To Kill a Mockingbird

Name _____

Vocabulary Building

Chapters 1-3

*IF YOU LOSE THIS & I have to give you another copy you will be charged.

Defining Options

Directions

In the sentences below, the vocabulary words have been underlined. Read each sentence. Then look at the definitions at the bottom of the page. Write the appropriate vocabulary word next to each definition.

a. Scout was contemptuous of the way Walter ate, and she dared criticize him in front of Atticus.

b. To Scout, her mother was just a vague memory, not a real entity.

c. Dill's schemes about how to lure Boo Radley out of hiding were too nebulous to be practical.

d. The stories Miss Fisher chose to read were so vapid that students quickly grew bored.

e. Scout was a contentious girl who eagerly picked fights with others.

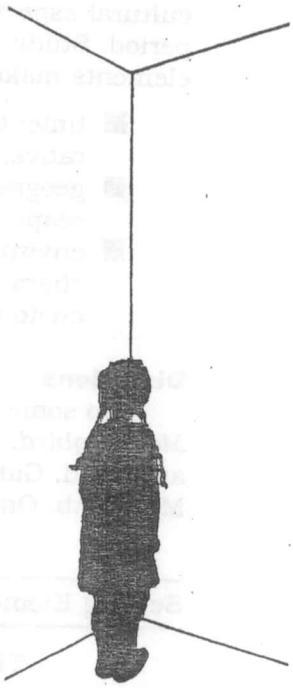
f. Scout's pain over the events of her unhappy school day was somewhat assuaged by Calpurnia's crackling bread.

g. Scout didn't realize that she had been reading illicitly until her teacher told her it was wrong.

h. Atticus didn't want Scout to give up on school, so he urged her to persevere.

i. Fortunately, Scout's sojourn in the corner—punishment for her attempt to be helpful—was a short one.

j. Simon Finch may have made a show of piety in church, but he was really a stingy, slave-owning man.



Words	Definitions
1. _____	visit; stopover
2. _____	hazy; vague
3. _____	illegally
4. _____	being; person
5. _____	scornful
6. _____	soothed; relieved
7. _____	religious devotion
8. _____	quarrelsome
9. _____	persist
10. _____	dull

Name _____

Literary Skills

Chapters 1-3 ***Setting***

Set for Action

One of the most important literary elements in *To Kill a Mockingbird* is the *setting*. Lee draws readers into the novel with her powerful descriptions of Maycomb.

Simply stated, setting is the time and place in a work of literature. On a more complex level, setting also includes all cultural aspects of a particular place during a specific time period. Study the following list to get an idea of just how many elements make up setting.

- time: historical era, specific years covered in the narrative, season, period in main character's life
- geographical location: area of the world, climate, landscape, buildings, or landmarks
- environment: personality, occupation, and lifestyle of characters as dictated by environment; morals/religion; customs; family life; education

Directions

Do some detective work about the setting of *To Kill a Mockingbird*. In the following chart, various elements of setting are listed. Gather descriptions of these elements that describe Maycomb. One has been done for you.

Setting Element	Description
Time	
Era	Depression era, mid 1930s
Season (at beginning of book)	
Period of life (for main characters)	
Geography	
Area of world	
Climate	
Landscape, buildings, landmarks	

continued

Name _____

Literary Skills: Setting

Set for Action
Chapters 1-3

Setting Element	Description
Environment	
Occupations	
Lifestyle	
Morals/religion	
Customs	
Family life	
Education	

One Step Further

Now that you have gathered facts about Maycomb, summarize the impression Harper Lee creates of the town. Check the words in the following list that you believe accurately portray Maycomb and its citizens. Then discuss your responses with a group. Be sure that you can give evidence for your conclusions.

_____ sluggish
_____ intellectual
_____ poor
_____ dull
_____ progressive
_____ isolated
_____ neighborly
_____ gossipy
_____ worldly
_____ fair
_____ quiet
_____ conservative

Name _____

Literary Skills

Chapters 1-3 *Mood & Inferences*

Partners in Understanding

Like any good storyteller, Harper Lee hooks readers into her tale both emotionally and intellectually.

