

To Kill a Mockingbird

PROJECTS MENU

1. [Beyond the Mockingbird: Symbol Presentations](#) 2
2. [Judging a Cover by Its Book](#) 4
3. [Mapping Maycomb — Setting and Symbols](#) 6
4. [To Kill a Monologue — Character Voice](#) 8
5. [Primary Source Gallery \(Historical Context\)](#) 10
6. [Viewing Questions and Film Review](#) 12
7. [Theme Development \(Informative Essay\)](#) 16
8. [One Scene for Stage or Screen](#) 18
9. [Themes for Kids: Children’s Book](#) 20
10. [Truth and Fiction \(Research Report\)](#) 22
11. [Hypocrisy Editorial \(Argument\)](#) 24
12. [To Keep a Mockingbird? \(Debate\)](#) 26
13. [*To Kill a Mockingbird* in Context — Timeline](#) 28
14. [Campaign for Robinson’s Defense](#) 30
15. [Someone Else’s Shoes \(Point of View\)](#) 32
16. [A Speech for Atticus \(Public Speaking\)](#) 34

Harper Lee uses symbols like the mockingbird to develop her themes. Choose one symbolic element from *To Kill a Mockingbird* in order to perform analysis and present your understanding to the class. Explain how Lee attaches meaning to the symbol and how it develops a theme.

GOALS

RL2: Analyze how specific details (**symbol**) develop a theme.

RL1: Cite strong **textual evidence** to support main ideas.

SL4: (Presentation of Knowledge)

Organize your ideas and supporting evidence in a clear, logical way



1) CHOOSE A SYMBOL OR MOTIF TO ANALYZE.

BIRDS	Tip: Make sure to discuss finches, jays, and robins as well.
ANIMALS (NOT BIRDS)	Tip: Look for examples focused on turtles, dogs, and insects . Pay attention to the description of Helen Robinson when she receives the terrible news about her husband.
FLOWERS	Tip: The flowers of Miss Maudie, Mayella Ewell, and Mrs. Dubose are connected in symbolic meaning. What theme or themes do they express?
BUILDINGS	Tip: Lee assigns meaning to the Radley home, the town jail, and the courthouse . The fact that the courthouse and the jail seem out-of-place is important.
SEASONS	Tip: Where does the book mention the changing of the seasons? Pay special attention to Scout's observations from Boo's porch (toward the very end).
THE RADLEY TREE	Tip: Pay attention to the description of the tree's roots.

SCOUT'S OVERALLS	Tip: What does Aunt Alexandra do with them after the attack?
TIM JOHNSON	Tip: This is a tough one. If the theme opposes killing innocent creatures, why is it Atticus who shoots the poor dog?
ATTICUS' CLOTHING, GLASSES, & WATCH	Tip: Pay special attention to the chapters at the end of the trial and after the conclusion of the trial.

2) COLLECT EVIDENCE. Find the best quotes from the novel that connect to your symbol. Use the [ANALYZING TEXTUAL EVIDENCE](#) page to record your findings. It helps to have a searchable version of the novel: <https://www.raio.org/TKMFullText.pdf>

3) REACH A CONCLUSION. Form the main idea of your presentation. What does the symbol represent and what does it communicate? How do you attach meaning to it?

4) ORGANIZE YOUR PRESENTATION. Your presentation is [organized like an essay](#), and each slide is like a paragraph. However, each slide should not look like a paragraph. A slide should look like a main idea/topic and a list of details that the presenter will explain.

Introduction (Grab attention, state the main idea, and preview supporting ideas.) What meanings are attached to the symbol? What ideas / themes are developed by it?	
	Supporting idea, topic, or example:
Body slide 1	
Body slide 2	
Body slide 3	
Body slide 4	
Body slide 5	
Body slide 6	
Body slide 7	
Body slide 8	
Conclusion (Restate your main idea, review supporting ideas, and make a connection.)	

RESOURCE PREVIEW

ART TERMS AND CONCEPTS:

Subject = what is being portrayed

Medium = the materials and techniques

Treatment = how a subject is presented

Emphasis = can be created with color, position, framing, or size

Theme = the ideas or emotions that the artist wants to communicate

Mood = the intended emotion of the viewer

Tone = the artist's attitude on the subject

Style = how the artist uses the chosen elements and devices in the work

More art terms = line, shape, movement, texture, color, dimension, perspective, space, scale, balance, contrast.

2) BRAINSTORM IDEAS.

Which aspects of the novel interest you the most?

What is your goal for the piece? How do you want to impact the viewer?

Which elements would be interesting to explore visually?

3) PLAN YOUR ART.

What elements from the novel (theme, image, symbol, mood, etc.) will you explore visually?

What medium (sketch, collage, graphic design, painting, photograph, etc.) will you use?

What aspects of visual design (perspective, contrast, etc.) will you apply to the subjects?

4) CREATE YOUR ART.

Create an original work of art (sketch, collage, graphic design, painting, sculpture, etc.) inspired by *To Kill a Mockingbird*. Choose one or more elements from the novel (theme, image, symbol, point of view, character, mood, event...) to explore in art.

NOTE: You will be graded on your ideas and interpretations, not your artistic skills.

5) WRITE YOUR ARTIST'S STATEMENT (EXPLANATION).

Compare your creation to the original novel. Use literary terminology and art terminology.

Mapping Maycomb – Setting and Symbols

RL1 Key Ideas & Details: Textual Evidence | RL3 Key Ideas & Details: Interacting Elements
SL5 Presentation of Knowledge and Ideas: Presentation Media



OVERVIEW

In *To Kill a Mockingbird*, Harper Lee uses the town of Maycomb not just as a setting, but as a collection of symbols that relate to justice, racism, childhood, fear, courage, and morality.

In this project, you will create a map of Maycomb that highlights important locations and literary symbols from the novel. Each symbol's inclusion on your map must be supported by textual evidence and a brief explanation of its meaning (Note: Not all locations are symbols).

By the end of this project, you should be able to explain how setting and symbolism work together to create meaning in *To Kill a Mockingbird*.

REQUIRED LOCATIONS / SYMBOLS

- 1) The Radley Tree
 - 2) The Courthouse
 - 3) Mayella's Flowers
 - 4) Mrs. Dubose's House
 - 5) The African American Neighborhood and/or Calpurnia's Church
 - 6) Miss Maudie's House
- You are encouraged to include additional features and/or symbols from Maycomb.

STEP 1: LIST IMPORTANT FEATURES OF MAYCOMB.

Create a list of places, landmarks, or features in Maycomb that appear in the novel. This should include the required locations and any others that you recall.

STEP 2: IDENTIFY THE SYMBOLS

Which locations or features act as symbols in the novel? Not every location or feature has symbolic meaning, but make sure to identify those that do. Ask yourself:

- What elements or ideas does this feature represent?
- Does it connect to ideas like justice, innocence, understanding, prejudice, or courage?

STEP 3: COLLECT TEXTUAL EVIDENCE

For each symbol, choose one direct quote from the novel that relates to that symbol.

Example: "There's one place where a man ought to get a square deal is in a courtroom..." (Lee 224)

STEP 4: MAP MAYCOMB

Create a hand-drawn or digitally designed map of Maycomb. You may complete this project as a poster board, a page sheet of paper, a digital document, or a slideshow (one overview slide and then a slide for each important location).

STEP 5: SYMBOL CALLOUTS

For each symbolic feature, include a callout or text box connected to that location.

Each callout must include: the name of the symbol, one piece of relevant textual evidence (with proper citation), and a brief explanation of the symbolism.

STEP 6: WRITE A FINAL CONCLUSION.

Write a one-paragraph conclusion (6-8 sentences) that answers the following:

- Why is Maycomb important as a setting in *To Kill a Mockingbird*?
- How do the locations/symbols help to shape the story's themes?
- How does Harper Lee use the entire town as a symbol?

To Kill a Monologue (Character Voice)

RL3 Key Ideas and Details: Characterization
W3A Writing Narrative: Point of View
SL6 Presentation of Ideas: Adapting Speech

The dramatic adaptations of *To Kill a Mockingbird* have thrilled many actors and audiences. However, many (and by “many,” I mean myself alone) complain that the adaptations fail to include powerful soliloquies that enable deeper characterization.

Demonstrate your understanding of **point of view** and **characterization** through creative writing and performance. Write a monologue that gives voice to a character (other than Scout) at a specific point in their story. As the novel recommends, try to see things from their personal point of view. For example, you might give Aunt Alexandra a chance to explain how she came to cope so well with social appearances.

PRECISE TERMS

A **monologue** is spoken aloud and may be heard by others.

