

HARPER LEE'S

To Kill a Mockingbird:

A Skills-Based Approach
to Teaching the Novel



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Overview

To Kill a Mockingbird

A Skills-Based Approach to Teach the Novel

Why Use a Skills-Based Approach?

In order to be successful in today's high school literature classrooms, students must demonstrate that they are able to respond to literature on a critical level. They must develop and practice the skills that will allow them to go beyond the literal level questions that deal only with plot and definitions. Students must be able to demonstrate an understanding of how the author uses literary elements and techniques to craft a story. They must also be able to develop and defend their own interpretations of text and make thoughtful judgments about what they have read. The ability to connect thematic elements to personal experience, evaluate an author's point of view or purpose for writing, and recognize organizational techniques the author might be using to convey an attitude, idea, or opinion are important skills for students to use when reading critically. Additionally, students must develop sensitivity for language and be able to explore how authors use language to persuade, entertain, or emotionally affect readers. Students must then be able to communicate this deeper understanding of what they have read through effective writing that is focused, logical, well-organized.

Comprehending text and responding to literature on a critical level require students to develop an extensive vocabulary. Students need techniques for determining the meanings of the new words that they encounter in challenging text. In addition to being able to use context to determine the denotative and connotative meanings of words, phrases, technical vocabulary, and figurative language, students should also be able to apply knowledge of prefixes, suffixes, root words, and word etymologies to determine meanings. The ability to use dictionaries and thesauruses to determine exact meanings and usage is important, as is a basic knowledge of syntax.

In order for students to be able to analyze text on a critical level, they must practice applying critical reading and thinking skills to everything they read in the classroom—even novels. Student-teacher interactions that embrace these skills should be an integral, not a superficial, part of classroom discussions about literature that is read. This guide is designed for teachers who want to provide that interaction for their students. It allows teachers to use this novel to teach and assess the skills that will lead their students to read, comprehend, and write with a critical eye. In this guide there are three basic types of discussion questions: literal level questions that deal with summary and vocabulary, questions that promote critical thinking, and questions that explore how literary elements are used to achieve meaning. The specific skill that each question addresses is identified in the answer key.

To Kill a Mockingbird

A Skills-Based Approach to Teach the Novel

How to Use this Manual

This manual has been designed to be used in conjunction with the mass-market paperback of the Warner Books Edition of *To Kill A Mockingbird* by Harper Lee. All page and line references are based upon this edition. For purposes of discussion and assessment, the thirty-one chapters have been grouped together into twelve Chapter Groups, each containing no more than thirty-two pages. Each Chapter Group contains vocabulary words, topic questions for classroom discussion, a short quiz that includes multiple-choice items and short-answer questions, plus suggestions for studying the vocabulary encountered in each Chapter Group. The answer keys for the topic questions for discussion contain suggested interpretations that are meant to be a stimulus for discussion between students and teachers. They are not meant to be definitive interpretations. The answer keys also provide the skills that each question addresses. The questions are designed to promote discussions, either in teacher-directed class discussions or for small-group student discussions, which may be shared with the whole class at a later time. The multiple-choice quiz questions correlate with the discussion questions. The answer key for the multiple-choice quiz questions also contain a listing of the skills they are measuring.

In addition to providing suggestions for discussing text, this guide provides suggestions for teaching vocabulary in context. Each vocabulary word has corresponding suggestions for teaching skill development. These suggestions are found in the answer key for the vocabulary. Teachers need not teach all the vocabulary. They may select the words and/or skills from the list that will help them meet the needs of their students. The teaching suggestions that accompany the vocabulary words in the vocabulary answer keys suggest that the students put the vocabulary words and their synonyms on note cards. Appendix III (p. 289) contains suggestions for using the note cards for different kinds of word study. In order to attain a more authentic assessment and to promote an internalization of specific vocabulary, it is suggested that the vocabulary activities be used for assessment in lieu of an objective vocabulary test.

