# To Kill a Mockingbird Literature Guide

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About This Literature Guide

Secondary Solutions is the endeavor of a high school English teacher who could not seem to find appropriate materials to help her students master the necessary concepts at the secondary level. She grew tired of spending countless hours researching, creating, writing, and revising lesson plans, worksheets, quizzes, tests and extension activities to motivate and inspire her students, and at the same time, address those ominous content standards! Materials that were available were either juvenile in nature, skimpy in content, or were moderately engaging activities that did not come close to meeting the content standards on which her students were being tested. Frustrated and tired of trying to get by with inappropriate, inane lessons, she finally decided that if the right materials were going to be available to her and other teachers, she was going to have to make them herself! Mrs. Bowers set to work to create one of the most comprehensive and innovative Literature Guide sets on the market. Joined by a middle school teacher with 21 years of secondary school experience, Secondary Solutions began, and has matured into a specialized team of intermediate and secondary teachers who have developed for you a set of materials unsurpassed by all others.

Before the innovation of Secondary Solutions, materials that could be purchased offered a reproducible student workbook and a separate set of teacher materials at an additional cost. Other units provided the teacher with student materials only, and very often, the content standards were ignored. Secondary Solutions provides all of the necessary materials for complete coverage of the literature units of study, including author biographies, pre-reading activities, numerous and varied vocabulary and comprehension activities, study-guide questions, graphic organizers, literary analysis and critical thinking activities, essay-writing ideas, extension activities, quizzes, unit tests, alternative assessment, online teacher assistance, and much, much more. Each Guide is designed to address the unique learning styles and comprehension levels of every student in your classroom. All materials are written and presented at the grade level of the learner, and include extensive coverage of the content standards. As an added bonus, all teacher materials are included!

As a busy teacher, you don’t have time to waste reinventing the wheel. You want to get down to the business of teaching! With our professionally developed teacher-written literature Guides, Secondary Solutions has provided you with the answer to your time management problems, while saving you hours of tedious and exhausting work. Our Guides will allow you to focus on the most important aspects of teaching—the personal, one-on-one, hands-on instruction you enjoy most—the reason you became a teacher in the first place.

Secondary Solutions—The First Solution for the Secondary Teacher®
How to Use Our Literature Guides

Our Literature Guides are based upon the National Council of the Teachers of English and the International Readers Association’s national English/Language Arts Curriculum and Content Area Standards. The materials we offer allow you to teach the love and full enjoyment of literature, while still addressing the concepts upon which your students are assessed.

Our Guides are designed to be used as standards-based lessons on particular concepts or skills. Guides may be used in their sequential entirety, or may be divided into separate parts. Not all activities must be used, but to achieve full comprehension and mastery of the skills involved, it is recommended that you utilize everything each Guide has to offer. Most importantly, you now have a variety of valuable materials to choose from, and you are not forced into extra work!

There are several distinct categories within each Literature Guide:

- **Comprehension Check: Exploring Expository Writing**—Worksheets designed to address the exploration and analysis of functional and/or informational materials.
  - Author Biography
  - Biographies of non-fiction characters
  - Relevant news and magazine articles, etc.
- **Comprehension Check**—Similar to Exploring Expository Writing, but designed for comprehension of narrative text—study questions designed to guide students as they read the text.
- **Standards Focus**—Worksheets and activities that directly address the content standards and allow students extensive practice in literary skills and analysis. Standards Focus activities are found with every chapter or section. Some examples:
  - Figurative Language
  - Irony
  - Flashback
- **Assessment Preparation**—Vocabulary activities which emulate the types of vocabulary/grammar proficiency on which students are tested in state and national assessments. Assessment Preparation activities are found within every chapter or section. Some examples:
  - Context Clues
  - Connotation/Denotation
  - Word Roots
- **Quizzes and Tests**—Quizzes are included for each chapter or designated section; final tests as well as alternative assessment are available at the end of each Guide. These include:
  - Multiple Choice
  - Matching
  - Short Response
- **Pre-Reading, Post-Reading Activities, Essay/Writing Ideas plus Sample Rubrics**—Each Guide also has its own unique pre-reading, post reading and essay/writing ideas and alternative assessment activities.

Each Guide contains handouts and activities for varied levels of difficulty. We know that not all students are alike—nor are all teachers! We hope you can effectively utilize every aspect our Literature Guides have to offer—we want to make things easier on you! If you need additional assistance, please email us at info@4secondarysolutions.com. For specific information on how our Guides are directly correlated to your state’s content standards, please write us an email including the name of your state to: contentstandards@4secondarysolutions.com. Thank you for choosing Secondary Solutions!
Sample Agenda and Teacher Notes

Our Literature Guides are designed to be used in their sequential entirety, or may be divided into separate parts. Not all activities must be used, but to achieve full comprehension and mastery of the skills involved, it is recommended that you utilize everything each Guide has to offer. Below is a sample unit plan integrating all aspects of this To Kill a Mockingbird Literature Guide. This agenda assumes students have the time to read together as a class. It will need to be modified if you intend to have your students read at home or have them complete a combination of reading in class and at home.

*Before getting into this novel, you may want to have a discussion about the use of the word “nigger” in the classroom. Some students will be offended by the word. It is important that as a class, you decide on the level of use of the word, and whether or not the use of the word or a substitute such as “the n-word” is necessary or appropriate in reading aloud and in class and small group discussions.

Week One
Day One: Have students individually complete the Anticipation/Reaction Activity (page 31). Discuss responses as a class, including the implications of the novel, predicting what they think the novel will be about. Begin introducing the themes of the novel through Pre-Reading Activities (page 137); introduce the Elements of Fiction (page 9); read/discuss Author Biography (page 10).

Day Two: Review Elements of Fiction (page 9); discuss Harper Lee’s life and how it may have influenced her writing; introduce Historical Context: The Great Depression (pages 11-12) and Historical Context: Plessy v. Ferguson and the Jim Crow Laws (pages 13-15).

Day Three: Read/discuss Historical Context: Based on True Stories (pages 16-19), answering questions, and engaging in discussion or journaling or both.

Day Four: Read over the Allusions and Terminology (pages 20-24), Idioms and Expressions (pages 25-28), as well as the Vocabulary Lists (pages 29-30) for reference. You may wish to give students the definitions for the words, or have them use a dictionary to look them up. Let students know that these lists are there to help them during their reading so that they can understand everything they are unfamiliar with. They should refer to these often. Introduce/explain use of Note-Taking and Summarizing Activity (pages 32-33).

Day Five: Begin reading the novel. Read as much as you deem useful for the class period. As students read, they should be actively completing their Note-Taking and Summarizing Chart (page 34). Approximately 10 minutes before the end of class, have students begin answering the Comprehension Check questions (page 35).

Week Two
Day One: Have students complete Standards Focus: Exposition (page 36).
Day Three: Begin reading Chapters 3-4, completing the Note-Taking Chart and Comprehension Check questions (pages 39-40).
Day Four: Continue reading Chapters 3-4, completing the Note-Taking Chart and Comprehension Check questions.
Day Five: Complete Standards Focus: Setting (page 41).

Week Three
Day One: Complete Assessment Preparation: Context Clues (page 42-43).
Day Two: Give Quiz Chapters 1-4 (page 110) and Vocabulary Quiz 1-4 (page 111); Begin reading Chapters 5-6, completing the Note-Taking Chart and Comprehension Check questions (pages 44-45).
Day Three: Continue reading, completing the Note-Taking Chart and Comprehension Check questions.
Day Four: Complete Standards Focus: Dialect and Slang (pages 46-47).

Week Four
Day One: Begin reading Chapters 7-8, completing the Note-Taking Chart and Comprehension Check questions (pages 50-51).
Day Two: Continue reading, completing the Note-Taking Chart and Comprehension Check questions.
Day Four: Complete Assessment Preparation: Word Roots (page 54).
Day Five: Give Quiz: Chapters 5-8 (page 112) and Vocabulary Quiz 5-8 (page 113); begin reading Chapters 9-11, completing the Note-Taking Chart and Comprehension Check questions (pages 55-56).
**Week Five**

**Day One:** Continue reading, completing the Note-Taking Chart and Comprehension Check questions.

**Day Two:** Continue reading, completing the Note-Taking Chart and Comprehension Check questions.

**Day Three:** Complete Standards Focus: Foreshadowing (pages 57-58).

**Day Four:** Complete Assessment Preparation: Vocabulary in Context (pages 59-60).

**Day Five:** Give Quiz: Chapters 9-11 (page 114) and Vocabulary Quiz 9-11 (page 115); begin reading Chapters 12-13, completing Note-Taking Chart and Comprehension Check questions (pages 61-62).

**Week Six**

**Day One:** Continue reading, completing the Note-Taking Chart and Comprehension Check questions.

**Day Two:** Complete Standards Focus: Figurative Language (pages 63-64).

**Day Three:** Begin reading Chapters 14-15, completing Note-Taking Chart and Comprehension Check questions (pages 67-68).

**Day Four:** Complete Assessment Preparation: Determining Parts of Speech (pages 65-66).

**Day Five:** Continue reading, completing the Note-Taking Chart and Comprehension Check questions.

**Week Seven**

**Day One:** Complete Standards Focus: Analyzing Poetry (pages 69-70).

**Day Two:** Complete Assessment Preparation: Vocabulary in Context (pages 71-72).

**Day Three:** Give Quiz: Chapters 12-15 (page 116) and Vocabulary Quiz 12-15 (page 117); Begin reading Chapters 16-17, completing Note-Taking Chart and Comprehension Check questions (pages 73-74).

**Day Four:** Complete Assessment Preparation: Vocabulary in Context (pages 76).

**Day Five:** Complete Standards Focus: Courtroom Terminology and the Judicial System (page 75).

**Week Eight**

**Day One:** Complete Assessment Preparation: Analogies (page 76).

**Day Two:** Begin reading Chapters 18-19, completing Note-Taking Chart and Comprehension Check questions (pages 77-78).

**Day Three:** Continue reading, completing the Note-Taking Chart and Comprehension Check questions.

**Day Four:** Complete Standards Focus: Exploring Expository Writing (pages 79-80).

**Day Five:** Complete Assessment Preparation: Connotation (pages 81-82).

**Week Nine**

**Day One:** Give Quiz: Chapters 16-19 (page 118) and Vocabulary Quiz 16-19 (page 119); begin reading Chapters 20-21, completing Note-Taking Chart and Comprehension Check questions (pages 83-84).

**Day Two:** Continue reading, completing the Note-Taking Chart and Comprehension Check questions.

**Day Three:** Complete Standards Focus: Rhetoric (pages 85-87).

**Day Four:** Complete Assessment Preparation: Vocabulary through Figures of Speech (pages 88-89).

**Day Five:** Begin reading Chapters 22-23, completing Note-Taking Chart and Comprehension Check questions (pages 90-91).

**Week Ten**

**Day One:** Continue reading, completing the Note-Taking Chart and Comprehension Check questions.

**Day Two:** Complete Standards Focus: Conflict (page 92); complete Assessment Preparation: Defining by Contrast (page 93).

**Day Three:** Begin reading Chapters 24-25, completing Note-Taking Chart and Comprehension Check questions (pages 94-95).

**Day Four:** Complete Standards Focus: Author’s Style (pages 96-97).

**Day Five:** Complete Assessment Preparation: Word Origins (pages 98-99).

**Week Eleven**

**Day One:** Give Quiz: Chapters 20-25 (page 120) and Vocabulary Quiz 20-23 (page 121) and Vocabulary Quiz 24-25 (top of page 122); begin reading Chapters 26-28, completing the Note-Taking Chart and Comprehension Check questions (pages 100-101).

**Day Two:** Complete Standards Focus: Theme in Context (page 102).

**Day Three:** Complete Assessment Preparation: Vocabulary in Context (pages 103-104).

**Day Four:** Give Quiz: Chapters 26-28 (page 123) and Vocabulary Quiz 26-28 (bottom of page 122); begin reading Chapters 29-31, completing Note-Taking Chart and Comprehension Check questions (pages 105-106).

**Day Five:** Continue reading, completing the Note-Taking Chart and Comprehension Check questions.
**Week Twelve**

**Day One:** Complete *Standards Focus: Theme* (page 107).


**Day Three:** Give *Quiz: Chapters 29-31* (page 124) and *Vocabulary Quiz 29-31* (page 125); review for *Final Test*

**Day Four:** Give either version of the *Final Test* (pages 126-128 or 130-133) as well as the (optional) *Final Vocabulary Test* (page 129). Some alternates to these tests are a project from the *Post-Reading and Alternative Assessment* ideas (pages 138-139), an essay exam from the *Essay/Writing Ideas* (pages 140-141) or any combination of the three test types. Two different *Project Rubrics* are on pages 142-143; a *Response to Literature Essay Rubric* is on pages 144-145.

**Day Five:** If you intend to continue the study of the novel, *Post-Reading Activities and Alternative Assessment* ideas are on pages 138-139.

**Notes for the Teacher**

As mentioned on page 5, *not all activities and worksheets in this Guide must be used.* They are here to help you, so that you have some options to work with. *Feel free to use all or only some of the worksheets and activities from this Guide.* Here are a few notes about this Guide:

1. *Both the Note-taking and Summarizing activities and Comprehension Check questions are there to help your students get the most out of the novel.* Depending upon your students and their needs, you may opt to have them only take notes, or only do the questions, or alternate between the two.

2. *Post-Reading Activities and Alternative Assessment* ideas are located on pages 138-139. *Again, these are suggestions only.* These project ideas can be used in addition to a written test, or in place of it. Project rubrics are located on pages 142-143. Please note that the rubrics are slightly different: *Project Rubric A* is recommended for projects that have a small written element that does NOT have to be researched. *Project Rubric B* is recommended for projects that include a research component in which sources must be cited.

