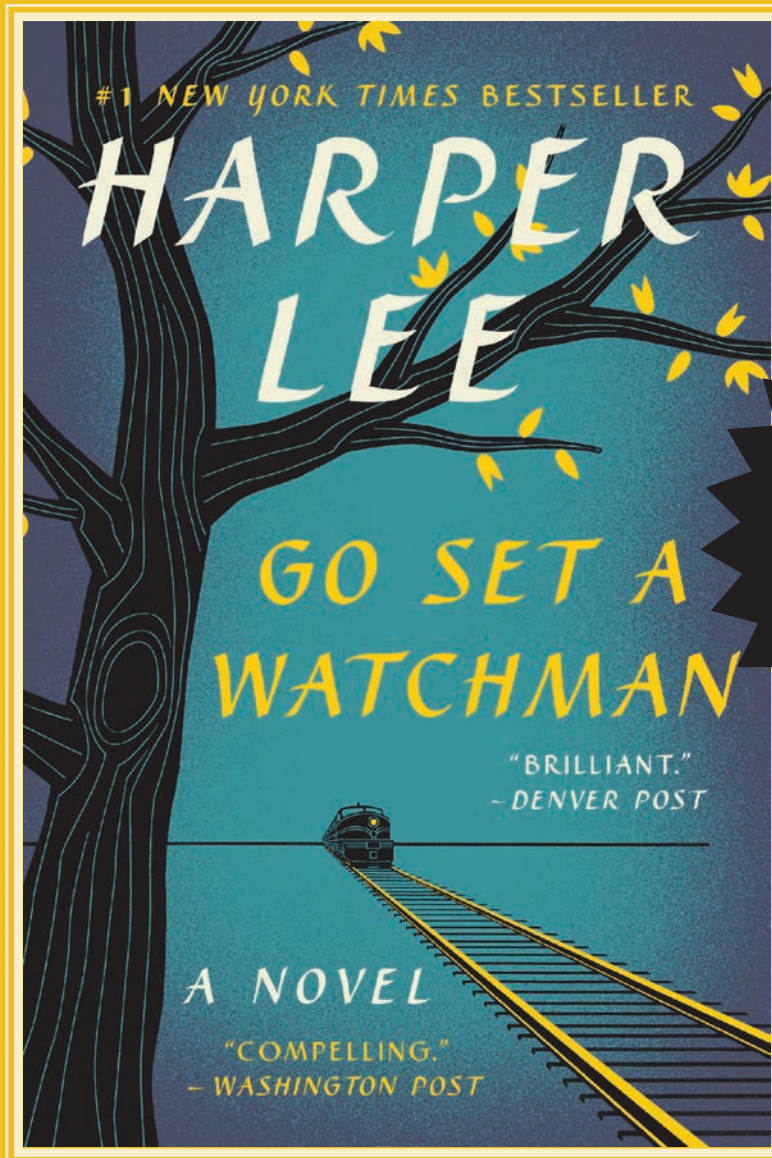


A TEACHER'S GUIDE TO



**ALIGNED
TO THE
COMMON
CORE**

“EVERY MAN’S ISLAND, JEAN LOUISE, EVERY MAN’S
WATCHMAN, IS HIS CONSCIENCE.”

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A Note to Teachers

Few books have been as highly anticipated as Harper Lee's *Go Set a Watchman*. Written in the mid-1950s, but unpublished until now, the novel played a significant role in the genesis of Lee's Pulitzer Prize-winning novel, *To Kill a Mockingbird*. The initial excitement that followed the announcement that Lee's manuscript had been rediscovered was soon tempered with concern about the way that the novel, which is set two decades later than *To Kill A Mockingbird*, might impact the way readers perceive characters they already love. For this reason, students may approach *Go Set a Watchmen* with trepidation or preconceived ideas based on their experience with *To Kill a Mockingbird*. It may be helpful to address these issues before you start to teach the text.

Go Set a Watchman is neither a prequel nor a sequel to *To Kill a Mockingbird*, and attempting to read it as a simple continuation of the story does not do the work justice. While many characters appear in both novels, some significant characters, like Boo Radley and Hank Clinton, exist in only one of the texts. The novel is also strikingly different in style and tone. Thematically complex and highly allusive, it is a text that demands active and close reading. It is best suited as a text for college and upper-level high school students.

About This Guide

This guide is written to help teachers guide students through an exploration of the themes, structure, and allusive references in *Go Set a Watchman*. Questions in the Guided Reading and Discussion section will help highlight the development of plot, character, and theme. Because the text features allusions that students are likely to be unfamiliar with, the guide also includes an index of annotated allusions to help facilitate close reading.

Prompts for Writing and Research provide topics for longer writing tasks or research projects. Based on the Common Core standards, this section is divided into three subsections: informative, argumentation, and narrative.

Finally, this guide contains an additional section that explores the writer's craft by looking at both *To Kill and Mockingbird* and *Go Set a Watchman*.

Before You Read

CCSS.ELA-LITERACY.W.11-12.7

Written in the mid-1950s, *Go Set a Watchman* is set during an era of rapid change and significant progress in Civil Rights legislation, and it engages with questions of racial equality and justice that are still at the forefront of our national conversation. In order to understand the historical context of the text, teachers should consider the following questions:

- What is the history of the NAACP? When was it founded? What were its initial goals and concerns?
- What factors led to the Great Migration? What were the differences in the way that African Americans were treated in southern vs. northern states?
- How much of a connection exists between race and social class? What factors have contributed to this?
- What was Jim Crow? What factors led to the development of Jim Crow? What events led to the abolishment of Jim Crow?
- When and why were public schools integrated? How did this fit into the broader goals of the Civil Rights Movement?
- What challenges does our country still face related to race, justice, and equality?

Questions for Guided Reading and Discussion

CCSS.ELA-LITERACY.W.11-12.10

CCSS.ELA-LITERACY.SL.11-12.1a

PART I

1. What is significant about Jean Louise's decision to travel by train, rather than airplane, when she returns home? What reasons does she give for her choice? Could there be any other reasons? How does her journey reflect the fact that society is changing? **CCSS.ELA-LITERACY.RL.11-12.2**
2. Why do you think Jean Louise refers to her outfit as her "Maycomb clothes"? What do you think she is trying to communicate by her choice of clothing? **CCSS.ELA-LITERACY.RL.11-12.1**
3. What do Jean Louise's memories of being told the story of Cousin Joshua reveal about the values of Aunt Alexandra and Atticus Finch? **CCSS.ELA-LITERACY.RL.11-12.1**
4. On page seven, Lee describes Maycomb County as a "gerrymander." Look up the meaning and etymology of the term. What does this word suggest about the history of Maycomb? **CCSS.ELA-LITERACY.RL.11-12.4**
CCSS.ELA-LITERACY.L.11-12.4
5. Early in the novel, Lee spends time developing a narrative history of Maycomb County. How does this impact your understanding of the setting? **CCSS.ELA-LITERACY.RL.11-12.3**
6. What is a "dictum"? What dictum related to marriage was Jean Louise raised by? What do you think this dictum means? **CCSS.ELA-LITERACY.RL.11-12.4** **CCSS.ELA-LITERACY.L.11-12.4**
7. How does Atticus respond to having rheumatoid arthritis? How does his response help develop his character? **CCSS.ELA-LITERACY.RL.11-12.3**
8. How does Lee introduce the character of Henry "Hank" Clinton? What details about his personal history do you find the most significant in terms of understanding his character? **CCSS.ELA-LITERACY.RL.11-12.3**
9. Harper Lee uses a narrative technique known as free indirect speech in the paragraph that begins, "He did not regard Jean Louise as a sister" (13). What does this technique reveal about Henry's attitude towards Jean Louise? Does he seem like a good romantic match for her? Explain your answer. **CCSS.ELA-LITERACY.RL.11-12.6**
10. Why does Atticus seem to have a problem with *The Strange Case of Alger Hiss*? What does his reaction to the text reveal about his belief system? **CCSS.ELA-LITERACY.RL.11-12.1**
11. Compare the responses of Aunt Alexandra and Atticus to the death of Cousin Edgar's son. How do their reactions help develop their characters? **CCSS.ELA-LITERACY.RL.11-12.3**
12. Lee includes a detailed descriptive section about Aunt Alexandra at the beginning of the third chapter. How do these specific details help develop her character? Do you find her at all sympathetic? Explain your answer. **CCSS.ELA-LITERACY.RL.11-12.3**
13. Explain how Aunt Alexandra acts as a dramatic foil to Jean Louise. **CCSS.ELA-LITERACY.RL.11-12.5**
14. On pages 29-31, Lee describes a confrontation that Jean Louise and Aunt Alexandra had after Jem's death. At the end of this passage, she briefly shifts to first-person point of view. How does this shift impact the reader's understanding of Jean Louise? Why is it important to glimpse her point of view? **CCSS.ELA-LITERACY.RL.11-12.2**
15. What is the purpose of a "Coffee"? Why do you think Aunt Alexandra gives one for Jean Louise? Why is Jean Louise unhappy about it? Cite specific textual evidence to support your answer. **CCSS.ELA-LITERACY.RL.11-12.1**
16. Why doesn't Aunt Alexandra approve of Henry Clinton as a potential husband for Jean Louise? What do her objections reveal about her values? How does her argument against Hank affect Jean Louise's attitude towards him? **CCSS.ELA-LITERACY.RL.11-12.3**

