

***TO KILL A MOCKINGBIRD* ACTIVITY PACKET**

OVERVIEW.

As we read *To Kill a Mockingbird*, you will be expected to complete **all** of the critical thinking, analysis, and synthesis activities in this packet. In addition to receiving classwork grades for your work on the six chapters in the novel, your completed assignments will be submitted on the day of the unit exam; collectively, they will be worth **one test grade** on the sixth six-weeks.

Additionally, you will be responsible for learning **all** of the words in the vocabulary section of this packet. You will be assessed over these words with objective questions on the chapter quizzes and the unit test that you will take over the next few weeks.

As the activities in this packet will comprise a **significant** portion of your grade during the sixth six-weeks, it is fully expected that you adhere to **all** of the following guidelines:

- **Do not lose this packet.** Students who lose this packet will be expected to print a new one of the teacher's website on their own time and with their own printer before or after class.
- Unless otherwise specifically directed, respond to **all** of the questions, prompts, etc. in this packet in **complete sentences**. Students will not receive credit for responses written in incomplete sentence.
- Complete the chapter assignments in a **timely manner**. While we will answer many of the questions in this packet as a class, you will be expected to complete some of the activities independently. Do not wait until the last minute to do so or you will not get credit for the individual classwork grades when chapter assignments are checked during class.
- **Bring this packet to class with you every day.** We will be working on these assignments on a daily basis throughout the unit.
- Write **neatly** and be professional. You will lose points on the individual assignments and the collective test grade if your packet is crumpled or torn, if you have drawn all over it, or if your handwriting is illegible.

Students who follow all of the directions above have a wonderful opportunity to earn a very high grade on an assignment which will count as a test. My expectation is that all of my students take full advantage of this opportunity to improve their average for the second semester of English II.

READING QUIZ SCHEDULE FOR *TO KILL A MOCKINGBIRD*

The dates on which you will **tentatively** be quizzed on the text of *To Kill a Mockingbird* are detailed below. Please note that **all dates are subject to change** and should be verified in class.

Reading Quiz #1: Chapters 12-15
Tuesday, May 8th

Reading Quiz #2: Chapters 16-21
Monday, May 14th

VOCABULARY WORDS FOR *TO KILL A MOCKINGBIRD*

The following is the list of words for the *To Kill a Mockingbird* vocabulary quizzes. Please make sure to thoroughly study the words so that you are adequately prepared for your individual quizzes.

VOCABULARY FROM PART II

CHAPTERS 1-4

1. **assuaged** – eased; relieved
2. **impotent** – powerless
3. **imprudent** – bold
4. **malevolence** – evil
5. **persevere** – to carry on

CHAPTERS 4-6

1. **auspicious** – promising
2. **arbitrated** – judged; decided
3. **asinine** – foolish; stupid
4. **edification** – illumination; instruction
5. **ramshackle** – broken down

CHAPTERS 7-9

1. **unfathomable** – impossible to understand
2. **aberrations** – changes from the norm
3. **analogous** – comparable
4. **invective** – insulting and/or vile language
5. **obstreperous** – unruly; hostile

CHAPTERS 10-11

1. **inconspicuous** – unnoticeable
2. **articulate** – able to express oneself clearly
3. **jubilantly** – joyfully
4. **passé** – out of style or use
5. **cantankerous** – difficult; cranky

VOCABULARY FROM PART II

CHAPTERS 12-15

1. **contentious** – quarrelsome
2. **qualms** – misgivings; doubts
3. **infallible** – perfect; faultless
4. **venerable** – respected; admired
5. **uncouth** – rude; graceless

CHAPTERS 16-21

1. **formidable** – wicked; disrespectful
2. **acrimonious** – angry; hostile
3. **brash** – aggressive; arrogant
4. **iota** – a bit; very small amount
5. **unmitigated** – pure; absolute

CHAPTERS 22-26

1. **squalid** – filthy
2. **feral** – wild; menacing
3. **wryly** – in a dry or sarcastic manner
4. **martyred** – sacrificed for a cause
5. **recluse** – a hermit or loner

CHAPTERS 27-31

1. **repertoire** – a list or collection
2. **rustic** – from the country; untutored
3. **gait** – manner of walking
4. **connived** – plotted
5. **garishly** – in a loud, glaring manner

VOCABULARY QUIZ SCHEDULE FOR *TO KILL A MOCKINGBIRD*

The dates on which you will ***tentatively*** be quizzed on the vocabulary words from *To Kill a Mockingbird* are detailed below. Please note that **all dates are subject to change** and should be verified in class.

