

# *To Kill A Mockingbird*

## Guided Notes

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

**Hour:** \_\_\_\_\_

**Classwork Stamp Sheet**

Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
Chapter 6	Chapter 7	Chapter 8	Chapter 9	Chapter 10
Chapter 11	Chapter 12	Chapter 13	Chapter 14	Chapter 15
Chapter 16	Chapter 17	Chapter 18	Chapter 19	Chapter 20
Chapter 21	Chapter 22	Chapter 23	Chapter 24	Chapter 25
Chapter 26	Chapter 27	Chapter 28	Chapter 29	Chapter 30
Chapter 31	_____ / 31 x 20 = _____ / 620 = _____ %			

## CHAPTER 1

TOPIC	WHO	WHAT
MAIN IDEA		

1. We meet a lot of people in the first chapter. Fill out the following organizer to determine who these people are. (Analyze Character)

Character	Details/Actions	Characterization
Scout	1.  2.	
Jem	1.  2.	
Dill	1.  2.	
Calpurnia	1.  2.	
Miss Stephanie Crawford	1.  2.	
Boo Radley	1.  2.	

2. Scout describes the setting of the town in detail. Briefly explain Maycomb below. (Identify Setting)

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3. Below are two quotes that give Maycomb its own characterization. Analyze the quotes and describe what is revealed to the reader. (Analyze Setting)

Quote	Analysis
A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of _____ County	
Of all days Sunday was the day for formal afternoon visiting: ladies wore corsets, men wore coats, children wore shoes	

4. Who is the narrator of *To Kill A Mockingbird*? \_\_\_\_\_

5. As our narrator, how might she affect our reading of the story? What are potential biases, disadvantages, or advantages to her narrative? (Analyze POV) \_\_\_\_\_

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6. Who is Boo Radley to Scout and Jem? How do the children and the community shape his identity for him? (Character, Analyze POV) \_\_\_\_\_

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7. The Radley house stands out against Maycomb and the community. What is different? What could the house potentially represent? (Analyze Setting, Analyze Theme, Analyze Symbol) \_\_\_\_\_

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8. Interpret the following figurative language:

Text	Effectiveness
“Jem figured that Mr. Radley kept him chained to the bed most of the time. Atticus said no, it wasn’t that sort of thing, that there were other ways of making people into ghosts.”	

**CHAPTER 2**

TOPIC	WHO	WHAT
MAIN IDEA		

1. What does the setting at school teach us about the town and its people? (Analyze Setting) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Characterize Miss Caroline. Is she a good teacher or not? Explain your answer.

Actions/Details about Miss Caroline	What it reveals	Is she a good teacher?

3. How is Scout different from her classmates – what sticks out about her identity? What does that reveal about her and her situation? (Analyze Character, Compare and Contrast) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. At school, we see two things that give characters power. What gives characters power and how does this compare with today? (Analyze Conflict) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Interpret the following figurative language:

Text	Effectiveness
<p>“Walter looked as if he had been raised on fish food...”</p>	

**CHAPTER 3**

<b>TOPIC</b>	<b>WHO</b>	<b>WHAT</b>
<b>MAIN IDEA</b>		

1. Miss Caroline’s status as an outsider is the cause of several conflicts. Explain how her ignorance of Maycomb ways causes these conflicts. (Analyze Conflict) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What did Scout say on the first page about the Ewell’s? Characterize Burris and explain how his identity might foreshadow the identity of the family and conflict to come. (Analyze Character, Foreshadowing)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What is Burris’s attitude toward school?

