



# Vocabulary Building

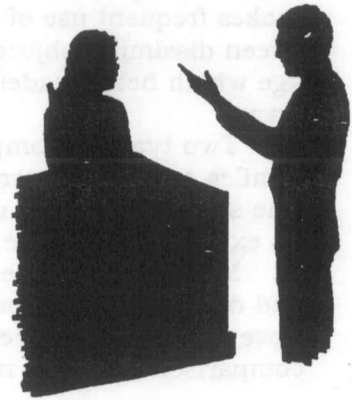
Chapters 16-18

## 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. Not wanting to go into detailed explanation, Jem's replies to Scout's questions were terse.
- b. Though Atticus' questions were polite and articulate, they confused and enraged the uneducated Mayella.
- c. While it was a tenet of Atticus never to ask a question he didn't know the answer to, Scout thought he was breaking that rule.
- d. The judge suspected the question was irrelevant, but Atticus assured him that there was a point to it.
- e. Always the gentleman, Atticus began by amiably questioning Mayella Ewell.
- f. Mayella's stealthy testimony made her appear to be hiding something.
- g. While prejudice seemed indigenous to Maycomb County, Atticus hoped that Jem and Scout would not develop it.
- h. Scout expected acrimonious debate from some lawyers but not from her mild-mannered father.
- i. Alexandra allowed Atticus to overrule her though she never conceded that her opinion of Calpurnia was wrong.
- j. Jem tried to elucidate for Dill the lives and personalities of some of Maycomb's citizens.



### Words

### Definitions

- |           |                       |
|-----------|-----------------------|
| 1. _____  | native to an area     |
| 2. _____  | clarify; explain      |
| 3. _____  | wary; secretive       |
| 4. _____  | brief; concise        |
| 5. _____  | agreeably             |
| 6. _____  | bitter; angry         |
| 7. _____  | smooth-spoken         |
| 8. _____  | admitted              |
| 9. _____  | belief; doctrine      |
| 10. _____ | unrelated; immaterial |



# Literary Skills

## Chapters 16-18 *Simile & Metaphor*

### ■ Creative Comparisons

In describing both her characters and scenes, Harper Lee makes frequent use of comparisons. By noting a similarity between dissimilar objects or ideas, an author can create an image which helps readers see and understand things in new ways.

Two types of comparisons are *similes* and *metaphors*. Similes are comparisons introduced by the words *like* or *as*. The sentence "Raul's response was as cold as a winter wind" is an example of a simile.

Metaphors, on the other hand, are implied comparisons and do not use the words "as" or "like." "Raul's icy response froze the room solid" expresses the same idea as the above comparison only in a metaphor.



#### Directions

Circle the figures of speech contained in each of the following examples. *S* stands for simile, *M* for metaphor.

When you have finished, talk over your responses with a group. Discuss what comparison is being made in each example and the impression that comparison creates.

- |  |   |   |
|--|---|---|
| 1. By scattering the lynch mob, Scout proved that a gang of wild animals could be stopped. | S | M |
| 2. The court clerks lived in cool, poorly lit hutches that smelled of urine and cement.    | S | M |
| 3. Judge Taylor looked like a drowsy shark.  | S | M |
| 4. Judge Taylor's "pilot fish" rapidly recorded the events of the trial.                   | S | M |
| 5. Bob Ewell, the bantam cock, strutted to the stand to testify.                           | S | M |
| 6. Like a steady-eyed, twitchy-tailed cat, Mayella displayed a stealthy confidence.        | S | M |
| 7. Mr. Braxton Underwood's sponge of a brain soaked up the testimonies.                    | S | M |
| 8. As masters lead their donkeys, so the lawyers led their witnesses.                      | S | M |
| 9. The trial was like a Roman carnival for most citizens of Maycomb.                       | S | M |
| 10. Atticus made his case as dry as a sermon.  | S | M |
| 11. The Ewells' yard looked like the playhouse of an insane child.                         | S | M |
| 12. Judge Taylor stared at Bob Ewell as if Ewell were a fragrant gardenia.                 | S | M |

*continued*

To Kill a Mockingbird

Name \_\_\_\_\_

**Literary Skills: Simile & Metaphor**

Creative Comparisons  
Chapters 16-18

**One Step Further**

On the blanks below, note the animal comparisons Lee uses to describe Judge Taylor, Bob Ewell, and Mayella Ewell. Then analyze what you think the author is saying about each character's personality by using these comparisons. Write a paragraph about each character that explains the animal comparison.

