

A Common Core Approach To Teaching TO KILL A MOCKINGBIRD



Literature Lesson Plans

Written To The Common Core Standards



Teacher's Pet Publications

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MATERIALS: CHAPTERS 1-3

TO KILL A MOCKINGBIRD

Reading Activity 1: True or False

Reading Activity 2: Analyzing Passages

Reading Activity 3: Main and Minor Characters

Reading Activity 4: Action, Character, Decision

Reading Activity 5: Figurative Language

Reading Activity 6: Elements of Fiction & Literary Devices

Reading Activity 7: Meaning and Inferences

Writing Activity 1: Who Are The Radleys?

Suggested Writing Assignments

Quick-Write Assignments



Notes
To Kill A Mockingbird

To Kill A Mockingbird Chapters 1-3

Reading Activity 1: True or False

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.1	RL.8.1	RL.9-10.1
CCRA.SL.1	SL.8.1	SL.9-10.1
CCRA.SL.4	SL.8.4	SL.9-10.4

Objectives

- Students will be able to cite the parts of the text that support their analysis of what the text says or infers
- Students will consider statements about the text, determine whether those statements are true or false, and will give textual evidence supporting their choices
- Students will work together in small groups to discuss, analyze, and evaluate the statements made
- Students will evaluate the analytical work of their peers

Directions

Prior to reading Chapters 1-3: Give students (or post) the following list of statements about the chapter, and explain to students that they should read Chapters 1-3 to find out if these statements are true or false:

Atticus won his first case and quickly became rich as a lawyer.

The action of the story takes place during the Great Depression in the early 1930's.

The Radley Place brings elements of Gothic fiction to the novel.

Most of the citizens of Maycomb are very religious.

Old Mr. Radley, Arthur "Boo" Radley's father, loved his son.

Jem gives Dill an accurate description of Boo Radley.

Calpurnia's relationship to Scout is more like a mother than like a nanny or housekeeper.

Miss Caroline has been well prepared for the challenges of managing her classroom.

Atticus believes that some circumstances require bending the law.

After reading Chapters 1-3: The worksheets on the following pages can be done by students individually, in small groups, or as a whole class. Below are directions to use the questions as a group activity to fulfill more state standards:

- Cut the worksheet apart, making each question and answer box a slip.
- Divide your class into six groups and give one question and a True/False evaluation form to each group.
- Tell students they are to discuss the statement and determine if the statement is true or false, supporting their decision with evidence from the text. Tell them their answers will be evaluated on the criteria given on the evaluation form.

- Give students ample time to discuss the statements and record their answers.
- Have the groups swap True or False question slips so that each group can evaluate another group's answer. The group should fill in the number of the question they are evaluating, decide how well the answer fulfills the criteria listed, and fill out the form accordingly.
- Repeat the previous step until all the groups have evaluated each others' answers.
- Collect the evaluations and answer slips.

Follow-Up/Assessment/Extension:

- You could average and record the grades each group received for its answers.
- Students could write in their journals or notebooks one thing they learned from this activity.
- You could hold a whole-class discussion about each or any of the statements, either solely orally or using a blank True or False Worksheet on your whiteboard, filling it in as the discussion unfolds.
- At the beginning of the next class, you could hold a brief discussion reviewing the facts addressed by the True/False Worksheet, to see what students have retained and to reinforce the information.
- You could have students make up (and fill in) their own True/False Worksheets for other information located within this chapter.

To Kill A Mockingbird Chapters 1-3: True or False?

Write True or False in the blank next to each statement. Below the statement, explain why you chose true or false, referencing the text to support your choices.

_____ 1. Atticus won his first case and quickly became a rich lawyer.

_____ 2. The action of the story takes place during the Great Depression in the early 1930's.

_____ 3. The Radley Place brings the elements of Gothic fiction to the novel.

_____ 4. Most of the citizens of Maycomb are very religious.

_____ 5. Old Mr. Radley, Arthur "Boo" Radley's Father, loved his son.

_____ 6. Jem gives Dill an accurate description of Boo Radley.

_____ 7. Calpurnia's relationship to Scout is more like a mother than like a nanny or housekeeper.

_____ 8. Miss Caroline has been well prepared for the challenges of managing her classroom.

_____ 9. Atticus believes that some circumstances require bending the law.

To Kill A Mockingbird Chapters 1-3 True or False Evaluation

List Your Group's Members: _____

Your Group's Question # _____

1 = No, Not At All 2 = A Little 3 = Some 4 = Yes 5 = Yes, Very Well

Evaluation of Question # ____

Does the explanation support the answer of true or false? 1 2 3 4 5

Is there good textual evidence to support the answer? 1 2 3 4 5

Is the answer clearly stated? 1 2 3 4 5

Total Score _____ of a possible 15 points

Evaluation of Question # ____

Does the explanation support the answer of true or false? 1 2 3 4 5

Is there good textual evidence to support the answer? 1 2 3 4 5

Is the answer clearly stated? 1 2 3 4 5

Total Score _____ of a possible 15 points

Evaluation of Question # ____

Does the explanation support the answer of true or false? 1 2 3 4 5

Is there good textual evidence to support the answer? 1 2 3 4 5

Is the answer clearly stated? 1 2 3 4 5

Total Score _____ of a possible 15 points

Evaluation of Question # ____

Does the explanation support the answer of true or false? 1 2 3 4 5

Is there good textual evidence to support the answer? 1 2 3 4 5

Is the answer clearly stated? 1 2 3 4 5

Total Score _____ of a possible 15 points

To Kill A Mockingbird Chapters 1-3 True or False? Suggested Answers

Write True or False in the blank next to each statement. Below the statement, explain why you chose true or false, referencing the text to support your choices.

FALSE 1. Atticus won his first case and quickly became a rich lawyer.

Pages 4-5. "His first two clients were the last two persons hanged in the Maycomb County jail." If Atticus had won, his clients wouldn't have been hanged. The clients "dispatched" (killed) the blacksmith in the presence of three witnesses. It is inferred that they were found guilty because of these witnesses. "There was nothing Atticus could do for his clients except be present at their departure" (hanging). "Atticus derived a reasonable income from the law." Reasonable means he did pretty well but does not indicate extreme wealth.

TRUE 2. The action of the story takes place during the Great Depression in the early 1930's.

Pages 5-6. "Macomb County had recently been told that it had nothing to fear but fear itself" refers to FDR's inaugural address to the country after winning the 1932 Presidential election (against Herbert Hoover). "There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with..." indicates Depression era conditions. "Bony mules hitched to Hoover carts flicked flies..." Hoover carts were automobiles drawn by horses because people didn't have money for gas or engine repairs. They were called "Hoover carts" because people blamed President Hoover for the Depression. "Bony mules" were obviously not well fed, probably because the owners didn't have money to buy sufficient food.

TRUE 3. The Radley Place brings the elements of Gothic fiction to the novel.

Pages 8-9. Gothic fiction includes terror, mystery, the supernatural, haunted houses, decay, madness, darkness, and secrets. "Rain-rotted shingles," "remains of a picket drunkenly guarded," "malevolent phantom," "the town was terrorized," and "Radley pecans would kill you" all exemplify elements of Gothic fiction. The Radley Place is shown as a terrifying, spooky place. Boo Radley is described as a monster.

TRUE 4. Most of the citizens of Maycomb are very religious.

Page 7: "We don't have any picture shows here, except Jesus ones in the courthouse sometimes" shows that the community doesn't approve of frivolous movies but values religious ones.

Page 9: "They [the Radleys] did not go to church, Maycomb's principal recreation, but wor-shipped at home." Mrs. Radley "certainly never joined a missionary circle." If going to church is a main activity in the community and missionary circles are available to join, the community must be very religious.

