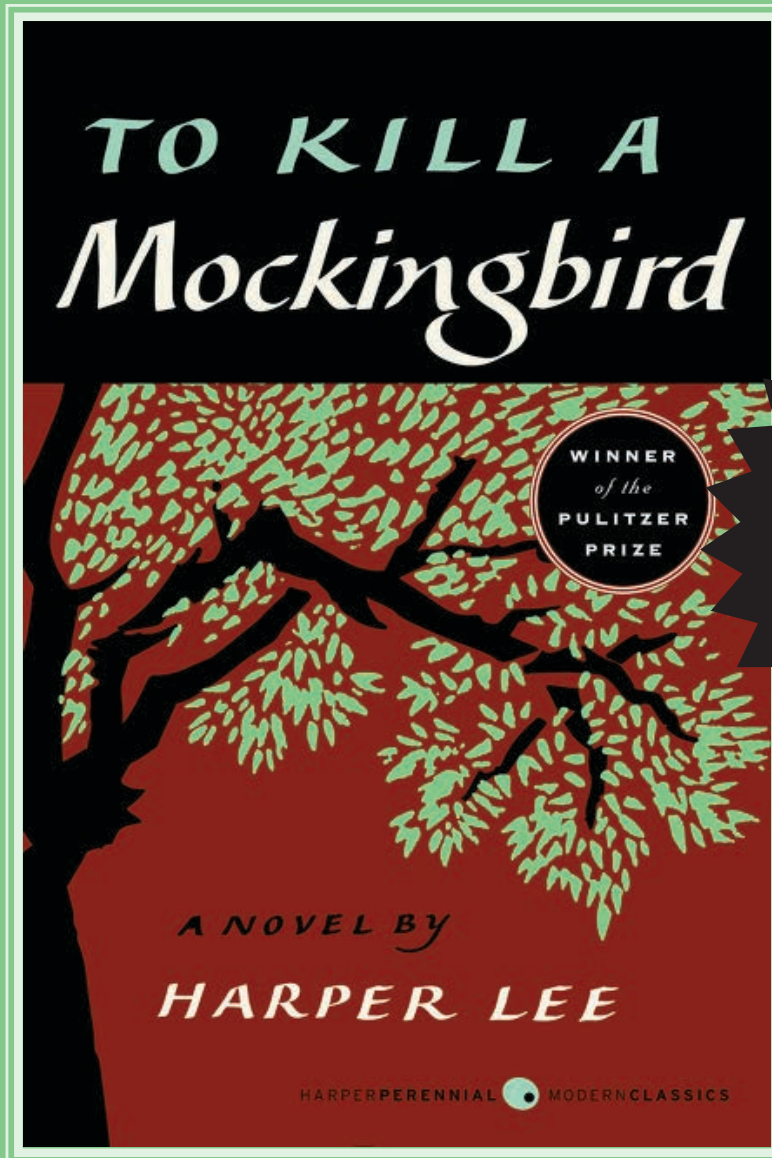


A TEACHER'S GUIDE TO



ALIGNED
TO THE
COMMON
CORE

“Shoot all the bluejays you want, if you can hit ‘em,
but remember it’s a sin to kill a mockingbird.”

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Note to Teachers

The questions and activities in this teaching guide were written to support standards-based instruction. Harper Lee's *To Kill a Mockingbird* meets the standard for **Range of Reading and Level of Text Complexity** for middle and high school grades. Since the novel is most commonly taught in middle school, this guide is aligned to the Common Core standards for grade 8. It is easily adaptable to a variety of grade levels and classes. **CCSS.ELA-LITERACY.RL.8.10**

To Kill a Mockingbird is noted as an exemplar text by the Common Core State Standards for the English Language Arts: http://www.corestandards.org/assets/Appendix_B.pdf

A complete list of the Common Core State Standards can be found at <http://www.corestandards.org/the-standards>.

This Teacher's Guide is divided into three sections. The first, "**Guided Reading Questions**," will help students with reading comprehension and appreciation. These questions can be used as a guide for annotating the text, journal responses, or class discussion. A focus on the analysis of characters, plot, and theme is embedded within these questions. The second section, "**Writing and Discussion Prompts**," consists of analytical writing and discussion prompts and is subdivided into genres based on the writing standards. The third section, "**Research Topics**," requires students to conduct and synthesize significant outside research on topics related to the novel.

Before you Read: Students often assume that the civil rights movement immediately followed the end of slavery. Before you begin this unit, you may want to lead students in a brief guided research group activity to have them create a timeline of significant events in American history that occurred between the Civil War and the Civil Rights Movement. Post the timeline in your classroom and, as they read, help students place the events in *To Kill a Mockingbird* on this timeline. **CCSS.ELA-LITERACY.W.8.7**
CCSS.ELA-LITERACY.SL.8.1

Guided Reading Questions

CCSS.ELA-LITERACY.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CHAPTER ONE

Vocabulary: assuaged, chattel, unsullied, courteous, detachment, tyrannical, entity, repertoire, vapid, malevolent, predilection, flivver, nebulous, gouge, terrain, foray **CCSS.ELA-LITERACY.L.8.4** **CCSS.ELA-LITERACY.L.8.6**

1. What does the first paragraph reveal about Jem's personality? **CCSS.ELA-LITERACY.RL.8.3**
2. Is the narrator of the book an adult or a child? Find a quote from the text that supports your answer. **CCSS.ELA-LITERACY.RL.8.3**
3. Examine the description of Atticus Finch's office on page five. What does his office reveal about his character? What could be significant about the use of the word "unsullied" to describe Atticus's copy of the Code of Alabama? **CCSS.ELA-LITERACY.RL.8.3**
4. Why do you think Atticus's first two clients gave him a "profound distaste for the practice of criminal law"(5)? What does this suggest about Atticus's values? **CCSS.ELA-LITERACY.RL.8.3**
5. What does the line "Maycomb County had recently been told that it had nothing to fear but fear itself"(6) reveal about the setting of the novel? (You may need to look up the source of this famous quote: "We have nothing to fear but fear itself.") **CCSS.ELA-LITERACY.RL.8.4**
6. What role does Calpurnia play in the Finch household? Cite a quote from the text that supports your answer. **CCSS.ELA-LITERACY.RL.8.1**
7. Describe your first impressions of Dill. Find a quote about Dill that you find particularly interesting and important and explain how that quote helps develop his character. **CCSS.ELA-LITERACY.RL.8.1**
8. Examine the description of the Radley Place. What does the description suggest about the house and its inhabitants? Find a quote that you think is especially effective or important and include it in your answer. **CCSS.ELA-LITERACY.RL.8.1** **CCSS.ELA-LITERACY.RL.8.4**
9. Summarize what the children know about what happened to Boo Radley. Who do they get their information from? Why do you think they are so interested in Boo? What do they decide to try to do? **CCSS.ELA-LITERACY.RL.8.2**
10. Describe Scout's relationships with the following characters: Atticus, Jem, Calpurnia, and Dill. Include quotes from the novel to support your analysis. **CCSS.ELA-LITERACY.RL.8.3**

CHAPTER TWO

Vocabulary: condescend, peculiarities, indigenous, pronouncement, impressionistic, distaste, wallow, illicit, confer, graciously, entailment, vexation, subsequent, mortification, sojourn, uninitiated **CCSS.ELA-LITERACY.L.8.4** **CCSS.ELA-LITERACY.L.8.6**

1. Why do you think Scout looked forward to starting school? What do you think she hoped it would be like? Cite a quote from the text that supports your answer. **CCSS.ELA-LITERACY.RL.8.1**
2. According to Scout, how was North Alabama different from Maycomb County? Cite a quote from the text that supports your answer. **CCSS.ELA-LITERACY.RL.8.1**
3. What does Scout mean when she says, "most of the first grade had failed it last year"(19)? What does this comment suggest about education in Maycomb County? Does Miss Caroline seem to be aware of the community that she is teaching in? Cite a specific quote to support your answer. **CCSS.ELA-LITERACY.RL.8.1**

4. How does Miss Fisher respond when she finds out that Scout already knows how to read? What does her response suggest about the type of teacher she will be? **CCSS.ELA-LITERACY.RL.8.3**
5. What does Jem say about Miss Caroline's teaching style? **CCSS.ELA-LITERACY.RL.8.1**
6. What does Scout tell her teacher about Walter Cunningham? How does she know about the Cunningham family? What details in this section suggest that the Cunninghams are people of principle and dignity? **CCSS.ELA-LITERACY.RL.8.4**
CCSS.ELA-LITERACY.RL.8.3
7. Why do you think Miss Caroline cries after the children leave for lunch? Do you feel sorry for her? Explain your answer. **CCSS.ELA-LITERACY.RL.8.3**
8. This chapter contains several examples of characters judging each other or making assumptions about one another. What assumptions does Miss Caroline make about the students in her class? What assumptions do the students make about Miss Caroline? Include specific quotes to support your answer. **CCSS.ELA-LITERACY.RL.8.1**

CHAPTER THREE

Vocabulary: speculation, cordially, flinty, iniquity, persevere, contemptuous, contentious, condescension, diminutive, slouch, leisurely, monosyllable, fractious, amiable, judiciously, populace, concede, disapprobation, diction **CCSS.ELA-LITERACY.L.8.4**
CCSS.ELA-LITERACY.L.8.6

1. Why does Scout beat up Walter Cunningham? Why does Jem stop her? What does this incident reveal about Scout's personality? Cite specific textual evidence to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
2. Based on context clues and the sound of the word, what do you think the word "hain't" (page 26) means? Look up the word online. Were you correct? If you were, how did you figure it out? If you were not, what could have given you a clue about its meaning? Apply what you learned to the word "pizened" in the next paragraph. **CCSS.ELA-LITERACY.L.8.4.A** **CCSS.ELA-LITERACY.L.8.4.C** **CCSS.ELA-LITERACY.L.8.4.D**
3. How does Atticus treat Walter? What does this suggest about Atticus's character? **CCSS.ELA-LITERACY.RL.8.3**
4. Why does Calpurnia scold Scout? What does this reveal about her role in the Finch household? **CCSS.ELA-LITERACY.W.8.9**
5. What frightens Miss Caroline? Based on context clues, what do you think a "cootie" is? **CCSS.ELA-LITERACY.W.8.9**
CCSS.ELA-LITERACY.L.8.4.A
6. How does Burris Ewell respond to Miss Caroline? Compare and contrast Burris Ewell with Walter Cunningham. What do the boys have in common? How are they different? In literature, a character that contrasts with another character is called a foil. What point do you think Harper Lee is making by introducing Burris as a foil to Walter? **CCSS.ELA-LITERACY.RL.8.3**
7. Explain how Scout's comment that her first day of school made her gloomy because, "the prospect of spending nine months refraining from reading and writing made me think of running away" is an example of irony (31). **CCSS.ELA-LITERACY.RL.8.4**
8. How does Atticus respond to Scout's complaints about Miss Cunningham? What does his response reveal about his personality and values? **CCSS.ELA-LITERACY.W.8.9**
9. What do Atticus's comments about the Ewell family and the law suggest about his view of justice? Support your answer with a quote from the text. **CCSS.ELA-LITERACY.RL.8.1**
10. At this point in the book, what lessons do you think Scout is beginning to learn about the way to treat others? **CCSS.ELA-LITERACY.RL.8.2**