Assessment of vocabulary and comprehension skills occurs throughout this guide. The short quizzes that occur at the end of each Chapter Group contain five multiple-choice and three short-answer questions. Suggested responses for the short-answer questions are provided in the answer key, and a general rubric for assessing the quality of the written response is provided in Appendix II (p. 288). Two final unit assessments are also provided: a multiple-choice test with short-answer questions and an alternate essay examination. The answer keys for the short-answer and essay questions provide suggested responses, while the answer key for the multiple-choice test provides the list of skills that are being measured. A general rubric for assessing the quality of student essay responses is found in Appendix I (p. 287).

As Carol Jago states in her book, *Classics in the Classroom, Designing Accessible Literature Lessons*, "The study of literature requires a subtle interplay of classroom tasks that scaffold difficult texts (Jago, p. 7)." This guide is designed to stimulate that interplay between students and teachers, providing students with chances to read critically and providing teachers with activities for teaching and assessing specific skills that will enable their students to read, think, and write about *To Kill A Mockingbird* on a critical level.

Student Name _____

Date _____

To Kill a Mockingbird
Chapters 1–3 (pp. 3–32)

Vocabulary Words

unsullied (p. 4)
malevolent (p. 8)
nebulous (p. 11)
concession (p. 14)
illicitly (p. 17)

entailment (p. 20)
sojourn (p. 22)
onslaught (p. 23)
flinty (p. 25)
disapprobation (p. 31)

Discussion Topics

1. Which words from the paragraph on page 5 that begins “Maycomb was an old town...” help the reader to understand the meaning of the word *sweltering*?
2. The paragraph on page 5 that begins “Maycomb was an old town...” is mainly about—
3. On Sundays, the Radley house was different from the other houses in Maycomb because—
4. The paragraph on page 9 that begins, “The misery of the house began...” is mainly about—
5. On page 9 in the paragraph that begins “The shutters and doors of the Radley house...,” the word *alien* means—
6. How did Mr. Radley make his living?
7. What do the closed shutters and doors of the Radley house symbolize?
8. Summarize the neighborhood legend of Boo Radley.
9. When Mr. Radley died, the speaker notes that Calpurnia commented—

Discussion Topics for Chapters 1–3 (continued)

10. Which sentence(s) on pages 13–14 provide a clue to how much Jem fears the Radleys?
11. The Radley house is described in Chapter 1 as being “inhabited by an unknown entity,” a place that drew Dill “as the moon draws water,” a place that housed “a malevolent phantom,” and a house that was “closed on Sundays, another thing alien to Maycomb’s ways.” The author is establishing—
12. On page 17, Miss Caroline tells Scout that Atticus does not know how to teach reading. Scout’s thoughts on page 18 help to show that Scout is feeling—
13. On page 18, what attitude does the author seem to have toward public schools that advocate the “new way of teaching”? Explain your answer and support it with evidence from the text.
14. From the description of Walter Cunningham’s behavior during lunch at the Finch’s, the reader can tell that Walter is—
15. Atticus and Calpurnia represent the value of—
16. On pages 27–28, Little Chuck helps to solve the conflict between Miss Caroline and Burris Ewell by—
17. Which word describes the tone of the text found on pages 27–28?
18. The author provides background information about Burris Ewell’s family in order to—
19. On page 28, the students tell Miss Caroline, “He was a real mean one...below the belt... you ain’t called on to teach folks like that...them ain’t Maycomb’s ways, Miss Caroline, not really...” What does this show about how the students feel toward the Ewells?
20. When Atticus tells Scout on page 30, “You never really understand a person until you walk around in his shoes,” he is suggesting that Scout—

21. On page 30, Atticus states, “You, Miss Scout Finch are of the common folk.” He then goes on to say that “the Ewells were members of an exclusive society made up of Ewells.” This paradox suggests that Atticus believes—

22. Why doesn't Scout want to go back to school?

23. A turning point occurs for Scout in Chapter 3 when she—

24. The next time Atticus sees Mr. Ewell, he is most likely to—

25. In Chapter 3, the story's point of view helps the reader to understand why Scout—

26. Which quotation from the text found in Chapter 3 best summarizes Scout's view of Atticus?

27. Describe how Miss Caroline's attitude toward Burris Ewell changes from the beginning to the end of Chapter 3. Support your answer with evidence from the selection.

