

# GØBLIN

A middle grade graphic novel  
By Eric Grissom & Will Perkins



## Curriculum and Learning Guide

Common Core Standards Aligned

Developed by Alex Dwyer

*Sometimes it is the  
dark that burns  
brightest...*

# GOBLIN



## Table of Contents

I. Anchor Questions .....	03
II. Vocabulary & Activities .....	05
III. Chapter Specific Questions .....	06
Chapter 1: The Goblin's Gifts .....	06
Chapter 2: A Circle Gold .....	08
Chapter 3: A Chance Encounter .....	10
Chapter 4: The Sound of Water .....	12
Chapter 5: The Goblin's Heart .....	14
Chapter 6: The Scorpion's Sting .....	16
Chapter 7: Little Boy Lost .....	18
Chapter 8: The Trial of the Goblin .....	20
Chapter 9: The Undying Dead .....	22
Chapter 10: Requiem .....	24
Chapter 11: The Cost of War .....	26
Epilogue .....	28
IV. About Alex Dwyer .....	30
V. About GOBLIN .....	30

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# Anchor Questions

The purpose of the Anchor Questions for *Goblin* is to support learners in exploring concepts and standards across the entirety of the book. For educators who are building skills that relate to one or several specific standards across the exploration of *Goblin* you can use these questions to reflect on concepts, themes, texts, and characters as they progress throughout the story.

## Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- What is one quote or one visual representation that best represents the themes you have discovered in this chapter?
- What does that quote or visual say explicitly about the plot of the chapter and what does that quote or visual say about the themes of the chapter?

## Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- What is a theme in this chapter that can be applied out of this story?
- What are some details of the chapter's plot that support this theme?

## Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

- What are the different settings that Rikt encounters in this chapter? How does each setting represent a different experience for Rikt?
- How does he respond to those experiences?
- What can his responses tell you about how the story might develop beyond this chapter?

## Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

The author and illustrator of this book made specific choices as to what to show the audience through text and what to show visually.

- What is one text choice from this chapter that connects the tone of this chapter and the potential future themes of this book?
- What is one visual choice from this chapter that connects the tone of this chapter and the potential future themes of this book?

**Craft and Structure:**

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Each chapter of *Goblin* contributes to the development of themes that build across the entire story.

- Choose a theme that you have noticed in the story so far and connect that theme to a specific scene in this chapter.
- How does the larger theme in the story so far relate to the scene you chose to write about?

**Craft and Structure:**

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

- What kind of character is Rikt?
- What is his point of view?
- How does the narrator guide the reader in understanding Rikt's point of view?
- What is one text, or visual, example that best represents Rikt's point of view in this chapter?

**Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Graphic novels are a unique way of storytelling because part of the story is told through text and part of the story is told visually.

- What do you see when you are reading the text?
- What do you hear when you are looking at the visuals?
- What would be different about your experience with this story if it were told through a different medium (a novel, an audio recording, an animated movie, a live action movie, etc.)?
- Why does this story benefit from being told as a graphic novel instead of another storytelling form?

**Craft and Structure:**

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

The author and illustrator of this book made specific choices as to what to show the audience through text and what to show visually.

- What is one text choice from this chapter that connects the tone of this chapter and the potential future themes of this book?
- What is one visual choice from this chapter that connects the tone of this chapter and the potential future themes of this book?

# Vocabulary & Activities

## CHAPTER ONE

- **cunning** — crafty in the use of special resources (such as skill or knowledge) or in attaining an end. *“Cunning and patience, son. These are the goblin’s gifts.”*
- **malice** — desire to cause pain, injury, or distress to another. *“Never draw it in anger or malice. Only in necessity.”*

## CHAPTER TWO

- **satchel** — a small bag often with a shoulder strap. *“Flush with coin from hands grown cold, satchel full, but what’s been sold?”*
- **incredulously** — unwilling to admit or accept what is offered as true. *“Why do you look at me so **incredulously**? Did you think me a myth?”*
- **wrought** — worked into shape by artistry or effort. *“Know what you will wrought.”*

