

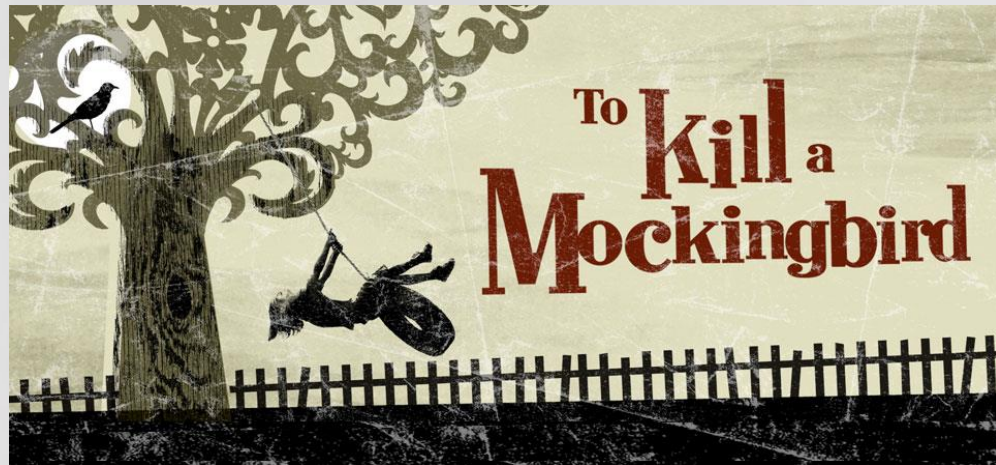
# To Kill a Mockingbird Novel Hyperdoc

featuring

HD

quote analysis, history extensions

character charts and more!



# Table of Contents

Click below to access each learning activity for every chapter of the book.

[Introduction](#)

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[Assessment](#)

[Teacher's Guide](#)  
found here!

# Learning Outcomes

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1. Understand Harper Lee's *To Kill a Mockingbird* through the citing of textual evidence and drawing inferences.
1. Understand and determine how time, era, and author's background impacts authors and readers.
1. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
4. Use technology, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
5. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.



# 1. Introduction to the novel

*Before you read, complete Section One:  
Introduction to the novel.*



**Watch the digital  
book trailer  
here:**





# SETTING

Where does the story take place? Watch [here](#).

“Maycomb was an old town, but it was a tired old town when I first knew it. . . . 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. But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself.”



# SETTING and AUTHOR information

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## Author Information

Read about the author Harper Lee [here](#), and in the box list information on her upbringing (especially where she was born.)



## More Setting?

Considering where Harper Lee lived, let's take a look at [her town](#). Look around a bit using maps, check out the Courthouse and try and find her house!



# General Background Information

[This Prezi](#) will give you LOTS of information on the author, themes in the book, history, and more. List at least **three topics** you **predict** will be in the book (based on what you have seen in the Prezi) by clicking Answer Garden on the right.





## Let's BLOG!

### **Step 1: Create a blog**

You will be creating a blog using [Blogger](#). Name your blog To Kill a Mockingbird and your name. We will be using this blog quite often during this novel.

### **Step 2: Personalize**

Choose your theme, edit your font, colors, and make it your own. Add video, pictures, and more in all of your blog posts.

### **Step 3: Answer the first prompt**

Using the Answergarden topics, choose one and explain a time in your own life where that topic arose. (ie. Experiencing racism in your life, Education or lack of education influencing values)



# THEME and CONFLICT

Definitions and Examples in *To Kill a Mockingbird*



# Theme

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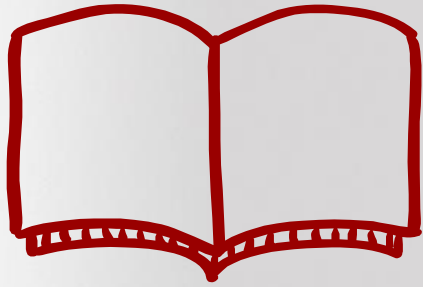
Watch the video on Theme [here](#)  
and complete the questions  
embedded into the video.

