

2015 specification  
first exams in 2017



# ***To Kill a Mockingbird***

## Study Guide for GCSE

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## Teacher's Introduction

This resource has been designed for teachers who have chosen *To Kill a Mockingbird* by Harper Lee as a set text for the English Literature specification. Under the new exam specifications, *To Kill a Mockingbird* appears as a listed text within the framework of understanding literature as a product of a different culture. As a result, this pack has been specifically tailored to assisting students in their understanding and utilisation of historical and literary context to fulfil the specifications of their 'Different Cultures' examination. The specifications of this examination, including the relevant assessment objectives expected to be fulfilled by students, are all clearly and carefully detailed in the following few pages to help familiarise students with what is expected of them in their exam.

As a way of easing students into their interaction with Harper Lee's text, this resource begins with a plot summary of Lee's text, which progresses to a detailed chapter-by-chapter review and analysis of the novel. Within this section, key pages, quotations and vocabulary within the novel have been extracted to aid students in their detailed analysis and understanding of the text. Throughout this section and all others in the resource, a number of active learning tasks, discussion prompts, debate tasks, media tasks, and, of course, 'Different Cultures' related contextual material have been provided.

After students have been taken through the novel chapter by chapter with a fine-tooth comb, this resource then moves on to fleshing out key literary and linguistic devices used by Lee throughout the novel through a 'whole-text analysis' approach. This includes an in-depth analysis of Lee's characterisations, featuring both character summaries and detailed character analysis, along with a review of all the text's key relationships, settings, themes, ideas and messages. PEE activities are used throughout the text, and exclusively form the basis of the exam preparation section in which students are given a variety of practice activities and questions which require them to write in the role of a character from the novel. These activities are extremely helpful as they specifically relate to study of *To Kill a Mockingbird*, and cater to the learning approaches of all students through the inclusion of 'speaking and listening' activities. There is also general guidance on essay writing, sample responses for Higher and Foundation exam papers, and a range of questions and timed responses which can be used and adapted to suit the needs of the individual and group. There is also a focus on exam criteria, an activity for exam answer practice and a revision checklist.

This study guide can be used as a revision guide and in class as various tasks run throughout. A 'Key Term Glossary' has also been provided to assist the students' understanding of key literary and linguistic terminology used throughout the resource, and any terminology they may be expected to use in their exam. A list of recommended 'Further Reading' has also been appended in case students wish to continue their exploration of Lee's novel or any of its relevant contexts. Answers and indicative content have also been provided to support the marking of all appropriate tasks and activities included throughout the resource.

Please note the page references throughout this resource refer to the following edition:

*To Kill a Mockingbird*, Harper Lee (Author) Arrow, New edition (5 Oct 1989) ISBN 978-0099419785

However, chapter numbers have also been included for all quotations to assist all students and readers with any edition of the text.

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## Specification Information

Under the new specifications, *To Kill a Mockingbird* has been placed as a Different Cultures text allows students to explore aspects of the text that are universal ideas. The 'Different Cultures' sections of this guide make this part of the specifications by highlighting areas where this is relevant. These sections are

### Literature Notes

*To Kill a Mockingbird* is prescribed for GCSEs in English Literature, and is now on the WJEC exam board. This guide adheres to the requirements of the new WJEC English Literature. *To Kill a Mockingbird* features as a set text in Section A of the Poetry examination. While Section B of the examination comprises a comparative poetry, Section A of the examination requires students to consider a prose text in the context of 'Different Cultures'. This exam, worth a total of 50 marks (70% of the student's final grade for English Literature, with Section A counting for 25 marks), will have two hours in total to complete Sections A and B. Students are permitted to bring copies of their chosen text into the exam.

In Section A of the Unit 1: Prose and Poetry exam, students must answer two questions on *Mockingbird*; one will be part (a), and the other either part (b) or part (c). Students must not answer parts b and c, only one or the other. The first question, part (a), will be a close reading exercise, which will require students to read and analyse a short extract from *To Kill a Mockingbird*. It is recommended that students spend roughly 20 minutes answering part (a), worth 20 marks. The second question, in which students will have a choice to answer either part (b) or part (c), then ask students to engage with their knowledge of the text as a whole. Students will spend roughly 40 minutes answering part (b) or part (c), each worth a total of 30 marks. Students will be tested on AOs (assessment objectives) 1 and 2 in both sections of the exam, but Section A will also test AO4, and Section B AO3 (more on this in the following section).

### *To Kill a Mockingbird* – The Exam Simplified

Unit 1: Prose and Poetry (2 Hours, 50 Marks, 35% of Total Mark)		
Section A: Different Cultures Prose	<p><b>Part (a):</b> 20 minutes, close reading of a short extract from <i>To Kill a Mockingbird</i></p> <p><b>Part (b) or Part (c):</b> 40 minutes, consideration of <i>To Kill a Mockingbird</i> as a whole in light of a specific statement about the character</p>	<p>Word quality</p> <p>30 marks of the total</p> <p>AOs 1, 2, 4</p>
Section B: Contemporary	60 minutes, close-reading comparison of two unseen contemporary poems	<p>Word quality</p> <p>20 marks of the total</p> <p>AOs 1, 2, 3</p>

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Throughout Sections A and B of their exam, students will be expected to fulfil the required assessment objectives (AOs). This study guide will enable pupils to meet the required AOs.

- **AO1** Respond to texts critically and imaginatively; select and evaluate relevant textual material; illustrate and support interpretations.
- **AO2** Explain how language, structure and form contribute to writers' purposes and settings.
- **AO3** Make comparisons and explain links between texts, evaluating writers' methods of expressing meaning and achieving effects.
- **AO4** Relate texts to their social, cultural and historical contexts; explain their significance to self and other readers in different contexts and at different times.

### Learning Outcomes

The activities and information in this guide will help students, therefore, develop the skills 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 their meanings, characters, ideas, themes and settings

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## Plot Summary

The book is set in a sleepy town called Maycomb in the southern state of Alabama. Atticus Finch is a widowed lawyer who lives with his two children, Scout and Jem. The story begins with the two children meeting a boy named Dill who comes to stay with his aunt for the summer. They spend their time playing and making up stories together. After a while Dill becomes interested in their next door neighbour Boo Radley, a recluse who hasn't been seen for years and is rumoured to be somewhat of a malevolent phantom in the town. The children have never seen him, and Dill has the idea of making him come out.

After the summer is over Scout starts school. She has already been taught to be proud of this. However, her teacher Miss Caroline tells her that she needs to be taught to read because she has already been taught. Scout can't understand this and she starts to feel awkward. She is also unaware of the social divides in Maycomb and Scout gets in trouble when one of the poor children in the class can't borrow money he can't pay back.

The children begin to find mysterious presents in the knot hole of the Radley summer and the children continue to test the boundaries of the Radleys' yard. Scout tells Jem a story of Boo Radley using bits of the story they have heard about him and so Jem realises what they are doing and tells them to stop, and try to see things from Boo's point of view. One of the ways in which Atticus encourages his children to learn to have empathy for others. However, on the last day of their holidays they sneak up to the Radley place and attempt to peek through the window; unfortunately Nathan Radley, Boo's brother, catches them. As they run away Jem's trousers get caught on the fence; he returns later and the trousers have been neatly folded and mended. As the year progresses the children find more presents, presumably by Boo. However, just as they are planning a thank-you note, Boo cements the knot hole with cement.

It is winter and one night the children are awoken quickly by Atticus to find that Maudie's house is on fire. The whole street gathers outside to help to put out the fire. In the commotion someone mysteriously slips a blanket around Scout. Jem is sure that it was Atticus. Atticus tells him about the presents and his trousers.

Throughout the novel we discover that Maycomb, with few exceptions, is a town where the case of a local black man named Tom Robinson, much to the anger of some of the white people, has been accused of raping a white woman, and it is Atticus' efforts to defend him that has put the family at the centre of the town's racism. Scout and Jem find themselves bullied and teased by their own community. Influenced by their Aunt Alexandra, who calls Atticus a 'nigger-lover', their neighbours, an old disgruntled lady called Mrs Dubose, shouts abuse at them, which makes Jem so angry he destroys all the flowers in her garden. Atticus tells her that it is a punishment. When she finally dies he explains to the children that she was battling her addiction even though this was a very painful process, and that she was a brave woman. Atticus is away one weekend and Calpurnia, their cook, takes the children to church where the people welcome them, and the children see how close knit their community is.

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Aunt Alexandra decides that the Finch children need a mother, especially Scout. However, her views often clash with her brother's and she is horrified that the children went to a black church with Calpurnia. Dill is also having family problems, away from his mother and stepfather where he feels unloved. Tom Robinson is put in the local jail. Atticus knows that lots of the local men are very angry with him not to take the case, so he goes down to the courthouse to sit outside and watch the children, curious to know where Atticus has gone, sneak down to the courthouse surrounded by a mob of men intent on lynching Tom. It is only the intervention of Atticus's attempts to make conversation with the men, that diffuses the situation.

The trial begins and Atticus allows the children to attend. They sit up on the balcony (Chapter 16) with the black people of Maycomb. Although the trial Atticus shows that his father Bob Ewell are lying and Tom is innocent. Mayella is shown to be a lonely girl comforted by Tom's kindness and he misguidedly propositions her. However, when she turns her down, her father discovers what she has done he savagely beats Mayella's shoulders. They accuse Tom of rape. Despite the evidence that Atticus presents of Tom's innocence, the all-white jury finds him guilty. The children are shocked and Jem especially finds it hard to accept and his faith in human nature is shaken.

Although the trial is finished, and the Ewells have won, the townspeople continue to believe the verdict many realise that the Ewells are hardly innocent and Bob Ewell blames Atticus in the street and threatens Tom's wife; this scares the children who are afraid of their father. One day Atticus comes home with the sad news that Tom has been killed.

Scout is in a school Halloween pageant dressed as a ham, and much to her disappointment goes on stage too late. She's very embarrassed so she keeps the costume on and the children hear someone following them; scared they try to flee but the stalker is Bob Ewell who has come for his revenge; however, Boo Radley steps in and scares him back on himself. Boo carries Jem home; his arm has been broken. Heck Tate says that it was Bob and in order to protect him says that Bob fell on his own knife leading him by the hand. He goes into the Radley place and she never sees him again. Scout looks out the window where Boo usually sits and watches the world, and begins to see the world differently.

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## Chapter 1

### Summary

We are introduced to Scout, the narrator of the text. Scout is reminiscing about summers spent with her brother, Jem, and Dill, the nephew of Miss Rachel, the neighbour. We discover that Scout is a member of the Finch family, a historic and well-respected family with roots in their home town of Maycomb County. Atticus Finch, Scout's father, is a lawyer, a character and a key role model in Scout's life, along with the family's cook and Calpurnia. Scout gives us a brief history of the town and its inhabitants, including the Radley home, whose mysterious ways fascinate Scout, Jem and Dill. One day, Jem plans to run and touch the Radley house, before running back to the safety of the Finch home.

### Analysis

#### Page 9

The narrator is an older Scout, looking back on the events of her childhood from a retrospective perspective. She is able to make comments as an adult, mocking some of these events. She withholds information as she sees fit, just as she did in the same way she discovered things as a young child.

#### Pages 9–11

The opening pages introduce us briefly to the Finch family, with a brief family history and the novel's setting in Maycomb County. The narrator is a grown-up Scout who leads us through this world with an **ironic** detachment and humour that invites us to follow her narrative.

#### Pages 11–12

Calpurnia is introduced. The description of Calpurnia is remarkable for its lack of mention. It is clear that Scout does not think of Calpurnia as a member of the family and more of a surrogate mother than a servant. The Radley place is first introduced. Its description is intended to be mysterious.

#### Pages 12–14

Dill is introduced. Dill's upbringing contrasts to the stability of Maycomb.

#### Pages 15–17

A brief history is given of Arthur Radley's life. It appears that Atticus did not intervene when Arthur was harshly treated by his father, leading to his disturbed mental state. Clearly the citizens are better at Christian hypocrisy than at justice.

#### Page 17

Miss Stephanie Crawford is introduced as the town gossip. She is one of the white females of Maycomb. This is best seen in Chapter 24, where she is part of the Missionary Circle. The one exception to this is Miss Maudie Atkinson, who is almost a female version of Atticus.

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Page	Quotation	Analysis
11	<i>Atticus practiced economy more than anything; for several years thereafter he invested his earnings in his brother's education.</i>	Atticus is characterised through his actions. He is a generous, responsible and caring man. He pays for his younger brother's education.
12	<i>Our battles were epic and one-sided. Calpurnia always won, mainly because Atticus always took her side. She had been with us ever since Jem was born, and I had felt her tyrannical presence as long as I could remember.</i>	Calpurnia is viewed without prejudice. This is the moral standard by which the white households in the novel judge themselves.
12	<i>the Radley Place three doors to the south. We were never tempted to break them. The Radley Place was inhabited by a unknown entity the nature of whom was not to be taken for granted.</i>	The narrator tells us how the Radleys developed the character of Boo Radley. She also tells us how Maycomb viewed the Radleys as they were social dropouts.
14	<i>Tom came to know Dill as a pocket Merlin, whose head teemed with eccentric plans, strange longings, and quaint fancies.</i>	Dill's function is to develop the character of Boo Radley.
15	<i>The Radleys...kept to themselves, a predilection unforgivable in Maycomb. They did not go to church, Maycomb's principal recreation, but worshiped at home</i>	The author's ironic comment on the church also exposes a deep-seated hypocrisy in the community. These people are going to church, but we are to worship, but to socialise. This picture we see of the Negro church is a picture of a church that is a social club.
19	<i>Jem had never declined a dare.</i>	This tells us he is proud and brave young man. This becomes a theme of the novel.



## Mini Vocabulary Guide

assuaged	soothed
apothecary	a person who prepares and sells drugs and other medicines
piety	godliness
strictures	a restriction
apparel	clothing
chattels	slaves
unsullied	unspoiled
synonymous	equivalent in meaning
tyrannical	ruling by fear
entity	a person or thing
predilection	an habit or preference

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### TASK 1 – Active Learning Task

Look closely at the first page of Chapter 1. What does this tell us about the type of **narrator** in this novel?

### TASK 2 – Discussion Prompt

Read the last paragraph of page 10 until the break on page 11. What can we learn from these paragraphs?

### TASK 3 – Active Learning Task

Read the second half of page 11 and see if you can find examples of the author's use of **imagery** and **literary techniques** she employs.

You should write a glossary of new literary terms in the back of your notebook and the 'Literary Terms' worksheet to get you started.

### TASK 4 – Active Learning Tasks

The Radley House (pp. 14–16)

1. What are the features of the Radley Place?
2. What does the description tell you about its inhabitants?
3. What **literary technique(s)** does the author use?
4. What does the description of the Radleys tell you about Maycomb's social structure?

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## Chapter 2

### Summary

Scout enters her first day of school, escorted by Jem. Scout dislikes her teacher, Miss Caroline. Scout and the other children find her strange due to her coming from Winston County. Miss Caroline is in opposition. Like us, the readers, Miss Caroline does not appreciate Maycomb County and its inhabitants. Miss Caroline scolds Scout for reading outside of school and asks her to stop, as she says it will disrupt her attempt to run a classroom. We are introduced to more of the town's farming history and culture. Walter Cunningham, a child in Scout's class whose family are renowned for their honesty, explains to Miss Caroline that her offering Walter help is insulting to his family. Scout is punished by Miss Caroline for her interference.

### Analysis

#### Page 22

This chapter gives us some keen insights into the character of Miss Caroline. She is a mother figure and has not been brought up to be a teacher. She is difficult to conform. She presents a threat to Miss Caroline because of her narrow theory of education. The conflict between them arises from her lack of experience of life and Maycomb society.

#### Pages 24–25

Cal appears to have a reasonably good education which goes against her supremacy. Her standard of literacy is better than most of the other people in the town, better than that of the Ewells.

#### Page 26

The Cunningham work ethic is explained. They are described as being stubbornly self-sufficient. This contrasts sharply with what we learn in the next chapter. While both families are poor, the Ewells are without a doubt parasites, sponging everything they can get for free.

Page	Quotation	
27	<i>If I could have explained these things to Miss Caroline, I would have saved myself some inconvenience and Miss Caroline subsequent mortification, but it was beyond my ability to explain things as well as Atticus, so I said, 'You're shamin' him, Miss Caroline. Walter hasn't got a quarter at home to bring you, and you can't use any stove-wood.'</i>	Scout is a trustworthy nature to be honest. She thinks and is guided by her own sense of justice.  The incidents surrounding the Cunningham encourage Scout to see things from different perspectives.

### TASK 5 – DISCUSSION TOPIC

Evaluate what you have learnt in this chapter by discussing with a partner.

1. What have we learnt about the Cunninghams' financial situation?
2. What is their attitude to debt and relying on other people's generosity?
3. Do we pity or respect them? Explain why.
4. The author will be introducing another poor family in the next chapter. How is it different. Why do you think the author showed us the Cunninghams at this point?

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## Mini Vocabulary Guide

condescended	stooped voluntarily to an action, though showing contempt
seceded	withdraw formally from an alliance
illicitly	improperly and unlawfully
covey	group or company
Dewey Decimal System	a library classification system, created by Melvil Dewey with the newly introduced educational practices of the early 20th century
entailment	legal issues surrounding the succession (inheritance)
WPA	Works Progress Administration; a government scheme that employed workers to carry out public works projects (this was part of the New Deal)



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## Chapter 3

### Summary

Scout teases Walter for getting her in trouble with Miss Caroline, but Jem still invites Walter to dine with them that night. Scout is scolded by Calpurnia and Walter, who she initially perceives as being inferior to her. At school the next day, Scout learns some history of the town and its inhabitants when we are introduced to Burris Ewell in Scout's class. Scout tells us that it is a family tradition within the Ewell family to go to school for the first day of every academic year, then return home to help the father work the fields. After school, Scout returns home, quickly running past the ominous Burris Ewell. Atticus offers to read with Scout and she tells him about the words of Miss Caroline. Consequently, she no longer wants to go to school. Atticus tells her she must go, but Scout keeps reading to her in secret. Atticus also elaborates on the Ewell family history, mentioning Mr Bob Ewell, Burris's father, who prevents his children from going to school.

### Analysis

- Page 28** Scout shows herself to be both rash and prone to violent outbursts. The reader gets some moral guidance on resolving conflicts through the example of the speaking Jem is more rational and mature than his sister, modelling the way to deal with conflict.
- Pages 31–37** The author introduces us to the Ewell family, the **villains** of the novel. The encounter with Burris.
- Page 35** The reader and Atticus' children benefit from the sound moral guidance. It is clear that his words are the **moral message** of the novel.
- Pages 36–37** Atticus discusses the law and the Ewells with his children. The law is not just about humanity because it is people who enforce it. Therefore the law is not just about humanity. Exceptions are made for the Ewells – a blind eye is turned so that the father's selfishness.

Page	Quotation	
32	<i>He was the filthiest human I had ever seen. His neck was dark gray, the backs of his hands were rusty, and his fingernails were black deep into the quick. He peered at Miss Caroline from a fist-sized clean space on his face.</i>	This is clear evidence of neglect. No one would want their child to resemble him.
33	<i>'Ain't got no mother,' was the answer, 'and their paw's right contentious.'</i>	We have reason to believe that he is a neglectful and abusive father. Contentious.
33	<i>Burris seemed to be afraid of a child half his height.</i>	Again, like his father, Burris is a child that cannot defend himself. This characterises the Ewell family.
33	<i>Report and be damned! I ain't no snot-nosed schoolteacher ever born c'n make me go to school. I ain't makin' me go nowhere, missus.</i>	Any sympathy we might have for him vanishes when he is so defiant. It is likely that he is a neglectful father.
35	<i>You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it.</i>	This is one of the most important lines in the novel.
37	<i>...and it's certainly bad, but when a man spends his relief checks on green whiskey his children have a way of crying from hunger pains. I don't know of any landowner around here who begrudges those children any game their father can hit.</i>	As usual, Atticus shows a sensitivity and wisdom that we find admirable.

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## Mini Vocabulary Guide

dispensation	dealing out, distribution
bushel	a US unit of dry measure equal to approx. 37 litres
iniquities	wickedness, sin
cootie	a hair louse
contentious	argumentative
monosyllabic	short words of one syllable, a unit of sound
disapprobation	disapproval
last-will-and- testament diction	Atticus speaks like he is reading out a legal will

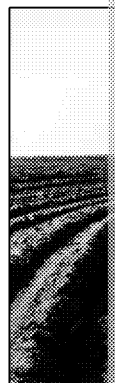
### TASK 6 – Active Learning Task

Read pages 31–37.

This is our first introduction to the Ewells. How does the writer want us to perceive the family?

You should write about:

- How the author **characterises** the Ewell family through the character Burris Ewell
- How the author prepares the reader to accept the Ewells as the main **villains** of the novel
- To what extent the Ewell children are victims of bad parenting



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## Chapter 4

### Summary

On her way home from school, Scout spies something in one of the trees outside. She finds two pieces of chewing gum. Jem scolds Scout for taking the chewing gum. One day they find a small box hidden in the tree and take it back to their home. Jem finds out who the treasures belong to, and vows to ask around the playground at school. Two days later, Dill arrives for his annual summer visit. The three playthings take a turn for the worse when Scout's tyre-roll accidentally lands her in the Radley yard. After bickering over who should retrieve the tyre, Jem quickly runs into the Radley yard and the three go inside for some of Calpurnia's lemonade. The three decide to play a game of hide-and-seek with Boo Radley; however, Atticus finds out about the game and warns them to stop.

### Analysis

- Page 39** Boo Radley makes contact with the children by leaving them presents. This shows us Boo is thoughtful, wanting a friendship while still being mysterious. It also shows us there is a childlike quality to him. Perhaps he is even lonely.
- Page 41** Mrs Dubose is introduced to us in passing. She will be used later to develop an aspect of courage and develop the **theme** of understanding the human condition in the novel for these reasons.
- Pages 43–47** This chapter shows a distinct change in Jem. He is somewhere between childhood and adolescence and he is still searching for some daring ordeal to prove himself a man. Jem and Scout no longer have a harmonious relationship. Mrs Dubose's conservative concerns. She is starting to show signs of her fear of death, which is irritating as it stands in his way.
- Page 47** We are told that Boo Radley has been watching the children play. This is amusing. This is how he shares in their lives; he is like their grandfather. Boo Radley is at length in the final chapter of the novel.

Page	Quotation	Analysis
40	<i>Grown folks don't have hidin'-places.</i>	This is evidence that there is something innocent about Boo Radley. He is not the 'malevolent phantom' of the children's imagination.
47	<i>Someone inside the house was laughing.</i>	This is the evidence that Boo Radley is watching the children. He will continue to watch them.



### Mini Vocabulary Guide

auspicious	favourable
unanimous	agreed by all
mortifyin'	mortifying, causing embarrassment

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## Chapter 5

### Summary

Scout, Jem and Dill's friendship blossoms throughout the summer. Dill decides to marry her before quickly dismissing and forgetting the idea, after which the pair distance themselves from Scout, only calling her when a third person is present. Scout and Jem, particularly Scout, grow closer to their neighbour Miss Maudie. Scout's mysterious behaviour with Miss Maudie. The next morning, Jem and Dill tell her to post a note to Boo Radley, asking him to come and play with them. However, Atticus discovers the children and scolds them once again for interfering with the family alone.

### Analysis

**Page 47** The narrator is able to laugh at her childish misunderstanding of the world. In this way they demonstrate the difficulty of sustaining relationships with children and their behaviour.

**Page 48** Miss Maudie is described in detail. She is the only **positively** described character in the novel and in many respects is quite like Atticus. She is also a role model for Scout. As Scout grows up and detaches from her childhood, Miss Maudie.

In **Chapter 24** Miss Maudie provides the moral standard by which the women of the Missionary Circle. In the novel she is used to provide a moral standard when Atticus is unavailable.

**Pages 53–54** In contrast to Atticus' honesty, we see Dill struggling to remember the truth. He attempts to obscure his disappointment in his parents by telling Scout that he is a jester. He juxtaposes (sets side by side for comparison/contrast) these two points of view. This **juxtaposition** also makes the reader consider the issue of honesty.

**Page 55** Atticus is reasonable with his children, not imposing a severe punishment. He makes them understand the consequences of their actions. In the novel, he could suffer from their games. Their games are based in prejudice and could offend such a reclusive family.

Page	Quotation	
47	<i>[Dill] said I was the only girl he would ever love, then he neglected me. I beat him up twice but it did no good, he only grew closer to Jem.</i>	Scout is too young to understand relationships. We are looking at it from a childish point of view.
50	<i>True enough, she had an acid tongue on her head, and she did not go about the neighborhood doing good, as did Miss Stephanie Crawford. But while no one could deny her sense, she trusted Miss Stephanie, Jem and I had considerable faith in Miss Maudie.</i>	The 'good' that Miss Maudie is considered from a child's perspective as a gossiping busybody. Her approval shows this.

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## Mini Vocabulary Guide

tacit	unspoken
chameleon	a lizard that is able to change its colour
pestilence	a plague
edification	benefit

### TASK 7 – DISCUSSION PROMPT

Read pages 48–52 where Miss Maudie talks with Scout. What interesting points does this conversation raise? Consider:

- New information given about **characters** (including those talking)
- The moral lessons we are taught by the **dialogue**

### TASK 8 – EXTENDED RESPONSE AND ANSWER QUESTION

We are shown at least three examples of parenting in the first five chapters of *To Kill a Mockingbird*. Consider how closely the following fit with these principles of good parenting:

1. Atticus Finch
2. Bob Ewell
3. Dill's parents

This exercise should be answered as an essay.

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## Summary

**Chapter 6** – Dill is due to leave the Finch family until the following summer. Jem decide to try to sneak a look at Boo Radley through his window. The three children go to the window and check the window, but are disappointed to see only curtains and a small light. Jem checks the back window, when suddenly a shadow of a man appears on the wall. Jem, Scout and Dill try to flee the property, when they hear a gunshot. While running, Jem's trousers get caught in the fence, pulling them off and running free. The neighbourhood hears the gunshot, and the three children join them in an attempt to not look suspicious. They are dispersed and returned to bed, Jem quickly returns to the Radley property to find his trousers.

**Chapter 7** – After a week of being in the hospital, Jem tells Scout a secret about Boo Radley's residence. He tells Scout that when he was finding his trousers, someone had sewn them, as if awaiting him to return. After walking the street, Scout and Jem see the shadow of grey twigs in the tree. Scout begins second grade and continues to hate school. Jem finds more gifts in the tree. However, this is short-lived as Mr Nathan Radley locks the door to the Radley property.

**Chapter 8** – Maycomb County is hit by the coldest weather for almost 50 years. The children play in the snow and make a caricature of Mr Avery. In the middle of the night, Miss Maudie's house is set on fire, and everyone goes to watch. With their attention caught by the fire, Scout and Jem do not notice someone around them to keep them warm in the snow and cold.

## Analysis

**Pages 64–70** In **Chapter 7**, the children investigate the knot hole before it is closed. Boo shows he is reaching out to the children and that he may still be alive. Boo has also shown care by stitching Jem's torn trousers.

**Pages 75–80** In **Chapter 8**, when Boo gives the children a blanket he illustrates his care towards the children. It was a thoughtful thing to do and was a gesture of thanks. He is gradually emerging as the children's invisible friend. Boo is explicit until the closing chapters of the novel.

**Page 79** Miss Maudie is **contrasted** to Miss Stephanie Crawford who is interested in other people's business and not the people themselves.

Page	Quotation	Analysis
79	<i>Miss Maudie puzzled me. With most of her possessions gone and her head in a sorry state of shambles, she still took a lively and cordial interest in long and short affairs.</i>	Miss Maudie demonstrates great courage and she courageously accepts the burden of her loss. She can even be optimistic and interested in the lives of most people would be feeling. She is a good example of courage in the face of adversity.