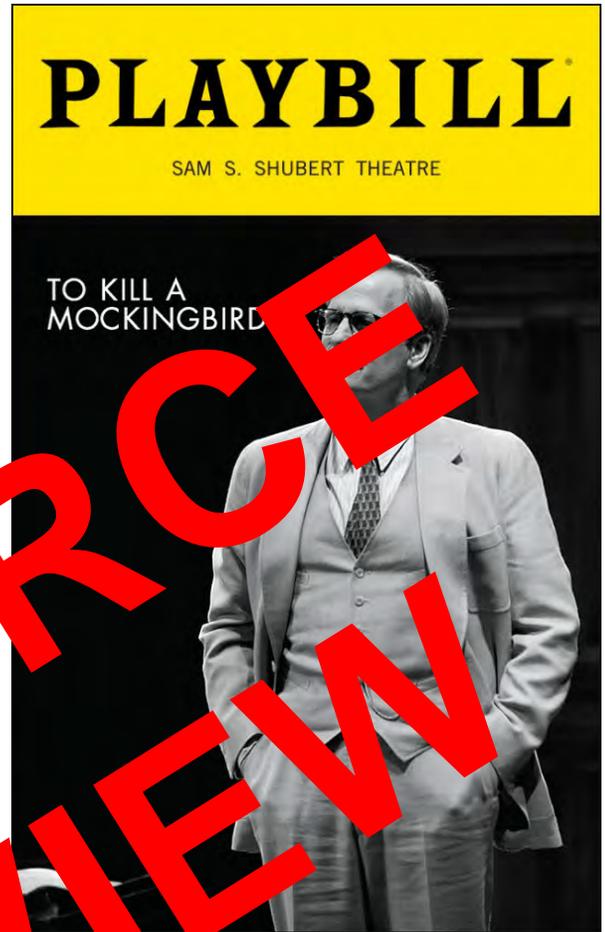
A **soliloquy** (a specific type of monologue) is when a character speaks their thoughts as if no one else in the story can hear them, often directly to the audience.

For this task you need to demonstrate thoughtful understanding of the selected character, a clear point of view, and language adapted to reflect the character and engage the audience.

CHOOSE YOUR CHARACTER:

<input type="checkbox"/> Tom Robinson	<input type="checkbox"/> Atticus Finch	<input type="checkbox"/> Mayella Ewell	<input type="checkbox"/> Aunt Alexandra
<input type="checkbox"/> Mrs. Dubose	<input type="checkbox"/> Calpurnia	<input type="checkbox"/> Jem Finch	<input type="checkbox"/> Dolphus Raymond
<input type="checkbox"/> Rev. Sykes	<input type="checkbox"/> Arthur Radley	<input type="checkbox"/> Mrs. Gates	<input type="checkbox"/> Stephanie Crawford
<input type="checkbox"/> Judge Taylor	<input type="checkbox"/> Bob Ewell	<input type="checkbox"/> Dill Harris	<input type="checkbox"/> Other:

EXPLAIN YOUR CHOICE: What about this character / role interests you?



PRE-WRITING:

CHARACTERIZATION:

What are the character's main traits?

What motivates this character? What do they want? Are they conflicted (internal conflict)?

CONTEXT AND BACKGROUND:

Where and when is this monologue set? What has happened leading up to this moment?

SUBJECT / CONTENT: What does the character have to say?

AUTHOR TREATMENT:

Is the monologue directly aligned to the original or are you adding a new idea?

POINT OF VIEW / TONE:

LANGUAGE AND PERFORMANCE:

What speaking / acting techniques can help bring this monologue to life for the audience?

Primary Source Gallery (Historical Context)

SL2 Integrate multiple sources of information in diverse media or formats.

SL5 Make strategic use of media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding.

W7 Conduct a research project to synthesize multiple sources on the subject and demonstrate understanding of the subject under investigation.



CURATE A GALLERY: 1930s (SETTING) OR 1960 (PUBLICATION)

Harper Lee wrote *To Kill a Mockingbird* in the era of the Civil Rights Movement, but her story takes place during the Great Depression, a time when she herself was a little girl in Alabama.

To understand the historical context of *To Kill a Mockingbird*, one must think about America in the 1930s *and* in the 1950s-1960s. Choose a topic related to the historical context of the novel and create a gallery of primary sources to help us understand the time and place.

CHOOSE ONE HISTORICAL CONTEXT TOPIC TO STUDY.

1930s	1950s-1960s
<input type="checkbox"/> Jim Crow Laws (1875-1965) <input type="checkbox"/> "Separate but equal" (1896) <input type="checkbox"/> The 19th Amendment (1920) <input type="checkbox"/> The Great Depression (1929-1939) <input type="checkbox"/> Women in Pop Culture (1930s) <input type="checkbox"/> The rise of the Nazi Party <input type="checkbox"/> The Scottsboro Affair (1931) <input type="checkbox"/> Senator Hattie Wyatt Caraway <input type="checkbox"/> Marcus Garvey <input type="checkbox"/> The New Deal (1933-1939) <input type="checkbox"/> Eleanor Roosevelt <input type="checkbox"/> The Ku Klux Klan (1865-????) <input type="checkbox"/> Other:	<input type="checkbox"/> Executive Order 9981 (1948) <input type="checkbox"/> Women in Pop Culture (1950s) <input type="checkbox"/> Rosa Parks / M.C. Bus Boycott <input type="checkbox"/> African American Veterans (WWII) <input type="checkbox"/> The Southern Manifesto (1956) <input type="checkbox"/> The Little Rock Nine (1957) <input type="checkbox"/> Greensboro Sit-ins (1960) <input type="checkbox"/> Freedom Rides (1961) <input type="checkbox"/> Bloody Sunday (1965) <input type="checkbox"/> Working mothers (increasing) <input type="checkbox"/> Income inequality <input type="checkbox"/> The Voting Rights Act (1965) <input type="checkbox"/> Other:

FIND PRIMARY SOURCES TO SHARE.

What counts as a primary source? A primary source is an artifact, document, recording, or any other source of information that was created at the time and place under study.

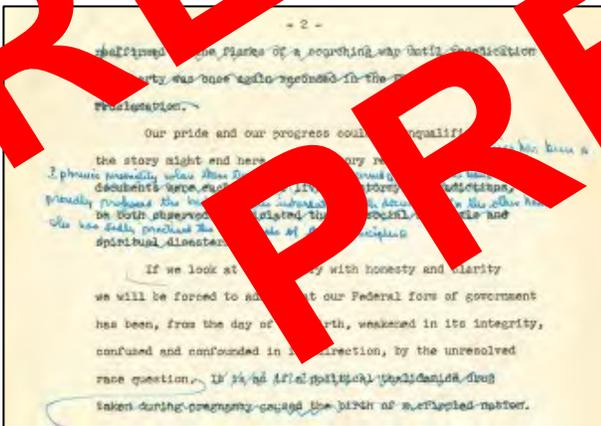
- Archives and manuscripts
- Photographs and recordings
- Journals, letters, and diaries
- Speeches (written or recorded)
- Books, newspapers, and magazines published at the time
- Social posts (not applicable)
- Government publications
- Memoirs / witness accounts
- Records of organizations
- Printed ephemera (small items or papers intended for short-term use)
- Artifacts (clothing, furniture, etc.)
- Research data (from the time)



1943 poster, US War Manpower Commission



1957 school integration Little Rock - *Common Sense News*



1962 speech manuscript - Martin Luther King Jr.



Cicero Race Riot of 1951 - *Chicago Tribune* photo

PRESENT YOUR GALLERY TO THE CLASS. For each source explain...

- What is shown.
- The original source and purpose.
- The point of view (also tone and bias).
- What can be learned.
- Connections to *To Kill a Mockingbird*.
- How you found it (MLA citation).

Hypocrisy Editorial (Argument)

W1A Writing Argument: Organizing claims, reasons, and evidence

W1B Writing Argument: Addressing counterclaims

TASK: WRITE AN EDITORIAL ADDRESSING A HYPOCRISY THAT YOU FIND UNACCEPTABLE.

B.B. Underwood, the reporter in Maycomb, writes an editorial after the killing of Tom Robinson. He puts his outrage in writing for all the world to see.

...There was a brief obituary in the Colored News, but there was also an editorial.

Mr. B. B. Underwood was at his most bitter, and he couldn't have been less who canceled advertising and subscriptions. (... he'd still get the advertising and subscriptions. If he wanted to make a fool of himself in his paper that was his business.) Mr. Underwood didn't talk about miscarriages of justice, he was writing so children could understand. Mr. Underwood simply figured it was a sin to kill cripples, be they starting, sitting, or escaping. He liked that Tom's death to the senseless slaughter of songbirds by hunters and children, and Maycomb thought he was trying to write an editorial political enough to be reprinted in *The Montgomery Advertiser*. (L 114-114)

TERMS

Argument: A claim or position that a writer puts forward and supports with reasons and evidence in order to persuade the reader.