<b>Emotion Words/Situation</b>	<b>Tone/Attitude</b>

4. Atticus teaches Scout an important lesson after her first day of school. What is that lesson? Provide the actual quote to support. (Analyze Theme) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Maycomb is built on a community that agrees on what is right and what is wrong. Who is the exception to that community according to Atticus? What conflict results from the community vs. individual situation? (Analyze Theme and Conflict) \_\_\_\_\_  
\_\_\_\_\_  
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**CHAPTER 4**

TOPIC	WHO	WHAT
MAIN IDEA		

1. What do Scout and Jem find in the knot-hole? Who do you think is putting the items there? \_\_\_\_\_  
 \_\_\_\_\_

2. What deeper meaning could these items have? (Analyze Symbol)

Symbol	Deeper Meaning/Interpretation

3. Describe how Scout’s description of her first find is effective in conveying her motivations.

Text	Effectiveness
<p>“Some tinfoil was sticking in a knot-hole just above my eye level, winking at me in the afternoon sun.”</p>	

4. What internal conflict is developing for Scout? What is she fighting against in terms of her identity? Find 2 quotes to support. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1.
2.

5. Who do you think was laughing in the house during the tire incident? Why do you think Scout keeps that information to herself? (Analyze POV, Inference) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**CHAPTER 5**

TOPIC	WHO	WHAT
MAIN IDEA		

1. Characterize Miss Maudie. Use her actions, words, and Scout descriptions. (Analyze Character)

Miss Maudie	1.	Characterization
	2.	
	3.	

2. What is a foot-washing Baptist according to Miss Maudie? What do they believe? (Comprehension)

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3. Interpret the following quote: “sometimes the Bible in the hand of one man is worse than a whiskey bottle in the hand of [another].” (Interpretation, Analyze Theme) \_\_\_\_\_

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4. Why do you think it’s important to Scout and Miss Maudie that Atticus acts the same at home as he does in public? What does it say about Atticus’s morals vs. community morals? Can we do this? (Inference, Analyze Theme) \_\_\_\_\_

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5. How does Scout’s internal conflict affect her actions in this chapter? (Analyze Conflict)

<u>Conflict</u>	<u>Effects on Scout</u>	<u>Potential Changes to Scout Later</u>

6. What lawyer trick does Jem fall for towards the end of the chapter? Explain with details. (Inference)

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**CHAPTER 6**

<b>TOPIC</b>	<b>WHO</b>	<b>WHAT</b>
<b>MAIN IDEA</b>		

1. Describe the effects of the description of the back of the Radley house. (Analyze Setting)

<u>Description/Details</u>	<u>Effectiveness</u>	<u>Comparison to Neighbors</u>

2. Jem faces many conflicts in this chapter. What are the conflicts, and which conflict is the biggest in his mind? Why? (Analyze Conflict) \_\_\_\_\_

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3. What literary devices build suspense at the end of this chapter and highlight the children's desire to communicate with Boo?

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**CHAPTER 7**

<b>TOPIC</b>	<b>WHO</b>	<b>WHAT</b>
<b>MAIN IDEA</b>		

1. Scout takes the advice of her father at the beginning of the chapter. What is that advice, and what does it reveal about her character that she follows it? (Character, Theme) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2. Who do you think fixed Jem's pants? Provide 2 details from the text to support your answer. (Inference)

Detail 1:

Detail 2:

3. Scout describes the settings in Alabama. What does she describe? What might a change in setting signify? (Analyze Foreshadowing)

4. What might the items Jem and Scout find in the tree symbolize? (Analyze Symbol)

Symbol	Deeper Meaning/Interpretation

5. Why do you think Mr. Radley filled the knothole with cement? Describe how his POV might affect his actions. (Inference, Analyze POV)

6. How have Scout and Jem matured in their attitude toward Boo Radley? What does this say about their character? (Analyze Character, POV)

**CHAPTER 8**

<b>TOPIC</b>	<b>WHO</b>	<b>WHAT</b>
<b>MAIN IDEA</b>		

1. How does the setting change in the beginning of the chapter? How does this change affect the neighborhood?

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2. What main conflict is faced in this chapter? What happens as a result of this conflict? \_\_\_\_\_

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3. Why do you think Boo “joined” the community that night? What was his purpose and what does it say about his character? How might our views of his identity have changed? (Analyze Character, Motivation)

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4. What prompts Jem to tell all his secrets about Boo Radley? What is his motivation? (Inference, Motivation)

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**CHAPTER 9**

TOPIC	WHO	WHAT
MAIN IDEA		

1. Why is Atticus defending Tom Robinson and what does that say about his character? (Analyze Motivation)

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2. Atticus tells Scout that he'll be fighting friends, but they'll remain friends when it's over. Do you think that's possible? Connect this situation to the theme of individual morality vs. community morality. (Theme)

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3. Characterize the following:

Character	Details/Actions	Characterization
Francis	1.  2.	
Uncle Jack	1.  2.	
Aunt Alexandra	1.  2.	

