

Dear Students,

Summer Reading

The English Department requires summer reading for grades 6-12. We hope that you will support our effort to instill an appreciation for the great works of literature. Not only does it help SAT scores, but it also keeps the brain from becoming lazy over the summer! When school resumes, the questions are due on the **FIRST DAY OF CLASS**. A quiz on the novel will be given on the **SECOND DAY OF CLASS**, and the essay is due with the outline stapled to the front on **MONDAY, August 17th**. To guide you, look over the sample outline and sample essay on the Westwood website.

Novel to read for summer reading: To Kill A Mockingbird by Harper Lee

While you are reading the novel, complete the questions that you will find on the school website.

Essay assignment- Remember to always staple an outline to the front of your paper. Your outline should have three roman numerals with varying supporting details. Do not put your introduction or conclusion in your outline—just your three body paragraphs. Use MLA format. Do not use first or second person. Always analyze literature using third person only. Include a purpose on your outline, insert a header on page 1 of your essay, and add a word count (minimum 500) at the end of the paper. See sample outline on website. In the sample outline and the sample essay, you will see quotes from the novel used as support. You should decide on a topic before you read so that you can look as you read for great quotes to use in your essay. Use at least one quote in each body paragraph.

Choose from one of the following topics:

- Courage as a theme
- Characters (one in depth or three) who influenced Scout OR Jem in their growth
- Growing up/maturity/loss of innocence
- Symbols of innocence/helplessness – animals or people or both
- Prejudice and stereotyping
- Local color in the novel (could write entire paper from ch. 1!!)

LOOK OVER THE SUPPLY LIST ON THE WEBSITE AND ORDER YOUR SUPPLIES AND YOUR BOOKS BEFORE SCHOOL STARTS. It will be updated by June 1st if you lose these papers.

Betsy Caldwell-cell number 224-0802 – email bcaldwell@westwoodschoools.org

Please do not work together! Grow your own brain by doing your own work. If you let chat gpt do your work for you, you are learning nothing and risking everything. You will be qualifying for NHS this year. Be careful with your reputation and be original with your answers and your essay.

Welcome to Honors 10-11- Advanced World Literature

To Kill A Mockingbird

Study Questions

1. Where does the story take place? (Ch. 1)
2. What was Dill's real name?
3. Who is Boo Radley?
4. Describe Scout's first day at school. (Ch. 2)
5. What is Walter Cunningham like? What does his behavior during lunch suggest about his home life? (Ch. 3)
6. What is Calpurnia's role in the Finch household?
7. According to Atticus, when does one understand a person?
8. What superstitions do the children have in connection with the Radley house?
9. Describe Miss Maudie Atkinson. How typical is she of Maycomb's women? What do the children think of her? (Ch. 5)
10. What does Miss Maudie tell Scout about Boo? How does this compare with what Scout already believes?
11. Name two of the gifts that Scout and Jem find in the tree.

12. In chapter 8, why does Scout quiz Atticus about his visit to the Radley house?
How much does Atticus tell her?
13. What is the “near libel” that Jem puts in the front yard? How do Miss Maudie and Atticus react to it?
14. When Atticus asks Scout about the blanket around her shoulders, what does Jem realize?
15. How well does Atticus feel he should defend Tom Robinson? Is it usual for white lawyers to do their best for black clients in Alabama at this time?
16. Uncle Jack Finch tells Scout that she is growing out of her pants. What does this mean and why might he say it?
17. What does Scout learn from overhearing Atticus’ conversation with Uncle Jack?
18. Read the final sentence of Chapter 9. Explain in your own words what it means and why it might be important in the story.
19. In Chapter 10, Atticus tells his children that it is a sin to kill a mockingbird. What reason does he give for saying this?
20. What do the children learn about Atticus in Chapter 10 that is surprising?
21. How does Atticus advise Jem to react to Mrs. Dubose’s taunts?

