Evaluative Activities

A. QUIZ Chapters 1-3

NAME:____________________

1. True or False: In To Kill A Mockingbird, Maycomb County is in the state of Georgia.

2. Who is Charles Baker Harris better known as?

3. How does Mr. Cunningham pay off his debt ("entailment") for the legal services he received from Atticus Finch?

4. Who is Burris Ewell?

5. Give one reason why Scout does not want to return to school after the first day.
B. QUIZ Chapters 14 and 15

1. True or False: Aunt Alexandra wants to dismiss Calpurnia as the Finch's housekeeper and nurse.

2. Briefly describe Dill's "adventure" which finally brought him underneath Scout's bed.

3. A few days before the trial, what does Heck Tate request of Atticus?

4. What is Mr. Cunningham's final reaction to Scout's entailment question?

5. True or False: Atticus is obviously mad at Jem after the jail incident for not obeying him because he messes up his hair on the way home.
C. QUIZ Chapters 23-26

NAME:__________________

1. Briefly describe Jem's feelings about Tom Robinson's conviction.

2. What sport would Jem like to go out for next year at school?

3. True or False: Atticus wants Alexandra to help him inform Helen Robinson of her husband's death.

4. How did Mr. Underwood (the editor of The Maycomb Tribune) refer to Tom's death in his editorial?

5. What comment did Bob Ewell make when he heard about Tom Robinson's death?
D. No Study Required "Quest" over Part One

To Kill A Mockingbird

1. (15 points) Based on your reading of To Kill A Mockingbird so far, describe how Scout has "changed" or grown up from the beginning of the novel through chapter 11. Use TWO specific examples from chapters 1 through 11 to support your ideas.

2. (15 points) Describe (based on your understanding of the novel and class discussion) your perception of Atticus Finch as a father to Scout and Jem. Use at least TWO examples from the text to support your answer.
E. Review/Study Guide: To Kill A Mockingbird

I. Read the entire novel To Kill A Mockingbird and know the main plot, minor story lines, and how they are all related.

A. Study your questions/answers from the review program.
B. Write a brief (1-2 paragraph) summary of the major story line. Try not to use the book!
C. BONUS ACTIVITY: What are your two most favorite sections of To Kill A Mockingbird? Write a short statement telling why each is a favorite.

II. Know about the characters discussed in class and "defined" in the "Creative Me" project (if you chose not to do this particular project, there are extra sheets in the folder marked "CREATIVE ME" -- SHORT OPTION 1).

A. Know how each character developed throughout the story (pay particular attention to the Finch family, the Ewell family, and Tom Robinson). Also know how each character was influential in the major and minor story lines.
B. Who are your two favorite characters in the story? Write a short description of why they are your favorites.
C. Remember in point of view discussion held in class!

III. Know about the main discussion/lecture topics covered in class.

A. Make a list of the topics covered (i.e. prejudice, family life) and write a BRIEF description for each.
B. Which topic do you feel is the most important in To Kill A Mockingbird? Explain and support your answer with evidence from the text.
C. Know about setting and theme, and how they are significant elements throughout the entire story.

Good Luck on the Test!
I. Matching: Place the letter of the correct answer in the space provided (24 points total).

   ____ 1. Atticus Finch        A. Was embarrassed and humiliated when in court.
   ____ 2. Walter Cunningham   B. Thought that children were evil and the ruin of the neighborhood.
   ____ 3. Mr. Avery           C. Thought that Maycomb families had peculiar "streaks."
   ____ 4. Miss Maudie         D. Told tales of being kept prisoner in a basement.
   ____ 5. Scout Finch         E. Scout and Jem's "second" mother and housekeeper.
   ____ 7. Mayella Ewell       G. A child in Maycomb who never had his lunch.
   ____ 9. Dill Harris         I. A feisty youngster who didn't like school.
   ____ 11. Jem Finch          K. Often spent time to himself while growing up.
   ____ 12. Jack Finch        L. She slumped to the ground after hearing bad news.
II. Read the following quotes from *To Kill A Mockingbird*. Place the name of the person that said each quote in the spaces provided (16 points total).

