1. Read the classic novel *To Kill a Mockingbird* by Harper Lee
2. While reading complete Part I. Comprehension Guide for each chapter section.
3. After reading complete Part II. Comprehension Assessment and Part III. Theme Analysis.
4. The completed packet must be handed in on the first day of school, worth up to 45 points.
5. An In-Class Thematic Analysis Essay will be written during the first weeks of class. (Completed packets will be returned for essay use.)
I. Comprehension Guide for *To Kill a Mockingbird*

Analyzing Literature = 20 points

Chapters 1-6

Directions: Think about the chapters you have just read. Read each question and state your response with *textual evidence, include page numbers.*

1. Describe the setting. (setting)

2. Describe Scout and Jem’s relationship. (character)

3. How is Atticus different from others in Maycomb? (character)

4. How has Jem shown bravery in these chapters so far? (plot)
Chapters 7-11
Directions: Think about the chapters you have just read. Read each question and state your response with *textual evidence, include page numbers.*

1. What happens to the tree in which Scout and Jem find the treasured items? (plot)

2. Why is it a sin to kill a mockingbird? (plot)

3. Why do Scout and Jem sometimes feel disappointed or embarrassed about Atticus? (character)

4. Why does Atticus say he would have made Jem read to Mrs. Dubose anyway? (plot)
Chapters 12-17
Directions: Think about the chapters you have just read. Read each question and state your response with *textual evidence, include page numbers*.

1. What does Scout notice about Calpurnia’s way of speaking in church? (character)

2. How does Aunt Alexandra fit into Maycomb’s society? (setting)

3. When Dill returns, what does Jem do that Scout feels breaks their code of childhood? (character)

4. Briefly describe Bob Ewell’s testimony at the trial. (character)
Chapters 18-24
Directions: Think about the chapters you have just read. Read each question and state your response with *textual evidence, include page numbers.*

1. What flaw does Atticus uncover in Mayella’s testimony about Tom Robinson beating her? (plot)

2. Why is Dill so upset during Tom’s cross-examination? (character)

3. From where are the majority of the jurors? (setting)

4. What happens to Tom in prison? (character)
1. What does Mr. Underwood write about in his newspaper editorial? (plot)

2. Describe Scout’s imagined conversation with Boo Radley. (character)

3. What happens to Bob Ewell? (plot)

4. Why will Scout lead Boo around her house but not back to his home? (character)
II. Comprehension Assessment for To Kill a Mockingbird = 10 points

Directions: Circle the letter for the best response to each question and fill in the blanks with detailed explanation.

1. What is the meaning of a mockingbird as it is used in the book?
   a. A songbird
   b. A helpful person in the community
   c. A poor person
   d. An innocent person

2. Which detail from the book best supports your answer to question 1?
   a. “Atticus is the same in his house as he his on the public streets.”
   b. “Mockingbirds don’t do one thing but sing their hearts out for us.”
   c. “It’s not against the law for a citizen to prevent a crime, which is exactly what he [Boo] did.”
   d. “The Cunninghams never took anything they can’t pay back- no church baskets, and no scrip stamps.”

3. What is the main idea of the text below?

   Atticus: “I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It’s when you know you’re licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do.”

4. Choose two details to support your answer to question 3.
   a. Atticus can’t win the trial, but he is able to keep the jury deliberating for a long time.
   b. If a white man cheats an African American man, there is something wrong with that white man.
   c. Serving on a jury forces a man to declare himself on something.
   d. Tom Robinson is a guilty man the moment Mayella Ewell opens her mouth and screams.

5. Which statement best expresses one of the themes of the book?
   a. People are often blind to their own prejudices.
   b. Rumors are usually true.
   c. Adults know better than children.
   d. Deep down, most people are evil.
6. What detail from the book provides the best evidence for your answer to number 5?
   a. “When they finally saw him, he hadn’t done any of those things…Atticus, he was real nice…”
   b. “Jem, how can you hate Hitler so bad an’ then turn around and be ugly about folks right at home…”
   c. To Mr. Raymond, “You mean all you drink in that sack’s Coca-Cola?”
   d. “You know [Uncle Jack] told you you’d get in trouble if you used words like that!”

7. What is the purpose of these sentences from the book: “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.”

8. Which other quotation from the story serves a similar purpose?
   a. “Things haven’t caught up with that one’s instinct yet. Let him get a little older and he won’t get sick and cry.”
   b. “The one thing that doesn’t abide by majority rule is a person’s conscience.”
   c. “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.”
   d. “Come along, Mr. Arthur, you don’t know the house real well. I’ll just take you to the porch, sir.”
III. Themes = 15 points
Themes are lessons about life. Below are three choices of themes from To Kill a Mockingbird. Choose one theme and circle it.

Do not judge others or
Racism is wrong or
Loss of innocence

Text Support: Write down five passages from the book that support the theme you chose, include the page number after the quote.

1. ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).

2. ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).

3. ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).

4. ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).

5. ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
   ____________________________________________ (Lee _____).
Character Support - Choose three characters who either help show the theme or who are affected by the theme. Write 2-3 sentences explaining why you chose each character.

Character #1 ________________________

2-3 sentences

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Character #2 ________________________

2-3 sentences

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Character #3 ________________________

2-3 sentences

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Setting- The setting of a story can shape the theme also. The setting is the time and place
where the story transpires.

1. The year(s) the story is set in: ______________________
2. The state and town the story is set in: _______________________________
3. The different locations and places the story is set in:
   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________
   e. ______________________

Thesis Statement- Now, given your selected passages, characters, and settings of the novel,
along with your choice of theme, write a one sentence thesis stating the theme of To Kill a
Mockingbird:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Theme Essay- An In-Class Thematic Analysis Essay will be written during the first weeks of
English class. Teachers will return packets, which may be used to write the essay.

**Turn in this whole packet on the first day of school. You should turn it in to the main office or
Mrs. Jasmine Hacker or Mr. Glenn Moyer.**