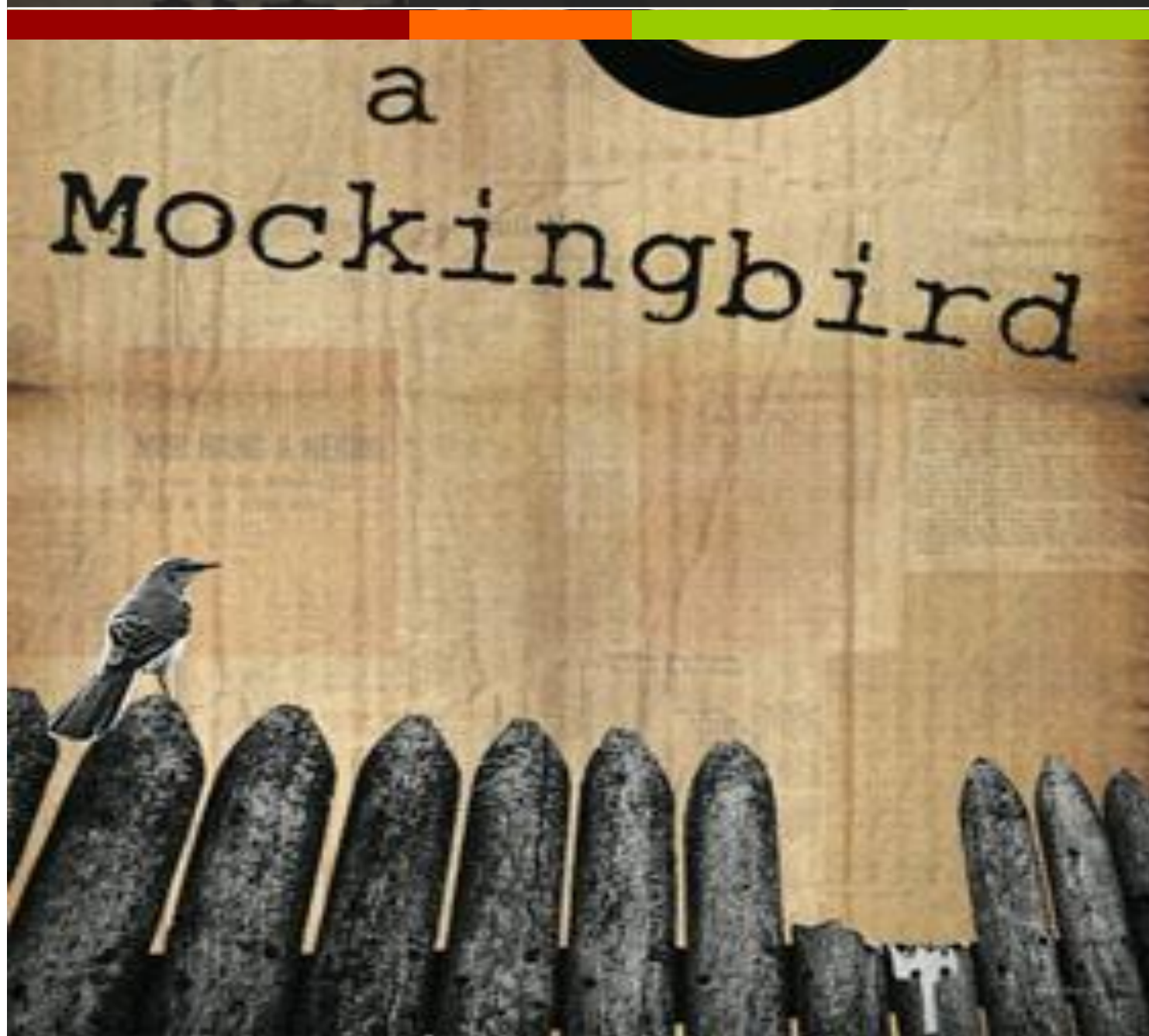
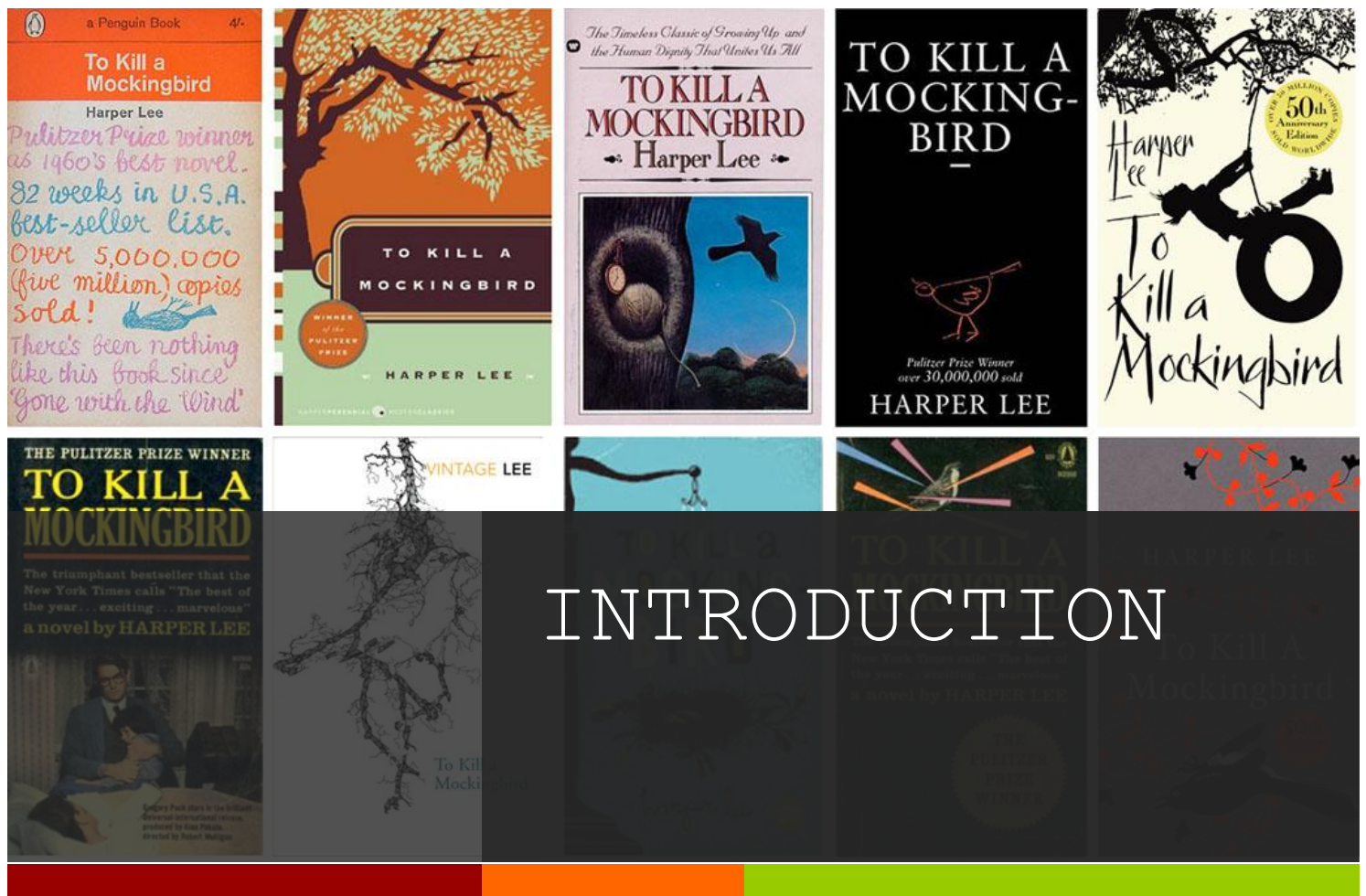


