

PREZI presentation:

https://prezi.com/czjamt_ykvzq/to-kill-a-mockingbird-historical-significance/

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Reading Schedule:

Prior to 4/7:
Chapters 1-6

Prior to 4/14:
Chapters 7-11

Prior to 4/21:
Chapters 12-21

Prior to 4/28:
Chapters 22-31

SOAR CLASS

To Kill a Mockinbird

SUNY Potsdam

Maxcy Hall Rm 104

TKAM – H. Lee

Quotes:

"It's about race, it's about prejudice, it's about childhood, it's about parenting, it's about love, it's about loneliness – there's something for everyone."

Author Mary McDonagh
Murphy



***To Kill a Mockingbird* didn't change everyone's mind, but it did open some.**

And it made an impression on many young people who, like Scout, were trying to get a grip on right and wrong in a world that is not always fair.

Main Themes:

- A. Coming of Age
- B. Fitting into one's community
- C. Confronting racism, prejudice and intolerance
- D. Family Values
(compassion, tolerance, what to hold on to, what to let go of)
- E. The innocence of children in regards to prejudice

Historical significance:

- Presents with fair accuracy common thoughts and attitudes toward southern opinions on people of race in the 1930s
- Takes a stand on racial prejudice
- Controversially presented by a southern white female author in the early 1960s



Study Questions

Q: On what dramatic note does chapter one 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. 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. Aside from Radley place, what other house do the kids avoid, and why?
2. Belief in various superstitions has emerged as a motif in the novel. What is a "Hot Steam"?
3. What game do the children make up in this chapter?
4. 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. As Scout and Miss Maudie talk about religion, Scout explains how Atticus defines God; what does she say?
3. 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?

CHAPTER 6

1. 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.
2. 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?

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 the case?

2. What dramatic event causes Atticus to wake up the children at one o'clock in the morning?

3. 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?