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## Mini Vocabulary Guide

bob-white	imitation of a bird's call
kudzu	a climbing plant
collards	a type of cabbage
dismemberment	the act of removing someone's or something's limbs
malignant	evil
embalming	a method of preparing dead bodies to preserve them
bangs	a fringe
aberrations	a deviation from the normal
perpetrated	committed, carried out
libel	slander; Atticus is saying false things about a man is a caricature of
morphodite	a hermaphrodite, or someone showing the characteristics of

### TASK 9—ACROSS THE LEARNING TASK

Read pages 110–111. What **techniques** does the author use to build up tension?

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## Chapter 9

### Summary

The children are introduced to the first consequences of Atticus' court case. Scout and Cecil Jacobs, get into a fight when Cecil accuses Scout's father of 'defending nigger'. This is seen as taboo in Maycomb County. After returning home from school, Atticus tells Scout a young man named Tom Robinson, and that he is doing it so that he can be a hero. Scout is told not to fight with anyone who gives her grief for him taking the case. The family is going to Landing to celebrate Christmas with the family, and Atticus buys Jem and Scout a new pair of shoes. Scout's cousin Francis for calling Atticus a 'nigger-lover'. Before going to bed, Scout has a conversation between Atticus and her Uncle Jack, who are discussing the case, in which Atticus explains regarding the possible repercussions of the case on Jem and Scout and their relationship with the community.

### Analysis

At the beginning of this chapter we are introduced to one of the ways prejudice is spread. Scout mimics the behaviour of adults and forms her values around those witnessed in her environment. Later Cousin Francis, are examples of children reflecting the opinions of racism.

**Pages 80–81** **Prejudice** has its own language, producing terms to classify people. Atticus teaches Scout and the reader the danger of using such language and not to blindly follow the crowd; popular consent is not a guarantee of truth. Through Atticus' teaching, we see some moral development in Scout. Cecil Jacobs, even though she fights with Cousin Francis soon after, her actions happen as a continual progression, but in fits and starts.

**Page 83** Atticus' warm and considerate relationship with Scout is contrasted with the sterile relationships with her family members. Cousin Francis **represents** the rotten element of this branch of the family. Aunt Alexandra's foul slander about Atticus ruining the family is a sign of corruption by his guardians, while Scout and Jem have been protected from it. The author focuses on the responsibility of parents and guardians to instill proper moral values.

The time Aunt Alexandra spends with Atticus' family education grows to like her (p. 244), so does the reader.

**Pages 84–85** Atticus reveals his patience and understanding of human morality by not swearing.

**Pages 85** Shooting is introduced to make way for **the mockingbird** theme. Scout is taught the difficulty of shooting before he can understand his father's lesson. Atticus gives the children power over small animals. Atticus is optimistic that Scout will develop a morality to control his power. To an extent he is protecting a distinct line that he expects them not to cross. They must not harm the birds, as they are very important. Mockingbirds do no harm. Fortunately, the children are not harmed.



Scout also introduces the incident with the mad dog, which shows Scout's courage in the novel.

**Page 87** Aunt Alexandra tries to mould Scout into her narrow definition of femininity. She believes that Scout must behave and dress in a certain way and that Scout is ruined by her lack of guidance in this area. The **narrator** leads Scout to a narrow-mindedness. The author discourages us from viewing Scout with suspicion. Good examples of this are Scout, Boo Radley and Dill.

**Pages 93–95** Once again Atticus teaches us a moral lesson, showing great patience while viewing this ordeal with patient detachment.

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Page	Quotation	
81	<i>'For a number of reasons,' said Atticus. 'The main one is, if I didn't I couldn't hold up my head in town, I couldn't represent this county in the legislature, I couldn't even tell you or Jem not to do something again.'</i>	Atticus defends Tom because he has to, but he does. He stands apart from the other characters in the novel as a moral man and the moral core of Atticus' moral courage.
82	<i>You might hear some ugly talk about it at school, but do one thing for me if you will: you just hold your head high and keep those fists down.</i>	Atticus teaches Scout to stand up for herself and stay away from a fight.
82	<i>'Simply because we were licked a hundred years before we started is no reason for us not to try to win,' Atticus said.</i>	We are taught that courage is something whether or not you win.
82	<i>'This time we are fighting the Yankees, we're fighting our friends. But remember this, no matter how bitter things get, they're still our friends and this is still our home.'</i>	Atticus shows remarkable wisdom considering those who are his friends. His emotion cloud his judgment.
83	<i>Aunt Alexandra would have been analogous to Mount Everest: throughout my early life, she was cold and there.</i>	At first Aunt Alexandra is described in terms: cold, remote, and distant.
94–95	<i>I hope and pray I can get Jem and Scout through it without bitterness, and most of all, without catching Maycomb's usual disease. Why reasonable people go stark raving mad when anything involving a Negro comes up, is something I don't pretend to understand.</i>	During the course of the trial, Atticus expresses his wisdom in contrast to the 'usual disease' of Maycomb's usual disease by deep-seated racial prejudice.



## Mini Vocabulary Guide

gastric	of the stomach
runnin' a still	distilling illegal alcohol
cussing	cursing, using bad language
inevitable	that which is certain to happen
gravitated	pulled towards
provocated	provoked
tenterhooks	waiting in painful suspense
invective	attacking with abusive language

## TASK 10 – ACTIVE LEARNING TASK

Read page 84 to the end of the first paragraph on page 84.

Examine closely the **description** of Aunt Alexandra and her side of the family. What do you note as distinctive about the following?

- The **relationships** described
- The narrator's **tone**

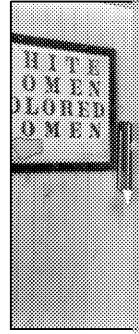
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### Different Cultures and Firearms

Atticus has his brother buy rifles for Jem and Scout. This would be a complicated issue in the United Kingdom of the twenty-first century but in rural Alabama of the 1930s it was normal. To Atticus and Uncle Jack, guns are a part of day-to-day life in their rural home, and the pair clearly believe it important to introduce Scout and Jem to guns early, in an attempt to normalise guns and the use of them in self-defence. However, the symbol of the gun is also important to several key factors in the novel. Atticus and Jack's belief that Scout and Jem are now responsible enough to own guns is a milestone in their journey away from childhood that we see throughout the novel, and a clear play on their innocence and naivety in the novel. The fact that the children have now been given this power to learn to control the power they may have over others due to their status, but the fact that they are given it with compassion and that even Jem, who with kindness becomes of the utmost importance to the town, have the power to make or harm others. As a result, the symbol of the gun is a key symbol in the novel – the mockingbird.



Consider that:

- The American Constitution's 2<sup>nd</sup> Amendment is that 'the right of the people to keep and bear arms shall not be infringed'. Guns were, and still are, part of life in the USA.
- Maycomb is a rural setting where pests and predators need to be controlled to protect the livestock. Shooting skills are, therefore, more a requirement than the pursuit of a hobby.



### Different Cultures and Racism

This chapter introduces racist language and ideas that we may be unfamiliar with. The term commonly called 'niggers' as a derogatory term. White individuals who were sympathetic to the Negroes were described as 'nigger-lovers' and viewed with disapproval. The fear was that, if left unchecked, 'nigger-lovers' would mix freely with Negroes. Racist whites believed in the supremacy of the white race and that the Negroes were naturally inferior. To mix, or even breed with the Negroes would give them the characteristics of the whites. This was seen as dangerous. Remaining aware of these facts is vital to understanding the town's reaction to Atticus after he will be defending Tom Robinson in court. Atticus' status and influence within Maycomb, and his strong family origins at Finch's Landing only deepens the threat the men feel, as he is seen as a 'nigger-lover', as Francis and Mrs Dubose claim, then someone of his status could contaminate the town's segregated blood.

These days, we should know that this is a ridiculous idea. Otherwise, we should know that the color of a person's skin is not a measure of their character.

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In this chapter we are more intimately acquainted with Atticus Finch, particularly in the first part. One hot day, Jem spots a rabid dog in the street. Tim Johnson, the dog belonging to the town's bus driver, is behaving like a mad dog, and Calpurnia rings the doorbell to warn the word of danger. However, Atticus undertakes the difficult act of putting the dog down, which is the more stressful due to the pressure of him having to shoot the dog in front of the whole neighbourhood and in one single shot.

Atticus succeeds and Miss Maudie tells Scout and Jem about Atticus' reputation for his shooting abilities, with the neighbourhood calling him 'One-Shot Finn' because that they have underestimated their father.

## Page 95

is a teacher focuses on Atticus. At first his children believe he is a liar but they realise he has a special skill and only his modesty and respect for the law to keep it hidden.

Atticus has shown courage by taking on a responsibility that was on him to succeed with one shot, even though he was ending a life. This time he succeeds, unlike the other responsibility he assumed. After he has killed the mad dog, Scout and Jem begin to see him to model himself on his father and assumes the role of a young man. When the mad dog happens, learning comes in fits and starts: Jem forgets his new Mrs Dubose's flowers in the next chapter.

**Page 98** The shooting of the mad dog is used **structurally** to maintain **illustrate** an aspect of courage, to demonstrate Atticus' mode **hero** and **role model**. It also provides a **metaphor** that will be is returned at the end of the trial (Chapter 21, p. 217).

**Pages 104–5** From this incident we learn that Atticus is highly regarded in 'One-Shot Finch' tells us not just about his marksmanship but under pressure and his thoroughness. This incident also shows jobs that others are afraid to do. Aunt Alexandra expresses as

Page	Quotation	
96	<i>'I'd rather you shot at tin cans in the back yard, but know you'll go after birds. Shoot all the blue jays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird.'</i>	The mockingbird is innocent and harmless, a creature for whom others expect sympathy. For example: Boo Radley perhaps even Doc.
96	<i>'Mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us. That's why it's a sin to kill a mockingbird.'</i>	
104	<i>'If your father's anything, he's civilized in his heart. Marksmanship's a gift of God, a talent – oh, you have to practice to make it perfect, but shootin's different from playing the piano or the like. I think maybe he put his gun down when he realized that God had given him an unfair advantage over most living things. I guess he decided he wouldn't shoot till he had to, and he had to today.'</i>	This characterises him as a kind, and considerate man. He has something without something. He has much he enjoys and he has a philosophy.

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## Mini Vocabulary Guide

<b>contemporaries</b>	those who exist at the same time, or are roughly the same age as
<b>my 'druthers</b>	someone else (in this context, those at school with Jem and Scout) (often said by Atticus) meaning my 'would rather's', a phrase that has never been given
<b>nome</b>	short for 'no madam'

### TASK 11 – DISCUSSION PROMPT

Read Chapter 10 and, with a partner, answer the following questions:

1. As children, what do Jem and Scout find disappointing about Atticus?
2. How does the author build up tension in the chapter?
3. Explain how Atticus shows courage and impresses Jem.
4. How is this type of courage different from that shown by Miss Maudie in Chapter 8?



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## Summary

As Scout and Jem age, they find themselves moving further up their neighbourhood to play, leading them to become more frequently acquainted with their neighbour, Mrs Henry Lafayette Dubose. Mrs Dubose remains a lady shrouded in mystery and rumours, renowned for her bad temper and cynical attitude. Following a shopping trip in town to celebrate Jem's 12<sup>th</sup> birthday, Scout and Jem encounter Mrs Dubose, who scolds Jem for being rude to her and taunts him by insulting Atticus' 'court-house lawing for niggers!'. Enraged by Mrs Dubose's insults, Jem destroys the baton he has just bought for Scout with his birthday money. After hearing of Jem's punishment, Atticus makes Jem apologise and he has to visit Mrs Dubose six evenings a week for the rest of the year. Jem's punishment forces him to see just how much Mrs Dubose is suffering from her morphine addiction.

## Analysis

The incident with Mrs Dubose explores the following issues:

- Jem has not fully developed into the image of his father. He still has much to learn.
- The different aspects of courage. Courage can be resistance as well as acceptance.
- The importance of seeing things from another's perspective and withholding judgement.
- Characterising women as those who spread bitterness and prejudice; men as those who fight for justice.

Page	Quotation	
118	<i>I told you that if you hadn't lost your head I'd have made you go read to her. I wanted you to see something about her – I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand.</i>	Atticus provides the children and the reader with a different perspective on courage in stubbornly facing adversity.
118	<i>It's when you know you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do.</i>	Atticus uses Mrs Dubose's example to teach Jem about his defence of Tom Robinson.



## Mini Vocabulary Guide

C.S.A.	Confederate States Army
apoplectic	a fit of rage, or a stroke
philippic	a verbal attack
degeneration	in a worried or declining condition
premise	a statement or assumption used as an argument
interdict	legal command, forbidding something
palliation	relief

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## TASK 12 – EXTENDED ESSAY ANSWER QUESTION

‘She was the bravest person I ever knew.’

Write an essay to examine how Harper Lee presents the theme of courage in

Consider the following:

- Little Chuck Little
- Atticus and Scout on fighting
- Atticus and the Tom Robinson case
- Jem’s heroics
- Miss Maudie’s fire
- Mr Avery in Miss Maudie’s burning house
- The mad dog incident
- Mrs Dubose



### Different Cultures and Medical Care

Medical care in 1930s America was both expensive and hard to come by for most people. The nearest hospital, which in most cases could be hundreds of miles away, was often the only option, and as a result many people who were in desperate need of medical care did not get it. Mrs Dubose appears to be Harper Lee’s way of evaluating this common problem in America at the time of her writing.

With transportation being awkward and the nearest hospital being many miles away, Mrs Dubose chose to have her treatments at home. She knew she was dying and decided to wean herself off her dependence on it. Mrs Dubose is likely to have viewed her dependence on drugs as a necessary evil. She also chose to die in her own home, in her own bed. Hospices for the terminally ill did not yet exist. As the USA did not provide a National Health Service, as we have in the UK, it has been very expensive for her to stay in a hospital while she waited to die. Mrs Dubose chose to receive her medical care at home. As we see however, Mrs Dubose’s choice not only sheds light on these medical issues, but she also becomes a figure or symbol of courage. Mrs Dubose’s bravery in her choice of treatment and her determination is viewed as a lesson for Jem and Scout, once they understand her illness and the pain she experiences.

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Through Scout's narrative we observe Jem's maturing and progression towards adolescence, characterised by his increasing desire to be alone, his mood swings and his increased appetite. Scout grows lonely without Jem's usual company, which only worsens when she hears word from Dill that he will not be visiting that summer as he would be spending time with his new father. Scout also feels Atticus' absence as he is called to legal session, and consequently is away from home for two weeks. With Atticus away, Calpurnia takes on the duty of taking the children to church, choosing to take them to her church as opposed to the one they usually attend. The First Purchase Church, attended by Calpurnia, is defined as a place where the children are met with hostility by one churchgoer, Lula, who believes that no one should go into the Negro church. However, the reputation of the Finch family and Atticus, and the young man whom he is defending in court, leads to the children receiving a warm welcome, witnessing a confession for Robinson and his family. When the children return home, they find Alexandra sitting on the porch.

**Pages 124–125** Calpurnia takes Jem and Scout to her church, the First Purchase church the character Lula demonstrates how entrenched segregation is. Her attitude to the children also shows a level of resentment. The author draws a **contrast** between the religious sincerity of the blacks and the hypocrisy of the whites.

**Page 126** Tom Robinson is spoken about and it is confirmed that he is a Negro. The Negro population offers no condemnation of his situation, showing that the charges against him are false and unjust. This prepares the reader for the next chapter. This chapter helps to characterise the Negro population of Maycomb. It shows the reader with their ways. With the small exception of Lula, the Negro population is characterised. We see that they take their faith seriously and are not easily swayed. This helps **persuade** the reader to side with them against the

Page	Quotation	
121	Jem had acquired an alien set of values and was trying to impose them on me: several times he won so far as to tell me what to do.	Jem has grown from his childhood into adolescence and models himself after Atticus. He has adopted adult values which seem appropriate for him now. His behavior, suffering he witnesses, has caused a change. He and Scout are growing up.
126	You know your brother Tom Robinson's trouble. He has been a faithful member of First Purchase since he was a boy.	Tom Robinson is a good man who has been wrongly accused. This quotation asks the reader to accept this view.
129	This church has no better friend than your daddy.	Atticus is a heroic figure.
130	Can't but about four folks in First Purchase read.	This shows how unfair the legal systems are.

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## Mini Vocabulary Guide

habiliments	clothes
ecclesiastical	of the church
impedimenta	baggage, clutter

### TASK 13 – ACTIVE LEARNING TASK

Read pages 124–130 and note the characteristics of Negro worship and their church. How do these differ from a typical white attitude to worship and their church?



### Different Cultures, the Church and Inequality

This chapter gives us an insight into the Negro community, and particularly their church. In Lee's time, segregation was **enforced** across all institutions. This meant that black people were separated from white people for all matters, including church, hospital, schools, and often transport. In today's society, this is not something that is easy for us to imagine, however Harper Lee's Negro church in her novel helps us picture this scene. Like the churches for black people, Calpurnia's church is located on the outskirts of town and nowhere nearly as well equipped as the church for white people, which would have been conveniently located in or close to the town. It takes great lengths to emphasise to us that poverty has not reduced the Negroes' access to anything it has improved it. The poor facilities are contrasted sharply with the enthusiasm of the congregation worship. However, it isn't just the idea of segregation or the conditions of the black people that Lee explores in her depiction of Calpurnia's church, but also the way that the service in the Negro church is run, almost all of the Negro church members. From this we can see that Harper Lee is addressing the issue of inequality within the church. She emphasises that clearly the schooling for black people is inferior, or entirely lacking. It is a belief that black communities were either unworthy or incapable of education – a belief that leaders to keep them poor and ignorant. Segregation is, therefore, an injustice. It denies black people opportunities – a fact that Harper Lee clearly finds troubling or wishes to shed light on.

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## Summary

Upon Atticus' return, Aunt Alexandra tells the children that a feminine and the house, particularly in light of Atticus' demanding work schedule concern will be staying with them for some time. As a result of Aunt Alexandra's new residence, we, the readers, are able to see the extent of her judgemental and Aunt Alexandra repeatedly emphasises to the children their status in Maycomb County as the Finch family name, and urges Atticus to explain to Jem and Scout their duty to behave as gentlemen and gentlewomen.

## Analysis

### Page 132

After spending a chapter describing the sincerity of the Negro community, the author reintroduces Aunt Alexandra to contrast her religious hypocrisy with the white middle class in Maycomb.

Aunt Alexandra and Aunt Alexandra have a lack of common ground, even though she is a white woman. The reader is led to dislike and distrust her. The author explores the character of Aunt Alexandra in depth. She is not a very complex character and represents all the women of the middle class of Maycomb.

In the early chapters, Aunt Alexandra is suspicious of anything that does not find comfort in fitting these into securely defined categories. She judges people by the family and social bracket they fit in to, and she expects everyone to know how a female should behave.

### Page 139

Aunt Alexandra has imposed herself upon the family, straining relationships. She attempts to manipulate the children's attitudes through Scout, her reluctant spokesman. He is momentarily swayed by her until he realizes her limited thinking. He complies at first, probably for a quiet moment to learn a moral lesson about being true to his own beliefs. From her time in Maycomb, he learns a **moral lesson** and renounces prejudice. Gradually she becomes an ally.

Page	Quotation	
135	<i>Aunt Alexandra was one of the last of her kind: she had river-boat, boarding-school manners; let any moral come along and she would uphold it; she was born in the objective case; she was an incurable gossip. When Aunt Alexandra went to school, self-doubt could not be found in any textbook, so she knew not its meaning. She was never told, and given the slightest chance she would exercise her royal prerogative to arrange, advise, caution, and arrange.</i>	Aunt Alexandra is characterized as a meddling, domineering religious hypocrite.
135	<i>Even in Maycomb, it seemed, had a Streak: a Drinking Streak, a Gambling Streak, a Mean Streak, a Funny Streak.</i>	This is evidence of how Aunt Alexandra looks down on others.

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## Mini Vocabulary Guide

she was born in the objective case

Amanuensis

Aunt Alexandra is extremely self-absorbed; everything involves her and is about her. She is a secretary or assistant; amusingly, Aunt Alexandra is a secretary of secretaries.

### TASK 14 – Active Learning Task

Read pages 132–135.

Make notes on how the author has characterised Aunt Alexandra. Include textual evidence.

How do the narrator's comments guide the reader's opinion of her?



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## Summary

The distance between Scout and Jem continues to grow, with Jem being embarrassed to go to school with the older children. Scout and Jem's curiosity grows concerning the rape. Scout asks Atticus what rape is. Scout mentions to Atticus that Calpurnia was taken to her, and that she had offered for Scout to visit her and her family one day. Atticus refuses. After objecting to Aunt Alexandra's dismissive attitude towards Calpurnia, Scout tells Atticus and told that she must obey Aunt Alexandra as long as she is in the house. When Scout goes to bed, Scout feels something strange in her and Jem's adjoining bedroom. Scout is hiding in the pair's room after running away from his family. Atticus agrees to let Miss Rachel and his family know.

## Analysis

Again the issue of parenting is raised. Aunt Alexandra, believing her values are superior to the children's, is strongly disapproves of the children's behavior. Calpurnia, Atticus's housekeeper, forcefully defends this and Calpurnia's status in the family.

The very fact that Atticus considers Calpurnia a member of his family is revealing. He and his wife were happy to employ a Negro housekeeper or domestic, but considered them always inferior.

Aunt Alexandra is a product of her narrow, inward-looking environment. She is unable to advance her development. Atticus, on the other hand, is attempting to break with the moral values of his family. Aunt Alexandra **represents** the ingrained prejudices of the South.

Dill is found in Scout's room, expanding the study of the parenting issue. He shows no love for him.

Page	Quotation	
142	<i>Alexandra, Calpurnia's not leaving this house until she wants to. You may think otherwise, but I couldn't have got along without her all these years. She's a faithful member of this family</i>	These quotations free from racism to bring his child to her to be merely ways, been like
142	<i>Besides, I don't think the children've suffered one bit from her having brought them up. If anything, she's been harder on them in some ways than a mother would have been... she's never let them get away with anything, she's never indulged them the way most colored nurses do.</i>	These quotations characterisation



## Mini Vocabulary Challenge

penitential  
repression

## TASK 15 – EXTENDED ESSAY ANSWER QUESTION

Write an essay on how Harper Lee presents the character of Aunt Alexandra. Consider:

- Her personal and moral failings
- The values she represents
- Her impact on Atticus' family when she comes to stay
- How the author is influencing the reader to dislike her
- Why she is an important character in the novel

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## Summary

One night the Finches receive a knock at the door. After answering the knock, Heck Tate and a group of men are in the front yard and wish to speak to him. After a mysterious discussion with the men regarding Tom Robinson's location before trial, Atticus disappears into the night. Scared for his welfare, Scout, Jem, and Dill go to find him and find him reading in the county jail. Upon reaching the jail, the men arrive in cars and descend on the jail. In an attempt to defend Atticus, Scout meets them and places herself before the group of men. Confused by their treatment of her father, Scout recognises Mr Cunningham among the men and makes small talk about the welfare of his son, Scout's classmate, Walter. Successfully diffusing the situation, Cunningham, Scout defends her father and the men leave.

## Analysis

This chapter is filled with a sense of **foreboding**. Heck Tate comes to see Atticus and a mob is gathering for Tom Robinson. Atticus shows he is too much of an idealist for the people of Maycomb are capable of.

**Page 152** Under pressure, Atticus proves to be patient, thoughtful and calm. He is passive at times when action is called for. This is, perhaps, his greatest strength. He is seen whenever Jem, who is only a child, is more concerned with the problems developing in Maycomb. Atticus appears unmoved, even if he is only pretending to be unconcerned so as not to trouble his children.

**Page 154** We witness some physical and moral growth in Scout when she plays the Boo Radley game. Structurally, it is important that this fascination with Boo Radley contributes to the surprise at the **climax** of the novel, when at that stage the reader has almost forgotten about him because he has been so busy with other things.

**Pages 155–161** The incident outside the jailhouse is related from a child's perspective, outside the complex world of adult politics. When we are told that the men have mobs and that nonsense in Maycomb, I've never heard of a gang in Maycomb. Scout unwittingly reminds the reader of the adults, except Atticus. Scout unwittingly reminds the reader of the family, community and their debt to Atticus. Her appeal to the men to turn from a mob into individuals. They are no longer an anonymous group but have their own set of values and the mob mentality is broken. Once again Atticus is a good example of passive courage.

Page	Text	Analysis
152	Mr. Tate, I've never heard of a gang in Maycomb.	Atticus appears almost calm. The citizens are incapable of violence.

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## Mini Vocabulary Guide

venerable

old, highly-respected

### TASK 16 – ACTIVE LEARNING TASK

Read pages 155–161. Write an evaluation of the following:

1. How the author builds tension during this incident.
2. Evidence of the author's poetic writing style (figurative language, literary devices).
3. Evidence of the author's understanding of human psychology (why people's minds work).
4. Evidence of the author's moral message.
5. What this incident contributes structurally to the plot of the novel. (Why does it happen? What attitudes does it reveal?)



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## Summary

After returning home from the jail, Atticus and the children go to bed, ready for the trial ahead the next day. The following afternoon, Scout, Jem and Dill attend the courthouse to hear Tom Robinson's hearing and Atticus' defence. The children are fascinated by the court, and the segregation within it, particularly the conduct of the presiding judge, Judge Taylor.

## Analysis

Mr Underwood, the owner of the Maycomb Tribune, has two minds, like so many others in the town. He hates Negroes but insists on justice being done according to the law.

**Page 162** Aunt Alexandra's prejudice is further **highlighted** when she tells them that she refuses to approve of this practice and denies them the right to be in the house.

**Page 163** As Atticus discusses the events of the previous night, he shows great understanding and patience for the members of the mob. He is able to put himself in their situation and see things from their perspective.

**Page 164** Dolphus Raymond is introduced and is used to **emphasise** the theme of the novel. He is an outcast because he has a black mistress and children, which is considered unacceptable to the white community.

**Page 165** The author draws particular attention to the religious hypocrisy of the town. The disapproval of Miss Maudie's flowers. However, they go to the trial to see the prejudice it represents. Miss Maudie, like a female equivalent of Atticus, is a **moral benchmark** against which we can judge other characters.

**Page 167** Dolphus Raymond's children are discussed. It seems they are accepted in the white community, but are accepted up north. This **draws our attention** to the fact that the Negro population is not entirely without its own prejudices. Judge Taylor's purchase of a new church when Lula objected to the Finch children being in the church.

Page	Quotation	Analysis
162	<i>I was beginning to notice a subtle change in my father these days, that came out when he talked with Aunt Alexandra. It was a quiet digging in, never outright irritation. There was a faint starchiness in his voice when he said, 'Anything fit to say at the tab' fit to say in front of Calpurnia, who knows what she's doing in this family.'</i>	Atticus disapproves of his sister's involvement in the trial, about dividing his home, wanting to keep his family separate from the trial.
163	<i>'No, no, no, it's basically a good man, he just has his blind spots along with the rest of us.'</i>	Atticus shows great tolerance and understanding for the mob, seeing the good in people, rather than condemning them.
165	<i>'I am not. It's morbid, watching a poor devil on trial for his life. Look at all those folks, it's like a Roman carnival.'</i>	Miss Maudie knows that most of the people in the town are there to see the trial for its entertainment value and macabre in this.
166	<i>The courthouse square was covered with picnic parties sitting on newspapers, washing down biscuit and syrup with warm milk from fruit jars.</i>	The leisurely attitude of these people shows that they are there to see an innocent man convicted. These people are outwardly Christian but their hypocrisy is clearly shown.

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Page	Quotation	Analysis
168	<i>around here once you have a drop of Negro blood, that makes you all black.</i>	The Nazi Germans had a similar desire to assume that the 'taint' of one race was passed on. This kind of primitive thinking goes back to the beginning of time.
169	<i>This was news, news that put a different light on things: Atticus had to, whether he wanted to or not. I thought it odd that he hadn't said anything to us about it – we could have used it many times in defending him and ourselves.</i>	From a child's perspective, it is curious why Atticus did not use this defence. The reader, however, that he withheld this from the children precisely because they could not understand it. Atticus believed that giving Tom Robinson the right thing to do. That was the only way to win.



## Mini Vocabulary Guide

**The Quarters** – a poor, crowded Negro hamlet  
**morbidity** – a sickly, unhealthy and sickening quality



## TASK 17 – ACTIVE LEARNING TASK

Read pages 170–171.

