

To Kill A Mockingbird
By Harper Lee

Twelve Lesson Unit Plan
(Grade 10)

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To Kill A Mockingbird: Unit Overview

This is a 12 lesson unit plan, designed for grade 10 English. This unit emphasizes student learning through involvement, and allowing them an opportunity to have some control over their own learning experiences.

Students will be responsible for a variety of assignments. They will write two quizzes, and hand in a long essay, short response paper, and a collage assignment. A substantial part of their mark is derived from their Writing Journal, in which they write on topics both assigned and unassigned.

Course Assessment:

Journal	20%
Quiz #1	10%
Quiz #2	10%
Collage	10%
Long Essay	20%
Response Paper	15%
Participation	<u>15%</u>
	100%

To Kill A Mockingbird: **Unit Plan Rationale**

This unit focuses on the students. It can be assumed that students will learn better if they are actively taking part in the learning process. Therefore, students will have the opportunity to make decisions about their learning experiences. Much of the unit is student focused, and as such, students are encouraged to share their own ideas, opinions, and experiences with issues surrounding the novel.

Most of the assignments in this unit require students to work as individuals, although there is one opportunity for them to work with a partner. Whole class activities are also used frequently throughout the unit to help the students develop their listening and speaking skills. Discussions involve the whole class; it is important for students to hear and understand a wide variety of opinions and interpretations to a text. Students will be encouraged to take differing opinions into account, and respect them. Students do not necessarily have to agree with the opinion, but should be able to recognize the validity of it. This will also help students to develop their critical thinking skills, which is important, especially in today's media driven society.

There is a strong focus in this unit on social injustice and racism, which are two major themes in the novel, and also very much relevant in our lives today. This focus will encourage students to think critically about how many of the injustices that are found in the novel still occur today. It is the hope that after discussing these issues, and asking students to contribute their own experiences and opinions, the students will become more sensitive to them, and gain a better understanding of differences in our society.

Ministry IRP (English Language Arts 10): PLOs

By the end of this unit, it is expected that students will:

Comprehend and Respond

- locate and interpret examples of literary techniques, including symbolism
- demonstrate their understanding of written, oral, and visual communications.
- interpret the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media
- use a variety of written or graphic forms to organize ideas acquired from what they have read, heard, or viewed
- identify and explain connections between what they read, hear, and view and their personal ideas and beliefs
- consistently consider more than one interpretation of the communications that they read, view, and listen to
- demonstrate openness to divergent language, ideas, and opinions from a variety of cultural communities as expressed by mass media and in literature
- develop imaginative or creative responses to share their ideas

Communicate Ideas and Information

- organize their ideas, and adjust their style, form, and use of language to suit specific audiences and achieve specific purposes
- use established criteria to appraise their own and others' work to determine the appropriateness of the resources used and to offer relevant, constructive suggestions in an appropriate manner
- revise and edit their communications to improve content, organization, and effect to suit specific audiences and purposes
- apply specific criteria to assess and revise communications
- demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

Be aware of Self and Society

- demonstrate their commitment to collective goals
- establish and use criteria to evaluate group processes, their own contributions to them, and the results of their work
- interact purposefully, confidently, and respectfully in a variety of situations
- demonstrate respect for cultural differences

To Kill A Mockingbird: **Overview of Assessment**

Quiz 1: This quiz will mark the halfway point of the unit. The purpose of the quiz is to objectively evaluate students' comprehension and knowledge of what they have been reading, and to ensure that students have been completing the required readings. The quiz will be out of 20 marks, and be mostly factual in nature, dealing with mostly Level 1 and Level 2 type questioning. **10%**

Collage: This assignment will give students the opportunity to work in pairs. Class time will be given for this assignment. Students will be asked to create a collage of a character, theme, or scene from the novel. The purpose of this assignment is to give students a chance to express their knowledge and understanding of the novel in an alternate way. Students will be required to bring to class any magazines, scissors, or other art supplies they wish to use. The students will then write a short paragraph explaining their collage. The collage will be handed in at the end of the class, and will be graded on creativity. Also being taken into consideration when grading will be how well the students worked together as partners. **10%**

