

**Teacher's**  
**MANUAL**

**for**

# **To Kill a Mockingbird**

**2017 REVISED EDITION**

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Center for Social Organization of Schools  
Johns Hopkins University  
Baltimore

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# Introduction to Student Team Literature

## I. Using This Manual

## II. Components of Student Team Literature

## III. The Student Team Literature Instructional Cycle

## IV. Vocabulary Instruction

THE TDS ADOLESCENT LITERACY TEACHING AND LEARNING FRAMEWORK	
<b><u>Modeling Metacognition and Reasoning</u></b> <ul style="list-style-type: none"> <li>• Listening Comprehension/Read-Aloud Connections</li> <li>• Close reading of texts</li> </ul>	<b><u>Explicit Instruction and Guided Practice</u></b> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Guided reading</li> <li>• Immediate feedback</li> </ul>
<b><u>Before-, During-, &amp; After-Reading Apprenticeship</u></b> <ul style="list-style-type: none"> <li>• Building Background</li> <li>• Writer's Craft</li> <li>• Reading Strategies</li> </ul>	<b><u>Project-based Learning and Assessment</u></b> <ul style="list-style-type: none"> <li>• Formative assessment</li> <li>• Independent and group tasks</li> <li>• Learning stations</li> </ul>
<b><u>Cooperative/ Collaborative Learning</u></b> <ul style="list-style-type: none"> <li>• Discussion groups</li> <li>• Team problem solving</li> <li>• Student response and decision-making</li> </ul>	<b><u>Self-selected Reading</u></b> <ul style="list-style-type: none"> <li>• Extending knowledge and content</li> <li>• Student choice</li> <li>• Independent practice</li> </ul>

### Ordering information

The Talent Development Secondary program offers Teacher's Manuals, Student Discussion Guides, and a Standardized Reading Practice Test booklet including reproducible assessment pages.

- To place an order, call 410-516-4080 or email [tdsinfo@jhu.edu](mailto:tdsinfo@jhu.edu). The complete Talent Development Secondary materials catalog is available online on our website (see below).
- For teacher training or more on our English language arts, math, science, or social studies programs, contact Maria Waltemeyer at 410-516-2247 or [mwaltemeyer@jhu.edu](mailto:mwaltemeyer@jhu.edu)
- Also visit our website at: [www.tdschools.org/about/curriculum-instruction/language-arts/](http://www.tdschools.org/about/curriculum-instruction/language-arts/)

## Using This Manual

This manual is a planning tool for use with Student Team Literature, a research-based ELA instructional design that engages students in collaborative learning integrating reading, writing, and speaking. Developed by the Talent Development Secondary program at Johns Hopkins University, Student Team Literature (STLit) offers a before-, during-, and after-reading apprenticeship model. Teachers model skills and conduct daily guided practice; students learn skills, explore concepts, and develop competence reading quality books and working in cooperative learning teams. STLit Discussion Guides provide text-based creative, critical, and problem-solving activities.

Teachers today meet diverse needs in their classroom. This manual is not a cookie-cutter, one-size-fits-all script for classroom learning. Instead, it offers resources to help you customize lessons to meet students' needs and educational goals. The resources and components of the program are drawn from the TDS Adolescent Literacy Teaching and Learning Framework (opposite). The STLit approach deliberately endorses the good judgment of classroom teachers to craft instruction around student learning outcomes, in alignment with district-directed planning. Ultimately, you are the one to decide how to implement STLit. As you read through the manual and the core text, you are invited to adapt questions and activities to meet your students' needs and district requirements.

### About the Literature

Student Team Literature aims to make accessible the best of young adult literature, including works that allow students *to see their own lives reflected* in what they read, as well as *classic works* and those that give students a chance to *broaden their horizons*—geographically, culturally, and historically. Discussion Guides are available for literary works at every reading level, from high interest/low readability selections to texts used in secondary English language arts for more than twenty-five years.

### Discussion Guides and Cooperative Learning

Discussion Guides are designed for classroom use in the context of **cooperative learning**. Cooperative learning offers students the opportunity to learn and exercise important social and academic skills, beginning with the most basic, such as active listening and staying on task. Before engaging students in Student Team Literature, you may want to take time for direct instruction in relevant

**The STLit approach deliberately endorses the good judgment of classroom teachers who must craft their instruction around student learning outcomes.**

**The best of young adult literature:** works that allow students *to see their own lives reflected* in what they read, as well as *classic works* and those that give students a chance to *broaden their horizons*—geographically, culturally, and historically.

**START HERE:**

You may want to start with the *Essential Question and Guiding Questions*, presented as a concept map on page 5

skills. TDS professional development (see below) equips teachers with tools and strategies to effectively introduce social and learning skills using direct instruction, classroom discussion, modeling, role play, and ongoing reinforcement. As students internalize these skills, a cooperative learning climate develops that will help improve both classroom management and academic achievement.

**Start Here...**

You may want to start with the **Essential Question and Guiding Questions**, presented as a **concept map** on page 5. The proposed Essential Questions tie in with the text thematically and relate to students' lives; Guiding Questions for each instructional section help them progressively explore ideas central to consideration of the Essential Questions. If you prefer to develop your own Essential and Guiding Questions, space is provided in the individual planning section.

**Components of Student Team Literature**

Components of the Student Team Literature program include

- **Preparing to Teach**
- **Pre-reading Activities**
- **Student Discussion Guides**
- **Assessment Activities**

**I. Preparing to Teach**

This section provides

- a **summary of the text**
- suggestions for **building background**
- **information about the author**
- **independent reading** options

As you prepare, please also particularly take note of the various **Cornerstone Task options** proposed for summative assessment at the end of this book. You will decide whether to assign a particular Cornerstone Task, give students their choice of Cornerstone Tasks, or develop your own task, based on the learning outcomes targeted. You may also want to use the planning pages provided to backmap from the selected project(s), in order to teach or review skills students will need to successfully reach their targeted goals.

*You will decide whether to assign a particular Cornerstone Task, give students their choice of Cornerstone Tasks, or develop your own task, based on the learning outcomes targeted.*

## II. Pre-reading Activities

Some **Pre-reading Activities** in which you will engage your students build on the resources provided in the **Preparing to Teach** section (**building background** activities and sharing with students **information about the author**.) Other important Pre-reading Activities are

- leading students to **preview** the book, make **predictions** and set a **purpose** for reading
- introducing students to the **Essential Question** as well as the **Concept Map** found on page 5

## III. Discussion Guides

Student Discussion Guides (found in this manual along with possible answers to questions and suggested teacher-guided activities) follow an apprenticeship model, using a variety of *Before-*, *During-*, and *After-Reading* activities.

**Before-reading** resources for each section of the text include

- **Guiding Questions** (featuring “Big Idea” words to orient students’ reading)
- focus lessons based on **Listening Comprehension** read-alouds and **Writer’s Craft Boxes** that highlight literary features to be encountered in the text
- an introduction to new vocabulary (detailed information about the STLit approach to **Vocabulary Instruction** is found in the next section, beginning on page viii)

**During-reading** activities are largely built on teacher modeling and team practice to help students develop individual fluency and confidence. They include

- silent and partner reading of the text to develop fluency
- **Reading Strategy** tips to help students monitor understanding
- student team conversations based on **Discussion Questions** to stimulate interaction with the text. Team conversations should be conducted “pencils down” to prevent a workbook mentality where student’ only concern is writing the “right” answers.
- practice in crafting brief constructed responses to the questions —**after** a rich team discussion.

It is important to build the social skills needed for good group discussions prior to using the discussion guides (preferably at the beginning of the year or semester) and to reinforce these skills *during* the discussions.

*Team conversations should be conducted “pencils down” to prevent a workbook mentality where students’ only concern is writing the “right” answers.*

**After-reading** focus on each section of the text begins with teacher-led, whole-class **Guided Discussions**, using the **Guiding Questions** and referring back to the **Essential Question(s)**. Other After-Reading activities include

- (optional) exploration of related **Informational Text Connections**.
- engagement in one of several **Literature-related Writing** tasks
- individual or team **Project-based Learning** assignments

Please note that Literature-related Writing, Project-based Learning, and Cornerstone Task options provide particularly good opportunities for **differentiated instruction**.

#### **IV. Assessment Activities**

Student Team Literature offers four different assessment tools—two to be used after each section of the text (approximately weekly), and two at the end of a unit or work of literature.

Each week, students use the **Selection Review** questions provided to quiz each other on text content, then take

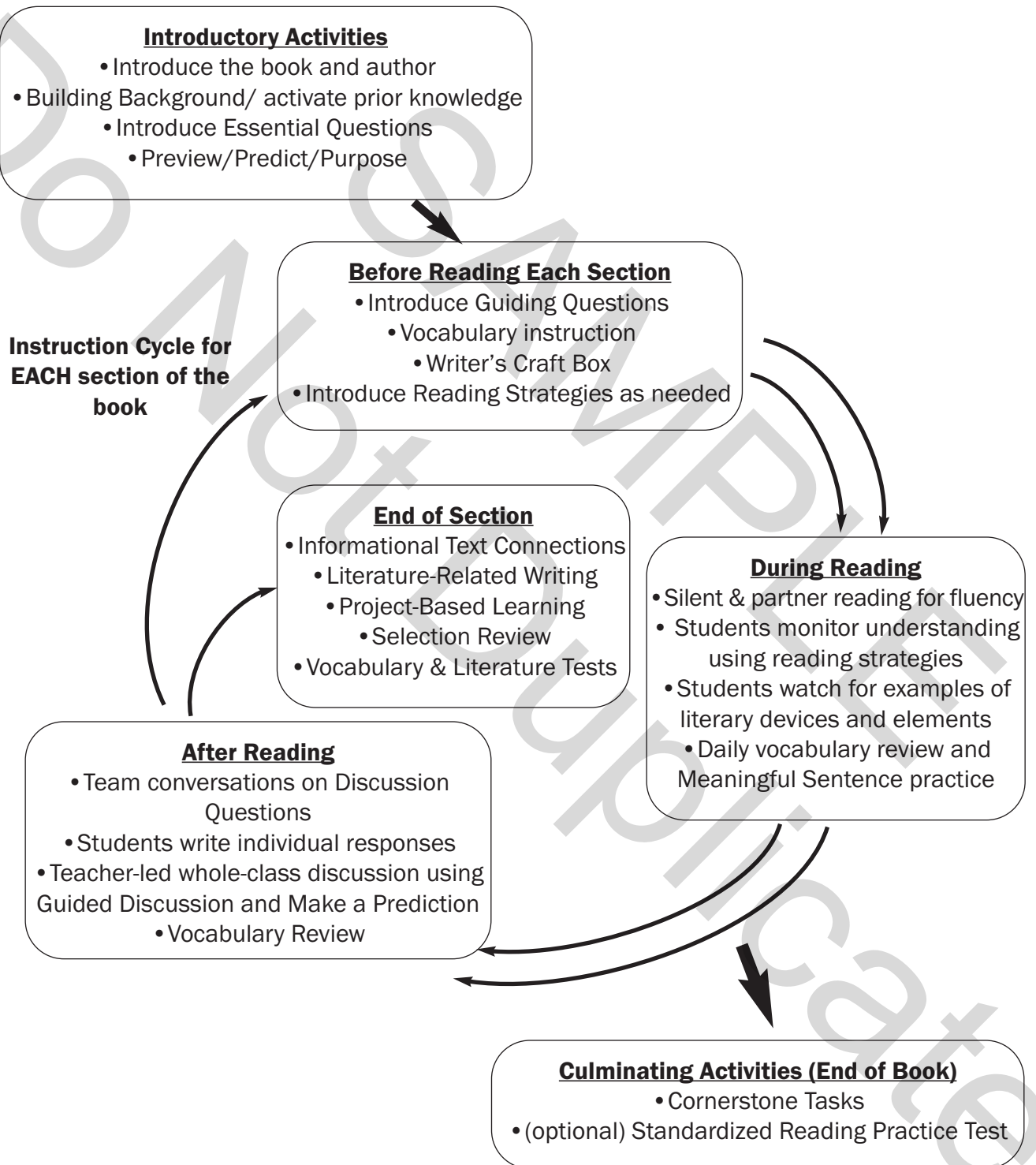
- **Literature Tests** requiring brief constructed responses; and
- **Vocabulary Tests** to assess their understanding of, and ability to use accurately, the high-frequency words they have studied.

Necessary resources (Selection Reviews, Literature Tests, and Vocabulary Tests) are provided on **reproducible pages** at the end of each Teacher's Manual. Finally, as the unit of study draws to a close

- Several summative **Cornerstone Task** options are proposed during the final two weeks of the unit. Teachers may select or offer students their choice among the Cornerstone Tasks, or craft their own task.
- Students can also practice standardized test-taking skills by taking optional **Standardized Reading Practice Tests** linked to the literary work they have studied and similar in format to tests used in school districts throughout the country. (Please note: Standardized Reading Practice Tests must be ordered separately.)



## The Student Team Literature Instructional Cycle



## Vocabulary Instruction

According to Robert Marzano, vocabulary knowledge is one of the most important forms of background knowledge, since vocabulary can serve as the connection between new and prior information.<sup>1</sup> To facilitate this process, before beginning each section of the text, teachers should write the **starred words** on the **VOCABULARY LIST** and their definitions on chart paper or sentence strips, where they will remain posted throughout study of the section.

### **Before reading**

Introduce students to the vocabulary by reading the *entire* list of words aloud in order. On a second reading, have students repeat each word after you.

- Ask students if they know the definitions of any words, and confirm correct definitions. For multiple-meaning words, point out definitions that match the way the words are used in the text.
- For words that are entirely unfamiliar, ask students if they recognize parts of the words. (If their decoding skills are below level, stress the sounds of syllables — especially for the starred words.) Focus on the meanings of prefixes, suffixes, or roots found in unfamiliar words, and help students formulate definitions based upon the meanings of these parts.
- Finally, provide definitions for any words still undefined.

**(Starred words are defined in the glossaries that follow the Vocabulary Lists. Definitions are *not* provided for the other words in the Vocabulary Lists.)**

After all words have been introduced

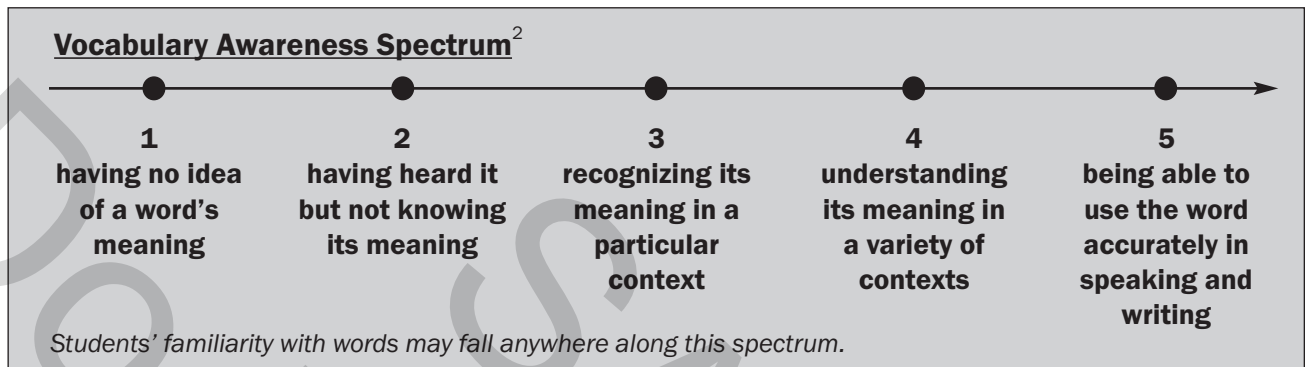
- Reread them in random order and have students repeat after you, omitting words that are already very familiar to them.
- Then, pointing to the words in random order, have the students pronounce them without your help. Return to any words students have trouble pronouncing until they can pronounce them correctly. **Repeat this process each day as a warm-up activity, so if students still have trouble pronouncing certain words, they will have other chances for practice and correction.**

As students become more familiar with them, *unstarred* words that they have mastered can gradually be dropped from review.

<sup>1</sup> See, for example, Marzano's *Building Background Knowledge for Academic Achievement*, Association for Supervision & Professional Development, 2004.

**Starred words** on the **Vocabulary List** and their definitions should be posted on chart paper or sentence strips and remain posted throughout study of the section.

As students become more familiar with them, *unstarred* words that they have mastered can gradually be dropped from review.



After the initial review of the entire vocabulary list, focus attention on the **Starred Vocabulary Words**: 8-10 words for each section of the text that students are to master as part of their working vocabulary. Students' awareness of each word may fall anywhere along the spectrum shown above.

Your goal is to move students from their current understanding to level 5: *being able to use the words accurately in speaking and writing*. Show students the Vocabulary Awareness Chart (below), copied on chart paper or the white board. For each word, invite students to indicate their current awareness by a show of hands. Note on the chart the number of students who raise their hands for each level.

	Never heard it; no idea what it means	I've heard it, but I don't understand it	I understand it some of the time when I hear it.	I understand it every time I hear it.	I know the meaning and I use it correctly.
<b>resounding</b>					
<b>anticipated</b>					
<b>distinguished</b>					
<b>forlorn</b>					
<b>taunting</b>					

*If the chart is on permanent display in the classroom, you can update words as students progress through the text.*

<sup>2</sup> Based on E. Ford-Connors and J. R. Paratore, "Vocabulary Instruction in Fifth Grade and Beyond: Sources of Word Learning and Productive Contexts for Development," *Review of Ed. Research*, March 2015, 85:1, p. 52.

Show an appropriate image, or demonstrate an action. Demonstrate the word's correct use in a meaningful sentence. Ask students to find clues to the word's meaning within the sentence... On the following days, students will work with their teams, then individually, to construct additional meaningful sentences.

Research indicates that students **learn vocabulary best** through **being exposed to words in many different contexts**.<sup>3</sup> After you conduct the Vocabulary Awareness Survey, display the Starred Words, along with kid friendly definitions, on chart paper or sentence strips prepared in advance. Review prefixes, suffixes, or roots that provide clues to their meaning. Invite students to rephrase definitions in their own words, providing feedback as necessary. If possible, **show an appropriate image** or demonstrate an action. Demonstrate each word's correct use in a meaningful sentence (examples are provided). Ask students to find clues to its meaning in a sentence. Then, work with the class to generate a *different* meaningful sentence for each word. On the following days, students will work in teams, then individually, to construct additional meaningful sentences.

Other activities to increase exposure to the starred words should be planned as appropriate. These may include

- flip books
- vocabulary games
- role plays
- examining different meanings of the word in various contexts
- giving examples and “non-examples”

—and so on. You might pull from the text the sentence in which the word is used and help students unpack it syntactically.

### **During reading**

To reinforce students' awareness of the words, use them—and encourage students to use them—as much as possible in the classroom, during Writer's Craft Box mini-lessons and, especially, in Guided Discussions. Examine sentences in which the words are used in the text, and ask students why they think the writer chose that particular word.

### **After reading**

Revisit the Vocabulary Awareness Chart with students. Invite them once again to indicate their level of awareness and understanding of each word. If students indicate that they “understand the word every time they hear it” or that they “know the meaning and use it correctly,” challenge them to provide a definition or to use the word correctly in a sentence.

<sup>3</sup> Ibid., p. 75



### About The Author

**Harper Lee was born in Monroeville, Alabama, in 1926. Like the main character in *To Kill a Mockingbird*, she was a lawyer's daughter. She spent much of her childhood playing with her brother and their friend, Truman Capote, who would also become a famous writer and on whom the character of Dill is loosely based. She studied law at the University of Alabama but withdrew from school before receiving a law degree to pursue a career in writing. A publishing agent encouraged her to expand one of her short stories, which was based on a true case in Alabama. Lee developed the story into a novel entitled *To Kill a Mockingbird*. It was an instant success when it was published in 1960, won the Pulitzer Prize**

*continued...*

# To Kill a Mockingbird

By Harper Lee

TEACHER'S MANUAL

**Suggested length of time to be spent on this novel: 5-8 weeks**

## Summary

*To Kill a Mockingbird*, set in a rural Southern town during the Great Depression, is the coming of age story of its young protagonists, Jem and Scout Finch, the children of well-respected lawyer Atticus Finch, but it is also a story of the tragic realities of racial and social prejudice, as well as the triumphs of courage and compassion. Scout and Jem, along with their playmate Dill, are fascinated by the mystery surrounding their reclusive neighbor, "Boo" Radley, who has become the object of endless speculation. Calpurnia, the family cook and housekeeper, and Miss Maudie Atkinson, a neighbor, help Atticus to channel the children's enthusiasm and encourage them to empathize with those who are different, whether adults or children. However, the family faces its greatest challenge when Atticus is assigned to defend Tom Robinson, a young black man falsely accused of raping a white woman. Atticus and the children face taunts and threats from many of their fellow citizens before, during, and after the trial, at which Robinson is found guilty despite evidence that clearly indicates his innocence. He is later killed as he attempts to flee prison. When the young woman's father attacks Jem and Scout in retaliation for Atticus' role, they are astonished to realize that their rescuer is the enigmatic Boo Radley.

## Essential Questions

How can people learn to practice compassion toward others who are different from them? How is racial or ethnic prejudice related to a lack of compassion?



About  
The Author *cont.*

**in 1961, and was made into a highly acclaimed film. In 2015 Ms. Lee published her only other novel, *Go Set a Watchman*, which portrays the Finch family in its later years. Ms. Lee died in 2016.**

## Building Background


*To Kill a Mockingbird* is set in Alabama in the 1930s. Although allusions to the Depression are oblique, the social mores of the Jim Crow era pervade the novel. Ask students whether they have read other books set in the United States during this time period, such as Christopher Paul Curtis' *Bud, Not Buddy*, Mildred Taylor's *Roll of Thunder, Hear My Cry*, or Irene Hunt's *No Promises in the Wind*. Ask students what they have learned about the Depression and particularly about Jim Crow policies in America during the first half of the twentieth century. Tell them that this novel is set in a small town in Alabama during this time. Ask them how they think people's daily lives and social relationships might be different from our lives today.

If your students do not live in a small town, ask them whether any of them have visited relatives or friends who live in small towns. Ask them to describe or guess at the ways small town life might differ from theirs. Point out that people in small towns, particularly in the time period of this novel, knew each other very well. People did not move in or out very often. Entire families stayed in the same place, sometimes in the same house, for several generations. People knew each other's "business" and easily formed opinions about each other's lives. Newcomers stood out, as did those whose lifestyle was different from that of the majority. Ask students to guess at some of the positive and negative aspects of living in such an environment. Ask them to imagine what it would be like to grow up as a child in such a place.