1. From this passage what do we find out about Judge Taylor?
2. What techniques are used to characterise him?
3. What literary techniques are used here?



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## Summary

The interrogation begins, and Mr Heck Tate takes the stand. Atticus follows what he saw the night that Mayella Ewell claims to have been raped by Tom. Atticus examines Mr Tate, asking why he did not call a doctor for Miss Ewell if she was hurt, and Mr Ewell claim. After examining Mr Tate's statement, and providing proof of Miss Ewell's injuries and which side of her body they occupied, Atticus tells Mayella Ewell insults the court and Judge Taylor by his rude and disrespectful behavior. His character and unreliability as a witness are quickly made apparent and emphasize the chapter ending on a relatively optimistic note for Tom Robinson's case.

## Analysis

**Pages 175–176** The Ewells are described in detail and Mayella appears in the courtroom with her family. She has attempted to rise above the stereotypes of her race, but her actions are **symbolic** of her desire to live a normal life, and should not be forgotten, however, that she is prepared to live in prison and spend a long time in prison.

**Pages 179–180** Bob Ewell, although not particularly intelligent, is very cunning and causes outrage among the white spectators with his graphic description of Mayella. Mayella also exhibits a similar cunning when she challenges Tom Robinson's, in spite of a lack of supporting evidence, that the Negroes may get 'above themselves' and expect to replace the whites in their place the whites must rally together.

**Pages 182–183** The author takes pains to draw the court room incident out. She **describes** its progress as it slowly unfolds. She builds up the case against Atticus is a master tactician, fully in control of his witness. Atticus is able to prove that Bob Ewell, being left-handed, could not have beat Mayella so badly. It will later emerge that Tom Robinson was weak, withered and useless, and so he could not have given her the beating. The **contrast** between Atticus and Bob Ewell is strong: Ewell is a brute, while Atticus is a lawyer. Ewell is no match for the far-seeing logic of Atticus. Ewell tells the truth when he is being led into a trap. Atticus has the weight of the law on his side.

Page	Quotation	Analysis
175	<i>a little bantam cock of a man rose and strutted to the stand, the back of his neck reddening at the sound of his name. He turned around to take the witness stand. His face was as red as a beet. We also saw no resemblance to his namesake. A shock of wavy, washed hair stood up from his forehead, his nose was thin, pointed, and shiny; he had no chin to speak of – it seemed to be part of his crepey neck.</i>	This is not a positive description of a man physically inferior to both Atticus and Mayella. Often in fiction, this is also a description of a villain. Villains are frequently disfigured. A crinkled neck may also be a sign of a villain.

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Page	Quotation	
176	<i>the Ewells lived as guests of the county in prosperity as well as in the depths of a depression. No truant officers could keep their numerous offspring in school; no public health officer could free them from congenital defects, various worms, and the diseases indigenous to filthy surroundings.</i>	The Ewells are parasites, feeding off welfare hand-outs. They are a stain on the county. The author is ensuring that we
176	<i>the Ewells gave the dump a thorough gleaning every day, and the fruits of their industry (those that were not eaten) made the plot of ground around the cabin look like the playhouse of an insane child</i>	
176	<i>Against the fence, in a line, were several chipped-enamel slop jars, and a brilliant red geranium, which she touched as tenderly as if they belonged to Miss Maudie Atkinson, had Miss Mayella deigned to permit a geranium on her premises.</i>	This is evidence that Mayella lives in dreadful squalor and poverty, yet she appears happy to live with.
177	<i>All the little man on the witness stand had that made him any better than his nearest neighbors was, that if scrubbed with lye soap in very hot water, his skin was white.</i>	Clearly, having white skin status makes anyone better than a black man, so deprived that even a racist like Bob Ewell as part of his race.
179	<i>I seen that black nigger yonder ruttin' on my Mayella!</i>	The word 'rutting' is normally associated with a crude but descriptive comment on sexual activity.
179	<i>Mr Ewell was sitting smugly in the witness chair, surveying his handiwork. With one phrase he had turned happy picknickers into a sulky, tense, murmuring crowd.</i>	This was a clever tactic by Ewell to turn other whites in the audience against Tom in justice or fairness; he wanted to be someone important in the courtroom. Ewell played on their fears.
182	<i>It was becoming evident that he thought Atticus an easy match.</i>	Atticus is able to appear calm and confident in questions Bob Ewell. This is a sign of Atticus's superiority.
183	<i>Never, never, never, on cross-examination ask a witness a question you don't already know the answer to</i>	Atticus is thoroughly prepared for any question. He does not leave anything to chance.



## Mini Vocabulary Guide

congenital defects	sickness had since birth
audibly obvious	Ewell is to make no further rude comments
ambidextrous	able to use either hand with equal ease

## TASK 18 – ACTIVE LEARNING TASK

Read page 183, from 'I was becoming nervous...' until the end of the chapter. Examine the author's methods of building up tension in this passage.

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## Summary

Following her father's cross-examination, Mayella Ewell now takes the stand, unconvinced by her testimony, and she quickly becomes emotional, with the home life with her father and siblings quickly becoming apparent. The judge and courthouse remains – no one appears able to move following the tension of the trial.

## Analysis

**Pages 184–7** Like her father, Mayella shows an animal cunning but this shows signs of being anxious and possibly even feigns fear of the sympathy of judge and jury.

**Page 187** The author creates a sense of anticipation by showing how Mayella's cross-examination of her father. His calmness shows he is in control of Mayella into a state of security.

**Tension** As the pace of the novel slows to a crawl.

**Pages 187–194** Atticus' attitude demonstrates his control of the situation and his questions. He suddenly increases the pace and precision of his cross-examination of Mayella, who contradicts herself a number of times. Atticus uses a technique on her, pretending to be confused and forgetful. Mayella has possibly pursued the case against Tom Robinson because she was bullied by her father. She wants to cover up her folly and her father's. It is likely that Mayella was reluctant at first, but the need to defend their family name, makes her determined. When Tom Robinson testifies, Mayella is presented as a pathetic creature in these conditions. There is also the suggestion that she is sexually abused.

**Page 194** Mayella's last declaration to the jury and the white citizens' word must be taken over that of a Negro.

Page	Quotation	
184	<i>she seemed somehow fragile-looking, but when she sat facing us in the witness chair she became what she was, a thick-bodied girl accustomed to strenuous labor.</i>	Mayella shows signs of being nervous about to testify in court. She is trying to deceive the court, would not want to lose confidence. There is something about her.
186	<i>she had twisted her handkerchief into a sweaty rope; when she opened it to wipe her face it was a mass of creases from her hot hands.</i>	
187	<i>Apparently Mayella's recital had given her confidence, but it was not her father's brash kind: there was something stealthy about hers, like a steady-eyed cat with a twitchy tail.</i>	
187	<i>You'll have to bear with me, Miss Mayella, I'm getting along and can't remember a lot of things.</i>	Atticus appears to be able to easily underestimate him.
188	<i>Mr Ewell is a curious to everybody.</i>	This shows that Mayella is nervous to her. It also tells about her.
194	<i>That nigger yonder took advantage of me an' if you fine fancy gentlemen don't wanta do nothin' about it then you're all yellow stinkin' cowards, stinkin' cowards, the lot of you.</i>	Now that Atticus has shown her story, Mayella shows no logic or evidence beyond that she is white and cleverly appeals to the jury.

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## Mini Vocabulary Guide

arid dry and lacking emotion

## Chapter 19

### Summary

Tom Robinson is called to the stand. Atticus works hard to show the jury Robinson's trustworthy nature, and quickly builds a promising defence. However, Mr Gilmer's cross-examination leaves the reader feeling on edge and cynical about the case, with Dill to tears, causing him to leave the courtroom with Jem and Scout. After returning to the trees, the children encounter Mr Dolphus Raymond, who too appears sympathetic towards Robinson and his treatment in court.

### Analysis

#### Page 196

Atticus is first to take Tom Robinson on the witness stand. He uses his knowledge of Robinson's past brushes with the law, to show the jury his hopelessness. He also anticipates the prosecution's possible use of them. Atticus steals the prosecution's thunder and credits Tom Robinson and takes the scandal out of this new evidence.

#### Page 202

Gilmer is exploiting the prejudices of the white jury to build a case against Tom. He does this because otherwise he lacks evidence that the alleged crime was committed. The jury will not sympathise with Tom. In fact, they will sympathise with a white woman, especially as they consider Negroes inferior. Gilmer shows that the process of the law, as it is a human institution, is flawed by human prejudices. The author reminds us of the way things are through the reactions of the children. They expect justice and are disappointed; Dill cries, Scout misunderstands and Jem turns away.

## Chapter 20

### Summary

Scout, Dill and Jem speak with Mr Dolphus Raymond outside the courthouse. They learn of the power of town gossip and preconceptions in the initial hostility shown to Mr Raymond, who believe him to be 'evil' and an alcoholic as a result of false rumour in Maycomb. When returning to the courtroom, the children hear Atticus' closing testimony in detail. Following his close, Calpurnia enters the courtroom.

### Analysis

#### Pages 206–7

The author **instructs** the reader **morally**, helping us digest the events we have just witnessed. In this case she uses Dolphus Raymond **to highlight** the hypocrisy in communities like Maycomb and to further afield. The narrator contrasts the adult world with the innocent, childlike ideal.

#### Page 208

As Atticus sums up Tom Robinson's defence we see how he is appealing to their humanity. He does this by dropping his usual formal language and treating them as one of their own. The ideal of the law is **contrasted** starkly with the confused, confused and tainted by human prejudices. Legally, Tom Robinson should be acquitted as no evidence has been produced to link him to the alleged crime. He is expected to prove beyond doubt that he is guilty. In all respects, the law is a human institution. The only principle that rules in this courtroom is that a white man's word over a black man's word. The whites stick together because they will do with equality.

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Page	Quotation	Analysis
201	<i>I did not understand the subtlety of Tom's predicament: he would not have dared strike a white woman under any circumstances and expect to live long, so he took the first opportunity to run – a sure sign of guilt.</i>	In this deeply prejudiced society, Tom has few options once Mayella would have been much more sympathetic and avoidable.
204	<i>'Are you being impudent to me, boy?'</i>	For Tom Robinson to disagree with Mr Gilmer is to challenge the white jury. Gilmer is a racist, and Tom Robinson, a grown man, is being treated like a child.
205	<i>For some reason Dill had started crying and couldn't stop; quietly at first, then his sobs were heard by several people in the balcony.</i>	The author uses the reaction of the children to guide the reader's attitude to Tom Robinson.
207	<i>'It ain't honest but it's mighty helpful to folks. Secretly, Miss F... isn't much of a drinker, but you see, she can't never, never understand that I live like this because that's the way I want to live.'</i>	Dolphus Raymond is a white man with a different attitude towards race. He is a more traditional member of society and explains his behaviour.
207	<i>you don't know your pa's not a run-of-the-mill man, it'll take a few years for that to sink in – you haven't seen enough of the world yet.</i>	Dolphus Raymond practices his racism.
209	<i>His voice had lost its aridity, its detachment, and he was talking to the jury as if they were folks on the post office corner.</i>	Atticus attempts to reach the jury on a more personal level.
209	<i>The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place.</i>	In law, the burden of proof is on the prosecution. Mr Gilmer should have produced evidence that the crime took place. In a modern case would even have a medical examination.
209	<i>...it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honored code of our society</i>	Atticus describes Mayella's case against Tom Robinson as a crime of guilt.
210	<i>She did something every child has done – she tried to put the evidence of her offense away from her.</i>	Atticus describes Mayella's case against Tom Robinson as a crime of guilt.
210	<i>And so a quiet, respectable, humble Negro</i>	Atticus characterises Tom Robinson as a quiet, respectable, humble Negro.



## Mini Vocabulary Guide

chiffarobe	a piece of furniture with drawers in the lower part and hanging shelves above
chillun	children
ex cathedra	from the chair, meaning Judge Taylor's official statements
expunge	to delete



## TASK 19 – ACTIVE LEARNING TASK

Read pages 197–201.

From the testimony of Tom Robinson, and information gathered from the other testimonies, piece together the real events that took place on the evening of the trial.

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## Summary

Upon her entrance to the courtroom, Calpurnia notifies Atticus of Scout, Jem, and Arthur, however, Mr Underwood enlightens Atticus to their location in the court balcony and asks the children to go home and eat dinner, and then allows them to return to the courtroom to hear the verdict. By the time the children return to the courtroom, the jury still have not returned. When the jury return, Tom Robinson is found guilty and sentenced.

## Analysis

The author has engaged the reader so completely that we share the disappointment when the guilty verdict is returned. This reaction is best represented by Jem's reaction.

The narrator uses the shooting of the mad dog (pp. 98–102) as a **metaphor** for one distinct change, however, as the gun is empty. This emphasises the futility of Atticus' work in Tom Robinson's case as noble but futile.

Page	Quotation	Analysis
213	'You think they'll acquit him that fast?' asked Jem.	The author is using Jem's inner voice to show how he should have happened if true. It is also setting him up for a fall. We are to share his disappointment and show that he is like his father.
215	'...but don't fret, we've won it,' he said wisely. 'Don't see how any jury could convict on what we heard'	



## Mini Vocabulary Guide

**psychical** paranormal or supernatural

## TASK 20 – ACTIVE LEARNING TASK

Read pages 216–218.

Examine the following:

- How the author creates a sense of tension
- The function of the narrator's voice and how it influences the reader
- Poetic, literary characteristics of the writing style

## TASK 21 – EXTENDED ESSAY ANSWER QUESTION

How is the character of Atticus presented during the trial scenes in Lee's novel? Consider his cross-examination of the prosecutor.

1. Bob Ewell
2. Mayella Ewell
3. Tom Robinson

Present your findings in an essay.

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## Summary

During Chapters 22–24 we see the repercussions of the Tom Robinson trial on the Finch family. In Chapter 22, we see Jem's anger, Atticus and Scout's dismay, and the gratitude shown to the family by Tom Robinson's family and the Negro community of Maycomb. Once again, Miss Maudie shows kindness and support to the children, baking them a cake and reassuring them that despite the outcome of Tom Robinson's case there is some optimism for people's future attitudes on race and equality.

Tom Ewell pays Atticus a visit, spitting in his face, and threatening his life as a result of Robinson and treatment of Mayella in court. In Chapter 23, we once again see maturity in his dismissal of and empathy for Ewell despite his behaviour. Lila remains unchanging, as we once again see her self-entitled attitude in her ed again on their superior superiority and status in the town, and the bad 'street' in Maycomb. In Chapter 24, we see even more of Aunt Alexandra's hypocrisy in her formation of the women's Christian Missionary Circle. Like Aunt Alexandra, she holds prejudiced views against all those they deem beneath them, showing her accusations made against Robinson and the outcome of his trial. During the house and informs Calpurnia, Scout and Aunt Alexandra that Tom Robinson requests that Calpurnia accompany him to the Robinson residence to notify

## Analysis

After the trial the author concludes and summarises the **moral lesson**. We have paid but we are also given a glimmer of hope that some good has been done. Cunningham, a member of the jury, was stubbornly refusing to convict Tom Ewells' testimonies. This shows that a small change has been made in the world. The defence was not an entirely futile gesture after all.

The author uses the children and Miss Maudie to explain these things to the help Tom Robinson: Judge Taylor, Atticus, the Cunningham on the jury, Lila Underwood.

The chapter ends on an ominous note: Bob Ewell spits on Atticus, showing his hatred. Because of this, we expect some form of revenge from Ewell.

In **Chapter 23**, Atticus shows passive resistance when faced with Ewell's aggression. He does not fight back or refuse to fight from cowardice, however. A violent reaction would only precipitate more violence.

If Atticus has one failing, it could be argued that it is his refusal to take Ewell's threats seriously. He presumes that Ewell's threats have no sting.

## Page 229

At this stage, Aunt Alexandra still lacks sympathy and understanding for Tom Robinson's case. Within a chapter, however, she grows morally from seeing the damage that prejudice has caused. She is used to **illustrate** social prejudice, looking down on 'white trash'.

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In **Chapter 24**, just after the strong condemnation of Maycomb's society in the previous chapter, we are shown the middle-class white females at their hypocritical worst. The Misses Maudie is false, short-sighted and fraudulent about religious practice in Maycomb.

Mrs Merriweather is a **caricature** and represents the whole group, voicing the hypocrisy of the group. The exception is Miss Maudie, who remains, like Atticus, a **moral benchmark** against which we can judge the others. She remains in the group but does not engage in the hypocrisy. Aunt Alexandra's mannerisms are **parodied** to emphasise how affected and out of touch the group are. In the subtle politics of the group, Scout is out of her depth. Our trust in her is suspicious. This chapter is especially thick with **irony**.

#### Pages 239–240

Mrs Merriweather criticises Atticus's campaign to clear Tom Robinson. Miss Maudie reacts sharply and finds that Aunt Alexandra is a hypocrite. When Aunt Alexandra tries to join with Miss Maudie she crosses out the very values of whom we approve. This is confirmed at the end of the chapter when she announces that she wants to be a lady like her aunt.

The author's purpose in this is to show that, if a lifelong bigot like Aunt Alexandra can change.

Page	Quotation	
219	<i>They've done it before and they did it tonight and they'll do it again and when they do it – seems that only children weep.</i>	Atticus expresses his disapproval of the corruption of racism in the legal system.
222	<i>Stop eating and start thinking, Jem. Did it ever strike you that Judge Taylor naming Atticus to defend that boy was no accident? That Judge Taylor might have had his reasons for naming him?</i>	Miss Maudie puts a new perspective on the case that there was a silent protest against the Ewells' case all along. Judge Taylor because he is a racist.
222	<i>Atticus Finch won't win, he can't win, but he's the only man in these parts who can keep a jury out so long in a case like that. And I thought to myself, well, we're making a step – it's just a baby-step, but it's a step.</i>	Like Atticus, Miss Maudie is a source of hope for children and readers alike. So long, when previous generations have failed, is a source of hope.
224	<i>Jem, see if you can stand in Bob Ewell's shoes a minute. I destroyed his last shred of credibility at that trial, if he had any to begin with. The man had to have some kind of comeback, his kind always does. So if spitting in my face and threatening me saved Mayella Ewell one extra beating, that's something I'll gladly take.</i>	However, Atticus is philosophical. He knows that other men would be there to take his place.
240	<i>But it's not my business to come in my father's world. People like Mr Heck Tate did not trap you with intricate questions to make fun of you.</i>	Scout is a tomboy and not a talking company of men. She is being characterised as a tomboy.
240	<i>'Hypocrites, Mrs Perkins, born hypocrites,' Mrs Merriweather was saying. 'At least we don't have that sin on our shoulders down here.'</i>	Mrs Merriweather's words show her hypocrisy. This is an example of irony when a character says something that is the opposite of what she knows to be true.
244	<i>After all, if Auntie could be a lady at a time like this, so could I.</i>	This is an indication that Scout is growing up. We should now approve of her loyalty to Atticus.

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## Mini Vocabulary Guide

feral	wild or savage
circumstantial evidence	tending to establish a conclusion from facts which are
furtive	secretive
apprehension	concern
brevity	briefness of speech

### TASK 22 – ACTIVE LEARNING TASKS

Answer the following questions:

1. Atticus and Jem discuss the law. What come to do they come to?
2. What was wrong with the jury?
3. What was hopeful about the outcome?
4. Why did Atticus ask for a Cunningham on the jury?



### Different Cultures and Social Structure

Our modern societies have a fairly flat structure. Where we are on the social ladder, the type of job and how much we earn, rather than the conditions we were born into. The world at the time of Lee's writing, however, were much different. A child born into a poor family may have very limited access to education. He or she would be needed to help the family and could miss out on his/her schooling. This, in turn, limits that child's opportunities to escape the family's poverty by getting a good education and then a good job. This informs Lee's presentation of the Ewell and Cunningham families. In Maycomb the social structure is (layered) as follows:

1. Middle-class whites – Finches and those like them
2. Working-class whites – Cunninghams
3. White 'trash' – Ewells
4. Negroes – Robinsons, etc.

From the social structure that Lee depicts in her novel we can see that she is aware of the fact that the 'negroes' – despite perhaps receiving a higher level of education – are at the bottom of society. From Lee's characterisation of Tom Robinson, his family's situation, and her characterisation of the Ewells, we as readers are incredibly aware of the injustice of the Ewells and the kindness of Calpurnia and her black neighbours. Lee believes that structures in society are not illustrative of someone's character. From Lee's social structure and Lee's illustration of the injustice shown to farming families and their opportunities for the future, we can see how interesting in our perception of the world. Although we do not agree with the Ewells' behaviour, lifestyle or exploitation, we can see the cruelty towards them. It is possible that the injustice the Ewells face makes us sympathise with their situation. Perhaps if the Ewells had a chance in education and not been constrained by the responsibilities of the world, they would not be as cruel and bitter about the world.

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## Summary

Over the course of the next few chapters, the events and aftermath of Tom Robinson's death are explored. In Chapter 25, we see that the residents of Maycomb County show little sympathy for the black man, instead alternatively ruling it as typical behaviour from a black man. Similarly, Chapter 26 shows the townsfolk moving on from the events of the Robinson case, with Scout starting her next grade of school, and Jem settling into being a teenager. With the peaceful resolution of the case, Scout's mind wanders back to the Radley residence, but this time with a more positive outlook, fondly the gifts left to her and Jem by Boo. In Chapter 27, we see a disruption in the town's peace as a dismissal from a job reigniting his anger with Atticus, and Judge Taylor for his part in the case, pays Judge Taylor a threatening visit, and continues to taunt Tom Robinson's employer, Mr Link Deas, threatens to stop. Meanwhile, Scout is preparing for a Halloween show at school, the events of which unfold in Chapter 28. After the show, Scout and Jem return home and the children realise they are being followed, and after a struggle with the shadowy figure, they return home. After the arrival of the sheriff and the doctor, the body of Bob Ewell is found with a kitchen knife. Clarity is finally provided on the events in Chapter 29 when Scout, following the children out of revenge and his hatred of Atticus, and that the shadowy figure was Boo Radley, who once again was watching over them from the Radley residence.

## Analysis

These final chapters are heavy with **moral comment** as the author reinforces the themes already occurred. Nothing has been left to chance. We even witness a die-hard racist grow morally and reverse her opinion of the case.

Maycomb's general reaction to Tom Robinson's death is predictable: it is intense, but then is forgotten. The whites take it as an example of Negro stupidity.

The author reserves her **strongest criticism** for those who continue to oppose the law and commit wrongs committed.

**Chapter 26** further consolidates the moral issues related to the recent injustice.

Miss Gates discusses democracy in school and the author uses this as another example of hypocrisy.

**Chapter 27** re-establishes Bob Ewell as a **villain** bent on revenge. It also directly states that vengeance will lead him to the Finches soon. Scout's new white dress costume for the school play makes her suspect that she may be needing freedom of movement sometime soon. She is wearing this because her previous dress was limited and her mobility greatly restricted. This creates **tension in the narrative** leading up to and during Ewell's attack.

In **Chapter 28**, the author carefully creates a haunting **atmosphere** through the use of the dead, calling up dark, ghostly figures from Scout and Jem's childhood. Ironically, they are the same figures as this instance as Boo turns out to be their guardian.

**Page 261** The ideal location for an ambush is established as being just outside the town, which increases expectation and tension, leading up to a **false climax** as the children deliver the expected outcome, the stalker's attack, just yet. The children will have to pass this way on their return journey.

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The second and **final climax** in the novel follows. This event is significant of human capacity for evil (Ewell) and selfless courage (Jem and Boo). It is apparent that Arthur Radley in his true role, not a phantom, but a guardian.

The author had, until this chapter, not recently mentioned or focused on the character of Boo Radley. This is a deliberate tactic to cause the reader to partially forget about him. When he is finally introduced, he is therefore far from the first champion we imagine for rescuing the children. This is a surprise to the topic of the Radleys to surprise her readers with this outcome.

**Chapter 29** continues the **denouement** of the novel. Scout has a realisation of her role as a rescuer, Arthur Radley.

Page	Quotation	
247	<i>Mr Underwood simply said, 'It was a sin to kill cripples, be they standing, sitting, or escaping. He killed an innocent man's death to the senseless slaughter of so many innocents by hunters and children'</i>	Mr Underwood, the editor of the newspaper, shows so much courage when he condemns Radley when he referred to is the mockingbird.
251	<i>Over here we don't believe in persecuting anybody. Persecution comes from people who are prejudiced.</i>	Scout's teacher, Miss Gates, takes a population view of the world. She sees their European countries demonstrate a lack of understanding in their own society.
275	<i>...wasn't crazy, mean as hell. Low-down skunk with enough liquor in him to make him brave enough to kill children. He'd never have met you face to face.</i>	Heck Tate speaks out against the mob and emphasises his cowardice.



## Mini Vocabulary Guide

**incantations**

magical chanting used when casting a spell

**ad astra per aspera**

a motto meaning 'through difficulties [we reach] to the stars'

**garishly**

excessively bright

**denouement**

the final section of a literary text in which all the events are brought to a close

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## Summary

The complexities of the attempted murder are now explained. Atticus informs Bob Ewell with Ewell's own kitchen knife. Heck Tate knows that Arthur Radley has a kitchen knife and that Ewell had another knife of his own, a switchblade. Ewell attacked Scout and broke Jem's arm before Boo intervened. Atticus is keen to go through with the trial, but Heck Tate rejects this idea to protect Boo from the publicity that would follow. Involvement he agrees with the sheriff's version of events, in principle, to protect Boo.

## Analysis

Once again the mockingbird theme is invoked, but with a difference: it requires us to protect the weak and innocent. Atticus showed this in defending Tom Robinson and now in defending Boo. Sometimes the right way is not always the right way. Justice is served, but Ewell's death is a tragedy.

Page	Quotation	
282	<i>There's a black boy dead for no reason, and the man responsible for it's dead.</i>	Heck Tate believes the law should operate outside the law.
282	<i>'Well, it'd be sort of like shootin' a mockingbird, wouldn't it?'</i>	Scout shows Atticus the reasons for protecting Boo.



## Mini Vocabulary Guide

switchblade a flick-knife



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## Summary

This chapter is dedicated to Boo Radley and the role he has played in the children's lives. Scout finally realises that he has been watching as their silent, invisible presence. Scout feels a great relief at this discovery, and shows great kindness towards her, she now addresses as 'Mr Arthur', and the pair quickly bond and understand each other. We are left with a peaceful image of the Finch household, optimistic about Jem's recovery after the attack, and happy with the Radley resolution.

## Analysis

In this chapter, we are given a final, conclusive message about understanding from another person's perspective. Emotionally, Scout believes her childhood, and we, the readers, have completed our moral education.

Page	Quotation	
284	<i>'Will you take me home?' He almost whispered it, in the voice of a child afraid of the dark.</i>	Scout has insight into Boo's perspective, is something childlike.
285	<i>Summer, and he watched his children's heart break. Autumn again, and Boo's children needed him.</i>	The narrator emphasises Scout's role as a guardian and witness.
285	<i>Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough.</i>	The novel concludes with Scout's perspective, just as we are sympathetic to the victim.

## TASK 23 – DISCUSSION PROMPT

Now you have finished reading *To Kill a Mockingbird* and completing the tasks, think about the **meaning** of the book as a whole. The way in which Lee chooses to develop the **themes** and underlying **messages** of the text. For example, the beginning of the novel focuses on Scout's home and school life, but as the story develops Scout becomes more aware of the adult world, culminating in her experience at the trial. The novel moves from smaller, more personal ones to **explore** the varying effects of prejudice.

With a partner, consider how the structure of *To Kill a Mockingbird* helps the author convey the message about judgement.

Consider:

1. The **sequence** of events and the **moral lessons** learnt
2. The **order** in which significant events/characters/issues appear
3. How the **narrator** creates her own **metaphors**/examples and draws upon them
4. The function of the **narrator** in **instructing** the reader
5. Anything else you consider relevant

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## Guide to Characterisation

**Remember,** an author can express character:

- **Through the character's words and tone**

As in real life, what someone says and how they say it are good indicators. If someone is continually shouting and nasty, it is fair to draw the conclusion they are ill-tempered, anxious, under pressure, selfish, etc.