_____ 5. Old Mr. Radley, Arthur "Boo" Radley's Father, loved his son.

This question is a matter of opinion and how one reads the facts. One could argue that Mr. Radley loved his son and did what he thought was best for Boo; Mr. Radley was just ignorant, not mean. One could also argue that Mr. Radley was cruel to his son and deprived him of a normal life. Evidence is found on pages 10-11. This should make an interesting discussion! A good follow-up question is, "What would you have done if you were Mr. Radley?"

FALSE 6. Jem gives Dill an accurate description of Boo Radley.

Page 13. The description Jem gives Dill is highly exaggerated, based on rumor, conjecture, and a highly active imagination fueled by the books he reads. Remember he was intrigued by the book Dracula and Dill's description of the movie of the same title. Miss Stephanie Crawford gave him the idea that Boo was scary by saying "his head was like a skull lookin' at her."

The Gothic elements previously mentioned also fuel Jem's imagination about what Boo Radley looks like. As we read Jem's description, we can see lots of exaggeration. We know that if you get animal blood on your hands, you can wash it off. We know that people don't eat squirrels and cats raw. And Jem's description of Boo's face is more of a caricature than a reasonable description. Rotten, yellow teeth, popping eyes, drool...it's all too much to be believable.

TRUE 7. Calpurnia's relationship to Scout is more like a mother than like a nanny or housekeeper.

Even though the novel is set in the segregated South, Calpurnia acts in a motherly way toward Scout. When Scout is rude to Walter Cunningham, Calpurnia "requested {her} presence in the kitchen." Calpurnia was "furious" and explained that "some folks...don't eat like us." Calpurnia also "sends {Scout} through the swinging door with a smack" to retrieve her plate and finish eating in the kitchen. When Scout complains to Atticus he says he has "no intention of getting rid of {Calpurnia}, now or ever." On her return home from school, Calpurnia comforts Scout, surprises her with crackling bread and gives her a kiss.

FALSE 8. Miss Caroline has been well prepared for the challenges of managing her classroom.

False. While Miss Caroline may be well prepared in learning pedagogy and enthusiastic about John Dewey's progressive education practices, she has been woefully prepared for the diverse types of students in Maycomb and the particular challenges that they present. Scout is likely among the most articulate students present, and her attempts at explaining the Cunningham family pride is mistaken by Miss Caroline as being sassy. Similarly, when Miss Caroline is disturbed by the "cootie" she observes on Burris Ewell, Little Chuck Little's explanation of the Ewell's patterns of truancy is helpful, but she was unaware of it. Miss Caroline is clearly an outsider, as the last names as calling cards of very definite reputations is not part of her knowledge about her students.

TRUE 9. Atticus believes that some circumstances require bending the law.

True. Though a highly principled lawyer, Atticus explains to Scout that in some circumstances—in his example, Bob Ewell being "allowed" to commit the misdemeanor offense of hunting out of season—is acceptable. ("It's against the law, all right," said my father, "and it's certainly bad, but when a man spends his relief checks on green whiskey his children have a way of crying from hunger pains.") Similarly, the truant offer no longer tries to compel the Ewell children to attend school, which is an accepted bending of the law; however, despite Scout's protestations, the rule about attending school will not be bent for her.

To Kill A Mockingbird Chapters 1-3

Reading Activity 2: Analyzing Passages

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.6	RL.8.1	RL.9-10.1
	RL.8.3	
	RL.8.4	RL.9-10.4
	RL.8.6	
CCRA.SL.1	SL.8.1	SL.9-10.1

Objectives

- Students will analyze what the text says explicitly as well as inferences drawn from the text
- Students will analyze how different points of view of the characters and the audience (or reader) creates suspense or humor
- Students will analyze the impact of specific word choices on meaning and tone

Directions

On the pages that follow, there are 8 passages to analyze, each with a question or questions to guide the process. There are many ways to use these questions:

- You could use them as a worksheet for all students to complete individually.
- You could use the worksheet as your guide in a whole-class discussion. Have students turn to the first passage in the book, read it, then ask the question(s) orally. Repeat through all 8 questions.
- You could assign one passage to each of 8 different groups of students, for the students to discuss and come up with responses to the question(s). Then hold a whole-class discussion.
- You could read the passage and then see which student can find the passage first (to practice skimming skills). Then follow up with the questions(s) and discussion.
- You could have students choose one or two questions to respond to in writing in their notebooks or journals.

Follow-Up/Assessment/Extension

- Have students do a descriptive writing assignment based on the description of Maycomb. See the Writing Assignments for this chapter for details.
- Have students pick out other passages in this chapter that show interesting word usage, descriptions, or humor.
- As an introduction to this activity and this chapter, you could ask students if they've ever done anything "on a dare." Give students ample time to share responses orally or let them write their responses in their journals or notebooks.

4. State what elements of the first meeting between Dill and the Finch children are humorous and explain why they are humorous.

5. Scout says about Boo Radley, "When people's azaleas froze in a cold snap, it was because he had breathed on them." What kind of an image of Boo Radley does this single sentence paint?

6. When Scout describes Maycomb, she uses words like "red slop" instead of "mud." She chooses to use the detail of bony mules in the "sweltering shade" flicking flies with their tails, and she says "the courthouse sagged in the square." The most memorable phrase is that ladies "were like soft teacakes with frostings of sweat and sweet talcum." Explain how each of these word choices affects our perception of the town of Maycomb.

7. In the last scene of Chapters 1-3, Dill dares Jem to touch the Radley house. What elements of this scene make it seem realistic, make it seem like something kids would really do?

8. The first chapter ends with "Flick. A tiny, almost invisible movement, and the house was still." What effect does this ending have?

9. "I thought she was going to spit in it, which was the only reason anybody in Maycomb held out his hand: it was a time-honored method of sealing oral contracts. Wondering what bargain we had made, I turned to the class for an answer, but the class looked back at me in puzzlement. Miss Caroline picked up her ruler, gave me half a dozen quick little pats, then told me to stand in the corner. A storm of laughter broke loose when it finally occurred to the class that Miss Caroline had whipped me." What words here suggest confusion? What mood does it create?

10. "By the time we reached our front steps Walter had forgotten he was a Cunningham. Jem ran to the kitchen and asked Calpurnia to set an extra plate, we had company. Atticus greeted Walter and began a discussion about crops neither Jem nor I could follow." In this passage, Walter is identified as "a Cunningham," as "company," and then as capable of having an "adult" conversation with Atticus. How does this relate to the idea of identity?

11. Little Chuck Little was another member of the population who didn't know where his next meal was coming from, but he was a born gentleman. Would the general population of Maycomb agree with the narrator's judgment of Little Chuck Little?

12. "First of all," he said, "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...until you climb into his skin and walk around in it." What is Atticus asking Scout to do?

To Kill A Mockingbird Chapters 1-3 Analyzing Passages Suggested Answers

Answer the questions following the quotations completely.

1. “[Aunt Alexandra] married a man who spent most of his time lying in a hammock by the river wondering if his trot-lines were full.” What does this tell you about Aunt Alexandra and her husband?

The husband is not ambitious. Even in fishing, he isn't ambitious enough to actually go check the trot-lines; he just wonders if they are full. Either they are pretty well-off and can afford to have someone else work the land at the Landing, or they are living off of some Finch inheritance. Aunt Alexandra either didn't want or didn't need a good provider as a husband, she was a bad judge of character before she got married, or she married exactly the kind of a man she wanted (one who would be generally unconcerned about daily affairs so she could do as she pleased).

2. "Atticus's office in the courthouse contained little more than a hat rack, a spittoon, a checkerboard and an unsullied Code of Alabama." What can you infer from this statement?

