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Lesson: It’s NOT about Birds! (anticipation guide)

**Key standard:** SL1 Comprehension and Collaboration (discussion)
SL9-10.1 “Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.”

**Into:**
Some people feel that reading fiction (made-up stories) is a waste of time. What do you think? What might a reader gain from a fictional portrayal? If you think reading fiction is pointless, explain your view.

**Through:** *Introduce the To Kill a Mockingbird unit by explaining...*

**Unit goals**
- Analyze theme development (especially symbols)
- Explain the author’s use of point of view
- Describe how authors craft characters (characterization)
- Recognize structural elements and effects (e.g., suspense)
- Cite textual evidence in order to support analysis

**Culminating task(s)**
- Symbol presentations (or other selected tasks)

**Reading schedule**
1. Chapters 1-5
2. Chapters 6-9
3. Chapters 10-14
4. Chapters 15-18
5. Chapters 19-23
6. Chapters 24-31

**Available support:**
Encourage students to come see you if they are struggling with the readings. Support might include chapter summaries, learning support services, video aids, audio readings, a reading group, or modified assessments.

**Sensitive content:** Be clear on how you expect students to navigate these issues.
- Accusations of sexual assault
- Racist stereotypes, attitudes, and slurs
- Implications of sexual abuse
- Violence (a shooting death and a stabbing death)
- Sexist attitudes and slurs
- Mild cursing and harsh language
Divide students into small groups to respond to the anticipation guide.

The statements on this handout relate to the themes (messages about life) in the novel.

1) Respond to each statement on your own.
2) Share and discuss your responses in your group.
3) Choose one of your group discussions to share with the class.

**To Kill a Mockingbird** Anticipation Guide  Name: __________

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree / disagree / qualify</th>
</tr>
</thead>
<tbody>
<tr>
<td>“When someone thinks or acts in a way that I do not understand, I try hard to see things from their point of view.”</td>
<td>Respond:</td>
</tr>
<tr>
<td>“The strong have the right to harm the weak. That is simply how the world works.”</td>
<td>Respond:</td>
</tr>
<tr>
<td>“I can explain what it means to be an adult.”</td>
<td>Respond:</td>
</tr>
<tr>
<td>“One day, racism and prejudice will be a thing of the past.”</td>
<td>Respond:</td>
</tr>
<tr>
<td>“I see examples of hypocrisy in my day-to-day life.”</td>
<td>Respond:</td>
</tr>
</tbody>
</table>

Note: The anticipation guide is two pages. If time is short, you can focus on the first page as it contains the most important theme subjects.

**Beyond:**

Based on today’s discussion, make some wild guesses about what To Kill a Mockingbird is all about. (Hint: It is NOT about birds!)

Which of the discussion statements interested you the most? Explain.
An Event That Changed My View (personal essay)  Name: ________________________________

Our experiences often shape the way that we see the world. Write a personal essay about a situation or event that changed your point of view in an important way. Make sure to develop your ideas with relevant details (facts, quotations, descriptions, definitions, comparisons, and examples).

**Brainstorm topics:** What events or time periods from your life suit this topic?

1) 
2) 
3) 
4) 

(Circle your final choice.)

**Develop your topic:** What are the details that will help you explain? (Facts, quotations, descriptions, definitions, comparisons, and examples)


**Essay Plan:** How will you organize your ideas into body paragraphs?

Main idea for the whole essay (for your introduction and conclusion)

Body paragraph 1 focuses on...

Body paragraph 2 focuses on...

Body paragraph 3 focuses on...
Discussion questions (Chapters 1-5)

1. Who was Simon Finch? Why does the narrator take the time to describe her family’s history in Alabama?

2. Who is telling the story? Why is the point of view important in the telling?

3. What about the Radleys make them unusual in Maycomb?

4. What are some of the clues regarding the racism in Maycomb?

5. Describe Scout’s complicated relationship with Calpurnia.

6. What word would you use describe Miss Caroline’s first day as a teacher? Use details from the reading to support your choice.