28. In what way do Scout and Miss Caroline share a similar concern? Support your answer with evidence from the selection.

Answer Key

Discussion Topics

Chapters 1–3 (pp. 3–32)

Discussion Topics	Targeted Concepts, Processes, Skills
<p>1. Which words from the paragraph on page 5 that begins “Maycomb was an old town...” help the reader to understand the meaning of the word <i>sweltering</i>?</p> <p><i>“...it was hotter then: a black dog suffered on a summer’s day.”</i></p>	<ul style="list-style-type: none"> • Rely on context to determine meanings of words and phrases
<p>2. The paragraph on page 5 that begins “Maycomb was an old town...” is mainly about—</p> <p><i>Maycomb not being a modern city. The streets were not paved; the courthouse “sagged,” meaning that it was in slight disrepair. There was no air conditioning, although the summers were “sweltering.” Mules were hitch to carts in the streets. This paragraph establishes the setting as being sometime in the past, before paved streets, air conditioning and when mules could still be seen pulling carts down the street.</i></p>	<ul style="list-style-type: none"> • Identify main ideas and their supporting details
<p>3. On Sundays, the Radley house was different from the other houses in Maycomb because—</p> <p><i>the shutters and doors were closed. While everyone else visited, the Radleys did not. (p. 9)</i></p>	<ul style="list-style-type: none"> • Identify main ideas and their supporting details
<p>4. The paragraph on page 9 that begins “The misery of that house began...” is mainly about—</p> <p><i>how the Radleys separated themselves from everyone in the town</i></p>	<ul style="list-style-type: none"> • Identify main ideas and their supporting details
<p>5. On page 9 in the paragraph that begins “The shutters and doors of the Radley house...,” the word <i>alien</i> means—</p> <p><i>strange or peculiar</i></p>	<ul style="list-style-type: none"> • Rely on context to determine meanings of words and phrases
<p>6. How did Mr. Radley make his living?</p> <p><i>“Jem said he ‘bought cotton’, a polite term for doing nothing.” Jem is guessing. No one really knows how the Radleys make their living. (p. 9)</i></p>	<ul style="list-style-type: none"> • Identify main ideas and their supporting details
<p>7. What do the closed shutters and doors of the Radley house symbolize?</p> <p><i>Isolation from society (p. 9)</i></p>	<ul style="list-style-type: none"> • Understand literary terms such as symbolism

