

To Kill a Mockingbird Discussion Questions

Chapter 1

1. What do you learn in this chapter about Maycomb, Atticus Finch and his family?
2. What do you learn about Dill's character?
3. What, briefly, has happened to Arthur "Boo" Radley.
4. Why does the Radley place fascinate Scout, Jem and Dill?
5. What do you notice about the narrative voice and viewpoint in the novel?

Chapter 2

1. Why is Scout so looking forward to starting school?
2. Why does Jem not want anything to do with Scout at school? Is his behavior typical of an older child?
3. What do you think of Miss Caroline Fisher as a teacher? Can you find qualities which would make her good or not so good at her job?

Chapter 3

1. Who is Calpurnia? What is her place in the Finch household?
2. What is Walter Cunningham like? What does his behavior during lunch suggest about his home life?
3. What do you think of the way Atticus treats Walter?
4. Does Scout learn anything from Walter's visit? What do you think this is?
5. Atticus says that you never really understand a person "until you climb into his skin and walk around in it". What does this mean?

Chapter 4

1. What does Scout think of current fashions in education?
2. What superstitions do the children have in connection with the Radley house?
3. Why do the children make Boo's story into a game?
4. What do they do in this game? Do you think the game is an accurate version of what happens in the Radleys' home?
5. What might be the cause of the laughter from inside the house?

Chapter 5

1. Describe Miss Maudie Atkinson? How typical is she of Maycomb's women? What do the children think of her?
2. What does Miss Maudie tell Scout about Boo? How does this compare with what Scout already believes?
3. Scout claims that "Dill could tell the biggest ones" (lies) she ever heard. Why might Dill have told such lies?
4. What reasons does Atticus give for the children not to play the Boo Radley game? Do you think he is right? Why?

Chapter 6

5. Why does Scout disapprove of Jem's and Dill's plan of looking in at one of the Radleys' windows?
6. What does Mr. Nathan Radley know about the intruders in his garden? Why does Miss Stephanie refer to a "negro" over whose head Mr. Nathan has fired?
7. Why does Dill's explanation of Jem's state of dress almost land him in trouble?

Chapter 7

8. When Jem tells Scout about getting his trousers back, he tells her of something strange. What is this?
9. Can you find any evidence that Jem is beginning to understand more than Scout about Boo Radley? What do you think this is?
10. Does Jem still fear the gifts in the tree? Give reasons for your answer.
11. When the children plan to send a letter to the person who leaves the gifts, they are prevented. How does this happen? Who does it, and why might he do so?

Chapter 8

Discussion Questions To Kill A Mockingbird

Deena Davis



Discussion Questions To Kill A Mockingbird:

Discussion Questions: Moby Dick , *Harper Lee's To Kill a Mockingbird* Anita Price Davis,1994 REA s MAXnotes for Harper Lee s To Kill a Mockingbird MAXnotes offer a fresh look at masterpieces of literature presented in a lively and interesting fashion Written by literary experts who currently teach the subject MAXnotes will enhance your understanding and enjoyment of the work MAXnotes are designed to stimulate independent thought about the literary work by raising various issues and thought provoking ideas and questions MAXnotes cover the essentials of what one should know about each work including an overall summary character lists an explanation and discussion of the plot the work s historical context illustrations to convey the mood of the work and a biography of the author Each chapter is individually summarized and analyzed and has study questions and answers *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 **Critical Approaches to Teaching the High School Novel** Crag Hill,Victor Malo-Juvera,2018-10-25 This edited collection will turn a critical spotlight on the set of texts that has constituted the high school canon of literature for decades By employing a set of fresh vibrant critical lenses such as youth studies and disabilities studies that are often unfamiliar to advanced students and scholars of secondary English this book provides divergent approaches to traditional readings and pedagogical practices surrounding these familiar works By introducing and applying these interpretive frames to the field of secondary English education this book demonstrates that there is more to say about these texts ways to productively problematize them and to reconfigure how they may be read and used in the classroom *To Kill a Mockingbird Leveled Comprehension Questions* Kristin Kemp,2014-04-01 These leveled discussion questions about To Kill a Mockingbird require students to read closely make connections and share their analyses Included are leveled comprehension questions and suggested answers **Moving Beyond Personal Loss to Societal Grieving** Michelle M. Falter,Steven T. Bickmore,2018-11-23 Moving Beyond Personal Loss to Societal Grieving considers how secondary English language arts

