**To Kill a Mockingbird Reading Guide**

**Title**: To Kill a Mockingbird

**Author**: Harper Lee

**Setting**: Maycomb, Alabama, during the 1930s, during the Great Depression.

**Plot Summary**: In *To Kill a Mockingbird*, Scout Finch lives with her brother Jem and their widowed father, Atticus, in the town of Maycomb. The story begins with Scout and Jem befriending a boy named Dill and their fascination with the reclusive neighbor, Boo Radley. Atticus, a lawyer, is appointed to defend Tom Robinson, a black man falsely accused of raping a white woman, Mayella Ewell. Despite evidence proving Tom's innocence, the jury convicts him due to racial biases. Tom later tries to escape from prison and is killed. The novel concludes with Bob Ewell, Mayella's father, seeking revenge on Atticus by attacking Scout and Jem, only to be saved by Boo Radley, who kills Bob in the process. Scout finally meets Boo and gains a deeper understanding of empathy and human nature.

**Major Characters:**

1. **Scout Finch (Jean Louise Finch):** The narrator and protagonist of the novel. Scout is a tomboyish, curious, and intelligent young girl. Throughout the story, she grows and learns about the complexities of human nature, morality, and prejudice.
2. **Atticus Finch:** Scout and Jem's father, a lawyer, and a moral beacon in the novel. Atticus is a wise, compassionate, and principled man who believes in justice and equality. He defends Tom Robinson despite facing social ostracism.
3. **Jem Finch (Jeremy Atticus Finch):** Scout's older brother. Jem is protective of Scout and shares her journey of growth and disillusionment as they witness the injustices in Maycomb.
4. **Tom Robinson:** A Black man falsely accused of a crime. Tom is a symbol of the racial injustice prevalent in the society. His trial and conviction are central to the novel's critique of racial prejudice.
5. **Boo Radley (Arthur Radley):** A reclusive and mysterious neighbor. Initially perceived as frightening by the children, Boo ultimately reveals himself as a kind and protective figure, saving Scout and Jem from Bob Ewell.
6. **Bob Ewell:** The main antagonist of the novel. Bob is a racist, abusive, and vengeful man who falsely accuses Tom Robinson. His actions and eventual attack on Scout and Jem highlight the deep-seated bigotry and hatred in Maycomb.
7. **Mayella Ewell:** Bob Ewell's daughter. Mayella is a lonely and abused young woman who falsely accuses Tom Robinson of a crime under her father's coercion.
8. **Dill (Charles Baker Harris):** A friend of Scout and Jem who visits Maycomb during the summer. Dill is imaginative and curious, and he shares the children's fascination with Boo Radley.

**Themes:**

* **Racial Injustice**: The novel critiques the systemic racism in the American South, as exemplified by Tom Robinson's trial and the community's prejudices.
* **Moral Growth and Empathy**: Scout's journey of understanding and developing empathy is central to the novel. Atticus's teachings about seeing the world from others' perspectives underscore this theme.
* **The Coexistence of Good and Evil**: Harper Lee explores the complexity of human nature, showing that individuals can possess both good and evil traits. This is exemplified in characters like Boo Radley and Mayella Ewell.
* **The Loss of Innocence**: The novel depicts the loss of innocence experienced by Scout and Jem as they confront the harsh realities of their society.
* **The Importance of Moral Integrity**: Through Atticus Finch, the novel emphasizes the importance of standing up for what is right, even in the face of adversity and social condemnation.

**Review Questions**: Answering the following questions will increase your comprehension of the extended essay. Respond to these questions by writing the answers in your notebook. *All the questions require you to express an opinion, evaluate the writing, synthesize what you have read with current reflections, or describe your reaction to events in the reading. In these instances, there is no right or wrong answer, and your responses will vary.*

