**![C:\Users\havlinswartzj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8EPL87T2\Mockingbird-silhouette[1].png]()To Kill a Mockingbird**

**Chapter Reading and Essay Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **2/6** | **2/7** | **2/8***Scottsboro Boys* | **2/9**TKM Intro*Reading Time* | **2/10**Chapter 1/2*Lit Circle #1**DQ #1* |
| **2/13**Chapter 3/4/5*Quiz #1/DQ #2* | **2/14**Chapter 6/7*DQ #3* | **2/15**Chapter 8/9*WW: Prompt #1* | **2/16**Chapter 10/11*DQ#4* | **2/17***Quiz #2Lit Circle #2* |
| **2nd Winter Break** |
| **2/27**Chapter 12/13/14/15*DQ #5 & 6* | **2/28**Chapter 16/17*DQ #7* | **3/1**Chapter 18/19*WW: Prompt #2* | **3/2**Chapter 20/21*DQ #8* | **3/3***Quiz #3**Lit Circle #3* |
| **3/6**Chapter 22/23/24*DQ#9* | **3/7**Chapter 25/26*DQ#10*  | **3/8**Chapter 27/28*WW: Prompt #3* | **3/9**Chapter 29/30 | **3/10**Chapter 31*Lit Circle #4/ Review* |
| **3/13**TKM Exam | **3/14***Writing Time* | **3/15** | **3/16** | **3/17** |

 **TKM Activities and Assessments**

* Comprehension questions, *due daily (prep for quiz – stamps/participation)*
* Daily Discussion question, *in-class (prep for essay – process)*
* Writing Wednesday*, Answer corresponding essay prompt (Prep for essay – process)*
* Final Exam *(Culminating)* **Date \_\_\_\_\_\_\_\_\_\_\_\_\_**
* Creative Project, *see end of packet for info* *(Culminating)* ***DUE \_\_\_\_\_\_\_\_\_\_\_\_\_***
* Literature Analysis Essay *(Culminating/Shared LA & SS Grade)* **DUE \_\_\_\_\_\_\_\_\_\_\_\_\_**
* TKM Work Packet *(Process)* **DUE \_\_\_\_\_\_\_\_\_\_**

Essay Prompts

1. Theme/Technique Open Choice – Select a theme of your choice and discuss a literary technique used to develop the theme. (Race, Fear, Women+ Femininity, Justice + Judgement, Youth, Family, Compassion + Forgiveness, Morality + Ethics)
2. **Dimensions of Social Inequality** – What does this novel have to teach us about the **problem of human inequality** and the **divisions within human society**? Write about specific dimensions of inequality and how Harper Lee uses point of view to illustrate her message on social inequality
3. **The Inevitability of the Loss of Innocence.**  With age and experience come knowledge, the realization of harsh realities, and finally wisdom and understanding. Trace the narrator’s journey from innocence to understanding. What do you feel the author is telling the reader about innocence through the use of symbolism and/or characterization?

**Author/Novel Context Notes**

**Themes and Symbols - As you read, track where you might see these symbols or themes (sticky notes work great!). There may be other objects – Keep an eye out!**

* Mockingbird
* Knothole
* Soap figures:
* Guns
* Mad Dog
* Miss Maudie
* Mrs. Dubose
* Scout –
* Bob Ewell
* Atticus
* Walter Cunningham, Sr.

**TKM Study Guide**

**Chapter 1 –**

1. What do you learn in this chapter about the setting, Atticus Finch, and his family?
2. Why does the Radley place fascinate Scout, Jem and Dill?

**Chapter 2 –**

1. Scout starts her first year of school, but hates it from the first day. Why?
2. What do the kids want to give Boo Radley?

**Chapter 3 –**

1. What does Bob Ewell spend his relief checks on?
2. Atticus tells Scout, **“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.”** What are some of the things that Scout begins to realize at this point (34)?

**Chapter 4 -**

1. Where do you suppose the gum and the pennies are coming from? What makes you think so?
2. Scout has two reasons for wanting to quit the “Radley Game.” What are they?

**Chapter 5 -**

1. Explain Miss Maudie’s statement of p49: “… sometimes the Bible in the hands of one man is worse than a whiskey bottle in the hand of –oh, of your father.”
2. What reasons does Atticus give for the children not to play the Boo Radley game? Do you think he is right? Why?

**Chapter 6 -**

1. What reasons do Jem and Dill give for trying to peek into the Radley window on this particular night?
2. Why must Jem return to the Radley house after the “incident” and what does it reveal about his relationship with Atticus?

**Chapter 7 -**

1. What is significant of the gifts in the tree?
2. Explain why Mr. Nathan Radley fills the hole in the tree with cement. Why does Jem cry about this?

**Chapter 8 -**

1. When Atticus asks Scout about the blanket around her shoulders, what does Jem realize?
2. After the fire is over, how does Miss Maudie feel about the destruction of her house? What does this tell you about her character, her values?

**Chapter 9 -**

1. 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?
2. When Francis talks to Scout he reveals an unpleasant feature of Aunt Alexandra. What is this?