1. "I know it's February, Miss Eula May, But I know a mad dog when I see one. Please, ma'am, hurry!"

2. "Scout,... (but) let me tell you something, and don't you forget it -- whenever a white man [is mean] to a black man, no matter who he is, or how fine a family he comes from, that white man is trash."

3. "Well, the night of November twenty-one I was comin' in from the wood with a load o' kindlin' and just as I got to the fence I heard Mayella screamin' like a hog stuck inside the house."

4. "No, suh, not after she offered me a nickel the first time. I was glad to do it...and I knowed she didn't have no nickels to spare."

5. "Well, if you don't want me to grow up talkin' that way, why do you send me to school?"

6. "Grandma, she called me a whore lady and jumped on me!"

7. "I wants to know why you bringin' white chillun to a nigger church."

8. "Where are you two going at this time of day? Playing hooky, I suppose. I'll just call up the principal and tell him!"

III. Write a short, yet detailed paragraph which show what significance the following objects had in the story (30 points total).

1. A knothole in a tree:

2. A bottle of coke in a paper bag:
3. Old Tim Johnson:

4. A ham costume:

5. A chiffarobe:

6. An old tire:

7. A ripped pair of pants:

8. A dime store baton:

9. A withered, crippled hand:
10. A pitcher of molasses at the dinner table:

IV. Answer all of the following essay questions in a clear, concise manner (30 points total).

1. Based on what you have learned through reading *To Kill A Mockingbird*, how many different types of prejudice are there? Or is there one "standard" type of prejudice that everyone has? Explain your answer, citing several specific examples from the text. (10 points)

2. Harper Lee wrote *To Kill A Mockingbird* with the simple intent of it being a love story. How is this novel a love story? Give and explain the different types of love that can be found in *To Kill A Mockingbird*, and how each of these types of love effect the eventual outcome of the story. (10 points)
3. Compare and/or contrast the characters of Atticus Finch and Bob Ewell. In comparing and/or contrasting these two characters, cite specific events and descriptions which focus on their individual abilities to be good or bad father figures, and discuss how this effects each man's individual family. (10 points)
G. Grading System: To Kill A Mockingbird Unit

*Points for activities in the To Kill A Mockingbird unit will be totaled as follows:

Quizzes (2 total).......................... 20 points
Quest 1 (Computer literacy)............. 20 points
Quest 2 (TKAMB - Part 1)................ 30 points
Test over TKAMB.......................... 100 points

"Creative Me" Projects
(Grade based on work done in class and
if done on word processor)............... 20 points
20 points
60 points

(20 points per short project, 60 for the long project)

Answers from Program Review............. 10 points/set
50 points total

Class Participation
(Role plays, essays, worked
in class, etc.).............................. 30 points

TOTAL POINTS FOR THE UNIT............... 350 points

Grade Breakdown:
*350-315   A (100-90%)
*314-280   B (89-80%)
*279-245   C (79-70%)
*244-210   D (69-60%)
*209/below F (59% and below)
Rationale: Daily Lesson Plans

The purpose of providing a general overview of this unit's daily lesson plans is to give the reader an idea of how all of the unit activities can be handled and arranged on a day-to-day basis. Even though the unit is very structured as a whole, the individual teacher who chooses to use it can rearrange activities, lengthen or shorten activities, eliminate activities, or even add new activities depending on his/her need, evaluated class ability, or other unforeseen factors which may arise during the course of the unit. The following outline simply tells how the author would teach the unit, and other teachers may use it straight from the text or modify it as they so desire.
**Day 1**
- Continue discussion of "relationships" with students.
- Discuss "types of people in novels," what they were like, and how they were done.
- Assign Chs. 6-7 for the week.
- Go through "Creative Me" projects;
- Remind students of "quest" for part 1 on Day 7.

