

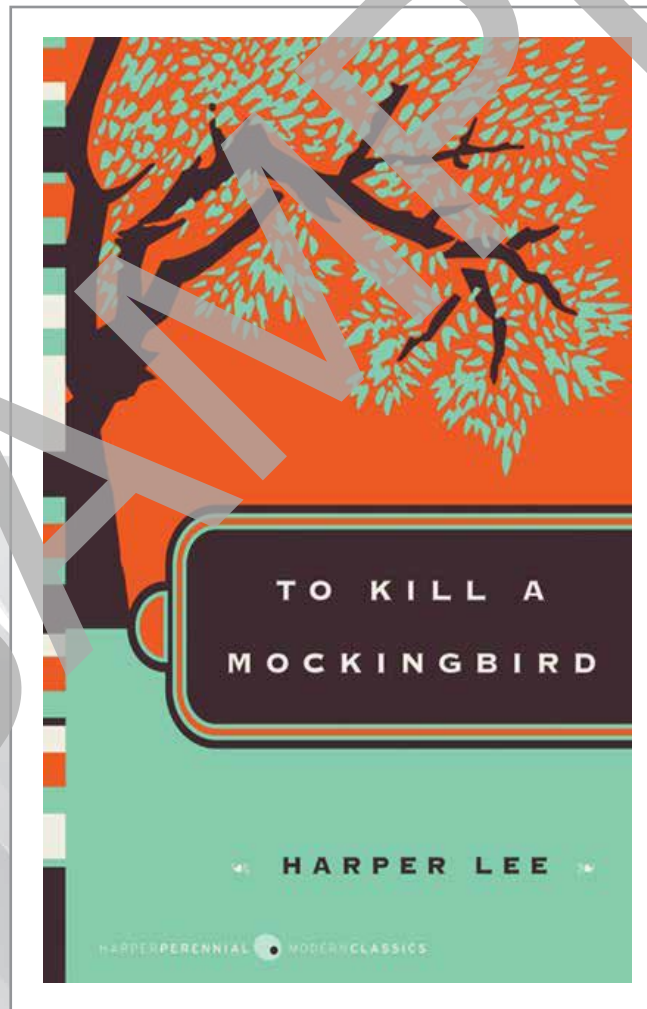


STUDENT PACKET

GRADES 9-12

To Kill a Mockingbird

Harper Lee



READ, WRITE, THINK, DISCUSS AND CONNECT

To Kill a Mockingbird

Harper Lee

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

To Kill a Mockingbird
 Activity #1 • Prereading
 Use Before and After Reading
 (Making Connections)

Anticipation and Reaction

Directions: Consider the following statements before you read the novel. Place a checkmark in one of the boxes to show whether you agree or disagree with each statement, and provide your reasoning. After you have completed the novel, mark your response again. Provide an explanation if your opinion has changed.

Statement	Response Before Reading	Response After Reading
1. Adults are braver than children.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
2. Kindness is key to having a strong character.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
3. The potential for evil is inside every person.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
4. The lessons a person learns in youth can be useful for a lifetime.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement

Name _____

To Kill a Mockingbird

Activity #4 • Vocabulary
 Chapters 4–8

Word Map

auspicious	abominable	magisterial	pestilence
cordiality	benevolence	inquisitive	asinine
edification	ramshackle	malignant	pilgrimage
embalming	aberrations	meteorological	

Directions: Complete a word map like the one below for eight of the vocabulary words above.

Definition

Synonym

Antonym

Pronunciation

Part of Speech

Sentence

Vocabulary Word

12. What makes Scout think back to the morning her father shot the rabid dog?
13. What is the jury's verdict?
14. What do people in the Colored balcony do as Atticus passes? Why?

Chapters 22–26

1. What does Calpurnia show the Finches in the kitchen the morning after the trial?
2. What does Miss Maudie call a “baby step”?
3. How does Atticus explain why Maycomb citizens do not serve on juries?
4. Why won't Aunt Alexandra permit Scout to invite Walter over?
5. Why does Aunt Alexandra want Scout to mingle with the ladies at the missionary circle gathering?
6. How does Mrs. Merriweather treat children?
7. Why does Atticus interrupt the missionary circle gathering?
8. Why does Scout begin to respect Aunt Alexandra?
9. How does Dill describe Helen Robinson's reaction to news of her husband's death?
10. Why does Scout question Miss Gates' hatred of Adolf Hitler?

