



Teacher's Pet Publications

Literature Teachers' Favorite Resources Since 1989

Hello!

Thanks for your interest in this bundle of resources for *To Kill a Mockingbird*!

The sample pages that follow are taken from the resources for Chapters 1-3 of TKAM. I have included an example of each of the resource types that are included for each book section. You will have these resource types for each section of the book. These PDF copies from the slides didn't come out as clearly as I hoped they would, but hopefully they will give you a good look at the formats and kinds of questions included for each resource.

At the end (after the vocabulary game slides), I included a sample of an answer key so you can see what the CCSS and directions look like on the cover page.

I did not include samples of many of the other things in the bundle--graphic organizers, Jeopardy games, bingo cards, puzzles, etc. If you want to see all of those things, watch the video preview.

As always, feel free to ask any me any questions you might have; I'm always happy to try to clarify or help!

Happy Teaching,

Mary

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Name Type your name here.

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.

Explanation

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

Explanation

? 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.

Explanation

? 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."

Explanation

? 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.

Explanation

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

[Explanation](#)

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

[Explanation](#)

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

[Explanation](#)

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

[Explanation](#)

Analyzing Passages

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?

answer

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?

answer

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?

answer

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."

answer

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

answer

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

answer

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?

answer

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.

answer

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?

answer

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

answer

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?

answer

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?

answer

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?

[answer](#)

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?

[answer](#)

To Kill A Mockingbird Study Questions 1-3

1. Who is the narrator of the story? What is her point of view, and why is that important?

[Type your answer here.](#)

2. Why does the narrator tell us about her family history?

[Type your answer here.](#)

3. Describe Scout's family life.

[Type your answer here.](#)

4. What are the facts of Boo Radley's life so far?

[Type your answer here.](#)

5. Why does Jem run up and touch the Radley house?

[Type your answer here.](#)

6. Is Miss Caroline Fisher a good teacher? Support your answer with textual evidence.

[Type your answer here.](#)

To Kill a Mockingbird Advanced Study Questions Page 2

7. What effect do Miss Caroline's actions have on Scout?

Type your answer here.

8. What does Scout learn from Walter Cunningham's lunchtime visit?

Type your answer here.

9. Atticus says, "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." Explain how this applies with regard to Miss Fisher, Walter Cunningham, and Burris Ewell.

a. Miss Fisher

Type your answer here.

b. Walter Cunningham

Type your answer here.

c. Burris Ewell

Type your answer here.

10. What is the compromise Atticus and Scout agree to regarding going to school? Why is it ironic?

Type your answer here.

Study Questions Chapters 1-3

1. What did Dill dare Jem to do?
Type your answer here.
2. What was Scout's first "crime" at school?
Type your answer here.
3. According to Scout, what was Calpurnia's fault?
Type your answer here.
4. Why did Scout rub Walter Cunningham's nose in the dirt?
Type your answer here.
5. Scout said, "He ain't company, Cal, he's just a Cunningham." What did she mean by that, and what was Cal's answer?
Type your answer here.

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. In the spaces 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.

Answer Scout [Explanation](#)

Answer Boo Radley [Explanation](#)

Answer Calpurnia [Explanation](#)

Answer Nathan Radley [Explanation](#)

Answer Atticus [Explanation](#)

Answer Jem [Explanation](#)

Answer Miss Caroline [Explanation](#)

Answer Mrs. Dubose [Explanation](#)

Answer Dill [Explanation](#)

Answer Miss Stephanie [Explanation](#)

Answer Old Mr. Radley [Explanation](#)

Answer Walter Cunningham [Explanation](#)

Answer Burris Ewell [Explanation](#)

Name Type your name here.

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?

Answer

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

Answer

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?

Answer

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.

Answer

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

Answer

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

Answer

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

Answer

8. What is Scout's main conflict?

Answer

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

Answer

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

Answer

Type your name here.

Name _____

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.

Explanation

?
___ 2. The courthouse sagged in the square.

Explanation

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

Explanation

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

Explanation

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

Explanation

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

Explanation

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

Explanation

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

Explanation

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

Explanation

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

Explanation

Name Type your name here.

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?

Answer

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?

Answer

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?

Answer

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?

Answer

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.

Answer

Name Type your name here.

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?