ANNOTATIONS

CCSS.ELA-LITERACY.W.11-12.7

Pg. 5 “Perhaps it sings in the wintertime, she thought I do not remember a line of that poem.” Poetry of Sidney Lanier: <http://tinyurl.com/nm3b57a>

Pg. 5 “Cousin Joshua looked like Algernon Swinburne.” Biography of Algernon Swinbourne: <http://tinyurl.com/npwanyv>

Pg. 7 “Until comparatively recently in its history, Maycomb county was so cut off from the rest of the nation that some of its citizens, unaware of the South’s political predilections over the past ninety years, still voted Republican.” Overview of the history of the era of the Southern Democrat: <http://tinyurl.com/ntx39xh>

Pg. 12 “I want to be like Dr. Schweitzer and play until I’m thirty.” *New York Times* 1965 obituary with overview of the life of Nobel award winning physician Dr. Albert Schweitzer: <http://tinyurl.com/7zdgx>

Pg. 14 “I, like Israel of Old, have labored seven years in the vineyards of the University and the pastures of your daddy’s law office for you—” Genesis 29 18-19: <http://tinyurl.com/nls5v5x>

Pg. 15 “. . . a self-constructed private Gehenna with the latest Westinghouse appliances” Explanation of ‘Gehenna’: <http://www.theopedia.com/gehenna>

Pg. 17 “In front of the chair in which he was sitting was a steel music stand, and on that stand was *The Strange Case of Alger Hiss*.” History and primary sources related to the Alger Hiss case: <http://tinyurl.com/pqoc7b8>

Pg. 18 “It’s like Fenimore Cooper writin’ the Waverly Novels.” Biographical information on America author, James Fenimore Cooper: <http://tinyurl.com/os2ohku> and Scottish writer Sir Walter Scott: <http://tinyurl.com/oesd3gf>

Pg. 20 “When she looked thus, only God and Robert Browning knew what she was likely to say.” Resource with critical essays and biographical information about Robert Browning: <http://tinyurl.com/mu2fdxu>

Pg. 24 “I mean about the Supreme Court’s bid for immortality.” *Brown v. Board of Education*, Supreme Court ruling against school segregation. Key Supreme Court decisions related to racial justice: <http://tinyurl.com/ncl6cta>

Pg. 24 “I haven’t paid any attention to it except for the bus strikes and that Mississippi business.” This may be referring specifically to the murder of Emmitt Till. Racial injustice in the 1950s: <http://tinyurl.com/nfxt86x>

Pg. 31 “I feel like the *Book of Common Prayer*.” From “General Confession” in the *Book of Common Prayer*: <http://tinyurl.com/p3t55xe>

Pg. 36 “The question, gentlemen—is one of liquor;” From *Trial by Jury* by Gilbert and Sullivan: <http://tinyurl.com/ox6wtuo>

PART II

1. Lee begins Part II with more information about the history of Macomb County. What new information do you find particularly relevant? Explain how this passage develops the idea that Macomb is largely isolated.
CCSS.ELA-LITERACY.RL.11-12.5
2. What does Lee say, “sowed the seeds of states’ rights in the hearts of Jean Louise’s generation”(45)? Explain how this example connects to the issue of federal vs. states’ rights. **CCSS.ELA-LITERACY.RL.11-12.1**
3. Examine the conversation that Jean Louise and Hank have about marriage. Paraphrase both characters’ attitudes towards marriage. How does Jean Louise use irony to make her point? **CCSS.ELA-LITERACY.RL.11-12.6**
4. What does Albert say to remind Scout of her past? Why do you think she feels like nobody but her uncle remembers the girl she used to be? How does this relate to her concerns about marrying Hank? **CCSS.ELA-LITERACY.RL.11-12.1**
5. What does Hank say that surprises Jean Louise? In light of the conversation that that precedes it, why is his observation especially significant? **CCSS.ELA-LITERACY.RL.11-12.1**
6. A passage on page 53 contains both stream of consciousness and free indirect speech. What does this passage reveal about Hank? What does it reveal about his feelings towards Jean Louise? Cite specific textual evidence in your answer.
CCSS.ELA-LITERACY.RL.11-12.6
7. How do the passages about Jean Louise’s childhood help develop her character and her relationships with Jem, Dill, and Hank? **CCSS.ELA-LITERACY.RL.11-12.5**
8. What do Jean Louise’s memories about revivals in Maycomb reveal about the role religion played in the town?
CCSS.ELA-LITERACY.RL.11-12.5
9. Explain the significance of Calpurnia’s remark that Atticus was on the porch laughing after Reverend Moorehead’s prayer. What does this reveal about the relationship between Atticus and his children? **CCSS.ELA-LITERACY.RL.11-12.1**
10. How does the description of the history of Finch’s Landing help develop the theme of social change?
CCSS.ELA-LITERACY.RL.11-12.2
11. On page 76, Lee once again selectively employs first-person narration to give readers a glimpse into Jean Louise’s thoughts: “He so nearly understood. I’ll marry you Hank, if you bring me to live here at the landing. I’ll swap New York for this place but not Maycomb.” What do you think accounts for Jean Louise’s different feelings towards Finch’s Landing? Why does she think Hank “nearly” understands? What is he missing? **CCSS.ELA-LITERACY.RL.11-12.1**
12. When Hank tells Jean Louise that he’s thinking about running for the legislature, what is her immediately response? What does her response reveal about what she thinks Hank’s political beliefs are? **CCSS.ELA-LITERACY.RL.11-12.1**
13. After Jean Louise and Hank go swimming, she seems to be close to accepting his proposal. How does Hank respond to the carload of African Americans that passes them on the road? Contrast his response with Jean Louise’s response. Who does Hank identify with? Who does Jean Louise identify with? **CCSS.ELA-LITERACY.RL.11-12.5**

ANNOTATIONS

Pg. 43 “Governor William Wyatt Bibb, with a view to promoting the domestic tranquility of the new county, sent out a team of surveyors to locate its exact center . . .” Biography of William Wyatt Bibb, first governor of Alabama: <http://tinyurl.com/ns9s43z>

Pg. 45 “Thus the seeds of states’ rights were sown in the hearts of Jean Louise’s generation.” Resource on the issue of states’ rights: <http://tinyurl.com/bakvxnk>

Pg. 46 “Hank, what’s Hot-Grease-In-the-Kitchen?” Schoolyard game similar to tag that often pitted boys against girls: <http://tinyurl.com/qfzfxlz>

Pg. 48 “. . . every woman born in this world wants a strong man who knows her like a book, who’s not only her lover but he who keepeth Israel.” Psalm 121: <http://tinyurl.com/nmtp4hp>

- Pg. 52** “His attitude was Asquithian, and he knew she appreciated him for his patience” (52). Refers to the political philosophy of Prime Minister H. H. Asquith: <http://tinyurl.com/ngyc56z>
- Pg. 53** “*Tom, Tom, the chimney sweep’s son.*” William Blake’s “The Chimney Sweeper”: <http://tinyurl.com/qjezltz>
- Pg. 53** “No, the first of the treasure trove cases: possession holds good against all comers except the true owner.” Explanation of Treasure Trove law: <http://tinyurl.com/q5t9543>
- Pg. 55** “We’ll play Tom Swift.” *The Complete Tom Swift*: <http://tinyurl.com/p59lytn>
- Pg. 61** “The second night he preached, his topic was *The Wages of Sin*. At that time the local movie house was featuring a film of the same title (persons under sixteen not admitted): Maycomb thought Reverend Morehead was going to preach on that movie, and the whole town turned out to hear him.” Synopsis of 1938 film: <http://tinyurl.com/qdt48s5>
- Pg. 70** “With company came Calpurnia’s company manners: she could speak Jeff Davis’s English as well as anybody.” Refers to Jefferson Davis: <http://tinyurl.com/o73vffz>
- Pg. 73** “When she saw her first Rembrandt, a woman in a cap and ruff, she said, “There’s Grandma.” Online catalogue of Rembrandt’s portraits: <http://tinyurl.com/qfcx9yz>
- Pg. 74** “Going Southern on us? Want me to do a Gerald O’Hara?” Character analysis of Gerald O’Hara: <http://tinyurl.com/pdro6zx>
- Pg. 76** “The Canoe Fight was up there, she thought.” Explanation of the Canoe Fight: <http://tinyurl.com/pk2qhnX>
- Page 76** “And he thinks he knows/The hills where his life rose,/And the sea where it goes.” Full text of “The Buried Life” by Matthew Arnold: <http://tinyurl.com/o9z942f>
- Pg. 81** “She ran her finger along volumes of military history, lingered at *The Second Punic War*, and stopped at *The Reason Why*.” Description of *The Reason Why*: <http://tinyurl.com/qgXkwwj>

