



The Curious Incident of the Dog in the Night-time

by Mark Haddon

Teacher's Guide

Written By Matthew Jewell

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Synopsis

2. Christopher discovers Wellington, a poodle, dead in Mrs. Shear's garden.

3. Christopher's full name is Christopher John Francis Boone. His teacher, Siobhan, once tried to teach him about emotions by drawing faces, but he could only grasp happy or sad. She labeled more complex emotions next to rudimentary drawings, and he consulted the key while talking to people until she told them that it probably made them uncomfortable.

5. Mrs. Shears runs into the garden to find Christopher hugging the bleeding corpse of her dog. She is understandably distressed and yells at him, to which he responds by curling up on the ground.

7. Christopher reveals that this book is a "murder-mystery" novel that he is writing at Siobhan's suggestion.

11. The police arrive at the scene of the crime. They question Christopher, which over stimulates him. He curls back on the ground and starts moaning. When the officer tries to lift him off the ground, Christopher hits him because he hates being touched.

13. Christopher explains that this won't be a funny book because he is incapable of understanding jokes.

17. The police officer arrests him for assaulting an officer of the law. Christopher spends his ride in the cruiser contemplating the Milky Way, the expansion of the universe, and the eventual demise of the human race.

19. Christopher explains that the chapters will be numbered as the progression of prime numbers and discusses his decision.

23. At the jail, Christopher is stripped of his possessions, except his watch, which he retains through strategic howling. He remains blithely unconcerned. He likes his cell. He devises an escape plan that consists of setting his clothes on fire by magnifying sunlight through his spectacles.

29. Christopher confesses that he finds people confusing. He is unable to decipher facial expressions or metaphors.

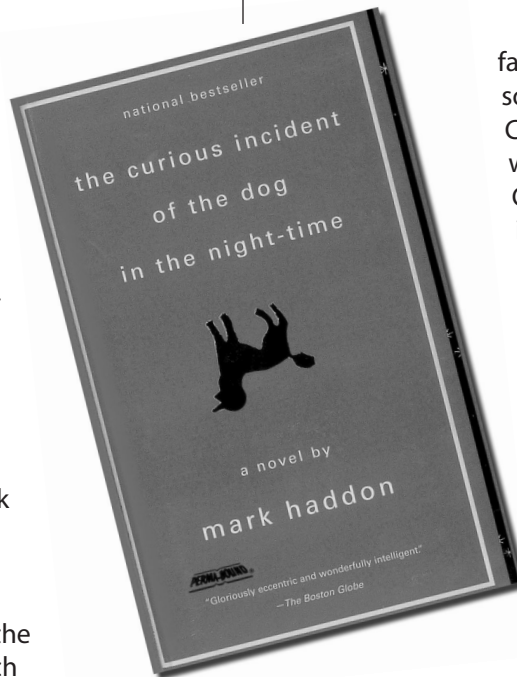
31. Mr. Boone, Christopher's father, arrives at the jail to collect his son. The police inspector lets Christopher off with a "caution," which lenience is complicated by Christopher's insistence that he did, in fact, mean to hit the police officer.

37. Christopher explains why he is incapable of lying or writing fiction, which two he equates. Once he deviates from reality, he becomes overwhelmed by the infinite possibilities.

41. Christopher resolves to solve the mystery of Wellington's murder, but he father forbids it.

43. Christopher discloses that his mother died two years ago after being suddenly hospitalized.

47. The school bus passes four red cars in a row, which makes it a Good Day. Three red cars makes a Quite Good Day, five red cars made a Super Good Day, and four yellow cars in a row makes a Black Day. On Black Days, Christopher neither eats nor speaks at school. He admits that the system is arbitrary, but he concludes that most human activity is regulated by arbitrary convention, and he likes to know what kind of day he's going to have. He also states his ambition to be an astronaut, even though it is extremely unlikely to occur.



53. Mrs. Boone died of a heart attack after two weeks in the hospital. Christopher is more interested in what kind of heart attack killed her than in her death itself. Mrs. Shears takes care of the family.

59. Christopher decides to continue investigating Wellington's murder because his father's admonition wasn't sufficiently clear. He tries to question Mrs. Shears, but she slams the door in his face and then threatens to call the police when he sneaks into her garden.

61. Recounting a conversation he had with a priest, Christopher dismisses religion as illogical.

67. Suppressing his fear of "Stranger Danger," Christopher draws a map of the neighborhood and questions the neighbors concerning Wellington's untimely demise. They are generally mortified. His final conversation is with Mrs. Alexander, which concludes when she goes inside for cookies and he surreptitiously flees. After considering the logical possibilities, Christopher concludes that Mr. Shears, who left Mrs. Shears around the time Mrs. Boone died, is his Prime Suspect.

71. After complaining that all the other "special needs" students at his school are unbearably stupid, Christopher boasts that he will be taking the A-Level math exams next month and plans to attend a university to study math and/or physics.

73. Christopher describes his various behavioral problems, which include driving his mother's car into walls, a pathological dislike of yellow and brown, groaning, refusing to be touched, and becoming upset when the furniture is moved.

79. Mr. Boone learns that Christopher has continued his detective work and is livid. He declares that Christopher's Prime Suspect, Mr. Shears, is evil and makes Christopher promise to cease his sleuthing.

83. Christopher explains that he'd be a very good astronaut because he excels at math, likes to hide in small spaces, doesn't like people, there aren't brown or yellow things on spaceships, and he could use his rat for an experiment.

89. Christopher has two Black Days in a row and has to close his eyes on the third day because he's allowed to avoid three Black Days in a row.

97. Christopher has a Super Good Day. He encounters Mrs. Alexander at the store. She takes him for a walk in the park and explains that his mother had an affair with Mr. Shears.

101. This chapter examines The Monty Hall Problem, which is a counter-intuitive exercise in probability.

103. Rhodri, Mr. Boone's employee, is at the house drinking beer. Christopher provides a careful description of his back yard.

107. We are provided with a synopsis of *The Hound of the Baskervilles*, which is Christopher's favorite book and the model for his investigative work.

109. Siobhan is concerned that Mrs. Alexander's revelation concerning his mother's infidelity might have upset Christopher. He maintains that it hasn't.

113. Using an extended analogy to DVDs, Christopher describes the precise operations of his memory. He retains every detail of every experience, unless he blacks out, and performs searches through his memory bank when encountering a new experience or person.

127. Mr. Boone discovers Christopher's book. They have a fistfight, and he confiscates the book.

131. Christopher explains why he detests yellow and brown, which consists of listing associated things and people he also detests. He admits that the color preference is arbitrary but that one requires predetermined preferences to avoid being paralyzed by infinite possibilities.

