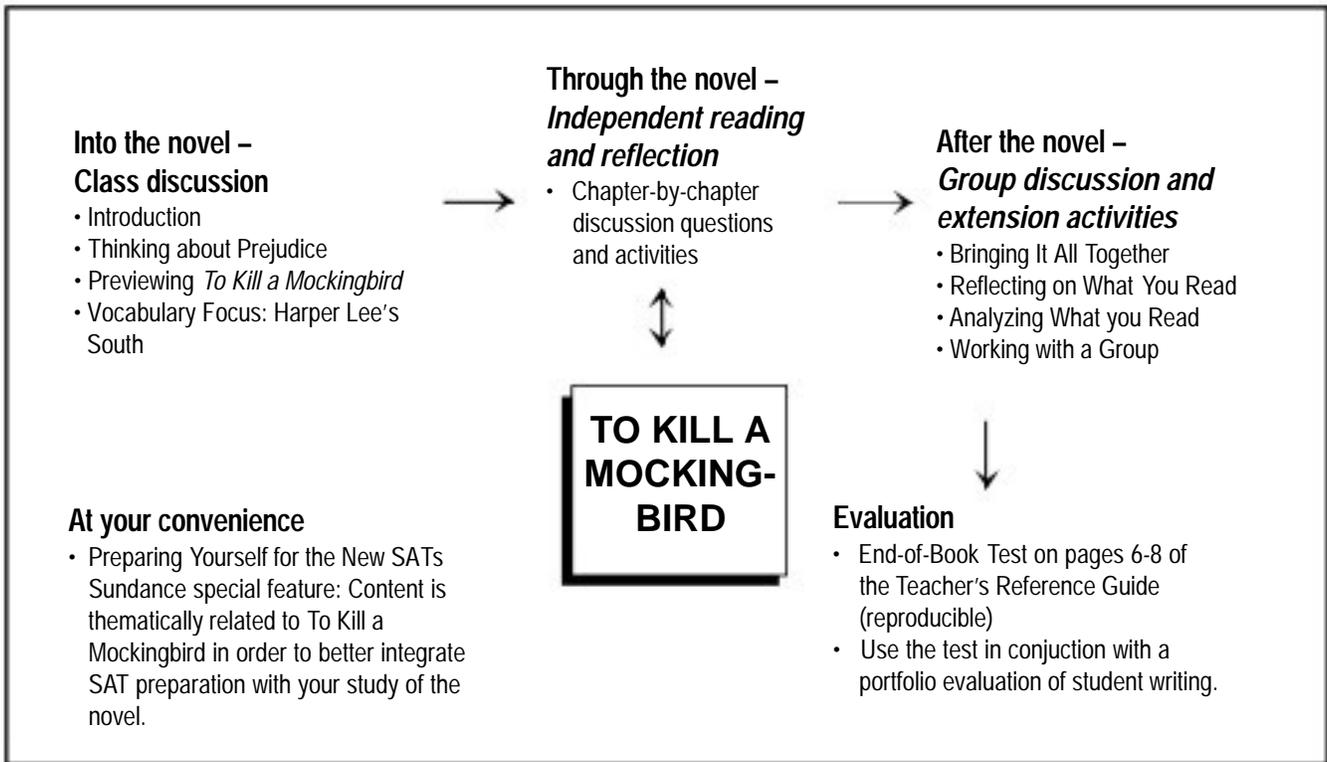


# Management Guide for *To Kill a Mockingbird*

The Novel Ideas Plus Active Reading Guide for *To Kill a Mockingbird* is a consumable activity book that can be used as

- a guide for whole-class or small-group interaction
- a study guide for independent reading
- a sourcebook for collaborative/cooperative learning

Students will benefit most from an approach that combines whole-class and group discussion with independent reading and reflection. The chart shows one way to implement such a plan. The needs of your students will suggest other approaches.



## Evaluating Personal Responses

What is meaningful personal response? It's not a safe, soulless literary analysis in which the writer offers a dispassionate examination of some aspect of the text. But it's also not the vague and contentless musings of the lazybones who did not open the book.

A meaningful personal response integrates the intellectual and the affective domains. It is a detailed and reflective response that explores the active reader's personal and authentic confrontation with some aspect of the text as it relates to the reader's life and personal values. It courageously and honestly addresses the question, "What in the novel and what in me provoked this response?"

