

Literary Portfolio

Front cover:

Artistic representation of the book and it must include the title and author 15 pts.

Inside pages:

Table of contents 10 pts.

A general summary of the book that doesn't give away the entire plot. Encourage others to read the book. Minimum length one-half page. 15 pts.

A 6-8 sentence paragraph describing each of the main characters. These include Scout, Jem, and Atticus. Consider personality traits. Total length: 3 paragraphs minimum. 15 pts.

Six quotes from the book that are especially important to the advancement of the novel. Write the quote, include the page number of quote, tell who said it, and then in 2-3 sentences tell why the quote is important. 36 pts.

A diary entry from the point of view of Scout or Jem telling about the trial. One-half page minimum. 15 pts.

Write (copy) the lyrics to a song that details a theme of TKAM. After writing the lyrics, write a 4-6 sentence paragraph explaining why the song you have chosen reflects a theme of TKAM and tell which theme it reflects. Clean lyrics only! 20 pts.

Artistic and/or creative details that make the inside appealing. 5 pts.

Back Page:

One quote by you telling why others should read this book. Minimum 3 sentences. 5 pts.

Your name and hour. 5 pts. - Do not put your name anywhere else in the book except this very last page.

To Kill A Mockingbird: Questions / Study Guide / Discussion Questions

1. What does it mean to "act responsibly?" Explain what a person needs to do in order to "act responsibly" in the 1930's in Maycomb, Alabama.
2. Who can people trust in Maycomb, Alabama? Identify your impressions of Dill, Calpurnia, Jem, the narrator, Atticus, the Radleys, Miss Stephanie Crawford, and Miss Caroline Fisher.
3. What are some essential family values and family history that have shaped the people in this community?
4. What behaviors are acceptable in the Maycomb community? What behaviors are not acceptable in the community?
5. Which characters inform Scout about proper behavior? How do these characters tell her to act?
6. What is Walter Cunningham like? What does his behaviour during lunch suggest about his home life?
7. Describe Miss Caroline's interactions with Burris Ewell. What does this suggest about Miss Caroline? What does this suggest about the Ewells?
8. What do you think of the way Atticus treats Walter?
9. Does Scout learn anything from Walter's visit? What do you think this is?
10. Atticus says that you never really understand a person "until you climb into his skin and walk around in it." What does this mean? What does this lesson suggest about Atticus? Is it an easy thing for Scout to learn?

During Reading

Chapter 1

1. What was the name of Simon's homestead?
2. When Atticus went to Montgomery to read law, what tradition was broken?
3. TF Alexandra married an ambitious man.
4. How many people lived in the narrator's house?
5. How did Jem's mother die?
6. How many houses separated Atticus's residence from the Radley place?
7. TF Scout was taller than Dill.

8. TF The Radleys were new to Maycomb County.
9. TF Arthur is Boo Radley.
10. Who took Mr. Radley's place when he went under?
11. Who wanted to try and make Boo come out?
12. TF All three children touched the Radley place with their palms.
13. What do you learn in this chapter about Maycomb, Atticus Finch and his family?
14. What do you learn about Dill's character?
15. What, briefly, has happened to Arthur "Boo" Radley.
16. Why does the Radley place fascinate Scout, Jem and Dill?
17. What do you notice about the narrative voice and viewpoint in the novel?

Chapter 2

1. Why is Scout looking forward to starting school?
2. Why does Jem not want anything to do with Scout at school? Is his behavior typical of an older child?
3. What do you think of Miss Caroline Fisher as a teacher? Can you find qualities which would make her good or not so good at her job?
4. TF Scout frowned upon the idea of beginning school.
5. TF Jem was happy to take Scout to school.
6. TF Miss Fisher accused Scout of being illiterate.
7. TF Calpurnia taught Scout to read.
8. TF Walter's father was one of Atticus's clients.
9. TF Miss Caroline resorted to corporeal punishment on the first day of class.

Chapter 3

1. TF Scout promised not to jump on Walter again.
2. Why hasn't Walter Cunningham passed the first grade?
3. Why did Calpurnia request Scout's presence in the kitchen?