PART III

1. Contrast the way that Jean Louise, Atticus, and Aunt Alexandra respond to the rumor that Jean Louise and Hank were seen swimming naked. Are their reactions consistent with what you've seen up until this point? Support your answer with specific textual evidence. **CCSS.ELA-LITERACY.RL.11-12.3**
2. What is ironic about the way that Uncle Jack greets Jean Louise? **CCSS.ELA-LITERACY.RL.11-12.6**
3. Based on their interactions, describe the relationship between Uncle Jack and Jean Louise. **CCSS.ELA-LITERACY.RL.11-12.3**
4. At this point in the novel, cite details that suggest that Jean Louise is seriously considering marrying Hank. **CCSS.ELA-LITERACY.RL.11-12.1**
5. What is the congregation's attitude towards Reverend Stone? What text does Reverend Stone use during his sermon? **CCSS.ELA-LITERACY.RL.11-12.2**
6. What changes does Herbert Jemson try to make during the music portion of the church service? What motivates him to change the service? How does Dr. Finch react to the changes? **CCSS.ELA-LITERACY.RL.11-12.2**
7. Why do you think Dr. Finch relates the attempt by the North to change the hymns to the Supreme Court's rulings on racial discrimination? **CCSS.ELA-LITERACY.RL.11-12.2**
8. There is a sudden shift of tone at the beginning of Chapter 8. Analyze the way that Lee introduces this pivotal section of the novel. What imagery do you find particularly striking? **CCSS.ELA-LITERACY.RL.11-12.5**
9. Based on the discussion that Jean Louise has with her aunt, what do you think the pamphlet that she found was about? Why would Jean Louise compare it to the work of Nazi propagandist Goebbels? **CCSS.ELA-LITERACY.RL.11-12.1**
10. When Jean Louise finds out that Atticus and Hank are at a citizens' council meeting, what does she initially believe they are doing there? **CCSS.ELA-LITERACY.RL.11-12.2**
11. What is significant about the front row of the balcony of the courthouse? **CCSS.ELA-LITERACY.RL.11-12.3**
12. Paraphrase Lee's description of William Willoughby. Explain what she means when she says, "Every county in the Deep South had a Willoughby" (106). What does this imply about Southern politics in the 1950s? **CCSS.ELA-LITERACY.RL.11-12.1**
13. In your own words, explain how Tom-Carl and Willoughby politically profited from the people's poverty during the Depression? What is now threatening to undermine their political power? **CCSS.ELA-LITERACY.RL.11-12.1**
14. Examine Lee's use of ellipsis in the passage describing Mr. O'Hanlon's tirade that begins on page 108. What point is Lee making in this section? How does the structure of this passage enhance its effectiveness? **CCSS.ELA-LITERACY.RL.11-12.6**
15. As Jean Louise listens to O'Hanlon's racist rant, what memory does she recall? Why do you think this particular memory comes back to her? Why do you think Lee chooses to bookend Jean Louise's memory with O'Hanlon's rant? **CCSS.ELA-LITERACY.RL.11-12.5**
16. What does Jean Louise realize about her father and Hank's presence at the meeting? How does this realization affect her? **CCSS.ELA-LITERACY.RL.11-12.2**
17. Look closely at page 111. Why do you think Lee chooses to personify the town of Maycomb at this point in the narrative? **CCSS.ELA-LITERACY.RL.11-12.5**
18. Where does Jean Louise go right after she leaves the courthouse? What is significant about this location? **CCSS.ELA-LITERACY.RL.11-12.1**
19. After witnessing the citizens' council meeting at the courthouse, Jean Louise reflects on her childhood. Describe her memories of her father. How do her memories illustrate the qualities of integrity, humor, and patience that she associates with Atticus? **CCSS.ELA-LITERACY.RL.11-12.3**

20. Describe the role that Calpurnia played in the Finch household. How did her relationship with Jean Louise change over time? **CCSS.ELA-LITERACY.RL.11-12.3**
21. Lee describes puberty as the “malignant limbo of turning from a howling tomboy into a young woman” (117). What makes this an especially effective description of Jean Louise’s experience? **CCSS.ELA-LITERACY.RL.11-12.4**
CCSS.ELA-LITERACY.L.11-12.5
22. On page 118, Lee writes that Jean Louise “did not know that she worshipped” Atticus. Based on the text, what factors do you think contributed to her admiration of her father? **CCSS.ELA-LITERACY.RL.11-12.2**
23. Read the last two paragraphs of Part III. What “recurring story” do you think Lee is alluding to in this passage? What does it mean to say that a civilization is in its twilight? What civilization do you think Lee is referencing here?
CCSS.ELA-LITERACY.RL.11-12.6
24. What is the tone of the last sentence in Part III of the novel? Cite specific textual evidence to support your interpretation. What does it mean to say that Jean Louise was born “color blind” (122)? **CCSS.ELA-LITERACY.RL.11-12.6**

ANNOTATIONS

Pg. 90 “. . . his friends often risked lengthy lectures of the poetry of Mackworth Praed to seek his advice.” Biography of Mackworth Praed: <http://tinyurl.com/o54vrsq>

Pg. 90 “Good morning, daughter of Nereus!” said her uncle, as he kissed her on the cheek.” Explanation of the mythological daughters of Nereus: <http://tinyurl.com/76gxoc5>

Pg. 90 “A classic example of Watsonian Behaviorism—think I’ll write you up and send you to the *AMA Journal!*” Explanation of Watsonian Behaviorism: <http://tinyurl.com/366m6e>

Pg. 92 “While offering to the lord the results of Mr. Cowper’s hallucination . . .” Full text of the hymn *There Is a Fountain Filled with Blood* by William Cowper: <http://tinyurl.com/ogzocwj>

Pg. 94 “. . . Mrs. Maskins romped straight ahead like something out of Salisbury Cathedral.” Virtual Tour of Salisbury Cathedral: <http://tinyurl.com/on7p6j9>

Pg. 95 “We asked for bread and they gave us a Stone.” Reference to Matthew 7:9 and Luke 11:11: <http://tinyurl.com/k3zup28>

Pg. 96 “It’s the way they told us to sing it at Camp Charles Wesley.” Refers to Charles Wesley, brother of John Wesley. Wesley Center Online: <http://tinyurl.com/q4ykczx>

Pg. 97 “Said they ought to ban Fanny Crosby by law and that *Rock of Ages* was an abomination unto the Lord.” Biography of Fanny Crosby: <http://tinyurl.com/oz63zby> and history of the hymn *Rock of Ages*: <http://tinyurl.com/okssacn>

Pg. 98 “What about *When I Survey the Wondrous Cross?*” Lyrics of the originally English hymn: <http://tinyurl.com/p388xt8>

Pg. 98 “I suppose *Onward, Christian Soldiers* is on it?” Originally English hymn that was the unofficial anthem of the Ku Klux Klan: <http://tinyurl.com/p7hcjzf>

Pg. 98 “‘Hur!’ said Dr. Finch. ‘H.F. Lyte, Isaac Watts, Sabine Baring-Gould.’” Three British hymnists. Biography of H.F. Lyte: <http://tinyurl.com/pmt655l> Biography of Isaac Watts: <http://tinyurl.com/pm99lcf> Biography of Sabine Baring-Gould: <http://tinyurl.com/nqtd589>

Pg. 98 “Jean Louise looked at Herbert, who was nodding agreement, and at her uncle, who was looking like Theobald Pontifex.” Description of the character in Samuel Butler’s Victorian novel, *The Way of All Flesh*: <http://tinyurl.com/ov319h8>

