

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	121	122	123	124	125
Literature					
<i>A Year Down Yonder</i>	"Gone with the Wind" & "Ever After" 📍				
<i>To Kill a Mockingbird</i>		chap. 1 📍	chaps. 2–3	chap. 4	
<i>A Treasury of Poetry for Young People</i>	pp. 193–198	p. 199	pp. 200–201	pp. 202–203	
Language Arts					
Creative Expression	Morality and Law				
Spelling					
Alternative Spelling	Pretest	Write	Sentences	Posttest	
Optional: Vocabulary from Classical Roots C	Lesson 13; study Key Words	Exercise 13A	Exercise 13B	Exercise 13C	
Optional: Wordly Wise 3000 Book 9	Lesson 14E		Lesson 15A	Lesson 15B	
Other Notes					

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Day 1

Literature

A Year Down Yonder | "Gone with the Wind" and "Ever After"

Vocabulary

skinflint: a miser, a cheapskate.

"till the next Republican administration": Hoover was a Republican, and he was replaced by FDR who was elected for a record four terms (he died in the middle of his fourth); the next Republican president was Dwight D. Eisenhower in 1953. From 1929 to 1953 was a long stretch of Democrat presidents!

antimacassars: a small cloth piece placed over the backs or arms of chairs to prevent soiling of the permanent fabric.

Lydia Pinkham bath: Lydia Pinkham (1819–1883) formulated an herbal-alcoholic "women's tonic" to help with female complaints; it included five herbs mixed in an alcoholic base; a bath probably held some of her tonic.

cut reporter: a young or inexperienced newspaper reporter.

Marshall Fields: department store in Chicago.

ration card: during wartime, the government set standards on how much one person was allowed to buy in order to guarantee enough goods for military use; ration cards controlled the flow of goods.

To Discuss After You Read

1. After the tornado, what does Grandma do? ➔ *she quickly surveys her property and heads out with a crowbar to help any neighbors*
2. Why has Grandma been busy cleaning up around the house? ➔ *to prove she is strong enough to stay by herself when Mary Alice goes back to Chicago*

Timeline and Map Activities

📍 Champaign, IL ③; Seattle ④ (map 1)

Wrapping Up

To Discuss After You Read

3. What is the primary conflict in this book? ➔ *person v. person, as Mary Alice learns to love and honor her tough Grandma*
4. Bootsie brings her kitten for Mary Alice to see. Then “she was taking her baby back to the cobhouse where they lived. So that’s the way it worked. I stood in the afternoon light and shed a tear or two” (p. 96). Now remember that Grandma, after giving away Mary Alice, “looked aside, out the bay window, blinking at the brightness of the day.” What’s the comparison? ➔ *I think Grandma was blinking back tears, too; change in relationships is hard!*
5. Mary Alice claims Grandma has “eyes in the back of her heart.” What does she mean? ➔ *“eyes in the back of her head” means that she is very observant; “eyes in the back of her heart” means that she is both observant and loving and kind*
6. What do you think is the theme of this book? ➔ *perhaps “don’t judge a book by its cover”; maybe “love your neighbor as yourself”*
7. Is there a line or scene that stands out to you especially? ➔ *for me: “She’d made me a halo so Carleen Lovejoy in all her tinsel wouldn’t outshine me” (p. 68)*

A Treasury of Poetry for Young People | pp. 193–198

Language Arts

Creative Expression | Morality and Law

One of the ongoing struggles we find throughout American history has been between, on the one hand, people who hold tightly to our country’s stated ideal of liberty, as mentioned in our Pledge of Allegiance and in the opening lines of the Declaration of Independence, and, on the other, those who see the harsh realities of human depravity and who want to see all injustice and unrighteousness destroyed. We can see this struggle in the Civil War; in our country’s involvement (or lack thereof) in the two World Wars; in the battles over the 19th Amendment (Prohibition); the fight to end racial discrimination; in the Viet Nam conflict; in the battle over abortion. We can also see it in the ongoing debates over whether our country should get

involved in (or to stay out of) the hate-based wars of other countries and other peoples (for instance, the recent wars in Iraq and Afghanistan).

On the one hand, Americans believe in freedom: for ourselves and for other people. On the other hand, we believe in justice. We have a hard time merely “standing by” when slaves are being tortured (the Civil War), Jews are being massacred (World War II), Kurds are being bombed by their own government (Iraq in modern times), Muslims and Croats are being abused by Serbs (Bosnia in the recent past).

Your assignment today is going to be a difficult one. It asks you to begin to form your view of the relationship between government and morality, personal responsibility, and law.

The fact is, slavery had been around for millennia before the Civil War was ever fought, and it took over two years before Lincoln could even bring himself to say that the Civil War had anything to do with slavery. We know, too, that there are more slaves worldwide now than there were then, whether they be sex slaves for perverts or sweatshop slaves, working hard to bring Americans cheap sneakers.

Then, too, there were many signs that one of Hitler’s primary goals was to wipe out the Jews; yet the United States did not enter World War II until Japan bombed Pearl Harbor.

How do you respond to these things? What do you want to say? If you have a well-reasoned statement you’d like to make: make it. If you simply want to write some of your thoughts on paper and outline some of the issues as you see them: do that.

In essence, it doesn’t matter what you write, specifically; just write something about the subject at hand.

Alternative Spelling | Pretest

Words: proprietor, overwhelming, psychology, vengeance, together, tomorrow, uneasiness, neither, niece, moral (“She was a woman of great moral fiber.”), morale (“That company suffers from low morale.”), across, possessions, whose, cheerfulness

Optional: Vocabulary for Classical Roots |

Lesson 13; study Key Words

Optional: Wordly Wise 3000 Book 9 | Lesson 14E

Day 2

Literature

To Kill a Mockingbird | Chapter 1

Note to Parents: Please remember that this book contains some problematic elements. You may wish to pre-read the text before you share it with your children.

Initial Comments

Author Harper Lee wrote no other works. I was surprised to find that the story has quite a few autobiographical

bits: her father was a lawyer; her mother was absent; she played with young the neighbor boy (who was short, too: famous author Truman Capote). And, most incredibly, there was a family on their street who kept an errant son inside a boarded up home for 24 years. (!)

There are not many analytical essays on her book: one man estimated the ratio of sales to essays at about a million to one (the book has sold about 30 million copies). Perhaps it doesn't need much extra explanation.

This novel fits into two genres. One is the bildungsroman, or coming-of-age. Specifically, the moral and psychological growth of a child, looking for answers. Remember any folklore tales of younger sons who go to seek their fortune? The bildungsroman came out of stories like that, but the goal is not a fortune, but maturity. Over the course of the novel, you'll read how Scout grows up.

Also, like Faulker's *The Sound and the Fury*, this is an example of Southern Gothic. The grotesque that makes us cringe: racial bigotry and the bizarre Radley family. The good traits that keep us reading? You'll see!

Overview

Jem and Scout Finch enjoy their Southern small-town life with their lawyer father, Atticus. They dearly want to see their mysterious neighbor, Boo Radley, a man who tangled with the law as a teenager, then vanished into his house, never to be seen again. Atticus defends black Tom Robinson against the charges of abuse and rape, made by the local white trash, Bob Ewell. Atticus has no chance to win the trial with an all-white jury, although Tom is clearly innocent and Bob Ewell guilty. Tom tries to escape the penitentiary in full view of the guards, and is shot. On Halloween, Jem and Scout return home after a school function, when Bob Ewell attacks them in the dark. The man breaks Jem's arm and tries to stab Scout, when, in perhaps one of the most surprising and beautiful endings ever, Boo Radley briefly exits his house and saves the children.

Setting

Maycomb, Alabama, in the early 1930s.

Characters

Scout, Dill, Jem, Atticus, Aunt Alexandra, and Mrs. Dubose are round, dynamic characters. Calpurnia is static (no real character development), but I think she surprises the reader, as when we find out how she taught her son to read, and how she treats the unpleasant woman at church. Miss Caroline, the Ewells, and the ladies of the Missionary Society are flat, static characters.

Point of View

First person, told by Scout (then a grown-up, recalling events of childhood).

Conflict

The climax of this book is obvious: Bob Ewell attacks the children and dies. This would make the conflict a character v. character conflict, as the Finch family v. the Ewell family.

However, I think a good case could be made for character v. society, as Atticus battles injustice and prejudice, as Scout learns how the world is ugly, and how the world is good.

Theme

Even as the children have a prejudicial fear of Boo in the beginning, but grow to appreciate him and, finally, interact with him as a human, so the prejudice of the town against blacks should change. (SparkNotes.com makes an interesting argument that the book is all about the education of good and evil, and the question of whether people are basically good or basically evil.)

Vocabulary

... to play football were **assuaged** ... (to pacify or appease)

... a fur-trapping **apothecary** ... (a historical name for a medical professional who formulates and dispenses medicine to physicians, surgeons and patients)

... John Wesley's **strictures** ... (a restriction on a person or activity)

... **dictum** on the possession of human **chattels** ... (**dictum**: formal announcement or speech; **chattels**: slaves)

... she married a **taciturn** man ... (quiet, untalkative)

... and an **unsullied** Code of Alabama ... (unmarred, spotless, uncorrupted)

... of August our **repertoire** was **vapid** from countless ... (**repertoire**: an acting or musical group's collection of plays, songs, operas, etc.; **vapid**: lacking in excitement or interest)

... Inside the house lived a **malevolent** phantom ... (evil or harmful)

... a **predilection** unforgivable in Maycomb ... (a partiality or favoring)

... confusing tribe **domiciled** in the northern part ... (resided, lived)

... to back home was **nebulous** in Jem's memory ... (cloudy, difficult to define or remember)

... if his **foray** was successful ... (a raid or venture into unknown territory)

* * *

Andrew Jackson: fought the Creek War (1813–1814) and effectively crushed the Creek people, who ceded three-fifths of present-day Alabama; later became 7th president of the United States.

Battle of Hastings: when Scout says, "Being Southerners, it was a source of shame to some members of the family that we had no recorded ancestors on either side of the Battle of Hastings" (p. 4). She means Southerners of her day cared about their ancestry, and since the Finch's couldn't prove that they were descended from either the Normans or the Saxons during the Norman Conquest of

1066, they had reason to be ashamed—a satirical comment on how important some folk believed their ancestry to be.

trot-line: a long fishing line that is towed by a boat and that supports many smaller lines with baited hooks.

Oliver Optic: pseudonym for William T. Adams who wrote *Hatchie*, *the Guardian Slave* (1853), *The Boat Club* series and the *Blue and Grey* series.

Victor Appleton: a pseudonym for a collection of writers who wrote the *Tom Swift* series. [chap. 1]

John Wesley: founded the Methodist movement, which began in the 1730s as a movement within the Church of England and focused on Bible study and a methodical approach to scriptures and Christian living.

To Discuss After You Read

Narrator Scout, now older, begins this first person narrative with a mention of the book's climax, when Jem breaks his arm. The rest of the story is a flashback, working toward that moment.