Atticus was not very busy if he had time to play checkers. The fact that the Code of Alabama was unsullied shows Atticus hadn't used it much, so he hadn't been practicing law long, or if he had been a lawyer for a long time (which he hadn't) he wasn't very busy. The detail of the spittoon helps place the setting in a time when many men chewed tobacco and suggests that perhaps Atticus did, too. The hat rack shows Atticus is probably neat, wanting to hang up his hat and coat rather than throwing them on another piece of furniture or the floor.

3. In reference to Calpurnia, Scout says, “Our battles were epic and one-sided” and “I had felt her tyrannical presence as long as I could remember.”

- a. What images do the words “epic battles” bring to mind?

Images of ancient armor-clad warriors hacking at each other with swords and maces come to mind. (Other answers are acceptable, too.)

- b. How is Harper Lee's word choice above more effective than simply saying, “We had a lot of big fights, and I always lost.”

Harper Lee's word choice is a lot more graphic, brings forth images, and taps into our experiences of seeing “epic battles,” which triggers a deeper sense of meaning.

- c. What does the phrase “tyrannical presence” tell you about how Scout perceives the relationship between herself and Calpurnia?

Scout sees the relationship not only as cold and mean, but also that she is the oppressed victim of Calpurnia's power and might. It does not suggest any sense of love between the two.

4. State what elements of the first meeting between Dill and the Finch children are humorous and explain why they are humorous.

The Finches come across a little runt of a guy not much bigger than collards he is sitting amongst, and they just look at each other for a bit--the Finches surprised he isn't a puppy, and Dill probably somewhat embarrassed for being found in the collard patch. It's the element of surprise and expectations not being fulfilled that makes it funny.

The whole conversation is somewhat amusing because of the way Harper Lee writes the dialogue; it sounds just like some kids talking--trying to one-up each other, measuring the worth of each other, deciding what to make of each other.

The funniest line is when Jem tells Dill that his name is a foot longer than he is. There's no logic there whatsoever. A name can't be longer than a person. It's actually quite a put-down to Dill, but it's so illogical it's funny. It's something a kid would dream up to say out of desperation to find something to put down another kid. The putting down isn't funny, but the phrase is.

5. Scout says about Boo Radley, "When people's azaleas froze in a cold snap, it was because he had breathed on them." What kind of an image of Boo Radley does this single sentence paint?

We know that this can't be true, but it's possible the kids actually believe it, which makes it funny. We get a mental image of this monster of a man that Jem has described huffing and puffing his icy cold breath onto the azaleas, and the azaleas being practically covered in ice and so brittle they're about to crumble into shards. It's an absurd image, which makes it amusing.

6. When Scout describes Maycomb, she uses words like "red slop" instead of "mud." She chooses to use the detail of bony mules in the "sweltering shade" flicking flies with their tails, and she says "the courthouse sagged in the square." The most memorable phrase is that ladies "were like soft teacakes with frostings of sweat and sweet talcum." Explain how each of these word choices affects our perception of the town of Maycomb.

"Red slop" is far more graphic than "mud." "Slop" has a negative connotation and has a hint of movement; we can almost see the mess people make slogging through it on the street.

The bony mule flicking flies adds to image of the lazy, hazy, hot, and miserably oppressive southern summer day. And it's a "bony" mule, not well-fed in the Depression era. One would expect folks in the open street to be sweltering, but Harper Lee chooses to describe the shade as sweltering; that emphasizes the degree of the heat.

The courthouse "sagging" in the square emphasizes the generally run-down nature of things in Maycomb. Her use of personification evokes our feelings of sagging when we're tired.

The ladies try to stay fresh by bathing and using talcum, but Harper Lee (through Scout) points out that their best efforts are in vain because the sweat and talcum mix into a sort-of icing. We can almost smell the talcum and sweat mix--contrasted with the imagery of teacakes for the ladies, an image that draws to mind Southern ladies having tea, all dressed up and proper. It's a unique sweet-sour mix.

7. In the last scene of Chapters 1-3, Dill dares Jem to touch the Radley house. What elements of this scene make it seem realistic, make it seem like something kids would really do?

First of all, there's the dare. Kids often dare each other to do things. Then Jem makes excuses, which he thinks will sound good to the others: he "had his little sister to think of." Scout helps us see this excuse as lame with her story about the time she dared him to jump off the roof. Finally, there's the bribery. Dill offers a copy of *The Gray Ghost* if Jem will just go touch the house. Jem loves these kinds of books, and that's what finally motivates him to do it. Still, he hesitates: "I'm going; don't hurry me." He does it but is so scared he runs right past Dill and Scout on his way back, and they all skedaddle.

It's a humorous scene because most of us have done something we were scared to do when we were kids--but we did it because someone dared us to do it or the reward for doing it seemed worthwhile. It's something we all can relate to and something we can all look back on as being kind of funny--because the scary thing probably wouldn't be scary to us at all now.

8. The first chapter ends with "Flick. A tiny, almost invisible movement, and the house was still." What effect does this ending have?

This ending to the chapter adds an element of mystery and suspense. It makes the reader want to read on to see what that mysterious movement might have been. We wonder, "Hmmm...was that Boo Radley? ... and if it was Boo, what did he think of Jem's touching the house? ... or what if it wasn't Boo? Who was it?"

9. "I thought she was going to spit in it, which was the only reason anybody in Maycomb held out his hand: it was a time-honored method of sealing oral contracts. Wondering what bargain we had made, I turned to the class for an answer, but the class looked back at me in puzzlement. Miss Caroline picked up her ruler, gave me half a dozen quick little pats, then told me to stand in the corner. A storm of laughter broke loose when it finally occurred to the class that Miss Caroline had whipped me." What words here suggest confusion? What mood does it create?

Words like "thought," "wondering," "puzzlement," and "occurred" all suggest that the students in the room are confused about what is happening. Miss Caroline is not "conversant" in the language that describes the social structure or Maycomb and its inhabitants, and interprets Scout's intercession as impertinent. The effect is a mood that is somewhat humorous that highlights the extreme incongruity of the class and its sophisticated, genteel young teacher.

10. "By the time we reached our front steps Walter had forgotten he was a Cunningham. Jem ran to the kitchen and asked Calpurnia to set an extra plate, we had company. Atticus greeted Walter and began a discussion about crops neither Jem nor I could follow." In this passage, Walter is identified as "a Cunningham," as "company," and then as capable of having an "adult" conversation with Atticus. How does this relate to the idea of identity?

Walter can be seen in multiple ways. First, his identity as a "Cunningham" who refuses all charity is "forgotten." This suggests that identity may be situational or that it is mutable, and not

as fixed as it appeared when Scout described his circumstances to Miss Caroline. Walter then becomes “company,” which Scout learns are people to be respected. Finally, Atticus engages Walter in a conversation about farming, positing Walter as an experienced farm worker, which makes him distinctly different from Jem and Scout. These examples suggest that identity is not fixed, even if Maycomb society believes it is.

11. Little Chuck Little was another member of the population who didn't know where his next meal was coming from, but he was a born gentleman. Would the general population of Maycomb agree with the narrator's judgment of Little Chuck Little?

Perhaps not, as social standing and whether or not one is a “gentleman” is largely determined by one's surname and economic status. By all accounts, his behavior is “gentleman[ly]” (calming Miss Caroline down, getting her water, etc.), but in Maycomb that is not enough to change others' perspectives. Little Chuck Little will never have the social standing of Jem, just because of economic circumstance.

12. "First of all," he said, "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...until you climb into his skin and walk around in it." What is Atticus asking Scout to do?

Atticus is asking Scout to develop a sense of empathy by imagining a situation from another person's perspective. Interestingly, Atticus uses masculine pronouns, so the suggestion is slightly biased, in that it technically leaves out considering women's perspectives.

