

To Kill a Mockingbird Guiding Questions and Imitations

Directions: Please make sure you are staying on schedule with your reading. You will **not** need to answer the guiding questions on your own; you will be working with your group. You will be writing the paragraph imitations and mentor text writings in class as well. Your homework will entail keeping up with the reading so that you are prepared to participate in the collaborative discussions and writing assignments each day in class.

Directions: Use this packet to complete the work for *To Kill a Mockingbird*. Please make sure you are staying on schedule with your reading. This packet is to help you prepare for class discussion as well as help you develop cognitive skills.

Collaborative Note Take Chart Questions Explained

Each chapter has "Collaborative Not Taking Chart Questions" for you to answer as you read or after you read each chapter in *Roll of Thunder Hear My Cry*. You will notice that there are more questions than you can answer on your own. Encourage members of your group to answer different questions so that you will be able to have a well-rounded discussion. This packet also gives directions on other assignment you will have as you read.

Inner Voice or Question Papers

Each week you will be required to complete a number of Inner Voice or Question papers. The purpose for your inner voice papers will be listed at the beginning of each week.

Paragraph Imitations

Robert Graves, a famous writer, said, "There is no such thing as good writing, only good rewriting" (Fassler). Good writing is not an accident. It is the result of messy, wonderful trial and error. To help you increase your writing skills, you are going to do some rewriting of *Roll of Thunder Hear My Cry*. Now, before you cry "plagiarism!," know that you are not to copy Taylor's writing. No, you are going to imitate Taylor's writing style.

You will be given a selection from *Roll of Thunder Hear My Cry*. You will change most of the words in the selection to fit a new situation while at the same time keeping the same punctuation and grammar as the original sentence.

For example:

The Author	Me
It was big. It was bad. It was... bedhead. <i>Bedhead</i> – Margie Palatini	He was mean. He was green. He was... the GEICO Gecko. Mr. Gillis

Fassler, Joe. "There's No Such Thing As Good Writing: Craig Nova's Radical Revising Process." *The Atlantic*. September 6, 2014. Web.

Palatini, Margie. *Bedhead*. New York: Simon and Schuster Books. 2000. Print.

Chapter 1

Paragraph imitation: pg. 5, paragraph two

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.

Chapter 2

Paragraph imitation: pg. 15 the last paragraph of chapter one

The old house was the same, droopy and sick, but as we stared down the street we thought we saw an inside shutter move. Flick. A tiny, almost invisible movement, and the house was still.

Chapter 3

Collaborative Note Taking Questions:

What is Atticus's attitude toward Walter Cunningham and what is the significance of the syrup (molasses) incident?

Who is primarily involved in the lice (cootie) incident and what does this tell us about the Ewells?

What does Atticus mean when he says, "You never really understand a person until you climb into his skin and walk around in it."

Chapter 4

Collaborative Note Taking Questions:

Examine the "Boo Radley Game." Why do the children play this game?

Chapter 5

Collaborative Note Taking Questions:

Pay attention to Miss Maudie. What kind of person do you think she is? What is a foot-washing Baptist? Comment on Miss Maudie's quote: "Atticus is the same in his house as he is on the public streets." What does she mean by this?

Paragraph imitation: pg. 47, second to last paragraph

Dill Harris could tell the biggest ones I ever heard. Among other things, he had been up in a mail plane seventeen times, he had been to Nova Scotia, he had seen an elephant, and his granddaddy was Brigadier General Joe Wheeler and left him his sword.

Chapter 6

Collaborative Note Taking Questions:

What does Mr. Avery do in this chapter that the children particularly admire?

Why can't Jem and Dill leave Boo well enough alone?

What does this quote by Jem tell us about Jem and Atticus's relationship? "Atticus ain't never whipped me and I want to keep it that way."

Paragraph imitation: pg. 52, paragraph five

The back of the Radley house was less inviting than the front: a ramshackle porch ran the width of the house; there were two doors and two dark windows between the doors. Instead of a column, a rough two-by-four supported one end of the roof. An old Franklin stove sat in a corner of the porch; above it a hat-rack mirror caught the moon and shone eerily.

Chapter 7

Collaborative Note Taking Questions:

Where are the gifts in the knothole coming from, and what do Scout and Jem think about the gifts? After the knothole is filled, do you think Jem cries over the lost gifts or something more important? What might that something be?

Chapter 8

Collaborative Note Taking Questions:

Think about Mr. Avery. What type of person is he? Does your opinion of him change during this chapter? Why or why not?

Paragraph imitation: pg. 59, first sentence of the third section

There are no clearly defined seasons in South Alabama; summer drifts into autumn, and autumn is sometimes never followed by winter, but turns into a days-old spring that melts into summer again.

Chapter 9

Collaborative Note Taking Questions:

Think about Atticus and his brother Jack. How are they alike and how are they different? In this chapter you will also get some clues about the title of the book. Atticus believes it is a sin to kill a mockingbird. Why? Think about this answer as you finish reading Part I of the book.