Discussion Topics	Targeted Concepts, Processes, Skills
<p>8. Summarize the neighborhood legend of Boo Radley.</p> <p>Students' responses will vary but responses should include the following: <i>When Mr. Radley's youngest boy was in his teens, he began running with "the wrong crowd." When the gang resisted arrest and locked the constable in his own jail, the town decided to prosecute. The other boys were sent to the industrial school, but Mr. Radley took custody of his son, Arthur, and the Radley house became closed to outsiders. Arthur was not seen again for fifteen years. At that time, Mrs. Radley reportedly ran from the house saying that Arthur would kill them all. He had supposedly stabbed his father in the leg with scissors while cutting articles from the newspaper, wiped the blood on his pants, and continued cutting articles from the paper. Rather than being sent to an asylum, Arthur, was locked in the courthouse basement until Mr. Radley agreed to take him back to his house. Since then, Arthur, now known as Boo, has been locked inside the house, unseen by all.</i> (pp. 9–11)</p>	<ul style="list-style-type: none"> Produce summaries of texts by identifying main ideas and their supporting details.
<p>9. When Mr. Radley died, the speaker notes that Calpurnia commented—</p> <p><i>"There goes the meanest man ever God blew breath into."</i> (p. 12)</p>	<ul style="list-style-type: none"> Identify main ideas and their supporting details
<p>10. Which sentence(s) on pages 13 and 14 provide a clue to how much Jem fears the Radleys?</p> <p>Answers will vary, but students may use sentences on page 13 that involve various descriptions of Boo.</p> <p><i>Example, at the bottom of page 13 is the sentence, "I hope you've got it through your head that he'll kill us each and every one, Dill Harris...Don't blame me when he gouges your eyes out."</i></p>	<ul style="list-style-type: none"> Use elements of text to clarify responses and interpretations
<p>11. The Radley house is described in Chapter 1 as being "inhabited by an unknown entity," a place that drew Dill "as the moon draws water," a place that housed "a malevolent phantom," and a house that was "closed on Sundays, another thing alien to Maycomb's ways." The author is establishing—</p> <p><i>a ghostly, spooky, superstitious, supernatural motif when describing anything that belongs to the Radleys</i> (pp. 6–15)</p>	<ul style="list-style-type: none"> Analyze text to determine motif
<p>12. On page 17, Miss Caroline tells Scout that Atticus does not know how to teach reading. Scout's thoughts on page 18 help to show that Scout is feeling—</p> <p><i>confused</i></p>	<ul style="list-style-type: none"> Understand literary terms such as tone

Answer Key: Discussion Topics for Chapters 1–3 (continued)

Discussion Topics	Targeted Concepts, Processes, Skills
<p>13. On page 18, what attitude does the author seem to have toward public schools that advocate the “new way of teaching”? Explain your answer and support it with evidence from the text.</p> <p>Students’ responses will vary but should include the following:</p> <ul style="list-style-type: none"> • <i>The schools seem to be out of touch with the reality of Maycomb’s children.</i> • <i>The lessons are ineffective.</i> • <i>The schools do not allow for differences in abilities, such as Scout’s early reading ability.</i> • <i>The schools do not allow for individuality in skills or background.</i> • <i>The schools are boring.</i> 	<ul style="list-style-type: none"> • Use elements of text to defend and clarify interpretations
<p>14. From the description of Walter Cunningham’s behavior during lunch at the Finch’s, the reader can tell that Walter is—</p> <p><i>poor, but proud</i> (pp. 23–24)</p>	<ul style="list-style-type: none"> • Draw inferences
<p>15. Atticus and Calpurnia represent the value of—</p> <p><i>treating others with respect</i> (pp. 24–25)</p>	<ul style="list-style-type: none"> • Analyze text structures such as compare and contrast
<p>16. On pages 27–28, Little Chuck helps to solve the conflict between Miss Caroline and Burris Ewell by—</p> <p><i>providing a sufficient reason for Burris to leave the classroom</i></p>	<ul style="list-style-type: none"> • Describe how conflicts are solved
<p>17. Which word describes the tone of the text found on pages 27–28?</p> <p><i>tense</i></p>	<ul style="list-style-type: none"> • Analyze text to determine tone
<p>18. The author provides background information about Burris Ewell’s family in order to—</p> <p><i>establish that the entire family has no respect for authority or law</i> (p. 27)</p>	<ul style="list-style-type: none"> • Analyze the characteristics of clearly written texts, including the patterns of organization
<p>19. On page 28, the students tell Miss Caroline, “He was a real mean one...below the belt...you ain’t called on to teach folks like that...them ain’t Maycomb’s ways, Miss Caroline, not really...” What does this show about how the students feel toward the Ewells?</p> <p><i>They feel contempt for the Ewells.</i></p>	<ul style="list-style-type: none"> • Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved
<p>20. When Atticus tells Scout on page 30, “You never really understand a person until you walk around in his shoes,” he is suggesting that Scout—</p> <p><i>develop more tolerance by trying to understand why people are different</i></p>	<ul style="list-style-type: none"> • Identify conflicts and how they are addressed and solved