**Chapter 10 –**

1. In this chapter Atticus tells his children that “it's a sin to kill a mockingbird”. What reason does he give for saying this?
2. Immediately after the shooting of the mad dog, the kids are proud to learn that Atticus is also known by this positive nickname. What is it and why are they so proud?

**Chapter 11 –**

1. How does Atticus advise Jem to react to Mrs. Dubose's taunts?
2. What does Mrs. Dubose say about the children's mother? How does Jem feel about this?

**Part 2**

**Chapter 12 -**

1. Comment on Jem's and Scout's visit to First Purchase church.
2. Explain why Calpurnia speaks differently in the Finch household, and among her neighbours at church.

**Chapter 13 –**

1. Why does Aunt Alexandra come to stay with Atticus and his family?
2. 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 –**

1. Comment on Atticus's explanation of rape. How suitable is this as an answer to Scout.
2. What do we learn from Dill's account of his running away?

**Chapter 15 –**

1. What is the “nightmare” that now descends upon the children?
2. What persuades the lynching-party to give up their attempt on Tom's life?

**Chapter 16 –**

1. What sort of person is Dolphus Raymond?
2. Comment on Judge Taylor's attitude to his job. Does he take the trial seriously or not?

**Chapter 17 –**

1. What are the main points in Heck Tate's evidence? What does Atticus show in his cross-examination of Sheriff Tate?
2. Why does Atticus ask Bob Ewell to write out his name? What does the jury see when he does this?

**Chapter 18 –**

1. What might be the reason for Mayella's crying in the court?
2. How does Mayella react to Atticus's politeness? Is she used to people being polite?

**Chapter 19 –**

1. What made Tom visit the Ewell's house in the first place?
2. Why does Scout think that Mayella Ewell was “the loneliest person in the world”?

**Chapter 20 –**

1. Scout says that “Mr. Dolphus Raymond was an evil man”. Is she right?
2. What, according to Atticus, is the thing that Mayella has done wrong?

**Chapter 21 –**

1. What does Jem expect the verdict to be? Does Atticus think the same?
2. What is unusual about how long it takes the jury to reach a verdict? Is the verdict predictable or not?

**Chapter 22 –**

1. Why does Dill say that he will be a clown when he grows up? Do you think he would keep this ambition for long?
2. 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 –**

1. What is “circumstantial evidence”? What has it got to do with Tom's conviction?
2. 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 –**

1. What is your opinion of the Maycomb ladies, as depicted in this chapter?
2. Explain briefly how Tom was killed. What is Atticus's explanation for Tom's attempted escape. Do you think agree with Atticus?

**Chapter 25 –**

1. How does Maycomb react to the news of Tom's death?
2. 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 –**

1. In her lesson on Hitler, Miss Gates says that “we (American people) don't believe in persecuting anyone”. What seems odd to the reader about this claim?
2. Why is Scout puzzled by Miss Gates' disapproval of Hitler?

**Chapter 27 –**

1. What three things does Bob Ewell do that alarm Aunt Alexandra?
2. What was the purpose of the Halloween pageant? What practical joke had persuaded the grown ups to have an organized event?

**Chapter 28 –**

1. What does Cecil Jacobs do BEFORE the pageant which helps set up the incidents which occur AFTER the pageant?
2. What things do Jem and Scout think the noise might be?
3. How many people are finally involved under the tree? Who are they?

**Chapter 29 -**

1. What explanation does Atticus give for Bob Ewell's attack?
2. What does Heck Tate give as the reason for the attack?

**Chapter 30 -**

1. Who does Atticus think caused Bob Ewell's death?
2. Why does Heck Tate insist that Bob Ewell's death was self-inflicted? In what way is this partly true?

**Chapter 31 -**

1. How do the events of the final chapters explain the first sentence in the whole novel?
2. How does Scout make sense of an earlier remark of Atticus's as she stands on the Radley porch?

**Discussion Questions:** If you need more space for you answers, please attach extra sheets to the packet.

|  |  |
| --- | --- |
| **#** | **Answer** |
| **#1** |  |
| **#2** |  |
| **#3** |  |
| **#4** |  |
| **#5** |  |
| **#6** |  |
| **#7** |  |
| **#8** |  |
| **#9** |  |
| **#10** |  |

Lit Circle Notes – Chapters covered, questions, answers, big ideas

|  |
| --- |
| #1 |
| #2 |
| #3 |
| #4 |

Character Chart

|  |  |  |
| --- | --- | --- |
| **Character** | **Chp** | **Quotes/Notes** |
| Atticus |  |  |
|  |  |
|  |  |
| Jem |  |  |
|  |  |
|  |  |
| Scout |  |  |
|  |  |
|  |  |
| Dill |  |  |
|  |  |
| Boo |  |  |
|  |  |
| Mrs. Dubose |  |  |
|  |  |
| Miss Maudie |  |  |
|  |  |
| Calpurnia |  |  |
|  |  |
| Ewells |  |  |
|  |  |
| Tom Robinson |  |  |
|  |  |

***To Kill a Mocking Bird* – Creative Project (Culminating Grade)***Minimum requirements for each project (if not already stated) – written explanation/connection.
One symbol. One theme. Obvious connection to the text. (think: culminating understanding)*

**1.  Music**:  Make a tape or a CD of at least 5 songs that represent the themes/characters/events in the story.  Make a cover for the CD or cassette.  Also, make liner notes that explain the relationship between the songs and *To Kill a Mockingbird*.  In short, make sure there is at least one paragraph written for each song.  Each paragraph should make connections between the song and the book.  It should be evident from these paragraphs that you have read and that you have fully understood the themes and how they are connected to the lyrics of the songs you have chosen.