*Theme - A central Idea  
in a piece of writing  
or other work.*

# Conflict



Watch the video to the left and complete the short quiz [here](#). When you are done, create a new [Blogger](#) post that gives an example of an **external conflict in any books, movies, or shows you have read or seen**. In the same blog post, tell about a time when you have had some sort of **internal conflict**.



# CHAPTERS 1-5



As you read you will be filling out this [running log](#) on conflict, theme, and topic.

**Don't forget to keep it open!**



# INTRODUCING SOME CHARACTERS



What are your first impression of each character? Post on each character's padlet!

# CHARACTER TRAITS

## What are character traits?

When we talk about a character, we often describe that character in terms of character traits: ***descriptive adjectives*** like happy or sad ***that tell us the specific qualities of the character.***

They're the same kinds of words that we might use to describe ourselves or others, but we're using them to describe fictional characters in something we've read.

## How do we find a character's traits?

The author may tell us these traits directly, but more often the author will ***show us these traits in action.*** Our job as readers is to draw a conclusion - or ***infer*** - about the character's traits ***from what the character says, thinks, and does.***

We might infer a character trait from something a character does only once, or we might draw our conclusions from a series of things the character says and does. Sometimes a character's traits may be different by the end of a story than they were at the beginning.

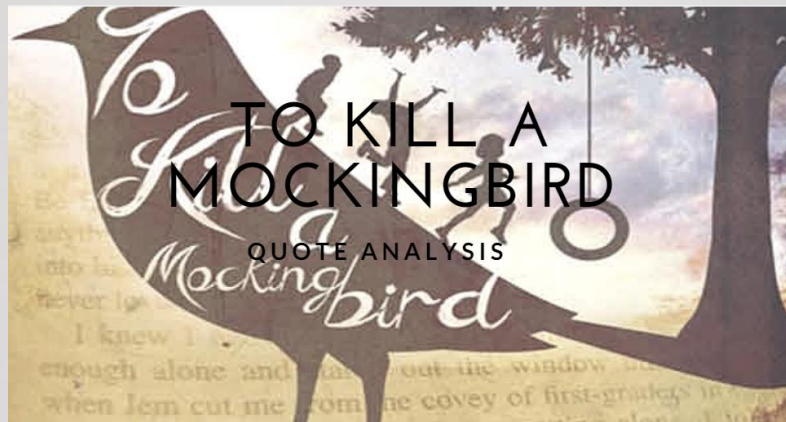


HyperDoc



## QUOTE ANALYSIS

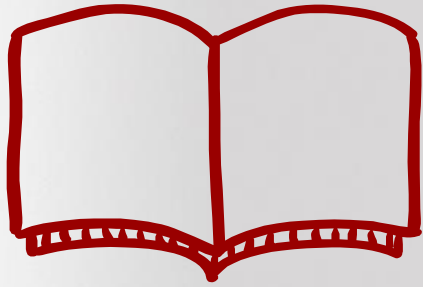
As you read you will be analyzing important quotes for each chapter. Complete it as you read! Have any of your own favorite quotes? Post them on your blog!



## **BLOG, BLOG, BLOG!**

Head to your blog and answer these comprehension questions in your own lingo. Add to your blog to make it your own! You'll be sharing your blog with your classmates, so make sure you state your opinion **strongly**.

1. Describe Maycomb by combining the real-life background information we learned before reading and the information about Maycomb given by Lee in the novel.
2. Who does Scout tend to spend time with? Briefly describe these two characters.
3. Scout and Miss Maudie begin to form a friendship in chapter 5 that will build throughout the novel. What were the reasons given for this bond being formed? Did Scout want this friendship or did society have an impact on her decision?



# CHAPTERS 6-11



Keep going  
on your  
[running log](#)  
on conflict,  
theme, and  
topic.