**Day 2**
- Collect Review (2) of Group 1.
- "Essay Quest" over part I of TRAMP after "quest" section.
- Discuss characters and development of characters in the novel; why not important or necessary.
- Inquire about student progress on essay; answer questions; go through "example" of student's essay.

Group 1 is discussion, Group 2, same format as Group 1, Day 7.
- Review questions from Group 1.
- Essay "quest" over part I of TRAMP after "quest" section.

Group 2 is computer lessons.
- Complete discussion on "relationships" leading into discussion on family roles and relationships (esp. Finch, Prior, and other families).
- Develop discussion to include students' personal experiences.
- Give class remainder of period to read or work on essay.

**Day 3**
- Give class remainder of period to read or work on "Creative Me" projects.

**Day 4**
- "Guest" over computer skills.

**Day 5**
- "Guest" over computer skills.

**Day 6**
- Collect short assignment from Day 5.

1) Pass out levels.
2) Pass out reading assignments list; discuss format of unit.
3) Give computer question; collect after done.
4) Answer any student questions.
5) Assign Ch. 1-3 for Day 2.
6) Give students remainder of period to begin reading.

**Day 7**
- Go to computer lab for introduction section.
- Divide students into groups of 2-3.
- Pass out information/worksheets on Apple computers.
- Go through sheets totally; answer any questions.
- Give students rest of period to complete instructions and questions. Completion due at end of period.
- Go to each group of students to answer questions, etc.
- Assign Ch. 4-7 for Day 3.

**Day 8**
- Class divided into 3 groups.
- Group 1: Discussion.
- 1) Teacher gives intro.
- 2) Students experience the program, work discussion & answer questions for 1st time.
- 3) Have entire class write discussion questions.
- 4) Play game on computers.
- 5) Discuss student responses to question; incorporate information on concepts of setting, character, plot.
- 6) If time, begin preliminary discussion on neighbors.

**Day 9**
- Class divided into 2 groups.
- Group 1: Discussion.
- 1) Teacher gives intro.
- 2) Students experience the program, work discussion & answer questions for 1st time.
- 3) Have entire class write discussion questions.
- 4) Play game on computers.
- 5) Discuss student responses to question; incorporate information on concepts of setting, character, plot.
- 6) If time, begin preliminary discussion on neighbors.

**Day 10**
- Collect short essay over student opinion of level, prejudice, etc.
**Day 11**
- **Pop Quiz over Ch. 4 -**
- 1) Continue discussion on family, split into groups of 3-4 and write group essay on: "What family means to us?" go over in class.
- 2) Pass back all turned in assignments, discuss grades, answer any questions.
- 3) Assign Chs. 16-18 for Day 14

**Day 12**
- **Group 1: on camp.
  1) Work on and complete section 3 on review program Gr. 2
  2) If complete, discuss and work on "Creative Me" projects
  3) Have each student think about their personal project and present it to the class.

**Day 13**
- **Group 1: discuss.
  * Collect peer assessment from Group 2.
  * Follow same format as Group 2, Day 12.

**Day 14**
- ***Collect Review from Group 1*
  * Quiz on Ch. 23-26
  1) Discuss the results of the trial and the subsequent reactions of the characters. How does prejudice play a role?
  2) Begin discussion of other characters. Who are they? Who are they in your life?
  3) Assign Chs. 27-28 for Day 19.

**Day 15**
- **First Short "Creative Me" project due.
  1) Finish role play and discussion
  2) Begin discussion on prejudice, its role in the novel. How does the trial create prejudice?
  3) Assign Chs. 29-32 for Day 17

**Day 16**
- **Group 1: discussion
  1) Student-led discussion on the following topic: "How do we influence others?"
  2) Discuss how to influence others
  3) Do important decisions (married + programs)
  4) Work on "Creative Me" projects.

