Reading and Questioning Connections

Mildred D. Taylor’s *Roll of Thunder Hear My Cry*

**Level One: Reading On the Line For Recall Questions**

As you read, you should be mentally asking questions that can be answered by explicit information you can physically point out in the passage. You “recall” or “remember” facts and details that answer questions such as *who*, *what*, *where*, and *when*.

Examples from *Roll of Thunder Hear My Cry*

1. **Question:** What did the children get at the beginning of the school year?

**Answer:** At the beginning of the year, the children “all had books” (1).

**Question:** What kind of shape were the books in?

**Answer:** The books “were badly worn and the gray edges of the pages had been marred by pencils, crayons, and ink” (13-14).

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| **In the space below, write two additional Level One questions from *Roll of Thunder Hear My Cry*.** |

1. **Question:**

**Answer:**

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**Answer:**

Level Two: Reading Between the Lines for Interpretive Questions

Proficient readers make interpretations based upon details in the text. As you read, you should be asking questions that can be answered by making inferences and assumptions based upon evidence in the text, such as “What does a detail or image represent, suggest, or personify?”

Generate questions that can be answered by interpreting, classifying, comparing, contrasting, and finding patterns. These questions are “interpretive” questions.

Examples from *Roll of Thunder Hear My Cry*

1. **Question:** Why are the books so meaningful to the children?

**Answer:** Literacy is not a skill many of the children have, as demonstrated by Miss Crocker’s statement to Cassie saying Little Man can’t read. The books are a way for them to learn to read and to escape their ignorance (78).

1. **Question:** Why is the quality of the books so important to the story?

**Answer:** The fact that the white superintendent has given the black children these awful books demonstrates that he feels they are inferior to him and are undeserving of the same privledges as white children (6, table).

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| **In the space below, write two additional Level Two questions from *Roll of Thunder Hear My Cry*.** |

1. **Question:** \_\_\_\_\_

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**Answer:** \_\_\_\_\_\_

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1. **Question:** \_\_\_\_\_\_

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**Answer:**

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**LEVEL THREE: READING BEYOND THE LINES FOR UNIVERSAL MEANING QUESTIONS**

As you read, you should move beyond the text to connect to universal meaning. Ask mental questions like, “How does this text connect with my life, with life in a larger sense for all human beings, with my ideas about morality or values?” These questions are open-ended and go beyond the text. They are intended to provoke a discussion of abstract issues and thematic concerns.

Generate questions that can be answered by connecting literature to your own experiences or to universal meanings. These questions begin with ideas in the text but move from the “what?” of the text to the “so what?” of the text—the abstract issues and thematic concerns. Specific textual references are NOT included.

Examples from *Roll of Thunder Hear My Cry*

 1) **Question:** In what ways can one race make another feel inferior?

 2) **Question:** How does education improve someone’s life?

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| **In the space below, write two additional Level Three questions suggested by *Roll of Thunder Hear My Cry*.** |

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