8. We know that “It was customary for the men in the family to remain on Simon’s homestead, Finch’s Landing, and make their living from cotton” (p. 4). And we know that Atticus and his younger brother both left, leaving sister Alexandra to live there. What does this tell you about the traditional way of things? ➔ *what had been normal is no longer*

Since there was nothing Atticus could have done to free his first clients, “that was probably the beginning of my father’s profound distaste for the practice of criminal law” (p. 5). Thus, he probably prefers things like family law, dealing with marriages, adoption, and estate planning; tax law, dealing with taxes; real estate law, concerning land; and corporate law, dealing with the establishment and maintenance of businesses.

9. “There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County” (p. 6). While Maycomb itself is fictional, can you imagine living in a world with so little commerce and curiosity?

Franklin Delano Roosevelt, in his inaugural speech on March 4, 1933, claimed that “the only thing we have to fear is fear itself.” The story’s action thus begins in the summer of 1933.

Dill, sitting in the collard patch, was hardly taller than the leaves. Collards are a green, leafy vegetable, so if you imagine a tall lettuce leaf: he was clearly a very short boy. (Truman Capote grew up to be only 5’3”.)

Dill had seen *Dracula*, now considered a horror classic, at the picture shows. Released in 1931, Dill could have seen it, thus, at age 5, but certainly saw it by age 7.

- Scout doesn’t understand how Dill could have a mother without a father. How is she ignorant? ➔ *she is ignorant of sexual relations outside of marriage, or, at least, divorce; Dill’s blush shows that he is not ignorant, as does Jem’s response*
- As the children acted out books they had read, Scout calls Dill a “pocket Merlin.” What do you think she meant? ➔ *Merlin was the magician in King Arthur’s court; perhaps Dill was so creative as to be almost magical, and he’s small enough to fit in one’s pocket?*
- The Radley Place drew Dill “as the moon draws water.” This is a reference to what phenomenon? ➔ *the moon’s gravitational pull controls the tides on Earth*
- Ignoring the myths about Boo, what are the facts about him? ➔ *his family always kept to themselves, even doing church at home; in his youth, Arthur [Boo] became friends with the wrong crowd, and their “gang” grew too rowdy one night, and needed some correction and redirection; Mr. Radley kept Arthur shut in the house for fifteen years; then, he did something (perhaps stabbed his father in the leg with scissors, but how would Miss Stephanie Crawford know that?!) to cause his mother to run out screaming that “Arthur was killing them all,” at which point he was locked in the courthouse basement, rather than put into an asylum: “Boo wasn’t crazy, he was high-strung at times”; brought home again, he stayed inside even at his father’s death, when his brother came to be his jailer*
- As you read about Arthur’s wild past, do you think his “crime” fit the punishment? ➔ *no; Arthur’s co-conspirators went to an industrial school and received a good education; one became an engineer; Arthur was locked up for the rest of his life, unable even to go outside*

Timeline and Map Activities

- Alabama ①; Philadelphia ②; Jamaica ③; Mobile, Alabama ④; Saint Stephens ⑤; Montgomery ⑥; Boston ⑦; Maycomb ⑧; Meridian, Mississippi ⑨; Tuscaloosa ⑩; Pensacola ⑪ (map 1)
- Cornwall, England ① (see map below)



A Treasury of Poetry for Young People | p. 199

Creative Expression | Morality and Law

Alternative Spelling | Write

Words: proprietor, overwhelming, psychology, vengeance, together, tomorrow, uneasiness, neither, niece, moral (“She was a woman of great moral fiber.”), morale (“That company suffers from low morale.”), across, possessions, whose, cheerfulness

Optional: Vocabulary for Classical Roots |
Exercise 13A

Day 3

Literature

To Kill a Mockingbird | Chapters 2–3

Vocabulary

... I had been **wallowing illicitly** in the daily papers ...
(**wallowing:** to roll around in, be plentifully supplied; **illicitly:** unlawful, without permission) [chap. 2]

... when Jem cut me from the **covey** of first-graders ...
(a flock or small group) [chap. 2]

... Jem’s free **dispensation** of my pledge irked me ... (dispensing) [chap. 3]

... Calpurnia’s grammar became **erratic**. When in **tranquility** ... (**erratic:** irregular, inconsistent; **tranquility:** serenity) [chap. 3]

... patience with all living things was **phenomenal** ...
(extraordinary, remarkable) [chap. 3]

... There ain’t no need to fear a **cootie** ... (head lice) [chap. 3]

... and their paw’s right **contentious** ... (disagreeable, quarrelsome) [chap. 3]

... seen the error of her **fractious** ways ... (causes trouble, unruly) [chap. 3]

... the common folk **judiciously** allowed them certain ...
(sound judgment) [chap. 3]

... with considerable **disapprobation** by the more ...
(moral condemnation or disapproval) [chap. 3]

* * *

Edgar Rice Burroughs: wrote the *Tarzan of the Apes* series and the *John Carter of Mars* series. [chap. 2]

flivver: an automobile that is old and inexpensive. [chap. 2]

beadle: a parish constable. [chap. 2]

catawba worms: the caterpillars of the Hawk moth; they eat catalpa tree leaves. [chap. 2]

union suit: a one-piece long underwear with a buttoned flap in the back. [chap. 2]

Lorenzo Dow: an eccentric itinerant American Methodist preacher, and important figure in the Second Great Awakening; his autobiography at one time was the second best-selling book in the United States, exceeded only by the Bible. [chap. 2]

hookworms: small parasites that burrow through the skin into the blood stream and digestive system, usually through the foot. They can also be ingested by drinking contaminated water. [chap. 2]

scrip stamps: paper money issued in denominations less than a dollar for temporary emergency or relief use. [chap. 2]

Works Progress Administration (WPA): The WPA employed people who were able to work but could not find jobs during the Great Depression. [chap. 2]

smilax: a slender vine often used in floral arrangements. [chap. 2]

truant lady: employee of the public school system tasked to keep students in school. [chap. 3]

crackling bread: pig fat fried into cracklings, mixed with cornmeal, and baked. [chap. 3]

dose of magnesia: called Milk of Magnesia; used as a laxative. [chap. 3]

last-will-and-testament: a legal document that transfers property upon death. [chap. 3]

diction: a speaker’s word choice, style and expression, coupled with a clearly understood message. [chap. 3]

To Discuss After You Read

15. What does this mean: “the ragged, denim-shirted and floursack-skirted first grade, most of whom had chopped cotton and fed hogs from the time they were able to walk, were immune to imaginative literature” (p. 18)? [chap. 2] ➔ *the first graders, most of whom came from impoverished families, had worked since they could walk; they had no common ground with imaginative literature, no understanding of the concept; their lives had been too practical*
16. Jem and Scout have a funny interaction about the new form of teaching. Jem brings up the example of cows, and Scout gets confused, so they talk past each other. What were they each talking about? [chap. 2] ➔ *the form of teaching was supposed to be more hands’ on: rather than learn about a cow from a book, you go to the cow and experience the cow; Scout, though, missed Jem’s point entirely, and said she didn’t want to learn about cows; Jem forgot his point and insisted she should, since many farmers owned cows*

Jem calls the new system of learning “the Dewey Decimal System.” This isn’t quite right: *Melvil* Dewey invented the Dewey Decimal System, a method of arranging books

in a library. *John Dewey* changed the system of education in the States. As I understand it, rather than learn to read phonetically, via sounding out words, students were supposed to learn the sight word way, as Miss Caroline teaches. Studies show that one-third of children taught this way do not catch it and thus do not learn to read. Dewey changed the fundamentals of American education.

17. How poor is Walter Cunningham? [chap. 2] ➔ *poor enough that he doesn't have medical attention for his anemia, caused by his parasite infestation; poor enough that he eats, at most, two meals a day; poor enough that he owns no shoes; however, he is cared for enough that his clothes are clean and mended, and rich in pride enough that he won't take anything he hasn't earned; he and his family get by on what they have*

Mr. Cunningham went to Atticus to resolve an entailment problem. An entailment is a kind of restriction on what an owner can do with his property. Most likely, Cunningham was not the clear owner of it, and thus could neither sell it nor mortgage it to raise money. Jem's made up definition ("having your tail in a crack," from the "tail" in "entailment") is close to correct: an entailment, in this case, is a trap.

As best I can understand it, Mr. Cunningham refused to change his opinions or his speech (he wouldn't "hold his mouth right"), and wanted to be beholden to no one, so he could vote as he chose. I understand this to mean that, if he had acquired a government job, he would have been tempted to vote for the hand that fed him, whether he actually still wanted FDR or not.

Walter mentions that he's unable to pass first grade because he has always had to leave in the spring to help with "chopping." In order to reduce weeds in cotton, the family would hoe them down. Walter planned to stay in school this year, though, since a younger sibling would take his place.

Walter's parasites caused anemia, or low iron levels in the blood. Blackstrap molasses is a high-iron food; I suspect he poured molasses all over his food because he was craving iron.

18. When Scout corrects Walter's odd table manners, she learns about hospitality. How so? [chap. 3] ➔ *anyone who comes into the house is company, and Scout should let them act as they please, without disgracing them*

19. We know from the first page that the Ewell's have a part in this book. We meet our first Ewell in a singular way. What do we know of the Ewells? [chap. 3] ➔ *crawling with lice, and no desire to be free of them; a filthy human with no learning and no desire for learning; one of a large family, without a ma, and with a "right contentious" pa; turns angry in a flash, hard-down mean one, willing to use physical violence, filthy mouth, calls the teacher a "slut" (which a child his age shouldn't know the meaning of), proud of his independence, that no one makes him do anything; what a family life he must have had*

20. Science fiction writer Robert A. Heinlein wrote "An armed society is a polite society." When Burris turns mean, "Little Chuck's right hand went to his pocket. 'Watch your step, Burris,' he said. 'I'd soon's kill you as look at you'" (p. 30). Presumably, Little Chuck was armed in some way, and prepared to defend himself and others in the classroom. I have heard some argue that schools around the country, with their "no weapons" restrictions, basically make the children and teachers easy targets, and that school shootings might stop, or at least be less horrific, should weapons be allowed again on campus. (For example, had a single person been armed at Virginia Tech in 2007, the killer could have been stopped before he killed 32 people and took his own life.) Others would argue that there would be more violence, over, perhaps, petty disagreements. Do we really want Little Chuck able to kill Burris just because Burris makes some nasty comments and behaves aggressively? What do you think? Would you feel better or worse going to college knowing that some classmates or professors were carrying guns? [chap. 3]

21. Scout decides that Calpurnia was trying to make up with her. "She had always been too hard on me, she had at last seen the error of her factious ways, she was sorry and too stubborn to say so" (p. 32). Do you think this is why Calpurnia made Scout crackling bread and kissed her? [chap. 3] ➔ *it could be that Calpurnia is trying to make up after the lunch-time battle, but I don't think Calpurnia believes she is wrong; I think she has always liked Scout, and recognizes that Scout's had a rough day; Scout takes it a bit too far though, and thinks that she was in the right*

22. Have you ever tried Atticus' simple trick to get along better with folks: "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" (p. 33)? It might be useful. [chap. 3]

23. Why does Atticus think that the law can sometimes bend? [chap. 3] ➔ *the Ewells are, on some level, not capable of either work or education, so no one expects them to work or attend school; the alcoholic father hunts out of season, and no one begrudges him any meat he gets: it allows his children to eat*

A Treasury of Poetry for Young People | pp. 200–201

Language Arts

Creative Expression | Morality and Law

Alternative Spelling | Sentences

Words: proprietor, overwhelming, psychology, vengeance, together, tomorrow, uneasiness, neither, niece, moral ("She was a woman of great moral fiber."), morale ("That company suffers from low morale."), across, possessions, whose, cheerfulness

Optional: *Vocabulary for Classical Roots* |
Exercise 13B

Optional: *Wordly Wise 3000 Book 9* | Lesson 15A

Day 4

Literature

To Kill a Mockingbird | Chapter 4

Vocabulary

... my schooldays were no more **auspicious** than the ...
(*favorable circumstances, successful*)

... Jem **arbitrated** ... (*mediated, settled an argument or dispute*)

* * *

group dynamics: teachers often assign students to work in groups to teach them how to work together in the workplace; this activity usually gives one person all the work and the rest of the group enjoys the result.

dunce-cap: a pointed hat used to humiliate a poor student.

indian-heads: a one cent coin with a profile of an American Indian.

scuppernongs: yellow grapes.

