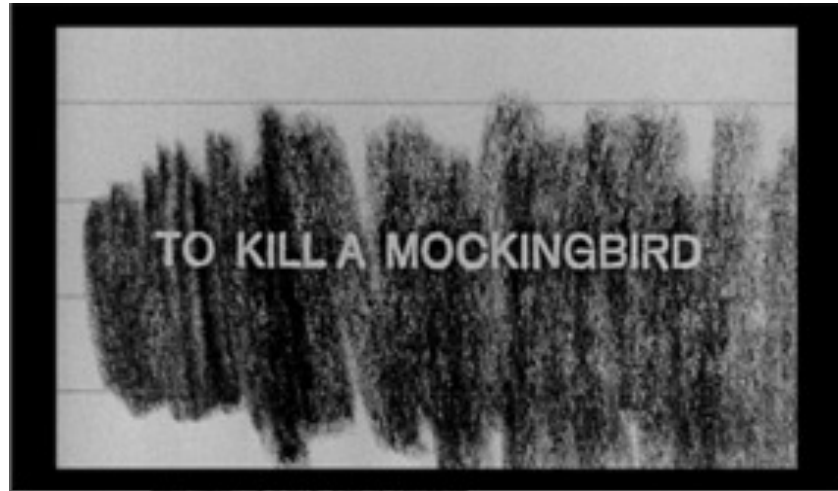


9th Grade English
Mrs. Hubbard

Name



Period



To Kill A Mockingbird

Anticipation Guide

Rate the following statements on how much you agree/disagree with the topic. Make brief notes underneath to help in discussion.

 1-----2-----3-----4-----5-----6 
Strongly Agree Strongly

Before Reading

After Reading

- | | | |
|----------|---|----------|
| _____ 1. | All men are created equal. | _____ 1. |
| _____ 2. | You should fight with your head, not your hands. | _____ 2. |
| _____ 3. | If someone is on trial for murder, he/she is probably guilty. | _____ 3. |
| _____ 4. | Killing is wrong. | _____ 4. |
| _____ 5. | Girls should act like girls. | _____ 5. |
| _____ 6. | Good parents set limits on their children. | _____ 6. |
| _____ 7. | A person is only as good as his background. | _____ 7. |

Which statement do you think is the most/least controversial? Why?

Which statement did you change your opinion on after reading? Why?

Chapter One

Characters: Make notes in the boxes below what you learn about each character. Pick a quote you think best represents that character write out the first few lines of the quote and put the pg #. Last select an adjective you think best fits the character(s) personality.

Jem	Scout
Quote:	Quote:
Adjective:	Adjective:
Atticus	Boo Radley
Quote:	Quote:
Adjective:	Adjective:

Dill	The Radleys
Quote:	Quote:
Adjective:	Adjective:

Setting: Briefly give details about the town Jem and Scout live in. **When** do you think this story takes place (doing the allusion chart first may clue you in some if you're stuck)? How did you come to that conclusion? What do you already know about this time period?

Allusions: To help with setting there are a lot of things mentioned in the story specific to the time and place of the book. Identify **three** things that you do not know and briefly look up what they are. How do they help you better understand the setting/characters? Provide where you learned this info (website name/ person's name, book name etc.)

Allusion	Description/ Significance	Source

At least **One Question/One Comment:**

Chapters 2-3

Stated vs. Implied Cause: In reading characters, just as in reading people, there is often a **stated cause** which is the obvious/admitted reason for an event. There is often also the **implied cause** which is not stated but inferred by the person receiving the information. Identify the stated and implied causes of the incidents below.

Situation	State Cause (what they say)	Implied Cause (what they mean)
1. The children murmured apprehensively when Miss Caroline introduced who she was. (ch 2)		
2. Miss Caroline slaps Scout on the hand with a ruler. (ch. 2)		
3. Miss Caroline tells Scout to tell her father to not teach her to read. (ch. 2)		
4. Walter Cunningham's face told everyone in the first grade that he had hookworms. (ch. 2)		

5. Calpurnia lectures Scout about her treatment of Walter Cunningham. (ch. 3)		
6. The Ewell children are permitted to be truant from school after the first day. (ch. 3)		
7. Scout begs Atticus to allow her to stay home from school. (ch. 3)		

Characters: in these chapters we are introduced to two family “clans” of Maycomb County. Identify the key characteristics that the town seem to expect from members of these families. How does the physical description of each boy confirm these characteristics?