**Day 17**
- **Group 1: on camp
  1) Follow same format as Group 2, Day 16.

**Day 18**
- ***Independent Work Day*
  1) Students given entire period to work on "Creative Me" projects, read novel, work on computer program.
  2) Teacher check-up day. Complete any unfinished discussion, other activities.
  3) Assign Chs. 29-31 for Day 20.

**Day 19**
- **Second Short "Creative Me" due.
  1) Discuss how in context of final chapters (need to finish, set the final)
  2) Return and go over assig.
  3) Pass out Review Guides for test on Ch. 25 - announce test for Day 25.
Rationale: Program Evaluation

The purpose of evaluating the final SuperPILOT review program is threefold: first, it is important that the program works smoothly, without any flaws; second, the program should be useful and attractive to the main category of user (in this case, the high school student); and finally, it should be useful to other teachers in the profession who may benefit from the actual program, or who may be interested in writing their own program using the SuperPILOT system.

The evaluation technique used was very simple: the program was administered to four high school students, two English teachers (all of the above from Yorktown High School), and two fellow English education majors at Ball State. They were asked to run the program (with assistance, if necessary), and then to comment on it in writing: first, by using the provided evaluation form, and secondly, by adding their own comments. The following page(s) include a brief summary of the comments made about the program by those evaluated.
Evaluation Comments

Those asked to view the program for the most part had positive comments to make about it. The high school students felt that it would be useful in helping them understand difficult sections of the novel, especially the chapters involving the trial scene (chapters 16-22). Only one student felt that the questions on the program were too simple, and therefore somewhat repetitive to what may be discussed in class lectures. This student also felt that the program could be "jazzed up" a little more with some graphics designs placed after each section (It's a goal I certainly can work before I use the program in my own classroom!).

The high school teachers asked to review the program also liked it, with the only real critical comment being that it may, again, make the novel "too easy" to understand without reading it. They really liked the fact that the students would be given the opportunity to work one-on-one with some of the more difficult concepts presented in the program; again, they, too, liked the questions used in the section of the program involving Tom Robinson's trial. They felt that these questions, when combined with some background discussion on American law and its legal system, and the role plays included in the unit, would make for a truly educational experience.

Because of time limitations, I was unable to contact
two Ball State colleagues to run and review the program; therefore, I will take the opportunity to make some of my own comments on it. I agree with the student and teacher comments discussed earlier: the program does need some color and "spark" to make it more appealing to the students, since the program in itself is often repetitive. And I also agree that the questions are very simple in places, maybe too simple. But hopefully because of this, I will be able to cater to all academic levels of students in this manner, from the genius-computer whiz, to the "I-just-want-to-get-by" student. The novel *To Kill A Mockingbird* is indeed a classic, and definitely a novel to be read, lived, and understood by all. Hopefully this review program can help to not only increase the chances of that happening for the less-motivated students, but also for those who want to go beyond the teacher's expectations of merely reading the book because it was assigned to understanding its relationships to their everyday lives.
Closing Comments

When I first thought about doing this project, I never realized the amount of time, effort, and patience required to finish it. Although it seemed like forever, I am finally done, and I definitely learned a lot through the experience. First, I learned that there is a real need for computer education and use in all areas of the high school curriculum, not just in English. CAI can help the teacher bring new dimensions to all kinds of activities and assignments, as well as create a new, constructive form of purposeful activity in order to occupy a student's mind and time. Second, CAI (at least in the English classroom) can create more independence of thought and activity on the part of the individual student; the student is made responsible for what he/she does or does not do with the unit in question, and the teacher takes on the true role as an educator and guide in the process of learning. Finally, working on such a project has helped me to learn more about my own capacities not only as an educator, but also as a "computer literate" human being. I found out that no matter how intimidating computers may look, they are definitely more useful and helpful than they are scary -- frustrating, at times, but not scary.