137. Mr. Boone apologizes for hitting Christopher and takes him to the zoo.

139. Christopher debunks The Case of the Cottingley Fairies, which leads to a discussion of Occam's Razor: "No more things should be presumed to exist than are absolutely necessary."

149. After methodically searching the rest of the house, Christopher finds his book in his father's closet. It's in a box with a number of letters addressed to him in a hand which resembles his mother's. His father's arrival home interrupts his search. He steals a letter, which he reads after dinner. It is from his mother and is post-marked eighteen months after her death, which confuses him. He adds the letter to his list of mysteries to solve.

151. Christopher discusses chaos theory, using the example of the wax and wane of the frog population in the school's pond.

157. The school week passes uneventfully, aside from an episode in which Joseph Fleming defecates on the floor and then eats his own feces. That Sunday, Mr. Boone is called out on an emergency repair job, and Christopher takes the opportunity to examine the letters, all of which are from his mother. It quickly becomes apparent that she has not died and has been trying to stay in contact with him. She has moved to London with Mr. Shears. He vomits and goes catatonic.

163. Christopher refutes the notion that he has difficulty understanding that other people have minds by providing a relatively sophisticated analysis of cognition and self-consciousness.

167. Mr. Boone, realizing that Christopher has found the letters and knows that his mother is alive, also confesses to having killed Wellington after arguing with Mrs. Shears, his ex-lover. Once his father falls asleep, Christopher runs away, reasoning that if his father killed Wellington, he might also kill Christopher.

173. Christopher explains why constellations are the product of human convention.

179. Christopher hides behind the shed in his garden and takes a nap. After a careful analysis of his circumstances, he concludes that he must go live with his mother in London. He steals his father's ATM card and walks to the train station.

181. While most people take in a room at a glance, Christopher is overwhelmed by details. He is unable to process or dismiss the raw data of a new environment, which is why he dislikes new places.

191. The mass of sensory stimuli in the train station send Christopher into a catatonic trance doing math problems for two and a half hours. His reverie is broken by a police officer, who seems concerned. He helps Christopher get money and a train ticket, and Christopher eventually boards a train for London.

193. Christopher analyzes an approximation of his daily schedule, which results in a discussion of the nature of time.

197. The police officer, alerted to the Christopher's status as a runaway, tracks him down on the train. When Christopher wets himself, he lets him go to the restroom. The sanitary conditions of the train toilet so traumatize Christopher that he climbs into the nearest baggage rack and blocks himself in with luggage, which incidentally serves to hide him from the police officer.

199. Christopher discusses why people maintain their illogical belief in the existence of God.

211. Christopher disembarks in London and evades the police through random chance and personal oddity. After fending off a concerned citizen with his Swiss Army knife, he gets subway directions to his mother's neighborhood. He manages to get to the correct platform, but the throngs of people and noise of the subway sends him into a catatonic state.

223. Christopher describes one of the advertisements on the subway wall because Siobhan says you should include descriptions in a book.

227. After being convinced that he was going to die for approximately five hours, Christopher discovers an electronic sign that warns him of a train's imminent arrival, which ameliorates the noise. He realizes that Toby, his pet rat, has escaped, is nearly killed by a train chasing it down, and then threatens to cut off a lady's fingers when she inquires about his well-being. He takes the next train to his mother's neighborhood, buys a map, finds her address, and sleeps under a bush until she comes home. Mr. Shears is displeased to see him, but his mother is pleasantly surprised. Christopher explains about the misdirected letters and the murder of Wellington, and his mother offers to let him stay with her as long as he needs. The police confirm the legality of the arrangement and then return later that night when Mr. Boone appears to reclaim Christopher.

229. Christopher describes his favorite dream, in which the majority of the human population dies from a virus transmitted through communication and facial expressions, leaving only people like Christopher. He drives around, loots stores, then comes home for dinner and video games.

233. Tension mounts between Mr. Shears and Mrs. Boone about Christopher's presence. He exacerbates the situation by demanding to take his A-Level math exam, refusing to go in public, ignoring books Mr. Shears buy for him, and wandering around London in the middle of the night. After his mother loses her job because she has staying home to look after Christopher,

she steals Mr. Boone's car, and they drive back to Swindon. She negotiates a deal with Mr. Boone, and he allows them the temporary use of his house while he stays elsewhere.

At school, Christopher is allowed to take his A-Level exam. His mother finds work, and they move into a rented room, although Christopher must spend a few hours after school at his father's until his mother gets off work. Mr. Boone, in an attempt to reconcile their differences, buys Christopher a puppy, which he names Sandy, and proposes to make earning back his trust a project. Christopher receives an A grade on his exam.

appendix Christopher provides his response to his favorite question on the A-Level math exam.

About Asperger's Syndrome

History

Asperger's Syndrome is a neurobiological disorder that was first described in a paper by Hans Asperger in 1944. It was added to the *DSM IV* list in 1994. Only recently have professionals recognized it. Asperger's Syndrome falls under the general category of Autistic Spectrum Disorders.

Symptoms

SOCIAL

People with Asperger's Syndrome often have significant deficiencies in social skills. They have difficulty reading body language and determining proper body space. They prefer stasis and adjust poorly to transitions. They may be preoccupied with a particular subject to the exclusion of others, which exacerbates an inability to interact with peers. They may also display emotional age-inappropriate behavior.

INTELLECTUAL

By definition, people with Asperger's Syndrome have at least a normal Intelligence Quotient. Often they display exceptional aptitude for a specific skill. They may display hypersensitivity to sense stimuli and thus may have strong preferences for colors, textures, or foods. They tend to be very literal.

LINGUISTIC

People with Asperger's Syndrome often have highly developed vocabularies, especially within their area of interest. Hans Asperger writes that they sound like "little professors." Their speech patterns may include abnormalities of inflection, repetitious patterns, or formal constructions. They may display linguistic difficulties in social situations.

PHYSICAL

People with Asperger's Syndrome may display uncoordinated motor movements.

Author Sketch

Mark Haddon was born in Northampton in 1962. He earned a B.A. in English from Merton College, Oxford in 1981 and an MSc in English Literature from Edinburgh University in 1984.

After college, he worked with people with a variety of mental and physical disabilities. He also did illustration, working as a cartoonist for such publications as the *New Statesman*, *Spectator*, *Sunday Telegraph* and *Guardian*.

His first children's book, *Gilbert's Gobslobber*, was published in 1987. He has since written numerous children's books and created/collaborated on several television projects. *The Curious Incident of the Dog in the Night-time* is his first adult novel and has won numerous awards and prizes, including the Whitbread Book of the Year Award and a Commonwealth Writer's Award for Best Book in 2003. He now resides in Oxford with his wife, Sos Eltis, and his son, Alfie.

