



# ***To Kill a Mockingbird***

Pearson Edexcel International GCSE  
Activity Pack

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# Teacher's Introduction

The activities in this resource are intended to help students develop their understanding of *Mockingbird* as they read through it. Harper Lee's novel handles a number of sensitive racial slurs that some readers find troubling, all while handling a delicate subject matter from a troubling period of American history. As a result, this resource aims to make the reading and interpreting of Lee's novel as easy and approachable as possible. With this in mind, it is designed to ease students into their understanding of the novel by taking them through a series of activities before progressing on to activities relating to close-text analysis.

A number of pre-reading activities have also been included at the start of this resource to provide the outset of the introduction to the text. These activities cover the relevant historical contexts relating to the text. Once the students have read the novel and have grown familiar with the world within which it was written, they are then guided through Lee's chapters through a number of activities relating to each chapter of the novel. These activities include a range of activities for all learners, including modern media tasks, speaking and listening activities, discussion activities, drawing and storyboard tasks, crosswords, cloze activities, and quotation match-up activities. Once students are comfortable enough in their knowledge of each chapter of the novel, they can move on to the end of this resource. These activities cover all key literary components of the novel, including characterisation, character relationships, settings, themes, form, structure, the writer's style, and the novel's impact.

Once students have reinforced their knowledge of the text and its contexts through the activities, they can then move on to the 'Essay Practice' section of this resource. This final section allows students to apply their knowledge of Lee's novel within the framework of analysis and expected exam questions. This section includes advice on exam technique and recommended ways to approach the exam, along with practice exam-style questions. Teachers are advised to refer to the website for exemplars and for mark schemes and grade descriptions.

A number of extension tasks have been included throughout this resource in order to encourage them to interact with the text in a more in-depth manner. Research tasks are included throughout in order to encourage independent learning and consolidation of information.

All activities and exam-style questions included have answers or indicative content provided at the end of the resource in order to provide support when marking student responses and to help guide discussion and debate.

## Learning Outcomes

The activities and information in this guide should, therefore, develop the student's ability to:

- read and understand a prose text
- respond to a prose text critically and imaginatively
- select and evaluate relevant textual material
- use details from the text to illustrate interpretations
- explain how language, structure and form in prose texts contribute to the analysis of characters, ideas, themes and settings

Page references throughout this resource refer to the Penguin Classics edition of the novel.

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# Specification Information

This guide applies to: **Component 1: Poetry and Modern Prose: Section C: Modern Prose**

- Component 1 is worth 60% of the total qualification (90 marks).
- In this component candidates will answer one essay question on unseen poetry (30 marks) and one question on modern prose (40 marks).
- Component 1 is a closed book exam.

## The Assessment Objectives

**Component 1: Poetry and Modern Prose: Section C: Modern Prose**  
(examined)

- One question on modern prose from a choice of two (40 marks)
- AOs tested: **AO1, AO4**

AO	
<b>AO1</b>	Demonstrate a close knowledge and understanding of texts, maintaining a <b>critical</b> style and presenting an informed personal engagement.
<b>AO4</b>	Show understanding of the relationships between texts and the contexts in which they were written.

So, what do these mean?

You will show your knowledge of the text by responding to the question.
You will link the text to its historical and cultural context and show how they have influenced the text.

## Keywords

<b>Critical</b>	Showing careful thought or evaluation
<b>Influence</b>	The power or capacity of producing an effect on somebody or something

## AO Cross-reference Grid

Worksheet	Assessment Objectives	Guidance on Task
Activity pages on the various chapters	<b>AO1, AO4</b>	Students are generally asked to work on their own or in pairs. It may be more appropriate to use group work for the teacher to concentrate on helping certain groups. It will depend on the make-up of your class.
Extension tasks	<b>AO1, AO4</b>	These may require the use of a computer if this is adequate.
Character studies	<b>AO1, AO4</b>	Students are asked to work in pairs or groups. It is important to use groups of mixed abilities, or for the teacher to help certain groups. It will depend on the make-up of your class.
Speaking and listening activities	<b>AO1</b>	These tasks are varied and fall mainly under 'interacting and responding' or 'creating and responding'.
Writing and creative tasks	<b>AO1, AO4</b>	These activities are varied – the approach to be taken is included in the task headings.

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## About the Author

Harper Lee was famously reclusive. She refused to give interviews or appear at public events. However, her book – the only novel she wrote – has sold 30 million copies and won the Pulitzer Prize for fiction. It was first published in 1960 and became an instant hit.

*To Kill a Mockingbird* is like Scout and Jem. Boo Radley is a character and fellow Maycomb is...



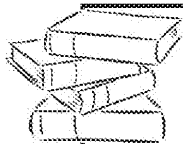
Harper Lee's contribution to race relations and social harmony through her novel *To Kill a Mockingbird* has been recognised for many years because of its continuing popularity as a set book in schools in the USA and in the UK. It was formally recognised in 2007 when George W Bush presented her with the Congressional Freedom Medal, the USA's highest civilian award.

1. a) See what else you can find about Harper Lee by using your school library. Make notes on your findings.
- b) Put all the information together in an entry for a writer. Your article should be no longer than 200 words.

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## 2. Cloze Reading Exercise

Fill in the blanks using the words below.

Harper Lee was born on 28<sup>th</sup> April \_\_\_\_\_ and died on 19<sup>th</sup> Fe  
*To Kill a Mockingbird* was published, be'ev d \_\_\_\_\_ be the only novel wr  
 lifetime. However, in 2014 \_\_\_\_\_ was found among Lee's  
 published in 2015, \_\_\_\_\_ before her death. This novel, entitled *Go \_\_\_\_\_*  
 \_\_\_\_\_, was thought by many to be a sequel to *To Kill a Mockingbird*  
 manuscript actually predates *To Kill a Mockingbird* and in it can be fo  
 the main characters and events from Lee's classic novel.

Although she had then only published one novel, in \_\_\_\_\_ P  
 awarded Harper Lee the Presidential Medal of \_\_\_\_\_ for her  
 literature. Harper Lee's influence on modern-day literature is undeni  
*Mockingbird* winning her the \_\_\_\_\_ Lee also  
 in the literary community, for which she is remembered as the close f  
 Capote, author of *In Cold \_\_\_\_\_* (1966). Lee helped C  
 travelling to Kansas and completing interviews \_\_\_\_\_ research about the  
 inspired Capote's novel. Like Capote, Lee was fascinated with the law  
 writing, even leaving her law school and moving to \_\_\_\_\_ in  
 pursue her \_\_\_\_\_ writing.

Although *To Kill a Mockingbird* is not strictly an \_\_\_\_\_ text,  
 personal life and childhood influenced the text. Lee's \_\_\_\_\_  
 for the text's plot and the character of Atticus Finch, as he too was an  
 defended two \_\_\_\_\_ men against crimes of which there was  
 committed. Lee's hometown, \_\_\_\_\_ in \_\_\_\_\_ bears  
 the town of Maycomb in which *To Kill a Mockingbird* is set. Lee also ad  
 touch to the \_\_\_\_\_ film adaptation of her novel, starring Gre  
 the role of the novel's hero, Atticus Finch. The film adaptation proved  
 winning eight \_\_\_\_\_ nominations \_\_\_\_\_ film propelled the po  
 popularity that still remains \_\_\_\_\_ novel having been translated in  
 languages and selli \_\_\_\_\_ or \_\_\_\_\_ copies each year.

manuscript	Set	Freedom
father	Pulitzer Prize	2007
black	1949	attorney
Peck	Monroeville	40
	Academy Award	million

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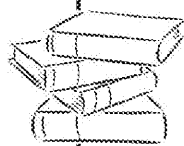
### 3. Speaking and Listening: Class Discussion

When approaching any literary text it is always interesting to consider different points of view and interpretations. *To Kill a Mockingbird* is a text that you may have heard lots about or are at least vaguely aware of but have not yet encountered yet. Sitting in a circle at the start of a lesson, you will share your knowledge of the text and address the following questions.

- Have you ever heard of Harper Lee before? If so, what do you know about her? Have you read the text before? If so, when did you read it? Did someone recommend it to you? If so, who and when?
- If you haven't read the text before, have you perhaps encountered it in any other form? Perhaps in a stage adaptation in the theatre, or a film adaptation starring Gregory Peck?
- If you have never read or encountered this text before, what have you heard about the text or what have you heard?
- Reading the blurb on the back of your copy of the novel, what do you think you are likely to encounter in the text?
- This text was published in 1960 but is set in 1930s America. What information about this particular historical period that you can find out from the novel?

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#### 4. Historical and Literary Context Research

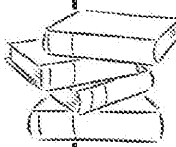
Before reading *To Kill a Mockingbird* it will help to have at least some of the key historical and autobiographical factors that inspired the narrative. Below is a table filled with headings that influenced Harper Lee's writing. Using the Internet or by briefly researching the following headings and note down the information for each. When you are finished, share and compare with a person sitting next to you. Did either of you find something new?

<p>Harper Lee's childhood and home</p>	<p>Harper Lee in the 1950s and <i>Mockingbird</i></p>
<p>Effects of the Great Depression on American farming and industry</p>	<p>Atlantic slave trade and slavery in America</p>
<p>Racial segregation in 1930s America – The 'Jim Crow laws'</p>	<p>The African American experience in the 1950s</p>
<p>The Scottsboro Boys</p>	<p>The symbolism of mockingbirds in American literature and culture</p>

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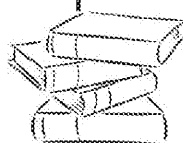
**5. Expectations of the Novel**

After completing the research activity above, you should now have an awareness of the key historical events and contexts that informed the novel. Using what you have just learnt, fill in the table below with what you think the novel's context has informed your expectations of *To Kill a Mockingbird*. In each box write how you expect the literary subject to be presented. Think about this based on your knowledge of the novel's historical context.

<b>A) Presentation of life in the southern American town in which the novel is set...</b>	<b>B) Characterisation of individuals in the novel...</b>
<b>C) Characterisation of white individuals and their role in the novel...</b>	<b>D) Presentation of the role of the legal system in the novel...</b>

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## 6. Speaking and Listening: The Impact of the Novel

A book's literary legacy often precedes it, and it can be easy to underestimate the importance of a novel's readership when discussing its legacy. On the BBC website, 'What does Harper Lee's *To Kill a Mockingbird* mean to you?' (available here: <https://www.bbc.co.uk/news/av/entertainment-arts-35620939/what-does-harper-lee-to-kill-a-mockingbird-mean-to-you>) After watching the clip, make notes on the impact that Harper Lee's novel has had since its publication. Once you have finished reading, return to the clip and your own responses to the novel and what effect it had on you.



### A) Impact of the novel on Harper Lee's readers...



### B) Impact of the novel on me...



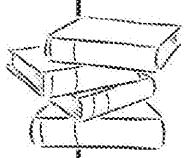
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# 7. Adapting To Kill a Mockingbird

a) Watch the official trailer for the 1962 film adaptation of *To Kill a Mockingbird* directed by Robert Mulligan and starring Gregory Peck. Link: [https://www.youtube.com/watch?v=KR7loA\\_c](https://www.youtube.com/watch?v=KR7loA_c) Get a glimpse into the film adaptation of Lee's novel and write your impressions of the aspects of the novel's characters and events in the table below.

b) Once you have read the novel, return to this table and compare your impressions of the characters and events post-reading. Have your impressions changed at all? Do you think the film adaptation is better than the novel? Write a short paragraph explaining your answer.



Subject	First Impression	
A) Character of Scout		
B) Character of Jem		
C) Character of Atticus Finch		
D) Theme of justice in the novel		
E) Impact of Harper Lee's novel		

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## 8. Speaking and Listening: Debate Task

*To Kill a Mockingbird* remains a popular text in schools due to the insight and social tension present in American society during the mid twentieth century. The teaching of the novel in schools has been met with controversy due to notably the repetitive use of the word 'nigger'.

- A) Below are two articles that argue for, and against, Lee's novel being taught in schools. Read the two articles, making note of their key arguments.

For: Samuel Milner, 'Why *To Kill a Mockingbird* Should Be Taught' (2018) <https://www.theguardian.com/top-stories/2018/05/09/why-to-kill-a-mockingbird-should-be-taught>  
 Against: Andray Domise, 'No, *To Kill a Mockingbird* Shouldn't Be Taught' (2018) <https://www.theglobeandmail.com/opinion/article-no-to-kill-a-mockingbird-shouldnt-be-taught-in-2018>

- B) Now, use these arguments to inform your own opinion and start a class debate in two, with each half arguing an opposing side of the argument 'Should *To Kill a Mockingbird* still be taught in schools?'. During the debate, note down each argument's supporting points in the boxes below.
- C) Now write a short paragraph detailing which argument you feel is stronger.

FOR	AGAINST
	
	

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## Making Sense of Chapter

The book opens with Jem getting his arm broken – an event that does not book by which time the reader has forgotten it. It provides a way for Harper beginning of the events leading up to the broken arm and to give us a shot by telling us about Atticus and his brother and sister – and finally about May into the action with Dill's arrival.

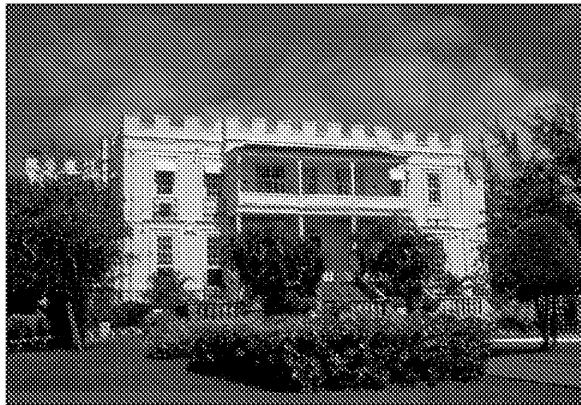
Simon Finch must have lived in the middle of the eighteenth century persecuted. As a poor man, he started a cotton plantation with three Finch's Land. His descendants continued in cotton until the American Civil War with only their land.

### Getting Started: The Finch Family History

The older generation of the Finch family that Scout, the narrator, describes. What do we learn about each of them on pages 10 and 11?

Aunt Alexandra

Uncle Jack Finch



Atticus Finch

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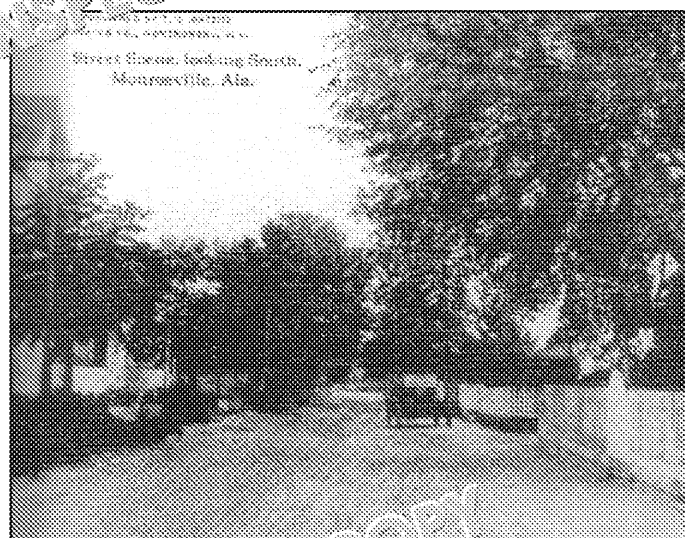


### Going through the Chapter

Work with a partner or small group and do the following:

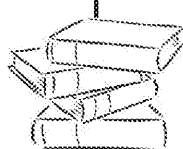
1. **Look at setting and background:** this means the place where the historical time it is set in, as well as the way people live.
  - ▶ Write down three or four phrases that help you to imagine the time. Make your chosen phrases into a bookmark and
2. The writer uses setting to create atmosphere. In a film, what might happen from the way a place looks and the mood. Authors have to rely on words to do this for them.
  - ▶ Look at the description of the Radley place with a partner. What feel as you read it? What kind of people do you think they are?
  - ▶ Make a drawing of the house from the description given. Then find a picture on the Internet that is nearest to the quotations from the chapter to show which phrases match.