Vocabulary Quiz #1: Chapters 1-6

Friday, April 20th

Vocabulary Quiz #3: Chapters 12-21

Friday, May 4th

Vocabulary Quiz #2: Chapters 7-11

Tuesday, May 1st

Vocabulary Quiz #4: Chapters 22-31

Wednesday, May 9th

***To Kill a Mockingbird* LITERARY TERMS CHART**

DIRECTIONS. As we read *To Kill a Mockingbird* in class, completely fill out the following chart. Be sure to write the example from the text and provide an analysis of the example for all of the literary terms listed.

LITERARY TERM	PAGE NUMBER INTRODUCED	EXAMPLE AND ANALYSIS
Allusion	Page # _____	Example: _____ Analysis: _____
Flashback	Page # _____	Example: _____ Analysis: _____
Foreshadowing	Page # _____	Example: _____ Analysis: _____
Hyperbole	Page # _____	Example: _____ Analysis: _____
Metaphor	Page # _____	Example: _____ Analysis: _____
Personification	Page # _____	Example: _____ Analysis: _____
Symbol	Page # _____	Example: _____ Analysis: _____

***TO KILL A MOCKINGBIRD* CHARACTER CHART**

DIRECTIONS. As we read *To Kill a Mockingbird* in class, fill out the following chart. Be sure to write a detailed description and provide an analysis of the character for all of the names listed.

CHARACTER NAME	PAGE NUMBER INTRODUCED	DESCRIPTION AND ANALYSIS OF CHARACTER
Scout	Page # _____	Detailed Description and Analysis:
Jim	Page # _____	Detailed Description and Analysis:
Dill	Page # _____	Detailed Description and Analysis:
Atticus	Page # _____	Detailed Description and Analysis:
Calpurnia	Page # _____	Detailed Description and Analysis:
Tom Robinson	Page # _____	Detailed Description and Analysis:
Bob Ewell	Page # _____	Detailed Description and Analysis:
Mayella Ewell	Page # _____	Detailed Description and Analysis:
Boo Radley	Page # _____	Detailed Description and Analysis:

CHAPTER QUESTIONS FOR *TO KILL A MOCKINGBIRD* PART I

CHAPTER 1

1. Who is the narrator of the novel? What type of narration is used?
2. The narrator begins her story by giving the reader some background information. What does the narrator reveal about her family history in the first several pages?
3. The novel is set in Maycomb, Alabama, in the 1930s, during the Great Depression. How does the narrator describe the town? What indicates that most of the townspeople are poor?
4. How does Scout describe the way she and her brother feel about their father?
5. What happened to Scout and Jem's mother?
6. Who is Calpurnia? How does Scout describe her? Identify a simile that she uses in her description.
7. How do Jem and Scout meet Dill? How does Scout describe the boy?
8. What is frightening to the children about the Radley house? What lives in the house, according to Scout?
9. Describe some of the rumors surrounding the Radley house and its inhabitant. How does the reader know that some of the rumors are untrue and that fears concerning the house may be unfounded?
10. Beginning with the line, "The misery of that house began many years before Jem and I were born," Scout tells the reader the sad history of the Radley family. Briefly summarize what happened to the family.
11. How did the townspeople feel about the Radley family? How did they view Mr. Radley in particular? Provide quotes from the text to support your answer.
12. After Dill wonders aloud what Boo Radley looks like, Jem gives a description from his imagination. How does he describe Boo? What image does his description evoke?
13. On what dramatic note does the chapter end? What do the kids do, and what is the result of their action?