Tell students that this novel is also about a family under pressure for taking a stand against injustice. Ask students if their family, or that of someone they know, has suffered public pressure when one or more members has taken a stand for something they believe to be right. If students do not have a real life example, ask them to imagine the effect on a family when one of the adults takes an unpopular position. Ask students how they would feel and what they would do if their parent or relative was in such a position.

The symbol of the mockingbird to which the title alludes recurs several times throughout the book. Ask your students what a mockingbird is. (You might wish to allow several students to research the mockingbird and report back to the class as an extra credit assignment.) Make sure that students know that the mockingbird is a gray and white songbird about 10 inches long whose distinguishing





So, You  
Want To Read More

If you enjoyed reading *To Kill a Mockingbird*, you may also enjoy reading other novels about social injustice and racial prejudice, such as *Waiting for the Rain* by Sheila Gordon or *Necessary Roughness* by Maria G. Lee. Mildred Taylor's *Roll of Thunder, Hear My Cry* and *Let the Circle Be Unbroken* are two novels about the experiences of an African American family in about the same time period, and also told from the viewpoint of a young girl.

characteristic is the ability to mimic the songs of other birds. If possible, play a recording of a mockingbird singing for your class to enjoy. These are easily accessible through the Internet.

### Listening Comprehension/Read Aloud Connections

This novel is written from the **first person point of view** and features an often **unreliable narrator**. Read-aloud books exemplifying these characteristics include Jon Scieska's *The True Story of the Three Little Pigs* and Faith Ringgold's *Tar Beach*.

**Dialect** is a feature of much of this novel's dialogue. Dialect is also prominent in Ezra Jack Keats' *John Henry* and Patricia Polacco's *Flossie and the Fox*.

The mockingbird is both a **symbol** and a recurring **motif** in this novel. Alice Walker's *Finding the Green Stone* can be used for a lesson on symbolism. Examples of motif can be found in Andrew Glass's *Be-wildered for Three Days: As to Why Daniel Boone Never Wore His Coonskin Cap*, Christopher Gregorowski's *Fly, Eagle, Fly!*, Tim Myers' *Basho and the Fox*, Margriet Ruurs' *Emma and the Coyote*, Tom Paxton's *Engelbert the Elephant*, or *Horton Hatches the Egg* and *Horton Hears a Who*, both by Theodore Geisel (Dr. Seuss).

Contrasts in **mood** are important in the second part of *To Kill a Mockingbird*. Examples can be found in Jane Kurtz' *Faraway Home*, Alfred Noyes' *The Highwayman*, or Trinka Hakes Noble's *Meanwhile, Back At the Ranch*.

*To Kill a Mockingbird* contains many examples of **irony**. To focus on irony, read David McPhail's *Lost*, Bernard Waber's *Ira Sleeps Over*, or Chris Van Allsburg's *The Sweetest Fig*.

### Preview/Predict/Purpose

As a **preview**, invite students to examine the front and back covers, and to comment on the text and illustrations they observe. Tell them that it is a story about a young girl in the Old South whose lawyer father has the job of defending a black man accused of raping a white woman.

Ask students to **predict** what it will be like to read a story about adult issues (racial prejudice, social injustice, etc.) that is told from a child's viewpoint. Ask them how they think the children in the story will be affected by their father's position. Ask them what they think the title could mean.

Have students set a **purpose** for reading. They may want to find out what happens at the trial. They may want to compare their lives to that of the main characters in the story. They may want to find out what the story has to say about standing up for what is right, or about relating to people who are different from ourselves.

### Note to Teachers

The Essential Question provided on page 1 will help students grasp the core message of this novel. Activities and questions provided throughout this manual are designed to help you guide your students to critically reflect on this question. In addition, a selection of Cornerstone Tasks is included through which students can meaningfully demonstrate their reflections on the concepts presented. Please review the Cornerstone Tasks ahead of time so that you and the students can lay the appropriate groundwork.

If you prefer to identify your own essential and guiding questions, concept map, and cornerstone tasks, blank pages for your planning are provided immediately following this section (pages 5-7).

### About Informational Text Connections

This manual suggests several different types of informational text that can be used in conjunction with each section of the novel. Teachers should use **local newspapers** and **library resources**, as well as **online sources**, to find informational text choices appropriate to their students' reading levels and interests. Excellent online sources for informational text for young people include:

newsela.com (offers current news articles at various reading levels)	googlemaps.com
kids.britannica.com	Kids.laws.com
Scholastic.com	ReadWriteThink.org
	factmonster.com

### Big Picture Learning Design

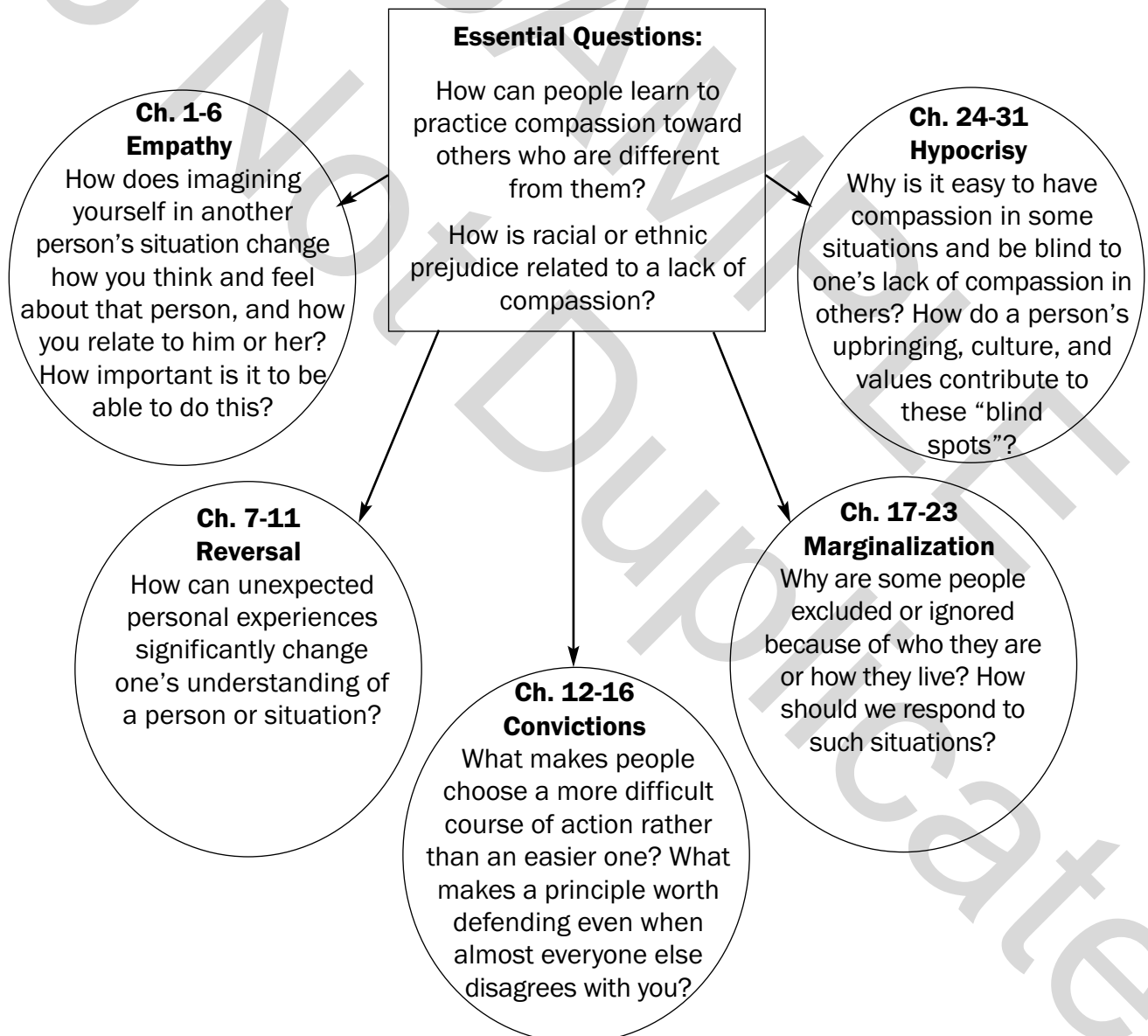
Research has shown that it is beneficial to provide students with a concept map of major objectives before beginning a learning unit. Before your students begin study of *To Kill a Mockingbird*, review with them the concept map found on the next page (and also in Student Discussion Guides). Each oval represents one section of the text that students will be reading, and includes a "Big Idea" word (abstract concept) along with the Guiding Question for that section of the text. **Introduce the meanings of the four "Big Idea" words,**



using kid-friendly definitions, discussion, and examples and “non-examples.” Revisit each word in greater depth at the beginning of its section of study, and point out or invite students to identify incidents in which the concepts come into play.

### **CONCEPT MAP:**

#### **Essential and Guiding Questions for *To Kill a Mockingbird***



**“BUILD YOUR OWN”: BLANK PAGES FOR INDEPENDENT UNIT PLANNING**

This section is provided for teachers who prefer to craft their own Essential and Guiding Questions, and/or develop their own concept map, learning activities, writing and project-based assignments, or cornerstone tasks..

**My Essential Question(s) for *To Kill a Mockingbird*:**

**My Concept Map with Guiding Questions**

**Teacher's Notes and Unit Planning**

Do Not Sample  
Do Not Duplicate

(These pages are provided for your personal notes as you plan this instructional unit.)

Do Not Sample  
Do Not Duplicate

(These pages are provided for your personal notes as you plan this instructional unit.)

# Discussion Guide #1

Chapters 1-6 (pages 3-57)

## Essential Questions

How can people learn to practice compassion toward others who are different from them?

How is racial or ethnic prejudice related to a lack of compassion?

**Guiding Question: Empathy:** How does imagining yourself in another person's situation change how you think and feel about that person, and how you relate to him or her? How important is it to be able to do this?

***Empathy:*** the ability to understand other people's feelings and experiences by imagining yourself in their situation

## Vocabulary List A

assuaged (p. 3)	repertoire (p. 8)	indigenous (p. 16)
piety (p. 3)	vapid (p. 8)	immune (p. 16)
strictures (p. 4)	veranda (p. 8)	literate (p. 17)
dictum (p. 4)	malevolent (p. 8)	wallowing (p. 17)
impotent (p. 4)	stealthy (p. 9)	illicitly (p. 17)
taciturn (p. 4)	morbid (p. 9)	compelled (p. 17)
unsullied (p. 4)	nocturnal (p. 9)	sentimentality (p. 19)
synonymous (p. 5)	mutilated (p. 9)	delegation (p. 20)
imprudent (p. 5)	predilection (p. 9)	vexation (p. 21)
sweltering (p. 5)	domiciled (p. 10)	mortification (p. 21)
talcum (p. 5)	asylum (p. 10)	onslaught (p. 23)
ambled (p. 5)	conceded (p. 11)	speculation (p. 23)
detachment (p. 6)	nebulous (p. 11)	dispensation (p. 23)
epic (adj., p. 6)	commissioned (p. 12)	cordially (p. 23)
tyrannical (p. 6)	meditatively (p. 12)	*erratic (p. 24)
inhabited (p. 6)	gouges (v., p. 13)	*tranquility (p. 24)
entity (p. 6)	concession (p. 14)	iniquities (p. 25)
cowlick (p. 8)	foray (n., p. 15)	flinty (p. 25)
teemed (p. 8)	condescended (p. 15)	revived (p. 25)
eccentric (p. 8)	apprehensively (p. 16)	phenomenal (p. 25)
quaint (p. 8)	peculiarities (p. 16)	furor (p. 26)

*continued...*

contemptuous (p. 27)	*dispersed (p. 28)	judiciously (p. 31)
contentious (p. 27)	mystifies (p. 28)	capital (adj., p. 31)
expansively (p. 27)	*refraining (p. 28)	disapprobation (p. 31)
condescension (p. 27)	monosyllabic (p. 28)	diction (p. 31)
diminutive (p. 27)	fractious (p. 29)	discernible (p. 32)
leisurely (adv., p. 28)	*amiable (p. 29)	severed (p. 32))

### Special Glossary

**Andrew Jackson** - (1767-1845) seventh president of the United States

**Creeks** - a grouping of Native American peoples originally settled in what is now Georgia and Alabama

**Battle of Hastings** - (1066) a decisive battle in British history

**apothecary** - a pharmacist; someone who makes medicinal drugs

**Cornwall** - a county at the southwestern tip of England

**John Wesley** - (1703-91) a British clergyman and evangelist whose teachings led to the founding of the Methodist Church

**chattels** - (*old-fashioned*) private property; here, slaves

**trot-lines** - fishing lines baited and left in a body of water to catch fish without close supervision

**spittoon** - a jar-like container into which people spit tobacco juice

**dispatched** - sent; here, killed

**mare** - a female horse

**picture show** - (*old-fashioned*) movie

**Dracula** - title of a novel written by Bram Stoker in 1897 about a vampire; also made into an early horror film in 1931

**Merlin** - the legendary wizard in stories of King Arthur and his knights; a magician

**flivver** - (*old-fashioned*) a small, cheap automobile

**beadle** - (*old-fashioned*) a low-ranking local police officer

**cannas** - a broad-leafed flower similar to lilies

*continued...*

**Dewey Decimal System** - a number system for organizing books in libraries; however, what Jem is really referring to here is the educational philosophy of John Dewey (1859–1952), a famous psychologist and reformer

**penmanship** - (*old-fashioned*) handwriting

**scrip stamps** - paper money for amounts less than a dollar, issued by the government to needy people for emergency use during the Depression

**entailment** - a legal term relating to the inheritance of property

**WPA job** - a job under the Works Progress Administration, an agency created by the federal government to provide employment working on public projects during the Depression

**magnesia** - milk of magnesia, a white chalky liquid used to treat mild digestive illnesses

### Glossary of Starred Words

**erratic** - irregular; random; unreliable

**tranquility** - peace; quietness

**dispersed** - scattered; sent out and away

**refraining** - holding back; stopping

**amiable** - friendly; good-humored

### Sample Meaningful Sentences for Starred Words

1. Our team's performance this year is very **erratic**, so we can never guess whether they will win big or lose disgracefully.
2. Mr. Laramie's daily schedule was so stressful that he longed for a few moments of **tranquility** when he could relax.
3. After the quarterback called the players to the huddle to discuss the play, he **dispersed** them to their positions on the field.
4. **Refraining** from telling Claire what I really thought about her new dress was difficult, but I kept it in because I knew my opinion would hurt her feelings.
5. Mr. Adams is popular with the students because he is always **amiable** and greets everyone with a smile.



## The Writer's Craft

### *Point of View*

*To Kill a Mockingbird* is written from the **first person point of view**. Novels written from the first person point of view allow readers to know the innermost thoughts and desires of the character telling the story. This novel is told from Scout Finch's point of view; the other characters' thoughts can only be guessed at by observing their actions and dialogue.

As you read the following chapters, note Scout's age when she experienced the events in the novel. How does her age affect how she views these events? How old do you think she is as she recounts the story to you, the reader?

## DISCUSSION QUESTIONS AND ACTIVITIES

**Section I.** Read chapters 1-3 (pages 1-32). Discuss your responses to the questions and activities with a classmate. Then write your answers separately.

1. **How old is Scout Finch as she tells the story to you, the reader? What is her purpose in telling the story? Does she tell the story from her point of view as a child, as an adult, or both? Explain your answer.** Scout Finch is an adult of an undisclosed age as she tells events that took place in her life as a child. She says she is describing the events that led up to the accident in which her brother Jem broke his arm. Even though Scout is telling the story as an adult, the story is told through the eyes and mind of the child, Scout. The events are narrated as though they are taking place in the present, not the past, and from the perspective of a child. The child is a keen observer but does not always understand as much about a situation as an adult observer would. The first few paragraphs of the novel, however, are narrated by Scout as an adult. In several instances later in the novel, the narrator adds adult commentary on events by using phrases like "not until years



later did I understand that..." In addition, the ironic tone of much of the text clearly reveals an adult perspective. So while the adult Scout Finch narrates the story, she does so in a way that looks back and reflects her earlier perspective as a child.

Infer  
Meaning:



**Try to "read between the lines": what are some of the author's subtle criticisms of the people of Maycomb?**

2. **How are the townspeople different from the country people in Maycomb? How long do you think these differences between the town and country people have existed?** The townspeople are better educated and better off financially than the country people. The country people are mostly farmers who neither dress nor eat well. The differences between the country and townspeople have existed for a long time. Maycomb appears to be a place that has changed very little over the years. People associate certain kinds of behavior with families like the Cunninghams and Ewells, indicating that those families have been in the same situation for a long time.
3. **In what way does the Radley home play a central role at the start of the novel? Do you think the home will continue to be an important part of the story? Why or why not?** People in Maycomb have developed many superstitions around the Radley family and home. Children, and even many adults, refuse to walk near the property, or they walk by it quickly and anxiously. Minor mishaps and unsolved mysteries in the town are routinely blamed on the Radleys. One of the inhabitants, Boo Radley, has been locked up in the house for many years, ever since he participated in an adolescent prank. He is widely feared as a madman or something worse. Scout, Jem, and their friend Dill make up stories about the Radleys and dare one another to go onto the property. We can guess that the Radley family will continue to be an important part of the story because it is presented as such an important focus of the children's lives very early in the story.
4. **Because the story is told from Scout's point of view, we see other characters through her eyes. What do you think the other characters think of Scout? In the chart below, list several other characters and some words or phrases that each one might use to describe Scout.** Some possible answers are shown.

Character	What He/ She Would Say About Scout
Atticus	bright, inquisitive, impulsive
Jem	a pal, a girl, a pest
Calpurnia	a tomboy, a nuisance, ill-mannered
Dill	a girl, a friend, a playmate
Miss Caroline	outspoken, insolent, a smart-aleck

5. **The author uses Scout's experience in first grade to criticize some teachers and teaching methods. What does she criticize about them?**

Scout's teacher, Miss Caroline, scolds her for already knowing how to read and write when she enters first grade. She tells Scout that her father must not teach her any more, and vows to undo the "damage" that has already been done. She also insists that Scout stop writing (in cursive), because first graders print and aren't allowed to write until third grade. The author criticizes a tendency of some teachers to believe that they alone are able to dispense education, and that any learning done outside the classroom is therefore suspect and invalid. She also criticizes the narrow-mindedness of teachers who want to make all children fit into a standard mold and the naivete of teachers whose training in pedagogical methods does not prepare them for the challenge of teaching real children. Jem's garbled allusion to the "Dewey Decimal System" (page 18) is a sly dig at the educational philosophy of John Dewey.

6. **Atticus tells Scout that "you never really understand a person until you consider things from his point of view" (page 30). Name two people with whom Scout has already clashed because she did not understand their point of view.**

Scout clashes with her teacher because she does not understand that Miss Caroline is young and inexperienced, and is not familiar with Maycomb's people and with her job as a teacher. Scout is not sensitive to Walter Cunningham's situation or feelings when she fights with him in the schoolyard and criticizes him at the dinner table. She becomes angry at Calpurnia when she corrects her poor manners toward Walter Cunningham, not understanding Calpurnia's responsibility in helping to train her.



Make A  
Prediction:

**Will Scout's  
experience of school  
improve as time goes  
on?**

**Will the children ever  
succeed in making  
Boo Radley come  
out?**

### Guided Discussion:

Discuss some of the key questions and activities in Section I. In addition, feel free to include in your discussion questions that are not in the Discussion Guide. Ask students, *Why does Scout beg her father not to send her back to school? What do we learn from Atticus' response?* Scout begs her father not to send her back to school because she cannot bear the thought of giving up her reading sessions with him at home. Atticus' offer to continue their reading sessions if Scout will return to school without a fuss shows that he understands what is really important to her, and that he has a good sense of what rules are essential and which ones can be safely ignored.

Be sure to address the Guiding Questions, *How does imagining yourself in another person's situation change how you think and feel about that person, and how you relate to him or her? How important is it to be able to do this?* Ask students to identify ways that Atticus and Calpurnia try to help Scout and Jem to put themselves in other peoples' situation in this section. Also, call students' attention to the Essential Question, *How can people learn to practice compassion toward others who are different from them?* Discuss the meaning of the word "compassion" and invite students to offer examples from daily life in which compassion is demonstrated. Ask students which of the characters we have met so far elicit a response of compassion from readers. These should include (but are not limited to) Boo Radley, Walter Cunningham, and Miss Caroline Fisher. Ask students how *empathy* changes (or could change) Scout's and Jem's attitudes toward these individuals.



## Vocabulary Review

Revisit the vocabulary awareness chart, asking students to indicate by a show of hands their level of awareness and understanding of each word. As students indicate that they “understand the word every time they hear it” or that they “know the meaning and use it correctly,” challenge them to provide a definition or to use the word correctly in a sentence.

### Vocabulary List B

auspicious (p. 32)	aloof (p. 42)	peril (p. 45)
sluggishly (p. 33)	foolhardy (p. 42)	placidly (p. 46)
minute (adj., p. 34)	benign (p. 42)	*inquisitive (p. 49)
unanimous (p. 35)	tacit (p. 42)	asinine (p. 49)
*ethical (p. 35)	arbor (p. 42)	quibbling (p. 49)
abominable (p. 36)	chameleon (p. 42)	ramshackle (p. 52)
*arbitrated (p. 37)	magisterial (p. 42)	rigid (p. 53)
suffocating (p. 37)	pestilence (p. 42)	dismemberment (p. 55)
*cowardice (p. 38)	*benevolence (p. 43)	malignant (p. 55)
melancholy (p. 39)	obsession (p. 43)	desolate (p. 57)
evasion (p. 40)	incomprehensible (p. 45)	lattice-work (p. 57)
quelling (n., p.41)		

### Special Glossary

**Indian-heads** - pennies bearing the image of a woman's head with a feathered headdress, minted between 1859 and 1909

**scuppernongs** - golden-green grapes that grow in the southern U.S.

**Gothic** - here, sinister, eerie, and mysterious

**azaleas** - flowering bushes

**nut grass** - a very persistent weed with spiky leaves and three-sided stems

**Second Battle of the Marne** - an important battle that took place in France in 1918 and marked the turning point of World War I

**bridgework** - a set of false teeth

**kudzu** - a fast-growing, hairy vine with three-pointed leaves

### Glossary of Starred Words

**ethical** - here, having to do with right and wrong

**arbitrated** - settled a conflict; acted as judge over a disagreement

**cowardice** - lack of bravery; unwillingness to face danger

**benevolence** - kindness; generosity

**inquisitive** - curious

### Sample Meaningful Sentences for Starred Words

1. When my friends asked me to help them cheat on a test, I had to make an **ethical** decision about the right thing to do, rather than just cave in to the pressure.
2. Mom always **arbitrated** our arguments fairly, making sure my sister and I each got something that we wanted.
3. I was afraid if I talked to Priscilla about her rudeness she might be angry, so in my **cowardice** I just complained to other people.
4. Thanks to the **benevolence** of that charity, students whose parents are in the military overseas received Christmas gifts and free tickets to a football game.
5. Little Jeremy is so **inquisitive** that when I babysit him, I spend the whole time answering questions about all sort of things.



