he mentioned the unfinished business that took place ten years ago?

Literary Devices:

- I. *Symbolism*—What does the Lady in Grey symbolize?

Chapter Five: Danse Macabre, Interlude: The Convocation (cont.)

- II. *Foreshadowing*—Foreshadowing is the use of clues by the author to prepare the reader for future developments of the plot. Explain what you think this exchange between Bod and Silas might foreshadow:

His guardian inspected Bod thoughtfully, a boy in his new clothes. “You’ll do,” he said. “Now you look like you’ve lived outside the graveyard all your life.”

Bod smiled proudly. Then the smile stopped and he looked grave once again. He said, “But you’ll always be here, Silas, won’t you? And I won’t ever have to leave, if I don’t want to?”

“Everything in its season,” said Silas, and he said no more that night.

- III. *Irony*—Irony refers to a situation that is the opposite of what is expected. Considering the speaker’s remarks at the Convocation, what is ironic about the conversation that occurred between the man Jack and Mr. Dandy at the front center table?

- IV. *Maxim*—A maxim is a short statement that sums up a general truth or a rule of behavior. What general truth was Mr. Dandy referring to when he told Jack the maxim that “time and tide wait for no man”?

- V. *Cliffhanger*—A cliffhanger in literature is a device borrowed from silent, serialized films in which an episode ends at a moment of suspense. In a book, it usually appears at the end of a chapter to encourage the reader to continue on in the book. What is the cliffhanger at the end of the Interlude?

Chapter Five: Danse Macabre, Interlude: The Convocation (cont.)

Social Studies/Music Connection:

The roots of *danse macabre* date back to morality plays performed during the Middle Ages where a personified Death led people from all walks of life to the grave. In the late nineteenth century, a French composer named Camille Saint-Saëns composed a tone poem for orchestra titled *Danse Macabre*. You can listen to this music at the You Tube website: <http://www.youtube.com/watch?v=csJJIp7jCYA>. During the piece, listen for the clock chiming, the Devil playing his fiddle, the skeletons' bones rattling, a rooster crowing and the skeletons' slow return to their graves at the break of dawn. Then write a paragraph describing the scenes you pictured in your mind as you listened to this tone poem.

Writing Activity:

Unlike the dead and the other living souls who participate, Bod is the only one determined to preserve his memory of the Macabray. Pretend you are Bod. Write a journal entry in which you describe what you observed and how you felt on the night the winter blossoms bloomed.

CHAPTER SIX: NOBODY OWENS'S SCHOOL DAYS

Vocabulary: Word analogies are equations in which the first pair of words has the same relationship as the second pair of words. For example: RICKETY is to STABLE as ALIVE is to DEAD. Both pairs of words are opposites. Choose a word from the Word Box to complete each of the analogies below.

WORD BOX			
apprentice	clench	cutlass	intimidate
beaker	crocheting	graphite	Mister Hyde

1. TEACHER is to PUPIL as MASTER is to _____.
2. THREAD is to EMBROIDERY as YARN is to _____.
3. BLINK is to EYE as _____ is to FIST.
4. CLARK KENT is to SUPERMAN as DOCTOR JEKYLL is to _____.
5. BOOK is to LIBRARY as _____ is to SCIENCE LAB.
6. CANDLE is to WAX as PENCIL is to _____.
7. HANDLE is to KNIFE as HILT is to _____.
8. THIEF is to STEAL as BULLY is to _____.

Read to find out what happened when Bod left the security of the graveyard to go to school.

Questions:

1. Why did Bod have an altercation with one of the dead inhabitants of the graveyard?
2. Why did Silas believe that Bod should stay in the graveyard? How did Bod convince Silas that he should be allowed to attend school?
3. Why was Bod “a forgettable and easily forgotten” student at first?
4. How did Bod become noticed at school?

Chapter Six: Nobody Owens’s School Days (cont.)

5. What techniques of the dead did Bod use to try and convince Mo and Nick to change their behavior? How effective were they?
6. Why did Bod consider running away? How did Liza convince Bod to change his mind?
7. Why did the police want to take Bod to the station house?
8. How did Bod manage to escape from the police?
9. Why did Bod return to Old Town School one last time?
10. What compromise did Bod and Silas reach that could expose Bod to future dangers?

Questions for Discussion:

1. Do you think Bod should have followed Silas’s advice about keeping a low profile instead of getting involved with the students at Old Town School?
2. Why do you think Bod is beginning to challenge Silas’s authority?
3. Do you think Bod’s advice to stop Paul from being bullied would really work? Do you ever face bullies? What do you think is the best way to respond to bullies?
4. Mr. Persson refers to Silas as a member of the “Honour Guard.” What conclusions have you reached about Silas’s true identity? What do you think the Honour Guard does? Who else might be a member?
5. Both Silas and Liza place great importance on Bod’s potential. What hopes and expectations might each of these characters have for Bod? Why might their expectations differ?

Literary Devices:

- I. *Idioms*—Underline the two idioms in this sentence, and then explain their meanings.
 “I think I’ve got Fear down, but how do I take it up all the way to Terror?”