An author works on the reader's emotions through *mood.* Mood is the emotional impact of a scene. By tuning into the mood, a reader is more likely to understand how to interpret the author's words.

An author also engages readers intellectually by inviting them to make *inferences.* Inferences are logical conclusions or opinions reached through reasoning.

By reading mood and inferences correctly, readers can gain important insights into a work. These two literary devices can indicate how the the plot will unfold or how relationships will develop.

Directions

For each episode from the book below, choose a word or words from the box to summarize the mood. You also may use your own words or phrases.

Then decide what you can infer about a character's personality, relationships between characters, or Maycomb in general from the episode. You might be able to make several inferences for each situation, but you are required to make only one. See the example below.

scornful	suspenseful	sympathetic
suspicious	humorous	understanding
frightening	respectful	comforting
warm	reflective	critical
saddening	mysterious	expectant

Example

Atticus' first experience with criminal law involved two members of the Haverford family. When they were hanged for murder after stubbornly and stupidly insisting they were innocent, Atticus developed a dislike for criminal law.

a. Mood(s) reflective, humorous, sympathetic

b. Inference(s) Atticus dislikes seeing anyone's blood shed. Or: Atticus views it as his duty to defend anyone in need, though they may not be people he can relate to. (Only one inference required.)

continued

 Name _____

Literary Skills: Mood & Inferences

Partners in Understanding
Chapters 1-3

1. Scout resents Cal, believing that the housekeeper is too strict a disciplinarian.

   a. Mood(s) _____

   b. Inference(s) _____

2. Jem and Scout are pleased when Dill comes to spend the summer in Maycomb. His arrival brings some excitement into what they believe is an otherwise dull existence.

   a. Mood(s) _____

   b. Inference(s) _____

3. Jem and Scout entertain Dill with tales of Boo Radley's horrifying deeds.

   a. Mood(s) _____

   b. Inference(s) _____

4. Because he was guilty of some harmless mischief as a teenager, Boo Radley was imprisoned in his father's house. He has remained shut inside for years.

   a. Mood(s) _____

   b. Inference(s) _____

5. On a dare, Jem runs up to the Radley house and touches it. No one comes out of it, but the children see a shutter move inside the house.

   a. Mood(s) _____

   b. Inference(s) _____

continued

Name _____

Literary Skills: Mood & Inferences

Partners in Understanding
Chapters 1-3

6. The children in Scout's class are wary of their teacher, Miss Caroline Fisher, because she comes from northern Alabama.

   a. Mood(s) _____

   b. Inference(s) _____

7. Jem invites Walter Cunningham home for lunch. Atticus and Walter have a long discussion about crops which neither Scout nor Jem can understand.

   a. Mood(s) _____

   b. Inference(s) _____

8. Cal lets Scout watch her cook supper, kisses her, and gives her a favorite treat. Scout concludes that Cal knew all along she was being unfair and was just too stubborn to admit it.

   a. Mood(s) _____

   b. Inference(s) _____

9. Scout begs Atticus to let her stay at home rather than return to school. After listening to Scout's story, Atticus reminds her that one way to get along in the world is to see things from others' viewpoints.

   a. Mood(s) _____

   b. Inference(s) _____

10. Atticus tells Scout that they will continue reading just like they always have, but that Scout must not let her teacher know.

   a. Mood(s) _____

   b. Inference(s) _____

continued

To Kill a Mockingbird

Name _____

Vocabulary Building

Chapters 4-6

Finding the Right Meaning

Directions

In the sentences below, the vocabulary words have been underlined. Under each sentence are four choices of definitions. Write the letter of the correct choice in the space to the left.