3. *Essay/Writing ideas are located on pages 140-141.* Often, having students choose ONE topic from 2-3 essay topics that you have chosen ahead of time, in addition to their written test, works well. Many of these options can also work as a process essay during your teaching of *To Kill a Mockingbird.*

4. The vocabulary in this novel can be difficult. We put together a list of words that we felt students should know for state and national assessments, SAT Exams, etc., or that we felt they would actually use or see again. There were many words that we felt were too difficult for students for vocabulary instruction in this Guide. Some examples include: beadle, vapid, obstreperous, invective, philippic, palliation, habiliments, spurious, and purloined. You may want to offer extra credit to students for defining these words or use them as extra credit points on a quiz or exam.

5. *Theme activity* (page 107) may be assigned as a writing activity. Give the students a choice of one of the questions to be completed as a full-page or a two page writing assignment, or assign two questions, to be completed as an assignment of one page each, or one-half page each, depending upon the capability of your students.

6. *Note-Taking and Summarizing—You may want to use page 32 to help you go over page 33 with your students to give them a better understanding of what they are expected to do.*

7. *Vocabulary tests and quizzes are optional.* If you choose to give the vocabulary quizzes, please note that the vocabulary quiz for each chapter quiz is located *behind* the quiz for the chapters, except for the quiz for chapters 26-28, which is *before* the chapter quiz, on the same sheet with the chapter 24-25 vocabulary quiz. If you wish to give the Final Vocabulary Test, you should use page 129 with either version of the *Final Test.* (Please note: the *Final Vocabulary Test* does not include all of the vocabulary words presented in this Literature Guide. The words students are most likely to see again and use in the near future have been chosen for the test. You may choose to tell the students to study all vocabulary words for the test, or you may give them the list of test words ahead of time, since the number of words introduced in this Guide can be daunting.

8. The articles on pages 17-19 and 79-80 contain errors. These errors were intentionally not corrected for this Guide, allowing students the opportunity to put their proofreading skills to the test. The activity can be found on page 80, #6.
Standards Focus: Elements of Fiction

Literary Terms to Know

In the study of literature, it is important to remember that a story consists of several elements: plot, characters, setting, point of view, conflict, symbol, and theme. In the realm of fiction, the author can place an emphasis on any one or more of these elements, or conversely, de-emphasize any one or more of these elements. For example, one cannot analyze a story looking only at setting, but some authors may want the reader to focus on the plot, so the setting of the story may not be a major focus. It is important when analyzing a piece of literature that you look at all of the elements and how they work together to create an entire story.

- **Plot** - the related series of events that make up a story
  - Exposition - the beginning of a story in which the main characters, conflicts, and setting are introduced
  - Rising action - the action that takes place before the climax; the plot becomes more complicated, leading to the climax
  - Climax - the turning point of the story; emotional high point for the protagonist
  - Falling action - the action that takes place after the climax, leading to the resolution
  - Resolution - the end of a story; problems are solved, and the characters’ futures are foreshadowed

- **Conflict** - the struggle(s) between opposing forces, usually characters
  - Internal conflict - a character’s struggle with himself or his conscience
  - External conflict - a character’s struggle with an outside force, such as another character, nature, or his environment

- **Characters** - the individuals involved (either directly or indirectly) in the action of the story
  - Protagonist - the central character in a story; struggles against the antagonist
  - Antagonist - the conflicting force against the protagonist; can be another character, a force of nature, or the protagonist struggling against himself

- **Setting** - the time and place, or where and when, the action occurs
  - Physical - the physical environment in which a story takes place; this includes the social and political environment, as well as the atmosphere
  - Chronological - the time in which a story takes place (includes the era, season, date, time of day, etc.)

- **Point of View** - the perspective from which a story is told
  - Narrator - the “voice” that tells a story; may or may not reflect the opinions and attitudes of the author himself
  - First person - a narrator who uses the first-person pronouns (I, me, my, myself, etc.) when telling the story; focuses on the thoughts, feelings, and opinions of a particular character
  - Third person limited - a narrator who uses the third-person perspective with the third person pronouns (he, she, it, they, etc.); observes the action as an outside observer, revealing the thoughts, feelings, and opinions of only one character
  - Third person omniscient - like third-person limited, the third-person omniscient narrator uses the third-person perspective with the third person pronouns (he, she, it, they, etc.), this type of narrator observes the action as an outside observer, however, revealing the thoughts, feelings, and opinions of several characters

- **Theme** - the main idea behind a literary work; the message in the story
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

The Great Depression

One of the worst periods in United States history was a time called the Great Depression. The many theories about the specific causes of this era are debated, however the widespread poverty and social despair that resulted are indisputable.

During the 1920s, America was experiencing a time of great prosperity and living a life of excess; people had a lot of money and weren’t afraid to spend it on new inventions such as automobiles, refrigerators, and the radio. For the first time, people had credit cards, and were spending more than they made. Individuals were living life to the fullest, and the U.S. economy began to thrive at an unprecedented rate.

In 1929, on a day that came to be called “Black Friday,” the stock market crashed. This meant that the value of money had lost its worth. Essentially, what someone could have bought with one dollar the day before now cost three to five dollars. Businesses could no longer afford to pay their workers and began laying off hundreds of thousands of people. Banks could not afford to give people their money, and were forced to declare bankruptcy. People’s life savings suddenly disappeared, and as a result, people could not afford to pay their house payments or buy food, clothing, or other necessities.

The downward spiral continued. Because people had no money, harvesting and manufacture of new crops and products slowed drastically. Since no one had money to buy food, production slowed, and even more people lost their jobs. By 1932, 30% (about 16-20 million people) of the American population was unemployed. Since people couldn’t work, they couldn’t pay their debts, and many were left homeless. When inflation (a rise in prices) hit, even more people were homeless and jobless, forced to beg, borrow, and steal food just to survive. Because the American people could no longer afford to spend money, the economy worsened.

In 1932, Democrat Franklin D. Roosevelt was elected President of the United States in the hopes he could turn the economy around and help those who were suffering. Despite changes such as the New Deal, which helped instill faith in the government by introducing new programs such as Social Security, unemployment insurance, and disability insurance, mass unemployment and economic stagnation continued for several years. The onset of World War II soon sparked the economy as foreign countries began buying from American producers. While the Great Depression officially ended after the United States entered World War II in 1941, the scars of extreme poverty and despair had left their mark, and the Great Depression continues to be viewed as one of the most difficult periods in U.S. history.
Standards Focus: Exploring Expository Writing

Directions: After reading the article about the Great Depression on page 11, answer the following questions using complete sentences.

1. Describe life in the United States before the depression. ____________________________

2. Explain what happened on “Black Friday.” What happened to the value of money? How did this affect people in the U.S.? ____________________________

3. Why did production of new crops and goods slow during this time? ________________

4. Why didn’t people just go to the bank and take out their money or apply for a loan from the bank? ________________

5. What was the “New Deal”? ________________

6. Why did the Great Depression finally end? Explain what contributed to its end and how these things helped bring this devastating era to a close. ________________
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.


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.)
Editors Note: In the long history of man's inhumanity to man, racial conflict has produced some of the most horrible examples of brutality. The recent slaying of Emmett Till in Mississippi is a case in point. The editors of Look are convinced that they are presenting here, for the first time, the real story of that killing — the story no jury heard and no newspaper reader saw.

Disclosed here is the true account of the slaying in Mississippi of a Negro youth named Emmett Till. Last September in Sumner, Miss., a petit jury found the youth's admitted abductors not guilty of murder. In November, in Greenwood, a grand jury declined to indict them for kidnapping.

Of the murder trial, the Memphis Commercial Appeal said: "Evidence necessary for convicting on a murder charge was lacking." But with truth absent, hypocrisy and myth have flourished. Now, hypocrisy can be exposed; myth dispelled. Here are the facts.

Carolyn Holloway Bryant is 21, five feet tall, weighs 103 pounds. An Irish girl, with black hair and black eyes, she is a small farmer's daughter who, at 17, quit high school at Indianola, Miss., to marry a soldier, Roy Bryant, then 20, now 24. The couple have two boys, three and two; and they operate a store at a dusty crossroads called Money: post office, filling station and three stores clustered around a school and a gin, and set in the vast, lonely cotton patch that is the Mississippi Delta.

Carolyn and Roy Bryant are poor: no car, no TV. They live in the back of the store which Roy's brothers helped set up when he got out of the 82nd Airborne in 1953. They sell "snuff-and-fatback" to Negro field hands on credit; and they earn little because, for one reason, the government has been giving the Negroes food they formerly bought.

On Wednesday evening, August 24, 1955, Roy was in Texas, on a brother's truck. He had carted shrimp from New Orleans to San Antonio, proceeded to Brownsville. Carolyn was alone in the store. But back in the living quarters was her sister-in-law Juanita Milam, 27, with her two small sons and Carolyn's two. The store was kept open till 9 on week nights, 11 on Saturday.

When her husband was away, Carolyn Bryant never slept in the store, never stayed there alone after dark. Moreover, in the Delta, no white woman ever travels country roads after dark unattended by a man. This meant that during Roy's absences — particularly since he had no car — there was family inconvenience. Each afternoon, a sister-in-law arrived to stay with Carolyn until closing time. Then, the two women, with their children, waited for a brother-in-law to convoy them to his home. Next morning, the sister-in-law drove Carolyn back.

Juanita Milam had driven from her home in Glendora. She had parked in front of the store to the left; and under the front seat of this car was Roy Bryant's pistol, a .38 Colt automatic. Carolyn knew it was there. After 9, Juanita's husband, J. W. Milam, would arrive in his pickup to shepherd them to his home for the night.

About 7:30 pm, eight young Negroes — seven boys and a girl — in a '46 Ford had stopped outside. They included sons, grandsons and a nephew of Moses (Preacher) Wright, 64, a 'cropper. They were between 13 and 19 years old. Four were natives of the Delta and others, including the nephew, Emmett (Bobo) Till, were visiting from the Chicago area.

Bobo Till was 14 years old: born on July 25, 1941. He was stocky, muscular, weighing about 160, five feet four or five. Preacher later testified: "He looked like a man." Bobo's party joined a dozen other young Negroes, including two other girls, in front of the store. Bryant had built checkerboards there. Some were playing checkers, others were wrestling and "kiddin' about girls."

Bobo bragged about his white girl [back in Chicago]. He showed the boys a picture of a white girl in his wallet; and to their jeers of disbelief, he boasted of success with her.

"There's a pretty little white woman in the store. Since you know how to handle white girls, let's see you go in and get a date with her?"
"You ain't chicken, are yuh, Bo?" another youth taunted him.

Bobo had to fire or fall back. He entered the store, alone, stopped at the candy case. Carolyn was behind the counter; Bobo in front. He asked for two cents' worth of bubble gum. She handed it to him. He squeezed her hand and said: "How about a date, baby?"

She jerked away and started for Juanita Milam. At the break between counters, Bobo jumped in front of her, perhaps caught her at the waist, and said: "You needn't be afraid o' me, Baby. I been with white girls before." At this point, a cousin ran in, grabbed Bobo and began pulling him out of the store. Carolyn now ran, not for Juanita, but out the front, and got the pistol from the Milam car.

Outside, with Bobo being ushered off by his cousins, and with Carolyn getting the gun, Bobo executed the "wolf whistle" which gave the case its name:

THE WOLF-WHISTLE MURDER: A NEGRO "CHILD" OR "BOY" WHISTLED AT HER AND THEY KILLED HIM.

That was the sum of the facts on which most newspaper readers based an opinion.

The Negroes drove away; and Carolyn, shaken, told Juanita. The two women determined to keep the incident from their "Men-folks." They didn't tell J. W. Milam when he came to escort them home.

By Thursday afternoon, Carolyn Bryant could see the story was getting around. She spent Thursday night at the Milams, where at 4 a.m. (Friday) Roy got back from Texas. Since he had slept little for five nights, he went to bed at the Milams' while Carolyn returned to the store.

During Friday afternoon, Roy reached the store, and shortly thereafter a Negro told him what "the talk" was, and told him that the "Chicago boy" was "visitin' Preacher." Carolyn then told Roy what had happened. Once Roy Bryant knew, in his environment, in the opinion of most white people around him, for him to have done nothing would have marked him for a coward and a fool.

*****

J. W. "Big Milam" is 36: six feet two, 235 pounds; an extrovert. Short boots accentuate his height; khaki trousers; red sports shirt; sun helmet. Dark-visaged; his lower lip curls when he chuckles; and though bald, his remaining hair is jet-black.

*****

Two hours after Big Milam got the word — the instant minute he could close the store — he was looking for the Chicago Negro.

*****

Preacher's house stands 50 feet right of the gravel road, with cedar and persimmon trees in the yard. Big Milam drove the pickup in under the trees. He was bareheaded, carrying a five-cell flashlight in his left hand, the .45 in the right. Roy Bryant pounded on the door.

*****

The visit was not a complete surprise. Preacher testified that he had heard of the "trouble," that he "sho' had" talked to his nephew about it. Bobo himself had been afraid; he had wanted to go home the day after the incident. The Negro girl in the party urged that he leave. "They'll kill him," she had warned. But Preacher's wife, Elizabeth Wright, had decided that the danger was being magnified; she had urged Bobo to "finish yo' visit."

*****

They marched [Bobo] into the yard, told him to get in the back of the pickup and lie down. He obeyed. They drove toward Money, [intending to whip and scare the boy].

