

STUDY GUIDE

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HARPER LEE



























# TO KILL A MOCKINGBIRD

HOLT, RINEHART AND WINSTON



1301

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# STUDY GUIDE

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## ***To Kill a Mockingbird***

*Harper Lee*

**NOTE:** Owing to permissions restrictions, the accompanying edition of *To Kill a Mockingbird* is not an HRW Library imprint. Accordingly, no connections have been provided for this novel and study guide.



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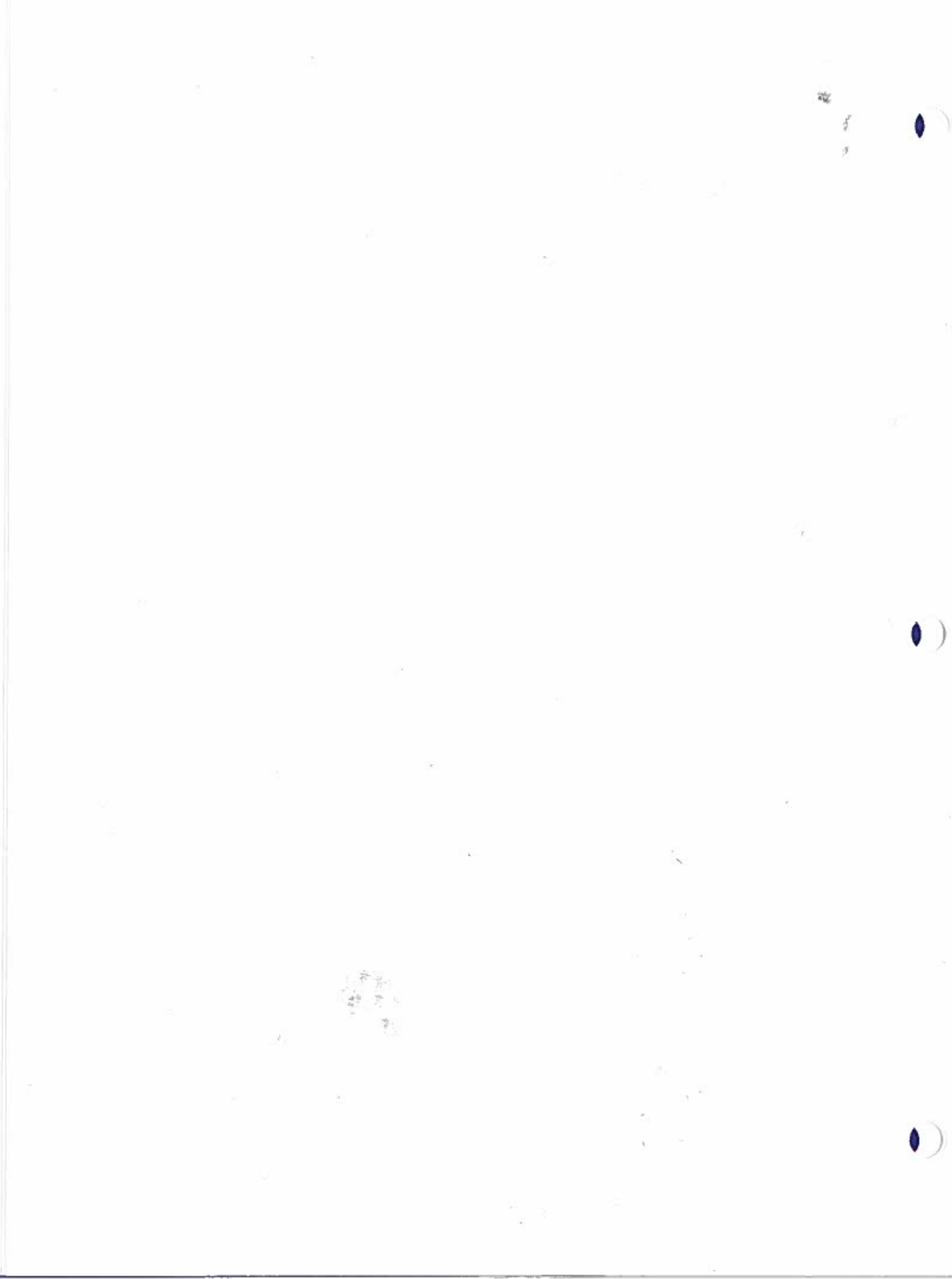
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# Using This Study Guide

## Approaching the Novel

The successful study of a novel often depends on students' enthusiasm, curiosity, and openness. The ideas in **Introducing the Novel** will help you create such a climate for your class. Background information in **About the Writer** and **About the Novel** can also be used to pique students' interest.

## Reading and Responding to the Novel

**Making Meanings** questions are designed for both individual response and group or class discussion. They range from personal response to high-level critical thinking.

**Reading Strategies** worksheets contain graphic organizers. They help students explore techniques that enhance both comprehension and literary analysis. Many worksheets are appropriate for more than one set of chapters.

**Novel Notes** provide high-interest information relating to historical, cultural, literary, and other elements of the novel. The **Investigate** questions and **Reader's Log** ideas guide students to further research and consideration.

**Choices** suggest a wide variety of activities for exploring different aspects of the novel, either individually or collaboratively. The results may be included in a portfolio or used as springboards for larger projects.

The **Glossary and Vocabulary** list (1) clarifies allusions and other references and (2) provides definitions students may refer to as they read. The **Vocabulary Worksheets** activities are based on the Vocabulary Words.

**Reader's Log**, **Double-Entry Journal**, and **Group Discussion Log** model formats and spark ideas for responding to the novel. These pages are designed to be a resource for independent reading as well.

## Responding to the Novel as a Whole

The following features provide options for culminating activities that can be used in whole-class, small-group, or independent-study situations.

**Novel Review** provides a format for summarizing and integrating the major literary elements.

**Novel Projects** suggest multiple options for culminating activities. **Writing About the Novel**, **Cross-Curricular Connections**, and **Multimedia and Internet Connections** propose project options that extend the text into other genres, content areas, and environments.

## This Study Guide is intended to

- provide maximum versatility and flexibility
- serve as a ready resource for background information on both the author and the book
- act as a catalyst for discussion, analysis, interpretation, activities, and further research
- provide reproducible masters that can be used for either individual or collaborative work, including discussions and projects
- provide multiple options for evaluating students' progress through the novel

## Literary Elements

- plot structure
- major themes
- characterization
- setting
- point of view
- symbolism, irony, and other elements appropriate to the title

## Making Meanings Reproducible Masters

- First Thoughts
- Shaping Interpretations
- Connecting with the Text
- Extending the Text
- Challenging the Text

A **Reading Check** focuses on review and comprehension.

## The Worksheets Reproducible Masters

- Reading Strategies Worksheets
- Literary Elements Worksheets
- Vocabulary Worksheets

# Reaching All Students

*Because the questions and activities in this Study Guide are in the form of reproducible masters, labels indicating the targeted types of learners have been omitted.*

Most classrooms include students from a variety of backgrounds and with a range of learning styles. The questions and activities in this Study Guide have been developed to meet diverse student interests, abilities, and learning styles. Of course, students are full of surprises, and a question or activity that is challenging to an advanced student can also be handled successfully by students who are less proficient readers. The interest level, flexibility, and variety of these questions and activities make them appropriate for a range of students.

## **Struggling Readers and Students with Limited English Proficiency:**

The **Making Meanings** questions, the **Choices** activities, and the **Reading Strategies** worksheets all provide opportunities for students to check their understanding of the text and to review their reading. The **Novel Projects** ideas are designed for a range of student abilities and learning styles. Both questions and activities motivate and encourage students to make connections to their own interests and experiences. The **Vocabulary Worksheets** can be used to facilitate language acquisition. **Dialogue Journals**, with you the teacher or with more advanced students as respondents, can be especially helpful to these students.

**Advanced Students:** The writing opportunity suggested with the **Making Meanings** questions and the additional research suggestions in **Novel Notes** should offer a challenge to these students. The **Choices** and **Novel Projects** activities can be taken to advanced levels. **Dialogue Journals** allow advanced students to act as mentors or to engage each other intellectually.

**Auditory Learners:** A range of suggestions in this Study Guide targets students who respond particularly well to auditory stimuli: making and listening to audiotapes and engaging in class discussion, role-playing, debate, oral reading, and oral presentation. See **Making Meanings** questions, **Choices**, and **Novel Projects** options (especially **Cross-Curricular Connections** and **Multimedia and Internet Connections**).

**Visual/Spatial Learners:** Students are guided to create visual representations of text scenes and concepts and to analyze films or videos in **Choices** and in **Novel Projects**. The **Reading Strategies** and **Literary Elements Worksheets** utilize graphic organizers as a way to both assimilate and express information.

**Tactile/Kinesthetic Learners:** The numerous interactive, hands-on, and problem-solving projects are designed to encourage the involvement of students motivated by action and movement. The projects also provide an opportunity for **interpersonal learners** to connect with others through novel-related tasks. The **Group Discussion Log** will help students track the significant points of their interactions.

**Verbal Learners:** For students who naturally connect to the written and spoken word, the **Reader's Logs** and **Dialogue Journals** will have particular appeal. This Study Guide offers numerous writing opportunities: See **Making Meanings**, **Choices**, **Novel Notes**, and **Writing About the Novel** in **Novel Projects**. These options should also be attractive to **intrapersonal learners**.



# Assessment Options

Perhaps the most important goal of assessment is to provide feedback on the effectiveness of instructional strategies. As you monitor the degree to which your students understand and engage with the novel, you will naturally adjust the frequency and ratio of class to small-group and verbal to nonverbal activities, as well as the extent to which direct teaching of reading strategies, literary elements, or vocabulary is appropriate to your students' needs.

If you are in an environment where portfolios contain only carefully chosen samples of students' writing, you may want to introduce a second, "working," portfolio and negotiate grades with students after examining all or selected items from this portfolio.

The features in this Study Guide are designed to facilitate a variety of assessment techniques.

**Reader's Logs and Double-Entry Journals** can be briefly reviewed and responded to (students may wish to indicate entries they would prefer to keep private). The logs and journals are an excellent measure of students' engagement with and understanding of the novel.

**Group Discussion Log** entries provide students with an opportunity for self-evaluation of their participation in both novel discussions and project planning.

**Making Meanings** questions allow you to observe and evaluate a range of student responses. Those who have difficulty with literal and interpretive questions may respond more completely to **Connecting and Extending**. The **Writing Opportunity** provides you with the option of ongoing assessment: You can provide feedback to students' brief written responses to these prompts as they progress through the novel.

**Reading Strategies Worksheets, Novel Review, and Literary Elements Worksheets** lend themselves well to both quick assessment and students' self-evaluation. They can be completed collaboratively and the results shared with the class, or students can compare their individual responses in a small-group environment.

**Choices** activities and writing prompts offer all students the chance to successfully complete an activity, either individually or collaboratively, and share the results with the class. These items are ideal for peer evaluation and can help prepare students for presenting and evaluating larger projects at the completion of the novel unit.

**Vocabulary Worksheets** can be used as diagnostic tools or as part of a concluding test.

**Novel Projects** evaluations might be based on the degree of understanding of the novel demonstrated by the project. Students' presentations of their projects should be taken into account, and both self-evaluation and peer evaluation can enter into the overall assessment.

The **Test** is a traditional assessment tool in three parts: objective items, short-answer questions, and essay questions.

## Questions for Self-evaluation and Goal Setting

- What are the three most important things I learned in my work with this novel?
- How will I follow up so that I remember them?
- What was the most difficult part of working with this novel?
- How did I deal with the difficulty, and what would I do differently?
- What two goals will I work toward in my reading, writing, group, and other work?
- What steps will I take to achieve those goals?

## Items for a "Working" Portfolio

- reading records
- drafts of written work and project plans
- audio- and videotapes of presentations
- notes on discussions
- reminders of cooperative projects, such as planning and discussion notes
- artwork
- objects and mementos connected with themes and topics in the novel
- other evidence of engagement with the novel

*For help with establishing and maintaining portfolio assessment, examine the **Portfolio Management System** in **ELEMENTS OF LITERATURE**.*

## Answer Key

In questions that involve interpretation students' responses should be defended by citations from the text.

# About the Writer

**Harper Lee**

## More on Harper Lee

### **Contemporary Literary Criticism.**

Gale: Volume 12, 1980; Volume 60, 1990.

### **Dictionary of Literary Biography.**

Volume 6: **American Novelists since World War II.** Gale: 1980.

Going, William T. "Store and Mockingbird: Two Pulitzer Novels about Alabama."

### **Essays on Alabama Literature.**

Birmingham: University of Alabama Press, 1975.

Johnson, Claudia D. **To Kill a**

### **Mockingbird: Threatening**

**Boundaries.** New York: Twayne, 1994.

## Also by Lee

"Love—in Other Words." **Vogue**, 137.

(15 April 1961): 64–65.

"Christmas to Me." **McCall's**, 89.

(December 1961): 63.

**A biography of Lee appears in *To Kill a Mockingbird*, HRW LIBRARY edition. You may wish to share this additional biographical information with your students.**

## Harper Lee

Nelle Harper Lee was born in Monroeville, Alabama, on April 28, 1926, to Frances Finch and Amasa Coleman Lee, who was a descendant of Civil War Confederate general Robert E. Lee. In addition to having a legendary military general in the family, Lee also had a famous literary connection. Acclaimed author Truman Capote was Lee's childhood friend and spent summers with a relative who lived next door to the Lee family. The Lees were clearly interested in the law. Amasa Lee was an attorney in Monroeville, and Harper Lee attended law school at the University of Alabama, leaving school six months before she completed her degree. Her sister practices law in Monroeville, where Harper Lee still lives.

Lee moved to New York City after she left law school and worked as an airline reservation clerk. Her career as a writer took an important turn when she submitted a collection of her work to a literary agent in the early 1950s. After looking at two essays and three short stories, the agent suggested that she expand one of the stories into a novel. It was a valuable piece of advice: The novel that eventually emerged was *To Kill a Mockingbird*, now considered an important work of American fiction.

# About the Novel

## *To Kill a Mockingbird*

### Historical Context

*To Kill a Mockingbird* takes place during a particularly intense moment in American history, one that resonates with economic and social importance. Harper Lee's novel is set in the fictional Maycomb, Alabama, during the Great Depression of the 1930s. Atticus Finch attempts to explain the economic impact of the depression as he tells his daughter Scout, who narrates the story as an adult, about the entailment of Walter Cunningham's farm. Atticus specifically refers to the "crash," explaining that farmers were hit the hardest. Since Maycomb County was farm country, professionals there, like Atticus, an attorney, were also affected by the depressed economy because they depended on the farmers for their fees. In hard times these fees were sometimes paid in items like Cunningham's hickory nuts and turnip greens. Atticus tells Scout that although Cunningham has little or no money, he is still proud and determined to pay his debt to Atticus.

The stock market crash of 1929 paralyzed the nation's economy. Banks curtailed their loans to businesses, which in turn cut back on production, and millions lost their jobs. Spending dwindled, factories and stores closed, and consumption of farm products declined. At the height of the Great Depression in 1933, about thirteen million Americans had no jobs, many had only part-time jobs, and more than 750,000 farmers had lost their land.

In the 1932 presidential election, Democrat Franklin Delano Roosevelt defeated the Republican incumbent Herbert Hoover. Roosevelt, in his first inaugural address, made the assertion of strength to which Jean Louise refers in her opening voice-over: He firmly believed that "the only thing we have to fear is fear itself." With the support of Congress, Roosevelt promoted a program called the New Deal that created government agencies like the Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA), both of which provided jobs, and the Farm Credit Administration (FCA), which extended credit to farmers. Roosevelt's New Deal, which relied on the government taking a strong and active role in the nation's economic affairs, marked a turning point in United States history.

The antagonism between the country's blacks and whites was present and growing. Although President Lincoln signed the Emancipation Proclamation in 1863 to free slaves, it would take almost a hundred years for the real fight for equal civil rights for black Americans to begin. During the time in which *To Kill a*

### Special Considerations

Disparaging language, including the offensive epithet *nigger*, is used when referring to African Americans. They are also called Negroes. The word *boy* is applied to a black man in a derogatory manner. An alleged rape is central to the plot, and there is a description of superficial sexual contact between a black man and a white woman. There are instances of violence and reported violence, the most graphic being Bob Ewell's physical abuse of his daughter and his account of the alleged rape. There are also references to mental illness.