Discussion Topics	Targeted Concepts, Processes, Skills
<p>21. On page 30, Atticus states, "You, Miss Scout Finch are of the common folk." He goes on to say that "the Ewells were members of an exclusive society made up of Ewells." This paradox suggests that Atticus believes—</p> <p><i>that most people are basically good, but the Ewells are so disgraceful that special rules apply in dealing with them</i></p>	<ul style="list-style-type: none"> • Understand literary terms such as paradox
<p>22. Why doesn't Scout want to go back to school?</p> <p><i>She is afraid she will lose the special time in the evening when Atticus reads to her. (pp. 30–31)</i></p>	<ul style="list-style-type: none"> • Draw inferences
<p>23. A turning point occurs for Scout in Chapter 3 when she—</p> <p><i>learns the meaning of the word "compromise" (p. 31)</i></p>	<ul style="list-style-type: none"> • Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice
<p>24. The next time Atticus sees Mr. Ewell, he is most likely to—</p> <p><i>treat him with the same courtesy he treats everyone else (p. 31)</i></p>	<ul style="list-style-type: none"> • Draw inferences
<p>25. In Chapter 3, the story's point of view helps the reader to understand why Scout—</p> <p><i>doesn't want to go back to school after the first day</i></p>	<ul style="list-style-type: none"> • Understand literary terms such as point of view
<p>26. Which quotation from the text found in Chapter 3 best summarizes Scout's view of Atticus?</p> <p><i>"Atticus was right." (p. 32)</i></p>	<ul style="list-style-type: none"> • Use elements of text to defend and clarify
<p>27. Describe how Miss Caroline's attitude toward Burris Ewell changes from the beginning to the end of Chapter 3. Support your answer with evidence from the selection.</p> <p><i>She is horrified by his lack of hygiene, then disgusted by his behavior, then fears for her own safety. (pp. 25–28)</i></p>	<ul style="list-style-type: none"> • Use elements of text to defend and clarify
<p>28. In what way do Scout and Miss Caroline share a similar concern? Support your answer with evidence from the selection.</p> <p><i>They both fail to look beyond surface level appearances and make social blunders from misunderstandings. (Scout, pp. 24–25; Miss Caroline, pp. 20–21, 30)</i></p>	<ul style="list-style-type: none"> • Use elements of text to defend and clarify

Vocabulary Activities

Chapters 1–3 (pp. 3–32)