Editorial: An article that argues a reporter or newspaper's position on a specific issue. Editorials may explain, criticize, praise, or call readers to act. Editorials try to influence public opinion by convincing readers to agree with that position.

Hypocrisy: When an individual or group claims to have certain beliefs, values, or standards while behaving in a contradictory way. For example, a gossip who claims to despise gossip.

HYPOCRISY IN TO KILL A MOCKINGBIRD

The courthouse and trial	The kindness of the Missionary Society
Miss Caroline forbidding Scout's reading	Mrs. Merriweather's Christian spirit
Jem's class celebrating the Egyptians	Sheriff Tate's response to Ewell's death
Miss Gates' lesson opposing prejudice	Bob Ewell as concerned parent

Campaign for Robinson's Defense

W1: Write arguments and support claims with evidence.

W4: Produce clear, coherent writing appropriate to task and audience.

SL4: Present information and arguments persuasively.

HYPOTHETICAL SCENARIO:

Imagine that Tom Robinson was NOT killed in custody. Atticus Finch is filing an appeal, arguing that the trial was fundamentally unfair due to racial bias, unreliable testimony, and a failure of justice. To reverse this injustice, Atticus calls for support.



The NAACP, which provided support in many high-profile cases, created the Robinson Defense Fund and a public advocacy campaign. They aim to raise money for Robinson's defense, increase awareness of racial injustice in the courts, and build support for a possible pardon.

DEFINITIONS: An appeal is not a completely new trial (no new witnesses or evidence). Public pressure doesn't directly affect judges or juries. A pardon is a pardon. In Alabama, it comes from the Board of Pardons.

TASK: YOU WORK FOR A PUBLIC RELATIONS AND MARKETING FIRM. PITCH A PROPOSAL FOR THE ROBINSON CAMPAIGN.

You will design and pitch a persuasive advocacy campaign with the NAACP's goals in mind.

- Demonstrate an understanding of **the case** and trial.
- Employ **persuasive appeals** (ethos, pathos, logos).
- Argue by organizing **claims, evidence, and reasoning**.
- Address **counterarguments**.
- Make thoughtful choices about **media, audience, and message**.

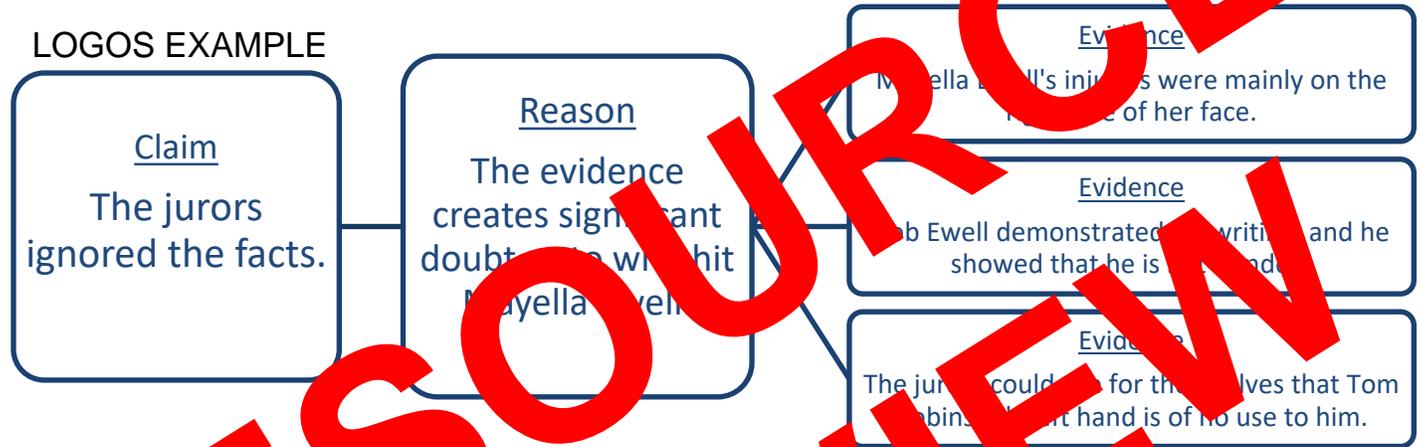
ROBINSON CAMPAIGN PROPOSAL REQUIREMENTS

SECTION 1. CONTENT AND STRATEGY OVERVIEW

This introduction will identify your general approach and media strategy.

SECTION 2. PERSUASIVE APPEALS / ARGUMENT (CLAIMS AND REASONS)

Your campaign must thoughtfully use ethos (credibility, morality, justice); pathos (emotion, empathy, outrage, hope); and logos (logic, facts, contradictions in testimony). Supporting evidence may come from the Robinson trial, Maycomb information, and/or outside research.



SECTION 3. COUNTER ARGUMENTS

People will oppose your position with reasons of their own. Prepare for this by addressing at least one opposing point. E.g., "The court proceedings followed the law correctly."

SECTION 4. MEDIA STRATEGY: Choose at least three forms of media from the list.

For each medium, explain the target audience, message/approach, and intended effect.

TRADITIONAL (1930s-STYLE):

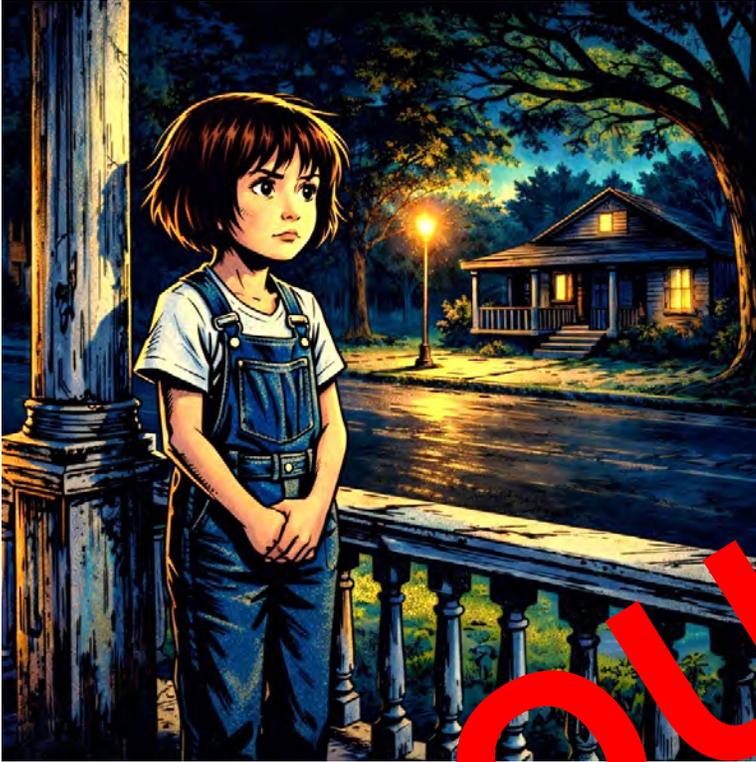
- Articles / pamphlets
- Buttons / shirts / stickers
- Radio broadcasts
- Posters or billboards
- Public speeches

MODERN / ANACHRONISTIC:

- Podcasts
- TikTok, Reels, etc.
- Influencers / sponsored posts
- Short documentaries
- Websites / banner ads

SECTION 5. FREE SAMPLE: Show one media sample for your campaign plans.

Someone Else's Shoes (Point of View)



RL6 Craft and Structure: Point of view
W3A Narrative: Consistent point of view
W3B Narrative: Effective techniques

Lee's choice of point of view is essential in the telling. *To Kill a Mockingbird* would be very different from the point of view of any other character or of the embodied voice who is not personally involved (third-person narrator).

Thematically, Scout learns to see from other points of view—to “stand in someone else’s shoes.” Similarly, Lee asks us to view racial injustice in a small town through the eyes of two youngsters.

“She had learned not to look at someone going to a Cunningham for anything, but if Walter and I had put ourselves in her shoes we’d have seen it was a honest mistake on her part.” (Lee 30)

... you children last night made Walter Cunningham stand in my shoes for a minute...” (159)

em, if you can stand in Bob Ewell’s shoes a minute. I destroyed his last shred of credibility at that trial, if he had any to begin with.” (Lee 222)

“Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough.” (Lee 283)

PART 1: ANALYZE THE POINT OF VIEW IN *TO KILL A MOCKINGBIRD*.

Complete the organizer on the next page. Explain the effects of the novel’s point of view.

PART 2: REWRITE PART OF *TKM* FROM AN ALTERNATE POINT OF VIEW.

Tell part of the novel from “someone else’s shoes.” The next page will help you think about the various options (shown in bold) for point of view in a narrative. After your altered version, include an explanation of the new point of view and how it changes the telling of the story.