**You should add  
more quotes if  
you see the same  
conflict, theme  
or topic arise.**



# Important Characters This Chapter

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Miss Maudie



Nathan Radley



Tom Robinson



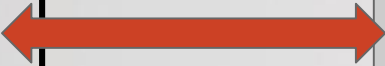
What was your first impression of each character (they could have appeared earlier than chapter 5)? Post on each character's padlet!

# CHARACTER TRAITS

Different characters, same directions



hyperdoc!

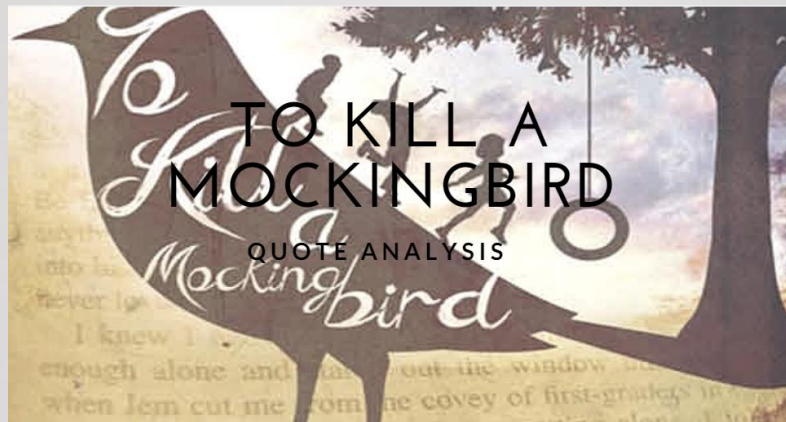


You should be considering all aspects of character analysis while reading, check out this [video](#) for help.



## QUOTE ANALYSIS

This chapter brought up some deep and difficult concepts. Read these quotes and research them thoroughly as you fill out your analysis chart.



# Connecting with History

In order to REALLY understand our characters, we must understand how they thought and what was going on at this point in History. Complete the hyperdoc to the right which directly connects with Chapter 9.



## **BLOG, BLOG, BLOG!**

Head to your blog and answer these comprehension questions in your own lingo. Add to your blog to make it your own! You'll be sharing your blog with your classmates, so make sure you state your opinion **strongly**.

1. Who do you think has been leaving things in the tree for Jem and Scout? Why?
2. Does Atticus think that he is going to win the case? Why do you think he believes this? Support your response with quotations from the text.
3. Why does Scout get in a fight with her cousin Francis? In your opinion, do you still see this kind of behavior in your generation?



# BEFORE YOU MOVE ON...



The story is about to change, so let's make sure you understand the order of the storyline, and the author's overall message up to this point.

You are going to get into a group of four and create a video of what has happened so far in the novel using one of the following apps:



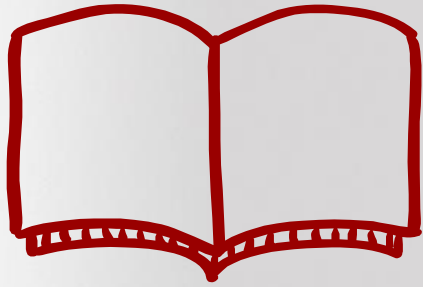
Social graphics   Web stories   Animated videos

## BEFORE YOU MOVE ON...



Make sure you go through all of your Hyperdocs before you begin writing a script for your video. You should also plan out what the video will show in your script.

Your video must be at least **1 minute long**, include at least **6 of the characters**, and go over what the **author** was intending to explain in the first section of the book.



# CHAPTERS 12-16





Keep going  
on your  
running log.

Remember,  
it's in your  
Drive.



## WE KNOW THE CHARACTERS, BUT...

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How are they  
changing?

Interacting  
with  
others?

Advancing  
the plot?

