



To Kill a Mockingbird

Activity Pack for GCSE

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Contents

Thank You for Choosing ZigZag Education	ii
Teacher Feedback Opportunity	iii
Terms and Conditions of Use.....	iv
Teacher's Introduction	1
Specification Information.....	2
Pre-reading Activities.....	4
<i>About the Author</i>	4
During-reading Activities.....	12
<i>Making Sense of Chapter I</i>	12
<i>Looking at Chapters II and III</i>	18
<i>Looking at Chapters IV–VII</i>	24
<i>Looking at Chapter VIII</i>	31
<i>Looking at Chapter IX</i>	33
<i>Looking at Chapter X</i>	36
<i>Looking at Chapter XI</i>	38
<i>Looking at Chapter XII</i>	42
<i>Looking at Chapters XIII and XIV</i>	44
<i>Looking at Chapter XV</i>	46
<i>Looking at Chapters XVI–XXIII</i>	48
<i>Looking at Chapter XXIV</i>	55
<i>Looking at Chapters XXV–XXVI</i>	58
<i>Looking at Chapter XXVII–XXXI</i>	59
Whole-text Activities	65
<i>Characterisation (AO2)</i>	65
<i>Character Relationships (AO2)</i>	67
<i>Settings (AO2)</i>	68
<i>Themes (AO2)</i>	69
<i>Ideas and Messages (AO1, AO2 and AO4)</i>	70
<i>The Writer's Use of Language (AO2)</i>	72
<i>Form (AO2)</i>	74
<i>Structure (AO2)</i>	75
<i>Context (AO4)</i>	76
Essay Guidance	77
<i>Essay Practice</i>	77
<i>How to Tackle an Examination Question</i>	78
<i>WJEC-style Questions</i>	79
Answers / Indicative Content	80

Teacher's Introduction

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

A number of pre-reading activities have also been included at the start of this resource in order to support students from the outset of their introduction to the text. These activities cover the relevant historical, autobiographical and literary contexts relating to the text. Once the students have read the novel and have grown familiar with the various contexts within which it was written, they are then guided through Lee's chapters through a number of engaging and diverse activities relating to each chapter of the novel. These activities include a range of activities that will engage and appeal to all learners, including modern media tasks, speaking and listening activities, discussion and debate prompts, creative drawing and storyboard tasks, crosswords, cloze activities, and quotation match-up activities. Once the students feel comfortable enough in their knowledge of each chapter of the novel, they can move on to the whole-text activities towards the end of this resource. These activities cover all key literary components of Lee's novel, including characterisation, character relationships, settings, themes, form, structure, the writer's use of language, and context.

Once students have reinforced their knowledge of the text and its contexts through the completion of these activities, they can then move on to the 'Essay Practice' section of this resource. This final section allows students to practise applying their knowledge of Lee's novel within the framework of analysis and expectations included in their examination. This section includes advice on exam technique and recommended ways of approaching exam questions, along with several practice exam-style questions. Teachers are advised to refer to the website of their own board for further exemplars and for mark schemes and grade descriptions. Where passage-based questions are used, the appropriate extract has been referenced, but the passage has not been included for copyright reasons.

The students' understanding of the exam specifications and the expectations of their marker have been reinforced throughout their completion of the activities in this resource as all of our activities are clearly marked with the assessment objectives they have been designed to meet. The assessment objectives the students are expected to meet in their discussion of *To Kill a Mockingbird* in the examination are:

- AO1:** Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations
- AO2:** Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings
- AO4:** Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times

Not only are all sections of activities in this resource clearly labelled with the Assessment Objectives they test, but a number of extension tasks have been threaded throughout this resource in order to challenge students and encourage them to interact with the text in a more in-depth manner. A number of research tasks have also been included throughout in order to encourage independent learning and consolidation of information.

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

Page references throughout the resource refer to the Heinemann Windmill recommended edition of the text.

December 2019

Specification Information

Under the new specifications, *To Kill a Mockingbird* has been placed as a Different Cultures text. This allows students to explore aspects of the text that are specific to different cultures and universal ideas. The 'Different Cultures' sections of this guide make this particularly relevant to the new specifications by highlighting areas where this is relevant. These sections are marked with a 'D' icon.

Literature Notes

To Kill a Mockingbird is prescribed for GCSEs in English Literature, and is named as a 'set text' for the exam board. This guide adheres to the requirements of the new WJEC specification for English Literature. *To Kill a Mockingbird* features as a set text in Section A of WJEC's Unit 1: Prose and Poetry exam. This examination comprises a comparative exercise featuring an unseen poem, Section A of the exam asks students to consider a prose text of their choice in relation to the context of 'Different Cultures'. The total of 50 marks (70 UMS marks), counts for 35% of the student's final grade for English Literature, counting for 21%, and Section B for the remaining 14%. Students have two hours in total for the exam, and are not allowed to take copies of their chosen text into the exam.

In Section A of the Unit 1: Prose and Poetry exam, students must answer **two** questions. One will be part (a), and the other **either** part (b) **or** part (c). Students must ensure they answer **b and c**, only one or the other. The first question, part (a), will feature a close-reading of a short extract from *To Kill a Mockingbird*. It is recommended that students spend roughly 20 minutes answering part (a), which will be worth a total of 10 marks. The second question, part (b) **or** part (c), will then ask students to consider the text as a whole. Students are advised to spend roughly 40 minutes answering part (b) **or** part (c), each worth a total of 20 marks. Students will be tested on AOs (assessment objectives) in all sections of the exam, but Section A will also test AO4, and Section B AO3 (more on AOs in the next section).

The Exam Simplified

Unit 1: Prose and Poetry (2 Hours, 50 Marks, 35% of Total Mark)		
Section A: Different Cultures Prose	Part (a): 20 minutes, close reading of a short extract from <i>To Kill a Mockingbird</i>	Worth 21% of total English Literature
	Part (b) or Part (c): 40 minutes, consideration of <i>To Kill a Mockingbird</i> as a whole in light of a specific statement, theme or character	30 marks available AOs tested: AO1, AO2, AO3, AO4
Section B: Contemporary	60 minutes, close-reading comparison of two unseen contemporary poems	Worth 14% of total English Literature 20 marks available AOs tested: AO1, AO2, AO3, AO4

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

- **AO1** Refer to texts critically and imaginatively; select and evaluate relevant details and passages; support interpretations.
- **AO2** Explain how language, structure and form contribute to writers' presentation of ideas and themes.
- **AO3** Make comparisons and explain links between texts, evaluating writers' presentation of meaning and achieving effects.
- **AO4** Relate texts to their social, cultural and historical contexts; explain how texts are significant to self and other readers in different contexts and at different times.

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Learning Outcomes

The activities and information in this guide should, therefore, develop the student

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

Teaching Notes

Worksheet	Assessment Objectives	Guidance on Tasks
Activity pages on the various chapters	AO2, AO4	Students are generally asked to work in pairs or groups. It may be more appropriate to use group work if the teacher can concentrate on helping certain groups. It will depend on the make-up of your class.
Extension tasks	AO1, AO2, AO4	These may require the use of a computer if this is adequate.
Character studies	AO1, AO2, AO4	Students are asked to work in pairs on prompts for what they should write. It is suggested to use groups of mixed abilities, or for the teacher to help certain groups. It will depend on the make-up of your class.
Speaking and listening activities	AO1	These tasks are varied and fall mainly into the categories of 'interacting and responding' or 'creating and responding'.
Writing and creative tasks	AO1, AO2, AO4	These activities are varied – the approach is included in the task headings.

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About the Author

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

To Kill a Mockingbird
Harper Lee's novel is like Scout and Jem. Boo Radley is a character and fellow at Maycomb is



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

The first...
co...
T...
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- See what else you can find out about Harper Lee by using your school library. Make brief notes on your findings.
- Put all the information together in an entry for a writer's file. Your article should be no longer than 200 words.

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2. Cloze Reading Exercise

Fill in the blanks using the words below.

Harper Lee was born on 28th April _____, and died on 19th Fe
To Kill a Mockingbird was published, believed to be the only novel writ
lifetime. However, in 2014, a _____ was found among Lee's b
published in 2015, shortly before her death. This novel, entitled *Go _____*
Watchman, was thought by many to be a sequel to *To Kill a Mockingbird*
manuscript actually predates *To Kill a Mockingbird* and in it can be fou
the main characters and events from Lee's classic novel.

Alt _____ she had then only published one novel, in _____ Pr
awarded Harper Lee the Presidential Medal of _____ for her
literature. Harper Lee's influence on modern-day literature is undenia
Mockingbird winning her the _____ Lee also l
in the literary community, for which she is remembered as the close fr
Capote, author of *In Cold _____* (1966). Lee helped Ca
travelling to Kansas and completing interviews and research about the
inspired Capote's novel. Like Capote, Lee was fascinated with the law a
writing, even leaving her law degree and moving to _____ in
pursue her dream of writing.