CHAPTER FOUR

Vocabulary: auspicious, opposition, sluggish, tyranny, meddling, arbitrate **CCSS.ELA-LITERACY.L.8.4**

CCSS.ELA-LITERACY.L.8.6

1. What does Scout's observation that she "inched sluggishly along the treadmill of the Maycomb County school system" suggest about her experience in public school? What do you think she means when she says she had the impression she was being "cheated out of something" (37)? **CCSS.ELA-LITERACY.RL.8.3**
2. What is the first thing that Scout finds in the oak tree on the edge of Boo Radley's property? How does Jem react when he learns about her discovery? **CCSS.ELA-LITERACY.W.8.9**
3. What is the second thing that Scout finds in the oak tree? What do you think it means when Scout writes, "Finders were keepers unless title was proven"? Why would she say, "money is different" (39)? What do these sayings reveal about her values? **CCSS.ELA-LITERACY.RL.8.4**
4. How can you tell that Scout, Jem, and Dill all believe in superstitions? Support your answer with a quote from the text. **CCSS.ELA-LITERACY.RL.8.1**
5. What game do the children invent? How does Atticus respond when he suspects what they are doing? What does his response suggest about his values? **CCSS.ELA-LITERACY.RL.8.2**
6. Why does Scout want to stop playing the game? What does Jem say to get her to keep playing? What does this interaction reveal about their characters and relationships with each other? **CCSS.ELA-LITERACY.RL.8.2**

CHAPTER FIVE

Vocabulary: benign, magisterial, pestilence, cordiality, benevolence, morbid, peril, raveling, asinine, edification, gape

CCSS.ELA-LITERACY.L.8.4 **CCSS.ELA-LITERACY.L.8.6**

1. How does Miss Maudie Atkinson display Southern charm and manners? What do you think Scout means when she says "her speech was crisp for a Macomb County inhabitant"(47)? **CCSS.ELA-LITERACY.RL.8.4**
 2. According to Miss Maudie, what makes someone a "foot-washing Baptist"(49)? **CCSS.ELA-LITERACY.RL.8.3**
 3. What does Atticus say God is? How is this different from what foot-washing Baptists believe? **CCSS.ELA-LITERACY.RL.8.2**
 4. Does Miss Maudie believe the rumors about Boo Radley? Support your answer with a quote from the text. **CCSS.ELA-LITERACY.RL.8.1**
 5. What plan related to Boo Radley do Dill and Jem devise? How does Atticus respond to their plan? **CCSS.ELA-LITERACY.W.8.9**
 6. Explain the "lawyer's trick" that Atticus uses to get Jem to confess the truth about the game that the children play. **CCSS.ELA-LITERACY.RL.8.2**
 7. Why does Jem wait until Atticus is "out of earshot" to yell back to him? What does this suggest about Jem's relationship with his father? **CCSS.ELA-LITERACY.RL.8.2**
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CHAPTER SIX

Vocabulary: ramshackle, teeter, malignant, bewilderment, pilgrimage, desolate **CCSS.ELA-LITERACY.L.8.4**
CCSS.ELA-LITERACY.L.8.6

1. Explain how the arrival and departure of Dill helps signify the passage of time. **CCSS.ELA-LITERACY.RL.8.3**
2. What reasons does Jem give for waiting until the last night of summer vacation to approach the Radley house? **CCSS.ELA-LITERACY.RL.8.2**
3. Who does Nathan Radley blame for trespassing on his property? What does the response of his neighbors suggest about racial tension and relationships in Maycomb County? **CCSS.ELA-LITERACY.RL.8.2**
4. How does Jem lose his pants? What lie does he tell to explain what happened? Do you think Atticus believes him? Explain your answer. **CCSS.ELA-LITERACY.RL.8.3**
5. What do you think Scout means when she says, “matches were dangerous, but cards were fatal”(62). **CCSS.ELA-LITERACY.RL.8.4**
6. Why does Jem want to go back to get his pants? What does his reason tell you about his relationship with his father? Cite a specific quote to support your answer. **CCSS.ELA-LITERACY.RL.8.1** **CCSS.ELA-LITERACY.RL.8.2**
7. Explain how the events in this chapter help develop the relationship between Scout and Jem. **CCSS.ELA-LITERACY.RL.8.2**

CHAPTER SEVEN

Vocabulary: grim, baffled, perpetual, embalming, whittle, tarnished, burdensome **CCSS.ELA-LITERACY.L.8.4**
CCSS.ELA-LITERACY.L.8.6

1. What does Scout mean when she says she “tried to climb in Jem’s skin and walk around in it”(65)? **CCSS.ELA-LITERACY.RL.8.4**
2. Who do you think mended Jem’s pants? Why do you think he/she did this? **CCSS.ELA-LITERACY.RL.8.2**
3. What objects do Jem and Scout find in the tree in this chapter? What is significant of the soap figures? Who do you think is leaving objects for them? Explain your answer. **CCSS.ELA-LITERACY.RL.8.2**
4. What do Jem and Scout plan to leave in the tree? Why can’t they leave it? **CCSS.ELA-LITERACY.W.8.9**
5. What details suggest that Nathan Radley is lying about the tree being sick? Find a specific quote that supports your answer. Why do you think he lies? **CCSS.ELA-LITERACY.RL.8.1**
6. At the end of this chapter Scout notices that Jem has been crying. Why do you think Jem is upset? **CCSS.ELA-LITERACY.RL.8.2**

CHAPTER EIGHT

Vocabulary: unfathomable, aberration, feeble, libel, caricature, morphodite, quell, sternness, bewildered, puny, flue, cordial **CCSS.ELA-LITERACY.L.8.4** **CCSS.ELA-LITERACY.L.8.6**

1. Why does Scout think the world is ending? Why does she feel personally responsible? Cite a specific quote that supports your answer. **CCSS.ELA-LITERACY.RL.8.1**
2. Research the Rosetta Stone. What information was on the Rosetta Stone? Why do you think Mr. Avery says his information is “straight from the Rosetta Stone” (72-4)? What does this tell you about Mr. Avery’s personality? **CCSS.ELA-LITERACY.RL.8.4** **CCSS.ELA-LITERACY.RL.8.3**
3. Scout uses racist language in this chapter. Does she seem to be a racist? Explain your answer. **CCSS.ELA-LITERACY.RL.8.4** **CCSS.ELA-LITERACY.L.8.5**

4. Why is it challenging to build a snowman in southern Alabama? How does Jem manage this challenge? Who does Jem fashion his snowman to look like? How does Atticus respond when he sees the snowman? **CCSS.ELA-LITERACY.W.8.9**
5. Scout describes being woken up in the middle of the night with the following observation: "I knew when there was trouble in our street. Soft taffeta-like sounds and muffled scurrying sounds filled me with helpless dread"(78). What specific sounds do you think she is describing? What makes this an effective use of imagery? **CCSS.ELA-LITERACY.RL.8.4**
CCSS.ELA-LITERACY.L.8.5
6. Why does Atticus wake Scout and Jem up? Why do they need to leave their house? Where does Atticus tell them to wait? **CCSS.ELA-LITERACY.RL.8.2**
7. Describe the way the town comes together to help Miss Maudie. What does this scene tell you about the role of the community in Maycomb County? **CCSS.ELA-LITERACY.RL.8.2**
8. What details suggest that the Maycomb County Volunteer Fire Department was not prepared to deal with freezing temperatures? **CCSS.ELA-LITERACY.RL.8.1**
9. Explain how this chapter helps develop Scout and Jem's relationship with their father. Use a quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1** **CCSS.ELA-LITERACY.RL.8.3**
10. What do Atticus, Jem, and Scout realize when they notice the blanket the morning after the fire? How does each person respond to the revelation? **CCSS.ELA-LITERACY.W.8.9**
11. Analyze Miss Maudie's response to the loss of her home. What does her response suggest about her personality? Is her response consistent with the way she has behaved up until this point? **CCSS.ELA-LITERACY.RL.8.3**

CHAPTER NINE

Vocabulary: postponement, inordinately, vain, noble, lineaments, ingenuous, changeling, analogous, hookah, relativity, fluently, provocation, guileless, deportment, mortify, subdue, croon, obstreperous, ruination, tenterhooks, invective, evasion, jar (v.)

CCSS.ELA-LITERACY.L.8.4 **CCSS.ELA-LITERACY.L.8.6**

1. Why does Scout fight with Cecil Jacobs? Cite a specific quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
2. How does Atticus respond when Scout repeats the racist language that she heard at school? **CCSS.ELA-LITERACY.W.8.9**
3. What does it mean to "run a sill" (86)? Why would this be frowned upon—especially in the early 1930s? What does the suggestion that Atticus's defense of a black man is "like someone runnin' a sill" tell you about the racial tension in the town? **CCSS.ELA-LITERACY.RL.8.4** **CCSS.ELA-LITERACY.L.8.5**
4. Who has Atticus agreed to defend? In your own words, explain why Atticus takes the case. **CCSS.ELA-LITERACY.RL.8.2**
5. What do you think Atticus means when he says that he won't win the case because "we were licked a hundred years before we started"(87)? **CCSS.ELA-LITERACY.RL.8.4**
6. What does Atticus ask Scout to do when people talk bad about him or her family? Based on what you know about Scout's personality, do you think this will be difficult for her? Why? **CCSS.ELA-LITERACY.RL.8.3**
7. Describe the members of the extended Finch family. Which family members share Atticus's values? Which do not? Describe Jem and Scout's relationship with their relatives. **CCSS.ELA-LITERACY.RL.8.2**
8. Why does Scout curse? How does her father respond to her use of bad language? How does her uncle respond? Cite specific quotes to support your answers. **CCSS.ELA-LITERACY.RL.8.1**
9. What details in the description of Finch Landing suggest that the Finch family, at one time, held slaves? **CCSS.ELA-LITERACY.RL.8.1**