Critic's Corner

The Curious Incident of the Dog in the Night-time is an alternately hilarious and heartbreaking novel about Christopher, a boy with Asperger's Syndrome. Vowing to solve the mystery surrounding the brutal murder of his neighbor's dog, Christopher embarks on an investigation that ultimately solves more than one mystery and includes detours through such diverse territory as reflections on cognition, the space-time continuum, the utility of color preferences, and Stranger Danger.



As idiosyncratic as Christopher is, the novel translates to common experience. Haddon says that the novel is about “how little separates us from those we turn away from in the street. It’s about how badly we communicate with one another. It’s about accepting that every life is narrow and that our only escape from this is not to run away . . .” Christopher’s life serves to illustrate the far end of the spectrum. He finds basic communication taxing. His life is narrowly proscribed by routines and schedules. But his charm entices the reader and allows identification. In examining his own life, he invites us to examine our own.

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Selected Other Works by the Author

Adult Novels

A Spot of Bother (2006)

Children’s Literature

- Gilbert’s Gobstopper* (1987)
- Toni and the Tomato Soup* (1989)
- A Narrow Escape for Princess Sharon* (1989)
- Gridzbi Spudvetch!* (1993)
- Agent Z Meets the Masked Crusader* (1993)
- Agent Z Goes Wild* (1994)
- Real Porky Philips* (1994)
- Titch Johnson* (1994)
- Agent Z and the Penguin from Mars* (1995)
- Agent Z and the Masked Crusader* (1996)
- The Sea of Tranquility* (1996)
- Agent Z and the Killer Bananas* (2001)
- Ocean Star Express* (2001)

Picture Books

- At Home* (Baby Dinosaurs) (1994)
- At Playgroup* (Baby Dinosaurs) (1994)
- In the Garden* (Baby Dinosaurs) (1994)
- On Holiday* (Baby Dinosaurs) (1994)
- On Vacation* (Baby Dinosaurs) (1994)
- The Ice Bear’s Cave* (2002)

Poetry

The Talking Horse and the Sad Girl and the Village Under the Sea (2005)

General Objectives

1. To read and discuss contemporary fiction
2. To comment on human reactions to change
3. To characterize Asperger’s Syndrome
4. To investigate perception
5. To discuss cognition
6. To evaluate relationships between the author, narrator, characters, and reader
7. To follow implied action
8. To analyze style and its function
9. To evaluate social conventions

Specific Objectives

1. To analyze Haddon's use of images
2. To discuss the role of mathematics in the novel
3. To approach Christopher both as a character and as a person with Asperger's Syndrome
4. To reevaluate one's own assumptions about cognition
5. To determine how the novel generates humor and emotion
6. To account for how the novel's style characterizes Christopher
7. To sort the web of relationships between characters
8. To evaluate the novel as literature
9. To list the different types of text and their respective functions
10. To comment on the novel's structure

Literary Terms and Applications

Fractured Narrative: a narrative in which events are not related chronologically. The main narrative (every 1st, 3rd, 5th, etc chapter) proceeds linearly, but the tangential chapters (every 2nd, 4th, 6th, etc) literally fracture the narrative by interrupting the story. They also relate significant background events without which the main narrative could progress.

Unreliable Narrator: a narrator whose perspective distorts the events which s/he relates. Literally, Christopher's obsessive attention to detail assures that he is a quite reliable narrator in most situations. However, his inability to read others' reactions or emotions leaves the reader to fill in gaps. Also, his blackouts obscure portions of the narrative.

Cross-Curricular Sources

DVD and Video

Backstreet Dreams, Vidmark/Trimark, 1991
A Beautiful Mind, Universal Studios, 2002
Being There, Warner Studios, 1979
The Boy Who Could Fly, Warner Studios, 1986
Forrest Gump, Paramount Studio, 1994
House of Cards, Artisan Entertainment, 1993
Rain Man, MGM, 1988
What's Eating Gilbert Grape, Paramount Studio, 1993

Internet

"Asperger Syndrome"
<http://kidshealth.org/parent/medical/brain/asperger.html>
"A Journey to Shock and Enlighten" (a review of *The Curious Incident of the Dog in the Night-Time* by a person with Asperger Syndrome.)
<http://books.guardian.co.uk/whitbread2003/story/0,14026,1135593,00.html>
"National Institute of Neurological Disorders and Stroke Asperger Syndrome Information Page"
<http://www.ninds.nih.gov/disorders/asperger/asperger.htm>

Literature

Gennifer Choldenko, *Al Capone Does my Shirts*
Joan Clark, *Jackson Whole Wyoming*
Joseph Conrad, *Heart of Darkness*
Arthur Conan-Doyle, *The Hound of the Baskervilles*, *The Sign of Four*
Margot Livesey, *Banishing Verona*
Sue Miller, *Family Pictures*
Celie Rees, *The Truth Out There*
Stephen Wright, *M31: A Family Romance*
Nancy Werlin, *Are You Alone on Purpose?*

Math/Logic

Martin Gardner, *My Best Mathematical and Logic Puzzles*
Henry J. Gensler, *Introduction to Logic*
Mary Jane Sterling, *Algebra for Dummies*

Psychology

Tony Attwood, *Asperger's Syndrome: A Guide for Parents and Professionals*
Ami J.M. Klin, ed., *Asperger Syndrome*

Science

James Gleick, *Chaos: Making a New Science*
L. Douglas Kiel, ed., *Chaos Theory in the Social Sciences: Foundations and Applications*

Themes and Motifs

Themes

- strangeness/normalcy
- perception
- cognition
- communication
- family
- mathematics
- adaptation
- discovery
- naiveté
- mystery

Motifs

- defamiliarizing the “normal”
- disconnect between characters
- situational humor
- personal discovery
- reconfiguring social conventions
- imbalance in cognitive/emotional skills

Meaning Study

Below are significant quotes from the novel. Explain each in context. Page-numbers pinpoint each entry so that you can re-read the passage in which it appears.