To Discuss After You Read

"I could not help receiving the impression that I was being cheated out of something. Out of what I knew not, yet I did not believe that twelve years of unrelieved boredom was exactly what the state had in mind for me" (p. 37). If your current education doesn't feel like unrelieved boredom, consider yourself blessed.

24. Why would Scout be so scared that "Someone inside the house was laughing" (p. 45)? ➔ *it means that scary Boo Radley is watching the children: eek!*

A Treasury of Poetry for Young People | pp. 202–203

Language Arts

Creative Expression | Morality and Law

Alternative Spelling | Posttest

Words: proprietor, overwhelming, psychology, vengeance, together, tomorrow, uneasiness, neither, niece, moral ("She was a woman of great moral fiber."), morale ("That company suffers from low morale."), across, possessions, whose, cheerfulness

Optional: *Vocabulary for Classical Roots* |
Exercise 13C

Optional: *Wordly Wise 3000 Book 9* | Lesson 15B ■

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	126	127	128	129	130
Literature					
<i>To Kill a Mockingbird</i>	chaps. 5–6 🌐	chaps. 7–8	chap. 9 🌐	chap. 10	
<i>A Treasury of Poetry for Young People</i>	pp. 204–205	pp. 206–207	pp. 208–209	pp. 210–211	
Language Arts					
Creative Expression	Neighbors				
Spelling					
Alternative Spelling	Pretest	Write	Sentences	Posttest	
Optional: <i>Wordly Wise 3000 Book 9</i>	Lesson 15C		Lesson 15D	Lesson 15E	
Optional: <i>Analogies 2</i>		Unit J, p. 34 (answers p. 51)			
Other Notes					

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Day 1

Literature

To Kill a Mockingbird | Chapters 5–6

Vocabulary

... but a relatively **benign** presence ... (*kind and gentle*) [chap. 5]

... Our **tacit** treaty with Miss Maudie ... (*unspoken, implied*) [chap. 5]

... Jem said **placidly** ... (*complacent, calm*) [chap. 5]

... we were not to play an **asinine** game he had seen ... (*stupid*) [chap. 5]

... Atticus saved Dill from immediate **dismemberment** ... (*having one's limbs cut or torn off*) [chap. 6]

... the chinaberry trees were **malignant**, hovering, alive ... (*evil, injurious, poisonous*) [chap. 6]

Second Battle of the Marne: the Germans' last offensive of WWI, in 1918; followed by the first Allied offensive victory in 1918; the first battle in which the United States suffered heavy casualties. [chap. 5]

bridgework: replaces missing teeth. [chap. 5]

closed communion: the practice of restricting the serving of the elements of Holy Communion to those who are members of a particular church, denomination, sect, or congregation. [chap. 5]

Franklin stove: invented by Ben Franklin; it operates as an enclosed metal fireplace with a narrow exhaust pipe; it allows the heat to remain in a room more effectively than a fireplace. [chap. 6]

To Discuss After You Read

“Apparently deciding that it was easier to define primitive baptistry than closed communion” (p. 49) means that Miss Maudie found it easier to explain the beliefs of the group of Baptists known as “primitive Baptists” or “foot-washing Baptists,” rather than why Methodists and Baptists were not allowed to take Communion together. [chap. 5]

1. What does Miss Maudie mean when she says, “Sometimes the Bible in the hand of one man is worse than a whiskey bottle in the hand of your father” (p. 50)? [chap. 5] ➔ *mean men can turn the Bible to be a book, not of joy, peace, and love, but of hate and cruelty; even drunkenness wouldn’t make Atticus stoop to such nasty behavior*
2. “Atticus Finch is the same in his house as he is on the public streets” (p. 51). How about your family? Are you the same inside and outside? If not, you might expect some trouble down the road. Hypocrisy does not hide forever. [chap. 5]

The “oldest lawyer’s trick in the book” is to ask leading questions. Jem gives himself away. [chap. 5]

3. Did you understand the amazing performance by Mr. Avery peeing? [chap. 6]
4. Do you think Mr. Nathan shot his shotgun simply to be mean? [chap. 6] ➔ *on the surface, Mr. Nathan would have a good case to shoot at an intruder in the dark; however, he says the intruder was “in his collard patch,” when he clearly saw Jem, in the moonlight, on the back porch; knowing that, I think he did shoot the gun to be mean, and to seriously warn the children from coming onto his land*

For those not well-versed in guns, a shotgun opens between the barrel and the butt. With a shotgun “broken across his arm,” Mr. Nathan was loading or emptying his gun. [chap. 6]

Did you note the great warning on p. 61? “next time he won’t aim high, be it dog ... or—Jem Finch!” Just remove the M-dash. [chap. 6]

Dill’s idea of strip poker is brilliant, but Atticus is more brilliant yet. In order to play poker, you need to play cards (not matches!), so his further examination shows that Dill is completely lying; Atticus knows where they had been. [chap. 6]

5. Why did Jem go to get his pants, risking his life for something that would have resulted in, at most, a “whipping”? [chap. 6] ➔ *I think he didn’t want to disappoint Atticus. He recognized that he had embarrassed his father by his disobedience; he realized that he shouldn’t have gone snooping. Rather than be proven guilty, he wanted to make it as right as he could. He valued Atticus’ respect more than he valued his life*

Timeline and Map Activities

📍 Nashville 12 (map 1) [chap. 6]

A Treasury of Poetry for Young People | pp. 204–205

Language Arts

Creative Expression | Neighbors

In *To Kill a Mockingbird*, Scout is incredibly involved with her neighbors: not only does she have a good visual description of them (something even I have not had always), she knows their doings, and interacts with them on a regular basis.

Today, describe your neighbors, using Harper Lee’s amazing descriptions as a springboard. Write your description as a narrative—like you’re telling the beginning of a story. Feel free to incorporate myths of your own invention (as, clearly, Scout does). Have a good time as you exercise your creative writing ability.

Note to Parents: This week, allow your students’ creativity to reign. Of course, you should be able to at least recognize which neighbors they’ve described, and it should be written as a narrative, but that’s where the accuracies may end. For an example, see one of Harper Lee’s descriptions of Dill or the Radleys in Chapter 1.

Alternative Spelling | Pretest

Words: acquaint, doesn’t, basically, fourteen, fourth, mechanics, privilege, stenographer, vegetable, Wednesday, your, you’re, politician, necessary, argue

Optional: *Wordly Wise 3000 Book 9* | Lesson 15C

Day 2

Literature

To Kill a Mockingbird | Chapters 7–8

Vocabulary

Atticus was still **touchous** about us ... (*oversensitive and irritable*) [chap. 7]

There’s some **thrif**t buried under the snow ... (*creeping phlox, a flowering plant*) [chap. 8]

... **procured** some peachtree switches from the back ... (*to obtain or bring about*) [chap. 8]

... **plaited** them ... (*braided them together*) [chap. 8]

... You’ve **perpetrated** a near **libel** here in the front yard ... (**perpetrated:** committed a particular action, usually negative; **libel:** false explanation or accusation) [chap. 8]

... can’t go around making **caricatures** of the neighbors ... (*drawings or descriptions that emphasize one’s distinctive features such as a big nose or bald head*) [chap. 8]

* * *

aberrations: to deviate from a normal course. [chap. 8]

Rosetta Stone: stone with the same message carved in three languages: Greek, Demotic (everyday Egyptian script), and hieroglyphics (official and religious Egyptian script); Jean Francois Champollion used the Rosetta Stone to decode hieroglyphics and make them readable. [chap. 8]

Morphodite: comic pronunciation of hermaphrodite, an individual with both female and male reproductive organs; their snowman, lacking genitalia, was not literally a morphodite, but was a male (Mr. Avery) with female trappings (hat, clippers) for an ineffective disguise. [chap. 8]

lane cake: a four-layer sponge cake with a raisin-bourbon frosting between layers; modern versions also include coconut and pecans. [chap. 8]

Bellingraths: a public garden in Alabama, opened in 1927 and still beautiful today. [chap. 8]

To Discuss After You Read

6. "Can't anybody tell what you're gonna do lest they know me, can they, Scout? (p. 66). What conclusion can you draw about the person who leaves gifts? [chap. 7] ➔ *he knows Jem quite well*
7. When Atticus tells Scout to delete the adjectives to gain the facts in Jem's description of the Egyptians, what did the Egyptians invent? [chap. 7] ➔ *paper and embalming*
8. Why do you think Mr. Nathan sealed the hole in the tree? [chap. 7] ➔ *it could be that he's just plain mean, and wants to deny his brother any hint of friendship; if Boo is mentally handicapped, he wouldn't have won the medal for spelling, in which case he would have given away something that belonged to either his brother or his late father; the watch may not have belonged to him, either, in which case, perhaps Mr. Nathan simply wants to end the petty pilfering*
9. Why did Jem cry about the sealed up tree? [chap. 7] ➔ *I think he realized that Mr. Nathan was just flat-out mean, and that, although Boo left gifts in the tree, the children wouldn't be able to thank him, as their method of communication or interaction was ended, and there would be no more contact; Jem grieves for Boo*

If it snowed in Maycomb County in 1885, Mr. Avery exaggerates the length of time since the last snowfall by twenty years, since Lee surrendered to Grant at Appomattox on April 9, 1865. [chap. 8]

10. What do the Finch's decide to do with Scout's blanket and why? [chap. 8] ➔ *Mr. Nathan exits his house to fight the fire, so Boo, having seen Scout dancing a little from cold, sneaks out and puts a blanket around Scout; if Mr. Nathan finds out, he will probably punish Boo in some way, so they decide to keep the blanket to protect their sweet neighbor*

Miss Maudie's recipe calls for "one large cup of sugar," which does not exist in normal baking. A "cup" is a uniform measure, so a "large cup" is as meaningful as "one long foot" or "one heavy pound." [chap. 8]

A Treasury of Poetry for Young People | pp. 206–207

Language Arts

Creative Expression | Neighbors

Alternative Spelling | Write

Words: acquaint, doesn't, basically, fourteen, fourth, mechanics, privilege, stenographer, vegetable, Wednesday, your, you're, politician, necessary, argue

Optional: Analogies 2 | Unit J, p. 34 (answers p. 51)

Day 3

Literature

To Kill a Mockingbird | Chapter 9

Vocabulary

- ... coin revealed the uncompromising **lineaments** of ... (*distinctive facial features*)
- ... disliked my **ingenuous** diversions ... (*obvious, straightforward*)
- ... when Jem told me about **changelings** and siblings ... (*children secretly exchanged for other children*)
- ... unless there's extreme **provocation** connected with ... (*the act of provoking, or evoking, a reaction*)
- ... I merely bowed to the **inevitable** ... (*impossible to prevent or avoid*)
- ... were indicative of Simon's **guilelessness** ... (*lack of deceit or cunning*)
- ... Alexandria's vision of my **deportment** involved ... (*personal behavior and conduct*)
- ... It was **obstreperous**, disorderly ... (*noisy, aggressive*)
- ... use of bathroom **invective** leaves nothing to the ... (*inappropriate and overly descriptive language*)

* * *

ringworm: a fungus, like athlete's foot, that afflicts the skin, generally in circular shapes.

running a still: Prohibition, the era of US history in which alcohol production, distribution, and consumption was outlawed, encouraged many people to distill their own liquor in a moonshine still, to the disgust of law-abiding folk; Prohibition had ended in 1933, but the stigma against moonshining apparently remained.