(end of  
Ch. 16)

Judge Taylor

Animal Comparison \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ch. 17  
P 227  
(p 169  
in  
some  
books)

Bob Ewell

Animal Comparison \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Ch. 18)

Mayella Ewell

Animal Comparison \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Literary Skills

## Chapters 16-18 Characterization

### ■ Character Portraits

One way to analyze fictional characters is to consider whether they are *flat* or *round*.

A flat character is one which is not fully developed. Instead, the author describes just one or two of the character's traits. Flat characters are generally *static* as well. In other words, we do not see them change as the result of events. In *To Kill a Mockingbird*, Miss Caroline Fisher is an example of a flat, static character. We see just one side of her character—the naive young teacher—and that character never changes.

Round characters, on the other hand, are fully developed, three-dimensional people. In addition, they are usually *dynamic*. This means that the characters change as the result of events or experiences. Since round characters take more time to develop and occupy more of our attention, most authors do not try to crowd their pages with round characters.

*To Kill a Mockingbird* is filled with both flat and round characters as well as static and dynamic ones. The mark of Harper Lee's skill is that almost everyone in her cast holds a fascinating, humorous, or gripping role.



#### Directions

Analyze each of the characters listed below. Weigh evidence from the book, including the character's words, behavior, and what others say about him or her. Then decide if the character is flat or round, static or dynamic. An example has been done for you.

#### Example

Heck Tate

a. Flat or round? At this point in the book, Heck Tate is a fairly flat character. He is described simply in his role as sheriff.

b. Static or dynamic? To Scout, Heck is a dynamic character. Earlier, he had been a frightening authority figure to her. But on the stand, without his gun, belt, and boots, he seems less frightening.

1. Mrs. Dubose

a. Flat or round? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

continued

**Literary Skills: Characterization**

Character Portraits  
Chapters 16-18

b. Static or dynamic? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Atticus Finch

a. Flat or round? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Static or dynamic? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Boo Radley

a. Flat or round? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Static or dynamic? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Jem

a. Flat or round? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Static or dynamic? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Calpurnia

a. Flat or round? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Static or dynamic? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*continued*



# Literary Skills

## Chapters 19-22 Argument

### ■ Building a Case

Scout sprinkles references to her father's profession throughout *To Kill a Mockingbird*. Beginning in chapter 16, readers finally see Atticus practicing law.

A formal argument is very different from a quarrel like the ones Scout has with her brother. Instead, it is an unemotional, organized presentation. An argument is usually stated first in writing and then delivered either in writing or speech.

Good arguments follow certain rules. The three that follow are among the most important:

- brevity: nothing unnecessary is included
- clarity: each statement is clear and unambiguous
- thoroughness: all points or statements are carefully investigated and each one is well supported by concrete evidence



### Directions

Review the way that Atticus and Gilmer handle Tom's case. To summarize the facts that emerge, fill in the outline below. Your goal is to provide evidence from the trial to support each statement.

### Atticus' Argument

I. Mayella Ewell was probably injured by a left-handed man; therefore, Tom was not involved.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

II. No medical evidence exists to prove a rape occurred.

- A. \_\_\_\_\_
- B. \_\_\_\_\_

III. The Ewells are not credible witnesses.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

continued

**Literary Skills: Argument**

Building a Case  
Chapters 19-22

IV. Tom Robinson's previous arrest was unimportant.

- A. \_\_\_\_\_
- B. \_\_\_\_\_

V. Tom is a gentle, compassionate, hard-working man.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

---

**Gilmer's Argument**

---

I. Mayella looked as though she was physically abused.

- A. \_\_\_\_\_
- B. \_\_\_\_\_

II. Mayella was raped by Tom.

- A. \_\_\_\_\_
- B. \_\_\_\_\_

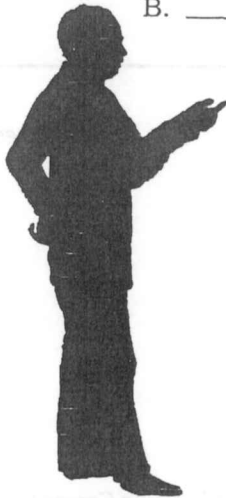
III. Tom acts in a shifty, dangerous, and criminal way.