Underneath the picture write a brief comment about what is going on in the novel as it goes on, and why you think that.



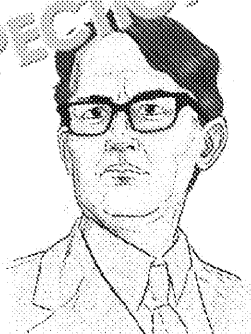
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3. **Looking at how characters are introduced:** the first impression we have when we meet them in real life is quite important, so our first impression in a book matters too.
- In the boxes below, write your first impressions of the characters.

Atticus Finch



Miss Stephanie Crawford

Jem



Scout

4. What are the children's favourite games? Discuss what games you enjoyed. Were they similar or different to the ones in the book?



#### Making a Glossary

Before you start to read the novel, you will find some words and ideas that are strange to you. The best way to learn about these is to make a glossary. It is similar to a dictionary but just for this book. You could make your own glossary for this.

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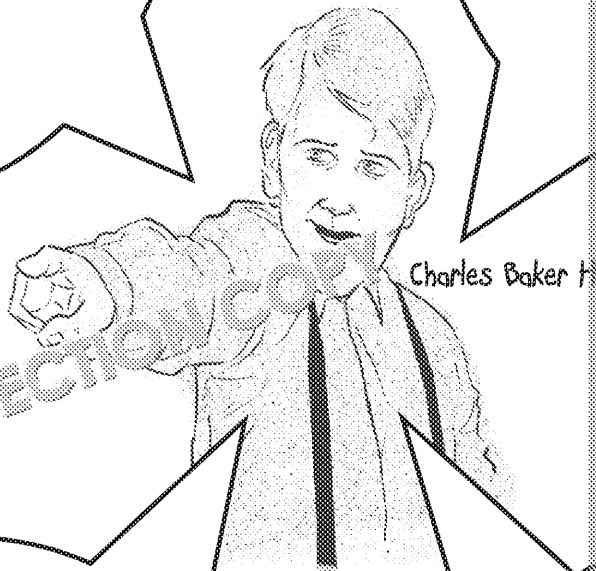


## Character Study: Charles 'Dill' Baker Harris

A) Write down everything you learn about Dill's appearance here:



B)



C) Write down what the author/narrator tells us about Dill here:



D) Write down what you think Dill is like here:

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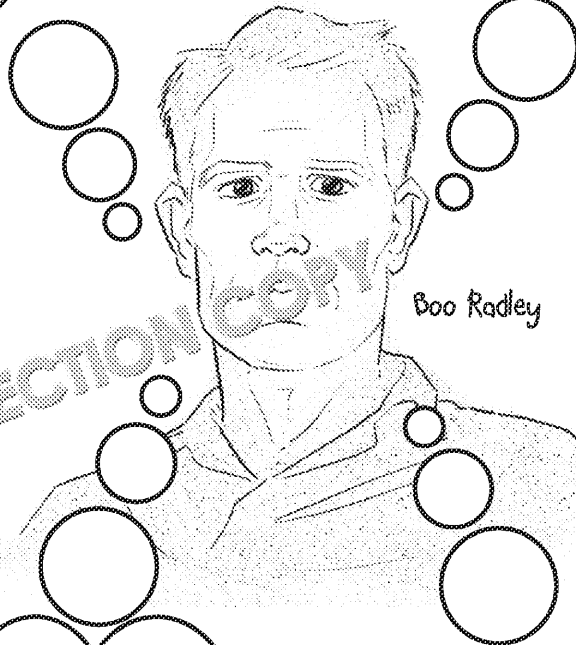




## Character Study: Arthur 'Boo' Radley

A) Write three superstitions the town has about Boo here:

B) Write learn here



C) Write about why Boo never comes out here:

D) Write about

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## Looking Back Over Chapter 1

### Speaking and Listening 1 – Create and sustain different roles

Work in groups of three and take the roles of the three children. Use the script and add your own to make a scene showing the first meeting with the Radley house. Write out your script with stage directions. Then learn it and perform it to the rest of the class.

#### Setting a Drama Script

Here is an example:

DILL	(sitting in collard patch) Hey.
JEM	(reaching out a hand and pulling Dill up) Hey yourself.
DILL	I'm Charles Baker Harris. I can read.

### Writing Task 1

1. Imagine you are either Dill or Jem. Write down the episode of the first meeting with the Radley house from your point of view.

You could write this as an internal monologue (writing your thoughts and actions as they happen) or as a narrative account similar to the one in the book.

2. Imagine that you are a social worker who was assigned to look into the case of Arthur. Write a report in which you assess Arthur's home background, his educational achievements and his character. Make a recommendation about what you think the judge will do with Arthur, based on this assessment. Use the following headings:

- Name and address of the defendant
- Name and address of social worker (invent this)
- Parental relationships
- Home background
- Character and education
- Events surrounding the offences as charged
- Recommendations based on the above

3. Compare your report with other members of the class. Do you agree with it in the light of others' ideas, or not?

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## Looking at Chapters II and

In these chapters Scout starts school, something she has been looking forward to. She does not start school until they are six. The classes work in 'grades' rather than years. Scout has several misunderstandings with a new teacher, the first of which does not go as Scout expects.

1. Work with a partner and write down two reasons why you think the start of school is important to Scout's class.

-  .....
- .....

2. Work with a partner and write down how each of her classmates met Scout's first day at school.

Walter Cunningham

Burrus Ewell

Jem and Scout Little

3. Write in the speech bubbles why Scout tells Atticus she doesn't want to go to school.



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**Remember to do the entries for these two chapters in your glossary.**

## Extension Tasks

1. Find a recipe for Crackling Bread.
2. What is the significance of Miss Caroline's home county (Weedon Co) cultural background of the novel?
3. How is Miss Caroline's background and culture different from that of



## Writing Tasks (AO1)

1. Imagine you are Miss Caroline Fisher and write the entry in your diary for the first day at Maycomb School. Remember to include the following:
  - The two incidents with Scout
  - The episode with Burris Ewell and Chuck Little
  - What mistakes you think you made and what you learned
2. Scout does a lot of learning in these chapters, although very little formal education. Write two paragraphs about what she learns at school. What lessons do you consider the most important?
3. Imagine the scene in Burris Ewell's home at the end of the afternoon as he returns from his first day at school. Write what you think Scout might say to them about her first day at school. What might he leave out?



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## Character Study: Miss Caroline Fisher

A) Write down three phrases the author uses to describe Miss Caroline's appearance.

B) Write down three phrases the author uses to describe Scout or does Scout think of her as a stranger?

Miss Caroline Fisher

C) What is Miss Caroline's reaction to Scout's reading and writing ability? How does this affect Scout? What does this suggest about her skills as a teacher?

D) How do the other characters react to Miss Caroline?

Walter Cunningham

Burrus Ewell

Chuck Little

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## Character Study: Walter Cunningham

- A) How does the author introduce Walter to the reader? How does he explain his situation in first grade to Atticus at lunch?



- B) What does Walter learn from his family?

Walter Cunningham

- C) What physical description does the author give of Walter? Why do you think Jem invites him for lunch?



- D) How does Walter's situation fit into the story?

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## Get Creative

### Task 1 (AO1)

Work in groups of four or five. Imagine there is to be a new TV version of *To Kill a Mockingbird* and you have been asked to contribute the episode of Scout's first day at school. You will need to create:

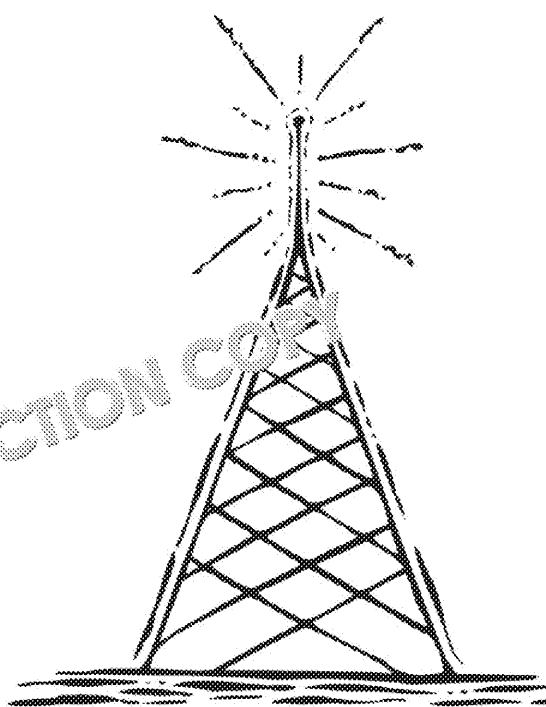
- A storyboard showing the different scenes in picture form. Each picture should be accompanied by a quotation from the text explaining what prompted it. Use the template on page 20.
- A script using dialogue from the text but cutting and adding a voice-over where necessary. Remember that when you have a visual medium you need fewer words than in a book. Think about what can be shown in pictures and what needs to be said.
- A technical script including sound effects and suitable music where necessary. Think about what can be shown in pictures and what needs to be said. You could also add camera angles and shots.

### Task 2 (AO1)

Work on your own or with a partner. You have been asked to contribute to a new TV series called 'A Different Point of View' which is commissioning monologues from writers to look at *To Kill a Mockingbird* from a different angle. Write a monologue for Chuck Little, Walter Cunningham or an imaginary character. You should:

Write a monologue for Chuck Little, Walter Cunningham or an imaginary character. You should:

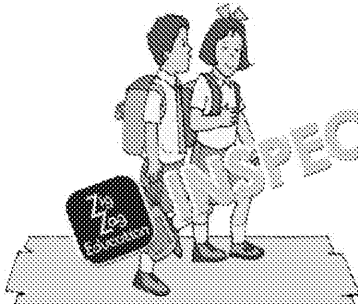

- What you think about Miss Caroline Fisher and her teaching style
- The incident where Scout shows her reading skills
- Miss Caroline's reactions to Scout's explanation of Walter Cunningham
- Miss Caroline's conversation with Burris Ewell
- Your feelings about looking back over the day
- Your thoughts about the next day in Miss Caroline's class



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# Storyboard Page

Jem condescended to take me		
		
		W
		

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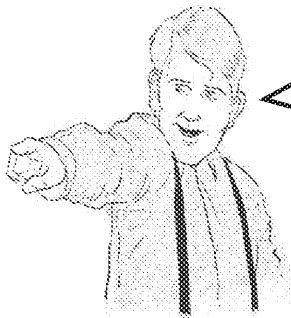


## Looking at Chapters IV–V

These chapters are about the summer holidays when Dill comes back to stay. The children invent a game about Boo Radley and try to get him to come out. They find mysterious gifts the children find in one of the Radley oak trees.

1. Draw or print a picture of a large oak tree like the one outside the Radley place.

Surround it with drawings or pictures of the items the children found in the tree. In speech bubbles put quotations about the tree and the objects. Add your own comments about who might have placed them there and why.



2. Find two stories that Dill makes up after he arrives. Discuss with a partner what these tell you about Dill. Add some notes to add to the character study of Dill.

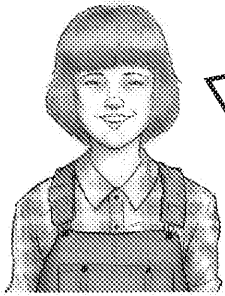
3. Jem and Dill become fascinated with Boo Radley. In the boxes below write down in which chapter you find this, and Atticus' reactions.

**Game 1**

**Game 2**

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4. Why does Scout spend more time with Miss Maudie? Write your answer below.

5. What does Miss Maudie tell Scout about the Radleys? Write your answer below.

### Trespassing in the Radley Place

6. Harper Lee makes this episode quite tense and frightening in places. Consider the following questions and use the senses.
- Write down three sounds that add to the tension.  
☐  
☐  
☐
  - Write down three sights that add to the tension.  
☐  
☐  
☐
  - Write down three things related to touch that increase the tension.  
☐  
☐  
☐
  - Make a list of the small events, in order, that build up to the climax.

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**Remember to update your glossary with words and phrases from the text.**

### Extension Tasks

1. Write a paragraph saying what you think Miss Maudie means when she says that Mr. Nathan is the same in his home as he is on the public streets. Is there an implied meaning?
2. Discuss with a partner what this episode, following the cementing of the tombstone, tells the reader about Mr. Nathan's personality.

Write some brief notes about him, supported by a couple of appropriate quotations.



### Speaking and Listening – Interact with others; listen and respond

Work in groups of four. Start by using the first seven chapters of the book to make notes on the following:

- The way the different adults speak
- The way the children speak
- The use of names and phrases in the narrative that are familiar in Alabama

When considering the first two points you should think about the words and phrases they use, especially if they have favourites, and how their ways of speaking are described by the narrator or other characters.

Then organise a group discussion about the way in which Harper Lee uses language to create character, setting and atmosphere in these chapters. Each person should take a turn at leading part of the discussion, asking at least two questions and prompting anyone who gets stuck while speaking.



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## Character Study: Jeremy Finch (Jem)

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A) Write three things that Jem does that tell you something about his character here:



B) Write the three things that give you a sense of who this person is:



C) Write three things that Scout tells us about Jem here:



D) Write the three things you learn about Jem from Atticus's perspective:



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## Character Study: Miss Maudie Atkinson

A) Write three things that you learn about Miss Maudie from her talks with Scout here:

B) Write the Maudie her char



C) What do we learn about Miss Maudie's attitude Stephanie Crawford and to Atticus Finch? Find your answers.



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## How to Use Annotation

When you are asked to make notes on a passage from a text, this is called a skill for reminding yourself about what you have learned. You can make notes on:

- **Character notes** – things that the writer tells you about a character
- **Plot notes** – events and actions that result in the story moving along
- **Structure notes** – ways in which the writer moves the story or creates even new direction
- **Background notes** – notes on the setting and culture in which the story takes place
- **Technical notes** – notes on the way the writer uses techniques such as metaphors to create effects.

Look at the example below:

*use of colloquial language Scout*



In the glare from the street-light, I could see Dill hatching  
widened, his fat cherub face grew rounder.

*← use of description*

'What is it, Dill?' asked Atticus.

'Ah – I won them from him,' he said vaguely.

'Won them? How?'

Dill's hand sought the back of his head. He brought it forward to his forehead, 'We were playin' s'ap over up yonder by the

*shows Scout's youth and naivety*

But what was s'ap poker?'

We had no chance to find out; Miss Rachel went off like a siren: 'Do-o-o Jee-sus, Dill Harris! Gamblin' by my fishpool?'

*Scout's adult voice, use of hyperbole for humorous effect*

you sir!'

Atticus saved Dill from immediate dismemberment. 'Just Rachel,' he said, 'I've never heard of 'em doing that before. Was playing cards?'