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Confederate: a supporter of the Confederate States of America during the time of the American Civil War.

General Hood: Confederate general during the American Civil War; known for bravery and aggressiveness.

Missouri Compromise: an agreement reached in 1820 between the pro- and anti-slavery factions of America on where slavery would be allowed in the western territories.

Stonewall Jackson: a famous Confederate soldier who fought under General Lee; considered one of the best tactical commanders in all of US history, he died of wounds received in the Battle of Chancellorsville.

Ol' Blue Light: nickname for Stonewall Jackson, a Confederate general.

hookah: multi-stemmed water pipe for smoking flavored tobacco.

air rifles: a low-powered rifle that fires projectiles by means of compressed air; for example, a BB gun.

Lord Melbourne: a British statesman, Prime Minister, and mentor of Queen Victoria; the city of Melbourne in Australia is named for him; he held together the government during periods of unrest.

To Discuss After You Read

11. Why does Atticus defend Tom? ➔ *if he doesn't, he could not hold his head up around town, represent the county in the legislature, or tell his children what to do—he must do the right thing, and the right thing is to seek justice, despite public opinion, despite the fact that friends and family oppose him*

Scout says that Atticus sounds like an old Confederate soldier, defeated while fighting for something he believed in (and, you may remember, that doesn't necessarily mean slavery, so much as states' rights). This, along with Atticus's assurance that he will not win, does not bode well.

"Then Christmas came and disaster struck": an example of foreshadowing, a hint of what's to come. In this case, Scout will lose her self-control.

12. What does Uncle Jack mean when he says, "that was what was known as relativity" (p. 89)? ➔ *the funniness of the story overwhelms the pain senses; the pain was relatively minor compared to the joy of laughter*
13. What is Scout's meaning when she says, "The internal arrangements of the Finch house were indicative of Simon's guillessness and the absolute trust with which he regarded his offspring" (p. 91). ➔ *literally, she's saying that the design of the house shows how innocent and trusting Simon had been toward his children; however, she's clearly being ironic, since the design of the house shows complete lack of trust and shrewd understanding of the way the world works; Miss Maudie isn't the only one with an acid tongue!*

14. Aunt Alexandra overheard Scout say "hell." What other bad word did she not hear? ➔ *her precious Francis insulting Atticus*
15. Earlier, Jem risked death to fetch his pants to keep Atticus' respect. How does Scout imitate Jem in this chapter? ➔ *she asks Uncle Jack not to tell Atticus why she beat up Francis, since she had lost her head and wished she could have obeyed him better*
16. When Atticus says to Jack, "you had the right answer this afternoon, but the wrong reasons" (p. 99), what does he mean? ➔ *Scout deserved discipline; not for the bad word, but for the hotheadedness. Scout needs to grow up and learn self-control*

Timeline and Map Activities

📍 Mobile, AL 4 (map 1)

A Treasury of Poetry for Young People | pp. 208–209

Language Arts

Creative Expression | Neighbors

Alternative Spelling | Sentences

Words: acquaint, doesn't, basically, fourteen, fourth, mechanics, privilege, stenographer, vegetable, Wednesday, your, you're, politician, necessary, argue

Optional: *Wordly Wise 3000 Book 9* | Lesson 15D

Day 4

Literature

To Kill a Mockingbird | Chapter 10

Vocabulary

... he was **alist**, but he was being pulled gradually ...
(*leaning toward one side or direction*)

* * *

Jew's harp: small musical instrument held against the teeth or lips and plucked with the fingers.

To Discuss After You Read

Scout said early on (p. 6) that Atticus was "already middle-aged" when he married. He would have been about 36 when he married; Uncle Jack and Miss Maudie are almost 40, and Aunt Alexandra somewhere between the two brothers.

17. Why is it a sin to kill a mockingbird? ➔ *they do nothing bad or harmful like eat up gardens or nest in corncribs; they do only good: make music for people to enjoy*

18. What benefits do Scout and Jem have because of their father's age? ➔ *father is more mature, more wise; he can explain things clearly and has gained patience and perspective*
19. Miss Maudie says, "People in their right minds never take pride in their talents" (p. 112). This appears to contradict Earth Woman in *Indian Captive*, who believed pride in a task well done was good and right. What do you think? ➔ *I don't think they are contradictory. Atticus doesn't take pride in his marksmanship, but should be proud of his law practice, of his hard work. Or maybe "pride" has different meanings. If it is boasting or bragging, that is bad; if it's a quiet pleasure in your work, that seems good*

When Scout says that Atticus came home "Two geological ages later," she makes use of hyperbole (hi PER bowl ee), or exaggeration, to reach her meaning: the afternoon went so slowly, it felt like millions of years.

A Treasury of Poetry for Young People | pp. 210–211

Language Arts

Creative Expression | Neighbors

Alternative Spelling | Posttest

Words: acquaint, doesn't, basically, fourteen, fourth, mechanics, privilege, stenographer, vegetable, Wednesday, your, you're, politician, necessary, argue

Optional: *Wordly Wise 3000 Book 9* | Lesson 15E ■

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	131	132	133	134	135
Literature					
<i>To Kill a Mockingbird</i>	chap. 11	chap. 12	chap.s 13–14	chap. 15	
<i>A Treasury of Poetry for Young People</i>	p. 212	pp. 213–214	p. 215	pp. 216–217	
Language Arts					
Creative Expression	What If...				
Spelling					
Alternative Spelling	Pretest	Write	Sentences	Posttest	
Optional: Vocabulary from Classical Roots C	Lesson 14; study Key Words	Exercise 14A	Exercise 14B	Exercise 14C	
Optional: Wordly Wise 3000 Book 9	Lesson 16A		Lesson 16B	Lesson 16C	
Other Notes					

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Day 1

Literature

To Kill a Mockingbird | Chapter 11

Vocabulary

... tormenting Boo Radley became **passé** ... (no longer in fashion or of any interest)

... and her reaction was **apoplectic** ... (so angry or upset that one almost has a fit or spasms)

... she said **obscurely** ... (not readily understood or clearly expressed)

... by a **philippic** on our family's moral degeneration ... (a violent speech of denunciation)

... but I took **umbrage** ... (offense)

... and the phase of self-conscious **rectitude** ... (righteous, morally upright)

... had I not been under Atticus's **interdict** ... (prohibitory decree)

... She was a less than satisfactory source of **palliation** ... (to relieve symptoms or to make an offense seem less serious)

... I made a secret **reconnaissance** ... (a mission to obtain information by visual observation or other detection methods)

... I could see her tongue **undulate** faintly ... (move like or appear to be wavelike)

... our father's ... **propensities** ... (a tendency or inclination)

dog-trot hall: a hallway running from the front door to the back door in the middle of some houses built in the 1800s; it was referred to as a dog-trot hall because the dogs could pass straight through the house without entering any of the rooms.

CSA pistol: a pistol belonging to the Confederate States Army.

camisole: a sleeveless undergarment for women, normally extending to the waist.

calomel: a colorless, white or brown tasteless compound, mercury chloride, used as a purgative and insecticide; obviously, not a compound you'd want to ingest, as it contains mercury.

To Discuss After You Read

Scout tells Atticus that he must be wrong because “most folks seem to think they’re right and you’re wrong” (p. 120). Atticus replies, “before I can live with other folks I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience” (p. 120). I think this is a good point.

1. Atticus tells his daughter, “it’s never an insult to be called what somebody thinks is a bad name. It just shows you how poor that person is, it doesn’t hurt you” (p. 124). Does Jem learn that, too? ➔ *on some level: when she insulted him during his reading, “he would gaze at Mrs. Dubose with a face devoid of resentment” (p. 126)*
2. Why do you think the author included chapter 10 and 11 in the book, since both the mad dog and Mrs. Dubose are introduced and die in a single chapter? ➔ *the mad dog chapter reveals Atticus more deeply—he hid his great marksmanship and stopped shooting when he realized he had an unfair advantage over most living things; although he usually chooses to be nonviolent, he does what he must to protect those he loves; Mrs. Dubose reveals real courage, which, as Atticus says, is “when you know you’re licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do” (p. 128); this chapter foreshadows the rest of the book; both chapters beautifully illustrate the personalities of the characters: Calpurnia risks her life to warn the Radleys not to come outside, Mrs. Dubose scolds and blusters more out of habit than true ferocity, and Atticus, the gentleman, considers her a lady (another interesting contrast—Jem calls Atticus a “gentleman” at the end of chapter ten, and Atticus calls Mrs. Dubose a “lady” at the end of chapter eleven)*

A Treasury of Poetry for Young People | p. 212

Language Arts

Creative Expression | What If ...

This week you’ll be using your imagination a bit. What if Walt Whitman and Emily Dickinson met at the library? What would they talk about? Would they meet for coffee later or for a stroll in the park—or maybe the woods? What would they think of each other?

Your task is to write a one-to-two page narrative/dialogue between Walt Whitman and Emily Dickinson. To prepare, re-read the short biographies on these two poets, found in *A Treasury of Poetry for Young People*. Jot down a list of distinguishing characteristics of each poet, so you can better picture them in your mind as you write.

Next, choose one poet to be the narrator. You will write your narrative from this poet’s perspective, and therefore craft his (or her) opinion of the other poet. Think about how each poet would have sounded as they spoke. Would they speak in prose...or in the style of their poetry, perhaps? From their biographies, what do you know of their personalities? How can you bring those out in your dialogue?

The setting—beyond meeting in the library—and the course of their conversation is up to you. Decide what you think they would discuss and how the conversation would end. Will you describe any action besides the words the two poets spoke? Try to convey their body language and give hints about what’s happening around them as they’re talking to each other. Help your audience see a clear picture of the entire scene. By the end of your piece, your audience should have a clear understanding of what one poet thought of the other. Be creative!