To Kill A Mockingbird Chapters 1-3

Reading Activity 3: Main and Minor Characters

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.1	RL.8.1	RL.9-10.1
CCRA.SL.1	SL.8.1	SL.9-10.1

Objectives

Using textual evidence, students will determine which characters are main characters and which characters are minor

Directions

The major and minor character worksheet on the following page could be used in many ways, completed by small groups of students, individual students, or as a whole class activity.

The point is that students will be able to identify 4 major and 4 minor characters introduced in Chapters 1-3. In some cases, Atticus, for example, it isn't clear whether the character will be major or minor yet, but that doesn't matter right now. Students will have to think about what they know so far about the characters and try to determine the importance of the character to the novel.

Thirteen characters' names are given, though students will choose only 8 to put into the graphic organizer. This allows some room for students to thoughtfully select the characters they use.

Students may (and should) use their books to skim through the chapter to refresh their memories or gather more information about the characters.

After students complete the worksheets discuss students' answers as a whole class. Collect the worksheets for grading, if you choose, or have students put them in their notebooks for further study.

Follow-Up/Assessment/Extension

Bring these worksheets out again after several more chapters and compare the characters' roles at a later point in the story to students' initial impressions of the characters' roles.

To Kill A Mockingbird Chapters 1-3 Main and Minor Characters

On the blank to the left of the name, write Main or Minor to identify the character as a main or minor character in the book. On the lines provided to the right of the characters' names, explain why you chose to identify each character as either main or minor, using evidence from the text. Go back and skim the text if you need to, to refresh your memory about these characters.

_____ Scout	_____
_____ Boo Radley	_____
_____ Calpurnia	_____
_____ Nathan Radley	_____
_____ Atticus	_____
_____ Jem	_____
_____ Miss Caroline	_____
_____ Mrs. Dubose	_____
_____ Dill	_____
_____ Miss Stephanie	_____
_____ Old Mr. Radley	_____
_____ Walter Cunningham	_____
_____ Burris Ewell	_____

To Kill A Mockingbird Chapters 1-3 Main and Minor Characters Suggested Answers

On the blank to the left of the name, write Main or Minor to identify the character as a main or minor character in the book. On the lines provided to the right of the characters' names, explain why you chose to identify each character as either main or minor, using evidence from the text. Go back and skim the text if you need to, to refresh your memory about these characters.

Main **Scout** Scout is the narrator of the story; we see everything through her eyes. That makes her extremely important to the story. She also participates in most of the things that happen in the story so far: relating background information, telling us how they met Dill, as well as telling us about the Radleys.

Main **Boo Radley** Boo Radley is the subject of the children's fascination. Although we don't actually see Boo Radley in Chapters 1-3, he and his house are the center of the children's attention. A large part of this chapter is spent describing the Radley house, Arthur ("Boo") Radley, and background about the Radleys. Jem's touching the Radley house is a big event!

Minor **Calpurnia** Cal has a supporting role as the cook and nanny. In Chapters 1-3 we only get a glimpse of her through Scout's description of her as a tyrant.

Minor **Nathan Radley and Old Mr. Radley** are supporting characters in the Radley household. They are responsible for Boo's confinement and mystery, but they do not appear in much of the actual action.

Main **Atticus** This will be a hard one for students to see right now because Atticus hasn't played much of a role yet. Scout tells us how he left Finch's Landing, started his law practice, and helped his brother. The children go to him for advice. You'll need to explain that Atticus becomes more important as the story progresses.

Main **Jem** Being Scout's older brother, Jem is a big part of her world. He provides Scout and Dill with information, describes Boo Radley, and participates in the touching of the Radley house dare.

Minor **Miss Caroline** Miss Caroline provides another view of adults in the community as well as a means by which the author can express her views on education. She is also clearly an outsider to the community and acts as an objective observer of the residents and a catalyst for a significant amount of humor.

Minor **Mrs. Dubose & Miss Stephanie** These women round out the cast of characters in the neighborhood and help to define the population of Maycomb through their comments and interactions with the kids, but they aren't the center of the action. They have supporting roles to provide a way for the kids to learn life lessons.

Minor **Dill** Dill is only a summer visitor. He's an important minor character, but still minor because he's more of a catalyst to the action—a reason for describing Boo, and the one who dares Jem, for example.

Minor **Walter Cunningham** Walter Cunningham is a foil to Scout and Jem and to Burris Ewell. He is from a different area ("Ole Sarum") and from a family well-known for hard work and self-reliance. His family farms land, whereas Atticus is a lawyer. In Maycomb, this is an important economic and class distinction. In contrast to Burris Ewell, Walter Cunningham may be poor, but he is proud. His face is washed, his old clothing is sewn, and he will not accept a loan or handout.

Minor **Burris Ewell** Burris Ewell is a more thorough introduction to the ways of the Ewell family. He represents the backwardness that the upright citizens of Maycomb overlook.

To Kill A Mockingbird Chapters 1-3

Reading Activity 4: Action, Character, Decision

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.1	RL.8.3	
CCRA.SL.1	SL.8.1	SL.9-10.1

Objectives

Students will identify whether particular lines of dialogue or incidents in the story propel the action, reveal aspects of a character, or provoke a decision

Directions

The following page contains passages from the first chapter of To Kill a Mockingbird. Students should determine whether the passages advance the action, reveal aspects of a character, or provoke a decision.

This can be done as a whole-class activity, individually, or in small groups.

Follow-Up/Assessment/Extension

Have students skim the Chapters 1-3 text to find one example of a passage that propels the action, one that reveals aspects of a character, and one that provokes a decision. Again, this could be done individually or as a group.

To Kill A Mockingbird Chapters 1-3: Action, Character, Decision

Write A (for Action) C (for Character) or D (for Decision) in the blank next to each to identify whether the passage/statement advances the action, tells us more about a character, or provokes a decision. On the lines under each question, provide a short explanation of your choice.

- ___ 1. During his first five years in Maycomb, Atticus practiced economy more than anything; for several years thereafter he invested his earnings in his brother's education.

- ___ 2. Dill had seen Dracula, a revelation that moved Jem to eye him with the beginning of respect.

- ___ 3. But by the end of August our repertoire was vapid from countless reproductions, and it was then that Dill gave us the idea of making Boo Radley come out.

- ___ 4. ...Dill made a mild concession: "I won't say you ran out on a dare an' I'll swap you The Gray Ghost if you just go up and touch the house."

- ___ 5. Jem threw open the gate and sped to the side of the house, slapped it with his palm and ran back past us, not waiting to see if his foray was successful. Dill and I followed on his heels. Safely on our porch, panting and out of breath, we looked back.

___ 6. Walter Cunningham's face told everybody in the first grade he had hookworms. His absence of shoes told us how he got them.

___ 7. Jem suddenly grinned at him. "Come on home to dinner with us, Walter," he said. "We'd be glad to have you."

___ 8. "It's alive!" she screamed.

___ 9. "Don't know how. They call me Burris't home."

To Kill A Mockingbird Chapters 1-3 Action, Character, Decision Suggested Answers

Write A (for Action) C (for Character) or D (for Decision) in the blank next to each to identify whether the passage/statement advances the action, tells us more about a character, or provokes a decision. On the lines under each question, provide a short explanation of your choice.

- C 1. During his first five years in Maycomb, Atticus practiced economy more than anything; for several years thereafter he invested his earnings in his brother's education.

This passage tells that it took a while for Atticus's law practice to produce significant income, that Atticus knew how to live economically, and that Atticus was generous with his money after his income grew (because he helped pay for his brother's education).

- C 2. Dill had seen Dracula, a revelation that moved Jem to eye him with the beginning of respect.