Even though time and facilities did not permit use of the program for all students, the other preceding activities (including many of the questions on the review program) were
used in teaching the unit on *To Kill A Mockingbird* during my student teaching at Yorktown High School, and were quite successful. For example, three of the "Creative Me" projects were used as out-of-class assignments for the unit; the discussion questions, quizzes, and test over the novel were also used in evaluating individual student participation and understanding. All of the above-mentioned activities achieved a 65-75% success rate among all of the students. Now including the actual review program with the unit can assist in leaving even more time for divergent discussions, in-class project time, and other similar activities.

It is my hope that this project will help others to learn to go beyond their stereotypical capabilities as basic, standard secondary educators. It has really helped me to realize my potential in many educational areas, including — and most importantly — the realm of CAI.
Works Cited


Bibliography


Eisenburg, J.D. and Bruce Tognazzini. Apple


"High Road, Low Road, End of the Road for CAI and Programming?" Phi Delta Kappan 68.7 (1987): 547-48.


Appendix
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If you need to add a new chapter, select the option for that. If you wish to delete a chapter, enter its number into the computer, then press RETURN.

If you wish to move a chapter to another section, enter the new section number, then press RETURN.

(Press RETURN) to continue...

After you complete each section,

If you wish to quit, press RETURN.

To return to this section,

Press RETURN to continue...

There, that's easy! You select

what activity you want to do:

1) Chapters
2) Index
3) Chapters Index
4) Chapters List
5) Chapters Title
6) Chapters Notes
7) Chapter Notes

Please enter the number of your
activity, then press (RETURN).

For that is not one of the choices, or

for a made a typing error.

Try it again.
INSTRUCTIONS

1. Read each of the following questions based on material from the in-class lecture.

Then, on a clean sheet of paper,
write the correct answer for each question in complete sentence form.

If you have completed answering all of the questions for this section, you may repeat the questions from this particular section.
Press RETURN to continue...

This section is back to the beginning.
Press RETURN to continue...

DON'T FORGET -- COMPLETE SENTENCES.

GOOD LUCK.

You may refer to the number of the section you wish to see, then press RETURN to continue...

INSTRUCTIONS
2. "What is the story concerning the
Pedlar Avenue?" (Chapter 1)

Press 'RETURN' to continue...

3. "Do Scout have a tough time
when she first started school?"

(Chapter 2)

Press 'RETURN' to continue...

4. "Why does Scout make fun of
Walter Cunningham at dinner?"

(Chapter 2)

Press 'RETURN' to continue...

5. "What is Atticus's definition of
"integrity"? Is what is
Atticus's and Boo's con-
science?" (Chapter 3)
1. According to Tom, what is a "hit
clean"?  "Chapter 4"

Press 'RETURN' to continue...

2. Describe in some detail one of
the summer games that Jan,
Sandy, and Bill played.  
"Chapter 5"

Press 'RETURN' to continue...

3. Describe the character of Miss
Maudie with as much detail as on
the novel as possible.  
"Chapter 6"

Press 'RETURN' to continue...

4. "What a case did "Jangle Bill"
attire shape in "Having a Go"
No. 3, "November".  
"Chapter 7"
1. What is the significance of the "Badger tree with the knot hole?"

2. What happens in "Chapter 2?"
CONSTRUCTIONS

1. What natural selection happened
   in Vyvyan's court when the
   attitudes of men and women
   Chapter 8

Press 'RETURN' to continue...

Chapter 8

2. For that was Jan and Sophia's
   merchant academy (Chapter 8)

Press 'RETURN' to continue...

Chapter 8

3. "What happened in Mrs. Mean's
   house? Mr. Mean's she was
   dead" (Chapter 8)

Press 'RETURN' to continue...

Chapter 8

4. Where did Scout get the blanket
   with a garter band on it? 
   Wind did it reach a
even the suggestion of not using the
   Chapter 8
5. How do I think of him defending the business in court?
Be as specific as possible.

