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## TEACHER GUIDE

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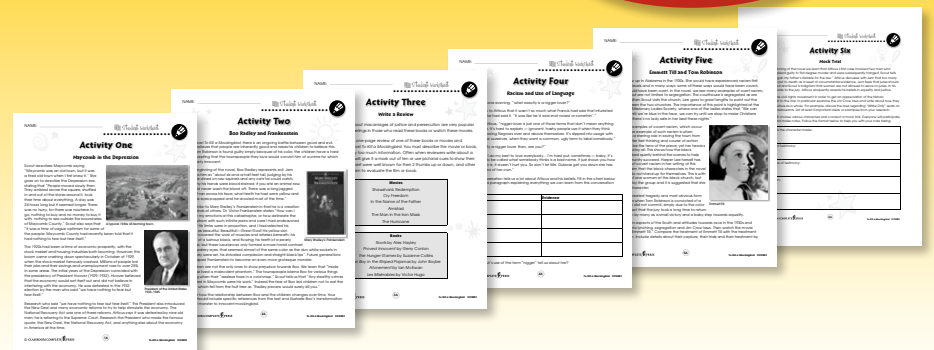
## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

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# Harper Lee

**Harper Lee** was born on April 26th, 1926 in a small town in Alabama. In 1960, her first and only novel, *To Kill a Mockingbird*, was published. Harper grew up as the youngest child of a lawyer and is a self-described "tomboy." Harper's mother suffered from mental illness and rarely left the house.



Lee attended the University of Alabama, where she studied law and English. While there she wrote for the school newspaper and its humor magazine *The Rammer Jammer*, which she went on to become editor of. Lee later decided to discontinue her law studies and focus upon her writing. In 1949, at the age of 23, Lee moved to New York in order to follow her dreams to become a writer. Initially, Lee did not have great success and had a number of jobs, including working as a ticket agent.

In 1959, she completed her novel, *To Kill a Mockingbird*. The coming-of-age story about a young girl in 1930s Alabama was well received by the literary community and the public. The book also examined racism in the United States at a very opportune time in its history. The book won numerous awards including the prestigious Pulitzer Prize.

Harper and Capote traveled to Kansas to research the murders of 4 members of the Clutter family and to investigate the impact it had on the small farming community. Lee has now largely retired from public life and lives a very private existence, residing in a small Alabama town. She was working on a non-fiction novel about an Alabama serial killer, but it has never been published. *To Kill a Mockingbird* remains her only published novel.

Lee also went on to work with Truman Capote on his famous non-fiction novel, *In Cold Blood*.

### Did You Know?

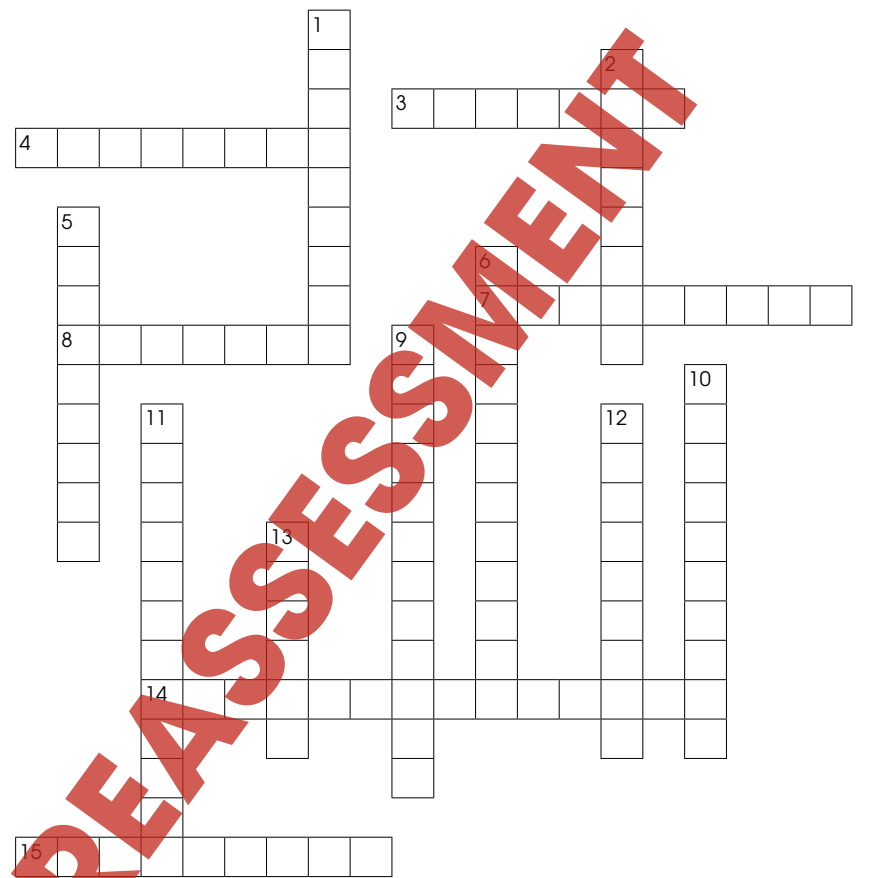
- The character Dill was in all likelihood based on the famous American writer, Truman Capote. It has also been suggested that the character of Atticus is based upon the author's own father.
- Lee became close friends with the composer, Michael Martin Brown and his wife Joy. In 1956, the Browns offered to support her for a year so that she could focus on her writing.
- The book was originally titled *Go Set a Watchman* and then *Atticus* but her publisher helped her come up with the title *To Kill a Mockingbird*.