4. Where did Scout finish her dinner?
5. TF Atticus was swayed by Scout's petition to have Calpurnia fired.
6. What crawled out of Burris Ewell's hair?
7. Who else besides Miss Caroline told Burris to go home?
8. What did Calpurnia do to make up with Scout?
9. According to Atticus, when does one understand a person?
10. Name two favors that Maycomb County cut the Ewells.
11. State the bargain that Atticus struck with Scout.
12. Who is Calpurnia? What is her place in the Finch household?
13. What is Walter Cunningham like? What does his behavior during lunch suggest about his home life?
14. What do you think of the way Atticus treats Walter?
15. Does Scout learn anything from Walter's visit? What do you think this is?
16. Atticus says that you never really understand a person "until you climb into his skin and walk around in it". What does this mean? Is it an easy thing for Scout to learn?
17. What do you learn in this chapter about the Ewells?

Chapter 4

1. What does Scout think of current fashions in education? What do her opinions reveal about Scout's character?
2. What risky behavior do Scout and Jem engage in?
3. Why do the children make Boo's story into a game?
4. How does Atticus react to the game? What does his reaction tell us about his character?
5. Identify at least 2 slang words/phrases appropriate to the 1930's in Maycomb Alabama. Translate these words/phrases into today's language.
6. TF Scout was favorably impressed with the Maycomb County school system.
7. What was in the knot-hole of one of the oak trees?

8. TF One of the Indian-heads was for Cecil Jacobs.
9. Who was the meanest old woman who ever lived?
10. Who was president of the L & N Railroad?
11. Who played the part of Boo?
12. Who had the most to say about the Radleys than anybody in Maycomb?
13. What was Scout's first reason for wanting to quit the Boo-Radley game?
14. What does Scout think of current fashions in education?
15. What superstitions do the children have in connection with the Radley house?
16. Why do the children make Boo's story into a game?
17. What do they do in this game? Do you think the game is an accurate version of what happens in the Radleys' home?
18. What might be the cause of the laughter from inside the house?
19. T / F Scout thought the school system was excellent.
20. What was the first thing Scout found in the knot-hole in the oak tree?
21. What was Jem's reaction to her gum chewing?
22. What did Jem and Scout later find in the tree?
23. What is a "hot steam"?
24. What happened when they pushed Scout in the tire?
25. What game did Dill, Jem, and Scout play?
26. Did Scout want to play?

Chapter 5

1. Describe Miss Maudie Atkinson. How typical is she of Maycomb's women? What do the children think of her?
2. What does Miss Maudie tell Scout about Boo? How does this compare with what Scout already believes?
3. Scout claims that "Dill could tell the biggest ones" (lies) she ever heard. Why might Dill have told such lies?

4. What reasons does Atticus give for the children not to play the Boo Radley game? Do you think he is right? Why?
5. Describe the relationship between Dill and Scout. Include how he treats her and how she reacts to his treatment. How is this treatment typical and atypical (not typical) of this setting?

Chapter 6

1. Why does Scout disapprove of Jem's and Dill's plan of looking in at one of the Radleys' windows?
2. What does Mr. Nathan Radley know about the intruders in his garden? Why does Miss Stephanie refer to a "negro" over whose head Mr. Nathan has fired?
3. Why does Dill's explanation of Jem's state of dress almost land him in trouble?
4. Why did the kids spit themselves dry?
5. What sound shattered the neighborhood?
6. How did Dill explain the loss of Jem's pants to the crowd in front of the Radley place?
7. TF Scout protested against Jem going after his pants.
8. TF Mr. Nathan Radley had to use the other barrel before the night was over.
9. TF Jem's mission to retrieve his pants was successful.
10. On Dill's last night, what do they plan to do?
11. T / F They tell Scout to go home.
12. Why did they wait until the last night that Dill was there to carry out their mission?
13. How did they get the gate to stop squeaking?
14. What happened to make Jem run?
15. Mr. Nathan Radley thought he'd shot what / who?
16. When Jem appears without his pants in front of Atticus, what excuse does Dill make?
17. At 2 am Jem sneaks out to do what?
18. Does he succeed?
19. What kind of risky activity do Scout, Jem and Dill engage in? Explain their cover-up (how they avoid being caught).

20. Who is blamed for trespassing on the Radley Place? What does this blame reveal about the setting (time and place) of the novel?
21. What causes fear in the hearts of Scout and Jem?

Chapter 7

1. Does Jem still fear the gifts in the tree? Give reasons for your answer.
2. When the children plan to send a letter to the person who leaves the gifts, they are prevented. How does this happen? Who does it, and why might he do so?
3. Can you find any evidence that Jem is more mature and wise (intelligence and awareness that comes with age/experience) than Scout? Provide at least one example that supports your answer.
4. What did Jem find unusual about his britches?
5. TF After a three-day waiting period, Jem and Scout considered everything they found in the knot-hole to be their property.
6. Why wasn't the letter delivered?
7. What was Nathan Radley's ulterior motive for cementing the knot-hole?
8. What did Scout like about second grade?
9. What did Jem tell Scout about the night he snuck out?
10. What were the mini sculptures models of?
11. What are a few of the things that they find in the tree?
12. Jem and Scout plan to put what in the tree?
13. What has happened to the tree when they go to place their gift in it?