The Cunninghams	The Ewells

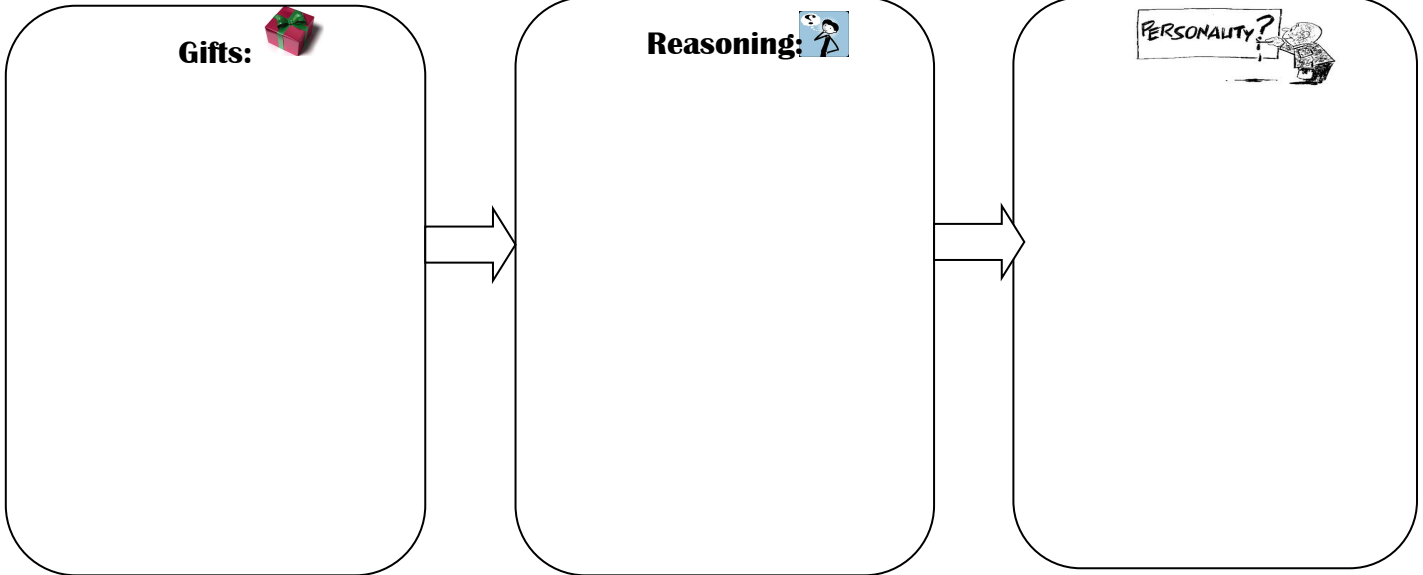
Characters: In Chapter 3 we truly meet **Calpurnia**. Give a brief character description of her and choose a quote from the first three chapters that you think best show cases Cal’s personality.

At least **One Question/One Comment:**

Frame of Reference: In chapter 3 Atticus tells Scout “You never really understand a person until you understand things from his point of view—until you climb into his skin and walk about in it.” Think about each situation listed below. For each situation describe each character’s frame of reference.

1. Miss Caroline’s reaction to her first day of teaching (ch. 2)
2. Jem’s, Scout’s, Dill’s reaction to Boo Radley (ch. 4)
3. Scout’s reactions to play the Boo Radley game (ch. 4/5)
4. Boo Radley’s reaction to the children bothering him. (ch.4-7)
5. Nathan Radley’s reaction to the children’s taking the objects from the tree hole. (ch. 7)
6. Jem cries over Mr. Nathan’s reaction. (ch. 7)

The Gift Giver: As you read chapters 4-7 document what gifts the children receive. Analyze these objects and theorize
A) Why were these objects given? AND B) What do these objects tell us about the personality of the mysterious giver?



