



# Hampton Christian Academy

## 11th Grade

Dear Parents,

As we enter this summer, all of us—parents, students, and teachers—are excited about the well-earned break from the rigors of school. At the same time, however, we recognize that an intensive academic effort by juniors and seniors is a necessity as they prepare for the rapidly approaching college years. In the English 11 and Honors English 11 programs, students will be working to develop advanced literary analysis and writing skills. Honors English students will also be preparing for possible entry into the dual-enrollment English 12 class, which will enable them to earn college English credit during their senior year.

With these goals in mind, HCA requires all rising juniors to complete a summer reading program that corresponds with their respective course objectives. Students in eleventh grade are **required to read a minimum of three books** during the summer break. (Honors English 11 students will have additional reading/writing assignments – be sure to check the correct course information on the school website for specific details.) One of the three books is a required class book for all juniors, chosen for its thematic content and correlation to course objectives. During the first week of school, students will discuss this selected book and take an in-class test on it. The book test will account for 50% of the student's summer reading test grade. Students should be prepared to incorporate book-related concepts in later class work. An additional 25% will be earned by successfully completing a computerized AR quiz on a book from the grade level Accelerated Reader book list. AR quizzes consist of 10-20 questions focusing on reading comprehension. Students may drop by the school library any Friday during the summer between 9:00 A.M. to 1:00 P.M. to complete the quiz, or take it during the first week of school. However, we strongly recommend that students not procrastinate in reading the AR book, and advise them to take the AR quiz as soon as possible after completing the reading to ensure they are able to do well and earn the maximum credit. The third book to be read must be selected from the grade level reading list. Students will need to read, analyze, and write about the selected literary work prior to the start of the school year. The written report will comprise 25% of the summer reading grade; requirements for the report will be available on the school website throughout the summer. Students and parents are required to sign the honor statement (see next page) in order for the student to receive credit. The summer reading test grade will be averaged with the first quarter grades for English next year.

Students and parents are encouraged to establish individual reading goals to aid students in their time management. We strongly recommend completing the list-chosen book and the AR book, along with the associated documentation, prior to the beginning of August. The AR quiz printout and the written report, with signatures, will be due the first week of school. As the test on the required class book will also be at the end of the first week back to school, reading in June and July will help to avert a reading crisis in August.

This year's grade level summer reading lists will be available online throughout the summer at the school website: [www.hamptonchristianacademy.org](http://www.hamptonchristianacademy.org). We recognize that there are many excellent books that are not on our summer reading lists; however, to receive credit towards the summer reading test grade, student-selected books **must come from the provided reading lists**. It is our hope that students will read other books in addition to those required.

The success of any program is the direct result of parental support and involvement. We encourage you to look over the requirements and book lists, visit the public library, and help your student get started on summer reading by June. We realize this program requires extra effort from both you and your student. It is just such effort that will reap academic benefits in the life of your student. We look forward to the continued partnering with you in this effort to help your student reach his or her God-given potential.

Sincerely,

*Meredith C. Cowley*

Meredith Cowley  
Director of Guidance

## HCA REQUIRED SUMMER READING: 11th Grade

Students who read gain information, increase vocabulary, and improve comprehension. Therefore, to promote student reading and evaluate reading proficiency, HCA Upper School is continuing its REQUIRED summer reading program.

Summer reports (written report & AR quiz) are due to English teachers during the first week of school.

IN ADDITION, STUDENTS MUST READ THE *REQUIRED* CLASS BOOK FOR THEIR GRADE LEVEL AND BE PREPARED TO TAKE A WRITTEN TEST THE FIRST WEEK OF SCHOOL.

The following credit will be given for books read during the summer:

Required Class Book Test ( <i>Uglies</i> )	_____	50 pts. possible
Book 2 Accelerated Reader Quiz	_____	25 pts. possible
Book 3 Written Report	_____	25 pts. possible

**Summer reading test grade = 100 pts. possible**

The above summer reading grade assumes satisfactory completion of work. Students must score at least 50% on Accelerated Reader quizzes to receive any credit for the AR book. The AR quiz is to be taken in the upper school library on any Friday during the summer, between 9:00 A.M. to 1:00 P.M. (Exceptions to the Friday schedule will be posted online or communicated via Parent Alerts or e-mails.) The AR quiz printout includes an honor pledge that must be signed by the student to receive credit. The written report must be neat, thoughtful, and correct to receive full credit, written in a style appropriate to a formal paper. **Students in grades 9-12 must type their reports.** The 50-point class book test will be given within the first few days of school, so students should be sure they have read and reviewed their required book by August 22, 2017.

Break into summer reading with a positive attitude. Don't procrastinate! Visit your church or public library, stop by local book stores, download to your device, trade books with friends. Make time to read—on the beach, in the car, anywhere.

Use the following form as the **required format** for a one-to-two page record of the book read for the written report. You may (1) print and attach a copy of this form to your formal report, or (2) incorporate the form information in your report. Either way, be sure to answer each question and be sure to include the statement: "I have read this book during Summer 2017 and have not read the book for a prior class or previous book report."  
*\*Remember to sign your name and have your parent sign. Be truthful: do not sign until you have read the book!*

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### STUDENT READING FORM

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

NUMBER OF PAGES: \_\_\_\_\_

1. Summarize the story (plot) in one or two paragraphs (200-word minimum).
2. Describe/discuss at least one of the characters from the book. Do not focus solely on physical appearance; consider personality traits, attitudes, quirks, etc. Explain the character's significance or role in the book. This will be a separate paragraph from the plot paragraph(s).
3. What is the theme or purpose of the book? As Christians, what insights and/or applications can we draw from this book? In four or more sentences, discuss and respond to the main point (lesson, moral) of the book.