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

1926	Set	Freedom
manuscript	Pulitzer Prize	2007
father	1949	attorney
black	Monroeville	40
Peck	Academy Award	million

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3. Speaking and Listening: Class Discussion

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

- Have you ever heard of Harper Lee before? If so, what do you know about her?
- Have you read the text before? If so, when did you read it? Did someone recommend it to you? If so, who and why?
- If you haven't read the text before, have you perhaps encountered it in any other form, perhaps in a stage adaptation in the theatre, or by a film adaptation starring Gregory Peck?

If you have never read or encountered this text before, what have you heard about the text or what have you heard?

- Reading the blurb on the back of your copy of the novel, what do you think you have of the text? What do you think you are likely to encounter in the text?
- This text was published in 1960 but is set in 1930s America. Do you have any information about this particular historical period that you can share with the class?



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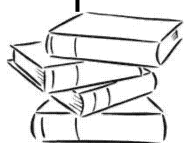
4. Historical and Literary Context Research

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

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


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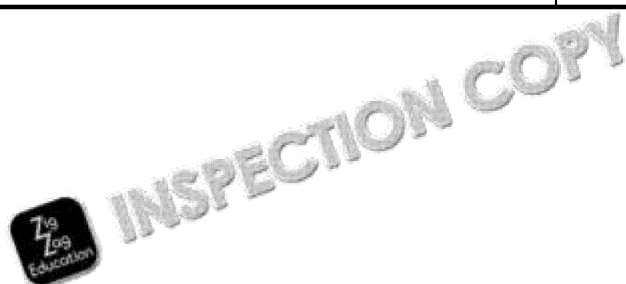




5. Expectations of the Novel

After completing the research activity above, you should now know a lot of the key historical events and contexts that inspired *To Kill a Mockingbird*. You have just learnt, fill in the table below with how your knowledge of the context has informed your expectations of *To Kill a Mockingbird*. You expect the listed subject to be presented in the novel and how, based on your knowledge of the novel's historical and literary context.

<p>A) Presentation of life in the southern American town in which the novel is set...</p> 	<p>B) Characterisation of the main characters in the novel...</p>
<p>C) Characterisation of white individuals and their role in the novel...</p>	<p>D) Presentation of race in the novel...</p>



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6. Speaking and Listening: The Impact of the Novel

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

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



B) Impact of the novel on me...



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

- a) Watch the official trailer for the 1962 film adaptation of *To Kill a Mockingbird* directed by Robert Mulligan and starring Gregory Peck. Watch the trailer at the link: https://www.youtube.com/watch?v=KR7loA_o2g to get a glimpse into the film adaptation of Lee's novel and write down your impressions of the aspects of the novel's characters and events in the table below.
- b) Once you have read the novel, return to this table and write down your impressions of the characters and events post-reading. Have your impressions changed at all? Do you think the film adaptation is better than the novel? Write a short paragraph explaining your answer.



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

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8. Speaking and Listening: Debate Task

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

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

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

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

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Making Sense of Chapter

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

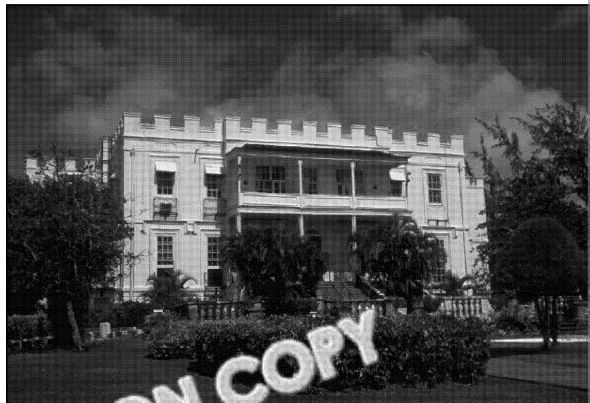
Simon Finch must have left Cornwall in the middle of the eighteenth century persecuted. An adventurous man, he started a cotton plantation with three Finch's Landing. His descendants continued in cotton until the American Civil War with only their land.

Getting Started: The Finch Family History

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

Aunt Alexandra

Uncle Jack Finch



Atticus Finch

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Going through the Chapter

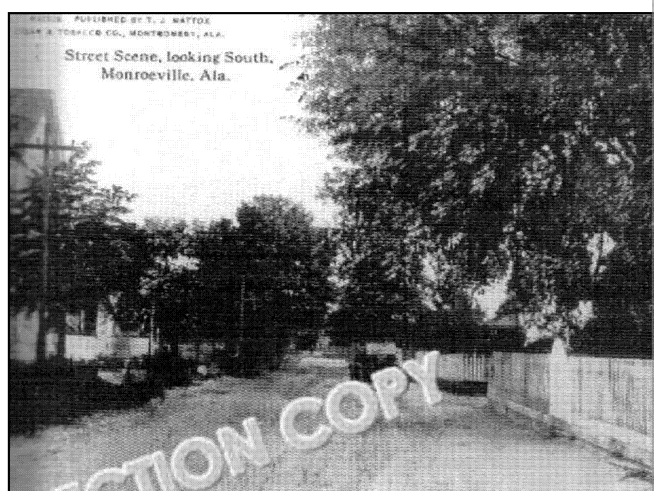
Work with a partner or small group and do the following:



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



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



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

Atticus Finch



Miss Stephanie Crawford

Jem



Scout

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



Making a Glossary

Because of the place and time in which the novel is set, you will find ideas that are strange to you. The best way to learn about these is to make a glossary, similar to a dictionary but just for this book. You could make your own vocabulary book for this.

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Character Study: Charles 'Dill' Baker Harris

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

B) Write down everything you learn about Dill's personality here:



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

D) Write down everything you learn about Dill's background here:

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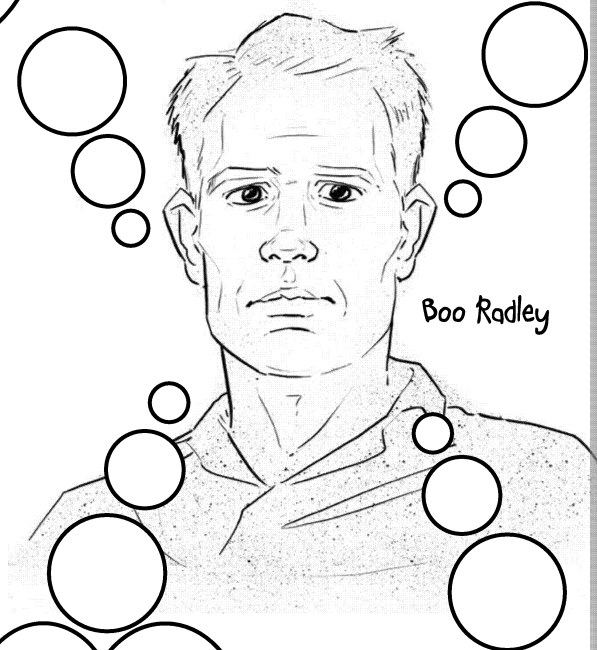
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Character Study: Arthur 'Boo' Radley

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

B) Write
learn
here:



C) Write about why Boo never comes out here:

D) Write
about

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Looking Back Over Chapter 1

Speaking and Listening 1 – Create and sustain different roles

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

Setting Out a Drama Script

Here is an exemplar:

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

Writing Activities (AO1)

1. Imagine you are either Dill or Jem. Write down the episode of Arthur's escape from the Radley house from your point of view.

You could write this as an internal monologue (writing your thoughts as they happen) or as a narrative account similar to the text.

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

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

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

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Looking at Chapters II and III

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

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

-
-

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

Walter Cunningham

Burrus Ewell

Chuck Little

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



The illustration shows Scout and Atticus. Scout is at the top, and Atticus is at the bottom. There are two large speech bubbles. One bubble is on the left, pointing towards Scout, and contains a 'Zig Zag Education' logo. The other bubble is on the right, pointing towards Atticus.

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

Extension Tasks

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



Writing Tasks (AO1)

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

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Character Study: Miss Caroline Fisher

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

B) Write down three phrases the author uses to describe Miss Caroline's personality or does the author suggest she is a stranger?

Miss Caroline Fisher

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

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

Walter Cunningham

Burrus Ewell

Chuck Little

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Character Study: Walter Cunningham

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

B) What learn family

Walter Cunningham

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

D) How d uninte into tr

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Get Creative

Task 1 (AO1, AO2)

Work in groups of four or five. Imagine there is to be a new TV version of the book. You have been asked to contribute the episode of Scout's first day at school. You will need to create one of the following:

- A storyboard showing the different scenes in picture form. Each picture should be accompanied by a short form of a quotation from the text, showing what prompted it. Use the space provided for this.
- A script using dialogue from the text but cutting and adding a voice-over where necessary. Remember that when you have a visual medium you need fewer words as what can be shown in pictures and what needs to be said.
- A technical script including sound effects and suitable music where necessary. Remember that if you have enough you could also add camera angles and shots.