10. Contrast the Christmas gifts Scout and Jem receive with the gifts their cousin, Francis, receives. Why does Scout say, "Talking to Francis gave me the sensation of settling to the bottom of the ocean"(92)? **CCSS.ELA-LITERACY.RL.8.2**
CCSS.ELA-LITERACY.RL.8.4
11. Why is Aunt Alexandra critical of the way that Atticus is raising Scout? How does Atticus respond to her criticism? In light of this criticism, what is ironic about the fact that Francis is going to learn to cook? **CCSS.ELA-LITERACY.RL.8.2**
CCSS.ELA-LITERACY.RL.8.4
12. What do you think Francis means when he calls Dill a "stray dog" (94)? What does Francis say that provokes Scout to fight him? How does Scout prove that she is a smarter and better fighter than her male cousin? **CCSS.ELA-LITERACY.RL.8.2**
CCSS.ELA-LITERACY.RL.8.4
13. What does Francis say the fight was about? Why do you think he lies? Why do you think Scout doesn't contradict him? Who breaks up the fight? **CCSS.ELA-LITERACY.W.8.9**
14. Summarize the conversation between Uncle Jack and Atticus. What details about the case do you find out through this conversation? What can you tell about Atticus's parenting style? Why do you think Atticus wanted Scout to overhear what he said? **CCSS.ELA-LITERACY.RL.8.2**

CHAPTER TEN

Vocabulary: inconspicuous, rudiments, foliage, alist, vehemently, simultaneous **CCSS.ELA-LITERACY.L.8.4**
CCSS.ELA-LITERACY.L.8.6

1. Summarize Scout's criticisms of her father. What do her criticisms reveal about the values of her community? How do most people in Maycomb County define "manliness"? **CCSS.ELA-LITERACY.RL.8.2**
2. Why doesn't Atticus teach Scout and Jem to shoot the guns he allowed them to get for Christmas? What rules does he make for how the guns should be handled? Include a specific quote from the text to support your answer.
CCSS.ELA-LITERACY.RL.8.1
3. According to Atticus, why is it a sin to kill a mockingbird? **CCSS.ELA-LITERACY.RL.8.2**
4. When Scout complains to Miss Maudie that her neighborhood is "old," Miss Maudie replies that it is "settled"(103). Explain the different connotations of the words "old" and "settled." **CCSS.ELA-LITERACY.RL.8.4**
CCSS.ELA-LITERACY.L.8.5
5. How does Miss Maudie respond to Scout's observation that "Atticus can't do anything" (104)? **CCSS.ELA-LITERACY.RL.8.1**
6. What is it about Tim Johnson's appearance and behavior that makes Jem think that the dog has rabies? How does Calpurnia respond when she sees the dog? **CCSS.ELA-LITERACY.RL.8.2**
7. How does Calpurnia demonstrate bravery in this chapter? Include a specific quote to support your answer.
CCSS.ELA-LITERACY.RL.8.1
8. Why does Mr. Tate hand Atticus the rifle? **CCSS.ELA-LITERACY.RL.8.3**
9. When Atticus shoots the rabid dog, Mr. Tate notes that his shot was, "a little to the right." Atticus responds: "Always was."(110). What does this exchange reveal about the amount of experience Atticus has with guns? What does Miss Maudie reveal about Atticus's old nickname? Why are Jem and Finch surprised by their father's shooting ability?
CCSS.ELA-LITERACY.RL.8.3
10. According to Miss Maudie, why did Atticus give up shooting? How does this explanation seem to fit with what you've seen of his character up until now? **CCSS.ELA-LITERACY.RL.8.2**
11. Contrast Jem's response to his father with Scout's response. What does Jem do that lets you know that he admires Atticus? Include a specific quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**

CHAPTER ELEVEN

Vocabulary: confined, passé, vicious, apoplectic, decreed, arbor, philippic, degeneration, umbrage, acquisition, rectitude, tranquil, disposition, palliation, scowl, antagonize, reconnaissance, calomel, detached, escapade, cantankerous

CCSS.ELA-LITERACY.L.8.4 CCSS.ELA-LITERACY.L.8.6

1. Who is Mrs. Henry Lafayette Dubose? Why do Jem and Scout dislike her? How does Atticus say they should treat her?
CCSS.ELA-LITERACY.RL.8.2
2. What does Atticus do that causes Scout to observe, “It was times like this when I thought my father, who hated guns and had never been to any wars, was the bravest man that ever lived”(116). Do you agree with her? **CCSS.ELA-LITERACY.RL.8.3**
3. What do you think Mrs. Dubose means when she says Atticus’s decision to defend Tom Robinson is “going against his raising?” What do her comments reveal about racism in Maycomb? **CCSS.ELA-LITERACY.RL.8.4**
CCSS.ELA-LITERACY.RL.8.3
4. What does Mrs. Dubose say that pushes Jem over the edge? What does he do to retaliate? Why does Atticus defend Mrs. Dubose? Include a specific quote to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
5. What does Atticus’s comment to Scout, “You’re mighty big to be rocked”(120) suggest about Scout’s actions. What do her actions reveal about how she is feeling in this section of the book? What does Atticus say to explain why he is defending Tom?
CCSS.ELA-LITERACY.RL.8.3
6. What does Jem offer to do as a way of apologizing to Mrs. Dubose? What does she ask him to do instead?
CCSS.ELA-LITERACY.W.8.9
7. Find a particularly effective example of imagery in the description of Mrs. Dubose and her house and quote it. How does the description help create the mood of this section? Why do you think Scout accompanies Jem to Mrs. Dubose’s house, even though she is not being punished? **CCSS.ELA-LITERACY.RL.8.1 CCSS.ELA-LITERACY.RL.8.4**
8. How does Atticus explain the derogatory term “nigger-lover” to Scout? According to Atticus, why do some people use hateful language? Include a specific quote to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
9. What does Atticus do to reveal that he is watching over Jem and Scout as they interact with Mrs. Dubose?
CCSS.ELA-LITERACY.RL.8.2
10. What does Atticus reveal to Jem and Scout after Mrs. Dubose’s death? Why do you think he waited to tell them? Do you agree with Atticus that Mrs. Dubose was an example of “real courage”(128)? **CCSS.ELA-LITERACY.RL.8.2**
CCSS.ELA-LITERACY.RL.8.3
11. How can you tell that Jem was impacted by what Atticus told him and what he experienced as he dealt with Mrs. Dubose? How do you think this experience will affect him in the future? **CCSS.ELA-LITERACY.RL.8.2**
CCSS.ELA-LITERACY.RL.8.3

CHAPTER TWELVE

Vocabulary: inconsistent, bode, enclosed, emerge, unbearable, remote, diligently, frivolous, persisting, petticoat, artillery, denunciation, austere, tedious, enamored **CCSS.ELA-LITERACY.L.8.4 CCSS.ELA-LITERACY.L.8.6**

1. According to Scout, how does her relationship with Jem change when he turns twelve? Who does Scout start to spend time with instead of her brother? Include a quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
2. Why doesn’t Dill come to visit when summer starts? How does Scout react to his absence? What does her reaction tell you about her relationship with Dill? **CCSS.ELA-LITERACY.RL.8.3**
3. Why does Atticus leave the children alone with Calpurnia? Look up sit-down strikes in the 1930s. What was going on in American history during this time period? **CCSS.ELA-LITERACY.RL.8.4**

4. Visualize the political cartoon of Atticus that the children see in the *Montgomery Advertiser* (Hint: it may help to draw the cartoon). What do you think the cartoon is saying about Atticus? **CCSS.ELA-LITERACY.RL.8.3**
5. What reason does Calpurnia give for deciding to take Jem and Scout to the African M.E. church with her? **CCSS.ELA-LITERACY.W.8.9**
6. Why do you think Scout describes the cemetery outside of Calpurnia's church as a "happy cemetery"(135)? What details in the cemetery's description suggest that it is a happy place instead of a sad place? **CCSS.ELA-LITERACY.RL.8.1**
CCSS.ELA-LITERACY.RL.8.4
7. Examine Harper Lee's use of descriptive language in the section of the book describing Calpurnia's community. What specific details do you find the most striking? What is your impression of Calpurnia's church? **CCSS.ELA-LITERACY.RL.8.4**
CCSS.ELA-LITERACY.RL.8.2
8. Describe the interaction between Lula and Calpurnia. What does their interaction suggest about racial tensions in Maycomb County? **CCSS.ELA-LITERACY.RL.8.2**
9. Summarize Scout's observations about the similarities and differences between her church and Calpurnia's church. **CCSS.ELA-LITERACY.RL.8.2**
10. After reading the chapter, do you think Calpurnia may have had other reasons for wanting them to see her church? Explain your answer using a specific quote from the text. **CCSS.ELA-LITERACY.RL.8.1**
11. What do Scout and Jem learn about Tom Robinson, the man that their father has been appointed to defend? **CCSS.ELA-LITERACY.W.8.9**
12. Read pages 141-142 again, and then re-read Scout's account of her family history at the beginning of Chapter One. What is implied about Calpurnia's personal history with slavery? Cite specific evidence from the text that suggests that Calpurnia's family may have been enslaved at one point. **CCSS.ELA-LITERACY.RL.8.1**
13. What does Scout notice about the way Calpurnia speaks when she is around members of her own community? How does Calpurnia explain her reason for adjusting her language in different settings? **CCSS.ELA-LITERACY.RL.8.2**

CHAPTER THIRTEEN

Vocabulary: permanence, tactful, irritable, corset, formidable, affirmative, prerogative, incestuous, preoccupation, heredity, discreet, abstract, warily, fidgeting **CCSS.ELA-LITERACY.L.8.4** **CCSS.ELA-LITERACY.L.8.6**

1. What details in the description of Aunt Alexandra's arrival foreshadow that she is planning on staying for an extended period of time? **CCSS.ELA-LITERACY.RL.8.6**
2. Why do you think Atticus has his sister come to stay with the children? What are the denotative and connotative meanings of his remark that "the summer's going to be a hot one"(146)? **CCSS.ELA-LITERACY.RL.8.4**
3. What do you think Scout means when she says that Aunt Alexandra had "river-boat, boarding-school manners" and "was born in the objective case"(146)? What do her remarks reveal about her feelings towards her aunt? **CCSS.ELA-LITERACY.RL.8.6**
4. Describe the way Aunt Alexandra views other people. How does Scout believe she defines "Fine Folks"? Does Scout agree or disagree with her? **CCSS.ELA-LITERACY.RL.8.3**
5. Aunt Alexandra's arrival causes Scout to think about the history of Maycomb and its residents. Summarize Scout's view of her county's history and social systems. **CCSS.ELA-LITERACY.RL.8.2**
6. What do you think Scout means when she says, "Aunt Alexandra fitted into the world of Maycomb like a hand into a glove, but never into the world of Jem and me"(149)? **CCSS.ELA-LITERACY.RL.8.3**
7. How does Aunt Alexandra believe Atticus has failed as a parent? Do you agree with her? **CCSS.ELA-LITERACY.W.8.9**

