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Literary Analysis of the Novel To Kill a Mockingbird by Harper Lee through a Sociological Criticism Perspective based on the racism prevailing on the United States during the decades of 1950 and 1960.

Thesis Submitted to Obtain the Bachelor in English.

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2 Dedication

I dedicate this project to my family for giving me the strength and encouragement that I often needed throughout this research.

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5 Abstract

This descriptive and qualitative investigation had the objective to analyze the book *To Kill a Mockingbird* by Harper Lee under the racism of the U.S. in the 1950 and 1960 through a Sociological Criticism Perspective. The implementation of three different instruments was required to accomplish the project results. The first device was a literary analysis chart of the current behavior of our society versus the behavior exhibited in the South of the United States during the decades of 1950 and 1960. The second instrument was a literary analysis chart of racial and social context in the novel and its changes in favor of social equality. The third instrument was a literary analysis chart of racist behavior through the analysis of the novel.

The previous devices helped the researcher to achieve the goal of the project. For the first instrument, the tenth social factor allowed the researcher to compare the current behavior of society versus the one presented in the story. In the case of the second instrument, it allowed the researcher to analyze some events that were related to racial and social context, and the results evidenced how this struggle has been changing in favor of social equality. Finally, the third instrument helped the researcher to investigate the causes of the racist behavior of the characters through the analysis of the novel and how these attitudes affected their life. For this reason, the analysis evidenced that the book *To Kill a Mockingbird* by Harper Lee can be carried out by employing the Sociological Criticism Perspective.

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Resumen

Esta investigación descriptiva y cualitativa tuvo como objetivo analizar el libro *Matar a un ruiseñor* de Harper Lee bajo el racismo de los Estados Unidos en los años 1950 y 1960 a través de una perspectiva de crítica sociológica. El investigador requirió la aplicación de tres instrumentos diferentes para lograr los resultados del proyecto. El primer instrumento fue un cuadro de análisis literario del comportamiento actual de nuestra sociedad frente al comportamiento exhibido en el Sur de los Estados Unidos durante las décadas de 1950 y 1960.

El segundo instrumento fue un cuadro de análisis literario del contexto racial y social en la novela y sus cambios a favor de la igualdad social. El tercer instrumento fue un cuadro de análisis literario del comportamiento racista a través del análisis de la novela. Los instrumentos anteriores ayudaron al investigador a alcanzar el objetivo del proyecto. En el caso del primer instrumento, los diez factores sociales permitieron al investigador comparar el comportamiento actual de la sociedad frente al presentado en la historia. En el caso del segundo instrumento, permitió al investigador analizar algunos acontecimientos relacionados con el contexto racial y social, los resultados evidenciaron cómo esta lucha ha ido cambiando a favor de la igualdad social. Por último, el tercer instrumento ayudó al investigador a indagar las causas del comportamiento racista de los personajes a través del análisis de la novela y cómo estas actitudes afectaban su vida. Por ello, el análisis evidenció que el libro *Matar a un Ruiseñor* de Harper Lee, puede realizarse empleando la Perspectiva de la Crítica Sociológica.

6 Chapter I

Introductory Framework

Racism, one of the most dangerous illnesses in the world, has been a problem affecting society for over a thousand years. This project will use a sociological criticism perspective to contrast the social and racial context of the civilization presented in the novel *To Kill a Mockingbird* between 1950 and 1960 against the current context of our society. This literary analysis is developed from a conflict that has been affecting humanity and the development of healthy human relationships. This document intends to provide a wider and more critical knowledge of a social struggle that afflicts everyone equally.