**Part One**

**Chapter 1**

1. What do you learn about the Finch family history in this chapter? How does Simon Finch's story reflect the values and contradictions of the Finch family and the broader society of Maycomb? Make a personal connection by reflecting on your own family history. Are there any stories or values that have been passed down through generations?
2. How is Atticus Finch introduced in this chapter? What qualities does he exhibit? Provide examples from the text to illustrate your points. How do these qualities shape your initial impression of him? Evaluate the effectiveness of Harper Lee's characterization of Atticus. How does he compare to modern-day figures who stand for justice and integrity?
3. How would you describe the narrative voice of Scout Finch in this chapter? Provide a quote from the text to support your description. How does her perspective as a child influence the way events are presented? Evaluate the effectiveness of using a child's perspective to tell this story. How might the narrative change if it were told from an adult's point of view?
4. What stories and rumors surround the Radley house and its inhabitants? How do these stories contribute to the children's fear and curiosity? How does this fascination with Boo Radley set the stage for the novel's exploration of prejudice and fear of the unknown? Compare the children's fascination with Boo Radley to how people today might react to someone who is different or misunderstood. How do rumors and assumptions shape our perceptions?
5. How is Calpurnia portrayed in this chapter? What is her role in the Finch household? How does Scout's relationship with Calpurnia reflect the complexities of race and class in Maycomb? Reflect on a person in your life who has played a significant role in your upbringing. How did they influence you?

**Chapter 2**

1. Scout is eager to start school, but her first day doesn't go as she expected. Reflect on a time when you were excited about a new experience that didn't turn out the way you hoped. How did you handle the situation? How does Harper Lee effectively convey Scout's disappointment? Include at least one quote to support your thinking.
2. Scout tries to explain Walter Cunningham's situation to Miss Caroline. Reflect on a time when you had to explain a complex situation to someone who didn't understand. How did you handle it? How does this scene illustrate the themes of poverty and pride in the novel?
3. Miss Caroline is surprised and displeased to learn that Scout can read. Reflect on the significance of literacy in your own life. How has being able to read and write influenced your experiences and opportunities? Why do you think Miss Caroline reacts negatively to Scout's literacy?
4. Scout's first day of school is filled with challenges and misunderstandings. Compare her experiences with your own first day of school or another significant educational experience. How do these experiences shape our attitudes toward learning and education? What lessons can be learned from Scout's experiences that apply to modern-day classrooms?

**Chapter 3**

1. Why does Jem invite Walter Cunningham to lunch, and what does this gesture signify about Jem's character and his values? Reflect on a time when you or someone you know extended a similar gesture of kindness. How did it impact the situation?
2. Reflect on the lesson Calpurnia teaches Scout about hospitality and respect when Walter pours syrup over his meal. How effective is Harper Lee's writing in conveying this lesson? Have you ever experienced a moment where you had to learn about respecting different customs or behaviors?
3. Why does Scout want to avoid going back to school, and how does Atticus address her concerns? What compromise do they reach, and what does it reveal about their relationship? Include at least one quote to support your thinking.
4. Atticus tells Scout, "You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it." How does this advice help Scout navigate her conflicts and misunderstandings in this chapter? Make a prediction about how this advice might help Scout in future situations.
5. Identify and discuss the themes of empathy and social inequality as they are presented in this chapter. How do these themes contribute to the overall narrative of the novel? Evaluate the effectiveness of Harper Lee's writing in addressing these themes. How relevant do you think these themes are in today's world?

**Chapter 4**

1. How does Scout describe her school experience in the first part of this chapter? What does she feel she is being "cheated out of," and why does she feel this way? Compare her feelings about school to your own experiences. Have you ever felt similarly about an educational experience? How did you handle it?
2. How is Dill described when he arrives in Maycomb for the summer? What changes does Scout notice in him, and how do these changes reflect his growth or development? Compare Dill's sense of adventure and imagination to a character from a modern book or film. Include at least one quote to support your comparison.
3. What new game do Jem, Scout, and Dill invent, and what role does each child play? How does this game reflect their curiosity and fears about Boo Radley? Evaluate the effectiveness of this game as a device to help develop the story and characters.
4. How does Atticus react when he discovers the children playing their Boo Radley game? What does his reaction reveal about his values and his approach to parenting? Compare Atticus's parenting style to that of a parent or guardian in your life or a contemporary figure you know of. Include at least one quote to support your comparison.
5. How does the relationship between Scout and Jem change over the course of the chapter? What events contribute to this change, and how do these events reflect broader themes in the novel? Predict how their relationship might continue to evolve throughout the story based on the events of this chapter.