8. How do Scout's actions during her father's speech about her being the product of "several generations of gentle breeding" directly challenge what her father is saying? How does she react to his criticism of her behavior? How does Atticus respond when he realizes the effect that his words are having on his daughter? **CCSS.ELA-LITERACY.RL.8.6**
9. What do you think Scout means when she concludes the chapter with the observation, "I know now what he was trying to do, but Atticus was only a man. It takes a woman to do that kind of work"(152). **CCSS.ELA-LITERACY.RL.8.3**

CHAPTER FOURTEEN

Vocabulary: obscure, carnal, ponder, fierce, penitentiary, revive, rankling, infallible, invoke **CCSS.ELA-LITERACY.L.8.4**
CCSS.ELA-LITERACY.L.8.6

1. What do you think Scout means when she says Jem "was now positively allergic to my presence when in public"(153)? Why do you think Jem behaves like this? **CCSS.ELA-LITERACY.RL.8.3**
2. How does Atticus respond to Scout's question about rape? How can you tell that Scout does not understand his definition? **CCSS.ELA-LITERACY.W.8.9**
3. Contrast Atticus and Aunt Alexandra's responses to the realization that Calpurnia took Jem and Scout to church with her. Why do you think Aunt Alexandra responds the way she does? **CCSS.ELA-LITERACY.RL.8.2**
4. What does Scout mean when she says, "I felt the starched walls of a pink cotton penitentiary closing in"(155)? What is ironic about her statement? What does her choice of descriptive language reveal about her feelings about becoming a "lady"? **CCSS.ELA-LITERACY.RL.8.4** **CCSS.ELA-LITERACY.RL.8.6**
5. How can you tell that Jem is concerned about his father? Cite a specific quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
6. What do Jem and Scout fight about? What does Harper Lee do to show the reader that Scout still looks up to and respects her brother, even after they've fought? Cite a specific quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
7. What story does Dill tell about where he has been? Do you find his story believable? Explain your answer. **CCSS.ELA-LITERACY.W.8.9**
8. What is Scout referring to when she says that Jem "rose and broke the remaining code of our childhood"(159)? Why do you think Jem breaks this code? Do you think he did the right thing? Explain your answer. **CCSS.ELA-LITERACY.RL.8.3**
9. How can you tell that Scout is beginning to try to see things from other people's perspectives? How does this help her relate to others? **CCSS.ELA-LITERACY.RL.8.2**
10. Why do you think Scout keeps thinking about Boo Radley? **CCSS.ELA-LITERACY.RL.8.3**

CHAPTER FIFTEEN

Vocabulary: placid, inaudible, ominous, stifle, affliction, venerable, façade, oblivious, succinct, acquiescence, defiance, futility, aggregation, impassive, encumbered **CCSS.ELA-LITERACY.L.8.4** **CCSS.ELA-LITERACY.L.8.6**

1. Based on the parts of the conversation that Scout overhears, why do you think the men come to visit Atticus? Cite a specific quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
2. According to Scout, what is Atticus's "dangerous question" (166)? What do you think she means when she says this question is dangerous? **CCSS.ELA-LITERACY.RL.8.3** **CCSS.ELA-LITERACY.RL.8.4**
3. What does Jem do that shows the reader that he is concerned about his father? How does Atticus reassure him? **CCSS.ELA-LITERACY.RL.8.3**

4. What do you think Atticus means when he says he is “in favor of Southern womanhood as much as anybody, but not for preserving polite fiction at the expense of human life”(167)? How could his comments relate to Tom Robinson’s court case? **CCSS.ELA-LITERACY.RL.8.3 CCSS.ELA-LITERACY.RL.8.4**
5. Why do you think Atticus leaves, taking an extension cord with a light bulb with him? Why does Jem go after his father? When they arrive at the courthouse, what is Atticus doing? **CCSS.ELA-LITERACY.W.8.9**
6. What details does Harper Lee use to create a suspenseful and tense mood during the confrontation in front of the Maycomb jail? Use specific quotes from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.6**
7. Why do you think the men have come to the jail? Why is Atticus waiting for them? Cite a specific quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
8. Who does Scout recognize in the gang of men? What effect does her attempt to connect with the man have on the gang? **CCSS.ELA-LITERACY.RL.8.3**
9. Why was Mr. Underwood waiting in his office with a shotgun? What do you think would have happened if the children had not shown up when they did? Explain your answer. **CCSS.ELA-LITERACY.RL.8.3**

CHAPTER SIXTEEN

Vocabulary: fey, subtle, grudge, lurch, countenance, elucidate, affluent, reminiscent, sundry, unobtrusive, snicker, equity, eccentricities, champertous, connivance **CCSS.ELA-LITERACY.L.8.4 CCSS.ELA-LITERACY.L.8.6**

1. What do Aunt Alexandra and Atticus disagree about on pages 178-9? Who do you agree with? Explain your answer. **CCSS.ELA-LITERACY.RL.8.2**
2. Explain Atticus’s comment that, “Every mob in every little Southern town is always made up of people you know—doesn’t say much for them, does it?” (179) **CCSS.ELA-LITERACY.RL.8.3**
3. Explain how Jem, Scout, and Dill made Walter Cunningham stand in Atticus’s shoes? (179) **CCSS.ELA-LITERACY.RL.8.3**
4. What does Miss Maudie mean when she says the atmosphere in town is “like a Roman carnival”(181)? Why does she disapprove? **CCSS.ELA-LITERACY.RL.8.4**
5. What is ironic about Scout’s observation that the mood in town was that of “a gala occasion”(182)? **CCSS.ELA-LITERACY.RL.8.6**
6. Who is Mr. Dolphus Raymond? Summarize the town gossip about him. **CCSS.ELA-LITERACY.RL.8.2**
7. What do Jem’s remarks about Dolphus’s children reveal about racial prejudice in Maycomb? How much African-American blood did it take for a person to be a victim of discrimination? **CCSS.ELA-LITERACY.RL.8.3**
8. What does Scout realize when she overhears the conversation about her father? Why is this realization confusing? **CCSS.ELA-LITERACY.RL.8.3**
9. Where do the Finch children sit to watch the trial? Why is this detail significant? **CCSS.ELA-LITERACY.RL.8.3**
10. Describe the jury. Has Tom Robinson been given a “jury of his peers”? Explain your answer, citing evidence from the text as support. **CCSS.ELA-LITERACY.RL.8.1**
11. Based on Scout’s description, what sort of judge do you think Judge Taylor will be? Explain your answer. **CCSS.ELA-LITERACY.RL.8.3**

CHAPTER SEVENTEEN

Vocabulary: scrutiny, heave, objection, skew, gullet, amiably, turbulent, corroborating, crepe, truant, congenital, varmints, glean-ing, complied, acrimonious, meekly, audibly, subsided, dictum, contempt, import, dogged, earnestness, haughty, endearing, ambi-dextrous **CCSS.ELA-LITERACY.L.8.4** **CCSS.ELA-LITERACY.L.8.6**

1. Who was the first witness to testify in Tom's trial? Summarize his testimony. **CCSS.ELA-LITERACY.RL.8.2**
2. What did Atticus ask about during his cross-examination? Why do you think he asked these questions? **CCSS.ELA-LITERACY.RL.8.2**
3. Who was the second witness to testify? Based on his description, what sort of person do you think he is? **CCSS.ELA-LITERACY.RL.8.2**
4. Contrast the description of the Ewell's property with the African-American settlement a few hundred yards away. What is ironic about Scout's observation that "All the little man on the witness stand had that made him any better than his nearest neighbors was, that if scrubbed with lye soap in very hot water, his skin was white"(195)? **CCSS.ELA-LITERACY.RL.8.6**
5. What does Robert Ewell's behavior towards his own lawyer suggest about his personality? What does his description of his daughter, Mayella, suggest about his feelings towards her? **CCSS.ELA-LITERACY.RL.8.3**
6. Why does Reverend Sykes tell Jem to take Scout home? What does Judge Taylor say about Mr. Ewell's testimony? What do you think he means when he says Mr. Ewell needs to limit his speech to "Christian English usage"(198). **CCSS.ELA-LITERACY.RL.8.4**
7. Why did Atticus teach Scout that a lawyer should never ask a witness a question that they don't know the answer to? **CCSS.ELA-LITERACY.W.8.9**
8. What details does Atticus seem to focus on during his cross-examination of the witnesses? Why do you think he's focusing on these details? **CCSS.ELA-LITERACY.RL.8.3**

CHAPTER EIGHTEEN

Vocabulary: strenuous, lavations, mollified, brash, contorted, evoke, pang, arid, wrathfully, irrelevant, immaterial, browbeat, wea-ry, articulate **CCSS.ELA-LITERACY.L.8.4** **CCSS.ELA-LITERACY.L.8.6**

1. What is about Mayella that makes Scout think of the red geraniums in the front yard? Cite a specific quote from the text in your answer. **CCSS.ELA-LITERACY.RL.8.1**
2. Why do you think Mayella is scared of Atticus? **CCSS.ELA-LITERACY.RL.8.3**
3. Scout observes that there was "something stealthy" about Mayella's testimony and compares it to "a steady-eyed cat with a twitchy tail"(206). What do you think this image suggests about Mayella? **CCSS.ELA-LITERACY.RL.8.4**
4. Why do you think Mr. Gilmer refers to Atticus as "big bad Mr. Finch"(206)? Does his tone seem serious or sarcastic? **CCSS.ELA-LITERACY.RL.8.6**
5. Why does Mayella think Atticus is making fun of her? What does this suggest about the way she is used to being treated? **CCSS.ELA-LITERACY.RL.8.3**
6. What does Scout realize about the way her father is questioning Mayella? What details about her home life are particularly sad? Do you feel sorry for her? **CCSS.ELA-LITERACY.RL.8.2**
7. Analyze Mayella's responses, including her body language, to Atticus's questions about her father. What can you imply about the way that Mr. Ewell treats his daughter? **CCSS.ELA-LITERACY.RL.8.3**
8. What question does Mayella have a difficult time answering? Why do you think she hesitates? Cite a specific quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**

9. What is evident once Tom Robinson stands up? What aspects of Mr. Ewell and Mayella's testimony does his appearance immediately call into question? **CCSS.ELA-LITERACY.RL.8.3**
10. When Mayella begins to cry, Scout observes that, "Somehow, Atticus had hit her hard in a way that was not clear to me, but it gave him no pleasure to do so"(214). How did Atticus get to Mayella? Why would it have "brought him no pleasure"? **CCSS.ELA-LITERACY.RL.8.3 CCSS.ELA-LITERACY.RL.8.4**