_____ 1. Scout's miserable first day at school was not an auspicious beginning if she'd hoped for a fun year.
a. intelligent
b. fortunate
c. interesting
d. harmful

_____ 2. Under his brother's tyranny, Boo was forbidden to go outside.
a. oppression
b. charity
c. influence
d. business

_____ 3. Scout stared placidly at the moon, content to just sit and talk.
a. dreamily
b. moodily
c. calmly
d. wearily

_____ 4. Jem moved gingerly through the Radleys' backyard after stepping into some chicken droppings.
a. cautiously
b. quickly
c. lightly
d. disgustedly

_____ 5. Scout couldn't control her morbid thoughts about Jem; she feared he'd be shot.
a. exaggerated
b. secret
c. gruesome
d. deadly

_____ 6. Scout began to think Cal was growing nicer and more benign.
a. kind
b. intelligent
c. humorous
d. proud

_____ 7. Dill was too inquisitive to stop trying to find out more about Boo.
a. lonely
b. curious
c. heroic
d. moody

_____ 8. Dill's prowess for telling lies and tall tales showed he had a lively imagination.
a. dislike
b. history
c. admiration
d. ability

_____ 9. Jem, Scout, and Dill half believed that Boo Radley was a monster with a malignant nature.
a. strange
b. pathetic
c. generous
d. wicked

_____ 10. Nathan Radley fired the shotgun, and Jem lost his pants in his ensuing flight.
a. terrifying
b. puzzling
c. tiring
d. resulting

Name _____

Literary Skills

Chapters 4-6 *Local Color*

Flavoring the Stew

Harper Lee uses a wealth of *local color* to make the fictional Maycomb seem like a real place.

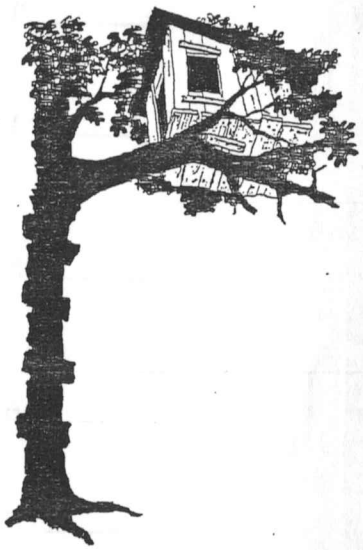
Local color writing emphasizes the peculiarities of a particular region. This type of fiction emphasizes the characters' customs, speech, dress, and beliefs.

Local color details do more than just spice up a description of the setting. Those details also help readers draw conclusions about characters, places, and future events.

Directions

Read the following situation summaries. Then, using the choices from the box, decide what aspect of local color is revealed by each situation. You may use the choices as often as you believe they apply. Finally, draw a conclusion about Maycomb and its citizens based on the situation.

More than one category or conclusion may be possible for each situation. However, you are only required to give one answer for part a and one for part b of each question.



religious/moral beliefs	dialect
cultural biases	cultural lore
environmental description	dress

Example

Situation: Scout loves summer because it means sleeping on the back porch or in their treehouse and "a thousand colors in a parched landscape."

a. Category environmental description

b. Conclusion Summers are hot in Maycomb (Scout and Jem sleep outdoors), dry, but colorful. Also, it is safe enough in Maycomb for the children to sleep outdoors.

1. Situation: Jem explains to Scout that Indian-head pennies are "real strong magic."

a. Category _____

b. Conclusion _____

continued

Name _____

Literary Skills: Local Color

Flavoring the Stew
Chapters 4-6

2. Situation: Scout and Jem believe it is all right to help themselves to a flower from someone's garden or a drink from someone's cow but that finding and taking someone's money is wrong.

   a. Category _____

   b. Conclusion _____

3. Situation: Dill arrives in Maycomb for the summer wearing clothing different from his previous clothes. Instead of a suit with a shirt buttoned to short pants, he is wearing real short pants with a belt.

   a. Category _____

   b. Conclusion _____

4. Situation: Cal calls superstitions about Hot Steams "nigger-talk."

   a. Category _____

   b. Conclusion _____

5. Situation: Miss Maudie wears overalls while gardening but then bathes at five and reappears on her porch, beautifully dressed.

   a. Category _____

   b. Conclusion _____

6. Situation: Miss Maudie's speech is different from that of other Maycomb inhabitants. She speaks crisply and calls the children by their full names, first and last.

   a. Category _____

   b. Conclusion _____

continued

Name _____

Literary Skills: Local Color

Flavoring the Stew
Chapters 4-6

7. Situation: Scout sits on the porch with Miss Maudie during the long, peaceful twilights. They silently watch the sun set and the martins swoop over the roofs.