Journal: This assignment will last the duration of the novel. It is intended to be a reflective process about the students' learning. They will be asked to write on certain questions and ideas that relate to the novel. Most topics will be asking the students for their own personal experiences and opinions. There will also be an opportunity for students to choose their own topic (either related or unrelated to the novel) to write on in this journal assignment. This assignment will not be marked on grammar or spelling, but ideas and creativity only. This is intended to encourage students to write, and hopefully send a message that writing can be fun when they have a chance to express themselves without being graded for errors. **20%**

Quiz 2: This quiz will be given at the end of the unit, after the book has been completed. This quiz will also be out of 20 marks, but will deal with higher level questioning, so that the teacher can ensure that the students have a firm grasp of many of the themes that have been discussed. **10%**

Extended Essay: Students will have the opportunity to choose their topic from a selection of topics. The topics will be major themes and issues that are brought up in the novel, as well as some of the events in the novel. Students are required to write an essay that is clear, well organized, and insightful. Students will demonstrate their writing abilities and understanding of the novel, as well as their understanding of the topic as it pertains to life today. The essay will be due one class after the unit has been completed. **20%**

Short Movie Response: The movie version of *To Kill A Mockingbird* will be shown after the novel has been completed. This assignment requires students to

pay attention, and take good notes during the movie. Students are expected to write a short Response to the movie, comparing it to the book, and expressing their opinion on which version they preferred. Students will also be asked to describe any differences they noticed between the movie version and the novel, and what may account for these differences. This form of assessment ensures that students will be attentive during the movie. **15%**

Participation and Attendance: It is important that students all have the opportunity to contribute to class discussions, and have their opinions be heard. It is expected that students will be prepared to actively participate during each class (which means that they will come to each class having completed the homework, and with all materials required of them). Students will be respectful of other students' opinions in the class. It is important that students attend each class, as the school does not tolerate unexcused absences. **15%**

Lesson # 1

Introduction to To Kill A Mockingbird

Objectives: Students will be able to...

- demonstrate an understanding about how to make a journal entry
- display oral reading skills using proper pace, tone, and intonations

Materials needed:

- handouts of Journal Writing Guidelines
- copies of the novel

Procedure:

1. Introduce students to journal writing. Handout the guidelines.
2. For their first entry, write To Kill A Mockingbird on the board. Ask the students to write in their journals what they think the title means, and what they think the plot will be.
3. Some students share their entries with the rest of the class (volunteers only).
4. Distribute copies of the novel to the class.
5. Read the first chapter of the novel out loud together. Students take turns reading paragraphs. Teacher stops to focus on important points in the chapter such as setting, characters, etc...
6. Explain to students that there are some difficult vocabulary words in the book. Students are expected to look those up in the dictionary to find out the definition. Students will learn the word better that way, instead of having somebody just tell them the meaning.
7. Assign homework.
8. Silent reading for the remainder of the class.

Homework:

- read Chapters 1, 2, 3 for next class

Evaluation

- participation marks

Journal Writing Guidelines

This journal will be worth 20% of your mark for this unit. It is intended to be used as a tool for you, the students, to express your opinions on important issues and topics that will come up in the novel. This journal will not be marked for grammatical or spelling errors, but rather, it is the ideas that are important here. Most topics or questions will be assigned, but you are required to make two entries of your own, on any subject you would like to write about, either related or unrelated to the novel. I would like to know what sorts of things are important to you, and this is a good way of letting me know.

Some general guidelines:

1. Each journal entry should be at least one page double spaced. You are strongly encouraged to write as much as you can on each topic. If you don't get a chance to finish your entry during class, by all means, bring it home and finish. Your mark will certainly reflect your effort.
2. Use a separate piece of looseleaf for each entry. Please put the title of the entry and the date at the top of each page.
3. I **DO NOT** want a "good copy". I am more interested in reading your initial responses to each of the topics. I do not want to see anything typed, or edited; you will lose marks if you hand in anything but a "rough draft".
4. Keep the journal entries in a safe place. They will all be collected together when we finish the unit.
5. They will be given a mark out of 25, and they are worth 20% of your unit mark.