1) ANALYZE POINT OF VIEW IN TO KILL A MOCKINGBIRD

<input type="checkbox"/> IDENTIFIED <input type="checkbox"/> UNIDENTIFIED Do we know who is telling the story?	How do you know? What is the effect?
<input type="checkbox"/> FIRST-PERSON P.O.V. <input type="checkbox"/> SECOND-PERSON P.O.V. <input type="checkbox"/> THIRD-PERSON P.O.V. This is what is usually meant when discussing point of view. The person (first, second, or third) correlates to the pronouns of the same categories. (Second-person is rarely used.)	How do you know? What is the effect?
<input type="checkbox"/> PRESENT TENSE <input type="checkbox"/> PAST TENSE	How do you know? What is the effect?
<input type="checkbox"/> OMNISCIENT <input type="checkbox"/> LIMITED KNOWLEDGE An omniscient all-knowing narrator can talk about any character's hidden thoughts, see events in the past, or predict events. A first-person narrator probably has limited knowledge.	How do you know? What is the effect?
<input type="checkbox"/> RELIABLE <input type="checkbox"/> UNRELIABLE Is the narrator telling the whole truth? Is the story a tall tale? Can we trust them?	How do you know? What is the effect?
<input type="checkbox"/> INTERRUPTED NARRATION <input type="checkbox"/> UNINTERRUPTED NARRATION Does the point of view ever change? Does the author ever add commentary?	How do you know? What is the effect?
<input type="checkbox"/> NEUTRAL TONE <input type="checkbox"/> BIASED TONE Does the narrator show any attitudes toward the events or characters?	How do you know? What is the effect?

RESOURCE
 PREVIEW

To Kill a Mockingbird Project Menu

ANSWER KEY

Note: This key does not provide “correct” answers. The models represent possible responses.

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4. To Kill a Monologue (character voice)

Chosen Character: Dolphus Raymond

Explain Your Choice

I chose Dolphus Raymond because he is misunderstood by the people of Maycomb and underestimated by readers at first. On the surface, he appears careless or morally questionable, but he is actually one of the most admirable characters in the novel. His choice to live outside social expectations—and to let others believe a lie about him—reveals a quiet resistance to hypocrisy. Writing from his perspective allows insight into how moral clarity can exist even when society refuses to see it.

Performance Notes

- The monologue should be delivered calmly, almost conversationally, with pauses that suggest reflection rather than anger.
- The bottle can be mimed as a prop, but never exaggerated—its power is symbolic.
- Eye contact with the audience during the final lines reinforces the moral challenge Dolphus quietly presents.

Monologue: Dolphus Raymond (After the trial and the killing of Tom Robinson)

They'll say it was inevitable.

That's the word people use when they don't want to feel responsible.

They'll say Tom Robinson ran because he was scared, because that's easier than saying he finally understood that he would never be vindicated. He understood that once an idea frightens people enough, it doesn't matter how clean your hands are or how straight you stand. Prejudice doesn't listen to facts. It listens only to itself.

Tom's mistake wasn't touching a white woman. It was pitying her. That's the part Maycomb couldn't forgive.

They can accept cruelty. They can accept violence. Lord knows, they've been practicing both for generations. But a Black man looking at a lonely white woman and feeling sorry for her? That turns the world upside down. That suggests the lines they've drawn aren't natural at all—just chalk marks somebody made a long time ago and no one dared to erase them.

When Regina and I fell in love, those chalk marks meant nothing at all...

So they erased Tom instead.

I keep thinking about my children tonight. About the way they walk through this town already knowing which sidewalks belong to them and which ones don't. Knowing when to keep their eyes down and when to smile just enough to keep the peace. They didn't learn that from me or even from Regina. They learned it from the way Maycomb breathes around them.

I used to think I was protecting them by playing the clown—by letting folks believe I drank myself into this life. I told myself that if people laughed, they wouldn't hate. But laughter has its limits. When fear shows up, it drowns everything else out.

Tom Robinson's death wasn't a punishment for a crime. It was a warning. A message written clear as daylight: DON'T CONFUSE THE ORDER OF THINGS. Don't imagine yourself better than your place. Don't look at the world and see people where we insist on seeing categories.

And yet... I still hope.

I hope my children will live long enough to see a day when pity isn't mistaken for arrogance, and kindness isn't treated like an insult. A day when the truth doesn't need a paper bag wrapped around it to make it swallowable.

Change doesn't come all at once. It comes in small, dangerous thoughts. Thoughts like What if we're wrong? Thoughts like What if we could do better? Atticus had one of those thoughts, and his life goes on. Tom had one of those thoughts, and they killed him for it.

But I refuse to believe that's the end of the story. I hope my kids will see a different story.

9. Themes for Kids (Children’s Story)

1) It is wrong to harm the innocent. We should protect the innocent.

2) BRAINSTORM STORY IDEAS AND MAKE YOUR CHOICE.

- A story about Scout learning why mockingbirds matter
- A badger spares a worm because it realizes the worm helps the soil.
- A dog stops barking at a timid kitten and sits beside it instead.
- A child stands up for a quiet student being teased at recess.
- A group of kids chooses not to spread a rumor about someone different.
- A rock chooses not to roll downhill because it would crush a flower.

3) POINT OF VIEW: Scout Finch

<ul style="list-style-type: none">• Inside (Scout is a character)• First person (“I,” “we”)• Tense: Past tense	<ul style="list-style-type: none">• Knowledge: Limited• Reliability: Reliable• Tone: Curious, warm, thoughtful
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4) LITERARY ELEMENTS / TECHNIQUES TO HIGHLIGHT

- Characterization: Scout’s curiosity, Jem’s pride, Atticus’s wisdom
- Dialogue: Natural, child-friendly conversations
- Symbolism: The mockingbird as innocence
- Mood: Calm, reflective
- Conflict: Temptation to harm something innocent
- Theme development: Through Atticus’s explanation and Scout’s reflection

Scout and the Mockingbird

Jem and I were practicing our shooting in the backyard that afternoon. Atticus said we could use the old fence posts as targets, so Jem lined up carefully and aimed.

“Bet you can’t hit that one,” Cecil Jacobs said, pointing to a knot in the wood.

Jem squinted down the barrel. “Easy.”

Then Cecil laughed and pointed up into the tree. “What about that mockingbird?” he said. “Think you can hit that?”

The mockingbird sat on a branch, singing like it didn’t have a worry in the world. Jem hesitated. I felt something funny in my chest. Before Jem could answer, Atticus stepped out onto the porch.

COMPREHENSION QUESTIONS

- 1) The novel starts with an explanation of...
 - A. Why Jem has one crooked arm.
 - B. Why Atticus has a stuffed owl in his office.
 - C. How Alabama changed a very old law.
 - D. Why Scout hates eating ham.
- 2) Which choice identifies the time and place of *To Kill a Mockingbird*?
 - A. 1935 in Alabama
 - B. 1955 in New York
 - C. 1965 in Virginia
 - D. 1985 in California
- 3) The laws that support racial segregation are known as...
 - A. Jim Crow laws.
 - B. Antebellum laws.
 - C. Social order laws.
 - D. Jefferson Davis laws.
- 4) In Part I, Scout and Jem's main complaint about their father is that...
 - A. He is old and dull (boring).
 - B. He is foolish and unintelligent.
 - C. He is gone too often.
 - D. He is unpredictable and moody.
- 5) The kids in the story spend a lot of time considering the mystery of...
 - A. What their teacher is trying to hide.
 - B. The Radley family.
 - C. Where Scout and Jem's mother went.
 - D. The haunted forest.
- 6) 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.
- 7) When Scout has a conflict with another kid, her first impulse is to...
 - A. Surrender and do what they want.
 - B. Run away and tell Calpurnia or her father.
 - C. Fight with her words and her fists.
 - D. Talk it over and work out an agreement.
- 8) Where does Scout find the hidden goodies?
 - A. In a school locker
 - B. In a tree
 - C. In her father's desk
 - D. Buried in the flour sack
- 9) Why doesn't Scout see her friend Dill as much as she would like?
 - A. He is a "scholar" who studies all the time.
 - B. Dill does not like spending time with her.
 - C. Dill spends most of the year living in another town.
 - D. Scout's aunt prevents them from spending time together.
- 10) Which choice accurately describes Dill?
 - A. He is impassive (not emotional).
 - B. He can be cruel sometimes.
 - C. He tells the truth no matter what.
 - D. He lets his imagination run wild.
- 11) Atticus Finch's approach to parenting is best described as...
 - A. Strict and severe.
 - B. Lazy and disinterested.
 - C. Unpredictable and moody.
 - D. Understanding and patient.
- 12) Scout and Jem get in fights at school over...
 - A. Scout's phobias (illogical fears).
 - B. Jem's clumsiness.
 - C. Calpurnia raising them.
 - D. Their father's job.

13) Mrs. Dubose is best described as...