Equality is the Name of the Game

Edgermi B. Gerasta





Welcome to the world of the Finches, the Cunninghams, the Blacks, and the White Trash. This module entitled “Equality is the Name of the Game” contains lessons that will help you understand the classic novel, “To Kill a Mockingbird” by Harper Lee. Each lesson has four sections: Case Focus (theme), Inquest (discussion), Testimonial (Self-Assessment Questions), Validity of Statement (Answer Key). These courtroom terminologies are used as they are inspired by the trial faced by Maycomb citizens.

The novel has 31 chapters, but don’t you worry, they are divided into chunks. It is also understood that prior to working on this module, you have already read or at least have a background of the story. Good luck and enjoy and be able to realize that “you never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it.”

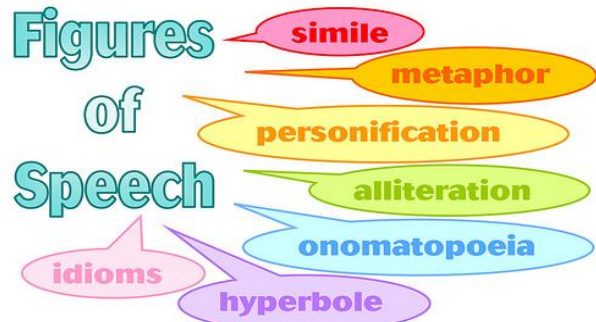
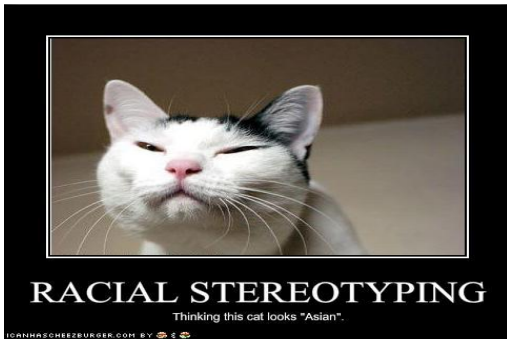
After working on this module, you should be able to:

1. infer character’s motives and actions
2. use context clues in decoding the meaning of dialect and slang given in the sentence
3. identify characters in the story that represent stereotype
4. explain the meaning of figures of speech
5. formulate definitions on the given courtroom terms
6. identify the type of conflict used
7. write the parts of speech
8. express thoughts through writing the theme in the story

Here's a Snapshot on what you are going to do:



A dictionary of **slang**



Story Themes

Women of the 1930s	Economic 1930s
<ul style="list-style-type: none">• Fashion, careers, family roles, taboos for women, the work place, wages• Gertrude Stein,	<ul style="list-style-type: none">••••

SYNOPSIS

The novel *To Kill a Mockingbird* mainly revolves around a small family of three -- Atticus Finch, an attorney, and his two children, Scout and Jem. As the novel proceeds certain characters are linked with the three main characters to form a dramatic story of events, attitudes, prejudices and values.

The novel is set in the quiet town of Maycomb; but the serenity is only superficial. The town is comprised of three communities: the white folk, the black community, and the 'white trash'. Outwardly there is peace among the three, but underneath prevails a combination of hostility, racial prejudices, and friendlessness.