Lesson # 2

Discussion of Chapters 1-3

Objectives: Students will be able to...

- demonstrate an understanding of the details in Chapters 1-3

Materials needed:

- Chapter Question Sheet

Procedure:

1. Journal Entry: What is Scout's attitude towards Miss Caroline? Can you remember a teacher that you really disliked? Why did you dislike them so much? How does your experience with this teacher compare to Scout's experience with Miss Caroline?
2. Some students share their entries with the rest of the class (volunteers only).
3. Students have a chance to discuss anything that was unclear or confusing to them in the novel.
4. Review of Chapters 1, 2, 3. See Question Sheet. Teacher asks questions orally, and students volunteer to answer. If nobody volunteers, then teacher calls on random students to answer the questions.
5. Assign homework.
6. Silent reading.

Homework:

- read Chapters 4, 5, 6 for next class

Evaluation:

- participation during class discussion

Lesson # 3

Discussion of Chapters 4-6

Objectives: Students will be able to...

- discuss the events and details of Chapters 4, 5, 6
- assess the appropriateness of the word “nigger” in today’s society, as well as other words that are deemed politically incorrect.
- Discuss Countee Cullen’s poem, “Incident”, and how it relates to the novel
- Display oral reading skills using proper pace, tone, and intonations

Materials needed:

- Chapter Question Sheet
- Copies of the poem, “Incident” by Countee Cullen

Procedure:

1. Distribute copies of “Incident” to the class
2. Ask a student to read the poem out loud to the class.
3. Ask students to write in their journals their reactions to the poem.
4. Students are asked to share some of what they wrote. Read the poem out loud again. A class discussion of the poem follows. Connect it to the novel: read the passage from pg. 37. This is the first time the word, “nigger” appears. What did the students think when they first came across the word? Were they surprised? Shocked? Indifferent? Have a discussion of the appropriateness of the word, then and now. What about other terms that are considered racially derogatory? Discussions are always unpredictable, it could even move to discuss the political correctness of using words such as “retard” or “gay” (as in “Don’t be a retard” or “Oh, that movie was so gay”).
5. Review of Chapters 4, 5, 6. See Question Sheet.
6. Assign Homework.
7. Oral Reading as a class.

Homework:

- read Chapters 7, 8, 9 for next class

Evaluation:

- participation during class discussion

Incident

Once riding in old Baltimore,
Heart-filled, head-filled with glee,
I saw a Baltimorean
Keep looking straight at me.

Now I was eight and very small,
And he was no whit bigger,
And so I smiled, but he poked out
His tongue, and called me, "Nigger."

I saw the whole of Baltimore
From May until December;
Of all the things that happened there
That's all that I remember.

-Countee Cullen (1925)

Lesson # 4

Discussion of Chapters 7-9

Objectives: Students will be able to...

- demonstrate an understanding of the events and details presented in Chapters 7,8,9
- discuss the issue of racism and prejudice as it pertains to the novel and our society today
- define the terms “racism” and “prejudice”

Materials needed:

- excerpt from Martin Luther King Jr.’s “I Have a Dream” speech

Procedure:

1. Journal entry: On the overhead, write out the quote, “I have a dream that....” Ask students: To what extent do you believe that people are judged by the colour of their skin and not by the content of their character in today’s society? Do you think the situation was worse in the past? Has the situation gotten better? Worse? Stayed the same?
2. Students are invited to share some of their opinions. A discussion of this topic then follows.
3. As a class, discuss the terms, “prejudice” and “racism”. Work together to come up with definitions for the two terms.
4. Connect it to the novel: Who is prejudiced against in the novel? Why?
5. Discuss the quote: “You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it” pg. 30
6. Review Chapters 7, 8, 9. See Question Sheet.
7. Assign homework. Explain quiz format.
8. Silent reading.

Homework:

- read Chapters 10, 11 for next class

Evaluation:

- participation during class discussion

Lesson #5

Discussion of Chapters 10-11

Objectives: Students will be able to...

