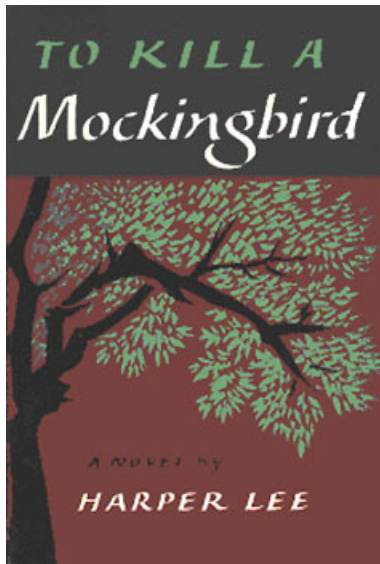


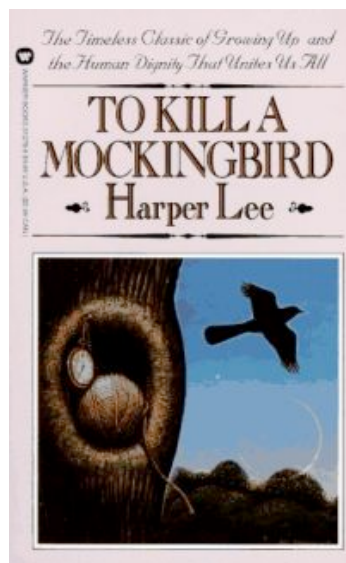
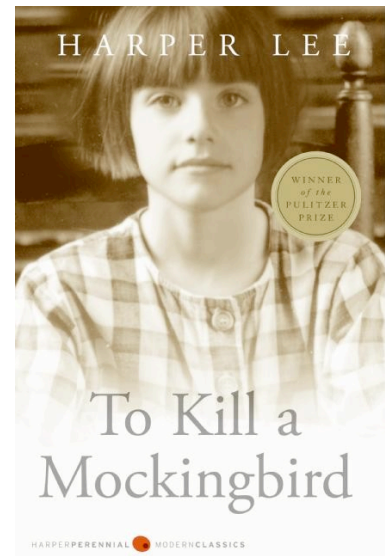
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To Kill a Mockingbird

“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.”



Name _____

Period _____

DO NOT LOSE THIS PACKET. DO NOT LOSE THIS PACKET. DO NOT LOSE THIS PACKET.

To Kill a Mockingbird Reading Strategies



Throughout this packet, you will see this guy next to helpful reading strategies or hints that will help you make sense of what you're reading. Many of these reading hints are listed here, too, just for your reference.

1. Read the Study Guide questions BEFORE you read the chapters. The questions will help you know what to look for while you're reading. Teachers call this "setting a purpose" for reading.
2. If you chose to read the actual book, and it's proving too challenging on some days, you can ask Mrs. B. for the "excerpts and summaries" for the next reading assignment. This will give you a needed break and help you re-energize to jump back in.
3. Skip the chapters you miss and read the excerpts & summaries.
4. Try visualizing what you read or acting it out in your mind. Sometimes that can help make "sense" of a tricky passage.
5. Ask a parent/guardian/friend to read a passage or two aloud to you to help with a tough spot.
6. Pay attention to characters who have the same problems you do. An emotional connection can sometimes fuel a brain connection.
7. Just ENJOY reading. Don't worry about your RT sheets until you're done reading it through once.
8. Do your RT sheet WHILE you read instead of waiting for afterward.
9. Look ahead in the packet. If there are quotes or excerpts, read those first and then you'll know what to look for in the chapter.
10. Pay attention to repetition—remember the rule of 3. Anything an author repeats three or more times is important.

To Kill a Mockingbird

A novel by Harper Lee

The story is about a young girl who witnesses a town's mistreatment of people. The story is told from the young girl's point of view.

The **main** characters are good people witnessing prejudice.

The young girl describes the prejudice honestly, and at times descriptively.

The language of the novel is at times vernacular – meaning that the language includes slang words and even derogatory words which were used by prejudiced people.

Some of the prejudice described in the story includes:

- white against black
- black against white
- poor against rich
- rich against poor
- girls against boys
- boys against girls

The story includes some great advice for how to live a good life. These are found in such quotes as: “You should walk a mile in a man's shoes before you judge him” and “mobs are made of people.”

The story describes the lifestyle of southern America in the post-Depression era of the late 1930s, and the story describes the judicial system of Alabama and the country in the 1930s. But the story was WRITTEN looking back on the 1930's through the eyes of the 1960's civil rights movement.

One character is described as a hero.

Through our study of this novel, we will explore our views regarding:

- the power of language and “loaded” words in particular
- the causes and dangers of prejudice
- the causes and dangers of gender stereotyping
- the qualities of a hero
- the definition of and effects of using symbolism in a work of literature
- the judicial system operating in the United States

...As well as experiencing the lives, hearts and minds of many delightful characters. Please enjoy what you read—and don't “spoil” it for anyone else if you've already gotten to enjoy it once! 😊

A Classic Turns 50, and Parties Are Planned

Parties for 'Mockingbird' Birthday, but Don't Expect Author
<http://www.nytimes.com/2010/05/25/books/25mock.html?8dp...>

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May 24, 2010

By **JULIE BOSMAN** In Santa Cruz, Calif., volunteers will re-enact every word and movement in the famous courtroom scene. In Monroeville, Ala., residents dressed in 1930s garb will read aloud from memorable passages. In Rhinebeck, N.Y., **Oblong Books** will host a party with Mocktails and a performance by the indie band the Boo Radleys. All summer "To Kill a Mockingbird" will be relived through at least 50 events around the country, in honor of the 50th anniversary of the publication of a book that became a cultural touchstone and an enduring staple of high-school reading programs. Its publisher, HarperCollins, is trying to tap into what appears to be a near-endless reserve of affection for the book by helping to organize parties, movie screenings, readings and scholarly discussions. The publisher has recruited **Tom Brokaw** and other authors to take part by reading from the novel — which tells the story of the small-town lawyer Atticus Finch, who defends a black man accused of rape, and his family — in their hometowns.

Of course, there is also the hope that the events, which are scheduled to run through Sept. 22, will drum up more sales of the book. HarperCollins plans to issue four new editions of the novel next month, each with a different cover and all to be placed on special "Mockingbird"-themed floor displays in bookstores.

Perhaps the largest concentration of celebrations for the book are in Monroeville, which calls itself the "literary capital of Alabama" after its most famous resident, the "Mockingbird" author **Harper Lee**. The city is planning four days of events, including silent auctions, a walking tour of downtown, a marathon reading of the book in the county courthouse and a birthday party on the courthouse lawn.

The festivities are not expected to attract an appearance by the mysterious Ms. Lee, who is 84 and still living quietly in Alabama after never publishing another book. "Harper Lee has always been a very private person," said Tina Andreadis, a spokeswoman for HarperCollins. "The legacy of 'To Kill a Mockingbird' speaks for itself."