# Chapters Ten to Fourteen

### Vocabulary

- austere
- cantankerous
- degeneration
- ecclesiastical
- feeble
- inaudible
- interdict
- mausoleum
- propensities
- rectitude
- rudiments
- sassiest
- tranquil
- umbrage
- vehemently



### Across

- 3. Severe or stern in disposition or appearance.
- 4. Rudest or most disrespectful.
- 7. The basics.

### Down

- 8. To take offence.
- 14. Of or relating to the church.
- 15. A large, gloomy building or tomb.
- 1. Moral righteousness.
- 2. Peaceful.
- 5. Could not be heard.
- 6. Natural tendencies or disposition.
- 9. Disintegration.
- 10. To express forcefully.
- 11. Grumpy.
- 12. To forbid authoritatively.
- 13. Weak.



# Chapters Ten to Fourteen

### 1. Complete each sentence with a word from the list.

- |                |            |         |          |            |
|----------------|------------|---------|----------|------------|
| inaudible      | vehemently | tirade  | sassiest | camisole   |
| contemporaries | mausoleum  | umbrage | tranquil | apoplectic |

- a) Atticus was much older than the parents of their school \_\_\_\_\_.
- b) Providence was kind enough to burn down that old \_\_\_\_\_, which belonged to Miss Maudie.
- c) Atticus shook his head \_\_\_\_\_ "Don't just stand there, Heck! He won't wait all day for you."
- d) Once she heard Jem refer to our father as "Atticus" and her response was \_\_\_\_\_.
- e) Besides being the most \_\_\_\_\_ and disrespectful mutts who ever passed her way, we were told it was quite a pity our father had never remarried after our mother's death.
- f) You should be in a dress and a \_\_\_\_\_ young lady.
- g) I took \_\_\_\_\_ at Mrs. Dubose's assessment of our families' mental hygiene.
- h) Jem's lips moved but his "Yes sir" was \_\_\_\_\_.
- i) I took it for granted that he kept his temper — he had a naturally \_\_\_\_\_ disposition and a slow fuse.
- j) I was expecting a \_\_\_\_\_ but all she said was "you may commence reading Jeremy."



# Chapters Ten to Fourteen

### Answer each question with a complete sentence.

- 1. Why is Scout slightly ashamed of her father?  
\_\_\_\_\_
- 2. Why wouldn't Jem care if Atticus couldn't do a blessed thing?  
\_\_\_\_\_
- 3. Why does Atticus describe Mrs. Dubose as "the bravest woman I ever knew?"  
\_\_\_\_\_
- 4. What does Mrs. Dubose's fight and Atticus's have in common?  
\_\_\_\_\_
- 5. Atticus says, "Shoot all the blue jays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird." Why is it a sin to kill a mockingbird?  
\_\_\_\_\_
- 6. According to Miss Maudie, why did Atticus choose not to hunt?  
\_\_\_\_\_
- 7. Give 3 examples of misuse of power or the potential to misuse power. (At least one of which must be from the text.)  
\_\_\_\_\_

### Journaling Prompt

In your journal entry, write a short story that involves someone misusing their power.