Jem and Scout go to school together. On their way to school, they pass the Radley house; it is a terrifying place to them, for it houses Boo Radley, who has been labeled a lunatic. At the same time, their curiosity pushes them to try out ways to make Boo come out of the house. Their overtures are, however, suppressed by Atticus who does not want them to torment Boo.

The main plot of the novel revolves around the trial in which Atticus defends Tom Robinson, a black man, who has been accused of having molested a white girl, Mayella Ewell. She is part of the 'white-trash' community. The children follow the case proceedings avidly and are inconsolable when their father loses the case.

The case is lost simply because it was still impossible (despite statutory laws protecting them) for a black man to attain victory over a white in the South. This amply reveals the deeply ingrained racial prejudices still prevalent among the white society, which cannot give an equal status to a black.

The relation between the children and Boo Radley resurfaces at the end, when it is Boo who saves them from imminent death at the hands of the vicious Bob Ewell. It is ultimately revealed that Boo is not a lunatic, but a simple-minded person with failing health and a childish attachment for Scout and Tom.

The story of the mockingbird recited by Atticus is linked to the theme of the novel. It is considered a sin to kill a mockingbird, since it is a harmless bird which only sings to please others. Boo Radley and Tom Robinson are also harmless people. By letting Tom die, the sin of killing a mockingbird has been committed. But by not revealing the facts of Boo's heroism in rescuing the children, the sin is avoided, and Boo is left to his seclusion. Tom's death is a defeat of justice and an insult to humanity, and the readers can judge for themselves how much of a sin it is.

The maturing of Scout and Jem is portrayed as well as the exemplary character of Atticus, who is without any racial prejudices or biased views. He is a highly ethical character, who chooses to fight against the 'old traditions' of his own community.

Source: http://thebestnotes.com/booknotes/To_Kill_A_Mockingbird_Lee/To_Kill_A_Mockingbird_Study_Guide03.html



CASE FOCUS:

CHARACTERIZATION

INQUEST

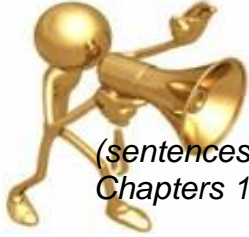
Characterization is the technique by which authors develop characters.

1. 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.

2. 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:

- a. 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.”*
- b. 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.”*

Now, you will fill out the chart on characterization which covers Chapters 1-8.



Testimonial

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 1-8. One example has been done for you.*

Jem				
	Page	Who Said It	Quote from text	What you learn about the character
Direct Characterization	61	author/narrator (Scout	“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.
Indirect Characterization				
Mr. Avery				
Direct Characterization				
Indirect Characterization				
Miss Maudie				
Direct Characterization				
Indirect Characterization				
Miss Stephanie				
Direct Characterization				
Indirect Characterization				

Let's check your answers.

Validity of Statement



Jem

DC: pg. 59; "Jem assured me that the older I got the better school would be, that he started off the same way..."

IC: pg. 61; Jem; "Jem was holding his ears, shaking his head from side to side. 'I don't get it, I just don't get it—I don't know why, Scout...' He looked toward the livingroom. 'I've gotta good mind to tell Atticus—no, I reckon not.'"



Mr. Avery

DC: pg. 65; "He had a pink face and a big stomach below his belt."

IC: pg. 60; Jem; "Mr. Avery does just like this. I mean carves."



Miss Maudie

DC: pg. 73; "Miss Maudie puzzled me. With most of her possessions gone and her beloved yard a shambles, she still took a lively and cordial interest in Jem's and my affairs."

IC: pg. 61; Jem; "Ar-r, Miss Maudie can't chew gum..."



Miss Stephanie

DC: pg. 73; "I reflected that if Miss Maudie broke down and gave it to her, Miss Stephanie couldn't follow it anyway."

IC: pg. 66; Scout; "He looks like Miss Stephanie Crawford with her hands on her hips,' I said. 'Fat in the middle and little-bitty arms.'"

→ *It is true that without characters, the story is dead. They are the prime movers. They bring life to the story. They bring excitement, suspense, thrill, drama, comedy, and tragedy. At this point, you will focus on the language used by the characters as they relate with each other in the story.*

Case Focus: Dialect and Slang (for Chapters 5-8)

Inquest: 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.



Testimonial

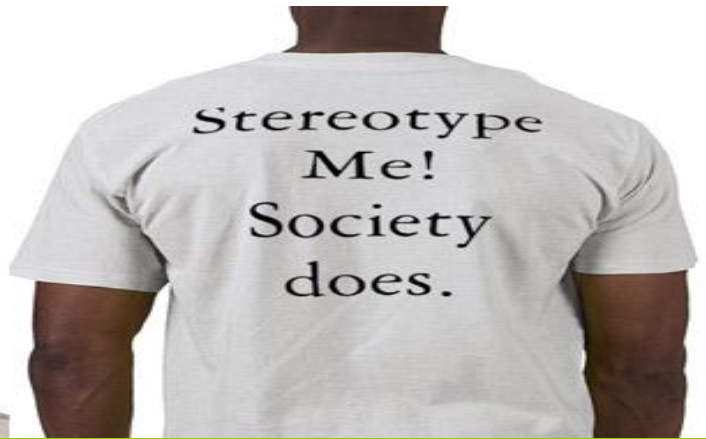
Directions: Below are quotes containing words used by the characters in To Kill a Mockingbird. Rewrite the underlined selection using a more updated or familiar expression that has the same meaning as the underlined word or phrase.

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.”



Case Focus:



Inquest

Many of the characters in *To Kill a Mockingbird* are depicted by the author as classifying each other according to rigid categories. They hold stereotypes about how individuals will behave as a result of their age, gender, race, social status, and other fixed categories. Harper Lee sets out to challenge some stereotypes but may also reinforce some alternative stereotypes. One common criticism of the novel is that the black characters are idealized.