- A. Friendly and kind.
- B. Mean and rude.
- C. Cowardly and obedient.
- D. Quiet and mysterious.

14) What crime does Jem commit in *To Kill a Mockingbird*?

- A. Stealing from a store
- B. Driving without a license
- C. Breaking and entering (into the library)
- D. Vandalism (damaging property)

15) Aunt Alexandra tries to teach Scout...

- A. To sew.
- B. To act like a lady.
- C. Gymnastics.
- D. To fight.

16) During the trial, Atticus asks Mr. Ewell to demonstrate...

- A. How he entered the house.
- B. How well he can see.
- C. How he signs his name.
- D. How he mixes paint.

17) What is the nature of Tom Robinson's disability?

- A. He is deaf and uses sign language.
- B. He cannot use one arm.
- C. He needs two canes to walk.
- D. He has myopia (a vision impairment).

18) The kids cannot watch the trial because...

- A. Calpurnia keeps them at home.
- B. Atticus sends them to Uncle Jack's.
- C. Kids are not allowed in the courtroom.
- D. Trick question! They do watch it.

19) Tom Robinson had interacted with Mayella Ewell in the past because...

- A. They go to the same church.
- B. They work at the same store.
- C. Trick question! They were strangers.
- D. He did chores for her.

20) Which of these characters was certain that Tom Robinson would go free?

- A. Jem Finch
- B. Mr. Gilmer
- C. Atticus Finch
- D. Helen Robinson

21) How does one person shame the town for what happened to Tom Robinson?

- A. Miss Maudie hangs a gigantic sign on the courthouse.
- B. Mr. Underwood writes an opinion article.
- C. Helen Robinson stands on the sidewalk with her children.
- D. Trick question! No one shames the town.

22) What makes the ending of the school play hilarious for the audience (and the readers)?

- A. Scout misses her cue and messes up the final scene.
- B. The set collapses on the performers.
- C. The music teacher falls off the stage.
- D. Several bored, energetic toddlers wander on to the stage.

23) How does Jem save Boo Radley's life?

- A. He finds the evidence that sets him free.
- B. He uses his training to stop the bleeding.
- C. He runs for miles to get help.
- D. Trick question! Boo Radley saves Jem.

24) Which is NOT an act of kindness performed by Boo Radley?

- A. Putting a blanket over a cold child
- B. Leaving hidden gifts for his neighbors
- C. Carrying Jem to his father
- D. Stacking Miss Maudie's firewood

25) What does Scout think of the final decision reached by Sheriff Tate and her father?

- A. She agrees that it is the right thing to do.
- B. She trusts them even though she does not understand.
- C. She thinks they are in the wrong.
- D. Trick question! They reach no decision.

LANGUAGE ARTS AND LITERATURE

26) The point of view of *To Kill a Mockingbird* is best described as...

- A. An all-knowing being observes the town without interacting.
- B. A reporter recalls events from years ago.
- C. A little girl tells what is happening in her life as it happens.
- D. A grown woman looks back on important memories.

27) Which of these themes is the MOST important to *To Kill a Mockingbird*?

- A. A loving family can accomplish anything.
- B. It is a sin to harm the innocent.
- C. Courage can take many forms.
- D. If you must choose between your pants and your life, choose life.

28) The references to birds and animals are mainly used as...

- A. Characterization.
- B. Irony.
- C. Symbols.
- D. Plot events.

29) "Talking to Francis gave me the sensation of settling slowly to the bottom of the ocean." (83)

This quote is an example of...

- A. Plot.
- B. Figurative language.
- C. Motif.
- D. Verbal irony.

30) "An oppressive odor met us when we crossed the threshold, an odor I had met many times in rain-rotted gray houses where there are coal-oil lamps, water dippers, and unbleached domestic sheets." (109) This quote mainly reflects...

- A. Imagery.
- B. Conflict.
- C. Motif.
- D. Irony.

31) "'Well, Mayella was raisin' this holy racket so I dropped m'load and run as fast as I could but I run into th' fence, when I got distangled I run up to the' window and I seen... that *****

yonder..." (175) This quote is an example of...

- A. Foreshadowing.
- B. Internal conflict.
- C. Ambiguity.
- D. Dialect.

32) "The first reason happened the day I rolled into the Radley front yard. Through all the head-shaking, quelling of nausea and Jem-yelling, I had heard another sound, so low I could not have heard it from the sidewalk. Someone inside the house was laughing." (42) This quote has the LEAST relation to...

- A. Foreshadowing.
- B. Mystery.
- C. Characterization.
- D. Symbolism.

33) The story about Jem and Mrs. Dubose's flowers is an example of...

- A. Rhetoric.
- B. Subplot.
- C. Foreshadowing.
- D. Sound device.

34) "Dill was off again. Beautiful things floated around in his dreamy head. He could read two books to my one, but he preferred the magic of his own inventions. He could add and subtract faster than lightning, but he preferred his own twilight world, a world where babies slept, waiting to be gathered like morning lilies." (145) This quote mainly reflects...

- A. Direct characterization.
- B. Historical context.
- C. Code-switching.
- D. Structural effects (tension).

35) Which of these options best represents a dynamic character?

- A. Bob Ewell
- B. Jem Finch
- C. Dolphus Raymond
- D. Maudie Atkinson

36) Aunt Alexandra has a premonition (strange prediction) that something bad will happen on Halloween. This detail is an example of...

- A. Foreshadowing.
- B. Imagery.
- C. Theme development.
- D. Historical context.

37) _____ is when the narrator shows clear bias or attitude about events or characters.

- A. Tone
- B. Rhetoric
- C. Sarcasm
- D. Omniscience

38) Part I and Part II of *To Kill a Mockingbird* are most different in terms of...

- A. Mood.
- B. Point of view.
- C. Setting (location).
- D. Historical context.

39) Which change in the 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's point of view.
- C. Part I is told in the past tense, and Part II is told in the present tense.
- D. Sometimes the narrator speaks as her adult self.

40) When analyzing a narrative, a motivation is best described as...

- A. A key event that moves the story forward.
- B. What a character wants.
- C. An element that is emotionally moving.
- D. A reader's purpose for reading.

41) Calpurnia's _____ when she attends her church reflects cultural awareness and social adaptability.

- A. Figurative language
- B. Code-switching
- C. Narrative voice
- D. Rhetorical questions

42) The reader expects the jury to rule against Tom Robinson. Jem is certain that Robinson will be set free. This difference in understanding/point of view creates _____.

- A. External conflict
- B. Figurative Language
- C. Historical context
- D. Dramatic irony

43) 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"

44) Which theme connects the flowers of Mrs. Dubose, Miss Maudie, and Mayella Ewell?

- A. Love is a battlefield.
- B. Life can end suddenly and unexpectedly.
- C. People seek the good in life even in harsh circumstances.
- D. Be positive, and good things will happen.

45) Which character is LEAST represented by the symbol of the mockingbird?

- A. Aunt Alexandra
- B. Scout Finch
- C. Tom Robinson
- D. Boo Radley

46) Which choice is NOT a major aspect of Harper Lee's style in *TKM*?

- A. Dialect
- B. Sensory details / imagery
- C. Building tension
- D. Sound devices

- 47) Bob Ewell functions as a foil because he...
- A. Changes his personality over the course of the story.
 - B. Highlights Atticus Finch's integrity through contrast.
 - C. Interrupts the telling to narrate key events.
 - D. Serves as comic relief to break the tension.

- 48) Which of these historical events has the greatest similarity to the events of the novel?
- A. The Little Rock Crisis
 - B. The Scottsboro Affair
 - C. "A Letter from The Birmingham Jail"
 - D. *Plessy v. Ferguson*

- 49) Miss Gates condemning Hitler's persecution of Jews while supporting segregation shows...
- A. Foreshadowing of her later behavior.
 - B. Parody of the Great Depression.
 - C. Hypocrisy and irony.
 - D. Authorial intrusion from Harper Lee.

- 50) Bob Ewell's attack on the children serves which structural purpose?
- A. Comic revelation
 - B. Fulfillment of foreshadowing and the climax
 - C. Introduction of a new conflict and subplot
 - D. A shift in point of view to third-person

- 51) In a formal argument, a statement that acknowledges and responds to the opposing viewpoint is called a _____.
- A. Closing statement
 - B. Counterclaim
 - C. Transition
 - D. Editorial

- 52) Tension, mystery, suspense, and surprise are all types of...
- A. Structural effects.
 - B. Figurative language.
 - C. Reader moods.
 - D. Points of view.