*****

At some point when the truck slowed down, why hadn't Bobo jumped and run? He wasn't tied; nobody was holding him. A partial answer is that those Chevrolet pickups have a wraparound rear window the size of a windshield. Bryant could watch him. But the real answer is the remarkable part of the story.

Bobo wasn't afraid of them! He was tough as they were. He didn't think they had the guts to kill him. Milam: "We were never able to scare him. They had just filled him so full of that poison that he was hopeless."
Back of Milam's home is a tool house, with two rooms each about 12 feet square. They took him in there and began "whipping" him, first Milam then Bryant smashing him across the head with those .45's. Pistol-whipping: a court-martial offense in the Army... but MP's have been known to do it.... And Milam got information out of German prisoners this way.

But under these blows Bobo never hollered — and he kept making the perfect speeches to insure martyrdom.

Bobo: "You bastards, I'm not afraid of you. I'm as good as you are. I've 'had' white women. My grandmother was a white woman."

Milam: "Well, what else could we do? He was hopeless. I'm no bully; I never hurt a nigger in my life. I like niggers — in their place — I know how to work 'em. But I just decided it was time a few people got put on notice. As long as I live and can do anything about it, niggers are gonna stay in their place. Niggers ain't gonna vote where I live. If they did, they'd control the government. They ain't gonna go to school with my kids. And when a nigger gets close to mentioning sex with a white woman, he's tired o' livin'. I'm likely to kill him. Me and my folks fought for this country, and we got some rights. I stood there in that shed and listened to that nigger throw that poison at me, and I just made up my mind. 'Chicago boy,' I said, 'I'm tired of 'em sending your kind down here to stir up trouble. Goddam you, I'm going to make an example of you — just so everybody can know how me and my folks stand.'" So Big Milam decided to act. He needed a weight. He tried to think of where he could get an anvil. Then he remembered a gin which had installed new equipment.

*****

Milam: "When we got to that gin, it was daylight, and I was worried for the first time. Somebody might see us and accuse us of stealing the fan." Bryant and Big Milam stood aside while Bobo loaded the fan. Weight: 74 pounds. The youth still thought they were bluffing.

*****

Big Milam ordered Bobo to pick up the fan. He staggered under its weight... carried it to the river bank. They stood silently... just hating one another.

Milam: "Take off your clothes."

Slowly, Bobo pulled off his shoes, his socks. He stood up, unbuttoned his shirt, dropped his pants, his shorts. He stood there naked.

That big .45 jumped in Big Milam's hand. The youth turned to catch that big, expanding bullet at his right ear. He dropped. They barb-wired the gin fan to his neck, rolled him into 20 feet of water.

For three hours that morning, there was a fire in Big Milam's back yard: Bobo's crepe soled shoes were hard to burn. Seventy-two hours later — eight miles downstream — boys were fishing. They saw feet sticking out of the water. Bobo.

The majority—by no means all, but the majority—of the white people in Mississippi 1) either approve Big Milam's action or else 2) they don't disapprove enough to risk giving their "enemies" the satisfaction of a conviction.

Comprehension Check
Directions: Based upon the article, answer the following questions on a separate piece of paper.

1. Why do you think the article is entitled “The Shocking Story of Approved Killing in Mississippi”? What is your reaction to this title? Is it appropriate? How does the title immediately reveal bias? Explain.

2. What do you think the article’s author meant by “That was the sum of the facts on which most newspaper readers based an opinion” on page 18? Explain.

3. What is your reaction to Bobo’s courage? Was he acting foolishly? Why or why not?

4. Explain what the author was saying by “The majority—by no means all, but the majority—of the white people in Mississippi 1) either approve Big Milam's action or else 2) they don't disapprove enough to risk giving their "enemies" the satisfaction of a conviction.”

5. This incident is said to have sparked the Civil Rights movement. How might an incident involving just one boy have been a “spark”? Do you agree or disagree that this is possible? Explain.

6. Do you think this incident could occur today? Why or why not? Do you know of any incidents like this case? Explain.
Name ____________________________________  Period __________

Standards Focus: Allusions and Terminology

1. **ad astra per aspera:** *per aspera ad astra* means “through adversity to the stars”
2. **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
3. **Adolf Hitler:** (1889-1945); German dictator and founder and leader of the Nazi party
4. **all men are created equal:** part of the Declaration of Independence, written by Thomas Jefferson in 1776
5. **Amanaunis 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
6. **ambrosia:** a fruit salad mixed with either mayonnaise or whipped cream
7. **Andrew Jackson:** (1767-1845); the 19th President of the United States; nicknamed “Old Hickory” for his tenacity
8. **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
9. **asafetida:** a brownish, bitter, foul-smelling material formerly used in medicine
10. **Baptists:** members of the Protestant denomination that baptizes through total immersion
11. **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
12. **Bellingraths:** referring to Walter and Bessie Bellingrath who opened their 65-acre Mobile, Alabama estate and garden to the public in 1932
13. **Birmingham, Alabama:** the largest city in the state of Alabama, located almost in the center of the state
14. **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
15. **Bob Taylor:** Robert Love Taylor (1850-1912); won the Governorship of Tennessee after running against his own brother
16. **bootleggers:** people who made and sold alcohol illegally during Prohibition, a period of time in which the consumption of alcohol was illegal
17. **Braxton Bragg:** (1817-1876); a general in the Confederate Army during the Civil War
18. **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
19. **Brigadier General Joe Wheeler:** (1836-1906); a major general in the Confederate Army of the Civil War
20. **Brown’s Mule:** a brand name for a popular chewing tobacco
21. **Buick:** a brand of automobile built in the United States by General Motors
22. **Bullfinch:** reference to American writer Thomas Bullfinch (1796-1867) and *The Age of Fable*, a collection of stories from mythology
23. **burlap bags:** bags made of a dense woven fabric, usually for large bags of potatoes, sugar, or other food items
24. **calomel:** an insecticide once used as medicine for upset stomachs
25. **camellia:** a shrub with rose-shaped flowers
26. **capital offense:** a crime for which the death penalty is or could be given for the conviction
27. **caste system:** traditional, hereditary social systems of stratification; often based upon social status, occupation, or race
28. **castle:** a natural, often homemade soap made of oils and animal fats
29. **Catawba worms:** a cousin of the caterpillar, often used for bait
30. **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
31. **charlotte:** a tart-like dessert, usually filled with chocolate or a fruit gelatin
32. **Chevrolet:** a brand of automobile produced by General Motors, founded in 1911
33. **Chief Justice:** the highest judge in the Supreme Court
34. **chifforobe:** (spelled chiffarobe in the novel) a closet-like piece of furniture, may also have drawers
35. **chinaberry tree:** a deciduous tree which is unappealing to bees and butterflies and poisonous to humans
36. **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
37. **Coca-Cola:** a carbonated beverage introduced in 1886, first produced in Atlanta, Georgia
38. **collards:** a variety of kale with smooth, edible leaves; a popular food of the South
39. **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
40. **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)
41. **Confederate Army/Soldier:** the Confederate Army fought for the South in the American Civil War; Confederate soldiers fought to retain slavery
42. **cootie:** body louse (lice); often found in hair
43. **corn bread:** a bread, popular in the South, made with corn meal and buttermilk
44. **Cornwall:** a county in southwest England

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<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Definition</th>
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<tbody>
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<td>45</td>
<td>cotton gin</td>
<td>A machine for separating cotton from its seeds; revolutionized the cotton industry</td>
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<tr>
<td>46</td>
<td>Cotton Tom Heflin</td>
<td>J. Thomas &quot;Cotton Tom&quot; Heflin was an orator and Republican politician. Heflin's political support was drawn chiefly from rural voters and members of the Ku Klux Klan.</td>
</tr>
<tr>
<td>47</td>
<td>cracking bread</td>
<td>Cornbread with bits of cracking (fried pork rinds) inside it</td>
</tr>
<tr>
<td>48</td>
<td>Creek Indian Wars</td>
<td>An uprising in the South in 1813-1814 by the Creek Nation (see page 49)</td>
</tr>
<tr>
<td>49</td>
<td>Creek Nation</td>
<td>A nation of Native Americans, primarily found in Georgia and Alabama</td>
</tr>
<tr>
<td>50</td>
<td>croker-sack</td>
<td>A sack made of a coarse weave</td>
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<tr>
<td>51</td>
<td>CSA pistol</td>
<td>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.</td>
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<tr>
<td>52</td>
<td>Cutex Natural</td>
<td>A brand name of a popular nail polish company, still in existence today</td>
</tr>
<tr>
<td>53</td>
<td>darky</td>
<td>A derogatory term for an African-American</td>
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<td>54</td>
<td>dewberry tarts</td>
<td>A small mini-pie made with dewberries, which are similar to raspberries and blackberries</td>
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<tr>
<td>55</td>
<td>Dewey Decimal System</td>
<td>A system of classification of non-fiction books invented by Melvil Dewey in 1876; Lee deliberately &quot;confuses&quot; this with a system of teaching introduced by John Dewey (1859-1952), whose philosophy was a &quot;learn by doing&quot; approach, which failed miserably at the time</td>
</tr>
<tr>
<td>56</td>
<td>Dixie</td>
<td>A song also known as &quot;Dixieland&quot; or &quot;I Wish I Was in Dixie&quot;; a distinctly Southern American folk song.</td>
</tr>
<tr>
<td>57</td>
<td>Dixie Howell</td>
<td>Millard F. &quot;Dixie&quot; Howell (1913-1971); a head football coach at Idaho and Arizona State and a pitcher for the Chicago White Sox in 1955</td>
</tr>
<tr>
<td>58</td>
<td>double-barreled shotgun</td>
<td>A shotgun with two parallel barrels, allowing two shots to be fired at the same time</td>
</tr>
<tr>
<td>59</td>
<td>Dracula</td>
<td>One of the first silent horror movies (1922); originally released as Nosferatu, Eine Symphonie Des Grauens</td>
</tr>
<tr>
<td>60</td>
<td>due process of law</td>
<td>The principle of fairness in legal matters, including notice of rights; all legal citizens of the United States are entitled to due process</td>
</tr>
<tr>
<td>61</td>
<td>dunce cap</td>
<td>A pointed hat which was given as punishment to a student who was slow to learn or lazy in school</td>
</tr>
<tr>
<td>62</td>
<td>ear trumpet</td>
<td>A horn-shaped device which acted as a hearing aid for the hearing impaired</td>
</tr>
<tr>
<td>63</td>
<td>Edgar Rice Burroughs</td>
<td>An American author best known for his creation of the character Tarzan.</td>
</tr>
<tr>
<td>64</td>
<td>Einstein</td>
<td>A German born scientist best known for his theory of relativity and E=mc²</td>
</tr>
<tr>
<td>65</td>
<td>Elmer Davis</td>
<td>An American news reporter during World War II</td>
</tr>
<tr>
<td>66</td>
<td>English Channel</td>
<td>The part of the Atlantic Ocean that separates England from France</td>
</tr>
<tr>
<td>67</td>
<td>English riding boots</td>
<td>Tall boots made specifically for riding on a horse</td>
</tr>
<tr>
<td>68</td>
<td>Ethiopia</td>
<td>One of the oldest countries in the world; the third-largest country in population in Africa</td>
</tr>
<tr>
<td>69</td>
<td>ex cathedra</td>
<td>A term meaning &quot;from the throne&quot;</td>
</tr>
<tr>
<td>70</td>
<td>Executive Branch</td>
<td>One of the three branches of the U.S. government; includes the President; responsible for the day-to-day operations of the nation</td>
</tr>
<tr>
<td>71</td>
<td>flivver</td>
<td>A slang term for a Ford Model-T</td>
</tr>
<tr>
<td>72</td>
<td>flying buttress</td>
<td>A type of archway used in construction; usually on religious buildings</td>
</tr>
<tr>
<td>73</td>
<td>foot-washing Baptist</td>
<td>A Baptist who believes in the strict moral and religious code that everything that brings pleasure or joy is a sin</td>
</tr>
<tr>
<td>74</td>
<td>fountain pen</td>
<td>One of the first types of pens; contains a reservoir of ink and a sharp tip</td>
</tr>
<tr>
<td>75</td>
<td>Garden of Gethsemane</td>
<td>According to the New Testament, a garden where Jesus prayed the night before he was crucified</td>
</tr>
<tr>
<td>76</td>
<td>General Hood</td>
<td>John Bell Hood (1831-1879); a Confederate general during the Civil War</td>
</tr>
<tr>
<td>77</td>
<td>General Joe Wheeler</td>
<td>1836-1906); an American military commander and politician; also known as &quot;Fighting Joe&quot;</td>
</tr>
<tr>
<td>78</td>
<td>Gothic literature</td>
<td>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</td>
</tr>
<tr>
<td>79</td>
<td>Governor &quot;commutes his sentence&quot;</td>
<td>The Governor has the power to change a sentence to a less severe one</td>
</tr>
<tr>
<td>80</td>
<td>Greek revival columns</td>
<td>A popular style of architecture in the South in the 1850s; characterized by large pillars and large porches</td>
</tr>
<tr>
<td>81</td>
<td>Group Dynamics</td>
<td>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</td>
</tr>
<tr>
<td>82</td>
<td>Hearts of Love hairdressing</td>
<td>A popular hair oil used by African-American women</td>
</tr>
<tr>
<td>83</td>
<td>Henry W. Grady</td>
<td>A journalist who helped restore the Confederate states after the Civil War ended</td>
</tr>
<tr>
<td>84</td>
<td>Herbert Hoover</td>
<td>The 31st President of the United States; blamed for society’s problems during the Great Depression</td>
</tr>
<tr>
<td>85</td>
<td>holy-roller</td>
<td>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</td>
</tr>
<tr>
<td>86</td>
<td>Hoover cart</td>
<td>A broken-down car pulled by a horse; named after President Hoover (see number 84)</td>
</tr>
<tr>
<td>87</td>
<td>Hoovervilles</td>
<td>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)</td>
</tr>
<tr>
<td>88</td>
<td>House of Commons</td>
<td>The elected lower house of the United Kingdom</td>
</tr>
<tr>
<td>89</td>
<td>Hoyt’s cologne</td>
<td>A cologne used before or after shaving; widely reputed to bring good luck to gamblers</td>
</tr>
<tr>
<td>90</td>
<td>icebox</td>
<td>An early refrigerator; a wood box in which blocks of ice were placed to keep food chilled</td>
</tr>
</tbody>
</table>
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.