## CHAPTER THREE

- **changeling** — a fairy or elf child secretly exchanged for a human in infancy. *“Changeling droppings are quite the delicacy, you know?”*
- **primitive** — produced by people or culture that is nonindustrial and often nonliterate or tribal. *“...there’s always been a market for **primitive art**.”*
- **scourge** — a cause of wide or great pain or distress. *“A scourge to good decent people...”*

## CHAPTER SIX

- **undertaker** — one whose business is to prepare the dead for burial. *“The bring a coffin and save the **undertaker** the effort.”*

## CHAPTER SEVEN

- **infamous** — having a reputation of the worst kind : notoriously evil. *“...we must be in the **infamous** Swamp of Agon.”*

## CHAPTER ELEVEN

- **reckoning** — a settling of accounts. *“I am no beggar. I am a **reckoning**.”*

## Suggested Activities

- Short answer prompts
- Prompts for writing a five paragraph essay
- Guiding group discussions
- Reflection questions for a video journal
- Journaling prompts
- Questions that can be answered as different characters from the story
- Reflection questions in an assessment
- Summative reflection questions for the end of each chapter
- Daily warm up questions to summarize a previous classes reading
- Prompts to shape a summative book report

# Chapter Specific Questions

These chapter specific questions for *Goblin* are designed to be a starting point in creating a Common Core based exploration of the book. Each question was developed with a 6th grade Common Core Standard.

For learners that are below or above 6th grade, many of these questions can be augmented to meet the grade level standard that you are working towards or standard mastery by adding grade level specific direction and vocabulary to the questions.

## Chapter 1: The Goblin's Gifts

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

This chapter introduces a new world to the reader, with new characters to learn about.

Choose one character and answer the following question about that character:

- What does this chapter say explicitly, both through text and visually, about this character?
- What can you infer about this character based on the text and visuals of this chapter?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- What is the central theme of this chapter?
- What is a theme you can identify and how do you think that theme will continue to develop throughout the story?
- Cite specific plot details that support your claim of a theme and explain why those details will support further development of your chosen theme as the story continues.

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

There is a lot of action and plot development in this chapter.

- What are the main plot points in this chapter and how does the main character, Rikt, respond to the plot points you identified?

## Chapter 1: The Goblin's Gifts

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

Rikt's father gives him a sword and tells Rikt that he "...must treat it with respect. Just as you treat all living things".

- How does the father's emphasis on the word "respect" influence the meaning or tone around the sword Rikt was given?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Rikt's father tells him to "(n)ever draw (his sword) in anger or in malice. Only in necessity".

- How might Rikt's journey be guided by the directions his father gives him for this sword?
- How can Rikt apply the directions for this sword in other parts of this life, unrelated to using his sword?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Rikt experiences life changing events in this chapter.

- How might these experiences change or develop the point of view of Rikt as the story continues?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

- How would the story of chapter one be different if it was being told to you instead of you reading it in a graphic novel?
- How would your visual experience with the story be different?
- How would your auditory experience with the story be different?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Think specifically about the end of this chapter, where Rikt's family is attacked by a human. Think about how this scene would be different if this story was told in a different genre and/or through a storytelling form.

- Would those changes affect your enjoyment of this chapter?
- Why or why not?

## Chapter 2: A Circle Gold

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

In the dialogue between Rikt and the forest fairies there are many examples of what could be foreshadowing of Rikt's journey.

- Choose a quote from the fairies and make a prediction as to what might happen to Rikt.
- Explain how the quote you chose influenced your prediction.

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

The Goddess that Rikt discovers in the forest shows Rikt a potential future for the forest that "if (he sets) upon a path of vengeance", the forest will be destroyed.

- What does this quote and vision mean thematically for Rikt?
- What might he learn on his journey about seeking vengeance?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Rikt begins chapter two burying his parents near their home before he leaves for the forest, ready to start his journey to the First Tree.

- Compare and contrast the different settings Rikt experiences in this chapter.
- How does the lighting change as Rikt moves?
- What characters does Rikt meet and how does he interact with them?
- Is Rikt getting closer or further to a resolution on his want for revenge on the man who killed his family?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

The fairies that Rikt encounters tell him "(n)o weapon made, forged of fire, can satisfy black heart's desire."

