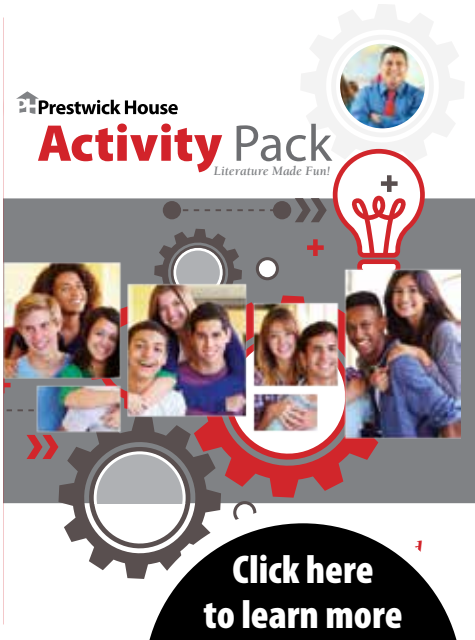




Prestwick House
Activity Pack™

Sample



Click here
to learn more
about this
Activity Pack!



Click here
to find more
Classroom Resources
for this title!



 **Prestwick House**

More from Prestwick House

Literature

Literary Touchstone Classics
Literature Teaching Units

Grammar and Writing

College and Career Readiness: Writing
Grammar for Writing

Vocabulary

Vocabulary Power Plus
Vocabulary from Latin and Greek Roots

Reading

Reading Informational Texts
Reading Literature



 **Prestwick House**
Activity Pack
Literature Made Fun!



To Kill a Mockingbird

BY HARPER LEE



Prestwick House

Copyright © 2001 by Prestwick House, Inc., P.O. Box 658, Clayton, DE 19938.
1-800-932-4593 • www.prestwickhouse.com

Permission to copy this unit for classroom use is extended to purchaser for his or her personal use. This material, in whole or part, may not be copied for resale.

ISBN 978-1-60389-306-0

Item No. 200447

Table of Contents

Pre-Reading

Allusion as Related to Historical Forces	4
Identifying Allusions	8
Socio-Historical Forces	12

Chapter 1

Geographic Location	14
Setting.....	20
Connotations	22

Chapters 1 – 3

Dramatization	24
Perspective.....	26
Characterization	28
Writing	30
Character Traits	34
Compare and Contrast	42

Chapters 1 – 3 and Ongoing

Characterization	44
------------------------	----

Chapters 4 – 6

Main Idea.....	48
Theme.....	50
Mood	54
Image.....	56
Plot	60
Inferred Meaning.....	62

Chapters 1 – 11

Style.....	66
Poetry	68
Compare and Contrast	70

Part I: Chapters 1 – 11

Plot	74
------------	----

Chapters 7 – 11

Inference.....	80
Point of View	84
Plot	86
Symbolism and Theme	88
Generalization	92
Diction.....	98

Chapters 12 – 15

Characterization	100
Setting.....	108

Plot	110
Elements of the Plot	114
Visualization	116
Journalistic Style.....	118
Identify A Purpose.....	122
Tone	124
Chapters 16 – 18	
Perspective I	128
Perspective II	130
Editorial Cartoon.....	132
Stereotypes I	134
Stereotypes II	136
Group Work	140
Dialect.....	142
Chapters 19 – 22	
Satire I.....	144
Satire II	148
Generalization	150
Loss of Innocence.....	154
Theme.....	156
Foreshadowing.....	158
Chapters 23 – 25	
Theme.....	160
Plot	162
Values	164
Irony	168
Diction.....	170
Chapters 26 – 31	
Characterization.....	174
Irony	176
Relating Literature to Life.....	178
Climax	180
Perspective.....	182
Plot	184
Part II: Chapters 12 – 31	
Plot	186
Wrap-Up	
Designing A Book Cover	194
Appendices	
Terms and Definitions	198
Small Group Learning	202
Procedures for Small Group Work	204
Small Group Evaluation Sheet.....	205
Student Roles in Group Discussions	206

Name: _____

Date: _____

Pre-Reading

Allusion as Related to Historical Forces

Objective: Appreciating the economic, social, and historical forces relevant to this story

Activity

Only rarely will an author directly state during what time period a story is taking place, but because the historical context of a story can be critical to the story, as it is in *To Kill A Mockingbird*, the author does give us some clues. The following sentence contains an allusion that allows us to date this time period very accurately: “Maycomb County had recently been told that it had nothing to fear but fear itself.”

The sentence alludes to a line in Franklin Delano Roosevelt’s First Inaugural Address, delivered to the United States on March 4, 1933. After reading the four enclosed paragraphs from this speech, state in a few sentences what you learned about the conditions facing the country during the years this story took place.

Franklin Delano Roosevelt’s First Inaugural Address

Washington, D.C., March 4, 1933

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision, which the present situation of our nations impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves, which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

Yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with the perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for. Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply. Primarily this is because the rulers of the exchange of mankind’s goods have failed, through their own stubbornness and their own incompetence, have admitted their failure, and abdicated. Practices of the unscrupulous moneychangers stand indicted in the court of public opinion, rejected by the hearts and minds of men.