- II. *Allusion*—In the beginning of this chapter, Bod reads the classic adventure story *Robinson Crusoe*, which tells the tale of a man shipwrecked on an island in the middle of the sea. In what ways was Bod’s experience at school similar to a shipwrecked survivor’s adventure on an island?

Chapter Six: Nobody Owens's School Days (cont.)

III. *Metaphor*—What comparison does the author make in this passage?

At the best of times his [Silas's] face was unreadable. Now his face was a book written in a language long forgotten, in an alphabet unimagined.

How does this passage help you understand Silas's feelings about Bod's behavior?

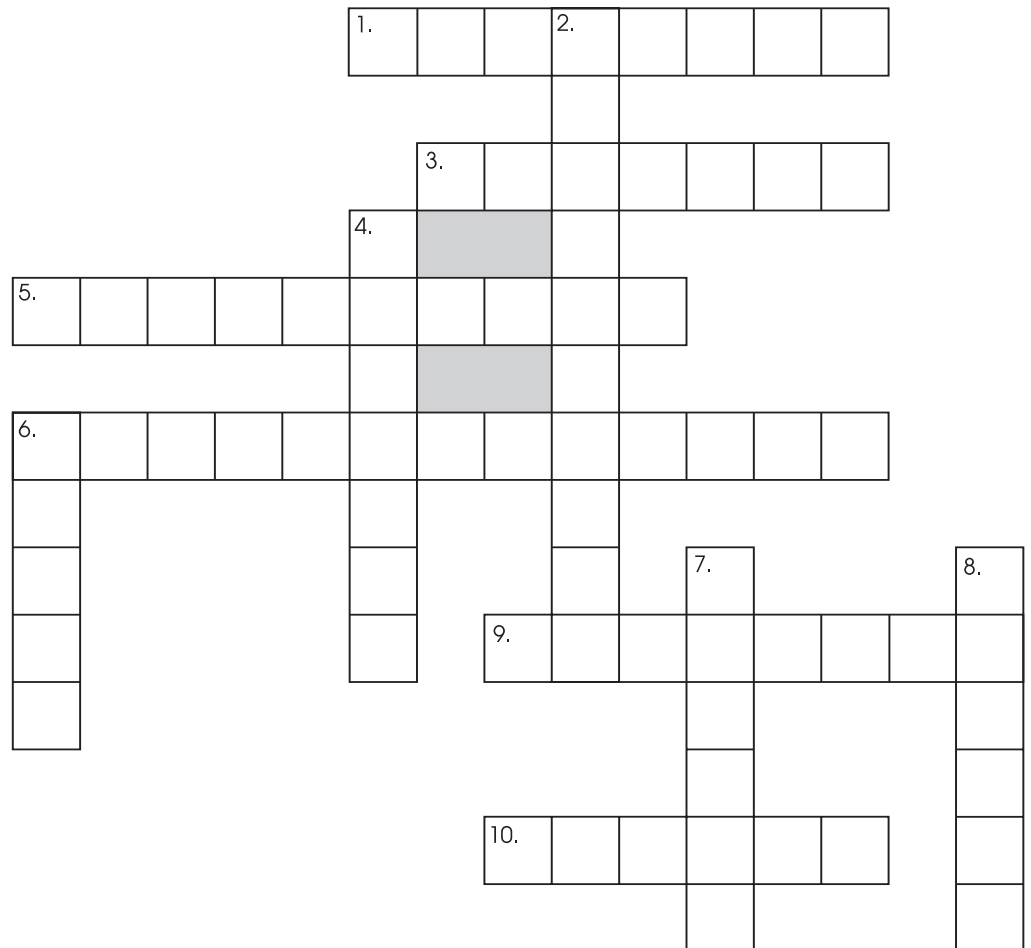
Writing Activities:

1. Have you ever witnessed or had an encounter with a bully? Write a description of the incident and describe how it was resolved.
2. In describing the scene in the miniature graveyard, the author states that "fear is contagious." Write about a time when you "caught" a feeling of fear from someone else. Describe how and why this fear spread and how you reacted.
3. Portunia Perrson suggests that a Visitation would be far more effective than Dreamwalking. Rewrite the scene in which Bod pays Nick Farthing a late night visit. Instead of trying to modify his behavior with a Dreamwalk, have Bod use a Visitation to convince Nick to change his bullying ways.

CHAPTER SEVEN: EVERY MAN JACK

Vocabulary: Use the words in the Word Box and the clues below to complete the crossword puzzle.

WORD BOX
chaos
consternation
dismal
derision
domain
endure
gargantuan
implacable
implore
sinister
unkempt



Across

- evil or harmful
- plead with; beg
- huge
- feeling of anxiety or fear
- scornful contempt
- area of control or influence

Down

- unable to be calmed or pacified
- not neat or clean in appearance
- state of complete confusion and disorder
- dreary; miserable
- put up with

Chapter Seven: Every Man Jack (cont.)