Note to Parents: The result of this week’s assignment should be highly imaginative and creative—and hopefully entertaining. Before you read your students’ submissions, read through the biographies on Walt Whitman and Emily Dickinson in *A Treasury of Poetry for Young People* to get another perspective on who these two poets were. Then see how well your students did describing them through the dialogues they wrote. If they have extra time, suggest they write the exchange again from the perspective of the other poet. Does this poet have a different first impression? Challenge them to mirror the two exchanges, only changing the perspective and opinions for the second poet.

Alternative Spelling | Pretest

Words: altar (a table or podium used for religious ritual), alter (“If you alter that structure, it is likely to crumble.”), criticism, situation, aggravate, relieve, answer, characteristic, applied, approach, competence, harass, shepherd, concede, similar

Optional: ***Vocabulary for Classical Roots*** |

Lesson 14; study Key Words

Optional: ***Wordly Wise 3000 Book 9*** | Lesson 16A

Day 2

Literature

To Kill a Mockingbird | Chapter 12

Vocabulary

... After one **altercation** ... (*a strong argument or quarrel*)

... covered with our Sunday **habiliments** ... (*clothes reserved for special occasions*)

... sermon was a forthright **denunciation** of sin ... (*to pronounce especially blameworthy or evil*)

* * *

tapeworm: ribbon-like parasitic worm that affects the intestines of humans and animals.

Octagon soap: a harsh lye soap used primarily for doing laundry but often used as an all-purpose soap as well.

Castile: Castile soap, named after Castilla, Spain, is made from olive oil and is incredibly gentle. It is often used for babies and as face soap.

Mardi Gras: French for “Fat Tuesday”; the last day before Lent, celebrated with wild parties, carnivals, masquerade balls, and costume parades.

First Purchase African M.E.: “coloreds” church purchased with their first earnings as freed slaves.

asafoetida: an herb derived from a giant fennel plant.

Indian Bow mouth: narrow, curved (probably down), a slash in Lula’s face.

rotogravure print: a printing process where pictures are transferred from copper cylinders to a combination of paper and plastic.

Ecclesiastical impedimenta: relating to the clergy or church; objects that impede or encumber.

The Impurity of Women doctrine: Jem mentions that this doctrine is preached in her church.

“tobacco chewers were in agony”: since tobacco is an additive product, even chewers who were delayed from chewing would feel miserable. [chap. 12]

voile dress: a soft, sheer fabric made of cotton.

Blackstone’s Commentaries on the Laws of England: the most thorough treatment of English Law that one man ever produced.

To Discuss After You Read

3. What does it mean that Atticus worked at the state legislature because “the Governor was eager to scrape a few barnacles off the ship of state” (p. 132)? ➔ *the governor wanted to reduce the programs that the taxpayers supported*

The political cartoon of Atticus in his underwear, working and ignoring temptation shows just what Jem says: he’s a hard worker.

4. Why does Calpurnia not always use proper English, although she knows how? ➔ *people dislike snobs, and Calpurnia would seem a snob who wants to show off her learning; also, one does not need to tell all one knows; unless a person wants to learn to speak properly, antagonizing them with fine speech will not help them change*

A Treasury of Poetry for Young People | pp. 213–214

Language Arts

Creative Expression | What If ...

Alternative Spelling | Write

Words: altar (Abram made an altar of stone.), alter (“If you alter that structure, it is likely to crumble.”), criticism, situation, aggravate, relieve, answer, characteristic, applied, approach, competence, harass, shepherd, concede, similar

Optional: Vocabulary for Classical Roots | Exercise 14A

Day 3

Literature

To Kill a Mockingbird | Chapters 13–14

Vocabulary

Would you say the Finches have an **Incestuous** Streak? (*marrying a close relative*) [chap. 13]

... Sinkfield reduced his guests to **myopic** drunkenness ... (*an eye condition also referred to as nearsightedness*) [chap. 13]

... his mules **vettted** ... (*to have your animal inspected by a veterinarian*) [chap. 13]

... couple of farmers studying the **enema** bags ... (*injecting fluid into the rectum for cleansing purposes*) [chap. 14]

Atticus looked **pensive**. (*engaged in, involving, or reflecting deep or serious thought*) [chap. 14]

* * *

shinny: slang for liquor, usually whiskey or bourbon. [chap. 13]

Rice Christians: Christian converts from third-world, particularly Asian, countries, who convert for the benefits they receive. [chap. 13]

amanuensis: secretary, or one who takes down another’s dictation by hand. [chap. 13]

War Between the States: Civil War. [chap. 13]

Reconstruction: the period from 1865–1877, when the states that had seceded to the Confederacy during the Civil War, were controlled by the federal government; after these years, they were readmitted to the Union. [chap. 13]

mandrake roots: used for medicinal or narcotic purposes, and was once thought to have magical powers because the roots were shaped like a human body. [chap. 13]

redbug: also called chiggers; a mite whose bite causes intense irritation. [chap. 13]

Hoover cart: an automobile pulled by mules or two-wheeled vehicles pulled by horses during the Great Depression, due to the lack of money to buy gas. [chap. 14]

To Discuss After You Read

5. Comment on the first two things Aunt Alexandra says. [chap. 13] ➔ *first she orders Cal around, treating her not as a member of the family but as “the help,” a servant/ slave that doesn’t deserve polite requests; then she directs Scout into more proper lady-like behavior, presumably in hopes that Scout will no longer be a disgrace to the family*
6. “Somewhere, I had received the impression that Fine Folks were people who did the best they could with the sense they had, but Aunt Alexandra was of the opinion, obliquely expressed, that the longer a family had been squatting on one patch of land the finer it was” (p. 147). Who do you side with? [chap. 13] ➔ *Scout, of course*
7. What is Aunt Alexandra’s theory on how to improve the children’s behavior, and what are some of the pitfalls of it? [chap. 13] ➔ *if they know their family background, they might behave better in order to live up to their predecessors; unfortunately for Aunt Alexandra, their family has crazy people and normal people, grumpy and forgettable; I doubt living up to a family tree is much impetus for change*
8. Atticus says, “It’s not time to worry yet.” What extra meaning can you gather because of its previous use? [chap. 13] ➔ *earlier, Jem says, “it ain’t time to worry yet” (p. 78) to Scout when Miss Maudie’s house is burning down and Scout wonders if their house will also catch fire. In the previous example, there was nothing to worry about: the house remained standing. In this case, I think the point is that the family will be okay. They will weather this storm*
9. What do you think the final sentence of this passage means? “I know now what he was trying to do, but Atticus was only a man. It takes a woman to do that kind of work” (p. 152). [chap. 13] ➔ *I think Atticus was trying to comfort his children, to reassure them that all will be well, despite what was, for the Finch’s, a family fight, but such comfort is best done by a nurturing mother*

10. Earlier, Atticus tells Jem, “There was no point in saying you were sorry if you aren’t” (p. 120). But in this chapter he makes Scout apologize, most likely before she is actually penitent. Why did Atticus make her, do you think? [chap. 14] ➔ *scientists have determined that often, just saying the words is enough to persuade oneself; thus, if Scout apologizes, she will most likely feel more penitent; also, for their family relationship, if Scout got away with rudeness, it would be a home of contention*

A Treasury of Poetry for Young People | p. 215

Language Arts

Creative Expression | What If ...

Alternative Spelling | Sentences

Words: altar (Abram made an altar of stone.), alter (“If you alter that structure, it is likely to crumble.”), criticism, situation, aggravate, relieve, answer, characteristic, applied, approach, competence, harass, shepherd, concede, similar

Optional: Vocabulary for Classical Roots |

Exercise 14B

Optional: Wordly Wise 3000 Book 9 | Lesson 16B

Day 4

Literature

To Kill a Mockingbird | Chapter 15

Vocabulary

... was the most **venerable** and hideous of the county’s ... (respected because of age, wisdom, or experience)

... was the **succinct** answer ... (clear and to the point)

... I was addressing the entire **aggregation** ... (a group or gathering)

... he had once described as **uncouth** ... (crude, disrespectful to social expectations)

change of venue: a legal term for moving a trial to a new location, often used in high-profile cases where the jury members are more likely to be objective.

Ku Klux Klan: club of white supremacists, originally formed after the Civil War, that terrorized blacks, and also immigrants, Jews, Catholics, and their sympathizers.

linotype: originally, the company that marketed a machine that allowed type-setting to be done by a machine rather than by hand.

snipe hunt: an imaginary task used to conveniently get rid of someone.

To Discuss After You Read

Scout says, “I found myself wondering what life would be if Jem were different, even from what he was now; what I would do if Atticus did not feel the necessity of my presence, help and advice. Why, he couldn’t get along a day without me. Even Calpurnia couldn’t get along unless I was there. They needed me” (p. 162). On one level, we see how naive Scout is: Cal could certainly do her tasks without Scout’s help, and Atticus could complete his daily duties without his daughter’s aid. However, I think Scout’s point is a good one: how much diminished would the lives of the family be with even a one less person.

11. Why was it ridiculous that the men talked in near-whispers after Atticus told them not to wake Tom? ➔ *they have come to lynch (kill) Tom, yet are allowing him to sleep a bit more*
12. Think about it: how were the two times Atticus says “Do you really think so?” in chapter 15 (pp. 166 and 172) different? ➔ *the first time, he knows he doesn’t have anything to lose, as he won’t lose his self-respect or violate his conscience, so whatever Link Deas believes, Atticus knows better; the second time, he is completely bluffing, stalling; he has no way to fend off the drunken Cunninghams; the reader can pick this up due to subtle hints like his complete look of fear when Scout, and then Jem and Dill join him, and his weeping on p. 175, when she stood with his face to the wall, then stood up and blew his nose*
13. Parents are not usually pleased with defiant children. Why, then, after Jem’s defiance, do we see this: “Atticus reached out and massaged Jem’s hair, his one gesture of affection” (p. 176)? ➔ *Atticus ordered Jem to go in order to save his life; Atticus was about to be roughed up, if not killed, while he protected Tom. Jem understood the threat and was determined to be with his father, even if that meant danger or assault to himself. Such a show of support and love is beautiful, and Atticus recognizes it as such*

A Treasury of Poetry for Young People | pp. 216–217

Creative Expression | What If ...

