

# *To Kill a Mockingbird*

## Annotation Guide

**Overview:** For this novel you are expected to do a **close** reading of this iconic text. You are expected to read for depth and not merely for the plot. You will be asked to analyze, synthesize, and make inferences as you go. Plan ahead and leave yourself enough time to read, annotate, and think about the text/answer the questions.

**Content Focus:** Make sure that you have looked for and identified all of the **important events**, **characterizations**, **literary devices**, **symbols**, and **themes** presented by Harper Lee. You should be marking passages you don't understand and looking up words that are new to you. Write the definitions in your book as well. After our discussion on **local color**, you can annotate for that, too!

**Annotation Log:** we are going to do things a little bit differently this quarter, since we will not have study guide assignments. In addition to annotating in your book, you are going to keep an annotation log of the elements listed below.

**Thematic Topics:** Harper Lee will offer us perspectives on many different topics. Consider the following in each chapter that you read:

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

### **Symbols:**

- Mockingbird
- Boo Radley
- The mad dog

### **Characterization:**

- Jean Louise aka "Scout"
- Atticus
- Jem
- Calpurnia
- Aunt Alexandra
- Tom Robinson
- Arthur "Boo" Radley
- Mrs. Dubose
- Bob Ewell
- Mayella Ewell

### **Literary Devices:**

- Mood
- Local Color
- Foreshadowing/Flashback
- Imagery
- Irony
- Simile, Metaphor

**\*\*just to name a few! How many can you find?**

**“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).