Read to find out what happened when Bod and the man Jack meet again.

Questions:

1. Why did Mrs. Owens fear for Bod?
2. Why was Scarlett's mother upset when she learned how her daughter met Mr. Frost?
3. Why had Scarlett experienced a feeling of *déjà vu* when she was in the graveyard?
4. How did Scarlett become reacquainted with Bod? What unusual powers did Scarlett seem to possess?
5. At the age of fourteen, what bothered Bod most about life among the dead?
6. Why did Scarlett visit the public library? What did she learn?
7. What surprising discovery did Bod make about Mr. Frost?
8. Why did the Jacks of All Trades want to kill Bod?
9. How had Silas, Miss Lupescu, and other members of the Honour Guard protected Bod from the Jacks?
10. How did Bod save himself from the remaining five Jacks?
11. Why did Silas take away some of the memories of Scarlett and her mother?
12. Why was the triumph over the Jacks a bittersweet experience for Bod?

Questions for Discussion:

1. Why do you think Scarlett possessed some powers that were only given to the living who had the Freedom of the Graveyard?
2. Do you agree with Nehemiah Trot that "revenge is a dish best served cold"?
3. What do you think the Sleer meant when it told Bod to "find your name"?
4. Do you think Bod deliberately used Scarlett as bait in a trap for Jack Frost? Did Jack deserve his fate?
5. Do you agree with Silas that people want to forget the impossible because it makes their world safer? How might this chapter ending have changed if Silas had not taken Scarlett's memories?

Chapter Seven: Every Man Jack (cont.)

Literary Device: Idioms

Underline the idiom in the following sentence and explain its meaning.

“Murders don’t get swept under the carpet.”

Why wasn’t there any attempt to solve the crime involving Bod’s family?

Literary Element: Climax

The climax in a novel is the moment of greatest interest or excitement. It is the point at which interest in the outcome is the highest. What do you think is the climax of *The Graveyard Book*?

Language Study: British versus American English

Speakers of British and American English share most words in common; however, some terms and expressions differ. Read the words in both lists below and draw a line from each British term on the left to the corresponding American term on the right. On the lines below, explain why author Neil Gaiman used British terminology in *The Graveyard Book*.

British Expressions

1. lorry
2. cuppa
3. estate agent
4. mum
5. popped out
6. macintosh
7. go spare

American Expressions

- a. raincoat
 - b. real estate agent
 - c. went out
 - d. get very upset
 - e. truck
 - f. mother
 - g. cup of tea
-
-
-

Chapter Seven: Every Man Jack (cont.)

Art Connection: Rubbings

Mr. Frost is introduced as a local history buff who enjoys doing tombstone rubbings in the graveyard. Follow these directions to make your own rubbings of leaves, coins, or other small flat objects.

What you need:

small, flat objects

white paper (onion skin or light-weight duplicating paper)

masking tape

charcoal stick or wax crayons with the paper removed

colored construction paper

What you do:

1. Arrange the objects in a pleasing design on a sheet of paper.
2. Place another sheet over the objects and tape it in place around the edges.
3. Use the side of a crayon or charcoal stick to gently rub over the objects. They will appear like magic on the paper.
4. Mount your rubbing on a sheet of colored construction paper and display.

Writing Activity:

The author does not include a scene in which Silas confronts the final Jack who has fallen into the Carstairs deep grave. What do you think Silas will do? Will he erase Jack Ketch's memory, or will he take more drastic action to eliminate this sole survivor of the Jacks of All Trades? Write a scene describing this event.

Chapter Seven: Every Man Jack (cont.)

Graphic Organizer:

In Chapter Seven, we learn more about the members and the function of the Honour Guard. Do some research to find out more about vampires, werewolves, Assyrian mummies, and Islamic Ifrits. Then combine this information with that found in *The Graveyard Book* to help you complete this classification chart.

Name of Character	Type of Being	Powers and Characteristics
Silas		
Miss Lupescu		
Kandar		
Haroun		

CHAPTER EIGHT: LEAVINGS AND PARTINGS

Vocabulary: Use the context to help you figure out the meaning of the underlined word in each of the following sentences. Then compare your definitions with those you find in a dictionary.

1. The king's intelligence service arrested several generals who were conspiring to overthrow the government.
Your definition: _____
Dictionary definition: _____
2. The boy peered at the mysterious beetle through a powerful magnifying glass in order to identify its characteristics.
Your definition: _____
Dictionary definition: _____
3. Before the shopkeeper was willing to accept the hundred dollar bill, he carefully scrutinized it to ensure it was not counterfeit.
Your definition: _____
Dictionary definition: _____
4. The investigative reporter's probing questions about election fraud discomfited the new governor during her first press conference.
Your definition: _____
Dictionary definition: _____
5. We were perplexed by our cat's strange behavior until we discovered a litter of kittens under the front porch.
Your definition: _____
Dictionary definition: _____
6. After the flood, inspectors determined that the homes on the riverbank were no longer habitable.
Your definition: _____
Dictionary definition: _____
7. The fact that an object tossed in the air will eventually fall to Earth is an immutable law of nature.
Your definition: _____
Dictionary definition: _____

Chapter Eight: Leavings and Partings (cont.)