 **2.  Collage**:  On a sheet of poster board, make a collage that represents a theme, character, or an event in the story.  The collage should have attached a typed paper explaining the theme, character, or event that you have visually presented in your collage.

 **3.  Poetry 1**:  Write at least three short poems or one long poem in the form of your choosing about the story, a theme from the story, or one or more of the characters.  The poem can be told from a narrator of your own creation, or it can be told from the perspective of one of the characters.  Write a short paper explaining how your poems are connected to the story.  Also, you will be required to read at least one of the poems to the class.

 **4.  Poetry 2**: find a poem that shares a theme with *To Kill a Mockingbird*.  Memorize the poem.  Perform the poem in front of the class with some emotion and enthusiasm.  Then present an explanation of how the poem is connected to the book.  Your explanation needs to be typed and turned in on the day you present.

 **5. Quotations:**  Analyze one or more of the following quotations and explain its significance in the story and its relationship to the themes in the novel.  Use a well-developed, multiple-paragraph response to explain the scene and analyze the quote.

* I think there's just one kind of folks.  Folks.  ~Harper Lee, *To Kill a Mockingbird*, Chapter 23, spoken by the character Scout
* It was times like these when I thought my father, who hated guns and had never been to any wars, was the bravest man who ever lived.  ~Harper Lee, *To Kill a Mockingbird*, Chapter 11
* I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand.  It's when you know you're licked before you begin but you begin anyway and you see it through no matter what.  You rarely win, but sometimes you do.  ~Harper Lee, *To Kill a Mockingbird*, Chapter 11, spoken by the character Atticus
* Your father’s right. Mockingbirds don’t do one thing but make music for us to enjoy.  They don’t eat up people’s gardens, don’t nest in corncribs, they don’t do one thing but sing their hearts out for us.  That’s why it’s a sin to kill a mockingbird. ~Harper Lee, *To Kill a Mockingbird*, Chapter 10, spoken by Miss Maudie
* Secretly, Miss Finch, I’m not much of a drinker, but you see they could never, never understand that I live like I do because that’s the way I want to live. ~Harper Lee, *To Kill a Mockingbird*, Chapter 20, spoken by Mr. Dolphus Raymond
1. **Newspaper/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 a newspaper format.
2. **Wanted Posters/Exploring Character:** Make three wanted posters for three of the characters in the book. Include a drawing of the character, a detailed physical description, a list of misdeeds, maximum penalty possible for the crimes, other important information such as places the character is likely to be found, last know physical address, and a reward for the capture. Take your details from the novel. Write a 3 paragraph explanation about whether or not you believe the character will be convicted if caught and why or why not. Present your posters and your verdicts, along with your explanations, to the class.
3. **Scrapbook/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.
4. **OPEN**: think of something that is creative and requires about the same amount of work as the projects above.  Then get my permission to do it. **Ideas**: Game board, movie trailer, dramatic representation of scenes, miniature scene diagram, create a puppet show, dress up as a character and perform an original monologue, create a travel brochure of Maycomb including a map of the neighborhoods that notes scenes from the book, create a mini-comic book relating a chapter or scene, use magazine photos to create a collage about the story, create a children’s book version, illustrate a poster-sized timeline of events, create a newspaper about the book, including ads, weather, comics, obituaries, etc.

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**To Kill a Mockingbird Creative Project Rubric**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Project \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
|  | **Exceeds Standard**  | **Meets Standard** | **Almost/Sometimes Meets Standard** | **Does Not Meet Standard** |
| Creativity\_\_/15 | The book comes “alive” in a unique way. Goes way beyond class discussion and makes a bigger connection (15) | Attempt to creatively express elements of the book, goes beyond class discussion (14-12) | Use mostly class discussion, shows some creativity(11-9) | No creativity, does not go beyond simple ideas(8-3) |
| Effort\_\_/15 | Much effort went into the making of the project, well presented, seems “flawless” (15) | Fair amount of effort, some minor mistakes(14 – 12) | Some effort, many mistakes. Feels like a draft form in some areas (11 – 9) | Little to no effort. Seems rushed and thrown together (8-3) |
| Requirements\_\_/10 | Goes beyond the min. requirements (10) | Meets all minimum requirements (9-7)*Written connection, one symbol, one theme* | Missing one or two requirements (6-3) | Missing many requirements (3-0) |
| Paragraphs\_\_/10 | Connections, rationale always clear. Fills up more than a page typed (10) | Connections/rationale are almost always clear. Almost makes up a page in length (9-7) | Connections/rationale are somewhat clear (6-3) | Connections are unclear(3-0) |

**Score \_\_\_\_\_\_/50**