Few novels have achieved both the mass popularity and the literary cachet of "To Kill a Mockingbird." The book was originally published in 1960 by J. B. Lippincott and Company (now part of HarperCollins), won a **Pulitzer Prize** and has not been out of print since. It has sold nearly one million copies a year and in the past five years has been the second- best-selling backlist title in the country, beaten out only by the novel "The Kite Runner."

Interest in the book intensified after the 2005 film "Capote," in which **Catherine Keener** played Ms. Lee, and grew even stronger the next year, when **Sandra Bullock** played her in "Infamous."

Sales of the book are especially robust in the South, including Kentucky, Mississippi, the Carolinas, Tennessee and Florida, and in the Midwest, particularly Illinois, Indiana and Ohio.

Mr. Brokaw, who will read from the novel in a bookstore in Bozeman, Mont., on July 11, said he vividly recalls reading it as a 20-year-old college sophomore in South Dakota in 1960.

“I just remember being utterly absorbed by it, and inspired by Atticus, and very taken by Scout,” Mr. Brokaw said. “Those are very powerful characters. And I don’t remember another book about the South that treated race in quite that fashion.”

Mary McDonagh Murphy, a writer and documentary director whose book, “Scout, Atticus & Boo: A Celebration of 50 Years of ‘To Kill a Mockingbird’,” will be published in June, called “Mockingbird” “our national novel.”

“I can’t name another book that is this popular, that tells such a good story, has such indelible characters and makes a social statement without being preachy,” Ms. Murphy said. “It is plain in the very best sense of the word.”

Less plain is Ms. Lee’s response to the unceasing popularity of her one and only book. Executives at HarperCollins said they began planning the summer-long celebration of “To Kill a Mockingbird” on the assumption that Ms. Lee would not take part. “She’s almost never given interviews,” said Kathy Schneider, a senior vice president and associate publisher at HarperCollins. “That’s why we didn’t expect her to participate in a big way.”

Ms. Murphy, who has interviewed Ms. Lee’s sister Alice Lee, said that Harper Lee was unhappy that in interviews decades ago, reporters did not quote her precisely. And she also had a philosophical issue — “that writers should not be familiar and recognizable,” Ms. Murphy said. “That was for entertainers.”

Wally Lamb, a novelist who will be part of a panel discussion about the book in Wilton, Conn., in September, said he believes Ms. Lee’s quiet stance evokes Boo Radley, a character to whom Ms. Lee has compared herself.

“One of the things that I find really cool about her is what I consider her caginess,” Mr. Lamb said. “And I think maybe the mystery surrounding her, and that sort of silence that she decided to maintain with the media, that becomes part of the legend of the book.”

To Kill a Mockingbird Quiz & Discussion Questions



Reading Strategy—read the chapter questions BEFORE you read the chapter so you know what to pay attention to as you read.

Chapter 1

1. What do you learn in this chapter about Maycomb, Atticus Finch and his family?
2. What do you learn about Dill's character?
3. What, briefly, has happened to Arthur "Boo" Radley.
4. Why does the Radley place fascinate Scout, Jem and Dill?
5. What do you notice about the narrative voice and viewpoint in the novel?

Chapter 2

6. Why is Scout so looking forward to starting school?
7. Why does Jem not want anything to do with Scout at school? Is his behavior typical of an older child?
8. What do you think of Miss Caroline Fisher as a teacher? Can you find qualities that would make her good or not so good at her job?

Chapter 3

9. Who is Calpurnia? What is her place in the Finch household?
10. What is Walter Cunningham like? What does his behavior during lunch suggest about his home life?
11. What do you think of the way Atticus treats Walter?
12. Does Scout learn anything from Walter's visit? What do you think this is?
13. Atticus says that you never really understand a person "until you climb into his skin and walk around in it". What does this mean? Is it an easy thing for Scout to learn? (In the last chapter of the novel, Scout repeats this, but she changes "skin" to "shoes" - this is probably not a mistake: Harper Lee suggests that Scout cannot clearly recall exactly what Atticus said and when, but the reader can check this!)
14. What do you learn in this chapter about the Ewells?

Chapter 4

15. What does Scout think of current fashions in education?
16. What superstitions do the children have in connection with the Radley house?
17. Why do the children make Boo's story into a game?
18. What do they do in this game? Do you think the game is an accurate version of what happens in the Radleys' home?
19. What might be the cause of the laughter from inside the house?

Chapter 5

20. Describe Miss Maudie Atkinson? How typical is she of Maycomb's women? What do the children think of her?
21. What does Miss Maudie tell Scout about Boo? How does this compare with what Scout already believes?
22. Scout claims that "Dill could tell the biggest ones" (lies) she ever heard. Why might Dill have told such lies?
23. What reasons does Atticus give for the children not to play the Boo Radley game? Do you think he is right? Why?

Chapter 6

24. Why does Scout disapprove of Jem's and Dill's plan of looking in at one of the Radleys' windows?
25. What does Mr. Nathan Radley know about the intruders in his garden? Why does Miss Stephanie refer to a "negro" over whose head Mr. Nathan has fired?
26. Why does Dill's explanation of Jem's state of dress almost land him in trouble?

Chapter 7

27. When Jem tells Scout about getting his trousers back, he tells her of something strange. What is this?
28. Can you find any evidence that Jem is beginning to understand more than Scout about Boo Radley? What do you think this is?
29. Does Jem still fear the gifts in the tree? Give reasons for your answer.
30. When the children plan to send a letter to the person who leaves the gifts, they are prevented. How does this happen? Who does it, and why might he do so?

Chapter 8

31. Why does Scout quiz Atticus about his visit to the Radley house? How much does Atticus tell her?
32. What is the "near libel" which Jem puts in the front yard? How do Miss Maudie and Atticus react to it?
33. Why does Atticus save Miss Maudie's oak rocking chair?
34. When Atticus asks Scout about the blanket around her shoulders, what does Jem realize?
35. Explain what Atticus means by telling Jem not to let his discovery "inspire" him to "further glory"? Is there any reason why Jem might now do as his father says?

Chapter 9

36. 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?

37. Scout and Jem have “mixed feelings” about Christmas? What are these feelings and why?
38. Uncle Jack Finch tells Scout that she is growing out of her pants. What does this mean and why might he say it?
39. When Francis talks to Scout he reveals an unpleasant feature of Aunt Alexandra. What is this?
40. Does Scout learn anything from overhearing Atticus's conversation with Uncle Jack? What might this be?

41. Read the final sentence of this chapter. Explain in your own words what it means and why it might be important in the story.