4. What is important to Aunt Alexandra? Why does she believe Scout should identify as a girl? Why does Scout not identify with a girly life? (Analyze Identity/Character) \_\_\_\_\_

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5. Describe the differences of point of view between Uncle Jack and Scout with the altercation with Francis. (Analyze POV)

Scout	Uncle Jack
Who is right in this situation? Why?	

6. What conflict is foreshadowed at the end of the chapter? What do you think the conflict is going to entail?

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7. What do you think Atticus means when he says, "I hope and pray I can get Jem and Scout through it without bitterness, and most of all, without catching Maycomb's usual disease"? What is Maycomb's usual disease? (Interpret Quote, Inference) \_\_\_\_\_

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8. How does the point of view shift in the last paragraph of the chapter: (Analyze POV) Start paying attention to the in-the-moment POV and reflective POV) \_\_\_\_\_

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**CHAPTER 10**

TOPIC	WHO	WHAT

**MAIN IDEA**

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1. What aspect of Atticus’s identity do the children not appreciate? What is the cause of their discontent? (Cause and Effect, Conflict) \_\_\_\_\_

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2. Interpret the following quote:

<p>“Shoot all the bluejays you want, if you can hit ‘em, but remember it’s a sin to kill a mockingbird.”</p>	What does it mean?	How does it relate to the novel?

3. What might the mad dog symbolize in the novel?

Symbol	Deeper Meaning/Interpretation

4. How is the imagery of the setting effective during this conflict?

Text	Effectiveness

5. How do the children react to Atticus’s hidden identity? How does their perspective change? (Analyze POV)

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6. Why does Atticus refuse to use his talent? What does that say about his morality? How does it make up part of his identity? (Analyze Identity, Theme) \_\_\_\_\_

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7. How is Jem like Atticus? In what ways is he maturing? (Analyze Character) \_\_\_\_\_

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**CHAPTER 11**

TOPIC	WHO	WHAT
MAIN IDEA		

1. Characterize Mrs. Dubose.

Character	Details/Actions	Characterization
Mrs. Dubose	1.  2.  3.	

2. Why does Scout consider Atticus brave when dealing with Mrs. Dubose? Do you think her observation is true? (Inference, Comprehension) \_\_\_\_\_

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\_\_\_\_\_

3. How does Mrs. Dubose reinforce Scout's anti-girl identity? (Analyze Identity) \_\_\_\_\_

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\_\_\_\_\_

4. What were the effects of Jem's initial conflict with Mrs. Dubose? (Analyze Conflict)

1.	2.	3.	4.	5.





**CHAPTER 12**

TOPIC	WHO	WHAT

**MAIN IDEA**

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1. In what ways does Jem show more maturity in this chapter? Provide 2 examples. (Analyze Character)

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2. Describe the setting of Cal's church. How is the description effective? (Analyze Setting)

Text	Effectiveness

3. To this point, we've only read about instances of black characters encroaching on white characters' property, life, etc. How does this new perspective shed light on the relationship between blacks and white? (Analyze POV)

Black POV	White POV	Difference/What do we learn?