Alternative Spelling | Posttest

Words: altar (Abram made an altar of stone.), alter (“If you alter that structure, it is likely to crumble.”), criticism, situation, aggravate, relieve, answer, characteristic, applied, approach, competence, harass, shepherd, concede, similar

Optional: Vocabulary for Classical Roots | Exercise 14C

Optional: Wordly Wise 3000 Book 9 | Lesson 16C ■

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Date:	Day 1 <small>136</small>	Day 2 <small>137</small>	Day 3 <small>138</small>	Day 4 <small>139</small>	Day 5 <small>140</small>
Literature					
<i>To Kill a Mockingbird</i>	chap. 16	chap. 17	chaps. 18–19	chaps. 20–21	
<i>A Treasury of Poetry for Young People</i>	pp. 218–219	p. 220	pp. 221–223	pp. 224–225	
Language Arts					
Creative Expression	Literature that Moves You				
Spelling					
Alternative Spelling	Pretest	Write	Sentences	Posttest	
<i>Optional: Vocabulary from Classical Roots C</i>	Review for Lessons 13 & 14				
<i>Optional: Wordly Wise 3000 Book 9</i>	Lesson 16D		Lesson 16E	Hidden Message pp. 171–173	
<i>Optional: Analogies 2</i>		Unit K, p. 35 (answers p. 52)			
Other Notes					

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Day 1

Literature

To Kill a Mockingbird | Chapter 16

Vocabulary

... whose father in a **fey** fit of humor ... (*otherworldly, visionary*)

... was now standing arms **akimbo** ... (*bent or arched, hands on the hips and elbows bent outward*)

... asked Miss Maudie to **elucidate** ... (*explain or elaborate*)

Braxton Bragg: one of the eight men who reached the rank of full general in the Confederate Army.

Mennonites: religion from Christian Anabaptists, heavily influenced by the teachings of Menno Simons; known for their non-violent and pacifistic lifestyles.

William Jennings Bryan: known for tremendous gift in oration, Bryan ran for the presidency three times in the early 20th century, and was never victorious.

cellophane: clear “plastic wrap” made from wood, cotton or hemp.

Arlington: house of the wife of General Robert E. Lee, who was also Martha Washington’s great grand-daughter; very heavy columns stand at the front.

“sleepy old shark, his pilot fish writing”: a pilot fish swims around sharks and eats the shark’s leftovers; it gains safety from predators and cleans parasites off the shark; the judge’s clerk would serve the judge much as a pilot fish serves the shark.

Champertous connivance: champerty is an illegal bargain whereby one party is to assist the other in a lawsuit and share in the proceeds; connivance is an illegal scheme or plot; basically, Judge Taylor makes up an excuse to dismiss the case, which was sufficient for the litigants.

Henry W. Grady: a journalist and orator who helped reintegrate the Confederacy into the Union.

To Discuss After You Read

The Mennonites, despite being pacifists, went to watch the court proceedings.

1. What does the man mean who says, “Atticus aims to defend him. That’s what I don’t like about it” (p. 186)? → *rather than doing a poor job simply because he was assigned to do something, Atticus will do his best to defend the innocent*

A Treasury of Poetry for Young People | pp. 218–219

Language Arts

Creative Expression | Literature that Moves You

Even though it was first published only in the 1960s, *To Kill a Mockingbird* is considered classic American literature. In a one-to-two page paper, respond to this incredible book today in some way. How did it move you? Was there some portion of it that tugged at your heartstrings, set off your justice-meter, or opened your eyes to the way American culture once was (or sadly sometimes still is)? Write about what surprised or touched you the most; write about how the world is different (or the same) from when these events happened; write about your favorite character and why; write about what makes it a classic.

Your choice. But as one of the finest works of literature ever crafted, do respond in some way. As always, plan time to review and revise your paper before you submit a final copy on Day 4.

Note to Parents: As we ask your students to simply respond to a piece of literature for this week’s submission, a journal-style response paper would be appropriate. If you would like them to submit something more formal, suggest they write a 5-paragraph essay in which they clearly define their main message in a thesis, and use the 3 body paragraphs to support their thoughts. Either way, expect that they review and revise their paper before they submit it on Day 4.

So what do you do if your student really didn’t connect with this title? Well, they don’t have to love the book in order to respond to it. What *didn’t* they like about it? Why do they feel disconnected from it? While we know that

Harper Lee wrote this book to convey deeper messages (and comment on the world in which she lived) than those found in the simple face-value of the story, how would your student have chosen to convey those thoughts and opinions instead? Would they have preferred a different ending? If so, write about it! If they truly need something more concrete, ask them to explain why Harper Lee might have been inspired to write this story when she did. Why is the story’s setting significant?

Even though this assignment is less formal, your students should always plan to submit a clean, clear, polished final paper. As most papers in college will need to be typed, it’s not too early to start asking this from your students to help make this practice habitual. Perhaps they handwrite their initial draft if that works well for their thought process, and type the final copy when they do their revisions. Please require whatever works best for your family.

Alternative Spelling | Pretest

Words: tremendous, several, passed (“He passed her in a flash.”), past (“That’s all in the past.”), concern, influence, disease, efficient, physical, eligible, almost, enthusiasm, aroused, equally, presence

Optional: *Vocabulary for Classical Roots* |

Review for Lessons 13 & 14

Optional: *Wordly Wise 3000 Book 9* | Lesson 16D

Day 2

Literature

To Kill a Mockingbird | Chapter 17

Vocabulary

... he had a slight **cast** in one of his eyes ... (*a slight squint*)

... it seemed to be part of his **crepey** neck ... (*a fabric with a wrinkled, pebble-like texture*)

... when debate became more **acrimonious** than ... (*bitter, sharp in tone*)

... are you **ambidextrous**, Mr. Ewell ... (*able to write with both hands; Mr. Ewell clearly confuses the term when he answers the question*)

* * *

circuit solicitor: a lawyer for a region.

corroborating evidence: evidence which strengthens, adds to, or confirms already existing evidence.

shotgun hall: a hallway that leads directly from the front door to the back door.

slop jars: pot with a lid used as a bathroom.

frog-sticking without a light: frog gigging: a person spears a frog with a gig (a long pole with tines on the end, similar to a trident); done at night, the light both reveals where the frogs are, due to the reflection, and momentarily stuns the frog and keeps it from hopping away; a frog can have as much meat on its hind legs as a medium-sized chicken; to go without a light would be frog-sticking without the needed tools; we might say “baking without an oven” or “driving without gas.”

To Discuss After You Read

- Why did Atticus want to know if anyone had gone for a doctor? ➔ *since Mayella’s primary injuries appeared to be to her face, it would seem that she should receive medical attention; the fact that no one went for a doctor shows that she is less important than the accusation; perhaps a doctor could also check for rape*

“Rut” is a term to describe deer in heat. For Mr. Ewell to use such a term about a person is extremely demeaning and crass.

- Can you find a posture of Mr. Ewell that shows how unpleasant a man he is? ➔ *“Mr. Ewell was sitting smugly in the witness chair, surveying his handiwork. With one phrase he had turned happy picknickers into a sulky, tense, murmuring crowd” (p. 197)*
- What did Judge Taylor mean when he said, “People generally see what they look for, and hear what they listen for, and they have the right to subject their children to it” (p. 197)? ➔ *the Judge would not take responsibility for the nastiness that proceeded from the mouths of the witnesses; if the curious watchers chose to subject themselves or their children to matters outside the realm of decency, that is their responsibility*

A Treasury of Poetry for Young People | p. 220

Language Arts

Creative Expression | Literature that Moves You

Alternative Spelling | Write

Words: tremendous, several, passed (“He passed her in a flash.”), past (“That’s all in the past.”), concern, influence, disease, efficient, physical, eligible, almost, enthusiasm, aroused, equally, presence

Optional: Analogies 2 | Unit K, p. 35 (answers p. 52)

Day 3

Literature

To Kill a Mockingbird | Chapters 18–19

Vocabulary

... as opposed to yearly **lavations** ... (*cleaning, washing*) [chap. 18]

... **Mollified**, Mayella gave Atticus a final terrified glance ... (*calmed or soothed*) [chap. 18]

* * *

chiffarobe: a tall piece of furniture for storing and hanging clothes. [chap. 18]

chronic ground itch: continuing itching eruption caused by hookworm larvae. [chap. 18]

expunge: to erase, wipe out, destroy. [chap. 19]

ex cathedra: from the seat of authority: in this context, sometimes Judge Taylor’s remarks were beyond what was necessary. [chap. 19]

To Discuss After You Read

- What two things seem to show that Mayella tries to rise above her circumstances more than the rest of her family? [chap. 18] ➔ *the geranium flower pots and her cleanliness that appeared to be more than temporary*
- And what two things did she say that showed most clearly how far from a normal life she led? [chap. 18] ➔ *“Long’s he keeps on callin’ me ma’am an sayin’ Miss Mayella. I don’t hafta take his sass, I ain’t called upon to take it” (p. 207); she “took offense to routine courtesy” (p. 207); and when Atticus asked her about her friends, she said, “You makin’ fun o’ me agin, Mr. Finch?” (p. 208); imagine the loneliness, where even the idea of a friend seems insulting*
- What evidence do you see that Mr. Ewell molests Mayella? [chap. 19] ➔ *in Tom’s testimony, he quotes Mayella saying that she’s never kissed a grown man, and “what her papa do to her don’t count” (p. 221)*

When Mr. Gilmer forces Tom to say that Mayella wasn’t lying, but was “mistaken in her mind” (p. 224), he forces Tom to lie. Mayella was assuredly lying, and the listeners should have known it. [chap. 19]

- In the previous reading, Scout noted, “Somehow Atticus had hit her hard in a way that was not clear to me, but it gave him no pleasure to do so” (p. 214). (This in response to Atticus’ comment: “What did your father see in the window, the crime of rape or the best defense to it? Why don’t you tell the truth, child, didn’t Bob Ewell beat you up?” (p. 213) Do you have clarity about how Atticus “hit her hard”? [chap. 19] ➔ *Atticus was pleading with her to tell the truth, that she had pursued Tom sexually; her indiscretion, along with her father’s abuse, was put on public display, and Mayella hated Atticus for it*
- What makes Dill sick in the courtroom? [chap. 19] ➔ *Mr. Gilmer treats Tom condescendingly, as if Tom is an inferior*

A Treasury of Poetry for Young People | pp. 221–223

Language Arts

Creative Expression | Literature that Moves You

Alternative Spelling | Sentences

Words: tremendous, several, passed (“He passed her in a flash.”), past (“That’s all in the past.”), concern, influence, disease, efficient, physical, eligible, almost, enthusiasm, aroused, equally, presence

Optional: Wordly Wise 3000 Book 9 | Lesson 16E

Day 4

Literature

To Kill a Mockingbird | Chapters 20–21

Vocabulary

... who had the **unmitigated temerity** to ... (**unmitigated**: undiminished in intensity; **temerity**: recklessness, disregard of danger) [chap. 20]

... the Yankees and the **distaff** side of the Executive branch ... (a tool used in spinning; the female side of the family; in this context, specifically Eleanor Roosevelt) [chap. 20]

* * *

Rockefeller: play on Rockefeller—the exceedingly wealthy owner of Standard Oil Company. [chap. 20]

Einstein: brilliant scientist who developed the general theory of relativity. [chap. 20]

J.P. court: Justice of the Peace courts—deal with many minor offences. [chap. 20]

To Discuss After You Read

10. Who is Mr. Dolphus Raymond? [chap. 20] ➔ *a man who prefers the company of the blacks in the county to that of the whites and loves his black wife and their children; he pretends to be drunk, though he drinks only soda, in order to ease the minds of others, who cannot understand that he lives as he does because he chooses to do so*
11. Why do you think the author incorporates this character? [chap. 20] ➔ *a “foil” is a character that serves to contrast to another character. In this case, Mr. Raymond is a foil to Atticus. Raymond loves the blacks, but does not want to deal with the public’s utter disapproval, so he creates a fraud against himself. Atticus will not hide behind a fraud, and the town rages against him. Atticus becomes more brave in the comparison; Mr. Raymond more cowardly*