Pg. 102 “You—Aunty, do you know the stuff in that thing makes Dr. Goebbels look like a naïve country boy?” Biography of Nazi propagandist Joseph Goebbels: <http://tinyurl.com/m8sagyl>

Pg. 103 “When Jean Louise felt apprehensive, expectant, or on edge, especially when confronting her aunt, her brain clicked to the meter of Gilbertian tomfoolery.” Refers to the lyrical style of W.S. Gilbert: <http://tinyurl.com/oto3psc>

Pg. 104 “*Here’s a how-de-do!/If I marry you*.” Lyrics from Gilbert and Sullivan’s *The Mikado*: <http://tinyurl.com/o8f9k32>

Pg. 104 “It had something to do with that pamphlet she found in the house—sitting there before God and everybody—something to do with citizens’ councils.” Online archive of Citizens’ Council publications with explanation of their impact in political discourse: <http://tinyurl.com/3yek82q>

Pg. 108 “. . . save the South . . . Black Monday . . .” Name given to the date of *Brown v. Board of Education* decision: <http://tinyurl.com/yg6mvwm>

Pg. 110 “Huey Long, that Christian gentleman . . . black as burnt light’ud knots . . .” Biography of Huey Long: <http://tinyurl.com/pldzwfl>

Pg. 110 “old lady Roosevelt . . . nigger lover . . . entertains forty-five niggers but not one fresh white Southern virgin . . .” Refers to Roosevelt’s “Black Cabinet”: <http://tinyurl.com/nsqfz9q>

PART IV

1. Lee begins the fourth section of the novel with an extended flashback involving Jean Louise learning about menstruation, sex, and pregnancy. How does this section use the Coninghams to connect it structurally and thematically with the last chapter of Part III? **CCSS.ELA-LITERACY.RL.11-12.5**
2. Who are the “Old Sarum” crowd? (Hint: look back at page 44 for a description of Old Sarum) How does Jean Louise gain their respect? **CCSS.ELA-LITERACY.RL.11-12.2**
3. Examine Lee’s use of humor in this section of the novel. Why do you think she uses humor here? **CCSS.ELA-LITERACY.RL.11-12.6**
4. Citing specific textual evidence, explain how Chapter 11 develops the relationship between Calpurnia and Jean Louise. **CCSS.ELA-LITERACY.RL.11-12.3**
5. How does Jean Louise’s relationship with Jem change after she goes through puberty? **CCSS.ELA-LITERACY.RL.11-12.3**
6. Analyze at least one specific example of the use of figurative or descriptive language to show how deeply upset Jean Louise is about witnessing Hank and Atticus at the citizens’ council meeting. **CCSS.ELA-LITERACY.RL.11-12.4**
CCSS.ELA-LITERACY.L.11-12.5
7. What is a malapropism? Explain the malapropisms that Aunt Alexandra uses. **CCSS.ELA-LITERACY.RL.11-12.4**
CCSS.ELA-LITERACY.L.11-12.4
8. Why is Jean Louise surprised that Hank knew she was at the citizens’ council meeting? Does he show any sign of feeling guilty or ashamed of attending the meeting? **CCSS.ELA-LITERACY.RL.11-12.1**
9. Why does Hank assume Atticus won’t take Zeebo’s son’s case? Why does Jean Louise assume he will? How does Atticus prove them both wrong? **CCSS.ELA-LITERACY.RL.11-12.2**
10. When Atticus uses Jean Louise’s childhood nickname, she says to herself: “Don’t you ever call me that again. You who called me Scout are dead and in your grave” (151). Why do you think Jean Louise reacts so strongly to Atticus calling her Scout? **CCSS.ELA-LITERACY.RL.11-12.1**
11. What information does Mr. Fred add to the details surrounding Mr. Healy’s death? Does it sound like Zeebo’s son was clearly at fault, or was it an accident? **CCSS.ELA-LITERACY.RL.11-12.2**
12. How does Jean Louise respond to Mr. Fred’s suggestion that she stay in Maycomb rather than returning to New York? **CCSS.ELA-LITERACY.RL.11-12.2**
13. Contrast Jean Louise’s interaction with Calpurnia at her house with the way she interacted with Calpurnia in the past. Why does Jean Louise say that Calpurnia is “wearing her company manners” and beg her to stop? Why do Calpurnia’s actions hurt Jean Louise so deeply? Cite specific textual evidence in your answer. **CCSS.ELA-LITERACY.RL.11-12.3**
14. What has Jean Louise realized about her family that makes her ask Calpurnia if she hated her, Atticus, and Jem? How does Calpurnia respond to Jean Louise’s question? What does the fact that Calpurnia waits before responding suggest? **CCSS.ELA-LITERACY.RL.11-12.1**
15. Examine Lee’s use of first person narration on page 161. How do Jean Louise’s thoughts help develop the conflict in the novel? **CCSS.ELA-LITERACY.RL.11-12.6**
16. Part IV ends with Jean Louise remembering a racist childhood rhyme and saying “God help me” (162). What has Jean Louise realized about the community that she grew up in? How did visiting Calpurnia help her see herself and the rest of white Maycomb from the perspective of the African-American community? **CCSS.ELA-LITERACY.RL.11-12.2**

ANNOTATIONS

Pg. 127 “The Curse. Curse o’ Eve. If Eve hadn’t et the apple we wouldn’t have it.” Refers to the belief that menstruation is a result of God’s curse in Genesis 3:16: <http://tinyurl.com/qghpghy>

Pg. 131 “If this happens again it will be Hail Columbia.” Explanation of the euphemism “Hail Columbia”:

<http://tinyurl.com/qz5m7x3>

Pg. 139 “Are you awake, Little Three-Eyes?” Reference to the *One Eye, Two Eyes, Three Eyes* by the Brothers Grimm:

<http://tinyurl.com/pqks6go>

Pg. 143 “The course of English literature would have been decidedly different had Mr. Wordsworth owned a power mower, she thought.” Alludes to Romantic poet William Wordsworth’s *Ode to Intimations on Immortality*: <http://tinyurl.com/o83exck>

Pg. 146 “I don’t know why I expect him to be looking like Dorian Gray or something.” Summary of Oscar Wilde’s *The Picture of Dorian Gray*: <http://tinyurl.com/p5brpyj>

Pg. 152 “What was that? Alice? Brer Rabbit? It was Mole. Mole when he returned from some long journey . . .” Jean Louise references three classic children’s texts: *Wind in the Willows* by Kenneth Grahame (<http://www.gutenberg.org/ebooks/289>)

Uncle Remus and Brer Rabbit by Joel Chandler Harris (<http://tinyurl.com/nva6mky>), and *Alice’s Adventures in Wonderland* by Lewis Carroll (<http://tinyurl.com/ozorkr5>)

Pg. 157 “He was on the waiting list for Tuskegee Institute.” History of Tuskegee: <http://tinyurl.com/7gwexhs>

Pg. 162 “Eeny, meeny, miny, moe . . .” Article that discusses the racist roots of the popular children’s counting rhyme:

<http://tinyurl.com/orq268h>

PART V

1. At the beginning of Chapter 13, Jean Louise realizes that her family's values are starkly different from her own. According to Aunt Alexandra, what has caused the change in race relations in Maycomb? Explain what Jean Louise means when she responds to this by wondering how "they can devoutly believe everything they hear in church and then say the things they do and listen to the things they hear without throwing up"? How are her family's words and actions different from the message they profess in church? **CCSS.ELA-LITERACY.RL.11-12.2**
2. Explain how the groupings of women at the Coffee reflect the limited roles that were acceptable for women in Maycomb of the 1950s. Why does Jean Louise have a hard time deciding which group to join? Why do you think she decides to join the Light Brigade? Why does being around the women at the Coffee make her question whether or not she wants to get married? **CCSS.ELA-LITERACY.RL.11-12.3**
3. Examine Lee's use of fragmented narration on pages 168-171. How does this support the image of the women as "magpies"? How does Lee's use of ellipsis add humor to the conversational snippets? **CCSS.ELA-LITERACY.RL.11-12.6**
4. Jean Louise attempts to engage in a thoughtful conversation about race with Hester. What rhetorical techniques does she use to try to get Hester to realize the fallacies in her logic and her hypocrisy? How does Hester respond? **CCSS.ELA-LITERACY.RL.11-12.6**
5. Chapter 13 includes several complex and interesting shifts in narration. Identify the different voices that emerge in the text. How do all of these voices help clarify Jean Louise's internal conflict? (Note: pay close attention to the passage that begins on the bottom of page 177 and contains prosopopeia.) **CCSS.ELA-LITERACY.RL.11-12.6**
6. Given the attitudes towards race and politics that the women at the Coffee have expressed, explain what is ironic about the list of things Claudine saw in New York City (180). **CCSS.ELA-LITERACY.RL.11-12.6**
7. Why does Jean Louise go to visit her Uncle Jack? What do you think she expects from her visit? **CCSS.ELA-LITERACY.RL.11-12.1**
8. Dr. Finch talks with Jean Louise about the Maycomb's history, his own political philosophy, and his view of the reason for the escalating racial tension. In your own words, explain Dr. Finch's beliefs about each of these subjects. **CCSS.ELA-LITERACY.RL.11-12.2**
9. On page 199, Jean Louise points out that, although she is bothered specifically by the way her family is talking about and treating African Americans, her uncle has not "mentioned them once." Why do you think Dr. Finch does not engage directly with issues of race? **CCSS.ELA-LITERACY.RL.11-12.1**
10. At the end of Part V, who do you think Dr. Finch calls on the phone? Explain your answer. **CCSS.ELA-LITERACY.RL.11-12.1**