CHAPTER NINETEEN

Vocabulary: chiffarobe, expunge, impudent **CCSS.ELA-LITERACY.L.8.4 CCSS.ELA-LITERACY.L.8.6**

1. Why is taking the oath at the beginning of his testimony difficult for Tom? What is significant about this detail? **CCSS.ELA-LITERACY.RL.8.3**
2. Tom's testimony has the effect of making Scout feel sympathetic towards both Tom and Mayella. Explain why she is sympathetic towards each of them. **CCSS.ELA-LITERACY.RL.8.2**
3. Summarize Tom's testimony. What does he say happened? What does his testimony suggest about the relationship between Mayella and her father? Find a specific quote to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
4. Who interrupts the court proceedings to speak on Tom's defense? How does Judge Taylor react? **CCSS.ELA-LITERACY.W.8.9**
5. What does Mr. Gilmer focus on when he cross-examines Tom? What does Tom say that outrages Mr. Gilmer and the other white people in attendance? Why would his statement be so offensive to them? **CCSS.ELA-LITERACY.RL.8.1 CCSS.ELA-LITERACY.RL.8.3**
6. Why does Tom say he ran from authorities in spite of his innocence? What does his answer suggest about his faith in the judicial system? **CCSS.ELA-LITERACY.RL.8.2**
7. Why do you think Dill starts crying? **CCSS.ELA-LITERACY.W.8.9**
8. Although Scout and Jem are tolerant and more aware of racial injustice than many of the other white residents of Maycomb, they still make some statements that suggest that they are not completely free of prejudice. In this chapter, how does Dill's reaction to the trial serve as a foil (or contrast) to Jem's reaction? **CCSS.ELA-LITERACY.RL.8.3 CCSS.ELA-LITERACY.RL.8.6**

CHAPTER TWENTY

Vocabulary: perpetuate, fraud, entrust, assert, corroborative, dictated, aridity, iota, enormity, contraband, savagely, persevering, unmitigated, temerity, cynical, caliber, idealist, integrity, pauper **CCSS.ELA-LITERACY.L.8.4 CCSS.ELA-LITERACY.L.8.6 CCSS.ELA-LITERACY.L.8.6**

1. What does Mr. Raymond tell the children about himself? Why does he say he encourages people to think that he is an alcoholic? **CCSS.ELA-LITERACY.RL.8.3**
2. Why does Scout refer to Mr. Raymond as a "sinful man"? What does her remark suggest about the values of her community? **CCSS.ELA-LITERACY.RL.8.4**
3. Why do you think Atticus "says cheatin' a colored man is ten times worse than cheatin' a white man"(229)? How does this connect to his decision to stop shooting a gun? (Note: see page 112) **CCSS.ELA-LITERACY.RL.8.2**
4. Why do you think Atticus unbuttons his vest, loosens his tie, and takes off his coat before he addresses the jury directly? **CCSS.ELA-LITERACY.RL.8.3**
5. What is significant about Atticus's statement to the jury that, "This case is as simple as black and white"(231). (Consider both the connotative and denotative meanings of his statement.) **CCSS.ELA-LITERACY.RL.8.4**

6. Atticus says that Mayella, “has committed no crime, she has merely broken a rigid and time-honored code of our society”(231). In your own words, what code do you think Mayella broke? **CCSS.ELA-LITERACY.RL.8.2**
7. In your own words, summarize Atticus’s belief about equality. **CCSS.ELA-LITERACY.RL.8.2**

CHAPTER TWENTY-ONE

Vocabulary: peeved, relenting, indignant, remorse, vengeance, fret, ignite **CCSS.ELA-LITERACY.L.8.4**
CCSS.ELA-LITERACY.L.8.6

1. Why does Calpurnia come to the courthouse? Why is she upset with Jem for taking Scout with him to the trial? **CCSS.ELA-LITERACY.RL.8.2**
2. What does Jem think the verdict will be? Why does he think this? Why does Reverend Sykes disagree? Cite a specific quote to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
3. Explain why a jury would “never look at a defendant it has convicted”(240)? **CCSS.ELA-LITERACY.RL.8.3**
4. Why does Reverend Sykes tell Scout to stand up when her father passes? What does this gesture suggest about the feelings of the African-American community towards Atticus Finch? **CCSS.ELA-LITERACY.RL.8.4**

CHAPTER TWENTY-TWO

Vocabulary: feral, fatalistic, rueful, heathen **CCSS.ELA-LITERACY.L.8.4** **CCSS.ELA-LITERACY.L.8.6**

1. When Aunt Alexandra criticizes Atticus for allowing the children to attend the trial, he responds by saying: “This is their home, sister. We’ve made it this way for them, they might as well learn to cope with it”(243). In your own words, explain what Atticus means by this statement. **CCSS.ELA-LITERACY.RL.8.2**
2. Whenever the children are concerned or fearful, Atticus reassures them by saying, “It’s not time to worry yet.” Analyze this statement. What makes it particularly effective and reassuring? How does it exemplify Atticus’s parenting style? **CCSS.ELA-LITERACY.RL.8.2** **CCSS.ELA-LITERACY.RL.8.4**
3. How have members of the African American community expressed their appreciation for Atticus? How does their gesture affect him? Cite a specific quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
4. How does Miss Maudie express her compassion and respect for the Finch family? What is significant about the gesture of cutting Jem a slice from the big cake? **CCSS.ELA-LITERACY.RL.8.3** **CCSS.ELA-LITERACY.RL.8.4**
5. Summarize the talk that Miss Maudie has with Jem and Scout about their father and the community of Maycomb county. Why do you think she feels like she needs to have this talk with Atticus’s children? Do you think her talk was helpful? Explain your answer. **CCSS.ELA-LITERACY.RL.8.2**
6. Explain how the end of this chapter parallels the section with the mad dog in chapter ten. What do you think this parallel is foreshadowing? **CCSS.ELA-LITERACY.RL.8.2**

CHAPTER TWENTY-THREE

Vocabulary: credibility, furtive, circumstantial, improbable, adamant, stolidly, stout, tactic **CCSS.ELA-LITERACY.L.8.4**
CCSS.ELA-LITERACY.L.8.6

1. Describe the confrontation between Atticus and Mr. Ewell. How serious do you think Mr. Ewell is? How did Atticus respond to him? Do you think Atticus made the right choice in the way he responded? Use a specific quote from the text as evidence in your answer. **CCSS.ELA-LITERACY.RL.8.1**
2. Summarize Atticus and Jem’s conversation about the judicial process. What do they each think should be changed about the process? **CCSS.ELA-LITERACY.RL.8.2**

3. Atticus tells Jem that a jury of young people would have acquitted Tom, because, “So far nothing in life has interfered with your reasoning process. Those are twelve reasonable men in everyday life, Tom’s jury, but you saw something come between them and reason. You saw the same thing that night in front of the jail”(251). What do you think Atticus is referring to in this passage? What is the thing that comes between people and reason? **CCSS.ELA-LITERACY.RL.8.3**
4. According to Atticus, what are the challenges of selecting a jury? Which jury member wanted to find Tom not guilty? Why does this surprise Jem? **CCSS.ELA-LITERACY.W.8.9**
5. What does Aunt Alexandra mean when she says that Scout should not socialize with Walter Cunningham because although his family are “good folks. . . they are not our kind of folks.” (255) What do her comments reveal about her values and prejudices? What effect do her words have on Scout? **CCSS.ELA-LITERACY.RL.8.6**
6. At the end of this chapter Scout and Jem have a conversation about how many different kinds of people there are in the world. Summarize each of their points of view about the world. **CCSS.ELA-LITERACY.RL.8.2**
7. What insight has Jem’s experience given him about Boo Radley? Do you think he’s right about Boo? Explain your answer. **CCSS.ELA-LITERACY.W.8.9**

CHAPTER TWENTY-FOUR

Vocabulary: adjourn, impertinence, devout, squalor, sulky, sibilant, bovine, brevity, tribute **CCSS.ELA-LITERACY.L.8.4**
CCSS.ELA-LITERACY.L.8.6

1. Read the first few paragraphs of this chapter and explain why Scout’s comment that, “Immediately thereafter, the ladies adjourned for refreshments,” is an example of irony (261). **CCSS.ELA-LITERACY.RL.8.6**
2. Examine the examples of gossip in this section of the text. What sort of subjects do the ladies gossip about? Cite a specific quote to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
3. What do you think Scout means when she says, “Ladies in bunches always filled me with a vague apprehension and a firm desire to be elsewhere”(262)? Why would groups of ladies have this effect on her? **CCSS.ELA-LITERACY.RL.8.3**
CCSS.ELA-LITERACY.RL.8.4
4. In this chapter, the women of the missionary circle consistently behave in ways that contradict their outwardly expressed Christian values to reveal their hypocrisy. Find a quote or passage from the text that you feel reveals the hypocrisy of the missionary circle or is an example of irony. **CCSS.ELA-LITERACY.RL.8.6**
5. Explain how Miss Maudie Anderson serves as a foil for the other women in the missionary circle. **CCSS.ELA-LITERACY.RL.8.3**
6. On pages 266-267 Scout compares the world of women with the world of men. Summarize her observations about both worlds. Do you agree with her? Explain your answer, citing a specific quote from the text as evidence. **CCSS.ELA-LITERACY.RL.8.1**
7. Why does Atticus return home early? What does he say is especially tragic about what has happened? **CCSS.ELA-LITERACY.RL.8.2**
8. In this chapter, how do Miss Maudie and Aunt Alexandra give Scout specific examples of what it means to be a lady? What do their actions reveal about the strength of women in the face of tragedy or adversity? **CCSS.ELA-LITERACY.RL.8.3**

CHAPTER TWENTY-FIVE

Vocabulary: scamper, demise **CCSS.ELA-LITERACY.L.8.4** **CCSS.ELA-LITERACY.L.8.6**

1. How does Jem demonstrate that he is becoming more compassionate and empathetic? What does Scout's comment that, "Jem was the one who was getting more like a girl every day, not I," suggest about gender roles in the 1930s South? (273) **CCSS.ELA-LITERACY.RL.8.3** **CCSS.ELA-LITERACY.RL.8.4**
2. What did Jem and Dill witness Atticus and Calpurnia doing? How do you think this experience impacted them? **CCSS.ELA-LITERACY.RL.8.3**
3. How did most of the people in Maycomb react to the news of Tom's death? **CCSS.ELA-LITERACY.RL.8.2**
4. Describe the editorial that Mr. Underwood wrote about Tom's death. What point do you think he was trying to make? **CCSS.ELA-LITERACY.RL.8.3**
5. What do you think Scout means when she says, "Then Mr. Underwood's meaning became clear: Atticus had used every tool available to free men to save Tom Robinson, but in the secret courts of men's hearts Atticus had no case"(276)? **CCSS.ELA-LITERACY.RL.8.4**
6. When Mr. Ewell hears news of Tom's death, he comments, "one down two to go"(276). What do you think this statement means? How is it an example of foreshadowing? **CCSS.ELA-LITERACY.RL.8.4**

