

Stig of the Dump



By

Clive King

A Novel Study
by Nat and Joel Reed

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About the Author: Nat Reed, a member of the teaching profession for more than 35 years, served as a full-time instructor at Trent University's Teacher Education Program for nine years. For more information on his work and literature, please visit reednovelstudies.com.

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Suggestions and Expectations

Each chapter of the novel study focuses on one chapter of *Stig of the Dump* and is comprised of four distinct sections:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (page 7) as well as a **Checklist** (page 6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases... including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story... **and many others.**

Themes which may be taught in conjunction with the novel include connecting the past and present, unlikely friendships, tolerance and acceptance, imagination and fantasy.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *personification*
4. Identify *similes*
5. Identify *anagrams*
6. Listing compound words
7. Identifying parts of speech
8. Identify *syllables*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Five W's and an H Chart
3. Create a synopsis
4. Identify the climax of the novel

Character Activities

1. Compare characters
2. Identify the protagonist
3. Relating personal experience

Creative and Critical Thinking

1. Create a poem
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Create a journal entry
8. Opinion writing

Art Activities

1. A Storyboard
2. Create a movie poster
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

The Thing sitting in the corner seemed to be interested. It got up and moved towards Barney, into the light. Barney was glad to see it was Somebody after all. Funny way to dress though, he thought, rabbit-skins round the middle and no shoes or socks.

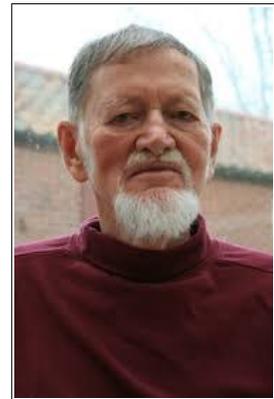
Barney spends a lot of time by himself, and often goes wandering off alone. One day he is exploring by the edge of an old chalk-pit, when it gives way. Finding himself in some sort of cave, Barney is astonished to discover a 'somebody' living there: somebody with a lot of shaggy hair and two bright black eyes, wearing a rabbit skin and speaking in grunts.

Barney names him *Stig*, and the two quickly become best friends. Of course nobody believes Barney when he tells his family all about Stig. But Barney doesn't care. He and Stig are far too busy having a brilliant series of unforgettable adventures.

Much-beloved by children for generations, *Stig of the Dump* is the ultimate story about the joyful freedom of mucking around outdoors, having fun away from the grown-ups. . . !
(Courtesy of the Publisher)

Author Biography Clive King

CLIVE KING was born in Richmond, Surrey, in 1924. When he was young his family moved to a village called Ash, near Sevenoaks in Kent, which is the setting for *Stig of the Dump*. He was educated at King's School, Rochester; Downing College, Cambridge; the School of Oriental and African Studies; and the University of London. He then served in the Royal Naval Volunteer Reserve. His service as a sailor and his work as a language teacher took him all over the world. Clive King has attempted to learn ten languages, including Tamil, Bengali, Gaelic and Anglo-Saxon. He has not been incredibly successful with any of them, but many of his stories deal with language difficulties of one sort or another. Clive King comes from a family of DIY fanatics. In his home you can see such things as a homemade built-in ironing board, a panelled kitchen and an oak staircase. Clive King passed away in 2018. (Courtesy of the Publisher)



Stig of the Dump



By Clive King

Name: _____

Stig of the Dump

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Chapter 1



Before you read this section:

It is important for an author to create an interesting **protagonist** (main character) for any work of fiction. *Stig of the Dump* features Barney who is about eight-years old and lives near a chalk pit – the dump. A second important character, the very unusual, Stig, is probably one of the most peculiar people you will encounter. Do you think having two very important characters would make a story more or less interesting? Why?



Vocabulary:

Choose a word from the list to complete each sentence.

wreckage	splinter	bracken	bric-à-brac
scuttle	wick	flint	gracious

1. Charlie got a _____ in his finger from the rotten log.
2. The queen was the most kind and _____ person I have ever met.
3. "Please light the lantern's _____ so we can see," Janie ordered.
4. The _____ from the car accident was strewn across the highway.
5. My grandmother's mantle was covered with souvenirs and _____.
6. The hillside was thick with _____.
7. There was a coal _____ full of dead electric light bulbs.
8. The boys found a sharp piece of _____ which they used to start a fire.

Questions



1. What is the **setting** for most of Chapter One?

2. How do we know the dump was an unofficial one?

3. What saved Barney from breaking his neck when he fell into the pit?

4. Describe your impression of Stig. His appearance and personality.

5. Why was Barney not too upset when Stig kept his knife?

6. Why do you think Barney wished he could live in Stig's home? Would you like to live in a place like this? Why or why not?

Language Activities



A. The Good Old Indispensable Adverb!

An **adverb** is a part of speech defined as *a modifier (or helper) of a verb* (usually an action word). Often an adverb will end in the letters **ly** (i.e. **slowly**). Our novel features a good many creative adverbs.