Testimonial



Directions: Identify characters that represent stereotypes in the story.

Characters	Stereotype

Compare your answers to how the author leads us to some stereotypes:

Atticus Finch is called nigger-lover for he defended Tom Robinson, a black man, accused of rape. The Ewells are labeled as the white trash for they only bring trouble in the town. The prejudice or stereotype of fear of the unknown, students, or perhaps fault in humans to put all their faith in rumors, Boo Radley is an example of this.

Reflection: Think about personal experiences of being the center of negative attention, of seeing people laughing at you or others. The idea persisting through this discussion will often be one of dehumanization and how a bully’s laughter can have that effect on the victim, a situation analogous to the racism and classism present in the novel.

Case Focus: Figurative Language (for Chapters 13-16)

Inquest: 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.”



Testimonial

Directions: Read each quote from Chapters 13-16. 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. “In the beginning its buildings were solid, its courthouse proud, its streets graciously wide.”

Figure of Speech: _____

Analysis: _____

2. “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: _____

3. “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: _____

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

Figure of Speech: _____

Analysis: _____

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

Figure of Speech: _____

Analysis: _____

Figurative Language



in



To Kill a Mockingbird



Now let us see how you have performed in the activity on figurative language.

Validity of Statement

1. personification; the courthouse stands strong and well-built; an icon
2. metaphor; it made very little news or controversy
3. simile; fit very well
4. simile; very stiff and rigid
5. hyperbole; began to calm down and let the blood flow normally



Case Focus: Courtroom Terminology and the Judicial System

Inquest:

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 17 through 20.



Testimonial

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

Validity of Statement

These are the definitions of the following court terms.

1. acquittal: a not-guilty verdict
2. adjudication: passing judgment on; to decide, settle, or decree
3. appeal: taking a case which has been decided in a smaller court to a larger court, for the purpose of a review of the case
4. "beyond all reasonable doubt": a jury is instructed to find a defendant guilty beyond all reasonable doubt, meaning, there should be enough evidence presented so there is no doubt the innocence or guilt of the defendant; if there is any doubt, the jury is instructed to find the defendant not guilty
5. contempt of court: any act which is interpreted to embarrass, hinder, or obstruct the court proceedings
6. conviction: a guilty verdict
7. corroborating evidence: evidence that can be confirmed or denied by at least one other person
8. counsel: the lawyer or group of lawyers who conduct a case in court or give legal advice
9. cross-examination: examination of a witness by the party opposed to the one who put him on the witness stand to testify
10. defendant: the accused party
11. defense: the lawyers, witnesses, and other persons on the side of the defendant
12. evidence: objects or information used to prove the guilt or innocence of a defendant
13. expunge: process by which a record, or a portion thereof, is officially erased or removed
14. hearings: the trial of a case in a court of law
15. immaterial: not relevant; unimportant
16. indicted: formally accused by a grand jury charging a person with a crime
17. irrelevant: not applicable to a case
18. jury: body of persons selected from the community to hear evidence and decide a court case
19. jury box: the seats to the side of the courtroom where the jury sits
20. litigants: parties to a lawsuit; those engaged in a lawsuit



Now, you are ready to answer Chapters 21 – 24.

Case Focus: Conflict



Testimonial:

Inquest

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



Read each of the following situations or quotes from Chapters 21-24. In example A, identify the type of conflict, then who or what is involved in the conflict. Remember, in order for it 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: _____

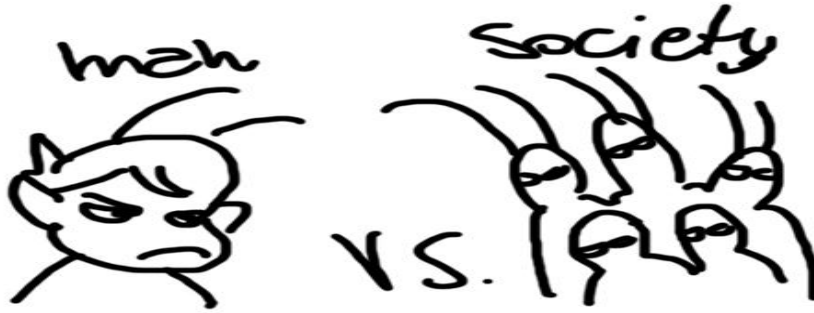


Validity of Statement

Answers may vary.

1. man versus society; Jem is having a difficult time accepting that society would behave in such a way

2. man versus society: Jem is realizing that the world is a cruel place and that life is not fair

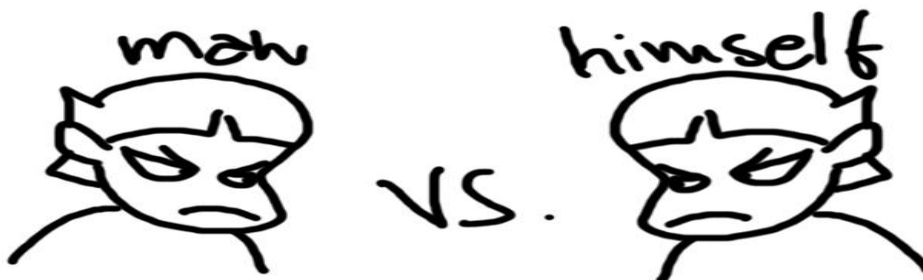


3. man versus man: Bob versus Atticus

4. man versus man: Aunt Alexandra versus Scout



5. man versus himself: Jem is grappling with his own acceptance and realization of how the world works



Case Focus: Vocabulary in Context (for Chapters 25 – 28)

Inquest

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.