*baseball term*

Jem fielded Dill's fly with his eyes shut: 'No, sir, Just with

I admired my brother. Matches were dangerous, but can't

*insight into local vernacular*

- Now try copying and annotating the passage on page 49 that begins 'long and careful' and ends 'S-ss-ss. He gets more like Jack Finch even

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## Get Creative

(AO1, AO4)

1. Work in groups of four.
  - ▶ Find suitable pictures of the following:
    - Jem
    - Scout
    - Dill
    - Nathan Radley (with shotgun)
    - Miss Maudie
    - Boo Radley
  - ▶ Draw or find a suitable background for the Radley house with its front street.
  - ▶ Use the pictures to make a collage of the scene after the children escape from the Radley place and join the crowd outside the gate.
  - ▶ Add appropriate quotations written or typed into speech bubbles that they are description/narration.
  - ▶ Display your collage in your classroom.

2. Imagine you are either Dill or Jem.
  - ▶ Write the entries in your diaries that cover the events of these chapters:
    - The rolling in the tyre episode
    - The game about the Boo Radley family
    - The attempt to leave a note to Boo Radley
    - The visit to the Radley house at midnight and its result
  - ▶ Remember to write in diary style, which doesn't always need full sentences.
  - ▶ Remember to include your thoughts and feelings as well as what happened.
  - ▶ Try to use the kind of language your chosen character uses, so it sounds like they wrote it.



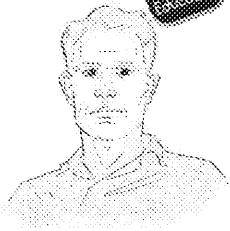
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## Looking at Chapter VIII

1. Imagine you are either Scout or Jem. Write a letter or an email to Dill, about the snow and how you made the best use of it while it lasted.

Remember to include the comments of Miss Maudie and Atticus and how you made the snowman look like Mr. Avery.



2. Imagine you are Boo Radley and you are keeping a diary of Maycomb.

Write the entry about the fire at Miss Maudie's house. How did you put a blanket round Scout when she wasn't looking?



3. Write down three different ways in which Miss Maudie's house was different from the other houses of Maycomb. Discuss what this suggests about her.

### 4. The 'N-word'

We find the term 'nigger' racially offensive in modern times, but it is used in the novel which is set in 1930s Alabama. The more polite term, used by Atticus, is 'n\*\*\*\*r'. Find this particularly acceptable either.

Discuss with a partner or small group, how you can write about events and use terms that are racist or demeaning to black people. What does this show about how things have changed both here and in the USA?

Is there any time when the 'N-word' might be used today, without being racist?



Remember to update your glossary with words and phrases from the novel.



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## Get Creative

(AO1, AO4)

### Speaking and Listening

#### 1. Local TV News Programme

- ▶ Work with a small group and imagine you are Maycomb's local TV news team reporting on the fire. You will need the following:
  - A presenter (person who reads news on camera)
  - A journalist (person at the scene who reports what's happening)
  - A camera operator (person who films what is happening)
  - A producer (person who coordinates the programme)
- ▶ The presenter and reporter should write the script together.
- ▶ The camera operator and producer decide on the pictures to use (or video for this).
- ▶ The producer decides which pictures go with which part of the script together. Film the presenter and reporter doing their pieces to camera and put the programme together using PowerPoint or a movie application.

#### 2. Imagine Miss Maudie has access to a computer and writes a blog about the fire.

- ▶ Write her blog entry covering the fire that destroyed her home. Your entry should cover the following:
  - Your thoughts and feelings about the fire and about losing your home
  - Your thoughts and feelings about the activities of the neighbours
  - Your fears about the fire spreading to the Finch house and to the town
  - The activities of the various fire engines and crews that come to the fire
  - Your thoughts and feelings about Jem and Scout and their survival
- ▶ Try to write in blog style and use Miss Maudie's voice as much as possible. Use quotations from the book when you can.

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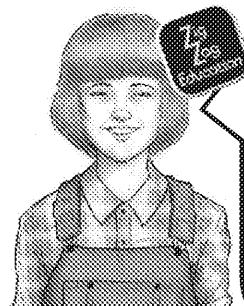
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# Looking at Chapter IX

1. Discuss with a partner how Harper Lee has chosen to begin and end the chapter.
  - ▶ What similarities can you find between the beginning and the end of the chapter?
  - ▶ Why do you think she has chosen to use these incidents in this place?



2. Write down three things that make Christmas Day special.

- 
- 
- 

3. Christmas Day begins well for the children. Write your answers below.

- a) What is in the packages under the tree for them? .....

.....

- b) Who is going to teach the children how to use them? .....

.....

- c) What does Atticus say will happen, if they are not used properly? .....

.....

## Extension Tasks

1. Research the background to the story that Cousin Ike Finch tells about the Missouri Compromise. Discuss how the civil war still affects the way we think and act.
2. Scout does a lot of fighting in this chapter. How does Aunt Alexandra feel about it? What is Atticus' view on this?



Remember to add any new terms from this chapter to your glossary.

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## Character Study: Aunt Alexandra

- A) Write three things we learn about Aunt Alexandra from Scout's narration.

- B) Write three things we learn about Aunt Alexandra from her dialogue.



Aunt Alexandra



- C) Write three things we learn about Aunt Alexandra from other people's reactions to her.



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## Character Study: Uncle Jack Finch

- A) Write three things we learn about Uncle Jack from Scout's narration.



- B) Write three things we learn about Uncle Jack from Scout's narration.

Uncle Jack Finch

- C) Write three things we learn about Uncle Jack from what he does.



- D) Write three things we learn about Uncle Jack from what he does.

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## Looking at Chapter X

1. Write down three reasons the children give for thinking 'Atticus was fee

- .....
- .....
- .....

2. Who is Eula May?

.....

3. What part does she play in the life of Maycomb as a whole?

.....

4. What is her role in this chapter?

.....

5. How does Harper Lee build up the tension before the shooting of Tim chapter? Write down three phrases or sentences that suggest danger between '... I noticed Jem squinting at something down the street' and one-shot job'.

- .....
- .....
- .....

Compare your choices with a partner and discuss why you chose them

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6. What do the children learn about their father from:

Heck Tate.....

.....

.....

.....

Miss Maudie.....

.....

.....

.....



### Extension Tasks

1. Find out about rabies and why the adults were so afraid the children might be infected.
2. Find a picture of the type of dog that Tim Johnson was. What were the children afraid of?
3. Do some research on the kind of telephone system that Maycomb had. Why was it so important?

Get Creative



(A01, A04)

Work with a small group and imagine you represent a local Maycomb radio station. Write a news report on the shooting of Tim Johnson. You should include:

- A 'live' report of the incident
- Interviews with Heck Tate, Calpurnia and Eula May
- A studio interview with a vet about the danger to the population

Members of the group can play the various roles and write their own script. Record the dialogue in the chapter.

Record your programme and play it to the rest of the class.



Remember to add any new terms from this chapter to your glossary.



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## Looking at Chapter XI

1. Write down three things we learn about Mrs. Dubose at the beginning

- .....
- .....
- .....

2. Write down one way in which she insults each of the children.

She insults Scout.....

.....

She insults Jem .....

.....

3. What evidence can you find in this chapter that Mrs. Dubose has a temper?.....

.....

.....

4. What evidence can you find in this chapter that Scout cares for her brother?

.....

.....

5. Discuss with a partner the nature of Jem's punishment and how he can do this? Write notes on your ideas below.



Remember to add any new terms from this chapter to your glossary

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## Extension Tasks

1. Find out what you can about morphine and how it was used in the 19
2. Why would it have been appropriate for Mrs. Dubose to own a 'confec
3. Write down three things you think the children learned in this chapter
4. Why does Atticus say that the courage '... is when you know you're licked
- begin '... but you see it through no matter what'?
5. Why do you think Harper Lee has included this episode?

## Get Creative

(AO1, AO4)

Imagine you are Jem as an adult and writing your autobiography.

Write the part of your book that concerns Mrs. Dubose and how you view

- to include:
- Your thoughts and feelings at the time and now looking back
  - The way you behaved and why, and your reflections on it now you are
  - The part that Atticus played in the events
  - The behaviour of Scout
  - Mrs. Dubose's troubling gift

Atticus tells Scout: '... before I can live with other folks I've got to live with

Discuss with a partner how you feel about this statement.

- ▶ What do you think Atticus means by it?
- ▶ How could you apply it to your own lives?
- ▶ His principles make things difficult for his children – and for him. Why
- think he insists on following them?

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## Looking Back at Part 1 of the Book

1. This part of the book seems at first to be a series of episodes in the lives of the children, but if you look more closely, though, Harper Lee is building towards what happens in Part 2.

Work with a partner to complete the grid below. Copy it out, if you need it.

Episode	What the children learn	Value
A)  first day at school		
B) The Boo Radley game with Dill		
C) The letter and the trespass on the Radley place		
D) The presents in the trunk and its being stolen 		
E) Miss Maudie's house burning down		
F) Christmas at Finch's Landing		
G) The shooting of Tim Johnson 		
H) Reading to Mrs. Dubose		

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2. This part of the book takes place over a two-year period. Make a time relationship between Scout and Jem changes over this time. You should think about:
- The way the children play together at the start of the book
  - How Scout feels when Dill and Jem exclude her in the summer he
  - The difference in the way they react to the things in the tree
  - Their differing views about approaching Boo Radley
  - The children's reactions to the funeral at Miss Maudie's
  - The way they view Christopher 'Aunt Alexandra's
  - How they both feel about Atticus before and after he shoots Tim
  - The way they both feel about the episode with Mrs. Dubose



3. The second part of the book is mainly concerned with the trial of Tom

**a) How does Harper Lee prepare the reader for what is going to**

You should think about:

- What we learn of the relationship between black and white re
- What the reader is told about the Ewell family
- The way the Cunningham family is presented
- How Atticus prepares the children for the difficult time ahead
- What Atticus says about mockingbirds (page 96) and what he
- (page 118)

**b) Work with a partner through the first part of the book and make**

- Use your notes to write an article for an online literature forum
- the way in which Harper Lee uses the first part of the book to
- highlight the second part.



**NB:** To make good notes, you should write down the page numbers of dialogue and summarise how it contributes to the reader's understanding. To make good notes, you might write:

*Page 18: Calpurnia comments on Mr. Radley - shows black people rarely cr*

The casual use of the N-word might be another example.

You could then find examples of the relationship between Calpurnia contrast to the way other black people are treated and the way they a



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## Looking at Chapter XII

1. Write down two ways in which Calpurnia prepares the children for their church.

- .....
- .....



2. Write down three ways in which First Purchase is different from the church Calpurnia attends.

- .....
- .....
- .....

3. What is different about the collection in First Purchase?

- .....
- .....
- .....



4. A) Discuss with a partner / small group how and why Calpurnia changes when she is at First Purchase.
- B) Do you have different ways of speaking when you are with different people? Why do you think this is? Write down some ideas and discuss them with other pairs/groups in your class.



Remember to add any new terms from this chapter to your glossary.



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## Speaking and Listening – Create and sustain different roles; inte

Work in a group of three, in role as Atticus, Jem and Scout.

- ▶ Imagine that Jem and Scout are telling Atticus about their visit to First
- ▶ Make a list of all the things the children would want to tell him.
- ▶ Agree which things Jem would tell him and which things Scout would
- in character if there was a bit of arguing! Atticus' role is to react or ask
- ▶ You could write a script, if you wish, or simply advise the scene directly. Try
- play it.



## Get Creative

(AO1, AO4)

1. Imagine you are either Calpurnia or Reverend Sykes.
  - ▶ Write the entry in your diary covering the visit of the Finch children
  - ▶ Remember to include your thoughts and feelings as well as what
2. Make a drawing or collage of the church as it is described in the chapter.
  - ▶ Put appropriate quotations around your picture. Be creative with
3. Design a word search based on First Purchase Church. You can use a word
  - search generator at <http://www.armoredpenguin.com/wordsearch/>
  - ▶ Print your finished word search and test your classmates!



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# Looking at Chapters XIII and

1. Write down three effects Aunt Alexandra has on the Finch house.

- .....
- .....
- .....

2. When Dill makes a dramatic appearance in the house, what reactions provoke from:

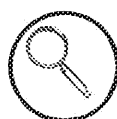
Jem.....

Atticus.....

Miss Rachel.....

3. Discuss with a partner or small group how Dill is presented to the reader. Consider the way in which the author wants you to see the character and to feel about him. Think about:

- How Dill explains his reasons for running away to Scout. How does he make her readers to feel towards Dill by including this?
- What explanation Dill gives about where babies come from. What was he trying to show about him?
- How do you feel about Dill during this chapter?



Remember to add any new terms from this chapter to your glossary.



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## Extension Tasks

1. Write a summary of Maycomb's history as told by Aunt Alexandra.
2. Discuss with a partner what you think Atticus was trying to do when he...
3. What do you think is important about Dill's final comment at the end of...

## Speaking & Listening – Presenting and communicating

Remind yourself of Dill's first explanation in Chapter 1 about how he came on his ordinary journey you make regularly – for example, this could be your journey to a friend's home – and turn it into the most imaginative and unlikely adventure. Write a dialogue and how he narrates his journey and makes it sound adventurous when it probably is. Use similar techniques and descriptive language to narrate a journey.

- You could start with written notes, or, if you feel confident enough, you could go along.
- Try out your story on a group of classmates. You could have a competition for the most inventive tale, with the winners telling their story to the whole class.

## Writing Task

Imagine you are Dill and write a letter to your mother telling her why you have left home. It should include:

- An apology for taking money from her purse
- A brief account of your journey, your destination and your reasons for leaving – as tactfully as possible
- A request to be allowed to stay with Aunt Rachel and your friends

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## Looking at Chapter XV

1. In this chapter two groups of men gather, one group outside the Finch Maycomb jail. Work with a partner and write your answers below.

A) Who are the first group and what do they want? .....

.....

B) Who are the second group and what do they want? .....

.....

C) Who calms the situation in each case? .....

.....

D) Why do you think the author includes these events? .....

.....

E) What effect does each of them have on the children? .....

.....



Remember to add any new terms from this chapter to your glossary.

### Extension Tasks

1. Research the meaning of the term 'mob' and its relevance in the novel.
2. Look up the Ku Klux Klan and make brief notes about their origins and the film *Mississippi Burning* is about this issue.
3. Draw a picture of Maycomb's jail, using the description on page 156. Put in speech bubbles around it.

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## Get Creative

(AO1, AO4)

- ▶ Work in groups of around 10 to dramatise the scene in front of the Mockingbirds. Assign roles to the actors to play the following roles:
  - Atticus
  - Jem
  - Scout
  - Dill
  - Mr. Radley
  - Tom Robinson
  - Mr. Underwood
  - The Old Sarum Gang – each of these people should give themselves a role.
- ▶ Begin by writing a script, based on the event in the book. You can add your own ideas, as long as it doesn't alter the events. Try to make sure everyone has a part to play, so make sure every person has a copy of the script.
- ▶ Don't forget the stage directions – these can be very important. Even if you don't have any lines to say, they should be reacting to what is going on.
- ▶ Think about how you will create an atmosphere of menace and danger. Use your own ideas, as long as it doesn't alter the events. Use physical contact.
- ▶ Consider your staging. Whereabouts are the different people in this scene? How will you show this? To the buildings? To each other? How will you show this?
- ▶ When your script is finished, read it through out loud. Then 'block' the scene. Decide on the entrances and exits and where they happen, and any main movements.
- ▶ Now rehearse your scene, with the roles you have agreed. Make any changes you need. Make sure everyone writes their part in the script.
- ▶ Rehearse the scene again, with individuals adding their own gestures and movements to their characters.
- ▶ When you are happy with your scene, perform it for the rest of the class.

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## Looking at Chapters XVI–XVIII

These are the chapters that cover the trial of Tom Robinson. The townsfolk and children slip out of the house and go to the courthouse without the knowledge of Alexandra or Calpurnia.