   a. Category _____

   b. Conclusion _____

8. Situation: Miss Maudie reports that "foot-washing" Baptists think she is a sinner because she spends too much time gardening and too little time reading scriptures.

   a. Category _____

   b. Conclusion _____

9. Situation: Scout mentions Miss Maudie's pecan trees and scuppernongs (grapes) and the collards growing in the Radleys' backyard garden.

   a. Category _____

   b. Conclusion _____

10. Situation: The Finches' neighbors are not quite as shocked when they hear that the children supposedly played strip poker with matches, not cards.

    a. Category _____

    b. Conclusion _____

11. Situation: Nathan Radley fires a gun at the intruders in his backyard.

    a. Category _____

    b. Conclusion _____

continued

Name _____

Literary Skills: Local Color

Flavoring the Stew
Chapters 4-6

12. Situation: The neighbors accept without question Mr. Radley's statement that a black invaded his collard patch.

    a. Category _____

    b. Conclusion _____

One Step Further

Now tie together your conclusions about Maycomb. Imagine that you are a travel guide writer. For your guide, write a description of Maycomb at the time the story takes place. Your goal is to capture not only how the town looks but how it feels to walk its streets.

To Kill a Mockingbird Name _____

Literary Skills

Chapters 4-6 *Point of View*

Which Pair of Shoes?

One reason *To Kill a Mockingbird* engaged readers' imaginations so easily may be due to Lee's choice of *point of view.*

Point of view is the voice or vantage point the author uses to tell a story. An author has a number of choices to make when selecting the point of view. Some of those choices are outlined below.

1. The story may be told in
   - first person, by an "I," who reports personal thoughts as well as the actions of others;
   - limited third person, by a narrator who reports thoughts of one person (using "he" or "she" pronouns) and the actions of characters;
   - omniscient third person, by an all-knowing narrator who reports the thoughts and actions of all characters.
2. The narrator in the story may be a minor character or a major character—or an "outsider" who does not take part in the story at all.
3. The story may be told as though events are occurring at this moment or as a record of past events—or as a mix of both.

Harper Lee chose first-person point of view to tell her story. She presents the story through the eyes of a major character, Scout Finch. Scout's viewpoint shifts between that of an adult and a child as she unrolls the story of past events.

Directions

Take Atticus' advice and step into another person's shoes by imagining how each character listed would react to the situations below. You may write the reaction using first person ("I") or third person ("he" or "she") point of view.

1. Jem and Scout stare at Dill when they first see him until Dill finally speaks.

Example

a. Jem He was curious about Dill → sizing him up

b. Dill He felt nervous & wanted to impress them

continued

Name _____

Literary Skills: Point of View

Which Pair of Shoes?
Chapters 4-6

2. Jem runs into the Radleys' yard and touches the house on a dare.

   a. Jem _____

   b. Nathan Radley _____

3. On the first day of first grade, Scout demonstrates that she can read.

   a. Atticus _____

   b. Miss Caroline _____

4. Scout tries to explain to Miss Caroline why Walter Cunningham will not accept a quarter to buy himself lunch.

   a. Miss Caroline _____

   b. Walter _____

5. Calpurnia punishes Scout for misbehaving at lunch while the family has a guest.

   a. Atticus _____

   b. Calpurnia _____

continued

Name _____

Literary Skills: Point of View

Which Pair of Shoes?
Chapters 4-6

6. Dill tells exciting stories about his train trip from Meridian, Mississippi, to Maycomb.

   a. Jem _____

   b. Dill _____

7. Atticus catches the children playing the Boo Radley game.

   a. Boo Radley _____

   b. Atticus _____

8. Jem goes back to the Radley property for his pants.

   a. Jem _____

   b. Nathan Radley _____

One Step Further

Choose one of the scenes from the previous activity. Then in a small group, debate which narrator—Scout or the other two characters listed—you would prefer to tell the story. Consider what special information each narrator could contribute and how each would tell the incident (style or tone). Use the lines below to record your discussion and decision.