[Answer](#)

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?

[Answer](#)

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

Facts:

[Answer](#)

Opinions:

[Answer](#)

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.

Answer

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?

Answer

3. What does "impressionistic revelations" mean?

Answer

4. Why is Miss Caroline's request for Scout to stop writing her letter ironic?

Answer

Type your name here.

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?

This is a "Quick Write" assignment. Answer the question completely in a good paragraph in the space provided on the rest of this page. Use a topic sentence and textual support for your answer whenever possible. Delete this text and write in this text box.

Reader Response Entry Chapters 1-3

In the space below, write a substantial response to the chapters of the book you have just read. It could be your thoughts on one of the following: an idea presented, an event, a character's actions or attitude, a topic related in some way to something presented in this section of the novel, a response to a particular passage that stood out to you as you read, or you could write a creative response like a poem or song lyrics as long as it is relevant in some way to what you have just read.

Type your response here.

Name Type your name here

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.

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

answer

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

answer

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

answer

answer

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

answer

answer

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

answer

answer

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

answer

Vocabulary Chapters 1-3 Part I

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the bold words mean in the space provided.

1. Thus we came to know Dill as a pocket Merlin, whose head teemed with **eccentric** plans, strange longings, and quaint fancies.

Meaning

2. Inside the house lived a **malevolent** phantom.

Meaning

3. Nobody knew what form of **intimidation** Mr. Radley employed to keep Boo out of sight, but Jem figured that Mr. Radley kept him chained to the bed most of the time.

Meaning

4. Jem **condescended** to take me to school the first day, a job usually done by one's parents, but Atticus had said Jem would be delighted to show me where my room was.

Meaning

5. The class murmured apprehensively, should she prove to harbor her share of the peculiarities **indigenous** to that region.

Meaning

6. Having never questioned Jem's **pronouncements**, I saw no reason to begin now.

Meaning

7. Jem's free dispensation of my pledge **irked** me, but precious noontime minutes were ticking away.

Meaning

8. Apparently she had revived enough to **persevere** in her profession.

Meaning

9. "Do you know what a **compromise** is?" he asked.