ANNOTATIONS

- Pg. 173** "Bill says he wouldn't be surprised if there was another Nat Turner Uprisin', we're all sittin' on a keg of dynamite and we just might as well be ready." Refers to Nat Turner's Rebellion: <http://tinyurl.com/c75mdnp>
- Pg. 174** "... I thought that Montgomery crowd spent most of their time meeting in church praying," Refers to the Montgomery bus boycott: <http://tinyurl.com/p4lo846>
- Pg. 174** "You know Kaiser Bill prayed to God every night of his life." Kaiser Wilhelm II: <http://tinyurl.com/669n7w>
- Pg. 174** "By right Divine, my dear Augusta" Excerpt parodying Kaiser Wilhelm's prayers from the *Autobiography of Margot Asquith*: <http://tinyurl.com/pfxyb6n>
- Pg. 174** "He says the niggers who are runnin' the thing up north are tryin' to do it like Gandhi did it, and you know what that is." Biography of Gandhi: <http://tinyurl.com/pkhexek>

- Pg. 175** “Why they’d have let her right in. If it hadn’t been for those fraternity boys . . .” Reference to Autherine Lucy’s enrollment at the University of Alabama and subsequent rioting: <http://tinyurl.com/nqf64ta>
- Pg. 176** “Conceived in mistrust, and dedicated to the proposition that all men are created evil.” Jean Louise is ironically rewording the *Gettysburg Address* as a commentary on the hateful speech of the women at the coffee: <http://tinyurl.com/b7wnxff>
- Pg. 180** “We went to the Latin Quarter, the Copacabana, and *The Pajama Game*.” Synopsis of *The Pajama Game*: <http://tinyurl.com/njkur5l>
- Pg. 184** “Dr. Finch was coatless, and in his arms was Rose Aylmer, his old cat.” Reference to Walter Savage Landor’s poem *Rose Aylmer*: <http://tinyurl.com/qcefygt>
- Pg. 186** “Sibthorp. Roman Catholic priest. Buried with full Church of England ceremonials. Tryin’ to find another one like him.” Article about Sibthorp: <http://tinyurl.com/npgt3b6>
- Pg. 194** “You are not so far corrupted as I thought, if you still remember Caroline Lamb, poor thing.” Biography of the wife of Lord Melborne, Lady Caroline Lamb <http://tinyurl.com/njdge6m>
- Pg. 199** “Melbourne said once, that the only real duties of government are to prevent crime and preserve contracts . . .” Biography of William Lamb, Lord Melbourne <http://tinyurl.com/cjg5kz>
- Pg. 201** “I can’t stop you and I mustn’t stop you Childe Roland.” Text of poem *Childe Roland to the Dark Tower Came* by Robert Browning <http://tinyurl.com/ynvhuy>

PART VI

1. Where does Jean Louise go after she leaves Uncle Jack's house? Why is this location personally significant?
CCSS.ELA-LITERACY.RL.11-12.3
2. Do Jean Louise's memories of her first school dance clarify or complicate her feelings about Atticus, Uncle Jack, Hank, and Calpurnia? Cite specific textual evidence to support your answers. **CCSS.ELA-LITERACY.RL.11-12.3**
3. At the end of Chapter 15, what has Jean Louise realized about her family and her home? **CCSS.ELA-LITERACY.RL.11-12.1**
4. What does Hank say that causes Jean Louise to tell him she is not going to marry him? How does he respond?
CCSS.ELA-LITERACY.RL.11-12.2
5. Examine Hank's repeated use of "pet names" for Jean Louise. What names does he call her? What do these names suggest about his attitude towards her? **CCSS.ELA-LITERACY.RL.11-12.4 CCSS.ELA-LITERACY.L.11-12.5**
6. What excuses does Hank make to justify going along with the racist and intolerant attitudes of the other white men in Maycomb? Does Jean Louise find any of his reasoning understandable or sympathetic? Do you?
CCSS.ELA-LITERACY.RL.11-12.3
7. On page 232, Hank recites a list of the things he wants, to which Jean Louise replies, "In that order, I suppose!" What has Jean Louise realized about Hank's priorities? **CCSS.ELA-LITERACY.RL.11-12.1**
8. Jean Louise tells Hank that he's scared of Maycomb. Do you agree that fear is motivating Hank's actions, or do you think there is something else? Support your answer with evidence from the text. **CCSS.ELA-LITERACY.RL.11-12.1**
9. Why does Jean Louise ask to move into Atticus's office rather than remain outside? What do you think each location represents? Cite specific textual evidence to support your answer. **CCSS.ELA-LITERACY.RL.11-12.3**
10. Atticus and Jean Louise agree about the issue of states' rights, but they disagree about the *Brown v. Board of Education* decision. Explain how and why their opinions differ. **CCSS.ELA-LITERACY.RL.11-12.2**
11. Note places where Jean Louise uses sarcasm, exaggeration, or irony to counter her father's position. Do you think her rhetorical style is effective? **CCSS.ELA-LITERACY.RL.11-12.6**
12. What do you think the purpose of Atticus's argument is? Is he trying to get Jean Louise to change her position? Is he pushing her to clarify her position? Give evidence to support your interpretation of Atticus's motives.
CCSS.ELA-LITERACY.RL.11-12.1
13. By the end of their conversation, Jean Louise is ready to walk away from Maycomb and her father. How does Atticus respond to her anger? **CCSS.ELA-LITERACY.RL.11-12.2**

ANNOTATIONS

Pg. 239 "Well, in trying to satisfy one amendment, it looks like they rubbed out another one. The Tenth." Information on the Tenth Amendment: <http://tinyurl.com/n68gylb>

Pg. 240 "We have a system of checks and balances and things, but when it comes down to it we don't have much check on the Court, so who'll bell the cat?" References "Belling the Cat," one of Aesops' Fables: <http://tinyurl.com/om8p5k9>

Pg. 240 "She looked at a faded picture of the Nine Old Men on the wall to the left of her. Is Roberts dead? she wondered." A short biography of Supreme Court Justice Owen J. Roberts: <http://tinyurl.com/os4o4bz>

PART VII

1. Why does the fact that Atticus ended his argument with Jean Louise by telling her he loved her bother her so much? **CCSS.ELA-LITERACY.RL.11-12.1**
2. Why does Dr. Finch strike Jean Louise? Do you think his actions are necessary? Explain your answer. **CCSS.ELA-LITERACY.RL.11-12.1**
3. What does Dr. Finch mean when he says that things are bearable for Jean Louise because she is her “own person now” (264)? **CCSS.ELA-LITERACY.RL.11-12.1**
4. According to Dr. Finch, what is every man's watchman? How does this inform your understanding of the meaning of the book's title? **CCSS.ELA-LITERACY.RL.11-12.2**
5. What does Dr. Finch mean when he tells Jean Louise, “You had to kill yourself, or he had to kill you to get yourself functioning as a separate entity” (265)? **CCSS.ELA-LITERACY.RL.11-12.2**
6. Dr. Finch tells Jean Louise that she is a bigot. Research the meaning and history of the word “bigot.” Is Jean Louise a bigot? Support your answer with textual evidence. **CCSS.ELA-LITERACY.RL.11-12.4 CCSS.ELA-LITERACY.L.11-12.4**
7. Explain what Dr. Finch means when he says that Atticus Finch will always “act by the letter and spirit of the law” (268)? Explain why you agree or disagree with his assessment. **CCSS.ELA-LITERACY.RL.11-12.1**
8. Examine the passage on page 271 where Dr. Finch tells Jean Louise that she's “got to shake off a twenty-year-old habit and shake it off fast.” What twenty-year habit is he referencing? How does the context of this sentence help you decode Dr. Finch's meaning? **CCSS.ELA-LITERACY.RL.11-12.1**
9. Why does Dr. Finch think Jean Louise should stay in Maycomb? **CCSS.ELA-LITERACY.RL.11-12.2**
10. Up until this point in the novel, Jean Louise has assumed that the dictum, “love who you will, marry your own kind” refers to race and socioeconomic class. When Dr. Finch tells her that Henry Clinton is not her kind, what does he mean? **CCSS.ELA-LITERACY.RL.11-12.1**
11. Why is Atticus proud of Jean Louise? At the end of the novel, Jean Louise uses a simile of an airplane to describe the roles that different people play in a community. Explain the meaning of her simile. **CCSS.ELA-LITERACY.RL.11-12.4 CCSS.ELA-LITERACY.L.11-12.5**
12. What does it mean to say that Jean Louise welcomed her father silently “to the human race” (278)? What has Jean Louise realized about her father? **CCSS.ELA-LITERACY.RL.11-12.1**