4. What are the effects of Tom's conflict with the Ewell's? Explain how this conflict has far-reaching effects. (Analyze Conflict)

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5. How does Scout's realization of Cal's age show the disadvantages of her point of view? (Analyze POV)

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6. Explain how Cal has two identities? Do you think it's possible for this to happen in real life? Why do you think she leads her life two different ways? (Analyze Identity, Character, Conflict) \_\_\_\_\_

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7. What are Scout and Jem's tone toward Calpurnia when asking her about her use of English in her community? (Analyze Tone)

<b>Emotion Words/Situation</b>	<b>Tone/Attitude</b>

8. Who do we learn the most about in this chapter? What might this say about the way the novel was written and the impact of racism? (Analyze Theme) \_\_\_\_\_

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CHAPTER 13

TOPIC	WHO	WHAT
MAIN IDEA		

1. What is the first thing Aunt Alexandra says to Calpurnia and Scout? What does this reveal about her character? (Analyze Character) \_\_\_\_\_  
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\_\_\_\_\_

2. What is Aunt Alexandra's purpose in the Finch household? How might that affect Scout? (Comprehension, Conflict) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What are Aunt Alexandra's ideas of family? What makes them important? What shapes their identity? How does this relate to the theme of identity (do children become their parents)? Find 2 quotes to support your answer. (Analyze Theme) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.
2.

3. How does Scout point of view on family differ from Aunt Alexandra? Who do you think is more accurate and why? (Analyze POV, Theme) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What conflict arises from Aunt Alexandra's move into the household? What are the effects of these conflicts? (Analyze Conflict) \_\_\_\_\_

<u>Conflicts</u>	<u>Effects on Scout, Jem, Atticus</u>	<u>Potential Changes to Scout Later</u>

5. How did Scout's POV shift at the end of the chapter? (Analyze POV) \_\_\_\_\_

6. Interpret the following quote:

<p>“I know now what he was trying to do, but Atticus was only a man. It takes a woman to do that kind of work.”</p>	<p>What does it mean?</p>	<p>How does it relate to the novel? Theme? What do we learn about Scout?</p>
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**CHAPTER 14**

TOPIC	WHO	WHAT
MAIN IDEA		

1. How does Scout describe her conflict that resurfaces because of Aunt Alexandra? How is her description effective? (Analyze Figurative Language, Conflict)

Text	Effectiveness

2. Explain how Scout still shows signs of immaturity, and explain how Jem shows how he is growing up. (Analyze Character)

Scout's Words/Actions	Jem's Words/Actions

3. What does Aunt Alexandra want Atticus to do about Calpurnia? Why do you think she wants that? (Inference) \_\_\_\_\_

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4. What is the root conflict Dill has with his family? What affect does this have on Dill? (Analyze Conflict)

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5. How has Scout's perspective of Boo Radley changed as shown at the end of the chapter? (Analyze Perspective) \_\_\_\_\_

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CHAPTER 15

TOPIC	WHO	WHAT
<b>MAIN IDEA</b>		

1. What does Mr. Link Deas mean when he says, “ don’t know why you touched it in the first place...You’ve got everything to lose from this, Atticus. I mean everything”? (Interpret Quote, Inference) \_\_\_\_\_

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2. What events may be foreshadowed by his comment? (Analyze Foreshadowing) \_\_\_\_\_

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3. What is the purpose of the mob at the jail that night? (Comprehension) \_\_\_\_\_

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4. What conflicts surface in this chapter – for Atticus, Tom Robinson, the mob, Scout and Jem? What resolves the immediate conflict? (Analyze Conflict) \_\_\_\_\_

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5. What makes the mob racist? What changes their mind to hang Tom? (Interpretation) \_\_\_\_\_

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6. Here, the theme of morals of the individual and morals of the community resurface. Which party prevails in this chapter? What is the result? (Analyze Theme) \_\_\_\_\_

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\_\_\_\_\_

**CHAPTER 16**

TOPIC	WHO	WHAT
MAIN IDEA		

1. How is Atticus’s relationship with Aunt Alexandra changing? Provide 1 detail to support your answer. (Inference) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. How does Jem explain the identities of Mr. Dolphus Raymond’s children? According to Jem, what conflict do they face? (Analyze Identity) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. How is the setting of the courthouse described? What details are most important? What do they tell the reader about the trial and about the community? (Analyze Setting, Theme)

Courthouse Description	What the reader learns

4. What may be the possible symbolic value of the pillars of the courthouse? (Analyze Symbol)

Description of Pillars	Symbolic Representation

5. According to a townspeople, what is Maycomb's conflict with Atticus's involvement in the trial? What do they expect him to do and is that ethical? Connect this to our theme. (Analyze Conflict, Theme) \_\_\_\_\_

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6. Where do Jem and Scout sit at the trial? Who gives up their seats for them and why? (Comprehension, Inference) \_\_\_\_\_

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7. Based on Scout's descriptions, characterize Judge Taylor.