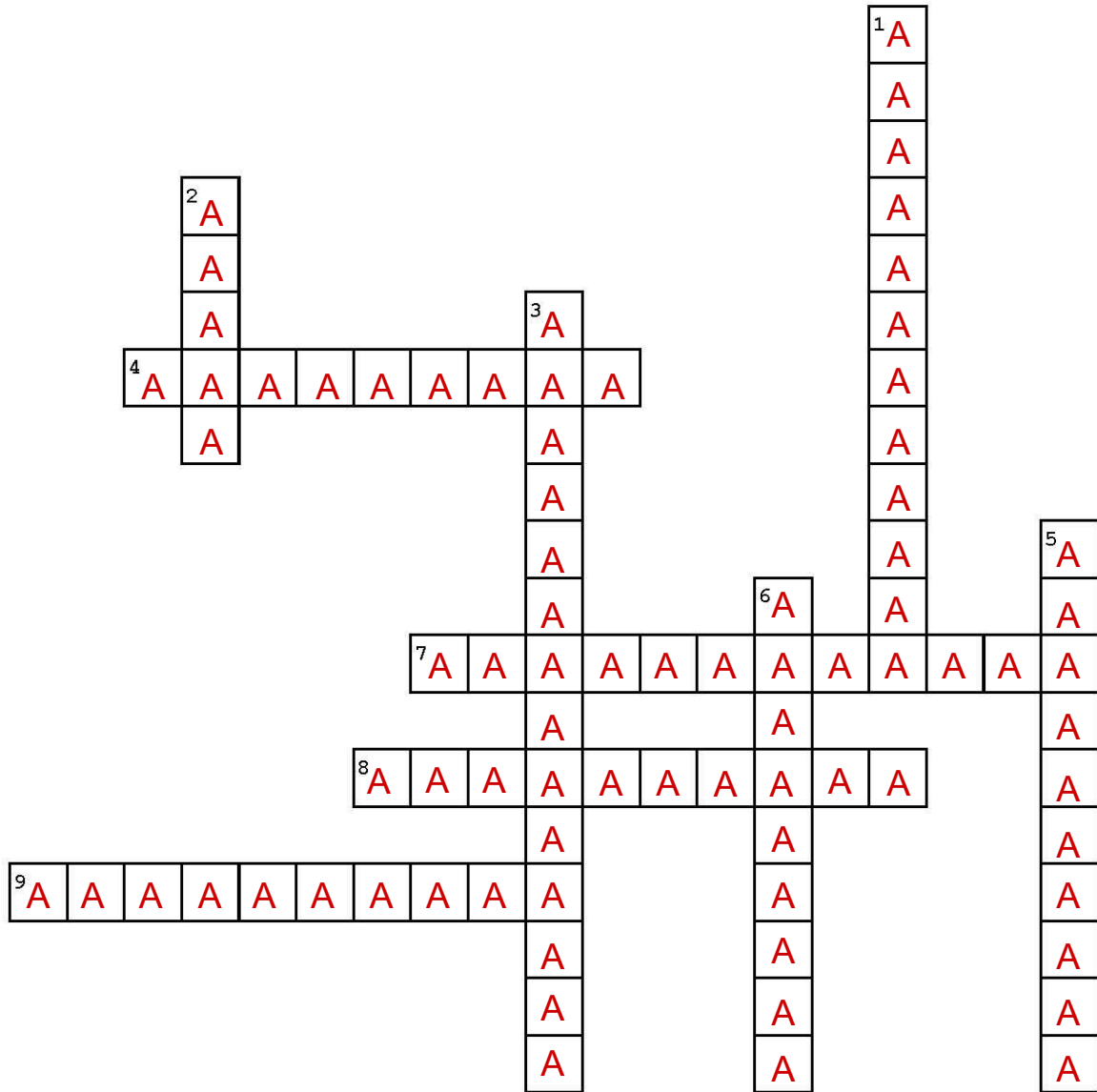
Meaning

Vocabulary Chapters 1-3 Part II

Match the vocabulary words to their dictionary definitions.

- | | |
|---------------------|--|
| A 1. eccentric | A. threats |
| A 2. malevolent | B. authoritative statements |
| A 3. intimidation | C. departing from the established norm, model, or rule |
| A 4. condescended | D. exhibiting or having ill-will; malicious |
| A 5. indigenous | E. native |
| A 6. pronouncements | F. settlement of differences in which concessions are made |
| A 7. irked | G. remain constant to a purpose in spite of obstacles |
| A 8. persevere | H. annoyed; bothered |
| A 9. compromise | I. to come down voluntarily to the level of inferiors |

To Kill a Mockingbird Vocabulary 1-3 #1



Across

- 4. Remain constant to a purpose in spite of obstacles
- 7. Brought one's self down to an inferior level
- 8. Having ill-will; malicious
- 9. Settlement of differences in which concessions are made

Down

- 1. Threats
- 2. Annoyed; bothered
- 3. Authoritative statements
- 5. Native
- 6. Departing from the established norm, model or rule

Name Type your name here.

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.

Name Type your name here.

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:

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

Use Your Own Knowledge

1. If you were the Radleys how would you feel about the townspeople?

[Answer](#)

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?

[Answer](#)

3. Are things and people always the way they seem to be?

[Answer](#)

Name [Type your name here.](#) _____

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 and submit as instructed. A second page is available if needed.

[Type Final Copy Here](#)

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.

Type your name here.

Use this page to type the final copy of your writing assignment. At the top of your work, be sure to state which assignment you chose to do.

Type your name here.

Use this page if needed to complete your writing assignment..

To Kill A Mockingbird Vocabulary Chapters 1-3

Spruce up the Radley house by answering the questions correctly.

Each time you give a correct answer, an improvement will be made to the Radley house!

START



To Kill A Mockingbird Vocabulary Chapters 1-3

If someone is **eccentric**, they are _____.

unhappy

odd

distrustful

Sorry—wrong answer.



Try Again!

Yay! That's right!



Next

To Kill A Mockingbird Vocabulary Chapters 1-3

A malevolent person would be _____.

evil

grateful

sad

Yay! That's right!



Next

To Kill A Mockingbird Vocabulary Chapters 1-3

Intimidation would make a person feel _____.

worried

hungry

joyful

Yay! That's right!