22. What request does Mrs. Dubose make of Jem?
Is this a fair punishment for his “crime?”
23. Explain in your own words what Atticus thinks of insults like “N---- Lover.”
24. Why does Atticus consider Mrs. Dubose a “great lady?”
25. Describe Scout and Jem’s visit to First Purchase Church.
26. What new things does Scout learn there about how the black people live?
27. Why does Aunt Alexandria come to stay with Atticus and his family? What is she like?
28. How does Aunt Alexandra involve herself in Maycomb’s social life?
29. What are Aunt Alexandra’s views about breeding and family?

Why does Atticus tell the children to forget them?
30. Explain what happens outside of the jail (the mob scene).
31. What sort of person is Dolphus Raymond?
32. How does Reverend Sykes help the children to see and hear the trial?

33. What are the main points in the case against Tom Robinson?

34. How does Atticus prove that Tom is innocent?

35. How does Atticus embarrass Bob Ewell on the witness stand?

36. What might be the reason for Mayella Ewell's crying in court?

37. How does Mayella react to Atticus' politeness?

Is she used to people acting in this way toward her?

38. What made Tom visit the Ewell home in the first place?

39. Why does Scout think that Mayella is "the loneliest person in the world?"

40. What is Mayella's relationship with her father like? How do you know?

41. Why does Dolphus Raymond hide his Coca-cola brown bag?

42. What, according to Atticus, is the one thing that Mayella Ewell has done wrong?

43. Explain Atticus' views on all people being equal.

44. What does Jem expect the verdict of the trial to be? Does Atticus think the same? Why or why not?
45. As Scout waits for the verdict, she thinks of earlier events. What are these and how do they remind us of the novel's central themes?
46. Although Atticus did not want his children in court, he defends Jem's right to know what has happened. Explain Atticus' reasons for this. (Ch. 22)
47. Miss Maudie tells Jem that "things are never as bad as they seem." What reasons does she give for this view?
48. Why does Bob Ewell get angry with Atticus? What does he do to Atticus after the trial?
49. How does Atticus react to Bob Ewell's threats?
50. At the end of chapter 23, Jem forms a new theory about why Boo Radley has never left his house in years. What is this?
51. Describe the missionary ladies that have tea with Aunt Alexandra?
52. Explain how Tom was killed. What is Atticus' explanation for Tom's attempted escape?
53. How does Maycomb react to the news of Tom's death?

54. Explain the contrast Scout draws between the court where Tom was tried and “The secret courts of men’s hearts.”
55. Why did Jem not want Scout to tell Atticus about Bob Ewell’s comment?
56. In her lesson on Hitler, Miss Gates says that “we American people don’t believe in persecuting anyone.” What seems odd about this claim?
57. Why is Scout puzzled by Miss Gates’ disapproval of Hitler?
58. What three things does Bob Ewell do that alarm Aunt Alexandra?
59. After the Halloween party, Scout decides to keep her costume on while walking home. How does this affect her understanding of what happens on the way?
60. What happens to Jem and Scout on the way home?
61. Who is responsible for saving their lives?
62. What explanation does Atticus give for Bob Ewell’s attack?
63. Who does Atticus immediately think caused Bob Ewell’s death?
64. Why does Heck Tate insist that Bob Ewell’s death was self-inflicted? In what way is this partially true?

65. Is Heck Tate right to spare Boo the publicity of an inquest? Why or why not?
66. How do the events of the final chapters explain the first sentence in the whole novel?
67. How much of a surprise is it to find what Boo Radley is really like? Has the story before this point prepared you for this discovery? How?
68. At the end of the novel, Atticus reads to Scout. Comment on his choice of story. Does it have any connection with themes earlier in the novel and in its ending?