**Chapter 5**

1. How does Scout's relationship with Jem and Dill evolve in this chapter? What causes her to spend more time with Miss Maudie? Have you ever felt left out by friends or family? How did you cope with the situation, and what did you learn from it?
2. Describe Miss Maudie Atkinson based on Scout's observations. What qualities make her a unique and important character in the novel? Use a quote from the text to support your description.
3. What does Miss Maudie reveal about Boo Radley (Arthur) in her conversation with Scout? How does this information challenge or reinforce the children's beliefs about him? Predict how this new understanding might influence Scout's future interactions with Boo Radley. How does this reflect the theme of prejudice in the novel?
4. What is Jem and Dill's plan to communicate with Boo Radley, and how does Scout react to it? Evaluate the effectiveness of their plan and consider the ethical implications of their actions. Would you have participated in their plan? Why or why not? How does this plot point develop the characters of Jem and Dill?
5. Atticus emphasizes the importance of respecting Boo Radley's privacy and understanding his perspective. How does this lesson reflect the broader themes of empathy and understanding in the novel? Reflect on a time when you had to empathize with someone else's situation. How did it change your perspective? Evaluate how effectively Lee conveys this theme through Atticus's character.

**Chapter 6**

1. What motivates Jem, Scout, and Dill to sneak into the Radley yard? How do their motivations reflect their characters and development? Include at least one quote to support your thinking.
2. How does the author build suspense and fear during the children's venture into the Radley yard? Identify at least two literary techniques used and discuss their impact. How does this scene compare to a suspenseful moment in a modern book or film?
3. In this chapter, Jem tells Scout that she is "gettin' more like a girl every day" as a way to insult her and persuade her to join them. What does this comment reveal about gender roles and expectations during the time period of the novel? How does this reflect Jem's understanding of what it means to be a girl?
4. How does Scout’s perspective as the narrator influence your understanding of the events in this chapter? Consider her thoughts and feelings during the nighttime adventure. How might the story change if it were told from Jem’s or Dill’s perspective?
5. Analyze the reaction of the neighborhood to the gunshot. What does this reveal about the social and racial dynamics in Maycomb? Considering the historical context of the 1930s, how do these reactions reflect the societal attitudes of the time?

**Chapter 7**

1. Scout describes second grade as being as bad as the first, but Jem reassures her that school will get better. How does this conversation reflect the themes of innocence and growing up in the novel? Choose at least one quote to support your thinking.
2. Harper Lee creates suspense with the mysterious gifts in the knot-hole. How does the author build this suspense throughout the chapter? Do you think this technique is effective? Why or why not?
3. The social dynamics and assumptions made by the characters in this are influenced by the racial context of the 1930s. How do you think the racial attitudes of the time affect the children's interactions and understanding of their community?
4. Jem and Scout decide to write a thank-you note to the person leaving the gifts, but they find the knot-hole filled with cement the next day. What do you think this foreshadows about the relationship between the children and Boo Radley? What might happen next?

**Chapter 8**

1. How does Miss Maudie respond to the loss of her home? What does her reaction tell you about her character and her outlook on life? How would you describe her character to someone who has not read this book?
2. How do the residents of Maycomb come together during the fire at Miss Maudie's house? What does this event reveal about the nature of the community? How does this event further develop the characters of Atticus, Miss Maudie, and others in the community?
3. How do the events of this chapter (the snowfall, the building of the snowman, and the fire) symbolize change? How do the characters demonstrate resilience in the face of these changes? Include at least one quote to support your thinking.
4. What is the significance of Boo Radley placing a blanket around Scout during the fire? How does this act contribute to the development of his character in the story?
5. What is the significance of Jem and Scout building a snowman that resembles Mr. Avery? How does Atticus respond to it, and what does his reaction reveal about his values? How would you describe the character of Atticus to someone who has not read the story up and to this point?

**Chapter 9**

1. Why does Atticus feel compelled to defend Tom Robinson despite knowing they are likely to lose the case? Do you agree with his decision to defend Tom? Use a quote from the text to support your answer.
2. How does Scout struggle with the derogatory comments made about her father at school and within the family? What advice does Atticus give her, and how does she try to follow it? Evaluate the effectiveness of Harper Lee’s writing in conveying Scout’s internal conflict. How do her descriptions and dialogue enhance your understanding of her struggle?
3. Discuss the significance of the language used by Francis and Scout during their argument. How does Harper Lee use their dialogue to highlight issues of racism and prejudice? How do you think language can perpetuate or challenge societal prejudices?
4. How do Aunt Alexandra’s views on Scout’s behavior and attire reflect the societal expectations of women at the time? How does Scout react to these expectations? Make a personal connection by comparing these expectations to those placed on individuals today regarding gender roles. How do you think societal expectations changed or remained the same?
5. How does Atticus define courage in this chapter, and how does this definition influence Scout's actions? How does this theme of courage connect to the larger narrative of the book? Reflect on a current event where someone displayed courage in the face of adversity. How does this real-life example compare to Atticus’s definition of courage?