- 53) Which choice is NOT an example of a primary source?
- A. A letter
 - B. A photograph
 - C. A textbook
 - D. Artifacts (objects)

- 54) Which literary device is present in the phrase "Maycomb was a tired old town"?
- A. Hyperbole
 - B. Personification
 - C. Alliteration
 - D. Irony

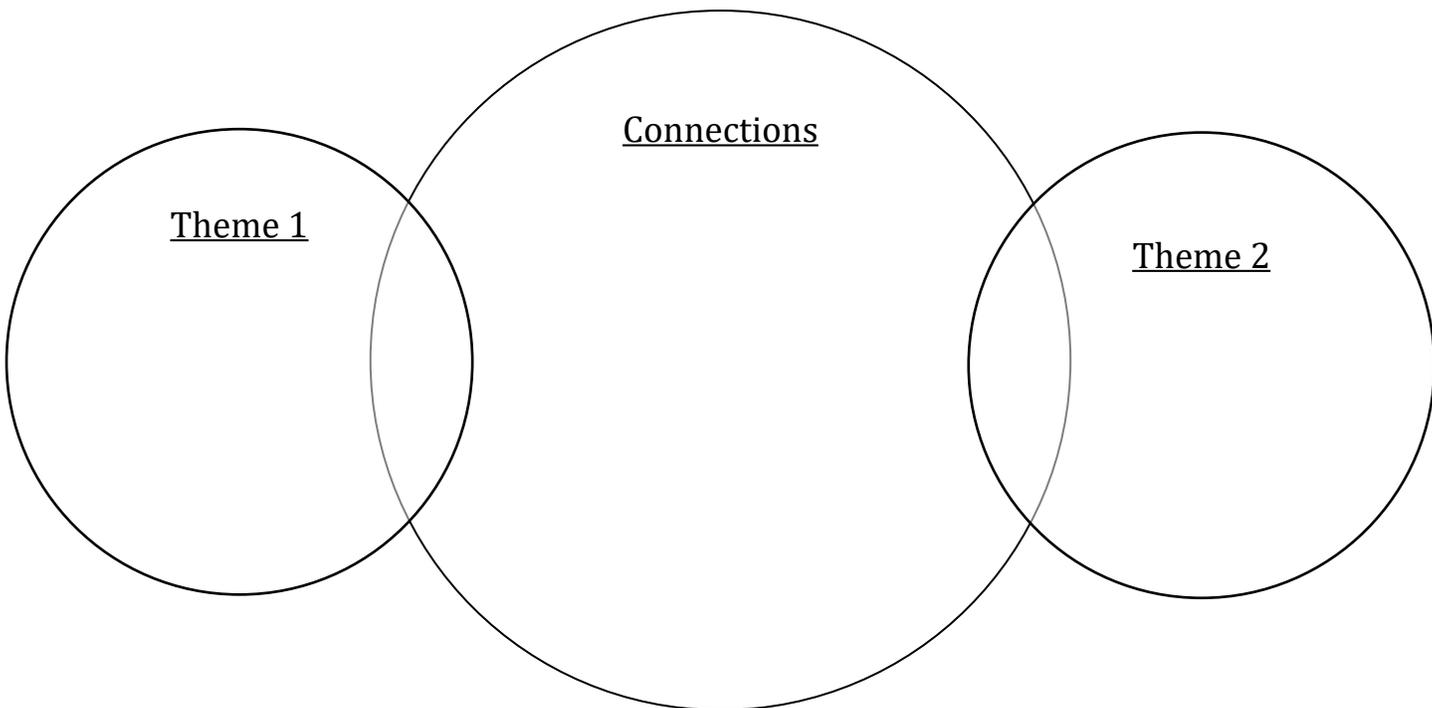
- 55) "He had to stoop a little to accommodate me, but if Miss Stephanie Crawford was watching from her upstairs window, she would see Arthur Radley escorting me down the sidewalk, as any gentleman would do." (282) This moment relates to the theme on...
- A. Familial love.
 - B. Lineage and family.
 - C. Racism.
 - D. Incorrect perceptions.

- 56) What is one criticism of *TKM* as a piece of foundational (respected) literature?
- A. It makes light (humor) of serious issues.
 - B. It fails to include African American perspectives and voices.
 - C. It was written for children, but it contains mature content.
 - D. The plot has obvious holes and disconnected events.

- 57) "Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough." (283) This quote mainly relates to the theme on...
- A. Innocent creatures.
 - B. Empathy and understanding.
 - C. Courage in the face of loss.
 - D. Leading by example.

SHORT RESPONSE

58) **Themes:** Many consider *To Kill a Mockingbird* a masterpiece due to Lee’s ability to weave themes together. Use the graphic to explain TWO interconnected themes in *To Kill a Mockingbird*.



59) Explain how this quote develops TWO **themes** in *To Kill a Mockingbird* at the same time:

“You gonna run out on a dare?” asked Dill. “If you are, then-”
“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.”
I told Jem if he set fire to the Radley house I was going to tell Atticus on him.
Dill said striking a match under a turtle was hateful.
“Ain’t hateful, just persuades him—‘s not like you’d chunk him in the fire,” Jem growled.
“How do you know a match don’t hurt him?”
“Turtles can’t feel, stupid,” said Jem.
“Were you ever a turtle, huh?” (14)

60) Matching: Match the idea to its corresponding **symbolic element**. (Use each letter once.)

___ Appearances over truth	A. The jailhouse
___ A friendly connection	B. Flowers
___ Hope for a better life	C. Seasons
___ The lessons of growing up	D. The Radley tree
___ Innocence and benevolence (goodness)	E. The mockingbird

61) **Structure:** Why does Lee split *To Kill a Mockingbird* into two parts? Use the table to compare and contrast Part I and Part II. Think about setting, point of view, mood, plot, and theme.

<u>PART I ONLY</u>	<u>BOTH</u>	<u>PART II ONLY</u>

62) Explain the following quote with an emphasis on **point of view** and **historical context**:

Calpurnia’s message had been received by the neighborhood. Every wood door within our range of vision was closed tight. We saw no trace of Tim Johnson. We watched Calpurnia running toward the Radley Place, holding her skirt and apron above her knees. She went up to the front steps and banged on the door. She got no answer, and she shouted, “Mr. Nathan, Mr. Arthur, mad dog’s comin’! Mad dog’s comin’!”

“She’s supposed to go around in back,” I said.

Jem shook his head. “Don’t make any difference now,” he said. (97)

63) **EXTENDED RESPONSE:** Use this table to analyze the point of view used in the novel.

<input type="checkbox"/> IDENTIFIED <input type="checkbox"/> UNIDENTIFIED Do we know who is telling the story?	How do you know? What is the effect?
<input type="checkbox"/> FIRST-PERSON P.O.V. <input type="checkbox"/> SECOND-PERSON P.O.V. <input type="checkbox"/> THIRD-PERSON P.O.V. This is what is usually meant when discussing point of view in literature. The person (first, second, or third) correlates to the pronouns of the same categories. (Second-person is rare.)	How do you know? What is the effect?
<input type="checkbox"/> PRESENT TENSE <input type="checkbox"/> PAST TENSE	How do you know? What is the effect?
<input type="checkbox"/> OMNISCIENT <input type="checkbox"/> LIMITED KNOWLEDGE An omniscient (all-knowing) narrator can talk about any character's hidden thoughts, secret events from the past, or future events. A first-person narrator probably has limited knowledge.	How do you know? What is the effect?
<input type="checkbox"/> RELIABLE <input type="checkbox"/> UNRELIABLE Is the narrator telling the whole truth? Is the story a tall tale? Can we trust them?	How do you know? What is the effect?
<input type="checkbox"/> INTERRUPTED NARRATION <input type="checkbox"/> UNINTERRUPTED NARRATION Does the point of view ever change? Does the author ever add commentary?	How do you know? What is the effect?
<input type="checkbox"/> NEUTRAL TONE <input type="checkbox"/> BIASED TONE Does the narrator show any attitudes toward the events or characters?	How do you know? What is the effect?

- 1) The telling of the story begins with a description of what injury?
 - A. Scout's sprained ankle
 - B. Jem's broken arm
 - C. Atticus' bruised face
 - D. Calpurnia's missing finger

- 2) The narrator explains how her ancestor, Simon Finch, moved from England to...
 - A. New York.
 - B. California.
 - C. Alabama.
 - D. Kansas.

- 3) What event led to the Finch family losing most of their wealth?
 - A. "A small matter of murder between sisters"
 - B. "The disturbance between the North and the South"
 - C. "The minor insult to French dignity"
 - D. Trick question! They are still extremely wealthy.

- 4) What does the narrator's father do for a living?
 - A. Farmer
 - B. Sheriff
 - C. He "buys cotton" (does nothing)
 - D. Lawyer

- 5) What does Calpurnia do for a living?
 - A. Cashier / store clerk
 - B. Cook / caregiver
 - C. Farmer / horse trainer
 - D. Lawyer / sheriff

- 6) What nickname does Charles Baker Harris go by?
 - A. Pancho
 - B. Dill
 - C. Bulldozer
 - D. Sass

- 7) Jem Finch and the new boy have a fistfight over...
 - A. Football teams.
 - B. A girl at school.
 - C. The last piece of cake.
 - D. Trick question! They do not have a fistfight.

