

# Critical Thinking Skills

## Criss Cross

Skills for Critical Thinking		Chapter Questions										Writing Tasks	Graphic Organizers
		1-3	4-7	8-11	12-15	16-19	20-23	24-27	28-31	32-35	36-38		
LEVEL 1 Remembering	<ul style="list-style-type: none"> <li>Identify Story Elements</li> <li>Recall Details</li> <li>Match</li> <li>Sequence Events</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding	<ul style="list-style-type: none"> <li>Compare &amp; Contrast</li> <li>Summarize</li> <li>State Main Idea</li> <li>Describe</li> <li>Classify</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Applying	<ul style="list-style-type: none"> <li>Plan</li> <li>Interview</li> <li>Infer Outcomes</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysing	<ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Identify Supporting Evidence</li> <li>Motivations</li> <li>Identify Cause &amp; Effect</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Evaluating	<ul style="list-style-type: none"> <li>State &amp; Defend An Opinion</li> <li>Make Judgements</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Creating	<ul style="list-style-type: none"> <li>Predict</li> <li>Design</li> <li>Create</li> <li>Imagine Alternatives</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy



## Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in this **Literature Kit™** are especially suited to a study of **Criss Cross**. Below are suggestions for using each organizer in your classroom, or they may also be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, small group activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).

**Compare and Contrast Matrix**  
Compare and contrast two characters from the novel.

Attributes for Comparison	Character 1	Character 2
1. Physical or Character Attribute		
2. Physical or Character Attribute		
3. Physical or Character Attribute		

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### COMPARE AND CONTRAST MATRIX

**Criss Cross** features an array of fascinating characters, from the shy and introspective Debbie, to the shallow, vain Dan, to the nerdy Hector. For this activity, students are to choose any two characters from the novel. They are to list the names of the two characters at the top of the framework. Then, they are to choose three attributes (either physical features or personality traits) to record under each character's name. **Found on Page 53.**

### SEQUENCE CHART

The plot of **Criss Cross** is filled with memorable events — so much so that it is a tall order to isolate the “main events” of the novel, as the assignment expects. Assigning the **Sequence Chart** activity might be helpful for the teacher to remind the students that each event selected should be a key component in moving the plot toward the climax of the novel (Debbie and Hector's interaction in the last chapter). **Found on Page 54.**

**Sequence Chart**  
List the main events of **Criss Cross** in the order in which they occurred.

Event
Event
Event
Event
Event
Event
Event
Event
Event

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**The Five W's**  
Choose an important event from the novel. Using the facts from this event, complete the chart below.

EVENT: \_\_\_\_\_

What happened?	Who was there?
Why did it happen?	When did it happen?
Where did it happen?	

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### THE FIVE W'S CHART

In **Criss Cross**, the author has skillfully brought to life an unusual cast of characters and intersecting storylines, with detailed characterizations and settings, and a richly-developed plot. The Five W's Chart is an excellent tool to help students identify and analyze these literary elements. Students are to choose one major event from the novel and give the key details about what happened, who was there, when and where it happened, and why this key event unfolded as it did. This chart may also be used as a planning activity to help students develop their skills in writing a research article. **Found on Page 55.**

NAME: \_\_\_\_\_

After You Read 



## Chapters One to Three

Answer each question with a complete sentence or short paragraph.

1. According to Debbie, what is the danger of having a *shapeless wish*?  
\_\_\_\_\_  
\_\_\_\_\_
2. At one point, Skip gives Hector a pop. What ulterior motive did Skip have for this act of kindness?  
\_\_\_\_\_  
\_\_\_\_\_
3. Use an example from the novel to demonstrate how the author shows what a dramatic effect the musician's guitar playing had on Hector.  
\_\_\_\_\_  
\_\_\_\_\_
4. Why do you think the thought of learning to play the guitar made Hector feel so alive?  
\_\_\_\_\_  
\_\_\_\_\_
5. In Chapter Three, Debbie spends a good deal of time reading a science fiction novel, which — despite her enjoyment of it — makes her feel ornery and restless. From reading the brief description of this novel and from what you know of Debbie, why do you think the novel left her feeling this way?  
\_\_\_\_\_  
\_\_\_\_\_
6. At the end of the evening, Hector discovers the reason why his sister had invited him to the *coffeehouse thing*. Explain her reasoning. Do you think this was the best course of action for her to take in these circumstances? Explain your reasoning.  
\_\_\_\_\_  
\_\_\_\_\_



### Journaling Prompt

The author doesn't reveal too much of Skip in these chapters; however, he must have been disappointed with Rowanne's rejection. Imagine you are Skip and create a journal entry expressing your feelings after the *coffeehouse thing*. You might also include any future plans you might have for winning Rowanne's affections.





# Chapters Twenty-four to Twenty-seven

## 1. Fill in each blank with the correct word from the chapters.

- a) Peter doesn't know how much help he'll be for his grandmother, as he hadn't had much experience at being \_\_\_\_\_.
- b) When Peter first met Debbie, she was fixing the \_\_\_\_\_.
- c) Mrs. Bruning's car had a \_\_\_\_\_ shift.
- d) *Schwachkopf* is German for \_\_\_\_\_.
- e) (Investigate) The song "Smoke on the Water" was made famous by the band, \_\_\_\_\_ Purple.
- f) Two days after his bus trip with Debbie, Peter returned to \_\_\_\_\_.

## 2. Complete each sentence with a word from the list.

polka	ornery	cartoon	spark	insulin
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- a) Grosi thought that Debbie kept her \_\_\_\_\_ hidden under a bushel most of the time.
- b) Debbie knew that Mrs. Bruning was diabetic because of the bottles of \_\_\_\_\_ she kept in the refrigerator.
- c) In these chapters, Mrs. Bruning comes across as a very \_\_\_\_\_ old woman.
- d) Hector and Patty danced the \_\_\_\_\_.
- e) Hector described his life as a \_\_\_\_\_.