Chapter 10

42. Scout says, “Atticus was feeble”. Do you think that this is her view as she tells the story or her view when she was younger? Does she still think this after the events recorded in this chapter?
43. In this chapter Atticus tells his children “it’s a sin to kill a mockingbird”. What reason does he give for saying this?
44. Why does Heck Tate not want to shoot Tim Johnson?
45. Near the end of this chapter Atticus cuts off Heck Tate as he is speaking to Jem. What might Heck have been about to say, and why would Atticus want to stop him from saying it?
46. Jem and Scout have different views about telling people at school how well Atticus can shoot. Explain this difference. Which view is closer to your own?

Chapter 11

47. How does Atticus advise Jem to react to Mrs. Dubose's taunts?
48. What does Mrs. Dubose say about the children's mother? How does Jem feel about this?
49. What request does Mrs. Dubose make of Jem? Is this a fair punishment for his “crime”?
50. Explain in your own words what Atticus thinks of insults like “nigger-lover”. How far do you agree with him?
51. Why, in Atticus's view, was Mrs. Dubose “a great lady”?
52. Atticus says that Mrs. Dubose is a model of real courage rather than “a man with a gun in his hand”. What does he mean? Do you think he is right?
53. Chapters ten and eleven are the last two chapters in the first part of the book. Explain why Harper Lee chooses to end the first part here.

Chapter 12

54. Comment on Jem's and Scout's visit to First Purchase church.
55. What new things does Scout learn here about how the black people live?
56. What does Scout learn from Calpurnia's account of Zeebo's education?
57. Explain why Calpurnia speaks differently in the Finch household, and among her neighbors at church.

Chapter 13

58. Why does Aunt Alexandra come to stay with Atticus and his family? What is she like?
59. Read the first two things Alexandra says when she comes to the Finch house. Are these typical of her or not?
60. Alexandra thinks Scout is “dull” (not clever). Why does she think this, and is she right? Are all adults good at knowing how clever young people are?
61. How does Aunt Alexandra involve herself in Maycomb's social life?
62. 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

63. Comment on Atticus's explanation of rape. How suitable is this as an answer to Scout.
64. Why does Alexandra think Atticus should dismiss Calpurnia? How does Atticus respond to the suggestion?
65. Why is Scout pleased when Jem fights her back? Why is she less pleased when he tells Atticus about Dill?
66. What do we learn from Dill's account of his running away?

Chapter 15

67. What is the “nightmare” that now descends upon the children?
68. What was (and is) the Ku Klux Klan? What do you think of Atticus's comment about it?
69. How does Jem react when Atticus tells him to go home, and why?
70. What persuades the lynching-party to give up their attempt on Tom's life?
71. Comment on the way Scout affects events without realizing it at the time.

Chapter 16

72. What “subtle change” does Scout notice in her father?
73. What sort of person is Dolphus Raymond?
74. How does Reverend Sykes help the children see and hear the trial? Is he right to do?
75. Comment on Judge Taylor's attitude to his job. Does he take the trial seriously or not?

Chapter 17

76. What are the main points in Heck Tate's evidence? What does Atticus show in his cross-examination of Sheriff Tate?
77. What do we learn indirectly of the home life of the Ewell family in this chapter?
78. What do you learn from Bob Ewell's evidence?
79. Why does Atticus ask Bob Ewell to write out his name? What does the jury see when he does this?

Chapter 18

80. Is Mayella like her father or different from him? In what ways?
81. What might be the reason for Mayella's crying in the court?
82. How does Mayella react to Atticus's politeness? Is she used to people being polite?
83. How well does Mr. Gilmer prove Tom's guilt in the eyes of the reader (you) and in the eyes of the jury? Can you suggest why these might be different?

Chapter 19

84. What made Tom visit the Ewell's house in the first place?
85. Why does Scout think that Mayella Ewell was "the loneliest person in the world"?
86. In your own words explain Mayella's relationship with her father.
87. How does Dill react to this part of the trial? Why is this, in your opinion?

Chapter 20

88. Scout says, "Mr. Dolphus Raymond was an evil man". Is she right?
89. In most states of the USA people who drink alcohol in public places are required to hide their bottle in a paper bag. Why does Dolphus Raymond hide Coca-Cola in a bag?
90. What, according to Atticus, is the thing that Mayella has done wrong?
91. Explain, in your own words, Atticus's views on people's being equal.

Chapter 21

92. What does Jem expect the verdict to be? Does Atticus think the same?
93. What is unusual about how long it takes the jury to reach a verdict? Is the verdict predictable or not?
94. As Scout waits for the verdict, she thinks of earlier events. What are these and how do they remind us of the novel's central themes?

Chapter 22

95. Although Atticus did not want his children in court, he defends Jem's right to know what has happened. Explain, in your own words, Atticus's reasons for this. (Look at the speech beginning, "This is their home, sister".
96. Miss Maudie tells Jem "things are never as bad as they seem". What reasons does she give for this view?
97. Why does Dill say that he will be a clown when he grows up? Do you think he would keep this ambition for long?
98. This story is set in the 1930s but was published in 1960. Have attitudes to racism remained the same (in the USA and the UK) or have there been any changes (for the better or worse) since then, in your view?
99. 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

100. What do you think of Atticus's reaction to Bob Ewell's challenge? Should he have ignored Bob, retaliated or done something else?
101. What is "circumstantial evidence"? What has it got to do with Tom's conviction?
102. What does Atticus tell Scout about why the jury took so long to convict Tom?
103. Why does Aunt Alexandra accept that the Cunninghams may be good but are not "our kind of folks"? Do you think that people should mix only with others of the same social class? Are class-divisions good or bad for societies?
104. 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

105. Do you think the missionary ladies are sincere in worrying about the "Mrunas" (a tribe in Africa)? Give reasons for your answer.
106. Compare the reactions of Miss Maudie and the other ladies when Scout says she is wearing her "britches" under her dress.
107. What is your opinion of the Maycomb ladies, as depicted in this chapter?
108. Explain briefly how Tom was killed. What is Atticus's explanation for Tom's attempted escape? Do you think agree with Atticus?
109. How, in this chapter, do we see Aunt Alexandra in a new light? How does Miss Maudie support her?

Chapter 25

110. How does Maycomb react to the news of Tom's death?
111. Comment on the idea that Tom's death was "typical"?
112. Explain the contrast Scout draws between the court where Tom was tried and "the secret courts of men's hearts". In what way are hearts like courts?
113. 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

114. In her lesson on Hitler, Miss Gates says, "we (American people) don't believe in persecuting anyone". What seems odd to the reader about this claim?
115. Why is Scout puzzled by Miss Gates' disapproval of Hitler?
116. Why does Scout's question upset Jem? Is there a simple answer, or any answer, to the question ("How can you hate Hitler an' then turn around an be ugly about folks right at home?")

Chapter 27

117. What three things does Bob Ewell do that alarm Aunt Alexandra?
118. Why, according to Atticus, does Bob Ewell bear a grudge? Which people does Ewell see as his enemies, and why?
119. What was the purpose of the Halloween pageant? What practical joke had persuaded the grown ups to have an organized event?

