

Critical Thinking Skills

The Summer of the Swans

Skills For Critical Thinking	Chapter Questions										Writing Tasks	Graphic Organizers
	1-3	4-6	7-8	9-10	11-12	13-14	15-16	17-19	20-21	22-23		
LEVEL 1 Remembering <ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding <ul style="list-style-type: none"> Compare & 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 & 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 our **Literature Kit™** are especially suited to a study of *The Summer of the Swans*. Below are suggestions for using each organizer in your classroom, or they may 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).

Problem-Solution Chart

Sara, the main character in *The Summer of the Swans*, is going through a lot of doubts about herself as the story opens. She is concerned about her appearance; she is not as pretty as her older sister, Wanda, nor does she fit the Hollywood stereotype of "beauty"; her handicapped brother, Charlie, is sometimes more of a responsibility than she can bear; her aunt can be a pain; her father seems remote and unloving; and Joe Melby is someone she just can't stand. In the chart below, list as many problems from the novel as you can, and beside each describe how the problem may or might be solved.

Note: Some of the problems in the novel are not solved. If this is the case, please suggest a possible solution.

POSSIBLE PROBLEM	POSSIBLE SOLUTION

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PROBLEM – SOLUTION CHART

Sara, the main character of *The Summer of the Swans* is going through a lot of doubts about herself as the story unfolds. She is concerned about her appearance; her responsibilities looking after her younger brother, Charlie, who is also disabled; a father who seems remote and unloving; and Joe Melby, a local boy she just can't stand. Students are asked to list as many problems from the novel as they can. These are entered in the left-hand column. In the right-hand column, possible solutions to these problems are to be suggested. **Found on Page 53.**

SEQUENCE CHART

The plot of *The Summer of the Swans* is filled with memorable events – so much so that it is a tall order to select the “main events” of the novel, as this assignment expects. In designing 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 play (the scene where Charlie is found by Sara and Joe). **Found on Page 54.**

Sequence Chart

List the main events of *The Summer of the Swans* in the order in which they occurred.

First: _____

Next: _____

Next: _____

Next: _____

Next: _____

Next: _____

Next: _____

Next: _____

Next: _____

Next: _____

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Five W's Chart

Select an incident from *The Summer of the Swans*. Fill in each row with details that answer the question.

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

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FIVE W'S CHART

The novel, *The Summer of the Swans*, features many exciting moments. In this activity, students are asked to isolate one such event that they particularly enjoyed. Using the chosen event, the student is asked to complete the **Five W's Chart**, providing the relevant details for the 5 W's – **who, what when, why and where**. The five W's have been used as a helpful device by newspaper reporters when compiling the main elements of a story. **Found on Page 55.**



Chapters One to Three

Part A

Answer the questions in complete sentences.

1. In the first few chapters of the novel you will meet a boy named Charlie, who is a bit "different" than most boys his age. How might it be difficult to have a brother or sister in the family who is "disadvantaged" in some way?

2. How might it be good for a family to have a family member who needs extra care and loving?

Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word.

illusion	miserable	pathetic	emphatic
abruptly	concerned	detests	inscrutable

SAMPLE

1. The tiny kitten gave a most piteous cry when I stepped on her tail.

2. The old man had such an incomprehensible look on his face that no one dared question him.

3. When my boyfriend left I was so wretched I wouldn't speak to a soul for weeks.

4. She got up so suddenly that she spilled her drink on the floor.

5. No one hates the sight of blood more than me.

6. She gave a forceful nod of her head when he asked the question.

7. The oases was only a mirage.

8. John was interested in joining the navy.



Chapters Seven to Eight

Part B

Answer the questions in complete sentences.

1. Sara tells Charlie, "The swans are exactly alike. Exactly. No one can tell them apart". How true do you think this statement is? Explain your answer.

2. Why do you think Charlie didn't want to leave the lake?

3. Describe how Sara saw her life as suddenly changing.

4. What bothered Sara about Frank?

5. Describe how the Hollywood stereotype of **beauty** had affected Sara. Do you think she has a legitimate point? Explain your answer.

6. What had happened to Charlie when he was three years old?

Journal Activity

Chapter 8 reveals some real issues that Sara has regarding some of the girls in her school. Perhaps you have had similar thoughts about some of the boys and/or girls in your school. Write a journal entry describing your feelings about students that you just can't seem to identify with - for one reason or another.



Chapters Thirteen to Fourteen

Part A

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

- T F** a) Sara thought it was a waste of time for Aunt Willie to call her father about Charlie.
- T F** b) Sara's father lived in Washington, D.C.
- T F** c) Aunt Willie was the sister of Sara's mother.
- T F** d) When Sara meets Joe Melby at the ballgame, she was pleased he wanted to help search for Charlie.
- T F** e) Despite being extremely upset when speaking with Joe, Sara refused to show her emotions and stopped herself from crying.
- T F** f) Sara had once been embarrassed when someone called out "How beautiful" when the person they were actually shouting at was Rosey Camdon.

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

- _____ a) Someone in the ball game hits a home run.
- _____ b) On the way to Mary's house, Sara meets Joe Melby.
- _____ c) Sara leaves the house to begin her search for Charlie.
- _____ d) Sara meets Mary.
- _____ e) Aunt Willie calls Sara's father.
- _____ f) Sara accuses Joe of stealing Charlie's watch.