# SHOW WHAT YOU KNOW (CHARACTER STYLE)

## Facebook

From what has happened these last four chapters, take two characters and develop [Fakebooks](#) for them including their information, friends, and who would be writing on their wall (from the last four chapters). Consider the last four chapters when writing what would their status would be, photos and videos that they would be posting.

facebook John F. Kennedy Logout

John F. Kennedy is preparing to sign the Nuclear Test Ban Treaty

Wall Info Photos Videos

Write something...  
type here. Share

View photos of JFK (5)  
Send JFK a message  
Police message

Information

Networks  
Washington D.C.  
Birthday  
May 29, 1917  
Political  
Democrat  
Religion  
Catholic

Friends  
Brookline, Mass.  
LBJ Frank Marilyn  
Bobby Jackie Robert

STUDENTS: This template is viewable by anyone; you do not need to request access. Instead, use the gear you see in the bottom left-hand corner to open it in the editor, then click File>Make a copy. After you get your own copy of the template, you can delete this yellow box and change it to match your needs.

Hope that helps!

Mrs. Mayer [www.friEdTechnology.com](http://www.friEdTechnology.com)

P.S. I didn't make this template, and I don't remember who did. If you made it and want me to add credit, please let me know. It was originally created in Powerpoint.

October 20, 1962

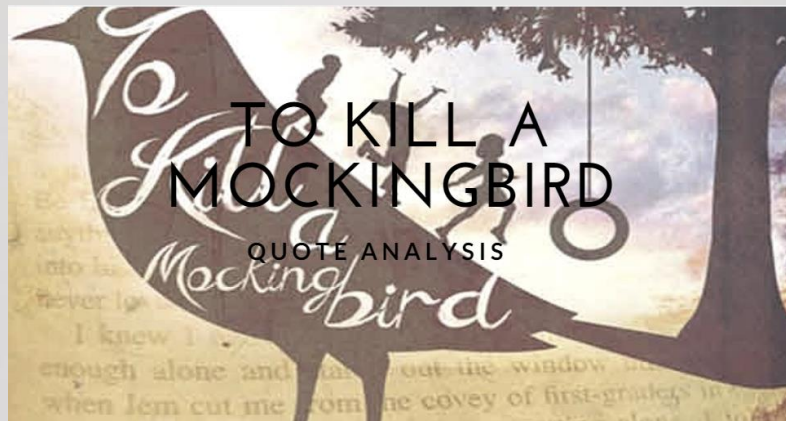
John F. Kennedy hopes every one realizes how serious I am about putting a man on the moon!!  
September 9, 1962

John F. Kennedy wishes the Bay of Pigs invasion had gone better! I think Castro is going to be a major thorn in the side of the U.S.  
April 17, 1961



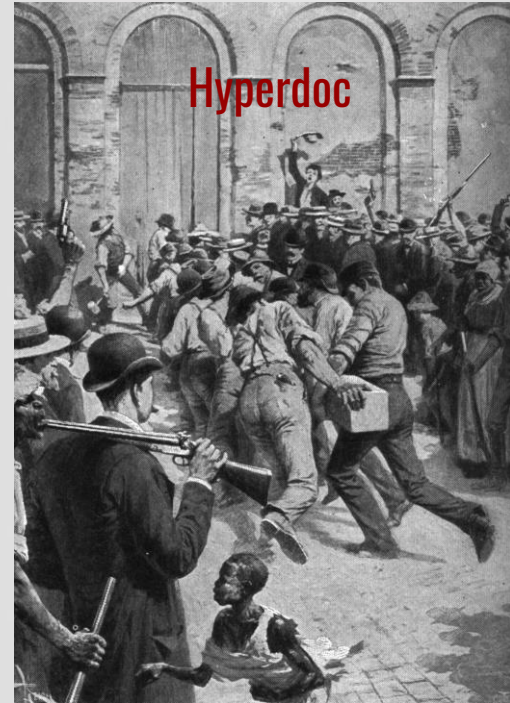
## QUOTE ANALYSIS

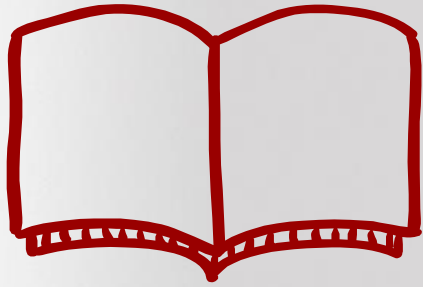
Quotes from these chapters are dealing with some deep issues. Read these quotes and research into them deeper as you fill out your analysis chart.