- How do you interpret the phrase "black heart's desire"?
- What is Rikt's desire? Is his current desire one that has a "black heart"?
- Why or why not?



## Chapter 2: A Circle Gold

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Both the fairies and the Goddess question Rikt's focus on revenge in this chapter.

- What is one sentence, or visual, that you think will have an effect on Rikt's desire for getting revenge on the man that killed his parents.
- Why do you think the sentence or visual you chose will change Rikt's mind?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Rikt has his quest for vengeance challenged in this chapter by the different characters he encounters.

- Why do you think the author developed characters to question Rikt's motivations?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

- Choose a new character from this chapter (the fairies or the Goddess), describe what they would sound like if this story was experienced with sound?
- Does your chosen character have a distinct type of voice?
- What could you compare their voice to?
- How does "hearing" the character's voice in your head make the character different from reading the character's dialogue without a specific voice in mind?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Think specifically about when Rikt meets the Goddess.

- How would this scene be different if this story was not a fantasy and adventure story but a scary or horror story.
- How do you think Rikt would react to meeting the Goddess?
- How would a scary tone potentially change how you read their interaction?

## Chapter 3: A Chance Encounter

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Sally and Molly are the only other human characters we have come across so far in the book.

- How are they similar to the man that killed Rikt's family?
- Choose a quote from either Sally or Molly that connects them to the man that killed Rikt's family and explain how that quote connects the human characters in this book so far.

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- What themes did you notice in this chapter as the story relates to the relationship between nature and humans?
- How do the themes of this chapter that focus on a human relationship to nature represent what you have noted or experienced in your own life?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Rikt saves a wolf from Molly and Sally in this chapter.

- Describe how the interactions between Rikt and the wolf in this chapter can be viewed as early stages of a developing relationship.
- How would Rikt having a friend on his journey change Rikt as a character?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Sally and Molly, the sisters who Rikt encounters, say a lot of rude and ignorant things in this chapter.

- What do you think of Sally and Molly as characters?
- What is one word or phrase that either Sally or Molly use in this chapter that supports how you feel about them?
- Why do you think the author chose to have Molly or Sally use that word or phrase?

## Chapter 3: A Chance Encounter

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Rikt chooses to help the wolf escape, even after the wolf bites Rikt.

- How does Rikt's choosing to rescue the wolf relate to Rikt being driven by revenge?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Rikt chooses to use the resources of the forest (calling a bear) to help him run away from Molly and Sally.

- As the reader, why do you think the author chose to have Rikt escape danger instead of fighting?
- What might the author be trying to show the reader about the development of Rikt as a character?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

What if you could observe Molly and Sally's movement while you experienced this chapter.

- How do you think they would move?
- How would observing the movements of Sally and Molly change how you engage with this chapter?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Think specifically about when Rikt takes the gold from Molly and Sally. Think about how this scene would be different if this story was told as a journal entry by either Molly or Sally, instead of how the book is told, without a narrative perspective.

- How would that change in storytelling perspective affect the plot of this chapter?
- How could it change how you view Rikt as a character?

## Chapter 4: The Sound of Water

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

The wolf communicates in this chapter through sound and actions.

- What can we infer about the wolf's wishes for their relationship with Rikt going forward?
- What is one example of the wolf's communication that supports your inference?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- What ideas are the wolf trying to convey to Rikt in this chapter?
- Summarize the examples of the ideas that the wolf is trying to convey to Rikt in this chapter.

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

There are three different settings in this chapter (the forest area of the Haunted Valley, the spring with the large statue, and the dark cave with the fish).

- Compare and contrast how Rikt and the wolf respond to each of these settings as the story's plot continues to develop.
- In what settings do Rikt and the wolf act similarly?
- In what settings do Rikt and the wolf act differently?
- Why do you think they act differently in the settings you identified?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Rikt is communicating with the wolf with a specific tone in this chapter.

- What is that tone?
- What are some of the word choices that Rikt uses in this chapter that support your classification of his tone towards the wolf?

## Chapter 4: The Sound of Water

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Rikt's journey has taken him to an area that he has never visited before.