Chapters 27–31

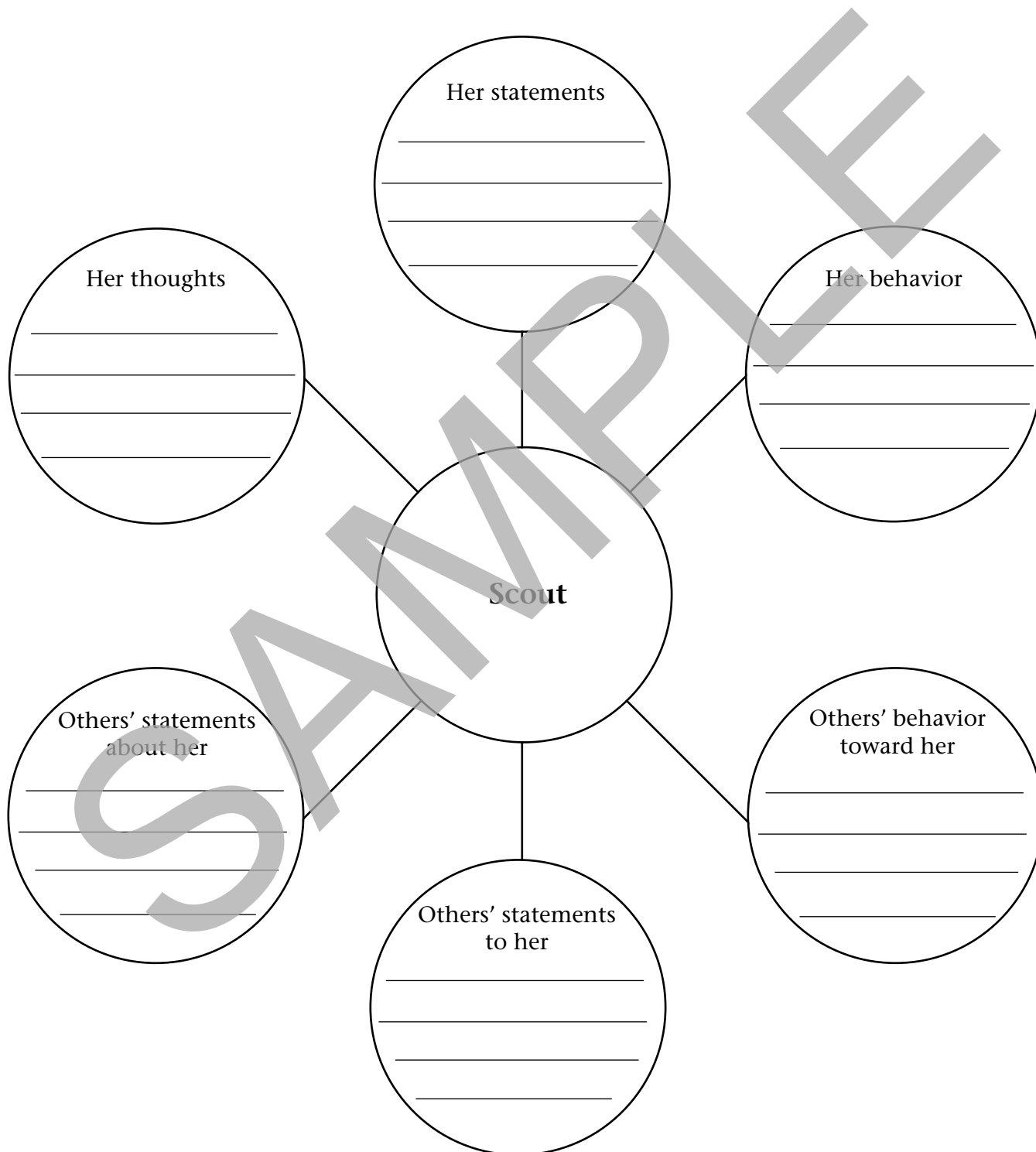
1. What three “small things out of the ordinary” (p. 332) happened in Maycomb between the time of the trial and mid-October?
2. What legendary prank was pulled on Misses Tutti and Frutti Barber?
3. What is Scout's part in the Halloween pageant?
4. Who frightens Scout and Jem on their way to the pageant?
5. How does Scout “ruin” Mrs. Merriweather's pageant?
6. What happens to Scout and Jem on their way home from the pageant?
7. What does Sheriff Tate find under the big oak tree?
8. How does Scout recognize her rescuer as Boo Radley?
9. Why doesn't Sheriff Tate want the public to know the truth?
10. What does Scout do as she stands on Boo Radley's porch?