**Please read the following statement and sign below: I HAVE READ THIS BOOK DURING SUMMER 2017, AND I HAVE NOT READ THE BOOK FOR A PRIOR CLASS OR PREVIOUS BOOK REPORT.**

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

PARENT: \_\_\_\_\_ DATE: \_\_\_\_\_

# GRADE 11 SUMMER READING LIST

(revised May 2017)

Eleventh grade students must read three books for their Summer Reading credit. Each student **MUST READ THE REQUIRED BOOK** for 11th grade (*The Uglies*) and **two additional books FROM THIS LIST**. Students must read the works of **three different authors** and must read books they have not read before nor studied in previous classes. **NO SUBSTITUTIONS: CHOOSE BOOKS NAMED ON THIS LIST!** (Honors English 11: See school website for your additional assignments!)

**REQUIRED BOOK:** *11th Grade - Uglies by Scott Westerfeld (over 25 copies available at HCA Upper School Library for checkout by enrolled juniors)*

**ACCELERATED READER BOOK:** Read a book listed below, then come by the school library to take your quiz (Fridays only). Try to take the quiz soon after reading the book or you might not pass the quiz. Read for comprehension. Do not read abridged or adapted versions...that can also result in a failed quiz!

Key to abbreviations: CB=book often listed for college-bound students  
CF=Christian fiction      CNF=Christian non-fiction      S/T=suspense/thriller  
NF=non-fiction      B=biography/autobiography      A=action

## **Reading List:**

- Adams, Richard - *Watership Down* (CB)  
Alcott, Louisa May – *Inheritance* (CB)  
Austen, Jane - *Pride and Prejudice, Sense and Sensibility* (CB)  
Avi – *The True Confessions of Charlotte Doyle*  
Blackstock, Terri –*Private Justice, Shadow of Doubt, Word of Honor, Trial by Fire* (all S/T, CF)  
Baldacci, David – *Wish You Well*  
Bradbury, Ray - *Fahrenheit 451* (CB)  
Bronte, Emily - *Wuthering Heights* (CB)  
Bronte, Charlotte - *Jane Eyre* (CB)  
Carlson, Melody – *Diary of a Teenage Girl* series (Chloe, Caitlin, or Kim series books) (CF)  
Cervantes, Miguel de - *Don Quixote* (CB)  
Christie, Agatha - *Murder on the Orient Express, And Then There Were None*  
Clancy, Tom – *Armored Cav: A Guided Tour of an Armored Cavalry Regiment* (CB, NF)  
Crane, Stephen - *Red Badge of Courage* (CB)  
Cussler, Clive - *Iceberg* (Cussler books only: read adapted “clean” version) (A)  
Dekker, Ted – *Red, Black, White, Green, Thr3e, Chosen, Infidel, Renegade, Chaos, Lunatic, Elyon* (all A or S/T, CF)  
Dickens, Charles - *Oliver Twist, David Copperfield, Great Expectations, Tale of Two Cities* (all CB)  
Doyle, Sir Arthur Conan - *Hound of the Baskervilles* (CB)  
Dumas, Alexandre - *Count of Monte Cristo, Man in the Iron Mask* (CB)  
Eliot, George - *Silas Marner* (CB)  
Fitzgerald, F. Scott - *Tender Is the Night* (CB)  
Frank, Anne - *Diary of a Young Girl* (B)  
Gilbreth, Frank and Ernestine Carey – *Cheaper by the Dozen* (B--humor)  
Gunther, John - *Death Be Not Proud* (CB, B--sad)

Hardy, Thomas - *Far from the Madding Crowd, Tess of the D'Urbervilles* (CB)

Hawthorne, Nathaniel – *The House of the Seven Gables* (CB)

Hersey, John -- *Bell for Adano, Hiroshima* (NF)

Heyerdahl, Thor -- *Kon-Tiki* (CB)

Hilton, James -- *Goodbye, Mr. Chips* (CB)

Hugo, Victor -- *Les Miserables, Hunchback of Notre-Dame* (CB)

Kennedy, John F. – *Profiles in Courage* (B, CB, NF)

LaHaye, Tim & Jerry B. Jenkins - *Left Behind, Tribulation Force, Nicolae, Soul Harvest, Apollyon, Assassins, Indwelling, The Mark, Desecration, The Remnant, Armageddon, The Rising, Regime, The Rapture* (CF)

LaHaye, Tim and Greg Dinallo – *Babylon Rising, Secret of Ararat, Europa Conspiracy* (A, CF)

Lee, Harper -- *To Kill a Mockingbird* (Non-honors English 11 students) (CB)

Lewis, Beverly – *Heritage of Lancaster County* series (CF), *Abram's Daughters* series (CF)

Leroux, Gaston -- *Phantom of the Opera* (CB)

Lewis, C.S. -- *Screwtape Letters* (CF)

London, Jack – *The Sea-Wolf* (CB), *White Fang*

Marshall, Catherine – *Christy* (CF)

Oke, Janette – *Love Comes Softly* series: books 1-8, *The Bluebird and the Sparrow, Heart of the Wilderness, A Gown of Spanish Lace, Roses for Mama* (CF)

Paolini, Christopher – *Eragon, Eldest* (Fantasy/Sci Fi)

Peretti, Frank – *Nightmare Academy, Piercing the Darkness, This Present Darkness* (CF, A, S/T)

Speare, Elizabeth George – *The Bronze Bow, The Witch of Blackbird Pond*

Stowe, Harriet Beecher - *Uncle Tom's Cabin* (CB)

Taylor, Mildred – *Roll of Thunder, Hear My Cry*

Taylor, Theodore - *Air-Raid Pearl Harbor* (NF)

Thackeray, William - *Vanity Fair* (CB)

Tolkien, J.R.R. - *Fellowship of the Ring, The Two Towers, Return of the King* (CB)

Tolstoy, Leo - *Anna Karenina* (CB)

Verne, Jules - *Journey to the Center of the Earth, Around the World in Eighty Days* (CB)

Washington, Booker T. - *Up from Slavery* (CB)

Wells, H.G. - *Time Machine, War of the Worlds* (CB)

Wilder, Thornton - *Bridge of San Luis Rey* (CB)

Wolfe, Thomas - *Look Homeward, Angel* (CB)

**SEE NEXT PAGE FOR LIST OF BOOKS FOR WRITTEN REPORT**

**WRITTEN BOOK REPORT: Read a book listed below OR choose to read a second book from the Accelerated Reader list.** Be sure to choose a *different author* for each book read. After reading the selected book, write a formal book report adhering to the provided format and guidelines. Remember that this report is part of your test grade and should reflect your best work.