6.1 Problem Statement

Racism is a problem that does not know borders; it is one of the worst illnesses humans have created to attack humans. It is a struggle that has accompanied society for centuries. History of humanity witnessed the first signs of racism since the beginning of mankind. For instance, it appeared with the early civilizations of the eastern region where it showed when Jews were accused of witchcraft and worshipping the devil. Consequently, Jews descendants who wanted to convert to Christianity were strongly penalized, discriminated against, and excluded during the sixteenth century in Spain. Historically, in North America, racism caused segregation between races (blacks and whites), where they were not allowed to share anything. This made them build their institutions, churches, and schools. Even interracial marriage was banned. The previous facts reveal that racism does not show any sign of improvement up to this point. Humanity has made notable accomplishments in science and technology, but racism has exposed that there is a long way to go when changing people's minds and attitudes. It is difficult to understand why someone thought that was better than any other human being, but there is a huge background of

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the problem that has been carried out for centuries, so the question remains: Why are people racist? There are several main reasons for this behavior. The first one is because they mirror what relatives or childhood friends say, and they keep saying it, and the second is because they want to get along with people "like them," making them secretly think they are better than the rest. The third one is because people quickly move their tongues to judge, people often put labels on people, and instead of finding out what they have in common, they prefer to judge. The last one is because they want to blame others for their problems, sometimes, people cannot control their emotions, and they blame others for not being able to solve their struggles.

There are no reasons or excuses for racism. There will always be disagreements, but this is not a justification to attack anyone just because of their race, religion, gender, or ethnicity. This only exposes how minorities or certain population groups deal with this problem, which affects their rights and freedom of speech.

Discrimination undermines society; it keeps people from getting along with one another or lacks equal opportunities. There are side effects of racism, such as physical and mental health, and it might become a silent killer. According to HealthMedia online article, racism has various effects on people's physical and mental health. People tend to suffer from high blood pressure, weakened immune systems, and heart and kidney disease. On the other side, the majority of mental health consequences are stress, depression, anxiety, and suicidal thoughts.

The current reality about the struggle is that it has yet to be solved. Fading promises come and go, but this condition affects the building of healthy human relationships. This analysis focuses on finding similarities and differences between the social and racial context presented in the novel *To Kill a Mockingbird* during 1950 and 1960 and our current society.

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This literary masterpiece spoke out for those mistreated by a blindfolded society that keeps being unequal for all. So how does unresolve racial and social conflicts in the United States in the 1950 and 1960 presented in the novel To Kill a Mockingbird still affect society? Based on the events in To Kill a Mockingbird, this investigation will provide a better understanding of the racist behavior of the previous generations and how this problem still echoes in our society.

6.2 Objectives of the Investigation

6.2.1 General Objective.

To analyze the novel To Kill a Mockingbird by Harper Lee and show how unresolved racial and social discrimination conflicts coming from previous generations in the South of United States still echoes in society.

6.2.2 Specific Objectives.

- To compare the current behavior of our society versus that exhibited in the South of the United States during the decades of 1950 and 1960.
- To analyze the racial and social context presented in the novel To Kill a Mockingbird and how it has changed in favor of social equality.
- To investigate the causes of racist behavior through the analysis of the novel.

6.3 Justification of the Study

This project will show a conflict that is more awful than war through the use of the social criticism perspective of the literary analysis of the book *To Kill a Mockingbird* by the American writer Harper Lee. Based upon a conflict that still afflicts society, this literary analysis will present how discrimination and prejudice of the 1950 and 1960 American society behaved and how this behavior prevails and stands the test of time. Moreover, it will drive attention to how this ideological issue is still echoed in society. However, it might still need to change the reality of the world. It will encourage people to break the chains of the past and move forward to social equality, which humanity still needs to achieve.

Based on a social problem that affects the ability to build healthy human relations, this literary analysis is relevant to comprehend why the scarce of solutions to a social problem that has been equally affecting everyone and how humanity has to keep dealing with a conflict that has not been overcome yet. Instead of eradicating the problem, it has been covered by partial solution undercover. However, the truth is that discrimination and prejudice are in disguise, hidden under the surface. It evolved in different forms that still affect human interactions. The historical background related to the novel's social context pointed out an issue that trespasses the unimaginable number of events that, in the end, affected a specific part of the population. The description of the events that the writer has shown as a witness of an injustice society that has been judging the black population and minorities was a glance at how the Southern civilization

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disrespectfully behaved against the black population in the South of the United States during 1950 and 1960.

