

To Kill a Mockingbird

Curriculum Unit



The Center for Learning

To Kill a Mockingbird

Harper Lee

Curriculum Unit

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The Center for Learning

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Printed in the United States of America

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ISBN: 978-1-56077-847-9

Product Code: CFL321

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Introduction

It is difficult to find someone who has read *To Kill a Mockingbird* and not been significantly affected by it. The very title of the book is enough to evoke strong reactions in almost everyone who has familiarity with it, and for good reason: Harper Lee wrote a masterpiece of American literature.

Students who immerse themselves in this novel will travel back in time to a culture that may seem vastly different from their own, the South in the 1930s. Readers will see that Lee's treatment of issues such as racism and people's inhumanity to others transcends time and has much relevance today.

In Lee's narrative, Scout—a precocious little girl whose innocent observations of life in a small Alabama town reveal both light and darkness—takes readers on a journey that imitates her own, through childish play, adolescent confusion, and adult disappointment. Lee's forte is her ability to weave historical verities with fictional elements to create a tapestry so rich in detail that readers find themselves held in thrall.

Ultimately, readers who immerse themselves in *To Kill a Mockingbird* will recognize Lee's truth: that amidst darkness and evil, humanity still experiences goodness and faith. Her condemnation of prejudice and her willingness to expose hypocrisy hold a mirror up to all who will see. Scout—through Lee—is not afraid to speak truth to power; readers of *To Kill a Mockingbird* will find that Scout's voice, powerful and innocent, can be their own.

Teacher Notes

This unit complements *To Kill a Mockingbird* by Harper Lee. Each lesson is structured for at least a single class session with additional activities that may be used at the teacher's discretion. Lessons are sequential, with each lesson covering specific chapters. Reading assignments and analysis activities are included in each lesson.

Accompanying each lesson are reproducible handouts for large group, small group, and individual use. Materials emphasize the elements of literary analysis including plot, imagery, theme, characterization, and figurative language. Furthermore, an exploration of the historical background of the novel will allow students to achieve an accurate concept of the mindset of the Southern United States in the 1930s. The values of tolerance, compassion, courage, equality, freedom, respect, and responsibility are highlighted.

In addition, cooperative learning skills and critical thinking strategies are stressed. Besides the handouts, activities may be found in the procedures for each lesson. Objective quizzes are included for each of the four sections of the book, as is a final objective test. For more in-depth evaluation, several writing assignments are included in the lessons and lists of essay and discussion topics are given in the supplementary materials section. Optional activities present expanded opportunities for students to explore the novel's themes.

An effort has been made to address active reading strategies, which promote increased reading comprehension and pleasure. These strategies include predicting, questioning, connecting, clarifying, and evaluating. Suggestions for incorporating these skills are included in the lesson plans.

The reading assignments that accompany this curriculum unit are as follows:

Chapters 1–4 for Lesson 2

Chapters 5–8 for Lesson 3

Chapters 9–11 for Lesson 4

Chapters 12–16 for Lesson 5

Chapters 17–23 for Lesson 6

Chapter 24 for Lesson 7

Chapters 25–27 for Lesson 8

Chapters 28–31 for Lesson 9

Throughout this unit, students should be prepared to move back and forth from small groups to individual work at the teacher's direction. Students should also be prepared to analyze various quotations relating to theme and characterization. You may wish to use these quotations as starters for small or large group discussions.

The supplementary materials include an extensive reading guide and suggested responses to the questions. You may want to distribute the entire guide before students begin reading the novel.

Answers to handouts will vary unless otherwise indicated. Students may need additional paper to complete some handouts.

Lesson 1

Maycomb: There's No Place Like Home

Objectives

- To understand the historical background for the novel
- To examine the economic and social climate of the 1930s
- To become familiar with the author

Notes to the Teacher

To Kill a Mockingbird is, of course, one of American literature's classic novels. Winner of the 1961 Pulitzer Prize for fiction, *To Kill a Mockingbird* has been hailed by critics and students alike, was named one of the hundred best English-language novels by *Time* magazine, and even inspired a rock-and-roll band, Atticus. Its influence truly has been worldwide.

Lesson 1 acquaints students with the people and places that form the background of the novel. It is important that students become familiar with the time period of the 1930s, not only with the atmosphere of the Great Depression but also with the sensational Scottsboro trials. The activities in Lesson 1 help students gain a sense of the economic and social climates of the turbulent South during this time. This historical information is best completed as a prereading activity; however, the Scottsboro procedures could be done prior to part 2 of the novel.

Reference materials about the Scottsboro trials are needed for procedure 7. *Scottsboro: An American Tragedy*, part of the PBS series *American Experience*, is an excellent source. See the PBS Web site (<http://www.pbs.org>) for a teacher's guide and ordering information.

This lesson also includes an activity that helps students see the parallels between Harper Lee's life and the life of Scout, the novel's narrator.

The Internet research activity in **Handout 2** may be adapted to use print sources such as encyclopedias. In the interest of child safety on the Internet, make sure to review school or district policies for students' Internet use and monitor that students are finding appropriate materials.

Procedure

1. On a chalkboard or overhead projector, write this quotation from Rabindranath Tagore, Indian poet and winner of the 1913 Nobel Prize in Literature: "Every child comes with the message that God is not yet discouraged of man." Invite students to respond to it in their journals.
2. Engage students in a brief discussion about the conflicts Americans faced during the Great Depression. Review, as needed, the common types of conflicts: person against person, person against self, person against nature, and person against society.

Suggested Responses:

person against person—*crime, violence, unemployment*

person against self—*depression, self-worth, hopelessness*

person against nature—*drought, dust storms, cold, heat, survival*

person against society—*American government, American economy, racism*

3. Tell students to remember these conflicts as they learn about an event in history which embodied these conflicts that Americans were facing. Use the PBS video or other sources to share information about the Scottsboro trials. Then conduct a brief class discussion about the conflicts present during this event.

Suggested Responses:

person against person—*accusers against defendants, defendants against prosecuting attorneys, defendants against jury*

person against society—*defendants against justice system, defendants against racism, defendants against southern community, Judge Horton against community, defendants and accusers against poverty*

person against self—*accusers (pressure to testify, tell truth, effects of racism and poverty), defendants (pressure of knowing innocence, feeling of hopelessness, effects of racism and poverty), Judge Horton (pressure to seek truth)*

4. Sum up the information gathered about the Scottsboro trials by asking students the following questions:
 - Define *lynching*. (*Lynching is an act of vigilante justice in which the accused—usually African American—is put to death, often by hanging, without legal sanction.*)
 - What is legal lynching? (*Legal lynching can be considered convicting the accused during a legal proceeding, but with bias or prejudice.*)
5. Begin the transition to the novel by telling students that the facts of the Scottsboro trials connect in many ways with characters and events in *To Kill a Mockingbird*.
6. Continue the examination of the Scottsboro case by focusing on the people involved. Distribute **Handout 1**, and ask paired students to complete the section about the trials. Provide reference materials as needed. Encourage students to return to this chart as they read the novel.

Suggested Responses:

1. Scottsboro—Haywood Patterson
African-American male, eighteen years old, Southerner, single, poor, died in prison; defendant, accused of rape; confused, violent, not well-liked
2. *To Kill a Mockingbird*—Tom Robinson
African-American male, thirties, poor, married with children, field hand, Southerner; defendant, accused of rape; faced intolerance, calm, hardworker, friendly, confused
3. Scottsboro—Victoria/Ruby
White females, seventeen and twenty-one years old, worked in cotton mill, poor; plaintiffs, testified they were raped by “Scottsboro boys”; easily manipulated, liars, promiscuous
4. *To Kill a Mockingbird*—Mayella Ewell
White female, nineteen years old, poor, abused, liar; plaintiff; victimized and manipulated

5. Scottsboro—Judge Horton
White male, fifty-seven years old, son of a slave owner, Circuit Court judge; named judge for the second trial of the “Scottsboro boys,” overturned jury’s guilty ruling and called for retrial, not re-elected; fair, tolerant, truth-seeker, friendly, courageous, loved and hated
 6. *To Kill a Mockingbird*—Atticus Finch
White male, thirties, widower and father, from old Southern family; attorney for defendant; seeks truth and justice, tolerant, friendly, firm, courageous, loved and hated
 7. Draw attention to the fact that these parallels between the Scottsboro trials and the novel are distinct; in fact, Harper Lee drew from the trials to create the plot of *To Kill a Mockingbird*. Explain that *To Kill a Mockingbird* takes place during the 1930s, when the Great Depression firmly had America in its grip. Life was hard for most people because so many lived in poverty.
 8. Draw students’ attention to part A of **Handout 2**. Have students, in small groups or pairs, use the Internet or encyclopedias to research the cost of living during the Depression and the cost of living today and to complete part A. The Consumer Price Index Calculator on the Web site of the Federal Reserve Bank of Minneapolis (<http://Minneapolisfed.org/Research/data/us/calc/index.cfm>) may be a useful resource during this activity.
- #### **Suggested Responses:**
- 1933—milk, 41¢; bread, 7¢; gas, 10¢; car, \$550; house, \$5,759; salary \$1,368; unemployment, 25 percent
9. Have students complete part B of **Handout 2**. Be sure to specify your criteria for a successful paragraph before students begin writing.
 10. Distribute **Handout 3**. Disseminate information about the Great Depression in lecture format, or invite students to visit “1929–1939: The Great Depression,” an online

interactive exhibit from the Albany, N.Y., Times-Union newspaper (<http://web.timesunion.com/specialreports/depression/timeline>).

Suggested Responses:

1929—Herbert Hoover becomes president; says that Americans “have reached a higher degree of comfort and security than ever existed before.” The stock market crashes on October 29, “Black Tuesday,” ushering in the Depression.

1930—3.2 million Americans are out of work, although Hoover believes the worst is over.

1931—The Scottsboro trial begins, with nine black teenagers being charged in the rape of two white girls from Alabama despite a lack of any credible evidence.

1932—Franklin Delano Roosevelt wins Democratic nomination for president, pledging a “new deal” for America. The Depression has spread world-wide after a 90 percent decline in the stock market since 1929.

1933—The banking system fundamentally collapses; FDR is inaugurated. He tells Americans, “The only thing we have to fear is fear itself.” In Germany, Adolf Hitler becomes dictator. FDR creates the Civilian Conservation Corps, giving jobs to more than five hundred thousand men. FDR establishes the National Recovery Administration, designed to oversee construction of public buildings and roads and to provide jobs for the unemployed. Prohibition is repealed. The United States sees the unemployment rate rise: 25 percent are without jobs.

1934—FDR promises the government will begin “social insurance,” the precursor to modern Social Security. Great dust storms and drought across the Midwestern and Southern plains begin to jeopardize agriculture.

1935—To create jobs for the unemployed, FDR founds the Works Progress Administration under the New Deal. WPA workers build highways, streets, public buildings, airports, utilities, small dams, sewers, parks, libraries, and recreational fields. In addition, arts projects are

funded, including concerts and artwork. Social Security is signed into law.

1936—Jews begin to flee Nazi Germany as Hitler imposes restrictions. FDR is easily elected to a second term.

1937—The unemployment rate continues to rise.

1938—A terrible hurricane strikes the northeastern part of the U.S., claiming over six hundred lives and causing \$300 million of damage. Meanwhile, the drought in the southern portions of the country rages.

1939—Germany invades Poland, and England and France declare war on Germany, thus starting World War II. The drought and the era of the Dust Bowl finally end. The U.S. economy begins to bounce back, boosted by manufacturing supplies for the countries fighting the war.

11. Allow students a glimpse into the author’s life with part A of **Handout 4**. Have students take notes as you provide information about Lee and the parallels of her childhood to that of Scout, the narrator of *To Kill a Mockingbird*.

Suggested Responses:

Harper Lee

- Grew up in 1930s in small southern Alabama town
- Father (Amasa) an attorney and Alabama legislator
- Playmates were older brother and Truman Capote, her neighbor
- A passionate reader, even as a child
- Scottsboro trials covered in state and local news when Lee was six years old

Scout

- Lives in small southern Alabama town in 1930s
- Father (Atticus) is attorney and Alabama legislator
- Playmates are Jem (older brother), Dill (neighbor)
- Reads before first grade; reads local newspaper as first grader
- Tom Robinson trial when Scout is very young

12. Refer students to part B of **Handout 4**. Encourage them to list not only stories affecting themselves, but also historical events of the time that affected others, as with the Scottsboro trials and Lee.
13. Assign part C of **Handout 4**. Students should retain this graphic organizer for possible use later.
14. Stress that *To Kill a Mockingbird* is beloved by so many because of its universality—all of us have been children, and all of us can relate on some level to the experiences that Jem, Scout, and Dill have in the novel. Whet students' appetites for the novel by asking the following questions:
 - How many of you have a brother or sister who drives you crazy?
 - How many of you have ever done something on a dare?
 - Do any of you have an overactive imagination?
 - How many of you have a best friend that gets you into trouble?
 - Do you have neighbors who always stick their noses into your business?
 - How many of you would describe your family as "just plain weird"?

Hold a short discussion of students' responses; point out that all of these questions are situations that students will encounter in the novel.
15. Assign chapters 1–4 in preparation for Lesson 2.
4. Write and illustrate a children's story about the Depression. Share your book with a local elementary school.
5. Produce a 1930 radio program in which a moderator interviews people affected differently by the Depression. Share the finished audio with the class.
6. Discover why people, including teenagers, resorted to hoboing during the Depression. PBS's film *Riding the Rails* is an excellent resource. Prepare a diary of a teenager's journey as a hobo and dramatically read it to the class.
7. Read *Scottsboro Limited: Four Poems and a Play in Verse*, a booklet created by African American poet Langston Hughes to help raise money for the Scottsboro Boys' defense fund. Prepare a reading for the class.
8. Review newspaper coverage of the Scottsboro Case. Use articles from *The New York Times*, *The Daily Worker*, *The Huntsville Times*, *The Scottsboro Progressive Age* and others to compare the headlines and stories about the case. Set up a display of excerpts to demonstrate both bias and objectivity.
9. Explore the two decades of legal defense provided to the Scottsboro Boys. Examine how the legal teams affected the outcomes of the trials/appeals, and prepare a presentation about your findings.
10. Prepare a slideshow of photographs, images, and text to tell the story of the Scottsboro trials. Add narration and period music to enhance your presentation. Share your slideshow with your class.
11. Examine how the Scottsboro case would have been tried differently in today's courtroom. Prepare a reenactment of the initial trial and include all the modern technology that was not available in the 1930s. Select a student jury who will fairly weigh the evidence and testimony and present a verdict.

Optional Activities

1. Create a collage of images from the Great Depression, including photographs and artwork from the WPA.
2. Research and report on local WPA projects.
3. Prepare a scrapbook of Depression-era photos to share with the class. Use the Library of Congress's American Memory Web site and other sources to create a visual representation of the period.

Déjà Vu

Directions: Analyze the participants of the Scottsboro trial by completing the chart below. As you read *To Kill a Mockingbird*, compare these people to fictional characters and fill in their characteristics.

Character	Biographical Information	Role in Trial	Personality Traits
1. Scottsboro— Haywood Patterson			
2. <i>To Kill a Mockingbird</i> — _____			
3. Scottsboro— Victoria/Ruby			
4. <i>To Kill a Mockingbird</i> — _____			
5. Scottsboro—Judge Horton			
6. <i>To Kill a Mockingbird</i> — _____			

That Was Then . . . This Is Now

Part A.

Directions: Use the Internet or encyclopedias to locate information about the cost of living in 1933 versus the cost of living today. Record your findings on the chart.

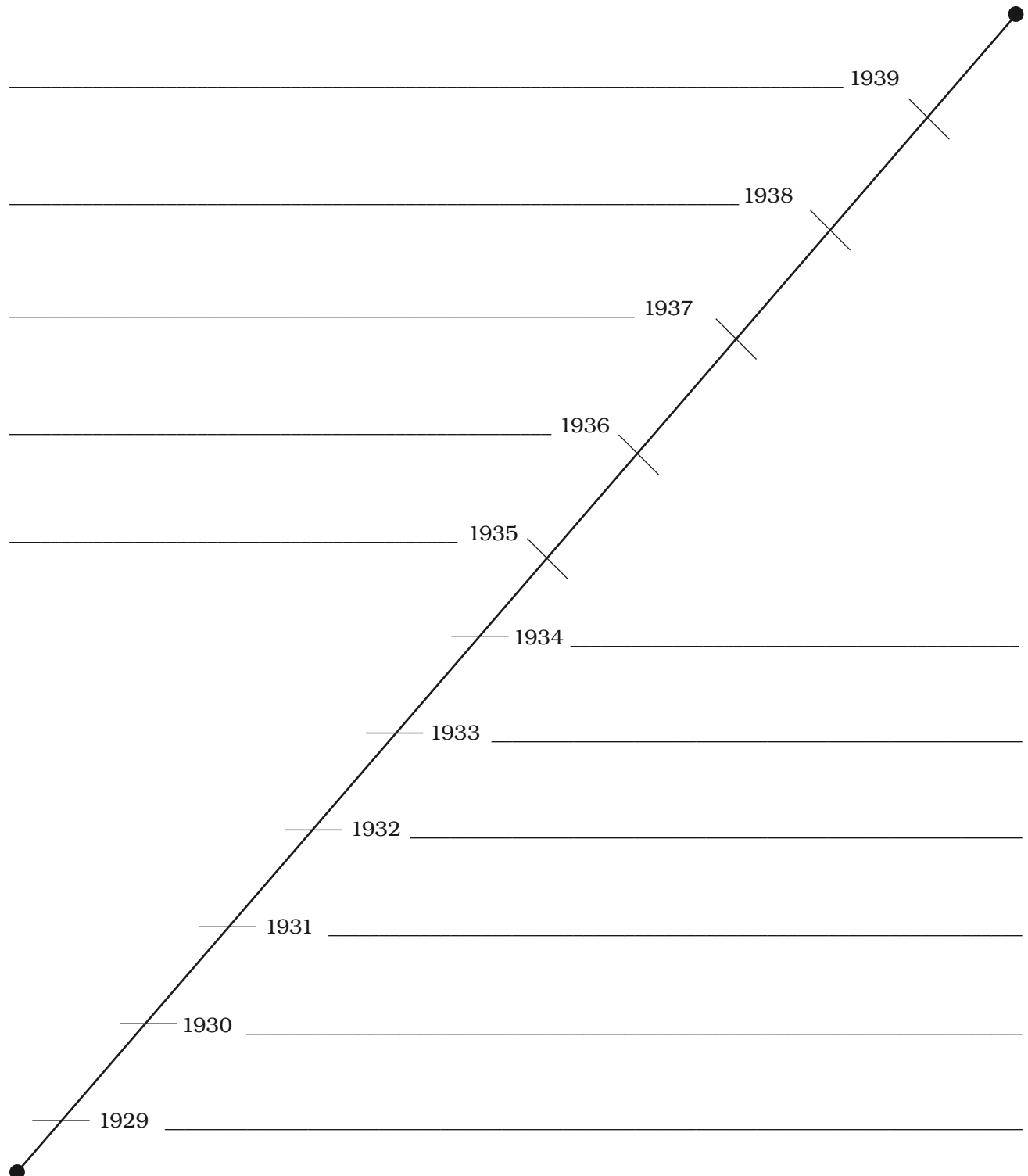
Item	Then	Now
gallon of whole milk		
loaf of bread		
gallon of gas		
new car		
new house		
average annual salary		
unemployment rate		

Part B.