- A. \_\_\_\_\_
- B. \_\_\_\_\_

IV. Tom is insolent and doesn't know his place.

- A. \_\_\_\_\_
- B. \_\_\_\_\_

*continued*



**Literary Skills: Argument**

Building a Case  
Chapters 19-22

Now evaluate each lawyer's arguments on the basis of the three rules suggested for good formal arguments. You may use evidence that you listed on the previous pages as well as other facts or statements from the book.

<b>Atticus</b>	<b>Gilmer</b>
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1. Brevity: Anything unnecessary in the argument?

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2. Clarity: Each statement or question clear and unambiguous?

--	--

3. Thoroughness: All points or statements carefully investigated and well supported by concrete evidence?

--	--

*continued*



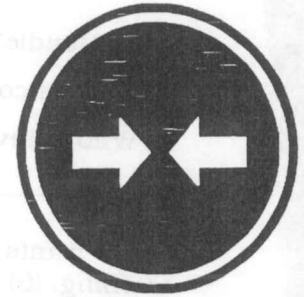




### ■ Force Fields

Just before and during the Robinson trial, conflicts within the community that normally seethe just below the surface explode.

These conflicts may be labeled more specifically than *internal* or *external*. Five types are defined below.



- character vs. character—the character faces a problem with one or more other characters in the story
- character vs. self—the character faces a physical or emotional problem or struggle
- character vs. society—the character faces a problem with a part of society (government, school, tradition, etc.)
- character vs. nature—the character faces a problem with some force of nature (cold, storm, etc.)
- character vs. fate—the character faces a problem with a force such as fate, God, or luck

### Directions

List one type of conflict that arises in each of the following situations. Though some passages will have more than one type, you need identify only one. (A chapter reference is given in parentheses after each situation if you need to refer to the book.)

After you list the conflict, explain specifically who or what is involved. See the example below.

#### Example

Atticus defends Tom Robinson on charges of rape. (9)

a. Type of conflict character vs. character; character vs. society

b. Who is involved in the conflict Atticus or Tom vs. the Ewells; Atticus or Tom vs. the prejudiced community of Maycomb

1. Scout is condemned for learning how to read before she enters school. (2)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

*continued*

**Literary Skills: Conflict**

Force Fields  
Chapters 19-22

2. Miss Maudie's house is destroyed by fire. (8)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

3. Scout wants to attack Cecil Jacobs but remembers Atticus' warning. (9)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

4. Atticus had hoped to never face a case like Tom Robinson's, but he finds he can't avoid it. (9)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

5. Scout feels ashamed of having a father who is so old. (10)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

6. Jem ruins Mrs. Dubose's camellias. (11)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

7. Mrs. Dubose fights to overcome her morphine addiction. (11)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

8. Scout resents being asked to act like a lady and a Finch. (13)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

*continued*

**Literary Skills: Conflict**

Force Fields  
Chapters 19-22

9. Atticus refuses to let the men from Old Sarum take Tom from the jail. (15)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

10. Atticus is criticized for doing his best to defend Tom. (16)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

11. Because of her family background, Mayella faces a lonely, grim life. (18)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

12. Dill cries during Tom's cross-examination. (19)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

13. Dolphus Raymond is criticized because he chooses to live among blacks and act like a drunk. (20)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

14. The jury deliberates for several hours before returning a guilty verdict. (21)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

15. Bob Ewell threatens to get even with Atticus. (22)

a. Type of conflict \_\_\_\_\_

b. Who is involved in the conflict \_\_\_\_\_

*continued*

**Literary Skills: Conflict**

Force Fields  
Chapters 19-22

- 1) Scout
- 2) Jem
- 3) Atticus
- 4) Dill
- 5) Tom Robinson
- 6) Boo

**One Step Further**

Pick one major character from the book and analyze the conflicts he or she faces. Begin by filling in the chart below. Note your character's name, and then list some specific conflicts in each category the character faces. If a character does not face any conflicts in a particular category, write "None."

**Character Name:** \_\_\_\_\_

Vs. Character

---

Vs. Self

---

Vs. Society

---

Vs. Nature

---

Vs. Fate

---

Now, in a group with others who picked the same character, decide which conflicts are the toughest ones the character faces. Also predict which ones will prove most challenging in the future. Be ready to back up your opinions with evidence from the book.



# Vocabulary Building

Chapters 23-26

## ■ 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.

street : avenue :: melody : tune

This means the relationship between *street* and *avenue* is the same as the relationship between *melody* and *tune*. (The symbol ":" means "is to" and "::" means "as.")