Through the social criticism perspective of the analysis of the novel, some events contrasting past and present events will direct the project in various themes such as law, social behavior, discrimination, and the construction of human relations and how all these factors have helped to move on against a ghost that torments society.

The purpose of conducting this literary analysis is to present the social context under which *To Kill a Mockingbird* was written where through a deep analysis of the different events and issues related to the racist behavior of the South American people in the 1950s and 1960s and compare how still this conflict prevails and affects our current society. The importance of this analysis is to provide an approach to understanding the events, behavior, and human interactions related to the racial supremacy of South American people against the oppression taken by the black population and put it into an actual contrast to go into this social problem.

Humanity has succeeded in almost everything, but what about human interactions without discrimination? It has failed enormously. Racism and prejudice are not a friend of ours; it is a real struggle that has been an unbearable burden for decades on fading solutions that have guided us to other forms of discrimination. People do not understand that race, religion, or ethnicity do not define you as a person, but your morals and values will do. Although discrimination is a delicate problem, it is necessary to talk widely about it. If people are committed to a real change, we will see how history may gradually change, but the first move must start with our hands. Little actions would help us to create a better world to live in. It is always possible to rectify the mistakes of the ancestors.

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6.4 Antecedents

The first international article consulted Tara Dabbagh (2019) with the topic: An Analysis of To Kill a Mockingbird through the Lens of Critical Race Theory. It is realized for Salahaddin University (Erbil). Tara, in her article, analyzed the context of the novel (1960) against critical race theory. She focused her analysis on racial discrimination, class segregation, stereotyping, and attitudes toward the black population resulting in injustice for all. The research proved the ineffective and impartial judicial system presented in the novel.

As stated in her article, Maycomb County, where the setting took place, seemed to be calm. The town was affected by the Great Depression, which aggravated the poverty in the town. Suddenly, the calm was interrupted by a crime that led to racial tension in Maycomb. However, Tara mentioned that the relationship between the law and ethnicity was far beyond walking in the same direction. She constantly criticized the ineffective legal system presented throughout the writing.

In Tara's analysis, she addressed the bold decision taken from Lee's perspective, portraying prejudice and racial discrimination. She wrote that it was accepted by society and mostly approved by the law. According to the research, themes like race, gender, and class division took place to discriminate the minorities freely. The article describes many topics

surrounding the main one. For instance, racial discrimination as a social practice, the poor application of the law, and the interrelation between gender, race, and class disharmony. Tara concluded her article by exposing the lack of justice in the system of the United States, which may tilt the balance in favor of minority interests to satisfy their own needs.

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The second international report consulted Taki Sari Listiana (2018) with her thesis: *An Analysis of Discrimination on American Society as Portrayed by Harper Lee's To Kill a Mockingbird*. This project is conducted by the department of English cultural studies of the Universitas of Sumatera Utara (Medan). Taki took the context of the novel leading her investigation straight to the discrimination against antique American societies reflected in the book's plot. She aimed to work on a controversial topic of study, such as discrimination and how to identify unequal rights in American society against Negro's social life.

Taki gave her point of view on defining racism and how it affects us all, where she pointed out that this social problem only sets people aside and that everyone should have equal opportunities and rights. She made a call to action on how our current society deals with this conflict. She said that everyone has to take part in the change where each country must be the one who takes a step forward in erasing any sign of discrimination, but she believes that the world is completely blind facing this conflict. As part of her investigation, she set that America (U.S.) is one of the greater countries involved with discrimination against their population. Taki indicated that discrimination might take place anytime and anywhere. She strongly believes that this country seems to be in love with discrimination, and it keeps looking for an ideal prospect of how an American should be.

Taki used the novel's events to reflect American society's huge problem. With the hand of author, she compared the social context between the two settings where she kept blaming society for not being capable of building strong and healthy relationships among the population. Taki stated the importance of the novel as a request to up against a serious problem presented in an unfair society where she insisted that everyone must have equal opportunities and should be treated with respect according to human rights.

