

## *To Kill a Mockingbird*

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1. The film is based on a novel. Who wrote the novel?  
\_\_\_\_\_
2. How old was the narrator at the start of the story?  
\_\_\_\_\_
3. Name the town where the action takes place?  
\_\_\_\_\_
4. In what year did the story start?  
\_\_\_\_\_
5. Why did Mr Cunningham bring some hickory nuts to Mr Finch?  
\_\_\_\_\_
6. Name Scout's brother.  
\_\_\_\_\_



7. What is the name of the little boy who is vacationing next door to the Finch family?  
\_\_\_\_\_
8. Dill's aunt and Jem warn Dill about a strange man who lives near them. What is his name?  
\_\_\_\_\_  
\_\_\_\_\_

# To Kill A Mockingbird Classroom Questions

**Diane P. Bryant, Brian R.  
Bryant, Deborah D. Smith**

## **To Kill A Mockingbird Classroom Questions:**

**To Kill a Mockingbird Classroom Questions** Amy Farrell, 2015-06-30 Scene by Scene guides are teaching resources They are short books of questions designed to save teachers time and lead to rewarding classroom experiences Each guide is broken down by scene or chapter to match and complement the text it accompanies This means that the teacher is provided with a clear list of questions at every stage of teaching the text These questions can be used in class or as homework and so provide underlying structure to lesson planning Scene by Scene Classroom Questions contain both closed comprehension testing questions and open higher order questions exploring student response opinion and analysis Closed questions can be used to check understanding and make sure students are on task while open questions promote thinking and reflection In this way Scene by Scene Classroom Questions keep students engaged with and focused on the text and involved in classroom discussion To Kill a Mockingbird Classroom Questions is a teacher s resource intended for use in lesson planning and in the classroom It contains 178 questions to provoke student engagement and personal response while studying Harper Lee s classic novel Why choose to study To Kill A Mockingbird by Harper Lee Themes of racism prejudice injustice friendship loneliness and courage The setting of the Deep American South of the 1930 s Memorable narration of Scout Finch Interesting characters Atticus Finch Boo Radley Tom Robinson Miss Maudie Atkinson Exciting storyline

**To Kill a Mockingbird in the Classroom** Louel C. Gibbons, 2009 This book examines ways of engaging students as they study Harper Lee s novel Included are collaborative learning discussion writing and inquiry based projects as well as activities related to the film version of To Kill a Mockingbird Harper Lee s Pulitzer Prize winning novel To Kill a Mockingbird is a staple of secondary school curricula nationwide The novel has never been out of print since its initial publication in 1960 and continues to enjoy both critical and popular success worldwide To Kill a Mockingbird in the Classroom Walking in Someone Else s Shoes examines ways of engaging students as they study Lee s novel Included are collaborative learning discussion writing and inquiry based projects as well as activities related to the film version of To Kill a Mockingbird The twelfth book in the NCTE High School Literature Series this volume features sample student work and excerpts of relevant literary criticism and reviews

**To Kill a Mockingbird** Donna Reardon, Harper Lee, Robert Anderson, 1998 This teaching guide includes focusing on the background of the novel elements of the novel vocabulary from the novel plot synopsis and literary focus reading guide questions testing on the novel with answer key

**Teaching in Inclusive Classrooms** Diane P. Bryant, Deborah D. Smith, Brian R. Bryant, 2024-02-20 Teaching in Inclusive Classrooms guides educators through inclusive education using the ADAPT framework Packed with practical examples evidence based practices and hands on strategies the Third Edition empowers educators to effectively teach students with disabilities in inclusive environments

[A Guide for Using To Kill a Mockingbird in the Classroom, Based on the Novel Written by Harper Lee](#) Mari Lu Robbins, 1999 Teaching literature unit based on the popular children s story To kill a mockingbird

**Teaching Students With Special Needs in**

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**Classroom Guide: to Kill a Mockingbird** Vincent Verret, 2018-09-09 This classroom guide for To Kill a Mockingbird provides numerous activities designed to foster student engagement learning and a meaningful connection to literature It is the perfect companion to introducing To Kill a Mockingbird in any classroom Contained in this book are sample activities on annotating close reading outlining essay prompts and essential questions Other instructional guides simply give basic details of the literature meaning that students read over material without digesting or learning it Other guides take complex themes concepts and information and just regurgitate it to readers This Classroom Guide series is different in that the activities ASK of the students and focus on citing evidence from the text in order to complete and reflect on your reading Designed under the guidance of an experienced and certified educator these activities guide series GUIDES the learner to discovering the answers for themselves creating a fully detailed study guide in the user s own words Filled with guided reading activities students are able to fill this guidebook with the information they gather as they seek a deeper understanding of the text If you read it write it and reflect on it you will learn it Teachers you can also purchase a set of these books or one book and make copies for your entire class It makes the perfect guided reading activity and will teach students how to internalize the reading note taking and learning process that advanced readers naturally perform These make the perfect workbook to keep your class engaged and learning And if your budget is an issue feel free once you purchase to book to make as many copies

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**Resources in Education** ,1996-07 **To Kill a Mockingbird Close Reading and Text-Dependent Questions** Kristin Kemp,2014-04-01 Students analyze To Kill a Mockingbird using key skills for college and career readiness Close reading of the text is required to answer text dependent questions Included are student pages with the text dependent questions as well as suggested answers