### For Viewing

***To Kill a Mockingbird***. Universal Studios, 1962. Not rated. Stars Gregory Peck as Atticus and Mary Badham as Scout in the film made from Horton Foote's screenplay. Peck won an Academy Award for Best Actor, Foote won an Academy Award for his screenplay, and the film was nominated for the Academy Award for Best Picture.

***The Long Walk Home***. Miramax, 1990. Rated PG. Sissy Spacek and Whoopi Goldberg star in a story set during the early civil rights movement of the 1950s South.

***The Autobiography of Miss Jane Pittman***. United American Video, 1974. Not rated. Drama presents the memories of a 110-year-old African American woman, played by Cicely Tyson, from the Civil War to the civil rights movement.

### For Listening

***To Kill a Mockingbird***. AudioPartners Publishing Corporation, 1997. Roses Prichard reads Harper Lee's novel.

***To Kill a Mockingbird: Original Motion Picture Score***. Uni/Varese Sarabande, 1997. The movie's soundtrack, composed and conducted by Elmer Bernstein with the Scottish National Orchestra, received an Academy Award nomination and is still highly regarded.

*Mockingbird* takes place, African Americans had been free for over sixty years, yet they were still considered second-class citizens.

Particularly in the South, there was segregation, and blacks usually worked at menial jobs, often as field hands or housemaids and cooks, at which they often suffered harsh or even brutal treatment. This social structure is portrayed in the novel, specifically in Mayella Ewell's accusation of rape against Tom Robinson. A white man or woman's word was rarely questioned, yet white people routinely assumed that blacks were liars. Even when a white person was clearly caught in a lie about a black, as when Mayella and Bob Ewell are proved liars by Atticus, the white's judgment would still prevail.

## Sources

There are significant parallels between the fictional Tom Robinson case and an actual racial incident, known as the Scottsboro case, that occurred in the 1930s. Nine young black men who were riding the cars of a freight train were accused of raping two white women who were also on the train. Both trials occur in Alabama in the 1930s, both involve black men charged with assaulting white women, and both bring out some of the more disturbing characteristics of racial prejudice in the Depression-era South.

In addition to specific charges of interracial rape, the threat of lynching also figures prominently in both stories. After the nine youths were arrested, an enraged mob gathered outside the jail in Scottsboro hoping to harm the defendants. At the Maycomb jail, Atticus prevails against an angry mob that is out to get Robinson. Furthermore, there were no women and no blacks on either the Scottsboro or Robinson juries, and professional men could choose not to serve as jurors for any reason. Such a selective system meant that juries were composed largely of poor, white farmers. Unfortunately, some effects of the two trials were also similar: Tom Robinson, like one of the Scottsboro defendants, is shot and killed in an apparent attempt to escape from jail.

A final similarity between the two cases lies in the figure of a white woman who commands little respect unless pitted against a black man who commands even less. Mayella Ewell shows the same hatred and antagonism toward Atticus that one of the Scottsboro women displays toward the men's defense attorney. These women feel threatened, confused, and bitter toward the educated, polite defense attorneys who attempt to treat them with common courtesy. These attorneys are reviled because they attempt to honor the human dignity of *all* citizens, even if it means exposing the sad lives and desperate lies of poor, white Southern women. In both cases, the women prevail in the courtroom.

### Literary Context

Like much twentieth-century Southern fiction, Harper Lee's novel is often considered part of a new "Gothic" tradition. A literary form that originated in eighteenth- and nineteenth-century British fiction, the Gothic became an important mode for Southern writers such as Truman Capote, whose work is often seen as representative of Southern Gothic style. Components of Gothic stories include murder, ghosts, imprisonment, architectural ruins, unnatural parents, interest in the past, dark secrets, and insanity. *To Kill a Mockingbird* incorporates these subjects into the plots of both Tom Robinson and Boo Radley. For example, both Radley and Robinson are imprisoned; Radley's father and Bob Ewell certainly contradict the notion of the "natural" loving father; much of the town's architecture, such as the Radley house and the courthouse, consists of mysterious, decaying buildings; and troubling secrets lie hidden in many households. The Boo Radley story, in particular, is infused with Gothic elements. In addition to living in a sinister house and having a mysterious past, Boo Radley is seen as a mad monster or ghost who haunts the town at night and is connected to supernatural occurrences. These elements of the Gothic transform this potentially idyllic small town into a much more complicated and disturbed community.

*To Kill a Mockingbird* is also often identified as an example of a bildungsroman (German for "novel of education"). The bildungsroman is a specific type of novel that focuses on the maturation and coming-of-age of its central character. Scout is the central character and narrator, and she learns many things about herself and about life.

### Critical Response

Receiving almost universal critical and popular acclaim, the novel was an immediate success, in part because it appeared during the civil rights movement of the 1960s. Many critics praised the book for a variety of reasons.

*To Kill a Mockingbird* is a novel of strong contemporary national significance. As such it deserves serious consideration. But first of all it is a story so admirably done that it must be called both honorable and engrossing.

– *Chicago Sunday Tribune*

July 17, 1960

Others remarked on the style of narration:

Harper Lee has wisely and effectively employed the piercing accuracy of a child's unalloyed vision of the adult world, to display the workings of a



tragedy-laden region that little understands itself—or rarely seeks to.

– *San Francisco Chronicle*

July 31, 1960

However, not everyone applauded Lee's choice of an adult-child narrator. Said one critic:

*To Kill a Mockingbird* is frankly and completely impossible, being told in the first person by a six-year-old girl with the prose style of a well-educated adult. . . . A variety of adults, mostly eccentric in Scout's judgment, and a continual bubble of incident make *To Kill a Mockingbird* pleasant, undemanding reading.

– *Atlantic*

August 1960

The book, despite its detractors, was recognized with distinguished prizes. In 1961, *To Kill a Mockingbird* won the Pulitzer Prize and the Brotherhood Award of the National Conference of Christians and Jews.

# The Novel at a Glance

## *To Kill a Mockingbird*

### Plot and Setting

The story of *To Kill a Mockingbird* spans three years and takes place in the fictional town of Maycomb, Alabama. Atticus Finch, a lawyer, agrees to defend a black man wrongfully accused of raping a white woman. Finch's two children, Jem and Scout, watch their father as he battles the town's racial prejudice with dignity and intelligence. The children are also engaged in their own battle with their reclusive neighbor, Boo Radley, whom they have never seen but have come to fear.

A **Literary Elements Worksheet** focusing on **plot** appears on page 46 of this Study Guide.

### Structure and Narrative

Lee structures her novel around the first-person narration of the main character, Scout, who is six years old when the story begins. As an adult, Scout recalls and relates events that occurred during her childhood, such as the trial of Tom Robinson and her contact with Boo Radley, and reflects upon their meanings and implications.

### Major Characters

**Atticus Finch**, a widower with two children, is a compassionate lawyer who defends a young black man accused of raping a white woman in a small Southern town.

**Scout Finch (Jean Louise)** is Atticus's unusually intelligent six-year-old daughter.

**Jem Finch**, Atticus's son, is four years older than Scout and takes seriously his responsibility of protecting his little sister.

**Dill Harris**, the Finch children's playmate, who is Scout's age, spends summers in Maycomb visiting his aunt.

**Boo Radley** is the Finches' mysterious, reclusive neighbor.

**Miss Maudie Atkinson** is the open-minded neighbor and good friend of Atticus, Scout, and Jem.

**Calpurnia (Cal)** is the Finches' black cook.

**Tom Robinson** is the young black man who is accused of raping Mayella Ewell.

**Mayella Ewell**, one of many children in the extremely poor Ewell family, alleges that Tom Robinson beat and raped her.

**Bob Ewell** is Mayella's father.

**Heck Tate** is the sheriff of Maycomb County.

**Aunt Alexandra**, Atticus's sister, who often antagonizes Scout, comes to help care for the children during the trial.

# The Novel at a Glance *(cont.)* ***To Kill a Mockingbird***

A **Literary Elements Worksheet** focusing on **theme** appears on page 44 of this Study Guide.

A **Literary Elements Worksheet** focusing on **language** appears on page 45 of this Study Guide.

## Themes

The theme of **prejudice and injustice** is explored primarily through the struggle between Tom Robinson and the white townspeople of Maycomb, who are willing to support the proven lie of a white woman over the honest testimony of a black man. Learning respect for the individual, although tied to the theme of prejudice and injustice, becomes a broader issue for the characters and most profoundly affects Jem's and Scout's relationship with Boo Radley. There are many displays of **courage**, especially by Atticus, who shows inner strength and physical courage when he defends Tom Robinson both in court and in front of a lynch mob. Finally, the story follows the **education** of the children, both at school and in their interaction with their neighbors. They are often confused and troubled by the lessons they are forced to learn.

## Dialogue

The novel makes effective use of **dialogue**, so characters' **language**—how they talk—is important. Lee is accomplished at writing in dialect, which is a particular way of speaking characteristic of a certain region or group of people.

## Conflict

The **conflict** between the white residents of Maycomb and Tom Robinson (and Atticus) is apparent; less apparent is the internal conflict the townspeople must feel when they realize they have sacrificed an innocent man.

## Symbol

The most important symbol in the story is the **mockingbird**. The act of killing a mockingbird, which is a sin because a mockingbird harms no one and is only a songbird, becomes a symbol for any intentionally mean or evil act. Tom Robinson and Boo Radley can be seen as the symbolic mockingbirds in this story.

### Options

#### Engaging Issues

*The issues raised in To Kill a Mockingbird are still relevant and serious today. Prepare students for the novel by having them confront these issues as they might affect their own lives.*

*This activity is effective in small groups. Ask students to discuss each of these scenarios, come to a consensus, and present their conclusions to the class.*

#### SCENARIOS

- Two students are running for student body president: The first girl, who is the more reserved candidate, is known for her kindness, good humor, and leadership qualities; the second girl, who is confrontational and verbally attacks her competitor, is a member of the most popular group in the school. Even though it is rumored that this girl lies about her grades and makes up stories about her opponent, the students elect her as the new president. How might the losing candidate feel about the outcome? What, if anything, should you do about what you feel is an unjust decision by the voters? Why do you think the election turned out the way it did?
- An almost exclusively white neighborhood in your town sponsors a softball team, and any neighborhood child is eligible to play on it. A nonwhite family moves into the area, and the boy in the family is a great softball player. He is eager to join the neighborhood team, but the parents of the team's other members, and some of the children themselves, mount a campaign to keep the new neighbor off the team. You and the boy have become friends through a common interest in athletics and computers. What are you going to do about the

growing antagonism of the softball team against your new friend? How can you explain the actions of your neighbors to the new family?

#### MAKING PREDICTIONS

#### Film Projection

With your class, watch the first ten minutes of the movie *To Kill a Mockingbird*, based on Horton Foote's screenplay. Have students write down their impressions of the characters and the setting. Ask students to consider the following questions:

- How might the relationships between the characters develop?
- What conflicts might arise?

Students should discuss their responses and refer to them as they study the text of the novel.

#### BACKGROUND

#### Due Process/Lynching

Ask students to research the process by which an attorney is appointed to defend a person accused of a felony or other crime.

- Under what conditions can a defendant be provided with a lawyer?
- Who provides the lawyer?
- Who decides which lawyer is to be appointed?
- Can the lawyer decline the assignment?
- What important document provides for this "due process of law"?

As an adjunct to this research, ask students to find out the background of lynching. Divide the class into small groups, and ask each group to discuss and present their conclusions about one of these topics to the class.

# Plot Synopsis and Literary Elements

*To Kill a Mockingbird*

## Chapters 1–10

### Plot Synopsis

The narrator, Scout (Jean Louise) Finch, recalls the time her brother Jem, four years her senior, broke his arm. She then begins to relate the events that led to the accident, events that began in Maycomb, Alabama, the summer she was six, the summer that Dill (Charles Baker Harris) came to visit his Aunt Rachel. Scout explains that her father, Atticus, is an attorney and comes from an old Maycomb family, and that the Finches' black cook, Calpurnia, is a forceful presence in their house.

Once Dill comes to town, the three children spend their summer days playing together. They are intrigued and frightened by the mysterious Arthur (Boo) Radley, a neighbor who never comes out of his house. Becoming bored with their summer routine, Dill suggests they try to force Boo to come out. Jem finally accepts Dill's challenge to run up and touch the front door of the Radleys' house. He does so, and safely back on the Finch porch, the children think they see a movement inside the Radley home.

Dill returns to Mississippi, and Scout begins first grade. Her first day is not a pleasant one. To begin with, her teacher, Miss Caroline, tells Scout to forget what she learned from Atticus, who is no teacher, in Miss Caroline's opinion. Scout is confused and hurt by this admonition; she never *intended* to learn how to read—she just always knew how. Then Scout is punished for trying to explain to the teacher the financial condition of her classmate Walter Cunningham. In the afternoon, Burris Ewell, the son of a disreputable white man, disrupts the class and reduces Miss Caroline to tears. That evening, Atticus tries to comfort Scout and advises her to try to look at situations from the other person's point of view.

After this, Scout's first year of school is unremarkable except for her discovery at the end of the year that someone has been hiding interesting objects in the knothole of a tree in the Radley yard. Jem puts these treasures away for safekeeping. Dill returns for the summer and the children invent a new game they call Boo Radley. Atticus, suspecting what they are up to, expresses his disapproval. Scout, who is neglected by Dill, spends more time with Miss Maudie, a neighbor and friend of the children who works most of every day in her garden. Questioning Miss Maudie about Boo Radley's reclusiveness, Scout learns that Boo's father had been a "foot-washing Baptist." Miss Maudie explains that "foot-washers believe anything that's pleasure is a sin," and implies that Boo's father has had a lot to do with keeping Boo inside. Jem and Dill then try to contact Boo Radley with a note stuck on the end of a fishing pole. When Atticus catches them at it, he orders them all to "stop tormenting that man" and never to "make fun of anybody."

Before Dill leaves for Mississippi, the three children try to peek into the Radleys' house at night. When a shotgun is fired, Jem, in his haste to retreat, leaves his pants on the wire fence. In the middle of the night and against Scout's protests, Jem goes back to fetch his pants. A week later, Jem tells Scout that he found his pants crookedly mended and folded over the fence, as if someone had been expecting him. Scout and Jem continue to find objects in the knothole of the tree, including two carved soap figures that are painted to resemble them. Eventually they discover that Nathan Radley, Boo's brother, has filled the knothole with cement. His explanation is that the tree is dying, but Atticus tells Jem that it is healthy. Both chil-



# Plot Synopsis and Literary Elements *(cont.)*

## *To Kill a Mockingbird*

dren are shaken by Nathan Radley's actions.

That winter, Mrs. Radley dies, but no one sees Boo, including Atticus, who went to the house. The weather is the coldest since 1885, and the children experience their first snowfall. That night, Miss Maudie's house catches fire, and while the children stand in front of the Radley house, watching the fire-fighting efforts, someone puts a blanket around Scout's shoulders without her noticing. Atticus tells her it was Boo Radley and had she turned around, she would have seen him. Miss Maudie, to Scout's amazement, is not unhappy about losing her house, stating that her only concern had been for her neighbors' safety.

After Scout has a fistfight with a classmate who accuses Atticus of defending "niggers," Atticus explains that he is, in fact, defending a black man named Tom Robinson. He tells Scout there will be ugly talk at school and that he wants her to fight with her head, not her fists. In spite of Scout's resolve to do what Atticus requests, she gets into another fight with Francis, Aunt Alexandra's grandson, when he verbally attacks Atticus. Thinking Scout started the fight, Uncle Jack unfairly defends Francis but later hears Scout's side of the story. Scout makes her uncle promise not to tell Atticus the nature of her fight with Francis, because she does not want Atticus to know she has been fighting again in his defense. Atticus tells Jack he hopes the children will survive the upcoming trial without too much bitterness. Knowing Scout is eavesdropping, he says he hopes they will trust him and come to him for answers.

Atticus, in comparison to other fathers, fails miserably in the eyes of his children, to whom he seems old and idle. However, when the sheriff relies on Atticus to kill Tim Johnson, a rabid dog, with one well-placed shot, the children learn that their father had once

been known as "Ol' One-Shot." Miss Maudie, who had explained to Scout why Atticus told the children that killing a mockingbird is a sin, also explains why Atticus gave up shooting: He is a civilized man and knows that his gift of marksmanship gives him an unfair advantage over other living creatures. Jem instructs Scout not to say anything at school about Atticus's killing the dog with a single shot.