Directions: Imagine that you are living in 1933. Based just on the information you recorded above, what might your life be like? Write a paragraph describing your life in 1933.

Going Back in Time

Directions: The Great Depression, which lasted from 1929 to 1939, was one of the most devastating periods in American history. Record information about each of the dates on the time line.



Grounded in Reality

Part A.

Directions: List the similarities between Harper Lee's childhood and the childhood of her narrator, Scout.

Harper Lee's Childhood	Scout Finch's Childhood

Part B.

Directions: Harper Lee was encouraged by friends to write down the marvelous stories about her childhood that she frequently told. The result, of course, eventually became this Pulitzer Prize-winning novel. What are some stories from your own childhood that are entertaining, instructive, or interesting? List several episodes that you recall.

Part C.

Directions: Trace the outline of your hand on a separate piece of paper. Label the fingers and thumb "Who," "What," "When," "Where," and "Why." Choose one of your own childhood stories from part B, and fill in details about that story in the hand organizer.

Lesson 2

Meet the Finches

Objectives

- To meet the characters of the novel
- To explore the novel's point of view

Notes to the Teacher

In the opening chapter of Harper Lee's classic, students are introduced to some of the most famous characters in modern fiction. As they step into Maycomb, students say hello to a community that will become etched into their memories for the rest of their lives.

The lesson is designed to acquaint students with the Maycomb neighbors described in the first chapter. Students have studied the historical surroundings of the novel; now they will begin a journey with Scout, her family, and her neighbors as they make a history of their own.

This story of drama, mystery, and comedy is told from the perspective of a child, and students examine Scout's narrative voice as she begins her tale. During this lesson, students will discover that Lee's choice of Scout as the storyteller offers both naiveté and maturity of voice.

You may want to present chapter 1 with an audiorecording, so that students can listen to Scout's "voice." For procedure 2, you will need to set up a role play in which strangers come into your classroom.

Procedure

1. On a chalkboard or overhead projector, write this quotation from the Dalai Lama: "From a certain point of view our real enemy, the true troublemaker, is inside." Invite students to respond to it in their journals.
2. Present a scenario that introduces two or more new people into the classroom environment—people who are total strangers to students, if possible. The purpose of the skit is to illustrate how people make character judgments constantly in their everyday routines. Have the strangers discuss something with which the students are familiar. Tell the visitors to wear unique styles of dress, use expressive

body language, employ styles of language that reveal aspects of their individuality, and interact with each other in a visible way.

3. After the visitors exit, distribute **Handout 5**, and have students complete it individually. After sufficient time has been given, have students share their responses. It will be interesting to see how they support their impressions of each stranger.
4. Point out to students that they have just illustrated how we make initial judgments about everyone whom we meet. Explain that an author must provide just the right amount of detail about each of his or her characters so that readers will form the first impressions which he or she wishes them to draw.
5. Continue by focusing on the beginning of the novel. Read the first four pages aloud (up to where Dill appears) and ask students to complete the graphic organizer in part B of **Handout 5**.

Suggested Responses:

In the oval: Scout

On the lines:

- *brother's name is Jem*
- *from the South*
- *Simon Finch is an ancestor*
- *father, Atticus, is a lawyer*
- *lives in Maycomb*
- *has an Uncle Jack and Aunt Alexandra*
- *lives in town*
- *Cal is cook*
- *mother died when she was two years old*
- *story starts when she is six years old*

6. Introduce or review the types of point of view with students.

First-person narrator—A character who is participating in the story narrates the story using the pronouns *I*, *me*, *my*, *our*, and *we*.

Third-person limited—The reader can learn the thoughts and feelings of one character; narration is all third person.

Third-person omniscient—The reader can learn the thoughts and feelings of the characters though this all-knowing narrator. This narrator can tell the reader the past, present, and future and uses the pronouns *he*, *she*, and *they*.

7. Have students complete part C of **Handout 5**.

Suggested Responses:

1. *The point of view is first person.*
2. *The pronouns I, we, our, and my are used.*
8. Continue by guiding a class discussion to help students envision a story through the eyes of a child. Even in the first few pages, students should notice how the narrator shifts between the voice of a child and the voice of an adult. For instance, the vocabulary (*assuaged*, *liberal brethren*, *chattels*, etc.) is beyond the language of an average six year old; however, the memories she recalls with simple dialogue (Dill's first visit, for example) are presented as they happened. Although Lee's narrator is remembering her childhood with adult perspective, the central plot is presented through the eyes of a young girl.
9. Distribute **Handout 6** so that students may begin a basic identification of members of the Maycomb community. This is an ongoing assignment to return to as the plot develops.

Suggested Responses:

1. Atticus Finch—*lawyer in a small southern town (Maycomb, Alabama) who defends a Negro man*
2. Scout (Jean Louise Finch)—*Atticus's young daughter who narrates the story*
3. Jem Finch—*Scout's older brother*
4. Cal (Calpurnia)—*Negro cook who has raised the Finch children*
5. Aunt Alexandra—*very "proper" aunt who comes to care for the children during the trial*

7. Uncle Jack Finch—*bachelor uncle who visits every Christmas*

12. Dill (Charles Baker Harris)—*Scout's friend who lives in Mississippi but comes every summer to Maycomb*

13. Mr. Gilmer—*prosecuting attorney at the trial*

14. Tom Robinson—*young Negro man who is accused of a crime against Mayella Ewell*

15. Bob Ewell—*father of a brood of children, a drunk and an abuser*

16. Mayella Violet Ewell—*Bob Ewell's daughter, who accuses Tom Robinson of attacking her*

6. Miss Rachel Haverford—*Dill's aunt who lives next door to the Finches*

18. Miss Maudie Atkinson—*another neighbor who is a friend of the children*

8. Mrs. Dubose—*old lady who lives down the street and screams at the children as they pass her house*

9. Boo (Mr. Arthur Radley)—*mysterious neighbor whom the children have never seen*

10. Mr. Nathan Radley—*brother of Boo who seldom speaks even though he is seen every day*

17. Heck Tate—*the sheriff, who is also a good friend of the Finches*

11. Judge John Taylor—*presiding judge at the trial*

19. Mr. Walter Cunningham—*farmer who refuses to accept charity*

20. Reverend Sykes—*Negro minister who takes care of Scout and Jem during the trial*

21. Link Deas—*Tom Robinson's employer; not prejudiced*

22. Miss Stephanie Crawford—*neighbor who knows all the family*

10. Assign the reading of chapters 5–8 for Lesson 3.

Optional Activities

1. Examine the epigraph that precedes the novel: "Lawyers, I suppose, were children once." Discuss how this quotation relates to the novel's point of view.
2. Examine the character of Charles Baker Harris (Dill). Harper Lee based this character on her own boyhood friend, Truman Capote. Research who Capote was, his relationship with Lee, and his similarity to Dill.
3. Enjoy the adventure stories that Scout, Jem, and Dill dramatize during their summer days. Read Edgar Rice Burrough's *Tarzan* series, Victor Appleton's *Tom Swift* series, Oliver Optic's *Boat Club* series, or Arthur Winfeld's *The Rover Boys* series.
4. Start a map of the Maycomb neighborhood. Include the streets, homes, landmarks, and add to it as you read the novel. Compare this map to Harper Lee's Monroeville, Alabama, neighborhood.
5. Stage the children's dare of touching the Radley house. Prepare a set, plan costumes, and rehearse the skit before presenting it to the class. Provide alternative endings, and ask the audience to vote on the best one.
6. Research your ancestry by interviewing family members, writing letters to relatives, and investigating your genealogy on the Internet and through other sources. Like Scout, perhaps you have a Simon Finch in your family's past. Create a scrapbook to share with your family.

First Impressions

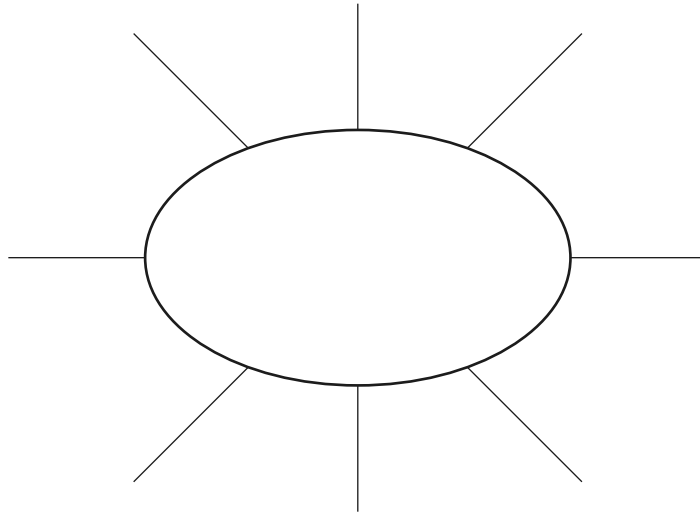
Part A.

Directions: Consider the strangers that just visited the classroom. Identify as many details about each one as you can remember on the chart below.

Topic	Person A	Person B
1. Clothing (colors, style, accessories, peculiarities)		
2. Physical appearance (height, weight, complexion)		
3. Body language (posture, facial expressions, gestures)		
4. Voice (tone, level, accent, slang)		
5. How others reacted		
6. How you reacted (positive and negative impressions)		

Part B.

Directions: As you read the beginning of *To Kill a Mockingbird*, jot down descriptions of and impressions about the narrator.



Part C.

Directions: Answer the following questions.

1. From what point of view is the story told?
2. What are the clues that identify this point of view?

Meet the Characters

Directions: As you read the novel, identify and describe the following characters.

Character	Description
1. Atticus Finch	
2. Scout (Jean Louise Finch)	
3. Jem Finch	
4. Cal (Calpurnia)	
5. Aunt Alexandra	
6. Uncle Jack Finch	
7. Dill (Charles Baker Harris)	
8. Mr. Gilmer	
9. Tom Robinson	
10. Bob Ewell	

Character	Description
11. Mayella Violet Ewell	
12. Miss Rachel	
13. Miss Maudie	
14. Mrs. Dubose	
15. Boo (Mr. Arthur Radley)	
16. Mr. Nathan Radley	
17. Heck Tate	
18. Judge John Taylor	
19. Mr. Walter Cunningham	
20. Reverend Sykes	
21. Link Deas	
22. Miss Stephanie Crawford	

Lesson 3

There Goes the Neighborhood

Objectives

- To delve into characterization
- To discover thematic extensions
- To explore symbolism

Notes to the Teacher

As readers begin to get to know Harper Lee's characters, it is easy to become caught up in their activities. From the simple games children play in chapters 5–8 to the drama that unfolds during a fire, the action in these chapters is nonstop. Parallels between readers' and characters' experiences are inevitably drawn, and students' understanding and appreciation of the novel will only deepen as they "participate" in Jem, Scout, and Dill's adventures.

Lesson 3 allows students to become more familiar with Jem, Scout, Dill, and others who people the Finch neighborhood. Students will use Harper Lee's vivid characterization to understand themes that recur throughout the novel. To reinforce the idea that seeing everything from a narrow-minded point of view can truly limit one's outlook, this lesson points out skewed descriptions of characters and events that enable students to identify similar examples as they read the novel.

Art supplies are needed for procedure 9.

Procedure

1. On a chalkboard or overhead projector, write this quotation from Atticus Finch: "You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it." Invite students to respond to it in their journals.
2. To review a main theme of *To Kill a Mockingbird*, ask students to use their journal entries as a springboard to further writing. Have students describe two situations: one instance where Scout has to put Atticus's way of getting along with people to the test, and one instance where Atticus's advice does help or could have helped them. Specify your criteria for a successful composition before students begin.
3. Remind students of the methods of characterization: through the author's or narrator's description of a character; through a character's own thoughts, words, or actions; through another character's thoughts, words, or actions.
4. Present **Handout 7** to students as a means to investigate some of the characters met thus far.
5. Point out that Harper Lee intricately weaves themes throughout the chapters in the novel. Early on, she points out how provincialism pervades Maycomb. Distribute **Handout 8**, divide the class into small groups, and ask them to gather the information required. After the groups have completed examples for one or two of the themes, you may wish to have students complete this assignment outside of class.

Suggested Responses:

1. *Mr. Radley's refusal to let Boo go to an asylum*
2. *Jem's idea that Boo is kept in chains*
3. *Walter Cunningham's poverty*
4. *Calpurnia's reluctance to talk about white people*
6. Point out that Jem, Scout, and Dill have some pretty strange adventures through the course of *To Kill a Mockingbird*. Request that students recall their own childhoods and identify the craziest stunts they ever pulled as children. Encourage them to describe the incidents.
7. Scout, Jem, and Dill suppose that an evil phantom lives only three houses down the street from them. There are scary stories about how he eats cats and freezes flowers at night. He must be terrifying. Still, they muster their courage on three different occasions to sneak up to the ghoulish house to prove their bravado. All three episodes end in bone-chilling fright. Invite students to describe a similar type of place which haunted their early years of play. It can be a house or any place they remember as frightening, but which interested them enough that they, too, took chances to spy on it. Ask students if there were people

there, and if so, what they were like. Did students ever try to spy on them? What were the results? How many students felt that they were brave when they did this? Why?

8. Have students write descriptive compositions to present incidents which they remember concerning the places that they have just discussed. Encourage them to be as specific and descriptive as possible. Specify your criteria for a successful composition prior to students' starting to write. You may wish to have students retain this piece for further refinement.
9. Have students locate and share specific references to Boo Radley's house and its surroundings. Form small groups so that at least one member has some artistic ability and direct the groups to create visuals that represent that setting.
10. State that, as the novel progresses, we begin to see changes facing some of the characters. Distribute **Handout 9**; conduct a discussion for part A. (Students may be curious about the handout title's allusion: African-American singer Sam Cooke wrote this as a protest song to support the civil rights movement in 1964.)

Suggested Responses:

1. *anger, fear, helplessness, frustration, obstinacy, inflexibility*
3. *Mr. Avery claims that the Rosetta Stone—a large block of basalt inscribed with a report of a decree passed in Egypt in 196 B.C.E.—predicted that children's misbehavior caused the seasons to change.*
4. *Static—Characters do not undergo substantial emotional change or growth; they often embody one characteristic, personality trait, role, or function.*

Dynamic—Characters encounter conflict and are changed by it; readers see different sides of a dynamic character's personality.

11. Instruct students to review chapter 8 and to make notes about characters' actions. Have students complete part B of **Handout 9**.

Suggested Responses:

1. *A snowman is a figure made out of snow. Jem and Scout build a snowman that bears a remarkable resemblance to Mr. Avery. Literally, Miss Maudie's house fire destroys her home.*
2. *The symbolism of the snowman is two-fold: while the white snow symbolizes the purity and innocence of children, the earth mixed with the snow represents the assimilation of African Americans into Maycomb. The failure of the snow and dirt to combine symbolizes the failure of Maycomb's townspeople to welcome integration. The cold symbolizes Maycomb's attitudes towards Negroes. However, the snow will inevitably melt, resulting in its blending with the earth—foreshadowing a time when Negroes and whites in Maycomb must also "blend."*

The symbolism of Miss Maudie's fire deals with the idea that fire can cleanse and force rebirth. She says she always hated the house, and the fire has given her an excuse to build a smaller house. The fire might also symbolize the trial, an event that may be either destructive or cleansing to Maycomb.

3. *The snowman causes much amusement among the adults, who see it as harmless fun. The house fire also shows characters' dynamic natures—even Mr. Avery, to some degree—as Miss Maudie is able to overcome the loss of all she owns to embrace change. Scout shows excitement about the fire. Jem ends up "confessing" to Atticus. Atticus and Miss Maudie exhibit calm and perseverance.*

12. Give students the opportunity to internalize the characters' experiences with **Handout 10**. Emphasize that the diary should reveal emotions, opinions, hopes, and fears, not just report facts. Caution students to stay in character and to attempt to use a language pattern and style that would be typical of that character. (Note: You may wish to make the diary an ongoing activity as students continue to read the novel.)
13. Assign chapters 9–11 in preparation for Lesson 4.

Optional Activity

Have students read Robert Frost's poem "Fire and Ice," and relate it to polarities in *To Kill a Mockingbird*.

Part B.

Directions: In chapter 8 two things symbolize change and the lack of change the characters face. Complete the organizers.

Symbol 1: The Snowman

1. Literal Definition

2. Symbolic Nature

3. Describe the characters' responses to each symbol, and explain whether the characters are static or dynamic.

Characters' Responses

Symbol 2: Miss Maudie's Fire

Literal Definition

Symbolic Nature

Characters' Responses

The Time of My Life

Directions: Choose one of the three main characters—Atticus, Scout, or Jem—for whom to write a diary covering the events of chapters 1–8. Make at least one diary entry for each chapter. Write in first person; that is, use *I*, *me*, *we*, *our*, and *us* as if it were your personal diary rather than a fictional character's. If your character is not in a chapter, report at least one event from it as though one of the other characters told you about it. Date each entry as accurately as possible from evidence in the book.

Chapter 1—Date: June, 1933

Chapter 2—Date: _____

Chapter 3—Date: _____

Chapter 4—Date: _____

Chapter 5—Date: _____

Chapter 6—Date: _____

Chapter 7—Date: _____

Chapter 8—Date: _____

Lesson 4

Diagnosing a Disease

Objectives

- To examine techniques of characterization
- To discern symbolism
- To highlight foreshadowing
- To discover and analyze themes of the novel

Notes to the Teacher

As part 1 of the book draws to a close, readers are given the opportunity to focus attention on Harper Lee's masterful use of suspense. Chapters 9 and 10 focus on Atticus's abilities and his courage when confronted by a community-threatening situation. We see that he is capable of ridding the town of the rabid dog.

Students must place this episode in proper perspective against the background of the discussion which Uncle Jack has with Atticus at the end of chapter 9. Atticus anticipates trouble caused by the racial nature of the coming trial. He tells Jack that he hopes to get the children through it safely. With the focus upon the two words *disease* and *mad*, it is obvious that chapter 10 foreshadows the coming trial and the town's predictable reaction.

In this lesson, students see why these two chapters are juxtaposed and how they foreshadow and symbolize the theme of madness.

To complete procedure 5, you will need the 1962 film version of *To Kill a Mockingbird*.