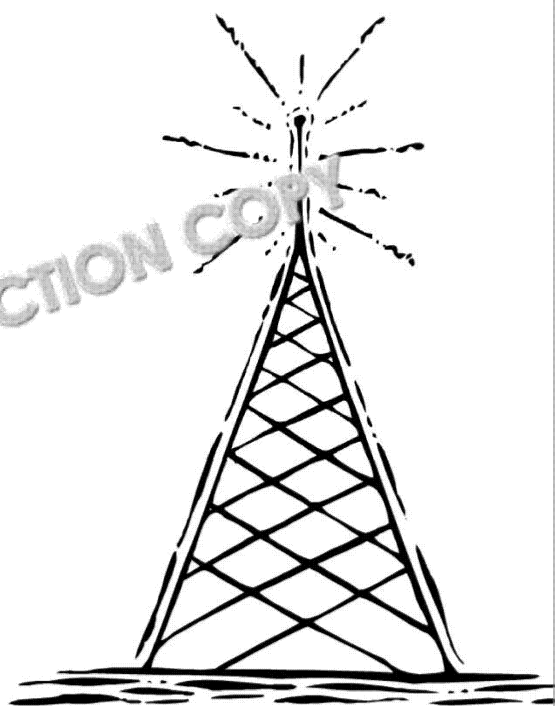


Task 2 (AO1, AO2)

Work on your own or with a partner. You have been asked to contribute to a project called 'A Different Point of View' which is commissioning monologues from students. You are to write a monologue from the point of view of a character from a known book, so that the action is seen from a different angle.

Write a monologue for Chuck Little, Walter Cunningham or an imaginary first character from the story of the first day at school as seen by your chosen character. You should include:

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




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Storyboard Page

Jem condescended to take me		
		
		We

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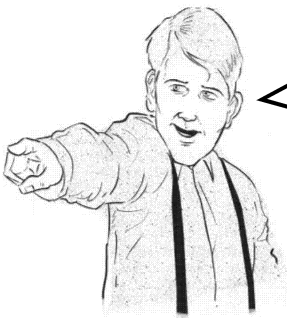


Looking at Chapters IV–V

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

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

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



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

3. Jem and Dill become obsessed with Boo Radley. In the boxes below write what you think they showed this, and Atticus' reactions.

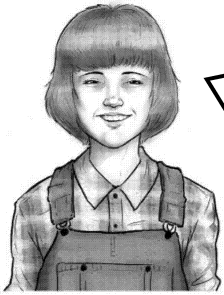
Game 1

Game 2



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

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



Trespassing in the Radley Place

6. Harper Lee makes this episode quite tense and frightening in places. On the lines below, use the senses.
- a) Write down three sounds that add to the tension.
☐
☐
☐
 - b) Write down three sights that add to the tension.
☐
☐
☐
 - c) Write down three things related to touch that increase the tension.
☐
☐
☐
 - d) Make a list of five or six events, in order, that build up to the climax.



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

Extension Tasks

1. Write a paragraph saying what you think Miss Maudie means when she says that Mr. Radley is the same in his home as he is on the public streets. Is there an implied criticism here?
2. Discuss with a partner what this episode, following the cementing of the tomb, tells the reader about Mr. Nathan Radley. Write some brief notes about him, supported by a couple of appropriate quotations.

Speaking and Listening – Interact with others; listen and respond

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

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

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

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

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Character Study: Jeremy Finch (Jem)

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

B) Write three things that give you a sense of the person he is here:



Jem

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

D) Write three things that you learn about Jem from Atticus and Scout here:

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Character Study: Miss Maudie Atkinson

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

B) Write the three things that Miss Maudie teaches Scout about her character here:



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

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How to Use Annotation

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

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

Look at the example below:

use of colloquial language Scout's voice



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

use of description

'What is it, Dill?' asked Atticus.

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

'Won them? How?'

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

shows

Scout's

youth and

naivety

But what was strip poker?'

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

Scout's adult

voice, use of

hyperbole for

humorous

effect

you sir!'

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

baseball term

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

I admired my brother. Mr. Zachary's were dangerous, but can

insight into local view



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

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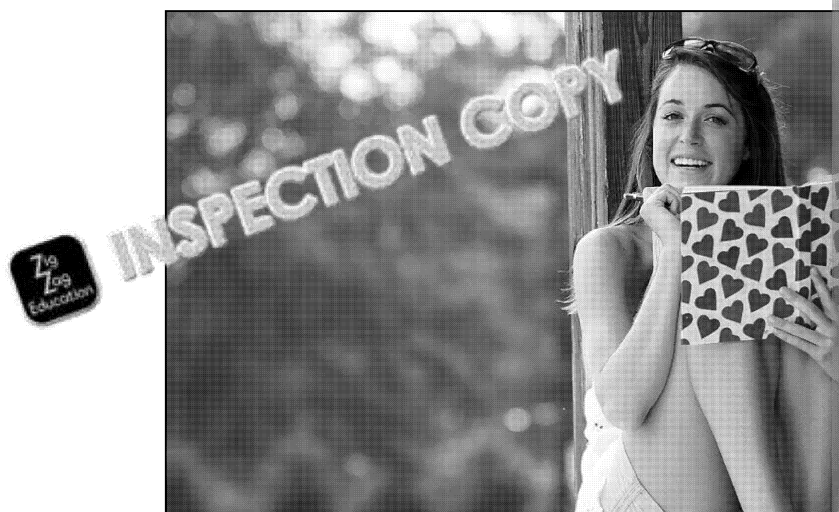


Get Creative

(AO1, AO2, AO4)

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

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



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Looking at Chapter VIII

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

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



2. Imagine you are Boo Radley and you are keeping a diary. Write an entry about the fire at Miss Maudie's house.

Write the entry about the fire at Miss Maudie's house. Remember to mention how you put a blanket round Scout when she wasn't looking.



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

-
-
-

4. The 'N-word'

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

Discuss with a partner or small group, how you can write about events without using terms that are racist or demeaning to black people. What does this show about how things has changed both here and in the USA?

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



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

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Get Creative

(AO1, AO4)

Speaking and Listening

1. Local TV News Programme

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

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

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

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Looking at Chapter IX

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



2. Write down three things that make Christmas Day different from other days.

•

•

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

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

.....

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

.....

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

.....

Extension Tasks

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



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

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Character Study: Aunt Alexandra

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

B) Write three things we learn about Aunt Alexandra from what she says.

Aunt Alexandra



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

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Character Study: Uncle Jack Finch

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

B) Write three things we learn about Uncle Jack from the way he acts.

Uncle Jack Finch

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

D) Write three things we learn about Uncle Jack from the way other people react to him.

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Looking at Chapter X

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

-
-
-

2. Who is Eula May?

.....

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

.....
.....

4. What is her role in this chapter?

.....
.....

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

-
-
-

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

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

Heck Tate

.....

.....

.....

Miss Maudie

.....

.....

.....



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Extension Tasks

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

Get Creative

(AO1, AO4)

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

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

Members of the group can play the different roles and write their own scripts. They can then perform the dialogue in the chapter.

Record your group's radio programme and play it to the rest of the class.



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Looking at Chapter XI

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

-
-
-

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

She insults Scout

.....

She insults Jem

.....

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

.....

.....

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

.....

.....

5. Discuss with a partner the nature of Jem's punishment and how he copes with it. Write notes on your ideas below.



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Extension Tasks

1. Find out what you can about morphine and how it was used in the 1930s.
2. Why would it have been appropriate for Mrs. Dubose to own a 'confederate flag'?
3. Write down three things you think the children learned in this chapter.
4. Why does Atticus say that true courage '... is when you know you're licked before you begin anyway and see it through no matter what'?
5. Why do you think Harper Lee has included this episode?

Get Creative

(AO1, AO4)

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

Write the part of your book that concerns Mrs. Dubose and how you view the events to include:

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

Atticus tells Scout: '... before I can live with other folks I've got to live with myself.' Discuss with a partner how you feel about this statement.

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

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Looking Back at Part 1 of the Book

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

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

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

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

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

a) How does Harper Lee prepare the reader for what is going to happen in the second part of the book?

You should think about:

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

b) Work with a partner through this part of the book and make notes.

- Use your notes to write an article for an online literature forum about the way in which Harper Lee uses the first part of the book to prepare the reader for what will happen in the second part.

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

Page 18: Calpurnia comments on Mr. Radley - shows black people rarely criticise white people.

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

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

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Looking at Chapter XII

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

-
-

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

-
-
-

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

.....

.....

.....

4. A) Discuss with a partner / small group how and why Calpurnia's feelings change when she is at First Purchase.

- B) Do you have different ways of speaking when you are with different people? Why do you think this is? Write down some ideas and discuss them with other pairs/groups in your class.



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



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Speaking and Listening – Create and sustain different roles; inter

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

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

Get Creative

(AO1, AO4)



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



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Looking at Chapters XIII and

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

-
-
-

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

Jem.....

Atticus.....

Miss Rachel.....

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

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



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

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Extension Tasks

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

Speaking and Listening – Presenting and Communicating

Remind yourself of Dill's first explanation in Chapter 1 about how he came to Maycomb. Turn his ordinary journey you make to school – for example, this could be your journey to a friend's home – and turn it into the most imaginative and unlikely adventure. Write a dialogue as if Dill narrates his journey and makes it sound adventurous. Use the same techniques and descriptive language to narrate an adventure of your own.

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

Writing Activity (AO1, AO2)

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

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

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Looking at Chapter XV

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

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

.....

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

.....

