

To Kill a Mockingbird Unit Test

Delete the questions you don't want. That's it; your test is ready.

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To Kill a Mockingbird Unit Test

Name _____

Comprehension Questions

- 1) The whole novel starts with an explanation of...
 - A. How Maycomb got its name.
 - B. How Jem has one crooked arm.
 - C. Why Atticus has a stuffed owl in his office.
 - D. Why Alabama changed a law.
 - E. Why Scout hates eating ham.

- 2) Which choice identifies the time and place of *To Kill A Mockingbird*?
 - A. 1900 in Georgia
 - B. 1935 in Alabama
 - C. 1955 in New York
 - D. 1965 in Virginia
 - E. 1985 in California

- 3) Harper Lee wrote and published *To Kill a Mockingbird* during the...
 - A. Great Depression.
 - B. Women's Suffrage (right to vote) Movement.
 - C. Temperance Movement (to make drinking alcohol illegal).
 - D. Civil Rights Movement.

- 4) The laws and rules surrounding segregation are known as...
 - A. Bob Cratchit laws.
 - B. Jim Crow laws.
 - C. Antebellum laws.
 - D. Social order laws.
 - E. Jefferson Davis laws.

- 5) Who tells the story of *To Kill a Mockingbird*?
 - A. Jem
 - B. An unknown being
 - C. Atticus
 - D. B. B. Underwood (a reporter)
 - E. Scout

- 6) Jem and Scout address their father as...
 - A. Daddy-O.
 - B. Father dearest.
 - C. Atticus.
 - D. Pops.
 - E. Mr. Finch.

- 7) Scout and Jem's main complaint about their father is that...
 - A. He is old and dull (boring).
 - B. He is simple and unintelligent.
 - C. He is gone too often.
 - D. He is unpredictable and moody.

- 8) Scout, Jem, and Dill like to pass free time by...
 - A. Building forts and castles.
 - B. Training animals.
 - C. Playing board games and card games.
 - D. Acting out stories.

- 9) The kids spend a lot of time considering the mystery of...
 - A. What their teacher is trying to hide.
 - B. The Radley family.
 - C. How Scout and Jem's house burned down.
 - D. The haunted forest.

- 10) Miss Caroline (the teacher) is angry when she discovers that Scout...
 - A. Stole from the donation plate.
 - B. Has been hiding in the broom closet.
 - C. Has been reading on her own.
 - D. Has been passing notes in class.

- 11) Which choice does NOT accurately describe Maycomb?
 - A. Religion is a big part of life in Maycomb.
 - B. Most of the residents are rich.
 - C. The residents love to gossip.
 - D. Racism and prejudice are very common.

26) In narrative a motivation is best described as...

- A. An event that moves the story forward.
- B. Characters moving from one setting to another.
- C. What a character wants.
- D. An element that is emotionally moving for the reader.
- E. A reader's purpose for reading.

27) Atticus must decide if he will do his best in defending Tom Robinson. This is an example of _____ in a narrative.

- A. Structural effect (suspense)
- B. Internal conflict
- C. Falling action
- D. Personification

28) Which choice best represents the structure of *To Kill a Mockingbird*?

- A. The story is in the present tense and does not flash back or forward.
- B. There is a single main plot that proceeds from beginning to middle to end.
- C. There are no main plots. The novel is a series of episodes.
- D. The structure is complicated by parts, parallel main plots, and subplots.

29) Which title would represent the ENTIRE structure of *TKM*?

- A. "The Tragedy of Tom Robinson"
- B. "Solving the Mystery of Boo Radley"
- C. "Growing Up in Maycomb"
- D. "Uncle Jack Learns about Parenting"

30) Which choice best represents a parallel main plot?

- A. "The Mystery of Boo Radley"
- B. "Getting Even with Mrs. Dubose"
- C. "The Mission that Cost Jem his Pants"
- D. "Dill's Escape from Captivity"

31) Which choice is the best example of a subplot or episode?

- A. "The Trial of Tom Robinson"
- B. "Growing up in Maycomb"
- C. "Getting Even with Mrs. Dubose"
- D. "The Mystery of Boo Radley"

32) Which of the following is NOT an effect of structure?

- A. Suspense
- B. Connotation
- C. Tension
- D. Mystery
- E. Surprise

33) "He looked oddly off balance, but it was not from the way he was standing. His left arm was fully twelve inches shorter than his right, and hung dead at his side. It ended in a small shriveled hand, and from as far away as the balcony I could see that it was no use to him."

This excerpt is an example of...

- A. Structural effect (surprise).
- B. Point of view (irony).
- C. Plot conflict.
- D. Flash forward.
- E. Dialect.