**Chapter 10**

1. How do Scout and Jem view their father, Atticus, at the beginning of the chapter? Provide specific examples from the text that illustrate their feelings. Can you relate to a time when you underestimated someone close to you? How did your perception change over time?
2. How does the incident with Tim Johnson (the mad dog) change Jem and Scout’s perception of their father? Use quotes from the text to support your answer. Analyze how this event contributes to the development of Atticus’s character in the novel.
3. How does the community's reaction to Atticus defending Tom Robinson contrast with their reaction to him shooting the mad dog? What does this reveal about societal values in Maycomb? Compare this to a current social issue where public perception shifts based on different actions taken by the same individual.
4. Scout mentions that she and Jem are the only children in their neighborhood. How does this fact influence their interactions with adults and their understanding of the adult world? Reflect on your own experience growing up—how did the makeup of your neighborhood or community influence your interactions and understanding?
5. Miss Maudie says, “People in their right minds never take pride in their talents.” How does this statement reflect Atticus’s character? Provide examples from the text to support your analysis. Evaluate how effectively Harper Lee uses this statement to convey deeper insights into Atticus’s character.

**Chapter 11**

1. Describe Mrs. Dubose as a character. How does Harper Lee portray her through Scout’s perspective? Use specific quotes from the text to support your description.
2. Mrs. Dubose makes several derogatory remarks about Atticus and his defense of Tom Robinson. How do these remarks reflect the societal attitudes of Maycomb at the time? Compare these attitudes to current societal issues. How do prejudice and racism manifest in today’s world, and what progress do you think has been made since the time the novel was set?
3. Reflect on Scout’s feelings towards Mrs. Dubose. How does Scout’s perspective on Mrs. Dubose differ from Jem’s and Atticus’s perspectives? What does this reveal about Scout’s character and her development? Evaluate how effectively Harper Lee captures the different perspectives of her characters.
4. How does Jem’s perception of Mrs. Dubose change from the beginning to the end of the chapter? What events or realizations contribute to this change? Based on this development, predict how Jem might handle future conflicts or challenges in the story.
5. The camellia flower is a recurring symbol in this chapter. What does the camellia represent in the context of Jem’s punishment and Mrs. Dubose’s struggle? How does this symbolism enhance the themes of the novel? Evaluate the effectiveness of Harper Lee’s use of symbolism in conveying deeper meanings.

**Part 2**

**Chapter 12**

1. How does Jem's behavior change as he turns twelve, and how does Scout react to these changes? Provide specific examples from the text. Can you relate to Scout’s feelings of being left out by an older sibling or friend? Share your experience.
2. Describe the relationship between Scout and Calpurnia. How does Calpurnia comfort Scout when she feels neglected by Jem? Evaluate how effectively Harper Lee portrays this relationship through dialogue and actions. Include at least one quote to support your thinking.
3. Reverend Sykes makes specific references to the challenges faced by the Black community, including the plight of Tom Robinson. How does the congregation respond to his sermon, and what does this reveal about the solidarity and struggles within the community? Reflect on a current event or situation where a community has come together to address racial injustices. Compare their actions to the congregation's response in the church.
4. How does Zeebo react to Scout and Jem attending the church service with Calpurnia, especially after Lula's confrontation? What does his reaction reveal about the complexities of racial tensions and community dynamics in Maycomb? Are you surprised by his reaction? Explain your thinking.
5. How does Scout react to learning about Calpurnia's ability to speak differently at church and at the Finch household? What does this reveal about Calpurnia’s character and her place in both communities? Analyze how this duality adds depth to Calpurnia’s character.

**Chapter 13**

1. How does Atticus struggle with conveying Aunt Alexandra’s expectations to Scout and Jem? Evaluate how Harper Lee portrays Atticus’s discomfort and the children’s reactions. Do you think Lee effectively captures the tension in this scene? Why or why not? Provide examples from the text to support your evaluation.
2. Aunt Alexandra emphasizes the importance of the Finch family name and heritage. Reflect on how family names and heritage influence identity. How has your own family background or name influenced your sense of self? Share your thoughts and experiences.
3. How does Scout’s perception of Aunt Alexandra change throughout this chapter? What specific events or conversations contribute to this change? Analyze how Scout’s understanding of family and social expectations evolves. Provide examples from the text to illustrate this development.
4. Analyze Atticus’s internal conflict as he tries to balance Aunt Alexandra’s expectations with his own beliefs about raising his children. How does Harper Lee effectively convey this struggle? Provide examples from the text to support your analysis. Do you think Atticus’s handling of the situation is realistic and relatable?