Procedure

1. On a chalkboard or overhead projector, write this quotation from Francis Wright: "The simplest principles become difficult of practice, when habits, formed in error, have been fixed by time, and the simplest truths hard to receive when prejudice has warped the mind." Invite students to respond to it in their journals.
2. Read aloud the opening of chapter 10, and point out that Scout is pretty disgusted with her father, who seems neither exciting nor glamorous. Ask students to identify specific words and phrases that reveal Scout's attitudes.

3. Define the term *irony* for the class. You might tell them that it is something that happens which is the complete opposite of what might have been expected. An example might be of a burning fire station. Ask students to identify the ironic contrasts between Scout's attitude and Atticus's actions.
4. Reread with the class the conversation between Uncle Jack and Atticus at the end of chapter 9. This discussion sets up the action in chapter 10 when Atticus is called upon to rid Maycomb of the danger of a rabid dog.
5. The 1962 film version of *To Kill a Mockingbird*, with its Oscar-winning performance by Gregory Peck, remains faithful to Harper Lee's book. If possible, procure a copy of the movie, and show students the mad dog scene in the film.
6. Distribute **Handout 11**. Instruct students to turn to chapter 10 and to locate the beginning of the mad dog scene, when Calpurnia calls Mr. Finch's office. Reread the scene together, ending with Miss Maudie's comment about talent and pride. Have students work in pairs to complete part A.

Suggested Responses:

Calpurnia—*safely secures the children; calls Atticus; calls operator and asks her to warn neighbors; runs to Radleys' house to warn them*

Sheriff Tate—*brings Atticus home; gives gun to Atticus to shoot dog*

Atticus—*consults with Sheriff about dog; declines gun at first; accepts gun and takes off glasses; shoots and kills dog; warns children to stay away from dead dog*

Neighbors—*stay behind closed doors until dog is dead; one complains about Atticus*

7. Review the definition of *symbol* (something that suggests or stands for another, usually more abstract idea). Given that definition, draw students' attention to part B of **Handout 11**. Again in pairs, ask students to interpret the symbols Lee uses in the mad dog scene.

Suggested Responses:

1. the mad dog—*townspeople of Maycomb*
2. Maycomb's usual disease—*prejudice, racism*
3. Sheriff—*law and order, town*
4. Heck giving Atticus the gun—*show of confidence in Atticus; giving away control of situation*
5. Atticus dropping glasses—*getting rid of obstacles that get in the way of his total focus; blind justice*
6. Neighbors hiding—*fear of confronting change or admitting racism*
7. "One-Shot" Finch—*Atticus has one chance at saving Tom Robinson; one chance before a jury to do what is right to stop racism from infecting everyone*
8. Dead dog remaining dangerous—*racism may not be overt, but still exists*
8. Chapter 10 ends with the children being especially proud of their father for having publicly dispatched the menace of the moment. At the end of chapter 11, however, Atticus tells the children not to equate courage with having a gun. This juxtaposition of ideas highlights *real* courage as seen in Mrs. Dubose. She fought a courageous battle, not won on a single afternoon nor waged in the public eye. Just as Atticus did not wish to brag about his ability to shoot a rifle, so Mrs. Dubose sought no sympathy or pity in her long struggle to overcome morphine addiction. The children learn that it was probably the pain of withdrawal symptoms that caused her to be so vicious to everyone.
9. Brainstorm with students about movies they've seen in which the hero must show courage. As they name movies, ask them to describe what makes the heroes courageous. (*Students may mention fearlessness, physical strength, superior weaponry, against-all-odds maneuvering, a known outcome.*) Lead them to identify Lee's view of courage. (*Students may note action despite fear, an unknown outcome, determination, self-reliance.*) Ask students

to write a description of a person who embodies Lee's view of courage. Be sure to specify your criteria for a successful composition before students begin.

10. Review the definition of *foreshadowing* (a device used in literature to create expectation or to set up an anticipation of later developments). Discuss the two instances of foreshadowing shown in chapters 10 and 11: Atticus's killing of the rabid dog and Mrs. Dubose's fight with addiction. How might these events foreshadow Atticus's upcoming battle? (*The killing of the rabid dog foreshadows Atticus's lone fight to kill racism in Maycomb; Mrs. Dubose's courageous campaign foreshadows that of Atticus in his attempt to dispel some of the town's prejudices and fears. His battle, like hers, will be tortuous and lonely.*)
11. Distribute **Handout 12**. Discuss the themes listed in the left column. Ask students to find and record specific examples of the themes from chapter 11.

Suggested Responses:

1. Courage—*Mrs. Dubose, Atticus's comment about courage*
2. Jem's maturation—*learning about Mrs. Dubose; keeping the camellia*
3. Hidden identities—*Mrs. Dubose's struggle; Ivanhoe and Southern ideals*
4. Concern for others—*Atticus for Mrs. Dubose; Mrs. Dubose for Jem*
5. Prejudice—*Mrs. Dubose's attitudes toward Negroes and people with menial jobs*
6. Illusions—*how viciousness can be transformed into love (as Atticus hopes in Maycomb)*
7. Scout's maturation—*learning about Mrs. Dubose; understanding Atticus about courage*
12. Assign chapters 12–16 in preparation for Lesson 5.

Optional Activity

Describe an incident which showed you something good about one of your parents. The episode need not have been a major happening but could consist of an everyday incident that clearly reinforced something you already knew.

Diagnosing a Disease

Part A.

Directions: Refer to chapter 10 for characters' actions in the mad dog scene. Describe the major actions each character takes.

Character	Major Actions
1. Calpurnia	
2. Sheriff Tate	
3. Atticus	
4. Neighbors	

Part B.

Directions: Interpret each symbol in the context of the mad dog scene.

Symbol	Interpretation
1. the mad dog	
2. Maycomb's usual disease	
3. Sheriff Heck Tate	
4. Heck giving Atticus the gun	
5. Atticus dropping his glasses	
6. Neighbors hiding behind closed doors	
7. "One-Shot" Finch	
8. Dead dog remaining dangerous	

One Theme Leads to Another

Directions: For each idea in the left column, give an example from chapter 11 that illustrates it.

Themes	Examples
1. Courage	
2. Jem's maturation	
3. Hidden identities discovered	
4. Concern for others	
5. Prejudice	
6. Illusions giving way to reality	
7. Scout's maturation	

Lesson 5

Maycomb's True Colors

Objectives

- To appreciate Harper Lee's use of local color
- To recognize juxtaposition of themes

Notes to the Teacher

Part 2 signals the start of a new chapter in the children's lives—indeed, in the lives of everyone in Maycomb. As readers will see, it is at this point the children begin to enter the adult world. Their maturation seems to accelerate from here forward. They quickly leave the innocent child's game of making Boo come out to become witnesses to the vicious "games" that adults play.

In this lesson students learn about local color, which emphasizes distinctive characteristics of a region; local color presents peculiarities of speech, quaint local customs, distinctive modes of thought, and stories about people. It often reflects a simpler time that may—or, just as often, may not—have once existed.

Students also expand their understanding of irony and themes, including the topic of entrapment. At the end of chapter 14, Scout and Dill talk about why Boo doesn't run away. In essence, Boo is trapped in Maycomb. To some degree, all of the characters in *To Kill a Mockingbird* experience being trapped.

As the novel progresses, Scout and Jem realize their father is involved in something much larger than himself. In chapter 15, in fact, they are confronted with the ugliness of racial hatred in the form of a lynch mob. Lynch mobs were a frequent occurrence in the South after Reconstruction. Before the beginning of the Great Depression, it is estimated that there were 2,018 separate incidents of lynching in which African-American men, women, and children met their deaths in the grasp of Southern mobs comprised mostly of whites. According to Tolnay and Beck, "Of these black victims, 94 percent died in the hands of white lynch mobs. The scale of this carnage means

that, on the average, a black man, woman, or child was murdered nearly once a week, every week, between 1882 and 1930 by a hate-driven white mob."¹

Although lynch mobs sometimes acted against African American criminals, the vast majority of lynchings, according to Tolnay and Beck, occurred against innocent blacks as a form of terrorism to achieve three things: to maintain social control over the black population; to suppress or eliminate black competitors for economic, political, or social rewards; and to stabilize the white class structure and preserve the privileged status of the white aristocracy. As we see with the case of Tom Robinson—accused of the rape of a white woman—the punishment was less about violation of the criminal code than about an infraction of the caste codes of behavior.

Lynching was brought to the general public's attention in 1939, when singer Billie Holiday performed what became the anthem of the anti-lynching movement, "Strange Fruit." You may want to secure a copy of this recording to play for students. A clip of Holiday's performance of this song is available on the PBS Web site for *Independent Lens: Strange Fruit* (<http://www.pbs.org/independentlens/strangefruit/film.html>).

For procedure 14, you will need a video of the movie *To Kill a Mockingbird*.

Procedure

1. On a chalkboard or overhead projector, write the poem "Thought" from *Leaves of Grass* by Walt Whitman, and invite students to respond to it in their journals.

Of Equality—As if it harm'd me, giving others the same chances and rights as myself—

As if it were not indispensable to my own rights that others possess the same.

¹Stewart E. Tolnay and E. M. Beck, *A Festival of Violence: An Analysis of Southern Lynchings, 1882–1930* (Urbana and Chicago: University of Illinois Press, 1992), ix.

2. Explain that local color is a technique that focuses on the characters, dialect, customs, topography, and other features particular to a specific region. Harper Lee uses local color to great effect in *To Kill a Mockingbird*, so that readers come to know Maycomb, Alabama, intimately.
3. Distribute **Handout 13**, and have students complete part A. Encourage students to share their examples with classmates. For instance, students who have lived in or visited Phoenix, Arizona, might comment on its spectacular sunsets, intense summer heat, lack of rain, prevalent deserts, large homeless population, and mild winters, as well as Hispanic influences on language and food.
4. Focus students' attention on part B of **Handout 13**. In small groups or pairs, have students find examples from chapters 12–16 of Harper Lee's use of local color. Students should label the characteristics of local color displayed in each passage and explain how the local color enhances enjoyment of the novel. (*Although answers will vary, students may point out some of the following: Lee's description of the cemetery of the First Purchase African M.E. Church in chapter 12; the different "language" Calpurnia uses when she confronts Lula at church in chapter 12; the description of the families that people Maycomb in chapter 13; Lee's depiction of the Maycomb jail in chapter 15.*)
5. Assign part C of **Handout 13**. Specify your criteria for a successful composition before students begin writing. Students may retain this piece for further refinement or inclusion in a portfolio.
6. Review the irony in Scout's dismay over her father's inadequacy.
7. Distribute **Handout 14**, and have students work with partners to complete part A.

Suggested Responses:

- Scout remarks that Jem is color blind; when they get to church, Lula can only see their color—white—and claims they do not belong there.
- The children are accosted at church, a place that is meant to welcome all.

- The church is intended for worship, but white men use it as a place to gamble.
 - Helen Robinson cannot find work because her husband, a good and decent man, has been accused of rape by Bob Ewell, an evil and despicable man.
 - Although Calpurnia speaks proper English with the Finches, she uses dialect with her peers.
8. Have students complete part B of **Handout 14** individually. Explain your rubric for evaluation.
 9. Point out that Scout becomes more aware of social class divisions in Maycomb as the trial of Tom Robinson approaches. Survey students to see if they understand the concept of classes and castes (*social divisions, usually of a hierarchical nature, often based on ethnicity, prosperity, type of employment, and/or inherited status*).
 10. Explain the structure of Maycomb's caste system using **Handout 15**.

Suggested Responses:

1. Scout sees the caste system in two pieces: the older citizens and the younger generation. In reality, the class divisions are economic and racial in nature.
 2. An adult would recognize four levels: at the top the white townspeople; next, the white country people; below them, poor white people; at the bottom, all black people.
 3. Townspeople—the Finches, Miss Maudie, the Radleys, Miss Stephanie, Miss Rachel, Sheriff Tate; Country people—the Cunninghams, the "Old Sarum bunch"; Poor whites—the Ewells; Blacks—the Robinsons, Calpurnia, Zeebo
11. Begin a discussion of entrapment with part A of **Handout 16**.

Suggested Responses:

1. Boo—trapped by reputation; escapes by staying away from people, hiding in his house
2. Dill—trapped by a family that doesn't care about him; escapes by running away to Scout and Jem, and by using imagination

3. Scout—*trapped by her age and lack of understanding; escapes through childhood play, imagination, family*
 4. Jem—*trapped between childhood and adulthood; escapes through bravado and observation*
 5. Atticus—*trapped by Maycomb's racism and injustice; escapes by confronting Maycomb with truth and understanding*
 6. Calpurnia—*trapped by racism; escapes by adapting to both white and black worlds*
 7. Aunt Alexandra—*trapped by class and tradition; escapes through reliance on tradition*
 8. Tom—*trapped by racism; tries to escape through trusting Atticus*
 9. Cunninghams—*trapped by poverty with no real escape possible*
 10. Ewells—*trapped by poverty and alcoholism; escape by blaming others*
12. Assign part B of the handout. Encourage students to be creative, perhaps through writing a poem, a song lyric, or an essay; encourage visual illustrations.
 13. In their journals, ask students to recall a time when they saw or were part of a mob. Was there a leader? What was the mob's purpose? Conduct a discussion of students' responses.
 14. Show students the mob scene from the film version of *To Kill a Mockingbird*. Then ask the class to identify contrasts that are juxtaposed to make a point.

Suggested Responses:

church-going men juxtaposed to violent, angry, barbaric men; lynch mob juxtaposed to obedient farmers; children's excitement juxtaposed to Atticus's fear; individual conscience juxtaposed to mob mentality; children's innocence juxtaposed to adults' experience; dreamlike quality juxtaposed to nightmare; Atticus sitting under a light juxtaposed to the men under cover of darkness; men's respect for Atticus juxtaposed to their lack of respect for Tom's life; comic aspect of Atticus telling the men not to awaken Tom and their whispering juxtaposed with the seriousness of the men's intent to lynch Tom

15. Assign chapters 17–23 in preparation for Lesson 6.

Optional Activity

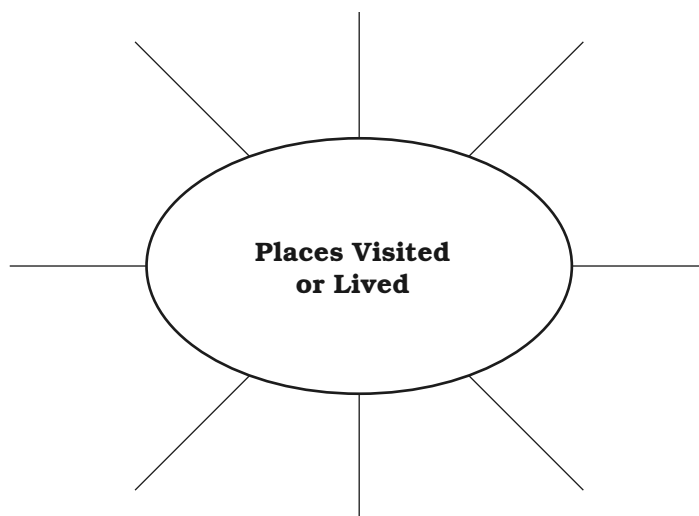
Harper Lee chose not to title her chapters; instead, she simply used numbers. Your job is to act as her editor and to title chapters for her. Pick several chapters you have already read, and create titles for them based on the events in them.

A Colorful Place

Part A.

Directions: Each geographic location we live or visit is unique. Were we to describe it to someone who had never been there, we would want to include certain characteristics to make it seem more authentic and accessible, to give a flavor of that particular locale. Such description is known in literature as *local color*. Complete the following items.

1. On the organizer, list places that you have lived or visited.



2. Pick three of the places you listed above, and record specific details about that location that make it unique.

<div style="border: 1px solid black; padding: 5px; display: inline-block;">Locale 1 _____</div>	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Locale 2 _____</div>	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Locale 3 _____</div>	<div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 15px; width: 100%;"></div>

Part B.

Directions: Writers use local color to help readers share in characters' experiences. Review chapters 12–16 for passages that contain local color, and record page numbers in the chart. Explain what characteristics of local color each passage uses, and describe how the passage enhances your enjoyment of the novel.

Passage	Local Color Characteristics	Enhancement

Part C.

Directions: On a separate piece of paper, write a descriptive passage employing local color.

A Visit to Calpurnia's Church

Part A.

Directions: Identify the ironies Harper Lee uses in chapter 12. On the left side of the chart, record the incident that shows irony; on the right side of the chart, explain why it is ironic.

Ironic Incident	Explanation

Part B.

Directions: Choose one of the ironic situations above, and explain how it contributes to your understanding of character, theme, or conflict in *To Kill a Mockingbird*.

Class Divisions in Maycomb

Directions: Answer the following questions with regard to the caste system in Maycomb.

1. In Scout's childish view, what constitutes the caste system in Maycomb?
2. What classes might an adult recognize as existing in Maycomb?
3. Keeping an adult perspective, identify specific characters in each of the four social classes.
4. Given the placement of the characters within these castes, what might that foreshadow for Tom Robinson and the Ewells?
5. If you lived in Maycomb, Alabama, in 1933, to what caste would you have belonged? How would your life be similar to or different from how it is today?

Trapped

Part A.

Directions: Identify how each character is trapped and what the character does to try to escape the trap.

Character	What Traps Him or Her	Escape
1. Boo		
2. Dill		
3. Scout		
4. Jem		
5. Atticus		
6. Calpurnia		
7. Aunt Alexandra		
8. Tom Robinson		
9. The Cunninghams		
10. The Ewells		

Part B.

Directions: On a separate piece of paper, describe a time in your own life when you have felt trapped. What was it that trapped you, either figuratively or literally? How did you respond? What circumstances surrounded your entrapment? How did you or could you escape?

Lesson 6

Trial and Error

Objectives

- To study the evidence and verdict of Tom Robinson's trial
- To examine the effects of the trial on the novel's characters

Notes to the Teacher

Chapter 17 begins under the observant eyes of Jem and Scout who are carefully watching the proceedings from the Colored balcony. Scout is our witness, describing what she hears and sees in the Maycomb courtroom. In these trial chapters, Scout paints a detailed picture of the events through her innocent perspective, and though she sprinkles in her reactions and feelings, her adult voice is silent. Students will realize that the children have left their childhood games behind as they enter a mature world, a world of violent realism.

In this lesson, students first examine the layout of the courtroom, the duties of the participants, and the structure of the trial. As the evidence and testimony are presented, students consider the facts through the eyes of the children, the lawyers, the witnesses, and the jury. Then they examine Atticus's closing argument, the verdict, and the effects on the main characters.

The novel's description of the trial is renowned; Gregory Peck's courtroom appearance in the film version is unforgettable. Clips of both his closing argument and the witnesses' testimony should be available for this lesson.

Procedure

1. On a chalkboard or overhead projector, write this quotation from Benjamin Franklin: "Is better one hundred guilty persons should escape than that one innocent person should suffer." Invite students to respond in their journals.
2. Distribute **Handout 17**, and have students examine the diagram in part A.