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

.....

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

.....

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

.....



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

Extension Tasks

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

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Get Creative

(AO1, AO2, AO4)

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

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Looking at Chapters XVI–XX

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

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

Discuss with a partner or small group:

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

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

-
-
-

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

-
-

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

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

-
-
-

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

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

Dill was crying because

.....

Jem was crying because

.....

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

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



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

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Character Study: Atticus Finch

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

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



Atticus Finch

C) Write three things we learn about Atticus from what Scout tells us about Atticus.

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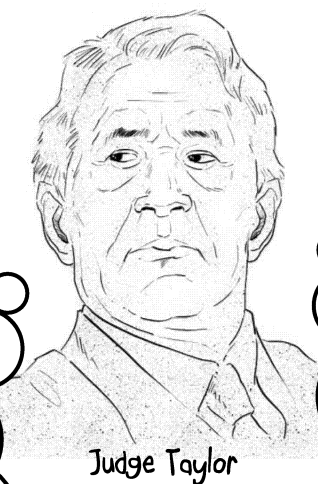
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Character Study: Judge Taylor

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

B) Write three things we learn about Judge Taylor from what he does.



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

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

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Character Studies: Bob and Mayella Ewell

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

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



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

D) Write three things we learn about Mayella from Scout's narration.

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

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



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Speaking and Listening – Presenting and communicating; or sustaining roles

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

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Get Creative

(AO1, AO2, AO4)

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

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

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

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

Display the parts of the frieze in chronological order around the wall. Title the frieze 'The Trial of Tom Robinson'.

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

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

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

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Looking at Chapter XXIV

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

Miss Stephanie Crawford

2. What is ironic about the Maycomb ladies attitude towards the Mrunpkins?

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

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



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

Extension Tasks

1. Write a paragraph about your impression of Rev. J Grimes Everett and how he affects the community.
2. Discuss with a partner why you think Tom Robinson attempted to escape and how Atticus tried to get his appeal heard.

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Writing Task (AO1, AO4)

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



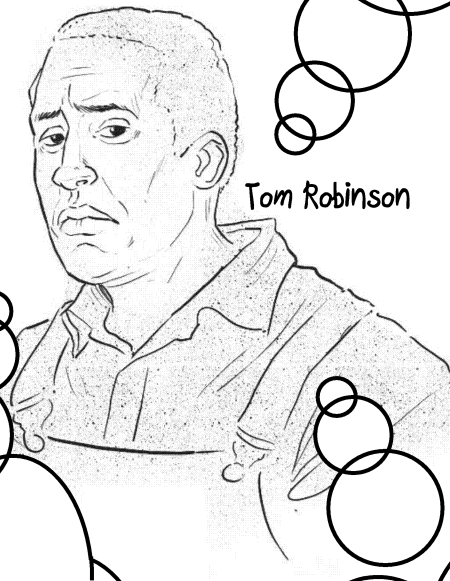
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Character Study: Tom Robinson

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

- b) Write three things we learn about Tom Robinson from what he does.



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

- d) Write three things we learn about Tom Robinson from what we know about his character.

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Looking at Chapters XXV–XXVI

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

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

-
-
-

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

.....

.....

.....

.....



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

Extension Tasks

1. Write a paragraph about the parallels between this chapter and the misadventures of the boys in 'The Great Train Robbery'.
2. Discuss this chapter with a partner and make notes about what Scout is learning about prejudice from this chapter and others.

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Looking at Chapter XXVII—X

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

-
-
-

2. What do they have in common?

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

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

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4. Discuss in a partner or small group how Cecil Jacobs' joke on the way to school and Scout's missed entrance cue in the pageant contribute to what happens as they are on their way home.

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

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5. Work in pairs and take one of the characters below. When you have completed your spontaneous discussion about why Harper Lee arranged things as she did...

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

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



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

6. Discuss the following with a partner or small group:

- ▶ Why Atticus wants Jem to stand trial.
- ▶ Why Harper Lee leaves it to the end of the book before we see the effect of this on Scout, when she finally meets him?
- ▶ How the ending of the book explains the first sentence at the start of the book to begin and end the book?
- ▶ What does Scout finally understand when she takes Boo Radley to the porch for the first time?



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Character Study: Jean Louise Finch

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

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



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

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

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Looking Back at Part 2 of the Book

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

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

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Looking at Structure

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

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

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

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

- ▶ Why does she put the missionary tea party after the trial and why does she put the shooting of Tom Robinson in the middle of it?
- ▶ Why does the current affairs lesson come shortly after the tea party?
- ▶ Why does Harper Lee finish with the attack on the children and the

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




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

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Childhood Games with Dill		
<div>Let's try to make him come out.</div> 		
		
		Bo
		<div>T ch</div>

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Characterisation (A02)

1. Mapping the Characters

Harper Lee has created some memorable characters in her book. Even if you don't like her, Scout, Jem, Dill, Tom, Aunt Alexandra, Calpurnia, Miss Maudie, Miss Rachel, Miss Stephanie Crawford and Miss Caroline Fisher are well drawn. Work in pairs and choose one character to map.

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

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

You may be asked about what the character contributes to the novel as you read. One way to tackle this idea is to imagine the book without your character. Jot down what you think would be missing from the novel if they were not in it. There will be very little that Scout and Jem have not learned something from the character themselves or from others about them.

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

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2. Character Match-up

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

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

The Maycomb Ladies

'He had bright autumn eyes and wore crimson finger-nails...'

Mr. Arthur 'Boo' Radley

'... amiable, white-haired man who sometimes propositioned me.'

Miss Maudie

'His face was as white as paper, with a shadow on his jutting chin.'

Judge Taylor

'... a chameleon lady who had beds in an old straw-bale house' (Chapter 5)

Arthur 'Boo' Radley

'... most of them were unrouged... Cutex Nails... finger-nails...' (Chapter 1)

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Character Relationships (A02)

1. Character Relationships Debate

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

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

2. Character Relationships and Settings

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

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

Jem Finch and Boo Radley

Tom Robinson and Mayella Ewell

Aunt Alexandra and Calpurnia

Tom Robinson and Atticus Finch

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

- Where were the two characters first placed within or linked to your chosen setting?
- Are there any similarities between the way Harper Lee characterised the setting and the presentation of the setting?
- What chapters are key to understanding the relationship between the characters and their chosen setting?

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Settings (A02)

1. A Map of Maycomb

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

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

2. Settings Match-up

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

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

The Radley Place

'There was a marble bed; on it were a glass of water and a red ear-syringe...' (Chapter 1)

Mrs. Dubose's House

'... its detractors said it was a privy; its supporters said it was a good solid respectable house' (Chapter 1)

Finch's Landing

'Rain-rotted shingles on the verandah; oak trees' (Chapter 1)

Tom's Shack

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

Maycomb Jail

'... a two-storied white building circling it upstairs and downstairs' (Chapter 1)

Picnics outside the Courthouse

'... washing down the milk from fruit jars' (Chapter 1)

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Themes (A02)

Speaking and Listening

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

The Mockingbird

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

Growing Up

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

Racial Prejudice

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

Social Hierarchy

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

Parents and Children

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

Education

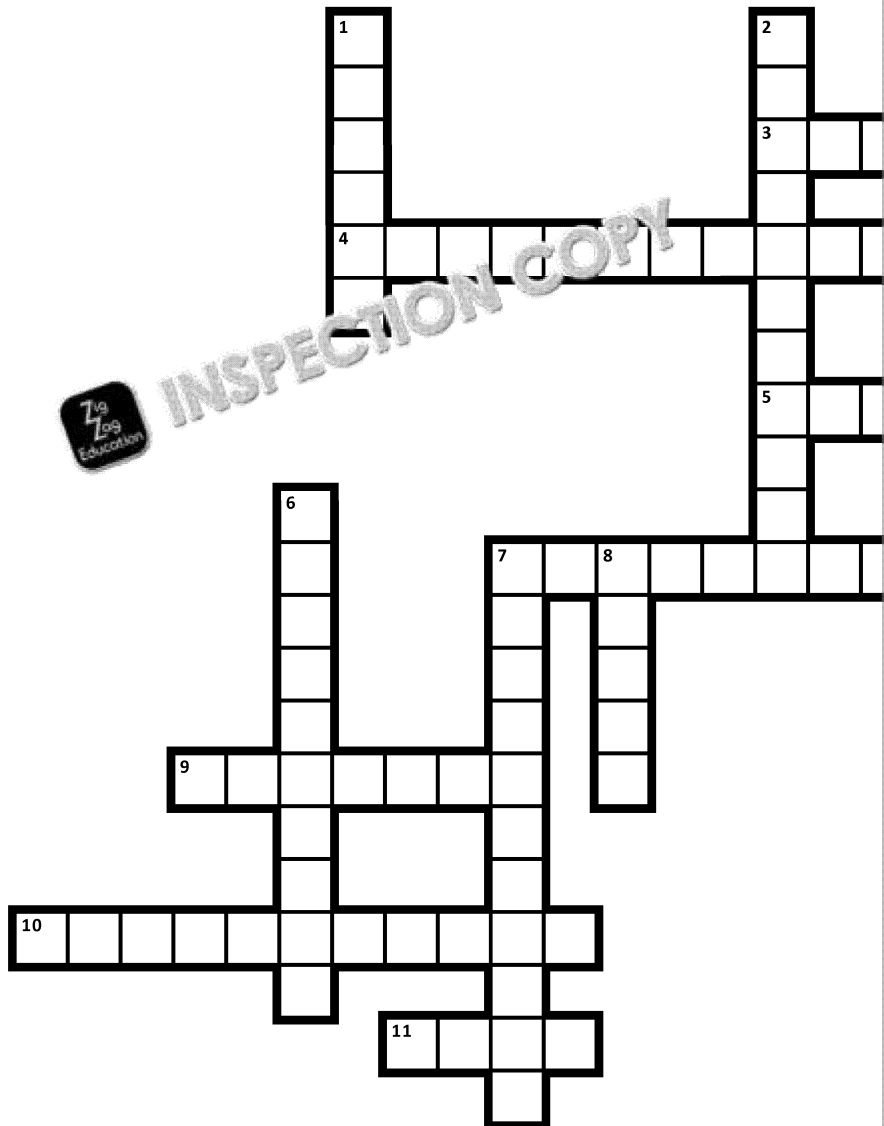
- How is formal education presented in the novel as opposed to the various children's lives they lead? What are the surroundings like?
- Prepare a PowerPoint presentation on this theme, with appropriate pictures, captions and quotations.
- You should use colours and shapes to make your presentation interesting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

