

Grades 6-8

GØBLIN

the Wolf and the Well

A middle grade graphic novel
By Eric Grissom & Will Perkins



Curriculum and Learning Guide

Common Core Standards Aligned

Developed by Alex Dwyer

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Anchor Questions

The purpose of the Anchor Questions for *Goblin: The Wolf and the Well* is to support learners in exploring concepts and standards throughout the book. For educators building skills that relate to one or several specific standards across the exploration of *Goblin: The Wolf and the Well*, 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 visual representation that best expresses the themes you have discovered in one of the graphic novel's four parts?
- What does that quote or visual say explicitly about the plot of that section and what does it say about that section's themes?

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.

- Consider the last section you read, what is a theme that can be found in this section of the book?
- What are some details of the plot that support that 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 story? 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 his story develops over time?

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 a section of the book that connects its tone with potential future themes?
- What is one visual choice from a section of the book that connects its tone with potential future themes?

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 section of *The Wolf and the Well* 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 section.
- 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 section?

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?

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 genre of *Goblin* is described as a "fantasy" and the form of storytelling is a Graphic Novel.

- What if the plot of this chapter was told through the approach of a different genre (poetry, non fiction, drama, etc.) or a different story telling form (manga, video, text only novel, audio book)?
- Would the plot of this chapter change if the plot were shared through the lens of a different genre? Why or why not?

Vocabulary & Activities

PART ONE

- **taut** — stretched or pulled tight; not slack. “...even now their bow string grows *taut*.”
- **maul** — wound (a person or animal) by scratching and tearing. “...whoever calls it, *mauls* it.”
- **constable** — the warden or governor of a royal castle or a fortified town. “I have just come from striking a deal with the *constable*.”
- **sanctuary** — a place of refuge or safety. “...we have the wolf *sanctuary* that you see before you...”

PART TWO

- **malice** — the intention or desire to do evil; ill will. “Yesterday, we learned the story of the human King whose greed and *malice* turned him into a troll...”
- **depravity** — moral corruption; wickedness. “...than a folktale designed to push it’s believers into *depravity*.”
- **indolent** — wanting to avoid activity or exertion; lazy. “What *indolent* creatures you are.”
- **sigils** — signs or symbols. “There were magick symbols on her wagon. *Sigils*.”
- **barren** — (of land) too poor to produce much or any vegetation. “But it did not grow ... for Evonia was *barren* and dark.”
- **scorned** — to be treated with contempt, disdain, or disrespect. “Spirit of the forgotten, avenger of the *scorned*, I call upon you.”

PART THREE

- **banishment** — the act of driving out or removing from a home or place. “Okay let’s see. *Banishment*, *blinding*...”
- **entwined** — wind or twist together; interweave. “Your soul is mine, its light *entwined*...”

PART FOUR

- **specter** — a ghost. “I’ll either have a new *Specter* Wolf for my stable...”
- **boon** — a thing that is helpful or beneficial. “You saved me and the heart of this realm, and for that I shall grant you a *boon*...”

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: The Wolf and the Well* 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.

Part 1: A Card is Drawn

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 several new characters to the world of Goblin.

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, with Rikt and Fishbreath moving from The Lupine Forest to Silverkeep to Underwood.

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

Part 1: A Card is Drawn

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 shared his concerns about humans after he and Fish-breath Ms. Evelyn says “We’re not all bad. Some of us have **vision**”.

- How might the emphasis that Ms. Evelyn places on the word “vision” affect the contextual meaning of the word?

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 and Fish-breath meet a Fortune Teller at the beginning of this section and the Fortune Teller has an ominous prediction for what will happen to Fish-breath in the future.

- Analyze the Fortune Teller’s dialogue and explain how it may contribute to what Rikt and Fish-breath experience during, “A Card is Drawn.”

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 and Fish-breath experience various opinions on wolves from different members of the Silverkeep community 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 about the end of this section, when Rikt attempts to leave his room and a shadowy figure says “Welcome to **Underwood**. I hope you like it here because you’ll **never leave**”.