Character: Describe **Miss Maudie**. What role does she play in Scout's life?

Boo Radley: Based on what we learn from Miss Maudie what new conclusions can be made about Boo Radley's life?



At least **One Question/One Comment:**

Chapters 8-11



Mood: The mood of a novel is the atmosphere created by the author to give you a feel for what is happening in the text. Throughout the following chapters list **4** main events and the mood that you think is created by those events.

Events	Mood
A rare snowfall in Alabama.	Fearful—Scout thinks the world is ending and Mr. Avery blames the children for unnatural event.

Conclusion: What conclusions can be made about the mood of the novel based on the pattern of events at the end of part one?

•Nuggets of Wisdom: Atticus tells Uncle Jack at the end of chapter 11 foreshadowing that the kids will have to “absorb some ugly things pretty soon”. In hopes of preventing his children from catching “Maycomb’s usually disease” Atticus has been trying to give his children lessons that will help them deal with the tough times ahead. Look back through chapters 8-11 specifically and look for **3** “nuggets of wisdom” Atticus tries to teach his children. If you can think of lessons from previous chapters put those down too.

Justice and Courage: Complete the following chart giving your definition of justice and courage with what we have learned about Atticus’ definition of the two virtues.

	Justice	Courage
Your Definition		
Atticus’ Definition		

Based on the definitions review the following events and determine if they are examples of: justice, courage, neither, or both. Write your rationale in the space provided.

1. Atticus defends Tom Robinson (ch. 9)

2. Scout walks away from a fight with Cecil Jacobs. (ch. 9)

3. Scout punches Francis, but refuses to let Uncle Jack tell Atticus about it. (ch. 9)

4. Atticus shoots a rabid dog. (ch. 10)

5. Jem cuts down Mrs. Dubose’s camellias. (ch. 11)

6. Mrs. Dubose weans herself from painkillers before she dies. (ch. 11)

⊕ **Symbols:** Are objects in the story that represent something greater than their physical form. Think through the objects listed below and what greater ideas they represent in the novel. If you get stuck: start with simply thinking about what the object is and what purpose it served in the story then move on from there.

Scout	
Knothole	
Snowman	
Fire	
Tim Johnson	
Morphine	
Camellia (AL's state flower)	

Chapters 12-14

Setting: What do you learn about the lives of the African Americans in the story through the short scene at Calpurnia's church? What does Scout learn through this change of setting regarding Calpurnia's life and about her father's trial?



Conflict: Note the key ideals that Atticus and Alexandra seem to disagree upon. You may use anything you've learned from our previous encounter with Aunt Alexandra in part one to also give you ideas. Come up with **3** issues.

Ideas	Atticus's View	Aunt Alexandra's View

Character: Describe Aunt Alexandra—her looks and personality. In the end how would you describe her character to a stranger?

Connotation/ Denotation: A connotation is the meaning/emotion a person associates with a word. A denotation is the dictionary definition of a word. Write out Atticus' definition of the word rape and list the pros and cons to his connotation of the word and how to explain it to his 8 year old daughter.

Atticus' Definition of Rape:		
	Pro's of Atticus' Definition:	Con's of Atticus' Definition:

Maturation: Expand upon how the children in the novel have matured up to this point in light of Dill's escape attempt. Think about what events have helped to bring about the change in each character.

	Jem	Scout	Dill
Beginning			
Now			
Why?			

At least **One Question/One Comment:**

Chapters 15-16

➤ **Pre-reading:** *A Person is Smart: but People are Stupid.* Explain what you think this adage means.

➤ **Post reading:**

- How does this saying apply to the scene outside the jailhouse?

- What is the key difference about the motives of the two groups of men in chapters 15? Consider what kind of people are in each group.

Prejudice: From the novel, find **5** examples of characters who are victims of some type of prejudice. Name some of their outer appearances which make them susceptible to prejudice, and find some of their inner qualities which are not always apparent upon first reading the text (this may force you to infer what you think/know about a character).

Character	Discriminated for (prejudice)	True Personality (what is being overlooked)
Scout	Judged for her gender not acting "lady-like". Wears overalls, plays with boys, and not with dolls or tea sets.	