### Literary Elements

**Plot/Setting/Character:** In this opening section, two mysteries—Jem's broken arm and the reclusive Boo Radley—are introduced, and around these mysteries, the two **plots** will be built. The book's central **conflicts** are also set forth. The children cultivate their antagonistic relationship with Boo Radley, and Atticus positions himself squarely in opposition to the white townspeople's racial prejudice when he takes the Tom Robinson case. On a more personal level, the conflict between Atticus and Bob Ewell takes root. The **narrative frame** of the story is also established. Scout, as narrator, recounts as an adult events that happened during a three-year period in her childhood. Although she contributes commentary from an adult perspective, the naive observations of the child are what give the story its power. The novel's **setting** in the South is immediately revealed, and references to the crash and the WPA (Works Progress Administration) establish the time of the novel as the 1930s.

**Theme:** Because this is a novel of maturation, each experience Scout relates, especially in relation to the two plot lines, contributes significantly to her development as an individual. The theme of **education** is apparent. Scout begins her **formal education** when she starts first grade. Although she had longed to go to school, her first day is confusing and unpleasant. Her formal education off to an inauspicious start, her

# Plot Synopsis and Literary Elements *(cont.)*

## *To Kill a Mockingbird*

**training in life** begins with Atticus's advice to consider other people's points of view. School continues to be unenlightening, but her education in life takes on new dimensions when she learns more about the mysterious Boo Radley through the gift of the mysterious objects in the knothole of the tree. She also learns more about Miss Maudie, who she realizes is more compassionate, open-minded, and reasonable than many people in Maycomb; and more about "Christians" when she begins to understand that not all people who go to church behave in a "Christian" manner. Jem's **education in life** also grows as he comes to recognize the benevolent nature of Boo Radley. Although Scout can't quite give up her notions of Boo as a monster, her brother's defense of Boo and Boo's generosity toward her on the evening Miss Maudie's house burns lead the children to cease playing pranks on him.

**Character:** The physical setting and time are crucial to understanding the class distinctions made between some of the **characters**. Contrasting the poor but respectable Cunninghams and the low-class Ewells makes clear the class differences among whites. Both families will play significant parts in later developments in the novel. As the story's plot focus

shifts from Boo Radley to the Tom Robinson case, the **characterization** of Atticus becomes central to the narrative. In his explanations and advice to Scout about dealing with insults from her neighbors, Atticus further reveals his nature. He is the voice of calm reason and logic, which is exemplified in both his talk with Scout and his discussion with his brother, Jack. Atticus's **courage** is illustrated as well when he tells Scout that although he won't win the Robinson case, he must try to help. In spite of his family's misgivings and criticism, Atticus relies on his own wisdom and integrity in his approach to rearing his children.

When Atticus faces the rabid dog, he displays a different kind of courage. His instruction to his children about not killing mockingbirds reveals his attitude about taking advantage of helpless creatures, a philosophy that is seen in his regard for Boo Radley and Tom Robinson. Miss Maudie shows how well she understands Atticus when she provides the children with an explanation of why their father gave up hunting. The shooting of the rabid dog foreshadows a later killing and sets up a contrast between necessary defense and senseless slaughter.

### Chapters 11–20

#### Plot Synopsis

Mrs. Dubose, the old lady who verbally torments the children as they pass by her house, is the first adult they hear criticize Atticus for defending Tom Robinson. In retaliation, Jem slashes the tops off every camellia plant in her yard. His punishment is to read to her two hours daily, including Saturdays, for a month. After Mrs. Dubose dies, Atticus explains that she had been addicted to morphine and had been breaking herself of the habit. The children's visits provided her with distraction during the worst part of her withdrawal. He contrasts Mrs. Dubose's courage to that of a man with a gun in his hand, defining real courage as an act of starting something in the knowledge of certain defeat but seeing it through regardless.

Scout is annoyed when Jem becomes moody and inconsistent after Atticus leaves for Montgomery for two weeks. She is also disappointed that Dill won't be coming to stay with his aunt for the summer. While Atticus is away, Calpurnia takes Jem and Scout with her to church. One member of the congregation tries to start trouble, but the others welcome the children. Scout and Jem are perplexed when they hear Cal switch comfortably between the black English of her community and the white English they hear her use every day in their home. The children see the Reverend Sykes press hard for the day's collection, which will go to Helen Robinson, the wife of Atticus's client, Tom. They return home to find Aunt Alexandra sitting on the front porch. She is there because the children need her "feminine influence."

Alexandra is active in various Maycomb organizations, and her notions of what is best for the family are puzzling to Scout. Alexandra is determined that Atticus teach his children the importance of their upbringing, an attitude that creates tensions in the household. One evening, after a bitter argument and fight with Jem, Scout finds Dill under the bed—he has run away from Mississippi because his mother and new stepfather aren't interested in him. Atticus obtains permission from Aunt Rachel for Dill to spend the night with Jem and Scout, and to stay in Maycomb for a while.

A week later, a group of men, including Sheriff Tate, come to see Atticus about Tom Robinson. They are concerned for the safety of Robinson and Atticus; they are afraid there will be trouble from some of the country men who live in Old Sarum. Atticus convinces the sheriff to leave Tom in the city jail. The children believe the men are connected to the Ku Klux Klan, but Atticus tells them not to worry, explaining that the Klan is gone. Jem, however, is still troubled and expresses to Scout his fear that someone might try to hurt their father. The following evening, Atticus leaves the house after supper without explaining where he is going. Jem, Scout, and Dill sneak out of the house and find Atticus sitting on a chair in front of the jail, reading a newspaper. A group of men approach Atticus and claim that they have come for Tom Robinson. Scout breaks away from Jem and Dill and runs to Atticus, but she realizes too late that these are men she does not know. Atticus orders Jem

# Plot Synopsis and Literary Elements *(cont.)*

## *To Kill a Mockingbird*

to take Scout and Dill home, but Jem refuses to go. Finally recognizing a familiar face—Mr. Cunningham, Walter's father—Scout talks to him about knowing his son and then about the entailment of his farm. Cunningham is silent throughout but eventually tells Scout that he will convey her greeting to his son. He convinces the other men to leave with him. Mr. Underwood, the owner of the newspaper who lives across the street from the jail, announces to Atticus that he had had him covered with a shotgun during the entire encounter. As Atticus and the children walk home, Scout is surprised when Atticus tousles Jem's hair affectionately instead of scolding him.

The following morning, Atticus comments on how surprising Mr. Underwood's actions were, considering the newspaperman's known racism. Alexandra chastises Atticus for speaking about such matters in front of Calpurnia, but Atticus explains that he doesn't censor his conversation in front of Cal. Scout begins to notice an edge to Atticus's voice when he speaks to Alexandra. Nonetheless, he continues to be calm and rational as he answers the children's questions about the group of men they encountered the night before. Atticus explains that Mr. Cunningham is still their friend, even though he was part of the mob. Atticus praises the children for their intervention.

The trial begins, and Atticus orders Jem and Scout to stay at home, but they disobey. Scout overhears people say that Atticus actually intended to defend his client even though he had been *appointed* by the

court to take the case. Scout is confused by their anger toward her father. At the Reverend Sykes's invitation, Jem, Scout, and Dill sit in the balcony with the black people.

The trial begins, and Atticus quickly establishes two important facts: No doctor was called to examine Mayella Ewell's injuries, and most of those injuries were on the right side of her face. He then asks Mr. Ewell to prove he can write and establishes that Mayella's father is left-handed. Jem is now certain Atticus will win. Through his questioning, Atticus shows that Mayella is a lonely, isolated young woman with no friends and that she is the victim of an abusive, drunken father. After Mayella identifies the man she claims raped her, Atticus asks Tom Robinson to stand, thus revealing Robinson's stunted, crippled, useless left arm with its shriveled hand. Although he presses Mayella relentlessly, Atticus cannot break her story, and she refuses to tell the truth about what happened.

Atticus then calls his one witness—Tom Robinson—to testify. Robinson asserts his innocence, explaining that Mayella had made advances toward him. He denies having raped her and states that he tried gently to resist her advances. He explains that he ran because he was scared and that he was scared because he is a "nigger." The prosecuting attorney badgers Robinson, who makes the mistake of saying that he tried to help Mayella because he felt sorry for her. Dill begins to sob, and Scout takes him from the courtroom. He tells her that the prosecutor's abusive

# Plot Synopsis and Literary Elements *(cont.)*

## ***To Kill a Mockingbird***

treatment of Robinson makes him sick. To settle Dill's stomach, Mr. Raymond, who is known by the townspeople for his drunkenness, gives Dill a sip of the drink he has hidden in a paper sack. Discovering it is a soft drink, the children realize that Mr. Raymond pretends to be drunk to justify his eccentricities.

When Scout and Dill return to the courtroom, Jem is still certain Atticus will win the case. Atticus concludes his eloquent closing remarks by stating that, in reality, there is only one place where men are truly equal—in the courts. Atticus pleads for the jury to do their duty, which is to believe Tom Robinson and to set him free.

### **Literary Elements**

**Theme:** In his definition of **courage** regarding Mrs. Dubose, Atticus echoes his own situation: He knows he will not win Robinson's case, but he takes it on anyway and will see it through. Atticus again lives out his philosophy of **respecting the individual** when he talks about Mrs. Dubose and her drug addiction. Atticus's **courage** is put to the test yet again when the Old Sarum lynch mob comes to the jail. Unarmed, Atticus intends to use his integrity and reason to protect his client. Scout's innocent conversation with Mr. Cunningham, one of the mob, overpowers the man's **prejudice** by showing that the Cunninghams and the Finches have much in common.

Scout also learns a great deal about Calpurnia, the African American community, and the townspeople's

misguided **racial prejudice**. Scout sees Calpurnia in a different light when she realizes Cal can speak both black and white English. When Cal takes Scout and Jem to her black church, Scout recognizes that the sermon there is the same one she and Jem have heard many times in their white church. The theme of **respecting people for who they are** is highlighted in the children's relationship to Calpurnia and to other African Americans. Jem's point that the "mixed child[ren]" are made to suffer because of the prejudice of both sides, black and white, and the children's lack of hesitation about sitting in the colored section in the courtroom indicate that **prejudice** is something that must be learned.

Scout's **education** continues at the trial. She learns that Mayella Ewell is as sad and out of place as a child of mixed race and lonelier than Boo Radley, who has been in seclusion for twenty-five years. Dill, who is made physically ill listening to the prosecutor's patronizing cross-examination of Robinson, tells Scout that no person deserves to be humiliated and degraded. He points out that Atticus does his job as an attorney without resorting to such hateful tactics. When Mr. Raymond shares his soft drink with Dill and explains that he isn't really a drunk, Scout learns that appearances can be deceiving and that people can have good reasons for doing things that *look* bad.

**Conflict:** The **external conflicts** at the core of the Tom Robinson plot—the black man against his white accusers; Bob Ewell and the townspeople who sup-



# Plot Synopsis and Literary Elements *(cont.)*

## *To Kill a Mockingbird*

port him against Atticus and his sense of justice—reach their peak during the trial. Atticus skillfully defends Robinson by completely discrediting Bob Ewell and Mayella. Clearly, Ewell is a liar, and Mayella defends her father even though he abuses her and obviously beat her himself. Atticus exposes the pathetic nature of Mayella's life, yet the young woman persists in her lie that Robinson is the man who attacked her. The jury's potential **internal conflict**—they must maintain their power over their black neighbors by convicting Robinson, but they can see by Atticus's arguments that the defendant is innocent—represents the moral dilemma faced by the townspeople.

Another **conflict** develops when Atticus's sister, Alexandra, comes to stay with the Finches during the

trial. Alexandra and Atticus think quite differently about family, justice, and respectable behavior. Although Atticus insists that the children treat her with respect, Scout repeatedly clashes with her aunt. Atticus, too, finds his sister's beliefs provocative, but he tries to maintain his calm manner, at least in front of the children.

**Language:** Calpurnia's mastery of both the white English of her employers and the black English of her own community is a powerful example of how people can be defined by the way they speak. Cal is able to switch back and forth between the two **dialects** and so is able to exist respectably in either group. Similarly, Bob Ewell's language during his testimony at the trial relegates him to the lowest social status.

### Chapters 21–31

#### Plot Synopsis

Discovering that the children are in the courtroom, Atticus sends them home with Calpurnia for supper, but he allows them to return to hear the verdict. As the hours pass, Jem, still confident that Atticus will win, is cautioned by the Reverend Sykes to remember that no jury has ever decided in favor of a black over a white person. Finally, hours later, the jury returns. When Scout sees that not one member of the jury will look at Robinson, she senses the tragic outcome. Her suspicions are confirmed: The verdict is guilty. Jem is shattered, and when Alexandra criticizes Atticus for having let the children witness the trial, Atticus replies that they might as well learn to cope with the situations the adults have created for them. The following morning, Atticus is moved to tears when Calpurnia shows him the gifts of food his black neighbors have brought to show their gratitude for his efforts. Later, Miss Maudie points out to Jem that some people in Maycomb did care about Robinson, including Judge Taylor, who deliberately gave the case to Atticus because he knew Atticus would do a better job than anyone else. The children also hear that after the trial, Bob Ewell spat in Atticus's face and threatened him.

Jem and Scout worry that Bob Ewell will do something terrible to Atticus. Their father asks them to stand in Ewell's shoes and understand his need to retaliate, adding that there isn't really anything Ewell can do to him. When Jem and Atticus argue about the worth of juries, Atticus states his contempt for any white man who takes advantage of a black man. Atticus reveals that one of the jurors, a Cunningham, had initially argued for acquittal and fought hard in defense of Robinson's innocence. Alexandra, who

despises the Cunninghams, and Scout argue about Scout's decision to cultivate her friendship with Walter. Later, Jem and Scout have a discussion about people. Scout maintains there is only one kind—folks. Jem explains that he used to believe that, too, but if that were true, he asks, why did folks despise each other? As they conclude their debate, Jem conjectures that Boo Radley has stayed inside voluntarily all these years.

As summer draws to a close, Scout attends Alexandra's missionary circle meeting, which is held at the Finch house. She observes that the ladies express concern about the poverty of an African tribe, and then criticize the blacks of Maycomb. A shaken Atticus arrives and, speaking in private with Alexandra, Miss Maudie, Scout, and Calpurnia, reports that Tom Robinson is dead, shot seventeen times while trying to escape. For once, in defense of Atticus, Alexandra criticizes the townspeople. Miss Maudie's assertion that a handful of those people believe in fair play helps Alexandra and Scout gather their resolve, and the three of them return to the meeting without telling the other ladies what has happened. Scout helps serve cookies, deciding that if Alexandra can be a lady under such duress, so can she. Atticus and Calpurnia leave to break the news to Robinson's family.

When Jem keeps Scout from killing a harmless roly-poly bug, she reflects that he is becoming more like a girl every day. She recalls the conversation she had with Dill after he and Jem had tagged along on Atticus's visit to Helen Robinson, who collapsed when she heard her husband had been killed. The citizens of Maycomb find Robinson's death newsworthy for about two days, and they conclude that his attempt

# Plot Synopsis and Literary Elements *(cont.)*

## *To Kill a Mockingbird*

to escape was typical. Mr. Underwood, however, writes an editorial comparing Robinson's death to the senseless killing of songbirds. Bob Ewell comments that one's down but there are still two to go. Scout observes that she has lost her fear of the Radley place and feels remorse at having tormented Boo, admitting that she fantasizes about meeting him some day. Atticus assures the children that things will soon return to normal. At school, Scout is puzzled that her teacher hates Hitler for persecuting Jews but apparently approves of what happened to Tom Robinson. Even though someone tries to break into Judge Taylor's house, and Bob Ewell harasses Helen Robinson until Mr. Link Deas forces him to stop, Scout believes that Maycomb has returned to normal. The town's focus now turns toward the upcoming Halloween pageant. Scout will participate by wearing a ham costume as part of a presentation celebrating the county's farmers and their agricultural products.

While passing the Radley Place on the way to the pageant, Scout tells Jem that Boo doesn't mean anyone any harm, and the two laugh at their old fears. As they enter the dark schoolyard, Cecil Jacobs jumps out and scares them. The children first attend the Halloween festival at the high school and then get ready for the pageant celebrating Maycomb County. The show ends after Scout makes a comical late entrance in her ham costume, which is so large she seems lost inside it. Because she is mortified by her misstep in the pageant, she makes Jem wait until all the people have left before starting to walk home. She keeps her costume on to hide her embarrassment.