Paragraph imitation: pg. 74, first sentence of chapter nine

“You can just take that back, boy!” This order, given by me to Cecil Jacobs, was the beginning of a rather thin time for Jem and me. My fists were clenched and I was ready to let fly. Atticus had promised to wear me out if he ever heard of me fighting anymore. The sooner I learned to hold in, the better everybody would be. I soon forgot.

Chapter 10

Collaborative Note Taking Questions:

We will be discussing this chapter as a class. Be prepared to talk about the symbolism of Tim Johnson and what Jem and Scout learn about Atticus. We will also be discussing Atticus’s character and the theme of heroism using evidence from this chapter.

Chapter 11

Collaborative Note Taking Questions:

Why did Harper Lee include the character Mrs. Dubose in the story? She is a minor character, but her actions are significant. Think about why she is important. Also think about what Jem and Scout learn from the actions of both Mrs. Dubose and Calpurnia. Make a list of at least five things the children learn from these ladies. Why do you think chapter 11 creates a logical ending to the first part of the book?

Paragraph imitation: pg. 99, third paragraph

Jem and I hated her. If she was on the porch when we passed, we would be raked by her wrathful gaze, subjected to ruthless interrogation regarding our behavior, and given a melancholy prediction on what we would amount to when we grew up, which was always nothing.

Theme Paragraph

After you finish chapter 11, please write **ONE** paragraph about **ONE** of the following themes. You may work together as a group for this assignment.

1. The Nature of the Hero: How are Atticus, Scout, and Jem each courageous?
2. Is Atticus a good father? Why or why not?
3. How are Jem and Scout being initiated into the adult world?
4. Who in this novel could be considered invisible? Remember Atticus’s statement that “there are other ways of making people into ghosts” when you are answering this question.
5. How are Jem, Scout, and Dill creating a bridge between segregated society, economic classes, and invisible “outsiders”?

Chapter 12

Collaborative Note Taking Questions:

What does the church scene tell us about the African-American citizens of Maycomb? (Think about “lining the hymns”, the collection plate, and the community’s relationship with Helen Robinson). Jem and Scout’s visit to Calpurnia’s church is the first time the children are directly introduced to Tom Robinson’s plight. Make a prediction about why this is an important chapter.

Chapters 13-14

Collaborative Note Taking Questions:

Compare and contrast Atticus and his sister Alexandra. How are they alike and different? What talent does Dill have that would benefit him if he became a writer? (FYI—Dill is modeled after the author Truman Capote. Capote spent summers with his aunt who lived down the street from Harper Lee. Truman and Harper became life-long friends.)

Paragraph imitation: pg. 140, second complete paragraph

Refreshed by food, Dill recited this narrative: having been bound in chains and left to die in the basement by his new father, who disliked him, and secretly kept alive on raw field peas by a passing farmer, Dill worked himself free by pulling the chains from the wall. Still in wrist manacles, he wandered two miles out of Meridian where he discovered a small animal show and was immediately engaged to wash the camel. He traveled with the show all over Mississippi until he was just across the river from Maycomb. He walked the rest of the way.

Chapters 15-16

Collaborative Note Taking Questions:

Think about the theme of heroism. When Atticus shot the rabid dog, it foreshadowed the mob experience in this chapter. Are Scout and Jem beginning to recognize the true heroism their father possesses? How do we see the world of children and the world of adults clash in these chapters? What attitudes toward “colored” people are shown in these chapters? Who are some of the minor characters that really stand out in these chapters?

Chapters 17-18

Collaborative Note Taking Questions:

Remember that we have already met Burris Ewell. He was in Scout’s first grade class and went home because of lice. Try to remember other details about the Ewell family before you read this chapter. Why did Harper Lee tell us about this family well before the trial? What kind of people are they? What do you already know about Burris’s father Bob? Bob Ewell and his daughter Mayella behave very differently on the witness stand. Why?

Chapters 19-20

Collaborative Note Taking Questions:

There is a lot of inference (educated guess) in these chapters. You must read between the lines to find out what is being implied. What important inferences can you find in Tom’s testimony that let you, as a reader, know what really happened? Do you feel sorry for Mayella Ewell? Why? Is Tom Robinson guilty? Why is Dill having such a difficult time with the trial? What do the children learn from Dolphus Raymond?

Chapters 21-22

Collaborative Note Taking Questions:

In the first part of the book, we saw Jem growing up. How does the trial help Jem to understand what the world is really like? What is Miss Maudie's viewpoint about Christianity? Look at prejudice in these two chapters. How does the prejudice against women compare with the prejudice against African-Americans? How is Atticus's courage displayed throughout the trial?

Chapters 23-31

Read at your own pace and be prepared for a Socratic Discussion and a Mentor Text Writing on the remainder of the novel.