Chapter 28

120. Comment on the way this chapter reminds the reader of earlier events in the novel.
121. Why does Jem say that Boo Radley must not be at home? What is ironic about this? (Is it true? Does he really mean it? Why might it be important for him and Scout that Boo should not be at home?)
122. Scout decides to keep her costume on while walking home. How does this affect her understanding of what happens on the way?
123. Why had Atticus not brought a chair for the man in the corner? Who might this stranger be?

Chapter 29

124. What causes the “shiny clean line” on the otherwise “dull wire” of Scout's costume?
125. What explanation does Atticus give for Bob Ewell's attack?
126. What does Heck Tate give as the reason for the attack?
127. Do you think the sheriff's explanation or Atticus's is the more likely to be true?

Chapter 30

128. Who does Atticus think caused Bob Ewell's death?
129. Why does Heck Tate insist that Bob Ewell's death was self-inflicted? In what way is this partly true?
130. Is Heck Tate right to spare Boo then publicity of an inquest? Give reasons for your answer.
131. How does the writer handle the appearance, at the end of the story, of Boo Radley?

Chapter 31

132. How do the events of the final chapters explain the first sentence in the whole novel?
133. Comment on the way the writer summarizes earlier events to show their significance.
134. How does Scout make sense of an earlier remark of Atticus's as she stands on the Radley porch?
135. How much of a surprise is it to find what Boo Radley is really like? Has the story before this point prepared the reader for this discovery?
136. At the end of the novel, Atticus reads to Scout. Comment on his choice of story. Does it have any connection with themes earlier in the novel and in its ending?



Reading strategy: Keep this sheet next to you and write things down while you read; don't wait until you're done reading to start writing!



Reciprocal teaching Worksheet for Chapters 2-4

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Quote Questions Chapters 3 & 4



Reading strategy: Look ahead in the packet. If there are “quote questions” or excerpts of the chapters, read those first. That way you know what to look for while you read the rest of the chapter.

For each of the following quotes from these two chapters do three things and jot them down on the back of this sheet:

- 1. Figure out who said it*
- 2. Figure out what he or she meant by it. Try to think deeply—what is the meaning underneath the surface?*
- 3. What does it teach us about that character’s personality? Or about the story?*

Quote A

By the time we reached our front steps, Walter had forgotten he was a Cunningham (23).

Quote B

Hush your mouth! Don’t matter who they are, anybody sets foot in this house’s yo’ company, and don’t you let me catch you remarkin’ on their ways like you was so high and mighty! Yo’ folks might be better’n the Cunnighams, but it don’t count for nothin’ the way you’re disgracin’ ‘em (24-25).

Quote C

“First of all,” he said, “if you can learn a simple trick, Scout, you’ll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view...”

“Sir?” [she’s confused]

“...Until you climb into his skin and walk around in it” (30)

Quote D (*this quote is explained more on page 31*)

“You can’t do that, Scout,” Atticus said. “Sometimes it’s better to bend the law a little in special cases. In your case, the law remains rigid. So to school you must go” (30).

Quote E

Atticus’s arrival was the second reason I wanted to quit the game. The first reason happened the day I rolled into the Radley front yard. Through all the head-shaking, quelling of nausea and Jem-yelling, I had heard another sound, so low I could not have heard it from the sidewalk. Someone inside the house was laughing (41).

Quote Questions Notes



Reading strategy: Just ENJOY the book. Put this sheet out of sight until you're ready to sit down and start reviewing what you read.



Reciprocal teaching Worksheet for Chapters 5-6

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Quote Questions For Chapters 5 & 6

For each of the following quotes from these two chapters do three things and jot them down on the back of this sheet

1. Figure out who said it and to whom s/he was talking
2. Figure out what he or she meant by it. **Try to think deeply**—what is the meaning underneath the surface? Don't settle for the easy answer that only takes a second!
3. What does it teach us—either about that character's personality or about the story?

Quote A

“You know old Mr. Radley was a foot-washing Baptist...”

“That’s what you are, ain’t it?”

“My shell’s not that hard, child. I’m just a Baptist.”

“Don’t you all believe in foot-washing?”

“We do. At home in the bathtub.”

“But we can’t have communion with you all...”

Apparently deciding that it was easier to define primitive baptistery than closed communion, Miss Maudie said: “Foot washers believe anything that’s pleasure is a sin. Did you know some of ‘em came out of the woods one Saturday and passed by this place and told me me and my flowers were going to hell?”

“Your flowers, too?”

“Yes ma’am. They’d burn right with me” (44).

Quote B

...I wasn’t even thinking about your father, but now that I am I’ll say this: Atticus Finch is the same in his house as he is on the public streets (46).

Quote C

What Mr. Radley did might seem peculiar to us, but it did not seem peculiar to him.

Quote D

“Maybe so, but—I just want to keep it that way, Scout. We shouldn’a done that tonight. Scout.”

It was then, I suppose, that Jem and I first began to part company. Sometimes I did not understand him, but my periods of bewilderment were short lived. This was beyond me.

Quote Questions Notes



Reading strategy: Ask someone to read aloud to you or listen to this on your iPod. Sometimes it's easier if you HEAR it as you read.



Reciprocal teaching Worksheet for Chapters 7-8

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Chapters 7 & 8 Quick Quotes

Re-read this passage

“Anybody want some hot chocolate?” he asked. I shuddered when Atticus started a fire in the kitchen stove.

As we drank our cocoa I noticed Atticus looking at me, first with curiosity, then with sternness. “I thought I told you and Jem to stay put,” he said.

“Why, we did. We stayed—”

“Then whose blanket is that?”

“Blanket?”

“Yes ma’am, blanket. It isn’t ours.”

I looked down and found myself clutching a brown woolen blanket I was wearing around my shoulders, squaw-fashion.

“Atticus, I don’t know, sir...I—”

I turned to Jem for an answer, but Jem was even more bewildered than I. He said he didn’t know how it got there, we did exactly as Atticus had told us, we stood down by the Radley gate away from everybody, we didn’t move an inch—Jem stopped.

“Mr. Nathan was at the fire,” he babbled, “I saw him, I saw him, he was tuggin’ that mattress—Atticus, I swear...”

“That’s all right, son.” Atticus grinned slowly. “Looks like all of Maycomb was out tonight, in one way or another. Jem, there’s some wrapping paper in th pantry, I think. Go get it and we’ll—I”

Reflect on these Questions

Why does Mr. Nathan put cement in tree?

What does Jem stand crying silently at end of ch 7? What does he know/understand that Scout doesn’t know/understand yet?



Reciprocal teaching Worksheet for Chapters 9-10

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reading strategy: Try to VISUALIZE what you're reading or act it out in your mind. This can make sense of descriptive scenes.



Reciprocal teaching Worksheet for Chapters 11-12

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

First Purchase Passages

The following passages come from Chapter 12, and are intended to assist you with your “Visit First Purchase!” assignment, in your TKAM packet.