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1. Ideas and Messages Crossword



Across

- 3** Chapter 11: '[...] I wanted you to see what real _____ is, instead of getting the idea that _____ is a man with a gun in his hand' (7)
- 4** Act of separating groups of people in this society, particularly based on origin, race or gender (11)
- 5** Chapter 18: 'Which, gentlemen, we know is in itself a lie and _____ as Tom Robinson's skin' (5)
- 7** Holding a preconception about something or someone based in ignorance (9)
- 9** Fair behaviour, promoted by a legal system of government (7)
- 10** African American movement that gained momentum in the 1960s (5,6)
- 11** Chapter 31: '[...] you never really _____ a man until you stand in his shoes and walk around in them' (4)

Down

- 1** Discriminatory belief that one race is superior to another (6)
- 2** Symbol representing a novel (11)
- 6** Name given to a falsely accused white woman for Lee (10)
- 7** Chapter 26: people who _____
- 8** Chapter 20: courts are _____ courts all m

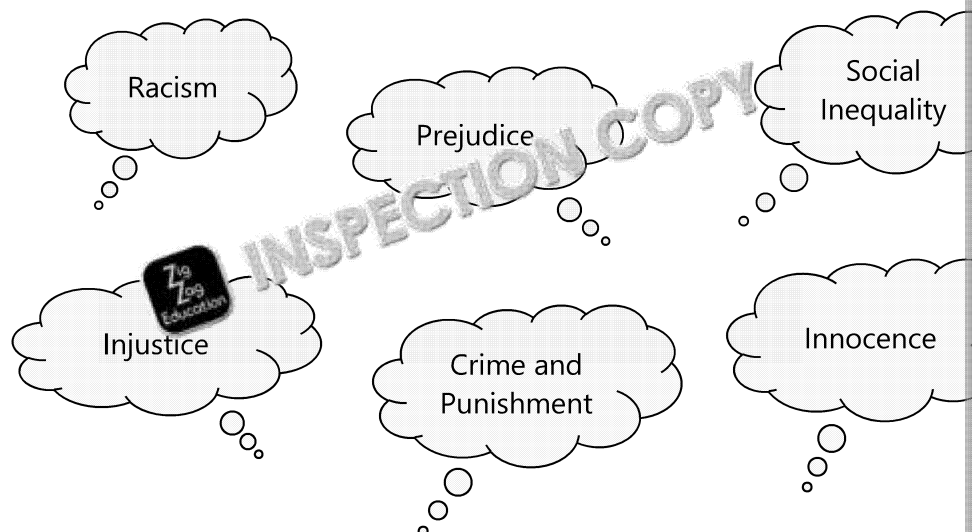
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2. Characters and Ideas Match-up

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



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The Writer's Use of Language (AO2)

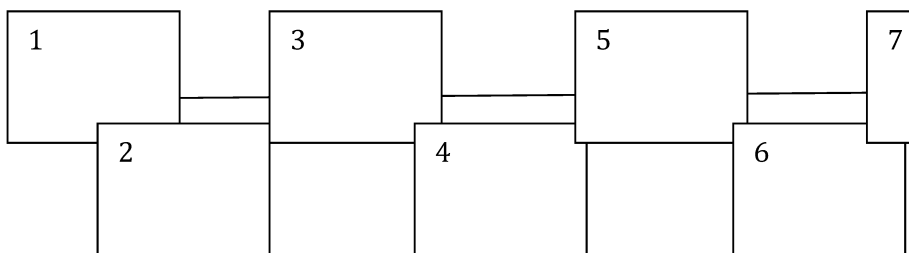
Creating an Atmosphere

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

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

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

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



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

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

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The Use of Humour

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

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

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

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

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

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

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

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

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

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

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

The advantages of having a first person narrator (I) is that the reader gains an insight into the characters and sees things as they see them. Discuss with a partner how this could be a disadvantage as well as a soley a small girl's. What does the novel gain by showing events through the eyes of a child?

The disadvantage of having a first person narrator is that we only see things from one perspective, nobody else's. Discuss with a partner whether there are any parts of the book that would be a drawback if it was written from a different perspective.

One of the criticisms made about the novel was that Scout's voice was too young for the subject matter. Other reviewers have been happy with the juxtaposition of the adult Scout and the child Scout. The viewpoint goes between the two. Look at the extract below from page 10 of the novel. Highlight in different colours which voice is the adult and which the child's.

If I could have explained these things to Miss Caroline, I would have caused her some inconvenience and Miss Caroline subsequent mortification, but because of my ability to explain things as well as Atticus, so I said, 'You're short, Miss Caroline. Walter hasn't got a quarter at home to bring you, and you can't go to school without any stovewood.'

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

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Structure (AO2)

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

- Below are a number of pairs of quotations relating to a specific character or theme from one from Part One of the novel and one from Part Two. In the third column, write the change you think can be seen between the two quotations and how this reflects the structure of the novel.

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

- Select one of the pairs of quotations above and use it as a starting point for a response, no longer than two A4 sides of paper, to one of the following questions:

- How does the structure of *To Kill a Mockingbird* shed light on the theme of the novel?
- How does the structure of *To Kill a Mockingbird* shed light on the theme of the novel?
- How does the structure of *To Kill a Mockingbird* shed light on the theme of the novel?

In your response you must address the following factors:

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

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Context (Aot)

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

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Essay Guidance

Essay Practice

All examination boards test this novel as part of 'literature from other cultures'. The questions they ask are fairly similar, although the format of the questions and the number of questions differ. This means you need to show that you have understood what the novel is about, other than our own, whatever the question may be about.

The examination may ask:

- Questions on character: You may be asked to write about a character in the novel and their role in it.
- Questions on themes: You may be asked to write about one of the novel's themes.
- Questions on background/setting/viewpoint: You may be asked to write about the time and/or cultural setting of the novel and/or the part played by viewpoint.
- Questions on plot and structure: You may be asked to write about the way the author builds up her plot and structures her novel to create mystery, tension or suspense.
- Questions on language and technique: You may be asked to write about the way the author uses language and literary devices to create the world of the novel.

In all your answers you will be expected to give your personal response to the text and to show that you have understood what the author is trying to do and how she is trying to do it.

Below you will find pages with practice questions in the format of different examination boards. Some pointers for how you should answer them which are common to all the boards. The objectives you should bear in mind are the same.

- AO1:** Give your personal response on texts, based on what you have read. You should find evidence and quotations to show how you got your ideas.
- AO2:** Explain how the writer uses language, structure and other devices to create meaning and development to convey their ideas, themes and settings.
- AO4:** Show the social, cultural and historical context is important to the text and how it might have influenced you and other readers at different times.

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How to Tackle an Examination Question

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

Through characters,
narrative and setting

E.g. professionals, poor farm
workers, white trash, etc.

In what ways does Harper Lee show different social groups in this e

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

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

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

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

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

The other technique that will earn you marks is to use 'embedded quotations' from the book that are used as part of your answer, e.g. *when Atticus Finch says 'when you know you're licked before you begin, but you begin anyway and you do what', he knows this is something he will have to do while defending Tom Robinson.*

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WJEC-style Questions

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 parts (b) and (c).

From page 130 'He's just like our preacher,' said Jem...' down to page 131 '...a separate existence outside our household was a novel one, to say nothing of the two languages'.

Foundation Tier

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

- 1 (a) Read the extract. Then answer the following question:
With close reference to the extract, show how Harper Lee presents the black community in Maycomb.

Either

- (b) Show how Harper Lee uses the character of Aunt Alexandra to highlight the values of Southern American society in the 1930s.
Remember to support your answer with reference to the novel and its cultural and historical context.