At least **One Question/One Comment:**

Chapters 17-20

Due Process: note the key bits of evidence revealed by each witness. After each testimony STOP and think of what questions YOU still have that seem unanswered.

Heck Tate (ch. 17)

Key Points of the Prosecution:

Key Points of the Defense:

Robert E. Lee Ewell (ch. 17)

Key Points of the Prosecution:

Key Points of the Defense:

Mayella Violet Ewell (ch. 18)

Key Points of the Prosecution:

Key Points of the Defense:

Thomas Robinson (ch. 19)

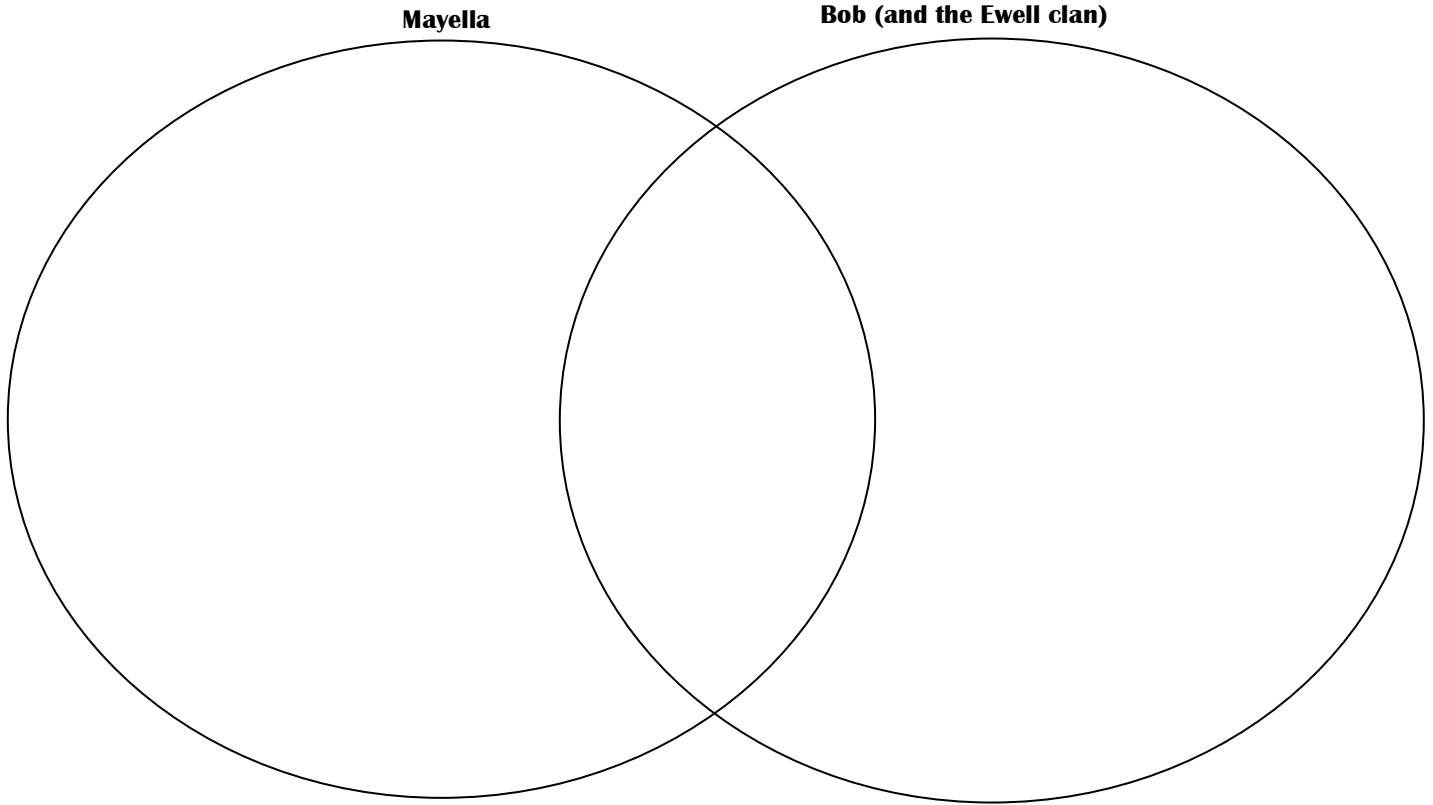
Key Points of the Prosecution:

Key Points of the Defense:

Reflection on the Evidence: on a separate sheet of paper reflect on the following questions:

After reading through all of the evidence what questions do you still have? Where do you see flaws in witnesses' testimony? Did anything about the description of the character influence you? Did the way the attorneys treated the witnesses have any effect?