7. Why won’t Walter Cunningham allow the teacher to buy him lunch? What can be said about his character?

8. Why do you think Scout and Jem call their father by his first name?

9. What does Scout think of school? Do you agree with her views?

10. Why do you think Jem and Dill are so determined to see Boo Radley?

11. If racism and sexism were not an issue, would you want to grow up in small town like the one described in the novel?

12. What do you think is the truth about Arthur Radley?

13. Lee starts the book with a quote: “Lawyers, I suppose, were children once.” What might be the importance of this quote?

14. Find the Chapter 1 excerpt that begins with, “Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather…” How does Lee use her words to create a mood?

15. Lee often uses humor in the telling of To Kill a Mockingbird. Explain one example of Lee’s humor from the reading.

16. How do people talk in Maycomb? Find three examples to share and explain.
### Key excerpts (Chapters 1-5)

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Theme subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>“When my father was admitted to the bar he returned to Maycomb and began his practice… but they were Haverfords, in Maycomb County a name synonymous with jackass.”</td>
<td>lineage and family</td>
</tr>
<tr>
<td>This is the first example of the belief that family history - to a large extent - is destiny. Even the narrator supports the idea that family history denotes one’s quality.</td>
<td></td>
</tr>
<tr>
<td>“Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop… Maycomb County had recently been told that it had nothing to fear but fear itself.”</td>
<td>Setting</td>
</tr>
<tr>
<td>Word choice (mood)</td>
<td></td>
</tr>
<tr>
<td>Lee’s word choice creates the imagery and mood of the sleepy, old town. She also establishes the time period as that of The Great Depression.</td>
<td></td>
</tr>
<tr>
<td>“Inside the house lived a malevolent phantom. People said he existed, but Jem and I had never seen him. People said he went out at night when the moon was down, and peeped in windows. When people’s azaleas froze in a cold snap, it was because…”</td>
<td>Word choice (imagery)</td>
</tr>
<tr>
<td>The Radley place is dilapidated and inspires the kids’ imaginations. Scout’s imagination runs wild with visions of Boo Radley.</td>
<td></td>
</tr>
<tr>
<td>“‘Dill, you have to think about these things,’ Jem said. ‘Lemme think a minute… it’s sort of like making a turtle come out…’ ‘How’s that?’ asked Dill. ‘Strike a match under him.’”</td>
<td>Theme subject: harming the harmless</td>
</tr>
<tr>
<td>This is the first example of Lee developing her main theme regarding the harming of innocent beings. The kids argue about whether a turtle’s feelings are worth considering.</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Chapter 2</th>
<th>Theme subject</th>
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<tr>
<td>“I suppose she chose me because she knew my name; as I read the alphabet a faint line appeared between her eyebrows, and after making me read most of My First Reader and the stock-market quotations from the Mobile Register…”</td>
<td>schooling</td>
</tr>
<tr>
<td>Lee develops her theme on the value of formal education. Lee questions the value of schooling using Scout’s misguided teacher who seeks to limit Scout’s progress.</td>
<td></td>
</tr>
<tr>
<td>“Calpurnia was to blame for this. It kept me from driving her crazy on rainy days, I guess. She would set me a writing task by scrawling the alphabet firmly across the top of a tablet, then copying out a chapter of the Bible beneath. If I reproduced her penmanship…”</td>
<td>Characterization: Calpurnia</td>
</tr>
<tr>
<td>It is clear to anyone other than Scout that Calpurnia is much more than a cook. In many ways Calpurnia is a surrogate mother to Scout and Jem.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson: The True Boo

Key standard: RL2 Key Ideas and Details (theme development)

RL9-10.2 “Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.”

Into:
The message of a narrative (any story) is called the theme. A long text might have many themes. A theme is always expressed in a complete sentence.

Theme: Love stinks. (This is a complete sentence.)
Theme subject: Love (This is not a sentence.)

Brainstorm all the theme subjects that are developing in To Kill a Mockingbird.

Chart student responses.