Chapter 8

1. TF Mrs. Radley's death was a disappointment to Jem and Scout.
2. Why was school closed?
3. What was the "slushy operation"?
4. The snowman was a caricature of which neighbor?

5. TF After her house burnt to the ground and the fire trucks left, with whom did Miss Maudie stay?
6. Who put the brown woolen blanket around Scout?
7. Identify at least two details in this chapter that reveal the setting (time period and place) of this novel.
8. Why is Jem's snowman creation so unacceptable to both Atticus and Miss Maudie?
9. What does the fire at Miss Maudie's house reveal about the people living in Alabama in the 1930s?
10. Besides Atticus, identify a new character who supports Jem and Scout. Provide evidence to support this character's benevolent spirit.

Chapter 9

1. T/F Atticus had warned Scout to hold her temper in and refrain from fighting.
2. Which black man is Atticus defending?
3. T/F Scout withstood Cecil's name calling and felt noble about it.
4. Why does Atticus feel he should defend Tom Robinson? Is it usual for (white) lawyers to do their best for black clients in Alabama during this time period?
5. Scout and Jem have "mixed feelings" about Christmas. What are these feelings and why do they feel this way?
6. Uncle Jack Finch tells Scout that she is growing out of her pants. What does this mean and why might he say it?
7. Describe Aunt Alexandra and explain her negative feelings about Scout. How does Aunt Alexandra perpetuate (promote and continue) stereotypes?
8. Does Scout learn anything from overhearing Atticus's conversation with Uncle Jack? What might this be?
9. Explain at least two examples that reveal Atticus's parenting skills. Hint: What is Atticus trying to teach his children, Jem and Scout?
10. What did Jem and Scout get for Christmas?
11. Talking to Francis gave Scout what kind of sensation?
12. Why did Scout split her knuckle to the bone on Francis's front teeth?
13. TF Uncle Jack gave Scout a spanking without hearing her side of the story.

14. TF Atticus knew Scout was eavesdropping when he spoke of the prejudice in Maycomb.
15. What is Scout being teased about at school?
16. What kind of person is Scout? Use support from the text to explain your answer.

Chapter 10

1. TF Atticus was reluctant to be tackled by Jem.
2. Why was it a sin to kill a mockingbird?
3. Which neighbor spoke highly of Atticus's legal talents?
4. TF Atticus out-did Cecil Jacobs's father in the touch football game.
5. Who informed Atticus about Mr. Harry Johnson's mad dog, old Tim Johnson?
6. Who informed Miss Rachel and Miss Stephanie Crawford about the mad dog?
7. Who was the first to address Atticus by his old nickname?
8. TF Atticus didn't want Scout bragging about his marksmanship at school on Monday.
9. TF Scout and Jem had renewed respect for their father.
10. Scout says that "Atticus was feeble" (weak). Do you think that this is her view as she tells the story or her view when she was younger? Does she still think this after the events recorded in this chapter? Why/Why not?
11. In this chapter Atticus tells his children that "it's a sin to kill a mockingbird" (p. 90). What reason does he give for saying this?
12. What does the shooting of Tim Johnson reveal about Heck Tate and Atticus? How does Atticus feel about how well he can shoot?
13. Jem and Scout have different views about telling people at school how well Atticus can shoot. Explain this difference. Which view is closer to your own?

Chapter 11

1. How does Atticus advise Jem to react to Mrs. Dubose's taunts?
2. Characterize Mrs. Dubose. Characterization includes personality traits, actions, thoughts/feelings, and other people's points of view.
3. What request does Mrs. Dubose make of Jem? What does Mrs. Dubose gain from this "punishment" to Jem? What does Jem gain?

4. What does Atticus teach Jem and Scout about understanding antagonizing and belittling language and people like Mrs. Dubose?
5. Chapters ten and eleven are the last two chapters in the first part of the book. Explain why Harper Lee chooses to end the first part here.

Chapter 12

1. What do people think/feel about them? How do they feel about this experience?
2. What new things do Scout and Jem learn at this church about how the black people live?
3. Describe Calpurnia's education and her son's education--refer to their literacy.
4. Explain why Calpurnia speaks differently in the Finch household, and among her neighbors at church. How is language different in a workplace and in a social setting and/or around family?