First Purchase African M.E. Church was in the Quarters outside the southern town limits, across the old sawmill tracks. It was an ancient paint-peeled frame building, the only church in Maycomb with a steeple and bell, called First Purchase because it was paid for from the first earnings of freed slaves. Negroes worshiped in it on Sundays and white men gambled in it on weekdays.

The churchyard was brick-hard clay, as was the cemetery beside it. If someone died during a dry spell, the body was covered with chunks of ice until rain softened the earth. A few graves in the cemetery were marked with crumbling tombstones; newer ones were outlined with brightly colored glass and broken Coca-Cola bottles. Lightning rods guarding some graves denoted dead who rested uneasily; stumps of burned-out candles stood at the heads of infant graves. It was a happy cemetery (118).

First Purchase was unceiled and unpainted within. Along its walls unlighted kerosene lamps hung on brass brackets; pine benches served as pews. Behind the rough oak pulpit a faded pink silk banner proclaimed God Is Love, the church's only decoration except a rotogravure print of Hunt's *The Light of the World*. There was no sign of piano, organ, hymn-books, church programs- the familiar ecclesiastical impedimenta we saw every Sunday. It was dim inside, with a damp coolness slowly dispelled by the gathering congregation. At each seat was a cheap cardboard fan bearing a garish Garden of Gethsemane, courtesy Tyndal's Hardware Co. (You-Name-It-We-Sell-It) (120).

"Will the music superintendent lead us in the first hymn," he said.

Zeebo rose from his pew and walked down the center aisle, stopping in front of us and facing the congregation. He was carrying a battered hymn-book. He opened it and said, "We'll sing number two seventy-three."

This was too much for me. "How're we gonna sing it if there ain't any hymn-books?"

Calpurnia smiled. "Hush baby," she whispered, "you'll see in a minute."

Zeebo cleared his throat and read in a voice like the rumble of distant artillery:

"There's a land beyond the river."

Miraculously on pitch, a hundred voices sang out Zeebo's words. The last syllable, held to a husky hum, was followed by Zeebo saying, "That we call the sweet forever."

Music again swelled around us; the last note lingered and Zeebo met it with the next line: "And we only reach that shore by faith's decree."

The congregation hesitated, Zeebo repeated the line carefully, and it was sung. At the chorus Zeebo closed the book, a signal for the congregation to proceed without his help.

On the dying notes of "Jubilee," Zeebo said, "In that far-off sweet forever, just beyond the shining river."

Line for line, voices followed in simple harmony until the hymn ended in a melancholy murmur (121).

Reverend Sykes closed his sermon. He stood beside a table in front of the pulpit and requested the morning offering, a proceeding that was strange to Jem and me. One by one, the congregation came forward and dropped nickels and dimes into a black enameled coffee can. Jem and I followed suit, and received a soft, "Thank you, thank you," as our dimes clinked. To our amazement, Reverend Sykes emptied the can onto the table and raked the coins into his hand. He straightened up and said, "This is not enough, we must have ten dollars." The congregation stirred. "You all know what it's for, Helen can't leave those children to work while Tom's in jail. If everybody gives one more dime, we'll have it" Reverend Sykes waved his hand and called to someone in the back of the church. "Alec, shut the doors. Nobody leaves here till we have ten dollars" (122).

"He's just like our preacher," said Jem, "but why do you all sing hymns that way?"

"Linin'?" she asked.

"Is that what it is?"

"Yeah, it's called linin'. They've done it that way as long as I can remember."

Jem said it looked like they could save the collection money for a year and get some hymn-books. Calpurnia laughed. "Wouldn't do any good," she said. "They can't read."

"Can't read?" I asked. "All those folks?" "That's right," Calpurnia nodded. "Can't but about four folks in First Purchase read... I'm one of 'em (124).



Reading strategy: Pay attention to characters that have the same problems that you do. Emotional connections can fuel your brain sometimes.



Reciprocal teaching Worksheet for Chapters 13-14

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Chapters 13-14

A Family Is As a Family Does

Directions

1. **Reread the section below.** In this scene, Dill tries to explain to Scout why he ran away from home (pp 190-191 in the paperback).
2. As you reread, **compare and contrast** how Dill feels about family with how Scout feels about family.
3. Also, as you re-read, **remember** the passage in which Francis reveals that Dill “hasn’t got a home – he just gets passed around from relative to relative” (109-110)

"Why'd you do it?" No answer. "I said why'd you run off? Was he really hateful like you said?"

"Naw..."

"Didn't you all build that boat like you wrote you were gonna?"

"He just said we would. We never did."

I raised up on my elbow, facing Dill's outline. "It's no reason to run off. They don't get around to doin' what they say they're gonna do half the time...."

"That wasn't it, he- they just wasn't interested in me."

This was the weirdest reason for flight I had ever heard. "How come?"

"Well, they stayed gone all the time, and when they were home, even, they'd get off in a room by themselves."

"What'd they do in there?"

"Nothin', just sittin' and readin'- but they didn't want me with 'em."

I pushed the pillow to the headboard and sat up. "You know something? I was fixin' to run off tonight because there they all were. You don't want 'em around you all the time, Dill-" Dill breathed his patient breath, a half-sigh. "-good night, Atticus's gone all day and sometimes half the night and off in the legislature and I don't know what- you don't want 'em around all the time, Dill, you couldn't do anything if they were."

"That's not it."

As Dill explained, I found myself wondering what life would be if Jem were different, even from what he was now; what I would do if Atticus did not feel the necessity of my presence, help and advice. Why, he couldn't get along a day without me. Even Calpurnia couldn't get along unless I was there. They needed me. "Dill, you ain't telling me right- your folks couldn't do without you. They must be just mean to you. Tell you what to do about that-"

Dill's voice went on steadily in the darkness: "The thing is, what I'm tryin' to say is- they do get on a lot better without me, I can't help them any. They ain't mean. They buy me everything I want, but it's now-you've-got-it-go-play-with-it. You've got a roomful of things. I-got-you-that-book-so-go-read-it." Dill tried to deepen his voice. "You're not a boy. Boys get out and play baseball with other boys, they don't hang around the house worryin' their folks." Dill's voice was his own again: "Oh, they ain't mean. They kiss you and hug you good night and good mornin' and good-bye and tell you they love you..."

What is Dill’s family like? How does he feel about his place in his family?

What is Scout’s family like? How does she feel about her place in her family?



Reciprocal teaching Worksheet for Chapters 15-16

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

TKAM: Mob at the Jail Scene (Ch 15-16)

Re-enactment

Man 1: He in there, Mr. Finch?

Atticus: He is. And he's asleep. Don't wake him.

Mr. Cunningham (*lowers his voice*): You know what we want. Get aside from the door, Mr. Finch.

Atticus: You can turn around and go home again, Walter. Heck Tate's around here somewhere.