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The third international project consulted Nicole Addison (2017) with her Master thesis: “All Art is Ultimately social”: *To Kill a Mockingbird* and the ‘Long’ Civil Rights Movement. It is realized for The University of Auckland (New Zealand). Mss Addison investigated how a masterpiece of English literature may speak louder than history itself. She made a deep analysis of the historical moment that surrounded the context of the book and took them as a tool with a great background for understanding history. She stated that literature could provide a better understanding of past events than factual history. Also, she acknowledged that the novel *To Kill a Mockingbird* is a great historical source for the exposure of the Long Civil Rights Movement, which was taken place in that era. Then, she focused this thesis on writing about the movement and how the Popular Civil Rights Movement decreased the history of the fighting for equality. This caused the increase in discrimination and violence against minorities that started in the early 1900s continues until today.

This paperwork focused on how the social context around the plot caused various events due to the historical period where the action was taking place. Understanding how these movements influenced the historical events illustrated in this writing is important. This helps us understand the reality of the events because none of us were there, and no one had a clue about what was happening in the Southern United States.

Mss Addison explained why it is important to analyze this book with a highly historical context that highlights the expression of cultural, historical, and social values. The idea is to understand what made people behave in a certain way or why they stood for a specific position.

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In her dissertation, Mss Addison aimed to take the book interpretation as an accurate reference for understanding the Long Civil Rights Movement because it is necessary to examine the racial struggle in ancient society.

The fourth international article consulted Adelland Sukma Putri (2015) with her final essay project: Discrimination Toward Tom Robinson in the novel To Kill a Mockingbird by Harper Lee. It is realized for the Faculty of Humanities at Diponegoro University (Semarang). Adelland's essay illustrates the different forms of discrimination against one of the main characters (Tom Robinson) encountered in the novel through the eyes of the Scout. The class division led to discrimination against minorities affecting Tom's life because of his ethnicity.

She prioritized her essay on the unfair process of justice this character went through. However, he went to a trial. He already knew that he was guilty due to his race. The judge's attitude towards the evidence proving the man was innocent did not work. The circumstances did not help Tom to get his freedom. Besides, a jury was selected randomly, and citizens of the town with no education were in charge of choosing one man's fate.

The fifth international project consulted Wenning Tyas Rah Hutami (2014) with her thesis: Racial Prejudice Revealed in Harper Lee's To Kill, a Mockingbird. As the title states, Wening's thesis emphasizes the revelation of the racial prejudice found in the novel. It is realized for the English Language and Literature Study Program Faculty of Languages and Arts Yogyakarta State University (Indonesia).

She explained the various consequences of racial prejudice in society and it affects minorities. It is a negative factor that brought the worst of people against their brothers, people

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would have disagreements, but this does not justify any attitude towards discrimination that only approaches them to a desperate feeling of fear.

Once again, it is noticeable how the United States was highlighted as one the most affected countries struggling with this conflict, as multicultural that is still bothering them for centuries. It is noticeable the relation established between the social conflict and literature that exposed the real struggle from different angles. Therefore, Wing believed that humans are responsible for prejudice, and like most characters, we keep judging one another instead of being together.

A specific part of this paperwork got the reader's attention that humans behold what is happening in the environment. They keep waiting for any chance to raise their voices if society tries to afflict them. It makes people feel hungry to learn and understand the lessons provided for those brave enough to spread the word. Literary works can analyze history; books are the voice of the soul of the past that left their legacy to expand our knowledge on a topic that is crucial to work with.

Wening shared that no one can separate literature from human life conditions. It is the gate that opened our sensitivity concerning social struggles. No matter the problem, it always shows how to understand the topic. It might open your imagination widely. The final result of her research is to explain who became the real victims in the novel, where everyone seemed to be chased by prejudice. Racial prejudice is the main topic, and as it is being stated, the reign of the white Southern area with terror, the dominance of the white population with lack of empathy, and their constant rejection of the Afro-American citizens, which is a repulsive behavior of society, but sadly society was the judge, the jury and executioner.