Testimonial

Directions: For each vocabulary word from Chapters 25-28, 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."

- Part of Speech: noun
- Inference: body
- 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)

- Part of Speech: _____
- Inference: _____
- Definition: _____

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

- Part of Speech: _____
- Inference: _____
- 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)

- Part of Speech: _____
- Inference: _____
- Definition: _____

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

- Part of Speech: _____
- Inference: _____
- Definition: _____

5. "We had slowed to a cautious gait, and were feeling our way forward so as not to bump into the tree." (255)

- Part of Speech: _____
- Inference: _____
- 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: _____

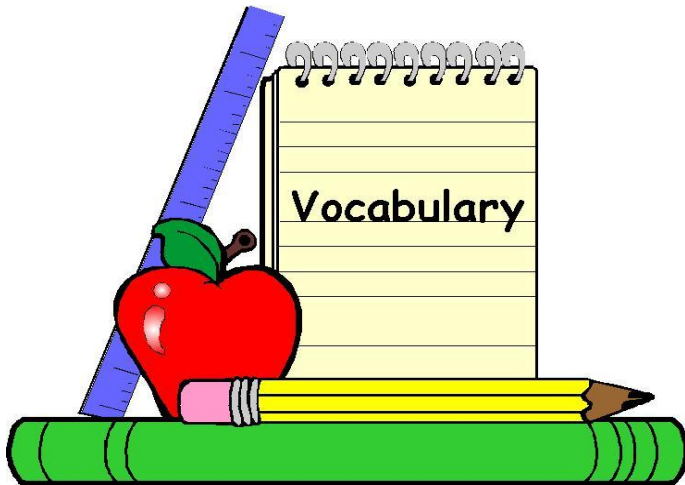


Let's check how much you have learned.

Validity of Statement

Answers will vary. Parts of speech and dictionary definitions are given.

1. contraption—noun; a mechanical gadget or device
2. crooning—gerund; a soft singing or humming
3. eccentricities—noun; oddities or peculiarities in conduct
4. furtive—adj.; secret or shifty; sneaky
5. gait—noun; a manner of walking, trotting
6. notoriety—noun; the state of being known for some unfavorable act or quality
7. recluse—noun; shut off or apart from the world; someone living in seclusion
8. staccato—adj.; disconnected, shortened, detached sound
9. subordinates—noun; those who are lower in rank or of secondary importance



Case Focus: Theme (for Chapters 29 – 31)
The last three Chapters will let you work on some themes in the novel.

Inquest

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.



Testimonial:

For each example below, think about the title, plot, setting, and mood of the novel to answer the following questions using complete sentences.

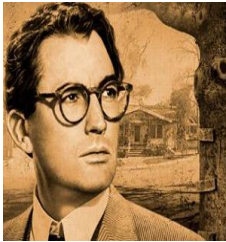


1. How does Scout change throughout the story? What general realizations or understandings about the world and the nature of human beings does she discover?

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.

Validity of Statement

Check your answers with the following:

Answers will vary.

1. She matures—she realizes the good in people and the facts of life, such as prejudice, racism, and unfairness.
2. “Boo” reminds us of a scare; we say “boo” when we are trying to scare someone; he is like a ghost; a “scout” can be someone who discovers something new, or does good deeds (like a Girl Scout); Scout is the innocent girl discovering the harsh truths of the world; killing a mockingbird is symbol of killing or destroying that which is innocent.
3. Lee’s voice comes out of Atticus; she has problems with innocent blacks being persecuted because they are black.

Examples will vary.

4. Some themes: loss of innocence; good versus evil; the problems of prejudice; social inequality; opening eyes to intolerance



HURRAH!

You are now done with the module.



Summary

In this module, you have thoroughly inferred character's motives and attitudes, analyzed language used in the story, and explained themes in the novel. It is very important that as readers, you make connections to the real world. It is in this sense that literature is meaningful.



School Profile

Sacred Heart School – Ateneo de Cebu is the Catholic, Jesuit, Chinese – Filipino educational community committed to forming men and women with excellence and character. This is a private institution located at Canduman, Mandaue City. It has a population of 1,291 students. The Grades 7, 8, and Third Year have 8 sections while the Fourth Year has 9 sections. The sectioning of the students is according to heterogeneous groupings except that there is an honor’s class in Grades 8, Third Year, and Fourth Year.



Profile of Learners

The Third Year Students of Sacred Heart School – Ateneo de Cebu are the target audience of this module. Most of these students are Chinese – Filipino.

These students have been exposed to reading novels and analyzing them since Grade 7 as it is part of the HS English course outline. The Third Year Level has approximately 320 students.



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- _____ Figurative Language Retrieved on June 6, 2013 at mbmsenglish8.files.wordpress.com/2010/12/figurative-language1.ppt
- _____ Stereotype Retrieved on June 4, 2013 at <http://resources.mhs.vic.edu.au/mockingbird/stereotype.htm>
- _____ Study Guide Questions Retrieved June 7, 2013 at <http://saalem.k12.va.us/staff/eherndon/STUDY%20GUIDE%20QUESTIONS%20ANSWERS.htm>
- _____ To Kill a Mockingbird: Prejudice, Racism, Justice and Courage Retrieved on June 5, 2013 at <http://tokillamockingbirdquotes.org/to-kill-a-mockingbird-themes.php>
- _____ To Kill A Mockingbird Teacher's Guide Introduction Retrieved on June 4, 2013 <http://www.neabigread.org/books/mockingbird/teachersguide01.php>

STUDY GUIDE QUESTIONS - *To Kill A Mockingbird*
Short Answer Format Answer Key

Chapters 1-3

1. Identify Atticus Finch, Jean Louise (Scout) Finch, Jem Finch, Maycomb, Calpurnia, Charles Baker (Dill) Harris, The Radley Place, Stephanie Crawford, Arthur (Boo) Radley, Miss Caroline Fisher, Walter Cunningham, and Burris Ewell.