1. The courthouse, like everywhere else in Maycomb, is segregated. That is, black people are not allowed to sit in places reserved for whites. That was also true of bars and restaurants.

Discuss with a partner or small group:

- ▶ How this affects the way that white people in the town think about Atticus defending a black man
- ▶ Their likely attitudes towards the children attending First Purchase during the trial
- ▶ The episode with Mr. Dolphus Raymond

2. Write down three things the reader (and the court) learns about Mayella Ewell and her life during Atticus' cross examination.

- .....
- .....
- .....

3. What two pieces of evidence does Atticus want to impress on the court?

- .....
- .....

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4. This is the first time the reader 'sees' Tom Robinson as a person. What from Lee's description?

5. Write down three ways in which his evidence differs from Mayella Ewell

- .....
- .....
- .....

6. Discuss with a partner or small group which of them you believe and why

7. The two boys end up crying at some point in the trial. Describe their reactions

Dill was crying because.....

.....

Jem was crying because.....

.....

8. Look back to Chapter XI when Atticus is telling Jem about courage.

- a) Discuss with a partner how what he says applies to his own conduct during the trial of Tom Robinson.
- b) Discuss whether you think it is always true that public ideas about particular groups of people will influence the decisions of a jury.



Remember to add any key terms from this chapter to your glossary



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## Character Study: Atticus Finch

A) Write three things we learn about Atticus from what other people say.

B) Write three things we learn about Atticus from what he says.



Atticus Finch

C) Write three things Scout tells us about Atticus.

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## Character Study: Judge Taylor

- A) Write three things we learn about Judge Taylor from what he says.

- B) Write learn Taylo react



Judge Taylor

- C) Write three things we learn about Judge Taylor from what Scout tells us.

- D) Write learn Tayl does

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## Character Studies: Bob and Mayella Ewell

A) Write three things we learn about Bob Ewell from what he says.



B) Write three things we learn about Bob Ewell from what Scout tells us.

C) Write three things we learn about Bob Ewell from what Mayella says.

D) Write three things we learn about Mayella from what Scout tells us.



E) Write three things we learn about Mayella from what Bob Ewell says.

F) Write three things we learn about Mayella from what she says.



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## Speaking and Listening – Presenting and communicating; sustaining roles

1. Working in pairs, revisit Chapters 17–20, the trial chapters, paying attention to the dialogue and the role of the characters in these chapters. Now, do an exercise where one member of the pair takes on the role of Mr. Ewell, each writing your own version of each lawyer's/attorney's speech to the jury.
  - ▶ Now, using your knowledge of the case and the characters of the trial, Ewell, each write your own version of each lawyer's/attorney's speech to the jury.
  - ▶ Consider how you have to persuade the jurors to convict/acquit. Think about how to select the evidence that would sway the jury to your side.
  - ▶ Consider the way the two men have behaved through the trial and how to reflect this with your attitude in your speech.
  - ▶ Rehearse your speech carefully – you could record it and play it back to yourself (or about where you might pause for effect or what gestures you might use (at a minimum)).
  - ▶ Lawyers/attorneys are very good at rhetoric, so you should use rhetorical devices such as:
    - The rule of three
    - Inclusion (we, you, you and I, etc.)
    - Building up to a major point using minor ones
    - Using carefully selected evidence
    - Flattering the audience – phrases like 'you don't need me to tell you that for yourselves', etc.
    - A logical structure that builds to your final conclusion or point
    - Appeals to the emotions and ideals about freedom, justice, etc.
  - ▶ Deliver your speeches as convincingly as you can to the rest of the class. They should decide on guilt or innocence purely on the basis of the speeches they have heard.
2. Work in groups of four and take the roles of Miss Maudie, Jem, Scout and Dill. The three children tell Miss Maudie all about the trial and what happened. Speak in an appropriate way for your chosen role. Miss Maudie should react where necessary and react suitably to the account. So Jem must try to impress Miss Maudie, Dill would be emotional about the way the trial went. Scout should be down to earth about what happened.

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## Get Creative

(AO1, AO4)

1. Design the copy of 'The Maycomb Tribune' that covers the trial. You will need to include:
  - A headline and sub-headings
  - Pictures with captions
  - A summary of the trial including the evidence from the witnesses
  - Interviews with some of the people who attended the trial and some of the townsfolk
  - An editorial piece that gives your opinion of the trial and its conduct

Remember you will need to select and summarise what happened to form your newspaper. Make your newspaper look as authentic as possible by writing in columns.

2. Work in pairs or small groups to make a frieze of the trial for the classroom.

Each part of the trial should have its own picture, annotated with a caption. This will generally break down into the various witnesses and the final verdict.

Display the parts of the frieze in chronological order around the wall. Title each part of the events.

3. Imagine that Reverend Sykes and Bob Gilmer both write blogs. Think of a topic for each blog and then write in role, reporting how each of them views the outcome of the trial.

You should use a search engine to find some examples of blogs so that you can use the style you need.

4. How do you think Miss Maudie would help Scout to understand her meeting with Walter Cunningham and his family? Write a short speech in role as Miss Maudie to do this.

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## Looking at Chapter XXIV

- Find a quotation from each of the characters below that tells us something about them.

Miss Stephanie Crawford

- What is ironic about the Maycomb ladies attitude towards the Mrunas?

- Discuss with a partner or small group what you think Scout learns from Miss Maudie in this chapter. Think about:

- ▶ Why Aunt Alexandra has been trying to teach Scout about family
- ▶ Why she and Miss Maudie are fond of Atticus
- ▶ How Miss Maudie defends Scout against criticism
- ▶ The way that the women behave when they get the news about Tom



Remember to add any new terms from this chapter to your glossary.

### Extension Tasks

- Write a paragraph about your impression of the Gimes Everett and the Gimes.
- Discuss with a partner why you think Tom Robinson attempted to escape and how Atticus to get his case heard.

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**Writing Task (AO1, AO4)**

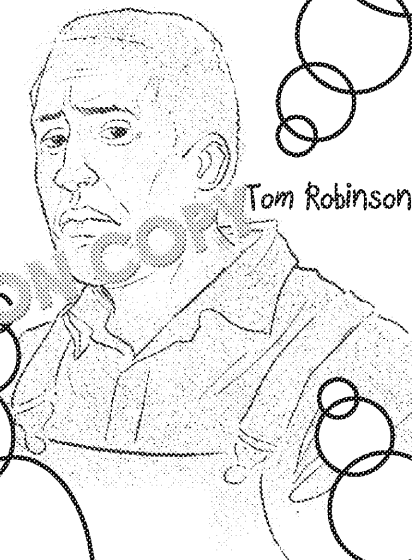
1. Imagine you are either Miss Maudie or Aunt Alexandra and write a diary entry that covers the missionary trip to the Mrunas.
  - ▶ Remember to include your thoughts and feelings as well as the facts.
  - ▶ Try to write in a style which doesn't need formal sentence structures or abbreviations.
2. Write an article for the church magazine describing how the Mrunas have accepted the mission to the Mrunas. Base your information on the chapter 10.
  - A headline and subheading if required
  - Information about what Rev. J Grimes Everett is trying to do
  - An interview with the tea party ladies about their fundraising efforts
  - A picture of J Grimes Everett with the Mrunas
  - An advertisement for a suitable fundraising event, e.g. a jumble sale, a beetle drive, etc.

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## Character Study: Tom Robinson

- a) Write three things we learn about Tom Robinson from what he says.

- b) Write learn Robin does.



- c) Write three things we learn about Tom Robinson from what Scout tells us.

- d) Write learn Robin chara him.

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## Looking at Chapters XXV–X

1. Discuss with a partner or small group:
  - ▶ Why do you think Tom Robinson made a break for it without waiting for an appeal hearing?
  - ▶ What is Helen Robinson's situation with her husband to support her? How does Bob Ewell make her life worse? How does Mr. Link Deas make his opinion of these people clear?
  - ▶ How does the title of the book reflect the title of the chapter?

2. Write down three things that Miss Gates teaches the children in 'Current Events'.

- .....
- .....
- .....

3. Why does Scout ask Jem '... how can you hate Hitler so bad and then tell folks right at home?' How does Jem react?

- .....
- .....
- .....



Remember to add any new terms from this chapter to your glossary.

### Extension Tasks

1. Write a paragraph about the parallels between this chapter and the main story.
2. Discuss with a partner and make notes about what Scout is learning about prejudice in this chapter and others.

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## Looking at Chapters XXVII–

1. What are the three things mentioned at the start of Chapter 27?

- .....
- .....
- .....

2. What do they have in common?

.....  
.....  
.....

3. Write a paragraph about Halloween in Maycomb and why this year's was different. Include the roles the children will play.

.....  
.....  
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.....

4. Discuss with a partner or small group how 'Cass Jacobs' joke on the way and Scout's missed entrance into the pageant contribute to what happens on their way home.

- How well do you think Harper Lee has set up this part of the plot?

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5. Work in pairs and take one of the characters below. When you have completed your spontaneous discussion about why Harper Lee arranged things as she did, write your version as a monologue. You could begin with, 'I was taking some time on the back porch because it was dark, when I heard the children were coming home...'

Imagine you are Boo Radley, telling your story about the attack on the children and how you rescued them.

- ▶ Write your version of the episode as a monologue. You could begin with, 'I was taking some time on the back porch because it was dark, when I heard the children were coming home...'



Imagine you are Heck Tate, telling your story about how you asked you to go and look for the children's attacker, calling Bob Ewell's death an accident and refusing to write your version as a monologue. You could begin with, 'When Atticus, I went straight out to the Radley oaks...'

6. Discuss the following with a partner or small group:
- ▶ Why Atticus wants to have a trial.
  - ▶ Why Harper Lee leaves it to the end of the book before we see what happens on Scout, when she finally meets him?
  - ▶ How the ending of the book explains the first sentence at the start to begin and end the book?
  - ▶ What does Scout finally understand when she takes Boo Radley out on the porch for the first time?



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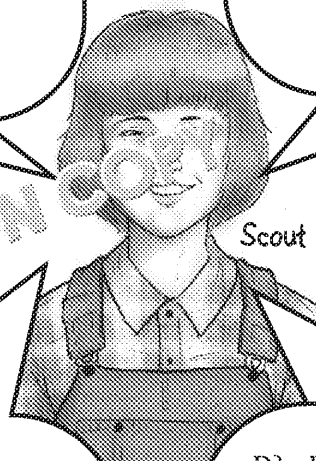
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## Character Study: Jean Louise Finch

- A) Write three things we learn about Scout from the way she speaks and what she says.

- B) Write three things we learn about Scout from the way she acts and what she does.



- C) Write three things we learn about Scout from the way other people react to her.

- D) Write three things we learn about Scout from the way she reacts to events.

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## Looking Back at Part 2 of the Book

1. The first part of the book builds up towards what happens in the second part of the book the children suffer a great deal as a result of the trial. How do they grow and learn as a result? Complete the grid below to help you.

Episode	What the children learn	
A) Going to church at First Purchase		
B) Alexandra's arrival		
C) The incident outside the jail		
D) The children's view of the trial		
E) The encounter with Mr. Dolphus Raymond		
F) The verdict of the jury and Bob Ewell's threats		
G) Missionary tea party		
H) The shooting of Tom Robinson		
I) The current affairs lesson about Hitler		
J) The Halloween pageant		
K) The attack on the children		
L) Meeting Boo Radley		

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## Looking at Structure

1. This part of the book takes place over a few months. Make a timeline to show how Scout and Jem changes further over this time. You should consider:
  - ▶ The way Calpurnia treats Jem
  - ▶ Jem's 'older brother' behaviour towards Scout
  - ▶ Jem's reaction to Dill's appearance under Scout's bed
  - ▶ The difference in their attitude at the trial
  - ▶ The way they behave in the courtroom
  - ▶ Their feelings about the verdict
  - ▶ Jem's reaction to Scout at the pageant
  - ▶ Scout's view of Jem during the attack

Add this timeline to the one you created after Part 1.

2. Work with a partner and use the storyboard sheet below to make a picture book. You will need to select the main events as you have only 12 frames.
  - ▶ Draw a picture that sums up the action.
  - ▶ Put a caption over each picture to show which event it is.
  - ▶ Add a suitable quotation from the book.

Discuss what this shows you about how Harper Lee constructed her story. For example:

- ▶ Why does she put the missionary tea party after the trial and why not before the shooting of Tom Robinson in the middle of the book?
- ▶ Why does the current affairs lesson come shortly after the tea party?
- ▶ Why does Harper Lee finish with the attack on the children and the death of Jem?

Then either a) photocopy your storyboard onto an OHP transparency or

Finally display your storyboard through the OHP or on an interactive whiteboard to show your views about the structure to the rest of the class.


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# Storyboard Page

Childhood Games with Dill		
<p>Let's try to make him come out.</p> 		
		B

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## Characterisation

### 1. Mapping the Characters

Harper Lee has created some memorable characters in her book. Even Avery and Judge Taylor are well drawn. Work in pairs and choose one

- Atticus Finch
- Scout Finch
- Jem Finch
- Dill
- Alexander Radley
- Calpurnia
- Miss Maudie
- Bob and Mayella Ewell
- Miss Rachel, Miss Stephanie Crawford and Miss Caroline Fisher
- Tom Robinson
- Heck Tate and Judge Taylor
- Mrs. Dubose, Mr. Underwood and Mr. Dolphus Raymond
- The Cunninghams
- Boo Radley
- Uncle Jack Finch and Mr. Nathan Radley

- ▶ Find examples of what your character says and how they say it (and expressions, the kind of words they use, their accent, etc.).
- ▶ Find examples of what your character does and how they act.
- ▶ Find examples of how others react to them – what they say to or about them, how other people feel towards them.

You must also think about what the character contributes to the novel and tackle this idea by imagining the book without your character. Jot down what would be missing from the novel if they were not in it. There will be very little and Jem have not learned something from the character themselves or about them.

Put your information onto a large display sheet, making it as neat and attractive as you can. You should use pictures, speech bubbles and quotations and boxes for your information. Your information will be used by the whole class, so your display should be as useful as possible to most of the class.

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## 2. Character Match-up

Below are a number of Harper Lee's descriptions of various characters revisiting the novel, see if you can match the descriptions to the characters. Compare your answers with the person sitting next to you – are all your answers the same? Use the text and work together to find the descriptions to see if you were right.

**TOP TIP:** You may want to cut these descriptions out and stick them on ream of paper to use for your knowledge of the novel's characters for your closed-book exam.

The  **Complicated Ladies**

'She had bright au-  
tumn hair and wore crimson finger-

**Miss Caroline Fisher**

'... amiable, white-  
lipped, and she sometimes pro-

**Miss Maudie**

'His face was as white as  
shadow on his jutting

**Judge Taylor**

'... a chameleon like  
himself in an old straw  
(Chapter 5)

A  **Boy Radley**

'... most of them were  
unrouged... Cutex  
finger-nails...' (Cha-

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## Character Relationships

### 1. Character Relationships Debate

Below is a list of key relationships throughout Harper Lee's novel. Find a relationship below. You will now take part in a class debate, in which five minutes to argue why their characters' relationship is the most important. At the end of the debate, the rest of the class will decide whose argument was the best.

- A) Scout and Jem Finch
- B) Scout Finch and Boo Radley
- C) Atticus Finch and Aunt Alexandra
- D) Mayella Ewell and Tom Robinson
- E) Atticus Finch and Tom Robinson
- F) Calpurnia and the Finch family

### 2. Character Relationships and Settings

The characters and settings within any novel are incredibly important. In this activity, you will find a list of character relationships and various settings throughout the novel.