1. “The word *metaphor* means carrying something from one place to another, and it comes from the Greek words [meta] (which means *from one place to another*) and [feron] (which means *to carry*), and it is when you describe something by using a word for something that it isn’t I think it should be called a lie” (p. 15)
(In explaining why he doesn’t understand metaphors, Christopher is able to cite the etymology of the word but is unable to decipher what apples and eyes have to do with liking someone. His intelligence is ultra-literal. This passage is related to others that deal with disliking fiction and comparing his mind to a computer. He is very good at linear thought (analysis, etymology, mathematics) but is mostly unable to make intuitive lateral leaps (metaphor, navigating new situations, imagination)).
2. “I said that some people who worked in an office came out of their house in the morning and saw that the sun was shining and it made them feel happy, or they saw that it was raining and it made them feel sad, but the only difference was the weather and if they worked in an office the weather didn’t have anything to do with whether they had a good day or a bad day.” (p. 24)
(Christopher is defending his practice of determining what kind of day he will have based on how many cars of a particular color in a row he sees on the way to school. He admits that it’s an arbitrary system but points out that human reactions to the weather are similarly arbitrary. In examining “normal” behavior, Christopher usually comprehends form and function (an event determines the quality of one’s day) but discards content (rainy days make people sad). His discussion of religion follows the same pattern.)

3. “And this is how I recognize someone if I don’t know who they are . . . I see what they are wearing, or if they have a walking stick, or funny hair, or a certain type of glasses, or they have a particular way of moving their arms, and I do a **Search** through my memories to see if I have met them before.” (p. 77-8)
(This passage occurs in Christopher’s description of his memory as a DVD player. He records every detail of every encounter and is able to search through memories for matching details. He thinks of his mind as a computer. This accuracy of memory fragments memories into specific details and prevents intuitive recognition. He perceives the world as an assembly of highly specific details.)
4. “it is sort of being silly. But in life you have to take lots of decisions and if you don’t . . . you would never do anything because you would spend all your time choosing between things you could do.” (p. 85)
(Christopher admits that his intense dislike for yellow and brown is largely arbitrary but defends its function. If one weighed every possible option at every moment, one would be paralyzed by possibility and never actually take action. Once again, he makes conscious a process that most people perform intuitively. He appears to have observed human activity, induced the function of apparently illogical behavior, and replicated the process.)
5. “But I knew the room couldn’t be swinging backward and forward, so it must have been something which was happening in my head.” (p. 113)
(Unlike his cognition, which is very methodic and deliberate, Christopher experiences his emotions as overwhelming forces beyond comprehension. In this passage, he has just realized that his mother is alive and that his father has lied about her death for two years. Unable to process the information, he curls into a ball, vomits, and blacks out.)
6. “But feelings are just having a picture on the screen in your head of what is going to happen tomorrow or next year, or what might have happened instead of what did happen, and if it is a happy picture they smile” (p. 119)
(Christopher is explaining how the mind is much like a computer. His explanation of emotions illustrates his radical disconnect. He conceives of emotions in these dry terms, appears unable to understand others’ emotions, and his own emotional life is experienced in disastrous fits and starts.)

7. $Fear_{Total} = Fear_{New Place} \times Fear_{Near Father} = Constant$ (p. 136)
(Christopher is running away from home and explains that normally he would have been much more frightened of the new places, but that his fear remains constant because his fear of new places is inversely proportionate to his fear of his father, so that his total fear remains constant. As he distances himself from his father, that fear lessens, but his fear of new places increases, so that he's not any more frightened on the sidewalk than he was in his house. The use of an equation to represent his feelings is very telling. It's a translation of sorts. He converts the irrational (emotions) to the rational (mathematics)).
8. "I see everything. That is why I don't like new places." (p. 140)
(Christopher dislikes new places because he notices every detail and is unable to dismiss masses of information with a "glance." Instead he is inundated with stimuli that require conscious effort to differentiate and process. Every single detail confronts him and appears as significant as every other detail.)
9. [illustration of Christopher's perception of the signs in the train station] (p. 169-70)
(The mass of text on page 169 illustrates Christopher's attention to detail in #8. He notices the content of every sign in the station and, at first read, each presents itself as equally important, a mass of undifferentiated stimuli. After a few seconds, the information becomes garbled, as shown on page 170. The transition from 169 to 170 is an embodiment of Christopher's perception. Its visual arrangement carries as much information as its semantic arrangement.)
10. And Father said, "Shit. Christopher, please." And there were tears dripping off his face. And no one said anything for a while. (p. 197)
(This scene, in which Mr. Boone comes to Christopher in London, is representative of the book's flatness. The style, in which events ranging from poignant to absurd are presented with equal gravity, drives the emotional range of the book. The scene in which Mrs. Shears runs into her backyard swearing at Christopher is funny, largely because it's recounted in a flat, unemotional tone. Similarly, this scene becomes poignant because the style allows the content room to echo, to amplify itself.

The style also amplifies the emotional range of the content by acting out a gulf. The rift between the events and the manner in which they're reported is analogous to the rift between the world and Christopher.

In this particular passage, Christopher refrains from any interpretive judgments. He simply reports speech, tears, silence. The

*repetition of "and" is a refusal of sorts to differentiate or understand. The "and" simply links the events chronologically. The contrast between the father's profanity and tears and Christopher's nearly monosyllabic report performs two significant functions. First, the sparse framing allows the father's profanity much more weight. The "S****" echoes because it's the only emotionally tinged word in the passage. Second, this disconnect between Christopher's recounting and his father's emotional content illustrates the disconnect between the two people.)*

Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers with quotations from the novel.

Character

1. Contrast Christopher's intellectual and emotional abilities.
(Christopher is capable of sophisticated abstract thinking, primarily logico-mathematical thinking. He excels in linear thought and analysis, but appears largely incapable of intuitive/lateral thinking like visualizing fictive scenarios. This imbalance explains why he can do impressive mathematics in his head but has difficulty processing new experiences. Squaring numbers is a linear process, while sifting through masses of stimuli is largely an intuitive process.

His emotional abilities are underdeveloped in relation to his intellectual skills. He seems unable to empathize and thinks of emotions as pictures on the screen in one's head. He has great difficulty reading other people's emotional states, and his own emotions often come as incomprehensible, terrifying episodes.)

Style

2. Characterize the predominant narrative style.
(The book's style is mostly simple, flat, and structurally repetitive, which contrasts markedly with the content, often generating/amplifying humor or poignancy. It is a conscious construction, not a representative authorial style. The style mirrors Christopher's perceptions and speech mannerisms. The abrupt breaks signify abrupt shifts in the narrator's attention. The sometimes odd formality is characteristic of the speaking patterns of a person with Asperger's Syndrome.)

Character Development

3. Does Christopher change or develop during the novel?
(Although Christopher is highly resistant to change and frightened of new places, he travels to London on his own to live with

his mother. At the surface level, this adventure is uncharacteristic and perhaps indicative of a shift. However, he arrives at his decision to leave in reaction to a traumatic revelation. His fear of his father pushes him out of his comfortable routine. And his manner of travel is in-character: hiding in small places, standing/sitting in a trance for hours, miscommunicating with most everyone. Once he returns to Swindon, he reverts to normal patterns of behavior. If he has changed at all, it is only in the revelation that he is capable of abnormal (for him) acts in outstanding circumstances, as evidenced by the novel's last line.)