## The Writer's Craft

### *Dialect*

**Dialect** is a local form of speech that differs from standard English in grammar, vocabulary, and pronunciation. A person's use of dialect might tell us where he or she comes from, but it also might reveal the person's ethnic background or level of education.

As you read the following chapters, observe how the author uses dialect. Do all characters speak the same way? Why or why not? How does the use of dialect add to the story? How would the story be affected if the author did not have her characters speak with a dialect?

## DISCUSSION QUESTIONS AND ACTIVITIES

**Section II.** Read chapters 4-6 (pages 32-57). Discuss answers to the following questions with a classmate, then write your answers separately.

1. **How has Scout's relationship with Jem and Dill changed when Dill returns to Maycomb? Why does this put her in an awkward position when the boys plan activities that she thinks are dangerous or unwise?** By the time Dill returns for his second summer in Maycomb, Scout has already noticed that Jem is growing away from her in some ways. Dill and Jem spend more and more time together, often leaving Scout out or else giving her the least interesting parts to play. When Scout protests any of Jem's plans as being unwise or dangerous, the boys remind her that she doesn't have to come. Rather than be left out entirely, she usually gives in and goes along with whatever they have proposed.
2. **Describe the children's new favorite summertime game. Why do you think Jem does not want to tell Atticus what they are playing?** The children's new favorite game is one of pretending to be the Radley family and acting out all sorts of real and imagined dramas associated with the family. Jem probably does not want to tell Atticus what the game is about because he

Infer  
Meaning:



**Try to “read between the lines”: how are Scout’s and Jem’s ideas about Arthur Radley changing? Why are they changing?**

knows that Atticus would not approve, and he does not want to give Atticus an opportunity to forbid them to play the game.

3. **Why does Scout begin to spend more time with Miss Maudie? How does the author use Scout’s dialogue with Miss Maudie to suggest a new way of looking at the Radley family?** Scout begins to spend a lot of time with Miss Maudie because the boys often do not welcome her in their games. Through Miss Maudie’s answers to Scout’s questions about Boo Radley, the author begins to raise doubts about the picture the children have of Boo Radley as a crazed monster. Instead, she says that Boo Radley (whom she calls by his real name, Arthur) was always a thoughtful, courteous boy, and suggests that “old Mr. Radley” was a mean, hardened man who used religion to justify his harshness. She hints darkly at shameful things occurring behind closed doors in the Radley house, and calls it a “place of sadness.” She seems to view Arthur Radley as more of a victim than an aggressor.
4. **What other clues have suggested to Scout that the Radley place might not be as scary as people say? What do you think the explanation might be?** When school was in session, Scout and Jem found small “treasures” of chewing gum and Indian head pennies in the knothole of a tree bordering the Radley property. Also, when the tire Scout was rolling in went into the Radley yard, she actually heard someone inside the house laughing as she made her escape. Students’ explanations for these mysterious occurrences may vary. However, they strongly suggest that there is someone friendly and favorably disposed toward the children inside the Radley home.
5. **How does Atticus respond to the children’s first attempt to make direct contact with Boo Radley? What happens with Jem and Dill’s new plan to try to catch a glimpse of him?** Atticus becomes very stern when he catches the children trying to contact Boo Radley by means of a note attached to a fishpole. He orders the children to leave Mr. Radley alone and also explicitly tells them to stop playing their game of enacting the Radleys’ supposed lives. However, Jem and Dill hatch a new plan: to sneak up on the Radley porch and try to catch a glimpse of Boo Radley by moving a loose board from one of the windows. Unfortunately, they are detected, and Mr. Nathan Radley shoots a gun off as they try to flee back through the back garden patch. Jem loses his pants when they are caught on the fence enclosing the Radley property.





Make A  
Prediction:

**Will Atticus find out that Jem visited the Radley place after he was told to leave the Radleys alone?**

**Will the children find out who has been leaving them treats and treasures in the knothole?**

### Guided Discussion:

Discuss some of the key questions and activities in Section II. In addition, feel free to include in your discussion questions that are not in the Discussion Guide. Ask students to identify examples of dialect from this section of the novel. Ask them whether they noticed certain characters using dialect more or less frequently than others. (They should have observed that the children use dialect much more frequently than the adults in this section, particularly Atticus and Miss Maudie.) Ask them to list any expressions that were unfamiliar to them, and work together at using context clues to determine the meaning of these.

Revisit the Guiding Questions, *How does imagining yourself in another person's situation change how you think and feel about that person, and how you relate to him or her? How important is it to be able to do this?* Ask students, *Does her conversation with Miss Maudie help Scout to empathize with Arthur Radley? What do you think the laughter that Scout heard from inside the Radleys' house might mean?*



### Vocabulary Review

Revisit the vocabulary awareness chart, asking students to indicate by a show of hands their level of awareness and understanding of each word. As students indicate that they “understand the word every time they hear it” or that they “know the meaning and use it correctly,” challenge them to provide a definition or to use the word correctly in a sentence.





## Selection Review

- 1. From whose point of view is this story told? How old is the narrator at the beginning of the story? What do we learn about her home and family life?** This story is told from the point of view of Scout Finch, who is just six years old and starting school at the beginning of the story. Scout's mother is dead. Her home includes her ten-year-old brother Jem, her father Atticus, and the family cook and housekeeper, Calpurnia. Atticus, who is a lawyer, has been reading to Scout since she was very small, and Calpurnia has taught her to write by giving her passages to copy.
- 2. Describe the setting (time and place) of this novel. What is the Radley family known for in the town of Maycomb?** The novel is set in Maycomb, a small southern Alabama town, in the 1930's. The townspeople tend to look down on the people who come from the surrounding countryside and who are generally very poor. The Radley family's home is down the street from Scout's home, but the Radleys keep to themselves and stay inside most of the time. One son, Arthur "Boo" Radley, is rumored to be crazy. He has been kept in the house ever since he was arrested for a prank as a young man, because his father did not want him sent away to a state school. The father, old Mr. Radley, is dead, but his other son Nathan continues to keep Arthur locked up. The townspeople claim that Arthur comes out at night, and they blame him for anything that goes wrong. Children fear the Radley house and everything about it.
- 3. What goes wrong on Scout's first day of school? Why does her father say she needs to learn to look at life from other peoples' viewpoints?** On Scout's first day of school, her teacher discovers that she already knows how to read and write. Instead of praising her, Miss Caroline scolds her. She orders her to stop reading at home and writing in cursive, because first graders are not allowed to do these things. Also, Miss Caroline offers to lend lunch money to Walter Cunningham, a poor boy who says he forgot his lunch. Walter refuses, and Scout tries to explain to the teacher that the Cunninghams are too proud to accept any help they cannot pay back. Miss Caroline becomes impatient and punishes Scout. When Scout complains to Atticus, he tells her to look at the situation from the Miss Caroline's point of view. She is new to Maycomb and cannot be expected to know all about its ways and people on her first day of school. Her mistakes were honest ones.
- 4. Why does Scout spend more time with Miss Maudie Atkinson the summer after first grade? What does Miss Maudie tell**

**her about Boo Radley?** In the summer after first grade, Scout begins to spend more time with Miss Maudie because Jem and Dill spend more time playing together and do not always make her feel welcome. Miss Maudie tells her that Boo (Arthur) was always courteous and pleasant as a young man. Miss Maudie says that the Radley place is a sad house. She says that old Mr. Radley was a hard, mean man. She hints that Arthur is a victim rather than a bad person.

- 5. How do Jem and Dill show their interest in the Radley family as the summer goes by? What does Atticus do when he finds out about their games and visits?** Early in the summer, Jem makes up a game in which the three children each play multiple roles in acting out the drama of the Radley family as they imagine it. Jem even pretends to drive a pair of scissors into Dill's leg, acting out a scene they have heard about between Boo Radley and his father. Later on, Dill and Jem try to use a fishpole to send Boo Radley a note. They want him to come out of his house. When Atticus finds them playing this game, he becomes angry. He sternly tells the children to leave Mr. Radley alone.
- 6. Most people in Maycomb seem to think of Boo Radley as a horrible monster. List two clues that suggest to Scout that this might not really be true.** Scout's first clue that there is something unexpected going on at the Radleys' comes when she and Jem find small treasures of chewing gum and Indian head pennies in the knothole of a tree on the edge of the Radley place. Her second clue comes when the tire she is rolling in goes into the Radleys' yard. Scout, Jem, and Dill are terrified. However, as Scout hurries to escape, she is surprised to hear someone in the Radley house laughing. It seems that someone in the Radley house has a friendly feeling toward the three children.

### **Informational Text Connections**

Types of informational text with connections to these chapters include:

Information on the Great Depression and its impact  
Articles about small Southern towns in the mid 20th century  
Select a text appropriate to your students' reading level and interests. Have them read and analyze the text using applicable criteria from the Common Core Standards. (Remember that different texts will lend themselves to different approaches for comprehension and analysis.)



## Literature-Related Writing

1. Atticus often tries to help Scout and Jem empathize with people their community looks down on. Write an **editorial** for your school or community newspaper to help readers empathize with a group of people whose experience is less well-known or understood (for example, those with certain disabilities, immigrants, or others considered “outsiders”).
2. Many of the incidents in *To Kill a Mockingbird* are based on events from Harper Lee’s own childhood in Alabama. Write a **personal narrative** about an exciting or scary adventure from your childhood.
3. A legend is a story that has been handed down from the past that many people believe to be true, even though it cannot be proven. A legend developed around the Radley home in Maycomb. Write a **legend** about a place or landmark in your community.



## Project-based Learning

1. Find out more about the Great Depression and how it affected life in small rural towns like Maycomb. Tell your classmates what you learn.
2. Scout’s experience in school is different in many ways from schools today. Interview a grandparent or an older person you know about his or her experience in school. Compare it with your school. Report the similarities and differences to your class.
3. Draw a map of the neighborhood where Scout and Jem live, or draw a picture of the Radley house as it is described in the text.

## Literature Test

1. **Explain why Scout and Jem Finch are afraid of the Radley place. What have they heard about Arthur “Boo” Radley?**  
The children are afraid of the Radley place because of the mystery surrounding it. The Radleys hardly ever come out of the house, except for Mr. Nathan Radley, who walks downtown and back to go to work. Arthur “Boo” Radley has been kept inside the house for many years, ever since he was arrested and tried for a juvenile prank. He once drove a pair of scissors into his

father's leg and is widely regarded as a madman or worse. The townspeople of Maycomb believe that he comes out at night and blame any mysterious, unfortunate incident on him.

- 2. Why doesn't Scout want to go back after her first day of school? What solution does her father offer her?** Scout does not want to return to school because she has a very bad first day there. Her teacher, Miss Caroline, scolds her when she finds that Scout can already read and write, and she tells her she must stop reading at home. Scout cannot bear to give up her nightly reading sessions with her father. Miss Caroline also becomes angry and punishes Scout when she tries to explain why Walter Cunningham, a fellow student, refuses her offer of money to buy lunch. Atticus, Scout's father, understands how important their reading times are to her. He tells her that if she returns to school, he will continue to read with her in the evenings.
- 3. List at least two ways that Jem and Dill show their interest in the Radley family during the summer after Scout's first grade. What does Atticus think of these activities?** Students should list at least two of the following: All through the beginning of the summer, Jem leads the children in playing out the saga of the Radleys as they imagine it. Later, the boys try (unsuccessfully) to place a note in the Radleys' window inviting Boo to come out. Finally, they try to sneak up on the Radleys' back porch at night to catch a glimpse of Boo. Atticus totally disapproves of this behavior. He sternly orders the children to leave Mr. Radley alone, and to stop putting his life on display through their game.
- 4. List at least two things that lead Scout to wonder whether the bad things she has heard about Mr. Boo Radley are true.** Students should list any two of the following: (1) Scout and Jem begin to find treats and treasures hidden in the knothole of an oak tree on the edge of the Radley property. (2) Miss Maudie Atkinson tells Scout that Arthur "Boo" Radley was always a nice, courteous young man, and hints that he is the victim of his father's harshness and cruelty. (3) When the tire Scout is rolling in goes into the Radleys' yard, she can hear someone inside the house laughing. This suggests that someone inside the Radley house actually has a friendly feeling toward the Finch children and their friend Dill.

**Essential Questions**

How can people learn to practice compassion toward others who are different from them?

How is racial or ethnic prejudice related to a lack of compassion?

## Discussion Guide #2

Chapters 7 - 11 (pages 57-112)

**Guiding Question: Reversal:** How can unexpected personal experiences significantly change one's understanding of a person or situation?

**Reversal:** a turnaround; a complete change in a person's position, perspective, or understanding

### Vocabulary List A

baffled (v., p. 58)	libel (p. 67)	inevitable (p. 79)
*perpetual (p. 58)	perpetrated (p. 67)	guilelessness (p. 80)
embalming (n., p. 58)	caricature (p. 67)	gravitated (p. 80)
whittles (p. 60)	disregard (n., p. 72)	*fanatical (p. 81)
burdensome (p. 61)	perplexity (p. 73)	deportment (p. 81)
ascertaining (p. 61)	gastric (p. 75)	mortify (p. 83)
cleaved (p. 61)	inordinately (p. 76)	*tentatively (p. 83)
palate (p. 61)	*compensation (p. 77)	tarried (p. 84)
vigil (p. 62)	ingenuous (p. 77)	*subdued (v., p. 84)
unfathomable (p. 63)	analogous (p. 77)	obstreperous (p. 85)
aberrations (p. 63)	*fluently (p. 78)	remorseful (p. 87)
accosted (p. 65)	innate (p. 78)	invective (p. 87)
procured (p. 66)	provocation (p. 79)	

### Special Glossary

**hoo-dooing** - (*colloquial; variation of voodoo*) casting bad luck on people, often by means of small dolls representing the victims

**walked on eggs** - (*idiom*) was extremely careful

**Rosetta Stone** - an ancient stone with carved writing found in 1799 in the town of Rosetta, Egypt

**touchous** - (*colloquial; variation of touchy*) oversensitive

**Appomattox** - a town in Virginia; site of the last battle of the Civil War and the surrender of Confederate forces under General Robert E. Lee (April 9, 1865)

*continued...*

**Special Glossary** (*continued*)

**thrift** - here, a small evergreen shrub

**morphodite** - a creature with both male and female characteristics

**worrying another bone** - (*idiom*) thinking about something else

**still** - here, a device for illegally distilling whisky

**get your goat** - (*idiom*) make you angry

**General Hood** - (John B., 1831-1879) a general of the Confederate Army who wore a very long, full beard

**Missouri Compromise** - (1820) a decision of the United States Congress, determining the territories where slavery would be permitted and where it would be forbidden as the country expanded to the west

**Stonewall Jackson** - (General Thomas J., 1824-1863) a popular general of the Confederate Army; also known as "Old Blue Light"

**hookah** - a pipe that draws smoke through a chamber of water

**jetty** - a wall or a dock that extends into a body of water

**catwalk** - a narrow, elevated walkway

**widow's walk** - a platform with a railing on top of the roof of a house

**trousseau** - here, the clothing a bride takes with her into marriage

**on tenterhooks** - (*idiom*) very nervous about an outcome

**Glossary of Starred Words**

**perpetual** - never stopping; lasting forever

**compensation** - a benefit that makes up for some hardship

**fluently** - (of language) easily and confidently

**fanatical** - having very extreme views on something

**subdued** - calmed down



**Multiple-meaning Word Highlight: “subdued”; “compensation”**

Point out to students that the word *subdued*, used here as a verb, can also be used as an adjective in several ways; for example, “The doctors spoke in *subdued* tones so that we could not hear them,” or “The soft lighting and *subdued* blue wall coverings gave the restaurant a peaceful, serene feeling.” In addition, point out that the word *compensation* can be used of either monetary rewards (payment) or intangible ones (“His *compensation* for many years of volunteering was the satisfaction of seeing those children grow up and succeed in life.”) Invite students to propose sentences of their own using the words in different ways.

**Sample Meaningful Sentences for Starred Words**

1. The fog horn at the beach blows every now and then, but the **perpetual** lapping of the waves on the shore goes on all the time.
2. When the teenager next door scraped the ice off Mom’s car, she gave him a dollar in **compensation** for his effort.
3. My friend from Nigeria speaks Yoruba **fluently**, but his American-born little brother is much more comfortable speaking English.
4. Because he’s a nurse, my dad is so **fanatical** about germs that he washes his hands many times a day and wipes every surface with disinfectant, even those that are already clean.
5. The zoo workers **subdued** the furious elephant by shooting a dart filled with a tranquilizer at it to make it drowsy.

**The Writer’s Craft***The Unreliable Narrator, Implied Meanings, and Making Inferences*

Stories told from the first person point of view often feature an **unreliable narrator**—particularly when the point of view is that of a child. A skillful writer includes clues in the story that enable readers to guess at **implied meanings**, meanings that are suggested but not clearly stated, sometimes because the narrator herself does not fully understand them. This kind of guessing is called **making inferences**.

*continued...*

Scout often reports other peoples' conversations without fully understanding them. For example, when Miss Maudie tells Scout that some men are hard and cruel even though they are religious (page 45), Scout thinks she is talking about Atticus or perhaps Mr. Boo Radley. However, a careful reader can guess that Miss Maudie's criticism is aimed at Mr. Nathan Radley, and that she thinks Mr. Nathan Radley's harshness is to blame for Mr. Boo Radley's strange behavior.

In order to "read between the lines" and understand things that Scout does not, notice the facts and bits of conversation she reports but doesn't understand. Try to fit those ideas together like pieces of a puzzle. What are the other people in Scout's life concerned about? What relationships can you find between the things people say and the decisions they make? What are they thinking about that they don't tell Scout?

### DISCUSSION QUESTIONS AND ACTIVITIES

**Section I.** Read chapters 7-9 (pages 57-89). Discuss answers to the following questions with a classmate, then write your answers separately.

1. **What does Jem tell Scout about the night he returned to the Radley place to get his pants? Why does Jem find this scary?**

Jem tells Scout that when he returned for his pants, he found them neatly folded across the fence and awkwardly mended where he tore them. Jem finds this scary because it suggests that someone in the house knew that he would be back for the pants. Jem feels as if someone is reading his mind.

2. **List the new treasures Jem and Scout find in the knothole. What can we guess about the person who put them there? What do you think is the real reason Mr. Nathan Radley plugs the knothole with cement?** The new treasures in the knothole include a ball of twine, two carefully carved figures in soap representing Jem and Scout, a package of chewing gum, an old spelling bee medal, and a pocket watch that doesn't run. We can guess that the person who puts them there is skilled at carving, more skilled than anyone the children know in May-





Visualize:

**Many of the events in these chapters take place at night. Make a “mind movie,” and try to imagine the events as Scout and Jem experience them.**

comb, and that he or she has observed them carefully to be able to carve two recognizable likenesses. The person is probably an adult, since the treasures are either “adult” items like a ball of twine and a pocket watch, or very old, like the spelling bee medal from days gone by. Mr. Radley says that he plugged the tree with cement because it was sick, but there is no evidence that this is true. Most students will suspect by this time that Boo Radley might be the one putting the treasures in the hole. Mr. Nathan appears to be, like his father, a hard, harsh man who wants to keep his brother completely isolated, and we can guess that he wants to prevent him from having even this small innocent contact with the outside world.

3. **What mysterious event occurs the night that Miss Maudie’s house burns down? What can you *infer* about why Jem and Atticus decide not to return the blanket to the Radleys (page 72)?** On the cold winter night that Miss Maudie’s house burns down, Jem and Scout are told to wait and watch the fire from down the street, in front of the Radley place. When they finally return home, Atticus notices that Scout has a blanket around her shoulders that is not theirs. Atticus concludes that Mr. Boo Radley must have slipped out of the house to place the blanket around her without her realizing it. However, he decides not to return the blanket to the Radleys when Jem tells him what has been going on with the mended pants and the plugged knothole. We can infer that Jem and Atticus realize that if Mr. Nathan Radley found out that Boo gave Scout the blanket, he would be angry and might harm or punish Boo in some way.
4. **What new source of conflict arises for Scout in chapter 9? How does Atticus try to help Scout cope with the insults she receives?** In chapter 9, Scout faces taunting from Cecil Jacobs and others who accuse Atticus of “defending niggers.” Atticus instructs Scout not to use the derogatory term and explains that it is a matter of conscience for him to defend Tom Robinson to the best of his ability, rather than to accept defeat ahead of time. He warns Scout that she is likely to hear more abusive talk as the case progresses, and asks her to try to remain calm no matter what she hears.
5. **Why does Scout fight with her cousin Francis? Why doesn’t she want Uncle Jack to tell Atticus what Francis did?** Scout fights with Francis because he says Atticus is ruining the family by defending Tom Robinson. Scout begs Uncle Jack not to tell

Make A  
Prediction:



**What will happen to the Finch family as a consequence of Atticus' commitment to defend Mr. Robinson? Will Scout manage to keep her promise?**

Atticus the real reason for the fight because she does not want to disappoint him or make him think she has forgotten his instructions. Scout considers that she has a right to defend her father within the family circle, even if she has to accept being called a coward by those outside the family.

### Guided Discussion:

Discuss some of the key questions in Section I. In addition, feel free to include in your discussion questions that are not in the Discussion Guide. Call to students' attention the Guiding Question, *How can unexpected personal experiences significantly change one's understanding of a person or situation?* Ask students to identify characters' perspectives or positions that undergo a reversal in these chapters, and the experiences that trigger these reversals. One of these is Jem and Scout's understanding of Boo Radley, who they now view as a possible friend and probable victim because of the gifts that he left for them in the knot-hole, and Mr. Nathan Radley's unwarranted decision to seal the knot-hole with cement. Another reversal is Uncle Jack's change of heart regarding Scout's conflict with Francis. After Scout explains to him why she was fighting with Francis, Uncle Jack recognizes that he was wrong to punish her without hearing her side of the story, and concludes that he "has a lot to learn about children." Recalling the Essential Question (*How can people learn to practice compassion toward others who are different from them?*), ask students how these experiences have expanded Jem's, Scout's, and Uncle Jack's compassion as new information has enlarged their perspective.