- define and discuss the term, "symbolism" as it pertains to the novel
- demonstrate an understanding of the details of Chapters 10 and 11

Materials needed:

- Collage Assignment handout

Procedure:

1. Journal Entry: When Atticus shoots the mad dog, Scout begins to see her father in a different light. Can you remember a time when one of your parents did something (either negative or positive) that made you see them differently?
2. Students share some of their writing.
3. Review Chapters 10 and 11. See Question Sheet.
4. As a class, determine a definition for the term, "symbolism". Discuss the definition and how it pertains to the novel.
5. Discuss the quote, "it's a sin to kill a mockingbird ... mockingbirds don't do one thing but make music for us to enjoy." (pg. 90).
6. Assign homework.
7. Explain collage assignment. Distribute Collage Assignment handout.
8. Allow the remainder of the class for students to choose their partners and plan out what they would like to do for this collage assignment.

Homework:

- study for quiz

Evaluation:

- participation during class discussion

To Kill A Mockingbird: Collage Assignment

The goal of this assignment is for you to create a visual collage to represent a scene, a character, or a theme from the novel. You will work in pairs on this assignment, you may choose your own partners. You may choose to create a collage for anything we have covered in the novel so far. You will have class time to work on this assignment next class, so bring in any supplies you might need to complete the assignment. I will supply you with the paper that I want you to do it on, but scissors, glue, markers, crayons, old magazines and newspapers to cut up are all your responsibility. You must also write a short paragraph describing your collage and what it represents. You will be marked on your creativity, as well as how effectively you use your class time. This assignment will be marked out of 10, and is worth 10% of your final mark for this unit. It will be due at the end of the class.

Lesson #6

To Kill A Mockingbird Quiz

Objectives: Students will be able to...

- recall information to demonstrate their comprehension of the novel by writing a quiz
- demonstrate their knowledge and comprehension of themes, details, and events in the novel by creating a visual collage

Materials needed:

- quiz # 1
- extra magazines, glue, scissors, markers, other art supplies

Procedure:

1. Distribute quiz.
2. A maximum of 25 minutes will be allowed for the quiz.
3. The remainder of the class will be allotted for students to complete their collage assignments. They are due at the end of class. The last 5 minutes of class will be for tidying up, throwing away scrap paper, etc...
4. Assign homework.

Homework:

- read Chapters 12, 13, 14, 15
- reminder that students should also be thinking about the 2 additional journal entries that they have to write

Evaluation:

- 20 mark quiz worth 10%
- collage assignment marked out of 20, also worth 10%

To Kill A Mockingbird

Quiz # 1

Part A: Who is this? (1/2 mark each)

1. She tells Scout that it is a sin to kill a mockingbird.
2. She claims to have seen Boo Radley staring at her through her bedroom window.
3. She is addicted to morphine, but Atticus proclaims she is the bravest woman he knows.
4. She is Scout's grade 1 teacher.
5. His real name is Charles Baker Harris
6. He's been coming to the first grade for three years now.
7. He is defending Tom Robinson.
8. He is the editor of the local newspaper.
9. Scout punches him on Christmas Eve.
10. She is "the meanest woman that ever lived"

Part B: True or False (1/2 mark each)

1. Dill gives Jem and Scout the idea of making Boo Radley come out.
2. Scout's first grade teacher is upset because Scout can read and write.
3. Nathan Radley fills the Oak's knot hole with cement.
4. The first time that Scout sees snow, she thinks the world is coming to an end.
5. Scout is no longer ashamed of her father after she watches him shoot the mad dog.
6. When fire destroys her house, Miss Maudie plans to build a larger house.
7. Scout's father is a judge.
8. Calpurnia does not like Jem and Scout because they are white.
9. Jem loses his pants to Dill in a bet.
10. Dill has a happy home life with his parents.

Part C: Short paragraph answer (5 marks each) Respond to each of the questions in a paragraph or two.

1. What are the strengths and weaknesses of using Scout as a narrator? How would the novel differ if an objective, third person narrator had been used?
2. Boo Radley is a living ghost in the house next door to the Finch home. Why do Jem, Scout, and Dill view him this way?

Lesson # 7

Discussion of Chapters 12-15

Objectives: Students will be able to...