<b>Character</b>	<b>Details/Actions</b>	<b>Characterization</b>
Judge Taylor	1.  2.  3.	



**CHAPTER 17**

TOPIC	WHO	WHAT
MAIN IDEA		

1. Based on Heck Tate’s description, actions, and words, characterize the Sheriff.

Character	Details/Actions	Characterization
Heck Tate	1.  2.  3.	

2. What part of Heck Tate’s testimony is most important to Atticus? How do we know? (Inference, Comprehension) \_\_\_\_\_

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3. Atticus takes much interest in Mayella’s bruises, what could this possibly foreshadow? (Analyze Foreshadowing) \_\_\_\_\_

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4. How is the description of the Ewell house effective in characterizing the family? (Analyze Setting)

Ewell Household	Effectiveness



**CHAPTER 18**

TOPIC	WHO	WHAT

**MAIN IDEA**

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1. Based on Mayella's testimony, how is it flawed when compared to her father's testimony? (Compare and Contrast, Interpretation) \_\_\_\_\_

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\_\_\_\_\_

2. What details from Mayella's testimony would leave one to believe that she is lying? Find the details and interpret what we learn about them. (Interpretation, Analysis)

Mayella's Testimony	What We Learn?

3. What description of Tom Robinson is most important? What does that tell the reader about the testimonies so far? (Inference) \_\_\_\_\_

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4. Why do you think Atticus looks like his stomach hurts? What does this say about him? (Inference, Analyze Character) \_\_\_\_\_

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5. Reread Mayella's final statement to the jury. Interpret her words. What is she really saying to the jury? (Interpretation of Quotes) \_\_\_\_\_

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6. Characterize Mayella.

Character	Details/Actions	Characterization
Mayella	1.  2.  3.	

7. What is the possible symbolic value of Tom's disability? (Analyze Symbol)

Descriptions of Tom's Hand	What Ideas/Concepts are usually associated with disability?	Possible Symbolic Value in Novel

CHAPTER 19

TOPIC	WHO	WHAT
MAIN IDEA		

1. What is Tom Robinson's predicament? How is he in a no-win situation that day at Mayella's house? (Inference) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Why do you believe Tom's testimony? What do you think is influencing your opinion of Tom? (Analyze Point of View) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What is Mr. Gilmer's tone toward Tom Robinson? How does he convey his tone? (Analyze Tone) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Why was it a mistake to say that he felt sorry for Mayella? How do you think that will affect the jury? (Interpretation, Inference) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What makes Dill feel sick at the end of the chapter? What would your reaction be? (Inference, Comparison) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER 20

TOPIC	WHO	WHAT
<b>MAIN IDEA</b>		

1. What does Scout reveal about her opinions and perspective when talking with Mr. Raymond? Provide examples to support your answer. (Analyze POV) \_\_\_\_\_

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2. What do we learn about Mr. Raymond? Do you agree with his decision to deceive people? (Interpretation, Analyze Character) \_\_\_\_\_

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3. What is the symbolic value and importance of Atticus taking off his vest in the courtroom? Why does he do that? Provide examples to support your answer. (Analyze Character, Motivation) \_\_\_\_\_

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4. What point does Atticus make about *all* human beings? How is this different from what the Maycomb community thinks? Provide examples to support your answer. (Analyze Themes) \_\_\_\_\_

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5. Atticus argues that what institution makes all people equal? But under what condition are people equal in this institution? Do you agree with his statement? Why or why not? (Inference, Theme) \_\_\_\_\_

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6. What main conflict does Mayella face? How does that conflict affect her, her family, Tom, etc? Provide examples to support your answer. (Analyze Conflict) \_\_\_\_\_