3. Have partners complete part B of **Handout 17**.

Suggested Responses:

1. Judge—*The judge is in charge of the courtroom and makes sure that all legalities are followed and protected. If there is not a jury, the judge rules on the evidence; he or she imposes the sentence if there is one. The judge sits high on a bench so that he or she can see the entire courtroom, and is addressed as "your honor." The judge is an elected person.*
2. Jury—*The jury is made up of twelve randomly selected people who decide the verdict of a case after hearing the evidence from both sides. In a criminal case, all twelve jurors must agree on the verdict before presenting it to the judge.*
3. Defendant—*This is the person who has been charged with a crime.*
4. Plaintiff—*This is the person who brings the suit, the accuser.*
5. Defense Attorney—*This lawyer defends the accused person. The Sixth Amendment guarantees the right for citizens accused of a crime to have an attorney.*
6. Prosecuting Attorney—*This lawyer presents the case for the accuser.*
7. Witness—*Witnesses give sworn testimony. This type of evidence is presented by both defense and prosecuting attorneys.*
8. Bailiff—*This police officer is in charge of keeping order in the courtroom.*
9. Court Reporter—*This person records everything that is spoken during the trial for a permanent record.*
10. Clerk—*The clerk assists the court by keeping official records of the evidence, exhibits and documents for the trial, as well as court orders and the verdict. The clerk also administers the oath of affirmation to jurors and witnesses.*
11. Gallery—*The courtroom audience may include the press and other interested citizens.*

4. Direct students once again to the diagram in part A of **Handout 17**. Have them indicate where the novel's courtroom participants would be located in the courtroom.

Suggested Response:

Judge Taylor at the judge's bench; Atticus and Tom at the defendant's table; Mr. Gilmore as the prosecuting attorney; position of the jury; various witnesses

5. Lead a brief discussion by asking students if criminal trials are always fair. Ask them what may lead trials to be less than just. (*Participants may bring bias with them to the courtroom, and this bias may influence opinion, strategy, and testimony.*) Ask students to think about how bias affects truth as they examine the testimony of the Robinson trial.
6. Distribute **Handout 18**, and have small groups complete the exercise. Point out that Scout's reactions may be more emotional since she is revealing her own thoughts; of Jem's reactions we know only what Scout observes.

Suggested Responses:

1. Heck Tate

Testimony—Called to Ewell house by Bob Ewell, who said his daughter Mayella had been raped. When he arrived, he saw that Mayella was bruised and beaten on the right side of her face; she had finger marks on her neck. She told him that Tom Robinson raped her. No doctor was called.

Children's reaction—Jem and Scout become hopeful.

2. Bob Ewell

Testimony—He was out collecting kindling. When he heard screaming, he returned home and saw Tom Robinson raping his daughter. Tom ran away, and he went to get the sheriff. He said he didn't call the doctor, as he was not needed and was too expensive. Atticus has him write his name to show that he is left-handed.

Children's reaction—They are suspicious of Bob Ewell; it seems as if Atticus can win.

3. Mayella Ewell

Testimony—Asked Tom to break up a chifforobe for a nickel. He then attacked her.

Children's reaction—Scout realizes that her father is building a case against the Ewells' home life; Jem watches the testimony carefully.

4. Tom Robinson

Testimony—Mayella asked him to break up a chifforobe for a nickel. She asked him to come in the house to reach something off a high dresser. As he was doing that, she wrapped her arms around him and kissed him. He tried to get her to stop, and when he saw her father through the window, he ran out.

Children's reaction—When Dill feels ill about how Tom is being treated, Scout says, "He's just a Negro."

7. Direct students to reread Jem's announcement to Scout right before they listen to their father's closing statement. Have the class watch the first half of Atticus's closing argument. (Stop the movie before Atticus says, "One more thing, gentlemen . . .").
8. Distribute **Handout 19**, and have students complete part A.

Suggested Responses:

1. Atticus believes it is obvious that Tom is not guilty.
2.
 - There is no medical evidence.
 - Two witnesses were contradicted.
 - There is circumstantial evidence that Mayella was beaten by a left-handed person.
 - Tom Robinson can only use his right hand.
 - Mayella tempted a Negro.
 - Tom felt sorry for a white woman.
 - Someone in the courtroom is guilty.
3. The verdict should be not guilty. There is reasonable doubt in this case: there is no medical evidence that Mayella was raped; her injuries suggest a left-handed attacker, and Tom has an unusable left

arm; her father is not a credible witness; Mayella's and Tom's testimonies are contradictory.

9. Have students review the rest of Atticus's speech in the novel and the film. Direct them to complete part B of the handout. Encourage students to explain their responses to the last question.

Suggested Responses:

1. *The faults of the jury include racism and ignorance.*
 2. *Atticus asks the jury to make a decision logically, without excitement, without emotion, without prejudice.*
 3. *Atticus makes a quiet plea, begging the jurors to do the right thing, even though they are prejudiced; men are not really created equal except under the eyes of justice.*
10. Focus on the aftermath of the trial in chapters 22 and 23. Divide the class into seven small groups and assign each group a different character as students complete **Handout 20**. Jigsaw responses, or have each group present its findings in front of the class.

Suggested Responses:

1. Jem—*He cries angry tears. He cannot understand the verdict and refers to the jury as "heathens."*
2. Scout—*She is listening to everyone else react; she tells the reader what is happening.*
3. Dill—*He decides to become a clown that laughs at people.*
4. Atticus—*He is not surprised at the verdict. He accepts that the decision is unjust and is confident for an appeal; there are tears in his eyes.*
5. Miss Maudie—*She is not surprised, but she is upset; she tries to comfort the children; she thinks the trial is a small step toward justice.*
6. Aunt Alexandra—*She tells Atticus she is sorry.*
7. The Black Community—*They give Atticus food and appreciate his efforts.*

11. Conclude the lesson by looking at Bob Ewell's attack on Atticus in front of the post office. Put the following questions on the chalkboard or overhead projector for pairs to discuss. Then return to a whole class discussion to share responses.

1. What happens?
2. Why do you think Bob Ewell behaves this way?
3. What is Atticus's immediate response?
4. What is his explanation to Jem?

Continue by showing students the film clip of the event. Even though it is in a different setting, students can see how Atticus literally turns the other cheek. Ask students if they have any different opinions after viewing the clip.

12. Direct students to read chapter 24 for Lesson 7.

Optional Activities

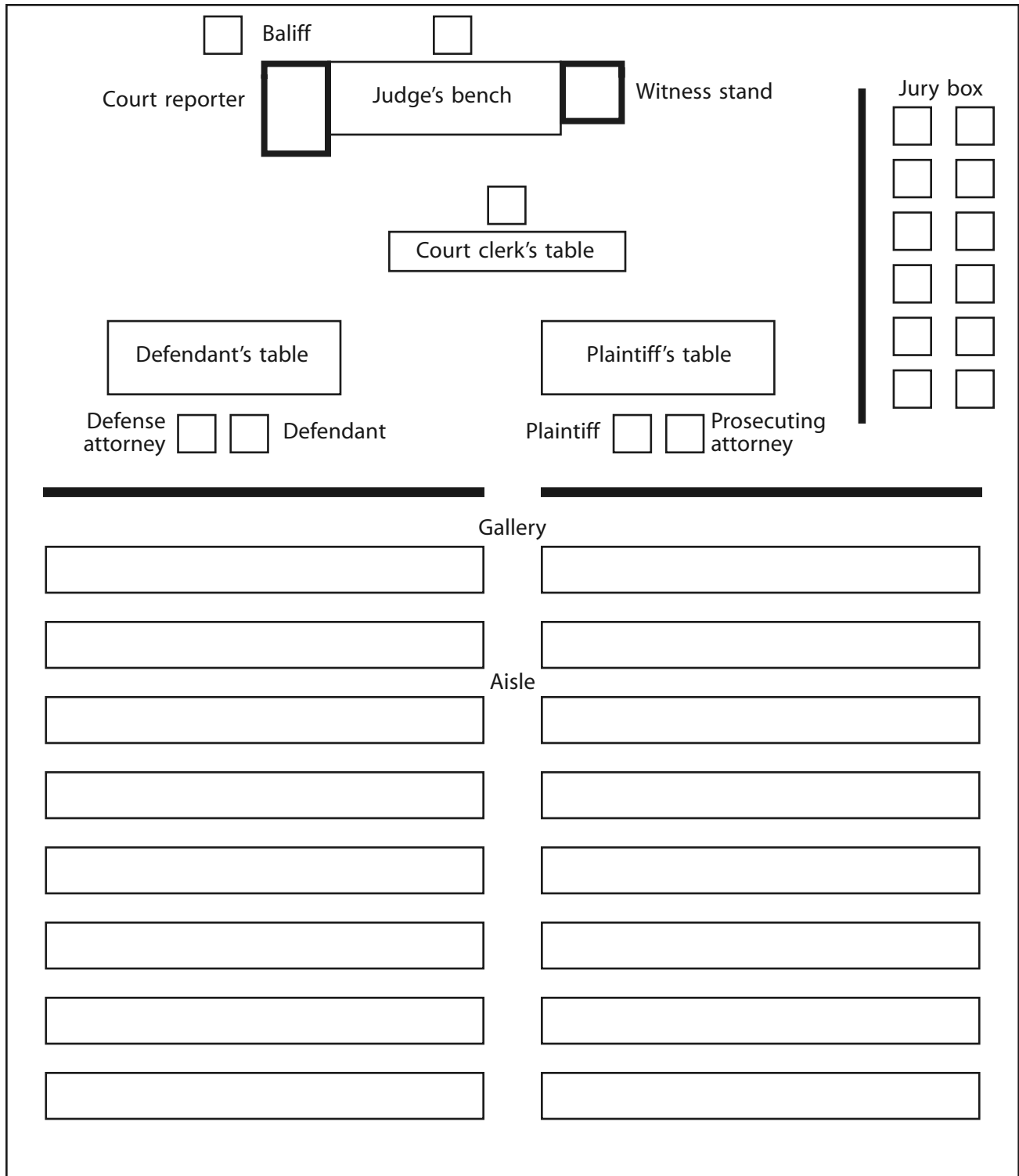
1. Compare Atticus Finch's closing argument to Judge Horton's address to the jury in the Scottsboro trials. Use a Venn diagram or other organizer to show the similarities and differences.
2. Compare *To Kill a Mockingbird's* Maycomb courthouse to the Monroeville courthouse of Harper Lee's hometown. Go to Monroeville's Chamber of Commerce Web site to find photos. Choose a descriptive passage from the novel to read as you share pictures of the Monroeville courtroom with the class.
3. Research another trial where you think the verdict was unjust. Study what affected the jury's decision. Find out if the verdict was changed during any appeals. Write an editorial that points out the flaws of this trial.
4. Explore the character of Dolphus Raymond. Who is he and what is his situation? Why is he included in the novel? Take the role of a reporter, interview Dolphus, and write an article for the *Maycomb Tribune*.
5. Examine Dolphus Raymond's statement to the children about the town and the courthouse. How is the courthouse a microcosm of Maycomb? Share your examination with the class.

6. Jem and Scout are shocked at Atticus's actions with his clothing during his closing statement. Why are they so horrified? Study how a person's outward appearance, especially in a courtroom, influences judgment. Prepare a skit in which the same witness with the same testimony appears in a variety of outfits. Ask the class to judge if the witness's appearance influences opinions.
7. Research the traditional symbol of Justice as a blindfolded woman holding a set of scales and sword. Find historical origins of this symbol from different cultures and prepare a visual display to share with the class.
8. Return to Atticus's closing argument and highlight words and passages which reflect the theme and mood of his speech. Create an original poem using words from his speech and your own words as you play with literary devices in writing your poem.
9. Investigate how jury selection has changed since the 1930s. Compare how juries were selected then and how they are selected now. Ask a parent, teacher, or other adult who has served on a jury to share his or her experiences as part of your presentation to the class.
10. Do you agree with Scout's idea that all people are just people. Is she naïve, or is she insightful? Conduct a poll and interview classmates about this concept as you prepare a short presentation.

Courtside

Part A.

Directions: Examine the diagram of the layout of a traditional courtroom.



Part B.

Directions: Each of the following people has a specific role during a trial. Describe each person's responsibility.

1. Judge
2. Jury
3. Defendant
4. Plaintiff
5. Defense Attorney
6. Prosecuting Attorney
7. Witness
8. Bailiff
9. Court Reporter
10. Clerk
11. Gallery

Eyewitness

Directions: Record the testimony of each witness at Tom Robinson's trial. Then describe the children's reactions, as well as your reaction to the testimony.

Witness	Testimony	Children's Reactions	My Reaction
1. Heck Tate			
2. Bob Ewell			
3. Mayella Ewell			
4. Tom Robinson			

Black and White

Part A.

Directions: At the end of chapter 20, Atticus presents his closing statement. Read the first half of his speech and answer the following questions.

1. Why does Atticus believe Tom Robinson's case should not have come to trial?
2. List the six points Atticus makes in the first half of his speech.
3. With this evidence, what should the verdict be? Why?

Part B.

Directions: At the end of his argument, Atticus addresses the equality of the American justice system. Answer the following questions after you finish reviewing his speech.

1. What are the faults of the Maycomb jury?
2. What does Atticus ask of the jury?
3. Why does Atticus make a quiet plea?
4. Are you surprised at the verdict? Explain.

Aftermath

Directions: Examine how the following characters react to the verdict against Tom Robinson. Look in chapter 22 to find descriptions of how each responds, and write a summary in the organizer below. Then indicate what these reactions say about the characters' personalities.

Name	Reaction to Verdict	Evaluation
1. Jem		
2. Scout		
3. Dill		
4. Atticus		
5. Miss Maudie		
6. Aunt Alexandra		
7. The Black community		

Lesson 7

An Invitation to Tea

Objectives

- To analyze characterization
- To illustrate theme through satire
- To explore ideas of class and society

Notes to the Teacher

If one were to read chapter 24, the basis for this lesson, in isolation, one would assume Harper Lee's greatest gift to be satire. Indeed, the events of this chapter—revolving around something as innocuous as a ladies' missionary tea—are satirical, but what we learn from an analysis of this chapter goes directly to theme and underscores the hypocrisy that plagues Maycomb.

In this lesson, students analyze characterization, leading to an understanding of how Lee skillfully manipulates, pairs, and juxtaposes her people in order to make clear to the alert reader certain ideas important to the entire fabric of the work. Students then create haiku to describe the characters. Finally, they focus on the social criticism in the presentation of the tea.

This lesson includes multiple enrichment activities that can make reading *To Kill a Mockingbird* an experience students are not likely to forget. Many of these activities will begin outside of class and can be finished up as class assignments. Markers and poster paper will be needed for procedures 2–4; a timer can also be useful.

Procedure

1. On a chalkboard or overhead projector, write this quotation from Leo Tolstoy: "Hypocrisy in anything whatever may deceive the cleverest and most penetrating man, but the least wide-awake of children recognizes it, and is revolted by it, however ingeniously it may be disguised." Invite students to respond to it in their journals.
2. Prior to students' entering the classroom, prepare posters labeled with the following characters' names: Atticus, Scout, Jem, Dill, Miss Maudie, Boo, Bob Ewell, Calpurnia, Maycomb Townspeople. (Add or delete characters depending on the number of

students in the class.) Hang the posters in different areas around the classroom to create stations.

3. Assign students to groups, distribute a marker to each group, and have each group report to a station. Inform students that their goal is to list in three minutes as many words or phrases as possible to describe the character identified on the poster. Students should avoid such obvious labels as "lawyer" or "girl" and focus instead on descriptors that look beneath the surface of the characters and allow readers to understand who they are. They might include labels that depict Scout's frustration at being a girl or Atticus's fear of disappointing his children. They should confer with their group members before deciding upon descriptors.
4. When the three minutes are up, have groups rotate to the next poster. Give them one minute to review the descriptions left by the previous group and two minutes to add their own, new descriptions to the list. When the three minutes are up, have groups rotate to the next poster. Follow this procedure until groups have visited each poster and have returned to their original stations.
5. Request that students record in their journals any new insights into characters that may have come as a result of this activity. Then have the class discuss these insights.
6. Distribute **Handout 21**, and discuss the use of foils. Divide students into small groups, and direct them to complete the exercise. Then conduct a discussion, encouraging diverse responses.
7. Distribute **Handout 22**. Divide the class into small groups and have students read the instructions carefully. Remind them that each character will be used only once. When the groups finish, have them share and explain their pairings. It will be interesting to see the variations and listen to the reasoning behind them. Be prepared for some disagreements.

8. To finalize students' analysis of characterization for this lesson, have the class write and share haiku about the major characters, including Atticus, Scout, Jem, Dill, Calpurnia, and Bob Ewell. If necessary, explain that haiku is a type of Japanese poetry that has seventeen syllables and just three lines. A haiku is a short poem that captures a moment in time, a scene in nature, or a characteristic of a person. A haiku always follows a specific pattern: line 1: 5 syllables; line 2: 7 syllables; line 3: 5 syllables.

Provide the following examples:

A bitter morning
Sparrows sitting together
Without any necks

How beautifully
That kite soars up to the sky
From the small boy's hand.

9. Point out to students that chapter 24 is a gold mine of information about Maycomb's townspeople. Through Scout's innocent eyes, we see the true natures of the ladies of the missionary circle—vicious gossipers from whom no one is safe.
10. Emphasize that Scout finds herself in the midst of this missionary circle meeting as part of Aunt Alexandra's campaign to make her into a lady. Although missionary circles are ostensibly religious, this gathering of Maycomb ladies is little more than a social time. Have students complete **Handout 23** in pairs or small groups.

Suggested Responses:

1. *Scout is a tomboy, but she tries to behave with good manners. Calpurnia believes in propriety. Politeness and good manners would be part of Miss Maudie's and Aunt Alexandra's definitions.*
3. *Miss Stephanie makes fun of Scout, and other ladies join in; Mrs. Merriweather and Mrs. Farrow are hypocritical, gossiping racists; Miss Maudie sticks up for Atticus and doesn't participate in gossip; Aunt Alexandra models ladylike behavior and is a good hostess; Scout tries to converse with the ladies, thinking it polite.*

4. *Maudie will not suffer fools lightly, and she confronts Mrs. Merriweather about her hypocrisy: Mrs. Merriweather is in Atticus's home, eating Atticus's food, yet she criticizes and belittles him.*
5. *Earlier Atticus told Jem to keep his dignity and not become angry in order to be a gentleman around Mrs. Dubose.*
6. *Perhaps Scout would see being a lady as being composed in a time of crisis and not imposing one's emotions on others.*
7. *The scene reveals the deep levels of racism and hypocrisy that exist in Maycomb. It reveals the obstacles that Atticus must overcome in order to defend Tom Robinson successfully.*
8. *Juxtaposed are a Christian gathering of the missionary circle with decidedly un-Christian attitudes toward blacks and Atticus, as well as a group of "ladies" exhibiting most unladylike behavior.*
11. *Assign chapters 25–27 in preparation for Lesson 8.*

Foiled Again!