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 19th 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.
Name __________________________________  Period ______

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 32nd 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 burrow in England, run essentially by one corrupt individual; Old Sarum is also the name of a 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 Ayler:** 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. **scupernongs:** 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)
<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>182</td>
<td><strong>Shadrach</strong>: an ancient Babylonian moon god; in the Bible, Shadrach was a friend and ally to Daniel in the Book of Daniel</td>
<td></td>
</tr>
<tr>
<td>183</td>
<td><strong>Sherlock Holmes</strong>: a fictional character from the late 19th and early 20th centuries; the creation of Sir Arthur Conan Doyle, Holmes remains the quintessential detective and one of the most recognizable characters in all of literature</td>
<td></td>
</tr>
<tr>
<td>184</td>
<td>smilax: a prickly cousin to the lily; the main ingredient of sarsaparilla</td>
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<tr>
<td>185</td>
<td><strong>Sir Walter Scott</strong>: (1771-1832); a Scottish poet and novelist; best known for his novel <em>Ivanhoe</em></td>
<td></td>
</tr>
<tr>
<td>186</td>
<td><strong>sit-down strikes</strong>: 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</td>
<td></td>
</tr>
<tr>
<td>187</td>
<td><strong>snipe hunt</strong>: also known as a &quot;wild goose chase&quot;; a practical joke in which unknowing victims are given an impossible task</td>
<td></td>
</tr>
<tr>
<td>188</td>
<td><strong>Snow-on-the-Mountain</strong>: a flower related to the poinsettia; a row of these flowers looks like snow because of the flower’s distinctive white color</td>
<td></td>
</tr>
<tr>
<td>189</td>
<td><strong>snuff</strong>: a finely-ground tobacco, intended to be snorted through the nose or placed between the teeth and the lip or cheek</td>
<td></td>
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<tr>
<td>190</td>
<td><strong>stock-market quotations</strong>: refers to specific market data of the Stock Market, or the market for the trading of company stock</td>
<td></td>
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<tr>
<td>191</td>
<td><strong>stump-hole whiskey</strong>: whiskey that was made and sold illegally; producers and buyers would often hide their whiskey in a tree stump to keep from being arrested</td>
<td></td>
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<tr>
<td>192</td>
<td><strong>Supreme Court</strong>: the highest judicial body in the United States and the leader of the judicial branch; consists of nine justices</td>
<td></td>
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<tr>
<td>193</td>
<td><strong>Syrians</strong>: people from the country of Syria in the Middle East</td>
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<tr>
<td>194</td>
<td><strong>taffy</strong>: a type of chewy candy</td>
<td></td>
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<tr>
<td>195</td>
<td><strong>Tangee Natural</strong>: a popular lipstick that looks orange in the tube, but when applied, changes to best fit the coloring of the wearer’s skin tone</td>
<td></td>
</tr>
<tr>
<td>196</td>
<td><strong>Tarzan</strong>: a fictional hero of the jungle; created by Edgar Rice Burroughs in his 1912 novel <em>Tarzan of the Apes</em></td>
<td></td>
</tr>
<tr>
<td>197</td>
<td>the chair: refers to the electric chair used for executions of convicted criminals; the electric chair is still an option in Alabama</td>
<td></td>
</tr>
<tr>
<td>198</td>
<td><strong>the crash</strong>: refers to the Stock Market Crash of 1929, which led to the Great Depression</td>
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<tr>
<td>199</td>
<td><strong>The Gray Ghost</strong>: one of a series of children’s mystery novels by Robert F. Schulke, published between 1921 and 1932</td>
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<tr>
<td>200</td>
<td><strong>The Rover Boys</strong>: a popular children’s book series by Edward Stratemeyer; published from 1899 to 1926</td>
<td></td>
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<tr>
<td>201</td>
<td><strong>Thomas Jefferson</strong>: (1743-1826); the third President of the United States and one of the framers of the U.S. Constitution</td>
<td></td>
</tr>
<tr>
<td>202</td>
<td><strong>tobacco</strong>: dried leaves processed primarily for smoking</td>
<td></td>
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<tr>
<td>203</td>
<td><strong>Tom Swift series</strong>: 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</td>
<td></td>
</tr>
<tr>
<td>204</td>
<td><strong>Tootsie Roll</strong>: a type of chewy chocolate candy invented in 1896</td>
<td></td>
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<tr>
<td>205</td>
<td><strong>truant lady</strong>: 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</td>
<td></td>
</tr>
<tr>
<td>206</td>
<td><strong>Tuscaloosa</strong>: a city in central Alabama; home of the University of Alabama</td>
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<tr>
<td>207</td>
<td><strong>Uncle Natchez</strong>: a cartoon mascot for a fertilzer product called <em>Natural Chilean Nitrate of Soda</em>; advertisements for this product were in comic strip or story form</td>
<td></td>
</tr>
<tr>
<td>208</td>
<td><strong>Union</strong>: the northern side in the Civil War</td>
<td></td>
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<tr>
<td>209</td>
<td><strong>union suit</strong>: one-piece long underwear</td>
<td></td>
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<tr>
<td>210</td>
<td>V.J. Elmore’s: a small convenience/grocery store</td>
<td></td>
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<tr>
<td>211</td>
<td><strong>Victor Appleton</strong>: pseudonym for the authors of the <em>Tom Swift</em> series (see number 203)</td>
<td></td>
</tr>
<tr>
<td>212</td>
<td><strong>Victorian privy</strong>: a fancy outhouse or toilet</td>
<td></td>
</tr>
<tr>
<td>213</td>
<td><strong>Victrola</strong>: a very early phonograph invented in 1906; characterized by a very large horn which tunneled the sound, acting like a speaker; the &quot;dog victrola&quot; refers to the RCA ad in which a portrait called His Master’s Voice features a dog listening into the horn of the phonograph</td>
<td></td>
</tr>
<tr>
<td>214</td>
<td><strong>welfare money</strong>: money given by the government to those in need and out of work</td>
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</tr>
<tr>
<td>215</td>
<td><strong>whistled bob-white</strong>: referring to the sound made by a bobwhite; a bird also known as a partridge</td>
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<tr>
<td>216</td>
<td><strong>White House</strong>: the official residence of the President of the United States, located in Washington, D.C.</td>
<td></td>
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<tr>
<td>217</td>
<td><strong>White Only</strong>: 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 &quot;Colored Only&quot;</td>
<td></td>
</tr>
<tr>
<td>218</td>
<td><strong>William Jennings Bryan</strong>: (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</td>
<td></td>
</tr>
<tr>
<td>219</td>
<td><strong>William Wyatt Bibb</strong>: (1781-1820); Alabama’s first governor</td>
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<tr>
<td>220</td>
<td><strong>Windy Seaton</strong>: a fictional newspaper reporter</td>
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<tr>
<td>221</td>
<td><strong>Works Progress Administration (WPA)</strong>: an administration created to help provide jobs for those suffering through the Great Depression</td>
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<tr>
<td>222</td>
<td><strong>Wrigley’s Double-Mint</strong>: chewing gum; Wrigley’s brand has been in existence since 1914; often characterized by the “Double-Mint Twins”</td>
<td></td>
</tr>
<tr>
<td>223</td>
<td><strong>Yankees</strong>: people living in the Northern states, particularly a soldier fighting for the North</td>
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</tr>
</tbody>
</table>
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. *imaginations 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”

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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 out 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**: filed 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. **snot-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
Name ____________________________  Period ________

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
Name ___________________________________________ Period ____________

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
Vocabulary List Part One

*To Kill a Mockingbird* is full of rich, complex vocabulary that you may not be particularly familiar with. Lee’s command of language and descriptive word choice makes *To Kill a Mockingbird* a classic American novel.

**Directions:** Use a dictionary to look up the following vocabulary words from the novel. Be sure to keep your definitions for use with future vocabulary worksheets and activities.

**Part One**

**Chapters 1-2**
1. apothecary
2. assuaged
3. indigenous
4. malevolent
5. mortification
6. piety
7. sojourn
8. unsullied
9. vexations
10. wallowing

**Chapters 3-4**
1. abominable
2. amiable
3. auspicious
4. contentious
5. dispensation
6. expansively
7. fractious
8. persevere
9. tranquility
10. tyranny

**Chapters 5-6**
1. aloof
2. benevolence
3. benign
4. bewilderment
5. cherub
6. ensuing
7. morbid
8. obliged
9. prowess
10. tacit

**Chapters 7-8**
1. aberrations
2. accosted
3. ascertaining
4. cleaved
5. embalming
6. feeble
7. meditative
8. unfathomable
9. vigil
10. whittle

**Chapters 9-11**
1. analogous
2. antagonized
3. articulate
4. contemporaries
5. evasion
6. inconspicuous
7. ingenious
8. mausoleum
9. nauseating
10. provocation
**Vocabulary List Part Two**

**Part Two**

**Chapters 12-13**
1. acquired
2. altercation
3. compensation
4. contemptuously
5. ecclesiastical
6. formidable
7. inconsistent
8. permanence
9. prerogative
10. qualms

**Chapters 14-15**
1. edification
2. inaudible
3. indulged
4. obscure
5. peculiarities
6. penitentiary
7. perish
8. placid
9. quarrel
10. resignation

**Chapters 16-17**
1. acrimonious
2. corroborating
3. countenance
4. frank
5. grudge
6. gullet
7. lurched
8. profane
9. scrutiny
10. subpoena

**Chapters 18-19**
1. acquainted
2. brash
3. browbeating
4. expunge
5. lavations
6. pilgrimage
7. predication
8. proceedings
9. volition
10. wrathfully

**Chapters 20-21**
1. acquit
2. contraband
3. corrupting
4. detachment
5. discreet
6. indicted
7. perpetuated
8. temerity
9. vengeance
10. verdict

**Chapters 22-23**
1. aggravate
2. appeal
3. cynical
4. diction
5. fatalistic
6. fret
7. heathen
8. resentments
9. statute
10. vehement

**Chapters 24-25**
1. adjourned
2. apprehension
3. bellows
4. devout
5. duress
6. hypocrite
7. navigate
8. squallid
9. varmint
10. veneer

**Chapters 26-28**
1. carcass
2. contraption
3. crooning
4. eccentricities
5. furtive
6. gait
7. notoriety
8. recluse
9. staccato
10. subordinates

**Chapters 29-31**
1. acquiescence
2. connived
3. contradict
4. craw
5. eluded
6. garishly
7. hearse
8. reprimand
9. sedative
10. turmoil
Anticipation/Reaction Activity

Directions: Before reading *To Kill a Mockingbird*, you will look at some of the themes presented in the novel. For each of the following, respond with your own thoughts about the statement. You may agree, disagree, or agree under certain circumstances. For each, be sure to explain the reasoning behind your response. Keep your responses for a class discussion about the themes of the novel.

1. There are certain races in the world that are more important than others.
   Response: ____________________________________________________________

2. Most people will stand up for what they think is right, whether or not others agree.
   Response: ____________________________________________________________

3. Prejudice and racism are a reality, and will never go away.
   Response: ____________________________________________________________

4. It is more important to be a part of the “group” than to be an individual.
   Response: ____________________________________________________________

5. There are some races that are more violent and commit more crimes than other races.
   Response: ____________________________________________________________

6. People are generally either good or evil.
   Response: ____________________________________________________________

7. Fear of other people’s differences is a main cause of racism.
   Response: ____________________________________________________________

8. It is the parents’ responsibility to teach their children right from wrong.
   Response: ____________________________________________________________

9. In our court system, an alleged criminal is innocent until proven guilty.
   Response: ____________________________________________________________
Note-Taking and Summarizing

For some students, reading can be a difficult, tedious task. Part of the problem is that many students do not have the tools to read for meaning, and become disinterested because they cannot follow the action or do not understand, or cannot relate to, the events or the characters. To develop good reading habits, there are a few steps that you can take which will help you to understand and appreciate what you are reading.

❖ As you read each section of To Kill a Mockingbird:

- **Question**—Ask yourself, where is this story or scene, etc. taking place? What has happened before this? Who are the people involved? What do I not understand? What do I need to re-read? What do I need my teacher to clarify? Do the Comprehension Check questions or answers leave you with more questions or problems you need to clarify? Use this section to ask those questions.

- **Connect**—Try to relate to the events or characters in what you are reading. Has this or something like this ever happened to you? How did you handle this situation? Have you ever known a person like any of the characters? What other situations come to mind when reading? Why? Are there any lessons or themes you have seen before?

❖ After you read each section of To Kill a Mockingbird:

- **Comprehension Check Notes**- Use this space to write notes for what you would like to remember from the Comprehension Check questions for each section.

- **Summarize**—Break down the most important information, details, or events of the story. Retell the events of the story in your own words.

- **Predict**—Try to make a guess or prediction as to what may happen next in the novel. This will help you to stay focused on what you read next, as you try to unravel the story. What will happen next? What effect will this event have on those involved?

