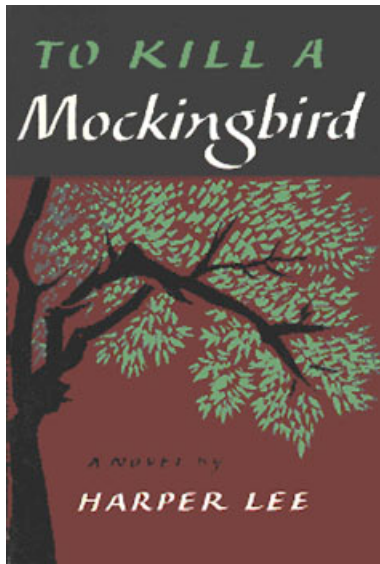


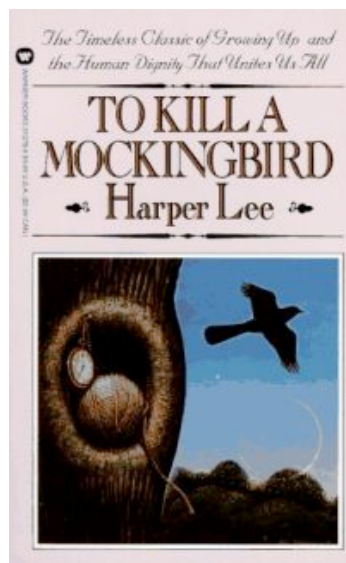
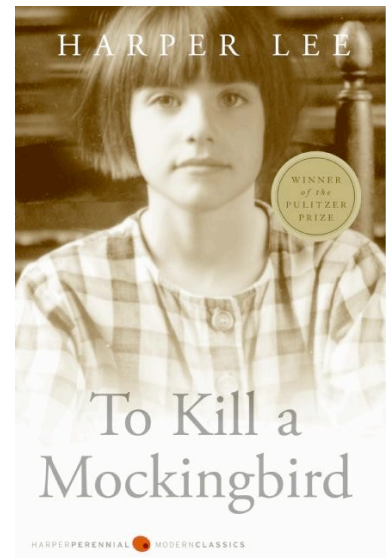
DO NOT LOSE THIS PACKET. DO NOT LOSE THIS PACKET. DO NOT LOSE THIS PACKET.



To Kill a Mockingbird

"You never really understand a person until you consider things from his point of view...

...until you climb into his skin and walk around in it."



Name _____

Period _____

DO NOT LOSE THIS PACKET. DO NOT LOSE THIS PACKET. DO NOT LOSE THIS PACKET.

To Kill a Mockingbird

A novel by Harper Lee

The story is about a young girl who witnesses a town's mistreatment of people. The story is told from the young girl's point of view.

The **main** characters are good people witnessing prejudice.

The young girl describes the prejudice honestly, and at times descriptively.

The language of the novel is at times vernacular – meaning that the language includes slang words and even derogatory words which were used by prejudiced people.

Some of the prejudice described in the story includes:

- white against black
- black against white
- poor against rich
- rich against poor
- girls against boys
- boys against girls

The story includes some great advice for how to live a good life. These are found in such quotes as: “You should walk a mile in a man's shoes before you judge him” and “mobs are made of people.”

The story describes the lifestyle of southern America in the post-Depression era of the late 1930s, and the story describes the judicial system of Alabama and the country in the 1930s. But the story was WRITTEN looking back on the 1930's through the eyes of the 1960's civil rights movement.

One character is described as a hero.

Through our study of this novel, we will explore our views regarding:

- the power of language and “loaded” words in particular
- the causes and dangers of prejudice
- the causes and dangers of gender stereotyping
- the qualities of a hero
- the definition of and effects of using symbolism in a work of literature
- the judicial system operating in the United States

...As well as experiencing the lives, hearts and minds of many delightful characters. Please enjoy what you read—and don't “spoil” it for anyone else if you've already gotten to enjoy it once! ☺

To Kill a Mockingbird Quiz & Discussion Questions

Chapter 1

1. What do you learn in this chapter about Maycomb, Atticus Finch and his family?
2. What do you learn about Dill's character?
3. What, briefly, has happened to Arthur "Boo" Radley.
4. Why does the Radley place fascinate Scout, Jem and Dill?
5. What do you notice about the narrative voice and viewpoint in the novel?