- 8) What is one activity the kids use to entertain themselves?
 - A. Acting out stories
 - B. A new spin on soccer
 - C. Chalk on the sidewalk
 - D. Collecting butterflies and insects

- 9) What did Boo Radley do to get arrested by the town the second time?
 - A. Stole a police horse
 - B. Stabbed his father with scissors
 - C. Blocked the road with piles of rocks
 - D. Went on a date with the judge's daughter

- 10) Which words accurately describe the late (passed away) Mr. Radley (the father)?
 - A. Mean and unfriendly
 - B. Wealthy and fun
 - C. Sensitive and caring
 - D. Creative and unpredictable

SHORT ANSWER:

Describe the “dare” that Jem must complete to prove his bravery.

1) What new experience does Scout look forward to at the start of Chapter 2?

- A. Riding in an airplane
- B. Going to a swimming pool
- C. Starting school
- D. Visiting the dentist

2) Jem tells Scout that when she is at school she should try to...

- A. Leave him alone.
- B. Look mean and tough.
- C. Raise her hand for every question.
- D. Sit in the back of the room.

3) Miss Caroline clearly disapproves that Scout is so good at...

- A. Spitting.
- B. Spying on the adults.
- C. Playing baseball.
- D. Reading.

4) Which words accurately describe young Walter and the other Cunninghams?

- A. Lazy and dishonest
- B. Snobby and self-important
- C. Poor but proud
- D. Courageous but foolish

5) The professionals of Maycomb are used to being paid...

- A. In produce like vegetables and firewood.
- B. In full BEFORE they do the work.
- C. In money from other countries.
- D. Trick question! They do not get paid.

6) Why does Dill get sent to the principal?

- A. Fighting with Scout
- B. Shooting spitballs at the blackboard
- C. Coming to school with mice in his backpack and pockets
- D. Trick question! This did not happen.

7) What punishment does Miss Caroline give Scout?

- A. Scout gets sent to the principal's office.
- B. She makes Scout dig in a coal mine.
- C. She makes Scout stand in the closet.
- D. She taps Scout's hand with a ruler.

8) Which words describe Miss Caroline?

- A. Young and inexperienced
- B. Old and grumpy
- C. Wild and fun
- D. Huge and psychotic

SHORT ANSWER: Explain how Scout manages to start school "on the wrong foot" (poorly).

1) What does Scout do to make Walter Cunningham feel better?

- A. She gives him some candy.
- B. She kisses him on the cheek.
- C. She compliments his treehouse.
- D. Trick question! She beats him up.

2) What does Jem do to make Walter Cunningham feel better?

- A. He picks him first for the baseball team.
- B. He invites him to lunch.
- C. He lends him some comic books.
- D. Trick question! He beats him up.

3) What unusual habit does Walter Cunningham exhibit (show)?

- A. He wears his clothes inside out.
- B. He always gives his answer to a question two times.
- C. He pours syrup on all his food.
- D. He sings when he is urinating.

4) How does Atticus correct Scout's behavior regarding her treatment of guests?

- A. He scolds her and makes her clean up after everybody.
- B. He gives her a spanking in front of her friends.
- C. He points to the naughty corner every time she makes a mistake.
- D. Trick question! It is Calpurnia who corrects Scout's behavior.

5) According to the narrator, little Chuck Little was a born...

- A. Gentleman.
- B. Criminal / villain.
- C. Comedian / performer.
- D. Animal trainer.

6) What is unusual about the Ewell kids?

- A. They are obsessed with staying clean.
- B. They ride horses to and from school.
- C. They have invented their own language.
- D. They only attend school one day a year.

7) Why do the kids in Scout's class decide to be sweet to Miss Caroline?

- A. Atticus tells the kids about Miss Caroline's tough situation.
- B. They witness her being verbally abused.
- C. The principal threatens the entire first grade with detention.
- D. They are setting her up for an elaborate prank.

8) Scout and Atticus make an agreement that Scout will go back to school if Atticus...

- A. Fires Calpurnia.
- B. Permanently discontinues use of the naughty corner.
- C. Continues to read to her.
- D. Trick question! They reach no agreement.

9) Which choice accurately reflects Atticus Finch as a father?

- A. Strict and cruel
- B. Uninterested and uninvolved
- C. Silly and unpredictable
- D. Calm and reasonable

SHORT ANSWER:

Describe the situation that led to Burris being sent home from school early.

1) As Scout gets used to school, she changes her mind and decides that...

- A. School is fun.
- B. School is difficult but important.
- C. School is where you make new friends.
- D. Trick question! She does not change her mind.

2) Where does Scout find free chewing gum?

- A. In a tree
- B. In Jem's trunk
- C. Deep inside Gopher Cave
- D. Under a park bench

3) Which of these is something that the kids find in the secret spot?

- A. Magazines
- B. Coins
- C. Playing cards
- D. A bottle of perfume

4) What is one thing that Scout eagerly anticipates (looks forward to) in her summer vacation?

- A. Camping and hunting
- B. Not having to read
- C. Dill returning to town
- D. Getting to play with the dogs

5) What new game does Jem invent?

- A. The roof diving game
- B. The kids' courtroom game
- C. The Boo Radley game
- D. The hot steams game

6) How is the kids' new play different from their previous dramas?

- A. Scout gets to be the main character.
- B. It is about real people that they know.
- C. It is based on a movie that they all have seen.
- D. There are no speaking parts.

7) What does Scout think of Dill's acting ability?

- A. He is a great actor.
- B. He is a terrible actor.
- C. He can only play the heroes.
- D. Trick question! Dill refuses to play a role.

8) What does Jem call Scout when he wants to criticize her and get a reaction?

- A. Dunce-cap
- B. Cleopatra
- C. Mop-top
- D. A girl

9) What secret does Scout keep about her incident at the Radley house?

- A. The inside of the house was filthy and infested with bugs.
- B. She broke the railing on the steps.
- C. She could hear someone laughing.
- D. It may have looked like an accident, but she went there on purpose.

SHORT ANSWER:

Explain how Scout Finch ends up standing at the Radley's porch.

- 1) Why does Scout grow frustrated with Dill?
 - A. Dill is ignoring her.
 - B. Dill will not leave her alone.
 - C. Dill refuses to share.
 - D. Trick question! She is not frustrated.

- 2) Miss Maudie likes to joke around with the kids, but her passion is for...
 - A. Studying the Bible.
 - B. Washing her feet.
 - C. Plants.
 - D. Poetry.

- 3) Scout's Uncle Jack pesters (annoys) Miss Maudie by...
 - A. Mixing up her socks.
 - B. Playing opera records at full volume with his window open.
 - C. Asking her to marry him.
 - D. Moving her furniture around the house.

- 4) Dill and Jem ensnare (trap) Scout into a scheme to...
 - A. Break into the corner store at night.
 - B. Take the bus to Mobile.
 - C. Deliver a note to Boo Radley.
 - D. Take a photograph of Boo Radley.

- 5) Which option identifies a subject about which Dill will frequently lie?
 - A. His age
 - B. His father
 - C. His grades
 - D. Trick question! Dill is known for telling the truth.

- 6) What puts an end to Dill and Jem's latest scheme before they can complete their mission?
 - A. Atticus catches them in the act.
 - B. Dill falls out of the wagon and hurts himself.
 - C. Scout tells Miss Maudie what they are planning.
 - D. The janitor hears them flipping over the trash cans.

- 7) What does Jem Finch want to be when he grows up?
 - A. Fighter plane pilot
 - B. Egyptian pharaoh
 - C. Firefighter
 - D. Lawyer

SHORT ANSWER: Explain the details of Jem and Dill's failed scheme in Chapter 5.

- 1) At the start of Chapter 6, the school year is...
 - A. About to start.
 - B. Coming to an end.
 - C. Half-way through (winter break).
 - D. Being extended (made longer).

- 2) Which of the kids is opposed to trying to get a peek at Boo Radley at night?
 - A. Cecil
 - B. Jem
 - C. Scout
 - D. Dill

- 3) What stops Jem from trying to look in the second window?
 - A. The shadow of a man is moving toward them.
 - B. The pigs in the pen start to attack him.
 - C. Scout runs down the street and starts screaming.
 - D. Trick question! He looks in the second window and sees Boo Radley.

- 4) What happens as Jem, Dill, and Scout are making their escape?
 - A. Dill falls down a well.
 - B. A pack of neighborhood dogs chases after them.
 - C. Someone shoots a gun.
 - D. Cecil Jacobs takes a photo.