## Chapters 22 to 26

### Comic Strip

Choose an important scene in the book and re-write it using the comic strip format. Your storyboard should have at least 12 squares and the outcome of the scene should be different from the original. How would this change the overall course of the novel?



## Chapters 27 to 31

### Review

Write a review of the novel *To Kill a Mockingbird*. The first part of the review should give your opinion of the book. The second part should discuss themes and important events and characters in the novel. However, you must be careful not to give away too much of the story as reviews are reading material for those who are considering whether or not to read the book.



## Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

|              |           |             |            |            |
|--------------|-----------|-------------|------------|------------|
| apothecary   | brethren  | ambled      | livid      | utmost     |
| arbitrated   | recluse   | peevish     | rudiments  | mortally   |
| cantankerous | umbrage   | reminiscent | tacit      | apoplectic |
| demurred     | inaudible | connivance  | palliation | indigenous |
| felony       | temerity  | genially    | furtive    | optimism   |
| deigned      | placidity | impotent    | innate     | devoid     |
| denunciation | indicted  | sojourn     | viscous    | tranquil   |
| turbulent    | oblivious | pledge      | feeble     | uncouth    |

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| x | m | o | t | o | c | a | l | y | b | r | e | t | h | r | e | n | a | m | b | l | e | d | t |  |
| i | s | p | i | t | i | o | n | l | t | s | i | i | s | v | i | t | r | u | f | n | i | a |   |  |
| m | p | t | c | e | t | t | i | i | a | o | u | o | n | h | y | l | j | a | y | a | v | o |   |  |
| p | e | i | a | m | c | i | n | n | a | l | l | i | l | l | y | v | o |   |   |   |   |   |   |  |
| o | e | m | t | e | e | o | n | t | y | i | c | i | a | o | t | i | n | p | e | e | v | e | d |  |
| t | d | i | v | i | l | i | u | a | l | t | e | d | y | l | u | n | c | g | l | e | e | d | s |  |
| e | s | s | t | y | p | p | j | l | l | r | r | o | a | i | d | r | e | c | i | f | e | e | s |  |
| n | i | m | s | u | o | n | e | g | i | d | n | i | t | l | m | d | n | l | e | n | p | i | i |  |
| t | e | m | p | t | p | c | o | n | n | i | v | a | n | c | o | d | e | l | u | f | e | e | n |  |
| a | u | s | t | e | a | r | b | l | i | t | a | t | e | d | o | l | o | n | a | b | e | b | d |  |
| p | e | r | p | e | s | t | n | e | m | d | u | r | o | o | n | c | o | g | d | r | e | e | i |  |
| s | r | t | l | a | u | s | t | i | n | h | e | y | y | o | y | i | p | p | l | i | e | u | c |  |
| e | u | c | a | n | t | a | n | k | e | r | o | u | s | r | a | p | l | e | d | v | e | l | t |  |
| c | u | o | c | n | i | c | k | h | a | s | k | i | d | t | r | a | n | q | u | i | l | d | e |  |
| u | n | c | i | y | a | g | l | i | t | s | v | i | s | c | o | u | s | n | m | b | e | d |   |  |
| l | e | g | d | v | i | v | i | b | r | o | t | a | e | t | a | e | c | o | e | g | e |   |   |  |
| a | y | l | l | a | n | e | g | e | n | n | o | r | o | w | a | n | p | o | c | e | d | t |   |  |
| r | e | l | y | e | e | l | e | g | a | r | b | m | u | a | u | s | e | a | u | k | f | e | i |  |
| i | g | n | a | t | i | o | b | r | a | m | l | e | y | p | t | m | o | r | t | a | l | l | y |  |
| t | e | m | e | r | i | t | y | o | d | e | m | u | r | r | e | d | t | a | h | i | n | p | m |  |
| n | o | i | t | a | i | l | l | a | p | l | e | e | t | n | e | c | s | i | n | i | m | e | r |  |
| a | p | o | p | l | e | c | t | i | m | y | r | a | c | e | h | t | o | p | a | a | b | o | y |  |
| c | o | n | n | i | v | a | n | c | e | l | b | i | d | u | a | n | i | w | o | r | e | a | t |  |



## Comprehension Quiz

Answer each question in a complete sentence.