During their walk, the children become aware that someone is following them. At first they think that Cecil Jacobs has come back to scare them, but

gradually they realize that the pursuer is no friend. As Jem screams at Scout to run, a large assailant attacks the children. Scout's costume hampers her progress, and as she spins and falls to the ground, she hears the sounds of a desperate struggle. When she is able to get up, she sees someone carrying Jem home and fears that he is dead. Scout stumbles home in her smashed ham costume to find out from Dr. Reynolds that Jem is not, in fact, dead. He has a bump on the head and a broken arm. When Sheriff Tate arrives, he informs them that Bob Ewell is lying dead near where the children were attacked. Scout then relates the story of their attack and realizes that the man who carried Jem home was none other than Arthur "Boo" Radley, who is still standing in the corner of Jem's room.

With tears in her eyes, Scout greets Boo and leads him to the porch where her father and Sheriff Tate are discussing the evening's events. Against Atticus's protests, Sheriff Tate declares that Ewell's death was an accident, finally making Atticus understand that it was not Jem who killed Ewell—it was Boo Radley, who must now be protected from the townspeople. Scout agrees with the sheriff's decision, telling Atticus that to subject Boo to public attention would be like shooting a mockingbird. After she takes Boo in to say good night to Jem, she walks him home. Standing on the Radley porch, for the first time she sees the neighborhood from Boo's vantage point and realizes how much a part of their lives he has been. It makes her sad to think that she and Jem never gave Boo anything in return for everything he had given them. Atticus leaves Jem's room to put Scout to bed, and as she falls asleep, he tells her that once you understand them, most people are nice.

# Plot Synopsis and Literary Elements *(cont.)*

## *To Kill a Mockingbird*

### Literary Elements

**Theme:** The verdict of the jury is perhaps the most bitter part of the children's **education** thus far: They learn what a negative influence **prejudice** can have on **justice**. They also learn about dignity and **respect** from the generous gifts of food their black neighbors bring the Finch family in recognition of Atticus's efforts on behalf of Robinson. These people, who are despised by so many of the white townspeople, respond to the tragedy of Robinson's conviction with genuine emotion and gratitude toward Atticus. Scout's learning continues when she observes another group of her neighbors: the "ladies" of Maycomb. At the missionary circle meeting, these ladies, led by Alexandra, are quick to weep over the plight of poor Africans but just as quick to condemn not only Tom Robinson but also Atticus. Scout is puzzled. Both Scout and Jem are learning that even in their little town of Maycomb, something seemingly simple—such as acknowledging a person's humanity—can be twisted into something complex. Scout also learns that people can condemn certain kinds of **prejudice** while supporting others.

**Conflict:** The **conflict** between Bob Ewell and Atticus does not end with the guilty verdict. Ewell proves how mean-spirited he is when he spits in Atticus's face and threatens to kill him. Although the children are worried about their father's safety, Atticus insists that Ewell cannot really hurt him. Atticus and Alexandra again differ in their beliefs

about what makes a person "trash." His definition is based on behavior, while hers is based on social status. The conflict between Robinson and the white townspeople ostensibly ends when Robinson is shot, but only the townspeople will know the depth of the **inner conflict**—if any—that resides in their souls when they realize they sent an innocent man to his death. Atticus has underestimated Bob Ewell's need for revenge, and the conflict between the two men reaches an ugly climax when Ewell goes after Atticus's children.

**Symbol:** The editorial comparing Robinson's death to killing a harmless songbird highlights the symbol of the **mockingbird**. In the novel's final pages, Boo Radley is also explicitly described as a mockingbird when Scout agrees with Sheriff Tate's plan to protect Boo from the town's invasive gratitude. This time it is Scout who explains to Atticus that to expose Boo to the public would be like shooting a mockingbird. Scout has come a long way in her understanding of Boo Radley.

**Plot:** The two mysteries alluded to in the opening chapter are resolved when the two **plot** strands finally come together: Boo Radley, the reclusive and fearsome figure, becomes the hero of the novel by saving the children from Bob Ewell's vengeful attack. Having met Boo, Scout understands how kind and gentle he is, and she is moved to protect this "mockingbird." She stands on Boo's porch and feels it is almost like standing in his shoes.

# Reader's Log: Model

## To Kill a Mockingbird

**Reading actively** In your reader's log you record your ideas, questions, comments, interpretations, guesses, predictions, reflections, challenges—any responses you have to the books you are reading.

Keep your reader's log with you while you are reading. You can stop at any time to write. You may want to pause several times during your reading time to capture your thoughts while they are fresh in your mind, or you may want to read without interruption and write when you come to a stopping point such as the end of a chapter or the end of the book.

Each entry you make in your reader's log should include the date, the title of the book you are reading, and the pages you have read since your last entry (pages \_\_\_\_ to \_\_\_\_).

### Example

Sept. 21

**Fahrenheit 451**

pages 3 to 68

This book reminds me a lot of another book we read in class last year, 1984 by George Orwell. They're both books about the future—1984 was written in the 1940s so it was the future then—a bad future where the government is very repressive and you can be arrested for what you think, say, or read. They're also both about a man and a woman who try to go against the system together. Fahrenheit 451 is supposed to be about book censorship, but I don't think it's just about that—I think it's also about people losing their brain power by watching TV all the time and not thinking for themselves. 1984 did not have a very happy ending, and I have a feeling this book isn't going to either.

**Exchanging ideas** Exchange reader's logs with a classmate and respond in writing to each other's most recent entries. (Your entries can be about the same book or different ones.) You might ask a question, make a comment, give your own opinion, recommend another book—in other words, discuss anything that's relevant to what you are reading.

- Or:** Ask your teacher, a family member, or a friend to read your most recent entries and write a reply to you in your reader's log.
- Or:** With your teacher's guidance, find an online pen pal in another town, state, or country and have a continuing book dialogue by e-mail.

# Double-Entry Journal: Models

## To Kill a Mockingbird

**Responding to the text** Draw a line down the middle of a page in your reader's log. On the left side, copy a meaningful passage from the book you're reading—perhaps a bit of dialogue, a description, or a character's thought. (Be sure to note the number of the page you copied it from—you or somebody else may want to find it later.) On the right side, write your response to the quotation. Why did you choose it? Did it puzzle you? confuse you? strike a chord? What does it mean to you?

### Example

Quotation	Response
"It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife." (page 1)	This is the first sentence of the book. When I first read it I thought the writer was serious—it seemed like something people might have believed when it was written. Soon I realized she was making fun of that attitude. I saw the movie <u>Pride and Prejudice</u> , but it didn't have a lot of funny parts, so I didn't expect the book to be funny at all. It is though, but not in an obvious way.

### Creating a dialogue journal

Draw a line down the middle of a page in your reader's log. On the left side, comment on the book you're reading—the plot so far, your opinion of the characters, or specifics about the style in which the book is written. On the right side of the page, your teacher or a classmate will provide a response to your comments. Together you create an ongoing dialogue about the novel as you are reading it.

### Example

Your Comment	Response
The Bennet girls really seem incredibly silly. They seem to care only about getting married to someone rich or going to balls. That is all their parents discuss, too. The one who isn't like that, Mary, isn't realistic either, though. And why doesn't anyone work?!	I wasn't really bothered by their discussion of marriage and balls. I expected it because I saw the movie <u>Emma</u> , and it was like this, too. What I don't understand is why the parents call each other "Mr." and "Mrs."—everything is so formal. I don't think women of that class were supposed to work back then. And people never <u>really</u> work on TV shows or in the movies or in other books, do they?

# Group Discussion Log

## *To Kill a Mockingbird*

### Group members

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### Book discussed

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages \_\_\_\_ to \_\_\_\_

### Three interesting things said by members of the group

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### What we did well today as a group

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### What we could improve

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Our next discussion will be on \_\_\_\_\_ . We will discuss pages \_\_\_\_ to \_\_\_\_ .

# Glossary and Vocabulary

## To Kill a Mockingbird

- **Vocabulary Words** are preceded by an asterisk (\*) and appear in the Vocabulary Worksheets.
- Words are listed in their order of appearance.
- The definition and the part of speech are based on the way the word is used in the chapter. For other uses of the word, check a dictionary.

### Chapters 1-10

#### Chapter 1

**\*taciturn** *adj.*: disinclined to talk; silent

**alleged** *adj.*: asserted without proof

**repertoire** *n.*: list of dramas or parts that a person is prepared to perform

**\*vapid** *adj.*: uninteresting; boring

**\*malevolent** *adj.*: vicious; evil

**\*culprit** *n.*: guilty person

**\*predilection** *n.*: predisposition in favor of something; preference

**flivver** *n.*: inexpensive automobile

**foray** *n.*: quick raid; sudden attack

#### Chapter 2

**condescended** *v.*: assumed an air of superiority; exhibited a patronizing attitude

**\*indigenous** *adj.*: native to a particular region

**\*illicitly** *adv.*: without permission

**smilax** *n.*: delicate twining greenhouse plant

**\*vexations** *n.*: irritations; annoyances

#### Chapter 3

**cootie** *n.*: slang for a head or body louse

**\*contemptuous** *adj.*: disdainful

**\*contentious** *adj.*: belligerent; argumentative

**\*fractious** *adj.*: tending to be troublesome, quarrelsome, or irritable

**\*disapprobation** *n.*: the act or state of being disapproved; condemnation

#### Chapter 4

**\*auspicious** *adj.*: successful; favorable

**scuppernongs** *n.*: yellowish green plum-flavored grapes

**\*arbitrated** *v.*: acted to decide or determine

**mortifying** *adj.*: shameful; embarrassing

**Gothic** *adj.*: melodramatic and sinister literary elements

#### Chapter 5

**\*tacit** *adj.*: silently understood; unspoken

**\*asinine** *adj.*: stupid; silly

#### Chapter 6

**ramshackle** *adj.*: appearing ready to collapse; rickety

**\*desolate** *adj.*: forlorn; wretched

#### Chapter 7

**ascertaining** *vt.*: making certain

#### Chapter 8

**\*unfathomable** *adj.*: unable to be understood

**\*aberrations** *n.*: deviations; strays from normal

**perpetrated** *vt.*: committed

**morphodite** *n.*: probably meant to be *hermaphrodite*, something that is a combination of dissimilar parts or qualities

**\*adjacent** *adj.*: nearby

**\*perplexity** *n.*: the state of being confused or bewildered

#### Chapter 9

**\*inordinately** *adv.*: excessively

**\*ingenuous** *adj.*: simple; straightforward

**\*analogous** *adj.*: comparable on certain points

**wary** *adj.*: cautious; careful

**\*guilelessness** *n.*: innocence; naiveté

**trousseau** *n.*: the personal outfit of a bride, usually including clothes, accessories, and personal linen

**ambrosia** *n.*: a dessert of shredded coconut and oranges



# Glossary and Vocabulary *(cont.)*

**\*obstreperous** *adj.*: uncontrollably noisy; clamorous; unruly

**(on) tenterhooks**: being in a state of uneasiness, strain, or suspense

**\*invective** *n.*: insult; verbal abuse

## Chapter 10

**\*vehemently** *adv.*: forcefully

**\*articulate** *adj.*: able to speak; expressing oneself clearly or effectively

## Chapters 11–20

### Chapter 11

**passé** *adj.*: outmoded; no longer new

**melancholy** *adj.*: gloomy

**premise** *n.*: statement; assumption

**umbrage** *n.*: offense

**rectitude** *n.*: straightness; righteousness

**guff** *n.*: slang for insolent talk; nonsense

**interdict** *n.*: prohibition; an order forbidding something to be done

**\*palliation** *n.*: reduction or moderation of intensity

**reconnaissance** *n.*: a preliminary survey to gain information

**undulate** *v.*: to move with a wavy motion

**\*propensities** *n.*: natural inclinations; leanings

**cantankerous** *adj.*: ill-tempered; irritable

## Chapter 12

**\*altercation** *n.*: a noisy or angry argument; a quarrel

**habiliments** *n.*: clothes

**rotogravure** *adj.*: a photographic process in which an impression is produced by a rotary press

**\*ecclesiastical** *adj.*: of or relating to a church

**\*austere** *adj.*: stern; severe; unyielding

## Chapter 13

**\*prerogative** *n.*: an exclusive or special right, power, or privilege

**\*obliquely** *adv.*: indirectly

## Chapter 14

**\*infallible** *adj.*: incapable of making a mistake

## Chapter 15

**\*venerable** *adj.*: respected or admired because of age

## Chapter 16

**\*formidable** *adj.*: awe-inspiring; impressive

**connivance** *n.*: knowledge of and consent to wrongdoing

## To Kill a Mockingbird

### Chapter 17

**\*corroborating** *adj.*: supporting; confirming

**\*acrimonious** *adj.*: bitter; caustic

**\*haughty** *adj.*: disdainfully proud; arrogant

### Chapter 18

**mollified** *adj.*: appeased; assuaged

### Chapter 19

**ex cathedra**: authoritative

**\*impudent** *adj.*: insolent

### Chapter 20

**\*unmitigated** *adj.*: absolute; out-and-out

**\*temerity** *n.*: foolhardy boldness

**\*integrity** *n.*: honesty; incorruptibility

## Chapters 21–31

### Chapter 22

**\*cynical** *adj.*: skeptical; sarcastic

**\*feral** *adj.*: savage; wild

### Chapter 23

**\*credibility** *n.*: believability; plausibility

**\*furtive** *adj.*: secretive; surreptitious

# Glossary and Vocabulary *(cont.)*

\***adamant** *n.*: unyielding; inflexible

\***sordid** *adj.*: vile; filthy; wretched

**hieroglyphic** *n.*: pictorial writing associated with ancient Egyptians

## **Chapter 24**

**impertinence** *n.*: insolence; rudeness

\***bovine** *adj.*: resembling the ox or cow; cow-like

\***martyred** *adj.*: suffering greatly for a long time

## **Chapter 26**

\***persecuted** *vt.*: made to suffer, frequently because of one's beliefs or race

## **Chapter 27**

**notoriety** *n.*: the state of being widely and unfavorably known

\***stealthily** *adv.*: secretly; slyly

\***purloined** *vt.*: robbed; stole

## **To Kill a Mockingbird**

### **Chapter 28**

\***pinioned** *adj.*: restrained by having the arms bound

**staccato** *adj.*: abrupt; distinct

### **Chapter 29**

\***garishly** *adv.*: glaringly

### **Chapter 30**

\***stolidly** *adv.*: unemotionally

### **Chapter 31**

\***apprehensive** *adj.*: uneasy; anxious

# Making Meanings: Chapters 1–10

## To Kill a Mockingbird

### First Thoughts

1. What do you think about Atticus's attempts to defuse the children's interest in Boo Radley and his family? Would you have taken part in the children's schemes?
2. Which personality trait do you find most intriguing, confusing, or admirable in Atticus?

### Shaping Interpretations

3. Why is Scout confused when she gets in trouble at school for knowing how to read and write? How is the conflict between Scout and Miss Caroline used to characterize Scout?
4. Why is Boo Radley's reclusiveness central to the children's fascination with him?
5. Dill comes across as an unusual child. What details help create this impression?
6. How does Miss Maudie feel about having her house burn down, and what worried her most during the blaze?
7. Why does Scout make her uncle Jack promise not to tell Atticus the reason for her fight with Francis?
8. Why does Atticus enter the conflict between Tom Robinson and the Ewells, even though he knows he will not win the Robinson case?

### Connecting with the Text

9. Atticus is a single parent with two energetic children. He is sometimes criticized for how he is raising Jem and Scout; he himself sometimes expresses doubt about his abilities as a parent. Given what you have seen of Atticus in these opening chapters, how do you rate him as a parent? Give specific reasons for your response.

### Challenging the Text

10. Lee makes an interesting choice when she decides to use six-year-old Scout as the narrator of the story. Do you find Scout effective, or distracting, as the novel's narrative voice? Back up your opinion with specific examples from the text.

#### Writing Opportunity

Formulate your response into a two-paragraph analysis of the different kinds of conflict in the novel.

#### READING CHECK

- a. What is Finch's Landing?
- b. Who is Calpurnia?
- c. How does Scout explain Walter Cunningham's refusal of lunch money from Miss Caroline?
- d. What compromise does Atticus make with Scout about school and reading?
- e. What close encounter does Scout have with Boo Radley on the night Miss Maudie's house burns?
- f. Why do people, including members of his family, criticize Atticus for taking the Tom Robinson case?
- g. Who shoots the rabid dog, and why are the children so affected by this scene?