Man 2: The hell he is. Heck's bunch is so deep in the woods they won't get out till morning.

Atticus: Indeed? Why so?

Man 2: Called 'em off on a snipe hunt. Didn't you think a'that, Mr. Finch?

Atticus: Thought about it, but didn't believe it. Well then, that changes things, doesn't it?

Man 3: It sure do.

Atticus: Do you really think so?

Scout thinks this means that Atticus has something good up his sleeve, like he is about to win a game of checkers, so she pulls away from Jem and runs to Atticus.

Jem (*yells, but is too late*): Scout, no!

Scout: Hey, Atticus.

Jem and Dill run out to join Scout near Atticus. Atticus gets up, folds his newspaper and sets it in the chair. His fingers tremble a little bit.

Atticus: Go home, Jem. Take Scout and Dill home.

Jem shakes his head.

Atticus: Go home, I said.

Jem shakes his head again, both Atticus and Jem move their hands to their hips.

Man 3 (*grabs Jem forcefully by the collar*): I'll send him home.

Scout: Don't you touch him!

Atticus (*puts hand on Scout's shoulder to restrain her*): That'll do, Scout. Don't kick folks.

Scout: Ain't nobody gonna' do Jem that way!

Man 1: All right, Mr. Finch. Get 'em outa here.

Man 4: You got fifteen seconds to get 'em outa here.

Atticus looks at Jem and points toward home.

Jem: I ain't going.

Atticus: Please, Jem. Take them home.

Scout (*recognizes Mr. Cunningham in the crowd*): Hey, Mr. Cunningham. How's your entailment gettin' along?

Mr. Cunningham looks at the ground and shifts his feet.

Scout: Don't you remember me, Mr. Cunningham? I'm Jean Louise Finch. You brought us some hickory nuts one time, remember? I go to school with Walter. He's your boy, ain't he? Ain't he?

Mr. Cunningham gives a small nod.

Scout: He's in my grade, and he does right well. He's a good boy, a real nice boy. We brought him home for dinner one time. Maybe he told you about me. I beat him up one time, but he was real nice about it. Tell him hey for me, won't you?

Mr. Cunningham says nothing, and Scout feels embarrassed.

Scout: Entailments are bad...(*she turns to Atticus*). Well Atticus, I was just sayin' to Mr. Cunningham that entailments are bad an' all that, but you said not to worry, it takes a long time sometimes, but you'll ride it out together with him...(*her voice trails off*).

Everyone is silent.

Scout: (*confused, embarrassed*) What's the matter?

Mr. Cunningham (*takes Scout by the shoulder gently*): I'll tell him you said hey, little lady. (*He turns to the men*) Let's clear out. Let's get going, boys.

Men leave in their cars. Atticus leans against the wall for support. Scout goes over to him and tugs his sleeve.

Scout: Can we go home now?

Atticus wipes his face with a handkerchief.

Tom Robinson: They gone?

Atticus: They've gone. Get some sleep, Tom. They won't bother you any more.

Mr. Underwood: Darn tootin' they won't! I had you covered the whole time, Atticus.



Reciprocal teaching Worksheet for Chapters 17-18

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

The Trial

Chapters 17 & 18 & a little bit of 19

Witness	Main Questions	Summary of Answers	Evidence gathered/points made
Heck Tate			
Bob Ewell			

The Trial

Chapters 17 & 18 & a little bit of 19

Witness	Main Questions	Summary of Answers	Evidence gathered/points made
Mayella Ewell			
Tom Robinson			



Reciprocal teaching Worksheet for Chapters 19-20

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.



Reciprocal teaching Worksheet for Chapters 21-22

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Quote Questions For Chapters 21 & 22

For each of the following quotes from these two chapters do three things and jot them down on the back of this sheet:

1. Figure out who said it and to whom s/he was talking
2. Figure out what he or she meant by it. **Try to think deeply**—what is the meaning underneath the surface? Don't settle for the easy answer that only takes a second!
3. What does it teach us—either about that character's personality or about the story?

Quote A

“Miss Jean Louise?”

I looked around. They were standing. All around us and in the balcony on the opposite wall, the Negroes were getting to their feet. Reverend Syke's voice was as distant as Judge Taylor's:

“Miss Jean Louise, stand up. Your father's passin' [by]” (211).

Quote B

“How could they do it, how could they?”

“I don't know, but they did it. They've done it before and they did it tonight and they'll do it again and when they do it—seems that only children weep. Good night” (213).

Quote C

“I simply want to tell you that there are some men in this world who were born to do our unpleasant jobs for us. your father's one of them.”

“Oh,” said Jem. “Well.”

“Don't you oh well me, sir [...] you are not old enough to appreciate what I said [...] We're so rarely called on to be Christians, but when we are, we've got men like Atticus to go for us” (215).

Quote D

“As I waited I thought, Atticus Finch won't win, he can't win, but he's the only man in these parts who can keep a jury out so long in a case like that. And I thought to myself, well, we're making a step—it's just a baby-step, but it's a step” (216).

Quote Questions Notes



Reciprocal teaching Worksheet for Chapters 23-24

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Good Folks

TKAM Chapters 23-24

As we've discussed, TKAM is a story about who has power and when and why—and who uses their power for good—or for evil. In particular, TKAM focuses on the ways people use power based on **race, class and gender** to hurt or help other people.

1. Choose a character and re-read the pages/sections listed for that character.
2. Based on your re-reading, try to **explain how your character decides** who is and who is not “good folks” (a good person). Make sure to identify how race, class and gender influence their perspective.

Atticus pages 219, 220-222, 226 (bottom)	Jem pages 219-220, 221, 226-227
Aunt Alexandra p223 (bottom)-225 (middle), 226	Scout pages 221, 223 (bottom), 226-227



Reading strategy: Pay attention to things that are repeated multiple times in a book—remember the rule of three. If it's repeated, it's important!



Reciprocal teaching Worksheet for Chapters 25-26

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Perfect Passages: Last Word

Chapters 25-26

1. Read your passage.
2. On the back of the passage write responses to the following prompts
 - Summarize the passage
 - Describe what this passage makes you think about—any connections to other parts of the book or to the real world?
 - Describe how this passage makes you feel.
3. Join a group with folks who have different passages.
4. Read your passage aloud to your group
5. Let your GROUP try to respond to the prompts without your help.
6. Then share your responses. You get the “last word,” because you’re the expert—you’ve spent the most time with the passage.
7. Continue until everyone has gotten to be the expert at least once.
8. Then try to identify the “common threads” between the passages.

Perfect Passages: Last Word

Chapters 25-26

The following passage is from *To Kill a Mockingbird*. Read the passage, then address the prompts in the space below.