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

kind : brutal :: plentiful : sparse

Another way to state the above analogy is "kind is to brutal as plentiful is to sparse."

### Directions

Complete the analogies by using the appropriate synonym or antonym from the box below.

adamant	obscure	squalor
apprehension	recluse	veneer
furtive	sordid	wryly
impertinence		

- innocent : sophisticated :: aboveboard : \_\_\_\_\_
- silent : quiet :: unclear : \_\_\_\_\_
- elegant : crude :: clean : \_\_\_\_\_
- concern : apathy :: wealth : \_\_\_\_\_
- relaxed : tense :: yielding : \_\_\_\_\_
- pro prowess : inability :: extrovert : \_\_\_\_\_
- laughter : mirth :: misgiving : \_\_\_\_\_
- vehemently : fiercely :: cynically : \_\_\_\_\_
- snapshot : photo :: facade : \_\_\_\_\_
- hostility : friendliness :: courtesy : \_\_\_\_\_



# Literary Skills

## Chapters 23-26 Dialogue

### ■ Speaking Volumes

Throughout *To Kill a Mockingbird*, Harper Lee makes masterful use of dialogue. Her conversations succeed in engaging the reader's interest while serving a number of other important purposes. Among those purposes are the following:

- It advances the plot by revealing information.
- It establishes character by revealing a person's status, traits, views, and interests.
- It helps create the setting through what the character says and how he or she says it (dialect).
- It creates *verisimilitude*, or an impression of reality.
- It communicates a moral or theme.



#### Directions

The items below list purposes of dialogue. In chapters 23-26, find examples of dialogue—between the characters indicated—to illustrate each purpose. You may either quote or paraphrase, but give a page reference for each example. Be ready to explain and justify your examples.

1. Dialogue which advances the plot

a. Atticus and Aunt Alexandra \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Atticus and Jem \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Dialogue which reveals character

a. Miss Maudie and missionary circle \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Aunt Alexandra and Scout \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*continued*

**Literary Skills: Dialogue**

Speaking Volumes

Chapters 23-26

3. Dialogue which helps establish setting

a. Jem and Scout \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Mrs. Merriweather and missionary circle \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Dialogue which creates the impression of reality

a. Scout and Jem \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Cecil Jacobs and Miss Gates \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Dialogue which communicates a moral

a. Atticus and Jem \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Aunt Alexandra and Miss Maudie \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Scout and Jem \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*continued*



**Literary Skills: Dialogue**

Speaking Volumes  
Chapters 23-26

**One Step Further**

In a group, take turns reading sections of dialogue from the book. (Before you begin, decide if you want to read sections only from chapters 23-26 or any section from chapters 1-26.) After each section is read, discuss what purpose or purposes the section of dialogue serves. Take notes on your discussion and share your conclusions with your teacher or class.

Page(s) \_\_\_\_\_

Purpose(s) \_\_\_\_\_

\_\_\_\_\_

Page(s) \_\_\_\_\_

Purpose(s) \_\_\_\_\_

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# Literary Skills

Chapters 23-26 Outlook

Name \_\_\_\_\_

## ■ A World of Differences

*To Kill a Mockingbird* is told from Scout's viewpoint. But because she faithfully records the conversation of others, the reader is exposed to many different views on the same subject.

Including different views serves at least three important purposes.

- The views give readers a clearer picture of other characters and outlooks.
- The views help account for character development, explaining change or growth.
- The different views serve to create conflicts.

### Directions

Determine what the characters listed feel about each of the following topics. You may use quotes, paraphrases, or inferences (logical conclusions) in your responses.

Then decide what purpose or purposes are served by including the different points of view. Briefly explain your opinion.

### Example

Mrs. Dubose

a. Atticus \_\_\_\_\_ She was a great and courageous lady because she refused to die dependent on drugs.

b. Jem \_\_\_\_\_ She was an abusive old woman who wanted to torture Jem and his family.