- **Through the character's thoughts**

As with a person's words and tone, except that we do not normally hear what they think in real life.

- **Through the character's actions**

This is a very real-life character indicator. We judge others by their actions. We do good and admirable things, even when they are difficult. Evil people prey on the weak.

- **Through the character's appearance**

This is not always a reliable guide in real life, but in fiction it is more so. We look at physical characteristics that may guide the reader's opinion. Beyond what we see (height, colour, beauty) there are things about our appearance that show our personality and status. A person, who is filthy all the time, is likely to be that way by choice. A person in worn clothing may only be poor, however. Villains may often have some physical deformity, but not all characters with these are villains. Tom Robinson is an example, but this is so the reader may feel more sympathy for him.

- **Through the character's name**

Names may sound like words that have their own associations – Darth Vader like 'dark' and 'insidious' and Atticus was an ancient Greek philosopher.

- **Through the character's environment**

If a character chooses to live in a Gothic castle, or a murky cave, it may tell us about them. Harper Lee uses Boo Radley's scary house to mislead us into thinking he is a 'phantom', for example. The disgusting condition of the Ewells' house is a reflection of their moral standards.

- **Through other characters' opinions of the character**

Some characters' opinions are more worthy than others. If the villain says a character is hateful, that may be a clue that we should like that other character. If a villain says Atticus says that the Ewells are trash, we should pay attention.

- **Through the narrator's commentary**

The narrator may lead (or mislead) the reader with opinions about other characters. Boo Radley is a 'malevolent phantom' (misleading) but she also provides more information we should believe. She largely produces a reliable moral commentary on the events.

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**Building Character Profiles:** As you progress through this study pack you will find information on the main characters. Print several copies of the next page. Put one on each of the sheets. Take time at the end of each chapter to record the important characters.

An example of how to fill in a character sheet is included here.

Character Name: Atticus		
Page/ Chapter	Character Summary	Key Quote
11/1	Verger, a racist, supported his brother at the university	'for several years the earnings in his brother's office
26/3	Knows how to make people feel comfortable no matter what their age or class	'Atticus greeted Walter about crops neither
33/3	Good parent – he teaches his children to have empathy, a trait which is not big in Maycomb	'You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it'

Character Name:		
Page/Chapter	Character Comment	

## Brief Character Summaries



### Jean Louise 'Scout' Finch

She is the narrator and protagonist of the text. Scout is the main character of the novel and nine by the end of it. She lives in Maycomb with her brother and father. She is clever and curious and challenges the Maycomb society and its racism and inequality. Through Scout, Harper Lee is able to explore the contextual issues of inequality in society through the innocent eyes of a young child. Scout remains heavily influenced by her father, Atticus, who teaches her to have empathy and treat people as equals.

### Atticus Finch

He is Scout and Jem's father, a lawyer and a single parent. He is in his fifties, older than the other parents in the town. He is well respected in the community because he is fair and respectful to everyone, regardless of their behaviour towards him. Atticus's wisdom and experience will not let him be racist like the other townspeople. He believes in equality and during the trial pleads with the jury to put aside skin colour and look at the facts. Atticus has the courage to stand up against most of the town and his own family to uphold what he believes in.

### Jeremy Atticus 'Jem' Finch

Jem is Scout's older brother; he is nearly 10 at the start of the novel and 13 by the end. He is Scout's best friend for the majority of the novel. He is clever and learns to understand and treat everyone as equals. His faith in human nature is shaken by the trial, but like his father Atticus, it seems like he will come through the experience without losing his faith.

### Charles Baker 'Dill' Harris

Dill is the nephew of Miss Rachel who lives next door to the Finches. He becomes a close friend of Scout and Jem during the summer when he stays in Maycomb. He is small and sensitive, but when living in reality Dill is happier in his own world where he can fantasise about an exciting life. However, we find out that that only really covers up his loneliness.

### Calpurnia

Calpurnia is the Finches' housekeeper. She is well respected and loved by Atticus and the children, and takes almost a parental role in the house. There is some tension between her and Aunt Alexandra who sees her as a servant. She is a strong, compassionate and empathetic woman who encourages the children to be understanding and respectful to everyone.

### Tom Robinson

The whole story revolves around Tom Robinson, a black man who is unfairly accused of raping a white woman, Mayella Ewell, who is married with three children. He is the 'mockingbird' of the novel, a symbol of innocence who didn't do any harm to anyone but who dies because of prejudice. In the novel, Robinson is used by Lee as a symbol of the black people who were exploited, victimised and treated unfairly as a result of the racism engrained in the American society in the twentieth century.



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### Arthur 'Boo' Radley

He is the Finches' next door neighbour. He has been locked up for 15 years because of trouble as a teenager. He is seen by the Maycomb people as a malevolent phantom. In the novel we discover that he is a kind but lonely man. He leaves the children presents. He is another character who can be seen to be symbolic of the 'mockingbird'.



### Bob Ewell

Bob Ewell is the father of the Ewell family, and like Atticus, a man, who lives off relief checks by choice, behind the town. He has many children. He is the father of Mayella Ewell, who is raped. However, we find out that he is lying about Tom. He suggested he is really the man who has been beaten. He is a coward and evil when in the dark.

### Miss Maudie

She is one of the Finches' neighbours. She grew up near Atticus' family home. She is older than him. She is a widow and throughout the novel a good friend to the children. She is also a sort of tomboy like Scout. Miss Maudie is similar in many ways to Atticus, defending Tom Robinson.

### Aunt Alexandra

She is Atticus' sister, and she lives back at the family home with her husband. She rarely speaks. She is always trying to influence Atticus' style of parenting. She is obsessed with the idea of the Finches' superiority, and looking down on lower social classes and black people. However, it seems like she may have become slightly more accepting towards the end of the novel.



### Mayella Ewell

She is the oldest Ewell child; we get the sense that she is lonely and a half and Scout describes her as 'a thick bodied girl who can't do no labour' (p. 197, Chapter 18). Through the novel we discover that she is a victim, however, we cannot feel completely sorry for her because she is a liar, even though she knows it could lead to his death.

### Link Deas

He is Tom Robinson's employer and he tries to support him in the courtroom.

*I just want the whole lot of you to know I'm in a tight place right now. That boy's work is hard. I ain't had a speck o' trouble lately. Not a speck. (pp. 216–217, Chapter 19)*

He later gives Tom Robinson a job even though he doesn't really have work for him.

### Mrs Henry Lafayette Dubose

She is an old, ill-tempered, racist woman who lives near the Finches. The children are rude to them and insults Atticus: 'Mrs Dubose was plain hell' (p. 7, Chapter 1). Her criticism of his part in the Tom Robinson case: 'Your father's no better than the rest of us. He works for!' (p. 113, Chapter 11). This outburst makes Jem destroy her flower garden. Children, and us, see a different side of Mrs Dubose; she is courageous in her battle with her addiction.

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**Nathan Radley**

He is Boo Radley's older brother. When his father died he took over his role presented as cruel in the way that he fills in the knot hole so that Boo can't let any more.

**Heck Tate**

He is the sheriff of Maycomb and a witness at Tom Robinson's trial. We get Atticus and agrees that Tom is innocent. In the end he protects Boo Radley from

**Mr Underwood**

He is the publisher of Maycomb's newspaper. He hates black people, but protects the courthouse. He makes up all the news in Maycomb while drinking a jug of coffee.

**Mr Dolphus Raymond**

He is a rich white man who lives with his black mistress and mixed race child all the time. He pretends to be drunk to excuse his behaviour publically:

*I'm not even a drinker, but you see they could never, never understand that that's the way I want to live (p. 221, Chapter 20)*

**Mr Walter Cunningham**

He is a poor farmer whose finances were badly hit by the depression. He is a friend of Tom Robinson; however, he is touched by Scout's attempts to talk to him. It was the Cunninghams who were in the jury and wanted to find Tom innocent.

**Walter Cunningham**

He is the son of Mr Cunningham and Scout's classmate. He is a meek and unassuming

**Miss Stephanie Crawford**

She is the local gossip and often quoted by Scout. It seems that sometimes he is malicious and also lies:

*Stephanie Crawford even told me once she woke up in the middle of the night in the window at her (p. 50, Chapter 5)*

Miss Maudie tells Scout this about Boo Radley; it is obvious that she thinks Scout is 'round the neighbourhood doing good' (p. 49, Chapter 5), but probably doesn't like nosing into people's business. She also seems to enjoy trying to aggravate people. The children 'didn't it make us mad to see our daddy beat him' (p. 237, Chapter 22)

**Miss Caroline Fisher**

She is Scout's teacher. She is from Winston County, North Alabama. She is a child of the children of Maycomb who tries to implement the 'Dewey Decimal System' of education that seems completely inappropriate for them.

**Uncle Jack Finch**

He is Atticus' and Alexandra's brother. He is the youngest sibling and Atticus' medical school. He isn't married and has a cat called Rose Aylmer.

**Francis Hancock**

He is Scout's second cousin and Aunt Alexandra's grandson. Scout describes him as 'I ever met' (p. 89, Chapter 9).

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## Detailed Character Analysis

### Jean Louise 'Scout' Finch

She is the narrator and protagonist of the text. Scout is six at the beginning of the novel and nine by the end of it. She lives in Maycomb, a sleepy southern town, with her brother and father; her mother died when she was little. She is very close to her family, and at the beginning of the novel spends all her time with her brother Jem. She listens to and respects her father Atticus who is the main influence in her life. Her other important friend is Dill, who she considers herself engaged to.

She is clever and can read and write even though she is only six: 'Scout yonder been readin' ever since she was born' (p. 8, Chapter 1). She doesn't want to go to school because Miss Caroline criticises her for being able to read, so she has to hide her intelligence: 'I never deliberately learned to read, but somehow I'd been wallowing illicitly in the daily paper' (p. 13, Chapter 2). Scout is confused as to why something she is usually proud of is seen as a crime at school. Instead of being encouraged to learn, she is criticised. She feels trapped in a school system that presents her with no challenges:

*...as I inched sluggishly along the treadmill of the Maycomb County school system I could not help but receiving the impression that I was being cheated out of something (p. 36, Chapter 4)*

She is a tomboy, and this subject is brought up often, particularly when Jem wants to criticise her: 'I swear, Scout, sometimes you act so much like a girl, it's mortifying' (p. 42, Chapter 4). She is spirited and not afraid to fight boys and stand up for her father Atticus. To a certain extent she is put under pressure by society to 'act like a lady', particularly by her Aunt Alexandra:

*Aunt Alexandra's vision of my deportment involved playing with small stoves and the Add-A-Pearl necklace she gave me when I was born (p. 90, Chapter 9)*

She is considered to be a bad child by Aunt Alexandra because of her tomboyish idea of being a girl as constrictive: 'I felt the starched walls of a pink cotton petticoat' (p. 150, Chapter 14). Here she describes the idea of being a 'girl' as like a prison where there are signs that she is growing out of this: 'by watching [Calpurnia] I began to pick up the skill involved in being a girl' (p. 127, Chapter 12). Towards the end we see that she has succeeded in getting her to dress like a girl, and that she sees the honour and even within a crisis.

We learn about Maycomb society through Scout's innocent eyes as she discovers that she generally believes everybody to be good but as the novel progresses she grows and it baffles her, when we see it baffling her it reveals how truly it is:

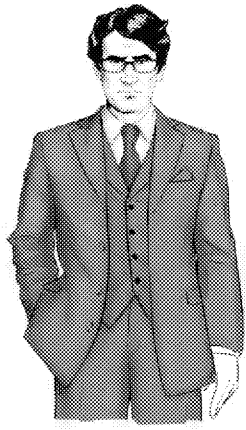
*I never understood her preoccupation with heredity. Somewhere, I had received the impression that the Fine Folks were people who did the best they could with the sense they had, but of the opinion, often expressed, that the longer a family had been squatting on the finches' (p. 143, Chapter 13)*

Scout doesn't always realise what is going on, but from her description the audience can see, for example Jem works out long before her that Boo Radley is leaving them the present to his room, he looked for a long time at the Radley place. He seemed to be thinking about it. She doesn't realise the significance of this but, we, the audience, do. Through the novel Scout grows not to be racist, and to become more understanding. At the beginning there are people who disrespectfully, for example when she criticises Walter Cunningham for being poor. By the end, when she leads Boo Radley back to his house, making it look like he had been there that to put him in prison for killing Mr Ewell would be like 'killing a mockingbird'. Scout has fully learnt Atticus' lessons.

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## Atticus Finch



He is Scout and Jem's father, a lawyer and a single parent older than the other parents in the town. He comes from a trait which gives you a high status in Maycomb. Because of his location the Finches are 'related by blood or marriage' (p. 5, Chapter 1). However, in her introduction to the book and Chapter 1, Harper Lee does address the problematic history of American families in the twentieth century whose direct link to black slavery. Although Lee goes to great lengths to show the attitudes of his ancestors through the equality he promotes in Robinson and the black community, Lee shows us that

Atticus is well respected in the community because he is fair regardless of their behavior towards him. He is a good father, satisfactory to his children, 'played with us, read to us, and treated us with detachment' (p. 6, Chapter 1). We also learn that he is generous: 'He invested his education' (p. 5, Chapter 1). He is modest; he doesn't boast about his shooting skills in their right. 'He doesn't take pride in their talents' (p. 109, Chapter 10). His sister, when Aunt Alexandra is describing Miss Stephanie Crawford's nosiness as he

*Sister, when you stop to think about it, our generation's practically the first in our family to marry its cousins. Would you say the Finches have an Incestuous Streak?* (p. 109)

He uses his sister's logic against her to show how ridiculous and short-sighted she is in a light-hearted and humorous way, poking fun at her.

Through the novel lots of the things we learn about Atticus, and his behavior in a way that he parents Jem and Scout. He is kind. He teaches them to be understanding. His hopes will stop them from being racist like the rest of Maycomb. He worries about the negative effect on his children:

*I hope and pray that I can get Jem and Scout through it without bitterness, and without catching Maycomb's usual disease...I just hope Jem and Scout come to me for advice instead of listening to the town* (p. 98, Chapter 9)

His parenting is often criticised through the novel by the other characters, but the things that the reader would see as being good. For example, teaching Scout to do what she wants and not making her act like a 'lady', etc. He doesn't hide and encourages Uncle Jack to be honest with them:

*When a child asks you something, answer him, for goodness' sake...Children can spot an evasion quicker than adults, and evasion simply muddles 'em.* (p. 97, Chapter 9)

Atticus tries to make his children understand and see the best in people. Mrs. Radley is disapproving and insulting about him, despite this he smiles as he describes her as 'cantankerous' and 'disapproved heartily of my doings'. Unlike his children, he doesn't take her criticism and concentrates on the good in her, pointing out to them how courageous she is. When the townspeople turn against him Atticus tries not to get mad at them: 'But remember, things get, they're still our friends and this is still our home' (pp. 84–85, Chapter 8). Tom Robinson because it is his duty to stand by his high sense of duty.

*But being nice to other folks I've got to live with myself. The one thing that I know for sure is a person's conscience* (p. 116, Chapter 11)

Atticus' conscience will not let him be racist like the other townspeople; he believes in the trial pleads with the jury to put aside skin colour and look at the facts.

He stands to lose a lot by defending Tom Robinson; Mr Link Deas says 'You're doing this, Atticus. I mean everything' (p. 160, Chapter 15). He has no choice but to defend him that he actively tries to prove Tom innocent that bothers the townspeople: 'I'll defend him. Atticus aimed to defend him. That's what they didn't like about him. He has the courage to stand up against most of the town and his own family to

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## Jeremy Atticus 'Jem' Finch

Jem is Scout's older brother; he is nearly 10 at the start of the novel and 13 by the end. As Scout and Jem becomes more visible as the story progresses; he no longer wears his sister's dress and starts to try to tell her what to do. Jem was older than Scout when he first remembers her:



*He remembered her clearly, and sometimes in the middle of the night he would sigh at length, then go off and play by himself.*

This suggests to the reader that Jem has already experienced a tragedy in his life; he is less naive than Scout. He is a naturally tranquil disposition and a slow fuser of anger. When he destroys Mrs Dubose's flowers (p. 10) he is angry with Scout but at school he wants to apologise to explain that during school hours he cannot be angry (Chapter 2). Like Scout he loves his father and is clever and quick thinking, for example he notices that Scout is not alone.

He sees himself as brave, although Scout and other children Jem tries to present himself as brave. When Walter Cunningham about having touched Scout but he likes to make it clear that he is not the idea of doing a play about Boo Radley.

heroism with [Scout's] cowardice' (p. 43, Chapter 4). He doesn't like it when Scout is trying to show off in front of other children, and he usually uses the fact that he told me that I was being a girl, that girls always imagined things, that's why (p. 45, Chapter 4). However, he does show real bravery when he goes back to the

Jem, like Scout, is very influenced by Atticus. We see his compassionate side when he goes to Walter Cunningham home for lunch saying 'our daddy's a friend of your daddy's' (p. 45, Chapter 4). He tries to make him feel like an equal:

*By the time we reached our front steps Walter had forgotten he was a Cunningham.*

Jem is understanding; he comes to realise on his own that Boo Radley is not a lonely man and he tries to reach out to him, something which none of the adults are. He is so influenced by Atticus' teaching of empathy that he is sure that the jury is innocent: 'Jem was jumping in excitement. "We've won! We've won!"' (p. 22). Jem starts to think more and more about the unfairness of the law and racism.

*If there's one kind of folks, why can't they get along with each other? If they're out of their way to hate each other? (p. 251, Chapter 23)*

He becomes disillusioned: 'I always thought Maycomb folks were the best for what they seemed like' (p. 237, Chapter 22). His faith in human nature is shaken. Like Atticus it seems like he will come through the experience without bitterness and Scout too, Harper Lee shows us her hopes for the future and the change. At the time of writing in 1959, the emergence of the African American civil rights movement, promise of equality and a call for change – Lee places her optimism regarding the next generation, represented by Jem, Scout and Dill.

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### Charles Baker 'Dill' Harris

Dill is the nephew of Miss Rachel who lives next door to the Finches. He becomes good friends with Scout and Jem during the summer when he stays in Maycomb. He enters the novel with the words: "'I'm Charles Baker Harris,'" he said. "I can read.'" (p. 8, Chapter 1). He is very small; 'sitting down, he wasn't much higher than the collards' (p. 8, Chapter 1). Scout describes him as a 'curiosity':

*His hair was snow white and stuck to his head like duck fluff; he was a year my senior but I towered over him* (p. 8, Chapter 1)

He is 'a pocket Merlin, whose head teemed with eccentric plans, strange longings, and quaint fancies' (p. 8, Chapter 1). Fascinated by the Radley place, 'it drew him as the moon draws water' (p. 9, Chapter 1). He is obsessed by Boo, wondering what he does in there and what he looks like. Rather than living in Maycomb Dill is happier in his own world where he can fantasise about having an amazing and exciting life. However, we find that only fantasy covers up his loneliness.

Dill presents his family life as good, but we find out that he is a lot lonelier. During the course of the novel his mother remarries, but living with his mother is unwanted: 'they didn't want me with 'em' (p. 157, Chapter 14). Echoing Aunt Scout, Dill's stepfather accuses him of not being a proper boy:

*You're not a boy. Boys get out and play basketball with the other boys, they don't house worryin' their folks* (p. 158, Chapter 14)

Possibly through his exposure to the Finches, unlike most of the southern society, Dill is not really upset when Mr Gilmer cross-examines Tom, speaking to him disrespectfully: 'Hasn't anybody got any business talkin' like that – it just makes me sick' (p. 187, Chapter 17).

### Calpurnia

Calpurnia is the Finches' housekeeper. She is described as 'all angles and bones; she was near sighted; she squinted; her hand was as wide as a bed slab and twice as hard' (p. 6, Chapter 1).

She is well respected and loved by Atticus and the children, and takes almost a parental role with the children: 'Atticus always took her side' (p. 6, Chapter 1). In this way, Calpurnia represents the rare kindness shown to black individuals by their white employers, as she holds a unique and precious relationship with Atticus and his family. It is clear that Calpurnia sees Scout and Jem as her own children. In this way, Lee uses her to provide insight for us readers into African American communities. This can be seen most clearly when Calpurnia takes Jem and Scout to her Negro church – a rare moment that almost definitely would not have happened in the American society during which Lee is writing and sets her novel. However, Calpurnia's relationship with the children allows Lee to discuss issues of racism and explore the problematic aspects of a racially segregated America.

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Calpurnia, like Atticus, encourages the children to respect and understand others. When she tells Walter Cunningham at the dinner table, Calpurnia tells her:

*Don't matter who they are, anybody sets foot in this house's yo' comp'ny, and you remarkin' on their ways like you was so high and mighty! (p. 27, Chapter 2)*

This directly contrasts with Aunt Alexandra who looks down on everyone and everything. Calpurnia taught Scout to read and write and is one of the only literate black people in the town. This is because Atticus' father helped her learn to read. She acts differently and is more accepting, saying 'folks don't like to have someone around knowing more than they do' (p. 12, Chapter 12). She is compassionate and Atticus takes her with him to tell Helen that he is dead.

### Tom Robinson

In many ways the whole story revolves around Tom Robinson. He is a black man who is found guilty of raping a white woman, Mayella Ewell. He is married with three children. We don't actually see him until late on in the book when he is on trial at the courthouse. However, we do hear his voice checking with Atticus is everything if ok while he is protecting him in the county jail. We know he has a family, and that Calpurnia says he is a good man. He is crippled:

*His left arm was fully twelve inches shorter than his right, and hung dead at his side. It ended in a small shrivelled hand (p. 205, Chapter 18)*

This makes it more than obvious that he couldn't have committed the crime for which he is found guilty. He helped Mayella Ewell out because he felt sorry for her, because she had nobody. He is the 'mockingbird' in the text, an innocent man who didn't do any harm to anyone but who dies because of other people's prejudice. In this way, Lee's mockingbird is representative of all black individuals who suffered as a result of the racism in society, but specifically the black men who were most vulnerable to the threats and manipulation of white women. There are many black men who were being lynched for allegations of interaction or sexual misconduct with a white woman. In the case of Tom Robinson's, often remained unfounded.

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## Arthur 'Boo' Radley



He is the Finches' next door neighbour. When he was a boy, he was in the wrong crowd and ended up in some minor trouble. His father, Mr Radley, locked him in the house: 'Mr Radley's been in there fifteen years' (p. 11, Chapter 1). The other boys were at the industrial school and received the best second-hand clothes in the state' (p. 11, Chapter 1). This fact makes Boo's punishment harsher; the other boys' punishment was no punishment at all. Boo is a blessing.

Over the years he became a fictitious monster in the town. 'He drooled most of the time' (p. 14, Chapter 1). He was scared to walk past his house and he is blamed for the death of the children who dined on raw squirrels and any other food that was blood stained'. However, from the way he is described, we get the idea that he may have been abused behind closed doors' (p. 51, Chapter 5). Through the story, we learn that he is not a monster, but his father did some terrible things to him. Despite this he is still kind and caring. He leaves

which they consider to be important. On seeing the Indian-heads Jem says 'it's somebody' (p. 39, Chapter 4). These small acts of kindness really emphasise Boo's character. He shows the good in people. It highlights the evil nature of Mr Ewell, who chooses to see Boo as an animal, compared to Boo who has been through so much, not out of choice. Boo's father end he protects the children, and in turn Heck Tate protects him. He is another character to be symbolic of the 'mockingbird' in the novel.

## Bob Ewell



Bob Ewell is the father of the Ewell family. He is a poor man, who lives off relief checks from the rubbish dump with his many children: 'They live like animals' (p. 34, Chapter 3). The Ewells are never spoken of really negatively: 'the Ewells have lived in Maycomb for three generations. None of them has ever worked in his recollection' (p. 33, Chapter 3). He is a poor choice: 'people like the Ewells lived as good as dead as well as in the depths of depression' (p. 34, Chapter 3). His children starve while spending 'his relief checks' (p. 34, Chapter 3). What are his actions and attitudes for us as readers? We dislike them and alienate them. In the novel, it is through the Ewell family that we learn about the difficulties and poverty experienced by many families during the Great Depression of the 1930s. Although we do not wholly sympathise with them, alternatively, if we compare them with Robinson, we can perhaps sympathise with what the Ewells are going through. The hundreds of working families whose responsibilities on the farm and land were not met, and the education they were owed. While this may seem a foreign concept to us now, it was a very real issue faced by many Americans.

He is the father of Mayella Ewell, who accuses Tom Robinson of rape. However, he is lying about Tom Robinson, and he is really the person who has been beating his daughter. When he is in the court he is described as rough and arrogant: 'A

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and strutted to the stand' (p. 187, Chapter 17). He enjoys the power of control. 'Mr Ewell was sitting smugly in the witness chair, surveying his handiwork'. Throughout the trial we find that he is rude and racist and filled with hate.

Although he technically wins the trial everyone knows deep down that he was and more angry, especially towards Atticus:

*He thought he'd be a hero, but all he got for his pains was...was, okay we'll come back to your dump (p. 276, Chapter 27)*

He represents real cowardice and evil when he tries to kill the children in the

### Miss Maudie Atkinson

She is one of the Finches' neighbours. She lives up near Atticus' family home; however, she is younger than him. She is a widow and throughout the novel a good friend to the children. She loves nature: 'she hated her house: time in doors was time wasted' (p. 47, Chapter 5). She is also a sort of tomboy like Scout; she is described as a:

*Chameleon lady who worked in flower beds in an old straw hat and men's coveralls, but after her five o'clock bath she would appear on the porch and reign over the streets in magisterial beauty (p. 47, Chapter 5)*

She isn't confined to the role of 'lady' like the other women in the town. She spends time with the ladies all dressed up, as we see towards the end of the novel, then time in her garden. In this way we can imagine that Scout might

Miss Maudie is similar in many ways to Atticus. She is the first person we hear of if he is a normal person. She isn't afraid to stand up for what she believes in, ladies, and she supports Atticus in defending Tom as one of the:

*The handful of people in this town who say that fair play is not labelled White*

### Aunt Alexandra



She is Atticus' sister, and she lives back at the family home. She rarely speaks. She is always trying to influence Atticus, for example making him control Scout, or encouraging him to be like 'Finches': 'Aunty had a way of declaring War' (Chapter 13). She is obsessed with the idea of the family name and money. She is from Calpurnia but Atticus won't listen to her. There is no one in Calpurnia like an equal and Alexandra treats her as an equal. Towards the end of the novel it seems like she mends her ways a little; she gives Miss Maudie a thankful look when talking about the trial. She also seems upset when

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## Mayella Ewell

She is the oldest Ewell child; we get the sense that she is abused and unhappy. She is 19 and a half and Scout describes her as 'a thick bodied girl accustomed to strenuous labour' (p. 197, Chapter 18). When Scout describes the Ewells' house she says that amongst all the mess and rubbish there are:

*Against the fence, in a line, were six chipped-enamel slop jars holding brilliant red geraniums, cared for as tenderly as if they belonged to Miss Maudie Atkinson (p. 188, Chapter 17)*

These are said to belong to Mayella, showing that she is trying to make things better for herself. During the trial we come to feel sorry for her to a certain extent. It is suggested that her father abuses her and that he was the one Tom that she's never kissed a man and that what her papa do to her don't count. Scout thinks Atticus is mocking her when he calls her 'ma'am' and 'Miss Mayella' suggests that nobody is ever polite or respectful to her. Another sign of how she doesn't understand what Atticus means when he asks her if she has any friends. She continues to tell him lies, even though she knows that it may mean Tom is convicted. This means we can't pity her entirely:

*Tom Robinson was probably the only person who was ever decent to her. But she hated him, and when she stood up she looked at him as if he were dirt beneath her feet (p. 197, Chapter 18)*

Scout's description of her also makes her seem sly and calculating; she grows up in her story: 'but it was not her father's brash kind: there was something stealthy about her, like a cat with a twitchy tail' (p. 199, Chapter 18).

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## TASK 25: ACTIVE LEARNING TASKS

These exercises are intended to help you to think about how the characters in the novel.

### Atticus



1. *You are telling your brother about the Tom Robinson case, he is listening in the doorway.*

Write down your **thoughts and feelings**.