- Racism
- Growing up
- Gender
- Perceptions
- Schooling
- Innocence

- Lineage and family
- Courage
- Religion / morality
- Family
- Tolerance and understanding

Through:
This reading develops a plot surrounding the true nature of Boo Radley. We unravel the mystery of Boo Radley along with the kids. What theme does Lee develop in this episode? (Jem’s point of view on the events is especially important.)

The True Boo Handout (PDF)

Students create a chart that compares Boo Radley perceptions vs. Boo Radley reality. This chart may be completed individually or in collaborative groups. Decide if you want the students to simply identify the events or to include citations. After collecting the evidence, students should be able to identify the theme.

Beyond:
What theme has Harper Lee developed about perceptions? Summarize how she uses the plot surrounding Boo Radley to develop this theme.
Lesson: 1930s America Gallery

Key standard: SL4 Presentation of Knowledge and Ideas (present findings)
SL9-10.4 “Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.”

Into:
Scout and Jem are growing up in a small town in Alabama in the 1930s. What aspects of their lives are the most different from your own experiences? What aspects are similar?

Discuss responses as a class.

Through:
Your group will present one image from the 1930s America Gallery to the class. You will conduct outside research in order to gain expertise.

1930s America Gallery PDF (to print or project)
Note: All gallery images are Public Domain.

1930s America Gallery topics:

| 2. Separate but Equal (1896) | 8. Gender in Pop Culture (1930s) |
| 3. The 19th Amendment (1920) | 9. The rise of the Nazi Party (1931) |
| 4. Prohibition (1920-1933) | 10. The Scottsboro Boys (1931) |
| 5. The Wall Street Crash (1929) | 11. The Ku Klux Klan (1865-present) |
Lesson: The Scottsboro Affair (analyze bias)

Key standard: RI6 Craft and Structure (point of view)
RI.9-10.6 “Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.”

Into:
When you are reading online, in a newspaper, or in a textbook, how do you know if the source is being even-handed or fair? How can you tell that a source is biased? (Bias: prejudice; favoring one person or point of view more than others.)

Through:
Harper Lee wrote To Kill a Mockingbird in 1960, in the heat of the Civil Rights Movement, but her story takes place decades earlier. The events of the Tom Robinson trial closely resemble the events of a real, famous case from 1931 known as the Scottsboro Affair.

The Scottsboro Boys, as they came to be known, were nine African American youths accused of raping two white women in Alabama. Despite a dearth of evidence, eight of the defendants were found guilty and sentenced to death. Protests, retrials, supreme court rulings, and decades of controversy followed.

“The Scottsboro Boys” (8 minutes) explanation by Professor Carol Anderson
“March 26, 1931 - ‘Scottsboro Boys’ Falsely Accused of Rape” (3 minutes) video from Equal Justice Initiative
“The Scottsboro Affair” (6 pages) article from Facing History and Ourselves.

We will look at primary documents from the time period of the Scottsboro Affair.

As you read the two excerpts from the Huntsville Times, analyze…

- Audience
- Purpose
- Point of view
- Word choice (especially charged words and tone)
- Content
  - What information is emphasized or exaggerated?
  - What information is minimized or even ignored?
- Bias (Reach a conclusion.)

Note: If you are interested in conducting a comparison of the Scottsboro trial and Lee’s fictional trial, excellent resources can be found through Edsitement.

Beyond:
As consumers of information, why is it important that we be mindful of point of view, purpose, and audience? What are some of the ways that we can be misled? How can misinformation lead to injustice?
Judge J. A. Hawkins Undaunted
By Threatening Telegrams From
International Labor Defense