### Vocabulary Review

Revisit the vocabulary awareness chart, asking students to indicate by a show of hands their level of awareness and understanding of each word. As students indicate that they "understand the word every time they hear it" or that they "know the meaning and use it correctly," challenge them to provide a definition or to use the word correctly in a sentence.

## Vocabulary List B

attributes (n., p. 89)	melancholy (adj., p. 99)	inaudible (p. 103)
*inconspicuous (p. 89)	livid (p. 100)	vacated (p. 104)
rudiments (p. 90)	gallantly (p. 100)	oppressive (p. 106)
tartly (p. 90)	bedecked (p. 100)	tirade (p. 106)
mausoleum (p. 90)	obscurely (p. 101)	undulate (p. 107)
*vehemently (p. 95)	degeneration (p. 102)	viscous (p. 107)
paralyzed (adj., p. 97)	*premise (p. 102)	propensities (p. 108)
*articulate (adj., p. 97)	umbrage (p. 102)	*infuriated (v., p. 108)
gingerly (adv., p. 98)	assessment (p. 102)	antagonized (p. 109)
jubilantly (p. 99)	acquisition (p. 102)	devoid (p. 110)
passé (p. 99)	skulked (p. 103)	escapade (p. 111)
wrathful (p. 99)	palliation (p. 103)	cantankerous (p. 111)

## Special Glossary

**Providence** - God, viewed as the power over everything that happens

**Jew's harp** - a small metal musical instrument, held between the teeth and plucked with the fingers to make a twanging sound

**breastworks** - (*military*) a low wall built as a defense in battle

**if I had my 'druthers** - (*colloquial*) if I could choose

**pitchfork** - a farming tool resembling a large fork, the size of a shovel, with three sharp prongs; generally used to move hay

**CSA pistol** - a military pistol of the Civil War ("Confederate States of America")

**apoplectic** - (*from "apoplexy," an old-fashioned term for a stroke*) here, extremely upset; speechless with anger

**philippic** - a speech harshly attacking someone

**rectitude** - morally correct behavior

**interdict** - a decree forbidding someone to do something

**Dixie Howell** - (1912-1971) a football star at the University of Alabama in the early 1930s; later a college football coach

**reconnaissance** - (*military*) a survey; an observation

**calomel** - mercurous chloride, a chemical compound once used as a medicine but now known to be toxic

**Ivanhoe** - a novel written by Sir Walter Scott in 1819

**beholden** - (*colloquial*) indebted to or dependent on someone or something

### Glossary of Starred Words

**inconspicuous** - not noticeable

**vehemently** - with great energy or strong feeling

**articulate** - able to express oneself clearly

**premise** - a statement on which an argument is based

**infuriated** - made extremely angry

#### **Multiple-meaning Word Highlight: “articulate”**

Advise students that the word *articulate*, used here as an adjective, can also be used as a verb: “I need to learn to *articulate* my concerns in order to find solutions to my problems.” (Also note that the pronunciation of *articulate* as a verb and as an adjective changes slightly: *ar-TICK-you-lit* vs. *ar-TICK-you-LATE*.) Invite students to propose sentences of their own using the word both as an adjective and as a verb, or to draw cartoons that illustrate different ways of using it.

### Sample Meaningful Sentences for Starred Words

1. Zach wanted to be **inconspicuous** and not stand out as the new kid, so he wore the same kind of clothes as everyone else.
2. Little Tommy threw his plate on the ground, shaking his head **vehemently** to show how much he hated eating peas.
3. Ms. Casey is a great lawyer, presenting clear, **articulate** arguments that keep jury members focused and interested.
4. The **premise** of the discussion was that we would all go out together, but since most of us were too busy anyway, the whole argument became pointless.
5. Jeffrey’s rude, cocky attitude **infuriated** me so much that I stomped out of the room, too angry to speak.



## The Writer's Craft

### *Symbolism and Motif*

A **symbol** is a real object used to represent an idea. For example, the bald eagle is used as a symbol to represent American freedom. Symbols in literature can include colors, objects, places, and living things. Yellow might be used to represent cowardice, or red to represent war. In the following section, the author introduces the mockingbird as a symbol. Observe what the characters say about the mockingbird. What does it symbolize?

A **motif** in a literary work is an idea that keeps popping up and helps to create continuity in the work. It might be a visual image, such as a color or an object; it might be a specific sentence or phrase. It might also be an idea, such as a theme or a comparison of two different things. A motif sometimes has a symbolic value.

In this novel, the mockingbird is a recurring motif. Notice what is said about it in this section, and watch for it to appear in future chapters.

## DISCUSSION QUESTIONS AND ACTIVITIES

**Section II.** Read chapters 10 and 11 (pages 89-112). Discuss answers to the following questions with a classmate, then write your answers separately.

1. **According to Atticus and Miss Maudie, why is it wrong to kill a mockingbird? What do you think the mockingbird could symbolize?** Atticus and Miss Maudie say it is wrong to kill a mockingbird because they “don’t do one thing but make music for us to enjoy.” The symbolism of the mockingbird is probably not yet fully apparent to most students. However, a reasonable guess is that it represents a spirit of innocence and generosity.
2. **Why does Scout feel “ashamed” of her father? How does her opinion of Atticus reflect her point of view as an unreliable narrator?** Scout feels ashamed of Atticus because he says he is too old for rough games, and he doesn’t engage in other

Question:

?

**Why do you think Atticus has never told the children about his sharpshooting skills?**

obvious physical activities as most of her friends' fathers do: hunting, fishing, and physical work. However, Atticus' work as a lawyer is probably more highly respected and prestigious in the adult world than any of these other activities that seem so much more real and manly in the view of a second grader like Scout.

3. **Why are Scout and Jem so terrified when Heck Tate urges their father to shoot the mad dog? How does this incident affect their view—and ours—of Atticus' character?** Scout and Jem are terrified because they think if the neighborhood's safety depends on their father's prowess with a gun, there is little hope indeed. Atticus' success at killing the dog, and the subsequent discovery that he was once known for his shooting acumen, increase their respect for him immeasurably. Readers, however, are more likely to be impressed by the Atticus' humility and his unwillingness to exploit his gifts for personal glory.
4. **What is the real reason that Atticus makes Jem read to Mrs. Dubose? What do you think Jem and Scout learn from this experience?** Although the children believe Jem has to read to Mrs. Dubose to make amends for ravaging her flowers, the real reason is to provide her with some degree of distraction while she weans herself from her morphine addiction. Answers may vary as to what the children learn from the experience; one possible answer is that they learn that situations are not always what they seem, and that others (even adults) sometimes struggle with issues that outsiders do not understand.
5. **Compare and contrast Atticus' courage in facing the mad dog to Mrs. Dubose's courage in overcoming her morphine addiction. What have Jem and Scout learned about true courage?** Both Atticus and Mrs. Dubose did what they needed to do when they needed to do it, with no thought for the acclaim of others. However, Atticus had every reason to hope that his success in shooting the dog would lead to a positive outcome, while Mrs. Dubose knew that her triumph would be hard-won and short-lived, since she was nearing death anyway. The children have learned that true courage means doing the right thing no matter how hard it is, even without a guarantee of success or public approval.



Make A  
Prediction:



**How will these lessons in courage help the children as they face increasing hostility because of their father's commitment to defend Tom Robinson?**

### Guided Discussion:

Discuss some of the key questions in Section II. In addition, feel free to include in your discussion questions that are not in the Discussion Guide. Remind students of the Guiding Question, *How can unexpected personal experiences significantly change one's understanding of a person or situation?* Ask students what reversals Scout and Jem have experienced in their perspective in these two chapters, and what experiences have triggered these revisions. Their perspective on Atticus is changed when the crisis of a mad dog in the street forces him to reveal his sharpshooter skills, and their view of Mrs. Dubose changes after her death, when Atticus explains to them her battle to overcome her morphine addiction. Ask students to comment on what Jem and Scout are learning about the adult world, and about the qualities of character that influence the way adults deal with the situations they face.



### Vocabulary Review

Revisit the vocabulary awareness chart, asking students to indicate by a show of hands their level of awareness and understanding of each word. As students indicate that they “understand the word every time they hear it” or that they “know the meaning and use it correctly,” challenge them to provide a definition or to use the word correctly in a sentence.





## Selection Review

- 1. Explain why Jem and Scout change their opinion about Arthur Radley.** The children previously feared Arthur Radley, as do most people in Maycomb, and believed the stories they heard about him and his family. Even though he is still a mysterious figure and they have not seen him, they know he is kind and wants to be their friend. They realize it is Arthur who has been placing objects in the tree as gifts to them. He repaired Jem's pants and placed a blanket over Scout's shoulders when the children were standing outside in the cold.
- 2. Why do so many adults and children in Maycomb criticize Atticus for defending Tom Robinson? Why does he feel that it is important to defend Mr. Robinson? How does he expect this to affect Jem and Scout?** Tom Robinson is a black man who is accused of raping a young white woman. Strong prejudice against black people will almost certainly lead a jury to find Mr. Robinson guilty. Most people do not think Atticus should challenge the way things have always been in Maycomb by seriously trying to defend him. However, Atticus believes that truth and justice require him to make a strong defense. He expects that Scout and Jem will also be criticized and insulted, and he asks each of them to remain calm no matter what they hear.
- 3. Why are Jem and Scout ashamed of their father? What makes them change their minds?** Scout and Jem are ashamed of Atticus because he is older than most of their friends' fathers. He does not have a physically active job and does not engage in rough sports or recreational activities. They feel that he has no abilities that they can brag about. However, they change their minds when Atticus shoots a mad dog that is loose in the neighborhood. They learn that he was once famous as the best shot in Maycomb County.
- 4. Explain why Jem is required to read to Mrs. Dubose. What do he and Scout learn from her example?** Jem begins reading to Mrs. Dubose to apologize for cutting down her flowers. However, Atticus also wants Jem to read to her to help her overcome her addiction to morphine. Later, after Mrs. Dubose dies, Atticus explains to the children what she was struggling with. He says that her great courage lay in fighting to be free even though she knew she would soon die anyway. The children have learned that true courage lies in doing the right thing, even when it is very hard and when others do not understand or approve.

5. **Explain why Atticus says it is a sin to kill a mockingbird. What does the mockingbird seem to symbolize in this novel?** Miss Maudie Robinson explains to Scout that mockingbirds do not hurt anyone, but instead spend all of their time singing beautiful songs for people to enjoy. In this novel, mockingbirds seem to symbolize innocence and a generous, giving spirit.

### **Informational Text Connections**

Types of informational text with connections to these chapters include:

- Articles on the current crisis of addiction to prescription medications
  - Encyclopedia articles, field guides, or websites on the mockingbird
  - Information on rabies and health measures related to it
- Select a text appropriate to your students' reading level and interests. Have them read and analyze the text using applicable criteria from the Common Core Standards. (Remember that different texts will lend themselves to different approaches for comprehension and analysis.)



### **Literature-Related Writing**

1. Scout's views of several people—including Boo Radley, her father Atticus, and old Mrs. Dubose—have been challenged in this section. Have you ever had a negative view of someone, only to change your mind when you learned more about the person? Write a **personal narrative** about your experience, telling how your opinion changed and why you changed it.
2. Atticus asks Scout not to fight with her classmates, no matter what they say to her. Write an **advice column** to Scout, suggesting creative ways to avoid a fight when people are insulting or disrespecting you.
3. Write an **essay** telling what you believe true courage is. Include specific examples from the lives of people you know.



## Project-based Learning

1. Using Internet or library resources, learn more about the mockingbird, and listen to a recording of the mockingbird's song. Create a poster or a digital or multi-media presentation to share some of your findings.
2. Learn more about rabies in dogs. What are the signs of rabies? How can it be prevented? Create a poster or give an oral report to share your discoveries with your classmates.
3. Scout is amazed to learn that her father was known as the best shot in Maycomb County when he was young. Talk with a relative or friend who knew one of your parents as a teenager. Find out at least three things you didn't know before about your parent in his or her youth.

## Literature Test

1. **Both children and adults in Maycomb criticize Atticus' commitment to defend Tom Robinson. Why? How does Atticus ask Scout and Jem to respond to the remarks and insults directed at them?** Most people in Maycomb do not think Atticus should defend Tom Robinson because he is black. They assume that a black man accused by white people must certainly be guilty and see no point in mounting a serious defense. Atticus urges Scout and Jem to remain calm and not lose their tempers when insults and harsh remarks are directed at them over this issue.
2. **Explain why Scout and Jem are ashamed of their father. What incident gives them a new perspective on him?** Scout and Jem are ashamed because Atticus, who is older than most of their friends' fathers, does not play sports or engage in easily defined physical work as do most other men they know. They conclude he has no special skills worth bragging about. However, when Atticus shoots a mad dog that threatens their neighborhood, they learn that he is an excellent marksman, and their respect for him increases immeasurably.

- 3. What is Mrs. Dubose's terrible struggle in the final months of her life? What role do Jem and Scout play? Why does Atticus say that Mrs. Dubose was a great lady?** Mrs. Dubose's struggle is to free herself of a morphine addiction that she acquired through medication. Jem and Scout spend afternoons with her during her withdrawal, and Jem distracts her by reading to her, although the children do not realize what she is going through. Atticus says she was a great lady because of her determination and courage in freeing herself even though she knew she would soon die anyway.
- 4. Atticus forbids Scout and Jem to use their air rifles to shoot mockingbirds. Why? What is the symbolism of the mockingbird?** Atticus says it is a sin to kill a mockingbird because they harm no one and spend their time making music for people to enjoy. The mockingbird seems to symbolize innocence and a generous, giving spirit. (Answers may vary somewhat; accept plausible explanations.)

**Essential Questions**

How can people learn to practice compassion toward others who are different from them?

How is racial or ethnic prejudice related to a lack of compassion?

**Discussion Guide #3**

Chapters 12-16 (pages 115-166)

**Guiding Questions: Convictions:** What makes people choose a more difficult course of action rather than an easier one? What makes a principle worth defending even when almost everyone else disagrees with you?

**Convictions:** strong, deeply held beliefs that direct a person's choices, decisions, and actions

**Vocabulary List A**

inconsistent (p. 115)	*tedious (p. 124)	inflection (p. 133)
appalling (p. 115)	aggravates (p. 126)	elusive (p. 133)
altercation (p. 115)	tactful (p. 128)	curtness (p. 134)
remote (p. 116)	extract (v., p. 128)	*pensive (p. 135)
*diligently (p. 116)	formidable (p. 128)	taut (p. 137)
frivolous (p. 116)	prerogative (p. 129)	rankling (p. 137)
indignantly (p. 119)	incestuous (p. 130)	edification (p. 138)
ecclesiastical (p. 120)	obliquely (p. 130)	resignation (p. 138)
garish (p. 120)	myopic (p. 130)	resilient (p. 139)
qualms (p. 120)	caste (p. 131)	*infallible (p. 140)
deity (p. 121)	discreet (p. 131)	fortitude (p. 142)
denunciation (p. 122)	abstract (adj., p. 132)	bestowed (p. 142)
*austere (p. 122)	warily (p. 132)	

**Special Glossary**

**barnacles** - (used figuratively here) small shellfish that attach themselves to the hulls of ships

**Birmingham** - the capital of Alabama

**Shadrach** - (biblical) one of the three friends of the prophet Daniel who were condemned to be burned in a furnace, but were miraculously saved (Daniel chapter 3)

**Octagon soap and castile** - two kinds of soap, one very strong and the other gentler and usually scented

*continued...*

**habiliments** - (*old-fashioned*) clothing and accessories

**Mardi Gras** - (*French for "Fat Tuesday"*) a carnival-like holiday celebrated just before the religious season of Lent begins

**asafoetida** - a strong-smelling gum resin derived from plants and widely used in folk remedies

**rotogravure** - an old-fashioned printing process

**impedimenta** - paraphernalia; supplies

**bootleggers** - illegal liquor suppliers

**voile** - a thin, sheer cotton fabric

**shinny** - here, moonshine (illegal liquor)

**amanuensis** - a person who writes things down for someone else

**carnal knowledge** - sexual relations

### Glossary of Starred Words

**diligently** - with hard work and careful attention to duty

**austere** - stern; solemn; severe

**tedious** - tiresome; dull

**pensive** - lost in thought

**infallible** - always right; not able to make a mistake

### Sample Meaningful Sentences for Starred Words

1. Trevor was so eager to do well in math that he stayed inside **diligently** doing homework when his brother went out to play ball.
2. **Austere** portraits of the company's founders looked down sternly from the dark portraits on the conference room wall.
3. The one thing I don't like about sewing is the **tedious** task of removing stitches one by one when I make mistakes.
4. My older brother sat at the table looking **pensive**, and I knew he was daydreaming about his girlfriend instead of listening to me.
5. Little Destiny was amazed to realize her teacher was mistaken, since up to then she had always thought teachers were **infallible**.

**Multiple-meaning Word Highlight: “austere”**

Point out to students that the word *austere*, used here to mean *stern* or *forbidding*, also has other related meanings. These include *frugal* or *highly disciplined* (“Mr. Pinson has an *austere* lifestyle that includes a strict vegetarian diet and getting up at five every morning”) as well as *plain; without decoration* (“Brianna loved stylish, colorful clothes, so she was annoyed that her new school required an *austere* blue and white uniform.”) Invite students to propose sentences of their own using the word in different ways.

**DISCUSSION QUESTIONS AND ACTIVITIES**

**Section I.** Read chapters 12-14 (pages 115-144). Discuss answers to the following questions with a classmate, then write your answers separately.

1. **What differences does Scout notice when she and Jem visit Calpurnia’s church? How do these differences reflect the differences between the white and black communities in Maycomb?** Calpurnia’s church, First Purchase A.M.E., is a weather-beaten building set on a hard clay churchyard. The interior of the church is unpainted and bare, with no piano, organ, hymnbooks, or printed bulletins. A song leader gives out the hymns line by line and the congregation responds; Calpurnia explains to the children later that most of the church members cannot read. The minister’s topics are similar to those addressed at Scout and Jem’s church, but Scout is surprised when he calls certain individuals by name from the pulpit to denounce their failings. Rather than passing a basket for the offering, the participants file to the front of the church to make their contributions, and the minister asks for the church doors to be closed until the offering reaches what he considers to be an acceptable sum. The simplicity of the church obviously reflects the poverty of the congregants, and the singing style reflects their lack of education compared to that typically found in the white community. Perhaps more subtly, the liberty with which the minister publicly denounces congregants’ shortcomings and applies pressure tactics to increase the offering (which is designated for the assistance of Tom Robinson’s family) reflects the fact that the vulnerability of the black community calls for a greater level of social solidarity and accountability than is typical in the more individualistic white community.



2. **How does the black congregation's view of Tom Robinson's arrest contrast with that of most white people in Maycomb?**

The black congregation expresses sympathy and compassion for Mr. Robinson and his family. The church collection for an entire month is to be turned over to Mrs. Robinson to help her with expenses while Mr. Robinson is in jail. This is in clear contrast to the attitude of most white people, who sharply criticize Atticus for even defending Mr. Robinson. It seems that most black people believe Robinson to be an innocent victim of circumstances, while most whites assume that he is guilty.

3. **How does Aunt Alexandra's arrival change Scout and Jem's daily lives? What are some of the issues about which Aunt Alexandra and Atticus have differing opinions?**

Aunt Alexandra is determined to bring what she considers a feminine influence into Scout's life. She quickly fits into the social conventions of Maycomb, making ladies' luncheons and teas a frequent feature in the home and expecting Scout to embrace the social conventions of those occasions. In addition, Aunt Alexandra has a great deal of family pride which she feels that Atticus has failed to properly instill in the children. She believes that the Finches are of a superior breed and that the children must be taught to conduct themselves in a way that honors this heritage. She also tends to gloss over the negative aspects of the family's past, highlighting only its glories. Clearly, Atticus disagrees with this approach. In addition, Aunt Alexandra is skeptical of Calpurnia's role in the family. She even suggests sending her away. Atticus firmly defends Calpurnia's importance to the family and his commitment to her ongoing presence.

4. **Explain why Dill ran away from his family in Meridian. Why does Scout have trouble accepting his explanation?**

Dill ran away from his family in Meridian because his new stepfather did not come through on his promises to spend time with Dill; in fact, he and Dill's mother mostly ignored Dill, after providing him with a selection of toys and books so he could amuse himself. Dill obviously longs for adults who will nurture him and pay attention to him, and lacking that, he prefers to be with Jem and Scout, playmates who at least provide reliable company. Scout has grown up with the assurance of her father's and Calpurnia's love, affection, and oversight, so she has no concept of Dill's loneliness and longing for parental presence. In fact, she wishes the adults in her life were not quite so vigilant over her, so she does not understand why Dill would object to being "left alone."

Clarify:



**Scout says, "Aunt Alexandra fitted into the world of Maycomb like a hand into a glove, but never into the world of Jem and me." Why is this? What does it suggest about the Finch family's status in Maycomb?**

Make A  
Prediction:



**Will Aunt Alexandra make Scout into a “lady”?**

**How will Dill’s arrival change Scout and Jem’s summer?**

### Guided Discussion:

Discuss some of the key questions in Section I. In addition, feel free to include in your discussion questions that are not in the Discussion Guide. Ask students, *Why does Atticus insist that Scout apologize to Aunt Alexandra and obey her, even though he doesn’t agree with her on so many issues?* Atticus believes that it is important for Scout and Jem to respect and obey their elders as a matter of principle. Atticus intends to resolve his differences of opinion with Alexandra privately, but he does not want to condone disrespect toward her from the children. Call students’ attention to the first Guiding Question, *What makes people choose a more difficult course of action rather than an easier one?* Ask students how Aunt Alexandra’s convictions differ from those of Atticus, and how these differences influence their decisions in regard to Jem and Scout. Aunt Alexandra clearly has strong convictions about the Finch family’s superior breeding and the manners and deportment necessary to do honor to that breeding. Atticus, on the other hand, puts a higher value on truth-telling, justice, and the dignity of every person. This variance in convictions and values puts them at odds; where Aunt Alexandra places a high priority on outward manners, keeping “good (i.e. well-bred) company,” and talk that casts a positive light on the family history, Atticus prefers to tell the children the truth and allow them to experience life from the perspective of other people he respects, such as Calpurnia, even if their social standing is very different from his own. Atticus’ commitment to truth and justice also drives his decision to defend Tom Robinson, despite what others may think or say about him and his family.