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6.5 Scope

This analysis aims to compare and contrast a struggle that has been affecting our society for decades. Racism is a conflict that never seems to end. This project's main objective is to analyze the novel *To Kill a Mockingbird* by Harper Lee, where the lack of resolution of conflicts such as racial and social discrimination in ancient civilizations and how they still have echoed in our society will be pointed out.

Moreover, it will portray the racial social behavior presented in the novel *To Kill a Mockingbird* and compare the behavior of our current society. Other complementary aspects of this analysis are the specific objectives under study. Firstly, to compare the current behavior of our society against the behavior presented in the South of the United States between 1950 and 1960. It is crucial to understand the social and racial behavior of the U.S. South society against minorities in the past between 1950 and 1960. Secondly, to investigate the causes of racist behavior through the analysis of the novel to promote equality in our society. It is vital to comprehend the historical events that took action in the novel and the roots of racism in American civilizations. Lastly, to investigate the causes of racist behavior through the analysis of the novel to promote equality in our society.

This analysis serves as a reference to broaden and deepen anyone understanding of this novel. It will be highly relevant for those who want to understand the background of racial societies in the past. To accomplish these analysis objectives, tons of effort and hours of investigation need to be applied. Finally, when this analysis ends, the sacrifice will be worth it.

7 Chapter II

Theoretical Framework

This analysis requires features and factors to be explained to comprehend all the elements related to racism. Firstly, this chapter goes into literary theories and approaches, from basic notions such as literature, theory, critical analysis, and interpretation, along with favorable terms, procedures, and historical events, which will be explained. Secondly, the area designated for the literary elements, in which the definition, usage, and identification will be covered. Lastly, in the final section of this analysis, the biographical information of the author and the novel's plot will be included.

2.1 Literary Theories and Approaches

2.1.1 Definition of Literature

Literature is a composition of various written productions where the author uses their imagination to create content. This term is associated with genres like poetry, fiction, drama, and prose, the author's main mission is capturing their readership's interest and excitement.

Literature can be divided into prose and poetry. The prose looks like everyday speech, while poetry is any writing in verse form. Both divisions may vary in origin, language, historical period, and style.

The definition of literature is broad because the written word keeps changing and evolving. Merriam-Webster's dictionary defines literature as "writings having excellence of form and expression and expressing ideas of permanent or universal interest. Nevertheless, it is more than words placed on a piece of paper, literature is the voice of language representing the best of

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its culture and traditions, and it is a piece of art. Literature reflects the author's personality, background, and historical context they lived or live in.

Literature is highly relevant to society. It has been the key to understanding the variety of writings from archaic cultures that let us comprehend the behavior of ancient societies. This is a useful tool for the new generations because it is a gate that takes them from the present to past events of the history of humanity.

Although its definition may change through the years, it is important to understand that humanity and literature are bound by historical and cultural legacy. Ezra Pound said: "Great literature is simply language charged with meaning to the utmost possible degree."

2.1.2 Theory

Based on Kusch (2016) defines theory as a term that means the opposite of the fact. This term refers to ideas that explain a topic under study. A theory will be used to evaluate any subject of study. According to The Britannica Online Dictionary, the general principles or ideas relate to a specific subject. In this sense, a theory is a part of a continuum that includes hypothesis and guess.

In literary analysis, theory means something else entirely. It addresses the abstract concept behind the analysis of our underlying assumptions about the nature and function of literature. (p. 108) It is crucial to include literary theory, the body of ideas and techniques anyone can use in the efficient process of reading literature. When a reader applies literary theory is not only for finding the meaning of any literary work but goes beyond by including theories that widely unveil what literature means.

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2.1.3 Literary Analysis

To start an analysis of literary work, one must know what a literary analysis is. Based on Henly and Johnson (2019), a literary analysis is the systematic examination of a literary work or aspect represented in the work. A literary analysis is not based on identifying literary elements or devices a writer uses within a work. It goes far in exploring the effects of all those elements. It is all about evoking emotions and how they are transmitted to readers.