# Reading Strategies: Chapters 1–10

## *To Kill a Mockingbird*

### Understanding Characterization

Although **direct characterization**—telling directly about a character—is used in many novels, authors most often use **indirect characterization**—revealing characters through their speech, actions, thoughts, appearance, and effect on others.

Describe each of the characters listed below, and then explain, using examples from the text, how the author reveals that character’s personality to you. The first example has been done for you.

Character	Your Description	Examples from Text
Dill	an intelligent and outgoing six-year-old boy	<b>Direct:</b> author’s description of Dill <b>Indirect:</b> Jem’s comments; Dill’s own words
Atticus		
Walter Cunningham, Sr.		
Scout		
Bob Ewell		

**FOLLOW-UP:** What characterization techniques do you think would be most effective in the writing of a novel? Use examples from your chart to support your answer.

# Novel Notes

Issue 1



## Chapters 1–10, *To Kill a Mockingbird*

History  
in a Nutshell

### *A Depressed South*

Southern farmers were under great economic strain long before the stock market crash of 1929. Faced with an agricultural depression that had begun in the early 1920s and the effects of the 1927 Mississippi flood, farmers were further ruined by the harsh drought of the early 1930s. In 1932, farmers were earning 60 percent less for their produce than before the 1929 crash. Lowered prices caused the majority of

Southern farmers to lose their farms. In addition, many small businesses went bankrupt, numerous banks closed, Southern industry slowed, and most communities were unequipped to provide adequate relief to their residents. Alabama was devastated by the Great Depression, with employment rates in the 1930s dropping by 5.6 percent for whites and by 13.6 percent for blacks.

#### FOR YOUR READER'S LOG

Why is the name Scout appropriate for the female protagonist?



### Adventures with Tom Swift!

The highly popular, fictional Tom Swift® series, in print from 1910 to 1941, was created by Edward Stratemeyer. The Stratemeyer Syndicate was also responsible for the famous Hardy Boys® and Nancy Drew® series. Most of the thirty-six books in the Tom Swift® series were written by Howard Garis, who wrote under the pseudonym Victor Appleton. By 1913, the Tom Swift® series had become the best-selling juvenile series, a position it maintained until 1931, when Nancy Drew® appeared on the scene. Perhaps it was no surprise to librarians conducting a survey in 1926 that 98 percent of students polled listed Tom Swift® as a favorite read.

#### INVESTIGATE

- What was the occasion of Franklin D. Roosevelt's famous statement, "The only thing we have to fear is fear itself"?

### The Word PLACE

#### *An Attic Full of Meaning*

*Atticus* is a Latin word, derived from the Greek word meaning *Attica*, a peninsular region of

ancient Greece, home to the city-state of Athens. Hence, *Atticus* refers to styles that are characteristically Athenian—simple, refined, elegant, pure, classical. The English *attic* also originates in the Greek word through the

French *attique*, used to designate the decorative upper section of a building facade. The English *attic* eventually referred to the uppermost story, directly under the roof, of any building.

# Choices: Chapters 1–10

## To Kill a Mockingbird

### Building Your Portfolio

#### CREATIVE WRITING

#### Dear Diary . . .

Scout has a tough time on her first day at school. Many disruptive events occur, some that involve her and some that do not. Imagine that she decides to write about that first day in a diary. Write Scout's diary entry. Try to use the kind of language—the dialect—she would use as you relate her thoughts about her experiences.

#### PERFORMANCE

#### Presenting . . . the Radleys!

Scout, Jem, and Dill invent a game called Boo Radley in which the three children act out the story of the Radley family. Review their game in Chapter 4. In a group of three, prepare your own rendition of the game Boo Radley. Assign the appropriate parts, and write a script. You might choose to make your performance a pantomime. Groups should take turns acting their dramas for the class.

#### MEDIA

#### On the Scene

Write and deliver a television news broadcast reporting either from the scene of the fire at Miss Maudie's or from the Finches' street when the rabid dog appears. Present your report as breaking news—“We interrupt with this report . . .”—and include eyewitness accounts. You may want to include information about Atticus as a marksman. Did he win any contests? Were there articles about him in the local paper?

#### ART

#### Portrait of a Neighbor

Atticus calls the children's snowman a caricature because it is an exaggerated representation of Mr. Avery. What would the children's caricatures of their other neighbors—or even of Atticus and Calpurnia—look like? Draw a caricature of one of the characters, exaggerating that person's most prominent physical characteristics and personality traits. Do not label the drawing. Display the pictures, and try to guess which character is being represented in each one.

#### Consider This . . .

*“Atticus Finch is the same in his house as he is on the public streets.”*

What does Miss Maudie mean when she says this to Scout? Is her remark intended as a compliment or an insult? Explain.

#### Writing Follow-up: Comparison and Contrast

Compare Atticus and other townspeople in Maycomb in light of Miss Maudie's assessment of Atticus's character. Could her remark accurately be applied to her neighbors? Write two to four paragraphs.

## Novel Notes

Create an activity based on **Novel Notes, Issue 1**. Here are two suggestions.

- Research relief efforts provided by federal and local governments to people hit hardest by the Great Depression.
- Explain more about Athenian style and why it is appropriately associated with Atticus Finch.

# Making Meanings: Chapters 11–20

## To Kill a Mockingbird

### First Thoughts

1. How would you describe Mayella Ewell? How did you react to her testimony against Tom Robinson?

### Shaping Interpretations

2. What does Mrs. Dubose have sent to Jem after her death? How does he respond to the gift, and what does this tell you about his **character**?
3. According to Dill, how is he treated by his mother and stepfather, and why does their behavior prompt him to run away from home?
4. Why does Sheriff Tate say that there isn't much point in changing the location of Tom Robinson's trial?
5. How is the group of men who visit Atticus at home contrasted to the group of men who show up at the jail?
6. What is Miss Maudie's reaction to everyone going to watch the trial?
7. Why is Atticus so concerned to know whether a doctor had examined Mayella after the alleged attack by Tom Robinson?
8. Why does Mayella think Atticus is mocking her?

### Connecting with the Text

9. Do you know of television shows or films in which lawyers argue cases in front of a jury? How do they compare to Atticus in the courtroom? Which representation of the courtroom seems most realistic?

### Extending the Text

10. Do you think Atticus's description of the courts as the place where everyone is treated equally is accurate today? Why or why not?

#### Writing Opportunity

Write a paragraph comparing Dill to his cousins Jem and Scout.

#### READING CHECK

- a. What does Jem do to Mrs. Dubose's camellia plants? Why?
- b. What does Mrs. Dubose demand from Jem as payment for his crime?
- c. What does Scout find unusual about Calpurnia's manner of speaking at her church?
- d. Who is on the front porch when Cal and the children return from church? Why is that person there?
- e. What is Atticus's response to Alexandra when she claims that they do not need Cal anymore?
- f. Whom does Scout recognize in the Old Sarum mob at the jail? What does she do?
- g. What is Atticus attempting to show by asking Bob Ewell to write something?

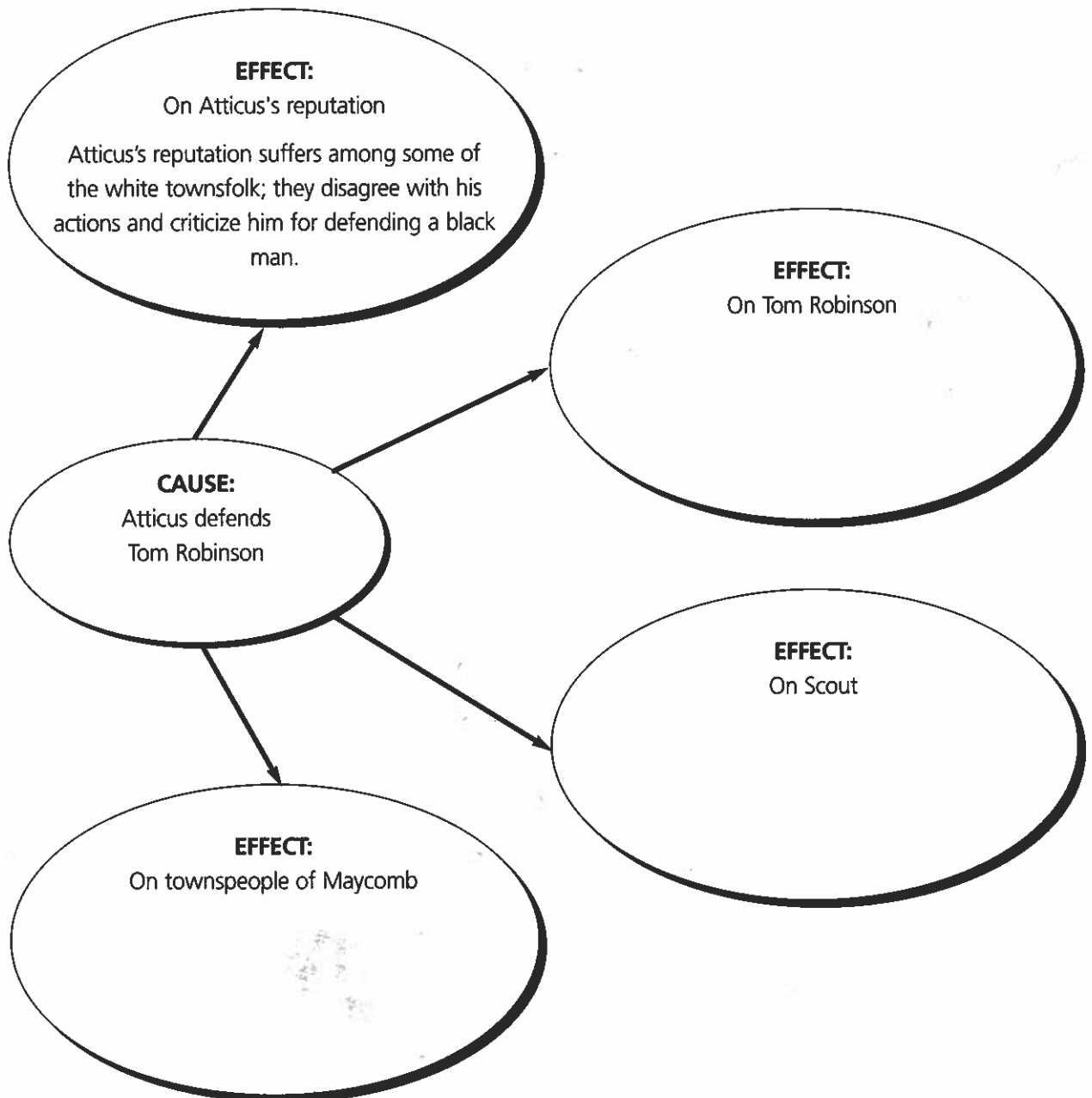
# Reading Strategies: Chapters 11–20

## *To Kill a Mockingbird*

### Understanding Cause and Effect

Atticus's defense of Tom Robinson produces effects that ripple through the community.

Trace the effects of Atticus's decision to defend Tom Robinson. The first example has been done for you.

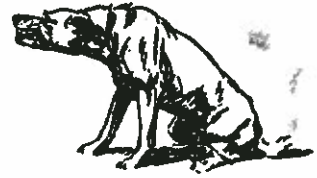


**FOLLOW-UP:** Based on your responses above, what effect would a victory for Atticus and Tom Robinson have on these characters? What effect would a guilty verdict have on them?



# Novel Notes

Issue 2



## Chapters 11-20, *To Kill a Mockingbird*

### “Mad” Dog?

The earliest references to rabies, an infectious disease that attacks the central nervous system, appeared prior to 2300 B.C. Before the nineteenth century, when disease statistics improved, rabies was described as “madness” in dogs and other animals across Europe. By 1785, rabies was present in all of the northern United States. In 1884, French chemist Louis Pasteur discovered the process by which rabies is transmitted, followed in 1885 by the successful creation of a vaccine.

All warmblooded animals are susceptible to rabies, and dogs are the most likely to transmit the virus to humans. Infected animals are extremely dangerous during the early stages of the disease, inclined to bite if provoked even though they appear to be healthy. If the animal is dead, its nervous tissue or organs—such as the spine or brain—can still be infectious. Luckily, rabies can be prevented through the vaccination of domestic dogs and cats.

#### FOR YOUR READER'S LOG

Learn more about the finch and the robin. Do you think there is a connection between these birds and the families sharing their names—the Finches and the Robinsons—in the novel?

### *Singing to Its Heart's Content*

Tickets to hear the renowned *Mimus polyglottos*—the “many-tongued mimic”—or northern mockingbird, cost nothing! Building its nest in thick shrubs and vines, this gray-white bird is easy to find in Southern farm areas, home gardens, and city parks. It also takes up residence in the West and Southwest.

Able to mimic calls of other birds and animals, some northern mockingbirds can reproduce anywhere from twenty to thirty calls of other species in just ten minutes. These virtuosos can also reproduce the sounds of squeaky wheels, piano notes, bells, factory whistles, alarm clocks, washing machines, and human voices.

The northern mockingbird impressed the Choctaw, who called it *hushi balbaha*, meaning “the bird that speaks a foreign language.” In Colonial America, the melodious mockingbird was captured and kept caged, a practice later ruled illegal.

The northern mockingbird garnered praise from famous writers such as James Fenimore Cooper, Henry David Thoreau, and Walt Whitman. Whitman especially helped to catapult this songbird to fame with his poem “Out of the Cradle Endlessly Rocking.” The mockingbird is so revered that five states have made it their official state bird.



#### Quotation Corner

*Out of the cradle endlessly rocking,  
Out of the mockingbird's throat,  
the musical shuttle,  
Out of the Ninth-month midnight.*

—Walt Whitman  
“Out of the Cradle  
Endlessly Rocking”

**INVESTIGATE** • How was school different for black and white children living in the South in the 1930s?

# Choices: Chapters 11–20

## *To Kill a Mockingbird*

### Building Your Portfolio

#### ORAL HISTORY

#### Since the Beginning of Time

Scout observes that Maycomb is an ancient town. Many of the residents have been in the region for generations and have long histories with each other. Pick a character whose history is presented in the book—Atticus, Alexandra, Calpurnia, Miss Maudie, Bob Ewell, or Walter Cunningham, Sr. or Jr.—and present an oral history of that character and his or her family. Include all the facts you can find in the book, and create any details that seem appropriate. Draft a written version of your history as preparation for your presentation.

#### GROUP DISCUSSION

#### Born or Made?

Aunt Alexandra believes that social status is a result of heredity: Some families are better than others simply because of where they come from and who their ancestors were. Scout, however, has come to understand that "Fine Folks were people who did the best they could with the sense they had." In groups of three or four, discuss these competing views of judging people. Whose theory, Scout's or Alexandra's, seems to have the most support today?

#### CRITICAL WRITING

#### Mockingbird's Influence

Write a proposal suggesting that *To Kill a Mockingbird* be added to the curriculum of another course offered at your school, such as history, government, or social studies. Research the scope and purpose of the class, and present this information in your proposal. With examples from the text, show how this novel will make significant contributions to the proposed course. Offer suggestions for the kinds of projects the students might attempt while studying this book.

#### SCRAPBOOK

#### Illustrated Memories

Compile the scrapbook that Jem, Scout, or Dill might have kept over the course of the novel's three-year time period. Find photos from magazines, render your own drawings, and collect objects and materials based on your character and his or her experiences in the book. You might also include items that are not mentioned specifically but that you think the character might have included. Provide a caption that explains each entry, and display the books for the class.

#### Writing Follow-up: Persuasion

Take a position supporting or disagreeing with Scout's observation about race as it is presented in the quotation above. Give at least two reasons for your position, and support each with specific examples from the text.

### Novel Notes

Create an activity based on **Novel Notes, Issue 2**. Here are two suggestions.

- Research the medical advances made in the fight against rabies.
- Investigate the poetry of Walt Whitman.

# Making Meanings: Chapters 21–31

## To Kill a Mockingbird

### First Thoughts

1. Do you think Atticus had a good chance to win his appeal for Robinson? Explain your response.

### Shaping Interpretations

2. What does Jem's certainty about Atticus's victory reveal about Jem? What can be concluded about the Reverend Sykes's more reserved opinion of the outcome?
3. Why is it important that the jury stayed out so long before delivering the verdict?
4. Instead of making a third small cake for Jem, Miss Maudie cuts his piece from the big cake. What does her action signify?
5. What argument does Scout have with her Aunt Alexandra about Scout's friend Walter Cunningham?
6. Why is Mr. Underwood's editorial significant?
7. Why is Scout confused when Miss Gates condemns Hitler's persecution of the Jews?
8. How are the two narrative strands of the **plot** brought together?