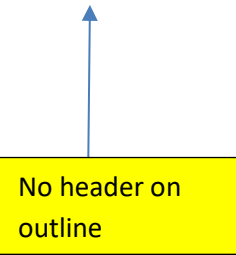
Your Name

Your Teacher's Name

10th English

18 August 2026

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outline



Class Systems in To Kill a Mockingbird

Purpose: to discuss the lower class in To Kill a Mockingbird through the characters of Dolphus Raymond, Walter Cunningham, and Bob Ewell.

I. Dolphous Raymond

- A. Prefers blacks to whites
- B. Pretends to drink
- C. Quote: "I try to give 'em a reason, you see. It helps folks if they can latch onto a reason... folks can say Dolphus Raymond's in the clutches of whiskey-- that's why he won't change his ways... that's why he lives the way he does"(109). Put page number of quote

II. Walter Cunningham

- A. Pays his debts
- B. Controls a riot
 - 1. Joins the lynchers who go to the jail
 - 2. Leaves when Scout recognizes him
- C. Atticus says he never "took anything they can't pay back" (26).

III. Bob Ewell

- A. Doesn't feed his children
- B. Drinks his money away

1. Quote: Atticus tells Scout that “None of them [the Ewells] had done a honest day’s work in his recollection” (40).
2. Quote: Atticus also explains to Scout that “when a man [Bob Ewell] spends his relief checks on green whiskey his children have a way of crying from hunger pains” (41).

C. Is embarrassed by Atticus

D. Attacks Jem and Scout

Keep in mind- No two outlines will be the same. Have at least one quote per Roman Numeral.

Capitalize first word only unless you have a proper noun. Make outline parallel in form. Never

have an A without a B, etc. Keep tense consistent and be diligent about grammar, commas,

agreement, etc.

Your Name

Insert a header using Times
New Roman 12 point.

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Begin with a wow
sentence-a question or
quote, etc. →

Class Systems in To Kill A Mockingbird

Who has the most class- a rich person or a poor person? Money does not equal class.

People who have class are kind, well mannered, humble, and hardworking. People who do not have class are crude, lazy, and narrow-minded. In Harper Lee's novel To Kill A Mockingbird, there are several distinct social levels, but three who are the lowest represent great differences in class. **End introduction with a thesis statement**

The first member of the lower social scale is a white man who prefers to live within the black community. Dolphous Raymond turns his back on the hypocrisy of the white society. He does not confront the racism as openly as Atticus; instead, he chooses to hide the truth about his feelings. At first look, he appears to be a no-good drunk; however, a closer look reveals a very nonjudgmental person who makes a favorable impression upon Jem, Scout, and Dill. His pretense of drunkenness gives the white community an excuse for his inappropriate choices in life. They say that he just does not know any better. He says to Dill, "I try to give 'em a reason, you see. It helps folks if they can latch onto a reason... folks can say Dolphus Raymond's in the clutches of whiskey--that's why he won't change his ways... that's why he lives the way he does"(109). His kind heart is proof that class really has nothing to do with money.

Another member of the lower class who earns the respect of Atticus is Mr. Walter Cunningham. His son eats with the Finches, and Atticus tells Scout that they are a proud family who pay their bills by bringing by food items and leaving them on the steps. Scout learns many lessons about the families in her community through Atticus. He tells her that the Cunninghams

never “took anything they can’t pay back” (26). At the near riot of white men who challenge Atticus, he stands against the group and disperses the mob after Scout recognizes him and reminds him of his humanity.

A third representative of the lower class on the economic level is very different from Raymond and Cunningham. Whereas Dolphus Raymond and Walter Cunningham both represent an element of human goodness, this person represents narrow-mindedness and bigotry. Considered “white trash” by other whites in Maycomb, Bob Ewell can only feel importance by persecuting a black man, the blacks being to only ones beneath the Ewell’s on the social hierarchy. Ewell lives in ignorance, poverty, and squalor. Atticus tells Scout, “None of them [the Ewells] had done a honest day’s work in his recollection” (40). Atticus also explains to Scout, “when a man [Bob Ewell] spends his relief checks on green whiskey his children have a way of crying from hunger pains” (41). Ewell shows his lack of humanity by attacking innocent children to get revenge against Atticus for revealing his ignorance during the trial. His treatment of his children, his lack of work ethic, and his attack on Scout and Jem show him to be beneath every other character in the novel.