Chapter 13

1. Why does Aunt Alexandra come to stay with Atticus and his family? What is she like?
2. Read the first two things Alexandra says when she comes to the Finch house. Are these typical of her or not?
3. How does Aunt Alexandra involve herself in Maycomb's social life?
4. Comment on Aunt Alexandra's ideas about breeding and family. Why does Atticus tell them to forget it? Who is right, do you think?

Chapter 14

1. Who does Scout find hiding under bed? Why is this person hiding in the Finch home?
2. Why is Jem considered a "traitor"? Why is he also considered a maturing, more responsible young man?

Chapter 15

1. Describe Jem's behavior when he confronts Atticus at the jailhouse and also meets a mob of hostile men.
2. Describe Scout's behavior in the setting mentioned above.

Chapter 16

1. Describe how the Maycomb people act at the courthouse square--when they arrive to view the trial of Tom Robinson.

2. Where do Jem, Scout and Dill sit in the courthouse? Why is this significant?

Chapter 17

1. Describe Tom Robinson's alleged crime, as told by Bob Ewell and Heck Tate.
2. What evidence does Atticus reveal about Bob Ewell that may find him guilty of Tom Robinson's alleged crime?
3. Characterize Bob Ewell (describe his actions, language/speech, and other people's points of view).

Chapter 18

1. Characterize Mayella on the witness stand. Remember, characterization includes personality traits, actions, thoughts/feelings, language/speech, and other people's points of view. What are your opinions of her? Explain.
2. Comparison: How are Mayella and her father similar? Contrast: How are they different?
3. How does Mayella incriminate her father on the witness stand? Why does this help Tom Robinson's case?

Chapter 19

1. How does Tom Robinson's testimony help his case? How does his testimony hurt his case?
2. Which characters have courage to break society's code of ethics for this setting? Explain their courageous acts.

Chapter 20

1. How does Atticus's closing statement help his defendant, Tom Robinson?
2. How does his closing statement hurt his defendant?
3. How do you think the jury will react to Atticus's closing statement? Explain your reasoning.

Chapter 21

1. Who believes that Tom Robinson has a chance at being set free? Why do they believe this?
2. Why do Reverend Sykes and the rest of the African American spectators stand for Atticus, even after his defendant Tom was found guilty?

Chapter 22

1. Explain how Atticus's character has influenced Jem. Identify evidence that supports Jem's reaction to the guilty verdict.

2. How do the children (Jem, Scout, and Dill) deal with the outcome of the trial? What do their coping mechanisms reveal about each of them?
3. How do the adults (Atticus, Miss Rachel, Calpurnia, Aunt Alexandra, Miss Stephanie, Miss Maudie, and Bob Ewell) deal with the outcome of the trial? What do their reactions and comments reveal about each of their characters?

Chapter 23

1. How did Bob Ewell confront Atticus? How did Atticus react? What does Atticus's reaction reveal about his character?
2. What does circumstantial evidence mean in terms of Tom's trial?
3. Why don't Maycomb citizens sit on juries in their town?
4. Why does Scout want to befriend Walter Cunningham now (after learning more about the inner workings of the trial)?
5. Why does Aunt Alexandra accept that the Cunninghams may be good but are not "our kind of folks"? Do you think that people should mix only with others of the same social class and/or race? Are class/race-divisions good or bad for societies?
6. Identify evidence in the story that reveals Scout is naive and childlike and Jem is more mature and adult-like in his understanding of people.

Chapter 24

1. How does Scout feel about the women (Aunt Alexandra, Miss Rachel, Mrs. Merriweather, Miss Stephanie, and Miss Maudie) and their discussions in this chapter?
2. How do they treat Scout?
3. What can you learn from the women of Maycomb about proper and improper behavior?
4. Why did Tom try to escape from prison?
5. Explain briefly how Tom was killed.

Chapter 25

1. How is the meaning of the title revealed in this chapter?
2. Why is Tom's death considered "typical" in Maycomb?
3. How does Mr. Underwood feel about Tom's death? Why did the author choose to include Mr. Underwood's opinions about Tom's death?
4. Why is the court of public opinion sometimes more influential than the court of law? Refer to the novel and an example in real life.

5. What do you think Ewell meant when he said "it made one down and about two more to go"? What can you predict will happen next?