Characterization: Review over what you learn about Mayella's life. Compare and contrast her to the rest of her family.



Setting: Record the description of Ewell house that is learned during the testimony.

Thinking About the Novel: After looking at the setting and over all of the testimony, write a brief character description of Mayella Ewell and what you think her life is like at home. Overall how do you feel about Mayella? Clearly defend your answer with evidence from the novel.

Closing Arguments: Read through Atticus' closing speech and pull out **3** quotes you think best expresses the main points he is trying to make in his speech. Make sure to include the page number of your quote for quick reference later.

Quote 1:
Quote 2:
Quote 3:

➤ **Conclusion:** sum up the main ideas of Atticus' closing arguments. How does Atticus present himself, and for what purpose? Do you think it will work.

➤ **Prediction:** What do you think the verdict will be? Why?

At least **One Question/One Comment:**

Chapters 21-23

Reactions: Pick 3 characters and note their reaction to the verdict. Consider why the characters you chose responded that way (step inside their shoes!).

Character	Reaction(s)	Why?

Thinking About the Novel: On a separate sheet of paper write one paragraph about your reaction to Tom’s verdict? What have you learned about the court system of the time through this example? Look through Jem and Atticus’ conversation in chapter 23 and write your reaction to their analysis of the court system.

“White Trash”

Scout is continually given conflicting information from her father and aunt about the way the world works. Review over different definitions of “trash” provided to her by Atticus and Alexandra.

Atticus’s Definition	Aunt Alexandra’s Definition

Chapters 24-25

Good Arguments? A good argument is one that has a clear thesis (main idea) supported with clear reasons/premises that the conclusion is based on. A strong premise are relevant details free from bias while a weak premise is based on quick, emotional reactions that often have nothing to do with the argument.

Look up the following quotes and determine what the main argument (thesis) that each person is trying to make. Then determine if their conclusions are valid based on their premises.

1. Aunt Alexandra tells Scout that she cannot play with Walter Cunningham because the Cunninghams are not “our kinda folks...Because—he –is---trash, that’s why you can’t play with him.” (ch. 23)

Thesis:

Premises:

Strong/Weak? Why?

2. Scout argues: “No, everybody’s gotta learn nobody’s born know’n. That Walter’s as smart as he can be, he just gets held back sometimes because he has to stay out and help his daddy. Nothin’s wrong with him. Naw, Jem, I think there’s just one kind of folks. Folks.” (ch. 23)

Thesis:

Premises:

Strong/Weak? Why?

3. Jem responds to Scout’s argument: “That’s what I thought, too... when I was your age. If there’s one kind of folks, why can’t they get along with each other? If they’re all alike, why do they go out of their way to despise each other? Scout, I think I’m beginning to understand something. I think I’m beginning to understand why Boo Radley’s stayed shut up in the house all this time... it’s because he *wants* to stay inside.” (ch. 23)

Thesis:

Premises:

Strong/Weak? Why?

4. Mrs. Farrow argues: "...it's just like I was telling Brother Hutson the other day...looks like we're fighting a losing battle, a losing battle...S-s-s it doesn't matter to 'em one bit. We can educate 'em till we're blue in the face, we can try till we drop to make Christians out of 'em, but there's no lady safe in her bed these nights....S-s-s I told him that was certainly a fact." (ch. 24)

Thesis:

Premises:

Strong/Weak? Why?

Reactions: Pick **3** characters and their reactions to Atticus' news at the end of chapter 24 consider why each character responded the way they did.

Character	Reaction(s)	Why?