Conflict

4. Explain the web of conflicts between Mr. and Mrs. Boone, Christopher, and Mr. and Mrs. Shears.

(Mr. and Mrs. Boone's relationship dissolved under the pressure of conflicts resulting from Christopher's behavior. Mrs. Boone had an affair and ran away with Mr. Shears, causing Mr. Boone to greatly dislike Mr. Shears. Mr. Boone and Mrs. Shears had an affair, which dissolved, at least in part, because of conflict between Mrs. Shears and Christopher. Shortly before the novel, Mr. Boone kills Mrs. Shears' dog after a fight between them. Later Christopher realizes that his father has lied to him about his mother's death and killed Wellington, which causes him to fear for his life. By the end of the novel, Mr. Shears and Mrs. Shears are isolated respectively, Mrs. Boone and Mr. Boone at least speak to one another, and Mr. Boone is trying to reconcile with Christopher.)

Interpretation

5. Is knowing that Christopher has Asperger's Syndrome important to a read of *The Curious Incident of the Dog in the Night-time*, or is it a distraction?

(While a profile of Asperger's Syndrome explains many of Christopher's idiosyncrasies, it is largely unimportant to the novel itself. It is impossible to ignore that Christopher has some sort of Autistic Spectrum Disorder because his decidedly abnormal behavior results in a number of the novel's major conflicts, but the exact nature of his disorder mostly recedes to the background. The narrative is alternately charming, funny, thoughtful, and sad. The novel is more about how Christopher perceives the world than how Christopher perceives the world because he has Asperger's Syndrome. This is a fine distinction. The force of the narrative and Christopher's charm allow the reader to identify with him in some measure, which allows the leap from 1) how Christopher perceives the world to 2) how people perceive the world to 3) how I perceive the world. At some basic level the novel confronts the reader with his/her own perceptions. This transference would not be possible if the novel concerned itself primarily with perceptions as affected by Asperger's Syndrome because that enforced separation would prevent identification with the narrator.)

Motivation

6. Explain Mrs. Boone's decision to leave her family.

(Her decision is explained in a letter to Christopher (pp 106-110). The stress of raising Christopher exacerbated natural differences between Mr. and Mrs. Boone. He is patient; she is not. She found herself constitutionally unable to appropriately respond to Christopher's behavioral problems, which led to fights with Mr. Boone and resulting emotional separation. She found a confidant with Mr. Shears, who was also in a distant marriage, and their friendship grew into an affair. When Christopher broke her foot and Mr. Boone took over the primary child-rearing responsibilities, she felt extraneous, another burden. Thus when Mr. Shears successfully applied for a transfer to London and invited her, she accepted.)

Author Method

7. How is the "average" reader's experience of the novel's various mathematical problems analogous to Christopher's experience of "average" problems?

(When Christopher tells Rhodri that 251×864 is 216,864, we take it on faith, mostly being unable to do such multiplications easily in our heads. If we needed to arrive at the result on our own, we would most likely use a calculator. Similarly, when Siobhan explains the meaning of certain facial expressions, Christopher must take it on faith. And when he needs to decipher expressions, he consults her drawings. Much of the math in *The Curious Incident of the Dog in the Night-time* is beyond an average reader's ability to follow. This establishes a mutual strangeness. From our perspective, Christopher is capable of amazing feats like squaring numbers in his head. From his perspective, we're capable of amazing feats like deciphering facial expressions. This mutual strangeness allows for us to identify with Christopher. Having just not-understood something, we better understand his inability to understand something.)

Structure

8. Analyze the numbering of the chapters and the alternation between types of chapters. (The chapters are numbered according to the prime numbers. Christopher explains his decision as a result of his liking prime numbers. This is another case of his subversion of arbitrary social convention. Just as Orion is just a collection of stars, chapter numbers are just a way of marking difference and progression. Any system will do, as long as it's easily accessible. Functionally, they serve to distract from the alternation of chapters. Had he followed a traditional numbering system, every odd numbered chapter would be narrative and every even numbered chapter would be tangential. The narrative chapters advance the plot. The tangential chapters advance character develop-

ment. In them, Christopher relates his personal history, various interests, and his thoughts on diverse matters.)

Image

9. List and discuss the various uses of images in the novel.

(The images are illustrations of actual objects, concepts/problems, or Christopher's perceptions. The illustrations of objects, such as faces, the get-well card, maps, the fairy photograph, and cow, are most common and most simple. They emphasize Christopher's literal-mindedness and need for accuracy. The illustrations of ideas or thought problems, such as the chart of prime numbers, the drawing of the space-time continuum, and the graph of the frog population, serve the same function as the equations, which is to demonstrate Christopher's surprising complexity of thought. The illustrations of internal states are most sophisticated use of images and often are related to one of the other types. For example, the illustrations of Conway's Soldiers is a thought problem, but the progression through illustrations also indicates Christopher's thinking about the problem in the narrative. When the images end, two and a half hours have passed. Similarly the final smiley face is related to the faces at the beginning of the novel, but also indicates Christopher's reaction to receiving his A grade.)

Text

10. List and discuss the different kinds of text deployed in the novel.

(The text divides primarily into text Christopher writes and found text. Of what Christopher writes, there is the "main" text of his narrative, recorded speech acts, lists, and footnotes. The "main" text drives the narrative and records Christopher's thoughts and feelings. The speech acts do the obvious, recount conversations, but they also illustrate Christopher's social mannerisms. The lists and footnotes explain or illustrate an idea in the main text. The found text is comprised primarily of his mother's letters and signs that Christopher sees. The letters advance the plot by revealing that his mother is not dead. They also characterize her and explain her reasons for leaving. The signs show both Christopher's attention to detail and his inability to easily sift large amounts of information.)

How Language Works

1. The discontinuity between style and content generates humor: "I had been hugging the dog for 4 minutes when I heard the screaming." The odd precision of time and flatness of style contrast sharply with the content. There's this 15 year old kid who's been apparently hugging a dead, bleeding dog, one who was killed with a pitchfork no less, and then

the owner starts screaming, and all he has to report is, "I had been hugging the dog for four minutes" The style normalizes the abnormal.