This passage tells us about Dill and about Jem. Dill probably liked going to the movies. Jem apparently didn't think much of Dill before he heard that Dill went to see Dracula, but the fact that Dill did see Dracula made Jem think more highly of him--probably because going to the movies was rare, and seeing Dracula was something Jem had been unable to do. Dill's being able to do something Jem had not made Dill more special.

- A 3. But by the end of August our repertoire was vapid from countless reproductions, and it was then that Dill gave us the idea of making Boo Radley come out.

This does tell us more about the kids, but more importantly, it tells us who came up with the idea of making Boo Radley come out--and why it came about. This moves the plot forward to begin the next series of events regarding the children and the Radley Place.

- D 4. ...Dill made a mild concession: "I won't say you ran out on a dare an' I'll swap you The Gray Ghost if you just go up and touch the house."

This bit of dialogue forces Jem into making a decision; it moves him forward to gathering up the courage to go touch the Radely house.

- C 5. Jem threw open the gate and sped to the side of the house, slapped it with his palm and ran back past us, not waiting to see if his foray was successful. Dill and I followed on his heels. Safely on our porch, panting and out of breath, we looked back.

This shows us that Jem was, indeed, scared of the Radleys. He had the courage to go touch the house, but he ran away as fast as he could afterwards. Dill and Scout were equally scared.

- C 6. Walter Cunningham's face told everybody in the first grade he had hookworms. His absence of shoes told us how he got them.

These details show that he is poor and lives in a rural place. The way Scout perceives this suggests that it is a relatively normal occurrence.

D 7. Jem suddenly grinned at him. "Come on home to dinner with us, Walter," he said. "We'd be glad to have you."

Jem recognizes that he should (and can because of his father's relationship with Walter's father) invite Walter home and extend hospitality to him. Jem attempts to make up for Scout's rudeness.

A 8. "It's alive!" she screamed.

Upon discovering the lice, Miss Caroline loses control of the class, and it kicks off the events that lead to her loss of control.

A 9. "Don't know how. They call me Burris't home."

The introduction of this character and his unrefined rudeness is the first in the series of action with Ewells which creates conflict in the novel.

To Kill A Mockingbird Chapters 1-3

Reading Activity 5: Figurative Language

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.4	RL.8.4	RL.9-10.4
CCRA.SL.1	SL.8.1	SL.9-10.1

Objectives

Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

Students will determine whether passages from the text are examples of personification or simile.

Directions

The following page has passages from the text which exemplify either personification or simile. This worksheet can be done individually, as a whole-class activity, or in small groups. Discuss the answers as a whole class. Collect the worksheets and record the grades if you choose to do so.

Follow-Up/Assessment/Extension

Ask students what these things are: courthouse, teacakes, talcum, picket, pecans, duckfluff, and cannas. Ask students which of these things are still part of our everyday conversations and discuss why each one is or is not a part of our active vocabulary.

These standards also mention discussion allusions. Have students tell a little about Andrew Jackson, The Creek Indians, Battle of Hastings, Cornwall, the disturbance between the north and south (Civil War), Hoover carts, FDR's first inaugural address, Tarzan, The Rover Boys, and Tom Swift. Students could read some of the books the boys read, present FDR's first inaugural address to the class, or give reports about any of these topics, as well.

To Kill A Mockingbird Chapters 1-3: Figurative Language

On the short line provided, write P for personification or S for simile. On the lines under each question, explain what the figurative language means.

___ 1. Maycomb...was a tired old town.

___ 2. The courthouse sagged in the square.

___ 3. ...[ladies] were like soft teacakes with frostings of sweat and sweet talcum

___ 4. The remains of a picket drunkenly guarded the front yard.

___ 5. ...from the Radley chicken yard tall pecan trees shook their fruit into the schoolyard.

___ 6. {Dill's} hair was snow white and stuck to his head like duckfluff.

___ 7. My memory came alive to see Mrs. Radley occasionally open the front door...and pour water on her cannas.

___ 8. ...the Radley Place drew [Dill] as the moon draws water.

___ 9. The old house was the same, droopy and sick.

___ 10. ...watching the gate hanging crazily on its homemade hinge

___ 11. Walter looked as if he had been raised on fish food: his eyes, as blue as Dill Harris's, were red-rimmed and watery.

___ 12. When I passed the Radley Place for the fourth time that day — twice at a full gallop — my gloom had deepened to match the house.

___ 13. They were people, but they lived like animals.

To Kill A Mockingbird Chapters 1-3 Figurative Language Suggested Answers

On the short line provided, write P for personification or S for simile. On the lines under each question, explain what the figurative language means.

P 1. Maycomb...was a tired old town.

Maycomb was an old town, a little run-down, not fast-paced or modern. Some towns have energy; people bustle in the streets. In Maycomb, people take their time.

P 2. The courthouse sagged in the square.

The courthouse building was old and possibly in need of repair.

S 3. ...[ladies] were like soft teacakes with frostings of sweat and sweet talcum

The ladies' sweat and talcum powder together made a thin, sticky paste in the heat. This description paints a nicer, more feminine picture than saying the women had pasty sweat.

P 4. The remains of a picket drunkenly guarded the front yard.

The picket fence was so run-down, it leaned every-which-way. It was not complete nor was it sturdy.

P 5. ...from the Radley chicken yard tall pecan trees shook their fruit into the schoolyard.

The nuts fell from the trees into the schoolyard. Saying it this way makes it seem as if the trees are malicious.

S 6. [Dill's] hair was snow white and stuck to his head like duckfluff.

Duckfluff is the downy part of the duck's feathering. It is short and soft but sort-of sticks straight up.

P 7. My memory came alive to see Mrs. Radley occasionally open the front door...and pour water on her cannas.

Scout could vividly remember seeing Mrs. Radley open the front door and walk out to tend her cannas.

S 8. ...the Radley Place drew [Dill] as the moon draws water.

"The moon draws water" refers to the tidal movement of water. It's a natural occurrence that cannot be stopped. This passage means that Dill's obsession with the Radley Place couldn't be stopped any more than the tides could.

P 9. The old house was the same, droopy and sick.

The old house was not in good shape. It was in need of repairs.

P 10. ...watching the gate hanging crazily on its homemade hinge

The gate was not properly hung; it was at an angle, hanging on a makeshift hinge. It needed to be repaired and properly hung with real hinges.

S 11. Walter looked as if he had been raised on fish food: his eyes, as blue as Dill Harris's, were red-rimmed and watery.

Walter looks hungry, sort of malnourished, as “fish food” is full protein flakes. The comparison with Dill suggests that he is also troubled in some way.

M 12. When I passed the Radley Place for the fourth time that day — twice at a full gallop — my gloom had deepened to match the house.

Scout is saying here that her terrible day at school (which is what forces her past the Radley Place) has made her feel as gray as the dilapidated house.

S 13. They were people, but they lived like animals.

The Ewells are compared to animals, like animals that would have lice, the same way Burris does.

To Kill A Mockingbird Chapters 1-3

Reading Activity 6: Elements Of Fiction & Literary Devices

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.1	RL.8.1	RL.9-10.1
	RL.8.2	RL.9-10.2
	RL.8.3	RL.9-10.4
	RL.8.4	RL.9-10.5
	RL.8.6	
	CCRA.SL.1	SL.8.1

Objectives

Students will study and discuss passages from the text to examine dialogue, humor, foreshadowing, imagery and symbolism, stereotyping, and suspense

Directions

Use the following discussion questions as a guide to discussing key elements of fiction and literary devices in this chapter. You can give students the questions ahead of time and have them formulate answers prior to the class discussion or you can jump right in with a whole class discussion without student preparation if your students will handle that well.

As you hold the class discussion, be sure to include conversations defining what dialogue, humor, foreshadowing, imagery & symbolism, stereotyping, and suspense actually are.

