

Critical Thinking Skills



To Kill a Mockingbird

Skills for Critical Thinking		Chapter Questions										Writing Tasks	Graphic Organizers	
		1	2-4	5-9	10-14	15-18	19-20	21-22	23-25	26-27	28-31			
LEVEL 1	Remembering	<ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence Events 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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 Interpret Infer/Outline 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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



Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

Introduction

Our literature kit has been designed in order to provide assistance to students in understanding the novel *To Kill a Mockingbird*. The novel provides opportunities for students to display knowledge and understanding of basic facts, communication of ideas and themes, and instances where advanced thinking can be demonstrated. Students are encouraged to use the text in order to make inferences, draw conclusions, and to develop and support hypothesis. At the highest level, students make predictions, imagine alternatives, and create their own pieces of work.



Our literature kit divides the novel by chapters and features reading comprehension and vocabulary questions. The novel *To Kill a Mockingbird* examines the growth of individuals within the novel and speaks about greater societal issues including racism, the role of women, social inequality and education.

are asked to give thoughtful consideration of the text through creative and evaluative short-answer questions and journal prompts.

Six **Writing Tasks** and three **Graphic Organizers** are included to further develop students' critical thinking and writing skills, and analysis of the text. (See page 6 for suggestions on using the Graphic Organizers.) The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to the Writing Tasks and Graphic Organizers.

PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.

Teacher Guide

Information and tools for the teacher

Student Handout

- Reproducible worksheets and activities

Easy Marking™ Answer Key

- Answers for student activities

How Is Our Literature Kit™ Organized?

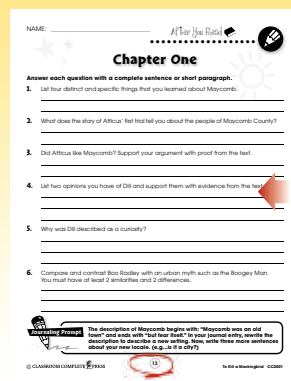
STUDENT HANDOUTS

Chapter Activities (in the form of reproducible worksheets) make up the majority of this resource. For each group of chapters, there are BEFORE YOU READ activities and AFTER YOU READ activities.

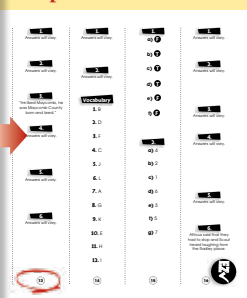
- The BEFORE YOU READ activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapter(s) are also presented.
- The AFTER YOU READ activities check students' comprehension and extend their learning. Students

EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns—just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!



Every question matches up with its answer!





Chapter One

Answer the questions in complete sentences.

1. *To Kill a Mockingbird* is a story about a boy and girl growing up in the Southern United States. What do you already know about life in the Southern United States?

2. *To Kill a Mockingbird* is a story that takes place during the 1930s, a time known as the Great Depression. What do you already know about life during the Great Depression?

Vocabulary

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

apothecary	stingy	picturesque	taciturn	homestead
impotent	unsullied	itchy	optimism	courteous

SAMPLE

1. She disagreed with the law of the land, yet felt useless in her battle against it.

2. He was by nature uncommunicative, although many considered him restrained.

3. The fact that he cut his own hair was one thing; the fact that he cut his daughter's hair proved how cheap he truly was.

4. The younger employee was said to have tied on to his protégé's work coat.

5. The chemist dispensed the prescriptions with great efficiency.

6. The professor had an untarnished reputation in the field of research.

7. He was full of hope that the new job would be suitable for him and his future goals.

8. The brethren tried to follow the guidance in their religious texts.

9. She received a satisfactory income from working the ranch.

10. He was always polite, yet he remained detached.



Chapters 22 to 26

Comic Strip

Choose an important scene in the book and re-write it using the comic strip format. Your storyboard should have at least 12 squares and the outcome of the scene should be different from the original. How would this change the overall course of the novel?

SAMPLE



Chapters 27 to 31

Review

Write a review of the novel *To Kill a Mockingbird*. The first part of the review should give your opinion of the book. The second part should discuss themes and important events and characters in the novel. However, you must be careful not to give away too much of the story as reviews are reading material for those who are considering whether or not to read the book.