You could think about:

- How you feel about the Tom Robinson case
- What reaction you hope she will have to your comments
- Your hopes and fears about the future
- What you plan to do next

2. *You have just heard the jury find Tom Robinson guilty of a crime you know he is innocent of.*

Write down your **thoughts and feelings** afterwards.

You could think about:

- How you feel about what you did
- Whether you would change your actions if you could
- How you feel about the judgement that the jury made
- The last speech that you made to them, and whether this had any effect
- How you think Jem and Scout will react

### Scout

3. *You have just left the courtroom with Dill, and spent some time talking with Dolphus Raymond after Tom Robinson's conviction.*

Write down your **thoughts and feelings** afterwards.

You could think about:

- How you feel about Dill's reaction to the verdict
- Your opinion of Dolphus Raymond
- How you imagine Tom Robinson and his wife, Helen, must be feeling
- Whether your experience talking with Dolphus Raymond has changed your aspect of Maycomb society

4. *You have just met Boo Radley and he has saved your brother's life.*

Write down your **thoughts and feelings** as you take him home.

You could think about:

- How you feel now that you have finally met him
- What you think of his appearance and the way he acts
- Whether your opinion of him has changed
- How you feel about him killing Mr Ewell



### Jem

5. *You have just been told by Atticus that there is nothing wrong with the house that was filled in by Nathan Radley. Write down your **thoughts and feelings** as you stand at the door.*
6. *You have just heard the jury find Tom Robinson guilty. Write down your **thoughts and feelings** as you look down from the balcony.*

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**Dill**

7. You have just found out about Boo Radley and his story. Write down your **thoughts and feelings** as you stare at his house.
8. You have just run away from home and are hiding under a bed in the Finch house. Write down your **thoughts and feelings** as you wait to be discovered.

**Aunt Alexandra**

9. You have just found out that your brother is going to defend Tom Robinson. Write down your **thoughts and feelings** at this moment.
10. You have just found out that Tom Robinson has been killed. Write down your **thoughts and feelings** at this moment.

**Tom Robinson**

11. You have just been propositioned by Mayella Ewell. Write down your **thoughts and feelings** as you react to her.
12. You are in prison and you are thinking about what to do. You decide to run for it. Write down your **thoughts and feelings** at this moment.

**TASK 26 – ACTIVE LEARNING TASKS**

These text transformation tasks are designed to make you think about the character's feelings and experiences.

**Boo Radley's Diary**

At the end of the play Scout describes what the actions of the previous years have done to Boo Radley, looking out of his window. Imagine you are Boo and write his diary entry below; try to think about what sort of language you think he would use, and his character.

1. Imagine you are Boo and you have noticed the children doing a play about you from this day.  
You could think about:
  - What it is like being locked up in the house
  - What you think about the way the Maycomb inhabitants think about you
  - How you feel about your father and why he locked you up and the way he treated you
  - What you think of the different parts of your story that they choose to tell
2. Now imagine you are Boo and write a diary entry from the first day that you give the children a present in the tree.  
You could think about:
  - How you feel about Jem and Scout
  - Why you have decided to leave them presents
  - What you think they will do when they find them
  - What you think might happen if your brother finds out
  - What you might do next
3. Write a diary entry imagining you are Boo on the evening that you killed Mayella.  
You could think about:
  - How you feel about what you did
  - The reasons why you think that Heck Tate protected you
  - What you think of the children
  - What you may do next

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4. Imagine you are Dill. It is the trial and the jurors have just gone out to meet. You are still upset about the way Mr Gilmer spoke to Tom Robinson. Write Mr Gilmer's speech and how you feel about the situation.

You could think about:

- How you felt when he was questioning Tom
- What you think about the way he spoke
- What you think his motivations might have been for acting the way he did
- What ways you think he should change his behaviour

5. **The Jury's Report:** Imagine you are listening in on the jury who are trying to decide if Tom Robinson or not. You are writing a report about what happened and the decision that it did. One of the members, Mr Cunningham, speaks about what sort of language Mr Cunningham may use to try to convince the jury he is right.

You could think about:

- What Mr Cunningham did to make them think he is guilty
- What reasons Mr Cunningham has for thinking he is innocent
- How did they feel about Atticus' last speech to the jury
- What experiences have the jurors had in their lives that make them think the way they do
- Why do they come to their final decision

Now you have completed these you could think of a text transformation. For example, you could write Mayella's diary over the course of knowing Tom Robinson from the day of the trial.

## TASK 27 – ACTIVE LEARNING TASKS

These Speaking and Listening exercises are designed to help you to think in different ways of exploring the text.

### 1. Debate

Throughout the play Miss Maudie and Aunt Alexandra, Scout's two main female role models, are shown to have very different opinions on class distinctions and racism. Get into a group of two and each take the part of one of the women. Use the characters and the issues surrounding gender equality and racism at the time to argue your character's point of view. Your character has expressed throughout the novel.

Aunt Alexandra and Miss Maudie could think about:

- What they think of the other people in the community
- What they think a lady should behave like, for example, what sort of clothes she should wear, how she should speak and dress, and how she should act in social situations
- The values which are important to them
- What they think of Scout's behaviour throughout the novel
- How they feel about the trial of Tom Robinson

Once you have thought of some ideas start a debate arguing your character's point of view. **Maycomb.**

- Take it in turns to make a point
- You may want to appoint a chairperson to ask each speaker questions and to moderate the discussion
- Try to speak like and use the same language as your character

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## 2. The Strike

In the novel Atticus Finch is questioned by a group of men who are working at his house. Look at pages 159–161. We can only hear parts of their conversation. Heck Tate, Link Deas, Dr Reynolds, Mr Avery and some other men.

Allocate roles to your group of five and think about how both parties would react to the following things:

- The reaction that the case may cause amongst the townspeople
- The effect that the case might have on Atticus' life
- What they think of the Ewells and their allegations against Tom Robinson
- Their attitudes towards black people in the community

You can write down some points to help you if you like. When doing this, consider your character's point of view and how they may think and feel.

## 3. Tom Robinson's Inquest

This task is designed to help you think about the different characters' motives for themselves and who might be to blame for Tom Robinson's death. On the left are people who may be to blame, and on the right-hand side of the table are people who might be in sympathy with Tom. Each member of the group should choose one of the following characters to represent on the side of the table:

Mayella Ewell	Helen Robinson
Bob Ewell	Link Deas
The jury	Reverend
The guards	Atticus Finch
The white people of Maycomb	

Write your story. You could include:

- Your name, age and occupation
- When you met Tom
- What sort of interaction you had with him
- Whether you think that you made any impact on his life
- How you feel about his death
- Who you think is responsible for his death
- Whether, in hindsight, you think you could have acted differently

Appoint one person to be the coroner and organise the inquest. Each person should give a statement about their involvement with Tom Robinson. Remember to describe in as much detail as you can the events of the case and think about your characters' thoughts and feelings.

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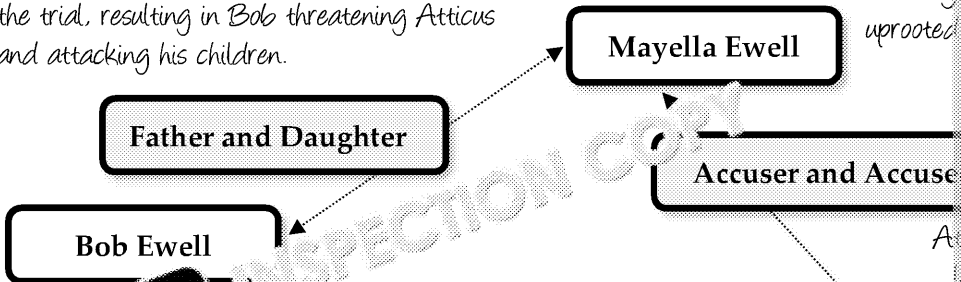
# Relationships

## Mind Map

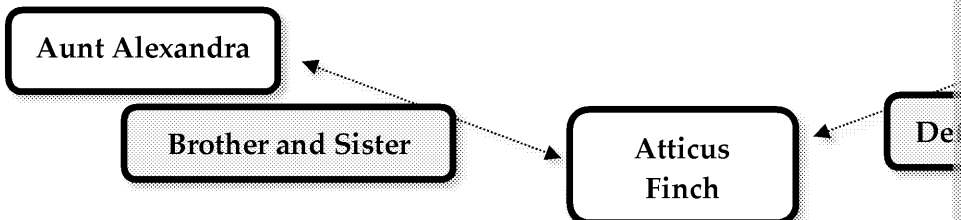
Atticus Finch and Bob Ewell:

Fellow Maycomb County residents. Finch and Ewell have a difficult relationship, with each despising the lifestyle of the other. Their contemptuous relationship is exacerbated by the trial, resulting in Bob threatening Atticus and attacking his children.

Tom Robinson and accuse  
and Tom  
with Robinson  
lonely  
uprooted

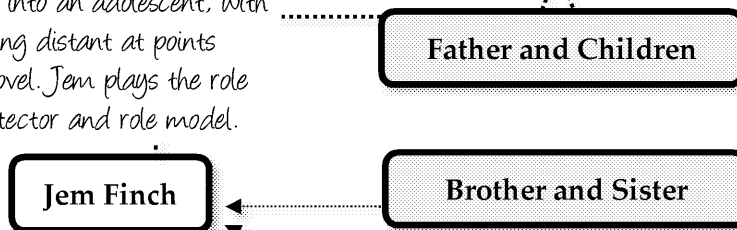


Jem and Scout Finch and Aunt Alexandra:  
Nephew/niece and Aunt. Jem and Scout have a difficult relationship with Aunt Alexandra, often disagreeing with her and rebelling against her attempts to assert her authority in the house.

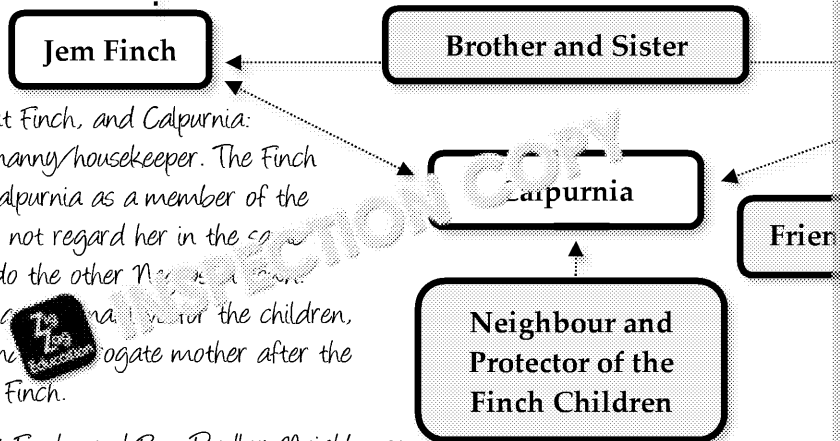


Jem and Scout Finch: Brother and younger sister. The pair love each other deeply but their relationship changes as Jem grows into an adolescent, with the pair growing distant at points through the novel. Jem plays the role of Scout's protector and role model.

Jem and  
child. E  
of

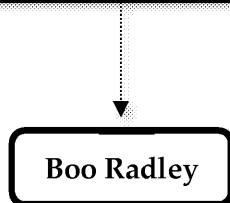


Jem and Scout Finch, and Calpurnia:  
Children and nanny/housekeeper. The Finch children see Calpurnia as a member of the family and do not regard her in the same manner they do the other Negroes in town. Calpurnia has a maternal instinct for the children, acting as a kind of surrogate mother after the death of Mrs Finch.



Jem and Scout Finch, and Boo Radley: Neighbours.  
The Finch children have never met Boo and are fascinated by the mystery and rumours surrounding him, and attempt to establish a friendship with him to no success. Boo acts as a sort of guardian angel to the children, watching over them and caring for them, and eventually saving them from Bob Ewell's attack.

Frien  
form  
great  
child



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## Analysis of Key Relationships

### Scout and Jem Finch

Scout and Jem have a close relationship that blossoms throughout the novel. As elder brother, serving as a protector and role model for the younger Scout, not without its obstacles. As Jem grows into an adolescent, he wishes to spend time embarrassed by Scout's company at school with his contemporaries, and begins to challenge Scout's opinions and determination, particularly when Scout admires Jem, but often challenges his opinions and determination, particularly when he believes he knows best due to his status as the older sibling. Scout and Jem, along with Dill, and the three are united by their fascination with Boo Radley and the Radleys. They often compete for leadership in the group. However, Jem's bravery in caring for Scout and defending of Scout against Bob Ewell's attack, illustrates his role as leader and protector.

### Atticus Finch and his Children

The Finch family have a close relationship. Atticus takes on the role of both father and mother to Jem following the death of his wife. Atticus possesses a strong moral voice and often voicing his worries to other adults in the family that he is not providing for them that their moral compass is off. Atticus adopts a firm but loving approach to several moral lessons to Scout and Jem throughout the novel, particularly following his rudeness to Mrs Dubose. Atticus' occupation as a lawyer in particular earns him admiration among his children for him and his role in the community. However, his lack of skill leads his children to underestimate him and his skill, as seen in the incident where Scout receives backlash from the Maycomb community, particularly from the Radleys, for defending Tom Robinson. However, Atticus' firm hand and moral guidance, and the importance of kindness and keeping one's temper in check.

### Calpurnia and the Finch Children

After the death of Mrs Finch, Calpurnia, the Finch family's housekeeper and appears to have adopted the maternal role in the household. Scout and Jem are both fascinated by Calpurnia and her disciplining of them; despite the colour of her skin, the Finch children classify her as a Negro, treating her differently from the other black people in Maycomb. They remain fascinated with the Negro community in Maycomb, as seen when Calpurnia takes them to the Negro church one Sunday. Despite receiving a hostile welcome from one church member, Calpurnia is well-respected in the church and Negro community as a result of Calpurnia's role in the life of Tom Robinson. Scout in particular appears fascinated with the Negro way of life, and Calpurnia up on her offer of dining with her and her family one night. However, Scout is rebuffed by Aunt Alexandra, who forbids Scout from going to Calpurnia's home. In the end, Scout defends Calpurnia and clearly shows a greater alliance with and respect for her own aunt, illustrating the love and loyalty between the Finch children and the housekeeper.

### Boo Radley and the Finch Children

Arthur 'Boo' Radley remains a mysterious and elusive figure throughout the novel. He is first introduced to him in the final few chapters. However, following the denouement, Scout comes to understand that, despite the rumours, he and the Finch children have a unique relationship for several years. Boo Radley has been taking on the role of a father figure to the children, observing their comings and goings for years and keeping them safe. Despite never really meeting the children face-to-face, Boo Radley shows his care for Jem over the years. Radley's observant eye and kindness are seen most clearly in his leaving Scout's trousers, his leaving gifts for the children in the knot of the tree, his wrapping Scout in snow following the fire, and his saving Scout and Jem's life against Bob Ewell. Unaware of Boo's observations, Scout and Jem remain fascinated by him and his absence in the town. The Finch children and Dill try to reach out to Boo and his presence in the town. However, when Scout and Boo finally meet, Scout's long-time fascination with Boo's knowledge of Scout can be seen in the manner in which they quickly bond and show mutual admiration and respect for one another. This respect can be seen most clearly in Scout's addressing Radley as 'Mr Arthur' rather than the nickname of 'Boo' that she has favoured for years.

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## Setting

### Maycomb, United States of America

The novel is set in Maycomb, a town in the southern states of America, from time and place is significant, as she wrote her novel during the late 1950s (and By setting her novel almost 30 years earlier, Lee could map the development rights movement from its turbulent origins to its fully fledged status in 1960s historical events, and because of its geographical location, Maycomb is an isolated place where families living there have been there for a long time. The setting is an important

*Maycomb was an old town, but a tired old town when I first knew it...ladies after their three o'clock naps, and by nightfall the air was like soft teacakes with sweet talcum (p. 5, Chapter 1)*

The environment affects the pace of life: 'people moved slowly then' (p. 5, Chapter 1). Attempts to fight the heat and elements are futile. The ladies want to control the weather but are against them. Like the weather in Maycomb, the structure of the social conditions within it. The town appears geographically divided according to wealthier individuals, such as Miss Maudie, Miss Stephanie, and the Finch family within the town, poorer members, such as the Ewells and the Cunninghams, and rural land.

### The Radley Residence

In many ways, the Radley residence can be seen as a **metaphor** for or **embodiment** of the children, particularly the Finch children. The Radley residence appears an ominous young Scout, Jem and Dill. In Chapter 1 of the novel, we are given a description. With its '[jutting] into a sharp curve beyond' the Finch residence, its 'darkened appearance and its oak trees that '[keep] the sun away', the Radley residence is nightmarish. The darkness and mystery that envelops the house appears all the Finch children due to their belief that inside 'lived a malevolent phantom', 'the when the moon was high'. This phantom, the children believe, is Boo Radley. The people of Maycomb, the mystery surrounding Boo turns him into a sort of villain blamed for incidents such as 'when people's azaleas froze in a cold snap' and 'committed in Maycomb' being blamed as the work of Boo Radley. Being young the Finch children believe the rumours of the town and elevate Boo Radley and his figure in a haunted house. Scout, Jem and Dill's fear and fascination with the house to get in trouble with Atticus, who scolds them for impersonating the family by disturbing the house running to and from its grounds as a dare in their game. The residence encapsulates the maturing of the Finch children, as its presence soon confront their fears, challenge the rumours of others and decide what to believe and understanding to all.

### The Courthouse

We are first introduced to the Maycomb County courthouse in Chapter 16 of the novel. It provides us with a detailed description of the building and its residents. We are supported by concrete pillars; pillars that 'were all that remained standing when burned in 1865', around which the current courthouse was built. The pillars represent age-old history and law that is preserved by the town, unchanging despite the racist attitude of most of the town's members. The past that governs the present is embodied in Lee's presentation of the courthouse as **anachronistic** in design, 'revival columns' that 'clash' with the 'big nineteenth-century clock tower'. The

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decaying state is also emphasised on the inside, through the 'cool dim hutch record books mingled with old damp cement and stale urine', and the 'film of floorboards' of the courthouse (Chapter 16). However, arguably the most momentous feature of the courthouse is the segregation involved in its layout, with the white people on the ground floor of the court, complete with optimum viewing space, while the black people are separated and housed in a second-storey veranda. This layout transforms the courthouse into a **microcosm** of Maycomb County, representing the racism and separation of class.



## Mini Vocabulary Guide

<b>anachronistic</b>	something that comes from or belongs to a time period that seems conspicuous or out of place
<b>microcosm</b>	a place that is seen as a smaller representation of something larger
<b>scapegoat</b>	an individual who is blamed for something, usually when something else has caused or done it



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## Themes

### Introducing Themes

These issues run throughout the novel and develop the reader's understanding

### Prejudice

- This mostly takes the form of racism, against Negroes, whites who stand and associate closely with them.
- Aunt Alexandra introduces social prejudices; we see her snobbery as she interacts with other families.

### TASK 28 – DISCUSSION PROMPTS

1. Discuss the meaning of prejudice.
2. What subjects are covered in the novel? How can it be divided into?

### Understanding

- Atticus teaches his children to see things from other people's points of view.

### Courage

- Various types of courage are explored: a man acting for the community, a man doing something right even though he knows he is doomed to fail, a man facing terminal illness, etc.

### Religion

- White Christianity, as practised in Maycomb, is mostly shown to be flawed. The Missionary Circle is the best example of this.
- Atticus and Miss Maudie are examples of good Christian practice.
- The Negro church is positively characterised.

### Society

- This covers the structure of society, how it is segregated and stratified (the social hierarchy).
- It also comments on the flaws in our established values (racism in everyday life).

### The Mockingbird

- This is a metaphor that the author has developed. The mockingbird represents innocence, harmless and yet ends up being victimised. Both Tom Robinson and Boo Radley are examples of mockingbirds.

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## TASK 29 – ACTIVE LEARNING TASK

**Theme Development:** As you progress through this study pack you will encounter the themes on the previous page. Print several copies of the next page. Put each of the sheets, for example prejudice. Take time at the end of each chapter to think about how the theme is presented and develops.

If this is completed, by the time you have finished this study guide you will have each theme in one place. This will be very useful for your revision.

An example of how to fill in a theme sheet is included here.

Theme: <i>Prejudice</i>		
Page/Chapter	Theme Comment	Key Quotation
3/1	Prejudice is very important to the theme of Maycomb. People are defined by their family background and status; this helps to drive prejudice, particularly class prejudice.	'Being Southerners to some members no recorded ancestors Battle of Hastings'
18/2	At the beginning of the novel Scout judges Walter because he's poor	'He ain't company Cunningham –'
131/12	There is also black against white prejudice shown in the novel	'I wants to know chillun to nigger'

### Theme Development Sheet

Theme:		
Page/Chapter	Theme Comment	Key Quotation

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## Prejudice

In Scout's initial description of her family history the reader is pointed to the persecution have passed from one group to another throughout history. Simon was persecuted for his religious views, only to come to America and buy three long history of American slavery. The persecuted became the persecutor; how

*Simon would have regarded with impotent fury the disturbance between the ... left his descendants stripped of everything but their land (p. 4, Chapter 1)*

Scout is here referring to the American Civil War (1861–1865), described in the guide. The black slaves, who helped to make him rich, were freed. However, from their persecutors as easily as Simon Finch. Throughout the text the reader different types of prejudice existing within the Maycomb society.

*There was indeed a caste system in Maycomb, but to my mind it worked this ... the present generation ... people who had lived side by side for years and years ... predicted one another: they took for granted attitudes, character shading, ... been repeated in each generation and refined by time. Thus the dicta No Crime Business, Every Third Merriweather Is Morbid, The Truth Is Not in the Del ... Walk Like That, were simply guides to daily living (p. 145, Chapter 13)*

For the people of Maycomb this assumed 'predictability' is comforting but a room for individuality or change. Children are born having inherited the same sort of prejudice most clearly in the character of Aunt Alexandra. Atticus doesn't instilled in them that they are 'are a product of several generations' (p. 13) with all the expectations that this might bring, but lets them be individuals in society a sort of self-fulfilling prophecy, meaning that you tell someone for good or trash that eventually they become it. We see this when Tom Robinson even Maycomb people that he is just a predictable black person: 'Tom's death was cut and run' (p. 265, Chapter 25). Lee's novel argues strongly against prejudice be a truly destructive force. All the other themes tie into this main issue.

## Racism

In Maycomb the worst thing you can be is a person with 'no background' (p. lineage and no land. This history of the black people in the south means that Racist views are the norm in Maycomb; the black inhabitants are seen as the the Ewells. They have their own church but no school, leaving most of them reader sees that the black community is very similar to the white one. This is in which their Reverend Sykes' sermon mirrors that of the white church. inhabitants' views are very hypocritical', Scout can't understand why her teacher Hitler but discriminates against black people:

*Jem, how do you ... Hitler so bad an' then turn around and be ugly about folks ... (p. 272, Chapter 26)*

Atticus, the moral compass of the novel, is not racist and he follows his conscience black man who he believes is innocent. Not all the members of the Finch family the opinions of Aunt Alexandra; this shows how family views perpetuate racism if she was raised by Alexandra; it's Atticus who teaches her to be understanding Calpurnia not as a person, but one of 'them'. She has a number of preconceptions community. Despite being from the same family, Atticus sees things very different the table's fit to say in front of Calpurnia. She knows what she means to this

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Cousin Francis is the mouthpiece for Alexandra's views:

*I guess it ain't your fault if Uncle Atticus is a nigger-lover besides, but I'm his son and he does mortify the rest of the family* (p. 92, Chapter 9)

Atticus has to go against his family to support Tom; this shows how different he is.

The whole town turns against Atticus in his fight for justice. Mrs Dubose says 'better than the niggers and the trash he works for!' (p. 113, Chapter 11). However, racism sometimes goes both ways: Lula tried to make Scout and Jem leave the church 'I know why you bringin' white chillun to nigger church' (p. 131, Chapter 12).

Along with Atticus there are quite a few other characters who also disagree with the maltreatment of black people. Calpurnia comforts Dill as he is 'crying' and the other people give coloured folk a hard time without even stopping to think that they're people too. It is also strongly implied at the trial:

*It was Jem's turn to cry. His face was streaked with angry tears as we made our way through the cheerful crowd* (p. 234, Chapter 22)

Here it seems as if only the children see the truth of the injustice at the trial. After the trial and when Tom dies they all put it down to him being black. This shows the desperate state he was in. They have no sense of understanding. By leading the narrative looking from Scout's viewpoint Lee reveals the illogical and unfair nature of the trial.

### Class Prejudice

The discrimination that exists within Maycomb society doesn't stop at racism. Nearly everyone in the town seems to have deep-rooted preconceptions about social status. Scout's schoolteacher Miss Caroline is ignorant of the clear social divides in Maycomb. It is a faux pas in offering Walter Cunningham money for lunch. Scout tries to interfere but Miss Caroline, he's a Cunningham' (Chapter 2). Scout believes this to be enough to solve the problem, but it means nothing to Miss Caroline. This shows Scout's lack of understanding of the world; she is expressing the narrow-minded views of the town. Atticus is the only one who will see people and judge them for their actions and behaviour and not their social status.

The reasons for these preconceptions and prejudiced views seem to stem from the history of the South. The white people in the South of the United States argued that their enslavement of black people was justified because black people were genetically inferior. Scout notices that Atticus's behaviour is hereditary. She makes lots of prejudiced and short-sighted conclusions. 'Everybody in Maycomb, it seemed to me, had a Drinking Streak, a Gambling Streak, a Funny Streak' (p. 143, Chapter 13). He uses this argument to explain people's behaviour.

*Auntie Calpurnia said that Miss Stephanie Crawford's tendency to mind other people's business was hereditary* (p. 143, Chapter 13)

What's funny about this is that 'because of Simon Finch's industry, Atticus was married to nearly every family in town' (p. 5, Chapter 1). This means that Atticus has the same blood and lineage as everyone else anyway. She is obsessed with her superiority. These sorts of beliefs help to maintain the class structure in Maycomb. The poor people can't get an education and have to work at home on their parents' farms to help support their families. As a consequence, they don't know each other; this is shown in Mrs Merriweather's failure to understand the colour of Tom's skin.

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tribe. The higher class people want to maintain their social position and maintain their status, and see the lower classes as being poor because of the sort of unfortunate circumstances. They think that spending time with poor people will become like them. Aunt Alexandra doesn't want Scout playing with Walter Cunningham.

*Because – he – is – trash, that's why you can't play with him. I'll not have you pick up his habits (p. 248, Chapter 23)*

This contrasts greatly with the way in which Atticus and Calpurnia treat him around for lunch.

The higher class people are expected to be social; if they are not they are shunned. Social expectation is very important in the community. Everyone in Maycomb is expected to be more social and in a certain way:

*The Radleys, welcomed as just another family in town, kept to themselves, a predilection which was not shared by everyone in the town (p. 10, Chapter 1)*

The Radleys were seen as being good enough people to be welcome 'anywhere' but people aren't welcome anywhere; who could that be?

This narrow-minded view contrasts greatly with the people in the novel who are more open-minded, for example Miss Maudie, Atticus and Calpurnia. Atticus' influence on his children is a key theme in the novel in which class prejudice is dissolved.

Jem invites Walter Cunningham home for lunch, knowing he doesn't have a daddy, and his daddies are friends, and this makes Walter feel comfortable. He doesn't look at home. Atticus discusses farming with him, focusing on the subjects that he knows. In the novel Scout treats Mr Cunningham well, and tries to empathise with his situation. Scout understands men and changes their minds about what they are doing. These moments of understanding can bypass class prejudice.

### Individual Prejudice

There are also individuals who are discriminated against personally because of their status in Maycomb society.