Alcorn, Randy – *Lord Foulgrin's Letters* (CF)

Alexander, Lloyd - *The High King*

Blackstock, Terri – *Cape Refuge, Southern Storm, River's Edge, Breaker's Reef* (all S/T, CF)

Brother Andrew - *God's Smuggler* (B, CNF)

Brouwer, Sigmund - *Double Helix* (S/T, CF)

Buck, Pearl S. - *Good Earth* (CB)

Burkett, Larry - *The Illuminati* (CF)

Byrd, Dennis – *Rise and Walk* (B-sports, CNF)

Carlson, Melody – *Diary of a Teenage Girl: Maya series* (CF)

Cash, Jonathan - *The Age of the Antichrist* (CF)

Christie, Agatha - *Death on the Nile, Sleeping Murder, Murder with Mirrors*

Colson, Chuck - *Gideon's Torch* (CF); *Born Again, Life Sentence* (B, CNF)

Cook, Gladys – *Vashti and the Strange God* (CF)

Cooper, James Fenimore - *The Deerslayer* (CB)

Cussler, Clive - *Inca Gold, Shockwave* (Cussler books only: read adapted “clean” version) (A)

Dekker, Ted – *Blink, Heaven's Wager series, Obsessed* (all action or S/T, CF)

Douglas, Lloyd C. - *The Robe* (CF)

Downs, Tim - *Plague Maker, Shoofly Pie, Chop Shop, First the Dead, Less Than Dead, Ends of the Earth* (S/T, CF)

Dravecky, Dave and Jan – *When You Can't Come Back* (B-sports, CNF)

Elwood, Roger - *Angelwalk, Fallen Angel, Stedfast Guardian Angel* (CF)

Enochs, Tim, and Bruce Tollner - *On the Clock* (CF, sports/football)

Flanagan, John - *Ranger's Apprentice and Brotherband series: Ruins of Gorlan, Burning Bridge, Icebound Land, Battle for Skandia, Sorcerer of the North, Siege of Macindaw, Erak's Ransom, Kings of Clonmel, Halt's Peril, Emperor of Nihon-Ja, Royal Ranger, Tournament of Gorlan, The Outcasts, The Invaders, The Hunters, Slaves of Socorro, Scorpion Mountain, The Ghostfaces*

Graham, Billy – *Just As I Am* (CNF, B)

Graham, Franklin – *Rebel with a Cause* (CNF, B)

Green, A.C. – *Victory* (B-sports, CNF)

Harris, Joshua - *I Kissed Dating Goodbye* (CNF)

Heitzmann, Kristen – *The Still of Night* (CF)

Henderson, Dee – *Danger in the Shadows, The Negotiator, The Guardian, The Protector, The Truth Seeker, The Healer, The Rescuer* (CF, S/T)

Henderson, Lois T. – *Ruth, Miriam, Priscilla and Aquila, Hagar* (all CF)

Herriot, James -- *All Things Bright and Beautiful* (CB)

Hershiser, Orel – *Out of the Blue* (B-sports, CNF)

Hill, Grace Livingston – *The Search* (or any of hers over 150 pages) (CF)  
Holmes, Marjorie -- *Two from Galilee, Three from Galilee, The Messiah* (all CF)  
Hudson, W.H. -- *Green Mansions* (CB)  
Huggins, James Byron -- *The Reckoning, Leviathan* (CF, S/T)  
Jenkins, Jerry – *Soon, Silenced, Shadowed, Riven* (CF, A)  
Kingsbury, Karen – *Redemption* series (CF)  
Kraus, Harry – *Lethal Mercy, Stainless Steel Hearts, Fated Genes* (CF, Medical S/T)  
LaHaye, Tim & Jerry B. Jenkins - *Glorious Appearing, Kingdom Come* (CF)  
Lawhead, Stephen – *DreamThief* (Sci Fi, CF)  
Lewis, C.S. -- *Mere Christianity* (CNF; CB)  
Marshall, Catherine – *Julie* (CF)  
McClary, Clebe -- *Living Proof* (CNF, B)  
MacDonald, George -- *The Last Castle, The Marquis' Secret* (any of his over 200 pages) (CF)  
Morrisey, Tom – *Deep Blue, Dark Fathom* (CF, S/T)  
Myers, Bill – *Blood of Heaven* (CF)  
Odom, Mel – *Apocalypse* series (CF, A)  
Oke, Janette – *They Call Her Mrs. Doc* (or any of hers over 150 pages) (CF)  
Oladokun, Alexander – *Acrux Manor* (Alexander is a 2013 graduate of HCA)  
Popov, Harlan – *Tortured for His Faith* (CNF, B)  
Price, Eugenia – *Lighthouse, New Moon Rising, Don Juan McQueen*  
Rivers, Francine -- *The Last Sin Eater* (CF)  
Tregaskis, Richard - *Guadalcanal Diary* (NF)  
Vanauken, Sheldon - *A Severe Mercy* (CNF, B)  
Warren, Robert - *All the King's Men* (CB)  
Wise, Steven - *Midnight* (CF)  
Youssef, Michael - *Mastermind, Earth King* (CF)

***Remember: 3 books: 1 test + 1 quiz + 1 report = 1 great grade!***

Caution: Reading lists include a few non-fiction books. Before choosing to read a non-fiction book for the written report, be sure you will be able to complete all required elements for the report (summary, character, theme).