12. Why did Mayella accuse Tom? [chap. 20] ➔ *according to Atticus, she wanted to get rid of her guilt, to put the evidence of her offense away from her*
13. Why is this case “as simple as black and white” (p. 231)? [chap. 20] ➔ *the prosecution relies on the assumption that all black men lie and rape, rather than the truth that some black men lie and rape, as do some white men and some others; this case is basically a choice between black men and white men*
14. Does Atticus believe all men are created equal? [chap. 20] ➔ *not in ability—some students are better than others, some women cook better than others, etc.—but in the courts; all men should stand equal before the law*
15. What had Atticus meant when he says to Aunty, “... in favor of Southern womanhood as much as anybody, but not for preserving polite fiction at the expense of human life” (p. 167)? [chap. 20] ➔ *he will not support Mayella over Tom Robinson, since Tom will die because of her tale*
16. Why does Lee tie together the death of the mad dog and the jury’s decision near the end of chap. 21? ➔ *the mockingbirds were silent when the dog approached, filled with madness and needing to die, and until the dog died, nothing was safe. Before the conviction comes, the madness of racism approaches, bringing death, and until racism dies, no black person is safe. But in the astounding contrast, Atticus cannot kill this threat, since he shoots without bullets. As Atticus stood and shot the first time with full assurance of success, this time he stands and knows, as he had always known, that there would be no salvation for Tom*
17. Most dogs do not have both a first and last name. If Tim Johnson, the dog, is a symbol for Tom Robinson, what do you expect will happen to Tom? [chap. 21] ➔ *shot dead*

A Treasury of Poetry for Young People | pp. 224–225

Language Arts

Creative Expression | Literature that Moves You

Alternative Spelling | Posttest

Words: tremendous, several, passed (“He passed her in a flash.”), past (“That’s all in the past.”), concern, influence, disease, efficient, physical, eligible, almost, enthusiasm, aroused, equally, presence

Optional: Wordly Wise 3000 Book 9 | Hidden Message pp. 171–173 ■

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	141	142	143	144	145
Literature					
<i>To Kill a Mockingbird</i>	chaps. 22–23	chaps. 24–26	chaps. 27–28	chaps. 29–31	
<i>A Treasury of Poetry for Young People</i>	pp. 226–227	pp. 228–229	p. 230	pp. 231–232	
Language Arts					
Creative Expression	How I See It				
Spelling					
Alternative Spelling	Pretest	Write	Sentences	Posttest	
Optional: Vocabulary from Classical Roots C	Lesson 15; study Key Words	Exercise 15A	Exercise 15B	Exercise 15C	
Optional: Wordly Wise 3000 Book 9	Lesson 17A		Lesson 17B	Lesson 17C	
Other Notes					

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Day 1

Literature

To Kill a Mockingbird | Chapters 22–23

Vocabulary

... Jem made a **feral** noise in his throat ... (*wild or uncivilized*) [chap. 22]

To Discuss After You Read

- How does the black community respond to Atticus's failure? [chap. 22] ➔ *from the silent ovation they offer as he leaves the courthouse alone ("Miss Jean Louise, stand up. Your father's passin'") to the sacrificial gift of good food in hard times, they thank him as best they can*
- How did Judge Taylor weigh the case in Tom's favor? [chap. 22] ➔ *he assigned Atticus to the case, rather than the usual newcomer Maxwell Green*
- There was some discussion in this section about Maycomb County. What did Atticus mean when he said, "It's just as much Maycomb County as missionary teas" (p. 243)? [chap. 22] ➔ *the ugly racism in the County is as much a part of the people there as the selfless giving; somehow, the County has both*
- Atticus, curiously, got partially undressed before he delivered his final address to the jury. Now that you know who's on the jury, why do you think he did that? [chap. 23] ➔ *my best guess is that he's trying to appeal to the jury as a normal man; since the jury is made up of working men, slightly lower-class, maybe he figured it would help him seem more normal, too?*

Scout really doesn't understand Atticus's comment about "Two sisters married two brothers." All that means is that sisters in one family married brothers in a another family. Their children were cousins, then, from both parents. [chap. 23]

5. Scout and Jem discuss the people in Maycomb County. Jem wants to divide the people into four groups that all look down on one another: normal people, Cunninghams (backwoods, less educated), Ewells (permanent welfare recipients), and black people. But Scout dislikes those distinctions, since even Atticus at times enjoys alcohol or fiddling music. She thinks there are just folks. Jem wonders that, if that's the case, why do the people despise each other? What's your answer? [chap. 23]

A Treasury of Poetry for Young People | pp. 226–227

Language Arts

Creative Expression | How I See It

For this week's writing assignment you will describe the Tom Robinson trial through the eyes of someone besides Scout. Each person brings his or her point-of-view to the trial, seeing the same situation differently. Choose one person to present, and write a journal entry from his or her perspective. Some choices could be: Judge Taylor (writing in a journal years later), Atticus Finch (debriefing the night after the trial), Reverend Sykes or someone from the colored balcony, Sheriff Heck Tate, Thomas Robinson, a newspaper reporter or anyone present at the trial¹.

Be sure to write your journal entry from the first person perspective (using the word "I").

Alternative Spelling | Pretest

Words: specimen, escape, healthy, pronounce, helpful, except ("Except for that one error, everything is correct!"), accept ("I accept your offer."), hoping, immense, individual, innocence, interest, jewelry, laboratory, councilor ("A councilor is a member of a council."), counselor ("My counselor gives good counsel.")

Optional: Vocabulary for Classical Roots |

Lesson 15; study Key Words

Optional: Wordly Wise 3000 Book 9 | Lesson 17A

Day 2

Literature

To Kill a Mockingbird | Chapters 24–26

Vocabulary

... Miss Maudie was angry her **brevity** was icy ... (*brief, terse*) [chap. 24]

... a publication **spurious** in the eyes of Miss Gates ... (*without authenticity, false*) [chap. 26]

charlotte: a dessert made from sponge cake and fruit, whipped cream, or custard. [chap. 24]

yaws: a tropical infection of the skin, joints and bones caused by a bacterial infection. [chap. 24]

largo: at a very slow tempo. [chap. 24]

Ladies' Law: from the Alabama Code: "Any person who enters into, or goes sufficiently near to the dwelling house of another, and, in the presence or hearing of the family of the occupant thereof, or any member of his family; or any person who, in the presence or hearing of any girl or woman, uses abusive, insulting, or obscene language, must, on conviction, be fined not more than two hundred dollars, and may also be imprisoned in the county jail, or sentenced to hard labor for the county for not more than six months." [chap. 26]

To Discuss After You Read

"Out there in J. Grimes Everett's land there's nothing but sin and squalor" (p. 264). Note that the ladies' party has plenty of vicious gossip, and the concern for non-whites extends only to those on the other side of the world, and not to anyone in their own community. [chap. 24]

Much of the literary tension in Chapter 24 comes from Scout's misunderstanding of the social mores. For example, when she hears of a woman who needs to lead a moral life and have encouragement for children, she (rightfully, in my view) wonders if Mayella is the woman. But, no, it's Helen, whose husband really obviously did nothing to Mayella except help her. [chap. 24]

6. Why does Miss Maudie get angry? [chap. 24] ➔ *because the ladies insult Atticus, in his own home, for his defense of Tom*
7. What does Miss Maudie mean when she says, "His food doesn't stick going down, does it?" [chap. 24] ➔ *Atticus did what was right, and can eat and sleep easily, while the others have (or should have) guilty consciences; plus they were eating his food while insulting him*
8. Mrs. Merriweather claims that the racist ladies were not hypocrites, because they plainly acknowledged that they viewed blacks as lesser than whites, whereas the Northerners wouldn't actually treat all men the same, but just claimed that they were. Is one position better than the other? [chap. 24] ➔ *if Mrs. Merriweather is correct, both North and South are in the wrong*
9. Miss Maudie thinks the town pays Atticus what highest tribute? [chap. 24] ➔ *those in the town with background trust Atticus to do what is right*
10. Scout observes early in the party that Aunt Alexandra had a "campaign to teach me to be a lady" (p. 262). How

1. Adapted from an assignment on <http://whs.babienko.net> Referenced 4/18/2017.

well does that campaign succeed? [chap. 24] ➔ *in this case, very well; Scout observes hospitality under difficult circumstances, and imitates well; she even admires her aunt, I think*

11. If you were giving a party and received devastating news, would you, too, try to maintain calm? What does Aunt Alexandra's calmness show? [chap. 24] ➔ *perhaps Alexandra recognizes that there is no real companionship or sympathy with the women in her party. She wants to give them no chance to gossip or mock*
12. Earlier in the book, Scout accuses her Uncle Jack of being unfair, because he only heard one side of the story before he punished her (p. 97). How does this relate to other parts of the book? [chap. 25] ➔ *the town decides to punish Tom without really hearing his side of the story; as Scout says, "Atticus had used every tool available to free men to save Tom Robinson, but in the secret courts of men's hearts Atticus had no case. Tom was a dead man the minute Mayella Ewell opened her mouth and screamed" (p. 276)*
13. Why does Jem prevent Scout from killing her roly-poly bug, saying, "they don't bother you" (p. 273), and when, presumably, would it be okay to kill a roly-poly? [chap. 25] ➔ *he is sensitive about death and wants no more needless killing; note, however: if the roly-poly bothered Scout, it would be okay, apparently, to kill*
14. How is the comparison between Tim Johnson and Tom Robinson now complete? [chap. 25] ➔ *Tom was shot down while he tried to escape. He went "mad" in a way, and had no chance, even as Tim went literally mad and also had no chance. Tim was mad in February, an unexpected month. Tom went mad at a time when he could yet have been freed. The irony in the comparison comes in that Tim was a threat to society. Tom, though, was no threat at all, but because of his skin color he was perceived as a threat, and was killed because of this "threat"*
15. Is there much actual democracy ("Equal rights for all, special privileges for none" [p. 281] in the United States? [chap. 26] ➔ *it doesn't seem so, with women not allowed to sit on juries, and skin color determining justice*
16. What purpose does the current event report about Hitler have in this book? [chap. 26] ➔ *Miss Gates says, "Over here we don't believe in persecuting anybody. Persecution comes from people who are prejudiced" (p. 281). However, Scout rightly wonders, "how can you hate Hitler so bad an' then turn around and be ugly about folks right at home?" (p. 283). I think her point is well-taken. Hitler had excessive prejudice, but the actions and prejudice of the town also caused a death. Miss Gates, don't be too quick to judge*

Think about Atticus' advice to Scout: "Jem was trying hard to forget something, but what he was really doing was storing it away for a while, until enough time passes. Then he would be able to think about it and sort things

out. When he was able to think about it, Jem would be himself again" (p. 283). I think that's true: sometimes we need space before we deal with a deeply painful subject. [chap. 26]

A Treasury of Poetry for Young People | pp. 228–229

Language Arts

Creative Expression | How I See It

Alternative Spelling | Write

Words: specimen, escape, healthy, pronounce, helpful, except ("Except for that one error, everything is correct!"), accept ("I accept your offer."), hoping, immense, individual, innocence, interest, jewelry, laboratory, councilor ("A councilor is a member of a council."), counselor ("My counselor gives good counsel.")