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7. The following is a list of techniques that speakers use to build convincing arguments. Identify one example of how Atticus employs each of the following:

<b>Technique</b>	<b>Example from Atticus's Speech</b>
Accurate and effective evidence	
Acknowledging how the other side (opposition) thinks	
Appealing to a sense of justice or fairness	

CHAPTER 21

TOPIC	WHO	WHAT
MAIN IDEA		

1. How is the setting effective in this chapter? Provide examples to support your answer. (Analyze Setting)

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2. Interpret Scout's description:

	What prior event does this reference?	What does she mean by this?
"It was like watching Atticus walk into the street, raise a rifle to his shoulder and pull the trigger, but watching all the time knowing that the gun was empty."		

3. Do you think Tom Robinson received a fair trial? Provide examples to support your answer. (Interpretation)

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4. What conflicts surface as a result of the trial? What are the results of these conflicts? What conflicts are started because of the trial? Provide examples to support your answer. (Analyze Conflict) \_\_\_\_\_

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5. Who won – individual morals or community morals? Why? What may happen as a result? (Analyze Theme)

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6. How might a trial/event like this change the identity of Jem and/or Scout? Provide an example to support your answer. (Analyze Identity) \_\_\_\_\_

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**CHAPTER 22**

<b>TOPIC</b>	<b>WHO</b>	<b>WHAT</b>
<b>MAIN IDEA</b>		

1. What did Atticus mean when he says, “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”? How does this connect to racism? (Analyze Theme)

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2. Miss Maudie cites the trial as a baby step? What does she mean? What is our author trying to say about the morals of an individual and community? (Analyze Perspective, Theme)

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3. How might Bob Ewell’s words to Atticus foreshadow what is to come later in the novel? Provide an example to support your answer. (Analyze Foreshadowing)

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**CHAPTER 23**

<b>TOPIC</b>	<b>WHO</b>	<b>WHAT</b>
<b>MAIN IDEA</b>		

1. What conflict develops as a result of Atticus’s involvement in the trial? Could this conflict have been avoided? Provide an example to support your answer. (Analyze Conflict) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Based on all the events up to this point, what part of the plot do you believe we’re in? Why? (Analyze Plot)  
\_\_\_\_\_  
\_\_\_\_\_

3. Compare and contrast the perspectives of the kids, Atticus, and Aunt Alexandra on Bob Ewell’s threat. (Analyze Perspective/POV)

<b>Jem and Scout</b>	<b>Atticus</b>	<b>Aunt Alexandra</b>

Who do you agree with the most? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How do we see Jem maturing in this chapter? What other character is he starting to sound like? (Analyze Character)

Jem's earlier actions	Jem's actions or interactions that demonstrate growth

5. How are women unequal during this time period? What prejudices against women are apparent in this chapter? (Inference, Theme) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Why does Aunt Alexandra not want Scout to associate with Walter Cunningham? Provide an example to support your answer (Comprehension) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Jem breaks Maycomb up into four groups. Based on these descriptions, what happens when you are born into one of those groups? What is your identity, and is it possible to change your situation? (Analyze Theme, Identity) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Why does Jem think Boo Radley wants to stay in the house? Provide an example to support your answer. (Inference, Interpretation) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHAPTER 24**

TOPIC	WHO	WHAT
MAIN IDEA		

1. Who is Mrs. Merriweather talking about when she explains that “he” tried to do the right thing at the time, but in fact it was wrong? (Inference) \_\_\_\_\_

2. How is Mrs. Merriweather a hypocrite? Provide an example to support your answer. (Drawing Conclusions)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. How do we see Scout maturing in this chapter? What other character is she starting to act like? (Analyze Character)

Scout’s earlier actions	Scout’s actions or interactions that demonstrate growth

4. What does Scout mean when she says, “Aunt Alexandra never know she was echoing her twelve-year-old nephew”? (Interpretation) \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_

5. Based on Miss Maudie's response, what two groups of people is she talking about? Do we see these two groups in the house when this happens? Tie her words to our theme of morals. (Inference) \_\_\_\_\_

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6. How is Miss Stephanie Crawford characterized in this chapter?