- How does his exploration of the Haunted Valley relate to what he has experienced so far in this book?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

- The wolf continues to follow Rikt even though Rikt seems uninterested in having someone be part of his journey.
- What is the point of view of the wolf based on how his actions are depicted in the text and the sounds he makes when he interacts with Rikt in this chapter?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

- If you could hear an audio representation of how the wolf communicated in this chapter, what tone do you think his communication would be in?
- What feelings or emotions do you think the wolf is trying to convey to Rikt?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Think specifically about the section of this chapter when Rikt tries to fish and the wolf is the only one who catches food.

- Think about how this scene would be different if this story was called Wolf, instead of Goblin.
- Would those changes affect how you see the fishing scene?
- Would you assume certain things about the wolf after this scene if the book was named after them?

## Chapter 5: The Goblin's Heart

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

The minotaur speaks both in a friendly and an aggressive manner to Rikt.

- What is a direct quote example of the minotaur speaking in a friendly manner to Rikt?
- What is a direct quote example of the minotaur speaking aggressively to Rikt?
- What can you infer about the minotaur based on the friendly and aggressive quotes from the text that you have selected?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- Summarize the relationship between Rikt and the minotaur using specific examples from their interaction in your summary.
- What is the central idea that summarizes the relationship between Rikt and the minotaur?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

The minotaur is excited to have a friend with him in the Cave of Sadness.

- Outline the conflict, rising action, climax, and resolution of the minotaur and Rikt's relationship.
- How does each character respond to the other's actions in this chapter?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

The minotaur declares that he and Rikt are "BEST FRIENDS FOREVER!", while also stating that leaving the cave is not an option for Rikt.

- Is the minotaur using the word friend correctly when he describes Rikt?
- How does the minotaur calling Rikt a friend affect the tone of their interactions in this chapter?

## Chapter 5: The Goblin's Heart

### Craft and Structure: CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Rikt does not feel the same about the minotaur as the minotaur does about Rikt.

- Choose one quote or visual from this chapter that shows how Rikt truly feels about the minotaur.
- How could your evidence affect the plot of the story after this chapter?

### Craft and Structure: CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

- The minotaur has a specific way of talking to the guests of his cave.
- How does the author develop the point of view of the minotaur during this chapter?
- How does the author show the reader that the minotaur has been living in the cave, by themselves, for a long time, without telling the reader the entire history of the minotaur in the cave?

### Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

The Cave of Sadness, where the minotaur is cursed to live in forever, has a very specific look to it.

- How would experiencing the cave be different if you could not see the walls, skulls, or water?
- Write four sentences describing the cave in the style of a non-graphic novel. What was it like to rewrite this story as a novel, instead of a graphic novel?

### Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

The minotaur, while not being a great friend (he killed all of his other visitors while playing Axe-Swing-Duck), really wants someone to talk to.

- How would this chapter be different if it was told from the perspective of the Minatour?
- Pretend you are the minotaur, write a four to six sentence journal entry about what happened on the day that Rikt visited the Cave of Sadness.

## Chapter 6: The Scorpion's Sting

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Rikt is very determined to find the man who killed his family and hold him accountable. There are multiple things that stand in the way of Rikt continuing his journey to find the man.
- Use an example from the text that shows Rikt's determination to move forward in his journey despite an obstacle.
- What lesson might the example you chose teach to the reader about perseverance?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- What is a theme of this chapter?
- Summarize the plot of this chapter as it relates to the theme you chose and relate the plot points you identified as supporting your theme to the general themes you have identified in the story so far.

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Rikt finds several boats destroyed in the harbor of Ara.

- How do the actions that Rikt chooses to take at the harbor give the reader a more detailed understanding of how Rikt has progressed in his journey so far?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

- Rikt comes across a wounded citizen of Ara when he enters the city. The citizen talks to Rikt in a very specific way because he is a goblin.
- What does the word choice by the wounded man say about how the people of Ara might have viewed Rikt?
- What does how humans treat goblins in this story tell you about the humans of this world?



## Chapter 6: The Scorpion's Sting

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Rikt builds a boat out of scraps in the harbor of Ara. When Fishbreath and Rikt attempt to use the boat Fishbreath falls into the water.