- demonstrate an understanding of the details of Chapters 12, 13, 14, 15
- discuss the poem and song "Strange Fruit" and relate it to the novel
- define the term "lynching" and explain some of the history behind it
- critically assess a photograph of a lynching

Materials needed:

- CD player
- CD of Billie Holiday singing the song "Strange Fruit"
- Copies of the poems, "Strange Fruit" by Abel Meeropol
- Picture of a lynching

Procedure:

1. Journal Entry: When Calpurnia takes Jem and Scout to her black church, there was a black woman that was angry that they were there. Why was this woman angry? Have you ever felt unwelcome somewhere? Or felt that you did not belong or did not fit in somewhere?
2. Students share some responses
3. Distribute copies of "Strange Fruit"
4. Put the picture of the lynching up on the overhead
5. Read "Strange Fruit" once out loud
6. Play the Billie Holiday version, ask students to pay attention to the lyrics
7. Discuss initial reactions to the poem and the song. How does it relate to the book?
8. Discuss the picture on the overhead. What do the students notice?
Teacher gives some background and history of lynchings in America.
9. Quick review of Chapters 12, 13, 14, 15
10. Assign Homework. Mention Essay.

Homework:

- read Chapters 16, 17, 18, 19

Evaluation:

- participation during class discussion

Strange Fruit

Southern trees bear a strange fruit,
Blood on the leaves and blood at the root,
Black body swinging in the Southern breeze,
Strange fruit hanging from the poplar trees.

Pastoral scene of the gallant South,
The bulging eyes and the twisted mouth,
Scent of magnolia sweet and fresh,
And the sudden smell of burning flesh!

Here is a fruit for the crows to pluck,
For the rain to gather, for the wind to suck,
For the sun to rot, for a tree to drop,
Here is a strange and bitter crop.

Abel Meeropol, (1939)



Rubin Stacy, lynched in Fort Lauderdale on 19th July,
1935

Lesson # 8

Discussion of Chapters 16-19

Objectives: Students will be able to...

- display oral reading skills using proper pace, tone, and intonations
- demonstrate an understanding of the details of Chapters 16, 17, 18, 19

Materials needed:

- Essay Handout

Procedure:

1. Journal Entry: The Ewells are very low in Maycomb society; they are uneducated, and people don't want to associate with them. Can you think of any people like that in our own society? Do you have people in your own life that you really would rather not associate with?
2. Students share some of their writing.
3. Review of Chapters 16, 17, 18, 19. See Question Sheet.
4. Distribute Essay handout.
5. Explain the expectations of the essay.
6. Students will have class time during Lesson #10 to work on them. Students are expected to bring all materials necessary to work on them. By Lesson #10, they should have already chosen a topic, and started thinking about how they would like to approach it.
7. Assign homework.
8. Oral reading.

Homework:

- read Chapters 20, 21, 22, 23
- start thinking about the essay
- reminder that students need to write 2 additional journal entries

Evaluation:

- participation during class discussion

To Kill A Mockingbird: Long Essay Outline

This essay is intended to make you think about some of the themes that we have been discussing in class. If you have been paying attention in class, this essay will not be difficult. You will have a choice in which topic you would like to write about. The essay should be no more than 750 words, typed, and double spaced. It will be marked on grammar and spelling, as well as the ideas you present, and how you support those ideas. It is expected that you will be able to support your ideas with examples and quotes from To Kill A Mockingbird, as well as with personal experiences with the topic. This essay is worth 20% of your final mark for this unit, and will be graded out of 25 marks. 5 marks each will be allocated to: grammar, spelling, clarity, ideas, and use of language. It will be due one class after we finish watching the movie. You will have class time to work on this assignment.

Choose one of the following topics:

Prejudice

Racism

Social Class

Life viewed from a child's eyes

Symbolism in To Kill A Mockingbird

If there is an alternate topic that you would like to write on, let me know beforehand.

Lesson # 9

Discussion of Chapters 20-23

Objectives: Students will be able to...