Literary analysis is responsible for moving beyond the surface level of a written work and taking the audience far away from the realms of imagination, conveying a special meaning through language. Literary analysis is a skill that can be learned and developed. People might find it difficult, but it is a game everybody must play, remember that it is not only a process of guessing what the author intended to say, but it also goes beyond the hidden meaning. What is important is the development of an appreciation of the message and feelings behind the letters. People can accomplish this by understanding and appreciating the words of wisdom of the literary work itself.

There are some strategies for creating a literary analysis. The hint is that there are many approaches someone can use for analysis, and people will need to find one or more approaches to check which fits better in the investigation. (p. 6-7)

2.1.4 Critical Analysis

A critical analysis in literature is the deep analysis of a literary production that explains its meaning through the reader's interpretation. The author of this analysis was Aristotle, who wrote *Poetics*, which described literary form with various specific criticism of contemporary art pieces during the 4th century. Based on Bronner (2017) where states that Critical Analysis refuses

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to identify freedom with any institutional arrangement or fixed system of thought. This method questions the hidden assumptions and purposes of competing theories and existing forms of practice.

Critical theory responds to new problems and possibilities that seek to change and critique society (p.30). Its purpose is to increase the comprehension of any piece of literature. Based on Cottrell (2017), in order to create a critical analysis, the researchers must follow these patterns:

First, identify other people's positions, arguments, and conclusions. Then, evaluate the evidence to verify different points of view, and validate opposite arguments against evidence. Secondly, read deeply between the lines and recognize techniques as false logic or persuasive. False logic is an argument that may sound convincing but is based on weak logic and, therefore, invalid. Persuasion is convincing someone to agree with a specific idea or opinion. Thirdly, point out logic and insight issues to keep working in conclusions about if the arguments are strong to use them as a base.

Additionally, support the ideas with strong evidence to establish a new position where the researchers will present a well-structured clear point to convince others. (p.4)

Critical and interpretative skills are essential for any critical analysis because they would help researchers or anyone that wants to broaden their understanding of the topic. To successfully create a critical analysis, the writer must think critically and objectively about the subject of study and present an argument supporting the writer's position. Based on Hébert (2022) gives the qualities to create a good argumentation.

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Consistency must be balanced between the arguments and the ideas that support them. This will help to manage their development correctly. In coherence, the argumentation must support the opinion and should not have contradictions. They must be relevant to the position. The combination between cohesion and progression, combining two arguments, is not effective. So, remember to use bold well-prepared arguments and introduce them accurately to maximize their effectiveness. Lastly, the adaption of the arguments to fit the reader's reality and the importance of the values and knowledge to persuade them. (p.211)

As mentioned, critical analysis requires a strong argument. This argument does not represent disagreement. It stated the focus on supporting anyone's point of view. Writers do not need to be argumentative. The critical analysis must have the following patterns listed below.

Identification of the focus of the topic: before the researchers start writing the ideas and developing a topic, it is necessary to know the focus of the topic. Remember to keep critical thinking from the beginning until the end.

Based on Chatfield (2018), these are ten commandments for applying critical thinking correctly.

First and foremost, slow down: the subject under study requires deep thinking, so there should be a strategy.

Second, to conserve mental energy, there are limitations, so limited mental energy and attention—build-in habits and a place that helps to stay focused. Avoid the use of distractions such as music or social networks.

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Third, if there are doubts, then wait. Time is a great filter but remember to pause to stimulate thoughts, this help to improve weak points.

Fourth, know that there are limits but keep them from looking at similar works to discover more about the subject.

Fifth, beware of sunk costs. It is tempting to stick with it no matter what, but try not to consider or give any overvalue just because the investigators have it. Sixth, the judge strategy has no results if someone does it, so this may be dangerous. There will be short-term success but remember to do strategies right.

Seventh, most things revert to the mean, and an exceptional result may be followed by a less one, good or bad.

Eighth, seek refutation over confirmation. An idea can be confirmed if there is good support for it and it is part of the challenge. This is a keeper. It allows us to seek those contradictions and challenges and put arguments and beliefs to a trustful test.

Ninth, beware of the frame references where the researchers need to ensure that definitions and terms of reference are included.