- a) Draw a line between the setting you feel has the most connection to the relationship listed.

Jem Finch and Boo Radley	
Tom Robinson and Mayella Ewell	
Aunt Alexandra and Calpurnia	The
Tom Robinson and Atticus Finch	

- b) Now, choose one of the character relationships listed above and write a paragraph about how your setting relates to your chosen relationship. In your response, you must address the following questions:

- When are the two characters first placed within or linked to your chosen setting?
- Are there any similarities between the way Harper Lee characterises the setting and the presentation of the setting?
- What messages are key to understanding the relationship between the characters and the setting?

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## Settings

### 1. A Map of Maycomb

Reread Chapter 16 of the novel. Using Lee's description of the courthouse as your point of reference, draw and label a map of Maycomb including the buildings mentioned in the book:

- The town square
- The schoolhouse
- The church
- The town hall
- The Sheriff's office
- The various stores
- The houses of different residents
- The town dump
- The Negro quarters and First Purchase church

### 2. Settings Match-up

Below are a number of Harper Lee's descriptions of settings in Maycomb novel, see if you can match the descriptions to the settings. When you answers with the person sitting next to you – are all your matches the work together to find the descriptions to see if you were correct.

**TOP TIP:** You may want to cut these descriptions out and stick them on re your knowledge of the novel's and a for your closed-book exam.



Bradley Place

'There was a marble bed; on it were a green and red ear-syringe...'

Mrs. Dubose's House

'... its detractors said it was a privy; its supporters said it was good solid respectability.'

Finch's Landing

'Rain-rotted shingle under the verandah; oak floorboards (Chapter 1)

The Ewells' Shack

'... made the plot of land look like the playground (Chapter 17)



Maycomb Jail

'... a two-storied window circling it upstairs'

Picnics outside the Courthouse

'... washing down the milk from fruit jars'

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## Themes

### Speaking and Listening

1. Harper Lee includes several themes in her novel. Divide into six groups and discuss the themes in the boxes below to work on.

#### The Mockingbird

- Who is the mockingbird in the title? Is it Tom Robinson? Is it Mayella Ewell? Is it Boo Radley? How is this idea presented in the novel, through dialogue and actions?
- Prepare a PowerPoint presentation on this theme, with appropriate pictures, captions and quotations.
- You should use colours and shapes to make your presentation interesting and you could include suitable music.

#### Growing Up

- Scout and Jem's book progress in a number of experiences in the novel through actions?
- Prepare a PowerPoint presentation on this theme, with appropriate pictures, captions and quotations.
- You should use colours and shapes to make your presentation interesting and you could include suitable music.

#### Racial Prejudice

- Black people are treated as lower than white people by the Maycomb inhabitants and given fewer rights. How is this presented in the novel through dialogue and actions?
- Prepare a PowerPoint presentation on this theme, with appropriate pictures, captions and quotations.
- You should use colours and shapes to make your presentation interesting and you could include suitable music.

#### Social Hierarchy

- Society in Maycomb has clear class lines and with Atticus' views about this is presented in the novel through dialogue and actions?
- Prepare a PowerPoint presentation on this theme, with appropriate pictures, captions and quotations.
- You should use colours and shapes to make your presentation interesting and you could include suitable music.

#### Parents and Children

- There are several examples of parents and children in the novel: the Robinsons, the Finches, Dill, Calpurnia, Dolphus Raymond, the Radleys, the Ewells, the Cunninghams, etc.
- Prepare a PowerPoint presentation on this theme, with appropriate pictures, captions and quotations.
- You should use colours and shapes to make your presentation interesting and you could include suitable music.

#### Education

- How is formal education presented in the novel as opposed to the various children's lives they lead? How is this presented in the novel through dialogue and actions?
- Prepare a PowerPoint presentation on this theme, with appropriate pictures, captions and quotations.
- You should use colours and shapes to make your presentation interesting and you could include suitable music.

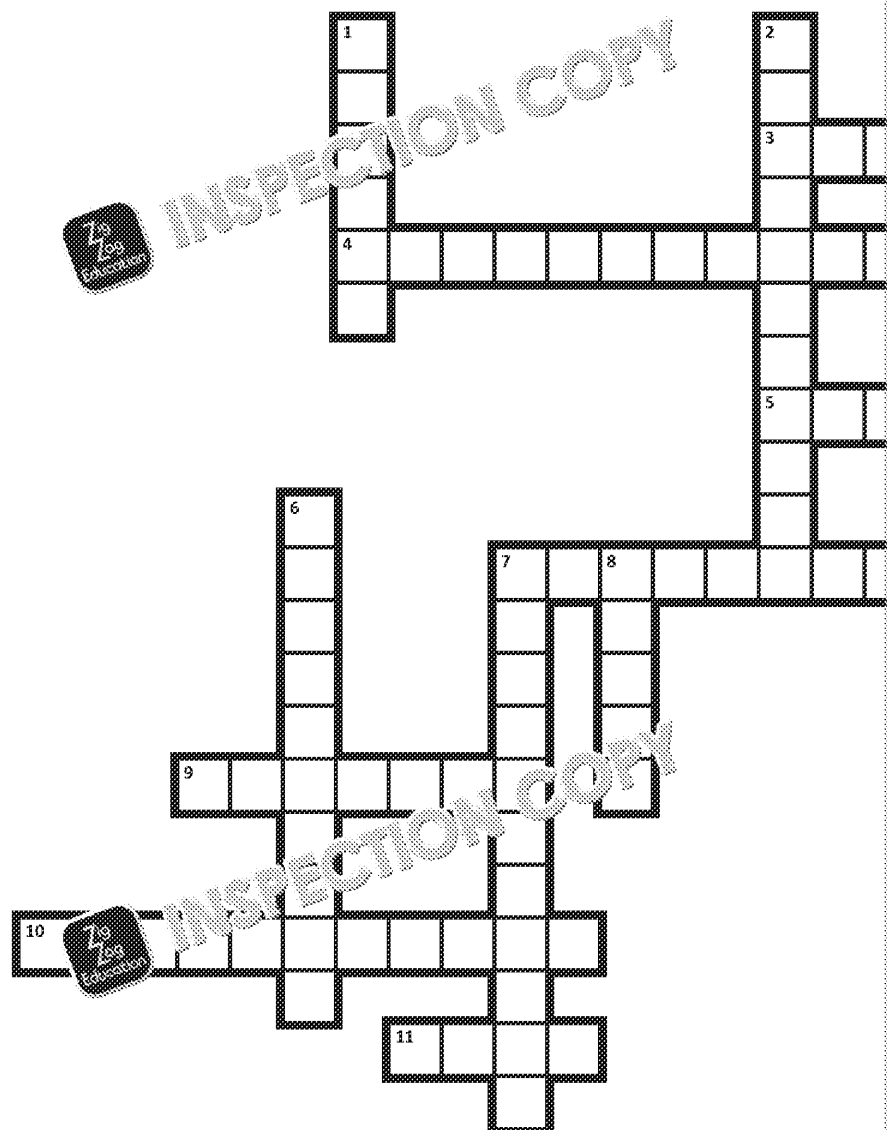
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## Ideas and Messages

### 1. Ideas and Messages Crossword



#### Across

- 3** Chapter 11: '[...] I wanted you to see what real \_\_\_\_\_ is, instead of getting the idea that \_\_\_\_\_ is a man with a gun in his hand' (7)
- 4** Act of separating groups of people within society, particularly based on grounds of race or gender (11)
- 5** Chapter 20: 'Which, gentlemen, we know is \_\_\_\_\_ itself a lie as \_\_\_\_\_ as Tom Robinson's sin' (5)
- 7** Holding a preconception about something or someone based on ignorance (9)
- 9** Fair trial, promoted by a legal system of government (7)
- 10** African American movement that gained momentum in the 1960s (5,6)
- 11** Chapter 31: '[...] you never really \_\_\_\_\_ a man until you stand in his shoes and walk around in them' (4)

#### Down

- 1** Discriminatory belief that one race is superior to another (6)
- 2** Symbol representing a novel (11)
- 6** Name given to a person who falsely accuses another of a crime (5)
- 7** Chapter 20: 'Which, gentlemen, we know is \_\_\_\_\_ itself a lie as \_\_\_\_\_ as Tom Robinson's sin' (5)
- 8** Chapter 20: 'Which, gentlemen, we know is \_\_\_\_\_ itself a lie as \_\_\_\_\_ as Tom Robinson's sin' (5)

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## 2. Characters and Ideas Match-up

As well as their use of dialogue, linguistic devices and structure, authors use characterisation to relay the ideas and messages of their text. Below are six ideas or messages explored by Harper Lee in the novel. For each idea or message, select the character that you believe Harper Lee uses most to convey her point of view on that idea or message. After selecting your character, write a couple of sentences justifying your choice, with reference to a particular scene in the novel in which the character can be seen voicing the idea or message listed.



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## The Writer's Use of Language

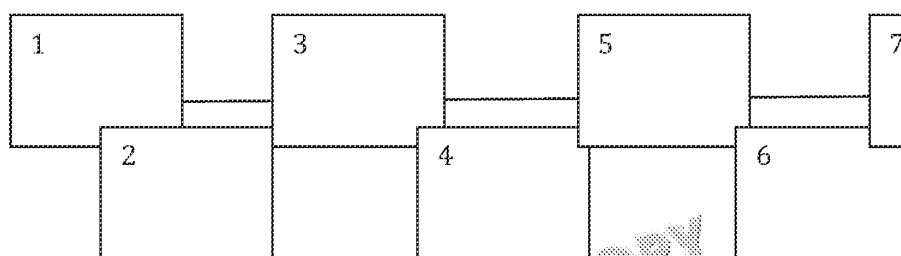
### Creating an Atmosphere

1. Copy the extract on page 58 that begins 'Jem held up the bottom wire' and finishes on page 60 '... were on the back steps before Jem would let

Think about how this incident is developed. We already know about the incident told in the town. We also know about the children's fascination with Boo Radley 'come out'. In addition, we know that Atticus has told them to leave the

Discuss with a partner how each of the above contributes to our feeling about entering the Radley place.

2. Copy the diagram below and work through the extract with a partner, discussing each episode as you go. Then write a paragraph about the way in which Harper Lee



3. Highlight any words or phrases that Lee uses to create tension (e.g. the squeaking of the door, the shadow). How do they make the reader feel?
4. How does the dialogue add to the tension? Look at what the children say and how they say it (mutter, whisper, breathe).
5. How does Harper Lee use descriptive details in this extract, e.g. the hot moon, the collards, to help create the atmosphere?
6. Look at the actions of the children at different points in the extract: 'crept', 'punched', 'heaved', 'teetered', 'trawled', 'leaped', 'galloped', 'dropped', 'rolled' and 'struggling' compare these to the tension?

Write notes on your ideas about the above. These could form the basis for

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## The Use of Humour

Humour is not always something that makes us laugh aloud – it may make us with other emotions.

1. Look at the incidents below and discuss with a partner how they are and other emotions mixed up with it.
  - A) Scout's first morning at school
  - B) The children's games with Dill
  - C) Dill's stories
  - D) The snowman
  - E) Mr. Nathan's yard
  - F) The Halloween Pageant

This is 'situation humour' where the amusement arises out of the events and reactions to them.

2. Harper Lee also uses irony, sometimes through situations like Bob Ewell the ladies helping the missionary but looking down on the local blacks by Atticus and Miss Maudie to make their points.

Atticus says to Jem, while he is re-enacting Boo Radley putting a blanket over him: 'Do not let this inspire you to further glory Jeremy'.

Miss Maudie asks Miss Stephanie Crawford who has sworn she saw Boo in the window: '... what did you do, Stephanie, move him out of the bed and make him go to school'.

- Find two other examples of Harper Lee's use of irony in the book.

3. A lot of the humour comes from Scout's view of the world as a child with the way she looks at adults. When she mistakes the overheard word 'hermaphrodite' for 'hermaphrodite' makes Miss Maudie laugh and when Jem goes through 'his Egyptian pylon' 'walking flat'.

- Find three other examples where Scout's view of the world gives rise to humour.

4. Another source of humour in the book is the stories that Dill tells, especially about his life.
  - Find two examples of these inventions. What other emotion is behind these stories about his life?

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## Form

As is common in many stories that come in the form of a novel, Harper Lee tells the story from the point of view of a first-person narrator. The story is told from the perspective of both an adult looking back and a child who goes from six years old to nine.

The advantages of having a first person narrator is that the reader gains a sense of what Scout and Jem see and feels. Discuss with a partner how this could be a disadvantage if the story was told solely from the perspective of a small girl's. What advantages does the novel gain by showing events through the eyes of Scout?

The disadvantage of having a first person narrator is that we only see things from Scout's point of view. Discuss with a partner whether there are any parts of the book that would be a drawback if Scout was not the narrator.

One of the criticisms made about the novel was that Scout's voice was too young. Other readers have been happy with the juxtaposition of the adult Scout and the child Scout. The viewpoint goes between the two. Look at the extract below from page 30 in different colours which voice is the adult and which the child's.

*If I could have explained these things to Miss Caroline, I would have saved her some inconvenience and Miss Caroline subsequent mortification. I was proud of my ability to explain things as well as Atticus, so I said, 'You're silly, Miss Caroline. Walter hasn't got a quarter at home to bring you, and he's not a stovewood.'*

1. Now write a brief review for an online literary website such as suite101.com about the use of viewpoint in the novel and what the advantages of using Scout as a narrator might be.
  - ▶ Although we see things from Scout's point of view, we know how things are from the perspective of other characters as well. How does Harper Lee show us what other characters think and feel?
2. Look at the passage in the book on page 30 that begins 'Calpurnia sent me to the door...' and ends on page 31 'Hush your fussin,' she said'.
  - ▶ Rewrite this passage in the third person (Scout or she). With a partner, compare your passages and decide what difference it makes whether they are written in the first or third person. Which works better and why?

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## Structure

A novel of progress? In many ways, Harper Lee's novel can be seen as a cycle. The novel we have returned to the place where we started as Scout reflects and takes us back through her childhood in a chronological order. One reason a novel in this way is because it allows us to watch Scout and Jem's characters observe the impact the Tom Robinson case had on their lives and view of the world.

1. Below are a number of pairs of quotations relating to a specific character from one part of the novel and one from Part 2. In the third column, explain the change you think can be seen between the two quotations and how this relates to the structure of the novel.

Part 1 of the Novel	Part 2 of the Novel	What change can be seen between the two quotations and how this relates to the structure of the novel?
A) 'Inside the house lived a malevolent phantom.' – Chapter 1	'He [Boo] almost whispered it, in the voice of a child afraid of the dark.' – Chapter 31	
B) 'North Alabama was full of Liquor Interests, Big Mules, steel companies, Republicans, professors, and other persons of no background.' – Chapter 2	'Jem, how can you hate Hitler so bad an' then turn around and be ugly about folks right at home -?' – Chapter 26	
C) 'Jem yanked my hair, and he didn't care, he'd do it again if he got a chance, and if I didn't shut up he'd pull every hair out of my head.' – Chapter 11	'[...] All he [Boo] wanted to do was to let him and his sister go safely home.' – Chapter 30	

2. Select one of the pairs of quotations above and use it as a starting point for the following questions:

- A) How does the structure of *To Kill a Mockingbird* shed light on the novel?
- B) How does the structure of *To Kill a Mockingbird* shed light on the novel?
- C) How does the structure of *To Kill a Mockingbird* shed light on the novel and Jem in the novel?

In your response you should address the following factors:

- What does the presentation of your chosen theme or relationship tell you about the novel? For example, does the novel have a cyclical structure?
- What change can be seen in the presentation of your chosen theme or relationship as the novel progresses?
- What effect does the structure of the novel have on your understanding of the theme or relationship in the novel?