CHAPTER 2

1. Describe Scout's teacher, Miss Caroline Fisher. What is irrational about her teaching methods?
2. How did Scout learn to read and write?
3. Describe the Cunningham clan.
4. When Scout asks her father if they are as poor as the Cunninghams, how does he respond? Through Atticus's, what does the reader learn about the Great Depression and how it affected different classes of people in different ways?
5. Why does Miss Caroline punish Scout?

CHAPTER 3

1. What does Scout do to make Calpurnia furious? What lesson does Calpurnia teach her?
2. Who are the Ewells, and why are they treated differently than others? Identify the "certain privileges" they get.
3. Compare the education levels of Scout, Walter Cunningham, and Burris Ewell. How do these comparisons emphasize the relationship between class and education?
4. What important lesson does Atticus teach Scout about understanding people? How might this lesson help her?
5. What compromise does Atticus make with Scout at the end of the chapter?

CHAPTER 4

1. What does Scout find in one of the trees at the edge of the Radley lot? Several days later, she and Jem find something else in the tree. What do they find? What do they decide to do with these items?
2. In the paragraph beginning, "Summer was on the way...," Scout describes summer by comparing it to a series of other things that remind her of the season. What literary term best fits her description?

3. Aside from Radley place, what other house do the kids avoid, and why?
4. Belief in various superstitions has emerged as a motif in the novel. What is a "Hot Steam"?
5. What game do the children make up in this chapter?
6. Summarize the tire incident. Who do you suppose was inside the Radley house, and what did Scout hear?

CHAPTER 5

1. Describe Miss Maudie Atkinson. Why does Scout like her so much?
2. What does Scout mean when she says that Miss Maudie was a "chameleon lady"?
3. Miss Maudie says that Mr. Radley had been a "foot-washing Baptist." What does she mean by this statement? What do foot-washing Baptists believe, according to her?
4. Like her son, Mrs. Radley is rarely seen outside. How might Mr. Radley's religious views explain this fact?
5. What causes Scout to question "pulpit Gospel"? How does her questioning relate to Miss Maudie?
6. As Scout and Miss Maudie talk about religion, Scout explains how Atticus defines God; what does she say?
7. When Miss Maudie says, "but sometimes the Bible in the hand of one man is worse than a whiskey bottle in the hand of—oh, of your father." What person is she criticizing, and what is the point of her criticism?
8. The children view Boo Radley as a strange and frightening figure. How do Miss Maudie and Atticus view him? What do they say about him?
9. How do Jem and Dill plan to send a note to Boo Radley? What does the note say? According to Dill, what is their reason for sending the note?

CHAPTER 6

1. Describe what Jem, Scout, and Dill do in the Radley yard at the beginning of the chapter. What do they see that makes them run away?
2. What happens to Jem's pants? What excuse does Dill make up to explain the situation?
3. Scout is unable to sleep because she is so scared. How does she describe her sleepless night? Identify an example of personification in her description.
4. Why is it important to Jem to get his pants before morning, even though the mission is dangerous?
5. Jem has decided that what he, Scout, and Dill did was wrong. What might account for Jem's change of heart? How does Scout feel about it?

CHAPTER 7

1. Jem has been acting odd ever since he went to retrieve his pants from the Radley's fence. What surprised him that night, and why is he frightened by it?
2. In this chapter, Scout and Jem find several more items in the knot-hole of the tree. Briefly list the things that they find. Which item do they consider their "biggest prize"?
3. Previously, the children had assumed that the knot-hole was someone's hiding place. What evidence now suggests that the items in the tree are meant specifically for Scout and Jem?
4. Who do you suppose is responsible for the gifts in the knot-hole? Why do you think the person is leaving these gifts?
5. When Jem and Scout return to the tree with the idea of placing in it a thank you note for the anonymous gift giver, they find the knot-hole plugged up with cement. Who plugged the knot-hole, and why?
6. How does Jem find out the explanation for filling the knot-hole is false? Do you think this the real reason?
7. When Jem finally comes in, Scout notices he has been crying. Why do you think he was crying?