ANNOTATIONS

Pg. 262 “She said weakly: ‘A blank, my lord.’” Jean Louise is quoting Shakespeare's *Twelfth Night* Act 2, Scene 4: <http://tinyurl.com/q34tqyo>

Pg. 263 “I don't think I can take Bishop Colenso now.” Biography of Bishop John Colenso: <http://tinyurl.com/ogv23v6>

Pg. 266 “I regret to say I used tactics the late George Washington Hill would envy—you're very much like him, except you're a bigot and he's not.” Biography of George Washington Hill: <http://tinyurl.com/opuyfhy>

Pg. 269 “And don't, for the sake of John Henry Newman, start worrying over what a bigot you are.” Biography of John Henry Newman: <http://tinyurl.com/ol7nyra>

Pg. 275 “He was the only person she ever knew who could paraphrase three authors into one sentence and have them all make sense.” In the previous sentence, Dr. Finch references Lewis Carroll, Rudyard Kipling, and William Shakespeare.

Pg. 275 “I was once an exceedingly odd young lady—” Quote taken from Gilbert & Sullivan's *Ruddigore*: <http://tinyurl.com/qd9ldt2>

Research and Writing Topics

CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.L.11-12.1 CCSS.ELA-Literacy.L.11-12.2

ARGUMENTATION PROMPTS

CCSS.ELA-Literacy.W.11-12.1a-e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. The title of *Go Set a Watchman* is taken from the book of the prophet Isaiah: "Go, set a watchman, let him declare what he seeth." One of the primary concerns of the novel is our moral responsibility to listen to others and to speak up for what is right. At one point, Jean Louise notes: "I need a watchman to tell me this is what a man says but this is what he means, to draw a line down the middle and say here is this justice and there is that justice and make me understand the difference" (181-2). What current political issue do you feel strongly about? Write a persuasive speech or essay that declares what you see, exposes injustice, and educates your audience about your issue. **CCSS.ELA-LITERACY.W.11-12.8**
CCSS.ELA-LITERACY.SL.11-12.4
2. Although Jean Louise is critical of many of the attitudes of the people in Maycomb, she is also uncomfortable with some of the changes that have taken place in her hometown. She notes: "I just don't like my world disturbed without some warning" (75). Examine the tension surrounding a period of contemporary or historical social change. Why do you think people have a difficult time adjusting to societal change? Propose a solution to help make these transitions easier.
CCSS.ELA-LITERACY.W.11-12.9
3. When Jean Louise is at her aunt's Coffee, she is disturbed by the hateful and prejudiced language of her former classmates. She wonders: "We were both born here, we went to the same schools, we were taught the same things. I wonder what you saw and heard" (175). What causes prejudice? Develop your argument with thoughtful evidence and rhetorical appeals.
CCSS.ELA-LITERACY.W.11-12.5
4. The Supreme Court's ruling against segregated schools, *Brown v. Board of Education*, is at the center of the racial tension in Lee's novel. As a class examine Norman Rockwell's famous painting "The Problem We All Live With" (<http://tinyurl.com/q2gttbw>) and then ask students to listen to NPR's *This American Life* and their thoughtful exploration of school segregation in 2015. 60 years after *Brown v. Board of Education*, segregated schools are still a problem. Propose a solution to deal with this "problem that we all live with" and debate the issue as a class. **CCSS.ELA-LITERACY.W.11-12.8**
CCSS.ELA-LITERACY.W.11-12.9 **CCSS.ELA-LITERACY.SL.11-12.2**
5. Dr. Finch suggests that slavery is not the root cause of the racial tension in Maycomb, telling Jean Louise "not much more than five percent of the South's population ever saw a slave, much less owned one" (195). Research Dr. Finch's statement. Is it accurate? How pervasive was slavery in the Southern states? How much of an impact do you think slavery has had and continues to have on racial tension and injustice in America? Debate this issue as a class. (Note: the 1860 Census provides a good starting point for research and discussion (<http://tinyurl.com/q4lsl97>)) **CCSS.ELA-LITERACY.W.11-12.7**
CCSS.ELA-LITERACY.SL.11-12.1a-d
6. Using textual evidence to support your answer, compose an essay that examines whether or not Jean Louise was right to reject Hank's proposal. **CCSS.ELA-LITERACY.W.11-12.5** **CCSS.ELA-LITERACY.W.11-12.9**
7. Jean Louise is conflicted about whether or not she should stay in Maycomb. "I mean this: every time I come home, I feel like I'm coming back to the world, and when I leave Maycomb, it's like leaving the world. It's silly. I can't explain it, and what makes it sillier is that I'd go stark raving mad living in Maycomb" (75-6). Using textual evidence to support your answer, compose an essay that examines whether Jean Louise should return to New York or remain in Maycomb.
CCSS.ELA-LITERACY.W.11-12.5 **CCSS.ELA-LITERACY.W.11-12.9**
8. Dr. Finch tells Jean Louise, "a political philosophy foreign to it is being pressed on the South, and the South's not ready for it" (197). Examine this statement in light of current debates about the removal of the Confederate flag and other images of the Confederacy. Is there such a thing as "heritage not hate" or does the South still suffer from what Dr. Finch calls a "hangover

of hatred” (197)? **CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9 CCSS.ELA-LITERACY.SL.11-12.2**

9. Examine the role that the history of Maycomb County plays in the novel. Dr. Finch makes a case that Maycomb is similar to feudal England, and several of the allusions that Lee uses (ex. the name of Old Sarum) suggest a connection between the two. Examine the similarities between the two civilizations. Are these similarities true of most agricultural societies, or, because of its history, are they unique to Maycomb? **CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9**
10. Describing Jean Louise, Lee writes: “Had she insight, could she have pierced the barriers of her highly selective, insular world, she may have discovered that all her life she had been with a visual defect which had gone unnoticed and neglected by herself and by those closest to her: she was born color blind” (122). Examine what it means to be color blind in regards to race. Are any of the characters in the novel truly color blind? Is there a difference between being aware of race and being prejudiced? Ideally, should we all strive to be color blind, or is seeing race important? **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.9**
11. Dr. Finch challenges Jean Louise to look at herself critically: “You’ve no doubt heard some pretty offensive talk since you’ve been home, but instead of getting on your charger and blindly striking it down, you turned and ran. You said, in effect ‘I don’t like the way these people do, so I have no time for them.’ You’d better take time for ‘em, honey, otherwise you’ll never grow” (267). With cable news and social media, it is easier than it has ever been to isolate ourselves among others that agree with us and to ignore opposing viewpoints and perspectives. What responsibility should people have for engaging with other viewpoints? How do we foster this type of meaningful discussion in our schools, communities, and nation? Research and debate this issue as a class. **CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.SL.11-12.1a-d**
12. Other than the section in which Jean Louise visits Calpurnia, there are only a few glimpses of an African-American perspective in the novel. Read *Go Set a Watchman* in the context of a unit on Civil Rights Movement. How does the novel deepen or complicate your understanding of the racial landscape of the 1950s? Why is it important to acknowledge a prejudiced and racist past? **CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9**
13. Read some of the early reviews of *Go Set a Watchman* and choose one that you disagree with. Compose a thoughtful argument challenging the review and submit it as a letter to the editor of the publication or online response. **CCSS.ELA-LITERACY.W.11-12.6 CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.10**