The townspeople are prejudiced against Boo Radley. His father was a Baptist minister, and that it is his religious leanings which made him treat his son so harshly:

*Sometimes the Bible in the hand of one man is as strong as a whisky bottle in the hand of another (p. 50, Chapter 5)*

*There are just some people who – who're so busy worrying about the next thing they'll hear about in this town (p. 50, Chapter 5)*

Boo didn't fit into his father's expectation of how his son should behave so he 'disappeared'. From years of not seeing him the townspeople turn him into a mystery for any strange and unexplained activity in the town:

*Although the culprit was Crazy Addie...people still looked at the Radley Place with their initial suspicions (p. 9, Chapter 1)*

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The fact that in some ways they still blame Boo for killing the animals found fact someone else did it, shows how strong their prejudice is against him. Mr. Radley who he actually was: 'he always spoke nicely to me, no matter what folks said of him starts to change once he realises that Boo is leaving them the presents lonely and sad individual, not evil:

*We're askin' him real politely to come out sometimes, and tell us what he does wouldn't hurt him and we'd buy him an ice cream (p. 52, Chapter 5)*

They want to make him feel better. All the other Maycomb residents leave him watched his father lock him up, and instead of feeling sorry for him and trying into an urban legend. The children see him for who he really is and want to

Dolphus Raymond is also a victim of racial prejudice; however, to a certain extent the townspeople see him. He is a white man who has a black mistress and cannot be comprehended by the people of Maycomb. Therefore he pretends a 'sack' (p. 150). He does this to give the people a reason to accept his behavior.

*Folks can say Dolphus Raymond's in the clutches of whisky – that's why he is. He can't help himself that's why he lives the way he does (p. 221, Chapter 20)*

He chooses to live outside Maycomb society because the people will not accept

### TASK 30 – DISCUSSION PROMPTS

Discuss the following questions with a partner:

1. Can you notice any other sorts of prejudice in the novel? For example go Write down your ideas.
2. Why are all the white people offended when Tom says he feels sorry for
3. What does Mrs Grace Merriweather's description of the Mrunas show about different cultures? What is the difference in the Maycomb residents versus
4. Why do you think Mrs Gates supports prejudice against black people but not of the Jews?

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## Understanding

The main message of the novel is carried within the theme of understanding; it counter prejudice. Atticus' character teaches his children some lessons about understanding.

Lots of the characters in the text fail to have understanding for each other. Miss Caroline doesn't understand the children in her class:

*Miss Caroline seemed unaware that the ragged, denim-shirted and floursack-clad folk of whom had chopped cotton and fed hogs from the time they were able to walk. (p. 18, Chapter 2)*

From the description the reader can see that Miss Caroline would only have a limited understanding of the Maycomb community and their way of life. She comes from a different world to her. Throughout Scout's description of Miss Caroline is completely ignorant of the Maycomb community and their way of life. She comes with open eyes wanting to learn, but rather with a whole other set of experiences.

We can see throughout the novel the potential violence that can be caused by a lack of understanding. The ladies of Maycomb are seen discussing the Mruna tribe that a missionary the Merriweather feels sorry for them saying:

*They had so little sense of family the whole tribe was one big family. A child is born there were men in the community, as many mothers as there were women (p. 18, Chapter 2)*

The reader wouldn't see anything strange about this; they are a community, each other unlike the Maycomb community. She pities them just because they are different. She wants to 'help' them by imposing her way of life on them. This is called cultural imperialism. Culture forces their values and ways of life on another culture without understanding. Merriweather sees the Maycomb way of life as superior. Many problems have arisen through cultural imperialism.

Atticus tries to teach his children empathy, arguably, the most important quality in life.

*You never really understand a person until you consider things from his point of view. You never understand a person until you climb into his skin and walk around in it (p. 33, Chapter 3)*

Empathy is something the other Maycomb residents seem to lack. Despite Miss Maudie's attitude towards Atticus he smiles as he describes her as 'cantankerous': 'She still disobeys the law' (p. 123). Unlike his children he doesn't take her abuse personally but understands her. Calpurnia supports Atticus in his parenting of the children. She punishes Walter Cunningham's eating habits:

*Yo' folks might be better'n the Cunninghams but it don't count for nothin' the way you eat. You can't act fit at the table you can just set here and eat in the kitchen (p. 34, Chapter 3)*

Calpurnia criticises Scout for thinking she is superior to Walter. Instead, she teaches her a different way of thinking about people do things. Atticus tries to make the children understand that for some people:

*I don't know any landowner around here who begrudges those children any good (p. 34, Chapter 3)*

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He gives them the facts of the situation to help them understand *why* things are the way they are. He tells them that people have both good and bad qualities, rather than just being good or bad. He encourages the children to have understanding; she is the first person that we see who treats Arthur Radley as if he is a normal person: 'Arthur Radley just stays in the house, that's all. You can't go in the house if you didn't want to come out?' (p. 49, Chapter 5). We see Atticus' understanding of the world:

*Somewhere, I had received the impression that Fine Folks were people who didn't have the sense they had* (p. 143, Chapter 13)

Aunt Alexandra is the opposite of Atticus. She has no understanding or compassion. In the comparison of these two characters, who are related, the reader can see even more of Atticus' compassion.

### TASK 31 – DISCUSSION QUESTIONS

Discuss the following questions with a partner:

1. Why do you think that Scout and Cousin Francis have such different opinions about the way they see the trial of Tom Robinson?
2. How understanding is Miss Maudie?
3. Compare Miss Maudie's viewpoint to that of Aunt Alexandra. What is the difference?
4. Do you think Aunt Alexandra becomes more understanding by the end of the novel?
5. What effect do Scout's words outside the jail house have on Mr Cunningham? What is the power of understanding?
6. What message do you think Harper Lee is trying to give the reader by the end of the novel?

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## Loneliness

There are many characters in the novel who are lonely, excluded from society and care about them: Boo Radley, Dill, Mayella Ewell and Tom Robinson.

Boo Radley is possibly the loneliest character. Everyone thinks he is an evil monster. Leaving the children presents and reaching out. He is like their guardian angel. The townspeople see him as:

*Someone inside the house was laughing (p. 45, Chapter 4)*

At this point in the novel we don't know whether Boo is good or bad. On receiving some pleasure in his lonely life from seeing them play, he has to have fun. Jem realises his brother shuts up the knot hole, stopping his only outlet for communication.

Dill covers up his loneliness with his tales, but as the novel progresses we learn the children don't really believe him. Dill lives a lonely life: 'he had ridden the train by himself Maycomb Junction' (p. 39, Chapter 4). They are shocked when Cousin Francis says he hasn't got a home...he just gets passed around from relative to relative every summer' (p. 91, Chapter 9). Dill makes up stories about his father to convince Scout that they are engaged:

*He staked me out, marked as his property, said I was the only girl he would ever neglect me (p. 46, Chapter 5)*

Maybe this says something about Dill's experience of love: lots of words without the descriptions we have of Dill's life it seems like he is neglected and unloved. No one will have him. He eventually reveals to Scout that 'they just wasn't interested in me. They feels like they don't need him: 'they *do* get on a lot better without me, I can't help it' (p. 14).

When questioning Mayella Ewell in the courthouse, Atticus builds up a picture of a woman with no mother and no friends. She thinks he's mocking her when he suggests that 'When Atticus asked had she any friends, she seemed not to know what he was talking about. Her father is abusive when drunk, and drinks up the money for their food. Scout

*...it came to me that Mayella Ewell must have been the loneliest person in the town, lonelier than Boo Radley who hadn't been out of the house for twenty-five years.*

She is starved of love and affection. She propositions Tom Robinson because he was ever nice to her; however, this ends badly as is all forms of affection under the system.

## TASK 32 – DISCUSSION QUESTIONS

Discuss the following questions with a partner:

1. All these characters are isolated through prejudice; however, they each have different ways of coping. Choose one of them; what do they do to improve their loneliness?
2. What do the lonely people in Maycomb show about the community spirit?

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## Courage

There are lots of examples of characters who show courage throughout the novel. Scout is courageous to overcome prejudice or their own fears. These moments of courage are contrasted with the moments of cowardice in the novel.

The novel is written from the viewpoint of a child, and therefore recounts how Scout and Jem overcome their childish fears. Jem shows courage when he runs and hides, and Scout throws open the gate and sped to the side of the house, slapped it with her hand (p. 16, Chapter 1). He does this even though the children believe that he may be hurt. In the novel their fears revolve around superstitions and figments of their overactive imaginations. Scout shows courage at school by fighting off bullies even if they are boys, and Jem boasts to other children, even though Scout often comments that he acts very differently at home. Jem impresses. Jem goes back to the Radley house to get his trousers despite the fact that he is waiting with a shotgun. This is because he doesn't want Atticus to punish him, more than his fear – he wants Atticus's respect.

One of the themes of the novel is the way in which it follows the children as they grow up, from a child's perspective to an adult perspective. This progression is clear in their growing understanding of courage. Scout and Jem learn what it is to be courageous as an adult. In the novel Scout thinks courage is fighting against things, using physical violence. However, Atticus teaches Jem and Scout that it is more courageous not to react and know you are doing the right thing and that be enough. In Atticus' definition of courage, neither looks for the town's praise, nor is bothered by their insults; he is doing what is right by his conscience – it isn't about anyone else's opinion. It is the same with Mrs Dubose. She cared if she died addicted to morphine, but she felt that it was wrong and she fought against it: 'according to her views, she died beholden to nothing and nobody. She never knew' (p. 124, Chapter 11). She, like Atticus, has the courage to fight a losing battle, not doing the wrong thing because it is easier:

*I wanted you to see what real courage is...it's when you know you're licked before you begin anyway and you see it through no matter what. You rarely win, but sometimes you do. Mrs Dubose won, all ninety-eight pounds of her. According to her views, she died beholden to nobody. She was the bravest person I ever knew (p. 124, Chapter 11)*

Atticus wants to be able to look his children in the eye, and he couldn't do that if he knew he was really wrong. By this definition of courage Atticus shows ultimate courage when he knows that he will lose:

*The jury couldn't possibly be expected to take Tom Robinson's word against mine (p. 97, Chapter 9)*

*There's been some high talk around town about the subject that I shouldn't do much more than my duty as a man (p. 83, Chapter 9)*

He goes against his fear and is even threatened with violence by the men. Scout has the courage to stand by his convictions without becoming embittered towards them. He is always true to Mrs Dubose:

*It was times like this when I thought my father, who hated guns and had never been to any wars, was the bravest man who ever lived (p. 111, Chapter 11)*

This quote shows the way in which Scout's ideas about masculinity and bravery change. Scout comes to see what real bravery is: being a gentleman regardless, treating people as you would like to be treated, and holding your head high and staying true to your beliefs.

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### TASK 33 – DISCUSSION PROMPTS

Discuss the following questions with a partner:

1. How does Scout's idea of courage change throughout the novel?
2. What does the incident with the mad dog show about courage?
3. Do you think that Boo Radley shows courage in the novel?
4. What message do you think Lee is trying to convey through the novel by the characters show?

#### Innocence

Lee uses the innocent viewpoint of Scout to narrate the text. This helps to show the and irrational nature of prejudice through the eyes of someone who is just discovering the world. In the novel Scout's innocent questioning gets to the very heart of the problem. When the mob outside of the jail house it takes Scout and her innocent questioning of them up: 'The men were all looking at me, some had their mouths half-open as if realising it she appeals to the mob's human side, just by treating them as equals. Tom Robinson is innocent about the prejudice which seems to have infected nearly all the residents. They can't judge Tom on the colour of his skin, but on the facts of the case when he is found guilty:

*They've done it before and they'll do it again and when they do it – seems only natural.* (p. 235, Chapter 22)

After this happens Jem seems very affected by the experience and it seems that his innocence has been shattered. Atticus worries that seeing such injustice may embitter him. Throughout the novel the children's innocence is constantly threatened, and their progression into maturity. They move from innocence to understanding.

The symbol of the mockingbird is a good example of the theme of innocence. The innocent creature:

*Shoot all the bluejays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird.* (p. 99, Chapter 10)

*Mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us.*

This symbol is discussed in further detail in the 'Symbolism' section. Various symbols are used in the theme, Tom Robinson and Boo Radley being the most important ones; Mr Underwood's death to the senseless slaughter of songbirds by hunters and children' (p. 26). The innocent are persecuted within the novel; however, they still retain their innocence.

### TASK 34 – DISCUSSION PROMPTS

Discuss the following questions with a partner:

1. What do you think the theme of innocence shows about good and evil?
2. Do you think that Jem's innocence is threatened at the trial? Do you think Scout becomes bitter?

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Linguistic and narrative devices are literary techniques used by an author to convey but messages that they wish to pass on to their reader. An author's 'idea' is the aim that influences and surfaces in their writing. When writing *To Kill a Mockingbird*, Lee had very specific ideas and messages in mind, especially relating to the state of society at the time of writing her novel. As you already know, Lee wrote her novel during the Civil Rights Movement – a movement that shapes the form, ideas and messages of Lee's novel. How Lee convey her ideas and messages can be seen most clearly in her setting of the novel. At the time of writing, as she wishes to transport us to what she clearly sees as a more troubled time, Lee also seems troubled by the treatment of the individual in society at the time. Lee felt a need to remind her initial readers of a time not so long enough ago.

### Racial Issues – Segregation in Society

In Lee's narrative, Tom Robinson appears as the mockingbird used by the author as a springboard for her ideas and messages regarding the racial injustice at the heart of twentieth-century society. The racist attitudes found in Lee's society, both inside and outside the novel, consist of strong class hierarchies that uphold laws of segregation (for a refresh on the historical context of American slavery and racial segregation see the 'Contexts' section of this resource). In the novel, segregation infiltrates every aspect of county life, from church to the home, to the field and the courthouse. While such segregation is accepted as a social 'norm', Tom Robinson's sentence and trial highlights the severity, deep-rootedness of inequality. However, this cruelty is met with kindness on behalf of Atticus Finch who defend Robinson against the false accusations made against him by the Ewells. This kindness appears to be a positive message from Lee, the connection between the author and the community is undoubtedly a complex one. While racism is arguably absent from Atticus and his children considering Calpurnia an equal and beloved member of the community, the defence of Tom Robinson and plea for equality in court, Lee's gesturing towards the exploitation in her discussion of the Finch family history is hard to ignore. A few pages of the novel, the Finch family established their roots and legacy in the actions of their ancestor, Simon Finch. As Lee reports, Simon Finch 'bought land and established a homestead on the banks of the Alabama River some forty miles from the sea' (Chapter 1). While the latest generation exercise the same racist beliefs as their ancestors, treating the Negro community with kindness (as seen in the Finches' loving and far-reaching relationship with Calpurnia and Tom Robinson), the fact that the family's success derives from their enslavement is problematic and undeniable.

### Institutional Racism – Lee and the Law

While Harper Lee's presentation of embedded racism in the segregated society emphasises her message about the many day-to-day social injustices faced by the African American community, the presentation of the courthouse and its proceedings allows her to shine a light on the American legal system in the decades leading up to, and during, her time of writing. The courthouse appears to be a microcosm of the racism within the wider Maycomb society. The layout of the courthouse, of the segregated society, as seen in the separation of white and black people into separate second-storey veranda. Even before Tom Robinson's trial begins, Lee's message is made abundantly clear throughout the courthouse. Lee's message is made abundantly clear throughout the courthouse. Lee's message is made abundantly clear throughout the courthouse.

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courtroom dialogue in Chapter 20, which contains repeated reference to the lies between Tom Robinson and the Ewells. As Atticus says, 'a quiet, respectable man put his word against two white people's', even using the colour of Robinson's skin as evidence of the level of injustice he faces as a result of the lies of two white people: lies that 'Tom Robinson's skin' (Chapter 20). Through Atticus' closing statement in the trial, Lee conveys and emphasises her message that the American legal system is driven by prejudice, that *all* Negroes lie, that *all* Negroes are basically immoral beings, that *all* Negroes are around our women' (Chapter 20). This message receives a final flourish from Robinson in yet another corrupt legal institution – the prison. This evil assumption is a reality in the minds of Maycomb County residents, as to them 'Tom's death was a relief to cut and run. Typical of a nigger's mentality to have no plan, no thought for the future, no chance he saw' (Chapter 25). Even in the cruellest of circumstances and at the heart of a system embedded in Maycomb County's society, the legal system shows no sign of change, a disheartening and truly tragic message from Lee.

### The Next Generation: Time for Change

While Lee's depiction of racism, societal issues and prejudice in the novel offers little to no hope for the future, Lee leaves us with a parting message through Scout and Jem Finch. Throughout the novel, Atticus Finch is the voice of guidance for Scout and Jem, particularly in relation to their treatment of others. Atticus provides endless teachings, words of wisdom and actions of discipline throughout the novel – a clear sign from Lee that the education and discipline are integral to society. This introduces an element of positivity to the novel, and offers a glimpse towards the future. As much as Lee draws our attention to the problems and injustices of her ideas and messages, she also calls for a need for change and characterises individuals that offer a glimmer of hope regarding the future. Atticus and his family represent a change in the Finch family line through their treatment of the Negro community. They treat with kindness and regard as equals, illustrating a great deal of love and respect for Robinson in particular.

The lessons Scout and Jem learn throughout the novel, and the emotional impact of the trial on the children and cause them to reconsider their naivety towards society by exposing them to the injustice in their world. However, the case does not only represent a change in the lives of the children but perhaps also a change in Maycomb County as a whole, or at least Miss Maudie. In Chapter 22, Miss Maudie discusses the events and outcome of the case with Scout, offering a positive message that no doubt Harper Lee agrees with. As Miss Maudie observes, 'He's the only man in these parts who can keep a jury out so long in a case like that. And he's right. We're making a step – it's just a baby-step, but it's a step' (Chapter 22). To Miss Maudie, the jury's hesitation and deliberation before sentencing Tom Robinson is indicative of a change in society and its racial prejudice. This, even though 'just a baby-step' appears small to the reader, leaving us with a sense of positive gesture that change is going to come. The recognition of change and her faith in its progression, was most likely inspired by the promise brought by the American civil rights movement emerging at the time. Lee's novel is representative not only of the period in American society during the 1930s, but also the society she saw at the time of her writing and the society we hope one day become.

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## The Writer's Use of Language

*To Kill a Mockingbird* is written from a first person perspective through the voice of Scout. Scout's perspective starts the novel with an adult voice looking back on the events of her childhood. She then changes into one of the child Scout; however, it moves between the child and adult voice throughout the novel; Lee is able to evoke both the innocence of a child's first encounters with the world and the adult's understanding. When Scout is describing things in her child's perspective lots of things are factual, she describes in detail the reactions of various characters to events. This helps the reader to see things out for themselves and learn the lessons that Lee is trying to teach us through Scout's voice. Then at other moments the adult Scout's voice can provide reflection and analysis of the events and themes. The child Scout's voice also provides lots of humour, as moments for the reader to see the innocence, and sometimes ignorance. Through the innocent eyes of the child the senselessness of racism and prejudice is highlighted.

The language itself is rich in metaphors and similes; Dill is fascinated by the Radleys and the moon draws Scout's attention (Chapter 1). These language techniques give the reader a sense of the novel and build up the imagery discussed below. Lee also uses language to build up the tension in the novel. A good example of this is the scene in which Mr Ewell is following the children. Lee builds up the scene describing the weather and the children's surroundings.

*Occasionally there was a sudden breeze that hit my bare legs, but it was always gone before I could feel it. It was a promised windy night. This was the stillness before the thunder storm. We were waiting for something to happen. (Chapter 28)*

The weather is unsettling and inconsistent; the breeze comes suddenly and at any moment a thunderstorm might start. The uneasy description of the weather builds up the tension in the scene; the storm that is brewing in the sky could be compared to the storm that is brewing between Scout with Mr Ewell waiting to attack them. Lee uses lots of descriptions of the weather to build anticipation in the reader: 'whoever it was wore thick cotton pants; when he stepped there was the soft swish of cotton on cotton, wheek, wheek, with every step' (p. 289). These details show us that Scout's senses are heightened because she is afraid and nervous. The descriptions of the weather and the children's costume. This technique helps to involve the reader, making it easier to visualise the scene. Scout thinks and feels in very close detail. Over the pages when the children are near the Radleys at home Lee builds up the scene in such detail that the reader is waiting for something to happen. When Mr Ewell attacks the language changes: 'From somewhere nearby came scuffling of shoes and flesh scraping dirt and roots' (p. 289, Chapter 28). The sentences are broken which speeds up the reader's pace. It also increases the tension in the scene. Lee uses these techniques through the novel to create a sense of tension.

Some of the characters' speech in *To Kill a Mockingbird* is written in dialect or in a way that shows the way Calpurnia speaks when she goes to the black church. The way people speak in their class, for example Mayella Ewell is uneducated and therefore speaks in a way that is used to being referred to as 'nigger', and thinks Atticus' politeness is mocking. This shows the difference between the Ewells' and the Finches' use of language.

### TASK 35 – ACTIVE LEARNING TASKS

1. Imagine if Atticus, Jem or Aunt Alexandra had narrated the story. Would it be different? Why would it be different?
2. Look at pages 103–107 which describe the incident with the mad dog; how does Lee build up tension in the language?
3. Look at the way Tom Robinson speaks during his trial. Consider the way he speaks and what this shows about his character.

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## Symbolism and Imagery

### Imagery

Much of the imagery in the novel falls into two main categories: Gothic detail and small-town life. The combination of these two sets of imagery helps to create the atmosphere of the novel. The term Gothic in literature refers to a genre of novel which uses haunted and mysterious events often to make comment on the themes of the text. Lee uses these images in the novel. The almost supernatural presence of Boo Radley is a good example of the Gothic in the novel. The Radleys' house is described in a particularly Gothic way: 'Radley Place was a large, old house with the eaves of the veranda; oak trees kept the sun away' (p. 9, Chapter 1). The atmosphere of the house is entirely of its own; it's always dark – the sun doesn't shine on the house. Boo himself is seen by the townspeople as a paranormal creature: 'The Radley Place was a place of unknown entity the mere description of whom was enough to make us behave' (p. 9, Chapter 1). The townspeople have developed a whole set of supernatural beliefs. For example, the people's azaleas froze in a cold snap in the winter because he had breathed on them' (p. 9, Chapter 1). The sounds of Boo's presence in the house, for example the sound of laughter and the sound of the door opening, are similar to events in the novel, for example the laughter of a mad woman living in the attic of the house, which is an uncanny presence of an unknown entity. Though, on the other hand, it is just the presence of a very lonely man who is watching the children but only to be kind and protect them from the more obviously evil presence of Mr Ewell. There are lots of other elements of Gothic quality, for example the unexpected snow, the fire at Miss Maudie's house. These events seem out of place in Maycomb which is normally a quiet and predictable town. The uncontrollable threats which create a sense of unease in the novel.

The Gothic imagery is in some ways counterbalanced by Lee's descriptions of the small-town life, the slow-paced, small-town values: 'New people so rarely settled there, the same families until the members of the community looked faintly alike' (p. 144, Chapter 10). The slow-paced Maycomb life as slow paced and good natured, which contrasts greatly with the undercurrent of racism and prejudice in the community. This is particularly clear in the scene of the Maycomb families picnicking outside the courthouse on the day of Tom Robinson's trial. The picnic, which is like a fun community occasion is in fact in aid of an event which will divide the community. The juxtaposition of the Gothic and small-town values helps to examine the forces at work in the novel.

### TASK 36 – DISCUSSION PROMPT

Discuss the following questions with a partner:

Compare the Gothic detail of the fire at Miss Maudie's with the description of the fire and the reaction. What effect do you think this combination of the Gothic and images has on the reader?

### Symbolism

*To Kill a Mockingbird* is full of imagery and symbolism. The most important symbol in the book is the mockingbird:

*Mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us. That's why it's a sin to kill a mockingbird. (p. 96, Chapter 10)*

A mockingbird is a creature whose only activity, making music, improves the lives of others. It is an innocent creature and therefore doesn't deserve to be harmed. A number of characters in the novel are like the 'mockingbird' within the text, most importantly Tom Robinson.

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During the trial we see that Tom Robinson's downfall has been caused not by his own actions but by the way in which society can destroy a kind to Mayella Ewell. He is built up to be a very sympathetic character. He is destroyed when no one else cares. His unfair conviction at the hands of a prejudiced jury is unjust that the audience is made to feel the utmost compassion for him. Mr. Ewell is a mockingbird in the newspaper the next day. He is an innocent man destroyed. Another character who is significantly linked to the mockingbird symbolism is Boo Radley. At the beginning of the novel he is described as a 'malevolent phantom' by the end of the novel he is a lonely and abused man. The only actions we see him perform through the novel are leaving presents for the children and saving them from Mr Ewell. It is for this that he decides to cover for Boo at the end of the novel when he kills Mr Ewell in defence. He realises at this moment the meaning of the mockingbird symbolism saying, 'A mockingbird, wouldn't it?' (p. 304, Chapter 30).

The image of the mockingbird symbolises the way in which society can destroy an innocent person. It is only through understanding that a person of this sort of people can be protected. Atticus attempts to protect Boo Radley through the way he parents his children.

The mad dog can also be linked symbolically to the theme of the Mockingbird. The dog is named Johnson, which could be seen to reflect Tom Robinson's name. Atticus' act of shooting the dog is again by Scout later in the novel when the lynch mob have left the jail and Atticus has to face a mindless threat. Racism and prejudice, like the mad dog, is a constant undercurrent in Maycomb's society. Atticus steps up to fight it more successfully than others.

Throughout the novel there are many images which can be seen to be symbolic. The courthouse's architecture is described as, 'Greek revival columns clashed in a grand clock tower' (p. 179, Chapter 16). It looks like a place where the past and the present clash in a clashing manner: 'a view indicating a people determined to preserve every part of their past' (p. 179, Chapter 16). It is symbolic of the way in which the people of Maycomb are attached to their past and heritage and are unwilling to let go of their traditional racist views and prejudices. There are more examples of symbolism within the text; as you are reading the book think about what it creates and the way in which they may be symbolic of ideas bigger than themselves.

### TASK 37 – DISCUSSION PROMPTS

Discuss the following questions with a partner:

1. Look at the scene in which Jem and Scout make a snowman. What is symbolic about it?
2. Think about the surname Finch. Do you think it could be symbolic? If so, how?
3. The novel starts and ends with Jem's broken arm. What could this be symbolic of?
4. Nathan Radley cements up the hole in the tree to stop Boo leaving presents. What way is this symbolic of his life?

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## TASK 38 – ACTIVE LEARNING TASK

**Literary Terms:** Below is a worksheet for you to track the literary terms that you read through it. Think about the way Lee uses poetic language, and how it creates meaning. There are a couple of examples to give you an idea about the terms you are looking for.

Literary Term	Meaning	
<b>Foreshadowing</b>	To give the reader a clue or indication of what will happen later in the text	'This was the first time that the weather was calm and significant in the story. It was about to change.'
<b>Metaphor</b>	Where a word or phrase meaning one thing is used to mean something else, implying a comparison between the two.	'Shoot all the blue jays you want, but you'll get a mockingbird. The mockingbird is like Boo Radley. He does good but he is hidden.'
<b>Bildungsroman</b>		
<b>Allegory</b>		
<b>Atmosphere</b>		
<b>Irony</b>		

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Literary Term	Meaning	

## Form

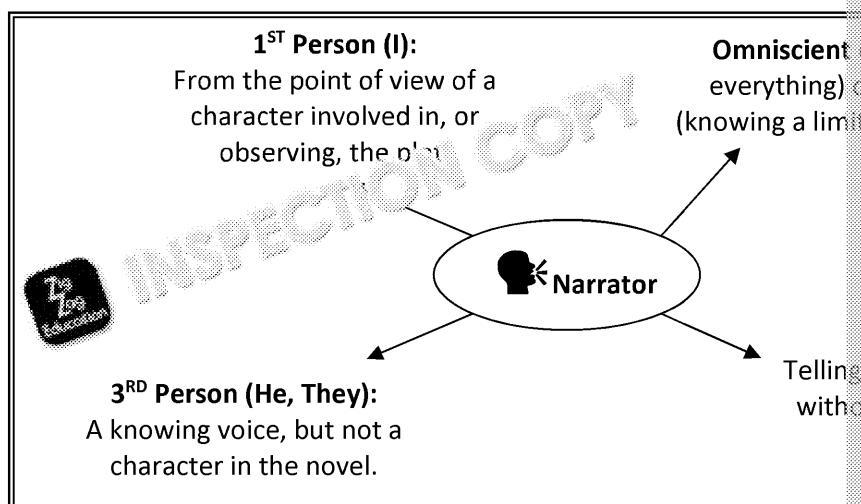
In literary studies, the term '**form**' simply refers to the form in which a text is written by the author. Although similar, this is not to be confused with structure (See the 'Structure' resource for more on this). Listed below are the most popular literary **forms** that texts conventionally take:

Text Form	Conventional Structure
<b>Novel</b>	A chunky piece of prose writing, usually structured into chapters and sections.
<b>Short Story</b>	A shorter piece of prose writing, sometimes structured into paragraphs and sections.
<b>Play</b>	Usually shorter than a novel, usually structured into acts and scenes.
<b>Poem</b>	A short piece of poetry, usually structured into lines arranged in stanzas.

