

Critical Thinking Skills

The Higher Power of Lucky

Skills For Critical Thinking	Chapter Questions										Writing Tasks	Graphic Organizers
	Ch 1-2	Ch 3-4	Ch 5-6	Ch 7-8	Ch 9-10	Ch 11-13	Ch 14-16	Ch 17-18	Ch 19-20	Ch 21-23		
LEVEL 1 Remembering <ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence Events 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding <ul style="list-style-type: none"> Compare and Contrast Summarize State Main Idea Describe Classify 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Applying <ul style="list-style-type: none"> Plan Interview Infer Outcomes 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysing <ul style="list-style-type: none"> Draw Conclusions Identify Supporting Evidence Motivations Identify Cause and Effect 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Evaluating <ul style="list-style-type: none"> State & Defend An Opinion Make Judgements 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Creating <ul style="list-style-type: none"> Predict Design Create Imagine Alternatives 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

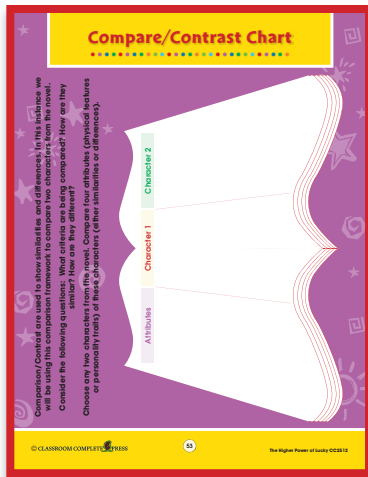
Based on Bloom's Taxonomy



1,2,3

Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in this **Literature Kit™** are especially suited to a study of **The Higher Power of Lucky**. Below are suggestions for using each organizer in your classroom. 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, 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).

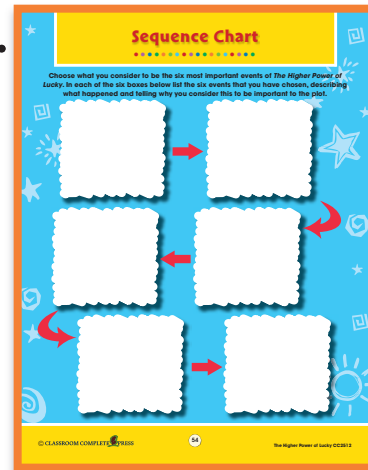


COMPARE/CONTRAST CHART

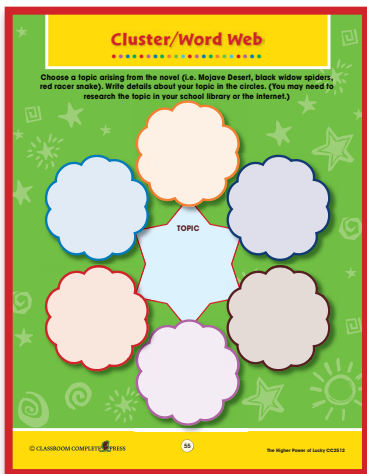
The Higher Power of Lucky features an array of fascinating characters, from the eccentric Short Sammy, to the quiet, possessed Lincoln, to Brigitte, Lucky's French guardian who is trying to adapt to her strange new country. Students are asked to choose any two characters from the novel – either major or minor. They are then asked to compare four attributes of these two characters (physical features and personality traits). A variety of attributes should be selected, which are both similar and different, and details should be given where appropriate. **Found on Page 53.**

SEQUENCE CHART

The plot of **The Higher Power of Lucky** is filled with memorable events – so much so that it is a tall order to isolate the “main events” of the novel, as this assignment expects. In assigning the **Sequence Chart** activity, it 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 (either the scene where Lucky is found by the people of the village or where Brigitte informs Lucky that she is staying and opening a restaurant in Hard Pan). **Found on Page 54.**



Found on Page 54.



CLUSTER/WORD WEB

Students are asked to choose a **topic** integral to the novel (i.e. Mojave Desert, black widow spiders, red racer snake). This topic should be placed in the **Topic Box** in the middle of the diagram. They are then asked to write details about the topic in the accompanying six circles. (Students may need to research the topic in their school library or on the internet.) **Found on Page 55.**

Found on Page 55.



Chapters Three - Four

1. Do you think it is a good idea for a parent to pressure their child to choose a particular career when they grow up? Why or why not?

2. Do you have a hobby or a special interest? What is it? Why do you find this activity interesting?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	envision	proteins
2	alert	tiny blood vessel
3	guardian	in small pieces
4	creosote	to give
5	sage	a knotting tool
6	compliment	an expression of praise
7	equipped	to picture
8	capillary	to furnish or provide
9	minutely	a liquid which preserves wood
10	fid	fully aware
11	enzymes	protector
12	contribute	an herb



Chapters Three - Four

1. Circle **T** if the statement is **TRUE** or **F** if it is **FALSE**.

T F a) Lucky's mother was killed when her foot touched a downed power line.

T F b) Lucky's mother had been an artist.

T F c) Lucky had been four years old when her mother died.

T F d) This novel is set in the state of California.

T F e) Lincoln's mother wanted him to be a famous explorer when he grew up.

T F f) Lincoln thought the idea of Lucky putting mineral oil on her eyebrows was stupid.

2. Number the events from **1** to **6** in the order they occurred in these chapters.

a) Lucky's dad marries Lucille, Lucky's mom.

b) Lucille is killed.

c) Lucky's dad marries Brigitte.

d) Lucky's dad sends for Brigitte.

e) Lucky is born.

f) Lucille divorces Lucky's dad.



Chapters Three - Four



Answer each question with a complete sentence.

1. How does Lucky describe the French language?

2. What kind of a man does Lucky's father seem to be?

3. What change did Lincoln make to the sign? In your opinion, was this an improvement?

4. Describe Lincoln's obsession.

5. How do you think Lucky felt toward Lincoln? Please defend your answer with proof.

6. What did Lucky find different about Lincoln's dad?

SAMPLE



Journaling Prompt

In these two chapters we are introduced to another character - Lincoln. We know that Lincoln has quite an unusual hobby, that his mother has high expectations of him, and that he is quite smart. Imagine you are Lincoln and write a journal entry at the end of the day described in these chapters. Remember, you may wish to include an aspect of one of the elements mentioned above.