

All English teachers and students in Grades 6-12 have access to [dbqonline.com](http://dbqonline.com) which produces the Mini-Qs through CLEVER. Volumes 1 and 2 are for High School. Also, each building has one hard copy binder of each of the Volumes for the grade levels at that building. These binders will be housed with the English Chair at the High School Level.

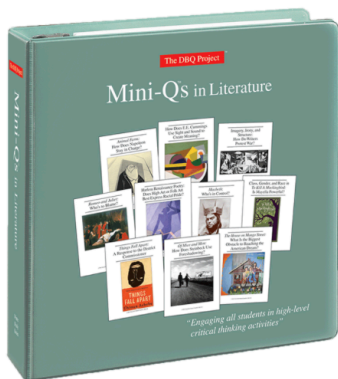


## Mini-Qs in Literature

### Volume 1

#### Ten High-Interest Units of Study

- Class, Gender, and Race in *To Kill A Mockingbird*: Is Mayella Powerful?
- *The House on Mango Street*: What Is the Biggest Obstacle to Reaching the American Dream?
- *Of Mice and Men*: How Does Steinbeck Use Foreshadowing?
- Harlem Renaissance Poetry: Does High Art or Folk Art Best Express Racial Pride?
- *Animal Farm*: How Does Napoleon Stay In Charge?
- Imagery, Irony, and Structure: How Do Writers Protest War?
- *Things Fall Apart*: A Response to the District Commissioner
- How does E.E. Cummings Use Sight and Sound to Create Meaning?
- *Romeo and Juliet*: Who's to Blame?
- *Macbeth*: Who's in Control?



## Mini-Qs in Literature

### Volume 2

#### Ten High-Interest Units of Study

- How Does *The Great Gatsby* Reflect America in the Twenties?
- How Did Abolitionists Make the Case Against Slavery?
- *Lord of the Flies*: What Is the "Beast"?
- Immigration: Was It Worth It?
- The Relationship Between Huckleberry Finn and Jim: How Does Huck See Jim?
- Holocaust Writings: How Does One Say the Unspeakable?
- *The Crucible* and McCarthyism: What Are the Parallels?
- Meaning and Metaphor: What is Frost Saying?
- *Their Eyes Were Watching God*: Was Wright Right?
- Are Hamlet's Actions Justified?