Follow-Up/Assessment/Extension

After your discussion, tell students to be on the lookout for these elements in future chapters.

To Kill A Mockingbird Chapters 1-3: Elements of Fiction & Literary Devices

1. Look at the dialogue among the children when Dill emerges from the collard patch, and evaluate it. Is it realistic? What makes it realistic? Is it humorous? Why or why not?

2. Where else in the first chapter do we see examples of humor?

3. It is mentioned that "the sheriff hadn't the heart to put [Boo] in jail alongside Negroes." What theme in the book does this statement introduce or foreshadow?

4. The courthouse is mentioned several times in the first chapter, foreshadowing that it will play an important role in the story. List 3 things that happen(ed) at the courthouse in Chapters 1-3.

5. What theme does the dialogue about the turtle introduce? Of what could the image of the turtle be symbolic?

6. What elements in Chapters 1-3 are stereotypes?

7. What elements does Harper Lee use to build suspense in Chapters 1-3?

8. What is Scout's main conflict?

9. Note the mentions of the Radley house in these chapters. What words are used to describe it? What mood does this create?

10. One of the major themes in the novel is growing up. List three examples from these chapters that exemplify that theme.

To Kill A Mockingbird Chapters 1-3:
Elements of Fiction & Literary Devices Discussion Guide and Suggested Answers

1. Look at the dialogue among the children when Dill emerges from the collard patch, and evaluate it. Is it realistic? What makes it realistic? Is it humorous? Why or why not?

Answers will vary, but it is realistic. Some students may see the humor; others may not.

2. Where else in the first chapter do we see examples of humor?

Jem's line, "Your name's longer'n you are. Bet it's a foot longer" is one example of humor through exaggeration, as is his later "reasonable description" of Boo Radley. There are others. Not everyone will agree about which things in the story are humorous. "All we had was a fur-trapping apothecary from Cornwall whose piety was exceeded only by his stinginess" is only funny if you know what all the words mean. The final scene in the chapter when Jem slaps the house then runs away like mad could be considered humorous. Explore this chapter and see what different things your students think are humorous, and discuss why students think they are funny.

3. It is mentioned that "the sheriff hadn't the heart to put [Boo] in jail alongside Negroes." What theme in the book does this statement introduce or foreshadow?

This statement introduces the theme of prejudice, which is a major theme in the book.

4. The courthouse is mentioned several times in the first chapter, foreshadowing that it will play an important role in the story. List 3 things that happen(ed) at the courthouse in Chapters 1-3.

Atticus's law office is located in the courthouse. "Jesus movies" are shown at the courthouse. Boo Radley is locked in the basement of the courthouse.

5. What theme does the dialogue about the turtle introduce? Of what could the image of the turtle be symbolic?

It introduces the theme of innocents in the novel. The turtle is symbolic of those who are innocent. Boo is indirectly compared to the innocent turtle. Later he will be compared to the mockingbird, the most important symbol in the story.

6. What elements in Chapters 1-3 are stereotypes?

The town of Maycomb is a stereotypical lazy, southern town. Also, the Gothic elements in the story are stereotypical: the monster figure and the evil house shrouded in mystery.

7. What elements does Harper Lee use to build suspense in Chapters 1-3?

The Gothic elements and the mysterious Boo Radley build suspense. Also, the prolonged dare-you-to-touch-the-house conversations and events build suspense. The word "Flick" at the end of the chapter makes us wonder who flicked the shutter and if/how that person will respond to the raid.

8. What is Scout's main conflict?

Scout has conflicts with those around her, especially anyone who tries to exert authority over her, which is a person versus person conflict. This is why Atticus recommends that she try "climbing in to someone else's skin" to understand other perspectives.

9. Note the mentions of the Radley house in these chapters. What words are used to describe it? What mood does this create?

The house was "closed," lacking screen doors, "jutting into a sharp curve," "low," "once white," "darkened to the color of the slate-gray yard" and rain-rotted." The mood is one of neglect and disrepair, as if the occupants stopped caring about how the house looks to the outside world and shows little care for fortifying it against the elements and further disrepair.

10. One of the major themes in the novel is growing up. List three examples from these chapters that exemplify that theme.

Jem touches the Radley house stops running past it. He claims he is no longer afraid. Jem asks Scout to respect his privacy at school ("Jem was careful to explain that during school hours I was not to bother him."). After Jem was introduced to Miss Caroline, the attractive, young teacher, "Jem was in a haze for days."

To Kill A Mockingbird Chapters 1-3

Reading Activity 7: Meaning and Inferences

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.1	RL.8.1	RL.9-10.1
CCRA.SL.1	SL.8.1	SL.9-10.1

Objectives

Students will answer questions about selected passages from the text which require them to extract meaning or inferences from the text

Students will determine whether selected events from the first chapter are facts or opinions

Directions

The following pages contain passages from the first chapter of To Kill a Mockingbird and questions related to the passages that require close reading to answer. Students should answer the questions related to the passages.

This can be done as a whole-class activity, individually, or in small groups. If it is done individually or in small groups, come together as a class to discuss the answers to the questions.

Follow-Up/Assessment/Extension

Collect the worksheets for review and/or grading.

To Kill A Mockingbird Chapters 1-3: Meaning & Inferences 1

Read the passages and answer the related questions.

1. When enough years had gone by to enable us to look back on them, we sometimes discussed the events leading to his accident. What does this sentence tell us about the narrator of the story and the time that the story takes place?

2. We were far too old to settle an argument with a fist-fight, so we consulted Atticus. Our father said we were both right. Who is Atticus?

3. ... [Alexandra] married a taciturn man who spent most of his time lying in a hammock by the river wondering if his trot-lines were full. What words could you use to accurately describe Alexandra's husband?

4. Atticus's office in the courthouse contained little more than a hat rack, a spittoon, a checker-board and an unsullied Code of Alabama. What does this description tell you about Atticus's law practice at this time?

5. He played with us, read to us, and treated us with courteous detachment. Based on the facts given in this sentence, describe the relationship between Atticus Finch and his children.

6. "Miss Caroline seemed unaware that the ragged, denim-shirted and floursack-skirted first grade, most of whom had chopped cotton and fed hogs from the time they were able to walk, were immune to imaginative literature." What does "immune" imply in this passage?

7. "I mumbled that I was sorry and retired meditating upon my crime. I never deliberately learned to read, but somehow I had been wallowing illicitly in the daily papers." What do the words "crime" and "illicitly" suggest about how the narrator views the situation?

8. "He ain't company, Cal, he's just a Cunningham-" What does this reveal about Scout's view of society in Maycomb?

To Kill A Mockingbird Chapters 1-3: Meaning & Inferences 1 Suggested Answers

Read the passages and answer the related questions.

1. When enough years had gone by to enable us to look back on them, we sometimes discussed the events leading to his accident. What does this sentence tell us about the narrator of the story and the time that the story takes place?

This sentence tells us that the narrator is older than the child speaking in the story and that the story happened years ago.

2. We were far too old to settle an argument with a fist-fight, so we consulted Atticus. Our father said we were both right. Who is Atticus?

Atticus is the narrator's and Jem's father.

3. ... [Alexandra] married a taciturn man who spent most of his time lying in a hammock by the river wondering if his trot-lines were full. What words could you use to accurately describe Alexandra's husband?

Answers might include words like: quiet, lazy, laid-back, and un-motivated.

4. Atticus's office in the courthouse contained little more than a hat rack, a spittoon, a checkerboard and an unsullied Code of Alabama. What does this description tell you about Atticus's law practice at this time?

Atticus's law practice isn't very successful yet. The checkerboard is an indication that he had spare time for games. The Code of Alabama is unsullied, like-new. If his practice had been successful, there would have been many files, perhaps filing cabinets, a well-worn Code of Alabama, shelves full of reference books, and other signs of a busy law practice.