## Chapter 15: Study in

**History** Watch the video of this scene from Chapter 15, and then complete the Hyperdoc to the right.





# CHAPTERS 17-21

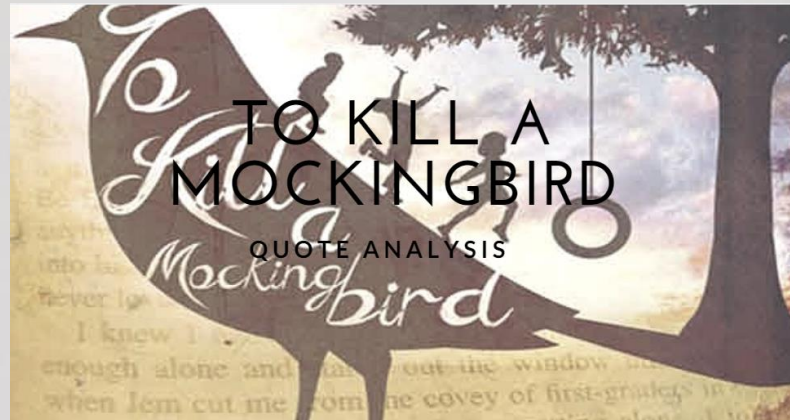


**Time to enter the court..**

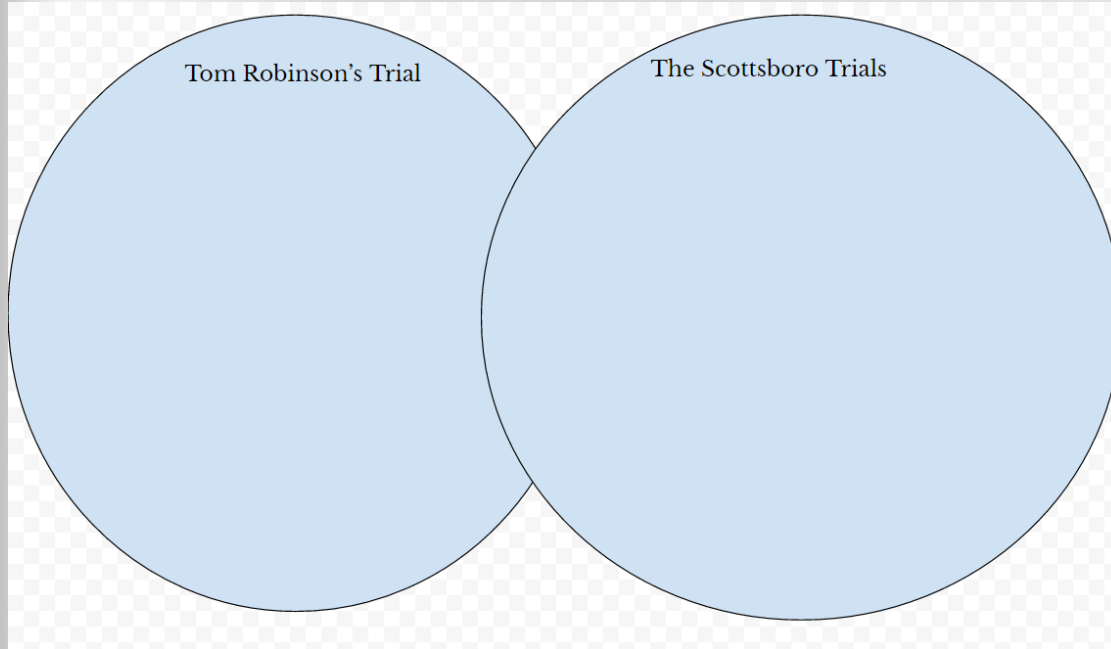


## QUOTE ANALYSIS

Lots of quotes from the trial are up for you to analyze.



