

TKAM Ch 21-22 Questions

CHAPTER 21 (The Trial)

1. Calpurnia comes into the courtroom to hand a note to Atticus. What does the note say?

That his children are missing

2. Why is Jem certain that Tom Robinson will be acquitted?

Because Atticus made a compelling case and it was obvious he didn't do it.

3. What does Reverend Sykes say about his experiences in court?

A black man has never won a court case over a white man.

4. As everyone waits for the verdict, a certain impression creeps into Scout's mind. What is she remembering? What is the significance of the impression?

the jury's decision will not be based on the evidence presented in court, but rather on the racial prejudices of the community. This signifies the probability that Tom will win is very low

5. When the jury comes in, what does Scout notice about the jurors' behavior? According to her, what does their behavior signify?

She notices that none of them look at Tom which, to her, signifies that he's convicted.

6. The climax occurs when the jury gives its verdict. How does Jem react to the verdict? How does Atticus react?

He grips the railing tightly and looks sad. Atticus puts his papers in his briefcase and leaves.

7. What do you think Atticus whispers to Tom Robinson just before he leaves the courtroom?

Maybe he'll be back and find a way to get him out of this.

8. What do the black spectators do as Atticus leaves the courtroom? What does their gesture signify?

They punch Scout telling her that her dad is leaving. This signifies their respect for Atticus

CHAPTER 22

1. What does Atticus mean when he says, it "seems that only children weep"?

He means that since the adults are so used to the social norms, they don't care that he's dying, but the younger people (with common sense) are upset. They're the only ones who haven't been influenced by society yet.

2. On the morning after the trial, the kitchen table in the Finch household is "loaded with enough food to bury the family." Who brought the food, and why? What is Atticus's response?

Black people and Tom's dad to show his gratitude for helping Tom. Atticus was grateful, but he said that they should take it since times are too rough to be giving this kind of thing.

3. Jem uses the metaphor of a caterpillar in a cocoon to describe his feelings. According to him, in what way is he like a caterpillar in a cocoon? What feeling is he struggling with, and how does it relate to the trial and the town of Maycomb? What does the caterpillar symbolize?

It means he wants to be like his dad, but he's not old enough and hasn't fully reached that level of understanding yet. He feels betrayed because he thought they would be fair and kind, but they were judgemental and only focused on influence rather than equality. The caterpillar symbolizes that great things are going to come from him, they are waiting and growing everyday.

Tkam Chapter Questions And Answers

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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 - Literature Kit Gr. 9-12 Paul Bramley, 2012-10-28 Experience prejudice during the Great Depression in this classic example of modern American literature Great for mature lower level readers offering grade appropriate vocabulary and comprehension activities Students are asked to describe what they already know about life during the Great Depression Describe the light and dark imagery surrounding the scene out front of the jail Describe the editorial by Mr Underwood and explain why the characters compare his death to that of a songbird Complete sentences from the story with their missing vocabulary words Explore the choice of having Scout act as narrator in the story and what advantages and disadvantages come with first person point of view Analyze the character of Atticus by using a T Chart for match characteristics with proof from the text Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel To Kill a Mockingbird is a Pulitzer Prize winning story about a young girl and her family living in Maycomb Alabama during the Depression Six year old Scout Finch lives with her older brother Jem and lawyer father Atticus Scout and Jem befriend a boy named Dill who stays with his aunt each summer The three children become fascinated with their neighbor Boo Radley who stays hidden in his home One summer Atticus is appointed by the court to defend a black man named Tom Robinson who is accused of raping a young white woman Atticus receives much disapproval from the townspeople which leads to Scout Jem and Dill saving their father and Tom from an angry mob

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

To Kill a Mockingbird Study Guide and Student Workbook BMI Staff, 2010-09

To Kill A Mockingbird (eBook) Marjorie Stelmach, 1990-09-01 This is an idea book It was designed for you the literature teacher as a time saver that brings together key ideas background information and suggestions for teaching the novel successfully Choose from the suggestions in the book to suit your style adapt and expand on activities as they suit your students Above all this book is meant to be a tool to assist you in intensifying your students involvement with the text and with the way literature helps to make sense of

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To Kill a Mockingbird ,2005 **To Kill A Mockingbird** Harper Lee,1984-10-01 Plot synopsis of this classic is made meaningful with analysis and quotes by noted literary critics summaries of the work s main themes and characters a sketch of the author s life and times a bibliography suggested test questions and ideas for essays and term papers *Best-Selling Chapters* Raymond Harris,1994 *To Kill a Mockingbird Study Guide: Chapter Questions and Answer Keys* The English Teacher's Pet,2019-02-11 Shoot all the blue jays you want if you can hit em but remember it s a sin to kill a mockingbird Atticus FinchHarper Lee s *To Kill a Mockingbird* is a testament to the 1950s Atticus Finch a lawyer in the Depression era South defends a black man against an undeserved rape charge and teaches his children to stand against prejudice This classic novel has also withstood the test of literary time with its unforgettable characters Jem and Scout The Ewell s Atticus Finch they are all awaiting for you or your students to discover Included in this 65 page comprehensive study guide is over 250 chapter questions and a comprehensive answer key for your perusal Questions cover character development plot and of course the themes and motifs of race and what the phrase to kill a mockingbird could mean to characters in the text