Chapter 2

6. Why is Scout so looking forward to starting school?
7. Why does Jem not want anything to do with Scout at school? Is his behavior typical of an older child?
8. What do you think of Miss Caroline Fisher as a teacher? Can you find qualities that would make her good or not so good at her job?

Chapter 3

9. Who is Calpurnia? What is her place in the Finch household?
10. What is Walter Cunningham like? What does his behavior during lunch suggest about his home life?
11. What do you think of the way Atticus treats Walter?
12. Does Scout learn anything from Walter's visit? What do you think this is?
13. Atticus says that you never really understand a person "until you climb into his skin and walk around in it". What does this mean? Is it an easy thing for Scout to learn? (In the last chapter of the novel, Scout repeats this, but she changes "skin" to "shoes" - this is probably not a mistake: Harper Lee suggests that Scout cannot clearly recall exactly what Atticus said and when, but the reader can check this!)
14. What do you learn in this chapter about the Ewells?

Chapter 4

15. What does Scout think of current fashions in education?
16. What superstitions do the children have in connection with the Radley house?
17. Why do the children make Boo's story into a game?
18. What do they do in this game? Do you think the game is an accurate version of what happens in the Radleys' home?
19. What might be the cause of the laughter from inside the house?

Chapter 5

20. Describe Miss Maudie Atkinson? How typical is she of Maycomb's women? What do the children think of her?
21. What does Miss Maudie tell Scout about Boo? How does this compare with what Scout already believes?
22. Scout claims that "Dill could tell the biggest ones" (lies) she ever heard. Why might Dill have told such lies?
23. What reasons does Atticus give for the children not to play the Boo Radley game? Do you think he is right? Why?

Chapter 6

24. Why does Scout disapprove of Jem's and Dill's plan of looking in at one of the Radleys' windows?
25. What does Mr. Nathan Radley know about the intruders in his garden? Why does Miss Stephanie refer to a "negro" over whose head Mr. Nathan has fired?
26. Why does Dill's explanation of Jem's state of dress almost land him in trouble?

Chapter 7

27. When Jem tells Scout about getting his trousers back, he tells her of something strange. What is this?
28. Can you find any evidence that Jem is beginning to understand more than Scout about Boo Radley? What do you think this is?
29. Does Jem still fear the gifts in the tree? Give reasons for your answer.
30. When the children plan to send a letter to the person who leaves the gifts, they are prevented. How does this happen? Who does it, and why might he do so?

Chapter 8

31. Why does Scout quiz Atticus about his visit to the Radley house? How much does Atticus tell her?
32. What is the "near libel" which Jem puts in the front yard? How do Miss Maudie and Atticus react to it?
33. Why does Atticus save Miss Maudie's oak rocking chair?
34. When Atticus asks Scout about the blanket around her shoulders, what does Jem realize?
35. Explain what Atticus means by telling Jem not to let his discovery "inspire" him to "further glory"? Is there any reason why Jem might now do as his father says?

Chapter 9

36. How well does Atticus feel he should defend Tom Robinson? Is it usual for (white) lawyers to do their best for black clients in Alabama at this time?
37. Scout and Jem have "mixed feelings" about Christmas? What are these feelings and why?
38. Uncle Jack Finch tells Scout that she is growing out of her pants. What does this mean and why might he say it?
39. When Francis talks to Scout he reveals an unpleasant feature of Aunt Alexandra. What is this?
40. Does Scout learn anything from overhearing Atticus's conversation with Uncle Jack? What might this be?

41. Read the final sentence of this chapter. Explain in your own words what it means and why it might be important in the story.

Chapter 10

42. Scout says, "Atticus was feeble". Do you think that this is her view as she tells the story or her view when she was younger? Does she still think this after the events recorded in this chapter?
43. In this chapter Atticus tells his children "it's a sin to kill a mockingbird". What reason does he give for saying this?
44. Why does Heck Tate not want to shoot Tim Johnson?
45. Near the end of this chapter Atticus cuts off Heck Tate as he is speaking to Jem. What might Heck have been about to say, and why would Atticus want to stop him from saying it?
46. Jem and Scout have different views about telling people at school how well Atticus can shoot. Explain this difference. Which view is closer to your own?