### Connecting with the Text

9. Jem is crushed when a guilty verdict is returned against Tom Robinson. He simply cannot accept the injustice of the trial's outcome. Have you ever felt the way Jem feels? How did you respond, and did your response have any impact on the situation?

### Challenging the Text

10. *To Kill a Mockingbird* has been described as both "a novel of strong contemporary national significance" and "pleasant, undemanding reading." With which description do you agree? Why? Give examples from the text to support your answer.

### READING CHECK

- a. When the jury returns to the courtroom, why does Scout anticipate a guilty verdict?
- b. What causes Atticus's eyes to fill with tears at breakfast?
- c. What does Bob Ewell do to Atticus in front of the post office?
- d. Who is the one juror who votes for acquittal?
- e. Why does Judge Taylor have a gun in his lap when his wife comes home from church?
- f. Why was Helen Robinson walking a mile out of her way to get to her job?
- g. Sheriff Tate is trying to protect Boo Radley from something—what?

### Writing Opportunity

Write a two-paragraph analysis of the injustices at Tom Robinson's trial.

# Reading Strategies: Chapters 21-31

*To Kill a Mockingbird*

## Making Inferences and Summarizing

The people of Maycomb do not always see eye to eye about people or issues.

Summarize the feelings and attitudes held by the person or group in the arrow about the person on the right, based on your inferences about them at the end of the novel. The first example has been done for you.

**Majority of White Community:**

They are angry that he supported a black man; they resent him because he forces them to face their own prejudices; some might feel embarrassed.

ATTICUS

**Black Community:**

\_\_\_\_\_  
\_\_\_\_\_

ATTICUS

**Majority of White Community:**

\_\_\_\_\_  
\_\_\_\_\_

TOM ROBINSON

**Scout:**

\_\_\_\_\_  
\_\_\_\_\_

BOO RADLEY

**FOLLOW-UP:** In your opinion, which of the characters or groups undergoes the greatest change throughout the course of the story? Explain.

# Novel Notes

Issue 3



## Chapters 21–31, *To Kill a Mockingbird*



### *Jim Crow Laws*

From the balcony of the courthouse, the black citizens of Maycomb watch the trial below. Their separate seating is evidence of the Jim Crow system in effect. Composed of laws, policies, and practices that sanctioned segregation, the Jim Crow system lasted from the late 1870s to the 1960s.

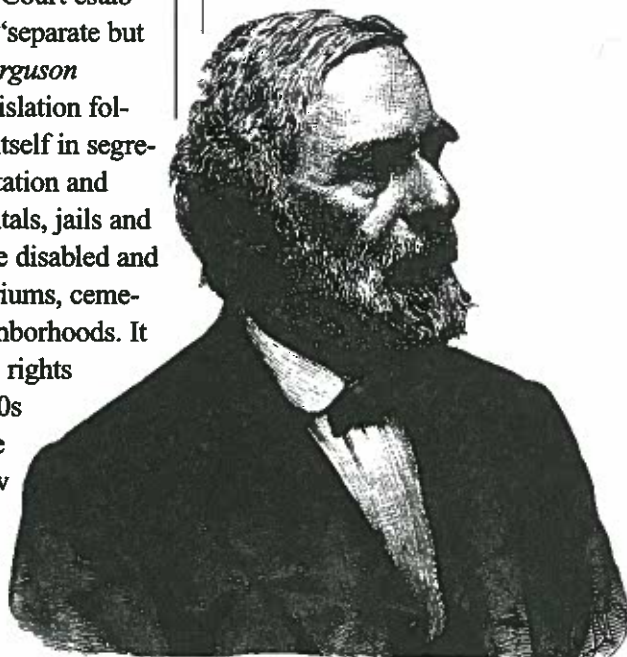
*Jim Crow* refers to the popular act of a Northern white minstrel show performer, Thomas Dartmouth “Daddy” Rice. Rice’s “Jump Jim Crow” song-and-dance act was based on an old, crippled slave, Jim, who belonged to a Mr. Crow, owner of a stable adjacent to

where Rice was performing. The act, first performed in 1828, was such a hit that Rice billed himself as Jim Crow Rice, later toured Europe, and purportedly had the hit song of the century in England.

Once the Supreme Court established the precept of “separate but equal” in *Plessy v. Ferguson* (1896), Jim Crow legislation followed. It manifested itself in segregated public transportation and stations, mental hospitals, jails and prisons, homes for the disabled and elderly, parks, auditoriums, cemeteries, and some neighborhoods. It was not until the civil rights movement of the 1950s and the 1960s that the influence of Jim Crow laws began to wane.

### FOR YOUR READER’S LOG

How do you explain Boo Radley’s attachment to Jem and Scout?



### Robert E. Lee (1807–1870)

A Virginia native (and ancestor of Harper Lee), Robert E. Lee is one of the most revered commanders of the Civil War era. Lee became a full general in the Confederate Army at the outset of the Civil War in 1861. He is remembered both for his success at the Battle of Chancellorsville, Virginia, and for his defeat at the Battle of Gettysburg in 1863. After the surrender of his army to Union forces at Appomattox, Virginia, in 1865, Lee resigned from his military career to become president of Washington College in Lexington, Virginia—now Washington and Lee University—where he is buried. Lee’s United States citizenship, revoked for his participation in the Confederate campaign, was restored by Congress under President Gerald Ford in 1975.

**INVESTIGATE** • What is a chifforobe? Is it useful? How?

### Quotation Corner

*Duty is the sublimest word in our language. Do your duty in all things. You cannot do more. You should never wish to do less.*

—Robert E. Lee

*Inscribed beneath his bust in the Hall of Fame for Great Americans*

What would Atticus think of this statement?

# Choices: Chapters 21–31

*To Kill a Mockingbird*

## Building Your Portfolio

### BILL OF RIGHTS

#### And Justice for All

Maycomb seems to have two separate systems that delineate personal civil liberties: one for white people and one for blacks. Write Maycomb's Bill of Rights—a document guaranteeing personal rights and freedoms—as it is understood by people like Alexandra and the Missionary Society ladies. Then, write the Bill of Rights that people like Atticus, Miss Maudie, and Judge Taylor would support. Write and present these principles as official documents, and display them for the class.

### MOCK TRIAL

#### Bob Ewell Takes the Stand—Again

Assuming that Ewell was not killed by Boo Radley, stage another trial in which Bob Ewell is the accused rather than the accuser. Working in small groups, put Ewell on trial for his actions toward Tom Robinson, his own family, and his community. What charges would you bring against Ewell? What witnesses could be brought against him? Appoint a judge and defense attorney, and write out parts for the characters.

### READING STRATEGIES

#### Foreshadowing

Although Atticus is certain that he has nothing to fear from Bob Ewell, the author foreshadows an ominous encounter between him and the Finch family. In a small group, discuss how the author foreshadows this event. Then, cite other examples of foreshadowing involving other characters. You might make a chart that keeps track of these characters, situations, and plot lines. Be sure to note the eventual outcome of these situations.

### SEQUEL

#### A New Beginning?

How might life change for Mayella and the rest of the Ewell family now that Bob Ewell is out of the picture? Write a new chapter for the book in which you describe life for Mayella and her siblings a year after Bob Ewell's death. Has anything changed for them? If so, what? Include an account of a conversation Mayella might have had with Atticus about Tom Robinson, now that she no longer has to fear her father's wrath.

#### **Writing Follow-up: Cause and Effect**

Suggest reasons that Jem thinks reading and writing cause people to move in different social categories. What effect would knowing how to read and write have on one's position in the community? Write two to four paragraphs.

## Novel Notes

Create an activity based on **Novel Notes, Issue 3**. Here are two suggestions.

- Research some of the Jim Crow laws still in effect in 1960.
- Compare the real Robert E. Lee and Robert E. Lee "Bob" Ewell.





# Novel Review *(cont.)*

## *To Kill a Mockingbird*

### SETTING

---

Time \_\_\_\_\_

Most important place(s) \_\_\_\_\_

One effect of setting on plot, theme, or character \_\_\_\_\_

### PLOT

---

List key events from the novel.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Use your list to identify the plot elements below. Add other events as necessary.

Major conflict / problem \_\_\_\_\_

Turning point / climax \_\_\_\_\_

Resolution / denouement \_\_\_\_\_

### MAJOR THEMES

---

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Literary Elements Worksheet 1

## *To Kill a Mockingbird*

### Theme

Although a story's theme—the central idea or insight of a work of literature—can be directly stated, most themes are implied. One of the themes of *To Kill a Mockingbird* is **courage**: People sometimes are capable of great physical and moral courage when faced with a difficult situation.

For each character below, identify examples from the text that develop the theme of courage. Write your responses in the chart.

	Physical Courage	Inner Courage
Atticus		
Boo Radley		
Sheriff Tate		
Jem		
Scout, Jem, and Dill		

**FOLLOW-UP:** Using the examples from the chart, on a separate sheet of paper write a two- to four-paragraph character sketch of the character whose displays of courage most impress you.

# Literary Elements Worksheet 2

*To Kill a Mockingbird*

## Language

Characters' use of language is an important component of character development.

For each character below, supply dialogue that is representative of that character's personality or point of view. Then, explain how the language in the quotation you chose contributes to your impression of that character. The first example has been done for you.

### DILL

Impression: Speaks quite well.

Perceptive about the adults in his life.

\_\_\_\_\_  
\_\_\_\_\_

"They buy me everything I want, but it's now-you've-got-it-go-play-with-it. You've got a roomful of things. I-got-you-that-book-so-go-read-it."

\_\_\_\_\_

### BOO

Impression: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### PROSECUTING ATTORNEY

Impression: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### ATTICUS

Impression: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FOLLOW-UP:** If these characters were being written for a movie today, how would they sound? Rewrite the quotations you wrote above into today's language.

# Literary Elements Worksheet 3

## *To Kill a Mockingbird*

### Plot

The plot is the underlying structure of a story. Some stories, such as *To Kill a Mockingbird*, have two plots: the main plot, which covers the events of the primary story, and a subplot, which is a story with characters and themes that often mirror those of the main plot.

Describe the components of each story's plot in *To Kill a Mockingbird*.

#### STORY A

##### *The Defense of Tom Robinson*


#### STORY B

##### *The Mystery of Boo Radley*


Characters

Setting

Plot Events

Ending

**FOLLOW-UP:** At what points do Story A and Story B intersect? Write about the components above that are common to both stories.

**Vocabulary Worksheet 1**

Chapters 1–10

**To Kill a Mockingbird****A. Circle the letter of the word or phrase that most nearly defines the italicized word in each excerpt from *To Kill a Mockingbird*.**

1. At first, they thought of Boo Radley as *malevolent*.
  - a. important
  - b. evil
  - c. huge
  - d. mad
2. Keeping to oneself was a *predilection* not easily forgiven in Maycomb.
  - a. preference
  - b. circumstance
  - c. behavior
  - d. religion
3. One of his many *vexations* was the matter of entailment.
  - a. business
  - b. produce
  - c. entertainment
  - d. irritations
4. Instead of answering, the boy gave a *contemptuous* snort.
  - a. scornful
  - b. sad
  - c. frightened
  - d. curious
5. His sociable *propensities* were well-known.
  - a. ideas
  - b. behaviors
  - c. leanings
  - d. declarations
6. Not many people dared argue with such a *contentious* man.
  - a. unhappy
  - b. traditional
  - c. unusual
  - d. argumentative
7. My *perplexity* was plain to see.
  - a. confusion
  - b. happiness
  - c. play
  - d. embarrassment
8. The children had a *tacit* understanding with Miss Maudie about playing on her property.
  - a. negotiated
  - b. unspoken
  - c. signed
  - d. forgotten
9. The reasons for the sudden change of seasons were *unfathomable* to the people of Maycomb County.
  - a. not known
  - b. plain
  - c. well known
  - d. not understandable
10. Even my most *ingenious* diversions displeased Francis.
  - a. interesting
  - b. straightforward
  - c. noisy
  - d. mysterious

# Vocabulary Worksheet 1 (cont.)

Chapters 1–10

## *To Kill a Mockingbird*

**B. Read carefully the definition of each word. Then, write a sentence of your own using that word. If possible, include in your sentences clues to the meanings of the defined words.**

11. **illicitly** *adv.*: without permission

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---

12. **disapprobation** *n.*: the act or state of being disapproved; condemnation

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13. **arbitrated** *v.*: decided; determined

---

---

14. **taciturn** *adj.*: disinclined to talk; silent

---

---

15. **auspicious** *adj.*: successful; favorable

---

---

16. **desolate** *adj.*: forlorn; wretched

---

---

17. **indigenous** *adj.*: native to a particular region

---

---

18. **palliation** *n.*: reduction of violence; moderation of intensity

---

---

**Vocabulary Worksheet 1** (cont.)

Chapters 1–10

**To Kill a Mockingbird****19. aberrations** *n.*: deviations; strays from normal

---

---

**20. invective** *n.*: insult; verbal abuse

---

---

**C. Write the letter of the pair of words that best expresses a relationship similar to that expressed in the original pair.**\_\_\_\_\_ **21. obstreperous : disorderly ::**

- a. fearless : afraid
- b. lively : dynamic
- c. optimism : dread

\_\_\_\_\_ **22. vapid : lively ::**

- a. final : initial
- b. professor : teacher
- c. actor : thespian

\_\_\_\_\_ **23. inordinately : excessively ::**

- a. informally : gossipy
- b. satisfying : agreeable
- c. drive : dangerously

\_\_\_\_\_ **24. guilelessness : honesty ::**

- a. cleverness : tricky
- b. guilty : innocent
- c. natural : simple

\_\_\_\_\_ **25. analogous : descriptions ::**

- a. criticize : condemn
- b. organized : rearranged
- c. impassive : expressions

**Vocabulary Worksheet 2**

Chapters 11–31

**To Kill a Mockingbird****A. Circle the letter of the word or phrase that most nearly defines the italicized word in each sentence.**

1. It is difficult always to believe in the *integrity* of our political system.
  - a. boldness
  - b. difficulty
  - c. incorruptibility
  - d. importance
2. The last *altercation* was the loudest and most unpleasant.
  - a. time
  - b. expedition
  - c. argument
  - d. conversation
3. When I vote, I am exercising my *prerogative* as a citizen.
  - a. rules and regulations
  - b. special right
  - c. crown
  - d. point of view
4. A dog's *infallible* sense of smell always leads it to the nearest source of food.
  - a. recent
  - b. special
  - c. weak
  - d. certain
5. He *stolidly* stated the plain truth.
  - a. shyly
  - b. respectfully
  - c. obediently
  - d. unemotionally
6. The college, built in the 18th century, was a *venerable* building.
  - a. used
  - b. ivy-covered
  - c. obvious
  - d. respected
7. The tall, taciturn general had an unjustified reputation for being *haughty* toward his troops.
  - a. arrogant
  - b. cranky
  - c. coldblooded
  - d. conceited
8. With considerable *temerity*, the child stood up and contradicted the teacher.
  - a. pity
  - b. boldness
  - c. disgrace
  - d. fairness
9. Once he had been branded a liar, his *credibility* was gone.
  - a. honesty
  - b. intelligence
  - c. believability
  - d. shyness
10. The crash of the overturned milk pail in the cowshed was followed by *bovine* bellowing.
  - a. birdlike
  - b. cowlike
  - c. murmuring
  - d. chewing

# Vocabulary Worksheet 2 (cont.) Chapters 11–31

## *To Kill a Mockingbird*

**B. Read carefully the definition of each word. Then, write a sentence of your own using that word. If possible, include in your sentences clues to the meanings of the defined words.**

**11. apprehensive** *adj.*: uneasy; anxious

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---

**12. stealthily** *adv.*: secretly; slyly

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**13. sordid** *adj.*: vile; filthy; depressingly wretched

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**14. pinioned** *adj.*: restrained by binding the arms

---

---

**15. purloined** *vt.*: robbed; stole

---

---

**16. austere** *adj.*: stern; severe; unyielding

---

---

**17. obliquely** *adv.*: indirectly

---

---

**18. corroborating** *adj.*: supporting; confirming

---

---



# Vocabulary Worksheet 2 *(cont.)*

Chapters 11-31

## *To Kill a Mockingbird*

19. **furtive** *adj.*: secretive; surreptitious

---

---

20. **feral** *adj.*: savage; wild

---

---

C. Write the letter of the pair of words that best expresses a relationship similar to that expressed in the original pair.