The law of savage is “an eye for an eye, a
tooth for a tooth.” It is the spirit of revenge
carries to the point of reprisal.
This same spirit survives in some of our
American laws. In many states, he who
kills his fellow man must pay with his life
if convicted of wilful murder. This is noth-
ing more than a primal law translated into
modern usage. Perhaps it is the best meth-
od of punishing murderers.
In Alabama the ravishing of women car-
ries with it upon conviction of same the death
penalty. And now because the guilty parties
at the Scottsboro trial happen to be negroes,
the International Labor Defense has taken
upon itself to meddle and to issue threaten-
ing telegrams to Judge J. A. Hawkins, who
presided over the trials of the nine negroes
charged with criminal assault of two Hunts-
ville girls. Personally we believe that each
of the negroes was given a fair and impartial
trial, that each had been given his day in
court and was given every protection afford-
ed any defendant.
While we did not hear the testimony in
the case, we remain content in our belief that
the negroes were guilty and conviction was
no more than was coming to them. We ad-
mire the Judge for his courage and for the
expeditions and fair manner in which he pro-
ceeded to the trial of these culprits. He was
undaunted in his stand to see that justice was
administered and without delay, despite the
demands made in the telegrams sent by
George Maurer, head of the International La-
bor Defense. The wording of the telegrams
were insinuating and since there were no just
grounds for their issuance it would seem that
an apology should be forthcoming from this
“friend of guilty.”
**Lesson: Beyond the Mockingbird (symbolism)**

**Key standard:** RL2 Main Ideas and Details (theme)  
RL9-10.2 “Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.”

**Into:**  
SYMBOLISM DRILL! Choose four examples from the list and offer an idea about what each might represent in a creative work. Be creative!

<table>
<thead>
<tr>
<th>1. An abandoned silver mine</th>
<th>6. A homemade birdhouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. An ancient tree</td>
<td>7. An orderly greenhouse</td>
</tr>
<tr>
<td>3. A newborn lamb</td>
<td>8. A broken violin</td>
</tr>
<tr>
<td>5. A perfect spot to watch the sunrise</td>
<td>10. An old action figure still in its package</td>
</tr>
</tbody>
</table>

What objects, places, events, or people in *To Kill a Mockingbird* might be symbolic?

**Through:**  
Harper Lee uses symbols to develop her themes. Each group is to choose one symbolic element from the list and present analysis on its development.

<table>
<thead>
<tr>
<th>Birds</th>
<th>Tip: Go beyond <em>mockingbirds</em>; make sure to discuss <em>finches</em> and <em>robins</em> as well.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals (not birds)</td>
<td>Tip: Look for examples focused on <em>turtles</em>, <em>dogs</em>, and <em>insects</em>. Pay attention to the description of Helen Robinson upon receiving the terrible news about Tom.</td>
</tr>
<tr>
<td>Flowers</td>
<td>Tip: The flowers of <em>Miss Maudie</em>, <em>Mayella Ewell</em>, and <em>Mrs. Dubose</em> are connected.</td>
</tr>
<tr>
<td>Buildings</td>
<td>Tip: Lee assigns meaning to the <em>Radley home</em>, the <em>town jail</em>, and the <em>courthouse</em>. The fact that the courthouse and the jail seem out-of-place is important.</td>
</tr>
<tr>
<td>Seasons</td>
<td>Tip: Pay special attention to Scout’s observations from Boo’s porch (toward the very end).</td>
</tr>
<tr>
<td>The Radley tree</td>
<td>Tip: Pay attention to the description of the tree’s roots.</td>
</tr>
<tr>
<td>Scout’s overalls</td>
<td>Tip: What does Aunt Alexandra do with them after the attack?</td>
</tr>
<tr>
<td>Superstitions</td>
<td>Tip: What do the kids say about “haints” and “hot-steams” later in the novel?</td>
</tr>
</tbody>
</table>
Note: Decide how extensively students must use textual evidence. This presentation could work at varying levels of formality.

Your presentation must include…

- Relevant textual evidence with analysis
- An explanation of how Lee creates the symbolism
- The connection between the symbol and a theme

Speaking and Listening (SL9-10.6)

Practice delivering your presentation in a professional manner:

- **Posture** (standing up straight and not fidgeting)
- **Movement** (engaging eye contact and gestures)
- **Voice** (clear, paced, and with inflection)
- **Tone** (formal vocabulary and phrasing)
- **Explanation** (Do not read off the screen or board. The text is a list of concepts and details that you will explain, not a script. Expand on the key terms, phrases, and visuals with your expert knowledge.)