Scene: _____

Narrator: Scout _____

continued

Name _____

Literary Skills

Chapters 7-9 *Foreshadowing*

Veiled Visions

Throughout the first nine chapters, Harper Lee hints at events to come. The technique of giving clues to later events in a work of fiction is called *foreshadowing*.

Foreshadowing serves several purposes. First, it stirs the reader's curiosity, thus increasing interest and attention to detail. It also makes the story more realistic because even surprising events can seem believable if some hints have been dropped beforehand.

Take an example from Lee's book. When the children play the Boo Radley game, they are fearful of being caught. Therefore, it seems natural that Atticus does catch them.

By noting foreshadowing, readers can anticipate the author and be better able to understand upcoming developments in the book.

Directions

The following facts are taken from chapters 1-9. Based on the information you have, predict what may occur or how relationships may develop later in the book.

1. Atticus came to dislike practicing criminal law after his first clients were hanged.

   Prediction _____

   _____

2. Scout gets into trouble on her first day of school because she can already read and write.

   Prediction _____

   _____

3. Mr. Cunningham is one of Atticus' clients. Scout knows about his affairs and tries to keep Walter from being shamed in school.

   Prediction _____

   _____

4. The Ewells are allowed to operate outside of the law in Maycomb County.

   Prediction _____

   _____

continued

Name _____

Literary Skills: Foreshadowing

Veiled Visions
Chapters 7-9

5. Scout and Jem receive small gifts left for them in a tree on the Radley lot. Jem's pants are neatly folded and mended when he goes back to the Radley property for them. Boo Radley slips a blanket around Scout the night of the fire that destroys Miss Maudie's house.

   Prediction _____

   _____

6. Scout becomes friends with Miss Maudie.

   Prediction _____

   _____

7. Scout describes Mrs. Henry Lafayette Dubose as the meanest old woman who ever lived.

   Prediction _____

   _____

8. Atticus says he is certain Jem will keep a cool head in the face of upcoming events, but he questions Scout's ability to do the same.

   Prediction _____

   _____

9. Atticus tells Jack that a jury cannot be expected to take a black man's word against a white man's.

   Prediction _____

   _____

10. Atticus cannot understand why "reasonable people go stark raving mad" over anything concerning blacks.

    Prediction _____

    _____

continued

Name _____

Literary Skills

Chapters 10-12 *Imagery*

Worth a Thousand Pictures

The old saying states, "One picture is worth a thousand words." But Lee's descriptions are sometimes so vivid, you could reverse the saying.

Lee captures a scene well because she makes use of *imagery*. Imagery refers to language which appeals to any of the five senses: seeing, hearing, tasting, smelling, or touching.

By using imagery, good writers can communicate more than a picture because they appeal to many senses, not just sight. In fact, they can even create the *mood* or emotional atmosphere of a scene. Being able to both sense and feel a scene makes readers participants, placing them in the midst of action.

Directions

Incidents from chapters 10-12 are listed below. Reread Lee's descriptions of these incidents. (The chapter number appears in parentheses after the description of the incident.) Then find images which appeal to the senses listed.

Finally, determine what atmosphere or mood the images have helped create in the scene. Circle the word or words you believe best describe the atmosphere.

1. The neighborhood waits for Atticus to shoot the mad dog. (10)

a. Sight (3 images)

b. Sound (2 images)

c. Circle the word(s) you believe best describes the mood of this scene.

peaceful	desolate
tense	angry

continued

Name _____

Literary Skills: Imagery

Worth a Thousand Pictures
Chapters 10-12

2. Jem and Scout wait for Atticus to come home after Jem has vandalized Mrs. Dubose's yard. He finally arrives. (11)

_____

a. Sight (2 images)

_____

b. Sound (3 images)

_____

c. Taste (1 image)

_____

d. Circle the word(s) you believe best describes the mood of this scene.

suspenseful frightening
sorrowful gloomy

3. Scout and Jem go together to Mrs. Dubose's house for the first time. (11)

_____

a. Sight (6 images)

_____

b. Sound (2 images)

_____

c. Smell (1 image)