- How does Rikt's actions after Fishbreath falls in the water show the development of his and Fishbreath's relationship so far in this story?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Rikt continues to develop as a heroic character in this story.

- What is something in this chapter that shows Rikt being heroic?
- What does that heroic action show the reader about Rikt?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

- The dialogue of the wounded citizen of Ara has a tone that is distrustful of Goblins.
- How would you describe what his tone towards Rikt would have been before Rikt offered him water?
- How do you think his tone might have changed after he realized Rikt was not trying to trick him?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

This chapter, like the majority of the story, follows the journey of Rikt.

- Compare and contrast what you read in this chapter with what the visuals and text of this chapter would be like if the story was told from the perspective of the injured citizen from Ara.

## Chapter 7: Little Boy Lost

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

This chapter shows Rikt interacting with another character that has experienced grief due to the loss of a family member.

- Choose one piece of textual evidence that relates to the processing of grief and explain how experiencing your chosen example of second hand grief might affect Rikt as he continues on his journey.

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- What are some key details of this chapter that show the growth of Rikt as a character?
- Give examples of Rikt's growth that are overt representations of his growth.

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

The story of Rikt's journey through the Swamp of Agon shows him experiencing a wide range of emotions.

- Describe how Rikt responds to his experiences in the Swamp of Agon.
- How does Rikt find a resolution after experiencing the story of the woman in the swamp?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Fish-breath shows concern with Rikt after he takes the woman's raft without telling her that he is not her son and Rikt says to Fish-breath, "You must think me a monster".

- Rikt has been called many mean spirited names throughout this journey. What kind of monster do you think Rikt is referring to when he is discussing taking the raft with Fishbreath?
- Is his definition of a monster a living being that looks a certain way or acts a certain way?
- Who is one character from the story so far that Rikt might be comparing himself to when he uses the word monster?

## Chapter 7: Little Boy Lost

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

The woman that Rikt interacts with in the Swamp of Agon seems confused and talks to him as if he is her missing son, Rauol. When Rikt leaves in the woman's raft she notes that he is not wearing his family amulet and that, "a mother always knows".

- What does the woman mean by "a mother always knows"?
- Is the woman referring directly to the missing amulet or is she admitting that she knows that Rikt is not her son?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

- How do you classify the point of view of the woman who lives in the Swamp of Agon?
- How does the author develop this character through how she speaks and the stories that she shares with Rikt?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

The story of the woman who lives in the Swamp of Agon is a tragic tale of loss and grief.

- How would the experience of the reader change if her story was told with flashbacks where the audience experienced a visual representation of her son Raoul?
- How would knowing what Raoul looked like when he left the Swamp of Agon affect how we view the woman who lives in the swamp?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

There have been many songs written in human history about grief and loss.

- How would the story of the woman from the swamp be different if the audience experienced it as lyrics to a song?
- How would the tone of her story potentially change for the audience if it were told as a song?
- Would any of the themes of her story potentially have greater emphasis if her story was shared as song lyrics?
- What would the music telling her story sound like?

## Chapter 8: The Trial of the Goblin

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

When Rikt enters the Dofda Village he is unable to communicate with the creatures that he first meets. It is only when he meets the Chieftain of the Dofda that he is able to communicate and tell his story.

- What can the reader infer about the Dofda Village and the freedom of the citizens who are not royalty?
- Why would only the Chieftain be able to communicate with Rikt?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

The Dofda are a group that has specific strengths.

- What are the strengths of the Dofda as a group and what are three details that support your reading of the strength you identified?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Rikt makes a strong case to the Chieftain of the Dofda that he is not a thief and the Chieftain initially is unwilling to hear Rikt explain why he is innocent.

- How does Rikt convince the Chieftain of the Dofda to continue on his quest?
- How does Rikt's growth as a problem solver allow him to find a resolution with the Dofda Chieftain?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

When the Chieftain of the Dofda initially interacts with Rikt he says "...the Dofda understand you. We understand you are a Goblin thief!".

- How can the Dofda Chieftain understand Rikt if he has never met him before?
- How can the Dofda Chieftain be so sure that what he has heard about Rikt is true?
- Why does the Dofda Chieftain call Rikt a "Goblin thief" instead of a non species specific thief?