2. Christopher shields himself from possibility: "If I think about something which didn't happen I start thinking about all the other things which didn't happen"
3. Christopher's focus on precision becomes apparent in his search for his book: "My book was approximately 25 cm x 25 cm x 1 cm so it couldn't be hidden in a very small place, which meant that I didn't have to look in any really small places." His thinking is so precise that he includes what appear to be unnecessary logical steps like proceeding from 1) the dimensions to 2) the conclusion that it couldn't be hidden in a small place to 3) the conclusion that he needn't look in small places. One would normally proceed directly from 1 to 3 and assume 2. Often the grammatical structure of Christopher's writing reflects the structure of his thinking, such as in this case. This particular quote is both logically and grammatically repetitious, but remains charmingly so because it avoids wordy repetition.
5. The flatness of style is perhaps most apparent in this quote: "On the first day, which was a Wednesday, Joseph Fleming took his trousers off and went to the toilet all over the floor of the changing room and started to eat it, but Mr. Davis stopped him." The style and grammatical structure put information like "it was Wednesday" on par with information like "Joseph Fleming defecated on the floor and started to eat it."
6. Mrs. Boone's letters are written in a radically different style from Christopher's narrative: "And I couldn't walk properly for a month, do you remember, and your father had to look after you." The way in which other characters speak and write give them specific personalities, which allows the style of Christopher's narrative to define him, rather than remain a simple stylistic flourish. In her letters, Mrs. Boone appears slightly breathless, undereducated, and prone to distraction.

- Christopher views most things logically, which results in his dismissal of many social conventions: "Orion is not a hunter or a coffee-maker or a dinosaur. It is just Betelgeuse and Bellatrix and Anilam and Rigel and 17 other stars"

Across the Curriculum

Drama/Performance

- Make a list of Christopher's social oddities and attempt to replicate them in public places in the presence of strangers. For example, make a labeled chart of facial expressions and consult it while speaking with clerks in a store. Keep a journal recording your experience and people's reactions. Do not threaten people with Swiss Army knives, hug dead animals, climb on subway tracks, or assault police officers.
- Select sections of dialogue from the novel and perform them. Do characters have recognizable speech patterns? How does reducing the narrative to dialogue change your perceptions of the particular passage and the novel in general?
- Research Adrian Piper's early performance art, such as the Catalysis series, and write an essay comparing Christopher to a performance artist. In what ways does his antisocial/abnormal behavior confront us with our own perceptions and assumptions?
- Adrian Piper's performance art attempted to confront people with racial/ethnic/gender stereotypes. Christopher's odd behavior confronts us with our own perceptions of the (physical) world, human behavior, and normalcy. Select an idea you'd like to call awareness to and devise a performance.

Math

- Make an oral report on prime numbers. Include an analysis of how Christopher's decision to number the chapters by prime numbers affects the structure of the novel.
- Compose a list of every mathematical reference in the novel. What kinds of math are used? Which seem the most complex? How do you judge his mathematical ability in relation to his age?

- In a chalk talk, explain Robert May, George Oster, and Jim Yorke's research on chaos theory and fluctuation in animal populations. Include such concepts as sensitivity to initial conditions, strange attractors, iterative rules, density-dependent signals, additive noise, and period doublings.
- Using cups over objects, reproduce The Monty Hall Problem. Have your contestant change their selection every time and record how many times they win a car. Perform the experiment 100 times. Does your contestant win 66% of the time, as Christopher predicts? If not, analyze Christopher's assessment of the problem.

Psychology

- Make a website about Asperger's Syndrome. Include its history, diagnosis, characteristics, causes, treatment, prognosis, and links to related sites.
- Research Asperger's Syndrome and apply what you learn to Christopher's speech and behavioral patterns. Does he show any "classic symptoms?" How accurately do you think that the novel depicts AS?
- Devise a system like Christopher's for determining what kind of day you'll have. Base it on some sort of random occurrence in the morning. Use it for a week and keep a journal. Do you notice any result? Does just thinking about the system seem to make it appear to work?

Art

- Using desktop publishing or other media, design posters of social situations contrasting Christopher's perceptions with those of the people around him. An example would be a poster of Christopher attacking the police officer, with thought bubbles reading "Don't touch me when I make groaning!" and "Whoa, killer!" respectively.
- Write a comic book illustrating an average day at school for Christopher.
- Draw a map of Christopher's daily routine. Mark significant areas and routes and label each event with an exact time.

4. List all the illustrations in the novel. How do the illustrations affect the narrative? Why are they included? Do they all function in the same manner? Which ones are most significant to the text? When and in what sort of chapters/contexts do they appear?
5. Stage and photograph significant scenes from the novel.

Cinema/Film

1. Selecting quotes from the novel, assemble a list of twenty short passages that you think best capture Christopher's personality. Using each passage as a voiceover, make a short film/video introducing/explaining Christopher.
2. Watch the film *Rain Man* (1988) and compare Raymond with Christopher. What characteristics do they share? What are their significant differences?

Language

1. Using a computer art program, illustrate a glossary of mathematical terms. Include absolute value, acute angle, algorithm, binomial, coefficient, Cantor set, circumference, closed set, continuum, diameter, empty set, equation, Euclid, factorial, Fibonacci sequence, fractal, function, hex numbers, imaginary numbers, irrational numbers, iteration, Königsberg bridges, Latin squares, linear, matrix, mean, median, Non-Euclidian geometry, obtuse angle, parabola, prime numbers, Pythagoras, quadratic equation, rational numbers, real numbers, square roots, syllogism, vector, whole numbers, and zero.
2. Analyze and list the novel's major stylistic characteristics. Rewrite Hamlet's "To be or not to be" soliloquy in the style of *The Curious Incident of the Dog in the Night-time*. Discuss how the phrasing and word changes affect the meaning of the speech.
3. List and provide examples of different kinds of text (i.e. speech, narrative, signs, letters, etc.) in the novel. How are they differentiated visually? How do they use language differently? What functions do they perform in the novel?

Journalism

1. Write a review of *The Curious Incident of the Dog in the Night-time*. Include a short synopsis, a brief author bio, comments on the book's commercial and critical success, and a summary judgment on its literary merit.
2. Stage an interview with Christopher's parents. Ask them particular questions about Christopher as a child and also general questions about caring for a child with Asperger's Syndrome.
3. Set a scene in which you are a television reporter covering Christopher's rescue on the subway platform. Include interviews with Christopher, the man who saved him, the woman who asked about his welfare, and various onlookers.
4. Write a "local interest" type newspaper article about the murder of Wellington.