CHAPTER 8

1. At the beginning of the chapter, Scout mentions that old Mrs. Radley died but her death “caused hardly a ripple” in the neighborhood. Why was this case?
2. What dramatic event causes Atticus to wake up the children at one o'clock in the morning?
3. Why does Atticus make the children leave the house and stand in front of the Radley house?
4. As Jem and Scout drink hot chocolate with their father after the fire, Scout notices Atticus looking at her with curiosity and sternness. What does he see? How does Scout react?
5. Who put the blanket around Scout's shoulders, and how does Atticus reach this conclusion? What is Scout's reaction when she hears the information?
6. Why do Atticus and Jem decide not to return the blanket at this time?
7. Up to this point in the novel, Boo Radley has been perceived as a lunatic or a monster. What evidence in the past two chapters indicates that he is not at all the threatening figure that people have made him out to be?

CHAPTER 9

1. As the chapter begins, Scout is yelling at Cecil Jacobs, a boy at school. Why are they fighting?
2. How does the fight end? What makes Scout feel “noble”?
3. Who is Atticus defending? What are townspeople saying about the case? What is Atticus' response to the gossip?
4. When Scout asks Atticus if he is going to win the case, he tells her, “No, honey.” She then asks him why he is taking on a case that cannot be won. What is his response, and what do you think he is referring to?
5. As she describes the “internal arrangements” of the house at Finch's Landing, Scout uses verbal irony to make a point about Simon Finch's character. Explain what she means to say about her ancestor.
6. What does Francis say about Atticus? How do his comments illustrate that racism exists not just in the other residents of Maycomb, but within the Finch family as well?

7. How does Scout react to Francis's taunts? What is the result of her action?
8. How does Scout explain her behavior to Uncle Jack? According to her, what was unjust about the way he punished her? What does she then make him promise?
9. As Jack and Atticus talk together in the evening, Atticus says that Scout must "learn to keep her head" in the next few months. Why is he concerned about her?
10. What information is provided about the Robinson case as the chapter comes to a close? What is Atticus' plan?
11. Near the end of the chapter, Atticus refers to the ingrained racism among the residents of Maycomb. How does he describe racism in this passage? To what does he compare it?
12. Scout ends the chapter with the words, "...I never figured out how Atticus knew I was listening, and it was not until many years later that I realized he wanted me to hear every word he said." Why do you think Atticus wanted Scout to hear what he said during his conversation with Uncle Jack?

CHAPTER 10

1. Scout compares Atticus to other fathers. What is different about Atticus? How do Scout and Jem feel about this?
2. The novel's title, *To Kill a Mockingbird*, is referenced in this chapter. In what context is it presented?
3. How might the killing of a mockingbird be a metaphor for one of the novel's major themes? For example, what might mockingbirds symbolize?
4. Which of the novel's characters thus far might be considered similar to mockingbirds?
5. What dramatic incident causes people to lock their doors and stay inside?
6. What does Atticus do that surprises the children and makes them feel proud? What do they learn about their father from Miss Maudie?
7. Some people suggest that the mad dog is a symbol for the evil that exists in Maycomb, specifically the racist attitudes that many of the townspeople have. What evidence can you find in this chapter or others that support this idea?

CHAPTER 11

1. Scout tells the reader about Mrs. Dubose. How do Scout and Jem feel about her?
2. As Scout and Jem are returning home from town one day, Jem does something to the shock and astonishment of Scout. What does he do, and why?
3. What does Atticus mean when he says, "The one thing that doesn't abide by majority rule is a person's conscience"?
4. What is Jem's punishment for knocking the tops off Mrs. Dubose's flowers? How does he feel about this punishment?
5. What is odd about Mrs. Dubose's behavior each afternoon when Scout and Jem visit her?
6. When Scout tells Atticus what Mrs. Dubose has been calling him, what is his response? What lesson does he teach Scout during this conversation?
7. What is the significance of the alarm clock by Mrs. Dubose's bed? What does Scout suddenly notice about it?
8. One evening, Atticus is summoned to Mrs. Dubose's house. What does he reveal to Jem and Scout when he returns?
9. According to Atticus, Mrs. Dubose had made one goal for herself before she died. What was it? How did Jem unknowingly help her reach that goal? How does this explain the significance of the alarm clock?
10. What does Atticus say "real courage" is? How does his definition relate to Mrs. Dubose? How does it fit Atticus?
11. As Atticus speaks about Mrs. Dubose's bravery, what lesson is he attempting to teach Jem?
12. Atticus hands Jem a box that Mrs. Dubose had left for him. What is in the box? What is Jem's response to it?