<b>Character</b>	<b>Details/Actions</b>	<b>Characterization</b>
Miss Stephanie Crawford	1.  2.  3.	

**CHAPTER 25**

<b>TOPIC</b>	<b>WHO</b>	<b>WHAT</b>
<b>MAIN IDEA</b>		

1. How does the roly-poly connect to other characters in the novel? What theme do these characters contribute to? (Analyze Symbol, Theme) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Explain how Tom symbolizes a mockingbird. Connect this symbol to our theme of compassion, race, and morals. (Analyze Symbol, Theme) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CHAPTER 26

TOPIC	WHO	WHAT
MAIN IDEA		

1. How is Scout's imagery effective in this chapter? (Analyze Imagery/Figurative Language)

Text	Effectiveness
"The events of the summer hung over us like smoke in a closed room."	

2. How does the Current Events section of class mirror the Maycomb community? What is the goal of that exercise in Scout's eyes? (Analyze Theme) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What conflict is Scout facing in this chapter? (Identify Conflict) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What does Miss Gates base her opinions of right and wrong on? Think individual vs. community. (Analyze Theme, Character) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHAPTER 27**

<b>TOPIC</b>	<b>WHO</b>	<b>WHAT</b>
<b>MAIN IDEA</b>		

1. What conflict does Bob Ewell face? What is he doing to try and resolved that conflict? (Analyze conflict)

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2. Do you think Bob Ewell is a dangerous man? Why or why not? (Analyze Character) \_\_\_\_\_

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3. Do you think our narrator is being truthful when she talks about the Misses Tutti and Frutti incident? Why or why not? (Analyze POV) \_\_\_\_\_

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4. What is foreshadowed at the end of the chapter? What do you think will happen next? (Analyze Foreshadowing) \_\_\_\_\_

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CHAPTER 28

TOPIC	WHO	WHAT
<b>MAIN IDEA</b>		

1. How is the setting and imagery effective in this chapter?

Setting/Imagery	Effectiveness
Halloween	

2. How were the events in this chapter foreshadowed earlier in the novel? (Analyze Foreshadowing) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What part of the plot have we reached? How do you know? (Analyze Plot) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How does Scout's point of view affect the way she narrates the attack? How does it affect the way we understand it? (Analyze POV) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Who do you think saved the children? (Inference) \_\_\_\_\_

\_\_\_\_\_

**CHAPTER 29**

<b>TOPIC</b>	<b>WHO</b>	<b>WHAT</b>
<b>MAIN IDEA</b>		

1. How did Bob Ewell try to hurt Scout? Use Mr. Tate's observations to infer. (Inference) \_\_\_\_\_

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2. Summarize the Bob Ewell attack in your own words. (Generalizations) \_\_\_\_\_

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3. Why do you think Boo came out of the house to save the children? How did he know? (Inference) \_\_\_\_\_

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CHAPTER 30

TOPIC	WHO	WHAT
MAIN IDEA		

1. What conflict arises from the incident with Bob Ewell? What are Atticus and Heck Tate arguing about? (Analyze Conflict, Theme)

<u>What Atticus Wants and Reasons:</u>	<u>What Heck Wants and Reasons:</u>
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What agreement do they finally come to? \_\_\_\_\_  
\_\_\_\_\_

2. What does Scout mean when she says, "it'd sort of be like shootin' a mockingbird, wouldn't it?" (Interpret Quote) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why does she say it? \_\_\_\_\_  
\_\_\_\_\_



2. Scout has a flashback in Chapter 31. What important images does she remember? How were they central to the overall themes in the novel? (Analyze POV)

Images/Moments Scout Remembers	Role in the Novel

3. How has Scout's perspective changed? How has she matured? (Analyze Perspective, Character) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Fear makes people lash out against what scares them in order to return to their comfort zone. They do this even if they have to destroy innocent lives along the way. What does Bob Ewell fear? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. At the end of the novel, Atticus reads to Scout. Comment on his choice of story. How does it connect to earlier themes in the novel? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***THE END!***