# Honors English 11 Additional Summer Reading/Writing Assignments

**\*\*\*Be sure to also complete the 3-book assignment for Regular English 11!\*\*\***

**Read the following guidelines carefully and follow them as you do your summer reading assignments for *The Great Gatsby* and *To Kill a Mockingbird*:**

1. Determine that you will try to read with understanding. Don't just skim through the story.

2. When you come to a word you don't understand:

★ First, look at the context in which it is used and see if you can determine its meaning.

★ Second, look up the meaning of the word.

***Note: If you do not already own a good Webster's Collegiate Dictionary, you should invest in one. An internet dictionary is not a good substitute when doing in-depth study.***

3. Pay close attention to the words used and think about why the author used them. Particularly, pay attention to his/her use of adjectives. This can help you to determine the mood of the story. For example, in the poem "The Raven," Edgar Allan Poe writes, "Once upon a midnight dreary while I pondered weak and weary..." The adjectives *dreary*, *weak*, and *weary* indicate that the mood of the poem is morose rather than happy.

4. Attempt to identify the main characters and their relationships to each other. Note friendships, family relationships, clashes between characters, etc. Does the author make the character affable or detestable?

5. Are there words and/or phrases that are used repeatedly? Does a character do the same things or make the same mistakes repeatedly? What words and phrases offer foreshadowing for the direction the story will take? For example, in "The Boy Who Cried Wolf," every time he lied about the wolf, someone would warn him that someday the wolf really would be there and no one would believe him, which is exactly what happened.

6. Pay attention to shifts in the story – places where the story changes direction.

7. Identify the setting(s) and how the setting impacts the story and characters.

8. Why did the author write the story? Does it seem to be for entertainment, to influence opinion, to state a moral, or otherwise inform?

9. Are there similarities in the story to things that you already know about or that relate to modern culture (news, peer discussion, etc.)?

10. What do you think about the story and the writer's style? Does the language fit the story? Is it interesting? Is it told well?

Complete the following assignments and hand them in on the first day of school. Do your own work. You may not work with another student and do not look for answers from others on the internet. Be sure to proofread your work. Each assignment should be typed, MLA format, using Times Roman 12 and double spacing throughout. In the top left corner of the first page, please put the following:

Your Name

Teacher's Name

Honors English 11

Due Date

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***Honors English 11 Required Reading Novel #1: The Great Gatsby***

**I. Read the novel, noting the characters listed below.**

Characters:

Be able to identify the following characters. Be able to tell who they are in the story, significant facts about them, and whether the author's depiction of them makes you like them, hate them, or be indifferent toward them.

- |                     |                        |                   |
|---------------------|------------------------|-------------------|
| 1. Nick Carraway    | 8. Myrtle Wilson       | 15. Dan Cody      |
| 2. Daisy Buchanan   | 9. Catherine           | 16. James Gatz    |
| 3. Tom Buchanan     | 10. Mr. McKee          | 17. Pammy         |
| 4. Jay Gatsby       | 11. Mrs. McKee         | 18. Michaelis     |
| 5. Jordan Baker     | 12. Mr. Mumble         | 19. Henry C. Gatz |
| 6. T. J. Eckleberg  | 13. Meyer Wolfsheimer  |                   |
| 7. George B. Wilson | 14. Ewing Klipspringer |                   |

**II. Write the following:**

**A. Author: Write at least one in-depth paragraph about the author. Include his or her birth date, place of birth, major life events, etc. What was significant about the historical period in which he or she lived? Are they known for any other major works?**



**B. Summary:** Write at least one in-depth paragraph summarizing the story of *The Great Gatsby*.

**C. Significant Events:** (paragraph) Identify and explain at least three events in which, because of a character's jealousy, greed, anger, or other dark emotion, a tragic or calamitous event occurred. What could have been the alternative if those involved had, instead, exercised kindness, understanding, or charity?

**D. Critical Analysis:** What do you think the following quotation means? Who said it and why did they say it? About whom or what was it said? Do you agree with the statement? Apply your interpretation to current society. Does it apply?

*"I hope she'll be a fool--that's the best thing a girl can be in this world, a beautiful little fool... You see, I think everything's terrible anyhow... And I know. I've been everywhere and seen everything and done everything."*

## ***Honors English 11 Required Reading Novel #2: To Kill a Mockingbird***

(Note: Page numbers referenced in the worksheets correlate to *To Kill a Mockingbird*, ISBN-10: 0-446-31078-6 and ISBN-13: 978-0-446-31078-9, published by Grand Central Publishing. You may use other unabridged versions, but be aware that page numbers may not exactly coincide.)

**I. Read the novel, reflecting upon the detailed worksheet questions as you complete each chapter.**

### **II. Write the following:**

- ★ **Author: Write at least one in-depth paragraph about the author. Include his or her birth date, place of birth, major life events, etc. What was significant about the historical period in which he or she lived? Are they known for any other major works?**
- ★ **Summary: Write at least one in-depth paragraph summarizing the story of *To Kill a Mockingbird*.**
- ★ **Critical Analysis: *To Kill a Mockingbird* is a Pulitzer Prize-winning masterpiece of American literature. Write an in-depth paragraph analyzing and evaluating the novel as a whole. Support your analysis with specific details from the book. Incorporate answers to the following questions in your paragraph: Explain the book's title. What is a central theme of the novel, and how does the book's title relate to that theme? Why is this novel an enduring work of literary merit?**

***NOTE:*** *Worksheet Sets 1, 2, 3, and 4 (attached) are provided below to aid you in your understanding and analysis of To Kill a Mockingbird. You are not required to write out answers to these worksheets.*

