

To Kill a Mockingbird

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Beyond the Mockingbird: Symbol Presentations

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 fences, 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.html>

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

4) ORGANIZE YOUR PRESENTATION. Your presentation should be [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.)	

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: "The 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, or page 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.

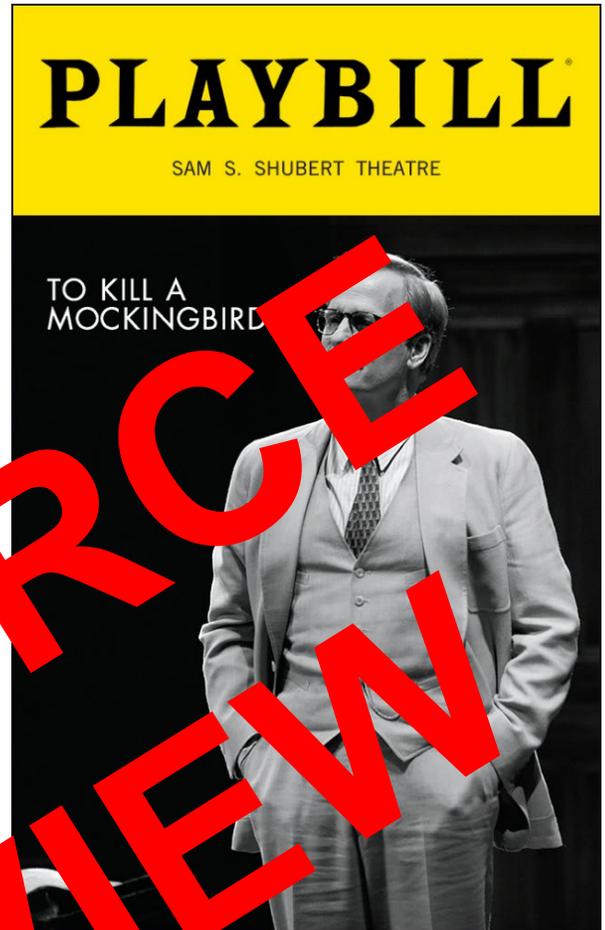
A **soliloquy** (a specific type of monologue) is when a character speaks their thoughts as if no one else in the story can hear them, often directly to the audience.

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 correctly 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?

**RESOURCE
PREVIEW**

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 1950-1960 (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.

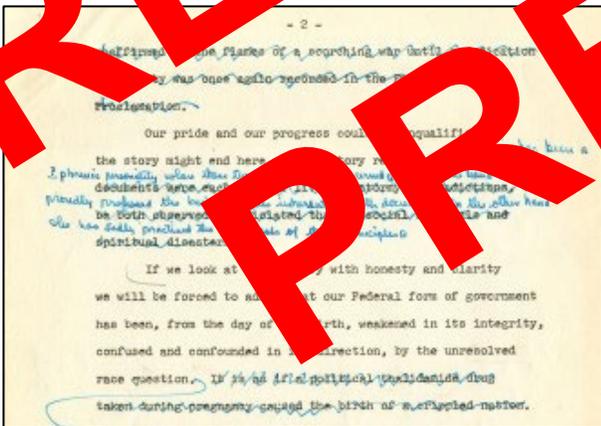
- Archives and manuscripts
- Photographs and recordings
- Journals, letters, and diaries
- Speeches (written or recorded)
- Books, newspapers, and magazines published at the time
- Social posts (not applicable)
- Government publications
- Memoirs / witness accounts
- Records of organizations
- Printed 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 be blamed 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 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 344)

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 granted. 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**.