34) "'You're left-handed, Mr. Ewell,' said Judge Taylor. Mr. Ewell turned angrily to the judge and said he didn't see what his being left-handed had to do with it, that he was Christ-fearing man and Atticus Finch was taking advantage of him." This is mainly an example of...

- A. A symbol.
- B. A plot event.
- C. Irony.
- D. Figurative language.
- E. A setting.

24) **Word choice:** Analyze this excerpt about Jem returning to the Radley house in terms of word choice. Use word choice vocabulary.

“It was no use. I unlatched the back door and held it while he crept down the steps. It must have been two o’clock. The moon was setting, and the lattice-work shadows were fading into fuzzy nothingness. Jem’s white shirt-tail dipped and bobbed like a small ghost dancing away to escape the coming morning. A faint breeze stirred and cooled the sweat running down my sides.”

25) **Word choice:** Analyze this excerpt about Atticus shooting the dog in terms of word choice. Use word choice vocabulary.

“In a fog, Jem and I watched our father take the gun and walk out into the middle of the street. He walked quickly, but I thought he moved like an underwater swimmer: time had slowed to a nauseating crawl...The rifle cracked. Tim Johnson leaped, flopped over and crumpled on the sidewalk in a brown and white heap.”

26) **Word choice:** Analyze this excerpt in terms of word choice. Use word choice vocabulary.

“Her face was the color of a dirty pillowcase, and the corners of her mouth glistened with wet, which inched like a glacier down the deep grooves inclosing her chin. Old-age liver spot dotter her cheeks, and her pale eyes had black pinpoint pupils. Her hands were knobby, and the cuticles were grown up over her fingernails. Her bottom plate was not in, and her upper lip protruded; from time to time she would draw her nether lip to her upper plate and carry her chin with it. This made the wet move faster.”

27) **Characterization:** Authors use characterization methods to make the characters alive in our imaginations. Choose one character from *TKM* and explain how Lee creates this person in the mind of the reader. Use relevant Language Arts terms in your answer.

28) **Characters:** Static characters are characters that do not change their personality or thinking in a story. Identify THREE static characters from the novel and explain the role of each in the narrative. In other words, why does Lee include each of them?

- 24) The point of view of *To Kill a Mockingbird* is...
- A. First-person, limited.
 - B. Third-person, limited.
 - C. Third-person, omniscient.
 - D. Second-person, reductive.
- 25) Which change in point of view occurs in *To Kill a Mockingbird*?
- A. One section is from Helen Robinson's point of view.
 - B. One chapter is from Atticus' point of view.
 - C. Part II of the novel is told in the present tense.
 - D. Sometimes the narrator speaks as her adult self.
- 26) In narrative a motivation is best described as...
- A. An event that moves the story forward.
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 - D. An element that is emotionally moving for the reader.
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To Kill a Mockingbird Projects and Assignments

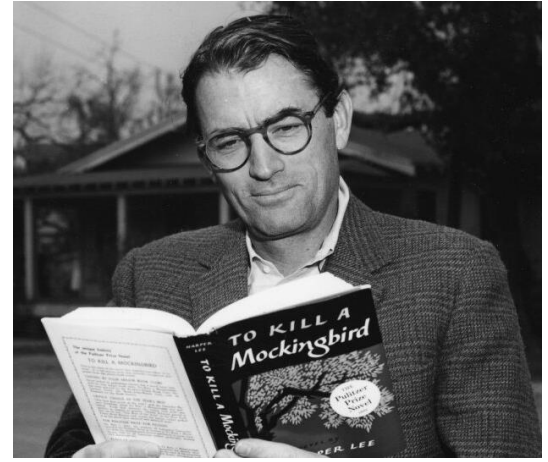
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Parts, Plots, and Episodes

A short story usually has a simple structure with a beginning, middle, and end. Long-form literature (like *To Kill a Mockingbird*) often contains parallel main plots, subplots, and even separate parts.

Write an essay explaining the complex structure of Lee's novel. How do the parts fit together and what is the overall effect? Make sure to use structure terms effectively and transitions.



Promotional image from Universal Pictures

Goals:

- RL5: Explain how the Lee structures *To Kill a Mockingbird* and the effect of this structure.
- W2D: Use precise language and domain-specific language (i.e., Language Arts words).
- W2C: Use a variety of transition words and phrases to connect ideas.

Instructions:

1) Form a thesis statement.

How is the book structured and what is the overall effect?

2) Plan an essay.