Or

- (c) How does Harper Lee present the character of Atticus Finch as a good role model for the society of Maycomb?
Remember to support your answer with reference to the novel and its cultural and historical context.

Higher Tier

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

- 2 (a) How does the author's presentation of Calpurnia in this extract reflect the values of the black community as a whole?

Either

- (b) How does Harper Lee present Aunt Alexandra in order to highlight the values of Southern American society in the 1930s?
Remember to support your answer with reference to the novel and its cultural and historical context.

Or

- (c) How is Atticus presented as a role model for the society of Maycomb?
Remember to support your answer with reference to the novel and its cultural and historical context.

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

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Answers / Indicative Content

Pre-reading Activities

1. About the Author

Research tasks – personal response required

2. Cloze Reading Exercise

Gap-fill should read as follows: 1926, manuscript, *Set*, 2007, Freedom, Pulitzer Prize, 1949, autobiographical, father, attorney, black, Monroeville, Alabama, 1960, 40, million

3. Speaking and Listening: Class Discussion

Student's own individual response in group discussion

4. Historical and Literary Context Research

Student's own research required

5. Expectations of the Novel

Student's own response required but likely responses include:

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

6. Speaking and Listening: The Impact of the Novel

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

7. Adapting *To Kill a Mockingbird*

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

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

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8. Speaking and Listening: Debate Task

A) Key arguments of articles:

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

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

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

During-reading Activities

Making Sense of Chapter 1

Getting Started: The Finch Family History

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

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

1. Setting and Background

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

2. Description and Drawing

Student's own personal response and drawing required

3. Introduction of Characters

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

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

4. Finch Games

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

Character Study: Charles 'Dill' Robinson

Character Study:

Dill:

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

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Character Study: Arthur 'Boo' Radley

- For example, 'When people's azaleas froze in a cold snap, it was because of the stealthy crimes committed in Maycomb were his work.', 'Boo' apparently 'fixes' the blades of scissors when he was thirty-three, and Boo apparently also '[dines] on what he can't catch' (Chapter 1)
- For example, 'Mr. Radley walked to town at eleven-thirty every morning at twelve', 'Mr. Radley and his wife had lived [at Radley Place] with their two children who could remember', and that he is 'a thin leathery man with colourless eyes, who would not reflect light' (Chapter 1)
- Boo supposedly never emerges from the Radley Place on account of his being the victim of his father's imprisonment of him
- Jem suspects that Mr. Radley keeps Boo chained to his bed

Speaking, Listening and Writing Activities

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

Looking at Chapters 1-11

- Story**
For example, inability to relate to the literature, and disillusioned with the text as a result of their upbringing
- Scout's Classmates**
 - Walter Cunningham – Scout gets in trouble for defending Walter and his background and history to Miss Caroline, resulting in a fight breaking out in the playground in Chapter 3
 - Burris Ewell and Chuck Little – the two end up in an altercation in the schoolyard and the class try to explain to Miss Caroline the Ewell family tradition of not attending school each school year
- Scout and Atticus' Discussion**
Scout doesn't want to go to school because Miss Caroline has forbidden her to talk with Atticus, to which Atticus responds by telling her that she must go to school to understand Miss Caroline's point of view, but that the pair will continue to talk

Extension Tasks

- Recipe for Crackling Bread**
Standard recipe: pork belly skin, sea salt, cornmeal, plain flour, baking powder, buttermilk, 1 large egg, unsalted butter
- Miss Caroline's Background**
As Harper Lee tells us, there has been a division between the counties of Alabama sparked by Miss Caroline's home, Winston County, seceding from Alabama and seceding from the Union on 11 January 1861
- Miss Caroline vs Maycomb Children**
Miss Caroline is from North Alabama vs the Maycomb children's southern background, bringing a new style of living to the area, with her disciplining of the children to what she perceives as correct
- Writing Tasks**
Student's own personal written response required for this section

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Character Study: Miss Caroline Fisher

- A) For example, 'Miss Caroline was no more than twenty-one. She had bright eyes, she wore crimson finger-nail polish. She also wore high-heeled pumps and a white dress. She looked and smelled like a peppermint drop.' (Chapter 2)
- B) For example, Miss Caroline's selection of unpopular literature; introduction of new methods of learning, her 'tame' method of punishment against Scout for her lack of knowledge about the Cunninghams' and Ewells' family background
- C) Miss Caroline is shocked by Scout's reading abilities and undermines her confidence, leading to Scout returning home to Atticus and requesting that she no longer attend school. This suggests that Miss Caroline has a severe and highly disciplined approach to education and wish for outside influences to affect the learning of her students, however well-meaning.
- D) Walter Cunningham – deferential, humble, and embarrassed by his status
Burris Ewell – rude, cruel and insulting, he makes Miss Caroline cry
Chuck Little – polite, understanding and gentle

Character Study: Walter Cunningham

- A) Walter is introduced to the reader on account of the poverty of his family. He is in the first grade but has failed to pass first grade due to his commitment to his family.
- B) The Cunninghams are a poor farming family who never take anything off anyone, but they somehow repay.
- C) 'Walter Cunningham's face told everybody in the first grade he had hooks. He told us how he got them [...] He did have on a clean shirt and neatly mended pants.'
- D) First with Miss Caroline for Scout having to explain Walter's background at dinner money, and second when Scout started a fight in the playground with him over trouble with Jem.

Get Creative Tasks, and Storyboard Page

Student's own personal and creative response required for this section

Looking at Chapters IV–VII

1. Drawing Activity

Student's own creative response required

2. Dill's Stories

For example, Dill claims to have 'seen two twins hitched together get off the train and stuck to his story regardless of threats' and he claims he helped the engine company for a while (Chapter 4)

3. Jem, Dill and Boo

For example:

- Game 1: Role-play game in which the children take on the roles of the members of the Radley family
- Atticus' reaction: "'Does this by any chance have anything to do with the Radleys?' 'No, it doesn't,' he said shortly.' (Chapter 4)
- Game 2: The children write a note to Boo Radley asking him to play, and they leave it on his house by attaching it to a fishing pole
- Atticus' reaction: 'See, he said to Jem, "I'm going to tell you something. Boo Radley is not a bad man. That goes for the other two of you.'" (Chapter 5)

4. Scout and Miss Maudie

A distance grows between Scout and the boys on account of their maturing. Scout becomes increasingly resentful of Scout's increasing femininity, with the boys establishing a bond with her.

5. Miss Maudie and the Radleys

Miss Maudie tells Scout that Arthur 'Boo' Radley is alive and well, and she visits him at his home.

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

Student's paragraph should include some reference to Miss Maudie's insight that Boo Radley is as genuine as Atticus

Student's response should include some reference to the cruelty and dishonesty of the mob and possibly how this generates sympathy for Boo Radley. Possible responses may include: 'Jem was facing me when he got tied up, and I saw him go stark white, his mouth open and his eyes staring. He was dead before the doctor got there. You plug 'em with a needle when they're sick. You ought to know that.'

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

- A) Student's own choice from many possible responses, but likely examples include Scout's instinct when warning Scout of the danger of accepting chewing gum from Boo Radley or his intelligent attempt at deceiving Atticus after being warned about the Radleys.
make contact with the lonely Boo Radley.
- B) Student's own choice from many possible responses, but likely examples include Scout finding Scout.' (Chapter 4)
"Tell you what," said Jem. "We'll keep 'em till school starts, then go around theirs." (Chapter 4)
"Nothin' to it. I swear, Scout, sometimes you act so much like a girl, it's maddening."
- C) For example, 'Jem was a born hero'; 'Jem's head at times was transparent'; 'He make me understand he wasn't afraid of Radley's in any shape or form, to me he was a heroism with my cowardice' (Chapter 4), 'Jem was not one to dwell on pain.'
- D) For example, Jem can be stubborn, Jem is highly deferential to Atticus and Scout is not as brave as he would like Scout to believe

A) For example, Miss Maudie hates spending time inside her home, preferring in her garden; she is a widow; she often dresses in an old straw hat and m

B) For example, Miss Maudie '[loves] everything that [grows] in God's earth' a religious individual with a love of nature; she takes care for the children Miss Maudie does not listen to the other Christians who tell her that she d which shows her strength of character and mind

C) Miss Maudie's attitude towards

- The Radleys: Miss Maudie is sympathetic to Boo Radley and his treatment; for example, "The child," she said, "that is a sad house. I remember Arthur H. spoke nicely to me, no matter what folks said he did. Spoke (Chapter 5)
- Miss Stephanie Crawford: Miss Maudie regards Miss Crawford's habit of stretching of the truth) with disdain; for example, "'That is three-four fourth Stephanie Crawford," said Miss Maudie grimly. "Stephanie Crawford woke up in the middle of the night and found him looking in the window, Stephanie, move over in the bed and make room for him? That sh
- Atticus Finch: Miss Maudie regards Atticus with a great deal of respect; for example, "'[...] Atticus Finch is the same in his house as he is on th

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Chapters IV–VII: Get Creative

Student's own creative response required

Looking at Chapter VIII

1. Correspondence to Dill

Student's own creative response required

2. Boo's Journal

Student's own creative response required

3. Miss Maudie's Loss

At first Miss Maudie is downcast and does not wish to speak to others during her loss. She appears sentimental in her loss as she gazes at 'the frozen charred azaleas'. Her optimistic approach returns as she notes that 'he has always wanted a small room for azaleas'. This suggests that Miss Maudie is an optimistic, grateful person.