- How would this scene be different if the story was told in a different genre and/or through another form (as a movie, novel, a story told over a campfire, etc.).
- Would those changes affect your enjoyment of this section? Why or why not?

Part 2: Three Stones Meet

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 conversations between Rikt and the Ms. Evelyn in this section there are many examples of what the text might be inferring about the future of Rikt's experiences at Underwood.

- Choose a quote from the dialogue between Ms. Evelyn and Rikt in this section 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.

- What is the central theme of this section 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 this 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.

Rikt begins this section struggling to understand life at Underwood and ends it, with the help of Gabe and Oola, understanding that they must escape.

- Compare and contrast Rikt's mind set on his first morning at Underwood to when Gabe, Oola, and Rikt decide to leave.
- Is Rikt getting closer to accepting the human world as he learns about Ms. Evelyn and the history of Underwood, or is he seeking a resolution that has him, once again, leaving the human world for nature?

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 is brought to Ms. Evelyn's office, he confronts her about his sword. She responds, "That sword...that instrument of violence...marks your savage past..."

- Did Rikt have a savage past prior to living at Underwood? Or is Ms. Evelyn making assumptions about his life because he did not live as she does?
- What does Ms. Evelyn calling Rikt's former life "savage" say about her as a character and how she views those who are unlike her?

Part 2: Three Stones Meet

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 has a hard time acclimating to life at Underwood.

- What is one sentence, or visual, you think best represents the struggle Rikt faces as he attempts to live within the expectations Ms. Evelyn has for him.
- Why do you think the sentence or visual represents that struggle?

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 begins this section wanting to sleep outside, asking to see Fish-breath, and being persuaded to change into formal, human clothing.

- Why do you think the author has Ms. Evelyn challenge Rikt's way of life prior to living at Underwood?
- How might Ms. Evelyn challenging Rikt's way of life affect his point of view of Ms. Evelyn and the way of life for those living at Underwood?

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 section two (the other children of Underwood, Rikt's roommate Gabe, the wolf handler, etc.) and describe what they would sound like if this story was experienced with sound?
- Does this character have a distinct voice? What could you compare it to?
- How does "hearing" the character's voice in your head make the character different from reading the character's dialogue?

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 scenes in section two when Fish-breath is living with the other wolves away from Rikt.

- How would this scene be different if this was not a fantasy and adventure story, but a first hand account told by Fish-breath?
- How do you think Fish-breath would react to being taken away from Rikt?
- How would hearing directly from Fish-breath potentially change how you

Part 3: A Killing Moon

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.

Ms. Evelyn attempts to punish Rikt, Oola, Fish-breath, and Gabe in this section by leveraging her control of others to carry out her orders.

- Choose one example of how Ms. Evelyn exerted her power on others in this section.
- What does she explicitly demand of the character you chose?
- What can you infer about Ms. Evelyn and her relationship to the character you chose? How does she control them?

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.

In this section, characters are forced to make difficult decisions.

- Choose a character who makes a difficult decision in this section. What is the central theme of this character and how did their actions relate to that theme?
- 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.

Rikt has to overcome several obstacles in this section in an attempt to save Fish-breath. Outline those obstacles and relate them to how Rik's commitment to Fish-breath represents their overall relationship.

- How did their friendship affect how Rikt responded to the obstacles you outlined?

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.

At the end of this section, Ms. Evelyn justifies forcing Fish-breath to drink the well water by saying that she has "protected" her.

- Is Ms. Evelyn trying to protect Fish-breath in the same way that Rikt is?
- What is the tone of Ms. Evelyn's interpretation of the word "protected"?

Part 3: A Killing Moon

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.

In this section, Fish-breath and the other wolves work together in an attempt to free themselves from Underwood.

- Analyze the portion of this section where Fish-breath and the other wolves stand up for themselves and attempt to escape.
- How does this section represent the overall struggle of nature vs. human civilization that Rikt and Fish-breath have already experienced prior to living at Underwood?