- discuss the poem, "Children's Rhymes" as it pertains to the novel
- demonstrate an understanding of the details in Chapters 20-23

Materials needed:

- copies of Langston Hughes' poem, "Children's Rhymes"

Procedure:

1. Journal Entry: Bob Ewell spits in Atticus' face and swears that he will get revenge on him no matter how long it takes. Have you ever wanted to seek revenge on someone? What ended up happening? How did you feel about it? Would you have handled the situation differently if you could do it over again?
2. Students share their writing.
3. Distribute copies of "Children's Rhymes"
4. Read the poem out loud
5. Discuss the poem. What are the implications of the poem? How does it relate to the novel?
6. Review Chapters 20-23. See Question Sheet.
7. Assign homework. Mention quiz # 2
8. Silent reading

Homework:

- read Chapters 24, 25, 26, 27
- next class, students will have a chance to work on their essays

Evaluation:

- participation during class discussion

Children's Rhymes

By what sends
the white kids
I ain't sent:
I know I can't
be President.

What don't bug
them white kids
sure bugs me:
We know everybody
ain't free.

Lies written down
for white folks
ain't for us a-tall:
Liberty And Justice--
Huh!--*For All?*

-Langston Hughes

Lesson # 10

Discussion of Chapters 24-27

Objectives: Students will be able to...

- demonstrate an understanding of the details of Chapters 24-27
- offer constructive advice for peers on their essays
- demonstrate writing skills, and a comprehension of what they have read so far in the novel to be able to write an essay

Materials needed:

None

Procedure:

1. Journal Entry: Scout, Jem, and Dill are obsessed with the Radley place. Can you remember something that you were obsessed with when you were young? For example, a certain toy, a type of food, etc...?
2. Review of Chapters 24-27. See Question Sheet.
3. Students will have time to work on their essays. This time is also an opportunity for them to ask for peer advice, or teacher advice.
4. Assign homework.

Homework:

- finish the book for next class
- reminder of quiz

Evaluation:

- participation during class discussion
- how well students work independently

Lesson # 11

Movie: To Kill A Mockingbird

Objectives: Students will be able to...

- display knowledge and understanding about the events in Chapters 28-31
- reflect back on the novel and discuss the events that have occurred and the themes that are present

Materials needed:

- TV and DVD player
- To Kill A Mockingbird DVD
- Overhead outlining Movie Response Assignment
- Quiz #2

Procedure:

1. Journal writing assignment: Since we have now finished the book, what are some of your final thoughts on it? What is one thing that you learned from it? Did you enjoy the book? Why or why not?
2. Discuss Chapter 28-31 questions (see Question Sheet)
3. Loose ends: answer any final questions students may have about the novel, remind the students that their essays will be due the class after next.
4. Quiz. Maximum 25 minutes.
5. Put up overhead outlining the Movie Assignment on the overhead. Explain the assignment to the students. It should be about 2-3 pages double spaced, and should answer these questions: 1. Compare the movie to the book. How did viewing the movie compare to the experience of reading? What did the film change or leave out? Why do you think these characters and moments were altered or deleted? For example, when a lynch mob confronts Atticus before the trial, Scout's innocent interference dispels the threat of violence. Compare the scene as it occurs in Chapter 15 of the novel to the film. Because of this assignment, it is imperative that students take notes during the film. This response paper will be due at the end of next class, after the movie is finished. There will be plenty of class time to complete it. This assignment counts for 20% of the final mark.
6. Show Movie.

Evaluation:

- participation during class discussion
- active note taking, and attentiveness during the movie
- Journals, out of 25 marks, worth 20%

To Kill A Mockingbird:
Quiz #2

Part A: Quotes. (4 marks each)

Identify the speaker, who is being spoken to, and explain what the speaker is saying, the situation surrounding it, and why the quote is important to the novel.

1. "You ain't got no business bringin white chillun in here. They got their church, we got our'n."

2. "If anything, she's been harder on them in some ways than a mother would have"

3. "She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man"

4. "There's a black boy dead for no reason, and the man responsible for it's dead. Let the dead bury the dead this time, -----,. Let the dead bury the dead"

5. "You mean all you drink in that sack's Coca-Cola? Just plain Coca-Cola?"

Lesson # 12

Movie: To Kill A Mockingbird

Objectives: Students will be able to...