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**Classroom Notes Plus** ,2005 **Power Tools** Jeanne Dyches,Ashley S. Boyd,Katherine Baker,Alex Kaulfuss,2023-10-11 Virtually all national standards now require students and teachers to understand the particulars of disciplinary literacy But recently emerging scholarship suggests that disciplinary literacy is by itself an incomplete and potentially problematic approach to secondary literacy instruction By asking students to think like or even be like experts students may receive implicit messaging about whose knowledge is and isn't valued Critical disciplinary literacy CDL creates space for and highlights connections between critical literacies and disciplinary literacies CDL acknowledges disciplines as unique communities with their own specialized and often exclusionary skills norms practices and discourses but deviates from conventional applications of disciplinary literacy by responding to the ways in which power systems and the analytic skills needed to understand them work differently based on the disciplines at hand A CDL instructional approach acknowledges that applying the critical literacy skills of reading the word and the world to understand the power dynamics of vaccine distributions requires a different skill set and strategy approach than looking at textual representations of masculinity in Romeo and Juliet Written by a team of educators with over

70 combined years of classroom experience Power Tools 30 Critical Disciplinary Literacy Strategies for 6 12 Classrooms offers readers research based multidisciplinary ready to implement disciplinary literacy strategies from critical literacy lenses The book sets itself apart from other strategy textbooks by offering creative strategy implementation that calls attention to power systems Educators can learn for example how they might employ read alouds to explore the global refugee crisis or use the exit ticket strategy to help students reflect on the relationship between race and COVID statistics experiences Power Tools 30 Critical Disciplinary Literacy Strategies for 6 12 Classrooms provides standards aligned lessons that both challenge and extend traditional engagement practices to build a more just world Each chapter includes An overview of each strategy situated within the research of best practices Two disciplinary examples for each CDL strategy e g an example of a CDL think aloud in seventh grade math and tenth grade ELA classroom Chapters provide resources such as examples of student work discussion prompts dialogue between teacher and students and reprintables Ideas for addressing resistance to CDL instruction Preservice and in service teachers as well as teacher educators and researchers looking to do and support justice oriented work in disciplinary spaces will find value in the book Power Tools is an ideal text to implement in courses such as Disciplinary Literacy Secondary Literacy Content Area Literacy Methods Strategies for Teaching Social Justice Multicultural Education ELA methods Science methods Social Studies methods and Mathematics methods

**Reader Response in the Classroom** Charles R. Chew, Roseanne Y. DeFabio, Patricia Honsbury, 1986 Focusing on reader response in the classroom the works collected in this book represent the results of a five week summer institute in which 25 middle school high school and college teachers studied the principles and applications of literature instruction The following essays are included an introduction by G Garber An Overview of the Method P Hansbury Reader Response Theory and Practice P Hansbury Formalist Criticism in the Secondary Classroom R DeFabio A Formalist Lesson Plan for Salinger s A Perfect Day for Bananafish Used with Advanced Seventh Grades M McKay A Formalist Lesson The Death of the Ball Turret Gunner C Forman Introduction to Historical Cultural Methods of Literary Inquiry and Instruction M Kelley An Historical Cultural Approach to The Whole Town s Sleeping J Butterfield Introduction to Psychological Criticism B A Boyce A Psychoanalytic Approach to Joseph Conrad s The Secret Sharer G B Kamm A Psychological Critic Looks at A Narrow Fellow in the Grass D J Marhafer Overview of Mythological Criticism D M Quick The Application of Archetypal Criticism to John Knowles A Separate Peace D M Quick A Feminist Archetypal Approach to Jane Eyre R Y DeFabio Multiple Critical Approaches to A Rose for Emily C Reynolds Multiple Critical Approaches to One Flew Over the Cuckoo s Nest C Forman and Yes But Does It Work D M Quick

**Teaching Writing in Middle and Secondary Schools** Jim Blasingame, John H. Bushman, 2005 Teaching Writing in Middle and Secondary Schools provides research based and standards based strategies as well as classroom tested activities all in one book Covering the core fundamentals of exemplary practices in the teaching of writing this book demonstrates writing processes and the use of rubrics with authentic samples taken directly from students writing portfolios Readers are

also given valuable information on teaching grammar and spelling curriculum planning service learning and community and parental involvement all through the lens of teaching writing *Differentiated Instruction in the English Classroom* Barbara King-Shaver, Alyce Hunter, 2003 Barbara King Shaver and Alyce Hunter help teachers of both middle and high school English understand and apply the principles and practices of differentiated instruction addressing their unique challenges and needs

Turning Mirrors Into Windows Marion Bue, 1984 The Class of '75 Jack Batten, 1992 **Two Parts Textbook, One Part Love** Louanne Johnson, 1998-06-03 One of America's best known teachers and the inspiration for the movie *Dangerous Minds* presents ways to help teachers to be the most effective educators they can be *Literature in the Secondary School* Arthur N. Applebee, 1993 Presenting findings from a wide ranging study this book considers the present state of literature teaching in American middle and secondary schools Probing both context and the instructional approaches the book shows a discipline staffed by teachers better educated than their predecessors but carrying heavy class loads and isolated from current thinking in literary criticism and pedagogy The book is based on a series of four interrelated studies 1 a series of case studies of English programs with local reputations for excellence 2 a study of book length works that are required reading for high school students as well as the book length texts required in public schools grades 7 12 and in Catholic and independent schools grades 9 12 3 a survey of content and approaches in nationally representative samples of English programs in public Catholic and independent schools plus schools whose students consistently win National Council of Teachers of English NCTE Achievement Awards in Writing and 4 analyses of the selections and teaching suggestions offered in widely used anthologies Chapters of the book are Introduction Studying the Teaching of Literature Conditions for the Teaching of Literature The Curriculum as a Whole Selections Chosen for Study Selections Available in Literature Anthologies Classroom Literature Instruction Instructional Materials in Literature Anthologies Writing and Literature The School Library and Students Reading and Conclusion A description of methods and procedures for the four studies and a list of the most frequently anthologized selections by genre are attached Contains 87 references and 90 tables figures RS *The American Student and His College* Esther Lloyd-Jones, Herman A. Estrin, 1967

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