Name _____

To Kill a Mockingbird
Activity #10 • Character Analysis
Use During and After Reading
(Character Analysis)

Character Web

Directions: Complete the attribute web below by filling in information specific to Scout.

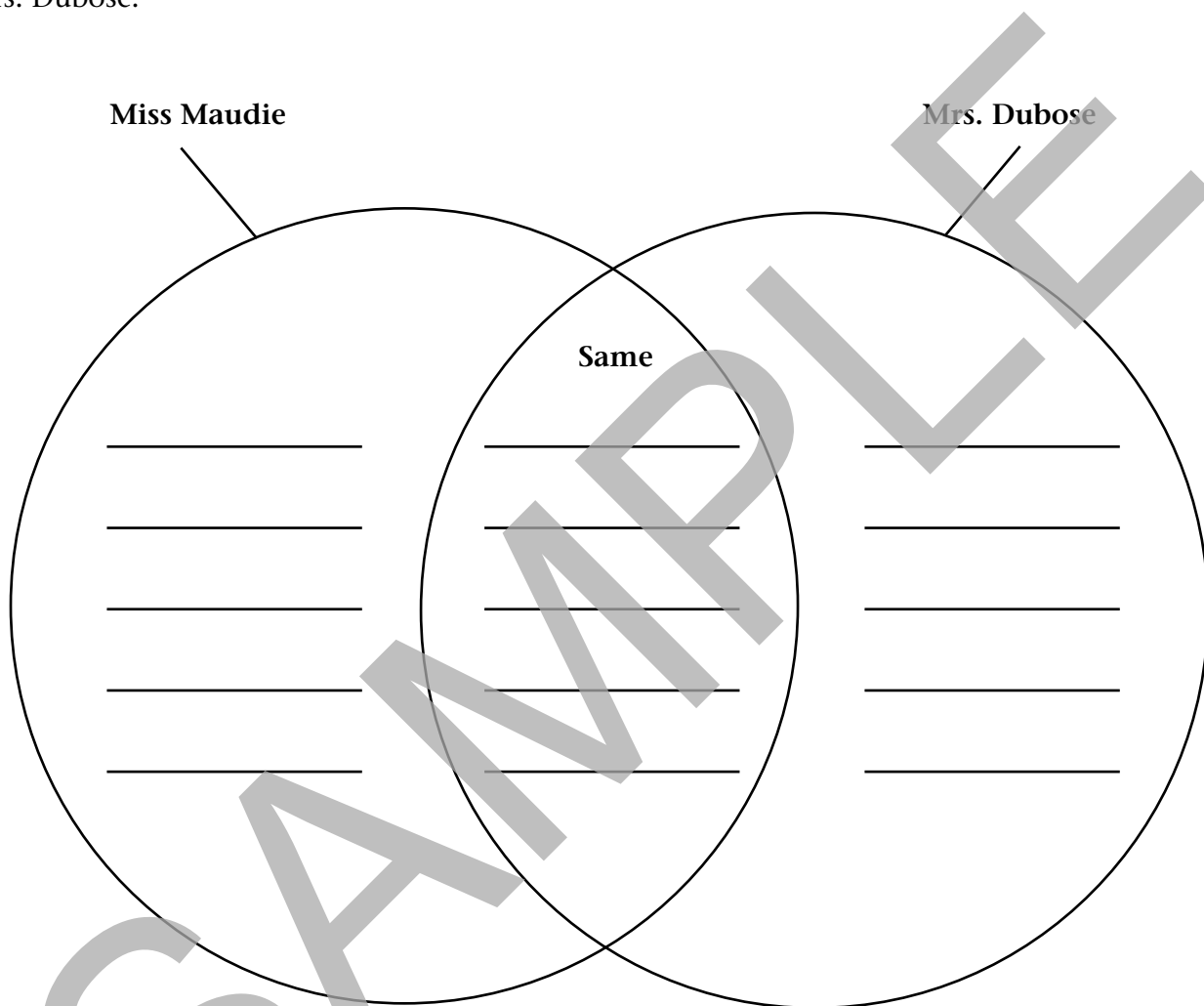


Name _____

To Kill a Mockingbird
Activity #13 • Character Analysis
Use During and After Reading
(Character Analysis/Compare/Contrast)

Venn Diagram

A. Directions: Using the Venn diagram below, compare and contrast Miss Maudie and Mrs. Dubose.



B. Directions: On the lines below, explain if and how your opinions of Miss Maudie and Mrs. Dubose changed as you read the novel.