- **Introduction:** General statement about how Lee structures the book and why
- **Main points:** Is there a main plot/story about Tom Robinson? The story about Boo Radley? Is it both at the same time? How does Lee make these plots work together?
- **The two parts:** Why does Lee separate the novel into two parts? How does this work if the stories overlap from one part to the next?
- **Subplots:** How does Lee use the little stories that fit into the larger stories (like the episode with Jem and Mrs. Dubose)? Choose one subplot to explain how it works with the rest of the novel. For example, does it pop up again and again or does it run its course in one go?
- **Conclusion**

3) Use structure terms like plot, parallel plot, subplot, conflict, climax, flashback, etc.

4) Transition between ideas and make connections with appropriate transitions.

<p>Firstly, Secondly, Last, Conversely, This idea is shown when... In conclusion, One effect of...</p>	<p>As a result of... These examples show.... One example of this is... Compare this to... Given these points, Since... The most important aspect...</p>	<p>In addition, Furthermore, At the same time, For the purpose of... Another key point... Due to... In spite of...</p>
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(Of course, there are hundreds more.)

Symbolism Narrative

Write an original narrative with a literary symbol that develops the theme. You might choose to use the symbol in the story's title (e.g., "The Last Fudgsicle"). The story could be a true event, totally fictional, or somewhere in between.

Your story should have all the narrative elements (theme, characters, plot, etc.), but give extra attention to establishing point of view (the narrator and the narrator's tone) and using a literary symbol to develop the theme. At the end, the narrator should reflect on the symbol and theme.



Creative Commons image from Pixabay

- RL2: Analyze theme development (using symbolism in this case).
W3A: Write a cohesive story with a clear, consistent point of view.
W3E: Provide a conclusion that reflects on the story and its meaning.

Brainstorm symbol ideas: (an old work glove, two dogs having a fight, a blood-red sunset...)

PREVIEW

Literary Elements

Conflict and plot:

Main character(s):

Point of view:

Narrator's tone:

Theme (message about life):

Symbol:

How will you integrate a thoughtful **conclusion / reflection**?

Narrator Change-up

Lee chooses the point of view in *To Kill a Mockingbird* carefully. An adult Jean Louise Finch looks back on her childhood. Through her memories we experience the events with the eyes a child. Sometimes the point of view is childish and sometimes the adult point of view comes through.

Rewrite one chapter or event from the novel from a different point of view. You may choose a first-person narrator (someone in the story) or a third-person narrator. Make sure to establish and maintain the point of view and use narrative techniques. Follow your re-write with an explanation of how the point of view shift changes the telling.



Lee and Mary Badham, Public Domain

Goals:

W3A: Write a cohesive story with a clear, consistent point of view.

W3B: Use effective narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

RL: Analyze the author's use of point of view.

Prewriting:

Brainstorm: What point might you re-write?	
Chapter or event	Point of view

PREVIEW

Circle your final choice.

Is the knowledge of the new narrator limited or is the narrator omniscient?

(Omniscient means all-knowing. An omniscient narrator knows everyone's thoughts and feelings and everything that has happened and will happen.)

Is the new narrator referential?

(Does the reader know who is narrating or is it some unknown being?)

Is the narrator using present tense or past tense?

Explain the new point of view:

What do we need to understand about the new narrator?

What is the narrator's tone toward the events?

How will this point of view change the telling?

What does the telling gain from this new point of view?

PREVIEW

What is lost from the telling as compared the original?

Which narrative techniques will you emphasize?

<input type="checkbox"/> Dialogue	<input type="checkbox"/> Description	<input type="checkbox"/> Creating tone / mood
<input type="checkbox"/> Pacing	<input type="checkbox"/> Reflection	<input type="checkbox"/> Prolepsis (flash-forward)
<input type="checkbox"/> Sensory details / imagery	<input type="checkbox"/> Imagery	<input type="checkbox"/> Creating mystery
<input type="checkbox"/> Characterization	<input type="checkbox"/> Flashback	<input type="checkbox"/> Creating surprise
<input type="checkbox"/> Character motivations	<input type="checkbox"/> Symbolism	<input type="checkbox"/> Creating tension
<input type="checkbox"/> Sub-plot	<input type="checkbox"/> Transitions (plot clarity)	<input type="checkbox"/> Foreshadowing

Campaign for Justice

Follow the examples of Atticus and Mr. Underwood in fighting for justice. Choose an important issue and create a media campaign in the pursuit of justice.

Use various persuasive methods and media to convince leaders and/or the public that justice must be served. You may use biased / unfair approaches also. Make your approach appropriate for the task and audience.



Promotional photo from Universal Pictures

W10: Practice writing for a range of tasks.