Literature

1. Write an essay in which you investigate humor in *The Curious Incident of the Dog in the Night-time*. What sorts of humor appear in the novel? What generates the humor? Is the humor situational, linguistic, or a combination?
2. Discuss the novel's relation to the "murder-mystery" genre. Is it properly a murder-mystery? What characteristics of the genre does it use?
3. *The Curious Incident of the Dog in the Night-time* was released under two imprints simultaneously: one for children and one for adults. Do you think it is primarily an adult or children's book? In what ways would it appeal to each audience?
4. Compile a list of every reference in the novel to another book or writer. Does a pattern emerge? Generally, what similarities do you find in your list? How do the references affect the novel? What is the significance of the bolding of titles? Does the bolding read as hypertext, a signification of importance, or a substitute for underlining?
5. Write an essay in which you contrast Christopher's internal reactions to events or scenarios with the reader's internal reactions

to the same situations. How does the contrast between the two generate emotion in the novel?

6. Read aloud passages that give a clear sense of the main characters' personalities. Discuss the main features of each character's personality and also how it is communicated. Is the character primarily defined through how s/he thinks, speaks, writes, acts, or a combination? Is each character defined through a different combination?

Composition

1. Write some of the letters from Mrs. Boone that Christopher does not read in the novel. Elaborate on the types of information in the available letters, such as her daily life in London, her memories of Christopher and Mr. Boone, her reasons for having an affair and leaving the family, and her feelings about Christopher.
2. Rewrite one of the narrative chapters in the third person. How does the transfer from first to third person change the chapter?
3. Write a short scene in which the man who saves Christopher in the subway is telling the story to his friends and/or family that night. What would his major impressions of the event be? How would he describe them? How would his audience react?
4. Compose diary entries from the perspective of Mrs. Shears. How does she feel about her husband and Mrs. Boone? Why did she have an affair with Mr. Boone? Why did she end it? What does she think of Christopher? Why does she choose not to press charges against Mr. Boone for killing Wellington?

Economics

1. Christopher wants to be an astronaut, but he is told that he'll most likely wind up pushing grocery carts or sweeping out cages in the zoo. His employment future probably lies somewhere between those two poles. Research and list jobs that will fit Christopher's abilities and inclinations.
2. Research the precise qualifications required to become an astronaut. How do you estimate Christopher's chances of becoming one?

Education

1. Make an oral report about schools for "special needs" students, such as the one that Christopher attends. Are they common? How are children divided? Is special training required for teachers? Are they publicly or privately funded?
2. Research teaching strategies for educating people with Autistic Spectrum Disorders and present your research in a website.

Alternate Assessment

1. Read *The Hounds of the Baskervilles* by Arthur Conan Doyle. Discuss how well the novel is represented by Christopher and compare the investigative styles of both protagonists.
2. Write an essay in which you explicate Christopher's answer to the A-Level test question in the appendix.
3. Write a story from Christopher's perspective and in his style set ten years later. Has he gone to university? How is he employed? Has he married? Have his aversions and idiosyncrasies become more or less pronounced?
4. If your neighbor's pet was brutally murdered with a pitchfork and you decided to investigate it, how would you go about it? Write out a detailed plan for your investigation. Note significant differences from Christopher's method.
5. Choose two colors that you abhor and avoid wearing, touching, or eating them for a day. Write about your experience. How did your limited options affect your daily life? Did you find it comforting to have an automatic means of choosing between options, or did you find it constricting?
6. Using cut outs from magazines, make a mural contrasting Christopher's IQ with his EQ.

Vocabulary Test

Circle the definition that best matches how the word is used in the novel.

- ____ 1. presume
A. to assume as true
B. to unearth a corpse
C. to instigate litigation
D. to investigate thoroughly
- ____ 2. adverts
A. people whose social skills are contingent upon physical contact
B. advertisements
C. a section of the newspaper dedicated to deviant behavior
D. roads that spiral out from a central location
- ____ 3. carriage
A. a horse-drawn vehicle
B. a three or four wheeled child-locomotion device
C. a neologism meaning "the load one bears"
D. a car on a train or subway
- ____ 4. invigilator
A. a police officer who breaks up unlicensed vigils
B. a kitchen appliance used for injecting food coloring
C. an official who supervises students at an examination
D. a self-appointed investigator
- ____ 5. singularity
A. a "special needs" student
B. a dream or fantasy about being the only remaining human on Earth
C. the black spot left by a malfunctioning pixel on a computer screen
D. the portion of a black hole beyond the event horizon
- ____ 6. boot
A. to kick someone with malicious intent
B. the trunk of a car
C. a complex soccer maneuver
D. an oven mitten
- ____ 7. digression
A. an interruption in the orderly progress of speech or writing
B. aggression split between two objects
C. a state of confusion resulting from sensory overload
D. a withdrawal into a catatonic state
- ____ 8. jumper
A. derogatory slang for someone with a nervous tic
B. a shoe with an inflatable sole
C. a sweater
D. a mixing bowl
- ____ 9. spastic
A. stretchable
B. good or beneficial
C. prone to verbal or physical spasms
D. malfunctioning, specifically electronic equipment
- ____ 10. truncheon
A. a shovel
B. a police's officer's club
C. a light snack between lunch and dinner
D. an intricate line of reasoning
- ____ 11. knickers
A. onomatopoeia for the noise horses make
B. cookies
C. vintage racecars
D. underpants
- ____ 12. dementia
A. condition of deteriorated mental ability
B. condition of increased mental ability
C. a facility for the care of mentally handicapped children
D. an unreasonable fear of moving vehicles
- ____ 13. aneurysm
A. a heart attack caused by the blockage of a blood vessel
B. a heart attack caused by the rupture of a blood vessel
C. a heart attack caused by the sudden cessation of neural activity
D. a heart attack caused by severe internal trauma
- ____ 14. embolism
A. a heart attack caused by the blockage of a blood vessel
B. a heart attack caused by the rupture of a blood vessel
C. a heart attack caused by the sudden cessation of neural activity
D. a heart attack caused by severe internal trauma
- ____ 15. stimulus
A. a euphemism for electro-shock therapy
B. any substance containing stimulants
C. an agent which induces sensory awareness
D. the object of a simulation

Comprehension Test A

Part I: Character Identification (30 points)

Name the character(s) who fit(s) these descriptions.

- _____ 1. killed Wellington
- _____ 2. had an affair with Mr. Shears
- _____ 3. died at the age of two years and seven months
- _____ 4. would like to be astronaut
- _____ 5. tells Christopher to write a book
- _____ 6. walks with Christopher in the park
- _____ 7. dislikes France
- _____ 8. loses Christopher on a train
- _____ 9. uses drugs
- _____ 10. writes 43 letters
- _____ 11. offers Christopher marzipan
- _____ 12. lets Christopher off with a "caution"
- _____ 13. always gives clear, precise instructions
- _____ 14. lives in London
- _____ 15. thinks Mr. Shears is evil

Part II: Fact or Opinion (20 points)

Mark the following statements either T for true, F for false or O for opinion.