_____

d. Circle the word(s) you believe best describes the mood of this scene.

tragic humorous
tense gruesome

continued

Literary Skills: Imagery

Worth a Thousand Pictures
Chapters 10-12

4. Scout and Jem accompany Calpurnia to her church. Scout observes the cemetery and the scene outside the churchyard. (12)

a. Sight (4 images)

b. Smell (3 images)

c. Circle the word(s) you believe best describes the mood of this scene.

homey	mysterious
contentious	foreboding

5. The children enter the church, observe the interior, and listen as Zeebo lines a hymn. (12)

a. Sight (4 images)

b. Sound (4 images)

c. Circle the word(s) you believe best describes the mood of this scene.

reverent	heartwarming
contented	unsettling

continued

Name _____

Literary Skills: Imagery

Worth a Thousand Pictures
Chapters 10-12

6. Reverend Sykes refuses to allow anyone to leave until ten dollars are collected for Helen Robinson. (12)

a. Sight (2 images)

b. Sound (3 images)

c. Touch (1 image)

d. Circle the word(s) you believe best describes the mood of this scene.

disheartening	friendly
compassionate	humorous

One Step Further

Harper Lee describes some people and settings in detail. However, other situations she leaves for the reader to fill in.

Using your imagination as well as clues Scout has given throughout the book, write a description of one of the following topics.

- Scout's home
- the Radley house
- Atticus
- Calpurnia
- evenings in the Finch home
- your own topic (which is not described in detail by Lee)

Jot down some ideas before you begin writing. Include images that appeal to all the senses. It might be helpful at the pre-writing stage to circle images that appeal to the senses. Then use the space on the next page for your final draft.

continued

To Kill a Mockingbird

Literary Skills

Chapters 10-12 *Irony*

Name _____

Below the Surface

Two kinds of irony are commonly used in prose. *Verbal irony* occurs when words really imply the opposite of what they seem to mean. For example, Scout notes, "The internal arrangements of the Finch house were indicative of Simon's guilelessness and the absolute trust with which he regarded his offspring." Actually, Simon didn't trust his daughters at all. Their rooms could be reached only by passing through his bedroom.

Irony of situation occurs when something happens that seems the opposite of what someone expects. For instance, it seems ironic that a schoolteacher would scold Scout for learning how to read.

Why is irony used? The list below gives some indication of the purposes of irony.

- It can help an author underscore a point without preaching.
- It can help develop character by showing how a person perceives reality.
- It can serve as a means of introducing humor.

Lee certainly uses irony for all these reasons in her novel.

Directions

Read the following character perceptions. Then write one or two sentences which state the reality of the situation in contrast to the perception. Finally, decide why the author might be using irony in each situation. You can use one or more of the reasons above or suggest your own.

1. Scout's perception: Atticus cannot do anything.

   a. Reality _____

   _____

   b. Possible reason(s) author uses irony _____

   _____

   _____

   _____

continued

Name _____

Literary Skills: Irony

Below the Surface
Chapters 10-12

2. Scout's perception: Mrs. Dubose despises the Finches.

   a. Reality _____

   b. Possible reason(s) author uses irony _____

3. Atticus' perception: He has to worry about Scout keeping her head about Tom Robinson's case, not Jem.

   a. Reality _____

   b. Possible reason(s) author uses irony _____

4. Scout's perception: Jem will be killed when Atticus sends him to Mrs. Dubose's house.

   a. Reality _____

   b. Possible reason(s) author uses irony _____

5. Scout's perception: All Jem needs to straighten him out and stop acting so distant is for someone to beat him up.

   a. Reality _____

   b. Possible reason(s) author uses irony _____

continued

Name _____

Vocabulary Building

Chapters 13-15

Vocabulary Analogies

Analogies are a shorthand formula for stating relationships between words.

One common type of analogy expresses the relationship between synonyms. An example of such an analogy follows.

car : auto :: vacuum : sweeper

This means the relationship between *car* and *auto* is the same as the relationship between *vacuum* and *sweeper.* (The symbol ":" means "is to" and "::" means "as.")

