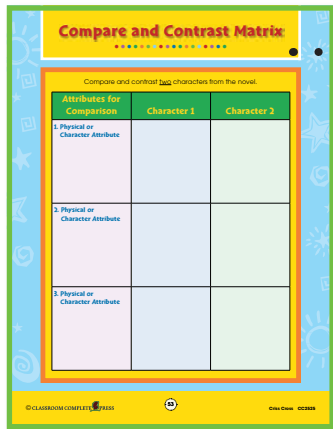




1,2,3

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).

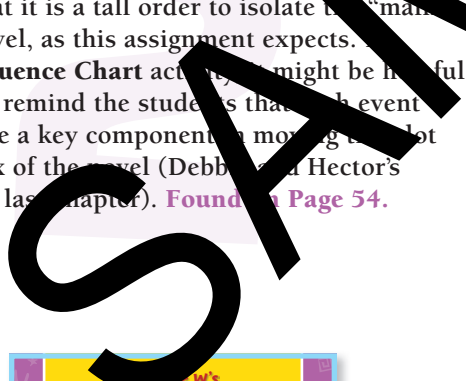
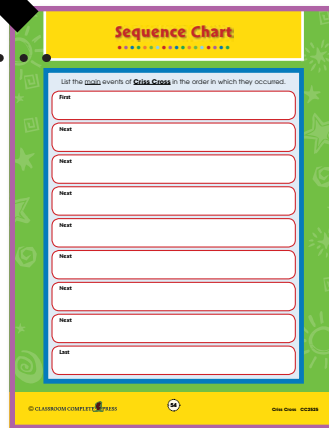


COMPARE AND CONTRAST MATRIX

Criss Cross features an array of fascinating characters, from the shy and introspective Deborah to the shallow villain Dan, to the nerdy Hector. For this activity, students are to choose any two characters from the novel. They are to enter 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 in each character's column. **Found on Page 53.**

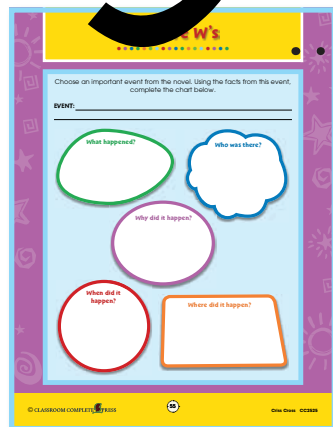
SEQUENCE CHART

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 this 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 (Deborah and Hector's interaction in the last chapter). **Found on Page 54.**



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.**





Chapters Four to Seven



Answer the questions in complete sentences.

1. Why do you think clothing styles are so important to many people? How important are they to you?

2. As people pass through their pre-teens and then their teens, they often find that they begin to grow apart from friends that they have been close to all their lives. What are some of the reasons why this might occur?

Vocabulary

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

1	hoist	engaging	A
2	chivalrous	inaccessible	B
3	inadvertently	frustrate	C
4	winsome	gallant	D
5	camouflage	subconscious	E
6	impenetrable	astute	F
7	subliminal	lift	G
8	exasperate	obscure	H
9	ulterior	aromatic	I
10	scrutinize	accidentally	J
11	pungent	examine	K
12	perceptive	hidden	L



Chapters Eight to Eleven

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

- a) Fixing the leaking _____ filled Debbie with a sense of satisfaction.
- b) Hector already knew Bob Schimpf, who had been Hector's pack leader when he was a _____ Scout.
- c) Dan Persik was a well-known _____ player.
- d) Hector figured that Pastor Don had not completely given up his dream of being a _____ star.
- e) Hector claims to have been named after the leader of a _____ band.

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

Patty	Russell	Meadow	Debbie	Mary
-------	---------	--------	--------	------

- a) The two young girls in _____'s guitar class were named Robin and _____.
- b) When Pastor Don completed his solo, it was evident that _____ thought it was *delightful*.
- c) At one point, _____ stopped playing the guitar and joined in the singing of "This Land is Your Land" exclusively.
- d) _____ wished she was taller.
- e) _____ briefly considered the thought of one day being a plumber.



Chapters Eight to Eleven

Answer each question with a complete sentence.

1. What made the instructions that came with the wrench almost useless?

2. What do you think motivated Pastor Don to give free guitar lessons? (Try to come up with two possible reasons.)

3. Some readers will find the title for Chapter 10 racist and offensive. The Arctic Inuit regard the name "Eskimo" (*eaters of raw meat*) as insulting and degrading. After considering the events described in this chapter, create a new title for it without using this offensive word.

4. Hector suggests four possible reasons as to why Pastor Don led off the lesson with a solo. What reason do you think is most correct? (You don't necessarily have to choose one of Hector's reasons.)

5. Investigate: When discussing his names with the girls after his lesson, Hector is told that his name means "to bother people". Using resources in your school library or on the Internet, check this out. What is the meaning of the name **Hector**?

6. The author considers the song written by Hector in Chapter 11 to have a **universal theme**. What theme can you identify in these lyrics? List three additional universal themes which are popular in song lyrics.

Journaling Prompt

Imagine you are Meadow. What impression did you form of Hector following your brief meeting? Create a journal entry describing your initial meeting and the feelings you experienced as a result.