CHAPTER QUESTIONS FOR *TO KILL A MOCKINGBIRD* PART II

CHAPTER 12

1. A major theme in *To Kill a Mockingbird* is the journey from youth and innocence to maturity and knowledge. How does Jem symbolize this theme in Chapter Twelve? What evidence indicates that he is growing up and changing?
2. Why is Dill not coming to Maycomb this summer? How does Scout feel about his absence?
3. Why must Atticus leave for two weeks? How is his absence related to the country's economic troubles?
4. What is the name of Calpurnia's church, and what is the significance of the name?
5. Briefly describe Calpurnia's church. How does it differ from the church Jem and Scout usually attend? How is it similar?
6. When they arrive at the church, Scout and Jem experience first-hand what it feels like to be the object of racial intolerance. Briefly describe the incident and how it is resolved.
7. What prompts Reverend Sykes to order the doors be closed and that no one be allowed to leave for a period of time?
8. Why is Helen Robinson finding it difficult to get work lately?
9. What more does the reader learn about Tom Robinson's arrest? Of what has he been accused? Who has accused him?
10. What is "linin'," and why is it done?
11. In this chapter, Scout and Jem seem to see Calpurnia in a new light. What do they learn about Calpurnia, and how does it change their views about her?

CHAPTER 13

1. Why does Aunt Alexandra come to visit? How does Scout feel about her arrival?
2. What is Aunt Alexandra's major theory concerning human behavior? How does Jem point out the irrationality of it?

3. Scout states that there is a “caste system” in Maycomb. How does she explain the system?
4. When Atticus comes into Jem’s room before bedtime to speak with the children, what information does he relay to them from Aunt Alexandra? Do you think he believes what Aunt Alexandra has made him say?
5. What makes Scout cry while Atticus is talking with her and Jem?
6. How do the last few paragraphs indicate that Atticus was merely following Aunt Alexandra’s orders and that he feels bad about doing so?

CHAPTER 14

1. How is the trial affecting the children’s weekly visits to town? What are people saying?
2. How does Atticus explain rape to Scout?
3. As Scout eavesdrops on Atticus and Aunt Alexandra, she says, “I felt the starched walls of a pink cotton penitentiary closing in on me....” What does Scout mean by this comment? What literary term is demonstrated here?
4. What does Alexandra want Atticus to do to Calpurnia? What is his response?
5. What does Jem tell Scout she should do when dealing with Aunt Alexandra? How does Scout react to his suggestion?
6. Scout thinks there may be a snake under her bed. What is actually under her bed?
7. What does Jem do that shocks Dill and Scout? How does he explain this? How does it establish his maturity?
8. Why has Dill run away from home? What reasons does he give?
9. As the chapter ends, what is Scout thinking about? What question does she ask Dill, and how does he respond?

CHAPTER 15

1. The chapter begins on an ominous note as the reader receives hints that something bad is about to happen. Identify at least two instances of foreshadowing from the first several paragraphs.
2. What are the men talking about as the children listen from the window? What can the reader infer from the conversation? For example, what makes Heck Tate “uneasy”?
3. What does Atticus say that causes the men to close in on him? What makes the men scatter?
4. After the men leave, Jem reveals his fears to Atticus. What is Jem worried about?
5. According to Scout, Atticus does “something that interest[s]” her and Jem. What is it? What other surprising thing does he do, and why does this suggest to Jem that something is wrong?
6. What do Jem and Scout do after Atticus leaves the house, and why?
7. Where do the children find Atticus, and what is he doing when they spot him? How does this explain why he left the house with the extension cord and light bulb?
8. The reason for the men’s arrival at the jail is not directly stated. Taking into account what they say and their behavior, why have they come to the jail?
9. Briefly summarize what happens when Scout pushes her way through the group of men. How does she ultimately defuse the situation?
10. The concept of protection plays a major role in this chapter, as several characters are involved in the act of defending or safeguarding one another. Who protects whom, and how do they do it?