## Set 1: *To Kill a Mockingbird*, CH 1-7

### Chapter 1:

1. Is the story being told from a past, present, or future perspective? How does Harper Lee reveal her perspective?
2. In the second paragraph, the author tells us the lens through which she tells the story. What is it?
3. What is implied by this statement? “We were far too old to settle the argument with a fist-fight, so we consulted Atticus.”
4. Discuss the contradictions in Simon Finch’s philosophy and practice of his life.
5. On page 4, it is said that “the tradition of the land remained unbroken until well into the twentieth century, when my father, Atticus Finch, went to Montgomery to read law.” What might Atticus’s decision to leave the land imply about him symbolically?
6. What might the décor of Atticus’s office tell us about Atticus?
7. How might the details of Atticus’s first case foreshadow his future challenges as a lawyer?
8. How might the description of the people of Maycomb foreshadow Atticus’s challenges as a lawyer: “People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long, but seemed longer”?
9. What is the implication of this quote on p. 6? “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.”
10. What clue does this statement from p. 6 provide us regarding what historical time period the story takes place in? “The town had recently been told it had nothing to fear but fear itself.”
11. What does this quote regarding Calpurnia tell us? “Her hand was as wide as a bed slat and twice as hard.”
12. What is the difference regarding how their mother’s absence affects Jem and Scout?
13. Describe Dill.
14. What did Dill do that tempted Jem and Scout to do something they had never done before?
15. How does the physical description of Mr. Radley indicate his character?
16. Regarding Mr. Radley, Calpurnia said, “There goes the meanest man God ever blew breath into.” Then she spat meditatively into the yard. Scout then gives this explanation: “We looked at her in surprise for Capurnia rarely commented on the ways of white people.” What do these comments tell us (1) about the situation in which Boo Radley existed, and (2) about the culture of Maycomb?

17. Describe Boo Radley. How does the author build the case to support the statement that Boo Radley is a malevolent phantom? Think about how the descriptions of the house and Boo's father fit into the statement about Boo.
18. When did Jem periodically become a loving brother to Scout?
19. How is the phrase "A tiny, almost invisible movement..." a description of Boo's life?
20. Using the descriptions of the town and the Radley house, how are the two both the same and different?

## **Chapter 2**

1. Why did Scout not grieve too much when Dill went back to Meridian?
2. What is an indication that Atticus is not a typical parent?
3. Why are the children interested in the fact that Miss Caroline Fisher is from North Alabama, from Winston County? What does the list of descriptions of people who live in Winston County tell us about Maycomb County?
4. For what two reasons does Miss Caroline quickly become frustrated with Scout? How is she different from other students in first grade?
5. To what does Scout compare reading? Who was responsible for Scout's learning to read? How did the person do it?
6. Why wouldn't Walter Cunningham borrow a quarter for lunch from Miss Caroline?
7. What does this statement tell us about the Cunningham family? "He did have on a clean shirt and neatly mended overalls."
8. Describe the economic system in place in Maycomb County.
9. Why would Mr. Cunningham rather let his family go hungry than go to work for the WPA? What is the WPA?
10. Why did Scout think Miss Caroline wanted her to hold out her hand? What does that tell you about the business climate in Maycomb?

## **Chapter 3**

1. What is ironic about Scout's thoughts on her first day of school regarding the remaining nine months of the school year?
2. According to Atticus, one could never really understand a person until one climbs into his skin and walks around in it. What does that mean?

3. Why do children like Walter Cunningham repeat part of first grade over and over?
4. Why did Calpurnia call Scout to the kitchen, and what is the lesson Scout must learn?
5. What is ironic about little Chuck Little?
6. Describe Burris Ewell. How might his appearance foreshadow his character and perhaps that of his family?
7. What does Burris Ewell's altercation with little Chuck Little tell you about Burris?
8. What does Scout tell Atticus she wasn't going to do anymore, based on her first day of school?
9. Describe Atticus based on what you know about him so far. What kind of man is he? If you could crawl around in Atticus's skin, what would it feel like?
10. According to Atticus, what is the difference between the Ewells and the "common folk"?
11. How does Atticus propose to Scout that he and she deal with the issues of his reading with her?
12. What ironic thing do we learn about Atticus, a lawyer?

#### **Chapter 4**

1. On p. 43, why are the words "Project, Unit, and Group Dynamics" capitalized?
2. What irony does Scout notice about her Dewey Decimal education compared with her father's and uncle's (specifically her father's)?
3. What does Scout, then Scout and Jem, find in the tree at the edge of the Radley property? Why are those things there?
4. Give three reasons as to why Scout wanted to quit playing the Radley game.
5. What was the result of the State's efforts regarding Burris and the other Ewell children?
6. Of what did Scout feel cheated?
7. On p. 45, what is the symbolism of the admonition Jem gives Scout, "Don't touch the tree"?
8. What does summer mean to the children?
9. What symbolic "plagues" did the children have to deal with on their street? Be specific.
10. When Dill returns this year, what does Scout notice?
11. On p. 48, what prophecy does Dill utter?

12. How does Jem reward Scout for teasing him about the “Hot Steams”?
13. On p. 50, what causes Scout to freeze?
14. What becomes the children’s favorite game?
15. The statement, “Jem was a born hero,” could be an example of \_\_\_\_\_.
16. What do we discover about Jem’s and Scout’s relationships with Atticus?
17. What has Scout not told Jem regarding her experience with the tire?

### **Chapter 5**

1. What is Jem’s philosophy regarding whether he is allowed to do something?
2. What is the irony of Scout’s relationship with Jem and Dill this summer?
3. What do the children learn from Miss Maudie?
4. What do we and Scout discover about both Jem and Dill?

### **Chapter 6**

1. What becomes Jem and Dill’s objective to achieve before Dill leaves for the summer?
2. What does Scout see when Jem looks in the window?
3. What happens to Jem?
4. Why does Jem want to go back to the Radley house?

### **Chapter 7**

1. List the gifts the children found in their knot-hole in the tree:
2. Who gave them to them?
3. Who cements the knot hole and why?

### **Set 2: *To Kill a Mockingbird*, Chapters 8-15**

### **Chapter 8**

1. What three big events that happened in Maycomb at the beginning of chapter 8?

2. When Scout discovered that she was wearing a brown woolen blanket around her shoulders, what did Atticus mean when he said, “Looks like all of Maycomb was out tonight, in one way or another.”
3. What was Miss Maudie’s opinion regarding the burning of her house, and how did she intend to handle the loss?