5. He played with us, read to us, and treated us with courteous detachment. Based on the facts given in this sentence, describe the relationship between Atticus Finch and his children.

Atticus is a caring father who is good to his children, but he isn't the kind of dad who romps with his kids or treats them like his buddies. He leaves them alone to do the things children do and to discover the things children discover on their own.

6. "Miss Caroline seemed unaware that the ragged, denim-shirted and floursack-skirted first grade, most of whom had chopped cotton and fed hogs from the time they were able to walk, were immune to imaginative literature." What does "immune" imply in this passage?

The denotation means to be protected against a disease because of resistance that is innate or acquired. Here it means that with the lives of stark reality that these children have, they do not have the luxury of comprehending and enjoying stories that are markedly different from their own set of experiences.

7. "I mumbled that I was sorry and retired meditating upon my crime. I never deliberately learned to read, but somehow I had been wallowing illicitly in the daily papers." What do the words "crime" and "illicitly" suggest about how the narrator views the situation?

With the denotation of these words meaning a transgression or illegal act, the language suggests that Scout has been accused of a crime (allowing Atticus to teach her to read) of which she is not guilty (she never "learned" how to read, she just knew).

8. "He ain't company, Cal, he's just a Cunningham-" What does this reveal about Scout's view of society in Maycomb?

Scout's attitude that she is better than others is revealed. The word "just" is dismissive. It is interesting that she doesn't consider him not to be "company" because he is young, but because of what his last name signifies.

To Kill A Mockingbird Chapters 1-3: Meaning & Inferences 2

Read the passages and answer the related questions.

1. I asked Dill where his father was...

"I haven't got one."

"Is he dead?"

"No..."

"Then if he's not dead you've got one, haven't you?"

Dill blushed and Jem told me to hush....

Why does Dill blush and why does Jem tell Scout to hush?

2. Jem figured Mr. Radley kept [Boo] chained to the bed most of the time. Atticus said no, it wasn't that sort of thing, that there were other ways of making people into ghosts. What does Atticus mean?

3. What things in Chapters 1-3 are facts? Which things are opinions?

Facts:

Opinions:

To Kill A Mockingbird Chapters 1-3: Meaning & Inferences Suggested Answers

Read the passages and answer the related questions.

1. I asked Dill where his father was...

"I haven't got one."

"Is he dead?"

"No..."

"Then if he's not dead you've got one, haven't you?"

Dill blushed and Jem told me to hush....

Why does Dill blush and why does Jem tell Scout to hush?

Dill blushes because he is embarrassed either because he doesn't know where his father is or because he might not even know who his father is. Jem tells Scout to hush because he can see that the questioning and the topic are embarrassing Dill and making him uncomfortable.

2. Jem figured Mr. Radley kept [Boo] chained to the bed most of the time. Atticus said no, it wasn't that sort of thing, that there were other ways of making people into ghosts. What does Atticus mean?

Atticus means that Mr. Radley wouldn't have to chain Boo to the bed to keep him at home; there are other ways of making him stay inside. The use of the word "ghosts" is important because it gives the double meaning of Boo's being turned into just a transparency of himself, sort-of wasting away in captivity, and Boo's being a frightening mystery to the children.

3. What things in Chapters 1-3 are facts? Which things are opinions?

Facts: The family history is mostly factual, as are the descriptions of the town.

Opinions:

The information about Boo Radley is actually mostly hearsay from Miss Stephanie Crawford and the children's imaginations. The information from Miss Stephanie may be factual or it may be tainted by opinion; we have to consider the source. The idea that Radley pecans would kill you is an opinion, since there is no factual evidence to support it. Jem's "reasonable description" of Boo is an opinion because he has never actually seen Boo.

Other examples are also acceptable.

To Kill A Mockingbird Chapters 1-3: Meaning & Inferences 3

"Don't worry, Scout," Jem comforted me. "Our teacher says Miss Caroline's introducing a new way of teaching. She learned about it in college. It'll be in all the grades soon. You don't have to learn much out of books that way — it's like if you wanta learn about cows, you go milk one, see?"

"Yeah Jem, but I don't wanta study cows, I—"

"Sure you do. You hafta know about cows, they're a big part of life in Maycomb County."

I contented myself with asking Jem if he'd lost his mind.

"I'm just trying to tell you the new way they're teachin' the first grade, stubborn. It's the Dewey Decimal System."

Having never questioned Jem's pronouncements, I saw no reason to begin now. The Dewey Decimal System consisted, in part, of Miss Caroline waving cards at us on which were printed 'the,' 'cat,' 'rat,' 'man,' and 'you.' No comment seemed to be expected of us, and the class received these impressionistic revelations in silence. I was bored, so I began a letter to Dill. Miss Caroline caught me writing and told me to tell my father to stop teaching me. 'Besides,' she said. 'We don't write in the first grade, we print. You won't learn to write until you're in the third grade.'"

Note: Jem is a little confused. The Dewey Decimal System is a system used to classify library books. A philosopher named John Dewey studied the best ways to educate children, which is what Miss Caroline would have learned about at college.

1. Describe Miss Caroline's new method of teaching.
2. The line "I contented myself..." could be written as dialogue, but instead it is written from the narrator's perspective. What is the effect of that difference?
3. What does "impressionistic revelations" mean?
4. Why is Miss Caroline's request for Scout to stop writing her letter ironic?

To Kill A Mockingbird Chapters 1-3: Meaning & Inferences 3 Suggested Answers

Note: Jem is a little confused. The Dewey Decimal System is a system used to classify library books. A philosopher named John Dewey studied the best ways to educate children, which is what Miss Caroline would have learned about at college.

1. Describe Miss Caroline's new method of teaching.
Derived from the work of John Dewey, the new approach to educating children emphasizes experience as a means for learning new information. It is experiential versus the older style of learning by rote. ("You don't have to learn much out of books.")
2. The line, "I contented myself with asking Jem if he'd lost his mind" could be written as dialogue but is written from the narrator's perspective instead. What effect does this have?
We, the readers, are reminded of the narrator's presence and feel as if she is talking to us, perhaps bringing us closer to her or making us feel like she's almost sharing a secret with us.
3. What does "impressionistic revelations" mean?
It almost means nothing—the students are not reading the word or providing any feedback. Impressionistic means a style of art that is representative rather than hyper realistic. The usage here suggests that the presentation of the words may not be completely clear to the students. The term "revelation" means something being uncovered. So, something unclear and uncovered means that the children are not learning much.
4. Why is Miss Caroline's request for Scout to stop writing her letter ironic?
Learning by doing (experientially) is exactly what John Dewey stressed as being important.

To Kill A Mockingbird Chapters 1-3

Writing Activity 1: Who Are The Radleys?

Anchor Standard	8th Grade	9th-10th Grade
CCRA.SL.1	SL.8.1, 1a-1d	SL.9-10.1, 1a-1d
CCRA.SL.3	SL.8.4	SL.9-10.4
CCRA.W.1	W.8.2	W.9-10.2
CCRA.W.2	W.8.4	W.9-10.4
CCRA.W.4	W.8.5	W.9-10.5
CCRA.W.5		W.9-10.7 W.9-10.9 , 9b

Objectives

- Students will use evaluate and analyze textual evidence to determine whether or not the Radleys are the horrific monsters they appear to be.
- Students will evaluate statements made about the Radleys to determine if the statements are reliable and true
- Students will compare and contrast the Radleys with the townspeople of Maycomb
- Students will consider their own knowledge of relevant issues
- Students will write a composition in which they consider their analysis of the Radleys to answer the question, "Who are the Radleys?".