Passage B

Mr. B. B. Underwood was at his most bitter, and he couldn't have cared less who canceled advertising and subscriptions. (But Maycomb didn't play that way; Mr. Underwood could holler till he sweated and write whatever he wanted to, he'd still get his advertising and subscriptions. If he wanted to make a fool of himself in his paper that was his business.) Mr. Underwood didn't talk about miscarriages of justice, he was writing so children could understand. Mr. Underwood simply figured it was a sin to kill cripples, be they standing, sitting, or escaping. He likened Tom's death to the senseless slaughter of songbirds by hunters and children, and Maycomb thought he was trying to write an editorial poetical enough to be reprinted in *The Montgomery Advertiser*.

How could this be so, I wondered, as I read Mr. Underwood's editorial. Senseless killing—Tom had been given due process of law to the day of his death; he had been tried openly and convicted by twelve good men and true; my father had fought for him all the way. Then Mr. Underwood's meaning became clear: Atticus had used every tool available to free men to save Tom Robinson, but in the secret courts of men's hearts Atticus had no case. Tom was a dead man the minute Mayella Ewell opened her mouth and screamed.

1. Summarize the passage
2. How do you *feel* about this passage?
3. What does the passage make you *think* about?

Perfect Passages: Last Word

Chapters 25-26

The following passage is from *To Kill a Mockingbird*. Read the passage, then address the prompts in the space below.

Passage C

“Shoot all the bluejays you want, if you can hit ‘em, but remember it’s a sin to kill a mockingbird.”

That was the only time I ever heard Atticus say it was a sin to do something, and I asked Miss Maudie about it.

“Your father’s right,” she said. “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.”

1. Summarize the passage
2. How do you *feel* about this passage?
3. What does the passage make you *think* about?



Reciprocal teaching Worksheet for Chapters 27-28

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Directions

1. **Reread the section below.** This scene takes place on Halloween, between the time Scout and Jem leave the pageant to when they encounter Mr. Ewell (pp 259-261, reprinted below).
2. As you re-read, **list at least 10 specific details or moments that contribute to the scary, spooky mood** in these two pages. There is space for you to jot these down on the other side of this sheet. Feel free to do more than 10 if you find them

"You all want a ride home?" someone asked.

"No sir, thank you," I heard Jem say. "It's just a little walk."

"Be careful of haints," the voice said. "Better still, tell the haints to be careful of Scout."

"There aren't many folks left now," Jem told me. "Let's go."

We went through the auditorium to the hallway, then down the steps. It was still black dark. The remaining cars were parked on the other side of the building, and their headlights were little help. "If some of 'em were goin' in our direction we could see better," said Jem. "Here Scout, let me hold onto your-hock. You might lose your balance."

"I can see all right."

"Yeah, but you might lose your balance." I felt a slight pressure on my head, and assumed that Jem had grabbed that end of the ham.

"You got me?"

"Uh huh."

We began crossing the black schoolyard, straining to see our feet. "Jem," I said, "I forgot my shoes, they're back behind the stage."

"Well let's go get 'em." But as we turned around the auditorium lights went off. "You can get 'em tomorrow," he said.

"But tomorrow's Sunday," I protested, as Jem turned me homeward.

"You can get the Janitor to let you in... Scout?"

"Hm?"

"Nothing."

Jem hadn't started that in a long time. I wondered what he was thinking. He'd tell me when he wanted to, probably when we got home. I felt his fingers press the top of my costume, too hard, it seemed. I shook my head. "Jem, you don't hafta-" "Hush a minute, Scout," he said, pinching me.

We walked along silently. "Minute's up," I said. "Whatcha thinkin' about?" I turned to look at him, but his outline was barely visible.

"Thought I heard something," he said. "Stop a minute."

We stopped.

"Hear anything?" he asked.

"No."

We had not gone five paces before he made me stop again.

"Jem, are you tryin' to scare me? You know I'm too old-"

"Be quiet," he said, and I knew he was not joking.

The night was still. I could hear his breath coming easily beside me. Occasionally there was a sudden breeze that hit my bare legs, but it was all that remained of a promised windy night. This was the stillness before a thunderstorm. We listened.

"Heard an old dog just then," I said.

"It's not that," Jem answered. "I hear it when we're walkin' along, but when we stop I don't hear it."

"You hear my costume rustlin'. Aw, it's just Halloween got you...."

I said it more to convince myself than Jem, for sure enough, as we began walking, I heard what he was talking about. It was not my costume.

"It's just old Cecil," said Jem presently. "He won't get us again. Let's don't let him think we're hurrying."

We slowed to a crawl. I asked Jem how Cecil could follow us in this dark, looked to me like he'd bump into us from behind.

"I can see you, Scout," Jem said.

"How? I can't see you."

"Your fat streaks are showin'. Mrs. Crenshaw painted 'em with some of that shiny stuff so they'd show up under the footlights. I can see you pretty well, an' I expect Cecil can see you well enough to keep his distance."

I would show Cecil that we knew he was behind us and we were ready for him. "Cecil Jacobs is a big wet he-en!" I yelled suddenly, turning around.

We stopped. There was no acknowledgement save he-en bouncing off the distant schoolhouse wall.

"I'll get him," said Jem. "He-y!"

Hay-e-hay-e-hay-ey, answered the schoolhouse wall. It was unlike Cecil to hold out for so long; once he pulled a joke he'd repeat it time and again. We should have been leapt at already. Jem signaled for me to stop again.

He said softly, "Scout, can you take that thing off?"

"I think so, but I ain't got anything on under it much."

"I've got your dress here."

"I can't get it on in the dark."

"Okay," he said, "never mind."

"Jem, are you afraid?"

"No. Think we're almost to the tree now. Few yards from that, an' we'll be to the road. We can see the street light then."

Jem was talking in an unhurried, flat toneless voice. I wondered how long he would try to keep the Cecil myth going.

"You reckon we oughta sing, Jem?"

"No. Be real quiet again, Scout."

We had not increased our pace. Jem knew as well as I that it was difficult to walk fast without stumping a toe, tripping on stones, and other inconveniences, and I was barefooted. Maybe it was the wind rustling the trees. But there wasn't any wind and there weren't any trees except the big oak.

Our company shuffled and dragged his feet, as if wearing heavy shoes. Whoever it was wore thick cotton pants; what I thought were trees rustling was the soft swish of cotton on cotton, wheek, wheek, with every step.

I felt the sand go cold under my feet and I knew we were near the big oak. Jem pressed my head. We stopped and listened.

Shuffle-foot had not stopped with us this time. His trousers swished softly and steadily. Then they stopped. He was running, running toward us with no child's steps.

"Run, Scout! Run! Run!" Jem screamed.

Ten specific details or moments that contribute to the scary, spooky mood in these two pages:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Reciprocal teaching Worksheet for Chapters 29-31

Clarify

Here are some things that confused me or felt unclear while I was reading.

Summarize

If I had to summarize the reading in 1-2 sentences, I'd say this.

Question

Some things I think it's worth talking about. These questions involve making inferences and thinking beyond the words on the page.