An analogy may also involve antonyms. Take a look at the one below.

industrious : lazy :: thrifty : wasteful

Another way to state the above analogy is "industrious is to lazy as thrifty is to wasteful."

Directions

Complete the analogies by using the appropriate synonym or antonym from the box below. Review previous vocabulary lessons for clues.

affliction	elusive	obliquely
caste	formidable	ominous
criteria	invoke	prerogative
edification		

1. prowess : skill :: right : _____
2. oddity : abnormality :: class : _____
3. malignant : lethal :: awesome : _____
4. sophisticated : naive :: obvious : _____
5. austere : gentle :: reassuring : _____
6. morality : decency :: enlightenment : _____
7. persevere : endure :: summon: _____
8. grimly : cheerfully :: directly : _____
9. caricature : mockery :: standards : _____
10. freedom : tyranny :: good fortune : _____

Name _____

Literary Skills: Irony

Below the Surface
Chapters 10-12

6. Jem tells Mrs. Dubose that he isn't scared of her.

   a. Reality _____

   b. Possible reason(s) author uses irony _____

7. Scout's perception: All churches have hymnals and printed orders of service.

   a. Reality _____

   b. Possible reason(s) author uses irony _____

8. Scout's perception: Calpurnia has no life separate from the Finch household.

   a. Reality _____

   b. Possible reason(s) author uses irony _____

continued

Literary Skills

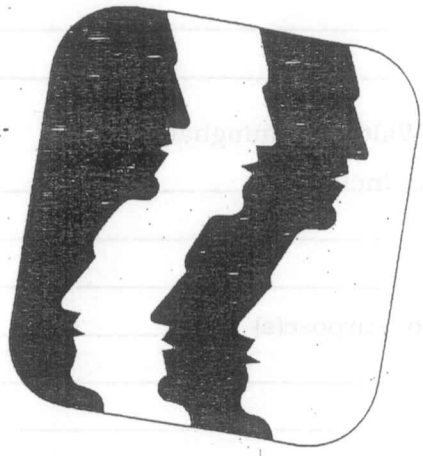
Chapters 13-15 *Characterization*

Name _____

Minor Keys

One major difference between short stories and novels is that novels generally feature more characters, both major and minor. Not only that, but the characters of a novel are usually more completely developed than those in a short story.

Minor characters may serve many purposes in a novel, including the following:



- give the author a way to provide background information
- act as a foil (contrast) or alter ego (comparison) to a major character
- foreshadow events
- advance the plot or illuminate theme
- enhance the setting, especially in local color novels
- establish mood

Directions

For each of the minor characters listed below, summarize an incident related about him or her in chapters 1-15. Then, using the list above, decide the author's purpose or purposes for including the character and incident. An example has been done for you.

Example

Sam Levy

a. Incident Mr. Levy, who owns a dry goods store in Maycomb, was accosted by a group of Maycomb Ku Klux Klansmen one evening in 1920. The Klansmen were shamed into breaking up their march after Mr. Levy jeeringly reminded them that they wore sheets purchased from his store.

b. Purpose(s) This incident foreshadows the moment when Scout, with her innocent remarks, breaks up the lynch mob in front of the Maycomb jail. It also provides local color by showing the depth of prejudice in Maycomb.