**Beyond:**

Does symbolism have an impact on you as a reader or is it wasted effort? Explain your answer.

Which symbol from *To Kill a Mockingbird* is most impactful to you as a reader? Explain your choice.

Create an outline for a short story that includes a symbol. Briefly outline the characters, setting, plot, theme, and symbol.
Lesson: It’s Complicated (plot structure diagram)

**Key standard:** RL5 Craft and Structure (plot structure)
RL.9-10.5 “Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.”

**Into:**
Identify narratives that include subplots, parallel plots, or episodes (i.e., stories within the story).

Examples: *The Odyssey, Orlando, comic books, TV shows, The Twelve Labors of Hercules, Moll Flanders, The Adventures of Tom Sawyer, The Phantom Tollbooth...*

**Through:**
Brainstorm all the plots (big stories and little stories) in *To Kill a Mockingbird*. All of the stories follow the narrative structure to some degree - otherwise, they are not stories.

*Review basic narrative structure as necessary.*

*To Kill a Mockingbird’s* structure is complex as there are parallel main plots and episodic subplots. There are the main plots (“Meeting Boo Radley” and “Tom Robinson’s Trial”) and a **bunch of episodes** along the way. Sometimes, even the subplots have little subplots.

![Basic Plot Diagram](image)

**Group task:**
1) Choose one plot to [diagram](#).
2) Create a large [plot map](#) for the selection.
3) List (on the back) the connections between this plot and the other plots.
4) Add to the display of all the plots (in chronological order) on the wall. (A wide timeline numbered 1-31 will help.)
5) Show the plot duration (which chapters) and the plot connections using lines, string, arrows, post-its, or what have you.
One student or group could make a diagram of the broadest plot: “Why Jem’s Arms Are Uneven” or “Growing Up in Maycomb”.

The end goal is for the class to create a huge (and convoluted) diagram on the wall that shows the structure of the novel.

Plots to diagram:
- “Why Jem’s Arms Are Uneven” or “Growing Up in Maycomb”
- “The Trial of Tom Robinson”
- “The Quest to Meet Boo Radley”
- “An Unusual Boy” or “Young Boo Radley”
- “The Failed Lynching”
- “Mrs. Dubose’s flowers”
- “The Return of One-shot Finch”
- “What Happened that Day” or “Tom Robinson’s Testimony”
- “Jem Loses His Pants”
- “Aunt Alexandra Comes to Stay”
- “Miss Caroline’s Bad Day”
- “Visiting Calpurnia’s Church”
- “Dill Harris Runs Away”
- “The Confessions of Dolphus Raymond” or “The Drunk Who Didn’t Drink”
- “Scout Tries to be Lady”
- “Scout’s Big Scene” or “On Being a Ham”
- “Uncle Jack Learns a Lesson”
- “The Morphodite” or “Building a Snowperson”
- “Scout Learns about School”

Note: The plots toward the top are the most important to include.

Beyond:
Explain how one or more of the plots are connected. What is the impact of these connections? (In other words, why does Lee connect the stories?)

The overarching plot might be titled “Growing Up in Maycomb”. Choose three of the subplots and explain what they have to do with growing up.

What is the overall effect of Lee’s complicated structure? Why does she have all these plots weaving around and through one another?
Lesson: *To Kill a Mockingbird* in Context (timeline)

**Key standard**: RL9 Integration of Knowledge and Ideas
RL7-8.9 “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”

**Into**: What do you think Lee wanted to accomplish in writing *To Kill a Mockingbird*? Of course, she may have had many reasons.

**Through**: Lee wanted to entertain readers and be compensated ($$$), but she may have had larger goals. Afterall, she published in the midst of the Civil Rights Movement.

To think about how this work of fiction relates to real history, you will create a timeline of key terms and events. You must sort the terms in chronological order from earliest to latest. Include the fictional events of *To Kill a Mockingbird* (1933-1935) and the publication of *To Kill a Mockingbird* (1960) in your timeline.