Directions: In literature, foils are contrasting characters. In *To Kill a Mockingbird*, pairs of characters who are very different in terms of their values, traits, and goals are placed together in several incidents to make the contrast even more visible. Match each character in the chart with its foil from the list below. Then, describe the qualities or values that are highlighted by this pairing.

Dill Harris

Burris Ewell

Grace Merriweather

Aunt Alexandra

Calpurnia

Bob Ewell

Miss Stephanie

Mayella

Atticus Finch

The Cunninghams

Character	Foil	Highlighted Qualities or Values
1. Calpurnia		
2. Jem and Scout		
3. Lula		
4. The Ewells		
5. Mrs. Dubose		
6. Nathan Radley		
7. Young Walter C.		
8. Scout		
9. Mr. Underwood		
10. Miss Maudie		

Mirror, Mirror

Directions: From the list below, choose a character that closely resembles one in column A of the chart. Place your selection in column B. Then in column C explain the similarity. Use each name in the list only once.

Cecil Jacobs	Burris Ewell	Nathan Radley
Mayella	Atticus	Dill
Mr. Underwood	Mr. Cunningham	Miss Gates
Heck Tate	Tom Robinson	Miss Maudie

Column A	Column B	Column C
1. Atticus		
2. Calpurnia		
3. Scout		
4. Dill		
5. Mr. Underwood		
6. Mr. Cunningham		
7. Cousin Francis		
8. Mrs. Merriweather		
9. J. Everett Grimes		
10. Boo		
11. Bob Ewell		
12. Miss Maudie		

Ladies' Tea Time

Directions: Discuss Aunt Alexandra's desire to turn Scout into a lady by addressing the following questions.

1. What qualities might the following characters include in their definitions of what it means to be a lady?
 - a. Scout
 - b. Aunt Alexandra
 - c. Calpurnia
 - c. Miss Maudie
2. Look at all the definitions. What characteristics would you include in your own definition of what it means to be a lady?
3. Are the women of the missionary circle ladies? Explain. List what dialogue or behaviors show them to be ladies—or less than ladies.
4. After listening to the ladies, Miss Maudie becomes angry. How does her comment reflect her opinion?
5. How would Atticus describe a gentleman?
6. After Atticus and Calpurnia leave, Scout returns to the tea. How would Scout define being a lady at this point?
7. What does this scene reveal about the town of Maycomb?
8. Recall the definition of *juxtaposition*. What characters, beliefs, and principles are juxtaposed in this chapter?

Lesson 8

Senseless Slaughter

Objectives

- To examine symbols as they develop theme
- To further explore reactions to the Robinson trial
- To discover the power of words

Notes to the Teacher

Jem's increasing maturity and Scout's youthful behavior are evident as chapter 25 opens. Both children are trying to make sense of the summer's recent events, Scout with questioning observations and Jem with pensive introspection. The aftermath of Tom Robinson's trial and death is causing turmoil in and out of the Finch household. As school is about to begin again, the children face attacks on their family, and they learn about world events which parallel what is happening in their own backyard. Eyes are opened in these chapters—for both children and adults.

In this lesson, students identify symbols in these chapters from insects to people. These symbols will help students to continue to understand the themes of the novel. Other activities in this lesson address the power of words as they try to solidify opinion about the Tom Robinson matter.

Procedure

1. On a chalkboard or overhead projector, write this quotation from Elbert Hubbard, "Men are not punished for their sins, but by them." Invite students to respond in their journals.
2. Ask students to describe roly-poly bugs (pill bugs). Direct volunteers to find photographs of roly-poly bugs on the Internet to share with the class. Point out the following details: dark color; about a half-inch long; armored shell; segmented body; antennae; many legs; curls up into a ball when disturbed; prefers dark and damp areas.

3. Review Scout and Jem's dialogue about the bug at the beginning of chapter 25. Conduct a brief discussion using the following questions:

- What does Scout want to do with the bug? (*Scout watches it, pokes it, and then is ready to smash it.*)
- What does Jem tell her not to do? Why? (*Jem tells her to put it out on the back porch because it is harmless.*)
- Explain Scout's reaction. (*She thinks he is getting more like a girl every day and would not even want to swat a mosquito. She thinks he is getting too sensitive about everything, and she wishes he would get through this stage.*)
- How does each child's behavior reflect his or her thoughts? (*Scout's behavior is a childish action, something she has always done. Jem is thinking of the bug as a defenseless creature that has no one to stand up for him.*)

4. Ask students to keep this scene in mind as they explore the use of the roly-poly bug as a symbol for a character in the novel. Have students complete part A of **Handout 24**. Encourage diverse responses.
5. Continue to explore characters as symbols by asking small groups to complete part B of **Handout 24**. Encourage students to be creative in their selection of the symbols as they choose objects, animals, ideas, or even events to represent characters. Then have students present symbols and accompanying explanations.
6. Tell students that symbols are often subtle clues to help readers understand the story. State that it is equally important to focus on the characters' reactions to the Tom Robinson events. Direct students to complete part A of **Handout 25**. Have students share responses first with a partner, then as a class.

Suggested Responses:

1. *Jem tells Scout not to smash the bug. He is standing up for the weak and defenseless.*

2. *Helen faints. She and the black community are devastated.*
3. *The townspeople are interested for two days of gossip; they then resort to negative stereotypes. The townspeople are racist.*
4. *Mr. Underwood writes an editorial against the killing since Tom was a cripple. He writes so children can understand; we see the town's immaturity and cruelty.*
5. *Scout is not afraid. She has become sympathetic and understanding.*
6. *The classmates are cold and unfriendly. It is evident that racist parents have told children how to act.*
7. *Miss Gates makes racist remarks on courthouse steps. She is hypocritical, since she said in class that persecution is wrong.*
7. Have students complete part B of the handout. Discuss responses. Ask students what Miss Gates's character might represent. (*Miss Gates represents the vast majority of Maycomb's residents.*)
8. Conclude by asking students to cement the recurring theme of injustice by focusing on **Handout 26**.

Suggested Responses:

1. *It is sin to kill cripples. Tom's death equals the senseless slaughter of song-birds by hunters and children.*
2. *The townspeople think he is a fool, ignore him, need the advertising space, think he is being poetic to be published in the Montgomery Adviser.*
3. *He is a known racist, so he writes with the town's voice, not focusing on the injustice, but the fact that Tom was a cripple. He wrote it at a level that the town could read it.*
4. *Atticus's "children" reflects a state of mind that includes innocence, openness, curiosity, and fairness. Mr. Underwood's appealing to children refers to his audience, who look at things from a very basic, black-and-white level.*
5. *Scout understands that Atticus did everything he could to save Tom Robinson, but the trial was already over before it began because of the town's and jury's racist attitude.*
6. *Atticus's advice to his children reflects his values of not harming the innocent; however, Mr. Underwood's tone is one of ignorance and simplicity and does not address the real issue of injustice.*

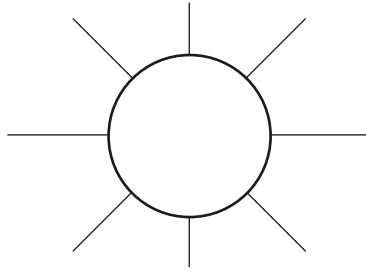
Optional Activities

1. Write an obituary for Tom Robinson as it would appear in the Colored News section of the *Maycomb Tribune*. Read obituaries from your local newspaper to find format ideas. Include facts from the story in your notice.
2. Research the history of African-American newspapers. Why were they necessary? What issues did they report? What problems did they encounter? Was their presentation biased? Do they still publish today? Use the Internet and other sources to find information and examples, and prepare a slideshow to share with the class.
3. Write the full editorial that Mr. Underwood published in the *Maycomb Tribune*. Scout tells us what it included; use his voice to put it into writing.
4. Write an editorial which explores the question of whether Tom ever had a chance in court.
5. Cecil Jacobs reports on Hitler. His ignorant interpretation of ethnic cleansing is naïve and uninformed. The world was somewhat naïve when Hitler began his rule. How did Hitler's propaganda machine influence world opinion? Find examples of the propaganda to share with the class.
6. Secure a copy of *Grit* newspaper. Prepare a presentation about the history of the newspaper, including its popularity during the Depression.

Symbolism

Part A.

Directions: Focus on the roly-poly bug as a symbol. It is harmless and quite defenseless. When threatened, it rolls up into a ball. In the graphic organizer, identify one character that the roly-poly might symbolize, and explain your choice.



Part B.

Directions: For each character, think about physical features and personality traits as you choose an effective symbol. Then explain your choice.

Name	Symbol	Explanation
1. Scout		
2. Jem		
3. Atticus		
4. Calpurnia		
5. Miss Maudie		
6. Boo Radley		
7. Dill		
8. Tom Robinson		
9. Bob Ewell		
10. Mayella		

Reactions

Part A.

Directions: Review the following events in chapters 25 and 26, and record how the person reacts and what we learn from the events.

Name	Event	Reaction	Insight
1. Jem	Scout is about to smash a bug.		
2. Helen	Tom's death		
3. Townspeople	Tom's death		
4. Mr. Underwood	Tom's death		
5. Scout	Walks by Radley house		
6. Classmates	Jem and Scout return to school.		
7. Miss Gates	Says Tom got what he deserved because of his race.		

Part B.

Directions: Focus on Miss Gates's behavior in and out of her classroom. In the left column, list what she tells her students. In the other column, list what she says on the courthouse steps.

Inside the Classroom	Outside the Classroom

Power of the Press

Directions: An editorial is a piece of writing in which the author attempts to persuade the reader. Mr. Underwood attempts to influence the Maycomb public in his editorial about Tom Robinson's death. Answer the following questions to understand better his ideas and their connection to the novel.

1. What points does he make in the editorial?
2. Why don't the Maycomb readers take his words seriously?
3. Why does Mr. Underwood write on a simple level?
4. After the trial, Atticus tells Jem that Tom's experience is not unique. How does this relate to the editorial?
5. What does Scout understand about Mr. Underwood's editorial?
6. How does the editorial's message relate to the title of the novel?

Lesson 9

The Longest Journey

Objectives

- To explore the use of foreshadowing
- To reinforce understanding of the plot
- To examine the final conflict
- To identify the major theme of the novel

Notes to the Teacher

Scout and Jem leave their home on a crisp fall evening, apparently off to another childhood event. Their excitement is dulled as the mood darkens, until they finally confront the evil that has been haunting them. Harper Lee creates the novel's most powerful suspense by constructing an unstable atmosphere that foreshadows the final confrontation. Even though readers are expecting something to happen, we are still shocked and surprised at the outcome. The novel's themes are reinforced as the adults step in to deal with the aftermath of the attack. Again, the reader may be surprised at the events that follow.

In this lesson, students identify events in these last chapters that lead to the climax of the novel and then complete activities which help define the major theme.

Index cards and tape or string for a large plot line are needed for procedures 5–7.

Procedure

1. On a chalkboard or overhead projector, write this quotation from John Petit-Senn: "True courage is like a kite; a contrary wind raises it higher." Invite students to respond to it in their journals.
2. Introduce or review the literary element of foreshadowing. (*Foreshadowing is a strategy used by an author to give clues about what will happen later in a story.*) Point out that foreshadowing uses various devices to construct a mystery which will lead to resolution. The devices can be subtle or blatant.

3. Distribute **Handout 27**, and ask paired students to examine examples of foreshadowing in part A.

Suggested Responses:

1. Cause—*Bob Ewell blames Atticus for the loss of his job, even though he was fired for being lazy.*
Prediction—*Does he want revenge on Atticus?*
2. Cause—*Ewell tries to break in to get some revenge, but finds the judge at home and runs away.*
Prediction—*Will he get revenge on the judge later?*
3. Cause—*Ewell will not let Helen pass by his house without speaking foully to her, so Link Deas confronts him to stop.*
Prediction—*Will he stop, or will he get back at Helen or Link?*
4. Cause—*Aunt Alex's comment about somebody just walking over her grave.*
Prediction—*Is someone going to die?*
5. Cause—*The adults are too tired to take Scout and Jem to the pageant.*
Prediction—*Will something bad happen to them?*
6. Cause—*It is dark, a time when someone could attack Scout and Jem.*
Prediction—*Will Bob Ewell get his revenge?*
7. Cause—*Scout thinks Boo is not home.*
Prediction—*Will Boo follow or attack the children?*
8. Cause—*Cecil jumps out at Scout and Jem.*
Prediction—*Is someone else ready to jump out at them?*
9. Cause—*Scout falls asleep during the play.*
Prediction—*Will something else unexpected happen to her?*

10. Cause—Scout did not want to face the other people.

Prediction—Will wearing her ham costume hinder an escape from an attack?

11. Cause—The man who offers Scout and Jem a ride tells them to be careful.

Prediction—Is something evil out there, ready to get them?

12. Cause—Scout and Jem hear footsteps behind them and at first think it is Cecil.

Prediction—Is someone after the children?

4. Continue with the idea of foreshadowing by telling students that the atmosphere can also furnish a forecast of what is to come next. By appealing to the senses, an author can create a mood that might indicate what is to come. Direct students to part B of **Handout 27**. Give an example: “The wind was growing stronger.” (This appeals to the senses of sound, sight, and touch.) Allow students time to hunt for imagery clues from chapter 28 up until the attack. Discuss responses.
5. Review the definition of a story’s climax: the highest point of emotional intensity and action. Direct students to identify the climax of the novel (*the attack on Jem and Scout*). Write the climax on a large index card and place it at the top of a tape/string plot line on the wall or chalkboard.
6. Ask students to review the novel and identify key events that lead up to the climax. Have them record events on index cards. Then, as a large group activity, place the cards in order on the plot line. (Duplicates can be placed on top of each other or discarded.) Answers will vary, but the events noted should be important to the development of the plot.
7. Point out that, finally, Jem and Scout arrive home. Clarify with students how the story is resolved. Add more index cards to the plot line to finish the story.

8. Distribute **Handout 28** for students to complete.

Suggested Responses:

1. Boo is an innocent. The trial would damage (kill) him since he has been isolated for so long.
2. Concepts related to sin include guilt, religion, racism, ignorance, evil, bad, lying, fault, forgiveness, punishment, and penance. Atticus means we should not kill harmless things.
3. Boo—white, alive, alone, frail, secret, lives near Finches, recluse, lives with brother, kills Ewell, killing kept secret
Tom—black, strong, innocent of crime, dead, lived with wife and children, lived in black community, crime publicized
Similarities—innocents, help others, low on Maycomb class system, handicapped, outcast, Atticus helps, conflict with Bob Ewell, like Scout and Jem
4. Tom is brought to trial where he is found guilty although he is innocent. Boo is not brought to trial.
5. Tom knows his place at the bottom of Maycomb society, runs away from the Ewells, and does not believe that he will receive justice.
Boo knows he is a social outcast and stays in the house; he is scary, strange, and unbalanced.
- 6–7. Probably everyone does, although not to the same degree as Tom and Boo.
9. Continue to explore the theme by applying Atticus’s observation about killing a mockingbird by examining how it applies to other characters. Lead students to see that, in some ways, the following characters can be seen as mockingbirds: Tom, Boo, Dill, Mayella, Helen, Dolphus, and Atticus.

Optional Activities

1. Investigate Ladies’ Laws, which Link Deas mentions in chapter 27. Stage a series of skits to dramatize these laws.

2. Research the function of the Works Progress Administration, which was formed by the American government during the Depression. Design a media program to share your information with the class. As a final note, explain what WPA job Bob Ewell might have had, and indicate what he did to get fired.
3. Look into how your community recognizes October 31. Ask schools, churches, community centers, businesses, and neighborhoods how they spend this time of year. Prepare a calendar of events to print in your school newsletter.
4. Watch the film version of the final chapters. Show this clip to classmates, and create a questionnaire to analyze their responses.
5. Storyboard the events leading up to the attack. Choose key scenes to include in your visual representation.
6. Read the two paragraphs at the end of chapter 29 that describe Boo Radley. Does Robert Duvall's film portrayal of Boo do justice to the novel's description? Prepare a short critique of Duvall's film role to share with the class.
7. Set up a mock trial which charges Boo Radley with the killing of Bob Ewell. Assign roles and prepare the defense and prosecution for trial. Hold the trial following all the legal rules of the court.

Foreshadowing

Part A.

Directions: For each event listed, identify the cause and then predict what this may foreshadow.

Event	Cause	Prediction
1. Bob Ewell loses his job.		
2. Bob Ewell breaks into Judge Taylor's house.		
3. Bob Ewell prevents Helen from going to work.		
4. Aunt Alex feels a sense of uneasiness.		
5. Scout and Jem are going to school alone.		
6. It is night.		
7. Scout and Jem walk by the Radley house.		
8. Cecil scares them.		

Event	Cause	Prediction
9. Scout misses her cue.		
10. Scout decides to wear her costume home.		
11. Scout and Jem do not take a ride home.		
12. Someone is following Scout and Jem in the woods.		

Part B.

Directions: Harper Lee creates an atmosphere around the children which adds to the suspense and tension of the evening. Search for imagery which foreshadows what is about to happen. Use the chart below to record images and to identify which sense(s) they appeal to.

Imagery	Sense(s)

“Hey, Boo”

Directions: Answer the following questions as you finish the novel.

1. Near the end of the novel, the image of the mockingbird is presented again. As Scout understands why Mr. Tate and Atticus decided that Bob Ewell fell on his knife, she alludes to a mockingbird. What does Scout mean?
2. Earlier in the novel, Atticus tells the children that it is “a sin to kill a mockingbird.” What comes to mind when you try to define the word *sin*? What does Atticus mean?
3. Tom Robinson and Boo Radley are both compared to mockingbirds. Create a Venn diagram to show their similarities and differences.
4. How are the experiences of these two characters different?
5. Author W. E. B. DuBois describes a “double consciousness”—looking at oneself through the eyes of others. How are Tom and Boo forced to look at themselves through the eyes of others and behave the way others expect them to behave?
6. Do other characters experience a sense of double consciousness? Explain.
7. Does this sense of double consciousness exist in our society? To what extent do you feel that you are forced to behave according to others’ views of you? Discuss these two questions using examples in a well-developed paragraph.

Lesson 10

Let the Mockingbirds Sing

Objectives

- To explore the growth of the novel's characters
- To cement students' understanding of the novel and its themes
- To appreciate the universality of the novel's themes
- To write a literary critique

Notes to the Teacher

The powerful final chapters of Harper Lee's novel serve as a vehicle for readers to evaluate their own responses to prejudice. It is difficult to see such a book end, for readers have become so invested in the characters that they are almost family. Surely the lives of Jem, Scout, Dill, Atticus, and others will impact readers long after the last page is turned.