## Chapter 8: The Trial of the Goblin

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

The Chieftain of the Dofda seems to think it is impossible that Rikt, a goblin, would “give gold away”.

- How does this statement by the Chieftain of the Dofda fit into the overall general assumptive perception of Goblins in this story so far?
- As a reader who has watched Rikt disprove goblin stereotypes through the story so far, how does this statement by the Chieftain of the Dofda make you feel about Rikt and the stereotypes he continues to face?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

The Chieftain of the Dofda seems set in his ways and only gives Rikt a chance to continue on his journey when Rikt is able to appeal to the Chieftain’s needs.

- How does the author develop Rikt’s understanding of the the Chieftain of the Dofda?
- How does having a developing understanding of the Chieftain’s point of view allow Rikt to become a better problem solver and move on with his journey?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

The Dofda are a tough group focused on ensuring laws are followed by force.

- If this chapter was adapted into a live action movie, how would the Dofda appear?
- Describe how they would speak. Describe what their mannerisms might look like.
- What physical movements would the Dofda have to show the audience so they would be viewed as a group capable of enforcing the laws they live by?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

The Dofda are a strong group in the story of Goblin, much different from how frog-like creatures are portrayed in some non fantasy story telling.

- If the story of Rikt’s journey was told with only human characters, how would the representation of the Dofda be different from the fantasy version of frog-like creatures in other fantasy texts?

## Chapter 9: The Undying Dead

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

The Temple of the First Tree summarizes several of Rikt's experiences to this point in his journey.

- What is a piece of evidence from the text that represents part of Rikt's journey prior to him entering the Temple of the First Tree?
- Analyze the portion of text you chose. Determine how that piece of text shows Rikt's growth as character from the time in his journey the text relates to and his successfully navigating the Temple of the First Tree.

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- What is the theme or central idea of Rikt's experience during chapter 9?
- Share the plot points that support your reading of the chapters theme or central idea.

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Rikt faces several real and imagined challenges when he enters The Temple of the First Tree.

- How does Rikt respond to the challenges that he faces?
- How does facing those challenges prepare him for his discussion at the end of the chapter?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

- When confronted with the fact that Rikt is back to where he started his quest he asks if his journey is "to be some kind of fable then?".
- As the reader of Rikt's journey you know that his story is a fable. Why do you think the author chose to use the word fable in Rikt questioning how to understand his journey?

## Chapter 9: The Undying Dead

### **Craft and Structure:** CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

While journeying through the Temple of the First Tree Rikt defeats a skeleton wearing an amulet that looks like Raoul's amulet, the missing son of the woman in the Swamp of Agon.

- How does Rikt making the connection to the woman in the swamp and the skeleton soldiers in the temple contribute to the development of Rikt as an evolving character who is learning about himself and the world around him?

### **Craft and Structure:** CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

When Rikt is given the option of continuing on his quest, he decides that he wants to continue on and face the man that killed his family.

- How has the author developed the point of view of Rikt to this point in his journey?
- What has Rikt learned about himself and the world around him?
- How else might Rikt evolve as a character as he continues on his quest?

### **Integration of Knowledge and Ideas:** CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Rikt is confronted inside the Temple of the First Tree by a vision of the man who he seeks revenge against.

- Compare what the experience is like of engaging with this confrontation in graphic novel form and what that experience might be like if this was a novel.
- What might be different about how you experience this scene? What might you miss about this scene if it had no artwork to support the dialogue?
- What might you enjoy about this scene if it were written like a novel?

### **Craft and Structure:** CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

Inside the Temple of the First Tree Rikt has experiences that are scary.

- How would this chapter be different if the genre of this chapter was no longer fantasy but a horror focused journey?
- What dialogue, visuals, or plot points in this chapter are already similar in tone to that of a horror tale or scary story?
- What dialogue, visuals, or plot points in this chapter are different in tone to that of a horror tale or scary story?

## Chapter 10: Requiem

### Key Ideas and Details: CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Rikt and Fish-breath have become very close during their journey together.

- Choose one piece of evidence that explicitly shows that Rikt and Fishbreath care about each other and explain how that piece of evidence supports your claim.