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 experiences several intense situations in this section and continues to fight to reunite with Rikt through the obstacles in her way.

- Explain how the author and illustrator convey Fish-breath's point of view in this section without using dialogue.
- What does the story tell the reader about Fish-breath's point of view through her actions?

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 the actions of Ms. Evelyn in this section as a live-action movie.

- How do you think the portrayal of Ms. Evelyn in this section would be different in a live action movie compared to a graphic novel?
- What do you see differently in the portrayal of Ms. Evelyn?
- What might you hear in the portrayal of Ms. Evelyn?

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 book, and this section, are part of the fictional chronicling Rikt's adventures. Compare and contrast how the story in this section would be different if the plot was presented as part of history, not fantasy.

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

Part 4: The Water is the Way

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 this section the plot involves the characters visiting the “heart of the mountain,” where time functions differently, characters appear and act differently, and Underwood itself is represented by a talking house.

- Cite text from this section that represents a difference between the world of Evonia and the world represented in “the heart of the mountain.”
- What can you infer from this text about how existence is different in the “Heart of the Mountain” from the text you chose?

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 “Heart of the Mountain” is a magical place outside the world normally experienced in this story.

- What is a theme you have identified in how the “Heart of the Mountain” is conveyed?
- Summarize how the theme you identified relates to the plot that makes up the first three sections of the story.

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 several important details about how Rikt can save those he cares about in this section. Describe, in three to four sentences, what those are.

- How does Rikt respond to the different things he must accomplish to save his friends?

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 terms “house” and “home” appear several times in this section.

- What do the words “house” and “home” mean literally, in the context of this section?
- What do the words “house” and “home” mean figuratively in this section?
- How does the figurative use of the words “house” and “home” change based on who is using them?
- Does “house” and “home” mean something different to Ms. Evelyn and Oola?

Part 4: The Water is the Way

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.

When Rikit attempts to defeat Belleth, he yells "...destruction is creation!" Oola makes the same statement when she confronts Ms. Evelyn later in the section.

- How does the idea that destruction is creation fit into the plot of the overall story?
- What has been destroyed to create something during 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.

Oola has struggled to protect her way of life before the audience is aware of the character.

- What is the point of view of Oola as it relates to how Ms. Evelyn thinks individuals should live their lives?
- How has Oola's point of view changed since the beginning of the story?

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 Belleth communicated in this chapter, what tone do you think their communication would be in?
- What feelings or emotions do you think Belleth is trying to convey to Rikt when they come face-to-face in the "Heart of the Mountain"?

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.

Reflect on when Rikt and Oola say goodbye at the end of this section. Think about how this scene would be different if this story was called Oola and the Well.

- Would that change affect how you see the ending of this story and the character of Rikt?

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: THE WOLF AND THE WELL

What would you give up to protect the one you loved? Uncover the mystery in the thrilling sequel to the fantasy adventure graphic novel *Goblin*.

One dark and stormy night, Rikt meets a mysterious fortune teller in the woods. Looking into his future, she foresees that his best friend and only companion, a wolf named Fish-breath, is in mortal danger. Overcome with the fear of losing his four-legged friend, Rikt trades the freedom of the wild for the protection of Underwood—a boarding school for monster children and a sanctuary for wolves. Was his bargain worth the price? And what terrible fate awaits the children who live there? *The Wolf and the Well* is perfect for fans of fantasy adventure graphic novels like *Amulet*, *Lightfall*, and *City of Dragons*.

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Eric Grissom is the author of the fantasy graphic novel series GOBLIN. Additionally, Eric has written a number of comics, graphic novels, and a choose-your-own-adventure inspired interactive novel. Eric lives in New Jersey with his wife, three children, two dogs, and several Halloween animatronics in various states of repair.

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Will Perkins is an illustrator and Artist who most recently published 2021's GOBLIN, a middle-grade fantasy graphic novel from Dark Horse Books. Will has also contributed as artist on the 2017 graphic novel from Dark Horse, GREGORY SUICIDE.