Upon its publication in 1960, some literary critics lauded *To Kill a Mockingbird*, but it had its detractors as well: many critics called Lee's narrator "unconvincing" and criticized the novel as a polemic. Nonetheless, the political and racial tensions of the early 1960s helped the novel become a success; it won the Pulitzer Prize in 1961, sold over 15 million copies, inspired an Academy Award-winning film version, and became a staple in many literature programs.

This lesson draws students into an awareness of how Lee's themes are most poignant and relevant to their own world of today. Through examination of quotations from the text, students recognize that the issues in the fictional setting of Maycomb County and in the historical society of the South connect directly with the actual world of the modern young person. The lesson also allows students to internalize the characters' feelings about their journey and affords an opportunity for students to synthesize the messages of *To Kill a Mockingbird*.

Procedure

1. On a chalkboard or overhead projector, write this quotation from French author and philosopher Simone de Beauvoir: "One's life has value so long as one attributes

value to the life of others, by means of love, friendship, indignation, and compassion."

2. On the chalkboard or overhead projector, make four columns; title them "love," "friendship," "indignation," and "compassion." Request that paired students list examples from the novel that illustrate each quality. Conduct a brief discussion of their answers. Then invite students to respond to the quotation in their journals.
3. Distribute **Handout 29**. Explain the definition and concept behind each of the four forms of madness. Divide the class into small groups. If you wish to make this a textual review exercise, instruct students to enter the page numbers of the episodes they describe.

Suggested Responses:

1. Bob Ewell—*fear/blindness; his charges against Tom; his threats; the murder attempt*
2. Mayella Ewell—*fear; lashing out at Atticus during the trial*
3. Mr. Cunningham—*blindness leads the mob to the jail, confrontation with Atticus about Tom*
4. Miss Gates—*blindness; her prejudicial remarks (which Scout overhears) after the trial*
5. Missionary Society—*blindness; concerned with the African Mrunas yet ignore the Negroes of Maycomb*
6. Tom—*fear/insanity; runs from prison camp because he knows he will not see his family again*
7. Jury—*blindness; convict Tom after having clear evidence of his innocence*
8. Tom's guards—*blindness/insanity; no need to shoot him seventeen times*
9. Mrs. Dubose—*insanity; painful withdrawal symptoms from the morphine probably cause her to lash out at anything just to forget her own torture*

10. Jem—anger/insanity; cut the tops off Mrs. Dubose's camellias because of anger at her remarks about Atticus
11. Scout—anger/insanity; when Cecil Jacobs and Francis taunt her into fighting although she knows she should not
4. Divide the class into small groups, and distribute **Handout 30**. Instruct students to complete only the middle column of the chart. Have students share their responses, especially concerning what Scout learns as a result of her experiences.
5. Ask students to complete the last column of **Handout 30** individually. They should enter personal examples on a voluntary basis. Now that they have shared the maturation process of Scout, students recall similar experiences in their own lives. In this way, they readily identify with the fictional character and make the literature come to life. When they have completed making their entries, have them share if they wish.
6. Distribute **Handout 31** for students to complete individually or in small groups. Explain to students that they should select quotations that represent the themes of the novel; their task is to create visual depictions of a quotation's meaning to help others understand the novel's relevance to society today. When students have finished the visuals, conduct a group sharing session.
7. Return to a discussion of characterization with **Handout 32**. Discuss with the class the idea of double lives, and have small groups complete the chart. When they have completed the chart, have groups share their responses. Answers listed in column C must be accurate, as misleading or incorrect judgments here can give students misleading ideas which may affect overall understanding.
2. Evident during the trial is Bob Ewell's self-image as a "big" man in town whom he assumes the townspeople will believe, adding to the theme that bigotry produces blindness.
3. Mrs. Dubose screams at children out of pain and withdrawal from morphine; this adds to theme that we have to know people to understand them.
4. Mr. Dolphus Raymond really drinks Coke instead of whiskey; small people need to see weaknesses in others in order to live with their own.
5. Judge Taylor is really very alert and in control of the courtroom scene, conveying the idea that keen insight and calm wisdom will overcome heated bigotry.
6. Mr. Underwood protects Atticus from the mob and writes the editorial condemning Tom's slaughter; this adds to the idea that once shown truth and justice, some people can overcome prejudice.
7. Mayella has tried to bring beauty to her corner of the world; getting to know people thoroughly before judging them is a must.
8. Dill has a sad, lonely attitude toward his family, showing how negative home environments torture children.
9. Boo saves both children and is very gentle and shy, adding to the theme of not making false judgments about strangers.
8. Remind students that Dill returns home after witnessing the scene with Atticus informing Helen Robinson of Tom's death. After that, many things happen that he does not experience personally. Direct students to put themselves in Scout's shoes and to write a letter to Dill catching him up to date about things. This letter is to be in first person. Stress that the voice they use will be that of the nine-going-on-ten Scout. Remind students that she has just made some maturing discoveries as the novel closes. She has grown up quite a bit during this summer. Instruct students to write the letter with this in mind. Have students share their finished letters.

Suggested Responses:

1. Calpurnia has a family of her own and is a part of the Negro community when with them; this adds to the theme of Scout's learning to discard stereotypes and to understand people.

9. As closure to this novel, discuss with students the idea that literary critics focus on the entertainment value of a novel, but also discuss its deeper elements. State that literary reviews share common elements, and have students study several examples from newspapers or magazines.
10. Distribute **Handout 33**. Direct students to address each question and to write reviews of *To Kill a Mockingbird*. Familiarize students with your specifications regarding format and length.

Optional Activities

1. Publish your review of *To Kill a Mockingbird* in your school's newspaper or Web site.
2. For further exploration of the themes of Lee's novel, read *Snow Falling on Cedars* by David Guterson. The setting of that novel is World War II; the victims of prejudice involve not African Americans but Japanese Americans who suffer as a result of the war.

An Epidemic of Madness

Directions: Read the following explanation of the word *mad*. Then, for each the character listed below, describe something that happens in the novel which shows the character displaying one of the forms of madness: anger, insanity, blindness, or fear.

The phrase “stark raving mad” is used by Atticus to describe the way some people in Maycomb react when anything involving a Negro is concerned. There are several ways to interpret the word *mad*. Some of them include anger brought on by the loss of temper; another is insanity caused by psychological disorders, which may be only temporary; a third is a form of blindness caused by prejudice; and lastly, there is fear created out of emotionally upsetting situations. These definitions can be applied to the characters in this novel as they exhibit one or more of these forms of madness sometime during the story.

Character	Form of Madness	Explanation
1. Bob Ewell		
2. Mayella Ewell		
3. Mr. Cunningham		
4. Miss Gates		
5. Women of the Missionary Society		
6. Tom Robinson		
7. Jury		
8. Tom's Prison Guards		
9. Mrs. Dubose		
10. Jem		
11. Scout		

Scout Climbs into Her Own Skin

Directions: Atticus gives Scout some good advice after her first day at school when he talks about getting into the other person's skin and seeing things from a different point of view. At the end of the novel she has matured considerably after learning many things and acquiring her sense of self, her skin. The categories in the left column represent the ways children learn right from wrong and influences which help them mature. For every category, give an example from Scout's experiences and explain what she learns. If experiences in any of these categories have helped you grow up, describe them in the last column.

Children Learn Through . . .	Scout's Experience and What She Learns	Your Experiences and What You Learned
1. parents as models to imitate		
2. promises or rewards for good actions		
3. threats or punishments for bad actions		
4. acceptance by family, relatives, and/or friends		
5. teachers (at school)		

Children Learn Through . . .	Scout's Experience and What She Learns	Your Experiences and What You Learned
6. society's laws, court systems, and enforcement agencies		
7. social customs		
8. children's games		
9. witnessing the games adults play		
10. adults' good qualities		
11. adults' bad qualities		
12. bad experiences		

Can I Quote You?

Part A.

Directions: Many quotations from characters in *To Kill a Mockingbird* reflect the novel's themes. Find striking comments by Scout, Jem, Calpurnia, and Atticus, and record them below.

Character	Comments
Scout	
Jem	
Calpurnia	
Atticus	

Part B.

Directions: Select a quotation from your list, and create a visual depiction of its meaning. You may use drawings, photographs, or other objects that can be attached to a standard-sized poster board, or you may create a PowerPoint presentation. Your product must meet these guidelines:

- The quotation is prominently displayed.
- The quotation is explained: who says it, why it is important, and what it means in the context of the novel.
- The quotation is applied to today's society.

Double Lives

Directions: Several characters in the novel are discovered to have been leading double lives; that is, other characters are not aware of major aspects of their neighbors' lives. When these hidden facets are revealed, the characters become more vital and the themes emerge more clearly. For each character listed in column A, identify in column B the double life which he or she leads. Then discuss briefly in column C how discovery of the double life enriches the novel.

Column A	Column B	Column C
1. Calpurnia		
2. Bob Ewell		
3. Mrs. Dubose		
4. Mr. Dolphus Raymond		
5. Judge Taylor		
6. Mr. Underwood		
7. Mayella		
8. Dill		
9. Boo		

With a Critical Eye

Directions: Write a critique of *To Kill a Mockingbird*. Refer to these questions as you draft your critique.

1. What was Harper Lee's purpose for writing the book?
2. What is her message? Do you agree with her message? Explain why or why not.
3. Of the literary elements in the novel, which one(s) do you feel are strongest: stylistic devices, figurative language, symbolism, local color and setting, plot, or theme?
4. Give an example from the text of *To Kill a Mockingbird* that supports your opinion about Lee's mastery of literary elements.
5. Describe the main characters. Would you like to know any of them in real life? Explain.
6. Are there any parts of Lee's novel that you feel need work or are somewhat flawed? Describe them, and specify how they could be fixed.
7. Is *To Kill a Mockingbird* a book you would recommend to others? Explain.

Reading Guide

Chapter 1

1. Chapter 1 introduces readers to the town of Maycomb, its appearance, its inhabitants, and the particular attitudes of many of its people. Find a sentence or a paragraph which illustrates each of the following attitudes/ideas. Quote at least a portion of the sentence or paragraph and give the page number.
 - a. pride in ancestry and “tradition”
 - b. pride in conformity and distrust of those who are different
 - c. awareness of differences in social classes
2. Approximately when does the story begin? Show evidence to support your answer.
3. What do we know for certain about Boo Radley?
4. Why is Boo fascinating to the children?

Chapter 2

1. Scout makes three mistakes during her first day at school. What are her mistakes, and why do they make Miss Caroline so angry?
2. Why are the professional people in Maycomb poor at this time?
3. What is the WPA, and why won't Mr. Cunningham work for it?

Chapter 3

1. What do we learn about Calpurnia and Atticus when Scout criticizes Walter's manners?
2. Burris Ewell, Walter Cunningham, and Chuck Little are all from extremely poor families; however, there are great differences both in appearance and in attitude, particularly between the Cunninghams and the Ewells. What are those differences, and why do you suppose they exist?
3. Atticus talks to Scout about how people come to understand each other. What are some of the things that Scout begins to realize at this point?
4. Why does Atticus say that the law is rigid for ordinary people, but it is bent in certain ways for the Ewells?
5. What is the compromise which Atticus suggests?

Chapter 4

1. In what specific ways does Scout criticize the school she is attending?
2. Where do you suppose the gum and the pennies are coming from? What makes you think so?
3. What two reasons does Scout have for wanting to quit the Radley Game?

Chapter 5

1. Based on the description of Miss Maudie and her conversations with Scout, write a brief character analysis of Miss Maudie. Support your conclusions with evidence from the novel.
2. When Miss Maudie shows her disgust with “foot-washing Baptists,” is she actually putting down all Baptists, or is she criticizing a particular point of view? Explain.

3. Explain Miss Maudie's statement about the relative dangers of a Bible and a whiskey bottle.
4. Paraphrase Atticus's speech about the Radleys' right to privacy. Do you agree with his point of view? Why or why not?

Chapter 6

1. What reasons do Jem and Dill give for trying to peek into the Radley window on this particular night?
2. What statement by Jem makes Scout finally go along with the plan?
3. After the incident, Jem's real desire is not just to recover his pants but to keep on good terms with Atticus. What does this tell you about Jem's relationship with his father?

Chapter 7

1. What is the condition of Jem's pants when he finds them? Why does their condition frighten him further?
2. What is the significance of the gifts in the tree?
3. Explain why Mr. Nathan Radley fills the hole in the tree with cement. Why does Jem cry about this?

Chapter 8

1. Why do Jem and Scout make the snowman such an obvious replica of Mr. Avery?
2. Why does Atticus decide to keep the blanket incident a secret?
3. After the fire, how does Miss Maudie feel about the destruction of her house? What does this tell you about her character, her values?

Chapter 9

1. Explain Atticus's statements about the following:
 - a. the use of the word *nigger*
 - b. his personal reasons for defending Tom Robinson
 - c. the children's language and behaviors
2. Who are the following people, and how are they related to Atticus and to the children?
 - a. Alexandra
 - b. Francis
 - c. Jack
 - d. Jimmy

Chapter 10

1. At the beginning of this chapter, Scout is ashamed of Atticus. List his faults as she sees them.
2. Explain why it is a sin to kill a mockingbird, according to Miss Maudie.
3. Miss Maudie tries to explain Atticus's excellent marksmanship and his lack of pride in it. How does she do this?
4. Why won't Jem allow Scout to brag about Atticus at school?

Chapter 11

1. Why is Atticus so insistent about Jem and Scout being polite to Mrs. Dubose and Jem's reading to Mrs. Dubose?
2. Why do you think the author gives such a detailed and ugly description of Mrs. Dubose? How does it make you feel?
3. Discuss Atticus's description of the phrase *nigger-lover*.
4. Atticus explains to the children why he considers Mrs. Dubose to be a real lady and a brave person. How does this fit in with his explanation of why he is defending Tom Robinson?

Chapter 12

1. Jem is now twelve years old. There is widening gap between Scout and Jem. Find two or three examples which illustrate the emotional distance between them.
2. How do you explain Lula's antagonism toward Jem and Scout?
3. Scout finds the church service to be similar to her own except for few differences. Explain what these are.
4. Why does Cal speak one way around colored people and another way around white people? Is she being honest or hypocritical in what she does? Explain.

Chapter 13

1. Scout and Aunt Alexandra communicate very poorly with each other. Is the fault more with one than the other, or are they equally at fault? Explain.
2. Discuss Cousin Joshua Finch as Atticus describes him and as Aunt Alexandra describes him. Explain the difference in opinion.

Chapter 14

1. How does Aunt Alexandra feel about Calpurnia? Explain why this is in character for Aunt Alexandra.
2. Why is Scout so happy about the brawl with Jem?
3. Dill tries to explain to Scout why he did not want to stay with his mother and stepfather. State his reasons briefly in your own words.

Chapter 15

1. Atticus discusses the Ku Klux Klan and concludes by saying that the Klan is gone. Is this statement correct? Explain.
2. Describe events prior to the scene at the Maycomb jail that show the tension and unrest of the town. Be specific.
3. Why does Jem openly defy Atticus and refuse to leave?
4. What does Scout's childish attempt at conversation accomplish? Explain.
5. Why is Atticus so affectionate toward Jem after Jem has disobeyed him?

Chapter 16

1. Atticus is in disagreement with Aunt Alexandra over many things. Discuss at least two matters of disagreement and each one's point of view.
2. Paraphrase how Atticus explains the mob's actions to Scout.
3. Why do you suppose a man like Mr. Underwood (who is a known racist) is covering Atticus at the jail?
4. Mr. Dolphus Raymond is evidently a complicated and interesting person. Describe his way of life and comment on its effect upon the town.
5. Judge Taylor's appearance and his ability are two different things. Why do you think this difference exists? Does he appear as he does on purpose?

Chapter 17

1. Atticus spends a great deal of time discussing Mayella Ewell's injuries. What does he seem to want to reveal?
2. The Ewells are "poor white trash." Explain this term according to what you know about the way they live and the kind of people they have appeared to be up to this point.

Chapter 18

1. How would you describe Mayella Ewell?
2. What is so important about Tom Robinson's physical appearance? What, according to the testimony, does this prove beyond a doubt?
3. How does Atticus appear to feel about his own method of cross examining Mayella? Explain why this is so.

Chapter 19

1. In contrast to the Ewells, what kind of person is Tom Robinson? Explain with evidence.
2. Why does Atticus mention Tom's previous record of conviction?
3. According to Tom's testimony, what actually happened on November 21? Be specific.
4. What mistake does Tom make in talking about Mayella?
5. Explain Scout's statement about Mayella's loneliness.

Chapter 20

1. How does Mr. Raymond defend his deliberate appearance of drunkenness?
2. Why does he tell Scout and Jem about his life?
3. In five or six sentences, paraphrase Atticus's summation to the jury.

Chapter 21

1. How does Scout know about the verdict before she hears it?
2. Why do the Negroes stand when Atticus leaves the courtroom?

Chapter 22

1. How does Atticus react when the verdict is announced?
2. After Jem expresses disillusionment over the trial and the verdict, Miss Maudie defends the town and its people. What does she say to Jem?
3. What causes Miss Maudie to say that at least they have made a step in the right direction?
4. What kind of clown does Dill decide to be? Explain his reasoning.

Chapter 23

1. How does Atticus react to Bob Ewell's threat against him?
2. Briefly show the difference in attitude toward the Cunninghams as expressed by Atticus and Aunt Alexandra.
3. Why can't Jem accept Scout's opinion about people?

Chapter 24

1. What unfortunate characteristics do the ladies of the missionary circle display? Do you think this is typical of such groups?
2. Discuss the irony of Mrs. Merriweather's admiration for J. Grimes Everett and her attitude toward the trial.
3. Scout feels she prefers men to women. Why?
4. In this chapter Scout learns something about being a true lady. Explain.

Chapter 25

1. How does most of the town react to Tom's death?
2. In what way is Mr. Underwood's editorial in the *Maycomb Tribune* similar to Atticus's advice to Jem and Scout when they got their guns?

Chapter 26

1. Scout is growing up. Explain her feelings now about the following items:
 - a. the games concerning Boo Radley
 - b. her remaining desire to see Boo in person

- c. Atticus's apparent knowledge about their previous activities
 - d. "Current Events" class
2. What is the irony of Miss Gates's lecture on democracy when compared to her comments at the trial?
 3. When Scout tries to tell Jem about Miss Gates, why does he react so violently? Explain Atticus's answer to her about this.

Chapter 27

1. What three threatening things happen in Maycomb by the middle of October? What do they tell you about the kind of man Bob Ewell is?
2. Why do Atticus and Aunt Alexandra not intend to go to the Halloween pageant?

Chapter 28

1. What does Cecil Jacobs do before the pageant which helps set up the incidents which occur after the pageant?
2. What do Jem and Scout think the noise might be?
3. How many people are finally involved in the skirmish under the tree?