Vocabulary Word	Skills	Suggestions for Developing Skills
<p>unsullied</p> <p><i>Atticus's office in the courthouse...</i> (p. 4)</p>	<ul style="list-style-type: none"> • Meaning in context/ Denotation • Prefix un-/ Transitive verbs • Ending -ed 	<ul style="list-style-type: none"> • Demonstrate how to determine the meaning of this word from the context. Ask the students to find the word in the dictionary and determine the correct definition as it is used in this sentence (denotation). • Point out the prefix and how it affects the base word sully, a transitive verb which means “tainted” or “spoiled.” • Point out the change that occurs in the base word when the ending -ed is applied. Ask the students to find other words that follow this rule and put them on note cards. Ask the students to use this word in a sentence.
<p>malevolent</p> <p><i>Inside the house lived a malevolent...</i> (p. 8)</p>	<ul style="list-style-type: none"> • Diction • Prefix mal- • Point of view 	<ul style="list-style-type: none"> • Have the students find this word in the dictionary and discuss the definition. Pronounce this word for the class. Divide this word into syllables. • Point out that the prefix mal- means “bad” or “evil” and that vol means “wish.” Make a bad word wall with other words that begin with mal- (malcontent, malediction, malfeasance, malice, malign, malignant). • Discuss how the use of this word helps to characterize the speaker's perception of whoever lived in the Radley house.
<p>nebulous</p> <p><i>Boo's transition from basement...</i> (p. 11)</p>	<ul style="list-style-type: none"> • Spelling • Adjectives • Motif 	<ul style="list-style-type: none"> • Pronounce the word. Have the students find this word in the dictionary and discuss the definition. • Discuss its function as an adjective in the sentence. • Discuss how everything about Boo is surrounded with fuzzy details, unreliable rumor, and foggy memories. Discuss a related word—nebula. This fuzziness reinforces the ghostly motif that has been attached to Boo. Ask the students to begin a series of cards that have words or phrases that a part of this ghostly motif.
<p>concession</p> <p><i>Jem stood in thought so long...</i> (p. 14)</p>	<ul style="list-style-type: none"> • Meaning in context/ Denotation • Nouns • Diction • Tone 	<ul style="list-style-type: none"> • Ask the students to use context to determine the meaning of the word. Have them find this word in the dictionary and discuss the definition that will best fit this context (denotation). • Discuss that this is the noun form of the word concede. Discuss the spelling change. • Point out the hard /c/ sound at the beginning of the word and the soft /c/ sound at the end of the word. • Point out that the use of this word almost formalizes or elevates an argument between two children, exaggerating its importance. Discuss how this word might reflect the attitude of the speaker toward the incident. Discuss if this is a reasonable attitude for this speaker and give reasons.

Vocabulary Word	Skills	Suggestions for Developing Skills
<p>illicitly</p> <p><i>I never deliberately learned...</i> (p. 17)</p>	<ul style="list-style-type: none"> • Spelling • Adverbs • Base Words • Etymology • Prefix il-/ill- • Tone 	<ul style="list-style-type: none"> • Have the students find this word in the dictionary and discuss the definition. • Point out that this word is an adverb because it modifies “had been wallowing.” • Point out that the base word is licit, an adjective which means “legal” or “permitted by law.” • The word comes from the Latin word <i>liticus</i>, which means “to be permitted.” • Point out how the prefix il-/ill- changes the meaning of the base word. Have the students find other words that follow this rule and record the words on note cards. • Discuss how the use of this word shows the sarcastic attitude that the speaker has toward her “sin” of learning to read too early. Have the students use the word in a sentence.
<p>entailment</p> <p><i>After a dreary conversation in our living room...</i> (p. 20)</p>	<ul style="list-style-type: none"> • Spelling • Nouns/Verbs • Suffix –ment • Meaning in context/ Denotation • Drawing Conclusions • Etymology • Character Comprehension 	<ul style="list-style-type: none"> • Have the students look up the definition of the word entail. • Point out that entail is the verb form of this vocabulary word. Entailment is the noun form. • Point out how the suffix –ment affects the part of speech for this word. (The verb becomes a noun.) • Discuss which definition would best fit in this context (the definition that involves an inheritance that has been limited to specific heirs). • Discuss the nature of Mr. Cunningham’s problem and why he might be consulting Atticus for a legal opinion. Discuss why this subject would be important to a poor man like Mr. Cunningham. Discuss Jem’s definition of “entailment.” Was it really that far “off the mark?” Discuss why or why not. • Point out that entailment comes from the Middle English <i>entailen</i>, a word that meant that inheritances were limited to specific heirs. Have students write sentences using both entail and entailment. • This word is used again when Scout confronts Mr. Cunningham in front of the courthouse later in the novel. It is important that students understand how important this word is to Mr. Cunningham so that they may understand why Mr. Cunningham reacts the way he does during the courthouse scene.
<p>sojourn</p> <p><i>My sojourn in the corner was...</i> (p. 22)</p>	<ul style="list-style-type: none"> • Meaning in context/ Denotation • Nouns/Verbs • Etymology • Tone 	<ul style="list-style-type: none"> • Ask students to determine the meaning of this word using the context of the sentence. Have them look at all the dictionary meanings for this word and determine the correct meaning in this context. • Point out that this word is used as a noun. It can also be used as a verb with no change in spelling. (He sojourned in Italy during his vacation.) The word sojourner is also a noun form of the word. Have students write a sentence using sojourn as a noun and then as a verb. • This word comes from the Latin root <i>subdiurnare</i>. • Discuss the sarcasm Scout is exhibiting by referring to her punishment as a sojourn. Have the students record this word on a note card.