1. Atticus Finch - a lawyer and Scout and Jem's father.
2. Scout - narrator of the story.
3. Jem - Scout's older brother.
4. Maycomb - town (and also the county) where the story takes place.
5. Calpurnia - Finch family's cook, maid and nanny.
6. Dill - Miss Rachael's nephew, a young boy who visits his aunt and plays with Scout and Jem in the summertime.
7. The Radley Place - home of the Radley family across the street from Scout's house; it is a curiosity to the children because the Radleys are so different from other folks they know.
8. Stephanie Crawford - gossipy neighbor who knows everybody's business and everyone's family history.
9. Boo Radley - a mystery to the children; he never leaves his house.
10. Miss Caroline Fisher - Scout's first grade teacher.
11. Walter Cunningham - a student in Scout's class, one of The Cunninghams.
12. Burris Ewell - a student in Scout's class; he is one of The Ewells.

2. What did Dill dare Jem to do?

Dill dared Jem to run up and touch the Radley house.

3. What was Scout's first "crime" at school?

Scout's first crime was that she could already read.

4. What was Calpurnia's fault?

Scout said it was Calpurnia's fault that she could write. This also caused trouble for her at school. Miss Caroline asked Scout to tell her father to stop teaching her.

5. Why did Scout rub Walter Cunningham's nose in the dirt?

Scout stood up for Walter in class and tried to explain the Cunningham ways to Miss Caroline. For her explanations, Scout got in more trouble with Miss Caroline, so she took out her revenge on Walter.

6. Scout said, " He ain't company, Cal, he's just a Cunningham." What did she mean by that and what was Cal's answer?

Scout meant that Finches were better than Cunninghams, and for that reason she didn't have to treat Walter as company. Calpurnia told Scout that she should treat anyone who came to visit her home as "company" and show him every courtesy.

7. What two mistakes did Miss Caroline make on the first day of school?

Miss Caroline's first mistake was to offer Walter Cunningham money; the Cunninghams don't take anything they can't pay back. Her second mistake was trying to tell Burris Ewell to go home and wash out his "cooties."

8. Why didn't the Ewells have to go to school?

If the truant officer enforced the laws for the Ewells, Mr. Ewell would probably be jailed.

Without their father, wretched as he was, the children would be worse off than if **they** simply did not go to school. Because the Ewell children's home life was so unusual, the authorities bent the rules for them.

Chapters 4-7

1. What did Scout and Jem find in the Radleys' tree?

They found gum and two Indian head pennies.

2. Identify Mrs. Dubose.

Mrs. Dubose is an old lady who lives down the street. She berates the children as they walk past her house.

3. How did Jem get even with Scout for contradicting him about "Hot Steams?"

When it was her turn to ride in the tire, he gave her an extra-hard shove. She ended up in the Radleys' front yard.

4. What was the Boo Radley game?

Jem, Dill and Scout reenacted the few facts and many peculiar stories they had heard about the Radleys.

5. Identify Miss Maudie.

Miss Maudie is another neighbor, about the age of Atticus. She is open-minded and enjoys the children's company.

6. What does Miss Maudie think of the Radleys?

She thinks they have a right to do whatever they want to do as long as they are not bothering anyone else, and she believes they have a right to their privacy.

7. Why do Dill and Jem want to give Boo Radley a note? What does Atticus say when he finds out about their plan?

They want to invite him out to play with them; they think he might enjoy that. Atticus tells the boys to leave Arthur Radley alone, that if he wanted to be outside, he would. Atticus also tells them that the proper way to extend the invitation would be at the Radley front door instead of putting a note on a fishing pole and sticking that through the window.

8. How did Jem lose his pants? What did he find when he went back for them?

Jem, Scout and Dill went to look into the Radley house. When they were discovered, they ran. Jem got caught on the fence, and in an effort to free himself, he took off his pants and left them on the fence. When he went back for them, they were mended and folded, sitting on the fence.

9. What else did Jem and Scout find in the Radleys' tree?

They found a ball of twine, two figures (resembling themselves) carved from soap, and a broken watch.

10. Why would there be no more surprises in the tree?

Mr. Nathan Radley cemented the hole closed.

Chapters 8-9

1. What happened to Miss Maudie's house? What was her reaction?

Miss Maudie left fires going (for warmth) and her house burned down. As always, she put her most optimistic foot forward and seemed not to mind too much.

2. Identify Cecil Jacobs.

Cecil Jacobs was a boy at Scout's school who first made her aware that Atticus was defending a black man.

3. What "disaster" happened at Christmas between Scout and Francis?

Scout and Francis got into a fight because Francis was fussing with Scout about Atticus' defending a black man. Scout couldn't stand all the things Francis was calling Atticus, so she hit him square in the mouth. She didn't really understand what Francis said, but she knew it wasn't complimentary.

4. What did Scout's Uncle Jack learn from Scout and Atticus?

Uncle Jack broke up the fight between Scout and Francis. He automatically took Francis' side. Since Francis was injured, he looked like the wronged party. Scout just gave in to Uncle Jack and said she did what he said she did. Later, she points out to Jack that he didn't even give her a chance to explain, that Atticus always listens to both sides before he decides which person is guilty. Secondly, when Scout asks Uncle Jack a question, he gives her a non-answer. Atticus later explains to Jack that such answers only confuse kids. The truth is always best.