4. The 'N-word'

Student's own creative response and participation in discussion required

Get Creative

Student's own creative response required

Looking at Chapter IX

1. Beginning and End

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

2. Scout's Christmas Day

Scout's Christmas Day is affected by, for example, leaving home; the company of her husband Jimmy, and their grandson Francis; Scout's argument with Francis.

3. Christmas Day Questions

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

Extension Tasks

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

Character Study: Aunt Alexandra

- For example, Aunt Alexandra is married to someone called Jimmy, has a son. She is a good cook, but has little in common with her brother Atticus. 'analogous to Mount Everest: throughout my early life, she was cold and there was no one to climb her.' (Chapter 9)
- For example, Aunt Alexandra is fanatical about Scout's attire, and the standards to uphold in their dress and demeanour, stating that 'men should learn to control their wives and wait on 'em when they don't feel good' (Chapter 9), and Atticus' approach to parenting. This shows that she is highly disciplined, strict, righteous, particular, and feminine.
- We learn that Aunt Alexandra is judgemental of her other siblings, and her parenting. We learn that Jem and Scout are not particularly fond of their aunt. Jem is more obedient and deferential to her than Scout. We also learn that Aunt Alexandra is a surrogate mother to Jem and Scout following the death of their mother, as she has a strong interest in educating Scout in the conduct of women.

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Character Study: Uncle Jack Finch

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

Looking at Chapter X

1. **Atticus**
For example, he is nearly 50; much older than the parents of Scout and Jem. As he is too old to be tackled in his games of football with Jem, he wears glasses.
2. **Eula May**
Eula May is the phone operator in the county.
3. **Eula May's Duty in Maycomb**
Eula May is, therefore, in charge of spreading important news through Maycomb.
4. **Eula May's Role in the Chapter**
Eula May is in charge of spreading the word about the mad, rabid dog – Tim Johnson.
5. **Lee's Use of Tension**
For example: 'He walked erratically, as if his right legs were shorter than his left.' February, Miss Eula May, but I know a mad dog when I see one. Please make the front steps and banged on the door. She got no answer, and she shouted 'Mad dog's comin'! Mad dog's comin'!'; 'His belt had a row of bullets sticking out of it.' (Chapter 10). Student's own reasoning for their choice of quotations.
6. **Atticus' Skill**
The children learn the following about Atticus from:
 - Heck Tate – Atticus has great skill with a rifle and only needs one shot.
 - Miss Maudie – Atticus' nickname was 'Ol' One-Shot', and he 'was the best shot in the County in his time' (Chapter 10).

Extension Tasks

1. Rabies is a deadly virus that can be passed to humans and cause madness.
2. Tim Johnson was not a springer spaniel or other type of gun dog but a mixed breed.
3. Student's own research required, but telephone systems throughout the county were rare, and operators such as Eula May to pass news around communities during emergencies were a rarity.

Get Creative

Student's own creative response required

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Looking at Chapter XI

1. Mrs. Dubose

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

2. Mrs. Dubose's Insults

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

3. Jem's Temper

For example, 'Jem stiffened', 'Jem was scarlet', 'He did not begin to calm down until he had broken off every camellia bush Mrs. Dubose owned [...]' 'He hit my baton against the ground and threw it down.' (Chapter 11)

4. Scout's Caring Nature

Scout pulls on her brother's sleeve and attempts to calm him after Mrs. Dubose's insults. She looks him in the eye in an attempt to cheer him up, and she accompanies Mrs. Dubose to her grave for moral support

5. Jem's Punishment

Jem is punished by Atticus for his treatment of Mrs. Dubose, and is forced to stand on the porch, weekday and Saturday for a month. Atticus asks him to do this as a way of learning to understand her through her addiction, and to encourage Scout and Jem to always treat others with kindness to understand them and not be ignorant to their private struggles.

Extension Tasks

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

Get Creative

Student's own creative response required

Looking Back at Part 1 of the Book

1. Events and Life Lessons

Student's own personal response for each, but likely responses include the following things in Part 1 of the book:

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

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2. Timeline

Student's own creative response required

Reflecting on the Trial

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

Looking at Chapter XII

1. Calpurnia

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

2. First Purchase

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

3. The Collection

Reverend Sykes empties the collection to check its contents and only lets the money stay if he feels enough money has been donated to support the Robinson family.

4. Calpurnia's Speech

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

Speaking and Listening

Student's own creative response required

Get Creative

Student's own creative response required

Looking at Chapters XIII and XIV

1. Aunt Alexandra at the Finches'

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

2. Dill's Arrival

Jem is shocked and surprised, and encourages Dill to let his mother know he is there. He is amused and lets Miss Rachel know that Dill is safely at their home and asks her to let him stay. Miss Rachel scolds him severely.

3. Lee's Characterisation of Dill

Students' own responses and discussions required, but for guidance: Lee's characterisation of Dill is supposed to rouse sympathy for Dill from her readers. The fact that Dill is adopted and is definitely illustrating his naivety towards the fact that Dill is adopted and is definitely illustrating his naivety towards how they feel towards Dill in this chapter.

Extension Tasks

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

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

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

Speaking and Listening, and Writing Activity

Student's own creative response required

Looking at Chapter XV

1. Understanding the Group Encounter

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

Extension Tasks

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

Get Creative

Student's own creative response required

Looking at Chapters XVI–XXIII

1. The Maycomb County Courthouse

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

2. Mayella Ewell

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

3. Atticus' Evidence

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

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4. Meeting Tom Robinson

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

5. Tom Robinson vs Mayella Ewell

For example, Robinson claims he helped Ewell more frequently than she helped him. The pair often talked and had pleasant conversations, Ewell will not disclose what happened that night, Robinson claims Ewell hugged him whereas Ewell claims Robinson grabbed and assaulted her

6. Discussion Activity

Student's own opinion and discussion required, but likely response is that Tom is more reliable than Ewell's

7. Dill and Jem's Response

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

8. Atticus and Courage

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

Character Study: Atticus Finch

- A) For example, in these chapters we learn from Scout that Atticus has grown up with Aunt Alexandra; we also learn that he is a talented lawyer, a deep reader, and that he has defended Tom Robinson's case by the court but that he would have done it anyway.
- B) For example, we learn that Atticus is a courageous, determined man and a dedicated defender of his defence of Tom Robinson. His treatment of Mayella Ewell emphasises his dedication to the truth, but also his kindness and ability to empathise with her.
- C) For example, we learn from Scout that Atticus has grown increasingly close to Aunt Alexandra; we find out that he would have defended Tom Robinson even if she had not appointed him as defence, and that Scout has never heard Atticus raise his voice.

Character Study: Judge Taylor

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

Character Studies: Bob and Mayella Ewell

- A) For example, we learn that Bob Ewell has eight children, is poorly educated, and has no knowledge of law and Judge Taylor's courtroom. We learn that he is also racist, a liar, and a drunkard – he is left-handed.
- B) For example, Scout tells us that Bob Ewell is 'a little bantam cock of a man with a 'shock of wispy new-washed hair' on his head and a 'thin, pointed nose'. She also tells us he is a heavy drinker and is largely absent in the raising of his children, often appearing in a drunken haze (Chapter 17).

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

Speaking and Listening

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

Get Creative

Student's own creative response required

Looking at Chapter XXIV

1. Miss Maudie and Stephanie Crawford

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

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

2. Maycomb and the Mrunas

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

3. Aunt Alexandra and Miss Maudie

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

Extension Tasks

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

Writing Task

Student's own creative response required

Looking at Chapters XXV-XXVI

1. Robinson's Death

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

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2. Miss Gates

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

3. Scout's Hitler Analogy

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

Extension Tasks

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

Looking at Chapter XXVII-XXXI

1. Beginning of Chapter 27

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

2. Commonalities

Bob Ewell is involved in all three of these events

3. Halloween in Maycomb

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

4. Cecil Jacobs' Joke

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

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

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

6. Discussion Activity

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

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Character Study: Jean Louise Finch

- A) For example, we know that Scout is a humorous, inquisitive, kind, strong-child who grows into a mindful young woman as a result of the events of her parenting. We know she is well educated and enjoys reading, and has a great relationship with her father and greatly admires her older brother, Jem
- B) For example, we can see that Scout can sometimes be judgemental, as seen with Cunningham in the first few chapters of the novel, we can see that she is influenced by her treatment of Jem, that she has a mischievous streak and a sharp wit as seen with her Aunt Alexandra and the ladies of Maycomb
- C) For example, we learn that Scout is a good and kind sister from the way that she acts, we can see that she is an obedient and loving daughter from the way that she interacts with her mother, that she is determined and unique in the way that Aunt Alexandra lectures her, and we can see that she does not possess the same sense of superiority that the white residents of Maycomb do from the way that she is treated and regarded by the black community
- D) For example, we can see that Scout is incredibly observant, is inquisitive and curious, and has a strong conscience and has no trouble questioning what is right and wrong, who does the good in the world, but she has a sophisticated understanding of the complexities of the adult community of Maycomb.