### Key Ideas and Details: CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Rikt has traveled into the future after leaving the Temple of the First Tree.

- What is a theme for the world that Rikt finds when he wakes up in the future?
- Summarize what Rikt experiences in the future and relate that summary to the theme you identified for the world as he is now experiencing it.

### Key Ideas and Details: CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Rikt has been preparing to confront the human who killed his family throughout his entire journey.

- Identify the evidence in this chapter that shows that Rikt is ready to confront the man and explain how the pieces of evidence you chose support the idea that Rikt is ready to confront the man.

### Craft and Structure: CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

When Rikt travels the land and experiences what has happened to his world he tells Fish-breath that “there’s nothing left”.

- What does Rikt mean by this? How does Rikt define his world as having “nothing left” effect on the tone of the story going forward?

### Craft and Structure: CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Rikt tells Fish-breath that he cannot take her into the castle with him to face the man.

- How does this scene contribute to the development of the plot to this point in the story?



## Chapter 10: Requiem

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Fish-breath waited for Rikt while he was in the Temple of the First Tree and then is willing to wait for him again outside the castle of the man.

- How has the author developed the character of Fish-breath up to this point in the story?
- What might Fish-breath's point of view be about Rikt when Fish-breath waits outside the castle while Rikt goes inside to face the man?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Think of what Rikt experiences when he arrives in the future after visiting the Temple of the First Tree.

- What would his experience be like if it was presented in the form of a documentary about the effects that humans have had on the forest instead of a fable about Rikt's journey?
- How would this chapter be different as a documentary?
- What might be similar about Rikt's journey in this chapter and a theoretical documentary about the forest as it was affected by humans?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- If this story was presented to you as a historical document, something that had actually taken place in the history of Earth, how would that change the themes of Rikt's journey?
- How would the details of Rikt's journey affect you differently?
- What about the story would affect you similarly if you could experience this story as a work of fiction and a work of nonfiction?

## Chapter 11: The Cost of War

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Chapter 11 is titled "The Cost of War".

- What does the dialogue in this chapter between Rikt and the Man say about the cost of war?
- What message can you infer about how the author of this story thinks about war and what causes people to go to war?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- What is the central idea of this chapter?
- Summarize what Rikt learns from facing the man and relate that summary to the central idea you took away from this chapter.

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

- How would you describe Rikt's emotions when he enters the castle at the start of this chapter?
- How do his emotions change as he concludes his interaction with the man?
- Describe why Rikt's emotions shifted throughout the chapter, using specific references to his experiences to justify your answer.

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- How would you classify the language the Man uses when he speaks to Rikt?
- Based on the types of language that the Man uses when he speaks to Rikt, what do you think the author is trying to convey about the Man as a character?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

At the end of the chapter the Man says to Rikt "Release me!".

- What does the Man want release from?
- How does the man want Rikt to grant him release?
- Why does Rikt not give the Man the release that he asks for?

## Chapter 11: The Cost of War

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Rikt continues to evolve as a character in this chapter, choosing not to experience physical revenge on the man.

- Explain how the author further developed the point of view of Rikt by having him not physically harm the Man when he is given the chance.

### Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

- If Chapter 11 was presented as a play, with live actors playing Rikt and the Man, how would the confrontation between these two characters make for a different experience as a reader/viewer?
- What parts of this chapter would be less enjoyable if this part of the story was told as a play?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Rikt confronts the Man in his castle in a setting that fits the fantasy genre that this story is told within.

- Reimagine this final scene in a different setting that is not typical of fantasy story telling.
- What is that setting? Would the topics covered in this chapter be different in a different setting? Would different themes emerge from Rikt's confrontation with the Man if they met in the setting that you chose?

## Epilogue

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Describe the relationship between humans and the world 100 years after Rikt's confrontation with the Man.

- What are the specific things that humans are doing and what can you infer about what has happened to humanity in the past 100 years based on the plot of the Epilogue?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- What is the overall theme of the story of Rikt?
- Give a brief synopsis of the plot in the Epilogue.
- How does the plot of Epilogue relate to the overall theme of the entire story of Rikt?

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Rikt has gone from a young Goblin living in the forest to a legend of the forest.