**Chapter 14**

1. Scout hears various townspeople making derogatory comments about the Finch family. How do these comments reflect the racial tensions in Maycomb? Have you ever experienced or witnessed someone being judged or treated unfairly due to their family or background? How did it make you feel, and how did you respond?
2. Aunt Alexandra forbids Scout from visiting Calpurnia’s house. How does this decision reflect the social norms and racial prejudices of the 1930s American South? Compare this to today's society. How do you think attitudes have changed?
3. Describe the argument between Atticus and Aunt Alexandra about Calpurnia. What does this reveal about their differing views on family and race? Evaluate how effectively Harper Lee uses this argument to highlight the tension within the Finch family.
4. Analyze Atticus’s response to finding Dill under Scout’s bed. How does Lee effectively convey Atticus’s calm and understanding nature? Provide examples from the text. How might a different character, such as Aunt Alexandra, have reacted in this situation?
5. How does Jem’s behavior towards Scout and Aunt Alexandra reflect his growing maturity? Analyze how Jem’s character is evolving and what specific actions or dialogue indicate his transition from childhood to adolescence.

**Chapter 15**

1. Analyze Atticus’s response to the mob outside the jail. How does Harper Lee effectively convey Atticus’s calm and composed nature in this tense situation? Provide examples from the text. How might a different character, such as Mr. Heck Tate, have reacted in this situation?
2. Jem refuses to leave when Atticus tells him to go home. What does this act of defiance reveal about Jem’s character and his relationship with his father? How might you describe Jem to someone who has not read this book up and to this chapter?
3. How does Mr. Cunningham’s reaction to Scout’s conversation highlight the power of personal connections and empathy? Evaluate how effectively Harper Lee uses this moment to show the humanity in even the most prejudiced individuals. Provide examples from the text.
4. Atticus stands firm in his principles, even in the face of danger. How does this reflect the broader social and legal challenges of defending a Black man accused of hurting a White woman in the 1930s? Discuss the historical significance of Atticus’s actions and compare them to a modern-day example of someone standing up for justice.
5. Based on the events of this chapter, predict how the trial of Tom Robinson might unfold and how it will affect the Finch family and the town of Maycomb. Consider the historical context and the characters’ development in your prediction. What challenges do you foresee?

**Chapter 16**

1. Atticus explains to Jem that even good people can be part of a mob. How does this explanation affect Jem’s understanding of human nature and morality? Analyze how this conversation contributes to Jem’s character development? Do you agree with Atticus’ explanation? Explain your thinking.
2. Jem provides Dill with detailed observations about various townspeople as they head to the courthouse. How does this scene illustrate the social dynamics and diversity of Maycomb? Compare this to how you observe and understand the social dynamics in your own community. What similarities and differences do you notice?
3. Miss Maudie chooses not to attend the trial, calling it a "Roman carnival." How does Harper Lee use Miss Maudie’s perspective to critique the public spectacle of the trial? Evaluate how effectively this critique is conveyed through Miss Maudie’s character. Do you agree with her view? Why or why not?
4. Atticus insists that anything fit to say at the table is fit to say in front of Calpurnia, despite Aunt Alexandra’s disapproval. How does this stance challenge the social norms and racial prejudices of the 1930s American South? Compare Atticus’s approach to open conversations about race to how such discussions are encouraged or discouraged in today's society. Do you think attitudes and practices evolved regarding transparency and inclusivity in conversations about race?
5. Scout, Jem, and Dill end up sitting in the balcony with the Black community during the trial. How does this physical separation within the courthouse reflect the broader social and racial segregation of the 1930s American South? Compare this scene to historical examples of segregation in public spaces. How does Harper Lee use this setting to highlight the inequalities present in Maycomb?