Looking Back at Part 2 of the Book

1. Table Exercise

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

- A) The children learn the effects of segregation and understand the severe injustices in the communities, and Lee includes this to shed light on these injustices
- B) The children learn about their family history and the influence of a maternal grandfather. Lee includes this to show the dynamics of the Finch family household and Atticus' involvement in the case
- C) The children learn that men can be violent and lose focus of the important things for others, and Lee includes this to show the danger Atticus faces as a result of the case and the severity of racism in American society at the time
- D) The children learn that there is a great injustice in society and within the family, and Lee includes this to provide a visual representation of racial segregation, and Lee includes this to show the danger Atticus faces as a result of the case and the severity of racism in American society at the time
- E) The children learn that prejudice is entrenched in both the white and black communities of Maycomb, begin to understand the implications of Atticus' involvement in the case, and Lee includes this to highlight the complexities and extent of racism in American society and the moral lesson of never judging a book by its cover or believing rumors
- F) The children learn that good does not always triumph in the world and that the legal system sometimes fails to administer justice. Lee includes this to show the failings of the American legal system and to highlight the evil of human nature
- G) Scout learns that the women/residents of Maycomb are hypocritical and that there are troubles at home. Lee includes this to shed light on colonial attitudes and the complexities of the adult world
- H) The children learn that the penal system is just as cruel as the legal system and that racism is entrenched in society. Lee includes this to shed light on the injustices of the American legal system and to highlight the evil of human nature
- I) The children learn that even their teachers can be hypocritical and that there are troubles at home. Lee includes this to shed light on colonial attitudes and the complexities of the adult world
- J) The children learn about the history of Maycomb and the full extent of the danger that Boo Radley poses. Lee includes this to emphasise the vulnerability of children in an adult world.
- K) The children learn the severity of the repercussions of their father's involvement in the case and the power of hatred, and Lee includes this to complete her characterisation of Atticus and as an opportunity to introduce Boo Radley into the narrative
- L) The children learn to never judge a book by its cover, to not always believe rumors, and that you can never fully understand a man until you have walked in his shoes. Lee includes this to complete the narrative and solve the mystery of Boo Radley that she introduced in the first chapter, and as a means of illustrating how far the children have grown

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Looking at Structure

1. Timeline

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

2. Storyboard

Student's own creative response required for storyboard

Whole-text Activities

Characterisation

1. Mapping the Characters

Student's own choice of character and quotations

2. Character Match-up

Pairings should read as follows:

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

Character Relationships

1. Character Relationships Debate

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

2. Character Relationships and Settings

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

Settings

1. A Map of Maycomb

Student's own drawing and interpretation required

2. Settings Match-up

Pairings should read as follows:

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

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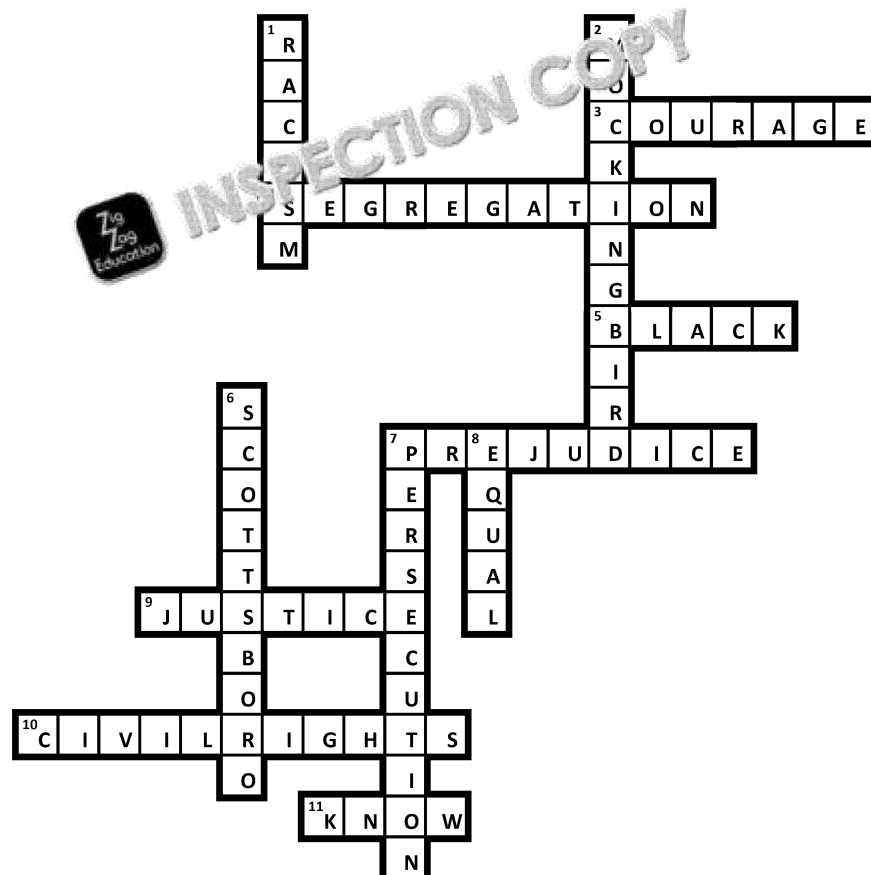
- The Ewells' Shack: '... made the plot of ground around the cabin look insane child...' (Chapter 17)
- Maycomb Jail: '... its detractors said it looked like a Victorian privy; it town a good solid respectable look...' (Chapter 15)
- Picnics outside the Courthouse: '... washing down biscuit and syrup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

Themes: Group Work

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

Ideas and Messages

1.



2. Characters and Ideas Match-up

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

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

The Writer's Use of Language

1. Creating an Atmosphere

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

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2. Diagram Exercise

Student's own response required

3. Highlighting Exercise

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

4. The Children's Dialogue

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

5. Lee's Descriptions

Harper Lee uses description to heighten the tension of the scene and to create a sense of the isolated and haunted appearance of Radley Place, and to emphasise its derelict and haunted appearance

6. Lee's Use of Verbs

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

The Use of Humour**1. Humorous Incidents**

Student's own reading and opinion regarding to what extent the following scenes, however, humour in each of the following scenes is combined with the following

- A) Nerves, anger, confusion
- B) Nerves, curiosity, conflict, jealousy
- C) Confusion, sympathy/empathy, disbelief
- D) Foreboding
- E) Sympathy/empathy, confusion, frustration, sadness
- F) Fear, tension, sadness, anger, confusion

2. Lee's Use of Irony

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

3. Scout's Perspective

Student's own choice but likely examples include: the incident with the Maudie's dress; any example of Scout's judgement of Miss Maudie's character, especially her cousin Francis; Scout's aiming of her gun at Miss Maudie's

4. Dill's Stories

Student's own choice but for example: Dill's claim that his mother entered a beauty contest, information on his father's job and how he helped the engineer at

Form**1. Writing an Article**

- 1. Student's own creative written response required
- 2. Student's own creative written response required, including student's opinion on whether a third-person narrative is more effective

Structure**1. Table Exercise**

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

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

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2. Essay Response

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

Context**1. The 'Scottsboro Trials'**

Student's own research required

2. The Great Depression

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

3. The American Civil War

Student's own research and creative response required

4. The African American Civil Rights Movement

Student's own research and creative response required

5. Photos

Student's own research and response required

Practice Essay Questions**Question 1: Foundation Tier / Question 2: Higher Tier**

Student's own reading and response required, but for guidance, high-scoring reference to the following:

1(a) and 2(a) Presentation of the black community in Maycomb / The role of Calpurnia

- Close-read references to the practice of 'linin' and the connotations associated with it (e.g. 'linin' within the black community, plenty within the white community, inequality for black people)
- Distance within the black community from Western traditions, culture and religion (e.g. lack of a birthday, emphasis of a language barrier between the Negro and the white community)
- Discussion of Calpurnia's change in demeanour as she moves from the Finch community, with reference to her discussion with Jem about convergence

1(b) and 2(b) Aunt Alexandra and social context:

- Aunt Alexandra as a representative of the wealthy, influential white individuals in Maycomb – analysis of Alexandra's appearance and how this reflects her status in Maycomb and her femininity
- Aunt Alexandra also appears to be a symbol of the past and the heritage of Maycomb – quoting and close-reading of her countless recitals of the Finch family history, e.g. 'gentle breeding' in Chapter 13
- Close-reading analysis of Alexandra's dialogue and presentation in the second half of the novel (Chapter 24 of the novel)

1(c) and 2(c) Atticus Finch in Maycomb society:

- Close-reading and analysis of our initial introduction to Atticus in Chapter 1, and his role as a lawyer (Chapters 17–22) in particular. Relevant historical context on the Scottsboro boys.
- Students should address Atticus' heritage at Finch's Landing and the origins of the family's success deriving from black slavery and the implications they pose for his character and the Finch family.
- Students should compare Atticus' attitude towards the black community – and defence of Tom Robinson – to those of his white contemporaries, particularly Mr. Ewell and the Ewell family.

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