Chapters 10-11

1. What brave thing does Atticus do in Chapter 10? Why are Scout and Jem shocked?

Atticus shoots a mad dog. They are shocked because until this day, they think of Atticus as having no real talents or anything to be proud of. He never touched a gun, to their knowledge, and he did not believe in fighting. Thus, they are very surprised to find out about "One-Shot Finch."

2. What did Jem do when Mrs. Dubose said Atticus "lawed for niggers?"

He took Scout's birthday baton and, waving it madly, cut the tops off of all of Mrs. Dubose's camellia bushes.

3. What was Jem's punishment?

He had to repair the damage as well as he could, and he had to read to Mrs. Dubose each afternoon after school for a month.

4. What did Jem learn from his encounter with Mrs. Dubose and following her death?

He learned that people aren't always what they seem, that one can't understand someone else until one has all the facts, and, most importantly, that there is a different kind of courage than physical courage.

Chapters 12-14

1. How does Jem change?

Jem is growing up. He is trying to make sense of things he sees, trying to be like Atticus, and trying to put behind him childish games and youthful pranks. Consequently, he is moody sometimes and occasionally seems to lord his authority over Scout. She resents his new "airs."

2. Identify Lula, Zeebo and Reverend Sykes.

Lula was the woman at Calpurnia's church who made Scout and Jem feel unwelcome. Zeebo, Cal's son, makes them feel welcome, as does Reverend Sykes, the preacher at Calpurnia's church.

3. What does Scout learn about Calpurnia?

Scout learns that Cal leads a double life. She talks and acts like her black friends and neighbors when she is with them, and she talks and acts more like white people when she is with them. Scout thinks this is interesting and asks to visit Cal at her home one day.

4. Who was waiting for the children when they came home from the church service? Why had she come?

Aunt Alexandra was waiting for them. She had come to stay and "help out" while Atticus would be busy with the Robinson trial.

5. "Aunt Alexandra fitted into the world of Maycomb like a hand in a glove, but never into the world of Jem and me." Explain.

Alexandra knew all the proper social things to say and do, and she knew a great deal of the history of the local families. She joined some clubs and entertained at her home, and generally did fit right into the town's society. However, Alexandra didn't understand or agree with the values by which Atticus was raising his children. Therefore, she did not understand the children's behavior. Because their value systems were different, they were more often than not at odds.

6. Atticus and Alexandra disagree about how to deal with the children. How does Atticus handle the situation?

Atticus makes the children obey Alexandra, but he lets them know that their relationship with him will always be the same as it was. He tries to appease Alexandra when he can, but on the major issues, he puts his foot down.

7. Describe Jem and Scout's relationship through these chapters as Jem matures.

Jem and Scout seem to grow apart, but they don't really. They fuss more often than they had, mostly because Scout resents Jem's telling her what to do. Actually, though, they are still very close and join forces when their pride is at stake.

8. Why did Dill run away from home back to Maycomb?

Dill had everything a boy could want, except his parents didn't spend any time with him. He didn't feel like they needed him.

Chapters 15-17

1. What did Mr. Heck Tate's mob want?

They wanted to make sure Atticus and Tom Robinson would be all right.

2. What was the purpose of Walter Cunningham's mob?

Cunningham's mob wanted to get to Tom Robinson to inflict their own justice upon him. If that meant they had to beat up Atticus, they were willing to do that.

3. Why did Mr. Cunningham's mob leave?

Scout, Jem and Dill arrived on the scene. Scout came forward, and, while making her entrance and looking at the crowd, she noticed Mr. Cunningham. She identified him and began speaking to him on a personal basis, saying she was in his son's class and that he had come to lunch. She also reminded him that Atticus had done some legal work for him. All of these things were said in an innocent conversation to Mr. Cunningham. It made Cunningham (and others, I suspect), realize that they were individuals, neighbors, and that they really didn't want to hurt Atticus or anyone else.

4. Identify Mr. Dolphus Raymond.

Mr. Dolphus Raymond was a white man who married a black woman and lived with the black community. Jem has heard a story that Mr. Raymond is always drunk. (However, we learn later that this is just an act.)

5. Identify Tom Robinson, Mr. Gilmer, Bob Ewell, Mayella Ewell, and Judge Taylor.

Tom Robinson supposedly raped Mayella Ewell, Bob Ewell's daughter. Mr. Gilmer is the prosecuting attorney. Judge Taylor will be the judge during Tom's trial.

6. What was the importance of Mayella's bruises being primarily on the right-hand side of her face?

Bruises on her right side indicate that a left-handed person inflicted the wounds.

Chapters 18-21

1. What was Mayella's account of the incident with Tom Robinson?

Mayella said she asked Tom to come into the yard to break up a chiffarobe. When she went into the house to get him a nickel, he had followed her in and then he grabbed her around the neck and hit her. He "chunked [her] on the floor an' choked [her] 'n took advantage of [her]." Her father came in and was standing over her, and then she fainted.

2. What was Tom's side of the story?

Mayella asked Tom to come fix the hinges on the door in the house. Mayella had saved enough nickels to send all of the kids out for ice cream so she and Tom would be alone. She asked Tom to climb up on a chair to get a box, and as he stood there, she grabbed him around the legs. When he hopped down off the chair, she jumped on him. She kissed him on the side of the face. Tom wanted out and had to push Mayella away from the door. She was not hurt. He ran away before Mr. Ewell could catch him.