- _____ 1. Christopher is incapable of complex emotions.
- _____ 2. Christopher has a pathological dislike of yellow and brown.
- _____ 3. Wellington was killed with a gardening instrument.
- _____ 4. Mrs. Boone easily adapted to Christopher's peculiarities.
- _____ 5. Mr. Boone told Christopher that Mrs. Boone died.
- _____ 6. Mrs. Shears wants to be Christopher's mother.
- _____ 7. Christopher is the most intelligent child in his school.
- _____ 8. Christopher takes his A-Level Physics exam.
- _____ 9. Mrs. Boone, Mr. Boone, and Christopher used to vacation in France.
- _____ 10. Mr. Boone is happy to see Christopher in London.

Comprehension Test A (Page 2)

Part III: Motivation (20 points)

Briefly explain the character's motivation for each action.

1. Why does Christopher run away from home?
2. Why does Mr. Boone lie about "a big thing?"
3. Why does Christopher hit the police officer?
4. Why do people stare at and talk about Christopher on the train?
5. Why does Christopher's headmistress allow him to take the A-Level exam?

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. How do the illustrations advance the novel's plot or themes?
2. Explain Christopher's system for determining how good his day will be.
3. Discuss Christopher's views on religion.
4. Analyze Christopher's admission that many of his preferences are arbitrary.
5. Argue that Christopher would be the ideal astronaut.

Comprehension Test B

Part I: Identification (30 points)

Identify the person, place, action, or thing that matches the description.

- _____ 1. "is like a room and you can't get out of it"
- _____ 2. "like people fighting with swords"
- _____ 3. "it wasn't a crocodile"
- _____ 4. "held up her right hand and spread her fingers out in a fan so that I could touch her fingers"
- _____ 5. "is always washing himself And you don't have to take him out for walks."
- _____ 6. "was my Prime Suspect"
- _____ 7. "Mother used to do this when she did the hoovering"
- _____ 8. "It was wearing a little coat made out of tartan material"
- _____ 9. "it was like an alien spaceship hundreds of kilometers long"
- _____ 10. "is my favorite book"
- _____ 11. "It has a question mark at the end of it, but you are not meant to answer it"
- _____ 12. "But sometimes it has nothing to do with cold winters or cats or herons."
- _____ 13. "It sounds like white noise everywhere, which is like silence but not empty."
- _____ 14. "I wondered if this was a joke, because I don't understand jokes"
- _____ 15. "you could join up the dots in any way you wanted"

Part II: Short Answer (20 points)

Provide an answer to each of these questions.

- _____ 1. To what does Christopher compare his memory?
- _____ 2. What does Siobhan tell Christopher to do if someone hits him?
- _____ 3. What does Christopher notice in a new place?
- _____ 4. Why does Christopher say he lied in Chapter 13?
- _____ 5. Why can we only know about a fraction of the things that happen in the universe?
- _____ 6. According to Christopher, why do people believe in God?
- _____ 7. What are the 3 conditions for life?
- _____ 8. Why won't Christopher eat his broccoli and ham after his father shakes the table?
- _____ 9. What's behind the doors in The Monty Hall Problem?
- _____ 10. What color does Christopher and his mother paint her room?

Comprehension Test B (Page 2)

Part III: Fill-In (30 points)

Fill in the words that complete each statement.

1. Christopher has a bottle of _____ food coloring because he won't eat _____ or _____ foods.
2. Christopher buries Toby in a _____ because his mother doesn't have a _____.
3. The _____ on Christopher's Swiss Army knife could cut off someone's _____.
4. Christopher finds _____ in the same box as his _____.
5. When formulating his escape plan, Christopher must detach his _____ to a remarkable _____.

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Why do other people confuse Christopher?
2. Argue that *The Curious Incident of the Dog in the Night-time* either is or is not primarily a murder-mystery novel.
3. What types of events/situations upset Christopher the most and why?
4. Explain Mrs. Boone's decision to move to London.
5. Analyze how Christopher examines problems and tasks.

Answer Key

Vocabulary Test

- | | | |
|------|-------|-------|
| 1. A | 6. B | 11. D |
| 2. B | 7. A | 12. A |
| 3. D | 8. C | 13. B |
| 4. C | 9. C | 14. A |
| 5. D | 10. B | 15. C |

COMPREHENSION TEST A

Part I: Character Identification (30 points)

- | | |
|-------------------|----------------------------------|
| 1. Mr. Boone | 9. neighbors ("the drug people") |
| 2. Mrs. Boone | |
| 3. Toby (the rat) | 10. Mrs. Boone |
| 4. Christopher | 11. Mrs. Alexander |
| 5. Siobhan | 12. police inspector |
| 6. Mrs. Alexander | 13. Siobhan |
| 7. Christopher | 14. Mrs. Boone and Mr. Shears |
| 8. police officer | 15. Mr. Boone |

Part II: Fact or Opinion (20 points)

- | | |
|------|-------|
| 1. O | 6. F |
| 2. T | 7. O |
| 3. T | 8. F |
| 4. F | 9. T |
| 5. T | 10. F |

Part III: Motivation (20 points)

- because he thinks his father might kill him
- because his wife's departure was sudden and painful
- because he touched him
- because he curls up in a luggage rack
- because his father insisted

Part IV: Essay (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Identification (30 points)

- a train
- subway noise
- the London street atlas
- Mrs. Boone
- Toby (the rat)
- Mr. Shears
- move the furniture
- Mrs. Alexander's dog
- a cloud
- The Hound of the Baskervilles*
- rhetorical question
- wax and wane of the frog population in the school pond
- sound of hard rain
- father's confession of killing Wellington
- Orion, constellations

Part II: Short Answer (20 points)

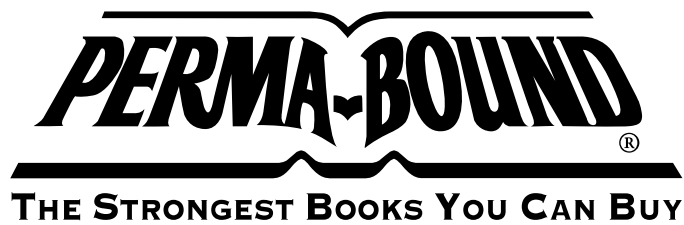
- a DVD
- take deep breaths, count to 50, and come tell her
- every detail
- because he knows one joke
- because it's impossible to travel faster than the speed of light
- they need an explanation for complex things
- replication, mutation, heritability
- because they touched
- goats and a car
- White with a Hint of Wheat

Part III: Fill-In (30 points)

- red, yellow/brown, brown/yellow
- pot, garden
- saw, fingers
- letters, book
- mind, degree

Part IV: Essay (30 points)

Answer will vary.



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