

## Unit – To Kill a Mockingbird

### Essential Questions:

Why is racism dangerous? Who does it affect and how do you know?

What is courage? How do you know if people possess it?

What affect does the setting have on a story?

What influences a person's character?

**Study guide** contains vocabulary as well. *Bring it to class every day.*

### Research: The Harlem Renaissance

I will distribute a sheet that will provide the structure for this assignment.

### You will learn:

- one of the most loved stories in American literature (and the most widely-read in American high schools)
- about how courage and racism affect people
- about the importance of the Harlem Renaissance and the people involved

### Literary terms:

**colloquialism** – a local or regional dialect expression

**frame narrative** – when first person narrator starts as an adult who is remembering the past and returns again as the adult narrator at the end

**static and dynamic characters** – **Static** characters remain the same throughout a literary work; **dynamic** characters change.

**flat and round characters** – **Flat** characters are marked by a lack of complexity – they are caricatures (defined by a single idea or quality). **Round** characters have a high level of complexity and depth associated with real people and their ambiguities.

*review:* plot structure (exposition, rising action, climax, falling action, resolution), symbol, point of view, conflict, characterization, static and dynamic characters, and foreshadowing

### Other viewing and reading:

- CNN special – lynching
- American Experience: Scottsboro: An American Tragedy
- lyrics to “Strange Fruit”
- “Ain’t I a Woman,” by Sojourner Truth; “Thank You, M’am,” by Langston Hughes

**Evaluation:** pop quizzes, test, and research assignment (Harlem Renaissance)

Notes for setting:

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## **PART I; Chapters 1-8**

### **Chapter 1**

1. Chapter 1 introduces us to the town of Maycomb, its appearance, its inhabitants, and the particular attitudes of many of its people. Find a sentence or a paragraph that illustrates each of the following attitudes, or ideas. Quote at least a portion of the sentence or paragraph and give the page number.

a. pride in ancestry and tradition

b. pride in conformity and distrust of those who are different

c. awareness of difference in social classes

BOO RADLEY (*notes*)

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### **Chapter 2**

1. Describe Scout's conflict with Miss Caroline (her teacher).

THE DEPRESSION (*notes*)

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### Chapter 3

1. Both Calpurnia and Atticus scold Scout for her criticism of Walter Cunningham. What does this tell you about these two adults?

2. These three characters are all from poor families, and yet act quite differently: Burris Ewell, Walter Cunningham, Chuck Little. What are their differences and what do you think accounts for them?

	appearance	attitude	one significant quote
Burris			
Walter			
Chuck			

3. Atticus tells Scout, “You never really understand a person until you consider things from his point of view...until you climb in his skin and walk around in it” (30). What is Atticus trying to teach his daughter?

### Chapter 4

1. Where do you think the gum and the pennies are coming from? What makes you think so?

### Chapter 5

1. What do you think of Miss Maudie? Give one detail that supports your opinion.

2. What does Atticus say about the Radley’s right to privacy? Do you agree with him?

### Chapter 6

1. What do Jem and Dill decide to do at the Radley house?

2. After the incident at the Radley's, Jem's real desire is not just to recover his pants, but to keep on good terms with Atticus. What does this tell you about his relationship with his father?

### **Chapter 7**

Why does Mr. Nathan Radley fill the tree hole with cement (the reason he gives)? Does Jem believe him? Do you?

### **Chapter 8**

1. Who puts the blanket on Scout during the fire at Miss Maudie's house?

### **Chapter 9**

1. When Scout uses the word "nigger" what is Atticus's reaction?

2. Atticus says, "Simply because we were licked a hundred years before we started is no reason for us not to try to win" (76). What do you think this means? What do you think of Atticus in light of this statement?

### **Chapter 10**

1. Explain why it is a sin to kill a mockingbird, according to Miss Maudie. Write the quote and page number too.

2. What does Atticus do that impresses his children? Why isn't he proud of this skill?

3. Describe one symbol from this chapter and explain what it symbolizes.

**Chapter 11**

On page 112, Atticus explains to the children why he considers Mrs. Dubose to be a “great lady” and a brave person, despite her obvious poor qualities. How does her behavior before death “fit in” with his explanation of why he is defending Tom Robinson?

**Chapter 12**

How do you explain Lula’s antagonism toward Jem and Scout?

**Chapter 13****Chapter 14**

Describe how Jem “broke the remaining code of our childhood” (141). What does this show about Jem and Scout’s relationship?

**Chapter 15**

1. Why does Jem openly defy Atticus and refuse to leave?

2. What does Scout’s childish attempt at conversation accomplish? Explain.

**Chapter 16**

Why did Mr. Braxton Underwood – a known hater of negroes – protect Atticus at the jail?

**Chapter 17**

1. Atticus spends a great deal of time discussing Mayella Ewell’s injuries. What does he seem to want to reveal?

2. The Ewells are known as “poor white trash” by the residents of Maycomb. Explain this term according to the way they live and what actions they have completed up to this point.

