

THEMES

Use the highlighted themes from the novel to guide class discussions and activities.

ANIMAL COMPANIONSHIP

Christopher understands animals more than people. They express their needs and feelings with visual clues he understands, such as growling when upset and wagging a tail when happy. Because of this he finds comfort in the presence of animals and uses them to help judge the trustworthiness of people. A person cannot be that bad if they have a pet.

DISCUSSION QUESTIONS

What can we learn from Christopher's affection for animals? Why is he able to connect with them more easily than he can with human beings?
How do animals make us human?

ACTIVITIES

Research the evolution of pets in human culture. Did we domesticate animals or did they domesticate us? Does every culture have the same perspective when it comes to sharing a home with animals?

CREATIVITY

Christopher, though well-versed in logical problem solving skills, also uses creative role-playing and imagines himself to be a detective as he searches for the killer of Mrs. Shears' dog.

DISCUSSION QUESTIONS

How does logic differ from creativity?
How does Christopher use creativity instead of logic when solving the mystery of the missing dog?

ACTIVITIES

Draw a scene from the book from the perspective of Christopher and another character. Explain how they see the world differently.

EDUCATION

Christopher is a gifted young man, but he attends a school for children with disabilities. While he knows he is different than others, he does see his classmates as his peers and strives to prove it by passing A-level math exams.

DISCUSSION QUESTIONS

Compare the education system in the book to the one you experienced. How are they similar or different? What is an A-level math test? Why was it important for Christopher to be successful at that test?

ACTIVITIES

List the people in your life who contribute to your academic success. How does each person help you differently? Who can you utilize at K-State to help you be successful in school?

For additional information and resources,
visit the KSBN website

WWW.K-STATE.EDU/KSBN

or send us an email

KSBN@K-STATE.EDU



PROBLEM SOLVING AND LOGIC

Christopher Boone is a highly logical individual, and he uses logical reasoning to solve his problems or make decisions. He details his step-by-step process when making even basic decisions, and he provides reasoning when describing his math problems.

DISCUSSION QUESTIONS

Christopher experiences the world quantitatively and logically. His teacher, Mr. Jeavons, tells him that he likes math because it's safe. However, Christopher's explanation of the Monty Hall problem gives the reader more insight into why he likes math. How is math safe? How does Mr. Jeavons underestimate the complexity of Christopher's mind and his responses to intellectual stimulation?

Christopher uses logical methods to control and organize his life. How does this concept assist in understanding Christopher's personality? How do you identify with the idea of using order and organization to control life's uncertainties?

ACTIVITIES

Explain a problem in up to 40 words. Then rewrite it using 30, 20, 10, then finally 5 words. These words are likely the root of the problem and possibly the solution as well.

FAMILY

Christopher lives with his father and his closest companion, his pet rat, Toby, in Swindon, England, while his mother lives with Mr. Shears in London. He has a close relationship with his father, and his mother works hard to be a part of his life.

DISCUSSION QUESTIONS

What caused the breakup of the Boone family? Is there anything that could have been done to make it easier for the family to stay together?

Who is part of Christopher's family? How do you define family?

What are all the ways Christopher gives and receives love from his family?

ACTIVITIES

Draw your family tree, including anyone you consider family. For each member, describe their role in your life. Draw another family tree for your K-State family. Identify who or what at K-State fulfills that role. For example, if your grandparent helped you when you were upset, who does or can do that for you at K-State?

GEOGRAPHIC INFORMATION SYSTEMS (GIS)

Due to the lack of online resources related to navigation (the novel was published in 2003, prior to the start of Google Maps), Christopher uses an atlas, street maps, or questions to others to navigate through London to find his mother's residence. Today, Google Maps, online atlases, and even transportation apps serve as the top resources used for navigation within cities, states, and countries.

DISCUSSION QUESTIONS

If this book took place today rather than 2003, how would Christopher have approached finding his mother's home?

In the age of smartphones, what is the value of learning to read a map?

ACTIVITIES

Redesign or create an overlay of a current map that is tailored to students with different learning styles or abilities. Explain how you made your decisions and why it is better than the original map.

TIPS FOR USING THE BOOK

*These tips aid faculty and staff in planning events related to *The Curious Incident of the Dog in the Night-Time* and provide ideas for implementing the novel inside and outside the classroom.*

WHEN PLANNING TO USE THE BOOK IN YOUR CLASS....

Connect to student success skills: critical thinking, strategic study habits, time management (practical/useful). Students may not have read the book during the summer. Put the book on your syllabus with the date it will be discussed.

If using the whole book doesn't work for your class, use excerpts. These can easily be put in K-State Online. Create an assignment focused on the book or use it as an example when discussing the theories, philosophy, and practices of your discipline.

WHEN PLANNING TO USE THE BOOK OUTSIDE OF THE CLASSROOM...

Give students time to read the book. If they do not have a copy, send them to Hale Library or one of Sigma Tau Delta's Lending Libraries. Create questions or activities inspired by the book that will allow people to participate even if they have not read the whole book.

WHEN PLANNING EVENTS...

Partner with other established groups on campus. They can help fund, advertise, and bring people to the event.

Select your day and time around who you want to attend.

Faculty/staff - 8am-5pm Monday-Friday

Students - Tuesdays/Thursdays after 7pm, though those are also common exam times

If you are planning a daytime event for students, keep in mind...

MWF classes generally start on the half hour

TU classes can start on the hour, half hour, or five after the hour

Work with instructors to schedule the event when their class meets and ask them to bring their class.