Predict

Some guesses about what might happen next based on what I have read so far as well as what clues I used to make my guess.

Wrapping It Up (Ch 29-31)

RE-READING



Who killed Bob Ewell? Hint: He did NOT fall on his knife. How do we know? Find 5-6 details that indicate the REAL culprit.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Why do Heck & Atticus argue? About what? What happens when Atticus figures out what Heck is trying to say?

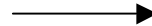
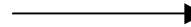
What is Boo/Arthur really like? Offer 3 details that help the reader to figure him out.

- 1.
- 2.
- 3.

What happens as Scout stands on the Radley porch?

What's significant about The Gray Ghost at the end?

THEMES





Movie Notes

Use this graphic organizer to take notes for your essay. You will choose three of these categories for your thesis and use your notes as your examples. The more completely you take notes, the better off you'll be on your exam!

Missing scenes or storylines	Differences in settings
Missing or changed characters	Missing or changed themes

Creative Project

Each of you is responsible for a creative project that takes your experience of the novel and puts it into some kind of creative form. I will show you some samples of “A” projects in class...but it’s your job to take what you see here and give it life.

Your projects will be graded on

- Meeting requirements of assignment (see specific options below)—25 points
- Creativity—25 points
- Apparent effort—25 points
- Accuracy to the text—25 points

Note that this project is worth more points than two or three of the other assignments combined. That is because it is meant to help you synthesize your entire experience of the novel. I will not accept any late projects.

Options

Exploring Setting

Construct a model of Maycomb. Include the homes of the major characters: the Finches, Calpurnia, Dill, Miss Maudie, Mrs. Duboise, the Radleys, Tom Robinson, the Ewells, the Cunninghams. Also include spots like the courthouse, the school, and the sheriff’s office. *Use the text to determine placement of the building.* Remember to label the buildings. You may use your imagination for details not specifically mentioned. Your model must be creative and colorful. When you present your project, be prepared to discuss how the social setting of the period influenced the physical setting.

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 an authentic newspaper format.

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.



EXTRA CREDIT FOR CREATIVE FOLKS

Create a Cover for *To Kill a Mockingbird*

Some people say “you can’t judge a book by its cover,” but I might disagree. I think the cover of a book tells you a lot. Think about all the questions that some of you asked about the cover of To Kill a Mockingbird when we first started reading it!

Oprah Winfrey agrees with this idea. In fact, she has redesigned the covers for several “classic” novels. Oprah recognized that there were plenty of really good books that people had stopped reading because they tended to have old-fashioned, uninteresting covers.

What if Oprah assigned you the task of “redesigning” the cover for *To Kill a Mockingbird* so that contemporary teenagers would be more interested in picking it up?

What would be on your “cover?”

You may choose to make your cover however you like. You might...

- Draw/paint a cover
- Create a cover out of magazine pictures (either as a collage or using the pictures instead of drawings)
- Design a cover on the computer

Your cover will be evaluated as follows

	Yes!	It’s a stretch	Nope
Cover contains specific references to the book	10	7	5
Cover clearly shows the title and author	10	7	5
Cover demonstrates real creativity/effort	10	7	5
Cover is no larger than 8 1/2 by 11	5		0

Visit First Purchase!

In Chapter 12, Scout and Jem visit First Purchase AME Church with Calpurnia. Since it's her first visit, Scout notices a lot of details about First Purchase, giving us a chance to "see" it from the inside.

Based on Scout's experience (and our discussion of it in class), create an advertisement for First Purchase. Your commercial could be

- A radio announcement
- A newspaper/magazine ad
- A billboard

Your commercial is worth 40 points and will be evaluated as follows

10 Points: YES! The advertisement...

- Is professional in sound or appearance.
- Clearly relies on 4 or more specific, accurate details from the book.
- Is extremely creative, using artistic skill, humor or strong writing to give it an edge.
- uses the conventions of grammar, spelling and other mechanics flawlessly

8 Points: Almost! The advertisement...

- Is neat and demonstrates sincere effort.
- Indicates at least 2 details from the book.
- Is somewhat creative, using artistic skill, humor or strong writing to give it an edge.
- Has one error in the conventions of grammar, spelling and other mechanics.

6 Points: Not Quite. The advertisement...

- Demonstrates effort, but is not especially neat.
- Indicates at least one specific detail from the book.
- Demonstrates a minimum effort toward creativity and lacks sparkle.
- Has two errors in the conventions of grammar, spelling and other mechanics.

4 Points: Rethink it, kiddo. The advertisement...

- Is sloppy or demonstrates minimum effort.
- Is vague and does not rely on details from the book.
- Demonstrates a minimum attempt at creativity, and is just meant "to get the job done."
- Has three or more errors in the conventions of grammar, spelling and other mechanics.

0 Points: Incomplete

- The student did not complete an advertisement.
- The student met none of the criteria.

What's in Your Knothole?

Someone leaves string, soap carvings, a watch and chewing gum for Scout and Jem in the secret knothole of the tree. Scout and Jem know that the person must know the kinds of things that they like because those items are treasures to them (even if they seem strange to us).

What if someone who knew you well left little treats and presents for you in a small, secret place like that? What things would he or she leave for you?

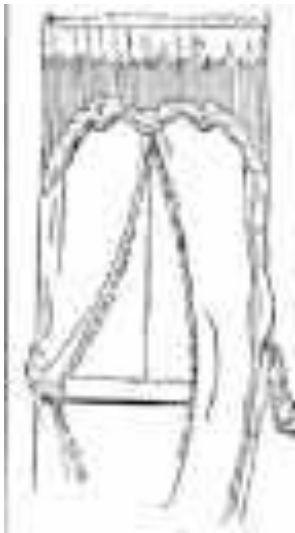
Choose four or five likely things that someone would leave for you. Put the items in a baggie and bring them to school. Plan to show your items to Mrs. B. and describe why they would make you uniquely happy.

Your “knothole” project will be evaluated as follows:

	Yes (5)	No (0)
I brought in at least four items.	<input type="checkbox"/>	<input type="checkbox"/>
The items genuinely mean something to me; I didn't just scrounge in my locker or pockets to find “something”	<input type="checkbox"/>	<input type="checkbox"/>
The items would all fit in the knothole of a tree, like those that Jem and Scout received.	<input type="checkbox"/>	<input type="checkbox"/>
All the items could be gifts to me from a secret someone, they're not just valuable possessions, and I explained in a grown-up way why these are uniquely good gifts for making me happy.	<input type="checkbox"/>	<input type="checkbox"/>
I spoke loudly enough for my classmates to hear me clearly.	<input type="checkbox"/>	<input type="checkbox"/>
I made eye contact during my explanation, and I did not rush.	<input type="checkbox"/>	<input type="checkbox"/>



I earned _____ “yes's” above, equaling _____/30 points.



Chapter 6 What can you see through Boo's window?

A large empty rectangular box for writing the answer to the question.