3. What was Tom's handicap? Why was it important to his case?

Tom's left arm had been rendered useless in an accident. He could not have bruised Mayella's right side and he more than probably would not have physically been able to force himself on a strong, violently resisting young woman.

4. What do Dill and Scout learn from Mr. Raymond?

Dill and Scout learn that people aren't always as they appear to be. They learn that Mr. Raymond lives as he does because that's simply what he wants to do. Since people could never accept that, he gives them a "reason to latch onto" so they can accept his **behavior**. (One might note that Boo Radley does as he pleases, but gives people no reason to latch onto, and people make up their own reasons, no matter how ridiculous.)

5. What were Atticus' closing remarks to the jury?

He said there was no medical evidence to suggest that Mayella had been raped, that the only evidence was the questionable testimony of two witnesses. He painted a picture of Mayella as a victim of poverty and ignorance, a lonely young woman who tempted and kissed a Negro and then had to get rid of him, the evidence, of her crime against society's unspoken laws. He tried to remind the jury of Thomas Jefferson's words that "all men are created equal," and that their job as a jury was to give a fair trial to the defendant.

6. What was the jury's verdict?

The jury found Tom Robinson guilty.

Chapters 22-25

1. Why did Jem cry?

Jem cried because he was shocked at the injustice of the jury, people from his own town, which he had always considered above such prejudice.

2. What was " 'round the back steps" when Calpurnia came in on Monday morning?

The black community had left all kinds of food for Atticus and his family as a gesture of their thanks for his defending Tom Robinson.

3. What was the significance of Maudie's two little cakes and one large one?

Maudie had two little cakes for Scout and Dill, but Jem got a slice from the big cake. This was Maudie's symbolic way of saying she accepted Jem as a young man instead of a boy.

4. Describe Bob Ewell's meeting with Atticus at the post office.

Bob Ewell wanted to fight with Atticus. Atticus just said he was too old to fight, and he walked away. Bob Ewell threatened to get even.

5. What is Atticus' reaction to Ewell's threats?

He rationally understands that Ewell is upset, and he allows Mr. Ewell the right to be upset. However, he does not believe that Bob Ewell would actually do any terrible physical harm to anyone.

6. Alexandra doesn't want Scout playing with Walter Cunningham. Why not?

Alexandra thinks the Cunninghams are trash because they don't have the "background" of the Finches.

7. Jem said, "I think I'm beginning to understand why Boo Radley's stayed shut up in the house all this time . . . it's because he wants to stay inside." Why does he say that?

The world is starting to look mighty complicated to Jem. The jury decision, all the talk about social class and the problem of what exactly "background" means, and Mr. Raymond's false drinking problem are all weighing on his mind, and he's trying to get things all sorted out with nice, neat definitions. He is learning that things in the real world just aren't easy to sort-out and understand.

8. Mrs. Merriweather of the missionary circle complains about her cooks and field hands. What does that tell us about her?

As a member of the missionary circle, she is very concerned about the personal welfare of many Africans, but in her own back yard, Mrs. Merriweather is as prejudiced as she can be.

9. What happened to Tom Robinson?

Tom was shot when he tried to escape from prison.

10. What more do we learn about Alexandra after Atticus and Calpurnia leave?

Alexandra is given a more rounded personality in this section. We see clearly for the first time that she loves and is concerned for her brother. We see her take the news of Tom's death with great difficulty, yet she gathers herself together and carries on with her guests. She seems a bit more human and a bit more noble than she has been painted prior to this.

Follow – up lesson for Reinforcement

To Kill a Mockingbird at 50

- A. Film : To Kill a Mockingbird at 50 (documentary by BBC) - Marking the 50th anniversary of the influential novel To Kill a Mockingbird, writer Andrew Smith visits Monroeville in Alabama, the setting of the book, to see how life there has changed in half a century.

- B. After watching the film, the students will work with group members to compare and contrast the setting and lifestyle of Alabama in the 1930's based on the novel and Alabama at present.

The screenshot shows a Safari browser window with the following elements:

- Address Bar:** www.bbc.co.uk/programmes/p011szd2
- Page Title:** BBC Four - To Kill a Mockingbird at 50, 'To Kill a Mockingbird' - the historical context
- Navigation:** BBC logo, Sign In, News, Sport, Weather, Travel, Culture, Autos, TV, Radio, More..., Search
- Section Header:** FOUR To Kill a Mockingbird at 50
- Sub-navigation:** Home, Clips
- Video Player:** A video player showing a man driving, with a black box overlaying the text "media selection request failed".
- Main Article:**
 - Title:** 'To Kill a Mockingbird' - the historical context
 - Duration:** 01:05
 - Text:** 'To Kill A Mockingbird' begins with an idyllic view of small town Alabama, but soon goes on to expose the ingrained racism and racial segregation extensive in small town America during the Great Depression in the 1930s. The book also highlights the presence at that time of the hate group known as the Ku Klux Klan.
- Sidebar - More clips from To Kill a Mockingbird at 50:**
 - Clip 1: 'To Kill a Mockingbird' - relevance to modern times (DURATION: 01:13)
 - Clip 2: 'To Kill a Mockingbird' - the civil rights movement (DURATION: 01:54)
 - Clip 3: 'To Kill a Mockingbird' - plot and themes (DURATION: 00:44)
 - Clip 4: 'To Kill A Mockingbird' - a message of tolerance (DURATION: 01:09)
 - Clip 5: Race Issues (DURATION: 02:28)
- Footer:** See all clips from To Kill a Mockingbird at