### **Chapter 18**

What is important about Tom Robinson’s appearance? What, according to the testimony, does this **prove** beyond a doubt?

### **Chapter 19**

1. According to Tom’s testimony, what actually happened on November 21? Be specific.

2. What “mistake” did Tom make in saying that he felt “sorry” for Mayella?

### **Chapter 20**

In five or six sentences, paraphrase Atticus’s summation – closing speech – to the jury.

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### **Chapter 21**

Why do the Negroes stand when Atticus leaves the courtroom?

### **Chapter 22**

What does Miss Maudie mean when she says that they have made a “baby step” in the right direction?

### **Chapter 23**

How does Atticus react to Bob Ewell’s threat against him?

## **Chapter 24**

## **Chapter 25**

What happens to Tom and what is most of the town's reaction?

## **Chapter 26**

What is the irony of Ms. Gates's lecture on democracy when compared to her comments at the trial?

## **Chapter 27**

## **Chapter 28**

As they are walking home, what do Jem and Scout think the noises might be?

## **Chapter 29**

Who saved Jem and Scout?

## **Chapter 30**

1. There seems to be an understanding between Scout and Boo. Why do you think this is?
2. Heck Tate and Atticus have an argument – describe the details. How does Scout convince Atticus that Heck is right?

## **Chapter 31**

1. When she takes Boo home, Scout understands many things as she sees the street from the Radley's porch. Explain some things she "sees" now.

2. What has Scout ultimately learned?

3. Which character has helped her the most? Explain.

4. Name some other characters that have also guided her, and explain their role as well.



## To Kill a Mockingbird vocabulary

**Directions:** This vocabulary sheet will help your vocabulary and research skills. **1.** The list below contains vocabulary words from almost every chapter of the novel. You are expected to learn their definitions and write the sentence in which they appear (page numbers are given in parentheses). **2.** In addition, you must find the definition for one or two words that you find for each chapter and write in the page number and sentence in which they appear.

→Bring this packet to class as we will use it in activities. I also may collect it and grade it as a quiz at any point in the unit.

### **Chapter 1**

**taciturn** (4) – quiet; not talkative

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**vapid** (8) – lacking liveliness, animation, or interest, dull

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**nebulous** (11) – cloudy, misty, or hazy; lacking definite form or limits

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### **Chapter 2**

**indigenous** (16) – originating and living or occurring naturally in a area or environment

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### **Chapter 3**

**dispensation** (23) – an exemption or release from obligation or rule

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**iniquities** (25) – gross immorality or injustice; wickedness

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### **Chapter 4**

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### **Chapter 5**

**benign** (42) – of a kind and gentle disposition

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**benevolence** (43) – characterized by or suggestive of doing good

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## Chapter 6

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## Chapter 7

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## Chapter 8

**unfathomable** (65) – difficult or impossible to understand

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**quelled** (71) – to put down forcibly, suppress; to pacify, quiet

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## Chapter 9

**analogous** (77) – similar or alike in such a way as to draw a comparison

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**obstreperous** (85) – noisily and stubbornly defiant

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## Chapter 10

**rudiments** (90) – fundamental elements, principles, or skills, as of fields of learning

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## Chapter 11

**livid** (100) – extremely angry; furious

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**umbrage** (102) – offense, resentment

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## PART TWO of the novel

## Chapter 12

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**Chapter 13**

**formidable** (128) – arousing fear, dread, or alarm

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**obliquely** (130) – characterized by having a slanting or sloping direction, course, or position

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**Chapter 14**

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**Chapter 15**

**venerable** (150) – commanding respect by virtue of age, dignity, character, or position

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**succinct** (151) – characterized by clear, precise expression in few words; concise

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**Chapter 16**

**conceded** (157) – to acknowledge – often reluctantly – as being true, just, or proper; admit

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**solicitor** (163) – one that seeks trade or contributions

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**Chapter 17**

**tenet** (177) – an opinion, doctrine, or principle held as being true by a person or especially by an organization

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**ambidextrous** (178) – able to use both hands skillfully and easily

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**Chapter 18**

**mollified** (180) – calmed in temper or feeling; soothed

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**Chapter 19**

**volition** (192) – the act or an instance of making a conscious choice or decision

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**Chapter 20**

**temerity** (204) – foolhardy disregard of danger; recklessness

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**Chapter 21**

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**Chapter 22**

**cynical** (214) – belief or showing the belief that people are motivated chiefly by base or selfish concerns; skeptical of the motives of others

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**Chapter 23**

**furtive** (218) – characterized by stealth; expressive of hidden motives or purposes

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**Chapter 24**

**bovine** (232) – of, relating to, or resembling an ox, cow or buffalo

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**Chapter 25**

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**Chapter 26**

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**Chapter 27**

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**Chapter 28**

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## Chapter 29

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## Chapter 30

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## Chapter 31

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