\_\_\_\_\_ 21. **music : ecclesiastical ::**

- a. writing : authorship
- b. edge : sharp
- c. apprehension : dread

\_\_\_\_\_ 24. **persecuted : martyr ::**

- a. defeated : candidate
- b. masked : preacher
- c. vocalized : singer

\_\_\_\_\_ 22. **formidable : mountain ::**

- a. radiant : sun
- b. terrible : mouse
- c. scorching : ice

\_\_\_\_\_ 25. **adamant : immovable ::**

- a. criticize : condemn
- b. organize : rearrange
- c. exalt : degrade

\_\_\_\_\_ 23. **impudent : speech ::**

- a. fruitless : futile
- b. obedient : nonconformist
- c. slow : walk

# Novel Projects

## *To Kill a Mockingbird*

### Writing About the Novel

#### COMPARE AND CONTRAST

##### **A Southern Pair**

Read Mark Twain's novel *Huckleberry Finn*, and write an essay comparing and contrasting it to *To Kill a Mockingbird*. You may focus on Huck and Scout or consider other elements such as themes or symbols. (Critical Writing)

#### ALTERNATIVE ENDING

##### **Brand-New Day**

Assume Tom Robinson is judged innocent or, having been found guilty, is not shot to death. Choosing either of these scenarios, write a new ending for the story. What incidents or episodes in the existing text would have to be omitted or altered? Remember that you must create an ending that is consistent with the characters and the atmosphere of Maycomb. (Creative Writing)

#### AUTHOR BIOGRAPHY

##### **A Deeper Insight**

Research Harper Lee's life, paying special attention to why she is particularly suited to tell the story of the Finch family in Maycomb, Alabama. Write an essay that presents your research and includes basic information, such as her birthplace, and information about her career before and after she wrote *To Kill a Mockingbird*. (Critical Writing)

#### ANALYZING CHARACTER

##### **Assessing Atticus**

Write an essay in which you evaluate Atticus Finch as a father, an attorney, and a brother. What traits carry over from one role to another? What traits are common to all three of these roles? Place Atticus in the context of his family by comparing him to his brother, Jack, and his sister, Alexandra. Use examples from the novel to support your opinions. (Creative/Critical Writing)

#### LETTER FROM A CHARACTER

##### **Dear Dill . . .**

Imagine that you are Scout. Write a letter to Dill in which you tell him about what happened on Halloween night. Be sure to put the attack in context and explain what happened with Sheriff Tate and Boo Radley. (Creative Writing)

### Cross-Curricular Connections

#### SOCIAL STUDIES

##### **The Whole Truth**

The trial of Tom Robinson is central to the action of the story. Research the roles of the judge, the defense and prosecuting attorneys, the jury, and the bailiff, as well as the procedures of a criminal trial. With a group of classmates, enact the Robinson trial and then share your research in an oral report. Lead a class discussion about how accurately Tom's trial is portrayed.

#### GEOGRAPHY

##### **Real Small Towns**

Harper Lee grew up in the small town of Monroeville, Alabama. Describe how Maycomb compares to Monroeville using charts, drawings, and pictures to illustrate your written report.

#### NATURAL SCIENCE

##### **Birds of a Feather**

Research the birds that figure prominently in the story: mockingbirds, finches, and robins (Tom Robinson). In a graphic you choose that includes pictures of the birds, explain why each of these birds is an appropriate choice for the names of those characters. Then, based on further research, create "bird names" for the following characters and provide another graphic explaining your suggestions: Bob Ewell, Dill, Miss Maudie or Calpurnia, Sheriff Tate, Mrs. Dubose.

#### PSYCHOLOGY

##### **Explaining Boo**

Although Boo Radley's unconventional behavior is analyzed by some of his neighbors, modern psychologists would probably explain his eccentricities a bit differently. With Miss Stephanie's and the children's early comments about Boo as reference points, use

modern scientific theories to explain Boo's reclusiveness. Be sure to use everything you know about Boo, including information about his father, to help you construct your psychological profile. Present your research in a written report, or construct a visual summary of your findings in a chart that identifies the psychological theories you use and how Boo's behavior illustrates those theories.

#### DRAMA

##### **Bound for Broadway**

Choose a section of the novel, and rewrite it for live stage production in a theater. Include an essay or journal entry in which you describe the challenges of translating the text into a stage play. What dramatic elements are more effective on the stage? on film? in the novel? Perform your stage version of *To Kill a Mockingbird* for the class, and then discuss how and why it differs from its original form.

#### HISTORY

##### **Best of Times, Worst of Times**

Create an illustrated time line that includes the major events of *To Kill a Mockingbird* on one side. Research national and world events that occurred at the same time, and put them on the other side of the time line, relating them to the novel. Discuss with the class which events might have most influenced the story.

### Multimedia and Internet Connections

**NOTE:** Check with your teacher about school policies on accessing Internet sites. If a Web site named here is not available, use keywords to locate a similar site.

#### RESEARCH: INTERNET

#### Financial Report

Using the Internet, research the stock market crash of 1929. Make a list of relevant Web sites, and write a short description of the material available. Include an assessment of the sites' value to a reader of the novel *To Kill a Mockingbird*. Write a short report that sums up your research.

#### WEB PAGE: INTERNET

#### Representing Atticus

In a small group, plan and create a Web page for Atticus Finch's law practice. What information will you include? What images and sound elements would Atticus want on his home page? What connections to other Web sites will be established? The Web page you create should reflect Atticus's approach to the law, which you can infer from the novel.

#### REVIEW: FILM

#### Two Thumbs Up?

View the 1962 film *To Kill a Mockingbird*. Does the film expand on the material presented in Lee's novel? How closely do the choices made by the director regarding casting, setting, and costumes match the expectations you had while reading the novel? Write a review of the film, and explain any suggestions you would make to the director.

#### PERFORMANCE: VIDEO

#### Commercial Appeal

Imagine that a film of *To Kill a Mockingbird* were being released today. Design and write a television commercial advertising the movie. Remember that you must capture the essence of the film without giving away too much of the story. Create sets, costumes, and, if necessary, dialogue and music. Decide if you will have a voice-over. Videotape your commercial, and show it to the class. Ask them whether they would watch the movie because of your commercial.

**TEST****PART I: OBJECTIVE QUESTIONS**

In the space provided, mark each true statement *T* and each false statement *F*. (20 points)

- \_\_\_\_\_ 1. Among the gifts that Scout and Jem find in the knothole of the Radley tree are carved soap figures resembling them.
- \_\_\_\_\_ 2. Miss Maudie defends Boo's father, Mr. Radley, as a good example of proper Christian behavior.
- \_\_\_\_\_ 3. Atticus tells the children that Mrs. Dubose was a morphine addict.
- \_\_\_\_\_ 4. Uncle Jack tells Atticus the real reason Scout beat up her cousin, Francis.
- \_\_\_\_\_ 5. When Cal takes Scout and Jem to her church, every member of the congregation welcomes them.
- \_\_\_\_\_ 6. Scout is delighted that Aunt Alexandra will be staying with them indefinitely.
- \_\_\_\_\_ 7. Atticus has Tom Robinson stand up so the court can see that his left arm is withered.
- \_\_\_\_\_ 8. The jury returns its verdict of "guilty" after hours of deliberation.
- \_\_\_\_\_ 9. Aunt Alexandra is holding a sewing party at the Finch house when Atticus comes home with the news of Robinson's death.
- \_\_\_\_\_ 10. Scout is confused by her teacher's conflicting attitudes about prejudice.

Complete each statement by writing the letter of the best answer in the space provided. (10 points)

11. The time period of the novel is \_\_\_\_\_.

- |              |              |
|--------------|--------------|
| a. the 1940s | c. the 1930s |
| b. the 1920s | d. the 1950s |

12. Which of the following residents of Maycomb does NOT support Atticus in his defense of Tom Robinson? \_\_\_\_\_.

- |                      |                         |
|----------------------|-------------------------|
| a. Judge John Taylor | c. Sheriff Heck Tate    |
| b. Mrs. Dubose       | d. Miss Maudie Atkinson |

13. The children are sometimes embarrassed by Atticus because he \_\_\_\_\_.

- |                                |                       |
|--------------------------------|-----------------------|
| a. always wears a suit and tie | c. is too old         |
| b. comes from Finch's Landing  | d. likes fiddle music |

14. When Scout and Jem receive air guns for Christmas, they are taught to shoot by \_\_\_\_\_.

- |               |                 |
|---------------|-----------------|
| a. Uncle Jack | c. Sheriff Tate |
| b. Atticus    | d. Miss Maudie  |

15. Atticus and Alexandra disagree when Alexandra tells Atticus that Calpurnia is \_\_\_\_\_.

- |                               |                                     |
|-------------------------------|-------------------------------------|
| a. not a good enough cook     | c. eager to work for another family |
| b. too smart for her own good | d. no longer needed in their house  |

**TEST**

**PART II: SHORT-ANSWER QUESTIONS**

Answer each question, using the lines provided. (40 points)

16. How does Scout end up sprawled at the bottom of the Radley Place steps?

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17. Why is Jem surprised when he finds the pants he left on the Radley fence, and how does this experience affect Jem and Scout?

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18. What is Miss Maudie's reaction to the loss of her house, and what does it tell you about her character?

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19. What explanation does Miss Maudie give for why Atticus stopped hunting and shooting thirty years ago?

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20. What reason does Calpurnia give for speaking like the other blacks when she goes to her church?

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**TEST**

**PART II: SHORT-ANSWER QUESTIONS (cont.)**

21. How do Atticus's and Alexandra's ideas about decent people differ?

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22. Why does Jem say that the children of mixed heritage are sad?

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23. At Alexandra's missionary circle tea, why is Miss Maudie upset?

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24. What does Scout realize about Jem when he tries to make her feel better about coming on stage at the wrong time during the Halloween pageant?

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25. What is Scout's response when Atticus asks her if she can understand that "Mr. Ewell fell on his knife"?

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**TEST****PART III: ESSAY QUESTIONS**

Choose two of the following topics. Use your own paper to write two or three paragraphs about each topic. (30 points)

- a. Compare and contrast the kinds of courage exhibited by both Atticus and Mrs. Dubose in the novel.
- b. Scout states that Boo Radley had given her and Jem many things, including their lives. She is sad that she and Jem gave him nothing in return. Is Scout's assessment accurate? Explain.
- c. A stereotype is a fixed idea or conception of a type of person or group of people. The author portrays the ladies of Maycomb, including Aunt Alexandra, as stereotypes. Discuss Miss Maudie as a nonstereotypical Southern lady.
- d. The Maycomb County courthouse is described as a building that indicates "a people determined to preserve every physical scrap of the past." What can you infer about the people of Maycomb based on this statement?

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Use this space to make notes.



# **Answer Key**

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### Chapters 1–10

#### ■ Making Meanings

##### READING CHECK

- a. Finch's Landing, which is on the river twenty miles west of Maycomb, is the ancestral home of the Finch family. Atticus grew up there, along with his brother, Jack, and his sister, Alexandra, who still lives there.
  - b. Calpurnia is the the Finch family cook. She is second-in-command in the Finch household and helps look after the children.
  - c. Scout explains that Walter will not take the money, even though he is poor and has no lunch, because his family is proud and never accepts charity from anyone.
  - d. Atticus tells Scout that if she continues going to school, she can continue to read at home with him.
  - e. Boo Radley comes up behind Scout and wraps a blanket around her shoulders to keep her warm; Scout, however, never senses his presence and misses her chance to see her mysterious neighbor.
  - f. Atticus is criticized for taking the Robinson case because Robinson is black. Some of Atticus's neighbors and family think he is wrong to defend a black person against a white person.
  - g. Atticus shoots the rabid dog, killing him with one shot. The children are surprised because they did not think that Atticus could do anything so exciting. Because he no longer shoots a gun, they had no idea he was the best marksman in the county.
1. Responses will vary. Some students may think Atticus is being too hard on the children, who do not intend to harm Boo Radley. Others, however, may agree with Atticus and feel that the children are unaware of how cruel their games might seem to Boo. Students will probably be divided on whether they would have joined in the children's pranks.
  2. Responses will vary. Some students may admire the respect he shows to everyone, including his children. Others may admire his ability to handle a gun, while others may approve of his modesty. Still others might be confused by his passivity in the face of insults and criticism.
  3. Scout is confused because reading and writing are to her as natural as breathing. She does not understand how she can be in trouble for being able to do things she never intentionally set out to master. Furthermore, if reading and writing are skills the class is supposed to learn, why is she being criticized for already knowing how to do them? The conflict between Scout and Miss Caroline reveals that Scout is an intelligent child, and that in many ways she is ahead of her years.
  4. The children are fascinated with Boo Radley precisely because they have never seen him. In the absence of real information, they can create more and more fantastic stories, which only deepen their interest in him. He is the "blank slate" on which their imaginations cast wild images.
  5. Dill is physically unusual: He is very small for his age, and at least initially, he dresses in peculiar clothes—his shorts button onto his shirts. His use of language is also quite advanced, and he is very intelligent. He also has an extremely active and vivid imagination, which allows him to invent involved, detailed narratives and to become a convincing and talented actor when the children dramatize stories.
  6. Rather than grieving over what she lost, Miss Maudie says she is glad her house was destroyed because she didn't like it anyway. Now she can build a smaller house, which will allow her to enjoy a bigger yard. She was most concerned that the fire would spread to her neighbors' houses and was worried about causing everyone so much trouble.
  7. Scout had heeded Atticus's request that she not fight anymore when people insulted her or her family about the Tom Robinson case, but this is

precisely why she hit Francis. She doesn't want to disappoint Atticus, so she makes her uncle Jack promise to keep her secret.

8. Although Atticus knows he will not win Robinson's case, his integrity and ingrained sense of justice compel him to defend the African American. He explains that he would never be able to hold his head up if he did not try his best to help Robinson. Atticus is also trying to set a good example for his children.
9. Responses will vary. Most students will probably approve of Atticus as a parent, because he seems so understanding with his children. He treats them as people capable of understanding the world around them, and he seems genuinely interested in them. He also seems to have a good sense of humor. On the other hand, some students might find Atticus too detached and intellectual, and would prefer a more relaxed parental presence.
10. Responses will vary. Readers generally find Scout an effective narrator because her childhood innocence powerfully exposes the various layers of injustice in the novel without ostentatious moralizing. Some readers, however, find the perspective of an adult relating the events of childhood confusing, because the adult and child viewpoints sometimes seem to merge but at other times seem to remain distinct.

### ■ Reading Strategies Worksheet

#### **Atticus:**

Description—Atticus is a dignified, smart man who treats people with respect.

Indirect—Atticus is characterized by what he does and how he treats people. He talks to Jem and Scout as if they were adults; he is courteous to everyone; he assumes that people such as Walter Cunningham, Sr., Mrs. Dubose, and the Radleys have pride and dignity; and he tries to fight racial prejudice by defending Tom Robinson.

#### **Walter Cunningham:**

Description—He is a proud, poor farmer who pays his debts even in hard times.

Indirect—Walter's actions characterize his personality. He is shown paying Atticus even though he has no money.

Direct—He is also described by Atticus, who says that Walter pays his debt in produce rather than cash.

#### **Scout:**

Description—Scout is precocious and smart, loves her father, and tries to be respectful of others, although she still behaves mischievously at times.

Indirect—Scout is characterized primarily by things she does. She is affectionate toward Atticus, and she reads well; she also makes fun of Mrs. Dubose and bothers the Radleys.

#### **Bob Ewell:**

Description—Bob Ewell is an uneducated, prejudiced, poor white southerner.

Indirect—Bob Ewell is characterized primarily through his speech, both what he says and how he says it. His dialect is uneducated, and his remarks clearly indicate that he is a racist.

**FOLLOW-UP:** Students may think that direct characterization, in which the author describes and comments on the characters, is the most effective approach; however, some may appreciate the need for more subtle indirect characterization (observing what characters do, how they talk, and so on).