INFORMATIVE/EXPLANATORY PROMPTS

CCSS.ELA-Literacy.W.11-12.2a-e Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Lee describes Jean Louise’s dawning awareness of gender by saying: “It had never fully occurred to Jean Louise that she was a girl: her life had been one of reckless, pummeling activity; fighting, football, climbing, keeping up with Jem, and besting anyone her age in any contest requiring physical prowess” (116). Using this passage as a starting point, examine the development of the theme of gender in the novel, paying close attention to the passages that deal with Jean Louise’s childhood and experience of puberty, and her interactions with other characters. **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.9**
2. Dr. Finch helps Jean Louise realize that she has idolized her father in ways that are destructive to both of them: “As you grew up, when you were grown, totally unknown to yourself, you confused your father with God. You never saw him as a man with a man’s heart, and a man’s failings” (265). Trace the development of Jean Louise and Atticus’s relationship. What threatens this relationship? How is the relationship resolved? **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.9**
3. Throughout the novel, Lee uses allusion to help develop plot, theme, and character. Choose one or more of the allusions in the novel and thoroughly research its significance. Create a multimedia presentation and share your research and analysis with your class. **CCSS.ELA-LITERACY.SL.11-12.5 CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.9**
4. Examine the novel in the context of Modernist literature. In what ways is *Go Set a Watchman* a modernist text? Look specifically at the novel’s use of point of view, allusion, and theme. **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.9**

5. Consider the ways that Lee develops character by completing a thorough character analysis of one of the following characters: Hank, Dr. Finch, Atticus, Aunt Alexandra, Calpurnia. **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.9**
6. Analyze the way that Harper Lee develops the theme of social change in the novel, paying close attention to her use of allusions, setting, and character. **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.9**
7. Analyze the novel as an example of a *bildungsroman*. What is significant about the way that Lee structures the novel? How does each section help develop Jean Louise's coming of age? **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.9**
8. In *Go Set a Watchman*, Harper Lee draws on Robert Browning's complex poem, "Childe Roland to the Dark Tower Came," transforming this source material. Reflecting on her argument with Atticus, Jean Louise notes: "Where she would have had a spirited argument only, an exchange of ideas, a clash of hard and different points of view with a friend, with him she had tried to destroy. She had tried to tear him to pieces, to wreck him, to obliterate him. Childe Roland to the dark tower came" (266). Compare Childe Roland and Jean Louise Finch. How are the characters similar? How do the themes of Browning's poem relate to the novel's themes? How does understanding Browning's poem help inform your understanding of *Go Set a Watchman*? **CCSS.ELA-LITERACY.RL.11-12.7 CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.9**
9. When Atticus tells Hank that he will take Zeebo's son's case, he references the fact that he does not want the NAACP to get involved because they "demand Negroes on the juries in such cases" (149). Research the history of the race and equality in our judicial system. What progress has been made? What issues still need to be addressed? (Note: The Marshall Project has an article that may be a starting point for research: <http://tinyurl.com/nnezmrz>. Advanced students may want to look at the book *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*: <http://newjimcrow.com/>) **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.SL.11-12.2**
10. *Go Set a Watchman* contains racial language that was commonly used in the 1950s. How have the words we use to talk about race evolved and changed over time? When and why did the term "Negro" fall out of common usage? When and why did the term African American emerge? What is the nature of the debate over whether or not the term African American should be hyphenated? Why are some people critical of this term as a racial category? How important are these labels to identity? **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.L.11-12.5b**
11. Atticus says that he is a "Jeffersonian Democrat" because he believes that "full citizenship is a right to be earned by each man" (244). Research the beliefs of Thomas Jefferson regarding full citizenship. Who did he believe should have the right to vote? How have voting rights been expanded and challenged since Jefferson's lifetime? What current issues involving voting rights are being debated? **CCSS.ELA-LITERACY.SL.11-12.2 CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9**
12. Jean Louise states that she is who she is in part because she "was raised by a black woman and a white man" (179). Examine the impact that Calpurnia and Atticus had on Jean Louise's development. What lessons did she learn from her father? What lessons did she learn from Calpurnia? Cite specific textual evidence to support your answers. **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.9**
13. On page 270, Dr. Finch dismisses the "threat" of interracial marriage as being largely a scare tactic used by white supremacists. Research the fight for the right to interracial marriage. Why did people oppose the legalization of interracial marriage? When was interracial marriage legalized? What were the circumstances of the Supreme Court case that ensured the right for interracial couples to marry? **CCSS.ELA-LITERACY.SL.11-12.2 CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.9**

NARRATIVE PROMPTS

CCSS.ELA-Literacy.W.11-12.3a-e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Dr. Finch tells Jean Louise that she needs to, “Remember this also: it’s always easy to look back and see what we were, yesterday, ten years ago. It is hard to see what we are” (269). Hopefully, your experience reading *Go Set a Watchman* has allowed you to look back and see where we were, but taking an honest look at where we are is much more difficult. In a personal essay, reflect on the question of where America is related to race relations. Where are you personally?
CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.L.11-12.3 CCSS.ELA-LITERACY.W.11-12.7
2. The historical record does not always take into account the oral histories of individuals, families, or communities. Lee notes that, “Recorded history’s version does not coincide with the truth, but these are the facts, because they were passed down by word of mouth through the years, and every Maycombian knows them” (9). As a class, complete an oral history project for members of your community. Choose a member of your family or community to interview and use their responses to compose narrative histories. **CCSS.ELA-Literacy.SL.11-12.2 CCSS.ELA-Literacy.W.11-12.6 CCSS.ELA-Literacy.W.11-12.7**
3. Jean Louise has a strained relationship with her Aunt Alexandra in part because, her aunt, “was completely unaware that with one twist of the tongue she could plunge Jean Louise into a moral turmoil by making her niece doubt her own motives and best intentions”(28). Everyone knows or has known at least one person who causes them to doubt themselves. Compose personal narrative about a time when you were hurt by someone’s words or criticism. What caused them to be hurtful? Were they, like Aunt Alexandra, unaware of what they did, or were they intentionally trying to hurt you? How did you handle the situation? What can you learn from the situation? **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.L.11-12.3 CCSS.ELA-LITERACY.W.11-12.7**
4. Jean Louise thinks back on the girl she used to be and wonders, “who else in Maycomb remembered Scout Finch, juvenile desperado, hell-raiser extraordinary?” (49). Who were you as a child? What parts of your childhood have you “grown out of”? Did you have a nickname? Compose an epithet for yourself similar to Jean Louise’s and explore the way your identity has changed as you’ve grown up. **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.L.11-12.3 CCSS.ELA-LITERACY.W.11-12.7**
5. The example of Atticus Finch shapes the person that Jean Louise becomes. Lee writes, “She did not stand alone, but what stood behind her, the most potent moral force in her life, was the love of her father” (117). Who or what is the most potent moral force in your life? Compose a personal narrative exploring how it has shaped you. **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.L.11-12.3 CCSS.ELA-LITERACY.W.11-12.7**
6. *Go Set a Watchman* has a lot to say about Jean Louise’s dawning awareness of the constraints of societal expectations and gender roles. With the onset of puberty, Jean Louise realizes, “she must now go into a world of femininity, a world she despised, could not comprehend nor defend herself against, a world that did not want her” (116). Reflect on your own experience with gender roles and societal expectations. When did you become aware of pressures, rules, or expectations based solely on your gender? How did this realization impact you? **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.L.11-12.3 CCSS.ELA-LITERACY.W.11-12.7**
7. It is difficult for Jean Louise to come to terms with the realization that her father has failed to live up to her expectations. “But a man who has lived by truth—and you believed in what he has lived—he does not leave you merely wary when he fails you, he leaves you with nothing” (179). Have you been disappointed by someone you looked up to and admired? How did you deal with this disappointment? What did the experience teach you about yourself and others?
CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.L.11-12.3 CCSS.ELA-LITERACY.W.11-12.7
8. All of us have times when we must decide whether or not to stand up for what we believe. This is especially difficult when we must choose to confront our friends or family. Uncle Jack tells Jean Louise, “. . . the time your friends need you is when they’re wrong, Jean Louise. They don’t need you when they’re right—”(273). Consider the wisdom of his words and compose a personal essay about a time when you had to decide whether or not to confront a friend or family member.
CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.L.11-12.3 CCSS.ELA-LITERACY.W.11-12.7