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## Context

1. Harper Lee based the trial of Tom Robinson to a large extent on the 'Scottsboro Boys' case.
  - ▶ Use a search engine to find out as much as you can about these trials.
  - ▶ Divide a sheet of paper into two columns, one headed 'Tom Robinson' and the other 'Scottsboro'. Write down any parallels you can find between the two cases.
2. The novel is set in the Great Depression of the 1930s following the Wall Street Crash of 1929.
  - ▶ Use a search engine to discover what effect this had on the people of Alabama (in particular).
  - ▶ If you have time, the film *The Grapes of Wrath* from the book by John Steinbeck is about this subject.
  - ▶ Write a paragraph about how this historical event shaped the plot of the novel.
3. The American Civil War has a continuing influence on the attitudes and beliefs of the people of Maycomb.
  - ▶ Use a search engine to discover what you can about the American Civil War, especially in the southern states, especially Alabama.
  - ▶ Make a collage of this momentous event showing the main battles, causes and effects.
  - ▶ If you have time, *Gone with the Wind* is a film about this event from 1939, directed by Victor Fleming.
4. The novel is set before the African American civil rights movement began in the 1950s.
  - ▶ Use a search engine to discover what you can about slavery in the United States and the treatment of black people after they had been freed by the 13th Amendment to the constitution.
  - ▶ Imagine you are either a black male cotton worker or a black female domestic servant. Write in your private journal about your daily life and your thoughts about the future.
  - ▶ The modern novel *The Help* by Kathryn Stockett, gives a vivid picture of the lives of black women before the civil rights movement gained momentum.
5. Finally, take a look at this set of interesting and relevant set of photographs showing black tenants in Alabama at [http://memory.loc.gov/ammem/fsahtml/ttde.html](http://memory.loc.gov/ammem/fsahtml/ttdehtml/ttde.html).
  - ▶ Make notes on what they reveal about what life was like for black people in the 1930s.

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# Essay Guidance

The Pearson Edexcel iGCSE examination may ask:

- Questions on character: You may be asked to write about a character's role and how they play in it.
- Questions on themes: You may be asked to write about one of the themes that the author shows in the text.
- Questions on background setting, viewpoint: You may be asked to write about the background and/or cultural setting of the novel and/or the part played by viewpoint.

In all your essays you will be expected to give your personal response to the text, showing that you have understood what the author is trying to do and how she is trying to do it. You should also show that you have understood what the novel shows reveals about the context.

The assessment objectives you should bear in mind are:

**AO1:** Demonstrate a close knowledge and understanding of texts, maintaining a clear and coherent argument, presenting an informed personal engagement.

**AO4:** Show understanding of the relationships between texts and the context.

## Practice Essay Questions

### SECTION C: Modern Prose

*To Kill a Mockingbird*, Harper Lee

#### EITHER

- 1 Explore the importance of Aunt Alexandra in the novel.  
You must write about context in your answer.

#### OR

- 2 Examine how Atticus is presented as a role model for the society of Maycomb.  
You must write about context in your answer.

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## How to Tackle an Exam Question

- Read the question carefully and underline the key words. These are the what the examiner wants, for example in sample question below:

Examine the significance of different social groups in

... professionals, poor farmers, black

- Plan your answer. You could make a list of bullet points and tick them or you could do a quick spider diagram (useful because you can add boxes as you go) or you could do a concept map where ideas radiate from the main points (you

For this question you might start with representative characters like Atticus Cunningham, Calpurnia and Mayella Ewell. Then choose one or two events and think differently from each other.

Remember to use PEE – point, evidence, explanation – to maximise your marks.

- ▶ For example you might make the **point**: Mayella Ewell is not used to being treated with respect.
- ▶ Your **evidence** could be a quotation from Mayella at the trial when she is mocking her: 'Long's he keeps on callin' me ma'am and sayin' Miss Cunningham.'
- ▶ Your **explanation** might be that Harper Lee uses this as a way of showing how Mayella has never been treated with courtesy and that her own experience of people not treating her with respect have some bearing on her behaviour towards Tom Robinson.

You can see that when you use this method you are showing the examiner how the author is presenting a character and the techniques she is using to do this in a way that is relevant to the character.

The other technique that will earn you marks is to use 'embedded quotations' from the book that are used as part of your answer, e.g. *when Atticus says 'when you know you're licked before you begin, but you begin anyway, you win. You never win anything, but sometimes you know what you're licked before you begin, but you begin anyway, you win. You never win anything, but sometimes you know what you're licked before you begin, but you begin anyway, you win.'* he knows this is something he will have to do in defending Tom Robinson.

**NB:** You are not allowed to take texts into this examination, so it might be useful to jot down some useful quotations and jot them down as soon as you are allowed to write.

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# Answers / Indicative Content

## Pre-reading Activities

### 1. About the Author

Research tasks – personal response required

### 2. Cloze Reading Exercise

Gap-fill should read: Harper Lee, 1926, manuscript, *Set*, 2007, Freedom, Po, 1949, author, father, attorney, black, Monroeville, Alabama, 1940, mi

### 3. Speaking and Listening: Class Discussion

Student's own individual response in group discussion

### 4. Historical and Literary Context Research

Student's own research required

### 5. Expectations of the Novel

Student's own response required but likely responses include:

- A) Small-town life defined by its segregation of black people from the white hierarchy where racism is rife
- B) Black people subject to 'Jim Crow laws' of segregation, deemed inferior, occupying manual labour jobs, subject to discrimination and injustice
- C) White people as superior social group occupying higher ranks in social hierarchy, long heritage within the town dominates the exploitation of the black community, highlight the prejudice and racism in society at the time
- D) Key theme in the novel, driving the plot and intrinsically linked to the mockingbird symbol, the effect racist attitudes to rule the characters at the novel's end, leaving us with a somewhat pessimistic message

### 6. Speaking and Listening: The Impact of the Novel

- A) Impact on Lee's readers detailed in video include: key text assigned to students, key themes of race and innocence and a childhood under the black community and raises awareness and provides a greater understanding of the tribulations of their ancestors and family members, Atticus as a key figure regarded as being relevant in today's society and can teach us something and treat others
- B) Student's own personal response required regarding the novel's impact

### 7. Adapting *To Kill a Mockingbird*

Student's own response required, but likely first impressions of the following:

- A) Scout – lead role in novel, narrative seen through her eyes, deferent but somewhat rebellious and curious
- B) Jem – a young boy who struggles with the loss of his childhood and brutality of his innocence and naivety as a result of the novel's events
- C) Atticus Finch – voice of wisdom and respect in the novel, leads the community to equality and freedom, a good father dedicated to his children
- D) Justice – the court that saves the novel, Atticus as an embodiment of justice
- E) Impact of the novel – rarity that has captured the aspect of good and evil, Pulitzer Prize and many other literary awards, memorable tale loved by readers

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## 8. Speaking and Listening: Debate Task

### A) Key arguments of articles:

Misa's 'For' Argument – Lee's text is a text that demands attention and truth that will always resonate with humanity and that we should all read it for our comfort

Domise's 'Against' Argument – Lee's novel is a well-written work, but written by a white author and being told from the perspective of a white man. Tom Robinson being used as an object of a racist white imagination

### B) and C) Student's own individual responses and participation in debate

## During-reading Activities

### Making Sense of Chapter 1

#### Getting Started: The Finch Family History

**Getting Started Activity:** On pages 10 and 11 we learn the following about the

- Aunt Alexandra – only Finch to remain at the Landing to marry
- Uncle Jack Finch – studies medicine after receiving financial aid from his
- Atticus Finch – practises criminal law, moved to Montgomery to read law to nearly every family in the town' (Chapter 1)

### 1. Setting and Background

Student's own choice of quotations but examples may include, for example, 'but it was a tired old town', 'In rainy weather the streets turned to red slop', 'hours long but seemed longer' (Chapter 1)

### 2. Description and Drawing

Student's own personal response and drawing

### 3. Introduction of Characters

Student's own personal responses required for first impressions of characters

- Atticus Finch – respectable, firm and fair father to Jem and Scout
- Mrs. Maclary – a town gossip who likes to fuel the 'rumor' that the Radley family are concerned
- Jem Finch – older brother and role model to Scout, adventurous, kind
- Scout Finch – younger sister of Jem, the novel's narrator, impression of events of her childhood concerning the Robinson case, deferential to strong-minded

### 4. Finch Games

The children's favourite games and pastimes include the renovation of the games, and running to the Radley Place and back and touching the wall

### Character Study: Charles 'Dill' Baker Harris

#### Character Study:

##### Dill:

- 'He wore blue linen shorts that buttoned to his shirt, his hair was snow white duck-fluff; he was a year my senior, but he towered over him. As he told us to lighten and darken' (Chapter 1)
- For example, his father 'was from Maycomb County originally, his mother Meridian, and entered his picture in a Beautiful Child contest and won first prize'
- For example, Dill is 'from Meridian, Mississippi, was spending the summer and would be spending every summer in Maycomb from now on.' (Chapter 1)
- Dill begins to earn Jem's respect by telling him that he has seen the film

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### Character Study: Arthur 'Boo' Radley

- For example, 'When people's azaleas froze in a cold snap, it was because stealthy crimes committed in Maycomb were his work.', 'Boo' apparently of scissors when he was thirty-three, and Boo apparently also '[dines] on could catch' (Chapter 1)
- For example, 'Mr. Radley walked to town at eleven-thirty every morning twelve', 'Mr. Radley and his wife had lived [at Radley Place] with their two could remember', and that he is 'a thin leather man with colourless eyes reflect light' (Chapter 1)
- Boo supposedly never emerged from the Radley Place on account of his his father's imprisonment of him
- Jem suspects that Boo keeps Boo chained to his bed

### Speaking, Reading and Writing Activities

Student's own personal oral and written response required for both these sections

### Looking at Chapters II and III

#### 1. Story about Cats

For example, inability to relate to the literature, and disillusioned with the text as a result of their upbringing

#### 2. Scout's Classmates

- Walter Cunningham – Scout gets in trouble for defending Walter and background and history to Miss Caroline, resulting in a fight breaking playground in Chapter 3
- Burris Ewell and Chuck Little – the two end up in an altercation in the and the class try to explain to Miss Caroline the Ewell family tradition each school year

#### 3. Scout and Atticus' Discussion

Scout doesn't want to go to school because Miss Caroline has forbidden her with Atticus, to which Atticus responds by telling her that she must go to understand Miss Caroline's point of view, but that the pair will continue

### Extension Tasks

#### 1. Recipe for Crackling Bread

Standard recipe: pork belly skin, sea salt, cornmeal, plain flour, baking powder, buttermilk, 1 large egg, unsalted butter

#### 2. Miss Caroline's Background

As Harper Lee tells us, there has been a division between the counties of sparked by Miss Caroline's home, Winston County, seceding from Alabama seceding from the Union on 11 January 1861

#### 3. Miss Caroline vs Maycomb Children

Miss Caroline is from North Alabama vs the Maycomb children's southern bring a new style of teaching to the area, with her disciplining of the children to what they are used to

#### 4. Writing Tasks

Student's own personal oral and written response required for this section

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## 6. Trespassing in the Radley Place

For example, Harper Lee makes use of the following to create tension in

- A) Sounds: silence and creeping, squeaking steps, roar of the shotgun
- B) Sights: eerie moonlight, ramshackle home with dark windows, shadows
- C) Touch: sharp wire, Jem touching the Radley gate at the boundary, the other for support and out of fear
- D) Climactic events: lifting of the wire, crossing the Radley boundary, Jem's squeaking of the step, shadow of the man with a hat on, the children

### Extension Tasks: 1 and 2

1. Student's paragraph should include some reference to Miss Maudie's insouciance as well as Atticus
2. Student's response should include some reference to the cruelty and dishonesty and how this generates sympathy from the reader for Boo Radley. Include: 'Jem was facing me when he looked up, and I saw him go stark white, dying. You plug 'em with cement when they're sick. You ought to know that.'

### Speaking and Listening Activity

Student's own personal discussion required, but should make reference to the adults vs the outspoken and honest language of the curious children in the unfamiliar in the UK should include anything relating to the dialect or idiolect

### Character Study: Jeremy Finch (Jem)

- A) Student's own choice from many possible responses, but likely examples: instinct when warning Scout of the danger of accepting chewing gum from intelligent attempt at deceiving Atticus after being warned about the Radleys; make contact with the lonely Boo Radley.
- B) Student's own choice from many possible responses, but likely examples: find, Scout.' (Chapter 4)  
"Tell you what," said Jem. "We'll keep 'em in school starts, then go around theirs." (Chapter 4)  
"Nothin' to it. I swear to you, sometimes you act so much like a girl, it's no wonder."
- C) For example, 'Jem was a born hero'; 'Jem's head at times was transparent'; 'make it clear he wasn't afraid of Radley's in any shape or form, to heroism with my cowardice' (Chapter 4), 'Jem was not one to dwell on pain'
- D) For example, Jem can be stubborn, Jem is highly deferential to Atticus and not as brave as he would like Scout to believe

### Character Study: Miss Maudie Atkinson

- A) For example, Miss Maudie hates spending time inside her home, preferring in her garden; she is a widow; she often dresses in an old straw hat and
- B) For example, Miss Maudie '[loves] everything that [grows] in God's earth' a religious individual with a love of nature; she bakes cakes for the children; Miss Maudie does not listen to the other Christians who tell her that she is which shows her strength of character and mind
- C) Miss Maudie's attitude towards:
  - The Radleys: Miss Maudie is sympathetic to Boo Radley and his treatment; for example, "No, child," she said, "that is his house. I remember Arthur. He always spoke nicely to me. After what folks said he did. Spoke" (Chapter 5)
  - Miss Stephanie Crawford: Miss Maudie regards Miss Crawford's habit of spreading the truth with disdain; for example, "That is three-fourths of Stephanie Crawford," said Miss Maudie grimly. "Stephanie Crawford woke up in the middle of the night and found him looking in the window, Stephanie, move over in the bed and make room for him? That's what I want to know."
  - Atticus Finch: Miss Maudie regards Atticus with a great deal of respect; for example, "[...] Atticus Finch is the same in his house as he is on the

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**Chapters IV–VII: Get Creative**

Student's own creative response required

**Looking at Chapter VIII****1. Correspondence to Dill**

Student's own creative response required

**2. Boo's Journal**

Student's own creative response required

**3. Miss Maudie's Loss**

At first Miss Maudie is downcast and does not wish to speak to others due to her loss. She finds solace in her loss as she gazes at 'her frozen charred azalea'. Her optimistic approach returns as she notes that she has always wanted a smaller house with more room for azaleas. This suggests Miss Maudie is an optimistic, grateful person.

**4. The 'N-word'**

Student's own personal response and participation in discussion required

**Get Creative**

Student's own creative response required

**Looking at Chapter IX****1. Beginning and End**

Harmony to events, as the beginning of the chapter consists of Scout battling judgement of her classmates, and ends with Atticus inadvertently stressing the importance of trusting him and not falling prey to the pressure of others. Lee has chosen to end the chapter before the events and truth of the Robinson case are revealed.

**2. Scout's Christmas Day**

Scout's Christmas Day is affected by several events, for example, leaving home; the coming of her father Atticus; the death of her husband Jimmy, and the death of her son Francis; Scout's argument with Francis.

**3. Christmas Day Questions**

- Atticus
- Uncle Jack
- 'He declined to let us take our air rifles to the Landing (I had already told them that Francis) and said if we made one false move he'd take them away from us.'