The rigid social system of the South is exposed in To Kill A Mockingbird. Through the eyes of the children, the reader sees the destructive, irrational behavior of the low class through Mr. Bob Ewell. A step above Mr. Ewell on the economic ladder is Dolphus Raymond, who doesn’t stand openly against racism, but certainly sees through color to appreciate the heart of people. Probably at the top of the rung of class is Mr. Walter Cunningham. Even though he is poor and on an economic level similar to the Ewell’s, he pays his way, works hard, and stands against wrong when he is encouraged by Scout to do so. Money, or the lack of it, has little to do with true class. (Word Count 630) Give a word count at the end of your paper.

2nd Summer Reading Novel for Honors 10- *The Adventures of Huckleberry Finn*

For each chapter, do the following: If you don't find anything in a chapter, skip it.

1. Define any words that you did not know the meaning of already. (Chloe, Park)
 2. Identify any characters that are introduced. (Raylee)
 3. Discuss any theme that may be introduced. (Caroline)
 4. Discuss any humor that is introduced. (Humor)
 5. List any figurative language used, including symbols that you notice. (Abby)
1. Words (Chloe)
 - Ch. 1. Sugar-hogshead-a large wooden barrel
 - Ch. 2. Skiff-shallow fishing boat
 - Ch. 3. Providence- fate-divine intervention
hived- Huck's slang word for robbed
 2. Characters (Raylee) As you meet a new character, add to the list. As important things happen to these characters, add those events by the names.
 - Huck – first person narrator, superstitious, has a pipe
 - Widow Douglas- made him dress, listen to blessing, learn about Moses, took snuff
 - Miss Watson- widow's sister-taught Huck spelling, discussed the good place and the bad place
 - Tom Sawyer- Huck's friend-very imaginative genies and rubbing a lamp, elephants and camels
 - Jim- Miss Watson's slave
 - Joe Harper, Ben Rogers- secret club friends
 - Pap- Huck's abusive father-town says he drowned
 3. Theme (Caroline- investigate first before you look- add more themes as you see them)
 - Ch. 1. Maybe freedom vs civilization- Huck wants to be free, not confined
 - Ch. 2. Superstitions, curses, witches (secret club).
 - Ch. 3. Becoming a satire of racism, hypocrisy, and societal norms of the antebellum South
 4. Humor (Landry-look up comic elements to look for in Huck-it will help)
 - Ch. 1. Huck doesn't want to go to the good place (heaven) if Miss Watson is going to be there.
His dialogue is humorous.
 - Ch. 2. Huck offered them Miss Watson to kill since his dad never came around (secret club in cave)
 - Ch. 3. Not understanding the word ransomed (confusion)
 5. Figurative Language (Abby-this would include symbols, allusions, metaphors, personification, hyperbole, similes, imagery- you won't find it all and that's ok)
 - Ch. 1. "the wind was trying to whisper something to me" personification
Moses story- Biblical allusion
Huck's clothes seem to represent civilization, but also are too confining for him and nature (wind and trees) seem to represent freedom.
 - Ch. 3. Providence- fate-divine intervention- Mark Twain considers the Mississippi River Huck and Tom's Providence
Don Quixote-literary allusion- novel Tom read about adventure-imaginative

THE FIRST 21 CHAPTERS ARE DUE WHEN SCHOOL STARTS. You can do all of the chapters to get ahead, or you will have three weeks when school starts to do the last 21. I will be calling on you to share or lead a discussion about your topic. Text 229-224-0802 or email bcaldwell@westwoodschoools.org if you have any questions.