**Chapter 17**

1. The Ewells live in extreme poverty and are described as the lowest class in Maycomb. How does this reflect the social and economic hierarchies of the 1930s American South? Compare this depiction to how poverty is addressed and perceived in today's society. Do you think attitudes and practices have changed?
2. Atticus’s calm demeanor during the trial contrasts sharply with Bob Ewell’s aggressive testimony. How does this highlight the differences in their characters? Analyze how this contrast contributes to the development of the story’s themes. Why do you think the author includes this juxtaposition?
3. Atticus questions Bob Ewell about his ability to read and write, revealing that he is left-handed. How does Harper Lee use this revelation to build the defense’s case? Evaluate how effectively this moment is written to create suspense and foreshadowing. Do you think this was a pivotal moment in the trial? Why or why not?
4. Based on the testimonies and evidence presented so far, predict how the trial might unfold and what the verdict might be. Consider the historical context and the characters’ development in your prediction. What challenges do you foresee for Atticus and Tom Robinson?
5. Pick out what you think are the most important moments from this chapter and work to create a concise five to ten sentence summary. Share your reasons for selecting specific pieces and reasons for omitting others along with your summary.

**Chapter 18**

1. Mayella's initial silence and subsequent outburst when asked to recount the events of November 21st create a tense atmosphere in the courtroom. How does Harper Lee use these moments to build suspense and empathy for Mayella?
2. How does Harper Lee use physical descriptions to convey the Ewell family's social status and living conditions? Provide specific examples from the text. Evaluate the effectiveness of these descriptions in helping you visualize the Ewells' life.
3. Atticus methodically questions Mayella about her home life and her relationship with her father. What is he trying to establish through this line of questioning? How does this questioning develop your understanding of Mayella's character and her circumstances?
4. Examine the way Judge Taylor intervenes when Mayella accuses Atticus of mocking her. How does his approach differ from the other characters, and what does it reveal about his role as a judge? How would you describe the judge to someone that has not read this book?
5. At the end of her testimony, Mayella makes a passionate statement accusing Tom Robinson. How does this moment encapsulate the central conflicts of the trial and the larger themes of the novel? Evaluate this moment within the historical context of the 1930s American South and consider how similar issues might be addressed today.

**Chapter 19**

1. Compare the way Atticus and Mr. Gilmer question Tom Robinson during his testimony. What do their questioning styles reveal about their characters and intentions? How might modern legal practices ensure that a witness like Tom Robinson is treated fairly in today's courtroom settings?
2. Discuss the significance of Tom Robinson's statement, "I felt right sorry for her." Why does this statement cause such a reaction in the courtroom? Evaluate this moment within the historical context of racial and social dynamics in the 1930s American South, and consider how similar statements might be perceived today.
3. Reflect on Tom Robinson's fear and decision to run when Bob Ewell appeared. What does this reveal about the power dynamics and racial tensions of the time? Does his decision to run make sense to you given the time period? Explain your thinking.
4. Scout and Dill argue about the way Mr. Gilmer questions Tom Robinson, with Dill expressing his disgust at Mr. Gilmer's treatment of Tom. What does this argument reveal about the differences in Scout and Dill's perspectives on justice, empathy, and racism? Include at least one quote to support your thinking.

**Chapter 20**

1. Mr. Dolphus Raymond reveals to Scout and Dill that he only pretends to drink alcohol. What does this reveal about his character and the social pressures he faces? Evaluate the effectiveness of this character in conveying the novel's themes of racism and hypocrisy.
2. Analyze Atticus's decision to remove his coat and loosen his clothing during his closing argument. What does this action symbolize, and how does it affect the jury's perception of him? How does this moment develop your understanding of Atticus's character?
3. Evaluate the key points Atticus makes in his closing argument to the jury. How does he attempt to dismantle the prosecution's case and appeal to the jury's sense of justice? Based on his argument, what do you predict will be the outcome of the trial?
4. Based on this chapter and what you have learned about the dynamics between characters, make a prediction about why Calpurnia is walking toward Atticus.

**Chapter 21**

1. How does Harper Lee use the children's return home with Calpurnia to build tension and anticipation for the verdict? Evaluate the effectiveness of this narrative choice in maintaining reader engagement.
2. Jem is confident that they have won the case, while Reverend Sykes remains skeptical. What does this difference in perspective reveal about their understanding of the racial dynamics in Maycomb? Include at least one quote to support your thinking.
3. Analyze Scout's observation that a jury never looks at a defendant it has convicted. How does this insight develop your understanding of Scout's growing awareness of the adult world and its complexities?
4. The Black community stands as Atticus leaves the courtroom. What does this gesture signify about their view of Atticus and the trial? Evaluate this moment within the historical context of the 1930s American South and consider how similar acts of solidarity and respect are expressed today.