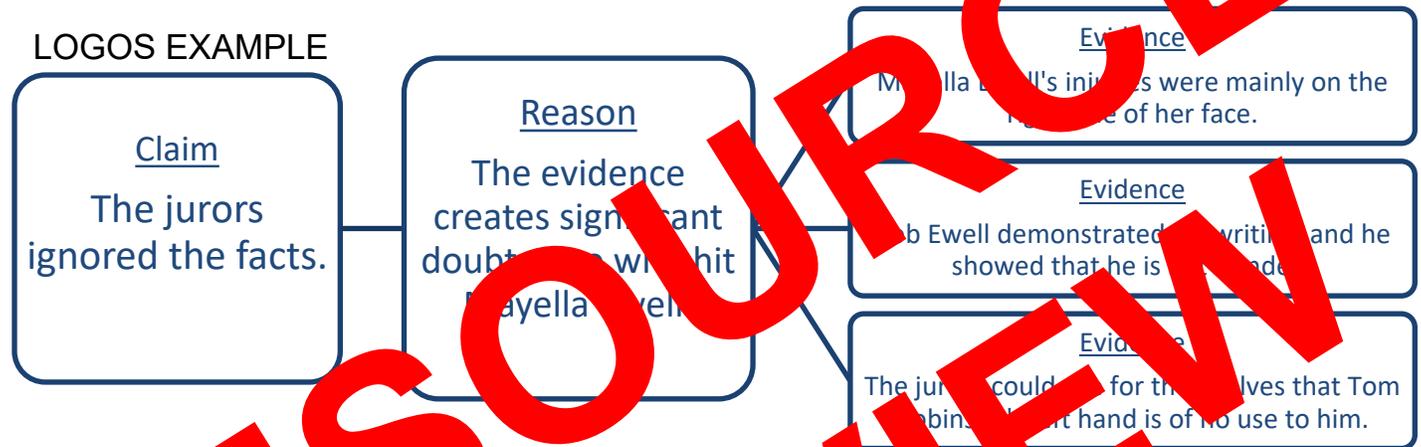
ROBINSON CAMPAIGN PROPOSAL REQUIREMENTS

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):

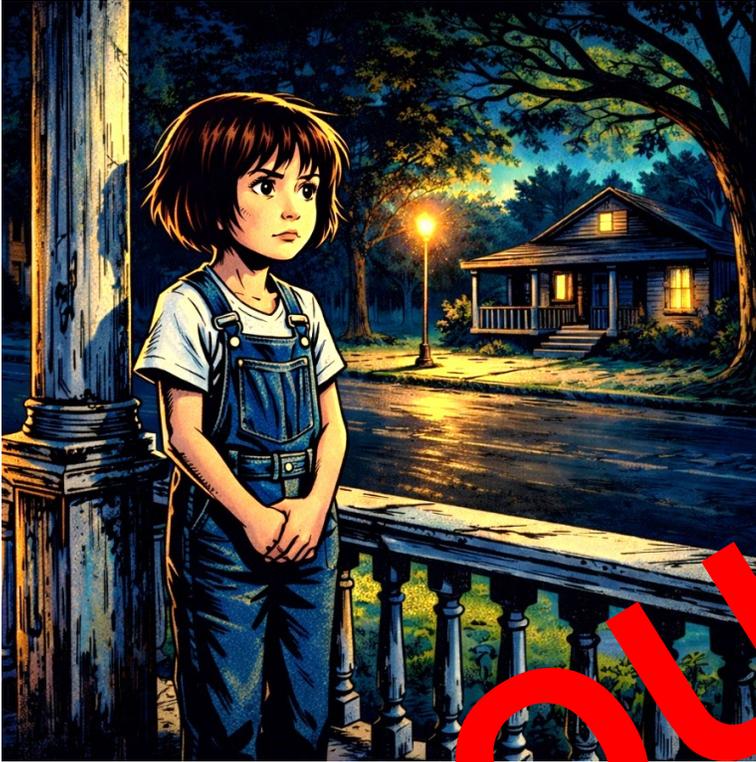
- Articles / pamphlets
- Buttons / shirts / stickers
- Radio broadcasts
- Posters or billboards
- Public speeches

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 disembodied voice who is not personally involved (third-person narrator).

Ultimately, 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 young sisters.

“She had learned not to look at something 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, so if you can stand in Mr. 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, recent events in 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?

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.