Directions

The following series of worksheets and information organizers can be used by students individually, in small groups, or done partly as a whole-class activity. They are intended to guide students through the process of reading and thinking critically about information by ultimately answering the single question, "Who are the Radleys?".

Preview the following pages. Determine the best way to have your particular class handle this assignment (individually, pairs, groups, whole-class, or some combination). A combination of group work (to do the analyzing of the text on the chart page) followed by individual work (to do the second and third pages of the assignment) would most likely be best to fulfill the standards listed for this assignment.

Follow-Up/Assessment/Extension

The written assignment will be a good basis for assessment of the students' success with this assignment. Create a rubric explaining the criteria on which their written assignments will be evaluated.

Tell students to keep an eye on the Radleys throughout the book to see if their opinions of "who the Radleys are" changes as the story progresses.

Have some students read/present their writing assignments to the class to practice more speaking/listening skills and to expose all students to each others' ideas.

Use this assignment to introduce these themes: "things are not always as they appear to be" and "to really understand a person, you need to walk in his or her shoes."

To Kill A Mockingbird Chapters 1-3: Who Are The Radleys?

There is a lot of information about the Radleys in this first chapter. Who are the Radleys, really?

When we read information, we have to consider the source to determine if what we are reading is likely to be true or not. We have to try to determine whether or not we should believe what is being said and whether or not we agree with it. This is called critical reading, an essential skill to develop in our Information Age, as it is called.

There is so much information online, on television, and from other sources; we need to consider the information we get with a critical eye to determine what is fact from opinion, what is true from what is false, and what spin might be being put onto facts because of the background or motives of the person or people who put out the information.

Using the information given in Chapters 1-3 to determine who the Radleys really are is more than an exercise in character study; it is an exercise to demonstrate and practice essential critical reading skills. Remember the process by which you study the Radleys, and practice using that critical reading, critical thinking process with other information you encounter.

To determine who the Radleys are you need to:

1. Gather the information given about the Radleys
2. Determine the source(s) of that information
3. Determine whether the source(s) are each reliable or not by considering
 - a. whether they have first-hand knowledge or not
 - b. whether they have any prejudices or biases
 - c. whether they have any ulterior motives in presenting the facts in a particular way
 - d. whether they are capable of delivering true information
4. Determine which statements are likely to be facts, which are likely to be opinions, and which may be tainted by background, biases, ulterior motives, or other characteristics of the source
5. Consider the facts in the light of your own personal knowledge and other factors
6. Decide with which statements you agree or disagree
7. Come to your own conclusion as to what you believe

To Kill A Mockingbird Chapters 1-3: Who Are The Radleys?

Complete as many of these charts as you need to analyze all the information about the Radleys given in Chapters 1-3.

Textual Information (It helps to include page number)	Source	First-Hand?	Fact or Opinion?	Reliable?	What You Think

To Kill A Mockingbird Chapters 1-3: Who Are The Radleys?

After you complete analyzing the textual information about the Radleys, compare the Radleys to others in the town on the criteria given in the middle column:

Townspeople	Point of Comparison	Radleys
	Are they religious?	
	Are they social?	
	Do they have money?	
	Do they try to do what they think is the right thing?	
	How do people treat them?	

Use Your Own Knowledge

1. If you were the Radleys how would you feel about the townspeople?
2. When you were a kid, was there anyone or any place you were afraid of, and now that you are older do you look at that person or place differently?
3. Are things and people always the way they seem to be?

To Kill A Mockingbird Chapters 1-3: Who Are The Radleys?

You have looked at the textual evidence and evaluated it. You have looked at the Radleys in comparison to the townspeople. You have considered some applicable points from your own experience. Taking all of these things into consideration, write a composition in which you answer the question, "Who are the Radleys?".

Write your rough drafts on your own paper and then copy your final, best composition onto this page, or submit a printed-out copy.

To Kill A Mockingbird Chapters 1-3

Suggested Writing Assignments

Anchor Standard	8th Grade	9th-10th Grade
CCRA.W.1	W.8.1, 1a-1d	W.9-10.1, 1a-1e
CCRA.W.2	W.8.2, 2a-2f	W.9-10.2, 2a-2f
CCRA.W.3	W.8.3, 3a-3e	W.9-10.3, 3a-3e
CCRA.W.4	W.8.4	W.9-10.4
CCRA.W.5	W.8.5	W.9-10.5

Objectives

Students will be assigned or will choose one of a selection of writing assignments pertaining to Chapters 1-3 of To Kill a Mockingbird to fulfill one or more of the standards listed above.

Directions

To provide you with maximum flexibility for differentiated instruction, the following page has a list of suggested writing assignments, all related to Chapters 1-3 of To Kill a Mockingbird. Either assign individual students particular assignments to do or allow students to choose their own assignments.

A second page of "Quick Write" topics is also included.

Follow-Up/Assessment/Extension

Have dramatic readings of students' narratives or poems.

Create a "reading room" space in your classroom where students can donate their writing assignments for others in the class to read.

Allow students to do more than one assignment if they want to.

Use the "left-over" assignments (not chosen for this activity) as topics for journal entries.

To Kill A Mockingbird Chapters 1-3: Writing Assignments

1. Write a letter from Mrs. Radley to Nathan asking him to come and stay with her and Arthur after his father's funeral. Consider her situation and use all valid points you think she would make.
2. Make up a story that could have been one of the legends about the Radley Place that Jem could have told Scout and Dill.
3. Write a poem describing Maycomb.
4. Scout gives a good account of her family's history. Write an account of your own family's history trying to make it as interesting and fun to read as Scout's is.
5. Choose one of your relatives who has had an interesting life and write his or her story.
6. From Scout's description, we can picture Maycomb in our mind's eye. Write a description of your town (or any town you know well) using interesting imagery and figurative language, as Scout does, to bring your town to life.
7. Write Mr. Radley's obituary notice.
8. Create the dialogue for the conversation between Mr. Radley and Boo after Boo stabbed Mr. Radley's leg with the scissors.
9. Make a list of the main events in Chapters 1-3 in the order in which they actually happen in chronological time.
10. Make an outline of points you would have used (including supporting points) to persuade Mr. Radley to either send Boo to the industrial school with the other boys or to send Boo to Tuscaloosa for some psychological counseling.
11. You are Boo Radley. Write a journal entry for the day you came home in your father's custody (instead of being sent with the other boys to the industrial school). Continue to write journal entries as Boo Radley for each day that we study this novel.
12. Describe the relationship between Jem and Scout, beyond the mere fact that they are brother and sister.
13. Write the letter that Scout was writing to Dill.
14. Write a paragraph from Miss Caroline's perspective about how the first day of school went.
15. Write a description of Walter Cunningham's day, beginning with farm work and ending with school.
16. Explain why Scout went from being excited about starting school to dreading it.
17. Describe how the students make up a microcosm of Maycomb.

To Kill A Mockingbird Chapters 1-3: Quick-Write Writing Assignments

1. You are Jem. What do you think of Dill?
2. You are Arthur "Boo" Radley. What do you think of Jem's running up to touch your house and running away again?
3. You are Atticus. What do you think about your own children?
4. What would have persuaded you to run up and touch the Radley house?
5. Describe Maycomb.
6. Why does Dill want to make Boo Radley come out?
7. Choose three words to describe Scout and explain why you chose those particular words.
8. Compare the adventure stories Jem and Dill liked to read with something related to adventure that boys like today.
9. What do you think of Scout? Do you think she'd be a fun friend?
10. What is your favorite image, phrase, or scene in Chapters 1-3? Why?
11. How did Scout behave badly during lunch?
12. In what ways were characters humiliated in these chapters?
13. Is Miss Caroline a good teacher?
14. Why does Atticus think bending the law is justified?
15. What is a compromise? Is the one Atticus makes moral?