Chapter 29

1. Who saves Jem and Scout?
2. Atticus and Heck Tate disagree over the essential worth of Bob Ewell. With whom do you agree, and why?
3. Briefly describe the meeting between Scout and Boo. How does this compare to how she imagined the meeting would be?

Chapter 30

1. There seems to be an immediate understanding between Scout and Boo. Why do you think this is so?
2. Atticus and Heck Tate have a heated argument. Does either really believe what he is saying?
3. How does Scout assure Atticus that Mr. Tate is right?

Chapter 31

1. When she takes Boo home, how has Scout's understanding changed?
2. Describe the feelings you experienced as you read the closing scene.

Reading Guide Responses

Chapter 1

1. a. story about Simon Finch
b. The Radleys keep to themselves.
c. The Cunninghams from Old Sarum are low class.
2. Two references can help students establish the time as the early 1930s: the movie *Dracula* and FDR's address "nothing to fear but fear itself."
3. Boo has been kept a virtual prisoner in his own home since misdemeanors in his teens.
4. Boo is fascinating to the children because he lives in a run-down, spooky house and is the subject of many superstitions.

Chapter 2

1. On the first day of school, Scout reads, writes, and attempts to explain to Miss Caroline the kind of poor people the Cunninghams are. Miss Caroline feels inadequate.
2. Professional people are poor because the farmers are poor; Maycomb is farm country.
3. WPA was the Works Progress Administration, a government-sponsored agency which created jobs constructing public buildings. It was part of Franklin D. Roosevelt's New Deal. Mr. Cunningham apparently disagrees politically.

Chapter 3

1. Cal believes anyone who is a guest in one's house should be treated with courtesy. Atticus supports Cal.
2. Students should recognize the instinctive courtesy of Chuck Little and the steely pride of Walter Cunningham as contrasted with the filthy, foul-mouthed Burris Ewell. This may be a result of different attitudes and examples set for them by their parents.
3. Scout has learned to try to look at things from another person's point of view.

4. Atticus explains that the Ewells will never change; therefore, the law permits them to stay out of school and allows their father to hunt out of season so the children can have food.
5. Atticus suggests a compromise of Scout's attending school in return for being able to go on reading every night.

Chapter 4

1. Answers abound, for example, "twelve years of unrelieved boredom."
2. One possible suspect is Boo Radley, since the tree is at the edge of the Radley lot.
3. Atticus suspects what they are doing. Also, Scout heard someone laughing inside the Radley house.

Chapter 5

1. Miss Maudie loves everything God made, except nut grass. She is a woman of influence in the town and, along with Atticus, represents the voice of reason among the various prejudices and outcastings existing in the town.
2. Miss Maudie only puts down people who believe anything that is a pleasure is a sin.
3. Miss Maudie feels that some people are as unacquainted with the Bible and its true meaning as Atticus would be with the idea of getting drunk.
4. Atticus feels that what Mr. Radley does is his own business and he has a right to stay inside if he wants to. He feels that the children were interfering with Mr. Radley's rights, and that they were rude to try to spy on him or impersonate him.

Chapter 6

1. It was dark, Atticus was occupied, and if Boo killed them, they'd miss school instead of vacation.

2. Jem tells her she's getting more like a girl every day.
3. Jem doesn't want Atticus to whip him. Jem seems to appreciate the way Atticus treats him as an adult in many ways.

Chapter 7

1. Jem's pants are patched and folded across this fence, as if someone knew he'd come back.
2. The gifts must have been put there by someone who knows the children and what children like.
3. Mr. Nathan Radley says he filled the hole with cement because it is dying. When Atticus denies this, Jem realizes Mr. Radley has done this to end the exchange of gifts and notes. Jem cries more in anger than in disappointment.

Chapter 8

1. The children probably unconsciously have their snowman turn out to be Mr. Avery in response to his comment about bad children and seasonal changes.
2. When Atticus considers the relationship Boo has had with his children, he feels they should continue to respect his privacy.
3. Miss Maudie shows her disdain of material things when she says she always wanted a smaller house. She is determined to have a finer garden than ever. Even with all of her belongings gone and her yard in a shambles, she is positive.

Chapter 9

1. a. Atticus feels *nigger* is used by common people.
b. Every lawyer has one case in his lifetime that affects him personally. Atticus feels the Tom Robinson case is his.
c. Atticus shows that through Calpurnia, he is aware of the latest changes in the habits of his children.

2. a. Atticus's sister, the children's aunt
b. Atticus's nephew, the children's cousin
c. Atticus's brother, the children's uncle
d. Aunt Alexandra's husband, the children's uncle

Chapter 10

1. Scout sees Atticus as old, having a boring job, wearing glasses, and never doing anything interesting.
2. Mockingbirds do no damage.
3. Miss Maudie says people in their right minds never take pride in their talents. She feels Atticus never will shoot anything unless he has to because he has an unfair advantage over most living things.
4. Jem takes pride in his father's accomplishment but respects his wishes not to be known as the best shot in the county. Somehow, Jem equates this with his being a gentleman.

Chapter 11

1. Atticus expects the children to be polite to Mrs. Dubose because she is old and ill. Atticus insists Jem read to Mrs. Dubose because he knows Jem is not truly sorry for damaging her flowers. Atticus understands what Mrs. Dubose is trying to do to break herself of the morphine addiction, and having Jem read to her is a means toward that end.
2. Students may see the irony of the children's actually coming face to face with a gruesome, ugly person after their grotesque imaginings of Boo Radley.
3. Atticus discusses *nigger-lover* as one of those common, ugly terms people label others with that really don't mean anything.
4. Atticus stands up for the poor and down-trodden.

Chapter 12

1. Jem starts trying to tell Scout what to do according to his values, tells her to start being a girl, treats her as if she knows little about things important to men.
2. Lula probably resents the close relationship Calpurnia has with the Finch children.
3. The Negro church has no hymnals. Prayers are said for specific individuals. The offering is collected for one person—Helen Robinson, Tom's wife.
4. Calpurnia does not want to appear superior to the other Negroes. She knows they will think she is putting on airs if she speaks with them as she speaks in the Finch household. Two separate worlds exist in Maycomb. Calpurnia knows she cannot change that; she simply must adapt to the situation.

Chapter 13

1. Scout's contacts with her aunt have been painful and dull in the past. Scout is unable to understand her aunt's preoccupation with heredity. Aunt Alexandra never seems to fit into the world of Jem and Scout.
2. Atticus describes Cousin Joshua Finch as someone who tried to shoot the president of the college but the old pistol blew up in his hand. It cost the family \$500 to get Cousin Joshua out of that mess. Aunt Alexandra describes Cousin Joshua as a beautiful character who wrote a book of meditations. Atticus faces reality; Alexandra prefers to judge by appearances.

Chapter 14

1. Aunt Alexandra feels the family no longer needs Calpurnia. She undoubtedly resents the influence Cal has upon the children.
2. Scout continues to resent Jem's "maddening superiority" and is delighted when he is sent to bed at her bedtime.
3. Dill's mother and stepfather show little interest or concern for him.

Chapter 15

1. Through their knowledge of history, students are probably aware that the Ku Klux Klan was active in the 1930s and still exists today. They may feel Atticus is trying to play down the Klan, or they may believe that he is truly unaware of many of the Klan's activities. You need to remind students that the radio and the daily papers did not provide the continuous, in-depth news coverage we know today.
2. Tom Robinson is in the Maycomb jail and the town seems to question Atticus's wisdom in taking the case. Fear seems to be mounting as evidenced by men standing outside talking in groups. Link Deas is the spokesman for those who fear the threats of the "Old Sarum bunch."
3. Jem demonstrates his concern for Atticus and his willingness to be treated as a grown-up in spite of the consequences. His loyalty to his father and concern for his danger are judged by Jem to be more important than following orders.
4. Scout's conversation with Mr. Cunningham becomes a reminder of his obligation to Atticus. Scout's discussion of Walter reminds his father that, just as Atticus is fair to everyone, so he has taught his children to be.
5. Atticus recognizes that by Jem's stubborn unwillingness to obey, an ugly incident has been averted outside the jail.

Chapter 16

1. Atticus and Alexandra disagree about talking openly in front of Calpurnia and about the children slipping out at night and going to the jail.
2. A mob is made up of people, Atticus says, and, therefore, they can be stopped because they are still human.
3. Mr. Underwood respects Atticus.

4. Students should recognize Mr. Raymond as an eccentric who prefers the company of Negroes to white people. After his bride-to-be committed suicide, Mr. Raymond has remained, seemingly a local drunk and an object of local curiosity and scorn.
5. Judge Taylor is learned in the law although he appears to take his job casually.

Chapter 17

1. Atticus attempts to establish the exact nature and position of Mayella Ewell's injuries. He seems to be wanting to show exactly which side of her face and throat are bruised.
2. "Poor white trash" is a term that describes people of slovenly ways, lack of industry, and prejudice.

Chapter 18

1. A 19-year-old, thick-bodied girl accustomed to strenuous labor, unaccustomed to courteous treatment, ill-educated, without friends, and terrified of Atticus's cross examination. Atticus's questions expose her as a liar. As an apparent victim of her father's drunken abuse, she clearly strikes Atticus as pathetic, but readers may find her unjust accusations against Tom Robinson morally disgusting.
2. Tom Robinson has a crippled left arm; it is twelve inches shorter than his right arm. This proves he could not have choked Mayella nor beaten her mostly on the right side of her face.
3. When Atticus concludes his cross-examining of Mayella, he sits down wearily. Students may conclude that he dislikes the method he had to use.

Chapter 19

1. Tom Robinson works every day for Mr. Link Deas. He had a previous charge, and he served thirty days for disorderly conduct because he could not pay the fine.
2. Atticus is showing the jury Tom has nothing to hide.

3. Tom states that Mayella asked him to come into the house to fix a door hinge. She said she had sent the children to town to get ice cream. She grabbed him and kissed him. Tom ran away because he was scared. Mr. Ewell saw him through the window.
4. Tom says he felt sorry for Mayella.
5. Scout senses that Mayella does not fit anywhere in Maycomb society.

Chapter 20

1. Mr. Raymond wants to give folks a reason for his behavior.
2. They are children—without prejudices—and, therefore, they can understand.
3. Although Mayella is the victim of cruel poverty and ignorance, Atticus urges the jury not to pity her. She broke the social code. Now she is trying to put the evidence away from her. He states that a court of law is the one place where all people can be equal, and he charges the jury to review the case without prejudice, without passion, and to restore Tom Robinson to his family.

Chapter 21

1. Not one jury member looks at Tom Robinson when they return. Scout knows a jury never looks at a defendant it has convicted.
2. The Negroes stand when Atticus leaves the courtroom as a gesture of respect.

Chapter 22

1. Atticus feels the verdict is unfair but he is not surprised.
2. Miss Maudie feels Atticus did his best for Tom and that many others in town tried to help him—his colored friends, Heck Tate, even Judge Taylor, who named Atticus to defend Tom.

3. By appointing a fair-minded man like Atticus to defend Tom, Maycomb at least has taken a small step in the direction of justice for all. No one else could have kept a jury out that long.
4. Dill is going to be a clown who laughs at people, because that's the only thing in the world he can think of doing.

Chapter 23

1. Atticus ignores Bob Ewell's threats.
2. a. Once you earn the respect of the Cunninghams, they are on your side forever, according to Atticus.
b. Alexandra feels the Cunninghams are good folks but not the Finches' kind of folks.
3. Jem cannot understand why people cannot get along, why they go out of their way to despise each other.

Chapter 24

1. The missionary circle displays a tendency to gossip and, led by Miss Stephanie, to make fun of children.
2. Mrs. Merriweather admires J. Grimes Everett for his work with the native Mrunas, but she has no compassion for the Negroes of Maycomb.
3. Scout feels men do not make fun of her or criticize her unfairly.
4. Scout learns that ladies continue with necessary tasks even in time of crisis.

Chapter 25

1. Maycomb is only interested in Tom's death for two days; people think it is typical of a Negro to run.
2. Mr. Underwood likens Tom's death to the senseless slaughter of songbirds by hunters and children. Atticus told his children it was a sin to kill a mockingbird.

Chapter 26

1. a. Scout now feels remorse over their tormenting of Arthur Radley.
b. She still imagines that someday she'll see Arthur and they will speak as if they've known each other for a long time.
c. Atticus reveals he has known all along of their games about Arthur.
d. Current Events is a good idea, Scout thinks, but not practical in Maycomb County since the children have few newspapers and little concept of what a current event is.
2. Miss Gates says we do not believe in persecuting anyone in America; she states persecution only comes from people who are prejudiced. After the trial, Scout hears her bigoted comment.
3. Jem has been totally disillusioned by the outcome of the trial and is trying to forget it. Atticus believes that in time Jem will realize there had been some progress.

Chapter 27

1. Mr. Bob Ewell is fired from a WPA job and blames Atticus; Judge Taylor's house is threatened by a would-be burglar. Bob Ewell threatens Helen Robinson. All three incidents point to Bob Ewell as a sneaking, conniving person, trying to get even.
2. Atticus has come home late from being in Montgomery for a week, and Aunt Alexandra is tired from decorating the stage for the pageant.

Chapter 28

1. Cecil frightens Jem and Scout before the pageant by jumping out at them in the dark.
2. The noise is first supposed to be Scout's costume rustling, then Cecil Jacobs.
3. Four people: Jem, Scout, Bob Ewell and Boo Radley

Chapter 29

1. Boo Radley saves Jem and Scout.
2. Answers will vary.
3. At first Scout is embarrassed; then her fantasy comes alive again and she takes him to the porch and helps make him comfortable.

Chapter 30

1. Boo and Scout seem to know each other—Boo from watching “his” children and Scout from her fantasy and preoccupation about him.
2. Heck Tate is willing to believe what he says: that Bob Ewell fell on his knife. Atticus at first feels hushing up the truth would be a denial to Jem and Scout of the way he has tried to raise them. As sheriff, Heck makes the decision not to drag Boo Radley into the limelight.
3. Scout says that taking Boo to trial would be like killing a mockingbird.

Chapter 31

1. Scout sees the events of the past year through Boo Radley’s eyes, and she feels she understands him at last.
2. Students will very likely express a feeling of having arrived at a destination of some sort, a level of understanding, or achieving a sense of security.

Quiz 1: Chapters 1–8

Part A.

Directions: Match each description to the correct character.

- | | |
|----------------------------|--|
| _____ 1. Dill Harris | a. Finches' neighbor; friend of Scout and Jem |
| _____ 2. Calpurnia | b. Finches' Negro cook; has helped raise Jem and Scout |
| _____ 3. Boo Radley | c. a neighbor who has been locked away in his house for many years |
| _____ 4. Miss Maudie | d. new teacher who doesn't understand Maycomb's ways |
| _____ 5. Miss Caroline | e. poor boy that Jem invites home to dinner |
| _____ 6. Walter Cunningham | f. boy who spends the summer in Maycomb visiting his aunt |

Part B.

Directions: Write the letter of the best answer in the blank.

- _____ 1. Atticus tells Scout
- she cannot read with him at night any more.
 - she must wear dresses to school.
 - you never really understand people until you consider things from their point of view.
 - Calpurnia was wrong to scold her for criticizing Walter's manners.
- _____ 2. The WPA was
- a government agency that provided people with jobs during the Depression.
 - the Women's Peace Association.
 - an organization that terrorized Negroes.
 - a new method of teaching.
- _____ 3. Besides the gum and the pennies in the tree, what other occurrence shows the children someone is watching them?
- They find a note on their front porch.
 - Jem loses his pants on the Radley fence and returns to find them mended and neatly folded.
 - Mr. Radley says Arthur is talking about the children and the games they are playing
 - Scout waves at someone at a window of the Radley house, and the person waves back.
- _____ 4. According to Atticus, Mr. Avery said it was written on the Rosetta Stone that
- Boo Radley would come out of hiding if there was a fire.
 - it is necessary to put cement in hollow trees to preserve them.
 - when children disobey their parents, smoke cigarettes, and make war on each other, the seasons change.
 - it has not snowed in Maycomb County since 1885.

Quiz 2: Chapters 9–15

Directions: Write the letter of the best answer in the blank.

- _____ 1. At the jail where Atticus is guarding Tom Robinson, the gang ceases its efforts to lynch Tom because
- Mr. Underwood fires a gun from an upstairs window.
 - Atticus tells them Tom has escaped.
 - the children are in the way.
 - Scout's childish, innocent remarks shame Mr. Cunningham.
- _____ 2. Who says that killing a mockingbird is a sin?
- Uncle Jack
 - Calpurnia
 - Atticus
 - Miss Maudie
- _____ 3. "Well, in the first place you never stopped to give me a chance to tell you my side of it . . ." This is part of a conversation between
- Calpurnia and Scout
 - Miss Caroline and Scout
 - Uncle Jack and Scout
 - Scout and Dill
- _____ 4. Who said this? "Mockingbirds don't do one thing but make music for us to enjoy."
- Miss Maudie
 - Atticus
 - Stephanie Crawford
 - Aunt Alexandra
- _____ 5. Who reminds Scout of a stranded car?
- Nathan Radley
 - the town drunk
 - Old Tim Johnson
 - Cecil Jacob's father
- _____ 6. First Purchase has to do with
- the African M.E. Church
 - the Louisiana Purchase
 - the new air rifles Atticus buys for Jem and Scout
 - Atticus's old car
- _____ 7. Atticus tells Jem he would have sent Jem to read to Mrs. Dubose anyway because
- it would be a way for Atticus to punish Jem for pestering Boo Radley.
 - Jem and Scout need things to do to keep them out of trouble.
 - Mrs. Dubose was a morphine addict and the reading would help her to break the habit.
 - Atticus wanted to know what Mrs. Dubose feels about his defending Tom Robinson.
- _____ 8. "It's when you know you're licked before you begin but you begin anyway and you see it through no matter what." Atticus says this is real
- faith.
 - loyalty.
 - courage.
 - hope.

- _____9. What is the real reason Dill runs away from home?
- a. His father chained him up in the basement but he escaped.
 - b. His father built the boat he promised but would not let Dill use it.
 - c. His parents would not let him write to Scout and Jem.
 - d. His parents were not interested in him.
- _____10. Atticus and Aunt Alexandra do not argue about
- a. Jem's and Scout's visit to Calpurnia's church.
 - b. Calpurnia's cooking.
 - c. Scout's plan to visit Calpurnia's house.
 - d. the need for Calpurnia in the family.

Quiz 3: Chapters 16–21

Directions: Write the letter of the best answer in the blank.