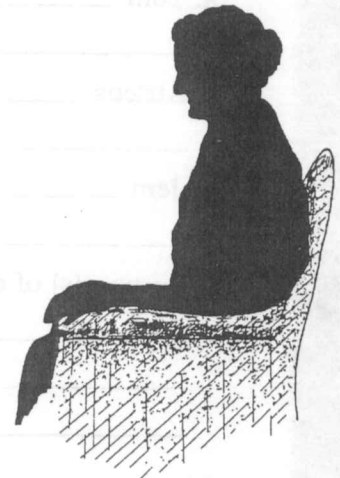
c. Purpose(s) of differing views \_\_\_\_\_ The views give a clearer idea of Atticus' character, showing how he is broad-minded enough to admire the good points of someone who has criticized him. Jem's exposure to Atticus' viewpoint also helps him mature.

1. Bob Ewell's attack on Atticus

a. Atticus \_\_\_\_\_

b. Jem \_\_\_\_\_

c. Aunt Alexandra \_\_\_\_\_



*continued*

**Literary Skills: Outlook**

A World of Differences  
Chapters 23-26

d. Purpose(s) of differing views \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. justice system

a. Tom \_\_\_\_\_  
\_\_\_\_\_

b. Atticus \_\_\_\_\_  
\_\_\_\_\_

c. Jem \_\_\_\_\_  
\_\_\_\_\_

d. Purpose(s) of differing views \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Tom's jury

a. Atticus \_\_\_\_\_  
\_\_\_\_\_

b. Jem \_\_\_\_\_  
\_\_\_\_\_

c. Purpose(s) of differing views \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. white trash

a. Scout \_\_\_\_\_  
\_\_\_\_\_

b. Aunt Alexandra \_\_\_\_\_  
\_\_\_\_\_

c. Purpose(s) of differing views \_\_\_\_\_  
\_\_\_\_\_

*continued*

**Literary Skills: Outlook**

A World of Differences

Chapters 23-26

5. Atticus' role as justice-seeker

a. Aunt Alexandra \_\_\_\_\_

b. Miss Maudie \_\_\_\_\_

c. Atticus \_\_\_\_\_

d. Purpose(s) of differing views \_\_\_\_\_

6. the world of women

a. Aunt Alexandra \_\_\_\_\_

b. Scout \_\_\_\_\_

c. Purpose(s) of differing views \_\_\_\_\_

7. Tom's death

a. Mr. Underwood \_\_\_\_\_

b. Most citizens of Maycomb \_\_\_\_\_

c. Scout \_\_\_\_\_

d. Purpose(s) of differing views \_\_\_\_\_

*continued*

**Literary Skills: Outlook**

A World of Differences

Chapters 23-26

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8. persecution and prejudice

a. Miss Gates \_\_\_\_\_  
\_\_\_\_\_

b. Scout \_\_\_\_\_  
\_\_\_\_\_

c. Purpose(s) of differing views \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**One Step Further**

Pick one of the topics from this activity and write an essay giving your own point of view. Also compare and contrast your view to those of the characters.

*continued*



# Literary Skills

## Chapters 27-31 Plot Structure

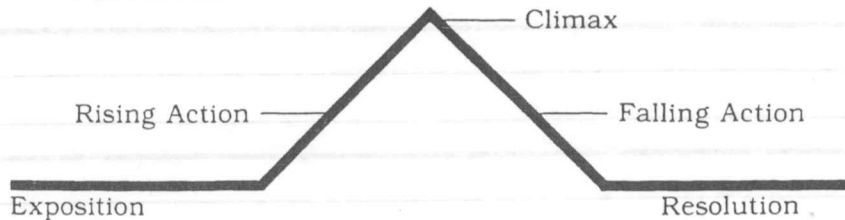
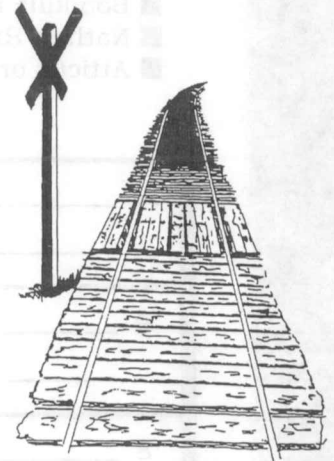
### ■ Double Feature

The *plot* of a novel is like a railroad track. When railroad ties are linked together, a train can travel smoothly from one point to another. In the same way, a novelist links different episodes to carry the reader smoothly from one point to another.

Many plots can be divided into five sections.

- exposition—an introduction to the main characters, setting, and situations of the plot
- rising action—the events and complications that lead to an important and dramatic point in the plot
- climax—the point of greatest interest and emotional involvement in the plot
- falling action—the events that develop from the climax and lead to the conclusion
- resolution or denouement—the final outcome which ties up any loose ends left in the story

This structure can be depicted as a pyramid, with two base lines.