Chapter 11

47. How does Atticus advise Jem to react to Mrs. Dubose's taunts?
48. What does Mrs. Dubose say about the children's mother? How does Jem feel about this?
49. What request does Mrs. Dubose make of Jem? Is this a fair punishment for his "crime"?
50. Explain in your own words what Atticus thinks of insults like "nigger-lover". How far do you agree with him?
51. Why, in Atticus's view, was Mrs. Dubose "a great lady"?
52. Atticus says that Mrs. Dubose is a model of real courage rather than "a man with a gun in his hand". What does he mean? Do you think he is right?
53. Chapters ten and eleven are the last two chapters in the first part of the book. Explain why Harper Lee chooses to end the first part here.

Chapter 12

54. Comment on Jem's and Scout's visit to First Purchase church.
55. What new things does Scout learn here about how the black people live?
56. What does Scout learn from Calpurnia's account of Zeebo's education?
57. Explain why Calpurnia speaks differently in the Finch household, and among her neighbors at church.

Chapter 13

58. Why does Aunt Alexandra come to stay with Atticus and his family? What is she like?
59. Read the first two things Alexandra says when she comes to the Finch house. Are these typical of her or not?
60. Alexandra thinks Scout is "dull" (not clever). Why does she think this, and is she right? Are all adults good at knowing how clever young people are?
61. How does Aunt Alexandra involve herself in Maycomb's social life?
62. Comment on Aunt Alexandra's ideas about breeding and family. Why does Atticus tell them to forget it? Who is right, do you think?

Chapter 14

63. Comment on Atticus's explanation of rape. How suitable is this as an answer to Scout.
64. Why does Alexandra think Atticus should dismiss Calpurnia? How does Atticus respond to the suggestion?
65. Why is Scout pleased when Jem fights her back? Why is she less pleased when he tells Atticus about Dill?
66. What do we learn from Dill's account of his running away?

Chapter 15

67. What is the "nightmare" that now descends upon the children?
68. What was (and is) the Ku Klux Klan? What do you think of Atticus's comment about it?
69. How does Jem react when Atticus tells him to go home, and why?
70. What persuades the lynching-party to give up their attempt on Tom's life?
71. Comment on the way Scout affects events without realizing it at the time.

Chapter 16

72. What "subtle change" does Scout notice in her father?
73. What sort of person is Dolphus Raymond?
74. How does Reverend Sykes help the children see and hear the trial? Is he right to do?
75. Comment on Judge Taylor's attitude to his job. Does he take the trial seriously or not?

Chapter 17

76. What are the main points in Heck Tate's evidence? What does Atticus show in his cross-examination of Sheriff Tate?
77. What do we learn indirectly of the home life of the Ewell family in this chapter?
78. What do you learn from Bob Ewell's evidence?
79. Why does Atticus ask Bob Ewell to write out his name? What does the jury see when he does this?

Chapter 18

80. Is Mayella like her father or different from him? In what ways?
81. What might be the reason for Mayella's crying in the court?
82. How does Mayella react to Atticus's politeness? Is she used to people being polite?
83. How well does Mr. Gilmer prove Tom's guilt in the eyes of the reader (you) and in the eyes of the jury? Can you suggest why these might be different?

Chapter 19

84. What made Tom visit the Ewell's house in the first place?
85. Why does Scout think that Mayella Ewell was "the loneliest person in the world"?
86. In your own words explain Mayella's relationship with her father.
87. How does Dill react to this part of the trial? Why is this, in your opinion?

Chapter 20

88. Scout says, "Mr. Dolphus Raymond was an evil man". Is she right?
89. In most states of the USA people who drink alcohol in public places are required to hide their bottle in a paper bag. Why does Dolphus Raymond hide Coca-Cola in a bag?
90. What, according to Atticus, is the thing that Mayella has done wrong?
91. Explain, in your own words, Atticus's views on people's being equal.

Chapter 21

92. What does Jem expect the verdict to be? Does Atticus think the same?
93. What is unusual about how long it takes the jury to reach a verdict? Is the verdict predictable or not?
94. As Scout waits for the verdict, she thinks of earlier events. What are these and how do they remind us of the novel's central themes?

