



Bloom's Taxonomy of Thinking Processes

Lottery Rose by Irene Hunt

Purpose: This can be used to get students create questions and heighten comprehension about a certain topic. It allows them to use Bloom's higher thinking skills and such as applying, analyzing, synthesizing and evaluating information.

- **Knowledge:** What book did the librarian allow Georgie to check out over and over again even though it was against the rules? (Answer: p. A Gardening book)
- **Comprehension:** Why does the rose mean so much to Georgie? What might the rose represent in his life? (Answer: the rose represents the same peace and happiness he feels when he looks at the gardening book. With his roses, there is perfection and there are no people to make fun of him or hurt him. He treasures the as an entity that accepts him and loves him. It is the last vestige of love he connects to after all his trials.)
- **Application:** Georgie believes that even when people say nice things to you or make promises, they are temporary and they will soon turn around and hurt you later. The main reason for this feeling is his mother, who promises him better things but then just sits by while her boyfriend beat him up. Once Georgie is placed at the school, this opinion begins to change. Cite two examples in the text that show this change and why you believe he finally began to trust someone. (Answer: (there are many possibilities)
 1. Mr. Collier taught Georgie to read and finally made him realize that he wasn't dumb. Georgie trusted Mr. Collier and liked him for giving him something positive. This was one of the first times Georgie realized that someone had done something for him simply for the joy of serving and friendship.
 2. Georgie allows Sister Mary Angela to play the piano for him while he sits and listens. He loves her music because it brings him the same peace that the garden book did. He discovers another love in his life and is grateful to her and begins to trust that she will not hurt him or betray him.)
- **Analysis:** Compare the attitudes of Mrs. Harper and Georgie. What reasons do they have for their distrust of people? How does each one eventually learn to trust and give to others again? Is there a connection between their growth and their closeness at the end of the novel?
(Answer: See "Double Entry Journal" hand for example.)
- **Synthesis:** Discuss what you think would have happened to Georgie if his rose had been lost after his final beating? What would have happened to his mental state after the beating and then to his ability to connect to others, something that

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the rose helped him do. Create an outline of the events that would have been altered had the rose not been there to aid Georgie in his recovery.

(Answer: Here is a brief list of possibilities: The talk with the judge about where to place him, his brief stay with Mr. and Mrs. Sims and how he came to trust them more because of their care for his rose, his connection to Mrs. Harper's garden because he wanted to plant the rose there, his friendship with Mr. Collier who met him through the rose planting incident, his conflict with Mrs. Harper over planting the rose in her garden, his friendship with Robin due to his frequent visits to see the rose, his eventual friendship with Mrs. Harper due to her tender care of the rose, and his closure with Robin's death by planting the rose on his grave.)

- **Evaluation:** Do you think the ending is realistic? Do you believe that Mrs. Harper acted in her true character when she forgave Georgie for any fault he might have had in Robin's death? Considering that she has already lost a son, had conflicts with Georgie, and knows his turbulent background, do you think that she would really react as she did? Why or why not?

(Answer: This is an opinion question so answers may vary greatly. Students could cite Mrs. Harper's change throughout the novel as evidence that she is more tolerant of Georgie and that she is also healing, as well as citing times when Mrs. Harper reacts differently from how she did initially to Georgie. They could also cite examples from their own lives about how people react to tragedy or how they think they might react after all that happened.)

Assessment: Answers should reflect insights and thinking with the text. Students should use the text to illustrate their points as much as possible as well as bring in personal examples to back up their assumptions.