## Compare and Contrast Tom Robinson's Trial with the Scottsboro Trials



Check out the [Scottsboro Trials](#) and then click the Venn Diagram to compare/contrast the two trials.





# CHAPTERS 22-26



You may see repeating themes, conflicts, and topics, just keep citing evidence.

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Remember, it's in your Drive.

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“typical of a n\*\*\*\*\*  
to cut and run.”

“Typical of a  
n\*\*\*\*\*'s mentality to  
have no plan...”

## STEREOTYPES!

Where else have you seen  
stereotypes in this novel?  
Find a quote and post it  
on this [padlet](#).

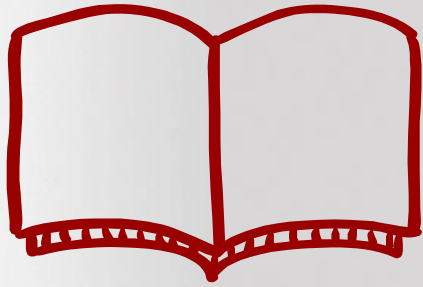
Where can you see  
stereotypes in the  
news/media today? Be  
ready to share this with the  
class in a discussion. You  
can post your sources in  
your notes to refer back to  
them.



## **BLOG, BLOG, BLOG!**

Head to your blog and answer these comprehension questions in your own lingo. Add to your blog to make it your own! You'll be sharing your blog with your classmates, so make sure you state your opinion **strongly**.

1. What occurs in the aftermath of Tom's death? Is it surprising to you at all?
2. The roles of being a gentleman and a lady seem to come up quite often. Explain how you feel the book deals with the role of gender. Choose at least one piece of evidence from the text that supports your answer.
3. In class, Scout's teacher Mrs. Gates, discusses Adolf Hitler and the persecution of the Jews and reveals her hatred of such persecution. Scout seems to be confused by the hypocrisy of Mrs. Gates. Explain why she feels like this. Include evidence from the text. Do you see any such hypocrisy in your generation?



# CHAPTERS 27-31



Doing it until the  
VERY end.. Let's  
finish strong!

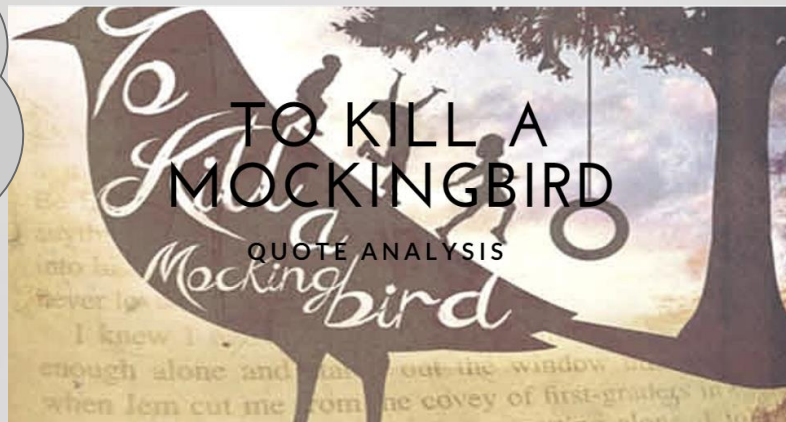
Remember, it's in  
your Drive.