Chapter 22

95. Although Atticus did not want his children in court, he defends Jem's right to know what has happened. Explain, in your own words, Atticus's reasons for this. (Look at the speech beginning, "This is their home, sister".)
96. Miss Maudie tells Jem "things are never as bad as they seem". What reasons does she give for this view?
97. Why does Dill say that he will be a clown when he grows up? Do you think he would keep this ambition for long?
98. This story is set in the 1930s but was published in 1960. Have attitudes to racism remained the same (in the USA and the UK) or have there been any changes (for the better or worse) since then, in your view?
99. Why does Bob Ewell feel so angry with Atticus? Do you think his threat is a real one, and how might he try to "get" Atticus?

Chapter 23

100. What do you think of Atticus's reaction to Bob Ewell's challenge? Should he have ignored Bob, retaliated or done something else?
101. What is "circumstantial evidence"? What has it got to do with Tom's conviction?
102. What does Atticus tell Scout about why the jury took so long to convict Tom?
103. Why does Aunt Alexandra accept that the Cunninghams may be good but are not "our kind of folks"? Do you think that people should mix only with others of the same social class? Are class-divisions good or bad for societies?
104. At the end of this chapter, Jem forms a new theory about why Boo Radley has never left his house in years. What is this? How likely is it to be true, in your opinion?

Chapter 24

105. Do you think the missionary ladies are sincere in worrying about the "Mrunas" (a tribe in Africa)? Give reasons for your answer.
106. Compare the reactions of Miss Maudie and the other ladies when Scout says she is wearing her "britches" under her dress.
107. What is your opinion of the Maycomb ladies, as depicted in this chapter?
108. Explain briefly how Tom was killed. What is Atticus's explanation for Tom's attempted escape? Do you think agree with Atticus?
109. How, in this chapter, do we see Aunt Alexandra in a new light? How does Miss Maudie support her?

Chapter 25

110. How does Maycomb react to the news of Tom's death?
111. Comment on the idea that Tom's death was "typical"?
112. Explain the contrast Scout draws between the court where Tom was tried and "the secret courts of men's hearts". In what way are hearts like courts?
113. Why did Jem not want Scout to tell Atticus about Bob Ewell's comment? Was this a wise thing to ask her to do?

Chapter 26

114. In her lesson on Hitler, Miss Gates says, "we (American people) don't believe in persecuting anyone". What seems odd to the reader about this claim?
115. Why is Scout puzzled by Miss Gates' disapproval of Hitler?
116. Why does Scout's question upset Jem? Is there a simple answer, or any answer, to the question ("How can you hate Hitler an' then turn around an be ugly about folks right at home?")

Chapter 27

117. What three things does Bob Ewell do that alarm Aunt Alexandra?
118. Why, according to Atticus, does Bob Ewell bear a grudge? Which people does Ewell see as his enemies, and why?
119. What was the purpose of the Halloween pageant? What practical joke had persuaded the grown ups to have an organized event?

Chapter 28

120. Comment on the way this chapter reminds the reader of earlier events in the novel.
121. Why does Jem say that Boo Radley must not be at home? What is ironic about this? (Is it true? Does he really mean it? Why might it be important for him and Scout that Boo should not be at home?)
122. Scout decides to keep her costume on while walking home. How does this affect her understanding of what happens on the way?
123. Why had Atticus not brought a chair for the man in the corner? Who might this stranger be?

Chapter 29

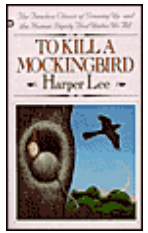
124. What causes the “shiny clean line” on the otherwise “dull wire” of Scout's costume?
125. What explanation does Atticus give for Bob Ewell's attack?
126. What does Heck Tate give as the reason for the attack?
127. Do you think the sheriff's explanation or Atticus's is the more likely to be true?

Chapter 30

128. Who does Atticus think caused Bob Ewell's death?
129. Why does Heck Tate insist that Bob Ewell's death was self-inflicted? In what way is this partly true?
130. Is Heck Tate right to spare Boo then publicity of an inquest? Give reasons for your answer.
131. How does the writer handle the appearance, at the end of the story, of Boo Radley?

Chapter 31

132. How do the events of the final chapters explain the first sentence in the whole novel?
133. Comment on the way the writer summarizes earlier events to show their significance.
134. How does Scout make sense of an earlier remark of Atticus's as she stands on the Radley porch?
135. How much of a surprise is it to find what Boo Radley is really like? Has the story before this point prepared the reader for this discovery?
136. At the end of the novel, Atticus reads to Scout. Comment on his choice of story. Does it have any connection with themes earlier in the novel and in its ending?