CHAPTER TWENTY-SIX

Vocabulary: marvel, compel, peculiar, allegedly, spurious, dictator, undue **CCSS.ELA-LITERACY.L.8.4**
CCSS.ELA-LITERACY.L.8.6

1. What do Scout's feelings when passing the Radley place suggest about her character's growth? Cite a specific quote to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
2. What comment does Atticus make that lets Scout know that her father was aware of everything they did to try to communicate with Boo Radley? **CCSS.ELA-LITERACY.RL.8.1**
3. As she thinks back on the events of the summer Tom Robinson was killed, Scout muses, "There was one off thing, though, that I never understood: in spite of Atticus's shortcomings as a parent, people were content to re-elect him to the state legislature that year, as usual, without opposition"(279). Why is the fact that Atticus was re-elected without opposition significant? What does it say about the values of the community? **CCSS.ELA-LITERACY.RL.8.3**
4. Summarize the lesson that Miss Gates teaches about democracy and prejudice. What is ironic about this lesson? **CCSS.ELA-LITERACY.RL.8.2**
5. What does Atticus say about Hitler? **CCSS.ELA-LITERACY.RL.8.1**
6. Why does Jem get angry when Scout asks him about the trial? What does Atticus say to explain why Jem is acting the way he is? **CCSS.ELA-LITERACY.W.8.9**

CHAPTER TWENTY-SEVEN

Vocabulary: WPA, notoriety, muttering, florid, nondescript, carcass, assault, fling, purloined, escort, apprehension

CCSS.ELA-LITERACY.L.8.4 CCSS.ELA-LITERACY.L.8.6

1. What three things “out of the ordinary” happened the October after Tom Robinson’s trial? How do you think these three things might be related? **CCSS.ELA-LITERACY.RL.8.3**
2. What signs suggest that Bob Ewell could be dangerous? Use specific evidence from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
3. What reason does Atticus say Bob Ewell has for holding a grudge against people connected to the trial? **CCSS.ELA-LITERACY.RL.8.1**
4. Look up Cotton Tom Helfin. What does Atticus mean when he says, “You tell Cecil I’m about as radical as Cotton Tom Helfin”(287)? **CCSS.ELA-LITERACY.RL.8.4**
5. Why did the parents of Maycomb decide it was necessary to organize a Halloween program for the children? What will the new Halloween program be like? What role will Scout be playing in the pageant? **CCSS.ELA-LITERACY.RL.8.2**
6. Why don’t Atticus and Aunt Alexandra attend the Halloween program with Scout and Jem? **CCSS.ELA-LITERACY.W.8.9**
7. Find an example of foreshadowing in the last two pages of this chapter. What do you think is about to happen? **CCSS.ELA-LITERACY.RL.8.1**

CHAPTER TWENTY-EIGHT

Vocabulary: gallant, incantations, gait, teeming, frenzied, squandered, wailed mournfully, lichen, subordinates, entangled, fetch, consented, toneless, pinioned, staccato, vaguely, vicinity, untrammelled **CCSS.ELA-LITERACY.L.8.4**

CCSS.ELA-LITERACY.L.8.6

1. Why do you think Harper Lee has Scout and Jem hear a mockingbird singing on their way to the school auditorium? What could it symbolize? **CCSS.ELA-LITERACY.RL.8.3**
2. Find an example of a detail that foreshadows the fact that Scout and Jem are in danger. **CCSS.ELA-LITERACY.RL.8.1**
3. What is the Halloween Pageant about? Why does Scout miss her cue? Why does she insist on hiding backstage until the audience leaves? **CCSS.ELA-LITERACY.RL.8.2**
4. What causes Jem to become concerned as he and Scout are walking home in the dark? Find a quote from the text that helps create a suspenseful mood. **CCSS.ELA-LITERACY.RL.8.6**
5. What happens to Jem and Scout? Why does Scout keep asking if Jem is dead? What does her question suggest about the seriousness of the attack? **CCSS.ELA-LITERACY.RL.8.2**
6. Who does Heck Tate find dead? Who do you think killed him? Support your answer with a specific quote from the text. **CCSS.ELA-LITERACY.RL.8.1**

CHAPTER TWENTY-NINE

Vocabulary: courtesy, turmoil, reprimand, garishly **CCSS.ELA-LITERACY.L.8.4** **CCSS.ELA-LITERACY.L.8.6**

1. What evidence does Heck Tate find to suggest that Mr. Ewell was trying to kill Atticus's children rather than just scare them? What physical evidence links Ewell directly to the attack on Scout? **CCSS.ELA-LITERACY.RL.8.1**
2. Compare Scout's description of the attack on her (308-9) with Mayella's description of being beaten in chapter 18. Describe the similarities in the attacks. What does this suggest? **CCSS.ELA-LITERACY.RL.8.1**
3. What details in the description of the stranger that saved Jem and Scout give her clues to his identity? Who does she realize he is? Include quotes from the text in your answer. **CCSS.ELA-LITERACY.RL.8.1**
4. Why do you think Scout cries when she realizes who saved her? **CCSS.ELA-LITERACY.RL.8.3**

CHAPTER THIRTY

Vocabulary: blandly, eluded, blunt, frankly, crawl, switchblade, disengaged **CCSS.ELA-LITERACY.L.8.4**

CCSS.ELA-LITERACY.L.8.6

1. Why do you think Scout instinctively runs to her brother when her father introduces Mr. Arthur Radley to her? **CCSS.ELA-LITERACY.RL.8.3**
2. On page 312, Scout observes, "I wondered why Atticus was inviting us to the front porch instead of the living room, then I understood. The living room lights were awfully strong." Why is Atticus sensitive to the brightness of the lights? How does this action reflect his empathy and compassion for others? **CCSS.ELA-LITERACY.RL.8.3**
3. What specific things does Scout do as she interacts with Boo that suggest that she has been impacted by the example of ladies like Aunt Alexandra and Miss Maudie? Include a quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
4. Who does Atticus think killed Bob Ewell? Cite a quote from the text to support your answer. **CCSS.ELA-LITERACY.RL.8.1**
5. Read Atticus's reason for wanting the case to go to trial (314) and summarize his reasons in your own words. Do you agree with Atticus? Explain your answer. **CCSS.ELA-LITERACY.RL.8.2**
6. What does Mr. Tate say he is going to report happened to Bob Ewell? When Atticus insists on a full investigation and trial, Mr. Tate says, "I do know that for once you haven't been able to put two and two together, and we've got to settle this tonight"(316). What do you think Mr. Tate believes that Atticus is not putting together? **CCSS.ELA-LITERACY.RL.8.3**
7. Why do you think Atticus asks about the switchblade? What could be significant about this weapon? **CCSS.ELA-LITERACY.RL.8.3**
8. What do you think Mr. Tate means when he says, "Let the dead bury the dead this time, Mr. Finch"(317)? **CCSS.ELA-LITERACY.RL.8.4**
9. What does Mr. Tate say that lets Atticus and Scout know that Boo Radley killed Mr. Ewell? What reason does he give for not letting anyone else know? **CCSS.ELA-LITERACY.RL.8.1** **CCSS.ELA-LITERACY.RL.8.3**
10. What does Scout say that lets her father know that she understands the truth about what happened? **CCSS.ELA-LITERACY.RL.8.1**
11. What does Atticus thank Arthur Radley for? Why does he do this? **CCSS.ELA-LITERACY.RL.8.1** **CCSS.ELA-LITERACY.RL.8.3**

CHAPTER THIRTY-ONE

Vocabulary: glistened, sedative, apprehensive, acquiescence **CCSS.ELA-LITERACY.L.8.4** **CCSS.ELA-LITERACY.L.8.6**

1. What specific details in this chapter suggest that Boo Radley can be gentle and kind? **CCSS.ELA-LITERACY.RL.8.1**
2. What does Scout mean when she says, “I would lead him through our house, but I would never lead him home”(319)? Why does she take steps to make it look like Boo is escorting her instead of her leading him? How are her actions a reflection of grace? **CCSS.ELA-LITERACY.RL.8.4**
3. What does Scout realize about the type of neighbor she has been? Cite a specific quote from the text to support your answer. How do you think this realization will change the way she acts in the future? **CCSS.ELA-LITERACY.RL.8.1**
4. Explain how standing on Boo’s porch helps Scout see through his eyes. What does she realize about him? **CCSS.ELA-LITERACY.RL.8.3**
5. What do you think Scout means when she says, “As I made my way home, I thought Jem and I would get grown but there wasn’t much left for us to learn, except possibly algebra”(321)? What lessons have she and Jem learned? **CCSS.ELA-LITERACY.RL.8.3**
6. Some critics have noted that, to some extent, Atticus Finch plays the role of a Christ figure in the novel. How does Harper Lee’s novel draw on the Bible for theme, pattern of events, and character type? **CCSS.ELA-LITERACY.RL.8.9**
CCSS.ELA-LITERACY.W.8.9a

Writing and Discussion Prompts

TOPICS FOR ARGUMENTATION ESSAYS OR DEBATE

CCSS.ELA-LITERACY.W.8.1a-e Write arguments to support claims with reasons and relevant evidence.

CCSS.ELA-LITERACY.SL.8.1a-d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.