## Vocabulary Review

Revisit the vocabulary awareness chart, asking students to indicate by a show of hands their level of awareness and understanding of each word. As students indicate that they “understand the word every time they hear it” or that they “know the meaning and use it correctly,” challenge them to provide a definition or to use the word correctly in a sentence.

### Vocabulary List B

*placid (p. 144)	overture (p. 153)	akimbo (p. 159)
begrudge (p. 145)	*futility (p. 153)	*elucidate (p. 160)
ominous (p. 146)	aggregation (p. 154)	affluent (p. 160)
criteria (p. 147)	uncouth (p. 154)	dispel (p. 162)
affliction (p. 149)	idiocy (p. 154)	reminiscent (p. 162)
venerable (p. 150)	impassive (p. 154)	sundry (adj., p. 162)
detractors (p. 150)	encumbered (p. 155)	unobtrusive (p. 163)
*succinct (p. 151)	profane (p. 156)	connivance (p. 165)
acquiescence (p. 152)	*subtle (p. 157)	
justification (p. 153)	prominent (p. 159)	

### Special Glossary

**change of venue** - (*legal*) the decision to hold a trial in a locality different from that in which the crime was committed

**Henry W. Grady** - (1850-1889) a Southern journalist who advocated the recovery of the South after the Civil War, and its reconciliation with the Northern states

**Ku Klux Klan** - an organization that claimed to protect white American interests by terrorizing minorities such as blacks, Catholics, and Jews; in decline during the 1930s, at the time of this novel

**linotype** - an old-fashioned printing machine

**hitching rail** - a horizontal railing provided for people to attach their horses, mules, or donkeys to while doing business in town

**battlements and flying buttresses** - architectural features similar to those found in medieval castles

**fey** - eccentric; bizarre

**Mennonites** - members of a Christian religious group, in this case distinguished by their conservative style of dress

*continued...*

**Prohibition** - a federal law in force from 1920 to 1933 making the use of alcoholic beverages illegal

**snuff** - tobacco in a powder form, used by sniffing

**Roman carnival** - a public spectacle in ancient Rome in which people were killed or maimed by wild animals or armed gladiators

**William Jennings Bryan** - (1860-1925) a leading politician, well known as an extremely gifted and popular speaker

**subpoena** - (*legal; pronounced* sup-PEA-nuh) a court order to provide evidence in a case

**solicitor** - a lawyer; here, the prosecutor; the lawyer representing the government

**litigants** - (*legal*) the parties disputing a civil court case

### Glossary of Starred Words

**placid** - calm; tranquil; peaceful

**succinct** - brief; not wordy

**futility** - hopelessness; pointlessness

**subtle** - not obvious; not easy to notice

**elucidate** - to make clear; to explain; to shed light on

### Sample Meaningful Sentences for Starred Words

1. On Saturdays the whole family sleeps in, so I have a chance to enjoy the quiet, **placid** early morning stillness.
2. Mr. Hunt wants our oral reports to be as **succinct** as possible, so that we have enough time for all of the students to present.
3. Mom is discouraged at the **futility** of sweeping our stoop every day, since every night people hang out there and trash it again.
4. I tried giving Rona a **subtle** hint not to interrupt me, but she paid no attention, so next time I will tell her bluntly to stop being rude.
5. Our science teacher could see that we did not understand, so he tried to **elucidate** with practical examples and illustrations.



## The Writer's Craft

### Mood

**Mood** is the feeling created by a literary work. Mood is conveyed through descriptions of the setting and characters, choice of words (diction), and sentence structure (syntax). The mood in a given work may change at different points in the story. Some examples of mood are: *suspenseful*, *scary*, *humorous*, *sad*, *serious*, and *cheerful*. What moods have been most noticeable in *To Kill a Mockingbird* so far? As you read the following section, notice the mood of the scene at the jail (chapter 15). What is the mood of the scene outside the courthouse (chapter 16)? How does the author create the mood found in each chapter?

## DISCUSSION QUESTIONS AND ACTIVITIES

**Section II.** Read chapters 15 and 16 (pages 144-166). Discuss answers to the following questions with a classmate, then write your answers separately.

1. **What does Jem understand about the men's confrontation with Atticus in front of the jail that Scout does not? Why does Mr. Cunningham convince the men to leave after Scout speaks to him?** Jem understands that the situation in front of the jail is serious and that Atticus is in danger, but Scout does not. It is not until hours later that Scout realizes what actually occurred at the jail. Trying to establish a friendly connection in a group of mostly unfamiliar faces, Scout speaks to Mr. Cunningham about family matters. Her conversation reminds him of the help he has received from Atticus in the past and makes him ashamed of his dishonorable intentions. The presence of the children and Scout's friendship with his son Walter make Cunningham see Atticus as a father and former ally, not an enemy, and he loses heart in the confrontation. Atticus says it is because the children made Cunningham "stand in his shoes for a minute" that no trouble occurred.



Visualize:

**Make a “mind movie” of the encounter in front of the jail. What do you see? What are the sounds and smells? Do the same thing for the scene outside the courthouse in Chapter 16.**

2. **Why is Atticus unwilling to judge Mr. Cunningham harshly, despite his role in the lynch mob trying to take Tom Robinson from the jail? What does Atticus’ attitude toward Cunningham show about his perspective on people in general?**

Cunningham was part of a mob that almost certainly planned to kill Tom Robinson, and was willing to harm Atticus in the process. However, Atticus does not judge him harshly, but says, “Mr. Cunningham’s basically a good man – he just has blind spots along with the rest of us.” Atticus refuses to see anyone as completely evil and strongly believes that being willing to see things from another person’s point of view allows one to understand why the other behaves as he or she does. This principle has been a dominant theme in the novel. Though Atticus knows how prejudiced his town is, he does not despise the townspeople, but sees the good in them all. In spite of Mrs. Dubose’s ill treatment of his children and her insulting remarks about him, Atticus saw the pain and suffering behind her anger and considered her a courageous woman.

3. **Scout is surprised to learn that Atticus had no choice about defending Tom Robinson, but was assigned the case. Why didn’t Atticus tell her this? Why are the townspeople angry with Atticus, even though he had no choice in the matter?**

Atticus did not tell Scout that he was assigned the case because he has assumed full responsibility for defending Tom Robinson. Although the townspeople know Atticus was assigned to defend Robinson, they are angry with him because of his attitude about it. They know that he is not just fulfilling a perfunctory role, but that he is determined to have the truth revealed during the trial, no matter what the verdict.

4. **What is the atmosphere in the town the morning of Tom Robinson’s trial? What does this reveal about the townspeople?**

The atmosphere in town is similar to that of a holiday. Families picnic in front of the courthouse in what is described as a “gala occasion.” The trial has become a source of entertainment for the townspeople, who enjoy its sensationalism. A man is on trial for his life, yet the festive atmosphere reveals how insensitive most of the white citizens are to the human dimension of the black defendant’s circumstances. It is noticeable that there are few women and children among the black spectators, and they are not in a holiday mood. Unlike the white citizens, they realize the gravity of the situation.



5. **Compare the mood of chapter 15 (particularly the scene outside the jailhouse) with that found in chapter 16. How does the author create the mood of each chapter?** The mood of chapter 15 is suspenseful and tense, whereas that of chapter 16 has a superficial frivolity about it, despite a grim underlying foreboding. The suspense in the scene outside the jailhouse is foreshadowed by the late night visit earlier in chapter 15 and by Jem's repeated expressions of fear and anxiety. It is also fostered by the setting (late at night outside the Gothic nightmare of a jailhouse) and the presence of characters mostly unfamiliar to Scout. Details in the description of Atticus ("a flash of plain fear"; fingers "trembling a little"), and Jem's unexpected and unexplained refusal to go home, also heighten the mood of suspense. In contrast, the holiday mood of chapter 16 is established through the description of the crowd's idiosyncrasies and activities. The sense of grim foreboding is suggested by Miss Maudie's refusal to attend the trial and her comparison of it to a Roman circus, where the main attraction was the opportunity to see people torn limb from limb. In addition, the soberness of the black spectators is also a grim reminder of the shortsightedness of the white crowd's festive mood.

Make A  
Prediction:



**What will happen  
during the trial?**

### Guided Discussion:

Discuss some of the key questions in Section II. In addition, feel free to include in your discussion questions that are not in the Discussion Guide. You might want to ask students, *What is unusual about Mr. Dolphus Raymond? What does the children's discussion about him reveal about Maycomb society?* Although he is white, Mr. Raymond lives with a black woman with whom he has a number of children, and associates with the black community rather than the white. Although it was certainly not unusual for a white man to "have" a black woman at this time, Mr. Raymond is very unusual in that he openly lives with her in a conjugal relationship and cares for his children as a loving father. The discussion of Mr. Raymond's isolation and his "mixed" children highlights the extreme racial divide in Maycomb (and Southern society in general) at this time in history, as well as its painful consequences for those caught up in "unorthodox" relationships.

*continued...*



Remind students of the Guiding Questions, *What makes people choose a more difficult course of action rather than an easier one? What makes a principle worth defending, even when almost everyone else disagrees with you?* Ask students, *Why is Atticus determined to give Tom Robinson a vigorous defense instead of just going through the motions? Why was this a revolutionary position at this time in history?* If necessary, remind students that at this time African Americans could not vote in Mississippi and other Southern states, and were therefore excluded from the jury pool. All-white juries routinely decided any criminal matter in which a white person accused a black one, in favor of the white party. Many whites at this time, especially in the South, had highly stereotyped prejudices about black people's morals and automatically assumed the worst about them. Atticus' determination to see his defendant as an individual and evaluate the case on its merits flies in the face of the conventional (white) thinking of the day, and subjects him and his family to insult, scorn, and to some degree, actual physical danger.

Also revisit the Essential Questions, *How can people learn to practice compassion toward others who are different from them? How is racial or ethnic prejudice related to a lack of compassion?* Ask students to identify some of the many incidents and attitudes depicted in these chapters that offer a window of insight into one or both of these questions.



### Vocabulary Review

Revisit the vocabulary awareness chart, asking students to indicate by a show of hands their level of awareness and understanding of each word. As students indicate that they “understand the word every time they hear it” or that they “know the meaning and use it correctly,” challenge them to provide a definition or to use the word correctly in a sentence.



## Selection Review

- 1. List some ways that visiting Calpurnia's church is a new experience for Jem and Scout. How is the black community's view of the Robinson case different from that of the white community?** Calpurnia's church is bare and plain compared to the white church that Jem and Scout usually attend. There are no hymnbooks and most members of the congregation cannot read anyway. Instead, a song leader gives out the hymns line by line and the congregation sings them back. The sermon is long and includes pointed personal remarks. People take their money to the front of the church for the collection rather than passing a basket, and the minister does not hesitate to insist that they give a little more. Unlike most white people in Maycomb, the members of Calpurnia's church feel only compassion for Tom Robinson and his family. They consider him a victim of circumstances instead of assuming he is guilty.
- 2. Describe Aunt Alexandra. Why does she criticize the way Atticus raises his children? How does Atticus respond to her disagreements with him?** Aunt Alexandra, Atticus' sister, is a stern woman who has very definite opinions. She does not believe Atticus has done a good job of teaching Scout to be a lady or of teaching his children proper pride in their family heritage. Atticus tries to get along with Alexandra and insists that the children respect her. However, he refuses to back down on important issues. When Alexandra urges him to send Calpurnia away, Atticus firmly refuses to do so. He also ignores her complaints about his decision to defend Tom Robinson.
- 3. Explain why Mr. Cunningham and the other men threaten Atticus the night before Tom Robinson's trial. What makes them change their plan? Why?** Cunningham and the other men want to take Robinson away from jail, probably to lynch him. They finally go away after Scout attempts to engage a friendly conversation with Mr. Cunningham. Her childlike friendliness makes Mr. Cunningham ashamed to harm a man who has helped him in the past. Cunningham persuades the other men to go home as well.
- 4. Describe the mood of chapter 15 (the confrontation outside the jail) and the mood of chapter 16 (the scene outside the courthouse). Explain how the author creates each of these moods.** The mood in the scene outside the jail is tense and suspenseful. The author sets the stage for this mood by mention-

ing Jem's fears even before he and Scout go out. The setting and characters also contribute to the mood. The dark night and the freakish Gothic jail building are scary, and the men confronting Atticus are mostly strangers to Scout. Finally, the fact that Scout sees fear in Atticus' eyes and notices his hand trembling adds to the tension.

The mood in chapter 16, on the day of the trial, is festive and merry, but also includes a dark sense of fear. The holiday mood is created by the colorful descriptions of the different people in the crowd and their lighthearted activities. However, the grim seriousness of the black citizens suggests that the frivolous mood is only superficial. Also, Miss Maudie compares the trial to a Roman carnival, which was an event spectators attended in order to watch people die. This is another hint that something dark and serious is going on beneath the surface gaiety.

**5. List several aspects of Atticus' character and convictions demonstrated in this section. Give examples from the text.**

This section shows Atticus as a man of peace, who tries to get along with everyone and to view everyone in the most positive light. However, it also shows him as a man of courage who will not back down from doing what he believes to be right. For example, he tries to get along with Aunt Alexandra although he disagrees with her on many points. He insists the children respect and obey her. However, he does not give in to Alexandra when important principles are at stake. Similarly, he is cheerful and friendly toward the men who come to take Tom Robinson from the jail, but he does not let them have their way. Even after the potentially dangerous confrontation, Atticus does not judge these men too harshly. He says their evil intentions are caused by "blind spots" and that Mr. Cunningham is basically a good man. He tells the children not to bear a grudge toward anyone, no matter what happens. Finally, despite pressure from almost everyone, Atticus remains committed to bringing the truth to light in the Robinson case.

### **Informational Text Connections**

Types of informational text with connections to these chapters include:

Newspaper articles reporting on controversial current court cases in your city or community

Information on historical miscarriages of justice in the Jim Crow South, for example, the Emmett Till case

Select a text appropriate to your students' reading level and interests. Have them read and analyze the text using applicable criteria from the Common Core Standards. (Remember that different texts will lend themselves to different approaches for comprehension and analysis.)



### **Literature-Related Writing**

1. Aunt Alexandra is very concerned that Jem and Scout learn about their family history—at least the parts she approves! What do you know about your family history? Interview a parent or relative, then write a short **account** of your family's history, going back *at least* two generations (to your grandparents' time). You may go further back if you have enough information.
2. Pretend you are Mr. Underwood and the Robinson trial is set to begin the next day. Write an **article** or an **editorial** about the trial for *The Maycomb Tribune*.
3. Pretend you are Dill. Write a **letter** to your mother apologizing for running away from home, and asking permission to spend the rest of the summer in Maycomb at Aunt Rachel's house.



### **Project-based Learning**

1. Visiting Calpurnia's church gives Scout and Jem a new view of the lives of people who are different from them. With your parents' or guardians' permission, visit a house of worship that you do not usually attend. What aspects of the service seem familiar to you, and which ones are new to you? How does visiting this place of worship help you to better understand the people who go there regularly?

2. Do the sensationalism and curiosity that surround the Tom Robinson case sound familiar to you? Find an article in a newspaper or magazine about a criminal case that has received a lot of media attention. Tell your classmates about the case. Tell them why you think it has received so much attention.
3. Draw or paint a picture illustrating a scene from this section, for example, the children's visit to Calpurnia's church, the nighttime confrontation outside the jail, or the arrival of the spectators to watch Tom Robinson's trial.

### Literature Test

1. **List at least three things about the service at Calpurnia's church that are new to Scout and Jem. Why does the congregation take up an offering for Mrs. Helen Robinson?** Students should list any three of the following: Calpurnia's church is bare and unpainted on the inside. There are no hymnbooks or musical instruments. The song leader lines out the hymns for the congregation to sing back. The preacher includes personal remarks to individuals in his sermon. The congregants take their collection money to the front of the church instead of passing a plate or basket. The minister has the church doors closed in order to pressure the congregation to increase the offering. The offering is taken up for Mrs. Robinson because she is having trouble finding work and thus making ends meet while her husband Tom is in jail.
2. **Why do Mr. Cunningham and other men come to the jail the night before the trial is to begin? What makes them go away empty-handed?** Mr. Cunningham and the other men come to the jail to take Robinson away, presumably to lynch him. Scout, not fully understanding their intention, tries to make friendly conversation with Mr. Cunningham. Her child-like innocence and the reminder of Atticus' legal services in the past shame Mr. Cunningham into deciding to go home, and he persuades the other men to disperse as well.
3. **The mood in Part I of *To Kill a Mockingbird* was often humorous. How does it change in this section? List some ways the author creates this change in mood.** The mood in this section becomes more serious and, in some places, scary and suspenseful. Some possible answers as to how the author creates the

change in mood are: she says that Jem is worried and fearful; she describes settings that are dark and scary; she includes tension and disagreement between the adults in the story; at one point she says that there is fear in Atticus' eyes and that his hands are trembling; and she has Miss Maudie compare the upcoming trial to a Roman carnival, an event that spectators attended to watch people suffer and die. Other answers are possible; accept any that are supported by the text.

4. **This section of the novel shows Atticus to be a man of peace but also a man of courage. Identify a situation or an incident from this section where he demonstrates these two qualities. Explain why you chose the incident you did.** Students should identify one of the following: (1) In his dealings with Aunt Alexandra, Atticus does his best to get along with her despite their differences of opinion. However, he firmly rejects her suggestion that he send Calpurnia away and ignores her complaints about his involvement in the Robinson case. (2) When confronted by the men outside the jailhouse, Atticus remains courteous and friendly, despite the tenseness of the situation. However, he clearly has no intention of surrendering Robinson to them, and would probably give his own life first. Other answers may be accepted if justified by the text and a valid explanation.

**Essential Questions**

How can people learn to practice compassion toward others who are different from them?

How is racial or ethnic prejudice related to a lack of compassion?

## Discussion Guide #4

Chapters 17-23 (pages 166-227)

**Guiding Questions: Marginalization: Why are some people excluded or ignored because of who they are or how they live? How should we respond to such situations?**

***Marginalization***: excluding people from a group or pushing them to the outer edges; denying certain people the privileges and power that others enjoy.

### Vocabulary List A

*scrutiny (p. 166)	subsided (p. 172)	mollified (p. 180)
skewed (adj., p. 167)	serene (p. 173)	contorted (p. 181)
infinite (p. 169)	dictum (p. 173)	primly (p. 181)
corroborating (p. 169)	smugly (p. 173)	pilgrimage (p. 184)
*fluctuations (p. 170)	import (n., p. 174)	involuntary (p. 184)
congenital (p. 170)	dogged (adj., p. 174)	arid (p. 185)
indigenous (p. 170)	earnestness (p. 174)	shriveled (p. 186)
supplemented (p. 170)	genially (p. 175)	exodus (p. 188)
varmints (p. 170)	tenet (p. 177)	predicament (p. 194)
gleaning (n., p. 170)	*complacently (p. 177)	expunge (p. 196)
barricade (n., p. 170)	ambidextrous (p. 178)	*candid (p. 198)
deigned (p. 171)	pantomime (n., p. 178)	*impudent (p. 198)
acrimonious (p. 171)	strenuous (p. 179)	

### Special Glossary

**court reporter** - a person who takes note of everything said in a trial

**bantam cock** - (*used figuratively here*) a small, aggressive domestic bird

**kindling** - wood to be burned in a fire

**objection** - (*legal*) a lawyer's protest that the opposing lawyer is using an improper line of questioning

**overruled** - (*legal*) a judge's declaration that an objection is not valid

*continued...*



**chiffarobe** - a wardrobe with drawers or shelves along one side

**ex cathedra** - (*Latin*) a declaration made using the authority of one's position

**thin-hided** - (*idiom*) overly sensitive

### Glossary of Starred Words

**scrutiny** - close observation; careful study

**fluctuations** - variations; changes

**complacently** - in a smug, self-satisfied way

**candid** - frank; open; honest

**impudent** - disrespectful; impolite

### Sample Meaningful Sentences for Starred Words

1. Distrusting his sister's baking, Graham examined the cookies with careful **scrutiny**, smelling and touching them suspiciously before taking a bite.
2. Weather **fluctuations** this spring have taken us from sun to snow to rain and back again.
3. Corinna smiled **complacently** as the teacher returned the math exams, expecting to have the best grade in the class as usual.
4. Jem is **candid** with his teachers, asking questions if he doesn't understand rather than pretending everything is all right.
5. John knew if he continued his **impudent** behavior, talking back, rolling his eyes, and popping gum, he would face detention.

## DISCUSSION QUESTIONS AND ACTIVITIES

**Section I.** Read chapters 17-19 (pages 166-199). Discuss answers to the following questions with a classmate, then write your answers separately.

1. **What do Mayella Ewell and her father accuse Tom Robinson of doing? What does Atticus suggest really caused her injuries?** Mayella and her father claim that Mr. Robinson raped Mayella. Atticus suggests that Bob Ewell arrived as Mayella was making advances to Robinson and beat her severely in his rage that she would do such a thing.
2. **Explain why Atticus makes a point of showing the jury that Mr. Ewell is left-handed.** Atticus makes a point of showing that Ewell is left-handed because Mayella was bruised on the right side of her face, an injury that would more naturally occur if her attacker was left-handed. Mr. Ewell is in fact left-handed, whereas Tom Robinson's left hand is withered and useless.
3. **Tom Robinson testifies that Mayella invited him into the house, then tried to kiss him. If this account is accurate, why would this put him in a particularly awkward situation?** If Robinson's account is accurate, Mayella's initiative put him in a particularly difficult situation because of the prevailing "code of conduct" imposed on black men in Southern society at that time. On one hand, for a black man to engage in any type of sexually charged behavior with a white woman was a lynchable offense; on the other hand, it was absolutely forbidden for a black person to push or hit a white person, so there is little that he could do to physically resist her advances, other than fleeing (and, of course, fleeing was taken as a sign of guilt).
4. **On one side of the T-chart below, list facts and testimony that suggest that Mr. Robinson is guilty of the charges brought against him. On the other side, list facts and testimony that suggest he is not guilty. Is there reasonable doubt that Tom Robinson committed the crime? Why or why not?** Some possible answers are shown (see next page).

Make  
Connections:



**Mayella's advances put Tom Robinson in an awkward and dangerous situation. What real-life examples do you know of from the Jim Crow era? What are the risks today for those confronting unwanted sexual attention?**

Make A  
Prediction:



**Will Robinson be  
found guilty or not  
guilty?**

Evidence that Robinson Is Guilty	Evidence that Robinson Is Not Guilty
Mayella's injuries The room in disarray Mayella and Bob Ewell's testimony against Robinson	Robinson's useless left arm Robinson's testimony that Mayella made advances to him Lack of medical confirmation that Mayella was raped Lack of clarity and consistency in Mayella's testimony

The testimony and evidence presented strongly suggest reasonable doubt that Tom Robinson committed the crime.