CHAPTER 16 (The Trial)

1. As Scout is drifting off to sleep, two images come into her mind. What are they and why do they cause her to cry?
2. What surprising fact does Atticus reveal about Mr. Underwood at the breakfast table? What previously mentioned theme is emphasized by this information?

3. What does Atticus say about mobs and men over the breakfast table? What does he mean by the statement, "[M]aybe we need a police force of children..."?
4. What is the mood in the courthouse square on the first day of the trial? What do you find disturbing about it?
5. What is significant about Mr. Dolphus Raymond?
6. According to Jem, what are "mixed" children, and why are they sad?
7. Compare and contrast the behavior of the white spectators to that of the black spectators.
8. How are blacks and whites segregated inside the courthouse? Where do Scout, Jem, and Dill end up sitting?
9. How does Scout describe the Maycomb County courthouse? According to her, what do the Greek revival columns and the old clock tower suggest about the people of Maycomb?
10. Describe the members of the Idlers' Club. What information does Scout get from them? What is it that confuses her?

CHAPTER 17 (The Trial)

1. Who is the first person to take the stand? Briefly summarize his testimony.
2. What does Atticus spend much of his time asking Mr. Tate?
3. To what animal does Scout compare Mr. Ewell? How is the comparison fitting?
4. Where do the Ewells live, and what does this say about their social position in Maycomb county?
5. How does Mr. Ewell act when he first takes the stand, and how does Judge Taylor react to him?
6. What is Mr. Ewell's version of what happened?

7. Why does Atticus want Ewell to write his name?
8. Jem thinks that Atticus has clinched the case by establishing that Ewell is left-handed.
9. However, Scout is skeptical that the information proves anything. What are her doubts?

CHAPTER 18 (The Trial)

1. What is Mayella's version of what happened? Which part of her testimony contradicts that of her father's?
2. Why does Mayella think that Atticus is mocking her?
3. Why does Atticus begin by asking Mayella a lot of questions about herself and her family?
4. Describe the way Tom Robinson looks as he stands up. What is unusual about his arms? Why is this important?
5. On what dramatic note does Atticus end his questioning of Mayella? What is her response?
6. Considering the evidence and testimony up to this point, do you think Tom Robinson is guilty? Why?

CHAPTER 19 (The Trial)

1. When Tom Robinson takes the oath, what is made clear about his left hand? How does this help Atticus's case?
2. Summarize Tom's testimony. According to him, what happened on the day of the alleged crime?
3. Where were the other Ewell children on that day? What does this suggest about Mayella's motives concerning Tom?
4. What does Tom's running away from the Ewell house suggest? What else could he have done?
5. What does Link Deas say about Tom Robinson? How does this show that he is different from others in Maycomb?

6. How would you describe Mr. Gilmer's cross-examination of Tom Robinson? What is his strategy? What is his tone?
7. When Tom admits that he felt sorry for Mayella Ewell? How do the majority of white people in the courtroom react?
8. Why does Dill begin to cry?

CHAPTER 20 (The Trial)

1. Why does Dolphus Raymond pretend to drink liquor? What does Scout think this and the reasons he gives for it?
2. How does Dolphus Raymond explain Dill's crying?
3. Dolphus Raymond tells Scout, "You haven't even seen this town, but all you gotta do is step back inside the courthouse." How will Scout see what her town is truly like simply by stepping back into the courthouse?
4. What does Jem think the verdict will be? Do you think he is right? Give reasons for your opinion.
5. During his closing argument, Atticus does something that astonishes Scout and Jem. What does he do? Why?
6. At one point during his closing remarks, Atticus says to the jury, "This case is as simple as black and white." What does he mean by this statement? How can it be interpreted on more than one level?
7. According to Atticus, what motivated Mayella Ewell to accuse Tom Robinson of raping her?
8. How is Atticus' closing statement in defense of Tom Robinson also an attack upon racism?
9. In his closing statement, Atticus says, "All men are created equal." What is the one institution in which this is true?
10. Atticus says "A court is only as sound as its jury, and a jury is only as sound as the men who make it up." What does he mean by this assertion?