1. Chapter four begins with Scout's critical observations about the school system in Maycomb County. Think critically about your own experiences in school. What was good about your experience? What would you change? If you could make one significant change in the way that schools teach students, what would it be? Compose a persuasive letter advocating for your proposed reform and send it to your principal or school superintendent. **CCSS.ELA-LITERACY.W.8.4**
CCSS.ELA-LITERACY.W.8.5
2. *To Kill a Mockingbird* begins and ends with Scout pondering the role that Boo Radley played in her life. Why do you think the Finch children connected so strongly to the idea of Boo Radley? Why do you think Boo Radley felt connected to Scout and Jem? Compose a thesis that proposes a reason for the connection between Boo and the children. Support your thesis with specific examples and quotes from the text. **CCSS.ELA-LITERACY.W.8.9** **CCSS.ELA-LITERACY.RL.8.1**
3. Analyze Scout's comment to Miss Maudie, "Atticus don't ever do anything to Jem and me in the house that he won't do in the yard" (51). What does it mean to be the same person in private that you are in public? Why is this important? Compose a persuasive essay about the importance of being like Atticus Finch: consistent in both your personal and public life. **CCSS.ELA-LITERACY.W.8.4** **CCSS.ELA-LITERACY.W.8.5**
4. In chapter eleven, Jem and Scout find out that Mrs. Henry Lafayette Dubose, who has treated them badly, was struggling to overcome substance abuse. Atticus tells his children that he wanted them to spend time with her because he "wanted them to see what real courage is" (128). How does Atticus define courage? Compose a persuasive speech about the way you define "real courage". Include specific examples, as well as both logical and emotional appeals, to support your position. **CCSS.ELA-LITERACY.SL.8.4** **CCSS.ELA-LITERACY.SL.8.6**
5. When Aunt Alexandra comes to visit, Atticus asks Scout if she'd like her aunt to come live with them. She responds: "I said I would like it very much, which was a lie, but one must lie under certain circumstances and at times when one can't do anything about them" (146). Do you agree with Scout's statement? Is it sometimes necessary to lie? As a class, debate whether or not Scout was right to lie to her father? Is telling a lie ever the right thing to do? Is it a part of having good manners? What circumstances (if any) might make it necessary to tell a lie. **CCSS.ELA-LITERACY.SL.8.1a-d**
6. Analyze Atticus Finch's closing arguments (230-234). What specific rhetorical strategies does Atticus use to help make Tom's case? Compose an argumentation paper that points out Atticus's masterful use of rhetoric and persuasive techniques. **CCSS.ELA-LITERACY.SL.8.3**
7. Several recent polls have named *To Kill a Mockingbird* the "Best Book of All Time." [*Scout, Atticus, and Boo: A Celebration of To Kill a Mockingbird*](#) by Mary McDonagh Murphy features interviews with prominent figures including Oprah Winfrey, Tom Brokaw, and Anna Quindlen about how the book has impacted their lives. What is it about this book that causes many readers to name it their favorite book? Compose a persuasive multimedia advertisement about the merits of the novel as one of the greatest books of all time. **CCSS.ELA-LITERACY.SL.8.5** **CCSS.ELA-LITERACY.SL.8.6**
8. Do you find Mayella Ewell to be a sympathetic character or not? Compose an argument about whether or not the reader should have sympathy towards Mayella. Support your position with thoughtful evidence from the text. **CCSS.ELA-LITERACY.W.8.9** **CCSS.ELA-LITERACY.RL.8.1**
9. Read [Harper Lee's letter to Oprah Winfrey about the importance of books and libraries](#). Compose your own persuasive letter about the value of something you love. Convince your reader of its value with vivid descriptions and thoughtful reflection about its significance in your own life. **CCSS.ELA-LITERACY.W.8.4** **CCSS.ELA-LITERACY.W.8.5**

10. Humor (especially verbal irony) can be an effective persuasive technique. Read [Harper Lee's 1966 letter to *The Richmond News Leader*](#) regarding Hanover County's attempt to ban her book. Examine the way she uses humor to make her point and compose your own persuasive letter to the editor about a topic you feel passionate about. In your letter, use humor as one of your rhetorical strategies. **CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.RL.8.6**

TOPICS FOR INFORMATIVE WRITING

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. When Scout starts school, Boo Radley begins leaving small gifts for her and her brother in the hole of an old tree. She writes: "Boo was our neighbor. He gave us two soap dolls, a broken watch and chain, a pair of good-luck pennies, and our lives"(320). If you were to leave a small gift for a younger child that was just starting kindergarten, what object would you leave them? Compose a reflective and informative essay that describes the object that you would leave and explains the significance of the object. As a class project, you may want to bring in the object and create a Boo Radley Tree to display both the objects and essays about their significance. **CCSS.ELA-LITERACY.W.8.6 CCSS.ELA-LITERACY.W.8.10**
2. Scout begins telling her story by giving an account of her own personal family and the extended Finch family history. Read pages 1-7 and look at the types of stories and details she includes. Create a multimedia presentation of your own family history and present it to your class. Teachers may wish to use a [PechaKucha](#) format for presentations (20 slides with images on a 20 second timer). **CCSS.ELA-LITERACY.W.8.6 CCSS.ELA-LITERACY.SL.8.5 CCSS.ELA-LITERACY.SL.8.6**
3. As Scout examines what it means to become a woman, she notes the food that women prepare and the reasons they have for preparing it. In Maycomb, food is closely linked to hospitality, and is often used as an expression of caring, gratitude, or condolence. Examine all of the references to food that you find. What specific foods are mentioned? Why are these foods prepared? Choose one specific food and look up the history of the recipe. Present an informative speech or make a "cooking show video" about how to prepare the food. You may wish to prepare a sample for class. Some foods to consider: cracking bread (32), divinity (295), Lane cake (146) and Charlotte Russe (260). **CCSS.ELA-LITERACY.W.8.7 CCSS.ELA-LITERACY.SL.8.4 CCSS.ELA-LITERACY.SL.8.5**
4. Atticus Finch is one of the great role models in literature. Throughout the novel, he sets an example for his children through his words and actions. Look carefully at his character and find specific examples of moments when Atticus acts as a role model for Scout and Jem. Analyze each of these examples by looking at what Atticus says or does and the lesson you think his words and actions teach his children; then, find evidence in the text that shows that Jem or Scout have been positively influenced by their father's example. Make sure to include correctly cites quotes from the text as evidence for your analysis. **CCSS.ELA-LITERACY.W.8.9a CCSS.ELA-LITERACY.RL.8.1**
5. Consider the way that the relationship between Scout and Jem changes over the course of the book. What causes the two of them to begin to grow apart? What brings them together? Connect their relationship to other sibling relationships, either in real life or in other works of fiction. Use specific examples in your analysis. **CCSS.ELA-LITERACY.W.8.9 CCSS.ELA-LITERACY.RL.8.1 CCSS.ELA-LITERACY.RL.8.2**
6. Examine the role that gender plays in the novel. How does the fact that she is a girl impact Scout? What experiences is she excluded from? What experiences is she included in? How are society's expectations different for her than they are for her brother? Do Dill and Jem face similar pressures to conform to gender expectations? Cite specific examples and evidence from the text to develop your thesis. **CCSS.ELA-LITERACY.W.8.9 CCSS.ELA-LITERACY.RL.8.1 CCSS.ELA-LITERACY.RL.8.2**
7. A dynamic character is a character that changes over the course of a text. In *To Kill A Mockingbird*, both Jem and Scout change significantly—especially in the way that they each view the world and relate to other people. Choose one of the Finch children and write a literary analysis that examines the way that his/her character changes over the course of the novel. Use specific examples and quotes from the text to support your analysis. **CCSS.ELA-LITERACY.W.8.9 CCSS.ELA-LITERACY.RL.8.1 CCSS.ELA-LITERACY.RL.8.2**

8. Watch the 1962 film adaptation of *To Kill a Mockingbird* and compose an analytical essay that compares the movie and the book. What was especially effective about the movie? Do you have any thoughtful criticism of the film?
CCSS.ELA-LITERACY.RL.8.7
9. Write an analytical essay that examines the role of prejudice in the book. Is prejudice limited to racial prejudice, or are there other types of prejudice as well? What do you think the novel suggests about the way to overcome prejudice? Use specific examples and quotes from the text to develop your thesis. **CCSS.ELA-LITERACY.W.8.9 CCSS.ELA-LITERACY.RL.8.1 CCSS.ELA-LITERACY.RL.8.2**
10. In literary terms, characters can be flat (one-dimensional or stereotypical) or round (realistic and well-developed). Harper Lee's novel contains a number of minor characters that are complex and interesting. Choose a minor character and create a multimedia presentation that includes both an analysis of their character and a discussion of why their character is important to the text. How do they help advance the plot and/or theme of the novel? Include images that you think capture the way the character would look and support your analysis with specific quotes from the text. (Note to teachers: You may wish to assign characters to students in order to ensure that all characters are covered). **CCSS.ELA-LITERACY.W.8.6 CCSS.ELA-LITERACY.SL.8.5 CCSS.ELA-LITERACY.SL.8.6**

TOPICS FOR NARRATIVE WRITING

CCSS.ELA-LITERACY.W.8.3a-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. At the beginning of chapter two, Scout describes her longing to start school: "I never looked forward more to anything in my life. Hours of wintertime had found me in the treehouse, looking over at the schoolyard, spying on multitudes of children through a two-power telescope Jem had given me, learning their games, following Jem's red jacket through wriggling circles of blind man's bluff, secretly sharing their misfortunes and minor victories. I longed to join them"(17). Can you remember what it felt like to want to be old enough to do something? Maybe, like Scout, you longed to attend school with an older sibling. Maybe you remember wanting to be able to ride a bike, or ride a roller coaster? Maybe you feel like that now? Compose a personal narrative that describes this time. Use specific details and sensory imagery to capture your memories.
CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5
2. Much of the action of the novel takes place during the summer season. Scout writes: "Summer was our best season: it was sleeping on the back screened porch in cots, or trying to sleep in the treehouse; summer was everything good to eat; it was a thousand colors in a parched landscape; but most of all, summer was Dill"(38). What is your favorite season? Compose a descriptive narrative essay that paints a vivid picture of your favorite season in your reader's mind. Use specific details and sensory imagery in your description. **CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5**
3. One of the best pieces of advice that Atticus gives his children is this: "If you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view"(33). Write a narrative essay where you imagine what things would be like from another person's point of view. You may want to choose a type of person you have a hard time understanding. As you write, really try to see things through their eyes, avoiding stereotypes or clichés. After you've written from another person's point of view, compose a short reflection on this exercise. What did it teach you about others? What did you learn about yourself? **CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5**
4. On pages 43-45, Scout describes the play that she, Jem, and Dill created based on Boo Radley's life. Later, she recognizes the role Boo has played in her life and imagines the events of her childhood through Boo's eyes (320-21). With your classmates, write a complete play about Boo's life, including the role he played in Scout and Jem's childhood.
CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.6 CCSS.ELA-LITERACY.SL.8.6
5. Atticus says that he decided to defend Tom Robinson because if he didn't "I couldn't hold up my head in town, I couldn't represent this county in the legislature, I couldn't even tell you or Jem not to do something again"(86). Think of a time where you made the decision to follow your conscience and stand up for something or speak out, even though you risked being judged or criticized for taking a stand. Compose a personal narrative about your experience. In your narrative, reflect on

why you felt called to take a stand. Are you glad that you did, or do you regret it? **CCSS.ELA-LITERACY.W.8.4**
CCSS.ELA-LITERACY.W.8.5