### Guided Discussion:

Discuss some of the key questions in Section I. In addition, feel free to include in your discussion questions that are not in the Discussion Guide. Draw students' attention to the first Guiding Question, *Why are some people excluded or ignored because of who they are or how they live?* Ask students to identify characters in this section who are marginalized and to explain why this is the case. Make sure that students recognize that Tom Robinson and the entire black population of Maycomb are marginalized because of racial injustice; at the same time, the Ewells are similarly marginalized because of their poverty and because of Mr. Ewell's unsavory lifestyle. Mr. Ewell's status is in some measure the consequence of his own choices; but Mayella and her siblings are also victims of their father's shiftlessness, alcoholism, and abuse. Ask students, *Why does Scout feel sorry for Mayella, even though her false accusation could cost Tom Robinson his life?* Scout feels sorry for Mayella because she realizes what a miserable, lonely, hard-scrabble existence Mayella leads. She has no friends, her mother is dead, and she is responsible for caring for her many brothers and sisters with virtually no resources. Her father is a heavy drinker who abuses her physically and perhaps sexually also. The family is rejected and despised by all of Maycomb, even poor country folk like the Cunninghams.



## Vocabulary Review

Revisit the vocabulary awareness chart, asking students to indicate by a show of hands their level of awareness and understanding of each word. As students indicate that they “understand the word every time they hear it” or that they “know the meaning and use it correctly,” challenge them to provide a definition or to use the word correctly in a sentence.

### Vocabulary List B

*equivalent (p. 202)	*integrity (p. 205)	fatalistic (p. 215)
iota (p. 203)	peevied (p. 206)	ruefully (p. 215)
enormity (p. 203)	relenting (p. 207)	credibility (p. 218)
contraband (p. 203)	acquit (p. 207)	furtive (p. 218)
unmitigated (p. 204)	*exhilarated (p. 207)	*adamant (p. 220)
temerity (p. 204)	demurred (p. 209)	stolidly (p. 220)
caliber (p. 204)	preliminary (p. 209)	sordid (p. 221)
industrious (p. 205)	*cynical (p. 214)	droned (p. 223)
pauper (p. 205)	feral (p. 214)	infantile (p. 226)

### Special Glossary

**capital charge** - (*legal*) a crime that carries a death sentence if the accused is found guilty

**distaff side** - the female side; “distaff side of the Executive branch” refers to First Lady Eleanor Roosevelt

**Rockefeller** - (John D., 1839-1937) a famous American industrialist, philanthropist, and millionaire

**Einstein** - (Albert, 1879-1955) a famous, brilliant German scientist

**commutes his sentence** - (*legal*) changes his punishment for one that is less severe

### Glossary of Starred Words

**equivalent** - something that is the same as or equal to

**integrity** - honesty and fairness

**exhilarated** - thrilled and excited

**cynical** - believing or expecting the worst of people

**adamant** - determined; unyielding; not giving in

### Sample Meaningful Sentences for Starred Words

1. Although the packet contained only a tiny bit of sugar substitute, the directions said it was **equivalent** to a full teaspoon of sugar.
2. We were happy when Scott was elected class treasurer, since his **integrity** was well known and we knew he would be honest.
3. I was so **exhilarated** by the lovely costumes and flawless dancing at the ballet that the music kept playing in my mind all weekend.
4. My neighbor is a **cynical** woman who thinks that anyone who speaks to her pleasantly is trying to get something out of her.
5. I tried to talk Mom into letting me stay out late, but she was **adamant** in insisting that I should be home by 9 PM as usual.

### DISCUSSION QUESTIONS AND ACTIVITIES

**Section II.** Read chapters 20-23 (pages 199-227). Discuss answers to the following questions with a classmate, then write your answers separately.

1. **What is the secret that Mr. Dolphus Raymond shares with Scout and Dill? Why does Scout find him so fascinating?** Mr. Dolphus Raymond reveals to Scout and Dill that the liquid he drinks out of a brown paper bag is not liquor, but plain ordinary Coca-Cola. However, he pretends to be mildly intoxicated most of the time so that the people of Maycomb will have an explanation that makes sense to them for his unusual lifestyle. Scout finds him fascinating because she has never known anyone who lives a life so clearly outside the pale of societal expectations, and yet seems to have such a keen sense of basic human decency.
2. **Summarize the main points of Atticus' closing statement to the jury.** In his statement to the jury, Atticus points out that there is no concrete evidence that Mayella Ewell was ever raped at all. He suggests that she accused Robinson of raping her because she felt guilty for having made advances to a black man and wanted to get rid of the one person who was a witness to her offense. He says that Mayella's father probably caused her injuries when he beat her. Atticus points out that it is wrong to make generalizations about any race of people, and he says that justice requires that all men be treated equally in a court of law. He begs the jury members to do their duty and acquit Mr. Robinson.

Summarize:



**Try to capture the elements of Atticus' argument.**

3. **Why is Jem especially upset by the outcome of Tom Robinson's trial? What conclusion does he reach about "Boo" Radley as a result?** Jem has followed the court proceedings closely and is overwhelmingly confident that Robinson will be set free. He is devastated when Robinson is found guilty. The outcome of the trial so clearly flies in the face of logic and justice that Jem finally begins to realize the extent and influence of racial prejudice in his town. This awareness makes him lose faith in both the court system and the people of Maycomb. In the past Jem believed Boo Radley was forced to stay inside his home, but he now concludes that perhaps Boo stays inside because he wants to, to avoid the cruelty of the townspeople.
4. **Contrast Miss Maudie Atkinson's and Miss Stephanie Crawford's responses to the outcome of the trial. How does Miss Maudie try to encourage the children?** Miss Stephanie seems to view the trial and its outcome as one more opportunity for gossip-mongering. She is completely insensitive to the children's feelings as she questions them and seems utterly indifferent to the serious life and death issues at stake. Miss Maudie, on the other hand, understands the despair and discouragement Jem and Scout are feeling. She tells Miss Stephanie to be quiet and invites the children in for cake. She expresses her admiration for Atticus' courage and says that he is doing the hard work of pursuing justice on behalf of all of Maycomb.
5. **In spite of the trial's outcome, both Atticus and Miss Maudie express hope that the town is taking small steps to overcome racial prejudice. Why do they believe this?** Miss Maudie says there is a group of people in Maycomb who feel the same way Atticus does about racial prejudice. She explains to Jem that several white people in the town tried to help Tom Robinson, including Judge Taylor and Sheriff Heck Tate. Atticus is encouraged also, because although the verdict was "guilty," it took the jury hours to make a decision; in similar cases in the past, guilty verdicts were handed down within minutes of the trials' conclusions. He also points out that it was a member of the Cunningham clan who held up the jury for hours because he didn't want Tom Robinson convicted. For these reasons, both Atticus and Miss Maudie believe that racial attitudes in Maycomb may be slowly beginning to change.

Make A  
Prediction:



**How will Mr. Ewell try to take revenge on Atticus?**



**Guided Discussion:**

Discuss some of the key questions in Section II. In addition, feel free to include in your discussion questions that are not in the Discussion Guide, such as, *Most of the white citizens of Maycomb seem to agree with the jury's verdict and believe that Atticus made a mistake in defending Tom Robinson. How do members of the black community feel? How do we know?* Members of the black community are deeply grateful for Atticus' attempt to defend Robinson, even though it was unsuccessful. They show their appreciation by spontaneously standing in respect as Atticus leaves the courtroom, and by showering the family with gifts of food the following day.

Address the Guiding Questions, *Why are some people excluded or ignored because of who they are or how they live? How should we respond to such situations?* Ask students to identify ways that Atticus tries to counteract both Tom Robinson's and Mayella Ewell's marginalization. Also recall the Essential Question, *How can people learn to practice compassion toward others who are different from them?* Ask students how Atticus is trying to help Jem and Scout in particular, and the population of Maycomb in general, to practice compassion toward those who have been marginalized because they are different.

**Vocabulary Review**

Revisit the vocabulary awareness chart, asking students to indicate by a show of hands their level of awareness and understanding of each word. As students indicate that they “understand the word every time they hear it” or that they “know the meaning and use it correctly,” challenge them to provide a definition or to use the word correctly in a sentence.



**Informational Text Connections”**

Types of informational text with connections to these chapters include:

Information about the effects of marginalization among young people (ask your school social worker or guidance counselor)  
Excerpts from memoirs of individuals unfairly marginalized, e.g., Richard Wright, Malcolm X, or Maya Angelou  
Select a text appropriate to your students' reading level and interests. Have them read and analyze the text using applicable criteria from the Common Core Standards. (Remember that different texts will lend themselves to different approaches for comprehension and analysis.)

**Selection Review**

1. **What is the crime that Mayella Ewell and her father accuse Tom Robinson of committing? What evidence is brought to support this charge?** The Ewells accuse Robinson of raping Mayella when she was home alone. The main evidence in support of this charge is the testimony of Mayella and her father, who claims to have caught Robinson in the act. In addition, the sheriff testifies that Mayella was beaten on the right side of her face and that she bore marks on her neck of someone trying to choke her.
2. **What reasons does Atticus bring forth for doubting that Robinson is guilty of the crime with which he is charged?** Atticus points out that there is no medical evidence that Mayella was raped at all, since she was never examined by a doctor. In addition, her injuries appear to be caused by a left-handed person; Bob Ewell is left-handed, whereas Tom Robinson's left hand is withered and useless. Finally, Robinson's testimony contradicts that of the Ewells. He says that Mayella asked him to come in the house to help her, then attempted to kiss him. Her father arrived at this time and began cursing at her as Robinson ran away from the scene. Atticus suggests that Ewell caused Mayella's injuries. He says that Mayella probably felt guilty for breaking the social code by kissing a black man, and she is accusing Robinson to get rid of the one witness to her offense.

3. **Explain why Scout feels sorry for Mayella Ewell.** Scout feels sorry for Mayella because she sees what a lonely life Mayella leads. She has no friends, her family is desperately poor and is despised by everyone in Maycomb, and her father drinks heavily and abuses her.
4. **Why does Jem believe that Robinson will be found not guilty? How does he feel when the verdict is announced?** Jem feels certain that the jury will acquit Robinson because he thinks the case is so clear that Robinson's innocence should be obvious to everyone. When the verdict of "guilty" is announced, Jem is bitterly disappointed. He blames the justice system as well as the people of Maycomb. He feels that his trust has been betrayed.
5. **Explain why Atticus and Miss Maudie feel that the events surrounding the trial give some reason to hope that Maycomb is beginning to overcome its racial prejudice** Miss Maudie believes that there is reason for hope in the fact that several people in Maycomb tried to ensure that Robinsons received a fair trial. Judge Taylor assigned Atticus to defend Robinson rather than giving the case to a less experienced lawyer, because he knew that Atticus would attempt a serious defense. In addition, Sheriff Heck Tate tried to make sure the case came to trial rather than being addressed by a lynching party. Atticus also points out that the jury took several hours to reach a verdict. One juror even argued for an outright acquittal. In the past, white juries have reached a guilty verdict within minutes. These are all signs that Maycomb is taking baby steps toward ensuring justice and fairness for all its citizens.



### Literature-Related Writing

1. Write a **newspaper article** for *The Maycomb Tribune* reporting on the Robinson trial and its outcome.
2. Write a **letter to the editor** of your school or city newspaper, expressing your opinion about a current event or a situation you believe to be unjust.
3. Miss Maudie Atkinson admires Atticus because he stands up for what is right when others in Maycomb do not have the courage to do so. Do you know of someone who "does the right thing," defending the interests of those less fortunate in your neighborhood? Write a short **article** about that person. Submit your article to a school or community newspaper for publication.



## Preparation for Cornerstone Task

### Note to Teachers:

Please review the Cornerstone Tasks described on pages 84-85. Depending on the project selected, students should begin preparation this week by carrying out the appropriate activity. **Teachers should provide guidance and assist students closely as they carry out preparation activities.**

- 1. Breaking down barriers:** Identify at least one group of people in your community who are marginalized because of their religion, race, social class, national origin or immigrant status, language, disability, or for any other reason. Think about ways you could reach out to get to know people in this group (such as cultural or religious events; sports, music, or social gatherings; and/or interviewing a spokesperson or leader of the group about their experience and the challenges they face). Write down your **plan** on the template provided (page 67) and make the contacts necessary to carry it out.
- 2. Community heroes:** Identify someone in your community who has taken a stand for what is right, even at great personal cost. Contact this person to schedule an **interview**. Begin planning the questions you will ask and write them down on the planning sheet provided on page 68.
- 3. Public justice:** Find the documentary films *Gideon's Army* and *Defending Gideon* online. View one or both films, taking notes on the information presented. Choose one of the following:
  - a. Individual project:** Contact a public defender in your city. Schedule an **interview** with him or her. Begin planning the questions you will ask and write them down on the planning sheet provided on page 68.
  - b. Team project:** Working with a team of classmates, begin planning a **public screening** of one or both documentaries, using the **Gideon's Army at Work Toolkit**, available online. Use the planning template on page 69 to decide on your goals and target audience, marketing strategy, and practical details (permissions, projection, seating, refreshments if desired, etc.) Begin to select leader(s) and questions for after-screening discussion, choosing from those provided in the *Gideon's Army at Work Toolkit*. Keep careful notes on your planning process and decisions.

**PLANNING TEMPLATE FOR BREAKING BARRIERS PROJECT (Option 1)**

**Who is marginalized in my community?** \_\_\_\_\_

**Why? (How are they “different”?)** \_\_\_\_\_

**List some opportunities that you could take to get to know members of this group better (for example, cultural or religious events; sports, music, or social gatherings bringing several groups together; or a group leader or spokesperson you could interview.)**

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**Which of the activities you listed do you think would be most effective? Why?** (Consider how easy it would be to carry out or organize, how many people could possibly benefit, how much opportunity it would give for meaningful interaction, etc.)

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**What will you need to do in advance to carry out this plan?** (When and where? Will you need permission from anyone? Who will be involved? Who should you contact? What resources will you need? List to-do's here.)

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**PLANNING TEMPLATE FOR INTERVIEW (Option 2 or 3a)**

**Name/title of person to be interviewed** \_\_\_\_\_

**Contact information** \_\_\_\_\_

**Why I chose this person** \_\_\_\_\_

\_\_\_\_\_

**Time & location for interview:** \_\_\_\_\_

**List some things you want to learn from and about this person.**

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**List 8-10 questions that you will ask this person.** Make sure you ask questions that get at feelings—why they do what they do, the challenges they face, and the reasons they continue—as well as factual information.

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**PLANNING TEMPLATE for PUBLIC DOCUMENTARY SCREENING (Option 3b)****The BIG PICTURE****Purpose/ Goal of the Screening:****Target Audience:****What do we want the outcome to be?****Practicalities****Date/time:****Location:****Who to contact?****What resources will we need?****Team members responsible:****Publicity**

How will we reach our target audience?  
Consider posters or fliers as well as electronic  
and social media and other avenues offered in  
your community.

**Team members responsible:****After-viewing discussion**

**What kind of** discussion will be most effective  
to attain our goals—large group, small group,  
panel?

**What qualities** should we look for in discussion  
leaders or moderator?

**How many** discussion leaders will we need?

**What types of questions** will work best for  
our audience?

**What opportunities for action** can we offer  
participants at the end of the event?

**Team members responsible:**

## Literature Test

**1. What crime is Tom Robinson charged with committing?**

Robinson is charged with raping and beating Mayella Ewell when she was home alone.

**2. Give at least two reasons to doubt whether Tom Robinson is guilty of the crime with which he is charged.** Answers may vary somewhat. Possible answers include the following: (1) There is no medical evidence that Mayella was ever raped at all. (2) Mayella's injuries suggest she was beaten by a left-handed man; her father is in fact left-handed, whereas Tom Robinson has no use of his left hand and arm. (3) Tom Robinson's testimony flatly contradicts that of Mayella and Bob Ewell; he says that Mayella invited him into the house and tried to kiss him. (4) Robinson is known in Maycomb as a respectable, hard-working family man, whereas the Ewells' reputation is one that does not inspire confidence.

**3. How does Jem react when the verdict is announced? Why?**

When the verdict of "guilty" is announced, Jem is bitterly disappointed. He felt that Robinson's innocence was so obvious that he would easily be acquitted; the guilty verdict shows him how deep-rooted and far-reaching Maycomb's racial prejudice is. In addition, Jem feels that the justice system and the adults he has grown up trusting have let him down, and have in fact betrayed him.

**4. Why do Atticus and Miss Maudie feel that the circumstances of the trial offer some small glimmer of hope for Maycomb? List two reasons.**

Atticus and Miss Maudie believe that the circumstances surrounding the trial suggest that Maycomb has made some progress. Miss Maudie points out that Judge Taylor and Heck Tate each acted in an effort to ensure that Robinson would receive a fair trial and an adequate defense. Atticus also notes that the jury took several hours to arrive at a verdict, whereas in the past, in similar cases, the jury would return within minutes with a "guilty" verdict.



## Essential Questions

How can people learn to practice compassion toward others who are different from them?

How is racial or ethnic prejudice related to a lack of compassion?

## Discussion Guide #5

Chapters 24-31 (pages 227-281)

**Guiding Question: Hypocrisy:** Why is it easy to have compassion in some situations and be blind to one's lack of compassion in others? How do a person's upbringing, culture, and values contribute to these "blind spots"?

**Hypocrisy:** pretending to be good or kind when that is not actually the case

## Vocabulary List A

squalid (p. 228)	brevity (p. 233)	*clarify (p. 246)
communal (p. 228)	*hypocrites (p. 234)	annals (p. 248)
vocation (p. 230)	*tribute (p. 236)	notoriety (p. 248)
*impertinence (p. 230)	veneer (p. 240)	nondescript (p. 248)
duress (p. 230)	demise (p. 241)	crooning (p. 249)
devout (p. 230)	recluse (p. 242)	purloined (p. 252)
replenishing (p. 232)	*spurious (p. 244)	
sibilant (p. 232)	enunciated (p. 245)	

## Special Glossary

**charlotte** - a dessert made with sponge cake or lady fingers and a light whipped cream filling

**bovine** - cow-like

**roly-poly** - (*also*, pillbug) a type of woodlouse that can curl itself up to form a tiny ball

**English Channel** - the large body of water that separates England from the European continent

**Bob Taylor** - (Robert Love Taylor, 1850-1912) Tennessee orator and politician

**Ladies' Law** - popular name of an Alabama statute making it illegal to use "abusive, insulting, or obscene language" in the presence of a woman

*continued...*

**Cotton Tom Heflin** - (J. Thomas Heflin, 1869-1951) a white supremacist politician, U.S. senator from Alabama from 1920 to 1931

**National Recovery Act** - a series of programs intended to help the nation recover from the Depression, and ruled unconstitutional by the Supreme Court in 1935

**Victrolas** - gramophones (early machines to play recorded music that featured a large, trumpet-shaped speaker)

***ad astra per aspera*** - (Latin) "to the stars through difficulties"

**chicken wire** - a flexible wire mesh often used to make fences

### Glossary of Starred Words

**impertinence** - disrespect; rudeness

**hypocrites** - people who pretend to be better than they really are

**tribute** - an expression of honor or respect

**spurious** - fake; not real

**clarify** - to explain; to make clear

### Sample Meaningful Sentences for Starred Words

1. Donald made so many rude comments in class that the teacher finally sent him to the principal's office for his **impertinence**.
2. Amanda knew the girls in her gym class were **hypocrites** who pretended to be friendly, but really spread ugly rumors about her behind her back.
3. We organized the concert as a **tribute** to our band teacher, Mr. Ellsworth, to honor his many years of service to the community.
4. The bank teller knew the bills Mr. Jones handed her were **spurious** because they did not feel to her like the real thing.
5. I didn't understand the directions for our science class experiment, so I asked my teacher to **clarify** them for me.



## The Writer's Craft

### *Irony and Ironic Tone*

**Irony** is present when the appearance of a situation, or what one might expect, is in contradiction with the reality of it. In a story, instead of telling the reader about the contradiction, the author may allow readers to discover it for themselves. As you read the following section, carefully observe the concerns of the ladies at the missionary tea. How many ironies can you find in this situation?

**Tone** is the way an author's attitude toward his or her subject comes out in the text. An **ironic tone** occurs when the writer's true attitude is different from what it appears to be. In *To Kill a Mockingbird*, the writer describes situations as if innocently recording the observations of a child who does not fully understand what is happening. However, the details she records reveal the writer's underlying biting criticism of the ways of genteel Southern society of the time.

## DISCUSSION QUESTIONS AND ACTIVITIES

**Section I.** Read chapters 24-27 (pages 227-254). Discuss answers to the following questions with a classmate, then write your answers separately.

1. **What is *ironic* about the ladies' discussions at the missionary tea? List as many ironies as you can.** The ladies at the missionary tea express concern for the "oppressed" people of Africa who live in "poverty, darkness, and immorality," yet they are blind to the needs of the black people living in their midst. Other ironies in this chapter include the following: (1) The ladies speak of "forgiving" the black people for the Robinson situation, not recognizing that black people were the victims in that incident, not the perpetrators. 2) Mrs. Merriweather complains about the inconvenience caused by the "sulky" attitude of her black employees, without ever considering the very real injustice and tragedy at the root of their dissatisfaction. (3) The ladies lament the futility of trying to "educate" black people, supposedly so set in their evil ways, but blithely ignore the sins found in the respectable, "Christian" white population of Maycomb. (4) Mrs.

Clarify:

**The writer records snippets of the ladies' conversations as if Scout did not understand what they are talking about. Look closely, however: how do the specific details she records provide a biting criticism of white Southern society at this time in history?**

Merriweather displays pride in her generosity for retaining the services of "her" Sophy because she knows how badly Sophy needs her princely salary of \$1.25 (!) per week. (5) The ladies complain about the "hypocrisy" of Northerners who claim to see black people as equals yet do not associate with them; but, they fail to see their own hypocrisy, and also criticize Mrs. Roosevelt for the fact that she *does* associate with black people.

