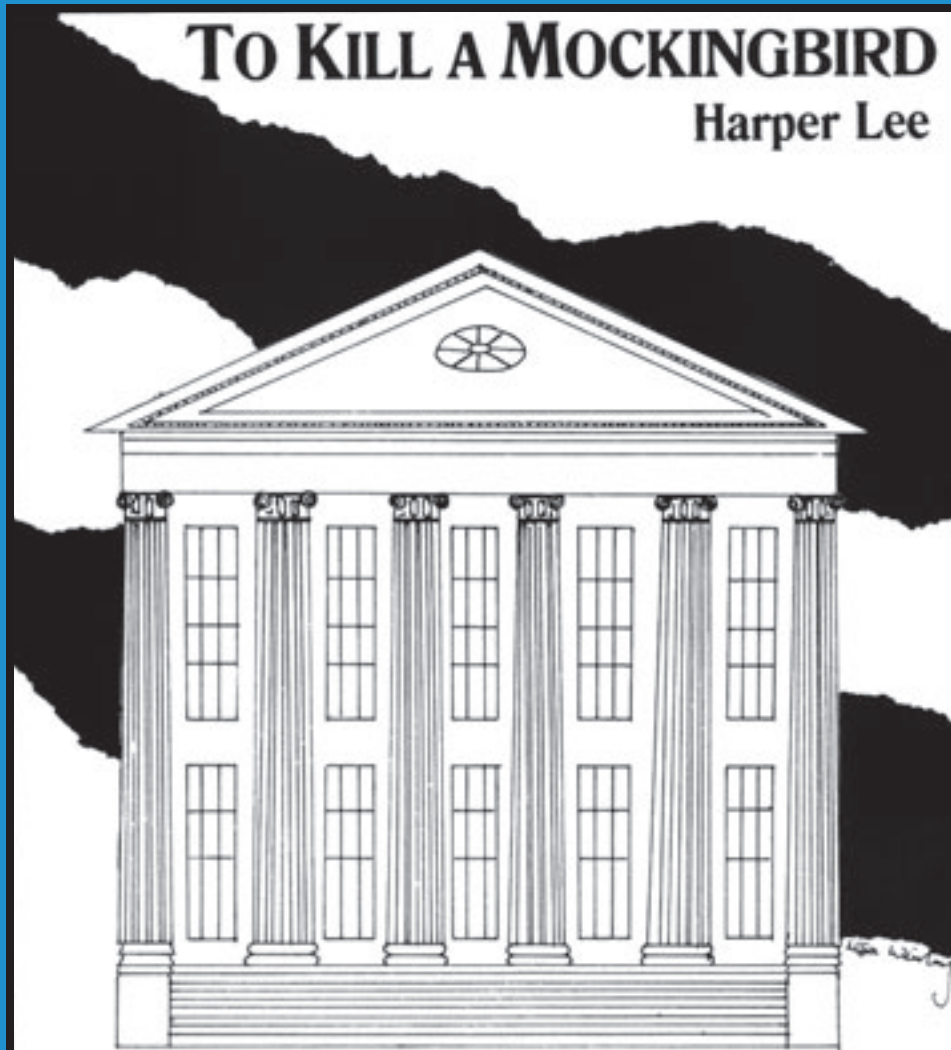


Novel·Ties



A Study Guide

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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For the Teacher

This reproducible study guide consists of instructional material to use in conjunction with the novel *To Kill a Mockingbird*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

NOVEL-TIES are either for whole class instruction using a single title or for group instruction where each group uses a different novel appropriate to its reading level. Depending upon the amount of time allotted to it in the classroom, each novel, with its guide and accompanying lessons, may be completed in two to four weeks.

The first step in using NOVEL-TIES is to distribute to each student a copy of the novel and a folder containing all of the duplicated worksheets. Begin instruction by selecting several pre-reading activities in order to set the stage for the reading ahead. Vocabulary exercises for each chapter always precede the reading so that new words will be reinforced in the context of the book. Use the questions on the chapter worksheets for class discussion or as written exercises.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits formed by practice in focusing on interpretive comprehension and literary techniques will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover of the book. Also, read the publisher's blurb on the paperback cover or book jacket. What do you think the title signifies? When and where does the book take place?
2. **Social Studies Connection:** Read the Background Information on page two of this study guide and do some additional research to find out more about the following topics:
 - Reconstruction era
 - Jim Crow laws
 - Poll tax
 - Ku Klux Klan
 - Plessy *vs.* Ferguson (Supreme Court ruling 1896)
 - Brown *vs.* Board of Education of Topeka (Supreme Court ruling 1954)
3. Try to obtain photographs showing life in a small, rural Southern town in the 1930s. Notice the architecture, the clothing people wore, and the activities they engaged in. Display the photographs on a class bulletin board.
4. In this novel, the townspeople are unfriendly toward a man whom they consider strange. Why do people dislike and distrust those who are different from them? Have you ever seen examples of this attitude?
5. Invite a lawyer into class, or interview one on your own. To get a better perspective on the challenges the lawyer in this book faces, speak to a criminal lawyer or a civil rights lawyer. Ask this person how the legal system is set up to protect the civil rights of individuals and how this system has been compromised historically and at the present time. Also, ask the lawyer to discuss how a jury reaches its verdict in a criminal proceeding.
6. **Cooperative Learning Activity:** Work with a small group of your classmates to consider the quotation by Charles Lamb at the beginning of the book, "Lawyers, I suppose were children once." Brainstorm to determine as many possible meanings for this quotation as you can. Conjecture on how this may be relevant to the book you are about to read.
7. The word "precocious" means unusually advanced in mental development. Scout, one of the central characters in this novel, is a precocious child who often suffers because of her precocity. Why do you think a child may have problems with teachers, parents, other adults, or peers because he or she is advanced? Have you or anyone you know ever faced this problem?

Chapter 1 (cont.)

Literary Devices:

- I. *Exposition*—Exposition refers to the background information which the reader requires to understand the actions and motivations of the characters. Reread the first four pages of the book and record what you learned about the setting, the main characters, and the beginnings of a plot conflict in a chart, such as the one below.

Setting – Maycomb	
Characters: Scout Jem Dill Atticus Calpurnia	
Plot – Conflict	

- II. *Point of View*—Point of view in literature refers to the voice telling the story. It could be the author as narrator or one of the characters in the story.

Who is telling the story?

Is it being told as it happens or as a memory of times past?

How does this point of view affect the actions witnessed by the reader and the language used in the narrative?

Writing Activity:

Write about a person you know whose reputation does or does not reflect his or her true personality. Tell how the reputation affects this person’s life.