So, if we were to analyse Harper Lee's *To Kill a Mockingbird* in terms of form, we would categorise her text in the form of a novel, as it is a piece of lengthy prose. Lee's novel is divided into two parts: Part One covers Chapters 1–11 of the novel, and Part Two covers Chapters 12–31. Lee appears to be dividing the life of her narrator, Scout, into pre and post war periods and its impact on the Finch family. As Scout is the narrator of Lee's novel, we can analyse the text from her **point of view**. The first chapter of Lee's novel is unique in that it is written from the point of view of an adult Scout, as opposed to the young child Scout for the rest of the novel. We can see this change when Scout discusses the power of the novel's opening pages, 'When enough years had gone by to enable us to look back and discuss the events leading to [Jem's] accident' (Chapter 1).

### Narrator of the Novel Form

Although as the narrator, Scout is the leading voice in the novel, and the subject who experiences the novel's events, it is important to separate Scout's voice from the events of Lee's life and experiences growing up in a segregated, racist society have had on her. The voice of Scout in the novel, and Lee uses Scout's voice to convey messages to the reader. However, it is crucial to remember that this does not necessarily mean that Scout is the same as Lee's. **An author has several options when deciding which type of narrator to use for telling the story. The spider diagram below shows these options.**



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If we use the spider diagram above to analyse Lee's narrator, we can see that Scout's point of view, making use of the 'I' pronoun throughout, thereby making her the **narrative voice**. Scout's narration is embellished with **commentary** through her opinions on people and their actions and how they fit into her understanding of the world. Scout's gradual understanding of the trial and the events surrounding it, Scout has a limited knowledge of events. Scout's understanding and awareness of her status as a young child, as she is often shielded from the sensitive details of the trial of Alexandra. As a result of Scout's naivety, we, the readers, are often in a position where we know more than she does, or can make sense of and understand situations that she does not. As a result, Harper Lee frequently makes use of **dramatic irony** throughout the novel, where the reader can often see that which characters such as Scout and Jem cannot.

### Dramatic Irony

In the novel form, dramatic irony is used to provide insight, and sometimes humour, and makes frequent use of dramatic irony throughout the novel, but probably the most famous example is in Chapter 14, when Scout asks Atticus what rape is. Unlike Scout, we, the readers, know of rape and have a firm grasp of the severity of the crime and its consequences. Through dramatic irony, we, the readers, understand the severity of the Robinson case and that the events that are likely to lie ahead – something that the naive, young Scout cannot yet understand. The use of dramatic irony does not completely depower Scout, with the young narrator using irony to her advantage in the following chapter. In Chapter 15, Scout's naive defence of Atticus diffuses the anger of Mr Cunningham and prevents him from testifying against Tom Robinson. Although Scout is unaware of her naivety and simply does not understand the situation into which she has walked, we see here the power of the mind of a child in combating hatred and divisions between men. Lee's use of dramatic irony in the novel form, generates suspense and tension, as she uses dramatic irony to foreshadow the serious and fatal events to come.

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## Structure

The first chapter of any novel is the place in which we can find clues as to what will happen in the novel. All the main characters are touched upon, but we are only given a technique which helps to catch the reader's interest. The novel starts with Scout that will be described in the book:

*When enough years had gone by to enable us to look back on them, we sometimes thought of the events leading to his accident (p. 3, Chapter 1)*

We don't find out about Jem's accident until right at the end of the novel. This is such that the story ends in the same place as it starts; it is circular. Harper Lee uses this technique throughout the novel too. For example, in Chapter 2 when Scout starts school:

*Before the first morning was over, Miss Caroline, our teacher, hauled me into the classroom and put her palm on my hand with a ruler, then made me stand in front of the class (p. 10, Chapter 2)*

Then the rest of the chapter describes the series of events that leads to this point. Harper Lee creates an exciting dynamic in the novel; the reader knows what will happen, but they don't know how the story will get to that point. It creates a sense of suspense and expectation.

Lee gives us information about the main mysteries in the novel, for example, the cause of the fire, by piece, so that, as Scout slowly works out what is going on, the audience finds the novel exciting. The book is structured so that we don't hear much about the events of the trial for a few bare details until the actual courthouse scene. Before that the book focuses on the lives of Maycomb and the Finch family. Then the things we have learnt about the people are put to the test.

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### Biographical Context

Nelle Harper Lee was born in 1926 in Monroeville, Alabama which lies between Montgomery and Mobile. This novel is set in the fictional town of Maycomb which is similarly located.

There are some autobiographical elements to the novel:

- Like Scout, the narrator, Harper Lee was a tomboy in her youth and frequently got into fights.
- Her father, Amasa Coleman Lee, was a lawyer who unsuccessfully defended black men charged with murder. This is similar to Atticus Finch's defence of Tom Robinson on the charge of rape.
- Harper Lee's brother was four years older than her, as Jem is four years older than Scout.
- Scout's friendship with Dill is based on the author's friendship with Truman Capote, who became a famous writer. He stayed with his aunt while his mother was in New York and they read books and wrote scripts together.
- Boo Radley is based on one of Lee's neighbours who lived in a boarded-up house and gave gifts in the tree outside his house. His father had also kept him at home and shamed the family by getting into legal trouble in his youth.
- Harper Lee had also studied law and would have been familiar with the legal system and cases that were similar to Tom Robinson's.

*To Kill a Mockingbird* was published in July 1960. This was a time when the Civil Rights Movement was gathering momentum.

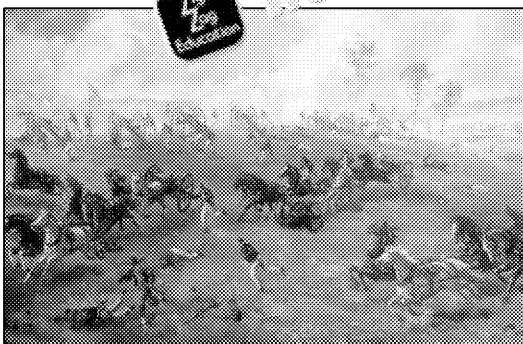
### Historical Contexts

As a reader there are two different important contexts we must be aware of when reading *To Kill a Mockingbird*. They are the context in which the story is set and the context in which it was written. The context in which the story is set is the context of Maycomb and the surrounding areas directly influencing the characters. This is through racism, poverty and the strong class hierarchies that existed in the South. The context in which it was written is the context of the time in writing about this may have drawn on her own personal experiences, some of which are mentioned above, but she also would have been writing the book for the people at the time.

### American Slavery

Black people were taken from Africa during the 1600s, 1700s and 1800s. They were sold as slaves in the southern states of North America and the Caribbean. They worked on sugar and cotton plantations and treated like animals. They had no rights at all. When they were free, white landowners, like the white people's ancestors, were able to become wealthy.

### American Civil War (1861-1865)



The relationship between the north and south of America was always a difficult one. The southern states mainly relied on the plantation system for living. This in turn relied on them having slaves to do lots of the hard work. The northern inhabitants had more of an industrial revolution and used slaves to increase their wealth. Over time, the slaves became more and more unhappy and the evil of slavery, and didn't want to be free.

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let it happen. The southern states didn't want to have their slaves taken away. What they were doing was fine because black people were inferior. This difference led to the northern states won in 1865, freeing the slaves. However, even though they were freed, their fortunes became worse. New machinery took their jobs and they had no vote or employment. Even though the novel is set between 1933 and 1935, we can see the events in the lives and minds of the Maycomb inhabitants.

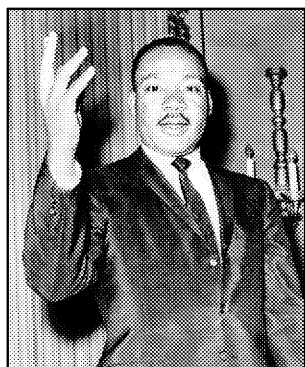
### Segregation

In the 1930s, although half of the people in southern towns were black, they couldn't vote or marry and everything was segregated. This means that they had separate churches and even cemeteries. We can see this in the novel when the black people sit upstairs in their own area, and also when Calpurnia takes the children to the black church.

### Great Depression

In 1929, the Great Depression caused the American economy to collapse. The southern states were most affected and many went bankrupt, for example Mr. Cunningham. This led to the poor white and black people being in competition for land causing widespread resentment. It was common for blacks to be hanged, or lynched, by mobs of white men who blamed them for their poverty; this is why Atticus sits outside the courthouse protecting Tom.

### Context in which the book was written



Harper Lee completed *To Kill a Mockingbird* in 1957, a few years after moving to New York to pursue her career. It was published in 1960 in the middle of the Civil Rights Movement. She was fighting for equality for African Americans, particularly in the southern states. Harper's story would have been very relevant to the issues that were at the forefront of American minds at the time. The novel deals with civil rights, something that was being fought for all over the country. The civil rights movement, in a similar way to Atticus in the novel, asked for people to be judged by their actions and not by their race.

### TASK 39 – ACTIVE LEARNING TASK

Research the 'African American Civil Rights Movement' on the Internet. Write about this subject. Pay particular attention to the events between 1926, when Harper Lee was born, and 1960, when *To Kill a Mockingbird* was published.

Specific topics of interest in this period are:

- Scottsboro boys
- Fair Employment Act
- President Franklin D. Roosevelt's Executive Orders
- Montgomery Bus Boycott
- Little Rock Nine
- Freedom Rides
- Martin Luther King

Make two posters illustrating these notable events. One poster should be entitled 'Civil Rights Movement' and the other should be 'Civil Rights Progress'. Include pictures, dates and text boxes.

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### Different Cultures in *To Kill a Mockingbird*

While the novel was published in 1960, the setting for the novel is the southern United States. The story begins in 1933 with an early mention of Roosevelt's New Deal: 'Maycomb was never happy. It was the tired old town that had seen the best of the New Deal. It told that it had nothing to fear but fear itself' (p. 11, Chapter 1). This tells us that the Great Depression in America. This was a time of intense economic hardship for both white and black population that would suffer the most, however.

#### TASK 40 – ACTIVE LEARNING TASK

Make notes on 'America as Another Culture' as you read and reread the text. Consider the following elements of Maycomb's society:

##### 1. Employment:

- List the jobs of the white men mentioned
- List the jobs of the white women
- List the jobs of the Negroes

What do you notice about the way jobs are allocated?

##### 2. Attitudes:

- How white people practise their Christianity in church and at the home
- How Miss Maudie Atkinson and Atticus differ from this
- How white people generally treat black people
- How the Finch family differs

#### TASK 41 – DISCUSSION PROMPTS

1. Look at page 23. Atticus describes the Cunningham family's predicament during the Great Depression from the description of the Cunninghams' experience.
2. Miss Caroline Fisher, Scout's teacher, doesn't come from Maycomb. She is from North Alabama. The state of Alabama seceded from the Union like the South, however, the people in Winston County didn't agree and still wanted to remain in the Union. Children in her class worry that she might share what seem to them the views of the region. What sort of opinions do you think she could have?

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# Exam Guidance

## Revision Checklist

Make sure that you know which unit you are doing *To Kill a Mockingbird* for when and how long it is. Refer to the 'Specification Information' section of the guide to recap the specifications of your examination.

### Have you looked at sample questions?

It would help to look at the questions in this guide and plan some possible **planning and timing** – 5 to 10 minutes maximum planning time. Also practice some questions and time yourself when you write them. Remember that it is better to plan before writing. The benefits of this are that it will increase your confidence and make you more efficient with time management.

### Practise Timing

Remember **time management** is crucial so the more time you spend with planning that you have for the text, the better. Have a **rough plan** for timing in your exam: 5 minutes planning, 20 minutes writing and 5 minutes to read through your answers which come to mind when you read over it.

### Importance of 'Different Cultures'

Remember to continue revising the **historical backgrounds and contexts** relating to the section of the exam relating to your study of *To Kill a Mockingbird* is so be sure to revise all aspects of 1930s American culture that relates to your study of Lee's text.

### Reread the text

This will enable you to gain a deeper understanding of the novel's ideas, characters and themes. You will also respond to subtle techniques such as imagery, the use of metaphors and descriptions of the setting. You may also wish to make notes for particular passages.

### When writing exam responses

- Remember not to waste time with lengthy introductions – move straight to your first point.
- Remember to use Standard English throughout your essay – make sure you use correct grammar and punctuation.
- Use a spider diagram or bullet points to help you with brainstorming your ideas. Have a rough plan if you need to – feel free to add or erase points.
- Make the most of the exam time. Divide the time so that you are aware of how much time you have left. This way you will pace your efforts out. Be aware of how much time you have for each question or section as this indicates how much you are expected to write.
- Remember to allow time for planning at the start and time to check through your answers at the end.
- Be careful when quoting from the text. Remember to keep quotations short and relevant. Use the PEE chain and interpret keywords and phrases in your own words. Be clear in your writing – remember that a writer's ideas are open to interpretation. Try to use your own words and sophistication to your writing.

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## PEE

### Use of Point/Evidence/Explanation When Describing Characters

In an exam situation you only have so much time to write your answer. The concise and present your points carefully, and not spend too much time talking to develop a good argument. A technique which can help achieve this is PEE.

Here's a reminder of PEE:

**P: Point**   **E: Evidence**   **E: Explanation**

It is important to use when you are writing about texts. For example if you were told that Mrs Dubose is presented in the novel then you should use the structure of PEE to help you.

Here's a more detailed explanation with an example:

<b>P: Point</b>	Mrs Dubose is presented as being dangerous, bitter old woman.
<b>E: Evidence</b>	Use the quotation from Chapter 11 on page 105: 'It was rumoured that she kept a C.S.A. pistol concealed among her numerous shawls and wraps.'
<b>E: Explanation</b>	Your comment could be something to the effect that: This shows that the people of Maycomb were wary of her unpredictable nature. Although it is unlikely that she actually had a pistol beside her, it shows that people considered her capable of this. Whether true or false, this rumour makes her seem threatening to the children.

Now, imagine that you take away the PEE scaffolding:

Mrs Dubose is presented as being a dangerous, bitter old woman. The narrator comments that: 'It was rumoured that she kept a C.S.A. pistol among her numerous shawls and wraps.' This shows that the people of Maycomb were wary of her unpredictable nature. Although it is unlikely that she actually had a pistol beside her, it shows that people considered her capable of this. Whether true or false, this rumour makes her seem threatening to the children.

This is only one small piece of an argument; however, by following this pattern you can build a case by making more succinct points with analysis using PEE. For example, to answer the question 'How is Mrs Dubose presented in the novel?' like this:

<b>P:</b>	Mrs Dubose's bitterness is shown in the way that she criticises and intimidates her doorsteps when they go past.
<b>E:</b>	
<b>E:</b>	
<b>P:</b>	She even manages to make Jem, who is usually very even tempered, cry over her flowers.
<b>E:</b>	
<b>E:</b>	

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## TASK 42 – ACTIVE LEARNING TASK

### How is Scout's experience at school presented in the novel?

Read the passage below and underline any words or phrases which you think are relevant to the question.

Miss Caroline told me to tell my father not to teach me any more, it would be better if he

'Teach me?' I said in surprise. 'He hasn't taught me anything, Miss Caroline. I don't have time to teach me anything,' I added, when Miss Caroline smiled and shook her head. 'He's tired at night he just sits in the living-room and reads.'

'If he didn't teach you, who did?' Miss Caroline asked good-naturedly. 'My father. He's been born reading *The Mobile Register*.'

'Jem says I was. He read in a book where I was a blue finch instead of a Parakeet. It was really Jean Louise Bullfinch, that I got my name from when I was born and I'm really Jean Louise Finch.'

Miss Caroline apparently didn't believe I was lying. 'Let's not let our imagination get the best of us, dear,' she said. 'Now tell your father not to teach you any more. It's best for you to be fresh. You can tell him I'll take over from here and try to undo the damage done by your father.'



'Your father does not know how to teach. You can have a seat now.'

I mumbled that I was sorry and retired meditating upon my crime. I never did get a seat but somehow I had been wallowing illicitly in the daily papers...Until I feared that I had loved to read. One does not love breathing (pp. 19–20)

Now have a look at the PEE framework below. There are three sets for you to use. Have a look at the things you have underlined and use the framework to write an answer. If you are stuck have a look at the example for Mrs Dubose for ideas.

<b>P:</b>
<b>E:</b>
<b>E:</b>

<b>P:</b>
<b>E:</b>
<b>E:</b>

<b>P:</b>
<b>E:</b>
<b>E:</b>

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## General Guidance on Writing Essays

This section is for **any essay** so it is important to read before you focus on a specific topic. This is a reminder to help you with your essay-writing skills – you should refer back to this section of writing essays and this section is divided up into five sections:

- Planning
- Writing an introduction
- Writing the main part of your essay
- Writing a conclusion
- Tips for writing better essays

### a) Planning

Before you plan, you should **underline and circle the keywords** in the question to focus on what the examiner is looking for and it will help you to

Jot down any **immediate ideas** and read through the passage related to the question.

Create an **essay plan** – if it helps, put the question (or the keywords) in the middle. You have a time, number your points in the order which you think is best for your essay. Some pupils prefer to use bullet points.

Note down any **quotations** which you think support your points – you will need at least four points for your essay (four or five).

Remember to include page numbers for any quotations you use as they will be needed for your points.

### b) Writing an introduction

An introduction is usually **short and to the point** – **addressing the question**. You should introduce your ideas or arguments. With reference to *To Kill a Mockingbird*, you want to bring in the ‘Different Cultures’ aspect, depending on the nature of the question. Some information about Harper Lee which could link to the question, if applicable. Similarly you may be answering a question on Tom Robinson therefore you need to mention about how racism and prejudice impacted on his life. This is where the keywords become important. Remember to **address the keywords and focus of the question**.

### c) Writing the main part of your essay

After writing your introduction you may be feeling more confident. It is now time to get close to hand at this stage. You should now work through your plan or essay by following each point. If you have numbered your points, this may be helpful. You may number them after writing your introduction. You may prefer to work on one point adding and crossing out other points.

Be aware of time; however; you don't want to still be working on the question at the end of your time. Timing is essential – don't dwell on one part for too long.

The structure of each paragraph could follow **PEE** and if you have practised this you will find that your writing flows naturally while following this form. Remember that in each paragraph the quality of your analysis will be assessed.

Remember to **keep quotations short** and to **comment on the effects of the quotations**. Look at good answers and be aware of what grade they received. Review your own past essays, their grades and how they could be improved.

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#### d) Writing a conclusion

After working through your main points your conclusion should be **short** and **clear**. It should **sum up your main points** which you have made in the introduction. The conclusion should **sum up your main points** which you have made in the introduction.

#### e) Tips for writing better essays

Read essays which have gained the **grade** that you are aiming for – look at the **structure** of the essay and consider how your own writing can improve at the following in particular:

- How the introduction is approached and how the points are developed
- How the essay maintains its focus on the question throughout
- How quotations are used and to what effect: for example, does the writer use quotations to support their points, or to attack them?
- How effectively the essay is concluded

#### Information about the question

With a passage-based question, some pupils may find it easier to actually read the passage first than to read the question first. This way they know what they are focusing on when they read the passage. This saves time and ensures that you have read the passage twice. Also underlining the focus of the question helps.

#### Using bullet points and spider diagrams

Spider diagrams are helpful for getting ideas down and maintaining focus when writing. It is also something to refer back to and you don't have to use all of your ideas in it. You may even change your mind about some.

They may just be a starting point and may progress as you start writing. You may choose to add to your diagram as you're writing.

#### Exam Tip

**Before you start writing questions:**

- What should you focus on?
- What is the passage about?
- What is a text's 'historical context'?
- How many points should you make in your essay?
- How should you structure your essay?

After studying your question, it's helpful to **write down as many ideas as you can** about the question. You can also jot down any particular quotations or sections that you think are relevant. This is an **effective way of making notes** but remember to keep your focus on the question.

#### When to use bullet points and spider diagrams

If your essay title requires you to write about a character, theme or any aspect of the text, then you should use one.

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### TASK 43 – EXTENDED ESSAY QUESTION

Now try this WJEC exam-style essay question.

#### Extract

Tom's black velvet skin had begun to shine, and he ran his hand over his face.

'I say where the chillun?' he continued, 'an' she says – she was laughin', she says town to get ice-creams. She says, 'Took me a slap year to save seb'm nickels, but I

Tom's discomfort was not from the humidity. 'What did you say then, Tom

'I said somethin' like, why Miss Mayella, that's right smart o' you to treat so?' I don't think she understood what I was thinkin' – I said it was smart of her to treat 'em.'

'I understand you, Tom,' said Atticus.

'Well, I said I was 'goin', I couldn't do nothin' for her, an' she says oh yes she says to me, 'Get down on that chair yonder an' git that box down from on top of the

'Not the same chiffarobe you busted up?' Asked Atticus.

The witness smiled. 'Naw suh, another one. Most as tall as the room. So I was just reachin' when the next thing I knows she – she'd grabbed me round the legs, she says Mr Finch. She scared me so bad I hopped down an' turned the chair over – that was the only thing, only furniture, 'sturbed in that room, Mr Finch, when I left it. I swear

'What happened after you turned the chair over?'

Tom Robinson had come to a dead stop. He glanced at Atticus, then at the witness sitting across the room.

'Tom, you've sworn to tell the whole truth. Will you tell it?'

Tom ran his hand nervously over his mouth.

'What happened after that?'

'Answer the question,' said Judge Taylor. One-third of his cigar had vanished.

'Mr Finch, I got down offa that chair an' turned around an' she sorta jumped

'Jumped on you? Violently?'

'No suh, she – she hugged me. She hugged me round the waist.'

This time Judge Taylor's gavel came down with a bang, and as it did the overhead lights came on in the courtroom. Darkness had not come, but the afternoon sun had faded from the windows. Judge

'Then what did she do?'

The witness swallowed hard. 'She reached up an' kissed me 'side of th' face of a grown man before an' she says she can kiss a nigger. She says what her papa do to me back, nigger. I says Miss Mayella lemme outa here an' tried to run but she got to push her. I says I don't wanta harm her, Mr Finch, an' I say lemme pass, but just when she hollered through th' window.'

'What did he say?'

Tom Robinson swallowed again, and his eyes widened. 'Some-thin' not fit for folks'n chillun to hear –'

'What did he say, Tom? You must tell the jury what he said.'

Tom Robinson shut his eyes tight. 'He says you goddamn whore, I'll kill you

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**WJEC Foundation Level**

Answer part (a) and **either** part (b) **or** part (c).

You are advised to spend about 20 minutes on part (a), and about 40 minutes on part (b) or part (c).

(a) Read the extract. Then answer the following question:

How is Tom Robinson presented in this extract and how does Harper Lee comment on American society at the time of writing?

Give reasons for what you say, and remember to support your answer with phrases from the extract.

**Either**

(b) Write about the character of Calpurnia and her importance in the novel.

Think about:

- her place in the Finch household
- her place in the local community
- her relationships with other characters
- the way she speaks and behaves at different points in the novel

**Or**

(c) What impressions do you have of Maycomb, the town where Scout, Jem and Dill live?

Think about:

- some of the people who live there
- some of the events that happen there
- the way Scout describes the town

**WJEC Higher Level**

Answer part (a) and **either** part (b) **or** part (c).

You are advised to spend about 20 minutes on part (a), and about 40 minutes on part (b) or part (c).

(a) Read the extract on the next page. Then answer the following question:

With close reference to the extract, show how Harper Lee creates mood in the scene.

**Either**

(b) How is the character of Calpurnia important to the novel as a whole?

**Or**

(c) How does Harper Lee present the town of Maycomb in *To Kill a Mockingbird*?