8. Having been warned of pickpockets operating in the market, Louisa kept a wary hand on the latch of her pocketbook while shopping.

Your definition: _____

Dictionary definition: _____

Read to find out what happened to Bod now that the Jacks of All Trades are gone.

Questions:

1. How did Bod's experiences in the graveyard gradually begin to change?
2. How did Mother Slaughter's recollection of Bod's arrival in the graveyard differ from actual events?
3. Why did Bod's adoptive parents feel ill at ease when they met Bod at their tomb?
4. Why did Silas feel that Bod was ready for a change?
5. How did Bod's visits with Alanso Jones help prepare him for the next chapter of his life?
6. How did Bod feel as he walked through the graveyard gate one last time?

Questions for Discussion:

1. Why do you think Silas used such a gentle tone when he told Bod that he must not stay in the graveyard?
2. During his last conversation with Bod, Silas reveals that he did worse things than any Jack. What do you think these things might have been? What clues in the novel led you to these conclusions?
3. What do you think Bod meant when he said, "I want to see life . . . I want to leave a footprint on the sand of a desert island"?
4. Why do you think Mistress Owens was the last resident of the graveyard to bid farewell to Bod?
5. Do you think Bod will ever return to the graveyard? If so, what might he experience?

Chapter Eight: Leavings and Partings (cont.)

Literary Element: Theme

The author's message or important ideas conveyed in a book are called its theme. In *The Graveyard Book*, two intertwined themes are the importance of the human experience and the need to live life to the fullest.

- How did Liza's observation that "life is wasted on the living" relate to these themes?
- How did Silas's advice to Bod about why he had to leave the graveyard echo these themes?
- How did the last stanza of Mistress Owens's song pertain to this message?

Writing Activity:

When parting with Silas, Bod offered to come to Silas's aid if ever he were in trouble. Write a short story about a time that Silas needed Bod's help. Describe the problem and tell how Silas and Bod work together to resolve it.

CLOZE ACTIVITY

The following passage has been taken from Chapter Seven of the book. Read the entire passage before filling in the blanks. Then reread the passage and fill in each blank with a word that makes sense. Finally, you may compare your words with those of the author.

Bod ran through the darkened graveyard. The only way into the northwest part of the graveyard was through the Egyptian _____¹. And to get there he would have _____² go past the little man with the _____³ silk rope. A man who was looking _____⁴ him, and who wanted him dead . . .

He _____⁵ Nobody Owens, he told himself. He was _____⁶ part of the graveyard. He would be _____⁷.

He nearly missed the little man—the _____⁸ called Ketch—as he hurried into the _____⁹ Walk. The man was almost part of _____¹⁰ shadows.

Bod breathed in, Faded as deeply _____¹¹ he could Fade, and moved past the _____¹² like dust blown on an evening breeze.

_____¹³ walked down the green-hung length of the _____¹⁴ Walk, and then, with an effort of _____¹⁵, he became as obvious as he could, _____¹⁶ kicked at a pebble.

He saw the _____¹⁷ by the arch detach itself and come _____¹⁸ him, almost as silent as the dead.

_____¹⁹ pushed through the trailing ivy that blocked _____²⁰ Walk and into the northwest corner of _____²¹ graveyard. He would have to time this _____²² right, he knew. Too fast and the _____²³ would lose him, yet if he moved _____²⁴ slowly a black silk rope would wrap _____²⁵ around his neck, taking his breath with _____²⁶ and all his tomorrows.

He pushed noisily _____²⁷ the tangle of ivy, disturbing one of _____²⁸ graveyard's many foxes, which sprinted off into _____²⁹ undergrowth. It was a jungle here, of fallen headstones and headless statues, of trees and holly bushes, of slippery piles of half-rotted fallen leaves, but it was a jungle that Bod had explored since he had been old enough to walk and to wander.