Vocabulary Activities for Chapters 1–3 (continued)

Vocabulary Word	Skills	Suggestions for Developing Skills
<p>onslaught</p> <p><i>His fists were half cocked, as if...</i> (p. 23)</p>	<ul style="list-style-type: none"> • Meaning in context/ Denotation • Etymology • Synonyms 	<ul style="list-style-type: none"> • Ask students to determine the meaning of the word using the context of the sentence. Students should note what clues in the text helped them to define the word. Have them look at all the dictionary meanings for this word and determine the correct meaning in this context. • Point out that this word comes from the Dutch word <i>aanslag</i>, which means “a striking at.” • Have the students develop a list of synonyms for this word (attack, assault, offensive, sortie, charge, rush, drive, blitz, foray, barrage, bombardment). Ask the students to record this word and the synonyms on note cards.
<p>flinty</p> <p><i>Atticus's voice was flinty...</i> (p. 25)</p>	<ul style="list-style-type: none"> • Nouns/Adverbs/ Adjectives • Tone • Etymology 	<ul style="list-style-type: none"> • Have the students look up the noun flint in the dictionary. Point out that this word is an adjective form of the word that is describing Atticus's voice. Point out that this word has the noun form flintiness and an adverb form flintily. Have the students use each of the forms of the words correctly in sentences. Have the students record this word on note cards. • Decide exactly how angry Atticus is as he makes this statement. • Point out that this word comes from Old English.
<p>disapprobation</p> <p><i>No, an agreement reached by...</i> (p. 31)</p>	<ul style="list-style-type: none"> • Meaning in context/ Denotation • Diction • Tone 	<ul style="list-style-type: none"> • Ask students to determine the meaning using the context of the sentence. Have them look at all the dictionary meanings for this word and determine the correct meaning in this context. • Point out the fact that Atticus uses his “last-will-and-testament diction” to describe his agreement with Scout. • What does this suggest about Atticus's attitude toward Scout's dilemma and Miss Caroline's order? (He is taking Scout's problem seriously, but he is slightly mocking the orders of Miss Caroline.) Ask the students if they feel Atticus will keep his agreement with Scout and to give reasons for their answers.

Student Name _____

Date _____

To Kill a Mockingbird
Multiple-Choice Quiz
Chapters 1–3

1. Which words from page 5, paragraph 2, help the reader understand the meaning of the word *sweltering*?
 - A. *hotter than*
 - B. *bony mules*
 - C. *stiff collars*
 - D. *soft teacakes*

2. What do the closed shutters and doors of the Radley house symbolize?
 - A. Fear of neighbors
 - B. History of crime
 - C. Isolation from society
 - D. Apathy toward others

3. In Chapter 3, the point of view selected by the author helps the reader understand why—
 - A. Miss Caroline won't succeed as a teacher
 - B. Scout doesn't want to return to school
 - C. Atticus insists on Scout's returning to school
 - D. the Ewells are a dangerous family

4. The next time Atticus sees Mr. Ewell he is likely to—
 - A. treat him with courtesy
 - B. condone his hunting out of season
 - C. offer him advice about his children
 - D. invite him to lunch with his family

5. A turning point occurs for Scout when she—
 - A. convinces Atticus to home school her
 - B. learns the meaning of compromise
 - C. realizes she is smarter than the other students
 - D. accepts Walter Cunningham as her equal

Student Name _____

Date _____

To Kill a Mockingbird

**Short-Answer Quiz
Chapters 1–3**

1. In Chapter 2, what attitude does the author seem to express toward public schools that use “the new way of teaching”? Support your answer with evidence from the selection.