➤ **Your Reaction:** Did any of the character's reactions surprise you? How did you respond to the news?

➤ What does Scout learn after reading Mr. Underwood's editorial at the end of chapter 25? Do you agree?

Characterization: Describe **3** things Scout does in Chapter 24 that demonstrate her increasing maturity.

Example 1:
Example 2:
Example 3:
Example 4:
Example 5:

Thinking About the Novel: Throughout the novel Scout grows and changes. Pick **three** characters that you think have helped to develop Scout into the character she is now. Be on how these characters have influence her, in serving as a role model for her or a character she has learned from in their poor example.

At least **One Question/One Comment:**

Chapters 26-28

A New Understanding: As Scout continues to mature she makes several important realizations about people and life. These realizations are based on a new understanding she acquires from her experiences. These experiences help her identify the central issues in people's thinking and behavior:

- A. During a current events lesson, Cecil Jacobs mentions Adolf Hitler (ch. 26)
1. What does Miss Gates do when Cecil brings up Hitler?
 2. How does Miss Gates feel about Hitler and why does she feel this way?
 3. How does Miss Gates feel about the black people of Maycomb?
 4. Why are Miss Gate's feelings about Hitler and her feelings about blacks so difficult for Scout to reconcile?
 5. Summarize the central issue that Scout is trying to make Jem understand when she talks about Miss Gates?
- B. After the trial is over, Bob Ewell swears revenge against Atticus and others involved in the trial (ch. 22, 27-28).
1. Name three things Ewell says/does that relate to the people involved in the trial?
 2. What does Ewell expect to accomplish from these actions?
 3. How does Atticus feel about Ewell's behavior?
 4. How does Aunt Alexandra react to Ewell's behavior?
 5. What central issues underlie Mr. Ewell's behavior?

**STOP! REACT! PREDICT!**

What just happened? What do you think happened? What will happen?



Chapters 29-End

A New Understanding Continued...

C. Jem and Scout are attacked on their way home from the pageant and are saved. (29-end)

1. How does Scout react when she learns who brought Jem home?

2. What is Sherriff Tate's account for how the attacker died?

3. What is Atticus' account for how the attacker died?

4. Who is really responsible for the attacker's death?

5. When Sherriff Tate suggests that no action be taken, Atticus hesitates. Scout agrees with Sherriff Tate and comments, "Well, it'd be sort of like shootin' a mockingbird, wouldn't it?" What central issue is contained in this statement? (ch. 30)

Minor Symbols: consider some of the objects in part two how to they continue to provide additional meaning to the text?

Dolphus' Paper Bag	
Tom's Injured Arm	



Major Symbol: The Mockingbird: Look back through the novel to where the idea of a Mockingbird has been referenced. Start with the definition that we learn about “killing a Mockingbird”, then look at how Scout applies this idea the end of the novel. Considering her statement which characters have been like a mockingbird?

Definition of Mockingbird:

Character:

Character:

Character:

Themes: Think over the main conflicts/events in the story. Give 3 lessons you think were the central focus of the story and give specific examples from the book to support your answer. Think of how examples of these themes are seen in today’s world.

Theme	Events from the Story
Losing Battles	

Prejudice (race, gender, age, religion, class)	
Maturation	
Walking in Another Person's Shoes	
Co-Existence of Good/Evil	

Character List

Jean Louise Finch	Miss Caroline Fisher	Arthur (Boo) Radley	Mr. Gilmer
Jeremy Atticus Finch	Walter Cunningham Sr.	Mr. Radley	Heck Tate
Atticus Finch	Walter Cunningham Jr.	Mrs. Radley	Reverend Sykes
Calpurnia	Burriss Ewell	Mr. Nathan Radley	B.B. Underwood
Uncle Jack	Bob Ewell	Miss Stephanie Crawford	Dolphus Raymond
Aunt Alexandra	Mayella Ewell	Tim Johnson	Link Deas
Francis	Miss Maudie	Tom Robinson	Miss Gates
Charles Baker Harris	Mr. Avery	Helen Robinson	Lula
Miss Rachel	Mrs. Dubose	Judge Taylor	Zeebo