Chapter 26

1. Identify at least one example that Scout is growing up and maturing and one example that Jem is growing up and maturing.
2. Why is it hypocritical of Miss Gates to teach a lesson on Hitler's persecution of the Jews?
3. What is Harper Lee's purpose in writing this chapter? Think about the messages she wants to send her readers.

Chapter 27

1. Identify three threats that Bob Ewell allegedly makes against some Maycomb townspeople.
2. Why do you believe the author, Harper Lee, included the Halloween story in her novel? Describe any significance you believe it has.

Chapter 28

1. Identify at least two signs that foreshadow trouble ahead.
2. Describe the significant event in this chapter that forever changes Jem and Scout.

Chapter 29

1. Who is the stranger standing in the corner of Jem's room? Why might he be there?
2. Why is Scout's ham costume significant to the story?
3. Who is the perpetrator (the person responsible for the crime)? How do you know who he is?

Chapter 30

1. Why does Heck Tate insist that Bob Ewell's death was self-inflicted? In what way is this partly true?

Chapter 31

1. Comment on the way the narrator (Scout) summarizes earlier events and characters to show their significance. Refer to events and characters that include Boo Radley, Jem, Atticus, and the neighborhood as a whole. Why do you think Harper Lee (the author) chose to end her novel this way?

To Kill a Mockingbird
Research Project

NAME _____

As we study *To Kill A Mockingbird* and the Civil Rights Era we are going to create a scrapbook based on your research. Each student has been assigned a topic dealing with an issue from the book and is expected to find items necessary to create 2 12 X 12 scrapbook pages. These pages will show an issue from the book and a modern day comparison of that issue. All pages will be compiled into a classroom scrapbook. (Students create material to place on pages during class)

Guidelines for PAGE ONE: issue/person/event- assigned by teacher

1. ____ 10 pts **Title** Create a title that is original and summarizes the topic
2. ____ 10 pts **Quote of significance** This quote does not have to come from the sources you found, but must relate to your topic. Choose a quote that summarizes the topic. For instance, if your topic was about Rosa Parks, you might find a quote about COURAGE. It wouldn't have to be a quote from Rosa Parks or about Rosa Parks. In other words think of the theme in your topic and find a significant quote about it.
3. ____ 20 pts. **Photos**- four photos-5 pts each Find pictures that closely relate to the topic. Captions to explain each must be with them.
4. ____ 30 pts **Summary** of the topic- must be typed. Approx 100 words
5. ____ 30 pts Six top **facts** about the subject. 5 pts each

Guidelines for PAGE TWO: Modern day issue/person/event that relates to page one material

1. ____ 50 pts **Article** Find a modern day issue/person/event that relates to what you researched. This should only be done AFTER you have finished page one. Include an article from a reliable source such as popular news magazines, local news and internet sources that we discuss in class.
2. ____ 20 pts **Comparison Response** Write a 200 word explanation as to why and how this topic relates to your PAGE one topic.
3. ____ 10 pts **Photos** of the topic - 2 photos- 5 pts each with captions

Additional points:

- ____ **50 pts Creativity** and artistic design (no handwriting- type all- spell check- use colors- can use scrapbook material: papers, etc.)
- ____ **20 pts Presentation** to class

____ / 250 pts

Extra Credit:

- ____ **30 pts** Include an interview with someone who lived through the civil rights era and might have some insight to your topic. Must be typed.
- ____ **__ pts** Additional points will be added for those who go above and beyond the requirements

Project ideas *To Kill a Mockingbird*

1. Construct a relief map of Maycomb County. Include homes of the main characters, and other landmarks of the county. Present your map to the class.
2. Collect poems, songs, stories, etc. dealing with prejudice/discrimination of any kind. Create a display (perhaps even a recording) and present it to the class.
3. Write and video tape a scene during which a person is a victim of discrimination. Show it to the class.
4. Use the internet, magazines, encyclopedias, books, etc to find pictures and make a collage depicting acts of discrimination and kindness as well. Present your collage to the class.
5. Create a timeline that highlights some of the major events leading to equal treatment of all people under the law. Include:
 - the American Civil War
 - the Reconstruction Period
 - the Bus Boycott
 - the Brown vs. the Topeka board of Education decision
 - the march on Washington
 - when the novel was set
 - when the novel was written
 - any other dates you feel are significant
6. What is a mockingbird? Authors choose the names of their books very carefully. Often the title contains information that can help us to understand the novel in a broader sense. Prepare a brief (200 words) paragraph which answers the questions asked below:
What is a mockingbird?
Predict based on your research how the Mockingbird may be significant in the title of the novel.
7. Complete the webquest lesson comparing the Scottsboro trial to the book, *To Kill a Mockingbird*.
http://www.jimcrowhistory.org/resources/lessonplans/amlit_lp_webquest1.htm
8. Write any kind of poem about To Kill A Mockingbird (Min. 16 lines)
9. Pretend you are a character in the novel and describe the other characters in the novel and what you think of each of them. Explain why.
10. Do a collage of a major theme of your novel.