## Chapter 9

4. What did Atticus mean during the following conversation as Atticus explained to Scout about his representing Tom Robinson?  
“Atticus, are we going to win it?”  
“No, honey.”  
“Then why—“  
“Simply because we were licked a hundred years before we started is no reason for us not to try to win,” Atticus said.
5. Compare and contrast the way Scout and Jim thought about Aunt Alexandra and Uncle Jack.
6. When Uncle Jack removed a bloody splinter from Scout’s foot, Scout was surprised to discover that she had felt no pain during the procedure; she didn’t even know he had already done it. Uncle Jack told her that he had yanked it while she was laughing, explaining that was what was known as relativity. How could his statement be symbolic of the racial prejudice in Maycomb?
7. What two people were worried about Scout becoming a lady? Why were they worried? Contrast them with Atticus’s attitude toward the things they were worried about.
8. How does this statement possibly reflect Atticus’s attitude regarding racial prejudice in Maycomb? Scout begs Atticus to use his influence to persuade Aunt Alexandra to let her sit at the children’s table for Christmas dinner. Atticus answers “that he had none—we were guests, and we sat where she told us to sit.” He also said Aunt Alexandra didn’t understand girls much, she’d never had one.
9. In chapter 9, what do we learn about how Atticus’s philosophy regarding raising children, particularly, differs from Uncle Jack’s and Aunt Alexandra’s? How does this apply to his way of dealing with racial prejudice in Maycomb?
10. Based on the information in chapter 9, discuss the difference in the expectations Southern families had for their daughters as opposed to their sons. When compared with Aunt Alexandra, and the men in her life, what is ironic about this expectation?

## Chapter 10

11. Why was it a sin to kill a mockingbird?
12. For whom in the story might a mockingbird be symbolic?
13. Why are Jem and Scout ashamed of Atticus? List three reasons.
14. Who was Old Tim Johnson and what happened to him? What did Scout and Jem discover about their father as a result?

15. Why did Atticus give up shooting, according to Miss Maudie?

16. Why did his children never know about Atticus's talent?

## **Chapter 11**

17. What is Atticus' view of being a gentleman?

18. In chapter 9, Atticus didn't mind that Uncle Jack punished Scout for calling Francis a bad name. When the two men were discussing the issue, though, Atticus said Jack's punishment had been the right answer, but for the wrong reason. What did he think was the right reason that Scout should be punished?

19. He then says that Scout was coming along. Why did he think she was coming along?

20. Why is this statement now ironic considering Jem's actions toward Mrs. Dubose?

21. What reasons does Atticus give as to why he will defend Tom Robinson, even though popular opinion mandates that he should not?

22. Why is it ironic that Jem doesn't like being inside Mrs. Dubose's house?

23. Why does Atticus consider the white camellia to be a symbol of courage?

## **Chapter 12**

24. By the beginning of summer, what has happened to Jem, and how did that affect Scout?

25. What does Scout begin to realize regarding being a girl?

26. Discuss at least three aspects regarding Scout's and Jem's experience at Calpurnia's church.

27. Who has accused Tom Robinson and what has Tom Robinson been accused of? What has happened to him and his family as a result of the accusation?

28. Because of what Atticus says about the Ewell family, what does Scout realize about them?

29. What is "linin," and why do the people at First Purchase Church sing that way?

30. How did Calpurnia learn to read, who was involved, and how does that process reveal something about Atticus?

31. How does the author characterize Calpurnia that shows how she and Atticus are quite like-minded in their world-view?



## Chapter 13

32. What does Aunt Alexandra's conversation on the front porch reveal regarding her feelings about Calpurnia?
33. Regarding Aunt Alexandra's coming to stay with the Finches, what double or even triple meaning might Atticus's statement, "The summer's going to be a hot one," have?
34. Regarding Aunt Alexandra, why does Scout capitalize the phrase, "Aunty had a way of declaring What is Best for the Family"? What does that statement tell us about Alexandra as a person and her role in the family?
35. What was the irony that amused Jem when Aunt Alexandra "talked down" about other Maycomb families?
36. Regarding heredity, what was the difference in the way Scout had been taught to evaluate a person's "fineness" as opposed to the way Aunt Alexandra evaluated it?
37. What is ironic about Aunt Alexandra's evaluation of fine folks?
38. Describe Maycomb's beginning and development. What does its position away from major transportation inlets help to guarantee about the town and the people in it?
39. According to this insight, why do Atticus and Uncle Jack have such different world-views than Aunt Alexandra?
40. Alexandra implores Atticus to talk to the children about their family heritage. As his discussion with his children progresses, what becomes evident regarding Aunt Alexandra's perspective on life and gentle breeding as opposed to his?
41. How might this perspective apply to how Aunt Alexandra feels about Atticus representing Tom Robinson?
42. Considering Uncle Joshua, what is ironic about Aunt Alexandra's perspective?

## Chapter 14

43. What changes is Aunt Alexandra trying to get Atticus to make in his household and why?
44. After Scout and Jem's fight, what does Scout discover?
45. How did the "discovery" explain how and why he was there? What was the truth?
46. What is the irony regarding the "discovery's" situation and Scout's?
47. Why has Boo Radley never run away?