Optional: Vocabulary for Classical Roots |

Exercise 15A

Day 3

Literature

To Kill a Mockingbird | Chapters 27–28

Vocabulary

... had **purloined** their furniture ... (*to steal, often from a friend or someone who trusts you*) [chap. 27]

... his own way, **untrammelled** by state or ... (*unrestrained, unrestricted*) [chap. 28]

* * *

Cotton Tom Heflin: James Thomas Heflin championed the southern farmer, then crusaded against Roman Catholics and for white supremacists. [chap. 27]

National Recovery Administration: The NRA, approved by President Roosevelt, organized thousands of businesses under fair trade codes which businesses voluntarily joined. The businesses who accepted the codes put the NRA blue eagle symbol in their windows and on the packaging of their goods. Any business that did not have the eagle seemed unpatriotic and selfish. Many businesses violated the codes, and the courts tried to enforce the NRA until, in 1935, the Supreme Court [the nine old men Atticus refers to] declared the NRA unconstitutional because many codes were an illegal delegation of legislative authority. Also, the federal government invaded fields reserved to the individual states. [chap. 27]

Victrolas: the Victor Talking Machine Company was the top producer of phonographs and phonograph records early in the 20th century; their motto included a dog sitting in front of a radio with a large trumpet. [chap. 27]

To Discuss After You Read

17. Why is Bob Ewell so angry? [chap. 27] ➔ *he hoped to be a hero, but no one really believed him, although they convicted Tom; Bob returned to the dump, no better than he had been, and perhaps more despised; the judge made him look like a fool, and Ewell hates to be mocked*

The name of Mrs. Merriweather's play means "To the Stars through Difficulties," not quite the same translation she gives: "from the mud to the stars." [chap. 27]

18. How does a mockingbird show up in chapter 28? [chap. 28] ➔ *one sings as the children walk to the school pageant; it sings blissfully and unaware, as blissful and unaware as the children*

Cecil's mother does not want him to eat after other folks, as it isn't sanitary. Aunt Alexandra says such people are "usually climbers," which means social climbers, who seek social prominence but are not actually accepted by others in that class. [chap. 28]

After you read about Jem's arm, re-read the first page of the book.

A Treasury of Poetry for Young People | p. 230

Language Arts

Creative Expression | How I See It

Alternative Spelling | Sentences

Words: specimen, escape, healthy, pronounce, helpful, except ("Except for that one error, everything is correct!"), accept ("I accept your offer."), hoping, immense, individual, innocence, interest, jewelry, laboratory, councilor ("A councilor is a member of a council."), counselor ("My counselor gives good counsel.")

Optional: Vocabulary for Classical Roots |

Exercise 15B

Optional: Wordly Wise 3000 Book 9 | Lesson 17B

Day 4

Literature

To Kill a Mockingbird | Chapters 29–31

Vocabulary

... Mr. Tate said **stolidly** ... (*impassive, revealing little emotion*) [chap. 30]

... coughed his dreadful **raling** cough ... (*extremely painful, racking*) [chap. 31]

... puzzled by his amiable **acquiescence** ... (*passive agreement, compliance*) [chap. 31]

To Discuss After You Read

19. Clearly, Mr. Ewell is a nasty man. He is also a fictional character in a novel. Do you agree with Mr. Tate that "some kind of men you have to shoot before you can say hidy to 'em. Even then, they ain't worth the bullet it takes to shoot 'em" (pp. 308-309)? Are there such nasty characters in real life, and should they be killed? Is this a reasonable argument for the death penalty, say? [chap. 29]

20. How did Scout's costume save her life? [chap. 29] ➔ *the metal prevented Bob's knife blade from killing her*

21. Why does Heck say that Bob Ewell fell on his knife? [chap. 30] ➔ *Boo killed Ewell, and even though he would not have been convicted in a court of law, the limelight and the women bringing goodies would kill him, and Heck refuses to allow that*

22. Scout grieves that she never gave Boo anything. Do you think she never did? [chap. 31] ➔ *although she never gave him anything physical, she brought him joy in her antics (remember the laughter when her tire hit the front porch at the end of chapter 4), and, most likely, pleasure in seeing a non-dysfunctional family*

23. Atticus said before the trial, "I hope and pray I can get Jem and Scout through it without bitterness, and most of all, without catching Maycomb's usual disease. Why reasonable people go stark raving mad when anything involving a Negro comes up, is something I don't pretend to understand" (p. 100). Did he realize his hopes? [chap. 31] ➔ *in the end, I think he did; I think Jem was bitter for a while, but the single page of "older Scout" narrating shows no sign of bitterness; and I think they avoided racism, too*

The book Atticus reads at the end, *The Grey Ghost*, was part of an adventure series. (The book is also mentioned twice in chapter one: it bookends this book.) Main character Seckatary Hawkins is the leader of "The Fair and Square Club," with the slogan, "A quitter never wins and a winner never quits." [chap. 31]

24. What point does Scout glean from Atticus's reading of *The Grey Ghost*? [chap. 31] ➔ *most people are real nice, when you finally see them*

Wrapping Up

To Discuss After You Read

25. Reread the first page. Who do you side with: Jem or Scout? ➔ *Jem, as does Scout, really, since she tells his side*

26. How does the setting add to your understanding of the characters and the events? Could a similar set of events take place today where you live? ➔ *there were still Civil War soldiers alive in the South; former slaves and former slave owners, too; I expect that, though there is racism yet in the US, since the Civil Rights movement of the 1960s, this book could not be set much more than a decade later than it is*

27. Evaluate the characters in the book. Find at least three round characters and three flat characters. ➔ *I think Scout, Atticus, Heck Tate, and Mrs. Dubose are round characters, though I think only Scout is very dynamic. Atticus is honorable all through, and Mrs. Dubose is courageous. Aunt Alexandra, Miss Maudie, Jem, and Dill also surprise me at times, so they are round. The Ewells and the ladies of the Missionary Society are flat, as is Calpurnia, Mr. Gilmer, and Miss Caroline. And Tom, too, I think. Despite his frantic end, he is not a well-rounded, dynamic character*

If you wonder how much Scout has grown, consider what she says early on, about her relationship with Cal: “Our battles were epic and one-sided” (p. 6). It’s hard to imagine such a scene by the end of the book.

28. There are many personal conflicts in the story. What is the conflict at the climax? ➔ *character v. character: children and Boo against Bob Ewell*
29. There is also a larger, societal conflict. What is that? ➔ *character v. society and its prejudice*
30. Reread Scout’s description of her class’s reaction when they learned where their teacher came from: “The class murmured apprehensively, should she prove to harbor her share of the peculiarities indigenous to that region. . . . North Alabama was full of Liquor Interests, Big Mules, steel companies, Republicans, professors, and other persons of no background” (p. 18). What word could you use to describe this reaction? ➔ *prejudice: an assumption made about someone or something before having adequate knowledge to be able to do so*
31. Miss Maudie can’t just pull up nut grass because “one sprig of nut grass can ruin a whole yard. . . . When it comes fall this dries up and the wind blows it all over Maycomb County!” (p. 47). How might this relate to the book as a whole? ➔ *one blade of nut grass, though it looks innocuous, can easily ruin not only a whole yard, but also a whole town; one evil man comes close to destroying several individuals, and until he is killed, no one is safe; one evil idea (racism) remains and destroys Tom, hurts his family, and sears the conscience of Maycomb; it’s not as easy to eradicate*
32. Atticus tells his children, “I don’t want either of you bearing a grudge about this thing, no matter what happens” (p. 179), which reiterates his earlier comment, “we’re fighting our friends. But remember this, no matter how bitter things get, they’re still our friends and this is still our home” (p. 87). If you were in Scout’s or Jem’s place, how easily do you think you’d be able to carry out Atticus’s orders? ➔ *answers will vary*
33. Dill wondered if Boo stayed inside because “he doesn’t have anywhere to run off to” (p. 163), and that is a good guess. Certainly a person who’s been reclusive for a few decades would have few places to receive him. Jem thinks that Boo stays inside because he wants to (p. 259), because the people outside are too unpleasant

with their squabbles and unkindness. Why do you think Boo stays inside? ➔ *force of habit makes it comfortable; intimidation from his father and then brother makes it safer for him to stay inside; but I think Jem is right: relationships have pain, and Boo avoids the pain*

34. One internet commentator says this: “The novel exposes the loss of innocence (and innocents) so frequently that reviewer R. A. Dave claims it is inevitable that all the characters have faced or will face defeat, giving it elements of a classical tragedy. In exploring how each character deals with his or her own personal defeat, Lee builds a framework to judge whether the characters are heroes or fools.” Atticus’s defeat is quite obvious, and Atticus emerges as a hero. What is Jem’s defeat, and how does he deal with it? ➔ *Jem suddenly realizes that the people around him were not the best in the world, but prejudiced and unjust. He initially suppresses his hurt, but presumably, based on the first page, he deals with it, somehow. I wouldn’t put him in either “hero” or “fool” category; it’s like he’s on hold*
35. What is Scout’s defeat, and how does she deal with it? ➔ *I think that, due to her age, Scout avoids the deepest hurts from the trial. I think her defeat comes (almost) at the hands of Bob Ewell, but when she comments that telling how Boo saved her would be like killing a mockingbird, we see that she has dealt heroically, facing reality with understanding and grace*
36. In light of that comment, what is Mrs. Dubose’s defeat? ➔ *she, like Atticus, began defeated, without hope of breaking free of her morphine addiction. She, though, unlike Atticus, did not end in defeat, but triumphed over her addiction and died free, heroically, as she wanted*
37. Finally, let’s talk about the title. How is it first used? (See p. 103 if needed.) ➔ *Atticus calls it a sin to kill a mockingbird, since they only sing and make life better for people*
38. Who are the mockingbirds in this book? ➔ *Tom is one: “Mr. Underwood simply figured it was a sin to kill cripples, be they standing, sitting, or escaping. He likened Tom’s death to the senseless slaughter of songbirds by hunters and children” (p. 275). Tom was an innocent man, who only tried to make life better for people, condemned because of his skin color. Boo Radley is the other, a man who tries to make life better for others. Should his defense of the children get out, the public attention of the town would have killed him. This mockingbird isn’t killed, which lets the book end on a hopeful note*

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Language Arts

Creative Expression | How I See It

Alternative Spelling | Posttest

Words: specimen, escape, healthy, pronounce, helpful, except (“Except for that one error, everything is correct!”), accept (“I accept your offer.”), hoping, immense, individual, innocence, interest, jewelry, laboratory, councilor (“A councilor is a member of a council.”), counselor (“My counselor gives good counsel.”)

Optional: Vocabulary for Classical Roots |

Exercise 15C

Optional: Wordly Wise 3000 Book 9 | Lesson 17C ■