1. Mrs. Henry Lafayette Dubose

a. Incident _____

continued

Literary Skills: Characterization

Minor Keys
Chapters 13-15

b. Purpose(s) _____

_____

_____

_____

2. Walter Cunningham, Jr.

a. Incident _____

_____

_____

b. Purpose(s) _____

_____

_____

_____

3. Burris Ewell

a. Incident _____

_____

_____

b. Purpose(s) _____

_____

_____

_____

4. Miss Caroline Fisher

a. Incident _____

_____

_____

b. Purpose(s) _____

_____

_____

_____

continued

Name _____

Literary Skills: Characterization

Minor Keys
Chapters 13-15

5. Stephanie Crawford
   a. Incident _____
   b. Purpose(s) _____

6. Maudie Atkinson
   a. Incident _____
   b. Purpose(s) _____

7. Heck Tate
   a. Incident _____
   b. Purpose(s) _____

8. Mr. Underwood
   a. Incident _____
   b. Purpose(s) _____

continued

Name _____

Literary Skills: Characterization

Minor Keys
Chapters 13-15

9. Lula

a. Incident _____

_____

_____

b. Purpose(s) _____

_____

_____

_____

10. Uncle Jack

a. Incident _____

_____

_____

b. Purpose(s) _____

_____

_____

_____

11. Aunt Alexandra

a. Incident _____

_____

_____

b. Purpose(s) _____

_____

_____

_____

12. Francis Hancock

a. Incident _____

_____

_____

b. Purpose(s) _____

_____

_____

_____

continued

Name _____

Literary Skills

Chapters 13-15 *Conflict*

Struggles Within and Without

All fiction has *conflict* at its root. Conflict is the clash between opposing forces.

Conflict may be either *internal* or *external*. When characters struggle against some force within themselves, the conflict is internal. Examples of internal conflicts include resolving a moral problem or overcoming a fear.

If the force against which characters struggle is outside themselves, the conflict is external. External conflicts may be with other people, nature, fate or deities, or society.

Conflict makes the plot interesting and the characters believable. Moreover, in *To Kill a Mockingbird*, Lee uses conflict to establish the theme of her novel.

Directions

Each of the following statements summarizes a conflict in chapters 13-15. Identify the two people or forces involved. Then label the conflict as internal, external, or both. Be ready to give evidence for your responses. In some cases, more than one conflict might be present. However, you are asked to identify only one.

Study the example before you begin.

Example

When Francis Hancock calls Atticus a "nigger-lover," Scout hits him.

a. People or forces in conflict Francis vs. Scout

b. Type of conflict external

1. Aunt Alexandra is irritated that Scout and Jem know so little about their own family's history.

   a. People or forces in conflict _____

   b. Type of conflict _____

2. After first trying to impress the children with their heritage of "gentle breeding," Atticus tells them to forget what he said.

   a. People or forces in conflict _____

   b. Type of conflict _____

continued

Literary Skills: Conflict

Struggles Within and Without
Chapters 13-15

3. The people of Maycomb criticize the Finch family when Jem and Scout pass by on the street.
   a. People or forces in conflict _____
   b. Type of conflict _____

4. When Scout asks to visit Cal, Alexandra forbids it before Atticus has a chance to say anything.
   a. People or forces in conflict _____
   b. Type of conflict _____

5. Atticus scolds Scout for speaking disrespectfully to Aunt Alexandra.
   a. People or forces in conflict _____
   b. Type of conflict _____

6. Scout understands Atticus' lecture about obeying Aunt Alexandra but feels so embarrassed that, in order to make a dignified exit, she pretends she has to go to the bathroom.
   a. People or forces in conflict _____
   b. Type of conflict _____

7. Jem infuriates Scout when he asks her to stop antagonizing their aunt.
   a. People or forces in conflict _____
   b. Type of conflict _____

8. Jem decides to tell Atticus that Dill has run away from home.
   a. People or forces in conflict _____
   b. Type of conflict _____

9. Dill decided to run away from home.
   a. People or forces in conflict _____
   b. Type of conflict _____

continued

Name _____

Literary Skills: Conflict

Struggles Within and Without
Chapters 13-15

10. The crowd outside the Finch house grows angry when Atticus says he means to let the truth be heard at Tom's trial—a truth they already know.

    a. People or forces in conflict _____

    b. Type of conflict _____

11. The night before Tom's trial, Jem sneaks out of the house to follow Atticus, though he worries that Atticus will disapprove.

    a. People or forces in conflict _____

    b. Type of conflict _____

12. Atticus becomes frightened when the children suddenly appear in front of the Old Sarum crowd at the jail.

    a. People or forces in conflict _____

    b. Type of conflict _____

13. Jem refuses to obey Atticus and take Dill and Scout home.

    a. People or forces in conflict _____

    b. Type of conflict _____

14. Scout suddenly feels embarrassed when she realizes that everyone in the crowd in front of the jail is staring at her.

    a. People or forces in conflict _____

    b. Type of conflict _____

continued