SL6: Adapt speech to a variety of contexts and tasks.

SL5: Make strategic use of media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instructions:

1) Think about persuasive methods that you might use.

Logos: A logical appeal. Based on sound and reasonable thought.

Pathos: An appeal to emotions. Anger, sadness, affection, etc. can persuade.

Ethos: Moral expertise and knowledge. Determining right and wrong.

Unfair / biased reasoning.

<input type="checkbox"/> Plain folks <input type="checkbox"/> Transfer <input type="checkbox"/> Name-calling	<input type="checkbox"/> Charged words <input type="checkbox"/> Ad hominem <input type="checkbox"/> The straw man <input type="checkbox"/> False dichotomy	<input type="checkbox"/> Slippery slope <input type="checkbox"/> Circular Reasoning <input type="checkbox"/> Red Herring <input type="checkbox"/> Glittering generalities
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2) Outline your campaign.

Purpose			
Audience(s)	(You might address different targets in your campaign.)		
Approach(es)			
Call to action	(What do you want the listener/viewer to do?)		
Media (at least 2)	<input type="checkbox"/> Speech <input type="checkbox"/> Radio spot <input type="checkbox"/> TV spot <input type="checkbox"/> Artwork	<input type="checkbox"/> Article <input type="checkbox"/> Flyer <input type="checkbox"/> Poster <input type="checkbox"/> Protest sign	<input type="checkbox"/> Website <input type="checkbox"/> Social media post <input type="checkbox"/> T-shirt or button <input type="checkbox"/> Other: _____

3) Create the media for your campaign and be ready to present your proposal.

Pivotal Court Cases (presentation)

A series of real-life trials that became known as the Scottsboro Affair inspired the fictional trial in *To Kill a Mockingbird*. Research another famous court case (criminal or civil). Present on the legal issues of the case, why it gained attention, and its impact.

Goals:

W7: Perform a research task to answer a question, bring together ideas, and demonstrate understanding.

SL4: Present information, findings, and supporting evidence clearly, logically, and appropriately.

W8: Gather information and cite sources (MLA format) to avoid plagiarism.



U.S. Supreme Court, Public Domain

Select a case through [preliminary research](#).

<ul style="list-style-type: none">● Korematsu v. United States, 1944● Gideon v. Wainwright, 1963● Loving v. Virginia, 1967● Dr. Kevorkian Trial, 1999● "The ... to E ...", 1965● Sacchetti v. ...", 1921	<ul style="list-style-type: none">● Plessy v. Ferguson, 1896● Brown v. Board of Education, 1954● United States v. Nixon, 1974● Obergefell v. Hodges, 2015● Triangle Fire Trial, 1911● Pentagon Papers Trial, 1971● ...", 1973	<ul style="list-style-type: none">● Marbury v. Madison, 1803● Dred Scott v. Sandford, 1857● Miranda v. Arizona, 1966● Citizens United v. Federal Election Commission, 2010● Scopes "Monkey" Trial, 1925● Other: ...
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PREVIEW

Conduct formal research.

- Use the [RESEARCH TEMPLATE](#) to form research questions and compile information.
- Make sure to keep track of what information came from which sources.

Organize your presentation.

A presentation is [like an informational essay](#), and each slide is like a paragraph. However, a slide should never look like a paragraph. An informational slide should look like a main idea/topic and a list of ideas that the speaker will explain in more detail. The presenter should use the slides as a list of reminders rather than a script to read.

Cite sources in MLA format ([in-text citations](#) and a [works cited page](#)).

- Include a works cited page as the last slide.
- Follow each research detail with an in-text citation.

You must do this whether you are paraphrasing or quoting.

- Typical in-text citation: Blah blah blah (Phillips 43).
- No author given and no pagination: Blah blah blah ("Jim Crow Timeline").
- When the author has already been given: Jones writes, "Blah blah blah" (37).
- No period is required for an incomplete sentence.

Presentation Plan

Introduction (Grab attention, state the main idea, and preview supporting ideas.)		
Presentation body	Sub-topic or supporting idea	Details and explanations
Body slide 1		<hr/> <hr/> <hr/> <hr/>
Body slide 2		<hr/> <hr/> <hr/> <hr/>
Body slide 3		<hr/> <hr/> <hr/> <hr/>
Body slide 4		<hr/> <hr/> <hr/> <hr/>
Body slide 5		<hr/> <hr/> <hr/> <hr/>
Body slide 6		<hr/> <hr/> <hr/> <hr/>
Note: Use additional paper if you plan for more than 6 body slides.		
Conclusion (Restate main idea, review supporting ideas, and make a connection.)		

PREVIEW