- compare and contrast the film version of To Kill A Mockingbird to the novel
- write a short composition discussing their preference for either the movie or the novel, and outlining some of the differences between the two

Materials needed:

- TV and DVD player
- To Kill A Mockingbird DVD

Procedure:

1. Remind the students of their assignment that is due at the end of class.
2. Remind the students that their extended essay is due next class.
3. Show the remainder of the movie.
4. The rest of the class will be given for students to complete their Response Paper.
5. Students hand in their Paper at the end of class.

Homework:

- finish essay, they are due next class

Evaluation:

- Attentiveness during the movie
- Movie Response Paper (marked out of 15, worth 15% of the unit)
- Effective use of class time

To Kill A Mockingbird: Question Sheet

Chapters 1-3

1. Who is the narrator of the story? How old is she when the book begins? How do you think this affects the way that the story is told?
2. What are some of the innocent mistakes that Scout makes? How are ideas of good and bad, right versus wrong, manners, and politeness expressed in the story? Reflect on your own experiences from kindergarten or first grade. Share.
3. What is Scout's attitude towards Miss Caroline? Is she justified in thinking this way? Is Miss Caroline completely to blame?
4. We find out that Scout's real name is Jean Louise. How do you suppose she got the name Scout?

Chapters 4-6

1. Why is Scout drawn to Miss Maudie? What does she tell Scout about foot washing Baptists and Boo Radley? What does this reveal about her character?
2. What is the lawyer's trick that Atticus pulls on Jem at the end of Chapter 6? What is Jem's reaction?
3. Explain the quote on pg 56, "It was then, I suppose, that Jem....."
4. Why does Jem go back for his pants? What does this tell us about his relationship with his father?

Chapters 7-9

1. What gifts do Scout and Jem find in the tree? Who do you think is giving them the gifts? What causes Jem to cry at the end of Chapter 7? Why do you think he reacts this way?
2. Why does Uncle Jack punish Scout?
3. Why does Scout not tell the truth about why she beat up Francis?

Chapters 10-11

1. What does Miss Maudie mean by saying that it is a sin to kill a mockingbird?
2. Which characters have we met so far are like mockingbirds?
3. Why is Scout no longer ashamed of her father?
4. Describe Mrs. Dubose
5. Why did she want Jem to read to her?
6. What is Jem's reaction to the news of Mrs. Dubose's death?

Chapters 12-15

1. Why wouldn't Reverend Sykes let anyone out of the church?
2. Why is the name of the church First Purchase?
3. What does Calupurnia mean by "linin"?
4. Discuss the quote, "That doesn't mean you have to talk that way when you know better"
5. Why did Dill run away?
6. Why was the mob after Atticus?

Chapters 16-19

1. Who is Dolphus Raymond?
2. Why do the people of Maycomb dislike him?
3. What does Jem have to say about mixed children? Do you agree with Jem's opinion?
4. During the cross examination, what does Atticus establish about Mayella's social life?
5. Is Bob Ewell's testimony convincing?
6. Recount Mayella's testimony. What are your feelings towards her? Do you pity her? What about Tom Robinson?

Chapters 20-23

1. What does Dolphus Raymond give Jem to drink?
2. What do Dill and Scout discover about Dolphus Raymond? Why does he do this?
3. How does Jem know that the jury has convicted Tom even before the verdict is read?
4. What are the various aspects of the trial that he questions?
5. What is Jem's reaction to the verdict? What are some of the reactions of the other people of Maycomb? What was your reaction to it? Were you surprised by it?
6. How does Atticus react when Bob Ewell spits in his face? What does this say about his character?

Chapters 24-27

1. Explain how Miss Gates, Scout's teacher, during a lesson on Democracy later shows herself to be a hypocrite with double standards. Can you think of any other examples of this type of double standard in our world today?
2. Describe the circumstances surrounding Tom Robinson's death.
3. Recount the things that Bob Ewell does to Helen Robinson.

Chapter 28-31

1. In what ways are both Boo and Tom Robinson like mockingbirds? How is the way they are treated like killing a mockingbird?
2. How are the lives of Tom Robinson and Boo similar or different? How does Mayella's life compare?
3. Why doesn't Atticus want Heck Tate to cover up Bob Ewell's murder?

