

# To Kill A Mockingbird

## by Harper Lee

Access the *To Kill A Mockingbird* **Topic Page** from your assigned Gale resource. Use the **Topic Page** before, during, and after reading the novel to help answer the questions below.

### BEFORE READING:

1. When was *To Kill a Mockingbird* written?

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2. What were the major social and racial issues prevalent in the United States during the time when *To Kill a Mockingbird* was written?

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3. What were the Jim Crow laws and how did they enforce racial segregation and discrimination in the South?

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4. What influenced Harper Lee to write this novel?

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### DURING READING:

As you read *To Kill A Mockingbird*, take notes on the developments of the characters in the novel, how do you meet each character, how does your understanding of them change as they go through the book, why does it change. Make sure to be specific with examples (include page numbers).

| CHARACTERS                  |  |
|-----------------------------|--|
| Atticus Finch               |  |
| Jean Louis Finch<br>(Scout) |  |

## CHARACTERS (continued)

**Jeremy Atticus Finch**

**Tom Robinson**

**Mr. Ewell**

**Mayella Ewell**

**Heck Tate**

**Charles Baker Harris**

**Arthur Radley  
(Boo)**

**Miss Maudie Atkinson**

## DURING READING:

The following are the themes depicted in *To Kill A Mockingbird*. As you read, take notes (including page numbers) of how you see these themes portrayed in the book.

| THEMES  |  |
|---|--|
| <b>Empathy</b>  |  |
| <b>Loss of Innocence<br/>&amp;<br/>Coming of Age</b>  |  |
| <b>Racial Inequality<br/>&amp;<br/>Social Justice</b> |  |
| <b>Gender</b>   |  |
| <b>Social Class<br/>&amp;<br/>Income Inequality</b>   |  |



Complete the plot diagram below, filling in events for each element of the story including the exposition, rising action, climax, falling action, and resolution.