1. *It seemed to be partly a cave dug into the chalk...*

→ In this sentence, which verb does **partly** modify? _____

2. *Stig was carefully flaking tiny splinters off the edge of the flint...*

→ In this sentence, what verb does **carefully** modify? _____

3. *... began pointing out some of the things he seemed particularly proud of.*

→ In this sentence the adverb _____ modifies the verb _____

B. Personification is giving human qualities to something that is not human. Here is an example from the novel: *Some of the trees hung over the edge, holding on desperately by a few roots.* Explain how this is an example of personification.

Write a sentence about a cave including an example of personification.

C. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in this section of **Stig of the Dump**.

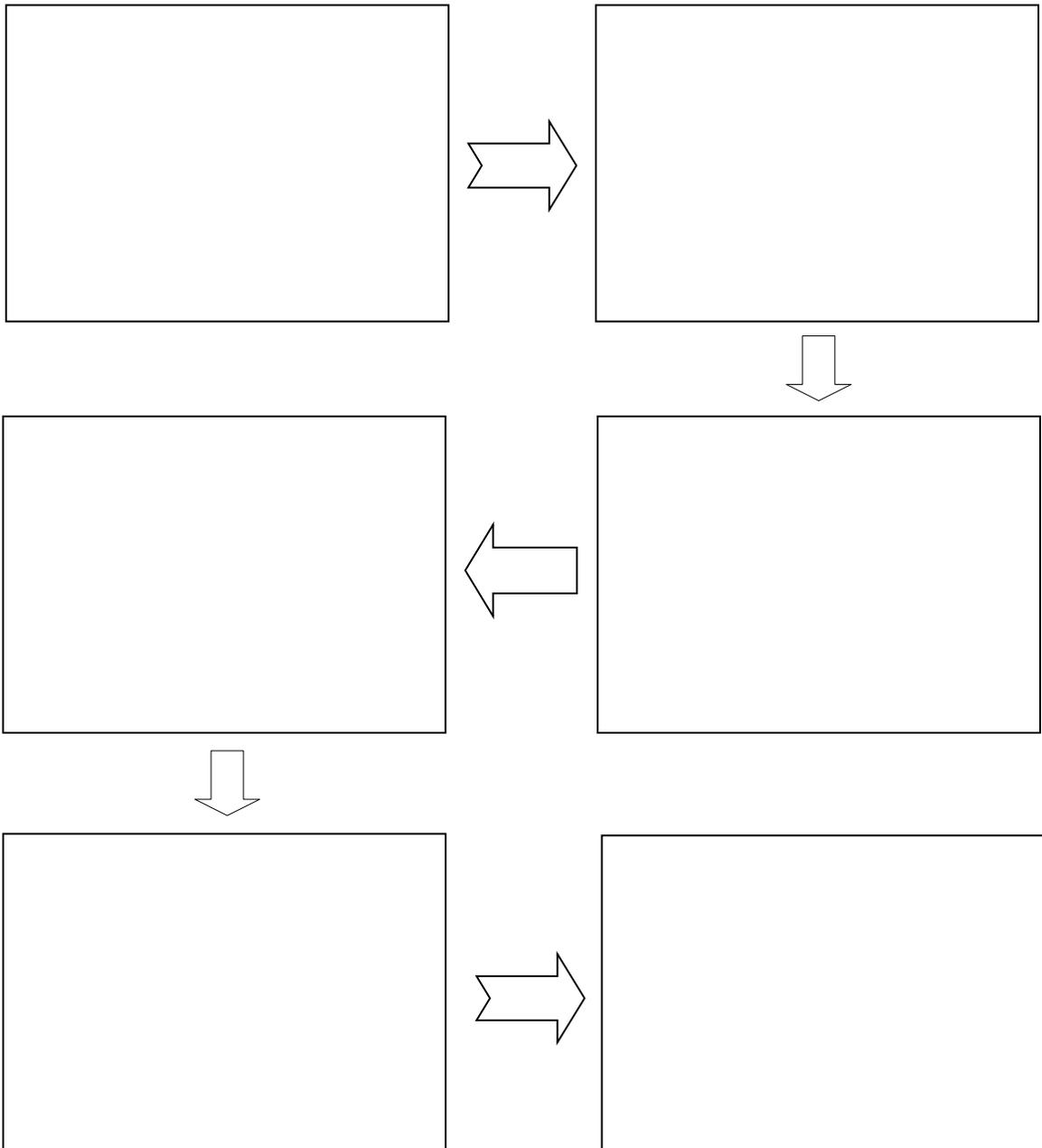
Word	Anagram	Clue
sister		Oppose; fight against.
still		Money is usually kept in these.
else		Slippery, weird creatures.
beard		White flour, yeast, water, salt.
earth		A vital organ.
years		State once more.
partly		Intently.

D. We have met two rather fascinating characters so far in our story. For each of the two characters below think of three adjectives which would accurately describe him/her. Consider both appearance and personality.

Character	1	2	3
Barney			
Stig			

E. Sequence Chart

Choose what you consider to be the six most important events in this section. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.



Extension Activity



A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and end of this section.



Beginning Picture:	Beginning:
Middle Picture	Middle:
Concluding Picture:	Concluding: