

**Standards Focus: Exploring Expository Writing***Author Biography: Harper Lee (1926- )*

Nelle Harper Lee was born in the small town Monroeville, Alabama on April 26, 1926 to Amasa Coleman Lee, a lawyer and former newspaper editor, and Frances Finch Lee. The youngest of four, Harper Lee was a self-confessed tomboy who enjoyed reading and writing at a very young age. She went to the local grammar school and high school in Monroeville with author Truman Capote (*In Cold Blood*), upon whom the character Dill is said to be based.

After high school, Lee attended Huntingdon College in Montgomery, then transferred to the University of Alabama to study law. After three years, Lee realized her passion was not law, but writing, and she quit school to move to New York just one semester short of receiving her law degree.

After moving to New York, Lee supported herself by working as an airline reservation clerk while writing short stories about her life in the South. In 1957, she submitted her short stories to the J.B. Lippincott publishing company. Agents of the firm encouraged her to take a year to string her short stories into one major work. After two and a half years, Lee completed the novel and in 1960, *To Kill a Mockingbird* was published.

*To Kill a Mockingbird* became an international success, and was eventually translated into over thirty languages. It won the *Pulitzer Prize* for fiction in 1961 and was adapted for screen in 1962. The film, starring Gregory Peck, was nominated for eight Academy Awards, including Best Picture. Peck received the Academy Award for Best Actor.

In 1966, Lee was appointed to the National Council of Arts by then President Lyndon B. Johnson, and has received several honorary doctorates from universities such as the University of Alabama, Sewanee University, and Spring Hill College in Mobile, Alabama.

Today, Lee prefers a private existence, giving few interviews and speeches. After decades of silence, Lee was prompted by Oprah Winfrey to put pen to paper yet again, writing a letter which appeared in the July 2006 issue of Oprah's *O* magazine. The letter describes a time in Lee's life in which books were scarce, and there were no public libraries, yet her parents continued to read anything they could get their hands on to the young Lee. She lamented our modern-day lack of attraction to books, asking Oprah, "Can you imagine curling up in bed to read a computer?" and declaring "I still plod along with books. I prefer to search library stacks because when I work to learn something, I remember it."

Lee has also been recently seen at the annual essay writing contest for high school students, held for the last six years at the University of Alabama. In January of 2006, she gave her first interview since 1964 to the New York Times at the essay contest award ceremony. "They always see new things in it," she said of the student essays about *To Kill a Mockingbird*. "And the way they relate it to their lives now is really quite incredible." To date, *To Kill a Mockingbird* has remained her only published novel.

**Standards Focus: Historical Context***Plessy versus Ferguson and the Jim Crow Laws*

On January 1, 1863, President Abraham Lincoln (from the North) formally issued the *Emancipation Proclamation*, which declared freedom for all slaves residing in states who were in rebellion against the federal government. This meant that at least in the Southern States (the rebels of the Confederacy), slavery was considered illegal. The intention of the Proclamation was to weaken the South's power and strengthen support for the North during the United States Civil War. While the Proclamation was initially purely political, it was seen as an enormous victory and defining moment for slaves throughout the country.

However, the idea of freedom in its purest sense was never achieved. Individual states instilled laws known as "black codes," which denied blacks the civil and political rights held by whites, including restrictions on land ownership, labor, and voting. Clearly, the bitterness of the Civil War remained, as organizations such as the Ku Klux Klan surfaced, and the conflict over slavery continued. Violence and racism were rampant, as newly freed slaves continued their battle for freedom and equality.

In June of 1892, a 30-year-old man named Homer Plessy was jailed for sitting in the "white" section of a railroad car. Plessy was only one-eighth black, but under Louisiana law was considered "colored," and therefore was required to sit in the "colored car." In *Homer Adolph Plessy vs. The State of Louisiana*, Plessy argued that the separation violated the Thirteenth and Fourteenth Amendments to the Constitution. John Howard Ferguson, a lawyer from Massachusetts and acting judge for the Plessy case, found Plessy guilty of refusing to leave the "white car." After an unsuccessful appeal to the Supreme Court of Louisiana which upheld Ferguson's decision, Plessy took his case to the United States Supreme Court. Again, the Court found Plessy in violation. The Supreme Court decision allowed the perpetuation of the concept of "separate but equal," which legally enabled schools, courthouses, libraries, hotels, theaters, restaurants, public transportation, etc. to segregate "coloreds" from "whites." This decision would only serve to strengthen the already popular Jim Crow laws, which allowed states to legally impose punishment for those who crossed the racial barriers.

Some of the Jim Crow Laws are as follows, by state:

Alabama

- All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races.
- It shall be unlawful for a negro and white person to play together or be in company with each other at any game of pool or billiards.

Arizona

- The marriage of a person of Caucasian blood with a Negro, Mongolian, Malay, or Hindu shall be null and void.

Florida

- All marriages between a white person and a negro, or between a white person and a person of negro descent to the fourth generation inclusive, are hereby forever prohibited.
- Any negro man and white woman, or any white man and negro woman, who are not married to each other, who shall habitually live in and occupy in the nighttime the same room shall each be punished by imprisonment not exceeding twelve (12) months, or by fine not exceeding five hundred (\$500.00) dollars.
- The schools for white children and the schools for negro children shall be conducted separately.

Georgia

- No colored barber shall serve as a barber [to] white women or girls.
- The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons.
- All persons licensed to conduct the business of a restaurant, shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room or serve the two races anywhere under the same license.
- It shall be unlawful for any amateur white baseball team to play baseball on any vacant lot or baseball diamond within two blocks of a playground devoted to the Negro race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race.
- All persons licensed to conduct the business of selling beer or wine...shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room at any time.

Louisiana

- All circuses, shows, and tent exhibitions, to which the attendance of...more than one race is invited or expected to attend shall provide for the convenience of its patrons not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart.

Mississippi

- Separate schools shall be maintained for the children of the white and colored races.
- There shall be maintained by the governing authorities of every hospital maintained by the state for treatment of white and colored patients separate entrances for white and colored patients and visitors, and such entrances shall be used by the race only for which they are prepared.

Missouri

- Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school.

New Mexico

- Separate rooms [shall] be provided for the teaching of pupils of African descent, and [when] said rooms are so provided, such pupils may not be admitted to the school rooms occupied and used by pupils of Caucasian or other descent.

North Carolina

- Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them.
- The white and colored militia shall be separately enrolled, and shall never be compelled to serve in the same organization. No organization of colored troops shall be permitted where white troops are available, and while white permitted to be organized, colored troops shall be under the command of white officers.

Oklahoma

- No persons, firms, or corporations, who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter.
- It shall be unlawful for any parent, relative, or other white person in this State, having the control or custody of any white child, by right of guardianship, natural or acquired, or otherwise, to dispose of, give or surrender such white child permanently into the custody, control, maintenance, or support, of a negro.

Virginia

- Every person...operating...any public hall, theatre, opera house, motion picture show or any place of public entertainment or public assemblage which is attended by both white and colored persons, shall separate the white race and the colored race and shall set apart and designate...certain seats therein to be occupied by white persons and a portion thereof, or certain seats therein, to be occupied by colored persons.

In addition to the actual laws, there were also unwritten rules, or rules of etiquette that blacks were expected to follow: For example, blacks were expected to refer to whites with titles of superiority such as "Boss," "Sir," "Captain," "Mrs.," or "Miss." Whites referred to blacks using derogatory terms such as "boy," "lady," or "girl." While the term "nigger" was widely used, often the word "niggra" was used as a more "polite" substitute. Rules of racial etiquette also required blacks to "give the wall" to whites, meaning blacks were expected to step off the sidewalk when walking on the street. In parks, signs such as "Negroes and Dogs Not Allowed" were a common sight. Both the Jim Crow laws and etiquette emphasize the simple rule that all blacks were and must behave as if they were inferior to whites. While the court enforced the Jim Crow laws, self-proclaimed white vigilantes enforced the Jim Crow etiquette with violence, intimidation, and lynchings—certainly worse punishment than for breaking a law.

The Jim Crow Laws remained in existence and in force until the Civil Rights movement in the 1960s. The Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Fair Housing Act of 1968 finally ended the Jim Crow sanctions.

**Comprehension Check**

*Directions: Answer the following questions on a separate piece of paper using complete sentences.*

1. Choose a few of the Jim Crow laws that most strongly affected you and discuss your feelings about them.
2. Abraham Lincoln is credited with being an abolitionist, and with being the person responsible for "freeing the slaves." Based upon the information in the article, what is your reaction to this statement?
3. Why is the Plessy versus Ferguson decision an important landmark in the civil rights movement, even though Plessy was found guilty by the United States Supreme Court?
4. The Jim Crow laws were named after a black-faced character in a popular minstrel show in the mid-1800s. The character of "Jim Crow" was the stereotypical and derogatory image of an ignorant black "fool" who sang and danced for white audiences. What is your reaction to the origin of the name given to these laws?

**Standards Focus: Historical Context***Based on True Stories***The Scottsboro Trials**

In 1931, when Harper Lee was only five years old, nine black men were accused of raping two white women. The alleged incident occurred after a fight between black and white men while they were “riding the rails” looking for work. Most of the white men were thrown off the train, and when the train arrived in Paint Rock, Alabama, everyone who was left was arrested for vagrancy. The two women who were on board (one of whom was a known prostitute, the other, a minor), were also accused of violating the Mann Act, which forbade the transportation of minors across state lines for a criminal act, including prostitution. After exiting the train, the women immediately accused all nine black men of rape.

The trial of the nine black men (one of whom was only twelve years old) began twelve days after their arrest, on April 6, 1931, and lasted three days. Eight of the nine men were given death sentences, despite the fact that the defense attorney pointed out that one of the men was blind, the other too elderly and crippled to commit the crime, another underage, and that they were not even in the same rail car. Appeals would continue for nearly two years.

In November of 1932, the United States Supreme Court ordered new trials for the men, stating inadequate counsel and poor representation. In March of 1933, new trials began, and included the testimony of two doctors who refuted the likelihood that a rape occurred, Ruby Bates’s (one of the accusers) retraction of the accusation, and a harsh scrutiny of the life of Victoria Price, the other accuser. Despite the evidence, defendants Charley Weems and Hayward Patterson were again found guilty and given the death penalty. In a surprising and unfavorable turn of events, however, Judge James Horton overturned the conviction and ordered a new trial. Despite the judge’s decision, defendant Clarence Norris was also convicted and given the death sentence in a subsequent trial. In 1935, the U.S. Supreme Court overturned the convictions stating that the defendants were not given a jury of their peers, in this case, African-Americans.

The “Scottsboro Boys” as they came to be called, were tried and convicted—for a crime that never happened. *To Kill a Mockingbird* is loosely based on this trial and the discrimination and racism against blacks who were convicted without evidence or a fair trial.

**The Trial of Walter Lett**

Another event that may have influenced Lee’s novel is the trial and conviction of Walter Lett. In 1933, in Monroeville, Alabama, Walter Lett was accused by Naomi Lowery of rape. With the threat of a lynching, since Lett was African-American and Lowery, white, Lett remained in protective custody. After an extremely brief trial in which Lett pled “not guilty,” he was scheduled for execution May 11, 1934. Later, his sentence of death was repealed and he was given life in prison. He died in prison in 1937 of tuberculosis.

**The Murder of Emmett Till**

Another incident that may have inspired Lee in her novel was the murder of 14-year-old Emmett Till in 1955. Till, who was from Chicago, Illinois, whistled at a white woman at a grocery store in Mississippi. Unaware that he had broken a time-honored Jim Crow law, Till was dragged out of his bed, beaten, and shot to death. His killers were acquitted by the all-white Southern jury. A few months later, the killers give detailed descriptions of how and why they killed Till. On the next page is a shortened version of the article from *Look* magazine, January 1956, which is the first time anyone (even the defendants’ lawyer) heard the killers’ gruesome and cold-hearted confessions. (Note: the \*\*\*\*\* indicates that part of the article was omitted for the purpose of content and space in this Guide.)

## Standards Focus: Allusions and Terminology

- ad astra per aspera:** *per aspera ad astra* means “through adversity to the stars”
- add-a-pearl necklace:** a necklace in which girls are given one pearl to start with, then are given more pearls as gifts on special occasions to add to their necklace to make a full string of pearls
- Adolf Hitler:** (1889-1945); German dictator and founder and leader of the Nazi party
- all men are created equal:** part of the Declaration of Independence, written by Thomas Jefferson in 1776
- Amanuensis Club:** an amanuensis is someone who takes dictation or copies from manuscripts; an Amanuensis Club is a group that keeps records of the history of a town
- ambrosia:** a fruit salad mixed with either mayonnaise or whipped cream
- Andrew Jackson:** (1767-1845); the 19<sup>th</sup> President of the United States; nicknamed “Old Hickory” for his tenacity
- Appomattox:** the city where Confederate general Robert E. Lee surrendered to Union general Ulysses S. Grant in 1865, bringing the end of the Civil War
- asafetida:** a brownish, bitter, foul-smelling material formerly used in medicine
- Baptists:** members of the Protestant domination that baptizes through total immersion
- Battle of Hastings:** (1066); a fight over the throne of England after King Edward died without leaving an heir; a battle between the Saxons and the Normans ensued; Harold II was killed and William, the Duke of Normandy took the throne
- Bellingraths:** referring to Walter and Bessie Bellingrath who opened their 65-acre Mobile, Alabama estate and garden to the public in 1932
- Birmingham, Alabama:** the largest city in the state of Alabama, located almost in the center of the state
- bob for apples:** a game in which children try to retrieve an apple by using only their mouth; they dip their head into a bucket full of water and apples and try to “catch” and bite into an apple
- Bob Taylor:** Robert Love Taylor (1850-1912); won the Governorship of Tennessee after running against his own brother
- bootleggers:** people who made and sold alcohol illegally during Prohibition, a period of time in which the consumption of alcohol was illegal
- Braxton Bragg:** (1817-1876); a general in the Confederate Army during the Civil War
- bread lines:** lines for people who did not have enough money for food during the Great Depression; often churches and other social organizations would give out food to those who waited in line
- Brigadier General Joe Wheeler:** (1836-1906); a major general in the Confederate Army of the Civil War
- Brown’s Mule:** a brand name for a popular chewing tobacco
- Buick:** a brand of automobile built in the United States by General Motors
- Bullfinch:** reference to American writer Thomas Bullfinch (1796-1867) and *The Age of Fable*, a collection of stories from mythology
- burlap bags:** bags made of a dense woven fabric, usually for large bags of potatoes, sugar, or other food items
- calomel:** an insecticide once used as medicine for upset stomachs
- camellia:** a shrub with rose-shaped flowers
- capital offense:** a crime for which the death penalty is or could be given for the conviction
- caste system:** traditional, hereditary social systems of stratification; often based upon social status, occupation, or race
- castile:** a natural, often homemade soap made of oils and animal fats
- Catawba worms:** a cousin of the caterpillar, often used for bait
- champertous (connivance):** a champerty is an illegal bargain in which one side assists the other in the lawsuit in order to share in the winnings
- charlotte:** a tart-like dessert, usually filled with chocolate or a fruit gelatin
- Chevrolet:** a brand of automobile produced by General Motors, founded in 1911
- Chief Justice:** the highest judge in the Supreme Court
- chifforobe:** (spelled chiffarobe in the novel) a closet-like piece of furniture, may also have drawers
- chinaberry tree:** a deciduous tree which is unappealing to bees and butterflies and poisonous to humans
- Civil War Reconstruction:** (1865-1877); the period of restoration and reconstruction after the Civil War came to an end; it involved the Union trying to regain order in the southern states to help improve the lives of former slaves
- Coca-Cola:** a carbonated beverage introduced in 1886, first produced in Atlanta, Georgia
- collards:** a variety of kale with smooth, edible leaves; a popular food of the South
- Colored balcony:** a raised seating area at the back of the courtroom; called “Colored” because this was the only area in which African-Americans were allowed to sit to watch a trial
- Commentaries by Blackstone:** refers to *Commentaries on the Laws of England*, written by Sir William Blackstone (1783-1780); his writings on the concept of common law (laws developed by custom)
- Confederate Army/Soldier:** the Confederate Army fought for the South in the American Civil War; Confederate soldiers fought to retain slavery
- cootie:** body louse (lice); often found in hair
- corn bread:** a bread, popular in the South, made with corn meal and buttermilk
- Cornwall:** a county in southwest England

45. **cotton gin**: a machine for separating cotton from its seeds; revolutionized the cotton industry
46. **Cotton Tom Heflin**: J. Thomas "Cotton Tom" Heflin was an orator and Republican politician. Heflin's political support was drawn chiefly from rural voters and members of the Ku Klux Klan
47. **crackling bread**: cornbread with bits of crackling (fried pork rinds) inside it
48. **Creek Indian Wars**: an uprising in the South in 1813-1814 by the Creek Nation (see number 49)
49. **Creek Nation**: a nation of Native Americans, primarily found in Georgia and Alabama
50. **croker-sack**: a sack made of a coarse weave
51. **CSA pistol**: CSA stands for the Confederate States of America, a group of 11 southern states; the CSA pistol is a handgun used by Confederate soldiers during the Civil War
52. **Cutex Natural**: a brand name of a popular nail polish company, still in existence today
53. **darky**: a derogatory term for an African-American
54. **dewberry tarts**: a small mini-pie made with dewberries, which are similar to raspberries and blackberries
55. **Dewey Decimal System**: a system of classification of non-fiction books invented by Melvil Dewey in 1876; Lee deliberately "confuses" this with a system of teaching introduced by John Dewey (1859-1952), whose philosophy was a "learn by doing" approach, which failed miserably at the time
56. **Dixie**: a song also known as "Dixieland" or "I Wish I Was in Dixie"; a distinctly Southern American folk song
57. **Dixie Howell**: Millard F. "Dixie" Howell (1913-1971); a head football coach at Idaho and Arizona State and a pitcher for the Chicago White Sox in 1955
58. **double-barreled shotgun**: a shotgun with two parallel barrels, allowing two shots to be fired at the same time
59. **Dracula**: one of the first silent horror movies (1922); originally released as *Nosferatu, Eine Symphonie Des Grauens*
60. **due process of law**: the principle of fairness in legal matters, including notice of rights; all legal citizens of the United States are entitled to due process
61. **dunce cap**: a pointed hat which was given as punishment to a student who was slow to learn or lazy in school
62. **ear trumpet**: a horn-shaped device which acted as a hearing aid for the hearing impaired
63. **Edgar Rice Burroughs**: (1875-1950); an American author best known for his creation of the character *Tarzan*
64. **Einstein**: (1879-1955); a German born scientist best known for his theory of relativity and  $E=mc^2$
65. **Elmer Davis**: (1890-1950); an American news reporter during World War II
66. **English Channel**: the part of the Atlantic Ocean that separates England from France
67. **English riding boots**: tall boots made specifically for riding on a horse
68. **Ethiopia**: one of the oldest countries in the world; the third-largest country in population in Africa
69. **ex cathedra**: a term meaning "from the throne"
70. **Executive Branch**: one of the three Branches of the U.S. government; includes the President; responsible for the day-to-day operations of the nation
71. **flivver**: a slang term for a Ford Model-T
72. **flying buttress**: a type of archway used in construction; usually on religious buildings
73. **foot-washing Baptist**: a Baptist who believes in the strict moral and religious code that everything that brings pleasure or joy is a sin
74. **fountain pen**: one of the first types of pens; contains a reservoir of ink and a sharp tip
75. **Garden of Gethsemane**: according to the New Testament, a garden where Jesus prayed the night before he was crucified
76. **General Hood**: John Bell Hood (1831-1879); a Confederate general during the Civil War
77. **General Joe Wheeler**: (1836-1906); an American military commander and politician; also known as "Fighting Joe"
78. **Gothic literature**: a literary genre characterized by stories of the undead, vampires, and other various monsters; hit the height of its popularity in the late 1700s and early 1800s
79. **Governor "commutes his sentence"**: the Governor has the power to change a sentence to a less severe one
80. **Greek revival columns**: a popular style of architecture in the South in the 1850s; characterized by large pillars and large porches
81. **Group Dynamics**: a new concept to Americans in the 1930s, after Kurt Lewin, a German psychologist, introduced the idea of group dynamics, or the concept that people tend to group themselves together, influencing each other
82. **Hearts of Love hairdressing**: a popular hair oil used by African-American women
83. **Henry W. Grady**: (1851-1889); a journalist who helped restore the Confederate states after the Civil War ended
84. **Herbert Hoover**: the 31<sup>st</sup> President of the United States; blamed for society's problems during the Great Depression
85. **holy-roller**: a derogatory term for a member of a Christian group that is perceived to be frantic; characterized by shouting, body movements, speaking in tongues, and trances
86. **Hoover cart**: a broken-down car pulled by a horse; named after President Hoover (see number 84)
87. **Hoovervilles**: a collection of huts and shacks at the edge of a city, housing the homeless during the 1930s; named after President Herbert Hoover (see number 84)
88. **House of Commons**: the elected lower house of the United Kingdom
89. **Hoyt's cologne**: a cologne used before or after shaving; widely reputed to bring good luck to gamblers
90. **icebox**: an early refrigerator; a wood box in which blocks of ice were placed to keep food chilled

91. **Indian Head pennies:** a one-cent coin produced by the United States Mint from 1859-1909 featuring the head of an American Indian in a traditional headdress
92. **Ivanhoe:** a novel by Sir Walter Scott, written in 1819 and set in 12<sup>th</sup> Century England
93. **J. Grimes Everett:** a fictional character
94. **J.P. court:** Justice Court or People's Court; a small-claims court in which anyone can make a claim and sue without a lawyer
95. **Jamaica:** an island nation of the Greater Antilles, in the Caribbean Sea
96. **Jew's Harp:** a musical instrument of unknown origin, similar to the harmonica
97. **Jitney Jungle:** a chain of supermarkets started in 1919 in Mississippi
98. **John T. Scopes:** a teacher accused of teaching evolution rather than divine creation
99. **John Wesley:** (1703-1791); a clergyman, evangelist and co-founder of the Methodist church; known for his anti-slavery stance and large number of written works, including powerful sermons
100. **Johnson grass:** a type of grass, often considered a weed; used as food for horses and other livestock
101. **Ku Klux:** refers to the Ku Klux Klan (KKK), a secret group of white Southerners formed in the 19<sup>th</sup> Century to oppose the emancipation of slaves; known for their harsh ideals and terrorist tactics
102. **kudzu:** a fast-growing Asian vine and weed
103. **Ladies' Law:** a law of the code of Alabama stating that it is a crime to insult, intimidate, or otherwise offend women
104. **Lane Cake:** a traditional layered white cake, popular in the South
105. **lemon drops:** a yellow lemon-flavored sugar candy, often in the shape of a lemon
106. **Let this cup pass from you:** found in Matthew Chapter 26, verse 39, Luke Chapter 22:42, and Mark 14:36; "O my Father, if it is possible, let this cup go from me; but let not my pleasure, but yours be done."
107. **Light of the World:** painting by William Homan Hunt, finished in 1904; shows Christ carrying a lantern
108. **lightning bugs:** also called fireflies; a small flying beetle that glows in the dark
109. **lilac talcum:** a fine powder that smells like lilacs; used by women like a perfume
110. **Lord Melbourne:** William Lamb (1779-1848); the second Lord Melbourne, a radical and Prime Minister of the United Kingdom
111. **Lorenzo Dow:** (1777-1834); an American minister, stout abolitionist, and author
112. **Lydia E. Pinkham bottles:** Lydia E. Pinkham (1819-1883); manufacturer of medicines aimed at women; contained high amounts of alcohol
113. **magnesia:** also called Milk of Magnesia; a liquid laxative known for its milky-white color
114. **majority rule:** control of an organization according to the wishes or votes of the majority of its members
115. **Mardi Gras:** the day before Ash Wednesday; also called "Fat Tuesday"; characterized by parties and parades just before Lent
116. **Joshua S. St. Clair:** origin not found; most likely a fictional character
117. **Mennonites/"they don't have buttons":** Mennonites are a sect of the Christian denomination; pacifists who believe in non-violence; "Old Mennonites" have a strong aversion to modern technology and materialistic things; Jem is referring to their traditional conservative dress
118. **Meridian, Mississippi:** the fifth largest city in Mississippi
119. **Merlin:** a fictional wizard with special magical powers; popularized by Arthurian legends of the *Knights of the Round Table* and the *Sword in the Stone*
120. **Methodists:** a Christian denomination started in England in the early 1700s; believed in "rule and method" taught by the Bible
121. **migrated to the New World:** moved from their homeland in Europe to America, considered the "New World"
122. **mimosa tree:** a tree that folds its leaves at night
123. **Missionary Society:** a group of people committed to doing missionary work for their church
124. **Missionary teas:** a tea party gathering of the Missionary society (see number 123), usually women, to discuss recent events and plan good works
125. **Missouri Compromise:** (1819); an imaginary horizontal line drawn across the middle of the United States to distinguish between free and slave states
126. **Mobile, Alabama:** the third most populous city of Alabama; located in the deep south of Alabama
127. **mockingbird:** a bird that imitates other bird calls
128. **Model-T Ford:** an automobile produced by the Ford Motor Company; produced between 1908-1927
129. **monkey-puzzle tree:** also called a Chile Pine; a stiff, prickly bush
130. **morphine:** a highly addictive substance which was used as a pain killer throughout the Civil War; many addicts continued to use morphine after the war
131. **morphodite:** possibly a shortened version of "hermaphrodite," an individual who has both male and female reproductive organs; this may refer to the fact that the kids make a snowman of Mr. Avery, yet put on Miss Maudie's hat, trying to make the snowman look more feminine
132. **Mount Everest:** the highest mountain on earth; located on the border of Nepal and China
133. **Mr. Jingle:** Alfred Jingle, a character from *The Pickwick Papers* by Charles Dickens; known as someone who falsely claims knowledge or skill
134. **Mrs. Roosevelt:** refers to Eleanor Roosevelt, the first lady of President Roosevelt, known for her humanitarian efforts
135. **Mrunas:** a fictional tribe in Africa
136. **My First Reader:** a series of elementary-level books for early readers



137. **National Recovery Act (NRA):** (1933); part of Roosevelt's New Deal
138. **Nehi Cola:** a type of cola invented in 1924, often in flavors such as orange, peach, and grape
139. **nightcrawler:** type of worm, often used as bait
140. **nine old men:** the members of the Supreme Court of the United States; at this time all of them were white, old men
141. **no money to buy it with:** refers to the effects of the Great Depression when many, many people were out of work and had barely enough money to survive
142. **North and the South:** refers to the Civil War; the North versus the South over, among other issues, slavery
143. **nothing to fear but fear itself:** from the inaugural address of Franklin D. Roosevelt, the 32<sup>nd</sup> President of the United States; "The only thing we have to fear is fear itself" (1932)
144. **Nova Scotia:** an island province of Canada
145. **Octagon Soap:** a laundry detergent created by the Colgate Company in the early 1900s; also had other uses, as claims were made that Octagon soap could clear bunions, corns, and calluses, and ease poison ivy and rashes
146. **Ol' Blue Light:** nickname for Stonewall Jackson, a colonel in the Civil War, known for standing as stiff as a stone wall
147. **Old Sarum:** a burrough in England, run essentially by one corrupt individual; Old Sarum is also the name of borough in Maycomb county
148. **Old Testament Pestilence:** pestilence is a deadly plague; the Old Testament of the Bible warns of pestilence if the followers do not have faith
149. **Oliver Optic:** (1822-1897); the pen name of William Taylor Adams, an American children's writer
150. **One Man's Family:** a popular radio and then television show of the 1930s
151. **Pensacola:** a city in northern Florida
152. **Philadelphia:** the largest city in Pennsylvania; located in the south-east corner of the state; also called the "City of Brotherly Love"
153. **picture show:** an early term for cinema, motion pictures, or movies
154. **Poor Will, Poor Will, Poor Will:** refers to the sound made by the Common Poorwill, a nocturnal bird
155. **pop-the-whip:** a game in which children hold hands in a line and try to "pop" the last person off the line by yanking and running
156. **pot liquor:** the leftover, vitamin-rich broth from boiling vegetables
157. **poundcake:** rich cake made with a pound of butter and a pound of sugar, among other ingredients
158. **Prime Minister:** the head of the executive branch of government of the United Kingdom
159. **primer:** a basic reading textbook for young schoolchildren
160. **Prohibition:** (1920-1933); the constitutional attempt to ban alcohol in the United States; unfortunately, the ban only increased crime
161. **Quarters:** a building or set of rooms where people live; in the case of *To Kill a Mockingbird*, the "Quarters" refers to the area in which the black people live in close proximity
162. **rabies:** a severe disease that affects the nervous system and is transmitted through saliva; ultimately results in death
163. **Radical:** a person who fights for major changes in economic, political, or social agendas
164. **redbug:** a parasitic bug causing severe itching
165. **relief checks:** created by the Federal Emergency Relief Act, relief checks were payments made to those who were working, but were still not getting paid; this was in an effort to rebuild the economy in the U.S.
166. **Republicans:** those of the Republican party; believe supreme power is in those who are elected
167. **Rice Christians:** Christian converts, especially from third-world countries (such as Asia), believed to have joined Christianity to get free food
168. **Robert E. Lee:** (1807-1870); a celebrated Confederate soldier during the Civil War; apparently Bob Ewell is named after him because Lee was considered a hero
169. **Rockefeller:** John D. Rockefeller (1839-1937); an American oil industrialist who became the world's first billionaire
170. **roly-poly:** a common name for a sow bug or pill bug, which when touched, rolls into a ball for protection
171. **Roman carnival:** a festival, usually before lent; entails a parade, circus, street parties, and other celebrations; mostly a Roman Catholic celebration
172. **Rose Aylmer:** a love poem written by Walter Savage Landor (1775-1864); his friend by the same name
173. **Rose Bowl:** the name of a football stadium and the site of the annual Rose Bowl football game; built in 1921
174. **Rosetta Stone:** an ancient tablet found in 1799 in Rosetta (Rashid) in Egypt; said to have been carved in 196BC, inscribed with laws, news, and announcements of the time
175. **sam hill:** slang for "heck"
176. **scrip stamps:** a substitute for legal tender; food stamps are a type of scrip, allowing those who qualify to buy food items paid for by the government
177. **Scripture:** the Bible or other holy book; the biblical writings found in such a book
178. **scuppernongs:** a type of grape-like fruit named after Scuppernong, North Carolina
179. **seceded:** formally withdrew membership; before the Civil War, states took sides over the war and some seceded from the Union of the United States
180. **Second Battle of the Marne:** (1918); considered the last major German offensive of World War I
181. **Seckatary Hawkins:** one of the characters in Robert F. Schulker's children's mystery novels (see number 199)

182. **Shadrach**: an ancient Babylonian moon god; in the Bible, Shadrach was a friend and ally to Daniel in the Book of Daniel
183. **Sherlock Holmes**: a fictional character from the late 19<sup>th</sup> and early 20<sup>th</sup> centuries; the creation of Sir Arthur Conan Doyle, Holmes remains the quintessential detective and one of the most recognizable characters in all of literature
184. **smilax**: a prickly cousin to the lily; the main ingredient of sarsaparilla
185. **Sir Walter Scott**: (1771-1832); a Scottish poet and novelist; best known for his novel *Ivanhoe*
186. **sit-down strikes**: a form of protest in which workers stop working and sit down on the job, effectively not working, and blocking the way for others to take their jobs
187. **snipe hunt**: also known as a “wild goose chase”; a practical joke in which unknowing victims are given an impossible task
188. **Snow-on-the-Mountain**: a flower related to the poinsettia; a row of these flowers looks like snow because of the flower’s distinctive white color
189. **snuff**: a finely-ground tobacco, intended to be snorted through the nose or placed between the teeth and the lip or cheek
190. **stock-market quotations**: refers to specific market data of the Stock Market, or the market for the trading of company stock
191. **stumphole whiskey**: whiskey that was made and sold illegally; producers and buyers would often hide their whiskey in a tree stump to keep from being arrested
192. **Supreme Court**: the highest judicial body in the United States and the leader of the judicial branch; consists of nine justices
193. **Syrians**: people from the country of Syria in the Middle East
194. **taffy**: a type of chewy candy
195. **Tangee Natural**: a popular lipstick that looks orange in the tube, but when applied, changes to best fit the coloring of the wearer’s skin tone
196. **Tarzan**: a fictional hero of the jungle; created by Edgar Rice Burroughs in his 1912 novel *Tarzan of the Apes*
197. **the chair**: refers to the electric chair used for executions of convicted criminals; the electric chair is still an option in Alabama
198. **the crash**: refers to the Stock Market Crash of 1929, which led to the Great Depression
199. **The Gray Ghost**: one of a series of children’s mystery novels by Robert F. Schulkers, published between 1921 and 1932
200. **The Rover Boys**: a popular children’s book series by Edward Stratemeyer; published from 1899 to 1926
201. **Thomas Jefferson**: (1743-1826); the third President of the United States and one of the framers of the U.S. Constitution
202. **tobacco**: dried leaves processed primarily for smoking
203. **Tom Swift series**: a series of young adult adventure novels by Victor Appleton (a pseudonym for several authors) written 1910-1941; Tom Swift was the main character, known for his ingenious inventions
204. **Tootsie Roll**: a type of chewy chocolate candy invented in 1896
205. **truant lady**: a person who monitors the attendance of school children and investigates children’s absences after education became compulsory in the late 1800s and early 1900s
206. **Tuscaloosa**: a city in central Alabama; home of the University of Alabama
207. **Uncle Natchell**: a cartoon mascot for a fertilizer product called *Natural Chilean Nitrate of Soda*; advertisements for this product were in comic strip or story form
208. **Union**: the northern side in the Civil War
209. **union suit**: one-piece long underwear
210. **V.J. Elmore’s**: a small convenience/grocery store
211. **Victor Appleton**: pseudonym for the authors of the *Tom Swift* series (see number 203)
212. **Victorian privy**: a fancy outhouse or toilet
213. **Victrola**: a very early phonograph invented in 1906; characterized by a very large horn which tunneled the sound, acting like a speaker; the “dog victrola” refers to the RCA ad in which a portrait called *His Master’s Voice* features a dog listening into the horn of the phonograph
214. **welfare money**: money given by the government to those in need and out of work
215. **whistled bob-white**: referring to the sound made by a bobwhite; a bird also known as a partridge
216. **White House**: the official residence of the President of the United States, located in Washington, D.C.
217. **White Only**: signs indicating that public and private facilities were only allowed to be used by white people; those who were not white were only allowed to use facilities that said “Colored Only”
218. **William Jennings Bryan**: (1860-1925); a Democratic Secretary of State in the 1912 Woodrow Wilson government, known for his work with women’s suffrage, income tax, and prohibition
219. **William Wyatt Bibb**: (1781-1820); Alabama’s first governor
220. **Windy Seaton**: a fictional newspaper reporter
221. **Works Progress Administration (WPA)**: an administration created to help provide jobs for those suffering through the Great Depression
222. **Wrigley’s Double-Mint**: chewing gum; Wrigley’s brand has been in existence since 1914; often characterized by the “Double-Mint Twins”
223. **Yankees**: people living in the Northern states, particularly a soldier fighting for the North

## Standards Focus: Idioms and Expressions

### Part One

#### Chapters 1-2

1. **take a broad view**: look at the situation in a larger sense; include all the details looking back
2. **made a pile**: made a lot of money
3. **established a line**: had several children who had their own children, creating several generations of family
4. **high spirits**: a good mood
5. **mind his own business**: pay attention to his own life, not anyone else's concerns
6. **wear us out**: give a spanking to
7. **heard a sound out of us**: heard us make noise
8. **my stars**: an expression of surprise like "Oh, my goodness!"
9. **followed on his heels**: followed directly behind
10. **imagination run away with us**: to let your "imagination run away with you" means to create more and more stories in your mind so that the story becomes bigger
11. **having your tail in a crack**: to be put in a bad or difficult position
12. **starting off on the wrong foot**: getting off to a bad start

#### Chapters 3-4

1. **half-cocked**: to go off half-cocked means that you start something without being fully prepared
2. **high and mighty**: better than everyone else
3. **I'd fix her**: I'd show her the truth; I'll prove it
4. **deep into the quick**: into the depths
5. **done my time**: completed my required term of stay, like a prisoner who does "time" (his required sentence)
6. **turns 'em loose**: lets the children out of school
7. **finders keepers**: a slang term meaning "whoever finds something gets to keep it as their own"
8. **in a pig's ear**: a saying meaning "no way"; a variation of the more popular "in a pig's eye"
9. **out of good graces**: out of favor with
10. **tan you**: spank you

#### Chapters 5-6

1. **chameleon lady**: a lady who has many talents and interests; a chameleon changes its colors to adapt to any situation
2. **reaped the benefits**: enjoyed the rewards of
3. **get (her) goat**: to make a person angry or irritated
4. **acid tongue in her head**: someone who speaks harshly or bluntly

5. **grain of sense**: someone who doesn't have a grain of sense is someone who is not very bright or sensible
6. **game of cat-and-mouse**: like a cat chases after a mouse, to try to outmaneuver someone in order to win
7. **raveling a thread**: telling a story
8. **sit a spell**: sit down for a while
9. **keep on tellin' 'em**: keep telling your lies
10. **not a soul**: no one
11. **abandoned (my) post**: stopped doing what I was supposed to be doing, like a soldier who leaves his post (position), leaving everything unguarded
12. **dried up**: stopped talking
13. **the likes of us**: people like us

#### Chapters 7-8

1. **climb into (his) skin**: try to realize what a person sees from his point of view
2. **trotting in our orbit**: keeping to ourselves
3. **do the honors**: to be the one to do something, usually something important
4. **slipped (his) memory**: forgot all about
5. **walked on eggs**: to act very carefully, so as to not upset anyone
6. **working himself into a bad humor**: putting himself in a bad mood
7. **caused hardly a ripple**: wasn't anything important; did not cause a stir
8. **merely a twitch**: just a minor interest; a twitch is a jerky movement that does not last long
9. **died of fright**: was very scared
10. **my hind foot**: harsh opposition and disbelief, similar to "you're joking!"
11. **jim-dandy job**: a really good job
12. **stove up**: stove is the past tense of the colloquial "stave" meaning to crush or destroy a barrel, wooden box, or other wood fixture; "stove up" means that someone is sore, tired, and achy like they have been crushed or destroyed
13. **got another think coming**: often changed to "got another thing coming"; an expression that means "If that is what you think, you'd better think about that again"

#### Chapters 9-11

1. **take that back**: an expression meaning "withdraw what you said or did as if it never happened" or "apologize for what you said or did"

2. **dose of it:** a small experience; a “dose” is a prescribed amount of medication; similar to “getting a dose of your own medicine”
3. **worrying another bone:** thinking about something else; had other things on her mind
4. **running a still:** a still is another word for distillery, a place in which alcohol is made; during the 1920s, Prohibition made the manufacture and consumption of alcohol a crime
5. **hold my head up:** be proud of who I am
6. **drew a bead on him:** from the shooting term for taking aim at a target, to draw a bead on someone is to focus all attention on that person
7. **trying you out:** “testing” you
8. **growing out of your pants:** growing up quickly
9. **bowed to the inevitable:** realized the facts of a situation and no longer fought it
10. **drive him nuts:** upset and/or irritate him
11. **ray of sunshine:** something to be proud of; a very good thing; a ray of sunshine breaking through the clouds makes the day brighter and is said to bring happiness and give hope of a better day
12. **set my teeth permanently on edge:** made me feel annoyed and irritated
13. **as sure as eggs:** a sure thing; bound to happen, just as chickens lay eggs
14. **hold it against me:** hold a grudge towards me
15. **had it coming:** deserved it
16. **lit right into:** spanked or yelled at
17. **I’ve a good mind:** an expression meaning “I think I will” or “I am going to”
18. **on tenterhooks:** filled with suspense or anxiety; tenter hooks are used when making cloth; tenters are used to stretch the cotton or other fabric so that it doesn’t crease or wrinkle; tenter hooks hold the fabric in place so that the fabric doesn’t slip
19. **keep her head:** to keep calm
20. **prince of a fellow:** a gentleman
21. **tribal curse:** a family curse or something that has been passed generation to generation
22. **tooth and nail:** to fight violently (with every tooth in your mouth and every nail on your fingers)
23. **make someone’s will airtight:** will, in this case, means *behavior*; to make someone’s will airtight means to make someone stand up for what they believe in
24. **break camp:** pack up; quit and move on
25. **at a snail’s pace:** very, very slowly; moving like a snail travels
26. **‘druthers:** a contraction of the phrase “I’d rather”; to have my ‘druthers means to have one’s way
27. **singing a different tune:** thinking in a different way
28. **look like a picture:** look pretty, like a portrait
29. **never saw the light of day:** never got out (to see the sun)
30. **stood as much guff:** had enough foolish or rude talk
31. **slow fuse:** someone with a slow fuse is not easily upset or angered
32. **lose his head:** to become unreasonable and foolish
33. **when the chips are down:** the time when things are going badly
34. **scared (us) stiff:** scared us a lot; stiff like someone who is paralyzed with fright
35. **snort-nose:** a little brat
36. **for the life of me:** no matter how hard I try

## Part Two

### Chapters 12-13

1. **not cold in her grave:** not dead very long
2. **was crushed:** was very disappointed
3. **to scrape a few barnacles off the ship of state:** barnacles are a type of shellfish that attach themselves to ships that have been in the water for a long time; barnacles must be removed in order for a ship to move properly; the ship of state is the state government; in this case, the government got together to take care of important things that had been ignored for a while
4. **left to its own devices:** left alone to take care of itself
5. **dry spell:** a time when nothing happens
6. **threatened to church her:** threatened to lecture her on how to be a good church member
7. **lining:** a technique in which the lead singer sings one line from a song, followed by the rest of the congregation; this continues for the entire song
8. **putting on airs:** acting like you are better than everyone else
9. **traveled in state:** to travel around like someone who is important
10. **so loaded with shinny it made me tight:** contained so much shinny (alcohol) it made me drunk
11. **born in the objective case:** born a stubborn, opinionated person
12. **like a hand into a glove:** fits very well
13. **in for it:** going to be in trouble
14. **the facts of life:** the way things are done; the realities of life; also refers to a discussion about reproduction

**Chapters 14-15**

1. **dry me up**: shut me out from knowing
2. **according to her lights**: according to her inner "light", the way she views as the right way to live
3. **feathers rose**: got upset and irritated
4. **jee crawling hova**: similar to "jumping Jehovah" an expression meaning "Oh, my goodness!"
5. **shinnied up**: drunk
6. **things had come to a pretty pass**: things had turned out alright
7. **he had seen the light**: became newly devout or recently saw the right way
8. **old campaigner**: an old politician or veteran of the way things are done
9. **last-ditch effort**: a final attempt
10. **damn tootin'**: an expression meaning "for sure"
11. **giving him hell**: giving him problems

**Chapters 16-17**

1. **to live down**: to get rid of; to forget about
2. **blind spots**: a prejudice that someone has but is unaware of
3. **bring 'em to their senses**: make them realize the seriousness of the issue
4. **bearing a grudge**: holding resentment towards
5. **cutting his third set of teeth**: growing in a third set of teeth after his adult teeth; this is quite unusual since most people have only their baby teeth, then grow their adult teeth
6. **put a different light on things**: to look at things in a new, different way
7. **stamping grounds**: neighborhood
8. **took advantage of her**: this expression has several meanings; in this case, it means he had sex with her forcefully
9. **made plain**: made very clear
10. **dry as a sermon**: as boring and uneventful as a church sermon
11. **guests of the county**: on public assistance or welfare
12. **had a lean time of it**: found very little to eat
13. **raisin' this holy racket**: "raising a racket" means causing a lot of trouble or making a lot of noise, or both
14. **ruttin' on**: "rutting" means to be sexually aroused
15. **the whole boiling of you**: all of you
16. **false move**: to do or say something wrong or out of place
17. **the time of day**: to not give the "time of day" literally means not to give the time; this has been extended to mean "ignore"
18. **what a card he was**: he was a funny person
19. **gone frog-sticking without a light**: frog-sticking is trying to catch frogs with a small

- pitchfork-like device; to go out without a light would mean you can't see what you are doing in order to catch the frogs; Scout means Atticus doesn't know what he is doing
20. **taking advantage of him**: in this case, Bob feels that Atticus is "taking advantage of him" by tricking him into saying something he doesn't mean
21. **counting his chickens**: the first half of a proverb: "Don't count your chickens before they've hatched" which means "Don't be too sure that something will happen until it actually does."

**Chapters 18-19**

1. **got good sense**: knows what one should and shouldn't do; "has a clue"
2. **for all I was worth**: with all my effort
3. **getting along**: doing
4. **everybody for himself**: everyone must take care of themselves
5. **in spite of himself**: even though the results may be bad for him
6. **touched a hair o' my head**: touched me (or hurt me) in any way
7. **the lot of you**: all of you
8. **proof of the pudding**: the way to judge something is by looking at the results
9. **gave them the back of its hand**: did not help them to get out of their situation
10. **protesting too much**: similar to Shakespeare's *Taming of the Shrew* "doth protest too much," meaning denying everything so adamantly that the reality may be the opposite of what they claim
11. **slap year**: an exact year
12. **looked daggers**: a dagger is a type of knife; to look daggers is to look sharply and intensely at someone
13. **the damage was done**: there was nothing more to do to fix or change the situation
14. **in a fix**: in trouble
15. **thin-hided**: a hide is an animal skin; to have a thin hide (thin skin) means that you are highly sensitive or things get to you easily

**Chapters 20-21**

1. **run-of-the-mill**: average; common
2. **in droves**: a drove is a group of animals or people moving together; *in droves* means in a large group
3. **skin...alive**: severely punish
4. **giving (him) down the country**: putting him in his place; chastising him

**Chapters 22-23**

1. **overstepping themselves**: similar to “overstepping their bounds”; to act out of place or do something beyond the acceptable limit
2. **times are too hard**: Atticus is referring to the fact that it is during the Depression; “times are hard” means things are difficult for everyone right now
3. **blue in the face**: angry and upset; emotional
4. **runner**: chicken
5. **take up with**: to discuss with
6. **bat an eye**: to show emotion
7. **wild horses could not bring**: nothing, nobody, could make her do it
8. **shred of credibility**: any believability or trustworthiness he had left
9. **out of his system**: to do something once so that you feel better and can stop thinking about it
10. **pay off a grudge**: get rid of contempt for another person by acting out
11. **have any quarrel**: have no problem with
12. **shadow of a doubt**: any possible doubt at all
13. **do away with**: get rid of
14. **lose their heads**: to get mad about
15. **get a square deal**: to receive a fair trial and reasonable outcome
16. **pay the bill for it**: to suffer the consequences
17. **got many more miles to go**: have a lot to learn
18. **took wearing down**: had to be convinced
19. **on a hunch**: have a feeling about
20. **took a thunderbolt**: took a lot of work
21. **gee minetti**: an expression meaning “Oh, my goodness!” or “Wow!”
22. **put her foot down**: made a strong declaration; won’t change her mind
23. **that is that**: that is the end of the discussion
24. **take up**: learn; pick up as a hobby
25. **worry my head**: worry myself
26. **to spite**: to deliberately do something in order to make someone mad or upset
27. **hipped on**: preoccupied with or obsessed about

**Chapters 24-25**

1. **on the brink**: about to turn into
2. **fighting the good fight**: the missionary ladies’ work to help convert people to Christianity
3. **their time came**: they entered their menstrual cycle
4. **still as a mouse**: very, very still and quiet
5. **sober as a judge**: as sober as a judge who must be clear-headed in order to make good decisions
6. **behind you**: support you

7. **fighting a losing battle**: fighting for something that will not or cannot ever happen
8. **wool**: an expression meaning “head”
9. **tears him to pieces**: makes him really upset
10. **be a lady**: keep calm and be polite
11. **dry up**: shut up and go away
12. **out of mind**: forgotten about
13. **down to the line**: the moment of truth, when all has been said and done and a decision must be made
14. **couldn’t have cared less**: didn’t care at all
15. **breathed a word**: said anything at all

**Chapters 26-28**

1. **right pretty spell**: nice weather
2. **time was playing tricks**: time was going by very quickly
3. **what’s eating you?**: what’s bothering you?
4. **after a fashion**: in a way
5. **holed up**: stayed inside
6. **chunked at her**: yelled obscenities; harassed
7. **one more peep**: one more sound
8. **had his fling**: had a good time doing
9. **walked over my grave**: a superstition that when one gets chills, someone “walked over your grave”
10. **cut it out**: stop it
11. **after ten forevers**: after a very long while
12. **out like a light**: fast asleep

**Chapters 29-31**

1. **wake the dead**: make noises so loud that even the dead in their graves are disturbed
2. **go to bed with the chickens**: go to bed very early
3. **meant business**: was extremely serious about; had a definite goal
4. **say hidy to ‘em**: say hello to them
5. **fit to die**: going to, or ready to die
6. **from the bottom of my heart**: with extreme seriousness or truth
7. **put two and two together**: to make sense of something
8. **clear the air**: make everything better
9. **paid a mint**: spent a lot of money
10. **let the dead bury the dead**: let it all be over and done with
11. **honed it down**: sharpened the knife
12. **bided his time**: waited for the right moment
13. **into the limelight**: to be put in front of the public
14. **suit yourself**: do what you want to do

## Chapters One and Two

### Comprehension Check

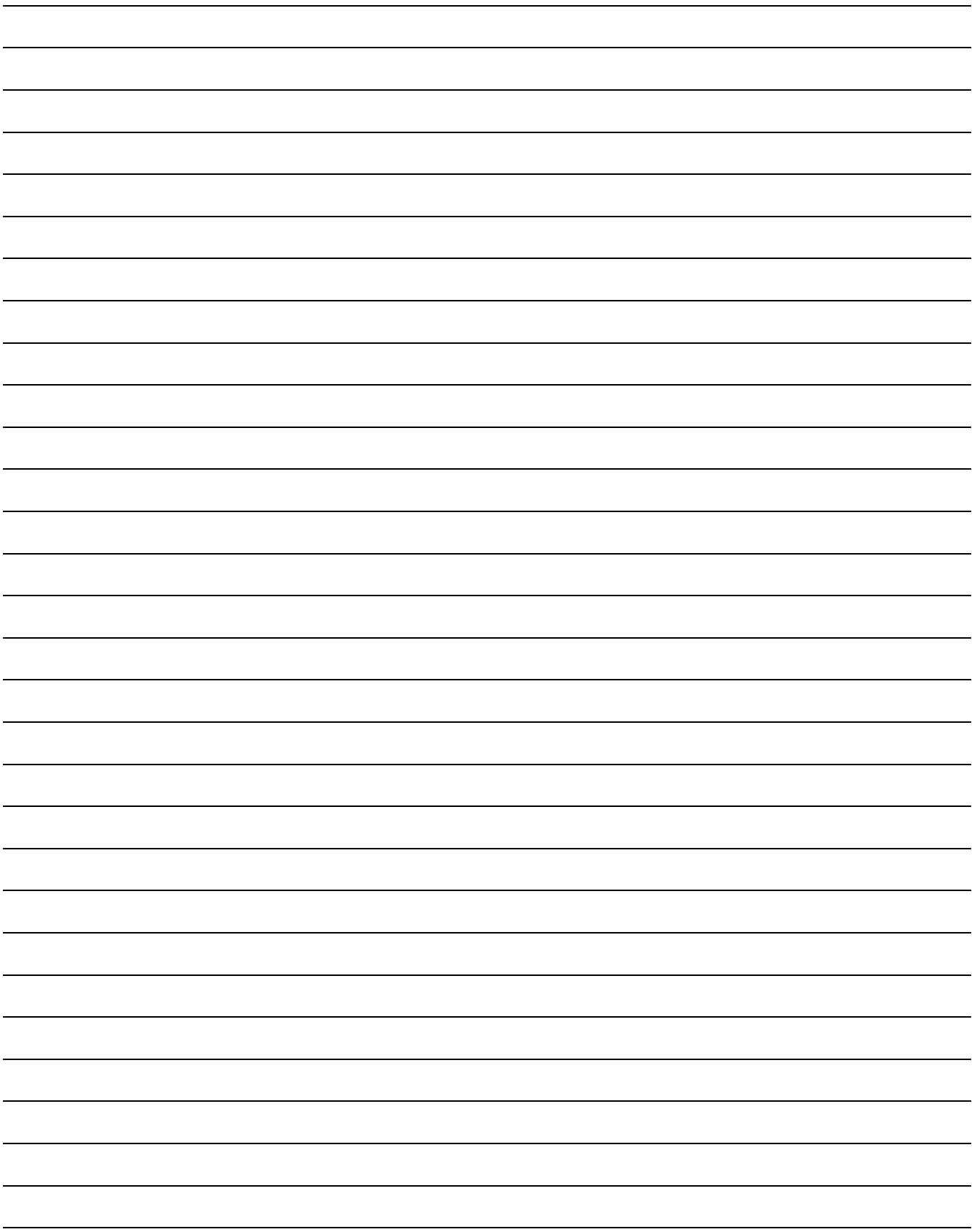
*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### Chapter 1

1. What happened to Jem when he was nearly thirteen?
2. How did Simon Finch make his money?
3. Where does this story take place (give details)?
4. Why do you think the children call their father Atticus rather than “Dad”?
5. What does Atticus Finch do for a living?
6. Who were his first two clients? What happened to them? Why? How did this case change Atticus as a lawyer?
7. What does the author mean by: “There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County.” Why did the people of Maycomb have “no money”?
8. What happened to the narrator’s mother? How did her death affect the narrator? How did it affect Jem?
9. Describe Dill. Why has he come to Maycomb? What does Dill claim to have done with the “beautiful child” money?
10. Explain how the children spend their summer. What do they do for fun?
11. Give 2-3 examples of rumors about the Radley house and its inhabitants.
12. What did Arthur Radley and the other boys do that got them in trouble? Why was Arthur locked in the Radley house?
13. What did Atticus mean when he told the children “there were other ways of making people into ghosts”?
14. Describe Miss Stephanie Crawford.
15. Describe Boo Radley, according to Jem’s description.
16. Dill and Jem make a bet at the end of this chapter. What is their deal? What does Jem do to win the bet?

#### Chapter 2

1. Describe Miss Caroline. Where is she from? Why does this make her first day as a teacher even more difficult?
2. Explain Jem and Scout’s interpretation of the “*Dewey Decimal* teaching system” that Miss Caroline uses.
3. Scout gets in trouble twice on the first day of school. What does she do to get in trouble?
4. Why won’t Walter Cunningham take Miss Caroline’s money?
5. What do the Cunninghams do when they cannot pay for a service?
6. How do the people of Maycomb “seal” contracts and deals?
7. What happens to Scout when she tells Miss Caroline about the Cunningham family?





## Chapters One and Two

*Standards Focus: Exposition*

**Plot** is the action of a story. There are several parts to a plot which work together to help make the action of a story interesting. It is important that you know the parts of a plot and are able to recognize them in order to identify the theme of a text.

**Exposition** is the part of the story that gives the introductory background information on characters and situation, usually before the action of the story begins.

Harper Lee uses the first two chapters of *To Kill a Mockingbird* to really give the reader a complete exposition, including insight into the traditions and customs of the people of Maycomb, the details of the setting, the history of how the town came to be, and particulars of the Finch family tree.

*Directions: Using the chart below, create a list of detailed notes from the exposition in Chapters One and Two. You may use direct quotes from the text or your own words based upon your reading. Be sure to include a minimum of 5 observations for each category. You may use a separate piece of paper if needed. A few examples have been done for you.*

### Finch Family History

*Ex. Simon Finch, the first Finch in Maycomb, was a "fur-trapping apothecary from England who made his fortune practicing medicine."*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Customs and Traditions of Maycomb

*Ex. "Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum."*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Details of the Setting (Including time period, location, etc.)

*Ex. "His mother...had entered him into a Beautiful Child contest and won five dollars. She gave the money to Dill, who went to the picture show twenty times on it."*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## **Chapters Three and Four**

### *Comprehension Check*

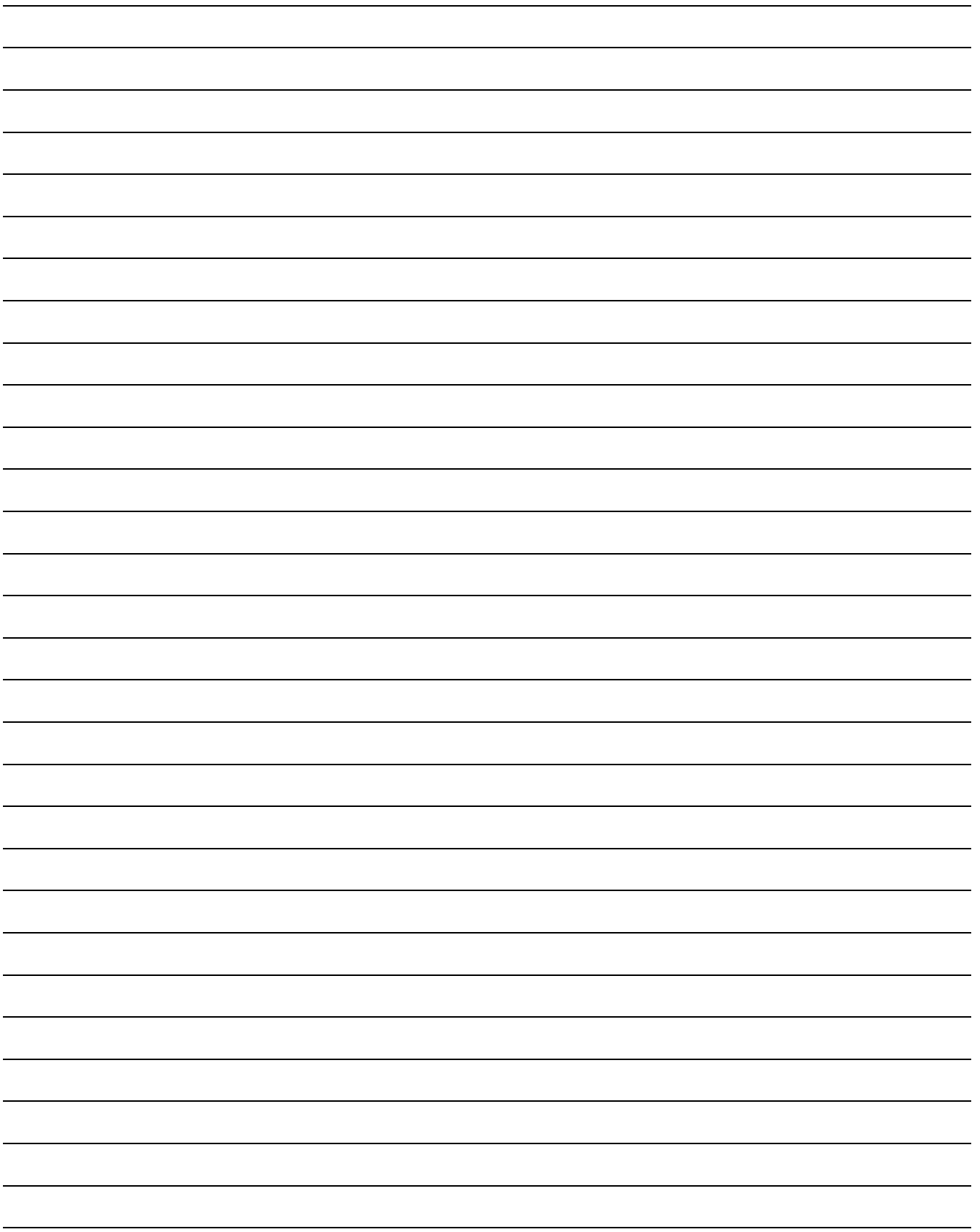
*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 3**

1. How does Walter claim he almost died his first year of school?
2. Why has Walter been unable to pass the first grade?
3. What does Walter do at dinner that surprises Scout?
4. What does Calpurnia tell Scout as a result of her outburst?
5. What do the kids first think causes Miss Caroline to scream? What is the real reason she screams?
6. Why do you think the Ewell children only come to school on the first day? What do you think is the reason many Maycomb children need to stay at home for the rest of the year?
7. What is your reaction to the way Burris treats Miss Caroline?
8. What is Atticus's solution when Scout tells him that she doesn't want to go back to school?
9. What do we learn about the Ewell family from Scout and Atticus's conversation?

#### **Chapter 4**

1. What treasures do Scout and Jem find in the knothole of the tree?
2. How does Scout end up in the yard in front of the Radley house?
3. What new game do the kids create? How is it played?
4. What do we learn about the children's belief in superstitions in this chapter? Explain their behavior.
5. Scout says that Atticus's return was the second reason she wanted to quit playing. What was the first reason?



## Chapters Three and Four

### *Standards Focus: Setting*

*To Kill a Mockingbird* is set during the 1930s, also called the Depression Era, in the fictional town of Maycomb, Alabama. Throughout Chapters 1-4, Lee gives the reader details of the social and political atmosphere of life in the South during the Depression. In other words, the setting is not only the time and place in which a story takes place, but also the social atmosphere (i.e., the way things are done, how people treat one another, religion, and class structure) and the political atmosphere (i.e. the laws, government, and “rules” of a society).

*Directions: Complete the chart below, quoting examples from Chapters 1-4 of the text that illustrate the time and place of the setting, including the social and political atmosphere. Be sure to include the page number, and a brief explanation of what you learned about this society based upon the excerpt you chose. An example has been done for you. If you need more room to write, use a separate sheet of paper.*

Pg.	Quote from Text	Explanation
5	<p>“People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County.”</p>	<p>This is an indication of the social and political setting. The people of Maycomb are poor. They do not rush around like we do today. They do not hurry anywhere, because they really have nowhere to go. People don't ever really leave Maycomb County.</p>

## **Chapters Five and Six**

### *Comprehension Check*

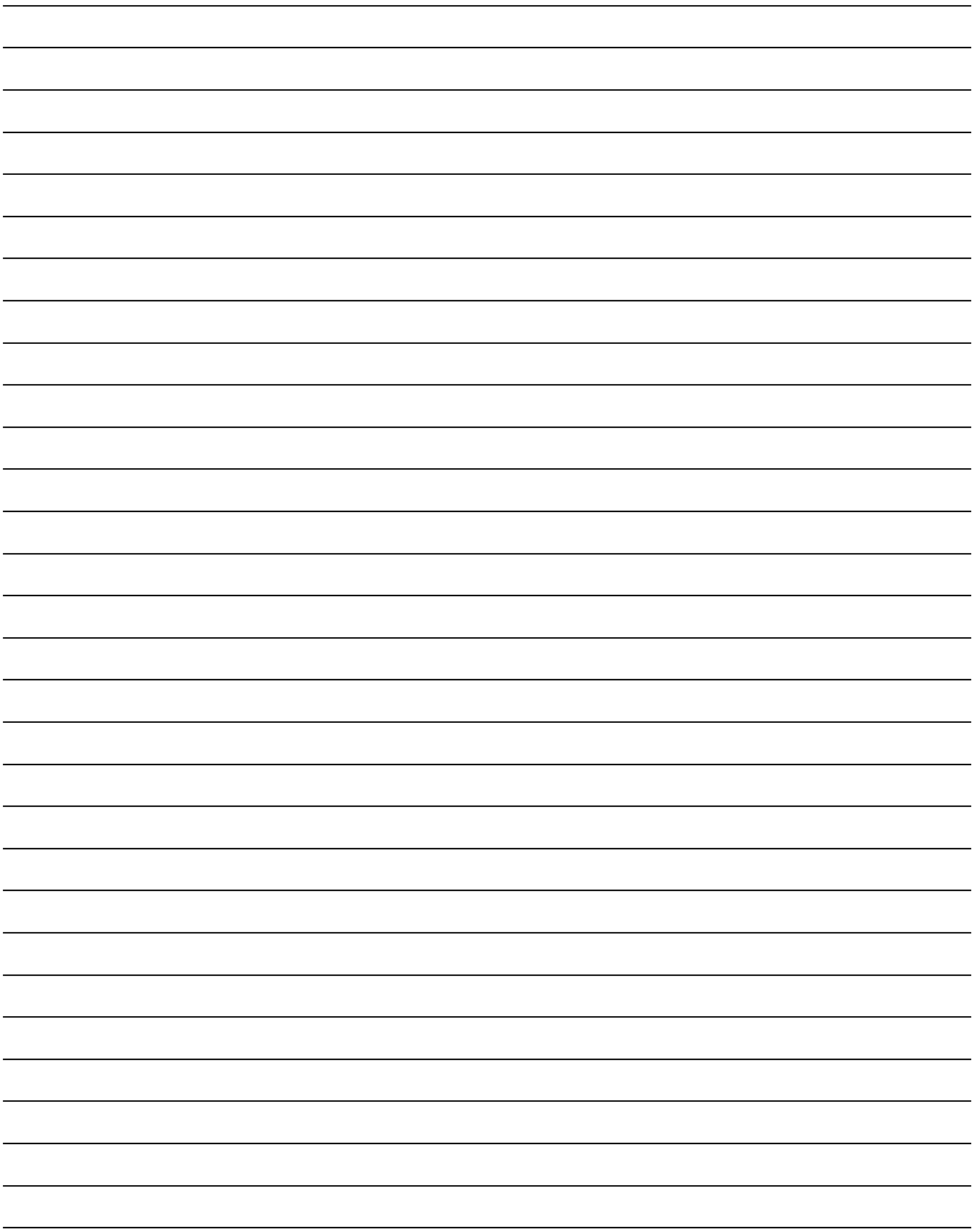
*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 5**

1. Describe Miss Maudie.
2. What is a “foot-washing” Baptist, according to Miss Maudie?
3. What does Miss Maudie mean by “sometimes the Bible in the hand of one man is worse than a whiskey bottle in the hand of—oh, your father”? Why do you think Scout doesn’t understand Miss Maudie’s analogy?
4. What do you think Scout means when she tells Dill, “You act like you grew ten inches in the night”?
5. What is the plan to get Boo Radley to come out? How well does the plan work? Why?

#### **Chapter 6**

1. Describe Mr. Avery. What do the kids wait for him to do every night?
2. Why do they decide to wait until nightfall to peek into the Radley house?
3. What do the children see through the window?
4. How does Dill claim Jem lost his pants?
5. What nickname does Jem call Scout?
6. What does Jem do after he knows Atticus is asleep? Why does he do this?
7. Why is Scout worried about him?



Name \_\_\_\_\_ Period \_\_\_\_\_

## Chapters Five and Six

### Standards Focus: Dialect and Slang

Ever heard of *gnarly*, *radical*, *awesome*, *tubular*, *gag me with a spoon*, *moded*, or *grody to the max*? These are expressions of **slang**, fleeting terms of pop culture, which began in California's San Fernando Valley, but eventually moved into mainstream language across the country in the 1980s. **Dialect** refers to the distinctive speech patterns of a particular region, class, or race. Unlike slang, dialect has a distinct system of grammar, vocabulary and pronunciation, and has usually been in existence for a long time.

Scout, Jem, Atticus, Calpurnia, Miss Maudie and even Miss Caroline all use their own slang within their Southern dialect.

*Directions: Below are quotes containing words used by the characters in **To Kill a Mockingbird**. Rewrite the underlined selection using a more updated or familiar expression that has the same meaning as the underlined word or phrase.*

1. "You look right puny for going on seven." \_\_\_\_\_  
\_\_\_\_\_
2. "Don't have any picture shows here, except Jesus ones in the courthouse sometimes."  
\_\_\_\_\_  
\_\_\_\_\_
3. "Pleased to know you, Dill." \_\_\_\_\_
4. "Well, for one thing, he has a boy named Boo that he keeps chained to a bed in the house over yonder." \_\_\_\_\_
5. "Atticus ain't never whipped me since I can remember and I plan to keep it that way."  
\_\_\_\_\_  
\_\_\_\_\_
6. "Mr. Radley must have scared them out of their wits." \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. "I think your dress is mighty becoming, honey." \_\_\_\_\_
8. "I reckon they make music for us to enjoy, and they just sing their hearts out for us."  
\_\_\_\_\_  
\_\_\_\_\_
9. "No need to be afraid of him son, since he's all bluff." \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. "Atticus promised me he would wear me out if he ever heard of me fighting anymore."  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_

11. "There's been some high talk around town to the effect that I shouldn't do much about this man." \_\_\_\_\_

12. "Hush your mouth! Don't matter who they are, anybody sets foot in this house's yo'comp'ny, and don't you let me catch you remarkin' on their ways like you was so high and mighty."

---

---

---

13. "I was on the verge of leavin'—I done done my time for this year." \_\_\_\_\_

---

14. "Good evening, Mrs. Dubose! You look like a picture this evening." \_\_\_\_\_

---

15. "When summer comes you'll have to keep your head about far worse things..."

---

16. "Don't you fret." \_\_\_\_\_

17. "She's a troublemaker from way back, got fancy ideas an' haughty ways" \_\_\_\_\_

---

18. "Nome, he doesn't usually get back till late afternoon." \_\_\_\_\_

19. "Let's leave it at this: you mind Jem whenever he can make you. Fair enough?" \_\_\_\_\_

---

20. "Of course, I'd rather she'd have said it to me than to either of you, but we can't always have our 'druthers." \_\_\_\_\_



## **Chapters Seven and Eight**

### *Comprehension Check*

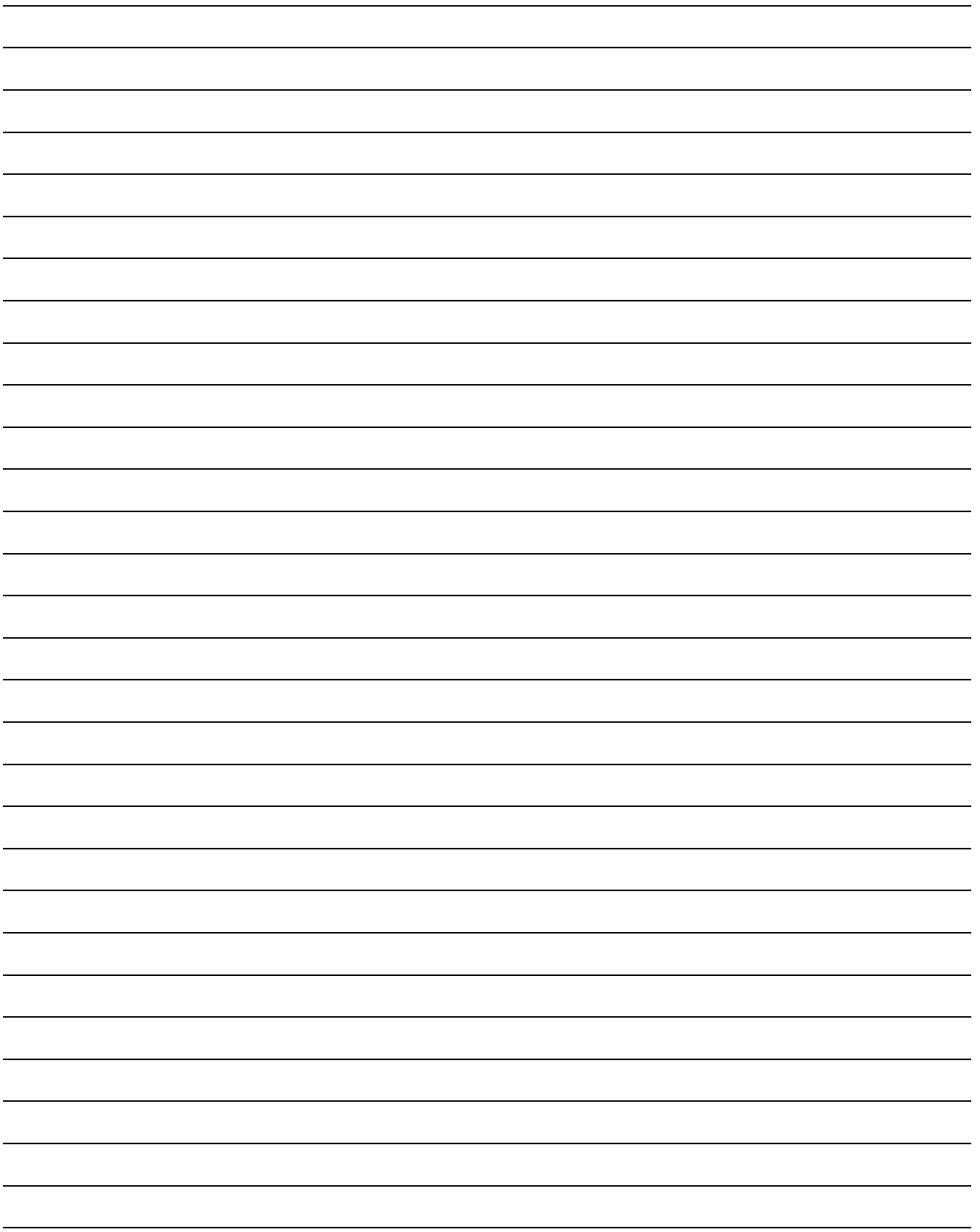
*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 7**

1. What secret does Jem reveal to Scout?
2. What new treasures do the children find in the knothole?
3. What does Jem learn about in the sixth grade?
4. Who does Scout think has been leaving the treasures?
5. How do the kids express their appreciation?
6. What do they see the next day? Why do you think Mr. Nathan Radley told the kids that the tree was dying?
7. How does this incident affect Jem?

#### **Chapter 8**

1. Who died this winter?
2. Why does Scout think that the world is ending? On what does Mr. Avery blame this weather?
3. Why do the kids get in trouble for their snowman? How do they disguise it?
4. What does Scout worry about if the Finch house should catch fire?
5. Why were the firemen having such trouble putting out the fire?
6. What happens to Scout the night of the fire? Who witnesses this?
7. How does Miss Maudie react to the fire? What is she looking forward to?



## **Chapters Nine-Eleven**

### *Comprehension Check*

*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 9**

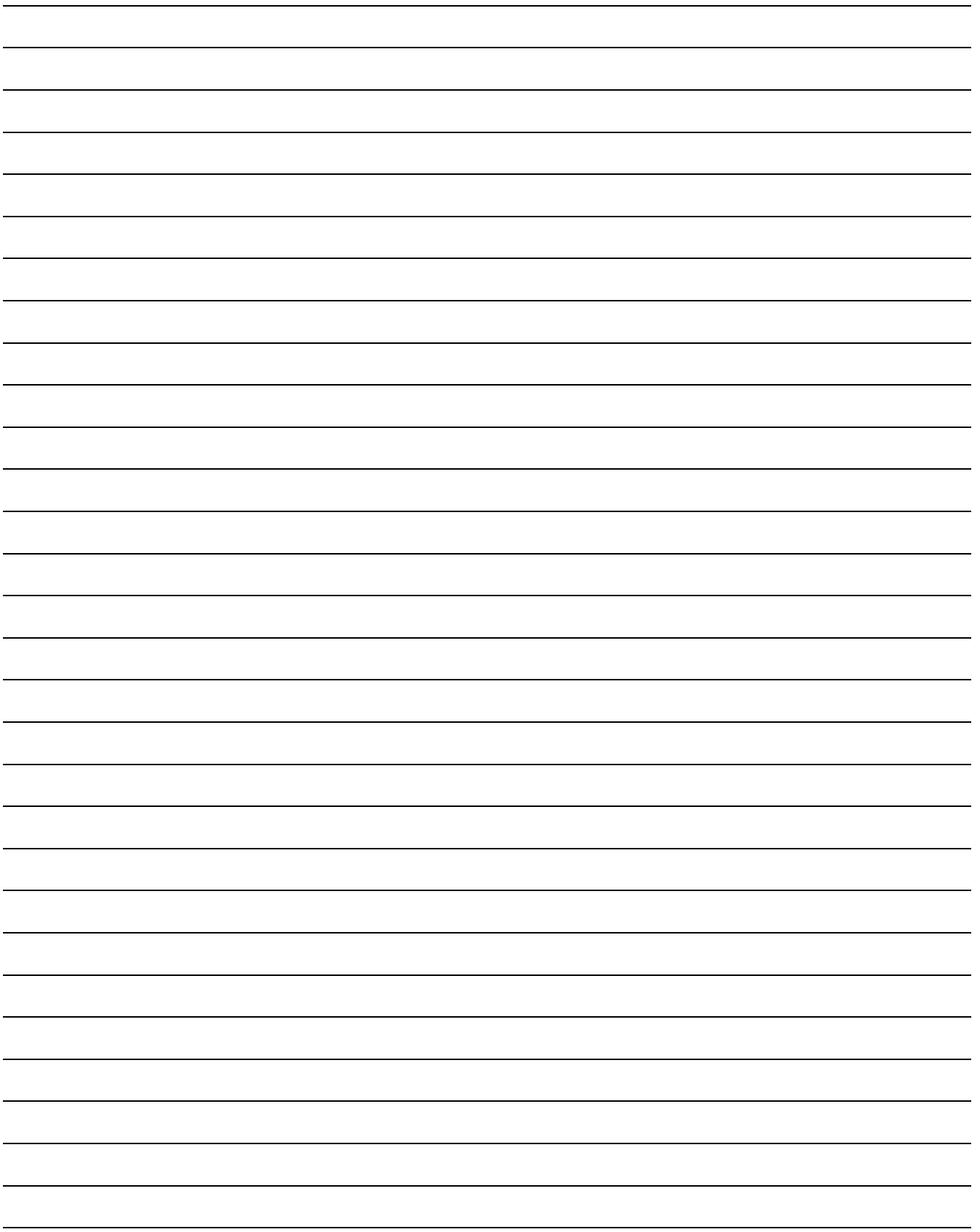
1. Why does Scout get in a fight with Cecil Jacobs?
2. Why does Atticus feel he needs to defend Tom Robinson?
3. What do you think Atticus means when he says, “Just because we were licked a hundred years before we started is no reason for us to not try to win”?
4. Where does the Finch family go every Christmas?
5. What do the children get for Christmas?
6. What problem does Aunt Alexandra have with the way Scout is growing up? How does she attempt to provide female influence?
7. Why does Scout get in a fight with Francis? What is the result?
8. Describe Scout’s relationship with Uncle Jack.

#### **Chapter 10**

1. Name five things we learn about Atticus in this chapter. How does Scout feel about her father at the beginning of this chapter?
2. According to Miss Maudie, why is it a sin to kill a mockingbird?
3. What does Miss Maudie teach Scout about her father?
4. Who is Tim Johnson? What is wrong with him?
5. Why does Mr. Tate give the rifle to Atticus, rather than shooting the dog himself?
6. Why do Jem and Scout now have a new appreciation for Atticus?

#### **Chapter 11**

1. Describe Mrs. Dubose.
2. Why does Jem destroy Mrs. Dubose’s flower garden?
3. What does Atticus mean when he says, “This case, Tom Robinson’s case, is something that goes to the essence of a man’s conscience—Scout, I couldn’t go to church and worship God if I didn’t try to help that man”?
4. What is Jem’s punishment for ruining the flower garden?
5. Why is Mrs. Dubose so sick?
6. What does Atticus tell Jem was the one thing Mrs. Dubose wanted to do before she died?
7. What does Mrs. Dubose give Jem?
8. What is the reason Atticus wanted Jem to meet Mrs. Dubose?



## Chapters Nine-Eleven

### Standards Focus: Foreshadowing

In order to build suspense and make a story more interesting, writers often use techniques such as **foreshadowing**, or hints and clues of events to occur later in the plot. When authors give these hints and clues, we can make a **prediction**, or an educated guess, as to what will happen next.

Often, we do not even realize that an author has used foreshadowing until we have finished reading the entire book and look back on what we have read. However, if you are told that certain instances, events, or symbols are foreshadowing events to come, then you can make predictions about what you think may happen in the future.

*Directions: Below are several examples of foreshadowing from Chapters 9-11. Read the selection and then predict what you think will happen later in the story based upon the selection. Please note: there are no real “wrong” answers. Be sure to address all parts of the quote. An example has been done for you.*

Ex. “Atticus sighed. ‘I’m simply defending a Negro—his name’s Tom Robinson. He lives in that little settlement beyond the town dump. He’s a member of Calpurnia’s church, and Cal knows his family well. She says they’re clean-living folks. Scout, you aren’t old enough to understand some things yet, but there’s been some high talk around town to the effect that I shouldn’t do much about defending this man. It’s a peculiar case...”

My prediction: Atticus will be defending an African-American man, Tom Robinson, who is a good man, but lives in the “bad” area of town. The people of Maycomb believe that Atticus shouldn’t defend Tom. My prediction is that the people of Maycomb will turn against Atticus when he defends Tom, and that Atticus will be treated just as badly as the African-Americans in this prejudiced town.

1. “Our father didn’t do anything. He worked in an office, not in a drugstore. Atticus did not drive a dump-truck, he was not the sheriff, he did not farm, work in a garage, or do anything that could possibly arouse the admiration of anyone.”

My prediction: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. “When he gave us our air rifles, Atticus wouldn’t teach us to shoot. Uncle Jack instructed us in the rudiments thereof; he said Atticus wasn’t interested in guns. Atticus said to Jem one day, ‘I’d rather you shot at tin cans in the back yard, but I know you’ll go after birds. Shoot all the bluejays you want, if you can hit ‘em, but remember it’s a sin to kill a mockingbird.’”

My prediction: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. “‘Mr. Finch, this is a one-shot job.’  
Atticus shook his head vehemently: ‘Don’t just stand there, Heck! He won’t wait all day for you-’  
‘For God’s sake, Mr. Finch, look where he is! Miss and you’ll go straight into the Radley house! I can’t shoot that well and you know it!’

Name \_\_\_\_\_ Period \_\_\_\_\_

‘I haven’t shot a gun in thirty years—’

Mr. Tate almost threw the rifle at Atticus. ‘I’d feel mighty comfortable if you did now,’ he said.

In a fog, Jem and I watched our father take the gun and walk out into the middle of the street. He walked quickly, but I thought he moved like an underwater swimmer: time had slowed to a nauseating crawl.”

My prediction: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. “‘Maybe I can tell you,’ said Miss Maudie. ‘If your father’s anything, he’s civilized in his heart. Marksmanship’s a gift of God, a talent—oh, you have to practice to make it perfect, but shootin’s different from playing the piano or the like. I think maybe he put his gun down when he realized that God had given him an unfair advantage over most living things. I guess he decided he wouldn’t shoot till he had to, and he had to today.’”

My prediction: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. “‘Scout,’ said Atticus, ‘when summer comes you’ll have to keep your head about far worse things ...it’s not fair for you and Jem, I know that, but sometimes we have to make the best of things, and the way we conduct ourselves when the chips are down—well, all I can say is, when you and Jem are grown, maybe you’ll look back on this with some compassion and some feeling that I didn’t let you down. This case, Tom Robinson’s case, is something that goes to the essence of a man’s conscience—Scout, I couldn’t go to the church and worship God if I didn’t try to help that man.’”

My prediction: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. “‘I wanted you to see something about her—I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It’s when you know you’re licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do.’”

My prediction: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Chapters Twelve and Thirteen**

### *Comprehension Check*

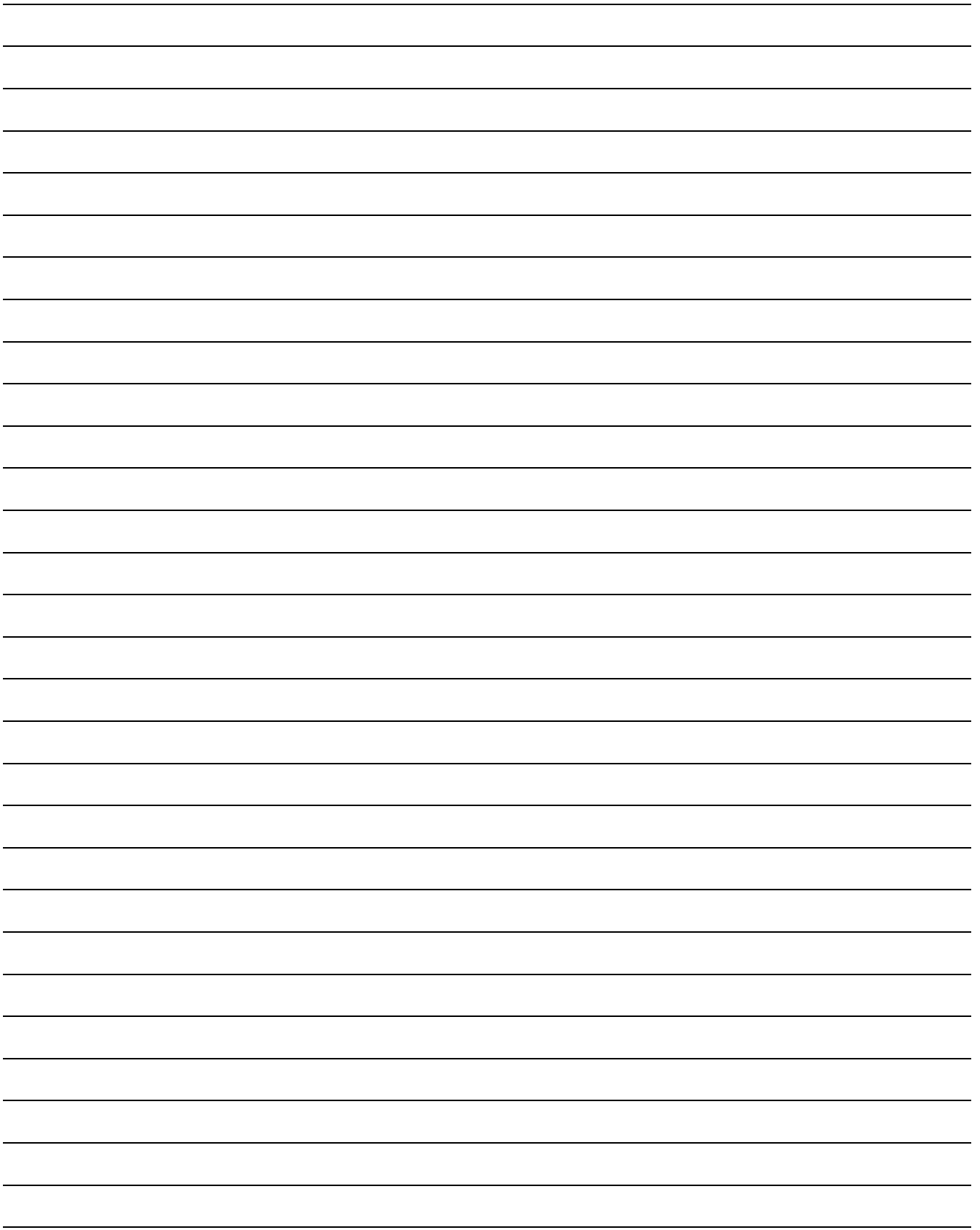
*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 12**

1. Why is Jem so “inconsistent and moody”?
2. Why wasn’t Dill able to come to Maycomb this summer?
3. Describe Calpurnia’s church. How did the church get its name?
4. How do the people at Cal’s church treat the children?
5. Why doesn’t the church have hymn books?
6. Why is the church collecting ten dollars?
7. Of what is Tom Robinson accused? Why won’t anyone hire his wife?
8. Who is Zeebo? What does he do at the church?
9. How does Scout feel Calpurnia is different at her own church?

#### **Chapter 13**

1. Why has Aunt Alexandra come to Maycomb?
2. Describe Aunt Alexandra. Besides the fact that she once lived in Maycomb and she knows everyone, why does she fit in so well in Maycomb?
3. Give a brief description of how Maycomb was established. Why are so many people related to each other in some way?
4. Describe the premise of the “talk” Aunt Alexandra makes Atticus have with the children. According to Scout, why does the talk fail?
5. What does this conversation between Atticus and the children reveal about their relationship as a family?





## **Chapters Fourteen and Fifteen**

### *Comprehension Check*

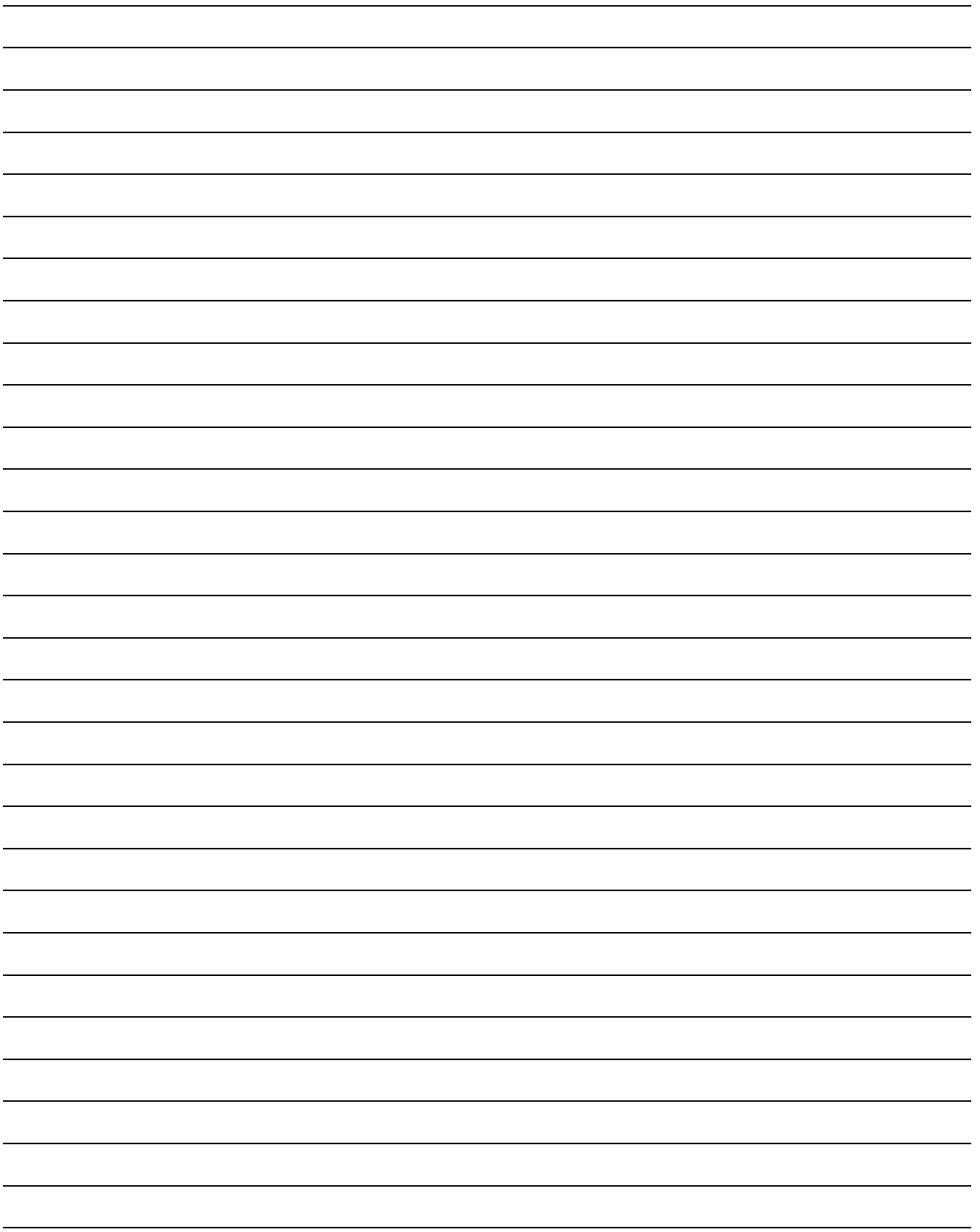
*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 14**

1. How do the people of Maycomb begin to treat Atticus and the children?
2. What is the premise of the argument between Atticus and Aunt Alexandra? What does Aunt Alexandra suggest? What is Atticus's response?
3. Where does Scout find Dill?
4. What does Dill claim is the reason he ran away from home? What is the real reason?

#### **Chapter 15**

1. Why do the men come to talk to Atticus at his house?
2. Jem says he's "just got this feeling." What do you think he is worried about?
3. Why do you think all the lights were off at the jailhouse except the one lamp Atticus brought from home?
4. Why is Atticus sitting in the jailhouse?
5. How do the men know that Mr. Tate won't be coming to help Atticus?
6. Why do the men tell Atticus to leave? What do they want to do to Tom?
7. Who does Scout recognize? Why do the men finally leave?
8. Who was "covering" Atticus the whole time?
9. How does Atticus show his affection towards Jem?



## Chapters Fourteen and Fifteen

### *Standards Focus: Analyzing Poetry*

After the Civil War ended and slaves were officially freed, African-Americans were still persecuted throughout the United States. Jim Crow laws were introduced, further segregating blacks from whites, creating an enormous rift in race relations. Blacks were treated as second-class citizens for decades, even until the 1960s during the Civil Rights movement when segregation was outlawed and blacks were given the same rights as everyone else. Although race relations and equality are still an issue today, we have progressed, and are closer to achieving equal rights for all United States citizens.

Throughout time, writers, musicians, and artists have documented the struggle of African-Americans on their journey toward equality. During the 1920s and 30s, African-American writers and artists became mainstream, and more people were exposed to the plight of the black person in this country. One of those famous writers of the time was poet and novelist Langston Hughes, who was a major contributor during the time of the Harlem Renaissance, when African-American ideas, thoughts, dreams, and fears were celebrated through literature, art, and music.

*Directions: For this exercise, you will be analyzing two famous poems by Langston Hughes. When you have finished reading each poem, complete the tasks and answer the questions on the next page.*

#### **I, Too, Sing America**

I, too, sing America.

I am the darker brother.

They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I'll be at the table  
When company comes.

Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.

Besides,  
They'll see how beautiful I am  
And be ashamed—  
I, too, am America.

#### **A Dream Deferred**

What happens to a dream deferred?

Does it dry up  
like a raisin in the sun?

Or fester like a sore—  
And then run?

Does it stink like rotten meat?

Or crust and sugar over—  
like a syrupy sweet?

Maybe it just sags  
like a heavy load.

Or does it explode?

## Langston Hughes Poetry Analysis

*Directions: After reading each poem by Langston Hughes, answer the following questions on a separate piece of paper using complete sentences.*

### I, Too, Sing America

1. What do you think Hughes meant by the line “I, too, sing America”?
2. Besides himself, who is the “darker brother,” in a larger sense?
3. Who is the “They” to whom Hughes refers?
4. Who was sent to “eat in the kitchen”?
5. What does Hughes mean by the metaphor “Tomorrow/ I’ll be at the table/ When company comes”?
6. Why will no one “dare” to tell him to “eat in the kitchen”? What expectation does Hughes have in mind?
7. What does Hughes want his audience to realize with the last line: “I, too, am America”?

### A Dream Deferred

1. What does the word “deferred” mean? Use a dictionary if you need help.
2. What does Hughes mean by a “dream deferred”? To what dream could he be referring?
3. What rhetorical device does Hughes use throughout the poem?
4. What literary devices does Hughes use in this poem? Find 3 examples of use of figurative language, then explain the type of figurative language being used, along with an analysis of the line.
5. How can a dream “explode”? Explain what you think this line means.

### Final Questions

1. How do these two poems relate to the themes of *To Kill a Mockingbird*? Explain.
2. How do these poems reveal what life was like for African-Americans in the 1920s and 30s?
3. How do you think Hughes would have reacted about the events surrounding the Tom Robinson case?

**Bonus:** Write a short poem expressing what you think Hughes would have wanted to say about Tom Robinson’s case and how he was being treated by Maycomb’s citizens.

## **Chapters Sixteen and Seventeen**

### *Comprehension Check*

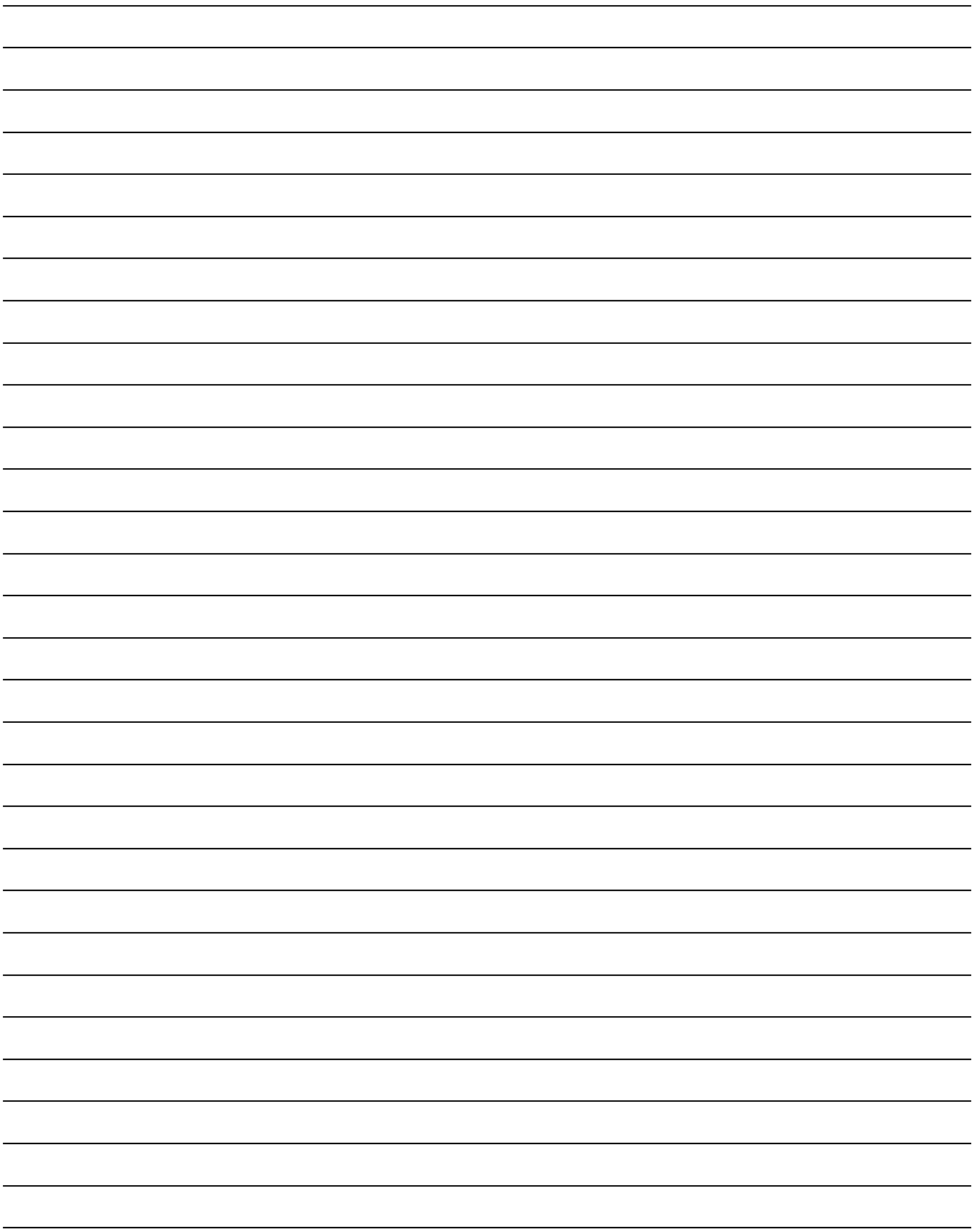
*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 16**

1. What does Atticus mean when he says that Mr. Cunningham has “blind spots”?
2. Describe the atmosphere before the trial. Why are the blacks and whites separated?
3. Who is Dolphus Raymond? What do we learn about him and the way he lives his life?
4. Why don't the Raymond children fit in?
5. Although Atticus has been appointed to defend Tom, the people of Maycomb are against it. Why?
6. Who helps the kids find a seat in the courtroom? Where do they sit?
7. How is the arrangement of the courtroom then different from modern courtrooms today?

#### **Chapter 17**

1. Why does Atticus ask whether anyone called for a doctor? Why is this important?
2. Describe Mayella's injuries.
3. Where do the Ewells live? Describe their home and living conditions.
4. Why do you think the Ewells eat squirrel, possum, and rabbit?
5. Summarize Bob Ewell's interpretation of the incident.
6. Why does Atticus ask Ewell to write his name?
7. What do you think Jem realizes when he pounds the rail and says, “We've got him”?
8. What does Scout mean when she says, “I thought Jem was counting his chickens”?



## Chapters Sixteen and Seventeen

### *Standards Focus: Courtroom Terminology and the Judicial System*

It is important in this section of *To Kill a Mockingbird* to understand the U.S. and Alabama Court Systems and how they work, as well as common courtroom terminology, so you will be able to fully understand the events that take place in Tom Robinson's case.

In the United States, each state has its own system of courts, which can vary greatly. In the state of Alabama, which is where the Tom Robinson case is held, the Superior Court has the authority to enact rules governing procedure within all courts. It is the highest court of the state, and is overseen by a chief justice and eight associate judges.

Below the Superior Court are the Court of Civil Appeals and Court of Criminal Appeals. These courts are designed to hear cases that have been appealed in lower courts, to decide whether they should move "up" to be heard by the Superior Court of the state. Cases which involve money go to the Court of Civil Appeals, and those involving a criminal act go to the Court of Criminal Appeals.

Below these courts is the Circuit Court, which deals with several different types of cases, including monetary disagreements, felonies, domestic issues, and juvenile cases. These cases are heard and decided by a jury. Beneath this court are the courts of limited jurisdiction, including Probate Courts, Municipal Courts, and District Courts, which deal with issues of adoption, misdemeanors, traffic violations, small claims, and preliminary hearings.

The federal government also has its own system of courts, which are designed to hear cases of federal crimes, cases that have been appealed after a Supreme Court decision, and those which bring into question issues involving the Constitution. At the top of this system is the Supreme Court of the United States, which consists of the Chief Justice of the Supreme Court and eight associate judges.

Below is a list of court terminology that you may find valuable when hearing about *Tom Robinson versus the State of Alabama*. Use a dictionary to look up each of these terms. Keep your list of definitions handy when reading Chapters 16 through 23.

1. acquittal
2. adjudication
3. appeal
4. "beyond all reasonable doubt"
5. contempt of court
6. conviction
7. corroborating evidence
8. counsel
9. cross-examination
10. defendant
11. defense
12. evidence
13. expunge
14. hearings
15. immaterial
16. indicted
17. irrelevant
18. jury
19. jury box
20. litigants
21. oath
22. objection
23. offense
24. overruled
25. proceedings
26. prosecution
27. rebuttal
28. relevancy
29. subpoena
30. sustained
31. testify
32. testimony
33. witness
34. witness stand

## **Chapters Eighteen and Nineteen**

### *Comprehension Check*

*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

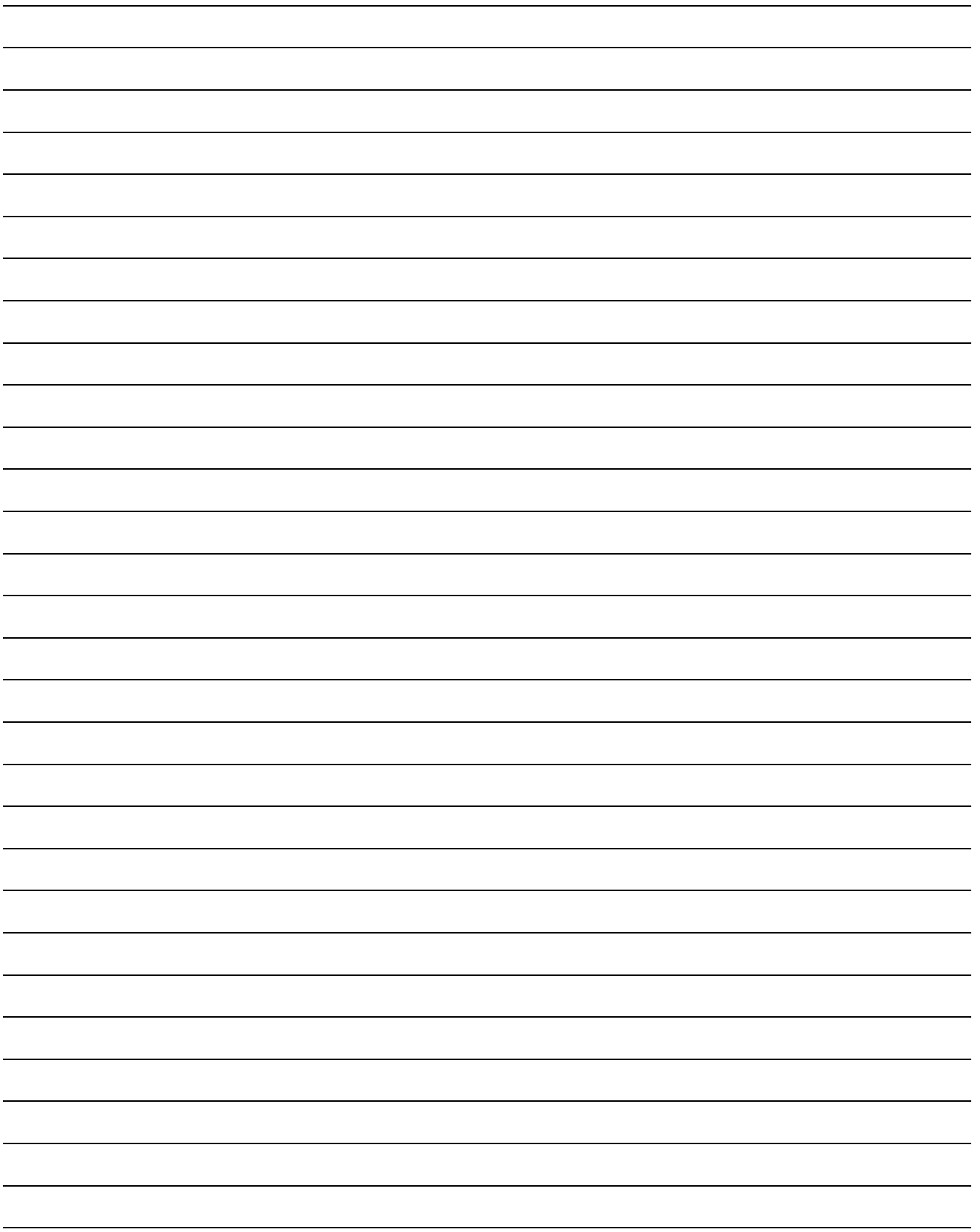
#### **Chapter 18**

1. Why does Mayella think Atticus is mocking her?
2. What more do we learn about the Ewell family from Atticus's cross examination?
3. Describe the "incident," according to Mayella's testimony.
4. What is wrong with Tom Robinson's left arm? How did it get this way?
5. Who does Atticus suggest actually beat up Mayella?

#### **Chapter 19**

1. Why does Atticus bring up the fact that Tom Robinson had been in trouble before?
2. Who does Tom work for? What does he do for him?
3. How does Tom's story immediately contradict Mayella's testimony?
4. How did Mayella get Tom to come inside the house?
5. How did Mayella get rid of the children that particular day?
6. What did Mayella do to Tom, according to his testimony?
7. Why did Tom run away from the Ewell place? What was his predicament?
8. Who came to Tom's defense in the courtroom? What did he say?
9. Why do you think Tom was so scared of being accused of hurting Mayella?
10. Why does Dill get so upset at Mr. Gilmer that it makes him sick?





## **Chapters Twenty and Twenty-One**

### *Comprehension Check*

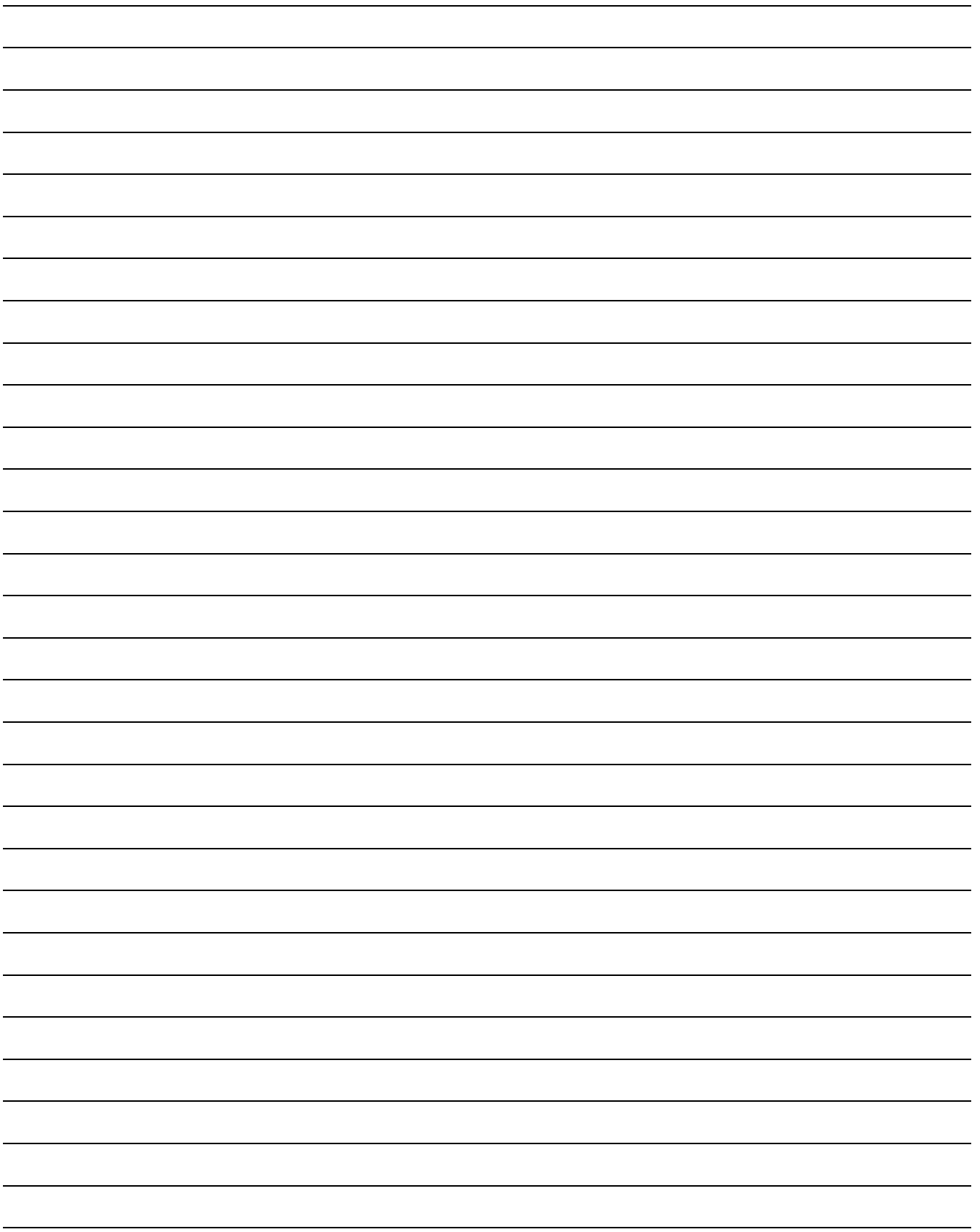
*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 20**

1. Who do Dill and Scout meet outside? What do they learn about him? Why does he go through such trouble to pretend?
2. What does Atticus do that horrifies Scout and Jem?
3. What do you think Atticus means by, "This case is as simple as black and white"? What is the more significant meaning behind his claim?
4. How does Atticus explain that the case is not about Tom, but actually about Mayella and society?
5. What is the "lie" Atticus talks about? What is the reality that he is hoping the jury will see?
6. How does Atticus claim that we are *not* all created equal?
7. Ideally, in what realm is every citizen of the United States truly equal? How is this the "great leveler"?

#### **Chapter 21**

1. Why does Calpurnia come to the courthouse?
2. Why do you think Atticus avoids answering Jem's question, "Do you think they'll acquit him that fast?"
3. Other than the fact that they didn't know where the children were, why do you think Calpurnia and Aunt Alexandra were so upset that the children were watching the trial?
4. About how long does it take for the jury to come up with their verdict?
5. How does Scout know the verdict before it is announced?



## Chapters Twenty and Twenty-One

### *Standards Focus: Rhetoric*

**Rhetoric** in its simplest form is the art of *persuasive speech or writing*. For thousands of years, politicians and orators have been known for their use of rhetoric to influence and persuade an audience to their side or way of thinking. One of the most famous speeches in literature is Atticus's speech in Chapter 20. Atticus is able to make a great argument on Tom Robinson's behalf—enough to make the jury (and the reader) think hard about the injustices that have transpired.

There are different ways a speaker or writer can appeal to his or her audience: 1) logic or reason (logos), 2) emotion (pathos), and/or 3) ethics and morals (ethos).

- **logos:** by appealing to an audience's sense of reason and logic, the speaker or writer intends to make the audience think clearly about the sensible and/or obvious answer to a problem
- **pathos:** by appealing to the audience's emotions, the speaker or writer can make the audience feel sorrow, shame, sympathy, embarrassment, anger, excitement, and/or fear
- **ethos:** the overall appeal of the speaker or writer himself or herself; it is important that this person have impressive credentials, a notable knowledge of the subject, and/or appear to be a likeable and moral person

It is not only important what a speaker or writer has to say, but *how* he or she actually says or presents it. There are literally hundreds of rhetorical devices, dating back to the famous orators Socrates, Plato, and Aristotle. Besides using devices you may already be familiar with, such as figures of speech (metaphor, simile, personification) and sound devices (alliteration, assonance, consonance), writers and speakers use many other rhetorical devices to communicate their message. Below and on the next page is a very short list of rhetorical devices, their definitions, and a brief example of the device in use.

- **anaphora:** repetition of a word or phrase at the *beginning* of successive phrases, clauses or lines, ex. "Mad world! Mad kings! Mad composition!" (*King John*, II, i)
- **antithesis:** opposition or juxtaposition of ideas or words in a balanced or parallel construction, ex. "Not that I loved Caesar less, but that I loved Rome more." (*Julius Caesar*, III, ii)
- **aporia:** questioning oneself (or rhetorically asking the audience), often pretending to be in doubt, ex. "The baptism of John, whence was it? From heaven, or of men?" (Matthew 21:25)
- **apostrophe:** a sudden turn from the general audience to address a specific group or person, either absent or present, real or imagined, ex. "Oh death, where is thy sting? Oh grave, where is thy victory?" (1 Cor. 15:55)
- **asyndeton:** the absence of conjunctions between coordinate phrases, clauses, or words, ex. "Are all thy conquests, glories, triumphs, spoils, / Shrunk to this little measure?" (*Julius Caesar*, III, i)
- **euphemism:** a substitution of a more pleasant expression for one whose meaning may come across as rude or offensive, ex. "He passed away," rather than "He died."
- **hyperbole:** exaggeration for emphasis or for rhetorical effect, ex. "I died laughing."
- **irony:** (verbal) expression in which words mean something contrary to what is actually said, ex. Looking into your wallet full of nothing but a few pennies, and exclaiming, "Lunch is on me, guys— I am rich!"
- **metonymy:** a reference to an object or person by naming only a part of the object or person, ex. "She stood in the driveway watching as the beards moved her furniture into her new house."
- **paralipsis:** pretending to omit something by drawing attention to it, ex. A politician saying: "I will not even mention the fact that my opponent was a poor student."

Name \_\_\_\_\_ Period \_\_\_\_\_

- **parallelism:** repetition of a key word over successive phrases or clauses, “We will have difficult times. We’ve had difficult times in the past. And we will have difficult times in the future.” Robert F. Kennedy’s Eulogy for Martin Luther King, Jr. (1968)
- **synecdoche:** a part or quality of something which is used in substitution of the larger whole, or vice versa, ex. “The hospital worked for hours to revive him,” (referring to the doctors and nurses inside the hospital) OR “She took us outside to look at her new set of wheels,” (referring to her new car)
- **rhetorical question:** a question that is posed for emphasis, not requiring an answer, ex. “Art thou mad? Is not the truth the truth?” (*Henry IV, Part 1, II, iv*)
- **understatement:** deliberately de-emphasizing something in order to downplay its importance, ex. “The Internet has contributed somewhat to improving communication,” is an understatement.

*Directions: For each of the following underlined excerpts from Atticus’s speech, identify which rhetorical device is being used and explain how it is used, according to the definitions and examples provided. Note: not all devices will be used. An example has been done for you.*

*Example: “What was the evidence of her offense? Tom Robinson, a human being... What did she do? She tempted a Negro.”*

Rhetorical device: use of aporia to emphasize his points, Atticus asks the audience and jury these questions, for which the answers are clear.

1. “We do know in part what Mr. Ewell did: he did what any God-fearing, persevering, respectable, white man would do under the circumstances...”

Rhetorical device: \_\_\_\_\_

2. “...confident that you gentlemen would go along with them on the assumption—the evil assumption—that all Negroes lie, that all Negroes are immoral, that all Negro men are not to be trusted around our women...”

Rhetorical device: \_\_\_\_\_

3. “The defendant is not guilty, but someone in this courtroom is.”

Rhetorical device: \_\_\_\_\_

4. “I need not remind you of their appearance and conduct on the stand—you saw them for yourselves.”

Rhetorical device: \_\_\_\_\_

5. “Thomas Jefferson once said that all men are created equal, a phrase that the Yankees and the distaff side of the Executive Branch are fond of hurling at us.”

Rhetorical device: \_\_\_\_\_

6. “Which, gentlemen, we know is in itself a lie as black as Tom Robinson’s skin, a lie I do not have to point out to you.”

Rhetorical device: \_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_

7. “We know all men are not created equal in the sense some people would have us believe—some people are smarter than others, some people have more opportunity because they’re born with it, some men make more money than others, some ladies make better cakes than others—some people are born gifted beyond the normal scope of most men.”

Rhetorical device: \_\_\_\_\_

8. “But there is one way in this country in which all men are created equal—there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president.”

Rhetorical device: \_\_\_\_\_

9. “What did her father do? We don’t know but there is circumstantial evidence...”

Rhetorical device: \_\_\_\_\_

10. “There is not a person in this courtroom who has never told a lie, who has never done an immoral thing, and there is no man who has never looked upon a woman without desire.”

Rhetorical device: \_\_\_\_\_

11. Using Atticus’s entire speech, find one example each of the use of logos, pathos, and ethos. Be sure to indicate which (logos, pathos, ethos) Atticus is using for his appeal. \_\_\_\_\_

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

12. Which rhetorical device did Atticus seem to use most? How effective was his choice? Explain.

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

13. Do you think Atticus gave a good argument on behalf of Tom Robinson? If you were a juror on Tom’s case, would this speech have convinced you of reasonable doubt? Why or why not?

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

## **Chapters Twenty-Two and Twenty-Three**

### *Comprehension Check*

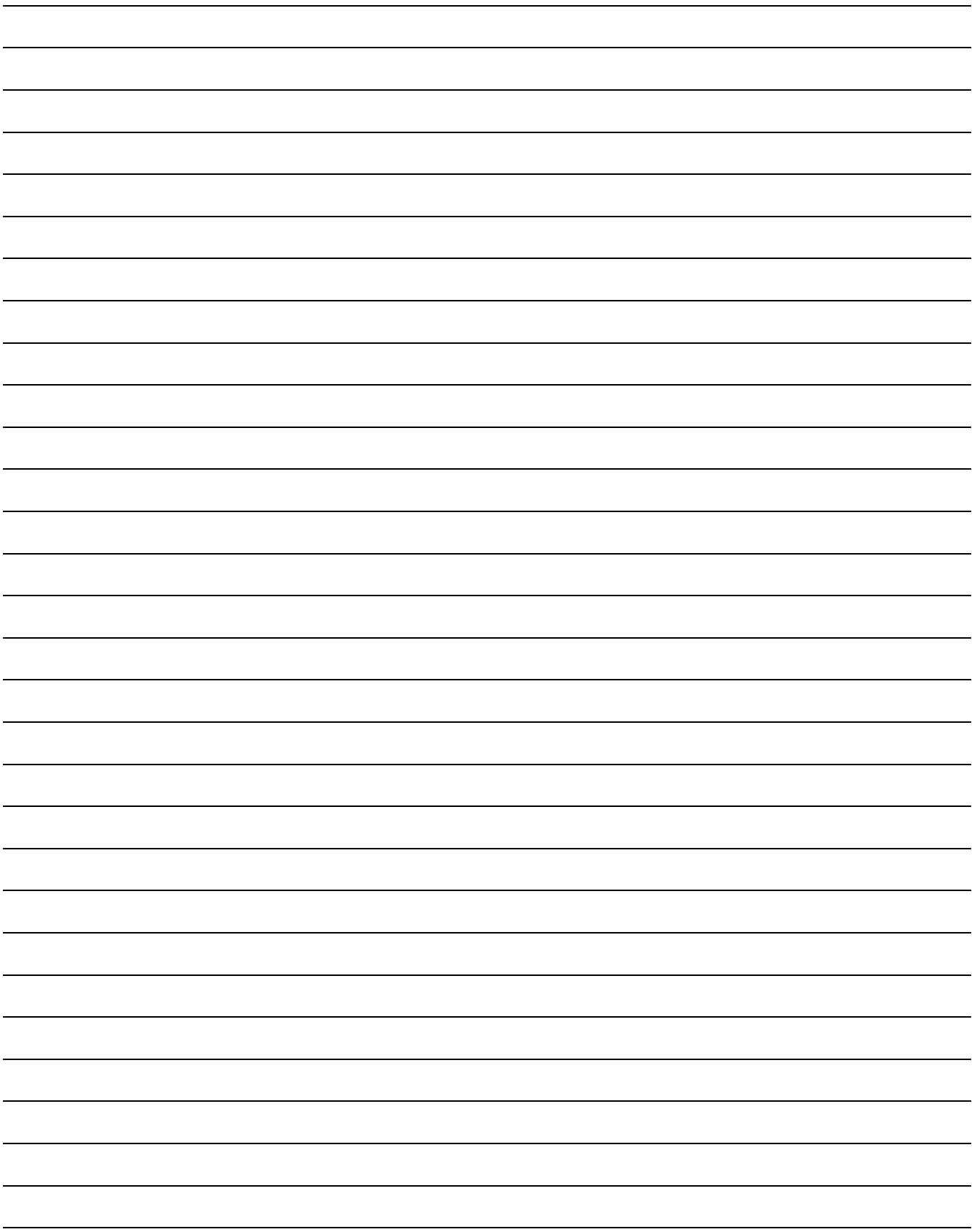
*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 22**

1. What is Jem's reaction to the verdict?
2. What does Atticus mean when he says, "They've done it before and they did it tonight and they'll do it again and when they do it—seems that only children weep"?
3. How does the black community show its appreciation for what Atticus did?
4. Why does Miss Maudie believe that appointing Atticus was no accident?
5. What did Bob Ewell do and say to Atticus?

#### **Chapter 23**

1. How does Miss Stephanie embellish what happened to Atticus?
2. Why does Atticus defend Bob's actions to Jem? What is Atticus's hope?
3. What does Aunt Alexandra mean when she says that Ewell could do "something furtive" to Atticus?
4. Why was Tom given a death sentence?
5. What are Jem's suggestions for change in the court system and laws?
6. Why did Atticus put a Cunningham on the jury?
7. Why does Aunt Alexandra object to Scout inviting Walter Cunningham to the house?
8. How does Jem try to make Scout feel better after her conversation with Aunt Alexandra?
9. According to Jem, who are the "four kinds of folks" in Maycomb? Explain how this theory works. Why are the Finches at the top of this "chain"?
10. What is the reason Boo Radley doesn't come out of his house, according to Jem? What does he mean by this?





## Chapters Twenty-Two and Twenty-Three

### Standards Focus: Conflict

One of the most important elements of any type of literature is the development of conflict. **Conflict** is when a character or characters face a struggle or challenge. Without conflict, the reader or audience says, “Who cares?” Just as in our lives we face conflict, so do the characters in great literature. There are four main types of conflict that a character or characters may face within a work of literature:

- **man versus man**- the character faces a conflict/struggle with another character in the story
- **man versus himself**- the character faces a major decision or a physical or emotional struggle with his own morals, ethics, or conscience
- **man versus nature**- a character faces the forces of nature, such as weather or natural environment
- **man versus society**- a character faces a conflict with the social, political, or religious forces of society

*Directions: Read each of the following situations or quotes from Chapters 22-23. In example a., identify the type of conflict, then who or what is involved in the conflict. Remember, in order for there to be a conflict, there must be two or more forces that oppose each other. Be sure to identify each of those forces in example b. There may be more than one possible answer for each.*

1. Atticus tells Jem: “I don’t know, but they did it. They’ve done it before and they did it tonight and they’ll do it again and when they do it—seems that only children weep.”

- a. Type of Conflict: \_\_\_\_\_
- b. Conflicting Forces: \_\_\_\_\_

2. Jem tells Miss Maudie: “It’s like bein’ a caterpillar in a cocoon, that’s what it is...Like somethin’ asleep wrapped up in a warm place. I always thought Maycomb folks were the best in the world, least that’s what they seemed like.”

- a. Type of Conflict: \_\_\_\_\_
- b. Conflicting Forces: \_\_\_\_\_

3. “It was Miss Stephanie’s pleasure to tell us: this morning Bob Ewell stopped Atticus on the post office corner, spat in his face, and told him he’d get him if it took the rest of his life.”

- a. Type of Conflict: \_\_\_\_\_
- b. Conflicting Forces: \_\_\_\_\_

4. Aunt Alexandra says to Scout “I’ll tell you why...because he—is—trash, that’s why you can’t play with him. I’ll not have you around him, picking up his habits and learning Lord-knows-what. You’re enough of a problem to your father as it is.”

- a. Type of Conflict: \_\_\_\_\_
- b. Conflicting Forces: \_\_\_\_\_

5. Jem says to Scout: “I think I’m beginning to understand something. I think I’m beginning to understand why Boo Radley’s stayed up in the house all this time...it’s because he wants to stay inside.”

- a. Type of Conflict: \_\_\_\_\_
- b. Conflicting Forces: \_\_\_\_\_

## **Chapters Twenty-Four and Twenty-Five**

### *Comprehension Check*

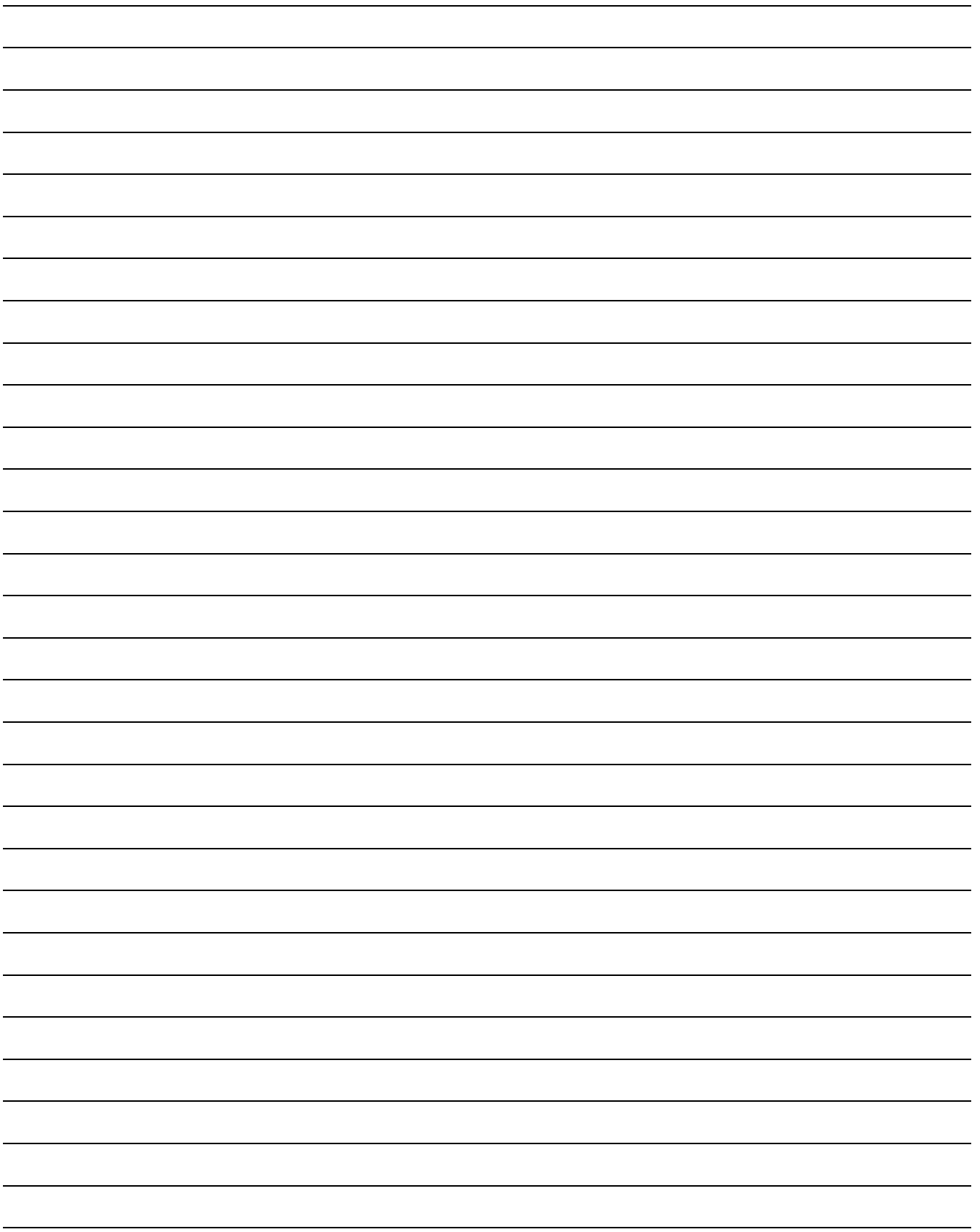
*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 24**

1. Briefly describe the women of Maycomb.
2. How does the author reveal the fact that these women are hypocrites?
3. To whom might Miss Merriweather be referring when she says that there are some “good but misguided people in this town”?
4. What does Miss Maudie mean when she says, “His food doesn’t stick going down, does it?”
5. Why does Scout like men better than women?
6. What news does Atticus bring to Alexandra and Calpurnia? Explain what happened.
7. What does Miss Maudie mean when she says that the town is “paying the highest tribute” to Atticus?
8. Why do Aunt Alexandra and Scout pretend that nothing is wrong when they return to the ladies?

#### **Chapter 25**

1. Why won’t Jem let Scout kill the roly-poly?
2. How did Tom’s wife react to the news of Tom’s death, according to Dill?
3. What is Maycomb’s reaction to Tom’s death?
4. What is Mr. Underwood’s editorial about? Why does he claim it was a “senseless killing”?



## **Chapters Twenty-Six through Twenty-Eight**

### *Comprehension Check*

*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 26**

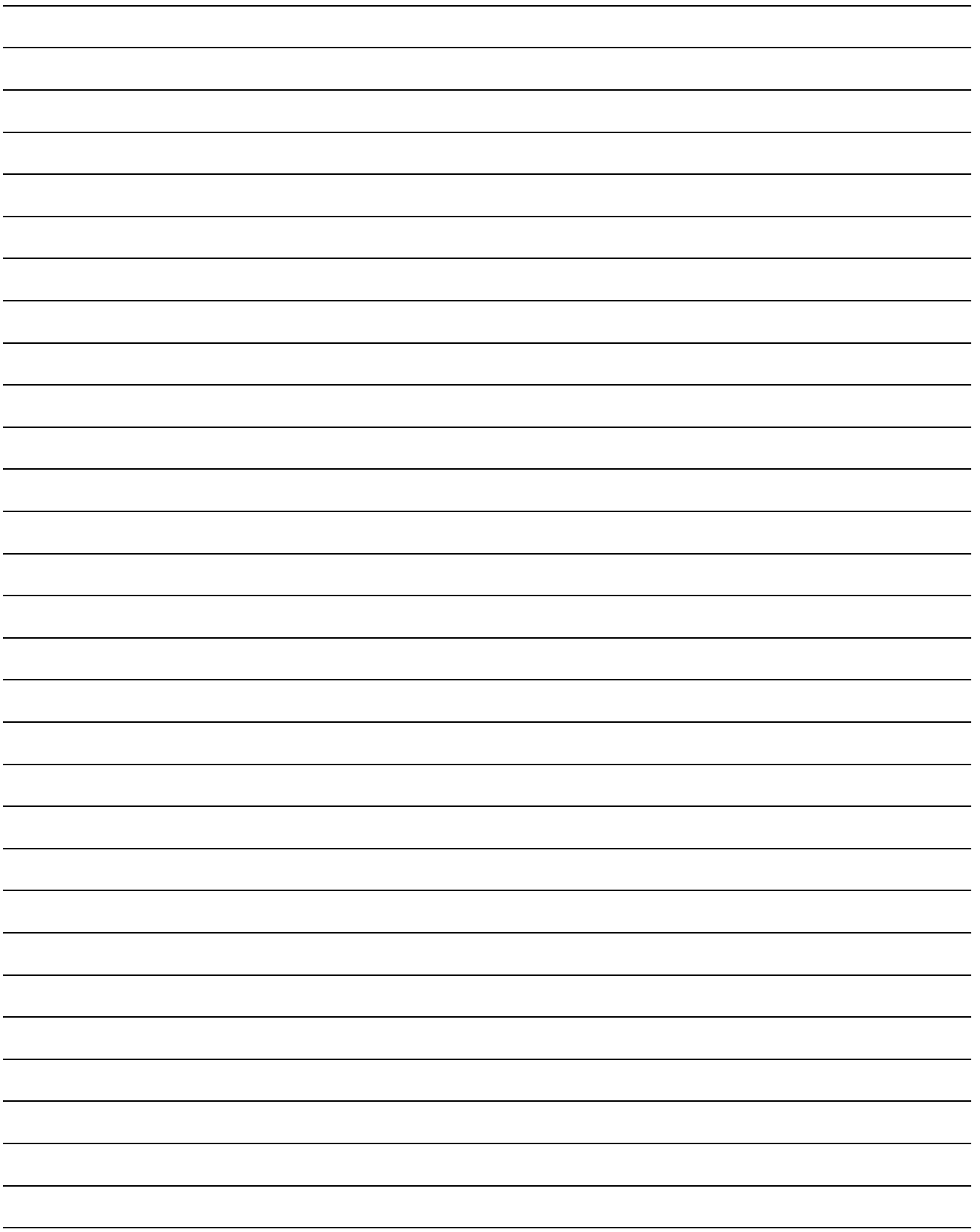
1. What is Cecil's current event about?
2. What does Scout picture will happen when she finally sees Boo Radley?
3. What is ironic about the discussion concerning Hitler's persecution of Jews in Scout's class?
4. How does Jem react when Scout tells him about overhearing Miss Gates at the courthouse?
5. Why do you think he reacts this way?

#### **Chapter 27**

1. What happened to Mr. Ewell that October?
2. What happens to Judge Taylor?
3. How does Mr. Link Deas help Helen Robinson?
4. What happened on Halloween night last year to Misses Tutti and Frutti?
5. What is Scout's Halloween costume this year? Why?
6. The last sentence, "Thus began our long journey together" is a bit of foreshadowing. Predict what you think might happen this Halloween night.

#### **Chapter 28**

1. Describe the weather at the beginning of the chapter. How might the weather contribute to the mood of the story?
2. Who jumps out and scares Jem and Scout?
3. How does Scout "ruin" Miss Merriweather's pageant?
4. Why are Jem and Scout the last ones to leave the party?
5. Why does Scout want to go back to the school?
6. What saves Scout from being badly injured during the attack?
7. What happens to Bob Ewell?



## Chapters Twenty-Six through Twenty-Eight

### *Standards Focus: Theme in Context*

**Theme** is the central idea or message in a work of literature. The theme of a piece of literature should not be confused with the subject of the work, but rather, theme is a general statement about life or human nature. Most themes are not completely obvious and must be inferred by the reader. A reader must take a good look at the entire novel: the title, plot, characters, setting, and mood, which all work together to reveal the themes in a piece of literature.

*Directions: For each of the following themes from the novel, find an appropriate quote or incident from the text that best exemplifies or illustrates that particular theme. You may choose your incident or quote from anywhere in the text.*

1. Theme: *Prejudice is a disease with deep and far-reaching roots.*

Incident or Quote: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Theme: *Before you can judge someone, you must walk a mile in his shoes.*

Incident or Quote: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Theme: *Racism is kept alive through fear and ignorance.*

Incident or Quote: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Theme: *True courage is not the absence of fear, but the willingness to proceed in spite of it.*

Incident or Quote: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Theme: *What you see is not always the truth.*

Incident or Quote: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Chapters Twenty-Nine through Thirty-One**

### *Comprehension Check*

*Directions: To give you a comprehensive understanding of all aspects of the novel, answer the following questions using complete sentences on a separate sheet of paper. Be sure to use your Note-Taking chart to keep important notes for each chapter and to help you answer the Comprehension Check questions.*

#### **Chapter 29**

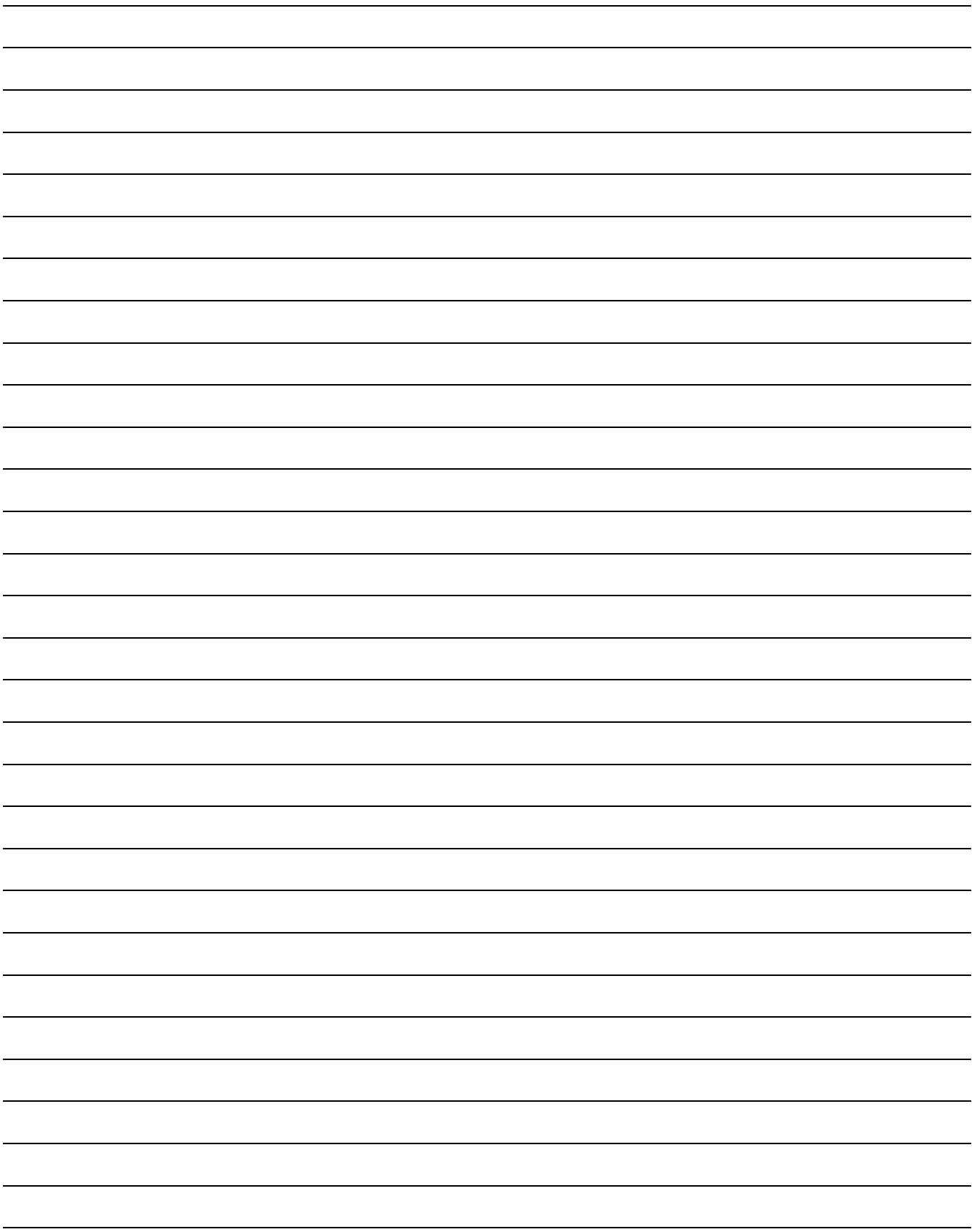
1. Why aren't Atticus or Alexandra able to hear the children outside?
2. What does Scout hear after Jem tries dragging Scout to safety?
3. Describe Boo Radley.
4. How do you think Scout recognizes Boo Radley, even though she has never really seen him before?

#### **Chapter 30**

1. Why does Atticus invite everyone to the front porch rather than the living room?
2. Who does Atticus think killed Bob Ewell?
3. How does Heck Tate say that Ewell was killed?
4. Why does Atticus argue with Tate about how Ewell was killed?
5. From where does Tate say he got the switchblade? Why do you think he has the switchblade?
6. What does Atticus finally realize?
7. To whom is Tate referring when he says, "...taking the man that has done you and this town a great service an' draggin' him with his shy ways into the limelight—to me, that's a sin"?
8. What do you think Scout means when she says that it would be like "shooting a mockingbird"?

#### **Chapter 31**

1. Why does Boo want Scout to take him home? Considering his age, what is unusual about his request?
2. What is significant about Scout looking at the world from the Radley porch?
3. Why do you think the author ended the book with the line, "Most people are [nice], Scout, when you finally see them." To whom or what is Atticus referring? What does he mean when he says, "...when you finally see them"?





## Chapters Twenty-Nine through Thirty-One

### *Standards Focus: Theme*

To continue your analysis of theme in *To Kill a Mockingbird*, complete the following exercise.

*Directions: For each example below, think about the title, plot, setting, and mood of the novel to answer the following questions using complete sentences.*

1. How does Scout change throughout the story? What general realizations or understandings about the world and the nature of human beings does she discover? \_\_\_\_\_

---

---

---

---

2. What interesting objects, characters, or names hint toward a larger meaning in the story? What is the significance of the name “Boo” or the nickname “Scout”? What about the idea of “killing a mockingbird?” Of what could the mockingbird be a symbol? Explain. \_\_\_\_\_

---

---

---

---

3. Harper Lee, the author, makes many observations about life and human nature through the speech and thoughts of several characters. Examine Atticus’s final speech in the courtroom (Chapter 20). What are Lee’s views or struggles with life and human nature as seen in Atticus’s final speech? Give examples from the text of the speech that supports these views. \_\_\_\_\_

---

---

---

---

---

4. After answering these questions, you should be able to make several **general** statements about human beings and their actions. Write down three themes that are clearly presented in the novel.

---

---

---

---

---