## Chapter 15

48. Why does Jem scream at Atticus that the telephone is ringing?
49. What does Scout identify as evidence that Atticus is about to prove wrong the group of men who have come to his house?
50. What does this phrase really mean regarding Atticus?
51. What might this statement by Atticus indicate? Jem asks him, “They wanted to get you, didn’t they?” Atticus answers, “No son, those were our friends.” The passage continues, “‘It wasn’t a—a gang?’ Jem was looking from the corners of his eyes.” Then Atticus answers, “No, we don’t have mobs and that nonsense in Maycomb. I’ve never heard of a gang in Maycomb.”
52. What does the following statement indicate regarding Atticus’s perspective of the Tom Robinson situation as opposed to Aunt Alexandra’s and other people in the community? “I walked home with Dill and returned in time to overhear Atticus saying to Auntie, ‘... in favor of Southern womanhood as much as anybody, but not for preserving polite fiction at the expense of human life’”?
53. Why does Jem decide to go downtown at 10:00 at night?
54. What does this and the earlier conversation with Atticus about a gang reveal about Jem?
55. What is symbolic about the light cord Atticus took with him and how he used it when the four cars appeared? List the references to the symbolism in the following paragraphs.
56. What is sickeningly comical/ironic about the fact that the men talked in whispers upon Atticus’ command?
57. For the first time, Atticus reveals fear of the crowd. How does he reveal it and what caused his fear?
58. Describe the situation at the jail. Why did the men come?
59. Why did Scout’s conversation with Mr. Cunningham break up the mob?

### Set 3: *To Kill a Mockingbird*, CH 16-24

## Chapter 16

1. Why does Atticus say that naming a child after a Confederate general makes slow steady drinkers?
2. According to Atticus, why did Walter Cunningham back down?
3. How are many of the citizens of Maycomb dealing with the trial?
4. Why does the passerby shout a Bible verse about vanity to Miss Maudie? What does Miss Maudie’s response tell us about her?

3. Describe the layout of the courtroom.

## **Chapter 17**

1. How is Bob Ewell characterized? How does that characterization influence the reader to feel about him?

2. Why is Tom Robinson on trial?

3. Describe the Ewell house. What is ironic about it?

4. What should have been the audience's reaction to this question asked of Mr. Ewell and of his answer: "About your writing with your left hand, are you ambidextrous, Mr. Ewell?" 'I most positively am not, I can use one hand good as the other. One hand good as the other,' he added, glaring at the defense table."

Why should the audience have reacted in that way?

## **Chapter 18**

1. How is Mayella Ewell characterized?

2. What was one of the most obvious differences between Mayella and her father?

3. What else is different about the Mayella and her father – especially in the way she responds to Atticus?

4. What does Mayella infer from the way Atticus speaks to her?

5. What propaganda device did Mayella Ewell use on the stand in her final statements?

6. Who noticed that Scout, Jem, and Dill were in the courtroom? What did Jem say the person would do?

## **Chapter 19**

1. What paradox does Tom Robinson find himself in when Mayella attempts to seduce him?

2. Why did Tom Robinson's remark that he felt sorry for Mayella Ewing damage his case?

3. Why did Dill start to cry and have to leave the courthouse?

4. What does Scout say is the main difference between Atticus and other lawyers?

5. Who commiserates with Dill once he and Scout get outside?

## **Chapter 20**

1. What secret do Scout and Dill discover about Mr. Raymond?
2. Why does Mr. Raymond say that he perpetuates the rumors about himself?
3. What does Mr. Raymond say will happen to Dill as Dill grows up and why?
4. What does Atticus mean when he says that cheating a colored man is ten times worse than cheating a white man?
5. Explain the logos (logic) with which Atticus presents his evidence to the jury. Follow the sequence of information.
6. Does Atticus agree with the words, "All men are created equal"? How and why?

## **Chapter 21**

1. What was going through Atticus's head when he received the note saying that his children had been missing since noon?
2. Why does Atticus open his mouth, close it, then leave, when Jem asks him if he thinks the jury will acquit Tom Robinson before they get back?
3. Why does the Reverend Sykes tell Jem not to be over confident?
4. Of what does the atmosphere in the courtroom remind Scout as they wait for the jury to pronounce its verdict?
5. However, there is one difference. As the jury returns, what does Scout envision?
6. What does Scout notice that only a lawyer's child would notice?
7. What happens as Atticus leaves the courtroom?

## **Chapter 22**

1. For what reasons does Atticus tell Aunt Alexandra that it was acceptable for the Scout, Jem, and Dill to have been in the courtroom?
2. According to Atticus, who is the only group who really understands and responds to the injustice toward the Negro people in Maycomb County?
3. How does Atticus's statement correspond with Mr. Raymond's comment regarding Dill in Chapter 20, question 23?
4. How did the Negro population show its appreciation to Atticus regarding his defense of Tom Robinson? How do we know the true sacrifice of their actions?

5. What does Dill reveal about Miss Rachel?
6. How does Miss Maudie explain Atticus's role in Maycomb County to Jem, Scout, and Dill?
7. What else does Miss Maudie reveal regarding the town's attitude toward prejudice and injustice?
8. As the children cross the street, what does Dill observe about Miss Stephanie, Miss Rachel, and Mr. Avery?
9. What happened between Mr. Ewell and Atticus?

### **Chapter 23**

1. Regarding his altercation with Mr. Ewell, what was Atticus's chief complaint, and what did he mean?
2. What is Atticus's view of having a gun, and why is that ironic?
3. Describe Atticus's attitude toward/perception of Bob Ewell's threat toward him.
4. Based on Atticus's attitude toward the talk about, and the actual gang who met him at the jail, and now Mr. Ewell's threats toward him, describe his worldview.

Is he naïve? Is he realistic?

5. How does Atticus's worldview regarding people, especially people like Mr. Ewell, differ from Aunt Alexandra's?
6. What does Atticus mean when he says, "No one has much chance to be furtive in Maycomb County"?
7. According to Atticus, what is a mob/gang comprised of?
8. Explain the facts of life, according to Atticus.
9. What is Atticus's definition of trash?
10. a. What does Atticus mean when he says, "Don't fool yourselves – it's all adding up, and one of these days we're going to pay the bill for it."
  - b. What are three reasons Atticus gives as to why someone like Miss Maudie or the Finches would never end up on a jury?
  - c. What two things are implied by the above statement?
11. What one thing does Atticus discuss regarding Tom Robinson's trial that might indicate a little bit of hope for change in Maycomb?
12. Why did Atticus not "strike" Mr. Cunningham from the jury?

13. Explain the difference between Aunt Alexandra's and Atticus's view of "trash."
14. Explain Jem's opinion of the four kinds of folks. How does Scout disagree?
15. According to Jem, why does Boo Radley stay in the house?