**Extension Tasks**

- Student's own research required
- Aunt Alexandra believes she should be more gentle and feminine, and her response is that 'there were already enough sunbeams in the family and she didn't mind me much the way I was.' (Chapter 9)

**Character Study: Aunt Alexandra**

- For example, Aunt Alexandra is married to someone called Jimmy, has a son called Francis. She is a good cook, appears to have little in common with her brother Atticus. She is 'analogous to Mount Everest: throughout my entire life, she was cold and the more I tried to get close to her, the more I found her to be.' (Chapter 9)
- For example, Aunt Alexandra is judgemental about Scout's attire, and the standards upheld in their dress and behaviour, stating that 'men should learn to do with their wives as I do with mine when they don't feel good' (Chapter 9). Atticus is a good father to parenting. This shows that she is highly disciplined, righteously particular, and feminine.
- We learn that Aunt Alexandra is judgemental of her other siblings, and her parenting. We learn that Jem and Scout are not particularly fond of their mother. We also learn that Aunt Alexandra is a surrogate mother to Jem and Scout following the death of their mother, and has a strong interest in educating Scout in the conduct of women.

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### Character Study: Uncle Jack Finch

- A) For example, Uncle Jack is a kind man and a favourite among his niece and brother, studies medicine, and often provides comfort to Scout and Jem in that he will be teaching Scout and Jem to use their air rifles correctly. He is Rose Aylmer.
- B) Uncle Jack has a good sense of humour, often amusing Scout and Jem with not like curse words and often tells Scout off for her use of them, we also about Atticus' welfare and involvement in the Tom Robinson case.
- C) We learn that Uncle Jack is caring from his interactions with Scout and Jem provides entertainment and comfort to them when mending their injuries, some skill with an air rifle, he teaches the children how to use one, and and his welfare from his discussion with Atticus about the Robinson case.
- D) We learn that Uncle Jack is loved greatly by his family, particularly Scout and Jem, and a great comfort to, Atticus; that he agrees with Aunt Alexandra's femininity as he echoes her argument in his scolding of Scout's 'unfeminine' behaviour.

### Looking at Chapter X

#### 1. Atticus

For example, he is nearly 50; much older than the parents of Scout and Jem is too old to be tackled in his games of football with Jem, he wears glasses

#### 2. Eula May

Eula May is the phone operator in the county

#### 3. Eula May's Duty in Maycomb

Eula May is, therefore, in charge of spreading important news through Maycomb

#### 4. Eula May's Role in the Chapter

Eula May is in charge of spreading the word about the mad, rabid dog - Tim Johnson

#### 5. Lee's Use of Tension

For example: 'He walked erratically, as if his right legs were shorter than the left.' Eula May, but I know a mad dog when I see one. Please move the front steps and banged on the door. She got no answer, and she shouted 'mad dog's comin'! Mad dog's comin'!'; 'His belt had a row of bullets sticking out of it.' (Chapter 10). Student's own reasoning for their choice of quotation

#### 6. Atticus' Skill

The children learn the following about Atticus from:

- Heck Tate – Atticus has great skill with a rifle and only needs one shot
- Miss Maudie – Atticus' nickname was 'Ol' One-Shot', and he 'was the best shot in the County in his time' (Chapter 10)

### Extension Tasks

1. Rabies is a deadly virus that can be passed to humans and cause madness
2. 'Tim Johnson was most likely a springer spaniel' - a type of gun dog shot by their owners
3. Student's own research required: how phone systems throughout the county on operators such as Eula May to pass news around communities during a crisis

### Get Creative

Student's own creative response required

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## Looking at Chapter XI

### 1. Mrs. Dubose

For example, Mrs. Dubose 'lived alone except for a Negro girl in constant attendance; she is 'very old' and spends 'most of her time in a wheelchair', and Jem and Scout 'hate her' (Chapter 11)

### 2. Mrs. Dubose's Insults

Mrs. Dubose insults Scout by calling her an 'nigger' and judging her attitude by criticising Atticus: "Your father's no better than the niggers and trash."

### 3. Jem's Temper

For example, 'Jem was scarlet', 'He did not begin to calm off even when he saw Mrs. Dubose owned [...] He bent my baton against and then I bent it down.' (Chapter 11)

### 4. Scout's Caring Nature

Scout pulls on her brother's sleeve and attempts to calm him after Mrs. Dubose looks like Dixie Howell in an attempt to cheer him up, and she accompanies Mrs. Dubose for moral support

### 5. Jem's Punishment

Jem is punished by Atticus for his treatment of Mrs. Dubose, and is forced to do a hard day's work every weekday and Saturday for a month. Atticus asks him to do this as a way of understanding her addiction, and to encourage Scout and Jem to always treat others with kindness to understand them and not be ignorant to their private struggles.

## Extension Tasks

1. Morphine is a pain medication from the opiate family, and in the 1930s was used to treat various ailments and alcohol addiction
2. Mrs. Dubose now lives alone and is a widow, so it is insinuated that she possibly belonged to her husband who perhaps died in the civil war
3. Responses likely to include: everyone has their own struggles whether they are visible or not. To be sympathetic to everyone, you must not 'judge a book by its cover'
4. Atticus teaches Jem about Mrs. Dubose's battle with addiction – she is a strong woman who knows she will pass away but tries anyway
5. Student's own opinion, but likely responses include: to illustrate Atticus's key moment and lesson learned in the children's childhood, to raise awareness of morphine and how widely it was administered during the early twentieth century

## Get Creative

Student's own creative response required

## Looking Back at Part 1 of the Book

### 1. Events and Life Lessons

Student's own personal response for why they think the episode is included in the book, and the following things in Part 1 of the book:

- A) Scout learns to be sympathetic to others and their backgrounds and attitudes
- B) They learn to be kind to others and to respect others' privacy
- C) The danger of trespassing on others' property and defying their father's instructions
- D) They have misjudged Boo Radley, that sometimes adults can be kinder than children
- E) Boo Radley is kinder than they originally thought and is constantly watching over them
- F) The importance of gun control, responsibility, and trusting Atticus in the Robinson case
- G) They have undermined their father's abilities and role in the town, to learn the importance of modesty
- H) The importance of treating everyone with kindness and understanding, to be forgiving with others

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## 2. Timeline

Student's own creative response required

### Reflecting on the Trial

3. A) We are made aware of the segregation in the town; the cruelty with others, the poverty of the Cunningham family, Atticus' awareness of children and his disciplining of them to not retaliate to the townspeople of his defending Tom Robinson, and the importance of protecting innocence, bringing good into the world, and the importance of remaining courageous.
- B) Student's own creative response required

### Looking at Chapter X

1. **Calpurnia**  
Calpurnia makes the children take rigorous baths; irons their Sunday clothes, starches them, polishes their shoes, etc.

### 2. First Purchase

For example, the church is located further out of town than the white church and a bell, it was paid for by the first earnings of freed slaves, is used for church on weekdays, the congregation is made up solely of black people, the church congregation do not read from hymn books

### 3. The Collection

Reverend Sykes empties the collection to check its contents and only lets it go when he feels enough money has been donated to support the Robinson family

### 4. Calpurnia's Speech

- A) Calpurnia converges with the language and culture of her black community, accepted and feeling like one among them.
- B) Student's own response

### Speaking and Listening

Student's own creative response required

### Get Creative

Student's own creative response required

### Looking at Chapters XIII and XIV

#### 1. Aunt Alexandra at the Finches'

For example, Aunt Alexandra increases the level of discipline in the home. In the home, she educates the children on the Finch family history

#### 2. Dill's Arrival

Jem is shocked and surprised, and encourages Dill to let his mother know he is safe and lets Miss Rachel know that Dill is safely at their home and as a result, Miss Rachel scolds him severely

#### 3. Lee's Characterisation of Dill

Students' own responses and discussions required, but for guidance: Lee's family background is supposed to arouse sympathy for Dill from her readers towards the fact that he is adopted and is definitely illustrating his naivety and how the town of Maycomb treats Dill in this chapter.

### Extension Tasks

1. Maycomb is an ancient town located 20 miles east of Finch's Landing; but Governor William Wyatt Bibb established the county's seat of government and [sprawling] out from its hub, Sinkfield's Tavern', with its courthouse centre and saving it from the destitution of other Alabama towns due to

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town remained the same size for a hundred years as a result of its consideration of river transportation

2. Student's own opinion, but likely response is that Atticus is trying to show over his children and that her influence in the house is having an effect
3. Student's own opinion, but likely response is that it provokes us to sympathise with Radley and marks a change in Scout's attitude towards / perception of Boo Radley

### Speaking and Listening, and Writing Activity

Student's own creative response required

### Looking at Chapter XV

#### 1. Understanding the Group Encounter

- A) Mr. Link Deas, Mr. Link Deas, merchants, in-town farmers, Dr Reynolds to change Atticus on his defending Tom Robinson and do not wish to see him in county jail
- B) Mr. Walter Cunningham and a group of men that Scout does not recognise most likely injure (perhaps fatally), Tom Robinson
- C) Atticus attempts to calm both situations, but it is Jem's distracting the Scout's challenging of the men and discussion with Walter Cunningham
- D) Student's own opinion, but likely response is Lee appears to attempt to show that children can prevail and conquer the complex world of adult rule
- E) The children fear for the safety of their father, and begin to understand the situation involved in the Tom Robinson case

### Extension Tasks

- 1 and 2. Student's own research required
3. Student's own creative response required

### Get Creative

Student's own creative response required

### Looking at Chapters XVI, XVII, XVIII

#### 1. The Mockingbird and the County Courthouse

Discussion should include the following: the white people in Maycomb believe themselves superior to them and consequently struggle to accept Atticus defending Tom Robinson. Scout and Jem's attendance of the First Purchase church and attendance at the church is inappropriate and disgraceful. The episode with Mr. Dolphus Raymond is a result of the prejudice and superstition among white people in Maycomb as a result of the prejudice and superstition. Mr. Dolphus Raymond feeling he has more in common with the black community than his marriage and children.

#### 2. Mayella Ewell

For example, Mayella Ewell is 'a thick-bodied girl accustomed to strenuous work, red complexion and tries to keep clean, unlike her father and siblings; she is vulnerable to manipulation, and is often subject to cruel and abusive behaviour from her father.'

#### 3. Atticus' Evidence

For example, the fact that Mayella Ewell's injuries were sustained by someone who only has one able hand (which is his right), and that there is evidence of her abusing her

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#### 4. Meeting Tom Robinson

Tom Robinson is presented to us as a kind, honest, and vulnerable young man with a missing left arm but appears to be a skilled, hard worker.

#### 5. Tom Robinson vs Mayella Ewell

For example, Robinson claims he helped Ewell more frequently than she and her father often talked and had pleasant conversations, Ewell will not disclose this. At night, Robinson claims Ewell hugged him when he fell asleep. Ewell claims Robinson grabbed and assaulted her.

#### 6. Discussion Activity

Student's own opinion and discussion required, but likely response is that Ewell is unreliable.

#### 7. Dill and Jem's Response

- A) Dill cries because of Mr. Gilmer's cruel treatment of Tom Robinson, and the injustice Robinson faces.
- B) Student's own response.

#### 8. Atticus and Courage

- A) Even though Atticus knows he is beaten in the trial before it begins, Tom Robinson's trial is inevitable, he participates in the trial and aids in his defence.
- B) Student's own personal opinion and response required so no indication of right or wrong.

#### Character Study: Atticus Finch

- A) For example, in these chapters we learn from Scout that Atticus has grown up with Alexandra; we also learn that he is a talented lawyer, a deep reader, and that he would have defended Tom Robinson's case by the court but that he would have done it anyway.
- B) For example, we learn that Atticus is a courageous, determined man and that his defence of Tom Robinson. His defence of Mayella Ewell emphasises his dedication to the truth, but also his kindness and ability to empathise with her.
- C) For example, we learn from Scout that Atticus has grown increasingly close with Alexandra; we find out that he would have defended Tom Robinson if appointed as defence, and that Scout has never heard Atticus raise his voice.

#### Character Study: Judge Taylor

- A) For example, we learn that Judge Taylor will not tolerate misbehaviour of children; we understand that he is a firm but empathetic man who sympathises with the poor, the cause, and we gain the sense that he dislikes the Ewells and disapproves of their treatment of others.
- B) For example, we learn that Judge Taylor is a fair, but firm man and is well respected. The Ewells appear deferential to his command of the courtroom and his challenge.
- C) For example, Judge Taylor is an 'amiable, white-haired, slightly ruddy-faced man with an alarming informality' (Chapter 16), and he '[keeps] a firm grip on the situation before him'.
- D) For example, Judge Taylor's disposition in court tells us that he is a relaxed man; he appears to have a great deal of respect and admiration for Atticus and his case, that he sympathises somewhat with the black community, or at least with Atticus to his case in order to give him the fairest trial possible under the circumstances.

#### Character Studies: Bob Ewell and Mayella Ewell

- A) For example, we learn that Bob Ewell has eight children, is poorly educated, and that he is a racist. In Judge Taylor's courtroom. We learn that he is also racist, a liar, and that he is left-handed.
- B) For example, Scout tells us that Bob Ewell is 'a little bantam cock of a man with a 'shock of wispy new-washed hair' on his head and a 'thin, pale face'. Scout also tells us he is a heavy drinker and is largely absent in the raising of his children, often in a drunken haze (Chapter 17).

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- C) For example, we learn that Bob Ewell can be aggressive, has a short temper, manipulates and intimidates his daughter, is a racist, is a liar, is left-handed.
- D) For example, we learn that Mayella is 'a thick-bodied girl accustomed to keep clean' despite her living conditions, and that she has a 'stealthy' or steady-eyed cat with a twitchy tail' (Chapter 18)
- E) For example, we learn that there is a certain arrogance or self-assuredness in her presentation in court; however, this quickly gives way to a highly emotional outburst into tears. From this we can see that Mayella feels uncomfortable for Tom Robinson, and is greatly intimidated by both her father and Atticus, suggesting her guilty conscience.
- F) For example, we learn that Mayella is scared of Atticus and his interrogation. In her deposition, we learn that she is 19 years old, we learn that she is sensitive, and that she has very limited (if any) education.

### Speaking and Listening

Student's own creative participation required for role-play activities

### Get Creative

Student's own creative response required

### Looking at Chapter XXIV

#### 1. Miss Maudie and Stephanie Crawford

Student's own choice of quotation here, but likely selections include:

- Miss Stephanie Crawford: 'Well you won't get very far until you start talking' (Chapter 24)
- Miss Maudie Atkinson: "'You're mighty dressed up, Miss Jean Louise, in your britches today?'" "His food doesn't stick going down, does it? [...]" I've said shortly.' (Chapter 24)

#### 2. Maycomb and the Mrunas

Student's own opinion but must relate to the hypocrisy shown by Mrs. M. and other women, particularly in relation to their ignorance towards the sins and in

#### 3. Aunt Alexandra and Miss Maudie

Student's own response but discussion should include reference to Aunt Alexandra's role in the Finch family history and Atticus' role in Maycomb, Miss Maudie and Alex and their gratitude for the difference he is making as a result of his involvement. Maudie's defence of Scout and her conduct/choice of attire from the other ladies. How the grief the two ladies feel upon hearing about Robinson's death and their concern for Atticus and his health.

### Extension Tasks

1. Student's own opinion required
2. Student's own personal response and discussion required, but likely response should include understanding of the importance of accepting defeat and understanding that an appeal would not bring a difference.