- 5) What clue does Jem leave behind at the scene of the crime?
 - A. His magnifying glass
 - B. An anonymous (no name) note
 - C. His pants
 - D. His hat

- 6) Jem's mission to retrieve the evidence that he left behind is thwarted (ruined) by...
 - A. Mr. Radley's dog.
 - B. A sudden rainstorm.
 - C. A tattletale named Scout Finch.
 - D. Trick question! Jem succeeds.

- 1) When Jem went back to find his missing pants, ...
 - A. The dogs had chewed them up.
 - B. Mr. Radley caught him and beat him.
 - C. They were repaired and folded.
 - D. Trick question! He did not go back for them.

- 2) What is something NOT found in the tree in this chapter?
 - A. A ball of twine
 - B. Soap carvings
 - C. A watch
 - D. TV remote

- 3) What is one subject that Jem is studying in grade 6?
 - A. Shakespeare's plays
 - B. World War II
 - C. Ancient Egypt
 - D. Aerodynamics (planes and flight)

- 4) What do Jem and Scout attempt to leave in the tree?
 - A. A note
 - B. Miss Maudie
 - C. Fishing hooks
 - D. A piece of cake

- 5) What does Mr. Nathan Radley leave in the tree hiding spot?
 - A. Insect poison
 - B. A comic book
 - C. Cement
 - D. A bottle of holy water

- 6) According to Atticus, the tree on the corner is...
 - A. Sick.
 - B. Healthy.
 - C. Cursed (bad luck).
 - D. Charmed (good luck).

1) What natural phenomenon causes Scout to exclaim, "The world's endin', Atticus!"?

- A. An earthquake
- B. A flash flood
- C. Snow falling
- D. The cicadas swarming

2) According to Mr. Avery's understanding of the Rosetta Stone (from the year 196 BCE), what causes the seasons to change?

- A. Homeless spirits
- B. Energy waves from the moon
- C. Bad children
- D. The mood of the emperor

3) What is the secret ingredient Jem uses to make a warm-climate snowman?

- A. Dirt
- B. Glue
- C. Sheets and blankets
- D. Ice cubes

4) Jem decides to make his snowman resemble (look like)...

- A. Franklen D. Roosevelt, the president.
- B. Loretta Young, a film actress.
- C. Babe Ruth, a baseball legend.
- D. Mr. Avery, his neighbor.

5) How does Atticus react when he sees Jem's creation?

- A. He is angry.
- B. He is insulted.
- C. He is impressed.
- D. Trick question! Jem destroys it before his father can see it.

6) When Miss Maudie's house catches fire, Atticus tells Jem and Scout to...

- A. Stay in the house no matter what.
- B. Stand outside in the cold.
- C. Run down the street and switch on the emergency siren.
- D. Help the fire department carry things.

7) What clue suggests that Scout did not obey Atticus?

- A. A blanket
- B. Her dirty face
- C. A burnt branch
- D. A jar of jelly

8) Scout was so focused on the emergency, that she did not notice...

- A. Jem's broken arm.
- B. Boo Radley's arrival.
- C. The tub overflowing.
- D. The wolves howling.

9) How does Miss Maudie react to losing her house?

- A. She is angry and blames the town's fire department.
- B. She is overwhelmed by sadness.
- C. She does not seem bothered about it.
- D. Trick question! She is out of town.

SHORT ANSWER:

Describe how the people of the town react when Miss Maudie's house catches fire.

- 1) What issue does Cecil Jacobs bring up that causes Scout to fight him?
 - A. Scout wearing a dress
 - B. Last year's spelling contest
 - C. How Scout is afraid of Calpurnia
 - D. Scout's father's job

- 2) Atticus tells Scout that Tom Robinson will win his court case because...
 - A. The truth is plain to see.
 - B. Everyone knows that the Ewells are dishonest.
 - C. He (Atticus) is the best lawyer around.
 - D. Trick question! Atticus is certain that they will lose.

- 3) What about Cousin Ike Finch makes him unique?
 - A. He fought in the Civil War.
 - B. He can juggle and sing at the same time.
 - C. He lives in a cave in the mountains.
 - D. He has six fingers on his right hand.

- 4) Uncle Jack gives Scout a lecture (talking to) regarding her...
 - A. Clothing.
 - B. Language.
 - C. Grades.
 - D. Generosity (or lack of).

- 5) What does Atticus (with help from Uncle Jack) give Scout and Jem for Christmas?
 - A. A puppy and a kitten
 - B. A trip to Birmingham, the big city
 - C. Air rifles
 - D. Samurai (practice) swords

- 6) What does Aunt Alexandra think of Scout?
 - A. She thinks Scout needs to behave more like a young lady.
 - B. She thinks Scout needs to care more about the needy.
 - C. She thinks Scout is perfect just the way she is.
 - D. She thinks Scout should focus on gymnastics and compete in the Olympics.

- 7) What prevents Scout from beating up her cousin Francis on Christmas?
 - A. She thinks about the message in a hymn from church.
 - B. She remembers the promise that she made to Atticus.
 - C. Her brother drags her away so that she can cool off.
 - D. Trick question! She beats him up.

- 8) What lesson does Scout teach Uncle Jack about kids?
 - A. You cannot trust anything that they say.
 - B. Never turn your back to an enemy.
 - C. Hear both sides of the story before anyone gets punished.
 - D. They will follow your example more than your instructions.

- 9) Atticus secretly wants Scout to eavesdrop (listen in) to his conversation about...
 - A. Why young girls decide to become young ladies.
 - B. Why the Finch family is better than all the rest.
 - C. The impending (occurring soon) trial.
 - D. How much he misses Scout's mother.

SHORT ANSWER:

Briefly describe what Scout and her family do every Christmas.

1) Compared to the parents of Scout and Jem's classmates, Atticus is...

- A. Over-protective (fearful).
- B. Strict.
- C. Young.
- D. Old.

2) Atticus says that killing a mockingbird is...

- A. Good luck.
- B. Harmless fun.
- C. a sin.
- D. Sad but necessary.

3) At the start of Chapter 10, Jem wishes his father was willing and able to...

- A. Play football.
- B. Make more money.
- C. Find a wife.
- D. Cook a decent meal.

4) Why is Calpurnia so concerned about a dog named Tim Johnson?

- A. He is known to attack kids.
- B. His owner is cruel to him.
- C. He is sick with rabies.
- D. Trick question! She is not concerned.

5) Why don't the people of the town take Calpurnia's warnings seriously?

- A. Because she is a Black woman
- B. Because she is known for letting her imagination run wild
- C. Because she is always spreading worry
- D. Trick Question! They do take her warnings seriously.

6) Why doesn't the Sheriff shoot the dog?

- A. He says that the dog is not doing any harm.
- B. Atticus is a better shot.
- C. The dog is someone else's legal property.
- D. His rifle is broken.

7) By the end of the chapter, Jem realizes that...

- A. His father cannot help being over-protective.
- B. His father is exceptional (special in a good way).
- C. Scout will never stop acting like a boy.
- D. Scout understands some things better than he does.

SHORT ANSWER: Briefly explain the history of Atticus Finch's hidden talent.

1) What does Mrs. Dubose do whenever the Finch kids walk past her house?

- A. Tries to give them cakes or candy
- B. Goes inside and slams the door
- C. Sings arias (opera songs)
- D. Scolds and insults them

2) What does Jem buy Scout with some of his birthday money?

- A. A baton for twirling
- B. Some bait for noodling
- C. Scissors for scrapbooking
- D. A kazoo for heralding

3) When Jem decides to vandalize (damage on purpose) Mrs. Dubose' property, he...

- A. Throws a rock through a picture window.
- B. Destroys her flower garden.
- C. Writes curse words on her wall.
- D. Breaks the slats of her fence.

4) What town legend circulates regarding Mrs. Dubose?

- A. She has chests of treasure buried under her porch.
- B. She killed her last husband with a piano.
- C. She has an army pistol hidden in her skirts.
- D. She eats three pounds of lima beans every day.

5) Jem and Scout think that the inside of Mrs. Dubose' house is...

- A. Fancy and rich.
- B. Dingy and gross.
- C. Spotless and bright.
- D. Trick question! They refuse to go inside.

6) What does Jem have to do as part of his punishment?

- A. Read aloud
- B. Scrub floors
- C. Sing opera
- D. Run long distances

7) Instead of going with Jem to Mrs. Dubose' house every day, Scout chooses to...

- A. Learn to bake.
- B. Paint pictures for Dill.
- C. Shoot her air rifle.
- D. Trick question! She goes with him.

8) Atticus explains to Jem and Scout why Mrs. Dubose is addicted to...

- A. Drugs.
- B. Cigarettes.
- C. Dancing.
- D. Shopping.

9) What gift does Mrs. Dubose leave Jem when she dies?

- A. Her piano
- B. A flower
- C. Her opera records
- D. A cigarette case

