

Connection Questions - *TKAM* Chapters 1-3

The following questions are to be answered in the literature section of your binder on a piece of looseleaf, with the proper heading. Your work is not valid unless you have included and cited textual evidence. All responses should be **at least** 8-10 sentences in length. Please number your responses. Work may be collected at random.

Chapter 1 Questions: (Pick 3)

1. In the second paragraph of the novel, Scout says that the events leading up to Jem's broken arm started with the Ewells (another family in Maycomb), but Jem "said it started long before that." How does Jem's comment relate to the family history Scout provides over the next couple of pages? What is Harper Lee suggesting about the influence of the past on the events that take place in the novel?
2. Read aloud Scout's description of Maycomb in the first chapter, beginning with "Maycomb was an old town, but it was a tired old town when I first knew it." What words does Harper Lee, with Scout as the narrator, use to paint a picture of Maycomb? If Maycomb were a person, how would you describe its personality?
3. What kind of figurative language does Harper Lee use in the following description?
 1. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.
 2. What does this description suggest about the role of women in Maycomb?
4. Harper Lee does not directly tell the reader what years the novel takes place during. What are some clues that she provides to help the reader determine the time period?
5. What facts are revealed about the history of the Radleys in this chapter? What gossip and legend about the Radleys is revealed? How do you know the difference between the facts and the gossip?

Chapter 2 Questions: (Pick 4)

1. Scout tells us the following about her teacher on the first day of school:
Miss Caroline was no more than twenty-one. She had bright auburn hair, pink cheeks, and wore crimson fingernail polish. She also wore high-heeled pumps and a red-and-white-striped dress. She looked and smelled like a peppermint drop.
Analyze the descriptive language Lee uses to describe Miss Caroline. What words or phrases help you visualize her? What figurative language does the author use? How does

the author use the description of Miss Caroline to suggest something about her personality and style as a teacher? How does the description accentuate the personality clash between Scout and her teacher?

2. Scout reflects: “Until I feared I would lose it, I never loved to read. One does not love breathing.” What comparison is Lee suggesting in these two sentences? What does it suggest about how Scout thinks about reading?

3. When Scout introduces Walter to her teacher by saying, “Miss Caroline, he’s a Cunningham,” what does Scout assume that Miss Caroline will automatically understand about him? What characteristics do the residents of Maycomb automatically associate with “the Cunningham tribe”?

4. How does our membership in various groups—families, schools, neighborhoods, nations—affect how others think about us? How does it affect how we think about ourselves? Are those impressions ever accurate?

5. How are readers and Miss Caroline similar in their understanding of Maycomb society at this point in the novel? How does Harper Lee use the character of Miss Caroline to introduce readers to what everyone else in Maycomb already “knows”?

6. What words and phrases do Scout and Atticus use to describe the Cunninghams in this chapter? How are the Cunninghams different from the Finches? How are they similar?

Chapter 3 Questions: (Pick 5)

1. What does Scout mean when she says, “By the time we reached our front steps Walter had forgotten he was a Cunningham”?
2. According to Atticus, who are the “common folk” in Maycomb? What characteristics does he say, or imply, are shared by the “common folk”? Who does Atticus say are not included in the “common folk”? Why are they excluded?
3. What do we mean when we talk about someone’s social or economic class? What is it supposed to tell you about someone?
4. How does Atticus distinguish between the Cunninghams and the Ewells? Is either family part of the “common folk” of Maycomb? How do the two families differ in class and status from each other and from the Finches? What specific evidence from the text helps explain why his opinion of the two families differs?
5. Compare and contrast the descriptions Scout provides of Burris Ewell and Little Chuck Little. How do the similarities and differences between these two classmates support Atticus’s opinion about the Ewell family?

6. In this chapter we learn about more about the Finches, the Cunninghams, and the Ewells. Which of the characters in this chapter have the most power and the highest status in Maycomb? Which have the least power and status? What accounts for those differences?
7. How does Calpurnia fit into the social hierarchy in this chapter? Which characters have more power than she does? Who has less?
8. How do race, class, and gender affect one's position in Maycomb society? How might Atticus use race, class, and gender to describe the "common folk"? What role do they play in determining one's position in your society today?
9. How do particular situations and circumstances affect how our identity is perceived? How might Calpurnia's identity be different in the Finch home from her identity in her own home?
10. ***EVERYONE MUST DO 10:** Atticus tells Scout, "If you can learn a simple trick, Scout, you'll get along a lot better with all kinds of 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." Can you ever fully understand another person's point of view? What is the value in trying? How does Atticus's advice relate to empathy? Take a moment to write a working definition for empathy in your journal.