## **Chapter 24**

1. How does Miss Maudie treat Scout at the Missionary Society tea, compared with how the other women treat her? What does this indicate?
2. Explain the irony in Mrs. Merriweather's conversation regarding how the people of Maycomb should treat the Mrunas of Africa.
3. What does Miss Maudie mean when she says, "Does his food stick going down?"
4. What happens to Tom Robinson and why?
5. What does Aunt Alexandra's reaction to Atticus's news regarding Tom tell us about her?
6. Discuss the difference between what Aunt Alexandra thinks Maycomb wants from Atticus and what Miss Maudie thinks they want from Atticus.
7. Discuss "background" according to the explanations you've read in the last two chapters.
8. What does Scout's offering Aunt Alexandra a cookie at the end of chapter 23 indicate about their relationship, especially within the situation that happened at the tea?

## **Set 4: *To Kill a Mockingbird*, CH 25-31**

### **Chapter 25**

1. How is the roly-poly a metaphor for the Finch family?
2. How does Dill explain Atticus's trip to the Robinson house? What happens and who are present?
3. What was Maycomb's reaction to Tom Robinson's death? What ultimate philosophy does this reaction convey?
4. What was Mr. Underwood's position on the killing of Tom?
5. Tom's execution is a metaphor for what?
6. Even though Tom had due process and good representation, when did he really become a dead man, according to the implications of Mr. Underwood's editorial?

7. What promise did Mr. Ewell make when asked about Tom's murder?
8. Why does Jem not want Atticus to know what Mr. Ewell has said?

### **Chapter 26**

1. How do Scout and Jem know that Boo Radley is still in his house?
2. While discussing her renewed interest in Boo, what does Scout discover about Atticus?
3. How does Scout know that Maycomb parents have been talking to their children about the Finches?
4. What does Scout think is ironic about Maycomb's feelings toward Atticus for representing Tom?
5. What is ironic regarding Miss Gates' current events lesson about democracy?
6. What has Scout heard Miss Gates say?
7. Why does Atticus say Jem reacts so harshly to Scout's question regarding Miss Gates?

### **Chapter 27**

1. What three things out of the ordinary happened in Maycomb?
2. How does Aunt Alexandra sum up the above events?
3. How does Atticus explain the above events?
4. Explain the irony regarding the Mrunas and Mrs. Merriweather's and J. Grimes Everet's interpretation of their society.
5. Who were the nine old men who killed the National Recovery Act?
6. What would be different about Halloween in Maycomb this year and why?
7. What does Aunt Alexandra mean when she answers Scout with, "Oh, nothing, somebody just walked over my grave"?
8. What could Scout be implying when she announces at the end of chapter 27 that she and Jem were beginning their longest journey together?

### **Chapter 28**

1. List three details that foreshadow and build the tension for what will become Scout and Jem's longest journey:
2. Who were the only people who were not at the Halloween Festival?

3. Explain this conversation: “His [Cecil’s] mother said he might catch something from everybody’s heads having been in the same tub. ‘Ain’t anything around town now to catch,’ I protested. But Cecil said his mother said it was unsanitary to eat after folks. I later asked Aunt Alexandra about this, and she said people who held such views were usually climbers.”
4. What is the point of this sentence? Someone asks Jem if they want a ride home and he states, “Naw, it’s just a little walk.”
5. Scout says, “The night was still. I could hear his breath coming easily beside me. Occasionally there was a sudden breeze that hit my bare legs, but it was all that remained of a promised windy night. This was the stillness before the thunderstorm.” Symbolically, what does this foreshadow?
6. Scout realizes that what she thought was the rustling of the trees is something else. What is it, really, and what does it mean?
7. Describe the scenario that begins near the big oak.
8. Once Scout gets her bearing and finds the road, she looks down toward the street light. What does she see?
9. Describe the events that occur once Scout gets home.
10. What is ironic regarding the clothes Aunt Alexandra brings to Scout after getting her out of her ham costume?
11. What is Dr. Reynold’s diagnosis and prognosis for Jem?
12. What are the things that Heck Tate finds when he does his investigation of what has happened to Jem and Scout?

## **Chapter 29**

1. What is our first clue that Atticus is very upset by the evening’s events?
2. Explain the irony in Bob Ewell’s statement that he would get Atticus if it took him the rest of his life.
3. Explain the significance/irony of Atticus’s question to Heck Tate: “Are you sure?”
4. What is implied by this statement by Heck: “‘This thing probably saved her life,’ he said. ‘Look.’ He pointed with a long forefinger. A shiny clean line stood out on the dull wire. ‘Bob Ewell meant business.’”
5. What is the implication of Heck’s description of Bob Ewell?
6. Describe the person who came to help the children. Who was he?



## Chapter 30

1. Why does Atticus invite everyone to go to the porch rather than continue their discussion of the evening's events in Jem's room?
2. What does Atticus think has happened to Bob Ewell?
3. What does Atticus think Heck Tate is trying to do? Why does Atticus not want to allow him to do it?
4. How does Heck Tate explain the evening's events?
5. What does Heck mean when he says, "Let the dead bury the dead"?
6. What does Heck say would happen to the citizen who did his utmost to keep a crime from being committed if word got out about what he had done? Who is that citizen?
7. What does Scout mean when she tells Atticus that she understands what Heck was saying, and that "it would kind of be like shooting a mockingbird"?

## Chapter 31

1. What surprises Scout about Boo?
2. What does Scout mean when she says, "I would lead him through our house, but I would never lead him home"?
3. After Scout walks Boo back to his house, she realizes that he has given her and Jem small gifts over the years, but they had never given Boo anything. She turns to go home, then realizes that from a certain angle on the porch, she could see all the way to town. What other important fact does she realize?
4. As she makes her way home, what does Scout decide?
5. What happens as Scout begins talking about Stoner's Boy?
6. Why is it a sin to kill a mockingbird?