CHAPTER 21 (The Trial)

1. Calpurnia comes into the courtroom to hand a note to Atticus. What does the note say?
2. Why is Jem certain that Tom Robinson will be acquitted?
3. What does Reverend Sykes say about his experiences in court?
4. As everyone waits for the verdict, a certain impression creeps into Scout's mind. What is she remembering? What is the significance of the impression?
5. When the jury comes in, what does Scout notice about the jurors' behavior? According to her, what does their behavior signify?
6. The climax occurs when the jury gives its verdict. How does Jem react to the verdict? How does Atticus react?
7. What do you think Atticus whispers to Tom Robinson just before he leaves the courtroom?
8. What do the black spectators do as Atticus leaves the courtroom? What does their gesture signify?

CHAPTER 22

1. What does Atticus mean when he says, it "seems that only children weep"?
2. On the morning after the trial, the kitchen table in the Finch household is "loaded with enough food to bury the family." Who brought the food, and why? What is Atticus's response?
3. Jem uses the metaphor of a caterpillar in a cocoon to describe his feelings. According to him, in what way is he like a caterpillar in a cocoon? What feeling is he struggling with, and how does it relate to the trial and the town of Maycomb? What does the caterpillar symbolize?
4. What does Miss Maudie mean when she says, "...we're making a step—it's just a babystep, but it's a step"? What evidence does she use to explain her optimism?
5. As the children watch the neighbors gossip, Dill makes a declaration about what he will be when he grows up. What does he say, and what are his reasons?

CHAPTER 23

1. We learn that Mr. Ewell had actually threatened to kill Atticus. How does Atticus take the threat?
2. Alexandra disagrees with Atticus about the threat. Why? Should Atticus take the threat more seriously?
3. According to Atticus, what is optimistic about Tom's case?
4. If Tom is found guilty on appeal, what will his punishment be? Why?
5. Jem and Atticus converse about some of the obvious problems with the legal system. Briefly summarize their discussion. What are Jem's major points, and how does Atticus address them?
6. What does Atticus mean when he says, "...it's all adding up and one of these days we're going to pay the bill for it"?
7. According to Atticus, what are three reasons why many Maycomb citizens do not want to serve on a jury? Summarize the example he uses to illustrate one of these reasons.
8. Atticus says that the fact that the jury took so long to reach a verdict may indicate "the shadow of a beginning." What does he tell Jem and Scout about one of the jurors?
9. When Scout learns about the Cunningham juror, what does she say she will do as soon as school starts? What is Aunt Alexandra's response?
10. What physical signs indicate that Jem is growing up? What does he show to Scout when he brings her into his room?
11. Scout explains to Jem what Aunt Alexandra said that caused her to cry. What was it that upset her most?
12. How does Jem describe the social hierarchy in Maycomb?
13. Jem talks about "background" to explain how the Finches are different from the Cunninghams. How does he define "background"? What is Scout's response to his theory?
14. At the end of the chapter, what conclusion does Jem draw about Boo Radley? What leads him to this conclusion?

CHAPTER 24

1. Aunt Alexandra is entertaining her missionary circle. Who are the Mrunas? Why do they interest the circle?
2. Mrs. Merriweather says, "If we just let them know we forgive' em, that we've forgotten it, then this whole thing'll blow over." Who and what is she talking about? What is ironic about her statement?
3. What is hypocritical about the concern the ladies of the missionary circle have for the Mrunas?
4. When Mrs. Merriweather claims, "there are some good but misguided people in this town," what is she talking about?
5. What does Miss Maudie say that silences Mrs. Merriweather?
6. Why does Scout prefer the company of men as opposed to that of women?
7. What did Calpurnia say to Miss Rachel's cook about Tom's despair? What was the last thing Tom told Atticus?
8. When Atticus arrives home, what news does he bring about Tom Robinson? Summarize what happened to Tom.
9. Why do you think Tom ran for the fence? Why did he keep running even when the guards warned that him?
10. Alexandra asks Miss Maudie, "[W]hat else do they want from him, Maudie, what else?" What does she mean by this?
11. How does Miss Maudie reply to Alexandra's question? What literary device is used in Miss Maudie's response?