POST-READING ACTIVITIES

1. Author Neil Gaiman titles this book *The Graveyard Book* giving prominence to the novel's setting. What other reasons might the author have had for selecting this title? What other title might be appropriate for this book?
2. *The Graveyard Book* was named the winner of the Newbery Award in 2009. Now that you've read the book, write a letter to the judges of this competition telling them whether you feel the novel deserved this prestigious award. Support your answer by comparing it to other award-winning books that you have read and by quoting from passages found in the book.
3. In its announcement of *The Graveyard Book* as the winner of the Newbery Award, the Association for Library Service to Children, a division of the American Library Association, cited Mr. Gaiman's work for its "delicious mix of murder, fantasy, humor, and human longing." Cite at least one example of each of these elements from the book. Then describe how you think the book might differ if one or more of these elements had been omitted.
4. The day after *The Graveyard Book* won the Newbery Award, Noel Gaiman appeared on a popular TV show and announced that *The Graveyard Book* would be made into a feature film. Choose a part you'd like to play in this film, then write a letter to a casting director telling why you'd be perfect for this part. In your letter, tell what you would do to prepare. Then choose a scene from the book to prepare in an audition for this part. Enlist others who have read the book to read the parts of other characters. Once you've rehearsed, share your reading with others to create an audio or video tape or a podcast and make it available to your classmates.
5. One theme in *The Graveyard Book* is the conflict between security and freedom. As he matures, Bod struggles against Silas's attempts to confine him to the world of the graveyard: there he is safe but unable to associate with those of his own kind in the living world. How important is security to you? What freedoms would you forego in exchange for safety? How might giving up these freedoms impact your ability to successfully function as you mature?
6. What is the role of Silas in this novel? What makes him so different from the other graveyard inhabitants? What evidence can you find in the story that he sometimes regrets that he belongs neither to the world of the living or the world of the dead?
7. When describing graveyard inhabitants, the author often mentions the epitaph that appears on their tombstones. Select one or more important characters in the book, such as Silas, Miss Lupescu, or even one of the Jacks. Compose an epitaph to memorialize and capture some important quality of this character.

Post-Reading Activities (cont.)

8. Many reviewers have commented that author Neil Gaiman left enough loose ends in the last chapter to lead to several novels recounting the further adventures of Nobody Owens. What are some of the unresolved issues that you think Gaiman should pursue in a sequel to *The Graveyard Book*? Write a plot synopsis in which you identify the setting, major characters, and outline major events in Nobody Owens's next adventure.
9. Often readers discover important truths by reading a novel. What did you discover about life, death, family, courage, and kindness from reading *The Graveyard Book*? What other books do you know that deal with these important aspects of the human condition? Do these books use realistic characters or do they use fantasy characters such as ghosts, ghouls, vampires, witches, werewolves, or wizards?
10. In his blog, Neil Gaiman explains that he does not view *The Graveyard Book* as a children's book. It's "a book for pretty much all ages, although I'm not sure how far down that actually starts." Do you agree or disagree with Gaiman's assessment? Write a paragraph in which you suggest an age range for this book, giving reasons to support your opinion.
11. **Literature Circle:** Have a literature circle discussion in which you tell your personal reactions to *The Graveyard Book*. Here are some questions and sentence starters to help your literature circle begin a discussion.
 - Are you like any of the characters in the book?
 - Are any of the characters realistic?
 - Do any of the events seem realistic or are they completely fantastic?
 - Which character did you like the most? The least?
 - Who else would you like to read this novel? Why?
 - What questions would you like to ask the author about this novel?
 - It was not fair when . . .
 - I would have liked to see . . .
 - I wonder . . .
 - Bod learned that . . .

SUGGESTIONS FOR FURTHER READING

- Aiken, Joan. *Blackhearts in Battersea*. Houghton Mifflin Harcourt.
 _____. *The Wolves of Willoughby Chase*. Random House.
 Alexander, Lloyd. *The Chronicles of Prydain*. Henry Holt.
 Avi. *City of Light, City of Dark: A Comic-Book Novel*. Scholastic.
 * Babbitt, Natalie. *Tuck Everlasting*. Farrar, Straus & Giroux.
 Barrie, J.M. *Peter Pan*. Random House.
 Black, Holly. *The Spiderwick Chronicles*. Simon & Schuster.
 Burden, Meg. *Northlander*. Brown Barn Books.
 * Cooper, Susan. *The Dark is Rising*. Simon & Schuster.
 Dahl, Roald. *The Witches*. Penguin.
 Defoe, Daniel. *Robinson Crusoe Retold from Daniel Defoe*. Scholastic Junior Classics.
 Eager, Edward. *Half Magic*. Houghton Mifflin Harcourt.
 Funke, Cornelia. *Inkheart Trilogy*. Scholastic.
 Holder, Nancy. *Wicked: Witch and Curse*. Simon & Schuster.
 * L'Engle, Madeleine. *A Wrinkle in Time*. Random House.
 Le Guin, Ursula L. *A Wizard of Earthsea*. Random House.
 Lewis, C.S. *The Chronicles of Narnia*. HarperCollins.
 Noël, Alyson. *Evermore*. St. Martin's Press.
 Paolini, Christopher. *Brisinigr*. Random House.
 Pullman, Philip. *His Dark Materials Trilogy*. Random House.
 Riordan, Rick. *Percy Jackson and the Olympians*. Hyperion.
 * Rowling, J.K. *Harry Potter and the Chamber of Secrets*. Scholastic.
 * _____. *Harry Potter and the Goblet of Fire*. Scholastic.
 _____. *Harry Potter and the Prisoner of Azkaban*. Scholastic.
 _____. *Harry Potter and the Sorcerer's Stone*. Scholastic.
 Smith, L.J. *Vampire Diaries*. HarperCollins.
 * Snicket, Lemony. *The Bad Beginning*. HarperCollins.
 Stewart, Trenton Lee. *The Mysterious Benedict Society*. Little, Brown.
 * Tolkien, J.R.R. *The Hobbit*. Random House.
 Yolen, Jane. *Here There Be Witches*. Houghton Mifflin Harcourt.