- **Reflect**—Think about why you are reading the story. What do you think is the theme? What have you learned so far? Why are you reading this particular text in school? Do you like the story? Why or why not? Would you want to read or learn more about this author/genre/topic? Why or why not?

To help you become a more successful, active reader, you will be completing an activity for each section of To Kill a Mockingbird. Each activity is designed to help you understand the action, conflict, and characters involved in the story, and to eventually appreciate the author’s reasons for writing the novel. On the next page is a sample of the chart you will be completing, along with hints to help you complete each section.
### Note-Taking and Summarizing

| **Question** | In this space, write the names of the people involved, as well as where and when the story is taking place. Next, write down questions you have about the novel, and any questions about the reading that you do not understand and/or would like your teacher to clarify. Do the Comprehension Check questions or answers leave you with more questions or problems you need to clarify? |
| **Connect** | In this space, write down anything that you find familiar: either a situation you have experienced, a character that reminds you of someone, or an event from the story that is similar to something you have already read. |
| **Comprehension Check Notes** | Use this space to write anything you feel is important to remember from the Comprehension Check questions for each chapter. |
| **Summarize** | Retell, in your own words, the action and important details of your reading. Your summary should not be more than about one paragraph, or 5-7 sentences long. |
| **Predict** | In this space, write your prediction of what you think will happen next. What will happen next? What effect will this event have on those involved? |
| **Reflect** | In this space, write down any quotes, sayings, or moments that affect you in some way. So far, what do you think is the reason the author wrote this novel? Are there any themes you recognize? Do you like the novel so far? Why or why not? What changes could be made so that you understand or connect with the novel better? What else would you like to learn about this author/genre/topic? |
# Chapters One and Two

*Note-Taking and Summarizing*

| Question          |  
|-------------------|---|
| Connect           |  
| Comprehension     |  
| Check Notes       |  
| Summarize         |  
| Predict           |  
| Reflect           |  

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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.

<table>
<thead>
<tr>
<th>Finch Family History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ex.</strong> Simon Finch, the first Finch in Maycomb, was a “fur-trapping apothecary from England who made his fortune practicing medicine.”</td>
</tr>
<tr>
<td>1. ___________________________</td>
</tr>
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<td>2. ___________________________</td>
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<td>3. ___________________________</td>
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<td>4. ___________________________</td>
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<tr>
<td>5. ___________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Customs and Traditions of Maycomb</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ex.</strong> “Ladies bathed before noon, after their three-o’clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.”</td>
</tr>
<tr>
<td>1. ___________________________</td>
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<td>2. ___________________________</td>
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<td>3. ___________________________</td>
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<td>4. ___________________________</td>
</tr>
<tr>
<td>5. ___________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details of the Setting (Including time period, location, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ex.</strong> “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.”</td>
</tr>
<tr>
<td>1. ___________________________</td>
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<td>4. ___________________________</td>
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<td>5. ___________________________</td>
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</tbody>
</table>
Chapters One and Two
Assessment Preparation: Word Analysis

Do you realize that you actually know more words than you think you do? There are common prefixes and suffixes that you use on a daily basis that can help you to figure out words you may have never seen before.

For example, we have all heard or seen the word swimmer. This word breaks down into the base word swim, plus the suffix –er. The suffixes –er or –or mean someone or something that undergoes an action. Therefore, the word swimmer means “someone or something that swims.” Similarly, the word baker means “someone or something that bakes.” Can you guess what the word motivator means?

Adding a prefix or a suffix can also change the part of speech or the tense of a word. For example, the word invite is a verb. If we add the suffix –tion to the word, the suffix changes the word from the verb invite to the word invitation, which is a noun. The tense of a verb changes from present tense to past tense when –ed is added, for example, ignore to ignored. There are many prefixes and suffixes that you use regularly that can help you figure out the vocabulary words from the novel.

Directions: Use a dictionary to help you analyze the vocabulary words from Chapters 1-2. Be sure to note whether the word is already in its base form (no prefixes or suffixes have been added), or whether a prefix or suffix has been added. Indicate the part of speech of the word, then write down the base word’s definition. Once you have analyzed the word, find the sentence in which the word is used in your text. Finally, using what you have learned about the word, write an original sentence using the vocabulary word. An example has been done for you.

Ex. assuaged  
base: assuage  
prefix: none  
suffix: -ed  
POS and Definition: verb; past; to provide relief from something distressing or painful  
Sentence from text: When it healed, and Jem's fears of never being able to play football were assuaged, he was seldom self-conscious about his injury.  
Original sentence: The young mother assuaged the crying child by giving him a pacifier.

1. apothecary  
base:  
prefix:  
suffix:  
POS and Definition:  
Sentence from text:  

Original sentence:  

2. indigenous  
base:  
prefix:  
suffix:  
POS and Definition:  
Sentence from text:  

Original sentence:  

3. malevolent  
base:  
prefix:  
suffix:  
POS and Definition:  
Sentence from text:  

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<th>Base</th>
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<tr>
<td>4.</td>
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<td>9.</td>
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### Chapters Three and Four

**Note-Taking and Summarizing**

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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.

<table>
<thead>
<tr>
<th>Pg.</th>
<th>Quote from Text</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>5</td>
<td>“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.”</td>
<td>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.</td>
</tr>
</tbody>
</table>
Chapters Three and Four
Assessment Preparation: Context Clues

In most assessments, you must infer (make an educated guess) the meanings of words by looking at context clues, or clues within an entire sentence. You must look at how the word is used in the sentence in order to make an inference.

Directions: For each vocabulary word from Chapters 3-4, first indicate the part of speech in which the vocabulary word appears (noun, verb, etc.). Then write an original definition for the vocabulary word based upon the clues in the sentence. (If you need further clarification, read the entire paragraph on the pages given in parentheses.) Finally, look up the word and write down the dictionary definition. How accurate is your definition?

Ex. He had discarded the abominable blue shorts that were buttoned to his shirts and wore real short pants with a belt; he was somewhat heavier, no taller, and said he had seen his father.
   a. Part of Speech: adj.
   b. Inference: extremely short
   c. Definition: ugly; unpleasant; offensive

1. He waited in the amiable silence, and I sought to reinforce my position: “You never went to school and you do all right, so I'll just stay home too.” (29)
   a. Part of Speech: 
   b. Inference: 
   c. Definition:

2. The remainder of my schooldays were no more auspicious than the first. (32)
   a. Part of Speech: 
   b. Inference: 
   c. Definition:

3. “Ain’t got no mother,” was the answer, “and their paw’s right contentious.” (27)
   a. Part of Speech: 
   b. Inference: 
   c. Definition:

4. Jem’s free dispensation of my pledge irked me, but precious noontime minutes were ticking away. (23)
   a. Part of Speech: 
   b. Inference: 
   c. Definition:
5. “Been comin' to the first day o' the first grade fer three year now,” he said expansively. (27)
   a. Part of Speech: ________________
   b. Inference: ______________________________________________________________
   c. Definition: ______________________________________________________________

6. She had always been too hard on me, she had at last seen the error of her fractious ways, she was sorry and too stubborn to say so. (29)
   a. Part of Speech: ________________
   b. Inference: ______________________________________________________________
   c. Definition: ______________________________________________________________

7. Apparently she had revived enough to persevere in her profession. (25)
   a. Part of Speech: ________________
   b. Inference: ______________________________________________________________
   c. Definition: ______________________________________________________________

8. When in tranquility, her grammar was as good as anybody’s in Maycomb. (24)
   a. Part of Speech: ________________
   b. Inference: ______________________________________________________________
   c. Definition: ______________________________________________________________

9. Calpurnia’s tyranny, unfairness, and meddling in my business had faded to gentle grumblings of general disapproval. (34)
   a. Part of Speech: ________________
   b. Inference: ______________________________________________________________
   c. Definition: ______________________________________________________________
Chapters Five and Six
*Note-Taking and Summarizing*

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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?
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.”
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 Five and Six
Assessment Preparation: Word Origins

Directions: For each of the vocabulary words from Chapters 5-6 below:

a. Read the origin of the word.
b. Draw an inference of the vocabulary word’s meaning based upon the word origin.
c. Look up the meaning in a dictionary.
d. Use the correct definition in a complete sentence, showing that you understand what the vocabulary word means.

Ex. aloof

a. Word Origin: from a-, meaning “on” plus Middle English loof, meaning “windward direction”
b. My Definition: moving in the wind
c. Dictionary Definition: someone who is distant, unfeeling, or detached
d. Sentence: Mark was aloof, never allowing his emotions to show around even his closest friends.

1. benevolence

a. Word Origin: (benevolent); from Latin benevolentia, meaning ”good feeling,” from bene, meaning ”good” + volantem, meaning “to wish.”
b. My Definition: ____________________________
c. Dictionary Definition: ____________________________
d. Sentence: ____________________________

2. benign

a. Word Origin: from Latin bene, meaning “good” + gignere, meaning “to bear, cause”
b. My Definition: ____________________________
c. Dictionary Definition: ____________________________
d. Sentence: ____________________________

3. bewilderment

a. Word Origin: (bewilder) from be-, meaning ”thoroughly” + wild, meaning “into the wild; unknown”
b. My Definition: ____________________________
c. Dictionary Definition: ____________________________
d. Sentence: ____________________________

4. cherub

a. Word Origin: from Latin cherub, meaning ”winged angel”
b. My Definition: ____________________________
c. Dictionary Definition: ____________________________
d. Sentence: ____________________________
5. **ensuing**
   a. Word Origin: (ensue) from Latin *insequi*, meaning "to pursue," from *in-*, meaning "upon" + *sequi*, meaning "follow"
   b. My Definition: ___________________________________________________________
   c. Dictionary Definition: ___________________________________________________
   d. Sentence: __________________________________________________________________

6. **morbid**
   a. Word Origin: from Latin *morbidus*, meaning "diseased," from root of *mor*, meaning "to die"
   b. My Definition: ___________________________________________________________
   c. Dictionary Definition: ___________________________________________________
   d. Sentence: __________________________________________________________________

7. **obliged**
   a. Word Origin: (oblige) from Latin *obligare*, from *ob*, meaning "to" + *ligare*, meaning "to bind"
   b. My Definition: ___________________________________________________________
   c. Dictionary Definition: ___________________________________________________
   d. Sentence: __________________________________________________________________

8. **prowess**
   a. Word Origin: from Latin *prodem*, meaning "brave, valiant"
   b. My Definition: ___________________________________________________________
   c. Dictionary Definition: ___________________________________________________
   d. Sentence: __________________________________________________________________

9. **tacit**
   a. Word Origin: from Latin *tacitus*, meaning "done in silence"
   b. My Definition: ___________________________________________________________
   c. Dictionary Definition: ___________________________________________________
   d. Sentence: __________________________________________________________________
## Chapters Seven and Eight
### Note-Taking and Summarizing

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**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 Seven and Eight
Standards Focus: Characterization

Characterization is the technique by which authors develop characters.

- **Direct characterization** is when the author or narrator directly tells the reader what the character is like. For example, “Jennifer is a good student.” The author wants us to know this detail about Jennifer, and does not give us the chance to guess about this aspect of her personality.

- **Indirect characterization** is when the author gives information about a character and allows the reader to draw his or her own conclusions about that character. Two of the ways we can learn about a character through indirect characterization are:
  - Through the character’s own thoughts, feelings and actions—the reader witnesses what the character does or says, and learns something about the character from these thoughts, feelings, or actions. For example, “On her way to class after lunch, Susan saw some trash on the ground that wasn’t hers. She decided to pick it up anyway, and threw it in the trash can.”

  The reader can make some assumptions about Susan from this excerpt: she cares about the environment, she takes pride in her school, she likes things neat and tidy, etc. All of these are appropriate assumptions based on Susan’s actions.

  - Through interactions with other characters—the reader witnesses the interactions between characters, including how other characters treat or react to another character, and what they say and do towards one another. For example:

    “Maggie said, ‘Julie seems not to care about her school work anymore. It’s as if she is distracted or concerned about something. What do you think?’

    ‘I don’t know, but it is certainly unlike her to get bad grades,’ Kamesha replied.”

    The reader can make assumptions about Julie from this conversation between Maggie and Kamesha. The reader can conclude that Julie used to work hard and get good grades in school, that she may be distracted about something, and that she is not behaving like her usual self.

**Directions:** Complete the chart on the next page with direct quotes (sentences copied directly from the book) of both direct and indirect characterization from Chapters 7-8. Two examples have been done for you.

**Be careful!**

- The quotes you choose must teach you something about that character. Jotting down “Jem said, ‘Hey!’” does not teach us anything about Jem, or any other character, for that matter.