**Chapter 22**

1. Jem is deeply upset by the guilty verdict and expresses his frustration to Atticus. What does this reaction reveal about Jem's sense of justice and his understanding of the world? Does that reaction surprise you based on what you have learned about Jem’s character? Explain your thinking and include at least one quote to support.
2. Aunt Alexandra expresses her concern about the children being exposed to the trial. How does this reflect the societal norms and expectations of the time? Compare this to how children today might be exposed to and understand issues of justice and injustice.
3. Evaluate Miss Maudie's statement that the trial was a "baby-step" towards progress. What does this suggest about the slow pace of social change? Based on this perspective, what do you predict will happen next in Maycomb regarding racial relations?
4. Jem expresses a desire to change the system when he grows up. What does this ambition reveal about his character and sense of responsibility? Reflect on an issue you feel passionate about changing. What steps do you think you can take to make a difference?

**Chapter 23**

1. Find a statement in this chapter that exemplifies a belief that Atticus holds. Include that quote here along with why you selected it and what that quote exemplifies about Atticus.
2. Jem is deeply affected by the trial's outcome and begins to question the fairness of the justice system. How does this internal conflict contribute to his character development? Think about a time when you questioned the fairness of a situation. How did it shape your understanding of justice and equality?
3. Scout begins to understand the complexities of human behavior and the concept of "background." How does this new understanding contribute to her growth as a character? How would you say she has changed since the beginning of the book? Include at least one quote to support your thinking.
4. Jem categorizes people into four groups. What are these groups, and what does this categorization reveal about Jem’s understanding of Maycomb's social dynamics? How does Scout’s perspective differ? What do you think contributes to these categorizations for Jem?
5. How does Aunt Alexandra attempt to influence Scout’s social interactions and understanding of family? Do you think her intentions are justified? Why or why not?

**Chapter** **24**

1. How does Aunt Alexandra’s behavior during the Missionary Society meeting reflect her understanding of social norms and expectations? How does this compare to her behavior in previous chapters?
2. How do the reactions of different characters to Tom Robinson’s death highlight the varying attitudes towards race and justice in Maycomb? Consider the responses of Atticus, Aunt Alexandra, and Miss Maudie. Have you ever witnessed or experienced different reactions to a significant event based on people’s backgrounds or beliefs?
3. How does Scout’s experience at the Missionary Society meeting illustrate the expectations placed on women in Maycomb? How does Scout respond to these expectations? Compare Scout’s reaction to a time when you felt pressured to conform to societal expectations. How did you handle it?
4. How does Calpurnia’s role in the Finch household and her relationship with the family reflect the complexities of race and class in the novel? How is this demonstrated in her interactions with the Missionary Society women and her response to Tom Robinson’s death?

**Chapter 25**

1. Evaluate Harper Lee’s portrayal of the town’s reaction to Tom Robinson’s death. How does her writing effectively highlight the racial and social dynamics of Maycomb? Provide examples from the text.
2. Reflect on Dill’s recounting of the visit to Helen Robinson. How does Harper Lee effectively use Dill’s perspective to evoke empathy in the reader? Provide specific examples from the text that demonstrate this.
3. Compare the media’s role in shaping public opinion in the novel, as seen through Mr. Underwood’s editorial, to the role of media in contemporary society. How do both influence societal attitudes towards justice and injustice?
4. Calpurnia plays a crucial role in comforting Helen Robinson after hearing about Tom’s death. Why do you think Calpurnia feels it is important to be there for Helen, and how does this reflect her sense of responsibility and compassion?

**Chapter 26**

1. Scout imagines a friendly encounter with Boo Radley. How does this fantasy reflect her evolving perception of Boo? Have you ever changed your opinion about someone after getting to know them better? Share your experience.
2. Scout tries to understand why Miss Gates can hate Hitler but still be prejudiced against African Americans. How does this attempt at understanding reflect her growth as a character?
3. Compare the way Miss Gates teaches about democracy and persecution to how these topics are taught in schools today. How do you think education about these issues has evolved, and what impact does it have on students’ understanding of justice and equality?
4. Pick one quote in this chapter that you think exemplifies a key theme in this book. Include the quote, what theme it exemplifies, and your reasons for selecting it.