(Chapter 1)

Press (RETURN) to continue...

1. Who came to visit the finch
for a week or Christmas
Describe the fellow guest as
particularly strange.

(Chapter 1)

Press (RETURN) to continue...

4. What did Frank and John argue
about at the lodge? You did
the dispute from each

(Chapter 1)

Press (RETURN) to continue...

3. How do Jim and Bill feel about
attacking the farmer? What are
their aims? Change the writer?

(Chapter 1)
Who is Mrs. Sublet? Explain the events which led to her and
her "reading" relationship.
(Chapter 19)

Would Atticus have made Jim so sure
of Mrs. Sublet if he wouldn't
have burned her garden?
Explain your answer.
(Chapter 19)

Would you like to put this section
again? (Please type in "YES" or
"NO")

YES

I have this repeat of section 5
I helpful better answer the
questions.

1: Select one of the following
a. "Yes" to the selection menu
b. "No" to the program
2: Enter your selection here, type
3: Press "RETURN" to continue...
Thanks for using this section of
your new program. Here's a little
tutorial.

1. Describe the First Purchase
   After the church. No one
   is different from the church
   fan and got a regular
   "brand." (Chapter 10)

Press (RETURN) to continue...

2. What's Life in the spiritual
   world? Explain
   your answer as completely as
   possible. (Chapter 12)

Press (RETURN) to continue...

3. Who was sitting on the bench
   in Colombo, and what did
   he do after church? (Chapter 13)

Press (RETURN) to continue...
4. Describe as completely as possible Aunt Alexandra's personality. Why is it that she and Scout don't get along? Chapter 15

Press RETURN to continue...

7. Explain the 'inside-breeding'. Is this an unusual term? Write about talking to the children in this manner. Explain how you would accomplish it. Chapter 15

Press RETURN to continue...

6. You didn't have a family dinner. Scout was at Aunt Alexander's at her house? Chapter 14

Press RETURN to continue...

5. What did Lee and Scout find under Scout's bed? Chapter 14

Press RETURN to continue...
I hope this is a repeat of section 5.

The idea is to better answer the

7. Select one of the following:

8. Please help in writing the

9. "Please help in writing the

10. "Please help in writing the

11. "Please help in writing the

12. "Please help in writing the

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28. "Please help in writing the

29. "Please help in writing the

30. "Please help in writing the
JUST 1ST Step to Believing: Men.

JUST 1ST Step to Believing: Men.

1. Enter your stage in life, then

Press RETURN

2. Trust in Jesus this session if

If you want a program, have a look

The day

Point of session ТаМ!Д!

COUNCIL INSTRUCTIONAL
green

1. Describe the "canvass" which went

by the Florida House where

were all of these people going?

Chapter 1

Press RETURN to cont.

2. Which is n. "alphas Raymond" the

doesn't he "talking" in the why

"Veronica Candy" Chapter 1

Press RETURN to cont.

3. Where did Jim, Scott and

tend up sitting in the count-

Press RETURN to cont.
room. Do not blame that girl as a child. The story of this is a child. The story of this is a child. The story of this is a child. The story of this is a child.
Chapter 19

Press RETURN to continue...

1. What is Tom Robertson's physical disability? How does it affect
   his Atlantean defenses?

Press RETURN to continue...

2. What happened to G.T. during No. 31's questioning of Tom
   Robertson? Would he ever use

Press RETURN to continue...

3. What did Adam and Delilah discuss
   about No. 31? Refer to "Chapter 20.

Press RETURN to continue...

4. Why did Tom Robertson undergo

Press RETURN to continue...

Chapter 20

Press RETURN to continue...
1. What was the final word of the Tom Robinson trial? Do not think that it was a legal decision. Explain your answer. (Chapter 21)

Press (RETURN) to continue...

12. What happened to Mlle. Maudle next? Scout, and Jill the morning after the trial? What does this tell you about Mlle. Maudle? (Chapter 23)

Press (RETURN) to continue...