- Taking direct quotes from the text does not necessarily mean you will be copying things that are found in quotation marks. Do not confuse dialogue with direct quotes. For example, since this story is in first person and Scout is our narrator, we get everything the author wants to say from Scout’s perspective. **What Scout thinks is NOT found in quotation marks. What she says TO the other characters IS in quotation marks. Remember, Direct Characterization will NOT be found enclosed in quotation marks in the novel.**

<table>
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<th>Jem</th>
<th>Page</th>
<th>Who Said It</th>
<th>Quote from Text</th>
<th>What you learn about the character</th>
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<tr>
<td></td>
<td></td>
<td>Direct Characterization 61</td>
<td>author/narrator (Scout)</td>
<td>“Jem pulled out his grandfather’s watch that Atticus let him carry once a week if Jem were careful with it. On the days he carried the watch, Jem walked on eggs.” Jem was someone who could be trusted and he was respectful of others.</td>
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<tr>
<td></td>
<td></td>
<td>Indirect Characterization 58</td>
<td>Jem</td>
<td>“Jem shuddered. ‘Like somebody was readin’ my mind…like somebody could tell what I was gonna do. Can’t anybody tell what I’m gonna do lest they know me, can they, Scout?’” Maybe Jem is superstitious or wary of people outside his family.</td>
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<tr>
<td>Jem</td>
<td>Page</td>
<td>Who Said It</td>
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<td>Mr. Avery</td>
<td>Page</td>
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<td>What you learn about the character</td>
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<td>Miss Maudie</td>
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<td>Quote from Text</td>
<td>What you learn about the character</td>
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<td>Miss Stephanie</td>
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<td>What you learn about the character</td>
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Chapters Seven and Eight
Assessment Preparation: Word Roots

Directions: Use the word list below from Chapters 7-8 to answer example a. To find other words that have the same root as the vocabulary word and hint word for example b., look up the vocabulary word or hint word in a dictionary. Look at the words located around these key words to find related words. Be sure to read their origins and meanings to verify that they come from the same root. An example has been done for you.

Ex. The word **cut** comes from the Old French *couteau*, meaning "knife," which comes from the Old English *ceorfan*, meaning "carve," and *scieran*, meaning "shear"
   a. Which vocabulary word has this same root? ___whittle__________________________
   b. What other words can you find that have this same root? ___shear, shave___________

1. The word **certain** is from the Latin *certus*, meaning "sure, fixed"
   a. Which vocabulary word has this same root? ___________________________________
   b. What other words can you find that have this same root? ________________________

2. The word **coast** comes from Latin *costa*, which means "side; rib"
   a. Which vocabulary word has this same root? ___________________________________
   b. What other words can you find that have this same root? ________________________

3. The word **vigilant** comes from the Latin *vigilantia*, meaning "wakefulness"
   a. Which vocabulary word has this same root? ___________________________________
   b. What other words can you find that have this same root? ________________________

4. The word **foible** comes from the Old French *foible*, meaning "weak"
   a. Which vocabulary word has this same root? ___________________________________
   b. What other words can you find that have this same root? ________________________

5. The word **err** comes from the Latin *errare*, meaning "wander, go in error"
   a. Which vocabulary word has this same root? ___________________________________
   b. What other words can you find that have this same root? ________________________

6. The word **cleft** comes from the Old English *geclyft*, meaning "split, cloven"
   a. Which vocabulary word has this same root? ___________________________________
   b. What other words can you find that have this same root? ________________________

7. The word **embrace** comes from the Old French *en-* "in" + *brace* "arms" meaning "clasp in arms"
   a. Which vocabulary word has this same root? ________________________________
   b. What other words can you find that have this same root? ______________________

8. The word **balsam** comes from the Latin *balsamum*, meaning "balm for healing"
   a. Which vocabulary word has this same root? ________________________________
   b. What other words can you find that have this same root? ______________________

9. The word **meditate** comes from the Latin *meditatius*, meaning "to think over, consider"
   a. Which vocabulary word has this same root? ________________________________
   b. What other words can you find that have this same root? ______________________

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**Chapters Nine-Eleven**  
*Note-Taking and Summarizing*

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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!’
‘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 Nine-Eleven
Assessment Preparation: Vocabulary in Context

Directions: For the selected vocabulary words from Chapters 9-11, answer each question or statement using the vocabulary word, complete sentences, and as much detail as possible. Note: the vocabulary words may appear in a different part of speech in the question or statement. An example has been done for you.

**Ex. analogous**—adj.; similar in some respects, allowing an analogy to be drawn

In what ways are a student and a teacher analogous?

A student and a teacher are analogous in that they both spend a lot of time in the classroom, often have homework (student has homework; a teacher has grading) and they both are absolutely necessary in order for a school to exist.

1. **antagonized**—verb; caused a person or animal to be hostile

Describe a time when you felt antagonized, or were responsible for antagonizing someone yourself.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

2. **articulate**—adj.; able to express thoughts, ideas, and feelings clearly; verb, to speak intelligently and clearly

Describe a situation in which you must be particularly articulate.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

3. **contemporaries**—noun; someone or something that exists in the same time or era

What musicians, authors, or actors can be considered today’s contemporaries?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

4. **evasion**—noun; avoidance of something unpleasant; avoiding an answer to a direct question

How might someone who is evading a question behave?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
5. **inconspicuous**—adj.; not obvious, not easily seen or noticed

*How might a soldier inconspicuously attack his enemy?*

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

6. **ingenious**—adj.; possessing cleverness and imagination

*What do you feel is the most ingenious invention of the 20th or 21st Century?*

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

7. **mausoleum**—noun; a large, decorated tomb

*If you were to be placed in a mausoleum, how would you want it to be decorated to show your personal interest and style?*

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

8. **nauseating**—adj.; causing sickness or nausea

*What events or activities might make you nauseated?*

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

9. **provocation**—noun; the act of causing anger in someone

*What might an older brother or sister do to provoke their younger sibling?*

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Name __________________________________  Period ___________

**Chapters Twelve and Thirteen**

*Note-Taking and Summarizing*

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<tr>
<td>Reflect</td>
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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 Twelve and Thirteen
Standards Focus: Figurative Language

One of the most captivating aspects of good literature is the use of **figurative language**, or ideas communicated beyond their literal meaning to create an image in the reader’s or audience’s mind. There are several types of figurative language, also called figures of speech. For this exercise, you will use the following figures of speech:

- **metaphor** - a comparison, based upon similarity or resemblance, of two or more objects: “The pillow was a cloud.” Metaphors can also be more complex: “His recliner was his throne and his remote, his scepter; with these he ruled his kingdom.”
- **simile** - a comparison made between two unlike objects, using the words “like” or “as” in the comparison: “The pillow was like a marshmallow.”
- **personification** - giving human qualities or characteristics to non-human objects: “The wind sang its sad song.”
- **hyperbole** - greatly exaggerating something for emphasis: “I died when I saw my test score.”

**Directions:** Read each quote from Chapters 12 and 13. Look at the underlined figure of speech in the sentence, then decide what type of figure of speech is being used. Finally, analyze the comparison being made, the object being personified or exaggerated, or the image being created by explaining the meaning of the figure of speech. An example has been done for you.

**Ex.** “The Governor was eager to scrape a few barnacles off the ship of state…”

**Figure of Speech:** metaphor

**Analysis:** Lee compares the business of the government to barnacles attaching themselves to a ship: in this case, the “ship” is the state of Alabama. In other words, the government has some important business that needs to be taken care of.

1. “She had put so much starch in my dress it came up like a tent when I sat down.”

   **Figure of Speech:** ____________________________

   **Analysis:** ____________________________

   ____________________________

2. “The church was becoming stuffy, and it occurred to me that Reverend Sykes intended to sweat the amount due out of his flock.”

   **Figure of Speech:** ____________________________

   **Analysis:** ____________________________

   ____________________________

3. “Calpurnia, in her navy voile dress and tub of a hat, walked between Jem and me.”

   **Figure of Speech:** ____________________________

   **Analysis:** ____________________________

   ____________________________
4. “Aunt Alexandra was sitting in a rocking chair exactly as if she had sat there every day of her life.”

Figure of Speech: _____________________________
Analysis: _____________________________

5. “Auntie better watch how she talks—scratch most folks in Maycomb and they’re kin to us.”

Figure of Speech: _____________________________
Analysis: _____________________________

6. “In the beginning its buildings were solid, its courthouse proud, its streets graciously wide.”

Figure of Speech: _____________________________
Analysis: _____________________________

7. “Occasionally someone would return from Montgomery or Mobile with an outsider, but the result caused only a ripple in the quiet stream of family resemblance.”

Figure of Speech: _____________________________
Analysis: _____________________________

8. “Aunt Alexandra fitted into the world of Maycomb like a hand into a glove, but never into the world of Jem and me.”

Figure of Speech: _____________________________
Analysis: _____________________________

9. “Aunt Alexandra was standing stiff as a stork.”

Figure of Speech: _____________________________
Analysis: _____________________________

10. “The blood in my legs began to flow again, and I raised my head.”

Figure of Speech: _____________________________
Analysis: _____________________________
**Chapters Twelve and Thirteen**

**Assessment Preparation: Determining Parts of Speech**

Determining the part of speech of a word is very important for assessments, but also for determining the definitions and usage in everyday written language. If you can determine the part of speech for a word you have never seen before, you may also be able to distinguish the word’s meaning.

Read the following sentence.

Suzie was a **parsimonious** person: she never went out without saving enough money first.

In order to determine a new word’s meaning,

1) find the subject of the sentence: Suzie
2) find the predicate (verb) of the sentence: was; went
3) determine how the vocabulary word fits into the sentence: since “Suzie” is the subject and “was” and “went” are the verbs, I know that the vocabulary word is more than likely not a noun or verb. Since it is next to the word “person” I can assume that the word is describing Suzie. Additionally, I know that the suffix “–ous” means “full of,” and it changes a noun to an adjective, so I am able to determine that the word is an adjective.
4) From here, I can use the other context clues in the sentence to find the correct definition.

Find the word that **BEST** replaces the underlined word in the box above.

- generosity
- squander
- honest
- thrifty

I can rule out both choices “a” and “b” because they are not the correct part of speech. (Generosity is a noun; squander is a verb); from there, I can choose only from choices “c” and “d”. Using the other clues in the sentence, I can determine that the correct answer is “d. thrifty.”

**Directions:** Use the chart of common suffixes on the next page to determine how a word changes with the addition of a suffix to a base word. Use a dictionary if you need help. An example has been done for you.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Base</th>
<th>Suffix</th>
<th>How Suffix Changes the Base</th>
<th>Meaning of Base</th>
<th>Definition of Vocabulary Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>acquired</td>
<td>acquire</td>
<td>-ed</td>
<td>makes a word past tense</td>
<td>to get, obtain, or learn something</td>
<td>received, obtained, or learned something</td>
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</tbody>
</table>

First, determine the base and any affixes (prefixes and suffixes) of the vocabulary word. Determine the part of speech of the base word, then the part of speech of the word with the addition of the suffix. What is the meaning of the suffix? What is the meaning of the vocabulary word? Use the chart on the next page to complete your own chart with the vocabulary words from Chapters 12-13.
<table>
<thead>
<tr>
<th>Suffix</th>
<th>How Suffix Changes Base</th>
<th>Meaning of Suffix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ance, -ence, ency, -dom, -hood, -ship, -ness, -ment, -ure, -ty, -sion, -tion, -ion</td>
<td>changes word to a NOUN</td>
<td>state or quality of being</td>
<td>repentance, violence, fluency, wisdom, childhood, sponsorship, sharpness, resentment, procedure, vanity, conversion, sensation</td>
</tr>
<tr>
<td>-er, -ar, -or, -ist, -ess, -ard</td>
<td>changes word to a NOUN</td>
<td>one who is, one who practices</td>
<td>swimmer, beggar, actor, racist, waitress, drunkard</td>
</tr>
<tr>
<td>-ism</td>
<td>changes word to a NOUN</td>
<td>theory of</td>
<td>classicism, fanaticism</td>
</tr>
<tr>
<td>-ology</td>
<td>changes word to a NOUN</td>
<td>study of</td>
<td>biology, theology</td>
</tr>
<tr>
<td>-ial, -al, -ian, -ic, -ical</td>
<td>changes word to an ADJECTIVE</td>
<td>relating to</td>
<td>bestial, banal, barbarian, fanatic, comical</td>
</tr>
<tr>
<td>-tive, -acious, -ant, -ative, -ish, -ive, -ent</td>
<td>changes word to an ADJECTIVE</td>
<td>inclined to</td>
<td>active, gracious, repentant, representative, sheepish, persuasive, independent</td>
</tr>
<tr>
<td>-able, -ible</td>
<td>changes word to an ADJECTIVE</td>
<td>can be</td>
<td>bendable, credible</td>
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<tr>
<td>-ily, -ly</td>
<td>changes word to an ADVERB</td>
<td>in what manner</td>
<td>easily, quickly</td>
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<tr>
<td>-less</td>
<td>changes word to an ADJECTIVE</td>
<td>without</td>
<td>careless, thoughtless</td>
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<tr>
<td>-ful, -ous, -ulent</td>
<td>changes word to ADJECTIVE</td>
<td>full of</td>
<td>wonderful, fabulous, virulent</td>
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<tr>
<td>-s, -es</td>
<td>changes word to PLURAL</td>
<td>more than one</td>
<td>pins, boxes</td>
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<tr>
<td>-ed, -en, -ing</td>
<td>changes word TENSE</td>
<td>change in time</td>
<td>turned, taken, beginning</td>
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</table>

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<th>Base</th>
<th>Suffix</th>
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<td>alteration</td>
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<td>compensation</td>
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<td>contemptuously</td>
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<td>ecclesiastical</td>
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<td>formidable</td>
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<td>inconsistent</td>
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<td>permanence</td>
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<td>prerogative</td>
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<td>qualms</td>
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### Chapters Fourteen and Fifteen

**Note-Taking and Summarizing**

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<td>Reflect</td>
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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?
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.
Name ___________________________________________ Period __________

Chapters Fourteen and Fifteen
Assessment Preparation: Vocabulary in Context

Directions: Each of the following sentences has been taken directly from the text of *To Kill a Mockingbird*. Read each sentence, then use the context of the sentence (the words around the vocabulary word) to come up with your own definition for the vocabulary word. Once you have come up with your own definition, use a dictionary to help you find the exact definition of each.