## Rating Guide

On a scale of 1 to 5, the writer's personal response

- ✓ clearly and cogently expresses the relevance or urgency of the topic to the writer's life
- ✓ explores the writer's personal insights and reflections in detail
- ✓ demonstrates a detailed knowledge of the plot and a clear and consistent understanding of characters' motivation
- ✓ makes frequent and relevant references to the text for support and/or clarification
- ✓ effectively fulfills the requirements of the specific writing task as stated in the assignment

# Thinking About Prejudice

Everyone has likes and dislikes. Prejudice, though, goes beyond a strongly held belief such as thinking that hockey is a more exciting sport than football. A prejudice is a preconceived, unreasonable judgement or opinion about people of other backgrounds or beliefs. Prejudice is usually based on suspicion, fear, intolerance, or hatred.

What kind of prejudice is sometimes directed at you? Fill in the following chart.

Unfair Opinions	This opinion is unfair because
<ol style="list-style-type: none"> <li>1. People who live in other part of the country think that people in my part of the country are</li> <li>2. People who live in other parts of town think that people who live in my part of town are</li> <li>3. People who go to other schools think that the people in my school are</li> <li>4. People from other backgrounds think that the people from my background are</li> <li>5. People much older than I am think that people my age are</li> <li>6. People who don't wear clothes like mine think that people who do are</li> <li>7. People who don't like (rap, country, hard rock, soul, classical) music think that people like me who do like this kind of music are</li> </ol>	

### For Writing or Discussing

❑ What other unfair opinions could you add to this list?

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❑ What makes all of these unfair opinions examples of prejudice?

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# Chapters 17-22 (pages 168-219)

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## Enriching Your Appreciation

Atticus's defense is based on the Fourteenth Amendment (1868) to the Constitution, which guarantees equal protection under law to all free men, white or black. His defense, however, comes into conflict with the Jim Crow laws, which many Southern states enacted beginning in the 1870s, after the Civil War. These laws established a system of racial inequality and segregation that was approved by the United States Supreme Court in 1896. Local laws often specifically prohibited *miscegenation* – marriage or sexual contact between whites and blacks. Segregation remained legal until the Civil Rights Act of 1964.

## During Reading

Preview these questions before you read Chapters 17-22. Then, as you read, write your responses after each question.

1. What kind of person is Bob Ewell? Where do the Ewells rank in the caste system of Maycomb?
2. What kind of person is Mayella Ewell? How believable on the witness stand do you find her? Why?
3. How does Tom Robinson present himself when he testifies? How believable is Robinson? Why?
4. Why does Mr. Gilmer angrily say to Robinson, “*You* felt sorry for *her*; you felt *sorry* for her?”
5. What are the main points of Atticus's summation to the jury? Why was Robinson convicted?
6. Why do you think Judge Taylor chose Atticus to defend Robinson?

## Reading Actively

What one idea became most clear to you when you read Chapters 17-22?

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## Vocabulary Focus

The trial of Tom Robinson is one of the high points of the novel. Here are some words used to describe persons or events at the trial.

**exodus** a departure, usually of a great number of people

**volition** power of decision or choice

**ambidextrous** able to use both hands equally well

**stealthy** acting in a secretive way to deceive or avoid notice

**temerity** reckless boldness

## Using Words in Context

The sentences below are based on descriptions in Chapters 17-22. Choose the best Vocabulary Focus word to complete each sentence. Look for context clues to help you.

1. Tom Robinson could not be \_\_\_\_\_ because his left arm was mangled in an accident when he was a boy.
2. When Mayella first took the witness stand, her actions were \_\_\_\_\_, as if she had something to hide.
3. Robinson's real crime was that he had the \_\_\_\_\_ to feel sorry for a white woman who was mistreated by her father.
4. After Robinson was convicted, the crowd made a cheerful \_\_\_\_\_ from the courtroom.
5. Mayella's offense was that of her own \_\_\_\_\_; she broke the code of behavior and kissed a black man.

## Literary Analysis

**Understanding Character's Motivations** During Mr. Gilmer's cross-examination of Tom Robinson, he asks Robinson if he is scared to face up to what he did. Robinson replies, "No, suh, scared I'd hafta face up to what I didn't do." Tom's motivation for running from the Ewell house is clear. In a town as prejudiced as Maycomb, a black man cannot be seen near the scene of a crime when the police arrive. Prejudice, or the lack of prejudice, motivates the actions and opinions of nearly all of the novel's characters. Decide how—or if—prejudice motivates each character named below. Use the chart to collect evidence that backs up your belief.

Character	Prejudiced	Evidence
Reverend Sykes	__yes __no	
Mr. Gilmer	__yes __no	
Bob Ewell	__yes __no	
Mayella Ewell	__yes __no	
Dolphus Raymond	__yes __no	

## Making a Personal Response

What struck you the most deeply about justice or prejudice as you read Chapters 17-22? Describe the scene or event in these chapters that led to this realization. Tell what you learned.

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