

# *To Kill a Mockingbird*

## Annotation Guide

**Please annotate the following elements:**

**Setting:** One of the keys to a deeper understanding of this classic lies in historical context. Make sure you identify setting descriptions, particularly ones that connect to the historical context. Also look for examples of **LOCAL COLOR**= specific type of setting annotation that identifies characters, customs, dialects, topography particular to a specific region.

**Thematic Topics:** Harper Lee will offer us perspectives on many different topics. Consider the following in each chapter that you read: **(add these to the back cover of your book)**

- |                     |                           |
|---------------------|---------------------------|
| --Social inequality | --Integrity               |
| --Coming of age     | --Morals: Right vs. Wrong |
| --Racism/Injustice  | --Courage                 |

**Symbols:** (add these to the back cover of your book)

- Mockingbird - primary symbol of the book. To kill a mockingbird is to kill innocence. Look for characters in the book that personify this symbol.
- The mad dog – in chapter 10. What does the mad dog represent?

**Characterization:** (add these to the front cover of your book)

- |                                   |                        |
|-----------------------------------|------------------------|
| --Jean Louise Finch aka “Scout”   | --Tom Robinson         |
| --Atticus Finch                   | --Arthur “Boo” Radley  |
| --Jem Finch                       | --Mrs. Dubose          |
| --Calpurnia                       | --Bob Ewell            |
| --Aunt Alexandra                  | --Mayella Ewell        |
| --Charles Baker Harris aka “Dill” | --Miss Maudie Atkinson |

**Literary Devices:**

- |                           |                    |
|---------------------------|--------------------|
| --Mood                    | --Imagery          |
| --Satire                  | --Irony            |
| --Foreshadowing/Flashback | --Simile, Metaphor |

\*\*just to name a few! Can you find more?

### **“Teaching Mockingbird” Supplemental Resource:**

We will use certain handouts in “Teaching Mockingbird” to gain further insight into the historical context of this great classic. You will find this document on my Weebly page. **Print off only the handouts we will need for class. DO NOT print the entire guide!!**

### **“Teaching Mockingbird” Annotation Requirements:**

The primary reason for annotating these handouts is to gain further insight into the history of the period. Your annotations should reflect this purpose. Make connections with the book (setting/events/characters) whenever possible.

### **Paragraph Reflections:**

Over the course of this novel, you will write several paragraph reflections in which you will draw connections between the supplemental readings and TKAM. The pacing guide will give details about the specific paragraph topic, but each reflection must meet the following requirements:

- Minimum 7 well-constructed sentences, 150 words (not including heading)
- Proper MLA format
- Solid topic & clincher sentences
- Two well-blended & properly cited quotes (Lee 2) or (“Teaching Mockingbird” 77)
- Proper lit analysis form (strong wording throughout; literary present tense when referencing characters/events in the book; variety of sentence openers; no contractions/slang/idioms; etc.)
- First person pronouns may be used since these are personal reflections
- Each paragraph response will be submitted with the assigned “Teaching Mockingbird” annotated handouts attached (stapled, please).