9. Jean Louise remembers that “Autumn was her happiest season. There was an expectancy about its sounds and shapes: the distant *thunk* pomp of leather and young bodies on the practice field near her house made her think of bands and cold Co-ca-Colas, parched peanuts and the sight of people’s breath in the air”(133). Using descriptive language and imagery, compose a personal narrative about your happiest season. **CCSS.ELA-LITERACY.W.11-12.5**
CCSS.ELA-LITERACY.L.11-12.3 CCSS.ELA-LITERACY.W.11-12.7
10. Throughout the novel, Jean Louise is trying to reconcile the things she loves and the things she dislikes about her hometown. As she approaches Maycomb at the beginning of the novel, “The countryside and the train had subsided to a gentle roll, and she could see nothing but pastureland and black cows from window to horizon. She wondered why she had never thought her country beautiful” (6). Compose a piece of writing that uses descriptive language and imagery to tell a story about what makes your hometown unique. **CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.L.11-12.3**
CCSS.ELA-LITERACY.W.11-12.7
11. Franz Kafka once wrote, “A book must be an axe for the frozen sea within us.” Choose the passage in the novel that you found the most difficult or upsetting to read and reflect on why it bothered or impacted you. **CCSS.ELA-LITERACY.W.11-12.5**
CCSS.ELA-LITERACY.L.11-12.3 CCSS.ELA-LITERACY.W.11-12.7

THE WRITER'S CRAFT: *TO KILL A MOCKINGBIRD* AND *GO SET A WATCHMAN*

CCSS.ELA-LITERACY.RL.11-12.7 CCSS.ELA-LITERACY.RL.11-12.9

1. Reading *Go Set a Watchman* gives the reader insight into the protagonist of both books: Jean Louise Finch. Examine the significance of her childhood nickname, Scout. In what ways does she serve as a scout for the territory of a racially integrated South? What is the difference between a scout and a watchman? How does her childhood role as a “scout” evolve into her adult calling to serve as a “watchman”? Do you think Atticus acted intentionally to raise a daughter like Jean Louise? Use specific textual evidence to support your analysis. **CCSS.ELA-LITERACY.W.11-12.5**
CCSS.ELA-LITERACY.L.11-12.5 CCSS.ELA-LITERACY.W.11-12.7
2. Critics pointed out that the narrator of *To Kill a Mockingbird* is not a child, but rather an adult thinking back on childhood. Assuming that there is continuity in the timeline of both of Lee’s novels, use textual evidence to compose a compelling argument about the age of the narrator of *To Kill a Mockingbird*. **CCSS.ELA-LITERACY.RL.11-12.1**
CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.L.11-12.3 CCSS.ELA-LITERACY.W.11-12.7
3. *To Kill a Mockingbird* is a part of the canon of texts that are taught in schools. Compose an argument regarding *Go Set a Watchman* and its place in the canon. Using thoughtful evidence from the text and your research, argue whether or not the novel should be taught in schools. **CCSS.ELA-LITERACY.SL.11-12.1a-d CCSS.ELA-LITERACY.SL.11-12.3**
4. While many elements of *Go Set a Watchman* are consistent with *To Kill a Mockingbird*, there are notable differences. Consider Lee’s decision to remove Henry ‘Hank’ Clinton from the narrative. What purpose does Hank serve in the narrative of *Go Set a Watchman*? Why do you think she decided to omit Hank from *To Kill a Mockingbird*? **CCSS.ELA-LITERACY.RL.11-12.3**
CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.W.11-12.7
5. Just as Hank Clinton is absent from *To Kill a Mockingbird*, *Go Set a Watchman* does not mention Boo Radley. What purpose does Boo Radley serve in the narrative of *To Kill a Mockingbird*? How does his presence impact the development of plot, theme, and character? Would his character work in the Maycomb of *Go Set a Watchman*? **CCSS.ELA-LITERACY.RL.11-12.3 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.W.11-12.7**
6. Prior to the novel’s release, HarperCollins released the first chapter of *Go Set a Watchman*. Readers were immediately stunned to read that Jem Finch dies of a heart defect. How is his death necessary to the development of plot, theme, and character in *Go Set a Watchman*? **CCSS.ELA-LITERACY.RL.11-12.3 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.W.11-12.7**
7. On pages 109-110 of *Go Set a Watchman*, Jean Louise remembers watching her father defend a young black man falsely accused of raping a white woman. Analyze the similarities and differences between this case and the trial at the center of *To Kill a Mockingbird*. What changes did Lee make? How do these changes impact the development of plot, character, and theme?

CCSS.ELA-LITERACY.RL.11-12.3 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.W.11-12.7

8. In *Go Set a Watchman*, Jean Louise remembers when she believed, “Integrity, humor, and patience were the three words for Atticus Finch” (114). Analyze the character of Atticus Finch in both *To Kill a Mockingbird* and *Go Set a Watchman* and argue whether or not he remains an example of these three character traits in both texts. **CCSS.ELA-LITERACY.RL.11-12.3 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.W.11-12.7**
9. The citizens of Maycomb County appear much more prejudiced and angry in *Go Set a Watchman*. Jean Louise reflects: “Now she was aware of a sharp apartness, a separation, not from Atticus and Henry merely. All of Maycomb and Maycomb County were leaving her as the hours passed, and she automatically blamed herself” (154). What do you think accounts for this difference in perception? Has Maycomb changed? Has Jean Louise changed? Is Jean Louise simply seeing things with an adult’s clarity? Were things hidden from her because she was a child? Defend your interpretation with evidence from the text. **CCSS.ELA-LITERACY.RL.11-12.3 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.W.11-12.7**
10. Consider Harper Lee’s use of point of view in each of her novels. After using more Modernist technique of subtly shifting point of view in *Go Set a Watchman*, why do you think she chose to write *To Kill a Mockingbird* from a first person point of view? How does point of view impact the effectiveness of each text? **CCSS.ELA-LITERACY.RL.11-12.6 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.W.11-12.7**
11. Taken together, *To Kill a Mockingbird* and *Go Set a Watchman* depict the Finch’s African American domestic helper, Calpurnia, with complexity and nuance. How do the details unique to each novel inform and enrich your understanding of Calpurnia’s relationship with the Finch family. Use specific textual evidence from both texts to support your analysis. **CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.RL.11-12.3 CCSS.ELA-LITERACY.W.11-12.7**
12. Some of the passages that both novels share are related to the history of Maycomb County, Alabama. Examine the importance of the setting in each of Lee’s novels. How does the history of Maycomb relate to the themes of both novels? **CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.W.11-12.7**

About the Author

Harper Lee was born in 1926 in Monroeville, Alabama. She died at the age of 89 on February 18, 2016. She attended Huntingdon College and studied law at the University of Alabama. She is the author of *To Kill a Mockingbird* and *Go Set A Watchman*. Ms. Lee received numerous literary awards, including the Pulitzer Prize and the Presidential Medal of Freedom.

Michael Morrison, President and Publisher of HarperCollins US General Books Group and Canada says, “The world knows Harper Lee was a brilliant writer but what many don’t know is that she was an extraordinary woman of great joyfulness, humility and kindness. She lived her life the way she wanted to—in private—surrounded by books and the people who loved her. I will always cherish the time I spent with her.”

Her agent, Andrew Nurnberg says, “Knowing Nelle these past few years has been not just an utter delight but an extraordinary privilege. When I saw her just six weeks ago, she was full of life, her mind and mischievous wit as sharp as ever. She was quoting Thomas More and setting me straight on Tudor history. We have lost a great writer, a great friend and a beacon of integrity.”

Other Titles of Interest

To Kill a Mockingbird by Harper Lee

Teaching Guide for To Kill a Mockingbird

And Still I Rise: Black America Since MLK by Henry L. Gates and Kevin M. Burke

American Tapestry: The Story of the Black, White, and Multiracial Ancestors of Michelle Obama by Rachel Swarns

The Devil in the Grove: Thurgood Marshall, the Groveland Boys, and the Dawn of a New America by Gilbert King

Eye on the Struggle: Ethel Payne, the First Lady of the Black Press by James McGrath Morris

I Never Had It Made: An Autobiography by Jackie Robinson

Let the Trumpet Sound: The Life of Martin Luther King, Jr. by Stephen B. Oates

Marshalling Justice: The Early Civil Rights Letters of Thurgood Marshall edited by Michael G. Long

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Scout, Atticus, and Boo: A Celebration of To Kill a Mockingbird by Mary McDonagh Murphy

Something Must Be Done About Prince Edward County: A Family, a Virginia Town, a Civil Rights Battle by Kristen Green

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A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr. by Martin Luther King, Jr.

This Far By Faith: Stories from the African American Religious Experience by Juan Williams and Quinton Dixie

About This Guide's Author

Amy Jurskis is the author of numerous teaching guides, including *To Kill a Mockingbird*. She has had pets named Radley, Scout, and Dill. Amy has a B.A. in English from the University of Georgia, a MAT from Agnes Scott College, and she studied at Oxford University as a 2015 ESU BUSS Scholarship recipient. She currently serves as the English department chair at Oxbridge Academy of the Palm Beaches.

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