Other Children's Books by Neil Gaiman

Coraline. HarperCollins.
Dangerous Alphabet. HarperCollins.
The Day I Swapped My Dad for Two Goldfish. HarperCollins.
Mirror Mask. HarperCollins.
Odd and the Frost Giant. Random House.

- * NOVEL-TIES Study Guides are available for these titles.

ANSWER KEY

Chapter One

Vocabulary: 1. d 2. h 3. a 4. f 5. b 6. g 7. c 8. e; 1. perpetuity 2. expostulated 3. endured 4. sparse 5. dubiously 6. insinuated 7. methodical 8. culmination

Questions: 1. The man Jack visited the house in order to kill all the members of the family who lived there. Jack used his sense of smell to track his prey. 2. The baby escaped the fate of his family by crawling out of his crib, bumping his way down the stairs and out onto the street, and toddling up the hill and through a fence into a graveyard. 3. Mistress Owens felt an obligation to protect the baby because of the recently dead mother's frantic pleas to save her child from the man who was attempting to harm him. She helped save the baby by wrapping him in her arms and causing him to disappear in a swirl of mist. Silas helped save the baby by convincing the man Jack that he had seen a fox rather than a child and then taking the memories of their conversation before escorting the man out of the graveyard. 4. The baby got the name Nobody Owens because the Owensens were willing to adopt him and he looked like nobody but himself in the graveyard. The Owensens were willing to be his adoptive parents and take him under their protection. Silas volunteered to serve as the boy's guardian, bringing him food and looking after him. 5. The Lady on the Grey appears to each person at life's end. She spoke to the residents of the graveyard and reminded them that the dead should be generous and charitable to those in need. The graveyard residents were so shocked to see the Lady on the Grey that her comment put an end to the dispute over whether the child should be allowed to stay in the graveyard. 6. Silas went to the house on the hill to gather evidence about how the family had been murdered. He was disturbed by the pattern of the knife-wounds inflicted by the murderer.

Chapter Two

Vocabulary: 1. d 2. h 3. a 4. b 5. g 6. f 7. e 8. c; 1. drab 2. frantically 3. vague 4. imaginary 5. lucid 6. common 7. rarely 8. guttural

Questions: 1. Bod was confined to the graveyard because it was only there that the dead could protect him and keep him safe from dangers that lay outside the graveyard. 2. Bod learned to read and write by looking at alphabet books and simple children's books that Silas brought him and by copying words and letters from the headstones and plaques found in the graveyard. 3. Scarlett and Bod became friends when her parents brought her to play in the graveyard, which was also a nature preserve. Scarlett's parents were sure that Bod was an imaginary playmate both because imaginary playmates are a common phenomenon for children Scarlett's age, and because Scarlett described Bod as a boy with the strange name Nobody who lived in the graveyard. 4. Bod visited Caius Pompeius to learn more about the oldest inhabitant of the graveyard. He learned that before Caius was buried there, someone mysterious from a much earlier time had been buried in the side of the hill. Several treasure-seekers who had hunted for this grave had been very frightened by what they found or had mysteriously disappeared. 5. Bod and Scarlett discovered a strange Indigo Man painted blue, who tried to frighten them, and also a fearsome spirit called the Sleer. 6. The Sleer was a frightening presence in the barrow that guarded the holiest of holy places and protected a brooch, a goblet, and a knife until its master returned. 7. Silas was doubtful that Bod would ever see Scarlett again probably because he felt that her parents would not allow her to return to a place where her disappearance had caused them so much anxiety. When Scarlett saw Bod for the last time, she told him that he was the bravest person she knew and that he was her friend, even if he was imaginary.

Chapter Three

Vocabulary: 1. scavenger—these words are alike because they all name occupations 2. angel—these words are alike because they all name places where people are buried 3. coffin—these words are alike because they all name fasteners 4. packets—these words are alike because they all name foods 5. visible—these words are alike because they all describe someone who is calm and collected 6. eyebrow—these words are alike because they all name parts of the skeletal system 7. delight—these words are alike because they all describe the feelings one has for something vile or hideous 8. Golden Gate—these words are alike because they all name constellations

Questions: 1. Silas asked Miss Lupescu to serve as Bod's temporary guardian because he had to leave the graveyard on business for an extended period of time. Bod was not happy because he didn't like the things that Miss Lupescu taught, and he didn't like the food she prepared and made him eat.