11. Write an obituary for one character from *To Kill A Mockingbird* that shows you understand that character's contributions to the story. Read the Obituaries section of a newspaper first.
12. Write a review of *To Kill A Mockingbird* wherein you try to get someone else to read it. Look at book reviews in the paper first.
13. Write another part of the story where you describe what happened to Jem or Scout after the story ended.
14. Write a different (better?) ending for the story.
15. Write several diary entries made by one of the characters during the course of the story.
16. Find 3 songs that seem to relate to *To Kill A Mockingbird*. Write out the lyrics and then write an explanation of how they relate.
17. Make a series of 3 or more postcards that one of the characters has written throughout the course of the story to a friend who lives outside of Maycomb County.
18. Come up with a creative assignment of your own choosing. Please get my approval before you begin.

Project ideas based on chapters

Chapters 1 and 2

In small groups or pairs, talk about your first day at primary or infant school. You could record this talk or use it as a starting point for a written account.

Chapters 3 and 4

Make a list of all the superstitions you remember from when you were young. Ask your friends and relatives to tell you the superstitions they used to believe. You could also explore superstitions in other books you have read (such as *Tom Sawyer*). You could talk or write about these.

Chapter 5

Speak or write about a dare that went wrong. You should base this on a true account, though you may wish to change some details to make it more interesting.

Chapter 6

Write out, as a script for a play, the conversation in which Mr. Nathan Radley tells his neighbours about his shooting at the intruder in his garden. Decide who says what, and

try to give them speeches which are in character. Miss Stephanie Crawford, Miss Maudie Atkinson and Atticus should speak some lines. You may wish to include lines for Miss Rachel and Mr. Avery, also.

Chapters 7 and 8

Make a story (written or scripted for speaking) out of your recollection of any minor disaster (like a fire, or a flood, or some other domestic accident). Try to tell the story from a child's viewpoint. You may wish to alter things or exaggerate for dramatic or comic effects.

Chapter 9

Defending Tom Robinson. Atticus says, "We were licked a hundred years before we started" Imagine that you are a young lawyer helping Atticus prepare his case. Make notes (a series of bullet points) of things that will help you defend Tom, and of things that the prosecution will use to try and convict him.

Chapters 10 and 11

Models of bravery. Atticus tries to explain what he thinks real bravery is. Think of real world examples - perhaps famous people or maybe someone less well-known - and explain why you think they are brave. This is best done as a spoken presentation to a group. You can follow it up with discussion.

Chapter 12

Mixing with strangers. Speak or write about your experiences of meeting people whose way of life was different from your own - perhaps people from another country, or ethnic group, or people whose first language is not the same as yours.

Chapters 13 to 16

Here we see how Atticus tries to protect his children from the ugly realities of adult life. Atticus did not want his children to be in court, but they manage to see most of the trial. Do you think that it was good or bad for them to be there? Discuss whether you think it right for young people to be able to witness criminal trials. (You can choose the age range for the discussion.) You could do this as a formal debate - whether young people at a given age should be allowed to attend criminal trials. You will need some speakers to propose and oppose the motion, and someone to chair the debate.

Chapters 16 to 21

Using the account of the trial in these chapters, make one or more new texts by adapting the original. Here are some suggestions:

- Write an account of the events of a chosen day, or a summary of the trial after the verdict for a local or regional newspaper, such as the Maycomb Tribune, the Montgomery Advertiser or the Mobile Register. (All these newspapers are named in the text. While Maycomb is a small [fictitious] town, Montgomery is the state capital of Alabama and Mobile is another large city in the same state.)

- Script and present a short item on any part of the trial for a news broadcast on an Alabama radio station.
- Write a scene for a play (stage or TV) or cinema screenplay of some part of the trial. You may wish to edit the original text to make your version shorter.
- Prepare a list of bullet points for Atticus to use in presenting his appeal against Tom's conviction.
- Write one or more monologues, showing how various people experienced or witnessed the trial. These could be participants or observers. You may wish to choose some of the following: Judge Taylor, Mayella Ewell, Calpurnia, Helen Robinson, Mr. Gilmer, Heck Tate, Dill. Decide how open and truthful you want to be.