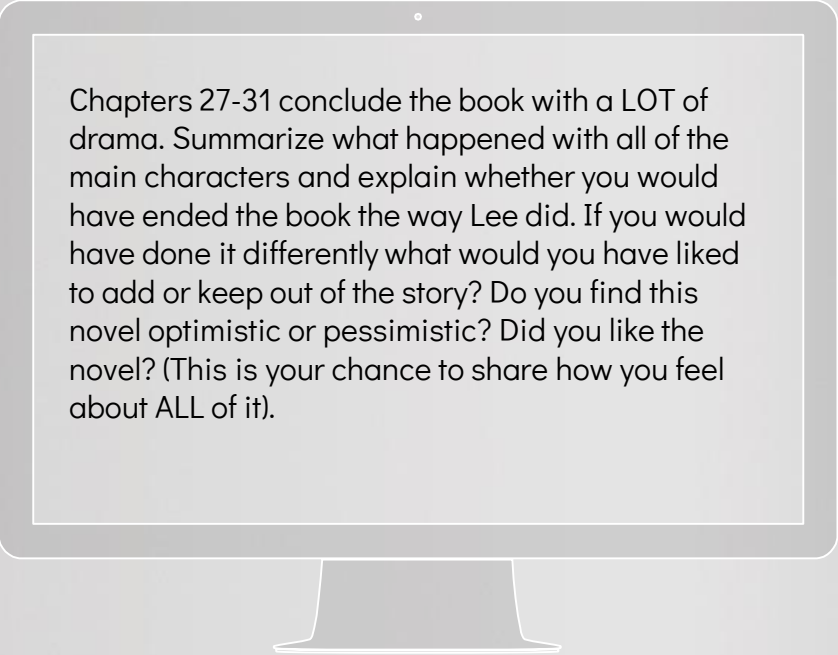
## QUOTE ANALYSIS

The final quotes of the novel are some of the most important. A new question is also added to this document, so make sure you answer how these quotes help conclude the novel.

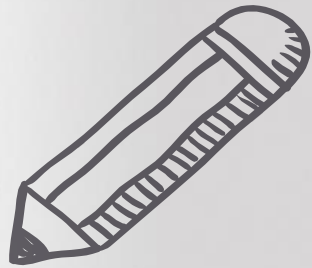


## **BLOG, BLOG, BLOG!**

Head to your blog and answer these comprehension questions in your own lingo. Add to your blog to make it your own! You'll be sharing your blog with your classmates, so make sure you state your opinion **strongly**.

A stylized illustration of a computer monitor with a white border and a grey base. The screen area is a white rounded rectangle containing text.

Chapters 27-31 conclude the book with a LOT of drama. Summarize what happened with all of the main characters and explain whether you would have ended the book the way Lee did. If you would have done it differently what would you have liked to add or keep out of the story? Do you find this novel optimistic or pessimistic? Did you like the novel? (This is your chance to share how you feel about ALL of it).



# ASSESSMENT



## Assessment

Choose **ONE** of the following expository essays as your assessment for the novel.

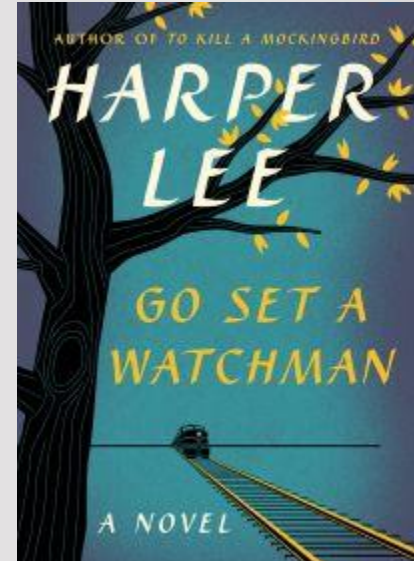
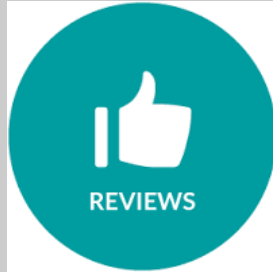
Explain how the greater historical context of the setting of the book helps develop the overall theme of *To Kill a Mockingbird*.

**OR**

Explain how Lee's development of characters conveyed themes throughout the novel.

## Interested in MORE?

Check out the reviews in Amazon on *Go Set a Watchman*, or click the review image to the right to see a darker review on Harper Lee's novel. Click the news title on Harper Lee's death for more information..



***Harper Lee, Author of 'To Kill a Mockingbird,' Dies at 89***