- Summarize how Rikt transformed throughout the plot of this story and highlight the important points of transformation that lead to Rikt becoming a legend of the forest.

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

One of the humans who is looting the Black Castle during the Epilogue claims that Goblins are "kids stuff".

- What does the human mean by "kids stuff" when referring to the existence of Goblins?
- How is a verbal definition of Goblins differ from his practical and physical understanding of Goblins that leads him to want to leave the area?

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Humanity in general can be viewed as a character in this story (as warriors, thieves, scavengers, etc.).

- How does the narrative voice of this story develop the reader's understanding of humanity as collective speakers with regards to how humanity views the natural world (the forest)?

## Epilogue

### Craft and Structure:

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

The book ends with one of the humans saying “..there is nothing here anyways” before the final scene of Rikt and Fish-breath together.

- How does the human view of the forest being “nothing” compare to two close friends spending time with each other?
- How does the human view of the forest differ from the non-human view of the forest?
- Which view of the forest do you see, one where creatures make a meaningful life and friendships together or one where only things that can be sold have value?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

The Epilogue summarizes the story of Rikt by showing how the forest and humanity are still at odds with each other after 100 years.

- Compare the theme of struggle between human and non-human life as you have experienced in your life to the fictional story of Rikt.
- What about the relationship between human and non human life have you experienced that is similar to the story of Rikt.
- What aspects of the relationship between human and non human life have you experienced that is different from the story of Rikt?

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

The relationship between Rikt and Fish-breath is different from any of the human relationships in this story.

- Compare and contrast how the story telling of non human characters differs from the storytelling of human to human characters.
- What is different about the non-human relationships compared to the human relationships in this story in terms of how their story is told?
- What is similar?

# About Alex Dwyer

Alex Dwyer is an English Language Arts and Special Education teacher who has regularly used graphic novels and comics in his classroom to engage readers of all types and ability levels.

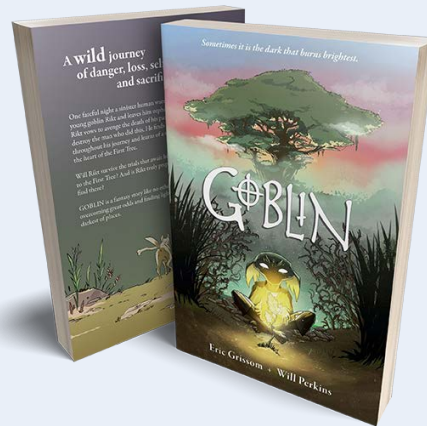
If you have a question about how to use the Goblin Curriculum and Learning Guide you can contact Alex on twitter at @alexgrahamdwyer.

## About GOBLIN

*Goblin* is a tale of fantasy and discovery sure to keep readers enthralled as they follow Rikt, a young, headstrong goblin as he embarks on a wild journey of danger, loss, and sacrifice in this new graphic novel adventure.

One fateful night a sinister human warrior raids the home of the young goblin Rikt and leaves him orphaned. Angry and alone, Rikt vows to avenge the death of his parents and seeks a way to destroy the man who did this. He finds aid from unlikely allies throughout his journey and learns of a secret power hidden in the heart of the First Tree. Will Rikt survive the trials that await him on his perilous journey to the First Tree? And is Rikt truly prepared for what he may find there?

**Author:** Eric Grissom  
**Illustrator:** Will Perkins  
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Eric Grissom is a writer whose comic works include *Gregory Suicide* with artist Will Perkins, *Deadhorse* with artists Phil Sloan, David Halvorson, and Marissa Louise, *Animals* with artist Claire Connelly, and *Planet Gigantic* with artist David Halvorson. Eric lives in New Jersey with his wife, three children, a cat, two dogs, assorted clown dolls, a broken heart, a pile of old dreams, and the memory of a tadpole.

**Will Perkins**, Illustrator  
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Will Perkins is an illustrator, amateur paleontologist and co-creator of *Gregory Suicide* and *Beware...Comics* as well as contributing to publishers FUBAR press, Action Lab Comics, 215ink Comics and IDW. Will Currently survives with his wife in Rochester, New York.