13. What happened to Ardis at the post office concert? (Chapter 23)

Press (RETURN) to continue...
SELECT one of the following:

- Basic
- Help
- Exit to Selection Menu.

- Quit the program now.

- Enter your selection here, then press (RETURN).

Thank you for using this section of the
main program. Have a nice day.

FILE
INSTRUCTIONS
OPEN

- How did I help you today?
- Exit incident at the start
- closed chapter 23

Press (RETURN) to continue...

- What information does not suit
- look ahead to the following
- after the trial - Chapter 23

Press (RETURN) to continue...
1. Describe Sam's personality as a young child. How does Miss Anna react to his behavior? (Chapter 24)

Press (RETURN) to continue...

2. What happened to Tom Robinson?
   How does Aunt Alexandra react to the news? (Chapter 24)

Press (RETURN) to continue...

3. How did Jan and Carl find out about Tom Robinson?
   (Chapter 24)

Press (RETURN) to continue...

4. How did Tom Robinson's general reaction to the news about Tom Robinson? (Chapter 24)

Press (RETURN) to continue...

5. What part does Aunt Anna play in Brock's understanding of...
Chapter 24

Press "RETURN" to continue...

1. Howard "Bud" Hatter chats with the boys.

Press "RETURN" to continue...

2. Describe what happened in Seoul
and on the way back from the
school "Hill" in Jeju.

(Chapter 23)

Press "RETURN" to continue...

3. The saved men and Scout from the
attacker (Chapter 25)

Press "RETURN" to continue...

4. Describe the "final" meeting
between the Finch children and
Big Red. (Chapter 26)

Press "RETURN" to continue...
The novel to MAIL & HANDING

There are many opportunities to do so.

Readers to think about their place

creative and actually a similar line

are similar to the real world.

In this section of the introduction

"Creative BUT, you can be able to"

trust some of your own thoughts

and feel about the real world.

a series of creative activities and

assignments. You will be guided

Press (RETURN) to continue...

READS

to complete TWO short stories.

projects and ONE long story.

project during the set "our world.

Press (RETURN) to continue...

READS

Your choices are as follows:

Long Option 1: Essay

Long Option 2: Headlines and News

Long Option 3: Newspaper Articles

Short Option 1: Paraphrasing Character

Short Option 2: First Aid Meeting

Short Option 3: Letters That Cannot Be Read

Short Option 4: Paraphrasing

"What are the..."

Press (RETURN) to continue.
For your information, you are free to ask questions that you wish to ask.

Please see your teacher, Petty, in

The go through the following topic:

"Invertebrates" in the classroom.

What under gets hollowed? Wood

Your

Press "GO" to exit this section, and

go back to the Baldric paint.

Thank you for using this program today.

And I hope you had a fun time.

Next reading
Evaluation of Unit over *To Kill A Mockingbird*

1. What is your overall impression of the book, *To Kill A Mockingbird*?

2. What was your favorite activity in this unit? Why was it your favorite?

3. What was your least favorite activity in this unit? Why was it your least favorite?

4. In reference to the computer review program, did you find it:
   
   _____ very helpful in allowing me to understand the novel.
   
   _____ o.k. in helping me understand the novel.
   
   _____ not very helpful at all.
   
   _____ a waste of class time.

5. What might be added or deleted from the review program to make it a better learning tool?
6. What was your favorite part of the entire computer portion of the unit (including the introductory section over the Apple computers)?

7. Please add any other comments about the review program and/or the unit that you may have in the space below:

Thanks!
Program Evaluation Survey

1. What is the best feature of this review program? Why do you feel that it is the best?

2. What is the worst feature of this review program? Why do you feel that it is the worst?

3. What might you add to or delete from the program to make it a more useful learning tool?

4. Please add any other comments that you would like to make about the review program in the space below:

Thank you for your time!