Chapters 22 to 25

Mr. Underwood's editorial. We are given quite a lot of information about Mr. Underwood's editorial in the Maycomb Tribune, following Tom's death. For example, that he "likened it to the senseless slaughter of songbirds by hunters and children". An editorial is a section in a newspaper which does not give news, but comments on it and interprets it. Using all the clues you can find, try to write the editorial as you think Mr. Underwood might have done.

Chapters 26 to 31

The secret diary of Arthur Radley. At the end of the novel we realize that Arthur (Boo) Radley has never stopped watching the children, and that he has foreseen the danger from Bob Ewell, which Atticus has not taken seriously. Imagine that Arthur keeps a diary, in which he writes about what he has seen and how he makes sure that the children are safe. We do not know what style Arthur would use, so you must choose one you think appropriate to what we know of him. Write a series of entries for such a diary, to cover the main events.

Essay Questions

1. Think of the ways race is portrayed in the media (television, radio, news, etc.) and in society as a whole. What are some of the prejudices that still exist?
2. Choose a prejudice and explain how it is accurate or inaccurate and what the effects of that portrayal are.
3. How does using Scout as the narrator during the novel make an impact on the reader?
4. Does the theme of black and white racism follow truth?
5. Compare the characters of Miss Maudie and Miss Alexandra.
6. In what ways does Jem mature through the story?
7. What episodes reveal various meanings of courage to Scout and Jem?
8. How is the mockingbird theme used to unite the two plot elements of the Radley mystery and the Robinson trial?
9. How does the use of Scout as narrator as to the impact of the novel?
10. In what ways are the prejudiced whites' attitudes toward blacks refuted by the author?
11. What are the parallels between the lives and writings of Harper Lee and Truman Capote?
12. How is the mockingbird used similarly in Lee's *To Kill a Mockingbird* and Whitman's poem "Out of the Cradle Endlessly Rocking"? (You might need to obtain a copy of this poem so the students can answer this question...It is also a very good ending to the book)
13. How do Scout, Jem, and Dill characterize Boo Radley at the beginning of the book? In what way did Boo's past history of violence foreshadow his method of protecting Jem and Scout from Bob Ewell? Does this repetition of aggression make him more or less of a sympathetic character?
14. In Scout's account of her childhood, her father Atticus reigns supreme. How would you characterize his abilities as a single parent? How would you describe his treatment of Calpurnia and Tom Robinson vis a vis his treatment of his white neighbors and colleagues? How would you typify his views on race and class in the larger context of his community and his peers?

15. The title of Lee's book is alluded to when Atticus gives his children air rifles and tells them that they can shoot all the bluejays they want, but "it's a sin to kill a mockingbird." At the end of the novel, Scout likens the "sin" of naming Boo as Bob Ewell's killer to "shootin' a mockingbird." Do you think that Boo is the only innocent, or mockingbird, in this novel?
16. Scout ages two years—from six to eight—over the course of Lee's novel, which is narrated from her perspective as an adult. Did you find the account her narrator provides believable? Were there incidents or observations in the book that seemed unusually "knowing" for such a young child? What event or episode in Scout's story do you feel truly captures her personality?
17. *To Kill a Mockingbird* has been challenged repeatedly by the political left and right, who have sought to remove it from libraries for its portrayal of conflict between children and adults; ungrammatical speech; references to sex, the supernatural, and witchcraft; and unfavorable presentation of blacks. Which elements of the book—if any—do you think touch on controversial issues in our contemporary culture? Did you find any of those elements especially troubling, persuasive, or insightful?
18. Jem describes to Scout the four "folks" or classes of people in Maycomb County: "...our kind of folks don't like the Cunninghams, the Cunninghams don't like the Ewells, and the Ewells hate and despise the colored folks." What do you think of the ways in which Lee explores race and class in 1930s Alabama? What significance, if any, do you think these characterizations have for people living in other parts of the world?
19. One of the chief criticisms of *To Kill a Mockingbird* is that the two central storylines -- Scout, Jem, and Dill's fascination with Boo Radley and the trial between Mayella Ewell and Tom Robinson -- are not sufficiently connected in the novel. Do you think that Lee is successful in incorporating these different stories? Were you surprised at the way in which these story lines were resolved? Why or why not?
20. By the end of *To Kill a Mockingbird*, the book's first sentence: "When he was thirteen, my brother Jem got his arm badly broken at the elbow," has been explained and resolved. What did you think of the events that followed the Halloween pageant? Did you think that Bob Ewell was capable of injuring Scout or Jem? How did you feel about Boo Radley's last-minute intervention?
21. What elements of this book did you find especially memorable, humorous, or inspiring? Are there individual characters whose beliefs, acts, or motives especially impressed or surprised you? Did any events in this book cause you to reconsider your childhood memories or experiences in a new light?