CHAPTER 25

1. As Scout is about to kill a roly-poly bug. What stops her from doing it? What theme does the incident underscore?
2. Dill was present when Atticus tells Helen Robinson the news of her husband's death. Summarize what happened.
3. Scout recalls what people in Maycomb had said after Tom's death. What was general attitude of the townspeople?

4. To what did Mr. Underwood's editorial compare Tom's death? What is the significance of his comparison?
5. What was Scout confused about when she read the editorial? What became clear to her upon later reflection?
6. What remark did Mr. Ewell make upon hearing of Tom's death? What is the significance of the remark?

CHAPTER 26

1. Scout says that the Radley place had ceased to terrify her. Why?
2. How does Scout feel about the way she, Jem, and Dill treated Boo Radley? What are her thoughts about him now?
3. What do the children talk about in current events period? According to Miss Gates, what is the difference between America and Germany?
4. Why is Scout surprised that her teacher hates Hitler? How is Miss Gates similar in this regard to the ladies in the missionary circle from Chapter Twenty-Four?
5. Why does Jem react violently when Scout talks about what she overheard at the courthouse?

CHAPTER 27

1. Scout says three unusual things had happened in Maycomb by the middle of October. Briefly summarize these things.
2. What is different about Halloween this year? Why?
3. Identify at least two instances of foreshadowing in the final four paragraphs of the chapter.

CHAPTER 28

1. How does Scout describe the night of the pageant? What mood is suggested by Scout's description of it?

2. How have Scout's feelings about Boo Radley changed since the beginning of the novel? What other childhood fears have Jem and Scout left behind? Identify the simile that she uses to explain the disappearance of these fears.
3. As Scout and Jem pass by the edge of the Radley property, what do they hear in the tree? Why is this significant?
4. Harper Lee creates a mood of suspense and foreboding as Jem and Scout begin their walk home. Briefly summarize their journey from the school to the big oak tree, noting some elements that contribute to the suspenseful mood.
5. What happens when Scout and Jem arrive at the tree?
6. What does Scout see when she looks down the road after the attack?
7. Who do you suppose the assailant was? Who is the stranger that carries Jem home?
8. As Scout waits to hear about Jem she says, "After ten forever Dr. Reynolds returned." What literary term is this?
9. What are Jem's injuries, according to Dr. Reynolds?
10. As Scout looks at the man who carried Jem home, what are her thoughts?
11. The chapter closes on a dramatic note. According to Sheriff Tate, what is lying under the big oak tree?
12. The narrative of *To Kill a Mockingbird* has a circular plot. Give an example from this chapter that demonstrates this.

CHAPTER 29

1. When do you suppose Boo Radley came out of his house?
2. According to Heck Tate, why did Bob Ewell go after Scout and Jem instead of Atticus?
3. How does Scout describe Boo Radley? How does she react when she finally realizes Boo saved her and Jem?

CHAPTER 30

1. How has Scout's "small fantasy" about Boo Radley come true in this chapter?
2. Who does Atticus think killed Bob Ewell? Why does he not want it covered up?
3. Heck Tate tries to convince Atticus that Scout was wrong about who killed Bob Ewell. What is Tate's theory?
4. Who killed Bob Ewell? Why does Tate decide to keep this information from the public?
5. To what does Scout compare Boo's exposure? Explain her meaning.

CHAPTER 31

1. In what ways is Boo Radley like a child in this chapter? What is the significance of his behavior?
2. As Scout stands on the Radleys' front porch, she flashes back to a number of scenes from the previous two years. Summarize these flashbacks. What is the significance of Scout's remembering these scenes?
3. What lesson comes to Scout's mind as she reminisces on the Radley porch? What is the significance of this?
4. As Atticus leads Scout to bed, she dreamily talks about the plot of *The Gray Ghost*, one of the novels that she and Jem had known very well. How is the ending of that book similar to Scout's experiences with Boo Radley?
5. What is Atticus's final statement about people? What theme does this statement highlight?