2. How does Miss Caroline’s attitude toward Burris Ewell change from the beginning to the end of Chapter 3? Support your answer with evidence from the selection.

3. What character flaw do Scout and Miss Caroline have in common? Support your answer with evidence from the selection.

Answer Key

Multiple-Choice Quiz

Chapters 1–3 (pp. 3–32)

Questions	Targeted Concepts, Processes, Skills
<p>1. Which words from page 5, paragraph 2, help the reader understand the meaning of the word <i>sweltering</i>?</p> <p>A. <i>hotter than</i> ✓ B. <i>bony mules</i> C. <i>stiff collars</i> D. <i>soft teacakes</i></p>	<ul style="list-style-type: none"> • Rely on context to determine meanings of words and phrases • Reference: Chapter 1, p. 5
<p>2. What do the closed shutters and doors of the Radley house symbolize?</p> <p>A. Fear of neighbors B. History of crime C. Isolation from society ✓ D. Apathy toward others</p>	<ul style="list-style-type: none"> • Understand literary terms such as symbolism • Reference: Chapter 1, p. 9
<p>3. In Chapter 3, the point of view selected by the author helps the reader understand why—</p> <p>A. Miss Caroline won't succeed as a teacher B. Scout doesn't want to return to school ✓ C. Atticus insists on Scout's returning to school D. The Ewells are a dangerous family</p>	<ul style="list-style-type: none"> • Understand literary terms such as point of view • Reference: Chapter 3
<p>4. The next time Atticus sees Mr. Ewell he is likely to—</p> <p>A. treat him with courtesy ✓ B. condone his hunting out of season C. offer him advice about his children D. invite him to lunch with his family</p>	<ul style="list-style-type: none"> • Draw inferences and support them with text evidence and experience • Reference: Chapter 3, pp. 30–32
<p>5. A turning point occurs for Scout when she—</p> <p>A. convinces Atticus to home school her B. learns the meaning of compromise ✓ C. realizes she is smarter than the other students D. accepts Walter Cunningham as her equal</p>	<ul style="list-style-type: none"> • Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice • Reference: Chapter 3, p. 31

Answer Key

Short-Answer Quiz

Chapters 1–3 (pp. 3–32)

Questions	Targeted Concepts, Processes, Skills
<p>1. In Chapter 2, what attitude does the author seem to express toward public schools that use “the new way of teaching”? Support your answer with evidence from the selection.</p> <p>Suggested Response Not in touch with the reality of Maycomb’s children; ineffective; does not consider the range of abilities in children, e.g., Scout, who can read already.</p>	<ul style="list-style-type: none">• Use elements of text to defend and clarify responses and interpretations • Reference: Chapter 2, p. 18
<p>2. How does Miss Caroline’s attitude toward Burris Ewell change from the beginning to the end of Chapter 3? Support your answer with evidence from the selection.</p> <p>Suggested Response From being upset by his lack of hygiene to being disgusted by his behavior or to fear for her own safety; foreshadows the situation between Mayella and her father later in the novel.</p>	<ul style="list-style-type: none">• Use elements of text to defend and clarify responses and interpretations • Reference: Chapter 3
<p>3. What character flaw do Scout and Miss Caroline have in common? Support your answer with evidence from the selection.</p> <p>Suggested Response Both fail to look beyond surface level issues (such as appearances) and make social blunders from their misunderstandings; both exist only in their own worlds and don’t realize that many other worlds surround and impact them; these traits are expected and excusable in a first grader, but are disappointing in an adult, especially one who is a classroom teacher.</p>	<ul style="list-style-type: none">• Use elements of text to defend and clarify responses and interpretations • Reference: Chapter 2