The plot of *To Kill a Mockingbird* is special because it has two plot lines and two climaxes. Harper Lee skillfully advances and interweaves both of these plot lines at the same time.

### Directions

Below is a list of major episodes in the first plot line. Copy these episodes onto the chart on the next page in the order in which they occur.

After you finish putting the events in the proper order, turn the diagram sideways and draw the pyramid diagram (right over your answers) to reflect where the five elements of the plot occur. Then label the parts of the pyramid. Use a colored pen or pencil for your lines and labels.

Note: Your pyramid may be lopsided (one side longer than the other).

### Boo Radley Plot: Major Episodes

- Jem plans to leave a note in the knothole for the gift-giver.
- Boo puts a blanket over Scout's shoulders.
- Nathan Radley shoots at the children.
- Scout meets Boo face to face in Jem's room.

*continued*

**Literary Skills: Plot Structure**

Double Feature  
Chapters 27-31

- Scout and Jem find the first gifts in the oak.
- On the Radley porch, Scout "stands in Boo's shoes."
- Jem finds his torn pants folded and mended.
- Boo kills Ewell when Ewell attacks Scout and Jem.
- Nathan Radley fills the knothole with cement.
- Atticus orders the children to stop the "Radley game."

Episodes

10	_____
9	_____
8	_____
7	_____
6	_____
5	_____
4	_____
3	_____
2	_____
1	_____

continued

**Literary Skills: Plot Structure**

Double Feature

Chapters 27-31

Now map out the episodes of the second major plot line, this one concerning Tom Robinson. After you put the episodes in order, draw and label the parts of your pyramid.

**Tom Robinson Plot: Major Episodes**

- The jury convicts Tom.
- Bob Ewell is killed by Boo.
- A mob tries to lynch Tom.
- Bob Ewell threatens to get even with Atticus.
- Jem destroys Mrs. Dubose's camellias.
- Tom is shot while trying to escape.
- Tom is arrested and Atticus is picked to defend him.
- In court, Tom reveals that his left arm is crippled.
- Bob Ewell demonstrates that he is left-handed.
- Alexandra comes to stay with the Finches.
- Scout gets into a fight with Francis.
- Tate testifies that Mayella's right eye was black.

*continued*

**Literary Skills: Plot Structure**

Double Feature

Chapters 27-31

**Episodes**

12	_____
11	_____
10	_____
9	_____
8	_____
7	_____
6	_____
5	_____
4	_____
3	_____
2	_____
1	_____

*continued*

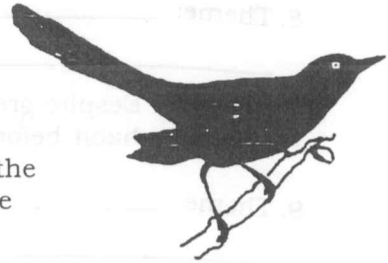




## ■ The Author's Point

In a literary work the *theme* is the author's main point, the central idea. Theme goes beyond events of the plot to draw major conclusions—or at least raise important questions—about life.

Like most novels, *To Kill a Mockingbird* has several related themes. Think about these themes as you consider events from the whole novel.



### Directions

Cite an incident from the book that illustrates each of the themes for questions 1-7. Then state a theme for each of the examples given in questions 8-14.

1. Theme: Courage means fighting for what is right, no matter what the cost.

Example: \_\_\_\_\_  
\_\_\_\_\_

2. Theme: Most people are likable once you get to know them.

Example: \_\_\_\_\_  
\_\_\_\_\_

3. Theme: Sometimes courage is shown by not giving in to the temptation to fight.

Example: \_\_\_\_\_  
\_\_\_\_\_

4. Theme: It is a sin to kill a mockingbird.

Example: \_\_\_\_\_  
\_\_\_\_\_

5. Theme: Hypocrisy and prejudice are hard to detect in your own behavior.

Example: \_\_\_\_\_  
\_\_\_\_\_

6. Theme: The best way to understand a person is "to stand in his or her shoes."

Example: \_\_\_\_\_  
\_\_\_\_\_

*continued*

**Literary Skills: Theme**

The Author's Point  
Chapters 27-31

7. Theme: All people deserve to be treated with dignity and compassion.

Example: \_\_\_\_\_  
\_\_\_\_\_

8. Theme: \_\_\_\_\_  
\_\_\_\_\_

Example: Despite great suffering, Mrs. Dubose breaks her morphine habit before she dies.

