Name: \_\_\_\_\_\_\_\_\_\_\_\_\_

Class Period: \_\_\_\_\_\_\_\_\_\_\_\_\_

Student-Made Study Guide

Understanding WHILE reading

C:\Program Files (x86)\Microsoft Office\MEDIA\CAGCAT10\j0299125.wmfDearest Students,

As we read this novel, we will share the task of recording what was important and ensuring that we all understood it.

You will each be assigned ONE chapter of the book for which to create a study guide page. The page includes summary, but also asks you to write down other noteworthy moments, such as symbols, quotes, themes, and connections within or across books. This activity will not only help your **individual reading comprehension**, but can also help you with **study skills**, such as how to take notes or anticipate future test questions.

You are REQUIRED to use the provided template to complete your study guide page. You can lose credit if your page is late, incomplete, or not written to the quality of your grade level.

Your chapter study guide is due on the same day that chapter is due. During that class period, you may be asked to share your study guide page with the class and lead review, Q&A, and/or discussions on that chapter. Follow the **reading schedule below** to know when your page must be completed.

After we have read the entire book, I will compile all of your pages into one epic Study Guide booklet and make it available for you to use while studying. (I reserve the right to use ANY of the student-made test questions from the study guide pages to appear on future tests or quizzes!)

Here’s our reading schedule:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mon | Tues | Weds | Thurs | Fri |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Ways to Raise Your Grade (or get extra credit!)

* **Take on extra chapters**: ask me if you can complete study guides for another chapter.
* **Rock the in-class discussion**: really lead it, cite the book, use your notes, contribute often, and involve other people!
* **Write outside the boxes**: If you need more room, do NOT hesitate to continue on the back or another piece of paper (especially if you have large handwriting OR a lot to say.)
* **Do more than the minimum**: Don’t settle for just one quote. List several symbols and vocab words. Don’t just do what the box asks and then stop! ☺

Chapter #

Vocab to Know from this Chapter:



*Book Title*

|  |  |
| --- | --- |
| Plot Points in this chapter: | Summary of Events |
| * Introduction * Call to action * Rising Action * Subplot * Climax * Falling Action * Resolution/Ending |  |

|  |  |  |
| --- | --- | --- |
| Themes or Deeper Meanings | Symbols or Motifs | Connections |
| What is the theme of the novel? Did anything happen in this chapter to support that theme? | Single or recurring items that could represent an abstract, deeper idea. | To your life, to other books, to past moments in the book, etc. |

Explain what it MEANS:

Explain why it MATTERS:

FAMOUS or NOTEWORTHY QUOTE (cite with page #!)

|  |  |
| --- | --- |
| 3 Detail Questions to put on a test: | 3 Critical Questions to put on a test: |
|  |  |

One Question worthy of a WHOLE CLASS DISCUSSION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Study Guide: RUBRIC

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapter #: \_\_\_\_\_ Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Summary & Theme  (RL.2) | Student writes accurate, detailed summary of the text to show literal and critical comprehension of the events AND how they connect to the larger plot or theme. | Student can generally summarize the content of a text as well as connect the events to the larger plot or theme. | Student partially or inconsistently completes the task in a grade level appropriate manner. | Student does not show grade level quality understanding of the task and/or text. |
| Inference & Analysis  (RL.1) | Student can infer and fully explain/defend potential deeper meanings in text, including symbolism and the significance of specific quotes. | Student can logically infer potential deeper meanings in text, including symbolism and/or the meaning(s) of specific quotes. | Student partially or inconsistently completes the task in a grade level appropriate manner. | Student does not show grade level quality understanding of the task and/or text. |
| Reading Comprehension  (RL.10) | Study guide’s quality shows that the student understands literal and deeper levels of text and can explain and/or analyze both. | Study guide’s quality generally shows that the student understood the chapter on literal and/or critical levels. | Student partially or inconsistently completes the task in a grade level appropriate manner. | Student does not show grade level quality understanding of the task and/or text. |
| In-Class Discussion  (SL.1) | Student comes prepared to lead and contribute to a class discussion on the topic, using prepared notes and/or the text. | Student comes prepared to contribute to a class discussion on the topic. | Student partially or inconsistently completes the task in a grade level appropriate manner. | Student does not show grade level quality understanding of the task and/or text. |

|  |  |  |
| --- | --- | --- |
| Turn-In Guidelines | Effort Considerations | Self-Assessment |
| * Rubric * Study guide page | * Formatting guidelines met * Turned in on time | What did you do well?  What should/could you still revise? |
| Teacher Comments: | |
|  | |

Chapter 31

* STUDENTS – what grade would you give this example study guide page? Why?

*To Kill a Mockingbird*

|  |  |
| --- | --- |
| Plot Points in this chapter: | Summary of Events |
| * Introduction * Call to action * Rising Action * Subplot * Climax * Falling Action * Resolution/Ending | Scout and Boo part ways; he goes home when he feels uncomfortable around all the people in the Finch house. As she stands on her porch and watches him go home, she pauses to think about the past year from his perspective instead of hers. She then goes inside her own house, where Atticus is sitting by Jem’s side. Atticus reads to Scout until she falls asleep; they talk more after she wakes up. |

|  |  |  |
| --- | --- | --- |
| Themes or Deeper Meanings | Symbols or Motifs | Connections |
| What is the theme of the novel? Did anything happen in this chapter to support that theme?  I believe the theme is the importance of respecting and empathizing with others; this chapter supports that theme when Scout reflects on her porch and again when she and Atticus discuss how “most people are [nice] when you finally see them”. | Single or recurring items that could represent an abstract, deeper idea.  Boo is arguably a symbol and is represented by the mockingbird mentioned in the title. | To your life, to other books, to past moments in the book, etc.  The moment when Atticus refers to “most people” being “nice” reminds me of some of the other subplots, like with Calpurnia, Tom Robinson, and even Mrs. Dubose and Aunt Alexandra; most of the characters turn out to be nicer or better people than they first appear (or are at least more complex than they seem). |

Explain what it MEANS:

Atticus has taught Scout empathy and the importance of having multiple perspectives, or seeing from someone’s point of view, including Boo Radley’s.

Explain why it MATTERS:

This quote is the culmination of the entire book’s plot, theme, and title; the many subplots address having an empathetic, open-minded worldview, which implies the author’s stance on both the racism of her time and how humans should treat each other.

FAMOUS or NOTEWORTHY QUOTE (cite with page #!)

“Atticus was right. One time he said you never really

know a man until you stand in his shoes and walk

around in them. Just standing on the Radley

porch was enough.”

|  |  |
| --- | --- |
| 3 Detail Questions to put on a test: | 3 Critical Questions to put on a test: |
| 1. What is Jem’s status in this chapter? 2. Does Scout ever see Boo again? | 1. What does this chapter reveal about Atticus’ parenting style? 2. Is Scout a reliable narrator if she fell asleep for part or all of the night? 3. How has Scout changed from this experience? |

One Question worthy of a WHOLE CLASS DISCUSSION: \_\_\_\_**How does this chapter finally explain the title of the novel?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_