1. “Still, everything he read he passed along to me, but with this difference: formerly, because he thought I’d like it; now, for my **edification** and instruction.”
   a. Context definition ________________________________
   b. Dictionary definition ________________________________

2. “Atticus said something **inaudible**. I turned to Jem, who waved me to silence.”
   a. Context definition ________________________________
   b. Dictionary definition ________________________________

3. “If anything, she’s been harder on them in some ways than a mother would have been…she’s never let them get away with anything, she’s never **indulged** them the way most colored nurses do.”
   a. Context definition ________________________________
   b. Dictionary definition ________________________________

4. “They c’n go loose and rape up the countryside for all of ‘em who run this country care,’ was one **obscure** observation we had met head on from a skinny gentleman when he passed us.”
   a. Context definition ________________________________
   b. Dictionary definition ________________________________

5. “Our father had a few **peculiarities**; one was that he never ate desserts; another was that he liked to walk.”
   a. Context definition ________________________________
   b. Dictionary definition ________________________________

©2007 Secondary Solutions - 71 - To Kill a Mockingbird Literature Guide
6. “I felt the starched walls of a pink penitentiary closing in on me, and for the second time in my life I thought of running away.”
   a. Context definition _____________________________
   b. Dictionary definition ___________________________

7. “I’m ‘bout to perish,’ said Dill. ‘Got anything to eat?’”
   a. Context definition _____________________________
   b. Dictionary definition ___________________________

8. “It had been a placid week: I had minded Aunty; Jem had outgrown the treehouse, but helped Dill and me construct a new rope ladder for it…”
   a. Context definition _____________________________
   b. Dictionary definition ___________________________

9. “Jem and I fussed a great deal these days, but I had never heard of or seen anyone quarrel with Atticus.”
   a. Context definition _____________________________
   b. Dictionary definition ___________________________

10. “Who started it?’ asked Atticus, with resignation.”
    a. Context definition _____________________________
    b. Dictionary definition ___________________________
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Comprehension Check

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”?

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.
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 Sixteen and Seventeen
Assessment Preparation: Analogies

An analogy is a shortened way of stating the relationship between words and ideas. One type of analogy expresses the relationship between synonyms. Below is an example:

\[ \text{rare} : \text{scarce} :: \text{abundant} : \text{plentiful} \]

This means that the relationship between \textit{rare} and \textit{scarce} is the same as the relationship between \textit{abundant} and \textit{plentiful}. “Rare” and “scarce” are synonyms, and “abundant” and “plentiful” also form a synonym pair. (The symbol “:” means “is to” and the symbol “::” means “as.”) An analogy may also involve antonyms. For example:

\[ \text{narrow} : \text{wide} :: \text{long} : \text{short} \]

Another way to state this analogy is: “\textit{narrow} is to \textit{wide} as \textit{long} is to \textit{short}.”

\textit{Directions: On the line provided, choose the word from the word box which best completes the analogy. Be careful! Vocabulary words can be used anywhere in the analogy, and not all words from the word box will be used.}

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1. flame : blaze :: gullet : __________________
2. profane : reverent :: equitable : __________________
3. perfect : faultless :: staggered : __________________
4. corroborating : substantiating :: fearful : __________________
5. interfere : hinder :: grudge : __________________
6. subpoena : order :: objective : __________________
7. harmonious : acrimonious :: reputable : __________________
8. champion : loser :: evasive : __________________
9. face : countenance :: stratum : __________________
10. massive : immense :: blasphemous : __________________
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Chapters Eighteen and Nineteen

Note-Taking and Summarizing
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?
Directions: Read the article below, then answer the questions that follow.

GIRL REPEATS STORY IN SCOTTSBORO CASE
The New York Times, Tuesday April 4, 1933
By F. Raymond Daniell

DECATUR, Ala., April 3. –Victoria Price, whose testimony two years ago at Scottsboro led Jackson County juries to condemn eight of nine Negro defendants to death, repeated her charges today before Judge James E. Horton and a jury in the Morgan County Court House at the first of the retrials ordered by the United States Supreme Court. Called to the witness stand by Attorney General Thomas E. Knight Jr. as the main witness against Haywood Patterson, the first of the nine prisoners placed on trial, she identified him unhesitatingly as one of six Negroes who, she testified, had attacked her on a freight train between Stevenson and Paint Rock. Her direct examination took just twelve minutes of the court’s time. When it was finished she settled back in her chair, crossed her silk-stockinginged legs and met a day-long attack upon her character and credibility with angry defiance. At times when Samuel S. Leibowitz, chief of defense counsel, pressed searching questions regarding her past, her lip curled and she snapped her answers in the colloquialisms of the “poor white.” Mrs. Price entered an angry denial when Mr. Leibowitz asked if she had not concocted the whole story of the mass attack by the Negroes and forced Ruby Bates, the other victim of the alleged crime, to corroborate her story in order to forestall the danger of her own arrest for vagrancy or a more serious offense. She joined the Attorney General in challenging Mr. Leibowitz to produce the missing Bates girl to “ask her about it.”

Shouts Answers to Questions
"That's some of that Ruby Bates' dope," she shouted in a voice that shook with anger. "You can't prove it," she shouted another time when Mr. Leibowitz promised to show the court that the condition in which doctors found her testimony with apologies for her lack of education and faulty memory.

Doctor Describes Injuries
Although Mrs. Price insisted that she had fought the Negroes off until her strength gave out, and declared that her head was cut open by a blow from the butt of a pistol wielded by Patterson, Dr. R. R. Bridges, the Scottsboro, physician, who testified just before adjournment, said he had found only superficial bruises and scratches when he examined her. While the doctor was on the stand Judge Horton took a hand in the examination, showing particular interest in the physician’s statement that neither Mrs. Price nor her companion, the Bates girl, were hysterical or nervous when they were brought to his office. Not until the next day, he said, did either of them show any signs of nervousness and then, after a night in jail, it manifested itself in tears. The star witness for the State told the sordid details of the crime before a crowded court with unabashed frankness and plain-speaking. She repeated the lewd remarks she said the Negroes made to her without the flutter of an eyelash and in a voice that carried to the furthest corner of the court room. The only women in the crowd which heard her story and the very clinical medical testimony which followed it were two visitors from New York. At times they looked as nervous as they wished they had not come. There was little that was new in the testimony Mrs. Price gave under direct examination by Mr. Knight. She and the Bates girl, a mill worker like herself, decided she said to go to Chattanooga in search of employment. Wearing overalls over three dresses they wore to avoid
carrying hand luggage, she said, they hopped a freight train and arrived in Chattanooga on the evening of March 24, 1931.

**Sought Work in Chattanooga**

There, Mrs. Price said, she was directed to the home of Mrs. Calli Brace, where she and Miss Bates spent the night. In the morning upon finding that jobs were as scarce in Chattanooga as in Huntsville she and her companion retrieved their overalls from the corner of the station where they had hidden them and started homeward on an outgoing freight train. They were in a gondola car with seven white boys, Mrs. Price declared when Patterson, with the other Negroes at his heals, jumped in from the top of a box car waving a pistol and ordering the white boys to "unload." Mrs. Price related all the rest of the conversation that she could remember without sparing any of the details. One of the printable remarks she attributed to the Negroes follows: "We're going to take you girls up North and make you our women." There was a fight in which all the white boys except one named Orville Gilley were thrown off the train soon after it left Stevenson, a way-station between Chattanooga and Scottsboro. Gilley, according to Mrs. Price, was afraid to jump off the train and said he would "rather stay in the car and die with these girls." Mrs. Price said that she too told the Negroes that she was "going to get off at Huntsville or die." The seven white men were rounded up and held in the jail at Scottsboro until the first trial of the Negroes was over. Only one of them, Gilley, was called upon to testify in the first trial, but it was indicated today that Lester Carter, another of the white hoboes, would be a surprise witness for the defense, if the State does not locate and call him first.

**Refuses to Go Over Crime Again**

Mr. Leibowitz opened his examination of Mrs. Price, who had testified that she was 21 when the attack occurred, by asking if she was now 27 years old. "I ain't that educated that I can figure it out," she replied. The New York lawyer asked her to describe in detail how she resisted the Negroes. "Judge, you Honor, I've answered four times and I ain't going to say no more," she said as she turned to face Judge Horton. Once she protested that she could not understand the questions of Mr. Leibowitz. "Do I use words you don't understand?" he asked. "You speak them too fast," she said. The witness refused to identify a miniature train of box cars, gondolas and tank cars as similar to the freight train and the identification was made later by R. S. Turner, conductor of the train the girls had boarded at Chattanooga. He also testified that he had heard no shots or screams as he rode in the caboose, twenty-six cars behind the gondolas in which the attack is alleged to have occurred. Several times Mr. Leibowitz, angered at what he termed Mrs. Price's "speech-making," asked the judge to warn her to confine her remarks to answering questions. Twice Mr. Knight warned her to "be calm." When she leaned forward and screamed that Patterson had attacked her, Mr. Leibowitz said: "You're a little bit of an actress, aren't you?" "You're a pretty good actor yourself," she retorted. Mr. Leibowitz asked how many mills she visited in Chattanooga in search of work. "Its been two years ago and I disremember," she answered.

**Comprehension Check**

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

1. Mr. Leibowitz brings up the fact that prior to March 25, 1931, Mrs. Price was arrested for offenses “against the moral code.” What do you think this means? Why do you think Leibowitz brought up this fact?
2. What sort of injuries did the doctor testify to? How did the women behave with the doctor on their first visit? Why might this be significant?
3. Why were the women headed to Chattanooga? What was unusual about the way they were traveling?
4. According to Mrs. Price, what happened when they decided to jump the train to go back home?
5. Describe similarities between the testimonies of Mrs. Price and Mayella Ewell.
6. **Bonus:** This article and the article on pages 17-19 were written by professional writers who should have been careful proofreaders. Find their mistakes, underline them in the story, and on a separate sheet of paper, rewrite the sentences as they should have been written for publication.
Chapters Eighteen and Nineteen
Assessment Preparation: Connotation

**Denotation** is the literal dictionary definition of a word. Many words can have the same denotation, or definition, but words also have a **connotation**—an emotional feeling about the word. For example: the words thin, skinny, trim, emaciated, slender, lanky and slim all have the same dictionary definition: of limited size; of slight consistency. However, would you rather be referred to as slender or slim, or emaciated and lanky? The words slender and slim have a **positive** connotation; the words emaciated and lanky have a **negative** connotation. The words small or little have **neutral** connotations, since they provoke neither a positive nor a negative feeling about the words.

**Directions:** For each of the following vocabulary words from Chapters 18 and 19, first use a dictionary to determine the word’s denotation. Then indicate whether the vocabulary word has a positive, negative, or neutral connotation. For part C, using a thesaurus or other source, see if you can come up with two or three synonyms for the vocabulary word, with positive, neutral, and negative connotations. (Please note: in order to simplify the activity, some vocabulary words have been broken down to their base word.) Finally, write an original sentence using the vocabulary word. An example has been done for you.

**Ex. acquaint**

a. Denotation: get to know or learn about someone or something

b. Connotation: neutral

c. Positive: familiarize           Neutral: know           Negative: confront

d. I decided to introduce myself in order to become better acquainted with the guests at the party.

1. **brash**

   a. Denotation: ______________________________________________________________________

   b. Connotation: ______________________________________________________________________

   c. Positive: ___________           Neutral: _______________           Negative: ___________

   d. ______________________________________________________________________

2. **browbeat**

   a. Denotation: ______________________________________________________________________

   b. Connotation: ______________________________________________________________________

   c. Positive: ___________           Neutral: _______________           Negative: ___________

   d. ______________________________________________________________________

3. **expunge**

   a. Denotation: ______________________________________________________________________

   b. Connotation: ______________________________________________________________________

   c. Positive: ___________           Neutral: _______________           Negative: ___________
4. lavation
   a. Denotation: _____________________________________________________________
   b. Connotation: ___________________________________________________________
   c. Positive: _____________ Neutral: ________________ Negative: _____________
   d. ______________________

5. pilgrimage
   a. Denotation: _____________________________________________________________
   b. Connotation: ___________________________________________________________
   c. Positive: _____________ Neutral: ________________ Negative: _____________
   d. ______________________

6. predicament
   a. Denotation: _____________________________________________________________
   b. Connotation: ___________________________________________________________
   c. Positive: _____________ Neutral: ________________ Negative: _____________
   d. ______________________

7. proceedings
   a. Denotation: _____________________________________________________________
   b. Connotation: ___________________________________________________________
   c. Positive: _____________ Neutral: ________________ Negative: _____________
   d. ______________________

8. volition
   a. Denotation: _____________________________________________________________
   b. Connotation: ___________________________________________________________
   c. Positive: _____________ Neutral: ________________ Negative: _____________
   d. ______________________

9. wrathfully
   a. Denotation: _____________________________________________________________
   b. Connotation: ___________________________________________________________
   c. Positive: _____________ Neutral: ________________ Negative: _____________
   d. ______________________
### Chapters Twenty and Twenty-One
*Note-Taking and Summarizing*

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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.”
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: ____________________________
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 and Twenty-One**  
*Assessment Preparation: Vocabulary through Figures of Speech*

The words like, as, is, was, etc. are “trigger” words that state a relationship between two or more things. In the case of vocabulary, we can use these trigger words to illustrate a word’s meaning.

A few of the figures of speech you should be familiar with are metaphors, similes, personification, and hyperbole. In a metaphor, a relationship is stated as a comparison between two objects, e.g. “The grass was a blanket of green velvet.” Similarly, similes make a comparison using the words “like” or “as,” e.g. “She and her best friend were like two peas in a pod.” Personification illustrates how something is like a human, e.g. “The strong waves slapped the rocky shores.” Hyperbole is a great exaggeration for emphasis: “His jaw dropped to the floor when he saw her coming down the stairs in her silk prom dress.”