### Chapters 11–20

#### ■ Making Meanings

##### READING CHECK

- a. Jem cuts off the tops of Mrs. Dubose's camellia plants with the baton he bought for Scout. He does this because Mrs. Dubose said that Atticus "was no better than the niggers and trash" for whom he worked.
- b. Mrs. Dubose wants Jem to come read to her for two hours every day after school and on Saturdays for a month.
- c. Scout is surprised to hear Calpurnia speaking "like the rest of them," that is, like the other blacks at the church. Cal speaks like a white person when she is in the Finches' home.
- d. Atticus's sister, Alexandra, is sitting on the porch. She has come to stay because she thinks the children need a "feminine influence"; she is also there to help take care of the household during the Robinson trial.
- e. Atticus defends Cal and says she will not leave their house until she wants to. He insists that Cal is a faithful member of the household whom the children love.
- f. Scout recognizes Walter Cunningham, Sr., in the mob at the jail, and she proceeds to talk to him in an unaffected manner, asking him about his entailment and sending regards to his son, who is a friend of hers from school.
- g. He is attempting to show that Ewell is left-handed and so could have caused Mayella's injuries, which were primarily on the right side of her face.

1. Responses will vary. Some students will think Mayella is a pathetic character and feel sorry for her because of her abusive father, poverty, and isolation. Others will be outraged that she is so persistent in her lies about Robinson. Many students will probably feel a mix of pity and contempt.
2. Mrs. Dubose has a perfect camellia bloom sent to Jem. The gift upsets him. At first he curses her,

but then he breaks down in tears because he feels guilty. He now understands that he had been mean to the sick old lady, who forgave him before she died.

3. Dill says that although his parents buy him many presents, they have no real interest in him, which is why he ran away to Maycomb.
4. Sheriff Tate implies that, given the nature of the case—the word of a black man against the word of a white woman—Robinson would not get a fair trial in any town in the South. A change of venue, therefore, would not make any difference in the outcome.
5. The group of men who visit Atticus at home are his friends, are sympathetic to Robinson, and are concerned about the safety of Robinson and Atticus. They want to protect Atticus and his client. The mob at the jail, however, is set on harming Robinson, and Atticus if he gets in their way. They are inspired by their racial prejudice to take the law into their own hands and form a lynch mob.
6. Miss Maudie is not impressed by everyone's interest in attending the trial. She says that it is morbid to watch someone on trial for his life as if it were a "Roman carnival."
7. Atticus wants to know if a doctor had examined Mayella because that would have proved whether a rape had been committed at all. Atticus is trying to emphasize that there is no concrete evidence that the crime ever took place.
8. Mayella, who has never been the object of common courtesy of any kind, thinks Atticus is mocking her when he calls her "Miss" Mayella and "ma'am." She has so little personal dignity, and Atticus's innate politeness is so foreign to her, that she can only assume he is making fun of her.
9. Responses will vary. Students could offer examples of scenes from television programs and motion pictures. Some of the attorneys they cite

might behave admirably, like Atticus, and some might approach their jobs unethically. Students should describe various fictional courtrooms in their discussion of realism.

10. Responses will vary. Some students will maintain that there *is* justice in the nation's courts, and that overall, men and women receive fair consideration during their trials. Others may disagree and say that less affluent members of society, including members of nonwhite ethnic groups, are still subjected to unfair procedures in a predominantly white judicial system. For example, minorities might not receive the best legal counsel or might be less likely to be released on bail.

### ■ Reading Strategies Worksheet

#### CAUSE: Atticus defends Tom Robinson

**EFFECT: On Tom Robinson:** If Atticus were not willing to take Tom's case, no one would defend him; Atticus's protection, both in the courts and in front of the lynch mob, saves Tom's life for a while.

**EFFECT: On Scout:** Atticus's actions cause Scout to respect her father even more than she already does. She also learns about tolerance by observing her father's treatment of Tom.

**EFFECT: On townspeople of Maycomb:** Atticus's actions upset them, probably because they are secretly ashamed of their own prejudice. They talk rudely about him and see him as antagonistic toward them.

**FOLLOW-UP:** If Atticus and Tom were to win, the people who are against Atticus would probably be even angrier. If Tom were proven guilty, the townspeople would probably feel vindicated and would think their prejudice was legitimized, although they might also feel secretly guilty that they sacrificed an innocent man.

### Chapters 21–31

#### ■ Making Meanings

##### READING CHECK

- a. Scout anticipates a guilty verdict because none of the jurors look at Robinson when they return to the courtroom. She explains that juries never look at defendants they find guilty.
- b. Atticus is moved to tears when he sees all the food his black neighbors have sent him as a tribute for his work on Robinson's behalf. He is deeply touched by their show of gratitude, especially since they have given him so much when times are so economically tough.
- c. Bob Ewell spits in Atticus's face and swears revenge on him.
- d. The one juror who votes for acquittal is a Cunningham.
- e. Judge Taylor is waiting at home with a gun because someone had tried to break into his house through his screen door earlier in the evening.
- f. Bob Ewell was harassing Helen when she walked to work past his house. She walked a mile out of her way to avoid Ewell.
- g. Sheriff Tate is trying to protect Boo Radley from the oppressive gratitude Maycomb's women would shower on him if they found out he had saved the children by killing Bob Ewell. He is trying to keep Boo out of the public spotlight.

1. Responses will vary. Some students might believe Atticus when he says he thinks they have a good chance, considering how long the jury deliberated. Others may react more pessimistically and think that no white court would ever have believed Robinson's side of the story.

2. Jem reveals how naive he is, especially about prejudice and racism, when he believes Atticus will win merely because he has proven the truth. The Reverend Sykes, however, knows how unfair people can be when race is involved. His warnings to Jem about the verdict reveal that he knows they should be prepared for the worst.
3. Although Atticus did not win, he was able to present Robinson's case so well that the jurors were forced at least to *think* about what they were going to do. They did not make up their minds instantly. The jury's long deliberation is important because it represents a small change in attitude.
4. Miss Maudie's action acknowledges that Jem is growing up. She no longer considers him a child like Scout or Dill.
5. Scout wants to cultivate her friendship with Walter when she hears that one of his family, who was on the jury, wanted to acquit Robinson. Alexandra, however, decides that Scout cannot be friends with Walter because he is "trash" and always will be. Scout is furious with her aunt for judging Walter so harshly.
6. Mr. Underwood's editorial is significant because it speaks out against Robinson's death and compares shooting Robinson to senselessly shooting songbirds. The editorial alludes to the novel's primary **symbol**, the mockingbird.
7. Scout knows that Miss Gates supported what happened to Robinson, so she doesn't understand how Miss Gates can hate Hitler for what he is doing to the Jews.
8. The two strands of the plot are brought together when Boo Radley saves Scout and Jem from Bob Ewell.
9. Responses will vary and are personal. Students should not have to share their thoughts unless they volunteer to do so.

10. Responses will vary. Most students will probably consider the novel a serious and important book because of the powerful way it shows the effects of prejudice. Others might be so taken with the book's humor and appealing characters that they consider it merely a good read.

### ■ Reading Strategies Worksheet

**Black Community—Atticus:** They admire and respect him and are grateful that he tried to help them; some students might also think the black community would be concerned for *his* feelings in the aftermath of Tom's death.

**Majority of White Community—Tom Robinson:** Regardless of whether they think he is innocent, they feel antagonistic toward him and think he should be punished; they probably resent his expression of pity toward Mayella Ewell; some students might point out that most whites might feel guilty about how they unfairly condemned him.

**Scout—Boo Radley:** She thinks Boo deserves her understanding, and she sympathetically tries to see the world from his point of view; she is grateful that he was looking out for her and Jem.

**FOLLOW-UP:** Although responses may vary, most students will probably think Scout's opinions of Boo change most dramatically. She has gone from tormenting Boo and thinking he is a monster to understanding that he is a shy person who has been kind to her and Jem.

### Literary Elements Worksheets

#### ■ Theme

##### **Atticus:**

Physical Courage—faces the lynch mob alone at the jail

Inner Courage—decides to defend Tom Robinson even though he knows most of his neighbors will be angry that he took the case

##### **Boo Radley:**

Physical Courage—follows Scout and Jem and intervenes in the violent attack on them

Inner Courage—quietly leaves gifts in the oak tree for Scout and Jem even though they have often trespassed on his property

##### **Sheriff Tate:**

Physical Courage—goes out to look for the men who are going to the jail to harm Tom Robinson

Inner Courage—decides to honor Boo Radley's privacy by saying that Bob Ewell fell on his own knife

##### **Jem:**

Physical Courage—tries to protect Scout when he sees that they are under attack on their way home from the Halloween pageant

Inner Courage—accompanies his father to the Robinsons' house on two occasions even though he knows how the town feels about Atticus defending a black man

##### **Scout, Jem, and Dill:**

Physical Courage—follow Atticus to town and disrupt the confrontation between the country men—the lynch mob—and Atticus

Inner Courage—sit in the colored balcony during Tom Robinson's trial

**FOLLOW-UP:** Responses will vary, but students should give convincing reasons for their choices and support their opinions with concrete examples from the text.

#### ■ Language

Responses will vary. Sample responses follow.

**Boo:** Apart from one sentence, Boo Radley does not speak at all during the course of the story. The fact that Boo almost never speaks, even when he comes out to save the children, shows how shy and reclusive he is.

**Prosecuting Attorney:** The prosecuting attorney speaks in a patronizing manner to Tom Robinson, calling the grown man "boy." His sarcastic language describing Tom's goodwill toward Mayella reveals his prejudice against Tom.

**Atticus:** A true Southern gentleman, Atticus shows that he is considerate of others, even when they are cranky or difficult.

**FOLLOW-UP:** Responses will vary, but students should supply contemporary expressions and language for these characters; they will probably use current slang and jargon. They may also use dialects that are familiar to the area.

#### ■ Plot

##### **STORY A**

**Characters:** Atticus; Tom Robinson; Bob and Mayella Ewell; Sheriff Tate; Scout, Jem, and Dill

**Setting:** Maycomb, Alabama—the courthouse and jail; Tom Robinson's house

**Plot Events:** After Tom is accused of raping Mayella Ewell, Atticus agrees to defend him; Scout gets into fights about her father's decision, and Atticus protects Tom from a group of racist country men; the children watch the trial, and Tom is found guilty; Tom is shot trying to escape; Atticus visits Tom's wife with information about Tom and the trial; and Bob Ewell shows how much he hates Atticus.

**Ending:** Atticus loses in court, and Tom is shot and killed when he runs from his jailers; Bob Ewell spits in Atticus's face when Atticus goes to tell Helen her husband is dead.

### STORY B

**Characters:** Boo Radley, Scout, Jem, Dill

**Setting:** Maycomb, Alabama—the street on which the Finches and the Radleys live; the Radleys' yard; a dark road

**Plot Events:** The children are fascinated with the reclusive Boo Radley and make unsuccessful attempts to see what he looks like; Boo begins to leave presents for the children in the Radley oak tree; Boo saves Jem and Scout's lives when they are attacked on a dark road.

**Ending:** Boo finally comes out of his house to protect the children and saves their lives, killing Bob Ewell in the process; Scout finally meets Boo.

**FOLLOW-UP:** The stories intersect when Bob Ewell attacks the children as part of his revenge against Atticus and is killed by Boo Radley, who has been secretly watching out for the children.

### Vocabulary Worksheets

If you wish to score these worksheets, assign the point values given in parentheses.

#### ■ Vocabulary Worksheet 1

A. (4 points each)

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

B. (4 points each)

11.–20. Responses will vary.

C. (4 points each)

21. b.    24. c.
22. a.    25. c.
23. b.

#### ■ Vocabulary Worksheet 2

A. (4 points each)

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

B. (4 points each)

11.–20. Responses will vary.

C. (4 points each)

21. b.    24. a.
22. a.    25. a.
23. c.

### Test

#### ■ Part I: Objective Questions

- |      |       |       |
|------|-------|-------|
| 1. T | 6. F  | 11. c |
| 2. F | 7. T  | 12. b |
| 3. T | 8. T  | 13. c |
| 4. F | 9. F  | 14. a |
| 5. F | 10. T | 15. d |

#### ■ Part II: Short-Answer Questions

Responses will vary, but should be similar to the following:

16. Scout was curled up inside an old tire, which Jem pushed forcefully down the street. The tire careened down the street, skipped across the road, bounced up the sidewalk, and slammed into the Radleys' steps. The impact ejected Scout from the tire onto the cement in front of the Radley house.



17. When Jem retrieves his pants from the Radleys' backyard, he is surprised to find them folded, imperfectly mended, and hanging over the fence in anticipation of his return. The children start to reconsider their fear of Boo when they recognize this gesture as an act of friendship. Scout and Jem begin to think that there is more to Boo Radley than they guessed.
18. Miss Maudie is not upset about losing her house, which she says was too big anyway. She plans to build a smaller house, have rooms to rent, and concentrate on her yard, which will be bigger without her "cow barn" of a house. Miss Maudie is obviously not tied to material things and focuses instead on the positive aspects of what others may view as a tragedy.
19. Miss Maudie explains that Atticus, who has a civilized heart, realized his gift of marksmanship gave him an unfair advantage over other living things, which is why he quit recreational shooting.
20. Calpurnia explains that speaking the way she does at the Finches' house would be out of place with her family and friends, who speak black English when they are together. Speaking white English with them would make Cal appear to be showing off and trying to look superior. She says you don't always have to reveal everything you know.
21. Alexandra thinks that "fine folks" are made through heredity. People were either born "fine" or they weren't. Atticus, however, judges people by their behavior regardless of who their family is or how long they have lived in the same place.
22. Jem explains that "mixed children" are sad because they do not belong anywhere. Blacks do not want them because they are half white, and whites will have nothing to do with them because they are half black. They exist outside all boundaries and feel the prejudice of both groups.
23. Mrs. Merriweather has been criticizing Atticus for defending Tom Robinson, saying that although Atticus meant well, he has only caused more trouble, and now the black servants are upset because of the trial. Miss Maudie is angry because Mrs. Merriweather is sitting in Atticus's house, enjoying his hospitality and food, and speaking rudely about him at the same time. Miss Maudie's remark is directed toward Mrs. Merriweather's hypocrisy.
24. Scout appreciates Jem's efforts to lift her spirits, and she realizes that Jem is almost as good as Atticus at making her feel right when things go wrong.
25. Scout answers that she understands what Sheriff Tate and Atticus are saying about protecting Boo Radley from public attention. She explains that thrusting him into the spotlight would be like shooting a mockingbird.

### ■ Part III: Essay Questions

- a. Responses will vary. Atticus explains to the children that real courage is tackling something, even when you know you are beaten before you begin, and seeing it through anyway. Both he and Mrs. Dubose exemplify this type of courage: Atticus through his defense of Tom Robinson, and Mrs. Dubose through her personal battle with morphine addiction. Atticus knew he would not win the case, and Mrs. Dubose knew she was going to die anyway, but they were determined to persevere until the end. While Atticus's fight is against others, Mrs. Dubose must fight herself.
- b. Responses will vary. Most students will probably disagree with Scout and think that the children unknowingly gave much to Boo Radley. They gave him no material gifts, but their presence gave his life a purpose. They gave him themselves to love, watch, and protect. He finally had someone for whom to make presents. Watching them

play gave Boo something to do. He could enjoy their pleasure when they found another gift in the knothole of the oak tree. Although Boo was totally cut off from the outside world, it came to him through his interaction with the children. Being their self-appointed guardian made his life meaningful.

- c. Responses will vary. Miss Maudie is not a stereotypical Southern lady because her opinions and behavior are individualistic and often unconventional. She wears men's coveralls and gets dirty working in her garden, although she becomes a handsome woman after her evening bath. She treats the children with respect and understanding. While she does attend the missionary circle meetings, she does not condone the blind prejudice that she sees in her neighbors, and she recognizes the questionable behavior of some people who claim to be "Christians." In her willingness to fight prejudice and expose hypocrisy, she is much like Atticus. In fact, Miss Maudie is one of the few citizens of Maycomb, and the only woman explicitly mentioned, who supports

Atticus's position regarding Tom Robinson. She refuses to attend the trial that she, unlike other ladies, finds so distasteful. She also supports Boo Radley's right to remain a recluse.

- d. Responses will vary. Students will probably infer that the people of Maycomb are slow to change and prefer to cling to the past rather than face the future. Although the remark about preserving the past is made in reference to a building, it can be applied to behavior and opinions as well. People seem willing to live in the past, even if the past does not fit anymore. The courthouse, for example, is an unattractive building overall because it is a mixture of styles. Likewise, the people of Maycomb hold on to their ideas and opinions, many of which would be better left behind. Their attitudes about blacks, for example, are outdated, yet they preserve them and produce an illogical and cruel system of ethics. They claim to believe in Christian charity and morality—but only at a distance. They choose to honor a past that supports prejudice against blacks as good and necessary.



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