6. Throughout the novel, Jem and Scout look to Atticus when they are worried or afraid and he comforts them by saying, "It's not time to worry yet." Compose a personal narrative that reflects on a time you were worried or afraid and your parent (or parents) made you feel safe. What did they say or do to comfort you? Include specific details and imagery in your narrative. Thinking back on the situation, is there anything you know or realize about it now that you did not know then?
CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5
7. After Tom Robinson's trial, Scout reflects on the first time she and Jem and Dill tried to communicate with Boo Radley. She notes that, although it was not long ago, it feels very far away: "And it had happened years ago. No, only last summer—no, summer before last, when . . . time was playing tricks on me. I must remember to ask Jem"(278). We all have moments or experiences that change us profoundly and make us feel that we've grown older. Think about a moment that impacted you in a significant way and compose a personal narrative describing both the experience and how it changed you.
CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5
8. Near the end of the novel, Jem and Scout reflect on some of their childhood games and superstitions. Scout writes, "We laughed. Haints, Hot Steams, incantations, secret signs, had vanished with our years as mist with sunrise"(292). Think about something that you used to believe in when you were a young child and compose a personal narrative that describes the superstition or supernatural story that you once believed in. Examine when and why you stopped believing in it. Do you miss those childhood games and fantasies, or are you glad that you know they are not real? **CCSS.ELA-LITERACY.W.8.4**
CCSS.ELA-LITERACY.W.8.5
9. Talking about a character in a book her father is reading to her, Scout observes: "Atticus, when they finally saw him, why he hadn't done any of those things . . . Atticus, he was real nice. . . ." Her father replies, "Most people are, Scout, when you finally see them."(323) Compose a personal narrative about a time that you prejudged someone based on first impressions (or what other people said about them), but later realized that you had been wrong. What helped you finally "see" them? What did you learn, both about others and about yourself? **CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5**
10. On page 275, Scout describes an editorial that Mr. Underwood wrote about Tom's death: "Mr. Underwood didn't talk about miscarriages of justice, he was writing so children could understand. Mr. Underwood simply figured it was a sin to kill cripples, be they standing, sitting, or escaping. He likened Tom's killing to the senseless slaughter of songbirds by hunters and children, and Maycomb thought he was trying to write an editorial poetical enough to be reprinted in *The Montgomery Advertiser*." Based on this brief description, adopt Mr. Underwood's voice and write a fictional editorial. Make sure to adapt your writing style for this context and include "poetical language" to illustrate your points. **CCSS.ELA-LITERACY.W.8.4**
CCSS.ELA-LITERACY.W.8.5

RESEARCH TOPICS

CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

1. On page 5, Harper Lee writes, "Atticus's office in the courthouse contained little more than a hat rack, a spittoon, a checkerboard and an unsullied Code of Alabama." Research the Code of Alabama. How does state government differ from national government? What is your state's constitution called? Compare your state's constitution to the Constitution of the United States. How is it similar? How is it different? How much legal autonomy do states have? Write a short research paper about your state government's constitution. **CCSS.ELA-LITERACY.W.8.2 CCSS.ELA-LITERACY.W.8.4**
CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.8
2. Early in the novel, Scout observes: "Until I feared I would lose it, I never loved to read. One does not love breathing."(20) When Scout and Jem visit Calpurnia's church, she explains that the majority of the African Americans in Maycomb were not taught to read. Later in the novel, Jem hypothesizes that being able to read and write must be an important component of "background" (258). Research the importance of literacy, paying particular attention to its link to social class and civil rights.

Consider groups that have been (or are currently being) denied an education. Use your research to create a Public Service Announcement about the importance of literacy. **CCSS.ELA-LITERACY.W.8.1 CCSS.ELA-LITERACY.W.8.8 CCSS.ELA-LITERACY.SL.8.5**

3. Research the life of Harper Lee and write a report that examines how her own life may have influenced her writing. **CCSS.ELA-LITERACY.W.8.1 CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.8**
4. In Chapter Twelve, Calpurnia takes Scout and Jem with her to church. Scout notices several ways that the First Purchase African M.E. Church is both similar to and different from the church she regularly attends. Research a denomination or religious faith tradition different from your own (if you do not practice a specific religious faith, research one you are curious about). How is it similar to your religion or other religions? How is it different? Write a short research paper comparing and contrasting the two religions or denominations. Correctly cite your research sources when you compose your paper. **CCSS.ELA-LITERACY.W.8.2 CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.8**
5. After visiting Calpurnia's church, Jem asks her why she speaks differently in different contexts. Calpurnia responds: "It's right hard to say. . . . Suppose you and Scout talked colored-folks' talk at home—it'd be out of place wouldn't it? Now what if I talked white-folks' talk at church, and with my neighbors? They'd think I was puttin' on airs to beat Moses." (143) The linguistic term for adapting speech to different contexts is "code-switching." Research the practice of code-switching. Why do people do it? Have you ever code-switched? Why is it important to be aware of our cultural and linguistic differences? **CCSS.ELA-LITERACY.W.8.1 CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.8**
6. Pages 296-297 describe the play "Maycomb County: Ad Astra Per Aspera." As a group project, research the history of your own town and create a dramatic pageant about your town's history. Include the same types of details that Mrs. Merriweather included in her play. If possible, record your pageant and upload it to a video sharing website. **CCSS.ELA-LITERACY.W.8.43 CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.6 CCSS.ELA-LITERACY.SL.8.6**
7. On page 253, Jem criticizes the jury selection process and Atticus explains that certain groups of people are unable or unwilling to serve on a jury. Research the history of the jury selection process. How has this process been reformed over time? Who is currently allowed to serve on a jury? How are people selected to serve on a jury in your county? What role do lawyers play in the jury selection process? What steps are taken to ensure that defendants receive a jury of their peers? Would you like to serve on a jury? Correctly cite your research sources when you compose your paper. **CCSS.ELA-LITERACY.W.8.2 CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.8**
8. After the guilty verdict, Atticus criticizes the way that people of color are treated. He tells Jem and Scout, "Don't fool yourselves—it's all adding up and one of these days we're going to pay the bill for it. I hope it's not in your children's time." (252) The state of Alabama played a significant role in the civil rights movement, which would have occurred in Jem and Scout's lifetime. Research the civil rights movement's link to Alabama history and incorporate your research into a National History Day-style project (<http://www.nhd.org/>). **CCSS.ELA-LITERACY.W.8.2 CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.6 CCSS.ELA-LITERACY.SL.8.6**
9. Harper Lee's novel is set during the Great Depression and makes several allusions to the history of this era (sit-down strikes, the WPA, the National Recovery Act). Research the Great Depression. What caused it? How were rural southern states, like Alabama, impacted differently than urban or northern states? Do you think the fact that it was the Great Depression influenced the events in *To Kill a Mockingbird* in any way? Correctly cite your research sources when you compose your paper. **CCSS.ELA-LITERACY.W.8.2 CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.8**
10. Although the trial of Tom Robinson was fictional, there are numerous real-life examples of African-American men being falsely accused and convicted of crimes. Research a real life case of someone who was falsely convicted. What happened in their case? Who defended them? Is our current judicial system reformed enough to satisfy Atticus's criteria: "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. That institution, gentleman, is a court." (233) Correctly cite your research sources when you compose your paper. **CCSS.ELA-LITERACY.W.8.1 CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.8**

Other Books of Interest

FICTION

- Armstrong, William H. *Souder*. (New York: HarperCollins Publishers, 1969)
- Capote, Truman. *The Grass Harp*. (New York: Vintage)
- Gaines, Ernest J. *A Lesson Before Dying*. (New York: Vintage, 1997)
- Smith, Betty. *A Tree Grows in Brooklyn*. (New York: HarperCollins Publishers, 1947)
- Stockett, Kathryn. *The Help*. (New York: Penguin, 2009)
- Twain, Mark. *Huckleberry Finn*.
- Wright, Richard. *Native Son*. (New York: HarperCollins Publishers, 1940)

NONFICTION

- Bloom, Harold, editor. *Harper Lee's To Kill a Mockingbird. Bloom's Modern Critical Interpretations*. (New York: Chelsea House, 1996)
- Carter, Dan T. *Scottsboro: A Tragedy of the American South, Revised Edition*. (Louisiana State University Press, 2007)
- Haley, Alex. *The Autobiography of Malcolm X*. (Ballantine Books, 1965)
- Johnson, Claudia Durst. *To Kill a Mockingbird: Threatening Boundaries*. (New York: Twayne Publishers, 1994)
- Johnson, Claudia Durst. *Understanding To Kill a Mockingbird: A Student Casebook*. (New York: Greenwood, 1994)
- King, Gilbert. *The Devil in the Grove: Thurgood Marshall, the Groveland Boys, and the Dawn of a New America*. (New York: HarperCollins Publishers, 2012)
- Murphy, Mary McDonagh. *Scout, Atticus, and Boo: A Celebration of Fifty Years of To Kill a Mockingbird*. (New York: HarperCollins Publishers, 2010)
- Shields, Charles J. *Mockingbird: A Portrait of Harper Lee*. (New York: Henry Holt, 2006)
- Wright, Richard. *Black Boy*. (New York: HarperCollins Publishers, 1944)

ONLINE RESOURCES

- [Jim Crow in America](#)
Library of Congress: Teacher's Guide/Primary Source Set
- [Scottsboro: An American Tragedy](#)
American Experience
- [The Scottsboro Nine](#)
American Treasures of the Library of Congress

VIDEO RESOURCES

C-SPAN: [Book Discussion on *Scout, Atticus & Boo*](#)

Mary McDonagh Murphy talks about the impact of Harper Lee's *To Kill a Mockingbird*, published 50 years ago that month (July 1960).

PBS American Masters: [Harper Lee: Hey, Boo](#)

Harper Lee: Hey, Boo chronicles how this beloved novel came to be written, provides the context and history of the Deep South where it is set, and documents the many ways the novel has changed minds and shaped history. For teachers and students, *Hey, Boo* enhances the experience of reading *To Kill a Mockingbird*. Directed by Mary McDonagh Murphy, author of *Scout, Atticus & Boo*.

[To Kill a Mockingbird](#). Director: Robert Mulligan. Writers:

Harper Lee (based on her novel *To Kill a Mockingbird*), Horton Foote (screenplay)

Stars: Gregory Peck, John Megna, Frank Overton

About the Author

Harper Lee was born in 1926 in Monroeville, Alabama. She attended Huntington College and studied law at the University of Alabama. She has been awarded the Pulitzer Prize and many other literary awards. *To Kill a Mockingbird* is her debut and only published novel.

About This Guide's Author

Amy Jurskis is the author of a number of teaching guides including *The Immortal Life of Henrietta Lacks* by Rebecca Skloot and *American Tapestry* by Rachel Swarns. She holds a B.A. in English from the University of Georgia and a MAT from Agnes Scott College. A former department chair for language arts in a title one public school in Atlanta, she currently serves as a chairperson of curriculum and English teacher at Oxbridge Academy of the Palm Beaches.

You'll find more teaching guides that are aligned to the Common Core State Standards at [Common Core Resources](#).