2. A ghou-gate is a decrepit gravestone that serves as the entrance to the kingdom of the ghouls that is found in every graveyard. Bod was willing to pass through the gate because he felt sorry for himself, and he thought escaping from the graveyard with the three unusual creatures who befriended him would prove to be an exciting adventure. 3. Once Bod was in the ghouls' kingdom, they began to treat him as a prisoner and told him that he was going to become a ghoul whether or not he wanted to. 4. Bod saw danger in front of him in the fortress of Ghulheim from which he could never escape and the steep drop, as well as the hellhound behind him. Thus, he feared he was "between the devil and the deep blue sea." Both going forward and attempting escape were fraught with danger. 5. Bod used what he had learned from Miss Lupescu to call to the night-gaunts and ask them for help. They heard his pleas and told Miss Lupescu that Bod was in danger and needed her help. 6. Bod learned that Miss Lupescu was a werewolf who was able to transform herself into a large wolf. She fulfilled her mission as a Hound of God by entering hell and rescuing Bod from the ghouls.

Chapter Four

Vocabulary: 1. b 2. a 3. b 4. a 5. b 6. a 7. b 8. a

Questions: 1. Bod had been warned to stay away from the far corner of the graveyard because criminals, suicides, witches, and those who died unbaptized were buried there. 2. Mr. Pennyworth was disappointed in Bod's lack of ability to Fade. 3. Liza Hempstock, one of the dead inhabitants of the graveyard, had been accused of being a witch for making milk go sour and horses go lame. One young woman accused Liza of putting a spell on a young man to make him fall in love with her. Liza got her revenge by putting a curse on her neighbors, saying that none would ever rest easily in a grave. This curse soon came true when a carpet that had fleas carrying the plague was brought into the village. Every one of Liza's tormentors was infected and died a horrible death, and all were buried together in a large pit instead of the graveyard. 4. Bod returned to the barrow to get the brooch which he planned to use to purchase a headstone for Liza's grave. 5. Bod did not back down from taking the treasured brooch even when the Sleer tried to fill him with fear. 6. Abanazer Bolger realized that the snakestone brooch was genuine and very valuable. He also had a feeling that Bod was the baby that had gone missing ten years ago and planned to contact the man Jack to tell him that he had the boy in his custody. 7. Abanazer lured Bod into the back room so that he could lock him in and turn him over to the man Jack. 8. Liza was grateful to Bod for trying to get her a headstone, the first nice thing anyone had done for her in five hundred years. 9. Liza helped Bod by casting a spell that allowed him to Fade from Abanazer Bolger's sight. Bod helped himself by figuring out how to get the key out of the lock and pull it into the storeroom so he could unlock the door. 10. When Bod returned to the graveyard, Silas became very angry and showed his disappointment in Bod for leaving the graveyard and putting himself in grave danger; the Sleer was relieved to have the safe return of the brooch that he guarded for his master; and Mr. Owens, who was from an earlier era, felt that Bod needed an old-fashioned spanking so that he would not do anything so foolish again.

Chapter Five, Interlude

Vocabulary: 1. awe 2. buff 3. embrace 4. municipal 5. prohibition 6. gazing 7. ornate 8. mingle

Questions: 1. Mistress Owens pushed Bod out into the cold in order to tidy up the tomb in preparation for the Macabray. 2. In preparation for the Macabray the Lady Mayoress and several of her assistants came into the graveyard and filled four baskets with winter-blooming blossoms and then distributed them to all the residents of the Old Town. 3. Bod felt a sense of panic in the graveyard when he realized that all the dead and Silas were gone. The white flower in his lapel and the music he perceived helped him overcome his panic. 4. At the stroke of midnight, the dead walked down the hill from the graveyard into the Old Town where they danced with the living. The Lady on the Grey wearing a cobweb dress appeared to lead the dancers in the Macabray. 5. Bod felt elated that the living were mingling with the dead and that everyone was dancing. After his dance with the Lady in the cobweb dress, he felt exhausted, as if he had been dancing for hours. 6. None of the dead would speak about the Macabray or answer any of Bod's questions after the dance because the mingling of the living and the dead was a mystery that the dead were forbidden to speak about and the living did not remember. They felt that Bod was crossing over a boundary into forbidden territory by bringing it up. 7. The silver-haired man criticized the man Jack for not completing the job of murdering the entire family, allowing the infant to escape.

Chapter Six

Vocabulary: 1. apprentice 2. crocheting 3. clench 4. Mister Hyde 5. beaker 6. graphite 7. cutlass
8. intimidate