2. **What does Tom's attempt to run away from prison reveal about him? Could his death have been avoided?** Tom's attempt to run away from prison reveals that he had become desperate and had no confidence that a white-ruled court system would ever set him free. It is possible that the guards at the prison could have shot to wound Tom to keep him from running, rather than shooting to kill. The fact that seventeen bullet holes were found in his body clearly shows that the guards had no desire to spare his life.
3. **What is Maycomb's response to the news of Tom's death? Why is this *ironic*?** Maycomb sees in Tom's death a confirmation of all of its racial stereotypes, concluding that his escape attempt showed a "typical" lack of foresight. Ironically, there is no indication that Maycomb stopped to analyze what might have made a respectable young black man feel so desperate, or whether putting 17 bullets in him was not a "typical" reaction on the part of the white prison guards.
4. **What is the point of Mr. B. B. Underwood's editorial in *The Maycomb Tribune*? How does this add to the symbolism of the novel's title?** Mr. Underwood protests in his editorial that it is wrong to kill "cripples," just as it is wrong to senselessly slaughter songbirds. This brings to mind Atticus' prohibition against killing mockingbirds, and implicitly adds an additional element: mockingbirds represent not only those who are innocent and generous in spirit, but also those who lack the means to defend themselves.
5. **What three events that occurred in the month of October stand out in Scout's mind? How are these three events probably related?** Scout cites three significant events in October. First, Mr. Bob Ewell acquires, then loses, a WPA job. Although he is fired for laziness, he blames Atticus for the loss of his job. Second, someone tries to break into Judge Taylor's house on a Sunday evening when the judge is home alone. Third, Mr. Ewell sexually harasses Helen Robinson, Tom's wife, when she walks

Make A  
Prediction:



**Will Mr. Ewell try to harm anyone in Scout's family?**

**Why does Scout call going to the Halloween pageant with Jem "our longest journey together"?**

past his house on her way to work, until her employer, Mr. Lnk Deas, threatens him with judicial intervention. Students' views on the relationship between the three events may vary, but one thing is very clear: Mr. Ewell still bears a grudge against those who opposed him in the court case, and he is willing to take revenge if the opportunity presents itself.

### Guided Discussion:

Discuss some of the key questions in Section I. In addition, feel free to include in your discussion questions that are not in the Discussion Guide. Bring to students' attention the Guiding Questions, *Why is it easy to have compassion in some situations and be blind to one's lack of compassion in others? How do a person's upbringing, culture, and values contribute to these "blind spots"?* Ask students to identify examples of *hypocrisy* in these chapters. A number of examples are highlighted in the discussion on chapter 24. Similarly, Miss Gates, Scout's teacher, becomes quite incensed about the injustices of the Nazi regime. She goes to great pains to contrast American democracy with the German dictatorship. Scout finds this troubling because, just like the ladies at the missionary tea, Miss Gates is very upset about injustice in foreign lands, yet seems impervious to, even complicit with, the injustices done to black people in her own town.



### Vocabulary Review

Revisit the vocabulary awareness chart, asking students to indicate by a show of hands their level of awareness and understanding of each word. As students indicate that they "understand the word every time they hear it" or that they "know the meaning and use it correctly," challenge them to provide a definition or to use the word correctly in a sentence.

**Vocabulary List B**

irascible (p. 255)	*exploits (p. 258)	*turmoil (p. 267)
lectern (p. 256)	materialized (p. 256)	reprimand (p. 270)
*frenzied (p. 256)	floundering (p. 262)	blandly (p. 271)
ghoul (p. 256)	untrammelled (p. 266)	*eluded (p. 273)
subordinates (p. 258)	bleakly (p. 267)	sedative (p. 277)

**Special Glossary**

**haints** - (*colloquial*) ghosts; variation of “haunts”

**mock** - here, short for “mockingbird”

**divinity** - here, a soft, creamy candy

**lichen** - a spongelike plant formation that grows on rocks and tree trunks

**forest primeval** - untouched virgin forest; the writer is making fun of Mrs. Merriweather’s excessively flowery diction

**honed** - sharpened

**bided his time** - (*idiom*) waited for his chance

**Glossary of Starred Words**

**frenzied** - frantic; hurried; rushed

**exploits** - worthy deeds; impressive accomplishments

**turmoil** - confusion; disorder; emotional disturbance

**eluded** - escaped; could not be found

**Sample Meaningful Sentences for Starred Words**

1. Taylor couldn’t find her homework, so she tore through the apartment in a **frenzied** search to find it before her bus arrived.
2. Our school’s football team is such a legend that the newspaper is usually filled with stories of its amazing **exploits** on the field.
3. When Shanna learned of her mother’s serious illness, she was in such mental **turmoil** that she couldn’t focus on schoolwork.
4. The last problem on the test looked familiar, but I couldn’t think how to solve it, and the answer **eluded** me until after the bell rang.



## The Writer's Craft

### *Suspense*

**Suspense** is the condition of fear or uncertainty about what will happen next that keeps readers turning pages. An author creates suspense by writing into the story such things as mysterious settings, scary characters, unexplained actions, or surprises. As you read the next section, note how the author builds suspense before and during Scout and Jem's walk home from the pageant. How is the setting used to build suspense? How do events that occurred earlier help deepen the suspense? How do dialogue, action, and characterization contribute to the suspense?

## DISCUSSION QUESTIONS AND ACTIVITIES

**Section II.** Read chapters 28-31 (pages 254-281). Discuss answers to the following questions with a classmate, then write your answers separately.

1. **What events help build up to the suspenseful account of Jem and Scout's trip home from the Halloween pageant? How do the setting and narration add to the suspense?** The fact that Mr. Ewell has verbally threatened Atticus, stalked Helen Robinson, and attempted to break into Judge Taylor's home indicate that he is a man out for revenge. Readers already wonder if he will make more serious attempts to harm the Finch children. The setting during the evening of the pageant is made suspenseful by the fact that it is a dark Halloween night and the children are walking alone to and from the school. Casual comments about "haints" and Cecil Jacobs' surprise ambush also contribute to a general feeling of suspense. When the children hear sounds on their way home, both they and the reader wonder whether it is Cecil or someone more sinister following them. The scene is also frightening because the children are particularly vulnerable: they cannot see, and Scout is barefoot and constricted in her movements by her unwieldy costume. Finally, because Scout narrates the scene, the reader is placed in the center of the action. Scout does not understand what is happening around her but simply records her sensations: she, along with the reader, must try to figure out what is actually happening.



Infer  
Meaning:



**Read Atticus' discussion with Mr. Tate about Mr. Ewell's death carefully, and try to "read between the lines." What is each man concerned about? Why does it take Atticus so long to understand Mr. Tate's position?**

2. **What is Scout's first impression about her rescue, and the identity of the man in the corner? What helps her to understand the truth?** Scout initially believes it was Jem who got up to deliver her from the attacker. She think the man in the corner who carried Jem home is someone from out in the country who was in town for the pageant. However, when she looks at him attentively in the light in Jem's room, she notices how pale he is and realizes that this can only be Arthur Radley, the man who never comes out of his house in the daytime. Later, when Mr. Tate gives Atticus his reasons for maintaining that Bob Ewell fell on his own knife, she realizes that in fact it is Mr. Radley who saved her life.
3. **Why does Atticus argue with Heck Tate about how to handle Ewell's death? Why does he finally agree with Tate?** It is clear that Heck Tate wants to cover over what really occurred in the struggle by the Radley place when he insists that Robert Ewell fell on his knife. At first Atticus thinks it was Jem who killed Ewell, and he refuses to allow Tate to cover up for him. Atticus has always been completely honest and he refuses to live a lie to protect Jem from the unpleasant scrutiny of legal proceedings, particularly since in the end he is confident that the case would be considered one of self-defense. Finally Atticus realizes that Tate is protecting Arthur Radley, not Jem. Even then, Atticus is uneasy with the decision, until Scout reassures him by saying that to bring Arthur into the limelight would be like shooting a mockingbird, and Atticus agrees.
4. **How is the mockingbird motif brought out in these final chapters? Identify two passages from this section that highlight this motif.** The mockingbird is mentioned at the beginning of chapter 28 when Scout and Jem hear a mockingbird singing high in a tree on the Radley propoerty, "in blissful unawareness of whose tree he sat in" (page 254). This descriptive detail brings the theme to mind and foreshadows later developments. Later, of course, the theme is hammered home when Scout tells Atticus that she understands Mr. Tate's refusal to drag Arthur Radley into a protracted legal process: "... it'd be sort of like shootin' a mockingbird, wouldn't it?" (p. 276).
5. **What does Scout realize as she stands on the Radleys' porch looking out over the neighborhood? How does this tie in with the themes of the book?** As Scout stands on the Radleys'

porch, she imagines the scenes that Arthur Radley silently witnessed as he watched her and Jem at play and as they interacted with others in the neighborhood. We can infer that she imagines his loneliness and the affection that he developed for her and Jem, leading him to leave gifts for them in the tree. She also realizes how selfishly she and Jem handled this relationship, cheerfully taking but never offering anything in return, and she feels regret. Scout feels that she has finally “walked in the shoes” of the most mysterious and most misunderstood character of her young experience. When she later tells Atticus, “... when they finally saw him, why he hadn’t done any of those things... Atticus, he was real nice...” (page 281), she is speaking not only of the fictional Stoner’s Boy, but most of all, of Mr. Arthur Radley.

**Guided Discussion:**

Discuss some of the key questions in Section II. In addition, feel free to include in your discussion questions that are not in the Discussion Guide. You may want to ask students to summarize major themes in the novel (the author’s messages about sympathy, racial prejudice, courage, and integrity; see Selection Review, Question #6, page 69).

Revisit the Essential Questions: *How can people learn to practice compassion toward others who are different from them? How is racial or ethnic prejudice related to a lack of compassion?* Ask students to identify people in the book toward whom Scout has learned to practice compassion. Also, ask students to list some of the prejudices that have been challenged in the course of the events of the novel. These include not only Maycomb’s obvious racial prejudice, but also class and culture prejudice, and prejudice toward Arthur Radley, who is believed (perhaps wrongly) to suffer from a mental disability. Ask students to discuss some of the experiences that have challenged Scout’s and Jem’s prejudices, and what they may have learned as a result. Ask students to share experiences that have challenged their own prejudices or stereotyped ideas about certain people or groups of people.



### Vocabulary Review

Revisit the vocabulary awareness chart, asking students to indicate by a show of hands their level of awareness and understanding of each word. As students indicate that they “understand the word every time they hear it” or that they “know the meaning and use it correctly,” challenge them to provide a definition or to use the word correctly in a sentence.



### Selection Review

- 1. List several *ironies* in the ladies' discussions at the missionary tea.** The ladies' discussion is ironic because they say they have compassion for the poor in Africa, but they show none for the black people of Maycomb. They speak of the sin, darkness, and immorality of black people in Africa and at home, but fail to see their own and that of the townspeople of Maycomb. They talk about “forgiving” black people in Maycomb after the Robinson trial, ignoring the fact that black people were the victims in that situation. They complain about the sullen attitude of their black employees, ignoring the injustices that trigger this unhappiness. They pride themselves on their generosity as employers, but fail to see that the salary they give their black workers is shamefully low. They complain about the “hypocrisy” of Northerners in their treatment of black people, but are blind to their own hypocrisy, and criticize Mrs. Roosevelt for trying to put her principles into action.
- 2. Whom do most Maycomb citizens blame for Tom Robinson's death? Whom do Atticus and Mr. Underwood hold responsible?** Most white people in Maycomb think that Robinson brought about his own death by foolishly trying to escape instead of waiting for his appeal. However, Atticus points out that the guards put seventeen bullets into Tom's body—far more than was necessary to prevent his escape. In addition, Atticus and Mr. Underwood both suggest that nearly all of Maycomb is in some way responsible for the despair that drove Tom to run away. Most of the white population of the town had tried him, found him guilty, and sentenced him to death in their hearts before his case ever came before a jury.

- 3. List three events in the month of October that make Aunt Alexandra fear that Mr. Ewell may try to harm Atticus or his family.** During the month of October, Bob Ewell loses his WRA job because of his laziness, but he publicly complains that Atticus is to blame. In addition, Mr. Link Deas has to step in to make Mr. Ewell stop harassing Mrs. Robinson every day as she walks to work. Finally, an intruder tries to break into Judge Taylor's house when no one appears to be home. Aunt Alexandra says that Mr. Ewell is clearly still out for revenge on those who opposed him in the trial.
- 4. List several elements that contribute to the suspense in the account of Scout and Jem's walk home after the pageant.** Many things help to create the suspense in this account. These include the fact that the setting is a pitch black Halloween night. The children have already talked about how spooky it is and were surprised when Cecil Jacobs jumped out at them. They cannot see and Scout has trouble walking, because she is barefoot and is wearing a heavy, awkward costume. Readers already know that Mr. Ewell has threatened the Finch family. The footsteps following the children in the dark are mysterious and scary since neither the children nor the reader knows quite what is going on.
- 5. Explain why Atticus first rejects, then accepts, Heck Tate's statement that Mr. Ewell fell on his own knife.** At first Atticus thinks that Jem killed Mr. Ewell. He refuses to allow Mr. Tate to cover this up because he has always taught the children to be honest. He feels sure that Jem will not be blamed since it was a case of self-defense. However, Mr. Tate is not protecting Jem. Atticus finally realizes that it was really Arthur Radley who killed Mr. Ewell to protect the children. He accepts Mr. Tate's decision that it is better to say Mr. Ewell fell on his own knife to avoid bringing Mr. Radley a lot of unwanted attention and publicity.
- 6. List several major themes of this novel.** Some of the major themes are:
- In order to understand a person, you need to see things from his or her point of view.
  - Most people are really nice when you get to know them.
  - Justice and a fair hearing should be available to all people, whatever their race or social class.
  - True courage means doing the right thing, even if other people don't agree with or approve of your actions.
  - People can learn to treat others with compassion when they begin to understand their life experiences.



### Literature-Related Writing

1. Write a **news account** of Mr. Ewell's death for *The Maycomb Tribune* based on the information Mr. Heck Tate would probably provide concerning the event.
2. Write a **personal narrative** about an exciting or scary event in your life. Create **suspense** to keep your readers' interest!
3. Scout learns some important life lessons through the events recounted in the novel. Identify a life lesson that you have learned through personal experience. Write a **personal narrative** describing this experience and the lesson you learned through it.

### Literature Test

1. **What is irony? Why is the ladies' missionary tea at Scout's house ironic? Give at least two specific examples.** Irony is an inconsistency between what one would expect and what actually exists. The missionary tea is ironic because the ladies express great concern for the "poor, heathen black people" in Africa but show great insensitivity to the black people right there in Maycomb. Specific examples include: (1) They speak of the sin and immorality of black people but fail to see their own. (2) They talk about "forgiving" the black people of Maycomb after the Robinson trial, ignoring the fact that black people were the victims. (3) They complain about their black employees' "sullen" attitude, ignoring the injustices underlying their unhappiness. (4) They pride themselves on their generosity, yet the salary they give their black workers is shamefully low. (5) They complain about the hypocrisy of Northerners, but are blind to their own hypocrisy and also criticize Mrs. Roosevelt's attempts to put her principles into action. Answers should be accepted if they include any two of these examples, or any others that are valid.
2. **Why does Mr. B. B. Underwood believe that all of Maycomb is responsible for Tom Robinson's death?** Mr. Underwood holds all of Maycomb responsible for Robinson's death for two reasons. First, he believes it is simply wrong to kill a "cripple." Second, he believes that Robinson's trial could never be considered fair, because most white people in Maycomb had judged him guilty and condemned him to death before his case ever reached the courthouse. Answers containing either or both of these reasons should be accepted.

- 3. Why does Heck Tate insist on reporting that Mr. Ewell fell and killed himself with his own knife? Why does Atticus first reject, then accept, this decision?** Mr. Tate quickly realizes that Arthur Radley killed Mr. Ewell in order to save Scout and Jem. Mr. Tate believes that dragging a man like Mr. Radley through a long public legal process would be unnecessarily painful; he also believes that Mr. Ewell is responsible not only for attacking Scout and Jem, but also for the wrongful death of Tom Robinson. He concludes that Mr. Ewell's death restores the balance of justice and that there is no need for further legal action. Atticus initially contests this decision because he believes that Tate is trying to protect Jem. However, when he realizes that it was not Jem but Radley who killed Bob Ewell, he agrees with Heck Tate's judgment.
- 4. State a major theme of this book.** Major themes of the book include the following: (1) In order to understand a person, you need to see things from his or her point of view. (2) Most people are really nice when you get to know them. (3) Justice and a fair hearing should be available to all people, whatever their race or social class. (4) True courage means doing the right thing, even if other people don't agree with or approve of your actions. (5) It's important to be true to yourself, to be the same person in public that you are in the privacy of your home. Students may word their answers differently; accept answers that include any of these ideas.





## Cornerstone Task

### Note to Teachers:

Students should have begun preparation for their Cornerstone Task during Week 3 (see page 66). Be sure to provide guidance and assistance as needed to help students complete the project. Rubrics for the projects are provided on the following pages. Be sure to share the rubrics with students before they begin work so they will know what is expected of them.

### Options:

- 1. Breaking down barriers:** Every community includes sub-groups of people who are marginalized in relation to the community as a whole. The reasons for marginalization vary but may include race, religion, social class, national origin or immigrant status, language, or disability. Identify at least one group of people in your community who are marginalized. Identify a way to reach out to get to know people in this group (for example, attend a cultural or religious event; organize a sports, music, or social gathering bringing people from different groups together; or interview a spokesperson or leader from this group about their experience and the challenges they face). Carry out your plan, then write a **human interest article** for your school, community, or city newspaper, describing your experience and what you've learned in an engaging and informative way.
- 2. Community heroes:** Transformation occurs in communities because of unsung heroes who have the courage to act on their convictions, standing up for principles of justice and right even when their position is unpopular or even dangerous. **Interview** someone in your community who has taken a stand for what is right, even at great personal cost. Ask this person about his or her experiences: the stand they have taken, what it has cost them, their reasons for taking this position—and, with his/ her permission, record the interview. Write up the interview, adding an introduction and a conclusion to tell readers who this community hero is and what conclusions or lessons you have drawn from talking with him or her.
- 3. Public justice:** In *To Kill a Mockingbird*, Atticus is assigned by the court to defend Tom Robinson. Today public defenders represent about 80% of people accused of a crime; they usually have too many cases and not enough resources to do their job well. View one or both of the recent documentaries *Gideon's*



*Army*, directed by Dawn Porter, and *Defending Gideon*, produced by The Constitution Project (both are available online). Choose one of the following projects:

**a. Individual project:** Arrange to **interview** a public defender in your city. Find out how his/her experience relates to the issues raised in the film(s). Ask what changes he or she would like to see in your city's criminal justice system. Record the interview (with your interviewee's permission) and write it up, adding an introduction and a closing to provide context and tell readers the conclusions you have drawn and the action steps you would propose.

**b. Team project:** Organize a **public screening** of one or both documentaries at your school or in your community (e.g. at a library, church, or community center), using the **Gideon's Army at Work Toolkit**, available online, and the planning template from page 69. Plan and carry out the screening, including discussion after the viewing, either in small groups or with the entire audience, using questions chosen or adapted from those provided in the *Gideon's Army at Work Toolkit*. Complete an evaluation of the screening using the Report Form provided on page 86. (**Note:** EACH team member should fill out an evaluation report.)

**DOCUMENTARY SCREENING EVALUATION REPORT**

**Goals/ purpose of our event:** \_\_\_\_\_

**Date, time, and location:** \_\_\_\_\_

**Team members (names & responsibilities):** \_\_\_\_\_

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

**Target audience:** \_\_\_\_\_

**Ways that we publicized the screening (describe):** \_\_\_\_\_

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

**How many people attended?** \_\_\_\_\_

**Which film(s) did we show?** \_\_\_\_\_

**Describe the after-screening discussion format, and summarize take-aways.**

**What opportunities for action were offered to participants at the end of the event? Describe the audience response.**

**Evaluate the impact of the screening. What was effective? What would you do differently if you organized a similar event in the future?**

**Rubric for “Breaking Barriers” project and article**

<b>Criteria</b> Criteria NOT checked in this column are in need of improvement	<b>Proficient</b>	<b>Progressing</b>	<b>Needs Improvement</b>
<b>Activity</b> ○ shows significant investment of student energy and planning ○ effectively provided an oppor- tunity to develop relationships with people in a marginalized group in the community			
<b>Article: content</b> ○ introduces readers to the problem of marginalization and the activity ○ clearly describes writer’s expe- rience in planning and carrying out this activity ○ describes several ways that writer’s perspective has been enriched through this activity ○ includes a thoughtful conclusion and suggestions for further interaction			
<b>Article: language</b> ○ uses complete sentences throughout ○ contains few or no errors in spelling, grammar, or punctua- tion			

**Rubric for Interview (Community Hero or Public Defender)**

<b>Criteria</b> Criteria NOT checked in this column are in need of improvement	<b>Proficient</b>	<b>Progressing</b>	<b>Needs Improvement</b>
<b>Interview preparation</b> <ul style="list-style-type: none"> <li>○ Student identified an appropriate interviewee (community hero or public defender)</li> <li>○ Student communicated effectively with interviewee to set up a time and place for interview</li> <li>○ Student prepared 8-10 questions relevant to topic <ul style="list-style-type: none"> <li>- Community hero: Interviewee's goals, motivation, &amp; experience</li> <li>- Public defender: Interviewee's experience in relation to issues raised in <i>Gideon's Army</i> and/or <i>Defending Gideon</i>, and ideas for improvement.</li> </ul> </li> </ul>			
<b>Interview write-up</b> <ul style="list-style-type: none"> <li>○ Includes an introduction that provides context, presents the interviewee, and explains why he/she was selected</li> <li>○ Accurately transcribed with few or no errors in spelling or punctuation</li> <li>○ Includes a conclusion identifying lessons learned and/or proposed action steps</li> </ul>			

**Rubric for Public Screening Event**

<b>Criteria</b> Criteria NOT checked in this column are in need of improvement	<b>Proficient</b>	<b>Progressing</b>	<b>Needs Improvement</b>
<b>Planning &amp; Organization</b> <ul style="list-style-type: none"><li>○ Team identified appropriate goals, target audience, and desired outcomes</li><li>○ Team acted effectively to choose and secure a time and place for screening</li><li>○ Team publicized the screening to target audience in at least two ways</li></ul>			
<b>Screening</b> <ul style="list-style-type: none"><li>○ Screening was carried out effectively</li><li>○ Screening included an opportunity for discussion of the issues</li><li>○ Participants were offered an opportunity for action after the screening</li></ul>			
<b>Evaluation Report</b> <ul style="list-style-type: none"><li>○ Team members each submit full report of the event using the template provided</li><li>○ Evaluation Report contains few or no errors in spelling, grammar, or punctuation</li></ul>			
<b>Participation</b> <ul style="list-style-type: none"><li>○ All students on the team participated meaningfully in the project</li><li>○ Presentation shows evidence of good teamwork</li></ul>			

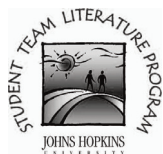
## Selection Review #1

*To Kill a Mockingbird*

Chapters 1 - 6

- 1. From whose point of view is this story told? How old is the narrator at the beginning of the story? What do we learn about her home and family life?** This story is told from the point of view of Scout Finch, who is just six years old and starting school at the beginning of the story. Scout's mother is dead. Her home includes her ten-year-old brother Jem, her father Atticus, and the family cook and housekeeper, Calpurnia. Atticus, who is a lawyer, has been reading to Scout since she was very small, and Calpurnia has taught her to write by giving her passages to copy.
- 2. Describe the setting (time and place) of this novel. What is the Radley family known for in the town of Maycomb?** The novel is set in Maycomb, a small southern Alabama town, in the 1930's. The townspeople tend to look down on the people who come from the surrounding countryside and who are generally very poor. The Radley family's home is down the street from Scout's home, but the Radleys keep to themselves and stay inside most of the time. One son, Arthur "Boo" Radley, is rumored to be crazy. He has been kept in the house ever since he was arrested for a prank as a young man, because his father did not want him sent away to a state school. The father, old Mr. Radley, is dead, but his other son Nathan continues to keep Arthur locked up. The townspeople claim that Arthur comes out at night, and they blame him for anything that goes wrong. Children fear the Radley house and everything about it.
- 3. What goes wrong on Scout's first day of school? Why does her father say she needs to learn to look at life from other peoples' viewpoints?** On Scout's first day of school, her teacher discovers that she already knows how to read and write. Instead of praising her, Miss Caroline scolds her. She orders her to stop reading at home and writing in cursive, because first graders are not allowed to do these things. Also, Miss Caroline offers to lend lunch money to Walter Cunningham, a poor boy who says he forgot his lunch. Walter refuses, and Scout tries to explain to the teacher that the Cunninghams are too proud to accept any help they cannot pay back. Miss Caroline becomes impatient and punishes Scout. When Scout complains to Atticus, he tells her to look at the situation from the Miss Caroline's point of view. She is new to Maycomb and cannot be expected to know all about its ways and people on her first day of school. Her mistakes were honest ones.