Reciprocal teaching Worksheet for Chapters 2-4

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Quote Questions Chapters 3 & 4

For each of the following quotes from these two chapters do three things and jot them down on the back of this sheet:

1. Figure out who said it
2. Figure out what he or she meant by it. Try to think deeply—what is the meaning underneath the surface?
3. What does it teach us about that character's personality? Or about the story?

Quote A

By the time we reached our front steps, Walter had forgotten he was a Cunningham (23).

Quote B

Hush your mouth! Don't matter who they are, anybody sets foot in this house's yo' company, and don't you let me catch you remarkin' on their ways like you was so high and mighty! Yo' folks might be better'n the Cunnighams, but it don't count for nothin' the way you're disgracin' 'em (24-25).

Quote C

"First of all," he said, "if you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view..."

"Sir?" [she's confused]

"...Until you climb into his skin and walk around in it" (30)

Quote D (this quote is explained more on page 31)

"You can't do that, Scout," Atticus said. "Sometimes it's better to bend the law a little in special cases. In your case, the law remains rigid. So to school you must go" (30).

Quote E

Atticus's arrival was the second reason I wanted to quit the game. The first reason happened the day I rolled into the Radley front yard. Through all the head-shaking, quelling of nausea and Jem-yelling, I had heard another sound, so low I could not have heard it from the sidewalk. Someone inside the house was laughing (41).

Quote Questions Notes



Reciprocal teaching Worksheet for Chapters 5-6

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Quote Questions For Chapters 5 & 6

For each of the following quotes from these two chapters do three things and jot them down on the back of this sheet

4. Figure out who said it and to whom s/he was talking
5. Figure out what he or she meant by it. **Try to think deeply**—what is the meaning underneath the surface? Don't settle for the easy answer that only takes a second!
6. What does it teach us—either about that character's personality or about the story?

Quote A

"You know old Mr. Radley was a foot-washing Baptist..."

"That's what you are, ain't it?"

"My shell's not that hard, child. I'm just a Baptist."

"Don't you all believe in foot-washing?"

"We do. At home in the bathtub."

"But we can't have communion with you all..."

Apparently deciding that it was easier to define primitive baptistery than closed communion, Miss Maudie said: "Foot washers believe anything that's pleasure is a sin. Did you know some of 'em came out of the woods one Saturday and passed by this place and told me me and my flowers were going to hell?"

"Your flowers, too?"

"Yes ma'am. They'd burn right with me" (44).

Quote B

...I wasn't even thinking about your father, but now that I am I'll say this: Atticus Finch is the same in his house as he is on the public streets (46).

Quote C

What Mr. Radley did might seem peculiar to us, but it did not seem peculiar to him.

Quote D

"Maybe so, but—I just want to keep it that way, Scout. We shouldn'a done that tonight. Scout."

It was then, I suppose, that Jem and I first began to part company. Sometimes I did not understand him, but my periods of bewilderment were short lived. This was beyond me.

Quote Questions Notes



Reciprocal teaching Worksheet for Chapters 7-8

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reciprocal teaching Worksheet for Chapters 9-10

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reciprocal teaching Worksheet for Chapters 11-12

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reciprocal teaching Worksheet for Chapters 13-14

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reciprocal teaching Worksheet for Chapters 15-16

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reciprocal teaching Worksheet for Chapters 17-18

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reciprocal teaching Worksheet for Chapters 19-20

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reciprocal teaching Worksheet for Chapters 21-22

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Quote Questions For Chapters 21 & 22

For each of the following quotes from these two chapters do three things and jot them down on the back of this sheet:

7. Figure out who said it and to whom s/he was talking
8. Figure out what he or she meant by it. **Try to think deeply**—what is the meaning underneath the surface? Don't settle for the easy answer that only takes a second!
9. What does it teach us—either about that character's personality or about the story?

Quote A

“Miss Jean Louise?”

I looked around. They were standing. All around us and in the balcony on the opposite wall, the Negroes were getting to their feet. Reverend Syke's voice was as distant as Judge Taylor's:

“Miss Jean Louise, stand up. Your father's passin' [by]” (211).

Quote B

“How could they do it, how could they?”

“I don't know, but they did it. They've done it before and they did it tonight and they'll do it again and when they do it—seems that only children weep. Good night” (213).

Quote C

“I simply want to tell you that there are some men in this world who were born to do our unpleasant jobs for us. your father's one of them.”