Name: _____

Date: _____

Chapters 1 – 3**Perspective****Objective:** Understanding point of view and variations of it**Activity**

While *To Kill A Mockingbird* is clearly first-person narration, there is a twist. The narrator, Scout, is telling us about events that took place when she was nine to ten years old, but she gives us the information from the viewpoint of an adult looking back at that time. This technique allows her to reflect on people and events in a way she could not have done as a child.

1. Write one or two paragraphs in the same fashion. Describe an incident that you observed or participated in some years ago and, in your description, reflect on the action now as an older, more mature person.

Before you start, you may want to go back and read the first section of the book.

2. Have you ever wondered what the fairy tale Goldilocks would be like if it were written from the point of view of one of the bears, or how the story of Little Red Riding Hood might be different if told through the eyes of the wolf? Choose one of these stories or any other fairy tale and retell it from a different perspective.

Name: _____

Date: _____

DILL'S CHARACTER TRAITS

Identify the adjectives that you think Dill possesses.

- | | | |
|-----------------------|-------------------------|-------------------------|
| _____ 1. aloof | _____ 11. difficult | _____ 21. wise |
| _____ 2. conventional | _____ 12. practical | _____ 22. compassionate |
| _____ 3. courageous | _____ 13. reliable | _____ 23. understanding |
| _____ 4. energetic | _____ 14. resourceful | _____ 24. thoughtful |
| _____ 5. honest | _____ 15. intelligent | _____ 25. simple |
| _____ 6. insensitive | _____ 16. sensitive | _____ 26. imaginative |
| _____ 7. methodical | _____ 17. diligent | _____ 27. persistent |
| _____ 8. confident | _____ 18. conscientious | _____ 28. stubborn |
| _____ 9. coarse | _____ 19. tender | _____ 29. reasonable |
| _____ 10. cautious | _____ 20. callous | _____ 30. impudent |

Of the traits you identified for Dill, consider:

1. Which of the traits did you infer from the character's actions?

2. Which of the traits did you learn of because the narrator or another character told you of them?

3. Which of the traits did you learn of because the character told you?

Name: _____

Date: _____

DESCRIPTIVE IMAGES THAT CONVEY MOOD CHART

Description	Identify Mood/Feeling/Sense Emphasized
<p>“Summer was our best season: it was sleeping on the back screened porch in cots, or trying to sleep in the treehouse; summer was everything good to eat; it was a thousand colors in a parched landscape; but most of all summer was Dill.”</p>	
<p>“Ground, sky and houses melted into a mad palette, my ears throbbed, I was suffocating. I could not put out my hands to stop, they were wedged between my chest and knees.”</p>	
<p>“Every night-sound I heard from my cot on the back porch was magnified three-fold; every scratch of feet on gravel was Boo Radley seeking revenge, every passing Negro laughing in the night was Boo Radley loose and after us; insects splashing against the screen were Boo Radley’s insane fingers picking the wire to pieces; the chinaberry trees were malignant, hovering, alive. I lingered between sleep and wakefulness until I heard Jem murmur.”</p>	
<p>“The moon was setting and the lattice-work shadows were fading into fuzzy nothingness. Jem’s white shirt-tail dipped and bobbed like a small ghost dancing away to escape the coming morning. A faint breeze stirred and cooled the sweat running down my sides.”</p>	

Name: _____

Date: _____

COMPARISON CHART

Questions	To Kill A Mockingbird	The Autobiography of Miss Jane Pittman	The Bluest Eye	I Know Why the Caged Bird Sings
What is her attitude toward her job?				
To what extent is she appreciated by her employer?				
What kind of life does she have away from her job?				
To what degree does she have the ability to leave her job?				

Name: _____

Date: _____

Chapters 19 – 22**Generalization****Objective:** Recognizing and correcting faulty generalizations**Activity**

1. Write five faulty generalizations that you know of or have heard someone use recently. Teenagers, schools, television shows, movies, music, etc., are frequent targets of generalizations. Write the generalization and a correction for it. The first one is done for you.

- Write five faulty generalizations.

1. Teenagers are loud and unruly in public.

2. _____

3. _____

4. _____

5. _____

- Correct the five generalizations so they are not faulty.

1. Teenagers who are loud and unruly in public represent only a segment of the teenage population.

2. _____

3. _____

4. _____

5. _____

2. In Chapter 20, Atticus tries to educate the jury about making generalizations. Write four generalizations he discusses and his proposed corrections.

- List the four generalizations Atticus discusses.

1. _____

2. _____

3. _____

4. _____

3. Correct the four generalizations so they are not faulty.

1. _____

2. _____

3. _____

4. _____

Name: _____

Date: _____

Chapters 26 – 31

Climax

Objective: Identifying the elements of plot

Activity

1. List the incidents leading up to the climax of the Boo Radley subplot in this chapter and that point at which the suspense is at its peak.

ELEMENTS OF PLOT

Climax

6. _____

5. _____

Rising Action

4. _____

3. _____

2. _____

1. Jem and Scout leave school in the dark.

2. List the techniques the author uses to build suspense.

Name: _____

Date: _____

Chapter 28: Cecil Jacobs scares Jem and Scout. Jem and Scout are attacked. Mr. Tate finds Bob Ewell dead.

Chapter 29: Scout sees Boo Radley for the first time.

Chapter 30: Atticus and Mr. Tate argue over who killed Bob Ewell.

Chapter 31: Scout walks Arthur home.