9. Theme: \_\_\_\_\_  
\_\_\_\_\_

Example: Scout realizes how lucky she is after she hears Dill say that his mother and stepfather pay no attention to him.

10. Theme: \_\_\_\_\_  
\_\_\_\_\_

Example: Dill cries during Mr. Gilmer's cross-examination of Tom.

11. Theme: \_\_\_\_\_  
\_\_\_\_\_

Example: Jem and Scout are stunned to learn that their father is an expert shot.

12. Theme: \_\_\_\_\_  
\_\_\_\_\_

Example: Dolphus Raymond pretends to be a drunk to avoid criticism of his lifestyle.

13. Theme: \_\_\_\_\_  
\_\_\_\_\_

Example: Scout's conversation with Walter Cunningham stops the lynch mob.

14. Theme: \_\_\_\_\_  
\_\_\_\_\_

Example: Atticus respects Mrs. Dubose though she violently criticizes him.

*continued*



# Literary Skills

## Culminating Activity *Characterization*

### ■ Childhood's End

A quality present in all great literature is *universality*. This means that people of all ages and cultures can relate to a work of fiction because it mirrors commonly shared experiences.

One such universal experience is growing up. In *To Kill a Mockingbird*, Scout changes from a self-centered child into a young girl deeply concerned with the feelings of others. And as Scout grows, so do the readers, absorbing the same important conclusions as Harper Lee's narrator.



#### Directions

Review Scout's changes during the course of the novel. Summarize her attitudes, values, and traits both at the beginning and end of the novel. Then identify one force, incident, or person that helps account for the character change.

#### 1. Attitude toward Atticus

- a. Beginning \_\_\_\_\_  
\_\_\_\_\_
- b. End \_\_\_\_\_  
\_\_\_\_\_
- c. Force of change \_\_\_\_\_  
\_\_\_\_\_

#### 2. Attitude toward Calpurnia

- a. Beginning \_\_\_\_\_  
\_\_\_\_\_
- b. End \_\_\_\_\_  
\_\_\_\_\_
- c. Force of change \_\_\_\_\_  
\_\_\_\_\_

#### 3. Attitude toward Alexandra

- a. Beginning \_\_\_\_\_  
\_\_\_\_\_
- b. End \_\_\_\_\_  
\_\_\_\_\_
- c. Force of change \_\_\_\_\_  
\_\_\_\_\_

*continued*

**Literary Skills: Characterization**

Childhood's End  
Culminating Activity

4. Relationship with Jem

- a. Beginning \_\_\_\_\_  
\_\_\_\_\_
- b. End \_\_\_\_\_  
\_\_\_\_\_
- c. Force of change \_\_\_\_\_  
\_\_\_\_\_

5. Patience and ability to hold her temper

- a. Beginning \_\_\_\_\_  
\_\_\_\_\_
- b. End \_\_\_\_\_  
\_\_\_\_\_
- c. Force of change \_\_\_\_\_  
\_\_\_\_\_

6. Sense of compassion

- a. Beginning \_\_\_\_\_  
\_\_\_\_\_
- b. End \_\_\_\_\_  
\_\_\_\_\_
- c. Force of change \_\_\_\_\_  
\_\_\_\_\_

7. Ability to deal with contradictions and hypocrisy

- a. Beginning \_\_\_\_\_  
\_\_\_\_\_
- b. End \_\_\_\_\_  
\_\_\_\_\_
- c. Force of change \_\_\_\_\_  
\_\_\_\_\_