### Writing Task

Student's own creative response required

### Looking at Chapters XXV-XXVI

#### 1. Robinson's Death

- Tom Robinson is likely to have accepted that an appeal would not bring him a better outcome.
- Helen Robinson is left in a terrible position following her husband's death. She is left with a large family to support. Bob Ewell taunts Helen Robinson, threatens her, and forces her to take a detour each day on her way to work in order to avoid him and his cruelty. Atticus defends Helen and threatens Ewell. Student's own response for their opinion on the situation.
- Mr. Underwood's editorial reflects the reference to the mockingbird in the novel. '[[likens] Tom's death to the senseless slaughter of songbirds by hunters and children]'

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## 2. Miss Gates

For example, the meaning of democracy and America's democratic status and Germany's status as one, history of the Jewish faith and people

## 3. Scout's Hitler Analogy

Scout here identifies the hypocrisy of Miss Gates' teachings and the wider Maycomb, and Jem reacts with fury and forbids her from speaking about the case again

## Extension Tasks

1. Student's own writing about the case but they should make reference to the the scenes and Scout's justification and understanding of it, and particularly Maycomb as a microcosm of the wider global issue of discrimination
2. Student's own discussion required but for guidance, students should make understanding of prejudice in Maycomb and the blindness/ignorance of their own hypocritical prejudice

## Looking at Chapters XXVII–XXXI

### 1. Beginning of Chapter 27

Mr. Bob Ewell secures and loses a job at the WPA for his laziness, Mr. Bob Taylor in his home and trespasses onto his property in an attempt to scare Robinson is given a job by Mr. Link Deas following the death of her husband Mr. Bob Ewell until Mr. Link Deas threatens him

### 2. Commonalities

Bob Ewell is involved in all three of these events

### 3. Halloween in Maycomb

Student's own written response required but each paragraph should include the disturbance of Misses Tuttle and Misses Barber by the Maycomb children instructed that Halloween is a organised event in the high-school auditorium include games, a pageant of the best Halloween costume, and a pageant of the Merriweather called 'Maycomb County: Ad Astra Per Aspera'. In the pageant the children are dressed as agricultural products, with Scout being dressed as a

### 4. Cecil Jacobs' Joke

Cecil Jacobs' joke allows Lee to use dramatic irony by including the children but this and Scout's missed entrance cue in the pageant all contribute to the home and their mistaking Bob Ewell's attack for another innocent joke for response for how well they feel Lee has set up this part of the plot.

### 5. Jem and Scout's Attack – Radley and Tate

Student's own creative response and choice of character required for this

### 6. Discussion Activity

Student's own discussion and interpretation of the text required, but for stand trial to prevent any gossip about him in the town and to ensure he Lee's inclusion of Boo Radley at the end of the novel as a form of narrative many lessons Scout has learned and maturing she has done since the feared Radley, how the ending of the book explains Lee's reference to Jem the novel's first scene and how by the end of the novel Scout comes to was right when she said 'you never really know a man until you stand in his shoes' (Chapter 31)

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# Character Study: Jean Louise Finch

- A) For example, we know that Scout is a humorous, inquisitive, kind, strong child who grows into a mindful young woman as a result of the events of parenting. We know she is well educated and enjoys reading, and has a great and greatly admires her older brother, Jem
- B) For example, we can see that Scout can sometimes be judgemental, as seen in her treatment of Jem, that she has a mischievous streak and a sharp wit like her Aunt Alexandra and the ladies of Maycomb
- C) For example, we learn that Scout is a good and kind sister from the way we can see that she is a good and loving daughter from the way that she is determined and unique in the way that Aunt Alexandra lectures we can see that she does not possess the same racist or superior attitude as the residents of Maycomb do from the way that she is treated and regarded in the black community
- D) For example, we can see that Scout is incredibly observant, is inquisitive, has a strong conscience and has no trouble questioning what is right and wrong who only sees the good in the world, but she has a sophisticated understanding and the complexities of the adult community of Maycomb.

## Looking Back at Part 2 of the Book

### 1. Table Exercise

Student's own reading and personal interpretation required here, but for

- A) The children learn the effects of segregation and understand the severity of the communities, and Lee includes this to shed light on these injustices
- B) The children learn about their family history and the influence of a patriarch. Lee includes this to show the dynamics of the Finch family household and Atticus' involvement in the case
- C) The children learn that men can be victims as well as a close focus of the impact for others, and Lee includes this to show the danger Atticus faces as he takes the case and the severity of racism in American society at the time
- D) The children learn that there is a great injustice in society and without a violent revolution of racial segregation, and Lee includes this to show the need for change
- E) The children learn that prejudice is entrenched in both the white and black communities of Maycomb, begin to understand the implications of Atticus' involvement in the case and the moral lesson of never judging a book by its cover or believing rumors. Lee includes this to highlight the complexities and extent of racism in American society and individuals of mixed race.
- F) The children learn that good does not always triumph in the world and that the legal system sometimes fails to administer justice. Lee includes this to show the failings of the American legal system and to highlight the evil of human nature
- G) Scout learns that the women/residents of Maycomb are hypocritical and troubled at home. Lee includes this to shed light on colonial attitudes and the hypocrisy of the women of Maycomb
- H) The children learn that the penal system is just as cruel as the legal system and that racism is entrenched in society, and Lee includes this to shed light on contemporary events in American society
- I) The children learn that even their teachers can be hypocritical and that there is no difference across race or religion. Lee includes this to illustrate the hypocrisy of the legal system and the young Finch family's ability to recognise ignorance and hypocrisy
- J) The children learn about the history of Maycomb and the full extent of the town's problems, and the danger that the town poses. Lee includes this to emphasize the danger of the town and the children in an adult world.
- K) The children learn the severity of the repercussions of their father's case and the power of hatred, and Lee includes this to complete her narrative and as an opportunity to introduce Boo Radley into the narrative
- L) The children learn to never judge a book by its cover, to not always believe what you hear, that you can never fully understand a man until you have walked in his shoes, to complete the narrative and solve the mystery of Boo Radley that she has been told about in the novel, and as a means of illustrating how far the children have grown

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## Looking at Structure

### 1. Timeline

Student's own creation of timeline, but as guidance: Jem and Scout grow from child to an adolescent and this is recognised by Calpurnia; as Jem matures and progresses Jem becomes increasingly protective of his little sister; we can see responsibility evolving into an adult understanding when he reacts to Dill being bed, and his understanding of responsibility and maturity can be seen in when looking after the younger Scout and Dill. However, we can see Scout's bond and bond over their mutual distress and distress at the courtroom proceeding Jem's protecting of Scout during the attack.

### 2. Storyboard

Student's own creative response required for storyboard

## Whole-text Activities

### Characterisation

#### 1. Mapping the Characters

Student's own choice of character and quotations

#### 2. Character Match-up

Pairings should read as follows:

- The Maycomb Ladies – '... most of them were heavily powdered but sparkled on their finger-nails...' (Chapter 24)
- Miss Caroline Fisher – 'She had bright auburn hair, pink cheeks, and polish' (Chapter 2)
- Miss Maudie – '... a chameleon lady who worked in her flower-beds in coveralls...' (Chapter 5)
- Judge Taylor – '... amiable, white-haired, slightly ruddy-faced... he so' (Chapter 16)
- Arthur 'Boo' Radley – 'His face was white as his hands, but for a scar' (Chapter 29)

### Character Relationships

#### 1. Character Relationships Debate

Student's own participation in class debate and interpretation of the text

#### 2. Character Relationships and Settings

- A) Student's own choice of match-up and all selections valid as long as provided; however, the following selections are probably most likely:
- Jem Finch and Boo Radley – The Radley Residence
  - Tom Robinson and Mayella Ewell – The Courthouse
  - Aunt Alexandra and Calpurnia – The Finch House
  - Tom Robinson and Atticus Finch – Maycomb Jail
- B) Student's own choice of relationship and setting – accept any response effective that addresses the requirements listed in the activity

## Settings

#### 1. A Map of Maycomb

Student's own drawing and interpretation required

#### 2. Settings Match-up

Pairings should read as follows:

- The Radley Place: 'Rain-rotted shingles drooped over the eaves of the sun away.' (Chapter 1)
- Mrs. Dubose's House: 'There was a marble-topped washstand by her bed, a teaspoon in it, a red ear-syringe...' (Chapter 11)
- Finch's Landing: '... a two-storied white house with porches circling it' (Chapter 9)

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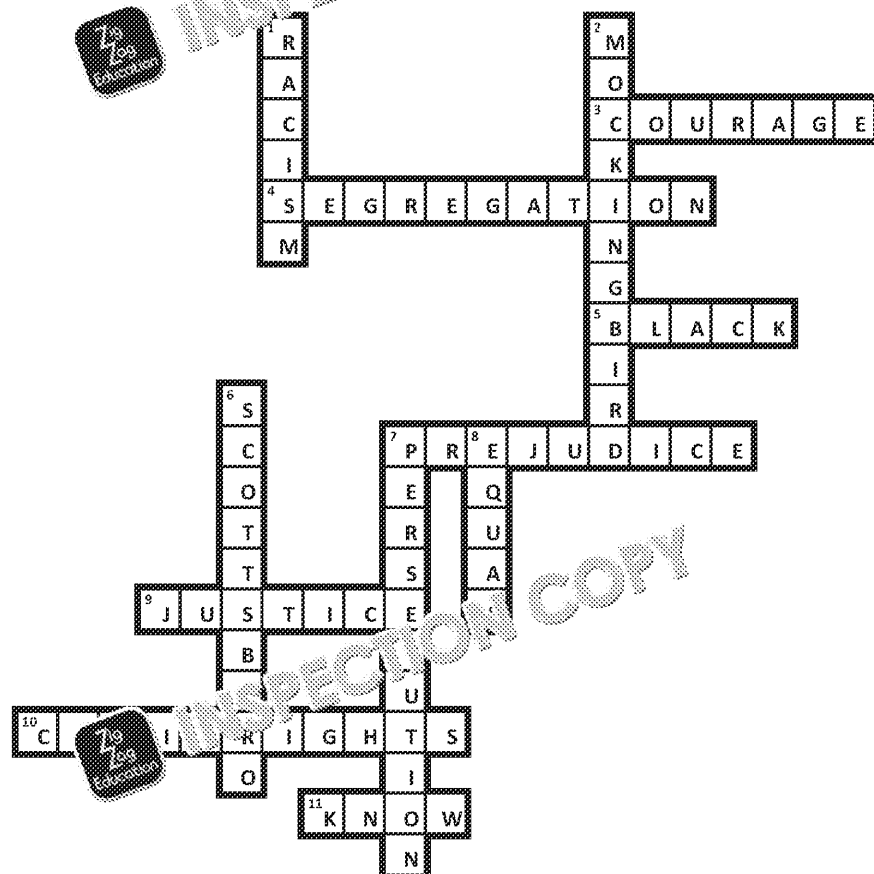
- The Ewells' Shack: '... made the plot of ground around the cabin look insane child...' (Chapter 17)
- Maycomb Jail: '... its detractors said it looked like a Victorian privy; it had a good solid respectable look...' (Chapter 15)
- Picnics outside the Courthouse: '... washing down biscuit and syrup jars...' (Chapter 16)

### Themes: Group Work

Student's own research, group work, independent reading of the novel

### Ideas and Messages

1.



### 2. Characters and Ideas Match-up

Student's own personal response and interpretation of the novel requires likely characters selected for each idea/message read as follows:

- Racism: Tom Robinson, Bob Ewell
- Prejudice: The Maycomb Ladies, Tom Robinson, Bob Ewell, Boo Radley
- Social inequality: Tom Robinson, Boo Radley, Bob Ewell
- Segregation: Tom Robinson, Calpurnia, members of the Negro Church
- Injustice: Tom Robinson, Mayella Ewell, Bob Ewell, Boo Radley
- Crime and Punishment: Tom Robinson, Mayella Ewell, Bob Ewell, Judge
- Innocence: Boo Radley, the Finch children, Tom Robinson, Mayella Ewell
- Social Minorities: Tom Robinson, Calpurnia, Boo Radley

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## The Writer's Use of Language

### 1. Creating an Atmosphere

Student's own reading of the novel and emotional response required, but Lee encourages the reader to feel nervous and anxious about the children after informing us of the stories told in the town about the family. However, we feel as curious and as intrigued as the children do at the possibility of seeing a sense of foreboding when we think about Atticus finding out about the children, considering our knowledge of his observant and intelligent nature.

### 2. Diagram Exercise

Student's own response required

### 3. Highlighting Exercise

Student's own choice of words and phrases but probably selections include: squeaked, ramshackle, shone eerily

### 4. The Children's Dialogue

The children exchange several warnings and exclamations of panic in haste: "Don't make a sound," [Jem] whispered, "Hurry," Jem whispered, "we can't" (Chapter 6)

### 5. Lee's Descriptions

Harper Lee uses description to heighten the tension of the scene and to create a sense of mystery about the property, and to emphasise its derelict and haunted appearance

### 6. Lee's Use of Verbs

Harper Lee's use of verbs emphasises the lengths the children go to in order to move as silently as possible through the property, while contributing to the overall sense of tension and emphasising the speed and panic with which the children flee the property

## The Use of Humour

### 1. Humorous Incidents

Student's own reading and opinion regarding to what extent the following scenes are humorous, and how much of the following scenes is combined with the following emotions:

- Nervousness, anger, confusion
- Nervousness, curiosity, conflict, jealousy
- Confusion, sympathy/empathy, disbelief
- Foreboding
- Sympathy/empathy, confusion, frustration, sadness
- Fear, tension, sadness, anger, confusion

### 2. Lee's Use of Irony

Student's own choice but likely examples include: the children's fear of Ewell's lives, Miss Gates's statements about democracy and persecution in her defence of the Robinson trial

### 3. Scout's Perspective

Student's own choice but likely examples include: the incident with the Maudie's house; Scout's judgement of her cousin Francis; Scout's aim to shoot her gun at Miss Maudie's house

### 4. Dill's Stories

Student's own choice but likely example: Dill's claim that his mother entered a contest to win his father's job and how he helped the engineer

## Form

### 1. Writing an Article

- Student's own creative written response required
- Student's own creative written response required, including student's first- or third-person narrative is more effective

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## Structure

### 1. Table Exercise

Student's own personal reading required and any justified interpretation guidance, likely responses include:

- A) Scout now has a kindness and understanding for others that she previously learned to not judge a book by its cover, and to not believe rumours
- B) Scout now understands the danger of racial prejudice, particularly towards black people
- C) Jem has matured and has abandoned his childish ways and sibling quality as protector of Scout

### 2. Short Response

Student's own reading of quotation and question – accept any response that addresses the requirements listed in the activity

## Context

### 1. The 'Scottsboro Trials'

Student's own research required

### 2. The Great Depression

Student's own research required. This historical event shaped Lee's novel and characterisation of the poor farming families in Maycomb, such as the Ewells.

### 3. The American Civil War

Student's own research and creative response required

### 4. The African American Civil Rights Movement

Student's own research and creative response required

### 5. Photographs

Student's own research and response required

## Practice Essay Questions

Student's own reading and response required, but for guidance, essay responses include:

### 1. Aunt Alexandra and social context:

- Aunt Alexandra as a representative of the wealthy, influential white society – analysis of Alexandra's appearance and how this reflects her sense of femininity
- Aunt Alexandra also appears to be a symbol of the past and the heritage of the white societies – quoting and close-reading of her countless recitals of the family history and allusions to black slavery, e.g. 'gentle breeding' in Chapter 13

### 2. Atticus Finch and Maycomb society:

- Students should address Atticus' heritage in Maycomb and the success deriving from black slave work and the implications they pose for the white community
- Students should compare Atticus' attitude towards the black community and defence of Tom Robinson – to those of his white contemporaries in Maycomb, such as the Ewell family
- Relevant historical context here includes information on the Scottsboro Trials

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