*continued...*



- 4. Why does Scout spend more time with Miss Maudie Atkinson the summer after first grade? What does Miss Maudie tell her about Boo Radley?** In the summer after first grade, Scout begins to spend more time with Miss Maudie because Jem and Dill spend more time playing together and do not always make her feel welcome. Miss Maudie tells her that Boo (Arthur) was always courteous and pleasant as a young man. Miss Maudie says that the Radley place is a sad house. She says that old Mr. Radley was a hard, mean man. She hints that Arthur is a victim rather than a bad person.
- 5. How do Jem and Dill show their interest in the Radley family as the summer goes by? What does Atticus do when he finds out about their games and visits?** Early in the summer, Jem makes up a game in which the three children each play multiple roles in acting out the drama of the Radley family as they imagine it. Jem even pretends to drive a pair of scissors into Dill's leg, acting out a scene they have heard about between Boo Radley and his father. Later on, Dill and Jem try to use a fishpole to send Boo Radley a note. They want him to come out of his house. When Atticus finds them playing this game, he becomes angry. He sternly tells the children to leave Mr. Radley alone.
- 6. Most people in Maycomb seem to think of Boo Radley as a horrible monster. List two clues that suggest to Scout that this might not really be true.** Scout's first clue that there is something unexpected going on at the Radleys' comes when she and Jem find small treasures of chewing gum and Indian head pennies in the knothole of a tree on the edge of the Radley place.

Her second clue comes when the tire she is rolling in goes into the Radleys' yard. Scout, Jem, and Dill are terrified. However, as Scout hurries to escape, she is surprised to hear someone in the Radley house laughing. It seems that someone in the Radley house has a friendly feeling toward the three children.



## Selection Review #2

*To Kill a Mockingbird*

Chapters 7 - 11

- 1. Explain why Jem and Scout change their opinion about Arthur Radley.** The children previously feared Arthur Radley, as do most people in Maycomb, and believed the stories they heard about him and his family. Even though he is still a mysterious figure and they have not seen him, they know he is kind and wants to be their friend. They realize it is Arthur who has been placing objects in the tree as gifts to them. He repaired Jem's pants and placed a blanket over Scout's shoulders when the children were standing outside in the cold.
- 2. Why do so many adults and children in Maycomb criticize Atticus for defending Tom Robinson? Why does he feel that it is important to defend Mr. Robinson? How does he expect this to affect Jem and Scout?** Tom Robinson is a black man who is accused of raping a young white woman. Strong prejudice against black people will almost certainly lead a jury to find Mr. Robinson guilty. Most people do not think Atticus should challenge the way things have always been in Maycomb by seriously trying to defend him. However, Atticus believes that truth and justice require him to make a strong defense. He expects that Scout and Jem will also be criticized and insulted, and he asks each of them to remain calm no matter what they hear.
- 3. Why are Jem and Scout ashamed of their father? What makes them change their minds?** Scout and Jem are ashamed of Atticus because he is older than most of their friends' fathers. He does not have a physically active job and does not engage in rough sports or recreational activities. They feel that he has no abilities that they can brag about. However, they change their minds when Atticus shoots a mad dog that is loose in the neighborhood. They learn that he was once famous as the best shot in Maycomb County.
- 4. Explain why Jem is required to read to Mrs. Dubose. What do he and Scout learn from her example?** Jem begins reading to Mrs. Dubose to apologize for cutting down her flowers. However, Atticus also wants Jem to read to her to help her overcome her addiction to morphine. Later, after Mrs. Dubose dies, Atticus explains to the children what she was struggling with. He says that her great courage lay in fighting to be free even though she knew she would soon die anyway. The children have learned that true courage lies in doing the right thing, even when it is very hard and when others do not understand or approve.
- 5. Explain why Atticus says it is a sin to kill a mockingbird. What does the mockingbird seem to symbolize in this novel?** Miss Maudie Robinson explains to Scout that mockingbirds do not hurt anyone, but instead spend all of their time singing beautiful songs for people to enjoy. In this novel, mockingbirds seem to symbolize innocence and a generous, giving spirit.



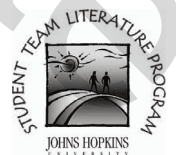
## Selection Review #3

*To Kill a Mockingbird*

Chapters 12 - 16

1. **List some ways that visiting Calpurnia's church is a new experience for Jem and Scout. How is the black community's view of the Robinson case different from that of the white community?** Calpurnia's church is bare and plain compared to the white church that Jem and Scout usually attend. There are no hymnbooks and most members of the congregation cannot read anyway. Instead, a song leader gives out the hymns line by line and the congregation sings them back. The sermon is long and includes pointed personal remarks. People take their money to the front of the church for the collection rather than passing a basket, and the minister does not hesitate to insist that they give a little more. Unlike most white people in Maycomb, the members of Calpurnia's church feel only compassion for Tom Robinson and his family. They consider him a victim of circumstances instead of assuming he is guilty.
2. **Describe Aunt Alexandra. Why does she criticize the way Atticus raises his children? How does Atticus respond to her disagreements with him?** Aunt Alexandra, Atticus' sister, is a stern woman who has very definite opinions. She does not believe Atticus has done a good job of teaching Scout to be a lady or of teaching his children proper pride in their family heritage. Atticus tries to get along with Alexandra and insists that the children respect her. However, he refuses to back down on important issues. When Alexandra urges him to send Calpurnia away, Atticus firmly refuses to do so. He also ignores her complaints about his decision to defend Tom Robinson.
3. **Explain why Mr. Cunningham and the other men threaten Atticus the night before Tom Robinson's trial. What makes them change their plan? Why?** Cunningham and the other men want to take Robinson away from jail, probably to lynch him. They finally go away after Scout attempts to engage a friendly conversation with Mr. Cunningham. Her childlike friendliness makes Mr. Cunningham ashamed to harm a man who has helped him in the past. Cunningham persuades the other men to go home as well.
4. **Describe the mood of chapter 15 (the confrontation outside the jail) and the mood of chapter 16 (the scene outside the courthouse). Explain how the author creates each of these moods.** The mood in the scene outside the jail is tense and suspenseful. The author sets the stage for this mood by mentioning Jem's fears even before he and Scout go out. The setting and characters also contribute to the mood. The dark night and the freakish Gothic jail building are scary, and the men confronting Atticus are mostly strangers to Scout. Finally, the fact that Scout sees fear in Atticus' eyes and notices his hand trembling adds to the tension.

*continued...*



The mood in chapter 16, on the day of the trial, is festive and merry, but also includes a dark sense of fear. The holiday mood is created by the colorful descriptions of the different people in the crowd and their lighthearted activities. However, the grim seriousness of the black citizens suggests that the frivolous mood is only superficial. Also, Miss Maudie compares the trial to a Roman carnival, which was an event spectators attended to watch people die. This is another hint that something dark and serious is going on beneath the surface gaiety.

**5. List several aspects of Atticus' character and convictions demonstrated in this section.**

**Give examples from the text.** This section shows Atticus as a man of peace, who tries to get along with everyone and to view everyone in the most positive light. However, it also shows him as a man of courage who will not back down from doing what he believes to be right. For example, he tries to get along with Aunt Alexandra although he disagrees with her on many points. He insists the children respect and obey her. However, he does not give in to Alexandra when important principles are at stake. Similarly, he is cheerful and friendly toward the men who come to take Tom Robinson from the jail, but he does not let them have their way. Even after the potentially dangerous confrontation, Atticus does not judge these men too harshly. He says their evil intentions are caused by "blind spots" and that Mr. Cunningham is basically a good man. He tells the children not to bear a grudge toward anyone, no matter what happens. Finally, despite pressure from almost everyone, Atticus remains committed to bringing the truth to light in the Robinson case.

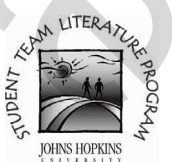
## Selection Review #4

*To Kill a Mockingbird*

Chapters 17 - 23

1. **What is the crime that Mayella Ewell and her father accuse Tom Robinson of committing? What evidence is brought to support this charge?** The Ewells accuse Robinson of raping Mayella when she was home alone. The main evidence in support of this charge is the testimony of Mayella and her father, who claims to have caught Robinson in the act. In addition, the sheriff testifies that Mayella was beaten on the right side of her face and that she bore marks on her neck of someone trying to choke her.
2. **What reasons does Atticus bring forth for doubting that Robinson is guilty of the crime with which he is charged?** Atticus points out that there is no medical evidence that Mayella was raped at all, since she was never examined by a doctor. In addition, her injuries appear to be caused by a left-handed person; Bob Ewell is left-handed, whereas Tom Robinson's left hand is withered and useless. Finally, Robinson's testimony contradicts that of the Ewells. He says that Mayella asked him to come in the house to help her, then attempted to kiss him. Her father arrived at this time and began cursing at her as Robinson ran away from the scene. Atticus suggests that Ewell caused Mayella's injuries. He says that Mayella probably felt guilty for breaking the social code by kissing a black man, and she is accusing Robinson to get rid of the one witness to her offense.
3. **Explain why Scout feels sorry for Mayella Ewell.** Scout feels sorry for Mayella because she sees what a lonely life Mayella leads. She has no friends, her family is desperately poor and is despised by everyone in Maycomb, and her father drinks heavily and abuses her.
4. **Why does Jem believe that Robinson will be found not guilty? How does he feel when the verdict is announced?** Jem feels certain that the jury will acquit Robinson because he thinks the case is so clear that Robinson's innocence should be obvious to everyone. When the verdict of "guilty" is announced, Jem is bitterly disappointed. He blames the justice system as well as the people of Maycomb. He feels that his trust has been betrayed.
5. **Explain why Atticus and Miss Maudie feel that the events surrounding the trial give some reason to hope that Maycomb is beginning to overcome its racial prejudice.** Miss Maudie believes that there is reason for hope in the fact that several people in Maycomb tried to ensure that Robinsons received a fair trial. Judge Taylor assigned Atticus to defend Robinson rather than giving the case to a less experienced lawyer, because he knew that Atticus would attempt

*continued...*



a serious defense. In addition, Sheriff Heck Tate tried to make sure the case came to trial rather than being addressed by a lynching party. Atticus also points out that the jury took several hours to reach a verdict. One juror even argued for an outright acquittal. In the past, white juries have reached a guilty verdict within minutes. These are all signs that Maycomb is taking baby steps toward ensuring justice and fairness for all its citizens.

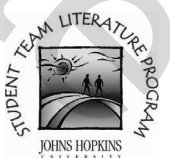
## Selection Review #5

*To Kill a Mockingbird*

Chapters 24 - 31

1. **List several *ironies* in the ladies' discussions at the missionary tea.** The ladies' discussion is ironic because they say they have compassion for the poor in Africa, but they show none for the black people of Maycomb. They speak of the sin, darkness, and immorality of black people in Africa and at home, but fail to see their own and that of the townspeople of Maycomb. They talk about "forgiving" black people in Maycomb after the Robinson trial, ignoring the fact that black people were the victims in that situation. They complain about the sullen attitude of their black employees, ignoring the injustices that trigger this unhappiness. They pride themselves on their generosity as employers, but fail to see that the salary they give their black workers is shamefully low. They complain about the "hypocrisy" of Northerners in their treatment of black people, but are blind to their own hypocrisy, and criticize Mrs. Roosevelt for trying to put her principles into action.
2. **Whom do most Maycomb citizens blame for Tom Robinson's death? Whom do Atticus and Mr. Underwood hold responsible?** Most white people in Maycomb think that Robinson brought about his own death by foolishly trying to escape instead of waiting for his appeal. However, Atticus points out that the guards put seventeen bullets into Tom's body—far more than was necessary to prevent his escape. In addition, Atticus and Mr. Underwood both suggest that nearly all of Maycomb is in some way responsible for the despair that drove Tom to run away. Most of the white population of the town had tried him, found him guilty, and sentenced him to death in their hearts before his case ever came before a jury.
3. **List three events in the month of October that make Aunt Alexandra fear that Mr. Ewell may try to harm Atticus or his family.** During the month of October, Bob Ewell loses his WRA job because of his laziness, but he publicly complains that Atticus is to blame. In addition, Mr. Link Deas has to step in to make Mr. Ewell stop harassing Mrs. Robinson every day as she walks to work. Finally, an intruder tries to break into Judge Taylor's house when no one appears to be home. Aunt Alexandra says that Mr. Ewell is clearly still out for revenge on those who opposed him in the trial.

*continued...*



**4. List several elements that contribute to the suspense in the account of Scout and Jem's walk home after the pageant.** Many things help to create the suspense in this account. These include the fact that the setting is a pitch black Halloween night. The children have already talked about how spooky it is and were surprised when Cecil Jacobs jumped out at them. They cannot see and Scout has trouble walking, because she is barefoot and is wearing a heavy, awkward costume. Readers already know that Mr. Ewell has threatened the Finch family. The footsteps following the children in the dark are mysterious and scary since neither the children nor the reader knows quite what is going on.

**5. Explain why Atticus first rejects, then accepts, Heck Tate's statement that Mr. Ewell fell on his own knife.** At first Atticus thinks that Jem killed Mr. Ewell. He refuses to allow Mr. Tate to cover this up because he has always taught the children to be honest. He feels sure that Jem will not be blamed since it was a case of self-defense. However, Mr. Tate is not protecting Jem. Atticus finally realizes that it was really Arthur Radley who killed Mr. Ewell to protect the children. He accepts Mr. Tate's decision that it is better to say Mr. Ewell fell on his own knife to avoid bringing Mr. Radley a lot of unwanted attention and publicity.

**6. List several major themes of this novel.** Some of the major themes are:

- In order to understand a person, you need to see things from his or her point of view.
- Most people are really nice when you get to know them.
- Justice and a fair hearing should be available to all people, whatever their race or social class.
- True courage means doing the right thing, even if other people don't agree with or approve of your actions.
- People can learn to treat others with compassion when they begin to understand their life experiences.



Name: \_\_\_\_\_

## Literature Test #1

*To Kill a Mockingbird*

Chapters 1-6

1. Explain why Scout and Jem Finch are afraid of the Radley place. What have they heard about Arthur "Boo" Radley?

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2. Why doesn't Scout want to go back after her first day of school? What solution does her father offer her?

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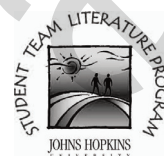
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3. List at least two ways that Jem and Dill show their interest in the Radley family during the summer after Scout's first grade. What does Atticus think of these activities?

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4. List at least two things that lead Scout to wonder whether the bad things she has heard about Mr. Boo Radley are true.

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Name: \_\_\_\_\_

## Literature Test #2

*To Kill a Mockingbird*

Chapters 7 - 11

1. Both children and adults in Maycomb criticize Atticus' commitment to defend Tom Robinson. Why? How does Atticus ask Scout and Jem to respond to the remarks and insults directed at them?

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2. Explain why Scout and Jem are ashamed of their father. What incident gives them a new perspective on him?

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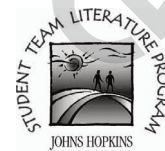
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3. What is Mrs. Dubose's terrible struggle in the final months of her life? What role do Jem and Scout play? Why does Atticus say that Mrs. Dubose was a great lady?

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4. Atticus forbids Scout and Jem to use their air rifles to shoot mockingbirds. Why? What is the *symbolism* of the mockingbird?

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Name: \_\_\_\_\_

## Literature Test #3

*To Kill a Mockingbird*

Chapters 12 - 16

1. List at least three things about the service at Calpurnia's church that are new to Scout and Jem. Why does the congregation take up an offering for Mrs. Helen Robinson?

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2. Why do Mr. Cunningham and other men come to the jail the night before the trial is to begin? What makes them go away empty-handed?

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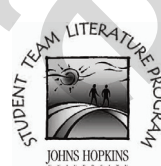
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3. The *mood* in Part I of *To Kill a Mockingbird* was often humorous. How does it change in this section? List some ways the author creates this change in mood.

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4. This section of the novel shows Atticus to be a man of peace but also a man of courage. Identify a situation or an incident from this section where he demonstrates these two qualities. Explain why you chose the incident you did.

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## Literature Test #4

*To Kill a Mockingbird*

Chapter 17 - 23

1. What crime is Tom Robinson charged with committing?

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2. Give at least two reasons to doubt whether Tom Robinson is guilty of the crime with which he is charged.

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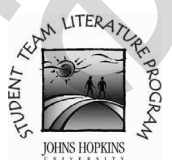
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3. How does Jem react when the verdict is announced? Why?

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4. Why do Atticus and Miss Maudie feel that the circumstances of the trial offer some small glimmer of hope for Maycomb? List two reasons.

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Name: \_\_\_\_\_

## Literature Test #5

*To Kill a Mockingbird*

Chapters 24 - 31

1. What is *irony*? Why is the ladies' missionary tea at Scout's house ironic? Give at least two specific examples.

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2. Why does Mr. B. B. Underwood believe that all of Maycomb is responsible for Tom Robinson's death?

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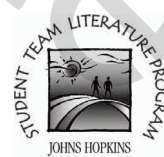
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3. Why does Heck Tate insist on reporting that Mr. Ewell fell and killed himself with his own knife? Why does Atticus first reject, then accept, this decision?

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4. State a major theme of this book.

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Name: \_\_\_\_\_

## Vocabulary Test #1

*To Kill a Mockingbird*

Chapters 1-6

WRITE SENTENCES FOR THE FOLLOWING WORDS:

illicitly  
tranquility  
dispersed

refraining  
amiable  
ethical  
arbitration

cowardice  
benevolence  
inquisitive

Handwriting practice lines for writing sentences.

Name: \_\_\_\_\_

## Vocabulary Test #2

*To Kill a Mockingbird*

Chapters 7 - 11

WRITE SENTENCES FOR THE FOLLOWING WORDS:

perpetual

fanatical

articulate

compensation

subdued

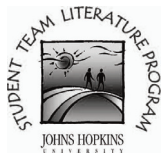
premise

fluently

inconspicuous

infuriated

vehemently



## Vocabulary Test #3

*To Kill a Mockingbird*

Chapters 12 - 16

WRITE SENTENCES FOR THE FOLLOWING WORDS:

diligently

pensive

futility

austere

infallible

subtle

tedious

placid

elucidate

succinct

## Vocabulary Test #4

*To Kill a Mockingbird*

Chapter 17 - 23

WRITE SENTENCES FOR THE FOLLOWING WORDS:

scrutiny

fluctuations

complacently

candid

impudent

equivalent

integrity

exhilarated

cynical

adamant





# Vocabulary Test #5

*To Kill a Mockingbird*

## Chapters 24 - 31

WRITE SENTENCES FOR THE FOLLOWING WORDS:

impertinence

spurious

exploits

hypocrites

clarify

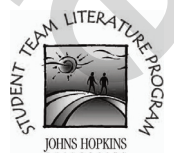
turmoil

tribute

frenzied

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Not Duplicate



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<i>The Dream Keeper and Other Poems</i>	<i>Make Lemonade</i>
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<i>Bud, Not Buddy</i>	<i>Holes</i>	<i>The Pinballs</i>
<i>The Bully</i>	<i>In the Night, on Lanvale Street</i>	<i>Roll of Thunder, Hear My Cry</i>
<i>Call It Courage</i>	<i>Jacob Have I Loved</i>	<i>Sing Down the Moon</i>
<i>The Call of the Wild</i>	<i>Johnny Tremain</i>	<i>The Skin I'm In</i>
<i>The Cay</i>	<i>Journey</i>	<i>To Kill a Mockingbird</i>
<i>Crash</i>	<i>Justin and the Best Biscuits in the World</i>	<i>Touching Spirit Bear</i>
<i>Curse of a Winter Moon</i>	<i>M. C. Higgins the Great</i>	<i>Tuck Everlasting</i>
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<i>A Day No Pigs Would Die</i>	<i>The Midwife's Apprentice</i>	<i>The Westing Game</i>
<i>Eddie's Ordeal</i>	<i>Monster</i>	<i>The Whipping Boy</i>
<i>Esperanza Rising</i>	<i>The Mystery of Apartment A-13</i>	<i>Winger</i>
<i>Fast Sam, Cool Clyde, and Stuff</i>	<i>Ninjas, Piranhas, and Galileo</i>	<i>A Wrinkle in Time</i>
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