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## Key Term Glossary

<b>Aberration</b>	A deviation from the normal
<b>'Ad astra per aspera'</b>	A motto meaning 'through difficulties [we reach] to
<b>Amanuensis</b>	Secretary or assistant; referring to Aunt Alexandra's secretary of secretaries
<b>Ambidextrous</b>	Able to use either hand with equal ease
<b>Anachronistic</b>	Something that comes from or belongs to a time period; therefore, seems conspicuous or out of date
<b>Apoplectic</b>	A fit of rage, or a stroke
<b>Apothecary</b>	A person who prepares and sells drugs and other medicines
<b>Apparel</b>	Clothing
<b>Apprehension</b>	Concern
<b>Arid</b>	Dry and lacking emotion
<b>Assuaged</b>	Soothed
<b>'Audibly obscene Speculations'</b>	Spoken to Ewell in court, suggesting he is not to make comments in court
<b>Auspicious</b>	Favourable
<b>Author</b>	The writer, a real person
<b>Bangs</b>	A fringe
<b>Bob-white</b>	Imitation of a bird's call
<b>Brevity</b>	Briefness of speech
<b>Bushel</b>	A US unit of dry measure equal to approx. 35.2 litres
<b>CSA</b>	Confederate States Army
<b>Chameleon</b>	A lizard that is able to change its colour
<b>Characterisation</b>	The creation and presentation of a fictional character; description of the character
<b>Chattels</b>	Slaves
<b>Chiffarobe</b>	A piece of furniture with drawers in the lower part and upper part
<b>'Chillun'</b>	Children
<b>Circumstantial evidence</b>	Tending to establish a conclusion from facts which
<b>Collards</b>	A type of cabbage
<b>Condescend</b>	Showing one's feelings of superiority
<b>Congenital defect</b>	Sickness had since birth
<b>Contemporaries</b>	Those who exist at the same time, or are roughly the same age as someone else
<b>Contentious</b>	Argumentative
<b>Cootie</b>	A hair louse
<b>Covey</b>	Group or company
<b>Cussing</b>	Cursing, using bad language

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<b>Degeneration</b>	In a worn-down condition
<b>Denouement</b>	The final section of a literary text in which all the events are brought together and brought to a close
<b>Dewey Decimal System</b>	A library classification system created by Melvil Dewey
<b>Disapprobation</b>	Disapproval
<b>Dismemberment</b>	The act of removing someone's or something's limbs
<b>Dispensation</b>	Dealing out, distribution
<b>Ecclesiastical</b>	Of the church
<b>Edification</b>	Benefit
<b>Embalming</b>	A method of preserving dead bodies to preserve them
<b>Entailment</b>	Legal restrictions surrounding the succession (inheritance)
<b>Entity</b>	A being
<b>'Ex cathedra'</b>	Meaning 'from the chair'; in this context, meaning that statements are not always polite
<b>Expunge</b>	To delete
<b>Fallible</b>	Someone who is likely to make a mistake
<b>Feral</b>	Wild or savage
<b>First person</b>	Narration from the point of view of a character involved in the events
<b>Furtive</b>	Secretive
<b>Garish</b>	Excessively bright
<b>Gastric</b>	Of the stomach
<b>Gravitated</b>	Pulled towards
<b>Habiliments</b>	Clothes
<b>Illicitly</b>	Improperly and unlawfully
<b>Impedimenta</b>	Baggage, clutter
<b>Incantations</b>	Magical chanting used when casting a spell
<b>Inevitable</b>	That which is certain to happen
<b>Iniquities</b>	Wickedness, sin
<b>Interdict</b>	A legal command, forbidding something
<b>Invective</b>	Attacking with abusive language
<b>Kudzu</b>	A climbing plant
<b>Last-will-and-testament diction</b>	Speaking and reading out a legal document
<b>Libel</b>	Slander
<b>Malignant</b>	Evil
<b>Microcosm</b>	A place that is seen as a smaller representation of something larger
<b>Monosyllabic</b>	Short words of one syllable, a unit of sound
<b>Morbid</b>	Unhealthy and sickening
<b>Morphodite</b>	A hermaphrodite; someone showing the characteristics of both sexes
<b>Mortifyin'</b>	Mortifying, causing embarrassment

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<b>'My 'druthers'</b>	(Often said by Atticus) meaning my 'would rather' choice been given
<b>Narrator</b>	May be a fictional character or simply the voice that represent a viewpoint. The opinions of the narrator are those of the writer.
<b>Nome</b>	Short for 'no madam'
<b>Omniscient</b>	An all-knowing or all-seeing power
<b>On tenterhooks</b>	waiting in painful suspense
<b>Palliation</b>	Relief
<b>Penitentiary</b>	Prison
<b>Perpetrated</b>	Committed, carried out
<b>Pestilence</b>	A plague
<b>Philippic</b>	A verbal attack
<b>Piety</b>	Godliness
<b>Predilection</b>	A habit or preference
<b>Prejudice</b>	Mostly takes the form of racism in Lee's text
<b>Premise</b>	A reason for an argument
<b>Protagonist</b>	The main character in a piece of literature
<b>Provocated</b>	Provoked
<b>Psychical</b>	Paranormal or supernatural
<b>Racism</b>	Believing that someone of a different race is inferior race, and treating them accordingly
<b>Runnin' a still</b>	Distilling illegal alcohol
<b>Scapegoat</b>	An individual who is blamed for something, usually something else has caused or done
<b>Seceded</b>	Withdrew formally from an alliance
<b>Segregation</b>	To be separated from another group within society in the context of racial segregation, in which members separated from one another
<b>'She was born in the objective case'</b>	Referring to Aunt Alexandra and her self-absorbed that everything involves her and is about her
<b>Strictures</b>	Restrictions
<b>Switchblade</b>	A flick knife
<b>Synonymous</b>	Equivalent in meaning
<b>Tacit</b>	Unspoken
<b>Tenterhooks</b>	Waiting in painful suspense
<b>The Quarters</b>	Maycomb's Negro hamlet
<b>Third person</b>	Narration from the point of view of a knowing voice
<b>Tyrannical</b>	Ruling by fear
<b>Unanimous</b>	Agreed by all
<b>Unsullied</b>	Unspoiled
<b>Venerable</b>	Old, highly respectable
<b>WPA</b>	Works Progress Administration; a government scheme for workers to carry out public works (this was part of

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## Further Reading

### Books

*The American Civil Rights Movement 1865-1950: Black Agency and People's Power*, **Brooker (2016)** – For those students interested in more of the historical context and how the movement progressed during her time of writing

*Go Set A Watchman*, **Harper Lee (2015)** – The only other published novel by Lee, whether it is a sequel to or first draft of *To Kill a Mockingbird*

*Mockingbird: A Portrait of Harper Lee: Revised and Unabridged*, **Charles J. Shields (2015)** – Accurate biographies of Lee's life and her writing of *To Kill a Mockingbird*

### Websites

<https://www.tokillamockingbird.com> – The official web page for Harper Lee

<https://www.biography.com/writer/harper-lee> – Biographical entry for Harper Lee, covering her youth, writing, death and legacy

<https://tokillamockingbirdbroadway.com/#play-video> – Official web page for the Broadway production of *To Kill a Mockingbird*, written by Aaron Sorkin

### Media

[https://www.youtube.com/watch?v=KR7loA\\_ozY](https://www.youtube.com/watch?v=KR7loA_ozY) – Official trailer for the 1962 film *To Kill a Mockingbird*, directed by Robert Mulligan, starring Gregory Peck

[https://www.youtube.com/watch?v=44TG\\_H\\_oY2E](https://www.youtube.com/watch?v=44TG_H_oY2E) – Film clip from the 1962 adaptation, in which Atticus Finch cross-examines Mayella Ewell

<https://www.youtube.com/watch?v=fDo2vhMA24k> – Celebrating the 50th anniversary of the 1962 film adaptation

<https://www.bbc.co.uk/programmes/b00st4v8> – BBC Radio 4 programme, in which Mariella Frostrup and a group of writers discuss Lee's novel on its 50th anniversary

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# Answers / Indicative Content

## Chapter-by-chapter Analysis

### Chapter 1

#### Task 1: Active Learning Task

- She is a first person narrator.
- She is a character involved in the story.
- She is fallible in her youth, but has the benefit of hindsight when she relates the story.
- The narrator is the older Scout, looking back on the events of her youth with a mature perspective.
- She is able to make comments as an adult, mocking, parodying and laughing at her own childhood.
- She withholds information as she sees fit, informing us gradually, in the same way as a young child.

#### Task 2: Discussion Prompt

- He is generous.
- He disbelieves in the inhumanity of the legal system.
- He values education and his family.
- He is a man of conscience.

#### Task 3: Active Learning Task

- Personification: 'tired old town'
- Onomatopoeia: 'streets turned to red slop'
- Hyperbole: 'the courthouse sagged'
- Alliteration: 'bony mules hitched to Hoover carts flicked flies in the sweltering shade'
- Metaphor: 'Men's stiff collars wilted'
- Simile: 'and by nightfall were like soft teacakes'
- Detailed description and alliteration: 'with frostings of sweat and sweet talcum'

#### Task 4: Active Learning Task

1. The house is characterised by its rundown state. It is dark, dirty, decaying and a source of fear for the neighbourhood.
2. We presume there is something sinister about them. We are told that 'a malevolent spirit' shows they do not care about what is on the outside or how other people view them. They never go outside, either to see the house or tend to its exterior.
3. The house is a metaphor for the people within. This is objective correlative – a literary device – this is the use of objects and environment to create a particular mood. Another example is pathetic fallacy. In this case the mood is Gothic, dark and foreboding. The pick-up man and the drunken guard.
4. The narrator provides a misleading and ironic comment, showing that the house is a source of suspicion, disgust and pity. The people of Maycomb have Sunday worship as a social event. They gossip and revel in each other's business. The Radleys do not partake in these interests. As a result they are looked down upon. Arthur's early misbehavior led to the decline of the Radley family. They are now regarded as a curiosity.

### Chapter 2

#### Task 5: Discussion Prompt

1. They are poor farmers, relying heavily on each year's crops.
2. They refuse to get into debt, paying off whatever they owe as soon as possible, for example they pay Atticus for their entailment in stove wood, hickory nuts, smile.
3. Respect more than pity because they have integrity, pride and self-respect.
4. To contrast the Ewells to a principled family of the same class. To show that the Ewells are a poor choice. So that we find the Ewells disgusting.

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## Chapter 3

### Task 6: Active Learning Task

- The whole family could be described as being 'white trash'. Atticus has the greatest insight into the characters in the novel and even he says they are trash. The Ewells dispel the idea that we are given an insight into their lifestyle. They are social parasites who live off the backs of the black people who live in clean, cosy houses.
- In Burris we are familiarised with the characteristics of the whole family. In particular, we see how they have adopted from their father. He is their only role model and a very poor one. His children are destined for failure. Their father is too stupid to see education as a way to improve their prospects.

## Chapter 5

### Task 7: Discussion Prompt

- Miss Maudie's love of the outside and gardening is an indication that she is a person who hates pretence. She speaks frankly to Scout and does not patronise her. She is making cakes for them and allowing them to play in her yard.
- She speaks against the hypocrisy of the foot-washing Baptists and their harsh view of the world. She is a simple person who is not afraid to enslave people to their ways, ruling over them with the Bible in one hand and a whisky bottle in the other. Indulgence seems to be a lesser evil than crushing someone with religious brutality.
- Miss Maudie is contrasted to Miss Stephanie Crawford. The former is trustworthy and honest, while the latter is attempting to gather slanderous information for gossip.
- Atticus is discussed. He is said to be a better class of man. He does not live a life of luxury like Maycomb; instead he is honest and honourable. He is one man, who acts one way and is always true to the standards he upholds publicly. His reliability and integrity are what make him a role model.
- We learn something of Arthur Radley's history and are invited to feel sympathy for him. He is imprisoned in his home all these years.

### Task 8: Extend Essay Question

Essay question – personal responses required.

## Chapters 6–8

### Task 9: Active Learning Task

- Scout, the narrator, is afraid. This is an indication of the risk involved.
- There is mention of rumours surrounding the Radleys to emphasise risk involved.
- The garden is enclosed and could function as a trap for the children should they go in.
- The use of adjectives and adverbs to create a haunting atmosphere (objective of the fence is to establish that the fence is a tight squeeze for Jem).
- Attention to minute details as the children sneak in to the garden, overcoming the gate).
- The author suddenly introduces the shadow of Nathan Radley.
- She uses short sentences to quicken the pace at the climax of the tension. This is the escape.
- Descriptive words show the urgency of the children's movements (*leaped, galloped*).
- The roar of the shotgun makes it a life-threatening situation.
- Jem's panic is apparent in his speech as he speaks.
- Tension is created by Jem's fall and the fact that he is trapped and delayed.
- The long post-mortem after the incident prolongs the suspense of whether they will be caught.
- The unknown fate of Jem's lost pants remains potentially dangerous as Atticus says that if they are found, they will be a problem.

## Chapter 9

### Task 10: Active Learning Task

- Irony concerning the remoteness between Aunt Alexandra and her husband. Atticus is a man of his word, but his wife is not. Love, passion and appropriate terms are all missing from the description of their home, showing it was neither an enjoyable place to live, nor one full of personal connection. Similarly detached from his son, Francis, whom he deposits with his parents on a regular basis. Time when families should be together so this shows a dislocated sense of family. Expresses disbelief that Aunt Alexandra could be genuinely related to Atticus.
- Tone: derogatory, ironic, sarcastic.

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## Chapter 10

### Task 11: Discussion Prompt

1. Atticus is not an obvious figure to admire; he is old and wears glasses. They could be seen as weaknesses.
2. There is a long delay before the action. The author creates the expectation that a capable man, will deal with the situation but he hands over to Atticus, creating a sense of disappointment.
3. Shooting the dog in a dangerous situation. Atticus takes on a big responsibility (metaphor for the Robinson case). Jem had found shooting difficult and is impatient.
4. The difference is between active and passive types of courage. Atticus was required to face Maudie's trouble was unexpected but she faced it with dignity. Atticus' courage was in being optimistic when times were difficult.

## Chapter 11

### Task 12: Extended Essay Question

Essay question – personal responses required.

## Chapter 12

### Task 13: Active Learning Task

Negro Worship & Church	(Surmised) Contrasting Whites
On the outskirts of town (symbolically)	In the centre of town
Use their church only for worship	Whites gamble in the First Puritan Church
Use church to worship	Use own church to socialise (parties)
Unceiled and unpainted	Well maintained, fully decorated
No piano, organ, hymn books or church programmes	Well-resourced but probably not used
Hymns learned by heart	Hymns sung from books with accompaniment
Reverend Sykes personalises sermon and prayer for those in need	Probably uses elaborate and impersonal general sermon
Collection taken in a coffee can	Probably a fancy collection plate

## Chapter 13

### Task 14: Active Learning Task

- Her command to Calpurnia shows a supercilious and racist attitude.
- She says 'We decided' when it is clear that this is not one of Atticus' ideas. Clearly she is not accepting her as a guest.
- She considers herself an appropriate role model for Scout and Jem.
- She presumes to educate Atticus' family when, ironically, it is she who receives the most racial prejudice is destructive, and changes notably after the death of Tom Robinson.
- There is a lack of common ground between Scout and Aunt Alexandra. This makes it difficult for Scout to sympathise with Aunt Alexandra at this stage of the novel.
- She is shown to be especially preoccupied on a Sunday, being preoccupied more with her spiritual matters.
- She is overbearing and criticises in Atticus' good parenting by urging him to tell Scout to be a 'Best Friend' and not a 'tomboy'.
- She is a member of Stephanie Crawford, which characterises her by association.
- Her preoccupation with appearances and protocol extends to the Missionary Circle, an influential figure. All women in this group (except Miss Maudie) are strongly prejudiced.
- She is convinced of her own superiority and that of the Finch family. She enjoys being part of other 'tribal groups'. From this we can conclude that she is prejudiced in more than one way.

## Chapter 14

### Task 15: Extended Essay Question

Essay question – personal responses required.

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## Chapter 15

### Task 16: Active Learning Task

1. Tension is built through the slowing of time; the author's use of short clauses and the apparent disappearance of Atticus; the children's stealthy search for Atticus; the men; Atticus' vulnerability because his children are present; the defiance of the children.
2. Evidence of the author's poetic writing style: evocative descriptions throughout the chapter.
3. Use of psychology: each character has a distinct personality and reacts differently to the situation; tension as Atticus has a battle of wills with the lynch mob; the expressed in the mob's determination to make an example of Tom Robinson, V. heart when Scout inadvertently reminds him that he is a family man who owes for his children's safety; Jem's defiance; any other reasonable answer can be considered.
4. Moral message concerns the lynch mob and their desire to shortcut justice and dominated by fear. The legal process must have its own due. Christian and moral injustices and not simply turn a blind eye.
5. This incident shows moral courage in Atticus; underlines his form of passive resistance to the injustice and discrimination shown later in the courtroom; it characterises the incident as a turning point; gives the author a plausible ally for Atticus in the jury (a Calpurnia can be easily manipulated after the trial; the children grow and learn from this experience).

## Chapter 16

### Task 17: Active Learning Task

1. He looks like the stereotype of a judge with his white hair and ruddy face. He is 'informal'. This demonstrates a form of honesty because he is not caught up in the normal legal proceedings. He is the sort of man to say what is on his mind. This Beneath his sleepy exterior he is very aware of proceedings. He is also characterised by competence as a judge, which encourages the reader as we approach the trial.
2. Narrator characterises the judge through her commentary. This contains anecdotal evidence that sets him out as a new character.
3. Simile: *sleepy old shark* – denotes that he may appear relaxed but is still dangerous. The chewing habit does not add any additional information to his character, except that he is a judge. This information makes the reader more aware of him as a personalised character. The author to perform a function.

## Chapter 17

### Task 18: Active Learning Task

- The narrator prepares us for Atticus' trick by recalling one of his principles: 'In an examination ask a witness a question you don't already know the answer to'.
- Protracted actions of Atticus have a theatrical quality: he is showing the jury.
- Mysterious intentions of his questions and this demonstration.
- Focus of attention on Atticus.
- Delay between Ewell writing and the realisation that he has been duped.

## Chapters 19–20

### Task 19: Active Learning Task

- Mayella invited Tom to the Ewell house on the false pretence of fixing the fence.
- He saw her and she was fine. She told him she had saved up and sent the children to school.
- Before he could leave, she asked him to reach a box down from atop the wardrobe.
- She grabbed him round the legs. He jumped down from the chair to evade her waist, kissed him and asked him to kiss her.
- Bob Ewell witnessed this from the window, cursed at her and Tom ran off.
- Ewell then beat his daughter, giving her the injuries later attributed to Tom.
- Bob and Mayella Ewell contrived a story to prevent news of this incident spreading.
- Ewell went to inform Heck Tate.
- Sometime after Tom Robinson was taken into custody.

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## Chapter 21

### Task 20: Active Learning Task

- Describes scene in close detail. Stillness of courtroom translates to a tense expectation to the strain. Recalls another time of concern and anxiety, drawing upon the memory of jury's return slows time down to a crawl and raises expectation. Foreshadowing 'defendant it has convicted' increases the expectation that a negative verdict will be the verdict indicates the severity of the breaking news.
- Narrator counsels and guides the reader at all times. In this portion of text, the narrator's voice significantly outweighs the action. Everything we observe is through Scout's eyes and mind. This cannot fail to bias the reader.
- Descriptions appeal to the senses. Mention of mockingbirds being still invokes the 'it's a sin to kill a mockingbird' metaphor. Metaphoric description of jury return distorting reality. The twist about the gun being silent alters a familiar image and asks us to consider the futility of Atticus' actions.

### Task 21: Extended Essay Question

Essay question – longer, more detailed responses required.

## Chapters 22–24

### Task 22: Active Learning Task

1. It is wrong for a jury to give the death penalty for purely circumstantial evidence when they are not even a witness to the events in question.
2. Too much has interfered with the jury's reasoning process. They are humans, so they have weaknesses. They are flawed and the implementation of the law is thus less than ideal for the fair distribution of Maycomb's population.
3. The jury took a couple of hours before deciding upon their verdict. This shows the complexity of the issue. They deliberated over the outcome even though they eventually came to a decision. Cunningham, from a family known for their hard-headedness, had been in the proceedings. This is a significant change considering the Cunninghams had been previously seen as a family that would not be confronted by Atticus.
4. The Cunninghams had never taken anything from anyone without paying it back. They are sympathetic to the Ewells, who are clearly social parasites. Also, Atticus knew that the Cunninghams would respect his family's respect. This ensured they would fight tooth and nail for him.

## Chapter 31

### Task 23: Discussion Prompt

1. The sequence of events results in Scout being able to judge people informed of the proximity to the case and its proceedings – something in itself that teaches Scout to learn much about the way to treat others.
2. The way in which we are introduced to the characters of Tom Robinson and Boo Radley is significant, as we hear a lot of facts and untruths about the two throughout the novel. They are introduced directly to them in the later, final few chapters.
3. Lee uses the mockingbird throughout the novel as a metaphor for society's treatment of innocent individuals. Tom Robinson and Boo Radley – a metaphor that is used to show how Scout learns to understand its significance.
4. Scout's position as the narrator is to instruct us how to understand the novel's themes with the help of Atticus' moral guidance, to provide moral instruction and clarity.
5. Student's own choice.

## Whole-text Analysis Section

### Characterisation

### Task 24: Active Learning Task

Character profile activity to be completed gradually by students as they progress through the text; therefore, no indicative content can be provided.

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**Task 25: Active Learning Task**

This activity is designed to get students thinking about their own personal interactions with the characters; therefore, guidance here includes their own individual unique responses to the characters; therefore, guidance here includes responses include:

1. Atticus – Lee gives us the impression that Atticus feels incredibly anxious about his children and their treatment by their peers, and he hopes that Scout will trust him and his ability to handle the case, and he plans to see the case through.
2. Atticus – Lee gives us the impression that Atticus feels dismayed but completes the case, but he has nevertheless lost some sort of hope in the system.
3. Scout – Lee gives us the impression that Scout does not completely understand and disapproves strongly of Dolphus Raymond and struggles to understand him, and that Scout's discussion with Dolphus Raymond has opened her eyes to the world.
4. Scout – Lee gives us the impression that Scout feels conflicted but mainly relieved finally meeting Boo Radley, and she feels at ease with him and as if she completely understands, thinks and feels. Scout appears grateful to Boo Radley for his actions, and have shifted to one of complete understanding, gratitude and respect as opposed to misunderstanding.
5. Jem – Lee gives us the impression that Jem feels disappointment, confusion, and anger.
6. Jem – Lee gives us the impression that Jem is heartbroken, disappointed, confused by the proceedings and outcome.
7. Dill – Lee gives us the impression that Dill is incredibly intrigued by the Radley property surrounding it, but also fearful and exhilarated by the prospect of encountering the property.
8. Dill – Dill is no doubt nervous about being found by the Finches and feels apprehensive about might be in for running away from home, but incredibly excited at the thought of the property.
9. Aunt Alexandra – Lee gives us the impression that Aunt Alexandra is nervous about the court proceedings and possibly how Atticus' involvement will affect his and her reputation, ultimately she appears proud of him.
10. Aunt Alexandra – Lee gives us the impression that Aunt Alexandra has a great deal of pride in her family, and only now fully understands the severity and sadness of the situation.
11. Tom Robinson – Lee gives us the impression that Robinson probably feels conflicted about the proposition, but also sympathetic towards Mayella Ewell and her situation.
12. Tom Robinson – We can imagine that Robinson feels fearful, mistreated, anxious and desperate.

**Task 26: Active Learning Task**

This activity is designed to get students thinking about their own personal interactions with the characters; therefore, guidance here includes their own individual unique responses to the characters; therefore, guidance here includes responses include:

1. Lee gives us the impression that Boo Radley resents his father for locking him out of the outside world, hence his watching the Finch children and helping them, and is perhaps keen to correct their behavior and risk-taking.
2. Lee gives us the impression that Boo Radley would feel proud about having helped the children, but felt that he may have established a connection with the children and possibly helped them, and would be excited about this prospect, however, he may be fearful of the children possibly punishing him (as he sees the filling in of the tree by his brother).
3. Boo Radley would most likely feel relieved that he has killed Mr Ewell as Jem was in danger, but he probably feels conflicted, perhaps remorseful and guilty, protected, and perhaps confused at this kindness. Boo Radley may now feel more at ease and excited by the blossoming friendship with the Finches.
4. Dill would most likely scorn Mr Gilmer for his questioning of Tom and focus on the injustice shown in court, and would perhaps urge Mr Gilmer to be kinder in future, and through his confusion regarding Gilmer's racist and prejudiced attitude towards the wider racism of Maycomb.
5. Students will most likely include in the report that Mr Cunningham will have arguments brought to the court by Atticus, and some of the larger messages of the speech, drawing on the hearts of the people to think about the case as something affecting the future of Maycomb and its society at large.

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### Task 27: Active Learning Task

1. Debate – Student's own personal response, opinions and points chosen here; may arise from the texts include:
  - Aunt Alexandra thinks many people in Maycomb are inferior to her and her bloodline and its heritage vs Miss Maudie, who disagrees with the integral jury's hesitation to condemn Robinson as a change for the future that she values
  - Aunt Alexandra disapproves of Scout's dungarees and 'masculine' attire and chastises her use of language and her lack of concern for other women in town and Dill's company vs Miss Maudie, who finds Scout's demeanour and attitudes and pastimes of Aunt Alexandra and the other gossiping women
  - Aunt Alexandra and Miss Maudie do, however, appear most similar in the end case, with both showing a great deal of sympathy and anger at the injustice
2. The Strike – Lee gives us the impression that the few people who are angered by the strike don't believe the Ewells' allegations, 'they are too much for any excuse to reproach the townspeople prove threatening to the Ewells, and he struggles to combat the rage'
3. Tom Robinson's Incest – Student's own choice from any number of the characters in response to the question; therefore, no indicative content will be provided.

### Themes

#### Task 28: Discussion Prompts

1. Literally prejudice means to pre-judge something or someone before it is really known; for example, is a hatred of someone from a different cultural background before they are known to be known as an individual.
2. Other subcategories may include: sexism, ageism, social prejudice (snobbery), discrimination.

### Task 29: Active Learning Task

Theme development activity to be completed gradually by students as they progress on their own understanding; therefore, no indicative content can be provided.

#### Task 30: Discussion Prompts

1. There is perhaps some gender prejudice in relation to the assignment of chores and the perception that all women should take on a maternal and feminine role. There could also be evidence of ageism throughout the novel; for example, in the treatment of Jem and Scout's treatment by the adults in the novel, who constantly assume them of information on account of their youth.
2. They believe that a black man is unworthy of pitying a white person, and perhaps a white person is incapable of such an emotional response.
3. She is highly ignorant, prejudiced and superficial, and has a superiority complex over superior to black individuals. The Mrunas have a much more communal understanding beyond the biological, nuclear family favoured by Western understandings of family.
4. Perhaps because she ignorantly associates religion as being a religion of white people, she is trouble supporting prejudice against black people but is disgusted at the prospect of being subjected to such treatment.

#### Task 31: Discussion Prompts

1. Despite being brought up in the same family, the two have been subject to very different values and ideals. As a result of Atticus' influence, Scout is not as racist or judgemental as her mother.
2. Miss Maudie exceeds the other women in relation to her compassion for others, particularly towards Tom Robinson and the plight of his family.
3. Despite sharing many similarities in their background, Miss Maudie and Aunt Alexandra are opposites in their viewpoints, particularly in relation to their duties, society, and their attitudes towards society. However, the thing that most divides the two is their compassion and tolerance for others – unlike Aunt Alexandra, Miss Maudie does not tolerate the attitudes of the women and challenges their racist and superficial views.

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4. Student's own opinion required – valid arguments for and against this reading
5. Scout's words re-humanise Tom Robinson's case to Mr Cunningham, and re-establish him as a role model – this shows the power of understanding, language and empathy
6. Harper Lee attempts to emphasise throughout the novel the importance of understanding our duties as members of society to try to understand the suffering and rights of others, regardless of age, status, race, etc.

### Task 32: Discussion Prompts

1. Student's own choice of character; however, likely answers include: Boo Radley, Scout, the Finch children and watches their games, and leaves them toys and gifts, and visits them when he can; Mrs Dubose ironically copes by pushing others away and revealing her true feelings; Ewell propositions Tom Robinson; Dill runs to the armory and household of the Finches; her opportunity to leave home and her unhappy, lonely marriage and come to Maycomb; her loneliness is rife in Maycomb, and the entrenched segregation and racism entrenches her to overcome any attempt at corruption by spirit.

### Task 33: Discussion Prompts

1. Scout's understanding of courage changes throughout the novel, and grows in maturity; he begins to view Atticus as a beacon of courage, and begins to understand that courage is not just for whom she did not originally consider (e.g. Boo Radley, Mr Dolphus Raymond)
2. Courage resides in small acts of kindness that benefit the greater good.
3. Student's own interpretation required here – both a for and an against reading is required
4. However big or small the act, courage is vital in society, particularly an unjust society; inequality; also arguably that courage in any form equals progress.

### Task 34: Discussion Prompts

1. The theme of innocence highlights the evil in society, and that if we do not protect the innocent individuals then evil will prevail
2. Student's own interpretation required here – both a for and against reading is required

### The Writer's Use of Language

#### Task 35: Active Learning Task

1. Student's own interpretation required here.
2. Lee uses short sentences; plenty of adverbs, exclamation marks, alternating between fast and slow drawn-out actions, etc.
3. Tom Robinson's language is honest, direct, polite and respectful, cautious, with a hint of sarcasm; it illustrates his roots in Maycomb and gives a humble edge to his demeanour.

### Task 36: Discussion Prompt

The juxtaposition between the two highlights the hypocrisy and divide present in the town; the unsettling and foreboding atmosphere through signals of uncontrollable threats to the community in the town.

### Task 37: Discussion Prompts

1. This action is incredibly innocent and a symbol of the beauty and naivety of childhood; however, an uncontrollable threat, Gothic in orientation, foreshadowing the unsettling events to come.
2. Student's own reading required here; however, answers will most likely relate to how this lends itself to the mockingbird motif in the novel, and the grave contrast between joy symbolised by the bird in Western culture and the events of the novel / mockingbird case.
3. Symbolic of the greater act of violence and harm inflicted on the children by the Robinson case and the events that surround it.
4. He is resentful of others and their happiness, and enjoys exerting power over them.

### Task 38: Active Learning Task

Personal responses required although students may want to recheck the glossary.

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## Context

### Task 39: Active Learning Task

Student's own creative response required for this poster activity; therefore, no individual

### Task 40: Active Learning Task

#### 1. Employment:

- Jobs of the white men mentioned: lawyers, doctors, sheriff, farm owner, landowner
- Roles of the white women: domesticated housewives, committed to socialising reputation of the family unit within it, often depicted as gossiping.
- The jobs of the Negroes: field hand, mistress, cook, housemaid/nanny.
- Jobs appear allocated according to a social hierarchy enforced within the town, white superiority.

#### 2. Attitudes

- Practice of Christianity appears limited to Sunday church service among the whites, conducted in a controlled, civilised and organised manner, defined by sophisticated conduct. Practice and appearance of what the ladies deem to be Christian values hypocritical, rejected and entitled.
- Atkinson and Atticus' devotion to their faith appears permanent and unwavering and their treatment of others throughout the novel, particularly Atticus' decision.
- White people generally treat black people either with contempt, or at least allude with prejudiced attitudes influencing their treatment of the black people in Maycomb.
- The Finch family consider Calpurnia to be a loyal and valued member who serves and they show kindness towards her and sympathise with Tom Robinson's case.

### Task 41: Discussion Prompts

1. The Great Depression was a catalyst for poverty and unemployment, hitting 'coloured' harder than any other bracket in society, which in turn had a knock-on effect on whites such as Maycomb.
2. Republican political affiliations, possible contempt for Winston County and its

### Exam Preparation

### Task 42: Active Learning Task

Essay question – personal responses required.

### Task 43: Extended Essay Question

Essay question – personal responses required.

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