teachers and teacher educators can sensitively and thoughtfully teach pieces of literature in their classrooms in which large scale deaths are a significant if not central aspect of the texts As mass shootings and violence against black and brown bodies increase and issues such as AIDS war and genocide remain important to discuss as part of a shared critical and social consciousness this book provides resources for educators to directly tackle and discuss these topics through the texts they read in their ELA classrooms Whether it is canonical or contemporary literature middle grades or young adult literature fiction nonfiction or graphic novels literature provides a vehicle to have these difficult but needed conversations about not only the personal but social effects of death and grief in our society Each chapter in this book focuses on 1 2 texts and provides practical activities that ask students to engage with death dying and loss through writing assignments projects activities and discussion prompts in order to build empathy understanding and develop critically minded and engaged students Moving Beyond Personal Loss to Societal Grieving will be of interest to English language arts teachers teacher educators librarians and scholars who wish to explore with their students the complex emotions that revolve around discussing deaths that occur in literature

To Kill a Mockingbird by Harper Lee Gloria Levine,2000 Regarded as a masterpiece of American literature this timeless story of growing up in the South became an instant bestseller when first published in 1960 and later was made into a classic film

Teaching Language Arts to English Language Learners Anete Vásquez,Angela L. Hansen,Philip C. Smith,2013 This thoroughly revised and updated edition of Teaching Language Arts to English Language Learners provides readers with the comprehensive understanding of both the challenges that face ELLs and ways in which educators might address them in the language arts classroom The authors offer proven techniques that teachers can readily use to teach reading writing grammar and vocabulary as well as speaking listening and viewing skills A complete section is also devoted to ways teachers can integrate all five strands of the language arts curriculum into a comprehensive unit of study with meaningful accommodations for ELLs An annotated list of web and print resources completes the volume making this a valuable reference for language arts teachers to meet the challenges of including all learners in effective instruction New features to this edition include An updated and streamlined Part 1 which provides an essential overview of ELL theory in a language arts specific context Additional practical examples of language arts exercises all of which are closely aligned with the Common Core State Standards New pedagogical elements in Part 3 including tips on harnessing new technologies discussion questions and reflection points Updates to the web and print resources in Part 4

To Kill a Mockingbird Study Guide 407,2008-03-07 Study Guide by Andrew Clausen for the 1961 Pulitzer Prize winning novel Written by Harper Lee 1926 and published in 1960 To Kill a Mockingbird is her only novel She grew up in the small town of Monroeville Alabama and drew upon many experiences and places that she knew as a child to create her novel s setting In the sleepy southern town of Maycomb Alabama Scout Finch and her brother Jen revel in the glory days of childhood trading stories and superstitions with Dill Harris the imaginative nephew of their neighbor Dill is especially

fascinated with the legends surrounding the mysterious Boo Radley who stays in his house all day but according to rumors comes out at night to dine on squirrels and cats and peek in windows Their summer days are spent adding to the Boo Radley legends or devising ways to make Boo come out As Scout becomes increasingly uneasy about playing games that revolve around Boo Radley she is guided by the wisdom of her father Atticus and Calpurnia their cook Scout is learning the ways and unwritten rules of southern society and how to get along in it Atticus is a lawyer with an extremely difficult case on his hands Tom Robinson a black man has been accused of raping a white girl With deep seated prejudice working against him Atticus must prove his client s innocence Scout and Jem watch while their otherwise civilized neighbors show subtle disapproval or outright distaste for Atticus s defense of a black man While Atticus struggles to do the right thing Scout struggles with her Aunt Alexandra who has come to live with them Aunt Alexandra is set on making Scout into a refined southern lady by instilling in her the rules of social decorum Atticus is more concerned that his children simply do what is right Meanwhile the trial of Tom Robinson reaches its conclusion and tragedy befalls All the while Atticus is challenging the very structure of southern society and the prejudices around him