*To Kill a Mockingbird* Context Handout (PDF)

**Beyond**: How does Harper Lee mimic real-life events in *To Kill a Mockingbird*? Why does she create these similarities?

Think about the people reading *To Kill a Mockingbird* for the first time in 1960. How do you think they reacted to the novel?
An author’s style is largely determined by word choice. Authors choose each word carefully to achieve the intended effect. Whether it is silly rhymes or creepy comparisons, you are talking about word choice.

Word Choice Elements

- **Figurative language**: metaphor, personification, simile, hyperbole, understatement, idiom, etc.
- **Connotations**: the words’ feelings and associations; “father” has a different feeling than “daddy”
- **Sound devices**: rhythm, rhyme, onomatopoeia, alliteration, etc.
- **Sense of time and place**: dialogue, dialect, allusions, and references
- **Tone**: the narrator or speaker’s attitude toward the subject including the level of formality
- **Mood**: the feeling the author wants to create for the reader

<table>
<thead>
<tr>
<th>Word choice in the text (quote and page number)</th>
<th>Word choice element (from the list above)</th>
<th>Analysis (Explain the element and its effect.)</th>
</tr>
</thead>
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A symbol in literature is a person, place, object, or event that contains additional layers of meaning. For example, a rotten apple in a story might represent a character and their festering hatred. Read a famous symbol poem in order to perform analysis.

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>Speaker</td>
<td>Who or what is speaking the poem?</td>
</tr>
<tr>
<td>Theme or feeling</td>
<td></td>
</tr>
<tr>
<td>Tone</td>
<td>What is the speaker’s attitude toward the subject?</td>
</tr>
<tr>
<td>Mood</td>
<td>What feeling is created for the reader?</td>
</tr>
<tr>
<td>Symbol</td>
<td>What element has additional layers of meaning? Explain.</td>
</tr>
<tr>
<td>Bonus element*</td>
<td></td>
</tr>
</tbody>
</table>

*Other literary elements often found in poetry include...

**Imagery**: descriptions that help the reader imagine with their senses

**Figurative language**: metaphor, simile, hyperbole, synecdoche, personification, idiom, etc.

**Sound devices**: rhythm, rhyme, alliteration, onomatopoeia, repetition, etc.

**Allusions**: subtle references to famous ideas or examples (especially from literature)
When composing an argument, name-calling, repeating yourself, circular reasoning, or other logical fallacies are ineffective. To an intelligent reader, thoughtful appeals and clear evidence are key. Concentrate on organizing claims, developing reasons/appeals, making transitions, keeping an appropriate style, and concluding with authority.

Aristotle determined that all persuasive appeals fall into one of three types:

**LOGOS:** A logical appeal. Based on Sound and Reasonable Thought.

**PATHOS:** An appeal to emotions. Anger, Sadness, and Affection Can Persuade.

**ETHOS:** Moral expertise and knowledge. Determining Right and Wrong.

### Prewriting

<table>
<thead>
<tr>
<th>Topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position statement</strong></td>
<td>What position are you arguing?</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>Whom are you trying to persuade?</td>
</tr>
<tr>
<td><strong>Main reasons/appeals</strong></td>
<td>(may require research)</td>
</tr>
<tr>
<td><strong>and key evidence</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Organizing:** Your position statement must be supported by claims, reasons, and evidence. The organizer has room for three main reasons or points, but you may have more than three.

- **Claim**
  - The first witness might be mistaken about what they saw.

- **Reason/appeal**
  - The witness’ timeline of the events does not make sense. *(Logical appeal)*

- **Evidence**
  - The witness saw the accused robbers enter the store when he started his breakfast.
  - The witness states that when his grits were ready he saw the defendants leaving the store.
  - Cooking grits takes him 15 minutes every day, so the timeline of five minutes is impossible.
<table>
<thead>
<tr>
<th>Style and tone</th>
<th>What tone is appropriate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions</td>
<td>What words might you use to make connections or transitions?</td>
</tr>
<tr>
<td>Concluding statement</td>
<td>How can you end with authority?</td>
</tr>
</tbody>
</table>