Next

To Kill A Mockingbird Vocabulary Chapters 1-3

If someone speaks to you in a **condescending** way,
you probably feel _____ towards that person.

grateful

friendly

resentful

Yay! That's right!



Next

To Kill A Mockingbird Vocabulary Chapters 1-3

An indigenous tree is _____.

transplanted

native

dying

Yay! That's right!



Next

To Kill A Mockingbird Vocabulary Chapters 1-3

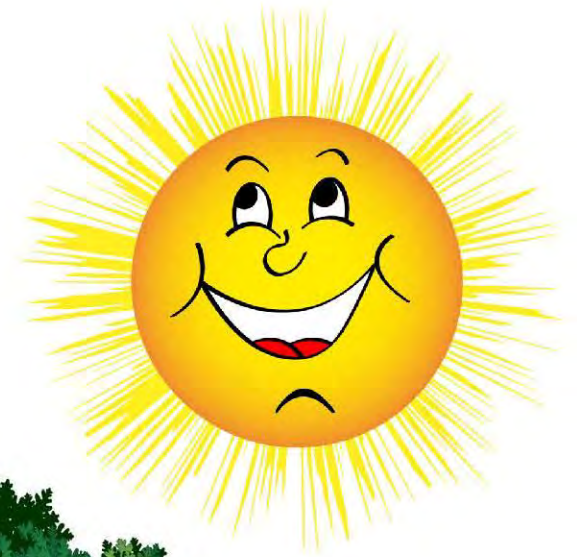
Who is most likely to make pronouncements?

hobo

baby

king

Yay! That's right!



Next

To Kill A Mockingbird Vocabulary Chapters 1-3

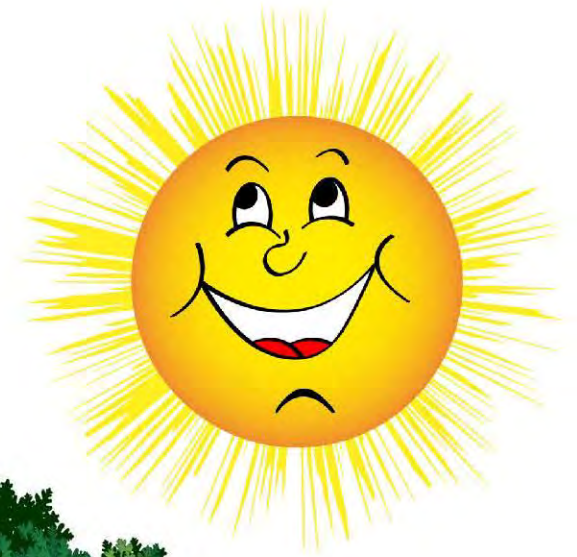
If you were **irked**, you would probably ____.

eat

cry

yell

Yay! That's right!



Next

To Kill A Mockingbird Vocabulary Chapters 1-3

When you persevere, you often have ____.

success

trouble

friends

Yay! That's right!



Next

To Kill A Mockingbird Vocabulary Chapters 1-3

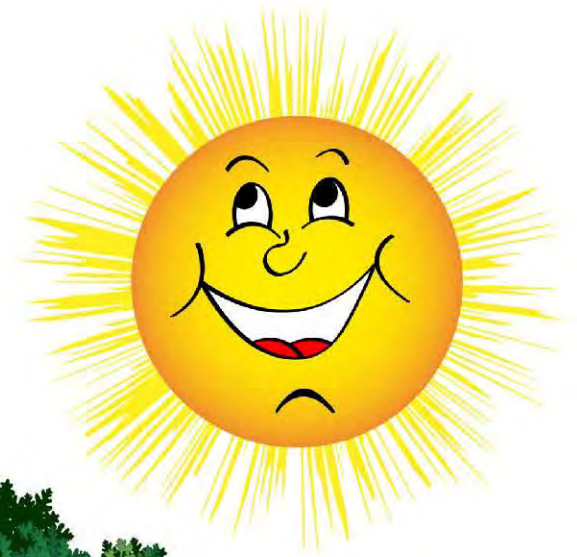
Compromising requires ____.

friends

sacrifice

lawyers

Yay! That's right!



Hooray! You got them all right!

Play Again!

To Kill A Mockingbird Chapters 1-3

Analyzing Passages

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

Analyzing Passages

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.

END OF SAMPLE