Supporting Students' Intellectual Freedom in Schools: The Right to Read Sachdeva, Danielle E.,Hull, Samantha L.,Kimmel, Sue C.,Whitaker, Westry A.,2023-12-21 In today s developing view of education a disquieting trend looms the erosion of students right to choose what they read This erosion fueled by an alarming surge in censorship attempts casts a shadow over the very essence of intellectual exploration Recent years have witnessed an unprecedented number of challenges aimed at restricting access to books targeting themes that embrace human diversity inclusivity and the tapestry of life itself As educators administrators and scholars grapple with this critical juncture Supporting Students Intellectual Freedom in Schools The Right to Read serves as a comprehensive resource they can turn to for support and knowledge This book is a call to action resonating with teachers school librarians administrators and scholars who refuse to let censorship erode the foundations of education As censorship attempts proliferate its chapters offer fortification providing educators at all levels with the tools to safeguard students intellectual freedom From the hallowed halls of academia to the vibrant classrooms of K 12 the insights within these pages shape curricula conversations and a collective commitment to nurturing minds that thrive on diversity and inquiry In a world clamoring for unwavering advocates of intellectual freedom Supporting Students Intellectual Freedom in Schools is not just a solution it is a declaration of resolute solidarity in the pursuit of knowledge and the unassailable right to read

Discipleship Journal's 101 Best Small-Group Ideas Deena Davis,1996 In this discipleship anthology you ll discover creative ideas for outreach serving prayer Bible study and many other small group activities You ll also discover how to troubleshoot some of the most common problems small groups face English Journal ,1998 **To Kill a Mockingbird [by] Harper Lee** Joyce Friedland,Rikki Kessler,2002 A reproducible study guide with discussion questions and activities to be used with Harper Lee s To Kill a Mockingbird The Kids' Book Club Book Judy Gelman,Vicki Levy Krupp,2007-05-10

The first complete guide for use by adults and children to creating fun and educational book clubs for kids As authors of *The Book Club Cookbook* the classic guide to integrating great food and food related discussion into book club gatherings Judy Gelman and Vicki Levy Krupp hear a common refrain from parents librarians teachers community leaders and kids themselves How about writing a book for kids book clubs Indeed in recent years youth organizations parents libraries schools and our local state and federal governments have launched thousands of book clubs for children as a way to counter falling literacy rates and foster a love of reading Based on surveys representing five hundred youth book clubs across the country and interviews with parents kids educators and librarians *The Kids Book Club Book* features _ the top fifty favorite book club reads for children ages eight to eighteen _ ideas and advice on forming great kids book clubs and tips for kids who want to start their own book clubs _ recipes activities and insights from such bestselling children s book authors as Christopher Paolini Lois Lowry Jerry Spinelli Nancy Farmer Christopher Paul Curtis Andrew Clements Laurie Halse Anderson Norton Juster and many others From recipes for the Dump Punch and egg salad sandwiches included in Kate DiCamillo s *Because of Winn Dixie* to instructions on how to make soap carvings like the ones left in the knot hole of a tree in Harper Lee s *To Kill a Mockingbird* this book provides a bounty of ideas for making every kids book club a success *The Book Club Companion* Diana Loevy, 2006-08-01 Booksellers know very well how ubiquitous the reading group has become and *The Book Club Companion* is full of innovative ideas designed to entertain their members and enrich the book club experience Inside club members will find The 10 Indispensable Titles across several literary genres including Beloved Lit Brit Lit Book Club Favorites Classic Lit Black Lit Noir Lit Literary Respite Nonfiction that Reads Like Fiction and Memoir Childhood favorites Guilty pleasure titles Conversation starters and tips for keeping discussions lively Theme gatherings and special places for meetings Drink and food recipes Craft ideas And much more **Discipleship Journal's Best Small-Group Ideas** The Navigators, 2005 Discover creative ideas for outreach serving prayer Bible study and many other small group activities

Diversity Activities for Psychology Valerie Denise Whittlesey, 2000 This manual provides hands on experience exposing users to a wide range of diversity issues in an active learning format Activities are correlated to all major areas of psychological research and include topics that can be worked on alone or in a group setting Provides a broad range of activities including those related to cross cultural ethnic minority gender diversity sexual orientation aging social class and learning and physical disability issues For anyone interested in cross cultural psychology **The Writing Process:**

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