*continued*

**Literary Skills: Characterization**

Childhood's End  
Culminating Activity

8. Ability to see the world through other people's eyes

- a. Beginning \_\_\_\_\_
- b. End \_\_\_\_\_
- c. Force of change \_\_\_\_\_

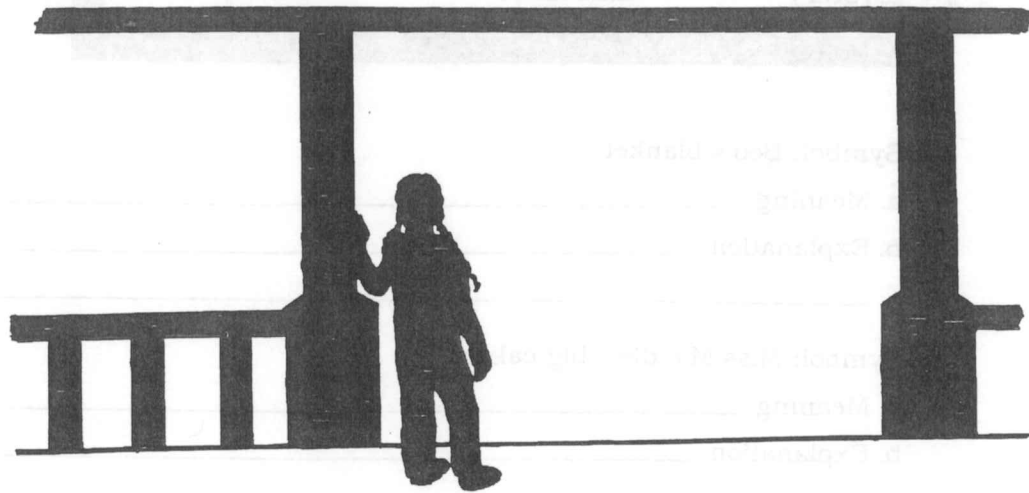
**One Step Further**

Write an essay predicting the changes you believe Scout will continue to undergo. What sort of adolescent and adult might she become, given her early experiences? Speculate on the following topics:

- relationship with immediate family (Atticus and Jem)
- relationship with extended family (Alexandra, Jack, Francis)
- formal education and career choices
- personality and outlook

Devote one paragraph to each topic. Also include an introductory and concluding paragraph.

*continued*





# Literary Skills

## Culminating Activity Symbols

### ■ For Which It Stands

Harper Lee makes many of her points in *To Kill a Mockingbird* by having characters state themes or messages. But sometimes she leaves the conclusion-drawing up to readers, especially when she uses *symbols*.

Symbols are objects, events, or people which stand for themselves but also suggest other meanings. For example, a flag is a decorative square of cloth often flown on a pole. Yet it also symbolizes the political identity of a group of people.

By using symbols, Harper Lee can develop the plot of the story while communicating her message on a deeper level.



#### Directions

Each of the following objects or characters has symbolic meaning in *To Kill a Mockingbird*. For each symbol, choose an appropriate meaning from the box. Some symbols may have several meanings, but you have to list only one. Also, you may decide that some symbols have the same meaning.

Finally, give evidence from the book for each of your answers.

gentleness	friendship	authority
isolation	boundaries	adulthood
hypocrisy	independence	hatred
heritage	childhood	forgiveness
mystery	innocence	beauty

1. Symbol: Boo's blanket
  - a. Meaning \_\_\_\_\_
  - b. Explanation \_\_\_\_\_
  
2. Symbol: Miss Maudie's big cakes
  - a. Meaning \_\_\_\_\_
  - b. Explanation \_\_\_\_\_

continued

**Literary Skills: Symbols**

For Which It Stands

Culminating Activity

3. Symbol: Boo Radley

a. Meaning \_\_\_\_\_

b. Explanation \_\_\_\_\_

4. Symbol: knothole in oak tree

a. Meaning \_\_\_\_\_

b. Explanation \_\_\_\_\_

5. Symbol: Mrs. Dubose's camellias

a. Meaning \_\_\_\_\_

b. Explanation \_\_\_\_\_

6. Symbol: Scout's overalls

a. Meaning \_\_\_\_\_

b. Explanation \_\_\_\_\_

7. Symbol: Tom Robinson

a. Meaning \_\_\_\_\_

b. Explanation \_\_\_\_\_

8. Symbol: ladies' missionary circle

a. Meaning \_\_\_\_\_

b. Explanation \_\_\_\_\_

9. Symbol: Stoner's Boy in *The Gray Ghost*

a. Meaning \_\_\_\_\_

b. Explanation \_\_\_\_\_

*continued*

**Literary Skills: Symbols**

For Which It Stands  
Culminating Activity

10. Symbol: Miss Maudie's azaleas

a. Meaning \_\_\_\_\_

b. Explanation \_\_\_\_\_

11. Symbol: Finch's Landing

a. Meaning \_\_\_\_\_

b. Explanation \_\_\_\_\_

12. Symbol: Radley house

a. Meaning \_\_\_\_\_

b. Explanation \_\_\_\_\_

*continued*