**Chapter 27**

1. Bob Ewell loses his job and blames Atticus for it. What does this reaction reveal about Bob Ewell’s character? How would you describe Bob to someone who has not read this book?
2. Based on Bob Ewell’s actions in this chapter, predict how he might continue to cause trouble for the Finch family and others connected to the trial. What do you think will be the outcome of his ongoing grudge?
3. Compare the community’s reaction to the National Recovery Act (NRA) stickers being removed from store windows to modern reactions to government policies or social movements. How do these reactions reflect the community’s values and priorities?
4. Helen Robinson faces ongoing harassment from Bob Ewell, yet she initially tries to avoid confrontation by taking a longer route to work. What does this decision reveal about her character and challenges faced by African American women in the 1930s? When Mr. Link Deas learns about the harassment, are you surprised by his reaction? Explain your thinking.

**Chapter 28**

1. How does the author create a sense of foreboding or suspense in the opening paragraphs of this chapter? Cite specific examples from the text and evaluate the effectiveness of Lee's writing in building tension.
2. Evaluate Harper Lee’s portrayal of the attack on Scout and Jem. How does she effectively convey the chaos and fear of the moment? Provide examples from the text that demonstrate her use of pacing and sensory details.
3. How does Scout's costume both hinder and help her during the attack? What might this symbolize about the protection and limitations of childhood innocence? What do you think the author’s purpose was in having Scout be in the costume for the attack?
4. The chapter ends with the revelation that Bob Ewell is dead. Based on the events leading up to this moment, predict how the characters will react and what the immediate consequences will be. How do you think this will impact the Finch family and the community?

**Chapter 29**

1. In the beginning of the chapter, Atticus seems unusually affected by the events. What signs of inner turmoil does Scout notice in her father? How does this change in Atticus's demeanor reflect the impact of recent events on him? Does this reaction surprise you from Atticus? Explain your thinking.
2. How has Scout's perception of Boo Radley evolved from the beginning of the novel to this chapter? Use specific examples to illustrate her changing understanding. What does this evolution reveal about her growth as a character?
3. Evaluate Harper Lee's use of descriptive language when Scout describes Boo Radley. How does Lee's choice of words impact your perception of Boo and the overall mood of the scene? Include at least one quote to support your thinking.
4. Consider Bob Ewell's actions and threats throughout the novel, culminating in his attack on Jem and Scout. What do you think motivated Bob Ewell to target Atticus's children instead of confronting Atticus directly? How do his actions reflect his character and his sense of power or powerlessness?

**Chapter 30**

1. Analyze the dynamic between Atticus and Heck Tate during their conversation on the porch. How do their differing viewpoints and mutual respect shape their interaction? What does this reveal about their characters? Include at least one quote to support your thinking.
2. Dr. Reynolds's casual interaction with Boo Radley contrasts with the town's general perception of Boo. How does Dr. Reynolds's behavior contribute to the theme of understanding and acceptance? What does it reveal about his character? What do you think of Scout’s realization that everyone must get sick?
3. Heck Tate argues that Jem could not have killed Bob Ewell due to his injuries and physical limitations, similar to how Atticus argued that Tom Robinson could not have attacked Mayella Ewell because of his injured arm. How do these arguments highlight the themes of justice and prejudice in the novel? Discuss the similarities in the reasoning used in both cases and the societal implications of each situation.
4. Atticus mentions that he has tried to raise his children to trust him and to be honest. How does this philosophy influence his actions and decisions in this chapter? Are you surprised about the decision Atticus makes? Why or why not?

**Chapter 31**

1. How does Aunt Alexandra react to Boo Radley's presence in Jem's room? Does her reaction surprise you based on what you have learned about her character? What does her reaction tell us about her character and her evolving attitudes?
2. As Scout stands on the Radley porch, she imagines the neighborhood from Boo's perspective. How does this moment encapsulate the novel's theme of understanding others by seeing things from their point of view? Discuss the significance of this shift in perspective. Do you agree with the notion that you cannot understand someone until you see things from their point of view? Why or why not?
3. At the end of the chapter, Atticus tells Scout, "Most people are, Scout, when you finally see them." How does this statement encapsulate the lessons Scout has learned throughout the novel? Discuss how you could see this wisdom apply to various characters and situations in the story. Do you agree with Atticus? Why or why not?
4. Are you surprised about how the novel ends? If you could rewrite the ending, how would you change it? Explain your thinking.

**Answers to Review Questions:**

\*Answers will vary for each question