“Oh,” said Jem. “Well.”

“Don't you oh well me, sir [...] you are not old enough to appreciate what I said [...] We're so rarely called on to be Christians, but when we are, we've got men like Atticus to go for us” (215).

Quote D

“As I waited I thought, Atticus Finch won't win, he can't win, but he's the only man in these parts who can keep a jury out so long in a case like that. And I thought to myself, well, we're making a step—it's just a baby-step, but it's a step” (216).

Quote Questions Notes



Reciprocal teaching Worksheet for Chapters 23-24

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reciprocal teaching Worksheet for Chapters 24-25

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reciprocal teaching Worksheet for Chapters 26-27

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reciprocal teaching Worksheet for Chapters 28-31

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

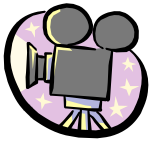
If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Movie Notes

Use this graphic organizer to take notes for your essay. You will choose three of these categories for your thesis and use your notes as your examples. The more completely you take notes, the better off you'll be on your exam!

Missing scenes or storylines	Differences in settings
Missing or changed characters	Missing or changed themes

Creative Project

Each of you is responsible for a creative project that takes your experience of the novel and puts it into some kind of creative form. I will show you some samples of “A” projects in class...but it’s your job to take what you see here and give it life.

Your projects will be graded on

- Meeting requirements of assignment (see specific options below)—25 points
- Creativity—25 points
- Apparent effort—25 points
- Accuracy to the text—25 points

Note that this project is worth more points than two or three of the other assignments combined. That is because it is meant to help you synthesize your entire experience of the novel. I will not accept any late projects.

Options

Exploring Setting

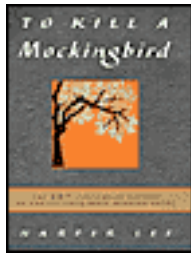
Construct a model of Maycomb. Include the homes of the major characters: the Finches, Calpurnia, Dill, Miss Maudie, Mrs. Duboise, the Radleys, Tom Robinson, the Ewells, the Cunninghams. Also include spots like the courthouse, the school, and the sheriff’s office. *Use the text to determine placement of the building.* Remember to label the buildings. You may use your imagination for details not specifically mentioned. Your model must be creative and colorful. When you present your project, be prepared to discuss how the social setting of the period influenced the physical setting.

Exploring Point of View

Produce a newspaper that might have been published in Maycomb. The paper should include two articles about current events from the novel. Remember to answer the journalistic questions: who, what, when, where, and why. Your paper should also include an editorial about a controversial issue facing the people of Maycomb, a letter to the editor from a citizen of Maycomb, a church news article, and an obituary of someone from the novel who died. Articles should have headlines; the paper should have a name. Present in an authentic newspaper format.

Exploring Character

Prepare a scrapbook that Scout (or some other character) might have kept. You should have some representation of 10 items, and a written explanation of why you selected those particular items and what the item reveals about Scout's (or others') character. Present your scrapbook and explanation to the class.



Create a Cover for *To Kill a Mockingbird*

Some people say “you can’t judge a book by its cover,” but I might disagree. I think the cover of a book tells you a lot. Think about all the questions that some of you asked about the cover of *To Kill a Mockingbird* when we first started reading it!

Oprah Winfrey agrees with this idea. In fact, she has redesigned the covers for several “classic” novels. Oprah recognized that there were plenty of really good books that people had stopped reading because they tended to have old-fashioned, uninteresting covers.

What if Oprah assigned you the task of “redesigning” the cover for *To Kill a Mockingbird* so that contemporary teenagers would be more interested in picking it up?

What would be on your “cover?”

You may choose to make your cover however you like. You might...

- Draw/paint a cover
- Create a cover out of magazine pictures (either as a collage or using the pictures instead of drawings)
- Design a cover on the computer

Your cover will be evaluated as follows

	Yes!	It’s a stretch	Nope
Cover contains specific references to the book	10	7	5
Cover clearly shows the title and author	10	7	5
Cover demonstrates real creativity/effort	10	7	5
Cover is no larger than 8 1/2 by 11	5		0

Visit First Purchase!

In Chapter 12, Scout and Jem visit First Purchase AME Church with Calpurnia. Since it's her first visit, Scout notices a lot of details about First Purchase, giving us a chance to "see" it from the inside.