Monarch Notes Quick Course Monarch,Monarch Press,1995 Plot summaries with critical commentary character analysis sample essay questions and answers Cover **To Kill a Mockingbird** Dawn B. Sova,1966-12-14 The explosion of racial hate in an Alabama town is viewed by a little girl whose father defends a black man accused of rape **Harper Lee's To Kill a Mockingbird** Donald F. Roden,1997 *Stepping to a Different Drummer* Ann Rutten Henderson,1994

Because We Live Here Eli Goldblatt,2007 *Because We Live Here* offers a new vision of post secondary writing programs using the example of the Temple University writing program in Philadelphia In successive chapters on Temple s connections with schools community colleges and university community partnerships Goldblatt calls for literacy instruction embedded in mutual relationships among an array of institutions and across many levels BOOK JACKET **Test Bank** Kathleen T. McWhorter,2003-05 *Practical English, a Scholastic Magazine* ,1963 **Zen and the Practice of Teaching English** Robert Tremmel,1999 This book represents the first serious attempt by an educator to combine the practice of teaching English with fundamental principles of Zen in an effort to help teachers achieve a new perspective on their professional lives It is a personal book based on personal knowledge inviting readers to consider the possibility that the foundations of teaching practice are the very foundations of life and that life inside and outside the classroom is more like one life than two Zen and the Practice of Teaching English originates in Robert Tremmel s struggles as a teacher and teacher educator His book reaches out and rests on three important grounding points that define his life as a teacher school because everything the author has to say is based on his daily work with students student teachers and secondary teachers professional knowledge because Tremmel believes no one can live fully as a professional without maintaining contact with and participating in ongoing conversations with other professionals spiritual practice which is connected in this book to teaching practice and all the practices of living Preservice teachers will come away from this book with a clearer understanding of their decision to

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Teaching Literature in the Secondary School Richard Beach,James Dennis Marshall,1991 The book s response centered approach engages the student with literature Contains in depth discussions of multi cultural literature and the uses of drama and film in the classroom that will enhance the understanding of literature

Great Films and how to Teach Them William V. Costanzo,2004 Costanzo combines a love of film viewing with the practical side of expressing film study to students including the art of transforming fiction into film history and business of the industry and film genres He also includes study guides for fourteen films including To Kill a Mockingbird Romeo and Juliet Mississippi Masala Schindler s List The Shawshank Redemption Run Lola Run The Matrix and Bend It Like Beckham

Instructor's Manual Steve Chermak, Frank M. Schmallegger,2003-02

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Table of Contents Tkam Chapter Questions And Answers

1. Understanding the eBook Tkam Chapter Questions And Answers
 - The Rise of Digital Reading Tkam Chapter Questions And Answers
 - Advantages of eBooks Over Traditional Books
2. Identifying Tkam Chapter Questions And Answers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Tkam Chapter Questions And Answers
 - User-Friendly Interface
4. Exploring eBook Recommendations from Tkam Chapter Questions And Answers

- Personalized Recommendations
 - Tkam Chapter Questions And Answers User Reviews and Ratings
 - Tkam Chapter Questions And Answers and Bestseller Lists
5. Accessing Tkam Chapter Questions And Answers Free and Paid eBooks
 - Tkam Chapter Questions And Answers Public Domain eBooks
 - Tkam Chapter Questions And Answers eBook Subscription Services
 - Tkam Chapter Questions And Answers Budget-Friendly Options
 6. Navigating Tkam Chapter Questions And Answers eBook Formats
 - ePub, PDF, MOBI, and More
 - Tkam Chapter Questions And Answers Compatibility with Devices
 - Tkam Chapter Questions And Answers Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Tkam Chapter Questions And Answers
 - Highlighting and Note-Taking Tkam Chapter Questions And Answers
 - Interactive Elements Tkam Chapter Questions And Answers
 8. Staying Engaged with Tkam Chapter Questions And Answers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Tkam Chapter Questions And Answers
 9. Balancing eBooks and Physical Books Tkam Chapter Questions And Answers
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Tkam Chapter Questions And Answers
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Tkam Chapter Questions And Answers
 - Setting Reading Goals Tkam Chapter Questions And Answers
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Tkam Chapter Questions And Answers

- Fact-Checking eBook Content of Tkam Chapter Questions And Answers
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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