Questions: 1. Bod was challenged by Thackeray, a dead inhabitant of the graveyard, who wanted the boy to return his book. When Bod showed a reluctance to do so, the hot-tempered Thackeray punched him. 2. Silas believed that Bod should stay in the graveyard because the dead could not keep him safe in the world of the living. Bod convinced Silas that he should attend school by pointing out that if he was ever to survive in the world of the living, he needed to learn from the living. 3. Bod deliberately kept a low profile by being partly Faded so he wouldn't be noticed; there also seemed to be magic at work because Bod was never entered on the roll or recorded on the school databases. 4. Bod became noticed at school when he began to stand up for the students who were being bullied by Mo and Nick. 5. Bod used the techniques of Fear and Fading in the small cemetery to convince Mo and Nick to change their behavior. Though frightened, they showed they were not intimidated because soon after Nick stabbed him with a pencil and Mo told him they weren't scared of him. It wasn't until Bod imposed a dream on Nick, in which he was consumed by spiders, that Nick decided to change his ways. 6. Silas, furious that Bod had allowed himself to become noticed at school, insisted that Bod withdraw from school and stay in the graveyard. Bod, realizing that he wasn't willing to give up being with other living people, decided to run away. Liza helped Bod see that the danger from the man who wanted him dead was still real, and that those in the graveyard wanted Bod to stay alive so he could someday live a normal life. 7. The police wanted to take Bod to the station house because Mo, to take revenge on Bod's treatment of Nick, had told lies that were incriminating to Bod. 8. Bod was rescued when Silas, notified by Liza of Bod's predicament, suddenly appeared and allowed himself to be struck by the police car. The police were so flustered by the accident that they let Bod out of the car, allowing him to escape with Silas. 9. Bod returned to school one last time to terrorize Mo. He did this by a Haunting in which he made dead creatures in the science lab come to life. 10. Bod agreed that he would not return to school. In exchange, Silas agreed that Bod could learn about the living world, if not at school, then by going to public places like libraries, theatres, movie theatres, or even football games outside the graveyard.

Chapter Seven

Vocabulary: Across—1. sinister 3. implore 5. gargantuan 6. consternation 9. derision 10. domain;
Down—2. implacable 4. unkempt 6. chaos 7. dismal 8. endure

Questions: 1. Mrs. Owens feared for Bod because Silas was not there as his protector and she knew that the man who killed Bod's family was lurking and waiting to kill Bod. 2. Mrs. Perkins was upset when she learned that Scarlett and Mr. Frost met in the graveyard. She remembered the frightening incident that had happened there ten years earlier. 3. Scarlett had a feeling of *déjà vu* in the graveyard because she actually had been there ten years earlier, playing with Bod. 4. Scarlett met Bod in a Dreamwalk; this helped her to recall the adventure they had when they saw the Indigo Man and met the Sleer in the barrow. Scarlett seemed to possess some powers that belonged only to those who had been given the Freedom of the Graveyard, such as the ability to Dreamwalk, to see someone who had Faded, and to see in the dark. 5. Bod was bothered most about the dead people because unlike the living they never evolved beyond the time of their deaths. 6. Scarlett visited the public library to look at old newspapers to learn more about the murder of Bod's family. She learned that they had been killed in the house that Mr. Frost was now renting. She also discovered that after the initial investigation, nothing had been done to find the murderer. 7. Bod learned that Mr. Frost was the man who had murdered his family. 8. The Jacks of All Trades was an international organization that dealt in magic and had existed for centuries. The members believed that Bod had to be killed because of a prophecy that said that if a child who walked the borderland between the living and the dead grew into adulthood, it would mean the end of their order and all it stood for. 9. The Honour Guard protected Bod from the Jacks by hunting them down all over the world while Bod remained safe in the graveyard. 10. Bod lured Jack Ketch into the deep Carstairs grave. He opened the ghoulish-gate and Jack Tar, Jack Nimble, and Jack Dandy fell through. He took Jack Frost into the Sleer's barrow and tricked him into saying that he was the Sleer's master, which motivated the Sleer to take him away. 11. Silas took away some memories of Scarlett and her mother to keep them from sharing their experiences with the man Jack and what had happened in the graveyard. He did this to protect them, Bod, and other residents of the graveyard from the investigation that would have occurred if Scarlett had told others about the events of that night. 12. Although Bod was glad that he no longer had to fear the Jacks, it came with the loss of his friend Scarlett, who was moving back to Scotland and the death of Miss Lupescu, who had died protecting Bod.

Language
Study:

1. e 2. g 3. b 4. f 5. c 6. a 7. d

Chapter Eight

- Vocabulary: 1. conspiring–plotting 2. peered–looked closely in an effort to see clearly 3. scrutinized–inspected carefully 4. discomfited–threw into confusion; embarrassed 5. perplexed–bewildered and confused 6. habitable–suitable for living in 7. immutable–unchanging 8. wary–cautious; guarded
- Questions: 1. Bod’s powers granted by the Freedom of the Graveyard gradually began to disappear. He could no longer Fade or pass through solid objects. Wild animals that lived in the graveyard who were once his friends now feared him. He began to have difficulty seeing the dead. 2. Mother Slaughter recalled that she had an important role in persuading others in the graveyard community to admit Bod. In fact, she raised doubts about the wisdom of giving him the Freedom of the Graveyard. 3. Bod’s parents felt uncomfortable because they knew they were saying their last good-byes to Bod, but he didn’t yet know that he was about to leave them. 4. Silas felt that now that the Jacks were gone and Bod was a young man, it was time for him to leave the graveyard, to live among the living, and to experience life. 5. Alanso Jones helped to whet Bod’s appetite for the adventures and experiences that awaited him out in the world of the living. 6. Bod felt sadness in saying good-bye to those who had raised him, but he was also excited by the prospect of making his own way in the world and experiencing the adventures, joys, and challenges that come from being alive.

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