## TEACHING GUIDES FOR QUESTIONING BASED ON BLOOM'S TAXONOMY

,	member	(U) Understand	(A) Apply	
1.		d Mr. Eddington fight in? (R)		
2.	What sound resembled the drum section of an orchestra in Lori's ear? (R)  What kind of business did Allison Stein's father own? (R)			
3.				
4.	Where did Lo	ri's grandmother go, according	to her mother and her aunt? (R)	
5.	How did Lori	avoid the issue of talking abou	t her home-life with Mr. Russell? (R)	
6.	Metaphorical	y speaking, how did Lori envis	sion herself? (R) Explain why the author	
7.	Who told Lor was attemptin	i to <i>pick up her feet when she v</i> g to contrast in this part of the	walked? (R) What do you think the author story? (U)	
8.	How did Mr.	Cole plan to manage his next cl	ass? (R) What did he mean when he stated eave less room for idle talking?" (U)	
9.	Give three exa	•	vas a "practical man of simple comforts." (U	
10.			that Lori would listen with "extra ears on?'	
11.	What did Lo	ri feel in her stomach and what	t made her feel that way? (R) Do you ever g	

12.	Who in the story would you identify as the "unlikely source" that came to Lori's rescue?  (U) Explain why this character was considered an "unlikely source." (A)
13.	Tell why Lori's mother and aunt "held to" their stories about her grandmother? (A)
14.	Tiffany did not stay with Lori in the hallway outside of the cafeteria. So, what was her reason for going after her? (A)
15.	How does the author's comparison between Tiffany's house and Lori's apartment help define what a shot-gun dwelling is? (A)
16.	Explain why you think Mr. Eddington's solution to resolve the uneven exchange was or was not the best solution. (A)
17.	Clarify what Mr. Eddington meant when he compared the class interactions to the box of colored pencils. (A)
18.	Tell how a box of candy canes represented a lighthouse for Lori at the end of the story.  (A)