**Directions:** For each of the vocabulary words from Chapters 20-21, write a sentence illustrating the word’s definition by using metaphor, simile, personification, or hyperbole. If you do not know the word’s meaning, use a dictionary to help you. An example has been done for you.

**Ex. acquit**

Sentence: *Tears of joy flooded the courtroom as the jury made its decision to acquit the accused rapist.*

Figure of speech: *hyperbole*

1. **contraband**

   Sentence: ____________________________

   Figure of speech: ______________________

2. **corrupting**

   Sentence: ____________________________

   Figure of speech: ______________________

3. **detachment**

   Sentence: ____________________________

   Figure of speech: ______________________

4. **discreet**

   Sentence: ____________________________

   Figure of speech: ______________________
5. indicted
Sentence: ___________________________________________

       Figure of speech: __________________________________________

6. perpetuated
Sentence: ___________________________________________

       Figure of speech: __________________________________________

7. temerity
Sentence: ___________________________________________

       Figure of speech: __________________________________________

8. vengeance
Sentence: ___________________________________________

       Figure of speech: __________________________________________

9. verdict
Sentence: ___________________________________________

       Figure of speech: __________________________________________
## Chapters Twenty-Two and Twenty-Three

### Note-Taking and Summarizing

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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-Two and Twenty-Three
Assessment Preparation: Defining by Contrast

Many vocabulary activities ask you to show that you understand the meaning of a word by using it in a sentence. However, a more challenging task is defining a word by showing a contrast, or the opposite to its meaning. Try using conjunctions such as “but,” “or,” and “nor” in order to make the contrast.

Directions: For each of the following vocabulary words from Chapters 22-23, write a sentence that will reveal the meaning of the word by giving opposition to its meaning. An example has been done for you.

Ex. aggravate: The new teacher thought that we would aggravate him by asking a lot questions about his life, but he actually liked the fact that his students were interested and wanted to get to know him better.

1. appeal:

2. cynical:

3. diction:

4. fatalistic:

5. fret:

6. heathen:

7. resentments:

8. statute:

9. vehement:

Name __________________________________ Period ________
### Chapters Twenty-Four and Twenty-Five

**Note-Taking and Summarizing**

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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?
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-Four and Twenty-Five

Standards Focus: Author’s Style

Style is a literary technique used by an author to create a piece of literature that reveals the author’s uniqueness. Word choice, figurative language, imagery, rhythm, sentence structure, foreshadowing, symbolism, use of dialect, and other literary devices, all work together to make an author’s writing distinctive. The style in which an author writes influences how well we understand and identify with the literature, and reveals an author’s biases and beliefs.

Harper Lee uses natural techniques of style which helped to make To Kill a Mockingbird such a literary success. She uses dialogue, dialect, a conversational tone, allusions, some very complex vocabulary, and figurative language extensively. However, depending upon the character, some of these elements may change. For example, Aunt Alexandra speaks very differently from Mayella Ewell, and Lee has been able to truly capture these characters by deliberately varying the tone and vocabulary for each. Her mastery at depicting both of these characters, and her ability to weave the story between the two, makes her style unique and admirable.

Directions: Identify the elements of style that are being used in each of the following excerpts from Chapters 24-25, choosing from the box below. Be sure to use a dictionary or your literature book if you need help. Stylistic elements may be used more than once, and there may be more than one right answer for each. As you identify the elements of style that have been used, explain the effect that these techniques have on the reader. An example has been done for you.

Ex. “From the kitchen, I heard Mrs. Grace Merriweather giving a report in the livingroom on the squalid lives of the Mrunas, it sounded like to me. They put the women out in huts when their time came, whatever that was; they had no sense of family—I knew that’d distress Aunty—they subjected children to terrible ordeals when they were thirteen; they were crawling with yaws and earworms, they chewed up and spat out the bark of a tree into a communal pot and then got drunk on it.”

Elements of style: use of long, wordy, disconnected sentence, in a conversational tone; generally a plain, simple vocabulary with the use of a colloquialism (“when their time came”).

Effect: The use of a long, wordy, and disconnected sentence in the conversational tone gives the feeling that Scout is repeating almost word-for-word the story Mrs. Merriweather is telling. Of course, Scout was not able to hear and tell every word, so it has a sort of feeling that she is repeating the parts she “caught” of the story. Rather than just telling the reader about the Mrunas, Lee gives us the feeling of catching the story right along with Scout.

1. “The gentle hum of ladies’ voices grew louder as she opened the door: ‘Why, Alexandra, I never saw such charlotte…just lovely…I never can get my crust like this, never can….who’d’ve thought of little dewberry tarts…Calpurnia?….who’d thought it…anybody tell you that the preacher’s wife’s …nooo, well she is, and that other one not walkin’ yet…”
2. “The ladies were cool in fragile pastel prints: most of them were heavily powdered but unrouged; the only lipstick in the room was Tangee Natural. Cutex Natural sparkled on their fingernails, but some of the younger ladies wore Rose. They smelled heavenly. I sat quietly, having conquered my hands by tightly gripping the arms of the chair, and waited for someone to speak to me.”

Elements of style: ________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Effect: __________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

3. “S-s-s Grace,’ she said, ‘it’s just like I was telling Brother Hutson the other day. ‘S-s-s Brother Hutson,’ I said, ‘looks like we’re fighting a losing battle, a losing battle.’ I said, ‘S-s-s it doesn’t matter to ‘em one bit. We can educate ‘em till we’re blue in the face, we can try till we drop to make Christians out of ‘em, but there’s no lady safe in her bed these nights.’”

Elements of style: ________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Effect: __________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

4. “To Maycomb, Tom’s death was typical. Typical of a nigger to cut and run. Typical of a nigger’s mentality to have no plan, no thought for the future, just run blind first chance he saw. Funny thing, Atticus Finch might’ve got him off scot free, but wait—? Hell no. You know how they are. Easy come, easy go. Just shows you, that Robinson boy was legally married and all that, but when it comes down to the line the veneer’s mighty thin. Nigger always comes out in ‘em.”

Elements of style: ________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Effect: __________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Chapters Twenty-Four and Twenty-Five
Assessment Preparation: Word Origins

Directions: For each of the vocabulary words from Chapters 24-25 below:
a. Read the origin of the word.
b. Draw an inference of the vocabulary word’s meaning based upon the word origin.
c. Look up the meaning in a dictionary.
d. Use the correct definition in a complete sentence, showing that you understand what the vocabulary word means.

Ex. adjourned

a. Word Origin: from ad-, meaning “to” plus Middle English journ, meaning “travel for a day”
b. My Definition: to travel for a day

c. Dictionary Definition: to postpone the business of a court temporarily or indefinitely

d. Sentence: The judge ordered that the court be adjourned until the defense could find his witness.

1. apprehension

a. Word Origin: from ad-, meaning “to” plus Latin prehendere, meaning “seize”
b. My Definition: _________________________________

c. Dictionary Definition: _________________________________

d. Sentence: _________________________________

2. bellows

a. Word Origin: from Old English belgas, plural of belg, meaning “to blow, swell”
b. My Definition: _________________________________

c. Dictionary Definition: _________________________________

d. Sentence: _________________________________

3. devout

a. Word Origin: from de-, meaning “thoroughly” plus Latin vovere, meaning “vow”
b. My Definition: _________________________________

c. Dictionary Definition: _________________________________

d. Sentence: _________________________________

4. duress

a. Word Origin: from Latin durare, from the root dur meaning “hard”
b. My Definition: _________________________________

c. Dictionary Definition: _________________________________
d. Sentence: ______________________________________________________

5. hypocrite
   a. Word Origin: from Greek hypokrisis meaning "playing a part, pretend"
   b. My Definition: __________________________________________________
   c. Dictionary Definition: _____________________________________________
   d. Sentence: ______________________________________________________

6. navigate
   a. Word Origin: from Latin nāvis meaning “ship” plus ag- meaning “to drive, move”
   b. My Definition: __________________________________________________
   c. Dictionary Definition: _____________________________________________
   d. Sentence: ______________________________________________________

7. squalid
   a. Word Origin: from Latin squalus meaning "rough, filthy"
   b. My Definition: __________________________________________________
   c. Dictionary Definition: _____________________________________________
   d. Sentence: ______________________________________________________

8. varmint
   a. Word Origin: a variant of vermin; from Latin vermus meaning “worm”
   b. My Definition: __________________________________________________
   c. Dictionary Definition: _____________________________________________
   d. Sentence: ______________________________________________________

9. veneer
   a. Word Origin: from Old French furnir meaning “to furnish”
   b. My Definition: __________________________________________________
   c. Dictionary Definition: _____________________________________________
   d. Sentence: ______________________________________________________
Chapters Twenty-Six through Twenty-Eight
Note-Taking and Summarizing

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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?
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-Six through Twenty-Eight
Assessment Preparation: Vocabulary in Context

In most assessments, you must infer (make an educated guess) the meanings of words by looking at context clues, or clues within an entire sentence. You must look at how the word is used in the sentence in order to make an inference.

Directions: For each vocabulary word from Chapters 26-28, first indicate the part of speech in which the vocabulary word appears (noun, verb, etc.). Then write an original definition for the vocabulary word based upon the clues in the sentence. (If you need further clarification, read the entire paragraph on the pages given in parentheses.) Finally, look up the word and write down the dictionary definition. How accurate is your definition?

Ex. “First thing you can do, Ewell, is get your stinkin’ carcass off my property.”

a. Part of Speech: noun
b. Inference: body
c. Definition: the dead body of an animal or a living person’s body (usually humorous)

1. I could duck under and someone would pull the contraption down over my head. (253)

a. Part of Speech: 

b. Inference: 

c. Definition: 

2. All the way to the house, Helen said, she heard a soft voice behind her, crooning foul words. (249)

a. Part of Speech: 

b. Inference: 

c. Definition: 

3. Jem seemed to have put out of his mind whatever it was he wanted to forget, and our classmates mercifully let us forget our father’s eccentricities. (250)

a. Part of Speech: 

b. Inference: 

c. Definition: 

4. A small patch of earth beneath its branches was packed hard from many fights and furtive crap games. (255)

a. Part of Speech: 

b. Inference: 

c. Definition: 

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5. We had slowed to a cautious gait, and were feeling our way forward so as not to bump into the tree. (255)
   a. Part of Speech: __________________
   b. Inference: ______________________________________________________________
   c. Definition: ______________________________________________________________

6. I suppose his brief burst of fame brought on a briefer burst of industry, but his job lasted only as long as his Notoriety: Mr. Ewell found himself as forgotten as Tom Robinson. (248)
   a. Part of Speech: __________________
   b. Inference: ______________________________________________________________
   c. Definition: ______________________________________________________________

7. I sometimes felt a twinge of remorse, when passing by the old place, at ever having taken part in what must have been sheer torment to Arthur Radley—what reasonable recluse wants children peeping through his shutters, delivering greetings on the end of a fishing-pole, wandering in his collards at night? (242)
   a. Part of Speech: __________________
   b. Inference: ______________________________________________________________
   c. Definition: ______________________________________________________________

8. The man was walking with the staccato steps of someone carrying a load too heavy for him. (263)
   a. Part of Speech: __________________
   b. Inference: ______________________________________________________________
   c. Definition: ______________________________________________________________

9. After consulting a tree to ascertain from its lichen which way was south, and taking no lip from the subordinates who ventured to correct him, Colonel Maycomb set out on a purposeful journey to rout the enemy and entangled his troops so far northwest in the forest primeval that they were eventually rescued by settlers moving inland. (258)
   a. Part of Speech: __________________
   b. Inference: ______________________________________________________________
   c. Definition: ______________________________________________________________
Chapters Twenty-Nine through Thirty-One
Note-Taking and Summarizing

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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.
Chapters Twenty-Nine through Thirty-One
Assessment Preparation: Finding Vocabulary in Context

Directions: For each of the following vocabulary words, search through Chapters 29-31 to find the sentence in which the word is used. Once you have found the sentence, write it in the space provided, then try to infer the meaning of the word based upon the context of the sentence. Finally, use a dictionary to find the definition of the word. An example has been done for you.

Ex. acquiescence
   a. Sentence: It must have been after midnight and I was puzzled by his amiable acquiescence.
   b. Inference: mood; temperament
   c. Definition: going along with something; agreement

1. connived
   a. Sentence: ______________________________________________________
   b. Inference: ______________________________________________________
   c. Definition: ______________________________________________________

2. contradict
   a. Sentence: ______________________________________________________
   b. Inference: ______________________________________________________
   c. Definition: ______________________________________________________

3. craw
   a. Sentence: ______________________________________________________
   b. Inference: ______________________________________________________
   c. Definition: ______________________________________________________

4. eluded
   a. Sentence: ______________________________________________________
   b. Inference: ______________________________________________________
   c. Definition: ______________________________________________________
5. garishly
   a. Sentence: ____________________________________________________________
   b. Inference: __________________________________________________________
   c. Definition: __________________________________________________________

6. hearse
   a. Sentence: ____________________________________________________________
   b. Inference: __________________________________________________________
   c. Definition: __________________________________________________________

7. reprimand
   a. Sentence: ____________________________________________________________
   b. Inference: __________________________________________________________
   c. Definition: __________________________________________________________

8. sedative
   a. Sentence: ____________________________________________________________
   b. Inference: __________________________________________________________
   c. Definition: __________________________________________________________

9. turmoil
   a. Sentence: ____________________________________________________________
   b. Inference: __________________________________________________________
   c. Definition: __________________________________________________________