

**Teacher / Parent / Librarian Guide**

*The Tyrannosaurus Who Wanted to Be a Vegetarian*

Page one: Information

Page two: Comprehension questions for students

Page three: Answer key for teachers

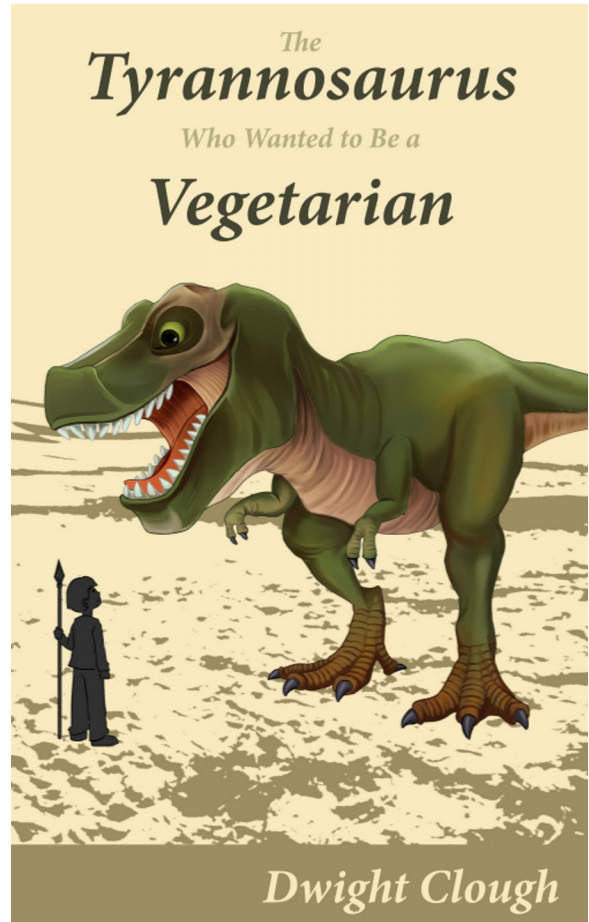
**For readers in grades 5-9**

Meet Malcolm, the Tyrannosaurus who wanted to be a vegetarian, and Tom, the boy hunter who believed it just might be possible.

This parable engages young readers around the themes of life controlling issues, risk and love.

“[*The Tyrannosaurus Who Wanted to Be a Vegetarian* is] funny, thoughtful, and really unique, and I think it could have a place in our middle schools in Sun Prairie. Most particularly, I think it would appeal to our gifted population (now called Advanced Learners), as it has an intellectual appeal. I believe gifted 6th and 7th graders specifically would enjoy. ... I can still see its potential appeal to 5th graders and upper middle school students, too.” Creed Hansen, English Teacher, Cardinal Heights Upper Middle School, Sun Prairie, Wisconsin

Author Dwight Clough is best known for his inspirational writings. He has been published alongside O’Henry, William Shakespeare and Mother Teresa.



Library cataloging information

Title: *The Tyrannosaurus Who Wanted to Be a Vegetarian*

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Description: A boy hunter befriends a talking Tyrannosaurus who tells the story of how he has attempted to become a vegetarian. 10,000 words. Not illustrated.

Subject categories: Fiction, Fantasy, Dinosaur, Friendship, Teen, Juvenile

*The Tyrannosaurus Who Wanted to Be a Vegetarian* is available through Baker & Taylor or here:

<https://wwwcreatespace.com/5034558>



*The Tyrannosaurus Who Wanted to Be a Vegetarian* • **Questions**

1. Why did Tom tell stories?
2. Why did Malcolm learn languages?
3. How were Tom and Malcolm alike?
4. Why did Malcolm choose not to eat the crocodile?
5. Why did Malcolm want to become a vegetarian?
6. What happened to Tom's dad?
7. If you were in Tom's place would you have taken the pumpkin to Malcolm? Why or why not?
8. Kharidzo comes from a Greek word meaning "gift" or "grace." Why do you think the Kharidzo leaves were found in the pumpkin from Tom's garden?
9. Why do you think Tom took a risk to help Malcolm?
10. Until the end of the story, Malcolm was unable to fully escape his need to eat other animals even though he wanted to be a vegetarian. How do people get trapped in addictions, life controlling issues, and/or practices they don't want to do? How do they escape?
11. What do you think the author was trying to say with the book? What do you see as the theme of the book?

*The Tyrannosaurus Who Wanted to Be a Vegetarian* • **Teacher's guide / answer key**

Note: Questions 1-6 are for story comprehension. Questions 7-11 are more advanced, to help the student explore the themes behind the story.

1. Why did Tom tell stories?

To lure his hunting prey within range of his spear. Pages 8-16

2. Why did Malcolm learn languages?

Partly because he loved learning languages, and partly as an aid to his hunting. Pages 21, 24, 33

3. How were Tom and Malcolm alike?

They were both hunters. They both told stories. Page 24 etc.

4. Why did Malcolm choose not to eat the crocodile?

Because he hoped to learn languages from the crocodile, and, in the end, because the crocodile became a friend. Pages 32, 35-36, 47-48

5. Why did Malcolm want to become a vegetarian?

Other animals ceased to become prey, and began taking on a personality of their own. Malcolm also thought that other animals might be able to teach him languages. Page 48

6. What happened to Tom's dad?

He disappeared at least two years before Tom met Malcolm. Although the author is not clear, readers may conclude that Tom's dad traveled to Venus and/or was restored to Tom at the end of the story. Pages 23, 59-60, 67, 76

7. If you were in Tom's place would you have taken the pumpkin to Malcolm? Why or why not?

Answers will vary. The purpose of the question is to allow the student to think about what might make a risk acceptable to take. Pages 60-72

8. Kharidzo comes from a Greek word meaning "gift" or "grace." Why do you think the Kharidzo leaves were found in the pumpkin from Tom's garden?

Again, answers will vary, but may include the thought that the leaves were a gift within a gift since Tom's pumpkin was a gift for Malcolm. Pages 73-74

9. Why do you think Tom took a risk to help Malcolm?

Answers will vary, but may include: Tom chose to believe Malcolm's story, and/or Malcolm had become Tom's friend. Pages 60-72

10. Until the end of the story, Malcolm was unable to fully escape his need to eat other animals even though he wanted to be a vegetarian. How do people get trapped in addictions, life controlling issues, and/or practices they don't want to do? How do they escape?

Answers will vary. The purpose of the question is to allow the student to think about the dynamics behind life controlling issues.

11. What do you think the author was trying to say with the book? What do you see as the theme of the book?

Answers will vary. Author's note: While students may conclude that this is a book to promote a vegan lifestyle (and that's okay), it really wasn't my intention to make a statement about vegetarianism as much as it was to explore the dynamics that sometimes drive us to do things that we don't want to do, and our struggle to get free from those dynamics. It was also my intention to celebrate the kind of love and friendship that takes a risk to help someone else.