**FILM STUDY GUIDE FOR TO KILL A MOCKINGBIRD
SEEING THE FILM THROUGH THE LENS OF MEDIA LITERACY**

FRAMEWORK FOR ANALYZING FILM ¹

Before students can begin to study film, they must be provided with a focus. There are many ways to look at a film. Posted below is a suggestion for teachers. Throughout this teacher guide for *To Kill A Mockingbird*, you will find numerous resources which touch on many of the characteristics listed below.

Students might be assigned different elements in which to research and study.

Literary Aspects	Dramatic Aspects	Cinematic Aspects	Language Work
Narrative			
Characters	Acting	Camera angles	Integrated skills with a greater focus on speaking and writing.
Setting	Costumes	Sound and vision	
Theme	Make-up	Lighting	
Signs			
Genre			

* Narrative (the story, story line, what the story line is based on; binary oppositions; disruption of an equilibrium and how a new equilibrium sets in).

* Characters (heroes, villains, helpers, main characters, supporting characters, and how characters function and contribute to our understanding of the story).

* Setting (physical environment in which filming occurs, indoor or outdoor setting, its significance).

* Theme (general statement about the subject).

* Signs (anything perceptible that has significance beyond its usual function or meaning; an object, a sound, a person, an act, a color).

* Genre (romance, comedy, suspense, a combination of different genres).

* Acting (the performance of actors, whether it is convincing or not).

* Costumes (formal clothes, informal clothes, their color, and their contribution to the film).

- * Make-up (style, color, whether it is exaggerated or plain, the effects it creates, colors).
- * Camera angles, movements, and positions (low camera angle, high camera angle, dose-up, extreme close-up, tilted camera, and how these affect our understanding).
- * Sound and vision (sound effects, soundtrack music, visual effects).
- * Lighting (illumination in a scene).¹

Another Approach²

Questions to consider while introducing, studying and analyzing film:

- 1. Who is telling the story? Why is it being told? Does it appear to have a purpose?**
(media agencies, authorial voice, writers and 'auteurs', marketing, economics, ideology)
- 2. How is it experienced? Who 'consumes' it, where and in what way?**
(readers and media audiences- private and public experience, narrative structures)
- 3. How is it made?**
(film technology, publishing and episodic publishing-the differences they make to the production process as well as to the finished product)
- 4. How does it construct meaning?**
(film language and written language-expectations of audiences and readers, codes and conventions, narrative structures)
- 5. How does it represent its subject- especially with reference to period?**
(representation, use of stereotypes, representation of the past)

Three Ways of Thinking & Talking About Films ³

Literary Aspects	Dramatic Aspects	Cinematic Aspects
Who are the characters in the film?	Did the actors make you forget they were acting? How?	What vivid visual images did you note? What did they make you feel or think about?
What is the film's setting?	Were costumes, make-up, and set equally important to the success of the film?	What sounds or music do you remember? What did they make you feel

		or think about?
What are the main plot elements?	In what scene was an actor's voice (pitch, volume, expression) particularly effective?	What scenes can you understand even without dialogue? Why?
From whose point of view is the story told?	Select a scene that must have been difficult to act. How did the actor make his or her body movements appropriate and convincing?	What scene has very effective or unusual editing?
What is the theme of the film?	Describe a scene in which facial expression was important. What feelings were developed? Were words necessary?	If the film uses special effects, do they add to or detract from your enjoyment of the film?
What is the mood of the film?	Did the actors establish their characters more through dialogue or through movement and facial expressions?	.
What symbols did you notice?	How is this film like or unlike other films by the director? Does this director have a recognizable "style"?	.
.	Was there anything about the acting, set, or costumes that bothered you or interfered with your watching of the film?	.

See [bibliography](#) for all source material cited here

Recommended Reading

The World In A Fresh Light, To Kill A Mockingbird, Film As Text, [Australian Screen Education](#), No. 35, Winter 2004

Using Film to Increase Literacy Skills, English Journal, Vol. 93. NO. 3. January 2004

How to Organize a Film As Literature Class
<http://www.englishjournal.colostate.edu/images/filmclass.pdf>

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