- Who is the narrator of the story?  
\_\_\_\_\_
- Name 2 advantages to having a child narrate the story.  
\_\_\_\_\_  
\_\_\_\_\_
- Why was Scout different from most first graders?  
\_\_\_\_\_
- What reasons did Jem give for choosing that particular night to leave a message for Boo?  
\_\_\_\_\_  
\_\_\_\_\_
- Why is Scout ashamed of her father?  
\_\_\_\_\_
- What does Atticus do that gives Scout cause for pride?  
\_\_\_\_\_
- Name 2 changes that occur in Jem.  
\_\_\_\_\_  
\_\_\_\_\_
- Name 1 change that occurs in Scout.  
\_\_\_\_\_
- What is the significance of Bob Ewell being left handed?  
\_\_\_\_\_  
\_\_\_\_\_

31

1

2

1

2

1

2

2

1

2

SUBTOTAL: /14

## Character Development

The narrator — Scout — grows and learns a lot over the course of the novel. For example, she struggles with her role as a tomboy and how — as an adult — she will fit into the expected role of a Southern lady. Describe some of the major events and instances that cause her to change, and how they make her change.

| Event | Outcome |
|-------|---------|
|       |         |
|       |         |
|       |         |
|       |         |
|       |         |
|       |         |
|       |         |
|       |         |
|       |         |
|       |         |

NAME: \_\_\_\_\_

After You Read 



# Chapters Five to Nine

Answer each question with a complete sentence.

1. Explain why Miss Maudie says "sometimes the Bible in the hand of one man is worse than a whiskey bottle in the hand of oh, your father."  
\_\_\_\_\_  
\_\_\_\_\_
2. Why did Dill want to give a note to Boo Radley?  
\_\_\_\_\_  
\_\_\_\_\_
3. In Chapter 5, we learn that Dill likes to tell tall tales, especially about his father. Why do you think this is?  
\_\_\_\_\_  
\_\_\_\_\_
4. In Chapter 7, Scout says "Can't anybody tell what you're gonna do lest they live in the house with you, and even I can't tell sometimes?" Why is this meant to reassure Jem?  
\_\_\_\_\_  
\_\_\_\_\_
5. Why was Jem crying (at the end of Chapter 7)?  
\_\_\_\_\_  
\_\_\_\_\_
6. Using evidence from the text, what evidence would you use to defend the following thesis: Miss Maudie believes in the importance of pleasure and the enjoyment of life.  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Dill lives in a fantasy world and invents many facts about his life. In your journal entry, pretend that you are an eight-year-old child and describe your perfect life.

1. Answers will vary.

2. So that they could see him and help him.

3. Answers will vary.

4. Because Jem thought that someone knew what he would do.

5. Because Boo was not being allowed to communicate with the children.

6. Answers will vary but should include her love of flowers and her disagreement with other religious sects.

### Vocabulary

#### Across

3. austere
4. sassiest
7. rudiments
8. umbrage
14. ecclesiastical
15. mausoleum

#### Down

1. rectitude
2. tranquil
5. inaudible
6. propensities
9. degeneration
10. vehemently
11. cantankerous
12. interdict
13. feeble

1. a) contemporaries

b) mausoleum

c) vehemently

d) apoplectic

e) sassiest

f) camisole

g) umbrage

h) inaudible

i) tranquil

j) tirade



1. Because he is old and she thinks he can't do anything.

2. He is a gentleman.

3. She is battling addiction on her deathbed.

4. Answers will vary.

5. Answers will vary.

6. He was so good it was unfair.

7. Answers will vary.

## To Kill A Mockingbird

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- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
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- **WS.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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