- _____ 1. When Tom Robinson stands up, everyone can see that
a. his left arm is shorter than his right.
b. his right arm is shorter than his left.
c. his left arm is in a sling.
d. his right hand has three fingers missing.
- _____ 2. Tom Robinson was previously in trouble with the law and served a jail sentence of
a. fifteen days.
b. thirty days.
c. six months.
d. one year.
- _____ 3. When Scout, Jem, and Dill go out one Sunday night to look for Atticus, they find him
a. in his chair reading his law books.
b. on a chair in front of the jail reading.
c. in the *Maycomb Tribune* office talking to Mr. Underwood.
d. pacing up and down Main Street with his eyes on the ground.
- _____ 4. What reason does Atticus give Scout and Jem for Mr. Cunningham's actions at the jail?
a. He was drunk and the liquor made him talk.
b. He hated Atticus and was out to get him.
c. He was basically a good man, but he had a blind spot.
d. He thought by killing Tom Robinson he would become a hero in town.
- _____ 5. During the trial in the courtroom, Jem and Scout
a. sit with the Negroes in the balcony.
b. stand against the wall.
c. are not allowed in because they are too young.
d. sit in the front row right behind their father.
- _____ 6. Tom Robinson is charged with
a. stealing.
b. murder.
c. kidnapping.
d. rape.
- _____ 7. Mayella Ewell has no
a. brothers.
b. sisters.
c. friends.
d. father.
- _____ 8. According to Tom Robinson's testimony, how did Mayella get him into the house?
a. She asked him to chop up a chifforobe.
b. She asked him to fix the hinge on the door.
c. She asked him to fix a hole in the ceiling.
d. She asked him to come in and talk to her for a while.

- _____9. What is in the bottle Mr. Dolphus Raymond carries around in the brown bag and sips through a straw?
- a. whiskey
 - b. wine
 - c. Coca-Cola
 - d. water
- _____10. In his final argument before the jury, Atticus says that there is one human institution which makes us all equal and that is
- a. a church.
 - b. a family.
 - c. a legislature.
 - d. a court.

Quiz 4: Chapters 22–31

Part A.

Directions: Identify the speaker in the following quotations.

1. “We’re making a step—it’s just a baby step, but it’s a step.”
2. “People have a way of carrying their resentments right into a jury box.”
3. “. . . there is no doubt in my mind that they’re good folks. But they’re not our kind of folks.”
4. “If there’s just one kind of folks, why can’t they get along with each other?”
5. “Whether Maycomb knows it or not, we’re paying the highest tribute we can pay a man. We trust him to do right. It’s that simple.”

Part B.

Directions: Complete each statements with the correct information.

1. _____ wrote the article that compares Tom’s death to the senseless slaughter of songbirds.
2. Miss Gates wrote the name _____ on the chalkboard for the class to discuss.
3. There were _____ people involved in the scuffle under the tree when Jem got hurt.
4. At first, Atticus thinks _____ stabbed Bob Ewell.
5. Bob Ewell threatens _____ and throws rocks at her.

Quiz Answer Key

Quiz 1

Part A.

1. f
2. b
3. c
4. a
5. d
6. e

Part B.

1. c
2. a
3. b
4. c

Quiz 2

1. d
2. c
3. c
4. a
5. c
6. a
7. c
8. c
9. d
10. b

Quiz 3

1. a
2. b
3. b
4. c
5. a
6. d
7. c
8. b
9. c
10. d

Quiz 4

Part A.

1. Miss Maudie
2. Atticus
3. Aunt Alexandra
4. Jem
5. Miss Maudie

Part B.

1. Mr. Underwood
2. Hitler
3. four
4. Jem
5. Helen Robinson

Test

Part A.

Directions: Write the letter of the best answer in the blank.

- _____ 1. Scout's costume in the Halloween pageant is a
 - a. pumpkin.
 - b. ghost.
 - c. ham.
 - d. turkey leg.
- _____ 2. Miss Maudie moves in with Miss Stephanie Crawford because
 - a. they are sisters.
 - b. Miss Maudie's house burns down.
 - c. of the critical remarks of the foot-washing Baptists.
 - d. of threats of people who call her a nigger-lover.
- _____ 3. The jury finds Tom Robinson
 - a. guilty of rape.
 - b. guilty of murder.
 - c. guilty of embezzlement.
 - d. not guilty.
- _____ 4. Scout's mother
 - a. is very strict with children, especially during Tom Robinson's trial.
 - b. disappears.
 - c. is away visiting relatives.
 - d. died when Scout was very young.
- _____ 5. When Scout and Jem meet Dill Harris, they
 - a. challenge him to an air rifle match.
 - b. have a spitting contest.
 - c. become angry and leave him immediately.
 - d. are not very impressed because he can read.
- _____ 6. At the end of the book Scout and Jem are
 - a. kidnapped.
 - b. killed.
 - c. attacked.
 - d. sent to bed without supper.
- _____ 7. The action of this novel covers a span of how many years?
 - a. three
 - b. ten
 - c. half a year
 - d. slightly more than one year
- _____ 8. Which words best describe Heck Tate, the sheriff?
 - a. cruel, unjust
 - b. wise, tolerant
 - c. stupid, ignorant
 - d. insensitive, uncaring

- _____ 9. Tom Robinson finally
- a. is killed by prison guards.
 - b. escapes successfully.
 - c. kills himself.
 - d. dies of Maycomb's usual disease.
- _____ 10. The setting of this novel is
- a. Arkansas in the 1880s.
 - b. Indiana in the 1960s.
 - c. California in 1955–59.
 - d. Alabama in the 1930s.
- _____ 11. Atticus Finch is a
- a. lawyer.
 - b. farmer.
 - c. city mayor.
 - d. doctor.
- _____ 12. At the end of the book, who saves Scout and Jem?
- a. Heck Tate
 - b. Atticus Finch
 - c. Boo Radley
 - d. Calpurnia
- _____ 13. Which two characters represent mockingbirds?
- a. Boo Radley and Tom Robinson
 - b. Scout Finch and Dill Harris
 - c. Calpurnia and Aunt Alexandra
 - d. Atticus Finch and Heck Tate
- _____ 14. Why is it a sin to kill mockingbirds?
- a. The mockingbird is a sacred animal.
 - b. It is a sin to kill any bird.
 - c. They are so much like humans.
 - d. They do not harm anyone.
- _____ 15. The novel is narrated in the first person from whose point of view?
- a. Harper Lee's
 - b. Jem's
 - c. Atticus's
 - d. Scout's
- _____ 16. Which words best describe Tom Robinson?
- a. honest; hardworking
 - b. lazy; good-for-nothing
 - c. lying; cheating
 - d. generous; wealthy

- _____ 17. The reader knows that Bob Ewell has committed each of the following crimes except which one?
- assault with intent to kill.
 - bank robbery.
 - keeping his children from school.
 - beating his daughter.
- _____ 18. On Christmas Day at Finch's Landing
- Scout beats up Cousin Francis.
 - Dill arrives for a surprise visit.
 - Jem receives a basketball from Uncle Jack.
 - Jem cuts down Aunt Alexandra's flowers in a fit of rage.
- _____ 19. An important lesson Atticus teaches Scout is
- that you never really understand a person until you consider things from his point of view.
 - to be true to herself.
 - that when you get the notion that other people think they are better than everyone else, you must consider the fact that they may actually be better than everyone else.
 - that, above all, she must be proud of her family name.
- _____ 20. With whom does Scout have a conversation about getting to tell her side?
- Calpurnia
 - Miss Caroline
 - Uncle Jack
 - Dill
- _____ 21. After the big discussion between Aunt Alexandra and Atticus about how the children are being raised, Scout and Jem have a fight. Atticus breaks it up, sending Scout to her room. Scout is shocked
- to find a snake in her room.
 - that Atticus could be so cruel.
 - to find Dill in her room.
 - that Jem is not sufficiently punished.
- _____ 22. When Jem and Atticus discuss Mrs. Dubose, Atticus says that if Jem had not fallen into Mrs. Dubose's hands he would have sent Jem there to read to her anyway. The reason for this is
- Atticus holds a grudge against Jem for pestering Boo Radley.
 - Atticus really feels that it is educational for Scout and Jem to read to Mrs. Dubose.
 - Mrs. Dubose was a morphine addict and she uses the distraction of reading to break the habit.
 - Atticus is curious about what Mrs. Dubose has to say about his defending Tom Robinson.

- _____23. What reason does Atticus give Scout and Jem for Mr. Cunningham's actions at the jail?
- He was drunk and the liquor made him talk.
 - He hated Atticus and was out to get even with him.
 - He was basically a good man, but he had a blind spot.
 - He thought by killing Tom Robinson, he would become a hero in town.
- _____24. During the trial in the courtroom, Jem and Scout
- sit with the Negroes in the balcony.
 - stand against the wall.
 - are not allowed in because they are too young.
 - sit in the front row right behind their father.
- _____25. Jem destroys Mrs. Dubose's camellias because
- he learns she was a morphine addict.
 - she told Mr. Nathan Radley that the children were making fun of Mr. Arthur.
 - she reported that he skipped school.
 - she called Atticus a nigger-lover.
- _____26. According to the testimony given by Tom Robinson, how did Mayella Ewell get Tom into the house?
- She asked him to chop up a chifforobe.
 - She asked him to fix the hinge on the door.
 - She asked him to fix a hole in the ceiling.
 - She asked him to come in and talk to her for a while.
- _____27. In his final argument before the jury, Atticus says that there is one human institution which makes all people equal and that is
- a church.
 - a family.
 - a legislature.
 - a court.
- _____28. Scout discovers that Boo Radley is
- friendly and outgoing.
 - willing to become a regular visitor to the Finch residence.
 - shy and childlike.
 - very uninterested in Jem and herself.
- _____29. Scout finally puts herself in Boo's shoes when she
- realizes he has saved her life.
 - sits next to him on her own porch.
 - stands on the Radley porch.
 - walks with him to the store the next day.
- _____30. The author of *To Kill A Mockingbird* is
- Harper Lee.
 - Jean Louise (Scout) Finch.
 - Sir Walter Scott.
 - John Hersey.

Part B.

Directions: Write the letter of the best answer in the blank.

- | | |
|------------------------------|---|
| _____ 1. Rose Aylmer | a. the town's social outcast who knows true justice |
| _____ 2. Miss Caroline | b. Uncle Jack's cat |
| _____ 3. Simon Finch | c. author and producer of the Halloween pageant |
| _____ 4. Mr. Dolphus Raymond | d. Scout's teacher |
| _____ 5. Mr. Link Deas | e. gives Helen Robinson a job |
| _____ 6. Mrs. Merriweather | f. attempts to break into Judge Taylor's house |
| _____ 7. Bob Ewell | g. mistrusted his daughter |
| _____ 8. Boo Radley | h. hides surprises in a tree for Jem and Scout |
| _____ 9. Atticus Finch | i. is the son of a poor but honest farmer |
| _____ 10. Walter Cunningham | j. teaches Scout to read |

Part C.

Directions: Complete each statement with the correct information.

1. _____ kills Bob Ewell.
2. _____ disapproves strongly of the manner in which Atticus is bringing up his children.
3. _____ spits in Atticus's face and threatens to kill him.
4. Scout plans to marry _____.
5. _____ seldom leaves the house.
6. _____ tells Scout never to kill a mockingbird.
7. Tom Robinson is defended by _____.
8. _____'s left arm is crippled from a cotton gin accident.
9. _____ beats up Mayella Ewell.
10. At first Atticus thinks that _____ killed Bob Ewell.

Test Answer Key

Part A.

- | | | |
|-------|-------|-------|
| 1. c | 11. a | 21. c |
| 2. b | 12. c | 22. c |
| 3. a | 13. a | 23. c |
| 4. d | 14. d | 24. a |
| 5. d | 15. d | 25. d |
| 6. c | 16. a | 26. b |
| 7. a | 17. b | 27. d |
| 8. b | 18. a | 28. c |
| 9. a | 19. a | 29. c |
| 10. d | 20. c | 30. a |

Part B.

1. b
2. d
3. g
4. a
5. e
6. c
7. f
8. h
9. j
10. i

Part C.

1. Boo Radley
2. Aunt Alexandra
3. Bob Ewell
4. Dill
5. Boo Radley
6. Atticus
7. Atticus
8. Tom Robinson
9. Bob Ewell
10. Jem

Topics for Discussion

1. What is the greatest lesson Atticus teaches Scout and Jem?
2. What do the children finally understand about their father, what he stands for in their own lives and in the lives of many of the townspeople?
3. What reason does Atticus give Scout and Jem for defending Tom Robinson?
4. Comment on Atticus's statement, "The one thing that doesn't abide by majority rule is a person's conscience," in reference to the film and to your own experience.
5. At the level of social commentary, what insight does the novel give into racial conflict? class distinctions? regional customs and attitudes?
6. What differences in the story would be required if the setting were the West instead of the South?
7. The Ewells and the Cunninghams are both "poor whites." How do they differ?
8. Atticus raises his children as individuals. At what crucial point do they stand by him with spunk and initiative, justifying his training?
9. Atticus is a man of principle who can understand his neighbors' beliefs while defending his own against them. Give examples.
10. What do Scout and Jem learn about their own prejudices and fears?
11. Many of the warmest and most vivid scenes involve Scout's initiation into the realities of the adult world. What does she learn about poverty from farmer Cunningham and his son Walter? from Calpurnia, about the limits of adult patience with a tomboy? from Atticus, about courtesy to a Confederate granddame?
12. Discuss the jury's verdict. How are the old order and the new represented in Maycomb?
13. How do the opening moments of the novel establish the angle of vision—the point of view from which the story is told?
14. What are the advantages in telling the story from Scout's point of view? the disadvantages? Is Scout a real six-year-old? Is she too wise for her age? Would the story have been more effective from another point of view? If so, whose? Support your answer.
15. When are the children (Scout, Jem, Dill, Walter) most sharply drawn and believable? funniest?
16. Is Tom Robinson a stereotype or an individual? How differently might he be drawn in a film today?
17. How are the judge, sheriff, editor, and others related to the social theme?

Questions about the Film Version

1. Discuss the virtues (and possible deficiencies) of Horton Foote's screenplay. Why do you think the movie was filmed in black and white?
2. Find examples in the film of effective dialogue.
3. What details in the courtroom scene are most memorable?
4. How does cinematographer Russell Harlan add force to Atticus Finch's plea to the jury?
5. Some of the director's touches—a broken swing, a ramshackle house, the courthouse scene—reflect the virtue of modesty. Find other examples of the director's focus, subtle or explicit, on this or another virtue.

Essay Topics

1. What would be the advantages and/or disadvantages of having Atticus as your father?
2. Compare and/or contrast Jem's and Scout's childhood to your own.
3. Discuss the three different views of Tom Robinson's trial and its outcome as seen by Atticus, the children, and the townspeople.
4. Compare and/or contrast Jem's and Scout's relationship to your relationship with a sibling.
5. Discuss how your views compare or contrast with Scout's on "the world of the family," "the world of adults" (other than those within the family), or "the world of school."
6. Scout learns about many things in the three years during which the novel takes place. Among these are evil in the world, compassion and insensitivity, the responsibilities of parenthood, the importance of family, and reason vs. irrationality. Discuss how you have come to learn something in your own life as compared/contrasted to Scout in three of these areas.
7. Choose one of the following characters and discuss the effect on Scout's and/or Jem's learning: Alexandra, Calpurnia, Miss Maudie, Mrs. Dubose, Stephanie Crawford, Dill, Lula, Bob Ewell, Mr. Cunningham, Boo, Dolphus Raymond, Mr. Underwood.
8. Choose one topic and discuss what Scout learns and how she learns it. The "learning experience" selected should be one which is significant to her maturation.
 - Evil in the World
 - Illusion vs. Reality
 - Compassion vs. Insensitivity
 - Reason vs. Irrationality
 - Informal vs. Formal Education
 - Responsibilities of Parenthood
 - Importance of Family
9. Explain why Atticus Finch's defense of Tom Robinson failed.
10. Describe the criminal justice system in the South of 1930s.
11. Discuss the element of hope for the future represented by Scout.
12. Define and describe the concept of justice or courage.
13. Discuss today's attitudes toward mentally handicapped in contrast to attitudes in the 1930s. What brought about change?
14. Write a biographical sketch of Harper Lee.

Optional Projects and Activities

These projects enable you to use your imaginative abilities. There are different types of formats, and some of them can be developed by small groups of students.

1. Select a scene or a major incident in the novel and organize and develop it into a one-act play. Possible events include the missionary tea, the scene with Mrs. Dubose, courtroom trial, Scout's classroom, and the last incident in Jem's room and on the front porch of Atticus's house.*
2. Create a front page for the *Maycomb Tribune*. Use different types of stories from all sections of a newspaper, but include them all on the front page. The paper should follow the trial or conclude the trial. Include issues of the trial, local news (school and church), national news including the depression and its effects on the community. Use feature stories, editorials, news stories, etc.*
3. Write an original chapter for the novel. Consider creating scenes of Scout, Jem, and Dill coaxing Boo Radley to come out, Scout telling Miss Maudie about meeting Boo and Miss Maudie giving her some of her philosophy, or Scout telling Jem about meeting Boo and the children finally "seeing" Atticus, Boo, and their community.
4. Read William Faulkner's *Intruder in the Dust*. Review it for the class showing the similarities between it and *To Kill a Mockingbird* in setting, characters, and theme.
5. Is Calpurnia a stereotype of the "Southern mammy"? Compare her with Berenice Sadie Brown in *The Member of the Wedding* by Carson McCullers and Dilsey in *The Sound and the Fury* by William Faulkner.
6. Write a critical review of the novel such as might appear in a city newspaper.
7. Give an oral presentation to the class on a related topic. Possibilities include Pulitzer Prizes, the Ku Klux Klan, the New Deal, famous trial lawyers such as Clarence Darrow, F. Lee Bailey, and Melvin Belli, status of African-Americans in the South in the 1930s, and schools of the 1930s.
8. Create drawings of characters, scenes, and events from the novel, or design a map of Maycomb.
9. Create a recipe book for some of the many Southern dishes mentioned in the novel, such as collard greens, scuppernongs, and Lane cake.
10. Create a guide to southern plant material that is mentioned in the novel, such as kudzu, live oak, and camellias. Include an illustration of each plant.
11. Report on life in the 1930s, including subjects such as early automobiles, clothing and hairstyles, leisure-time activities, and home furnishings.
12. Role-play a character describing an event from the book. Options include Jem telling about the night he broke his arm and Scout telling about the view from the Radley porch at the end of the novel.
13. Plan and create a board game based on events and characters from the novel.
14. Role-play scenes from the novel or tape eyewitness news reports (such as a reporter outside the courthouse during the trial).*

*Suggested for group activity

15. If you have traveled in the South and have photos or a video of your trip, present these to the class with your comments about the South.
16. Prepare a talk for the class on changes that have taken place in the South since the 1930s, as well as comments on any social practices that seem the same.
17. Write a different ending for the novel.
18. Draw a mockingbird and describe its habits.
19. Attend a local trial, if possible. Compare the methods of the defense attorney with those of Atticus Finch.
20. Make a crossword or acrostic puzzle using vocabulary words from the novel or characters' names.

The Publisher

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