Based on Scout's experience (and our discussion of it in class), create an advertisement for First Purchase. Your commercial could be

- A radio announcement
- A newspaper/magazine ad
- A billboard

Your commercial is worth 40 points and will be evaluated as follows

Yes!	Almost there...	Not quite...	Time to re-think	Incomplete
The advertisement is professional in sound or appearance (10 points).	The advertisement is neat and demonstrates effort (9 points).	The advertisement demonstrates effort, but is not especially neat (6 points).	The advertisement is sloppy or demonstrates minimum effort (4 points).	The student did not complete an advertisement (0 points).
The advertisement clearly relies on specific, accurate details from the book (10 points).	The advertisement indicates at least two details from the book (8 points).	The advertisement indicates at least one specific detail from the book (6 points).	The advertisement is vague and does not rely on details from the book (4 points).	The student did not complete an advertisement (0 points).
The advertisement is extremely creative, using artistic skill, humor or strong writing to give it a creative edge (15 points).	The advertisement is somewhat creative, using artistic skill, humor or strong writing to give it a creative edge (9 points).	The advertisement demonstrates a minimum effort toward creativity, and lacks sparkle (6 points).	The advertisement demonstrates a minimum attempt at creativity, and is just meant "to get the job done" (4 points).	The student did not complete an advertisement (0 points).
The advertisement uses the conventions of grammar, spelling and other mechanics flawlessly (5 points).	The advertisement has one error in the conventions of grammar, spelling and other mechanics (4 points).	The advertisement has two errors in the conventions of grammar, spelling and other mechanics (3 points).	The advertisement has three or more errors in the conventions of grammar, spelling and other mechanics (2 points).	The student did not complete an advertisement (0 points).

What's in Your Knothole?

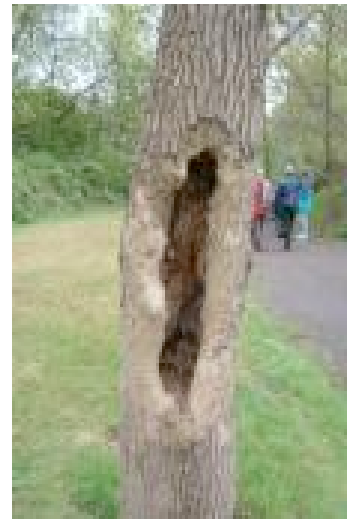
Someone leaves string, soap carvings, a watch and chewing gum for Scout and Jem in the secret knothole of the tree. Scout and Jem know that the person must know the kinds of things that they like because those items are treasures to them (even if they seem strange to us).

What if someone who knew you well left little treats and presents for you in a small, secret place like that? What things would he or she leave for you?

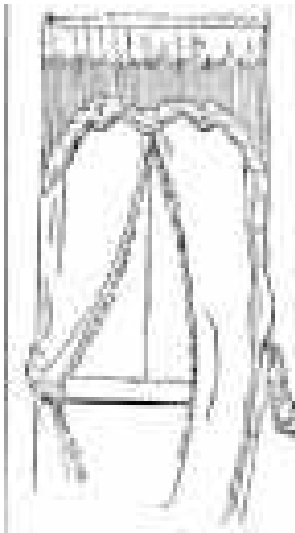
Choose four or five likely things that someone would leave for you. Put the items in a baggie and bring them to school. Plan to show your items to Mrs. B. and describe why they would make you uniquely happy.

Your “knothole” project will be evaluated as follows:

	Yes (5)	No (0)
I brought in at least four items.	<input type="checkbox"/>	<input type="checkbox"/>
The items genuinely mean something to me.	<input type="checkbox"/>	<input type="checkbox"/>
The items would all fit in the knothole of a tree, like those that Jem and Scout received.	<input type="checkbox"/>	<input type="checkbox"/>
I explained in a grown-up way why these items would make me uniquely happy.	<input type="checkbox"/>	<input type="checkbox"/>
I spoke loudly enough for my classmates to hear me clearly.	<input type="checkbox"/>	<input type="checkbox"/>
I made eye contact during my explanation, and I did not rush.	<input type="checkbox"/>	<input type="checkbox"/>



I earned _____ “yes’s” above, equaling _____/30 points.



What can you see through Boo's window?

A large, empty rectangular box with a thin black border, intended for a student to draw or write their answer to the question above.