Tenth, every option the people are facing can be wrong. Before someone chooses, then ask. It is essential to think out of the frame and see if there is a different way of thinking. (p.283)

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Define the point of view: it is vital to set one's idea clear from the beginning of the writing. By knowing the investigator's position, people can see the subject from a different perspective, which helps to create questions for the outcome of the analysis.

The use of the researcher's point of view: as it was mentioned maintaining critical thinking is important from the start. At this point is vital to persuade the audience's position and jump right away to the desired conclusion.

Research for evidence: evidence is crucial to support the researcher's outcome. Finding the evidence that helps create a great critical analysis closing is important.

Generate debate: To create a critical analysis, it is important to find differences and similarities with similar works about the matter under analysis.

Present the argument: the last pattern is to present the argument and conclusion well organized. This step aims to persuade the audience to keep the investigator's position, reasons, evidence, and clear structure in mind.

2.1.5 Interpretation

It is a unique understanding that reports meaning. Merriam-Webster Dictionary considers it to be "the act of the result of interpreting a particular adaption or version of a work, method, or style. Based on Dale (2019), that advice with key concepts for critical interpretation, close reading, and unity. Instead of history, impressionism, moralism, or reading out loud, the new critics called for the study of literature to focus on rigorous, systematic interpretation. The best response and development of a written work is through close reading, which is detailed attention to the context of the literary work. (p.34)

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The reader may need to conduct deep research when there is a subject of interest. Critical analyses enhance the comprehension of the plot and character behavior against any circumstances encountered in the work's plot. Readers can approach what the author wanted to say based on their interpretation of events.

To reach this goal, the needs to develop an interpretation of the topic and how the researcher guides a deep examination of a text. Here are some steps to take into consideration for any critical analysis.

First, comprehend the title before starting with the entire work. Titles may provide clues about the importance of the literary work. Second, look up those words or terms readers need to become more familiar with in the dictionary. Then, formulate questions related to the plot, any specific behavior in the characters, and the plot and events of the book. Next, prove the value of the interpretation by using literary devices such as themes, symbols, and motifs. These terms will be defined and explained later in this chapter. After that, readers can look for secondary sources to help them develop the final work.

Finally, every source added to the project must be documented.

2.1.6 Thinking Skills

In order to create a good critical analysis, researchers will need to polish their critical thinking skills, where someone will revise the context to establish positive and negative aspects.

They are the different ways our brain processes any mental activity. They are crucial to making decisions or creating new ideas. Also, they help us to make sense of, formulate questions, and organize plans and information. Based on Greenberg (2019) advises frame and

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focus to polish one's thinking skills and guides researcher to create something new where the person must choose the direction of innovative research. Without a starting point, it is impossible to go on. Staying focused stimulates the process of thinking. (Chapter. 3) These skills are observation, analysis, inference, communication, and problem-solving. It is fundamental to understand their function and definitions and how these skills are applied to critical analysis. So, according to the website, Indeed is defined in the following way listed below.

Observation is noticing and predicting opportunities, problems, and solutions. The function of this skill is to show us the importance of events, attitudes, objects, or any other manifestation that implies contact with our senses. Additionally, it will help the investigator to make a better decision.

Analysis: The gathering, understanding, and interpreting of data and other information. Its function is crucial for developing a successful work. In the case of literature, elements such as context, plot, and characters are recommended.

Inference: Drawing conclusions based on relevant data, information, and personal knowledge and experience. In this step, readers need to take advantage of the clues provided by the author that will help them to figure certain things out to comprehend the context.

Communication: Sharing and receiving information with others verbally, nonverbally, and in writing. It is not difficult to explain the function of communication. In literature, the basis for communication is the final report someone will give about readers' thoughts and critics, along with information collected from the book. Furthermore, this is the most important transmission

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from the author to the audience, where the final message will create many feelings and a great experience.

Problem Solving: The gathering, analyzing, and communicating information to identify and troubleshoot the solutions.

To create a critical analysis, the following guideline illustrates the points a reader must need to take into consideration:

Create an outline of the project: To begin with critical analysis, it is important to create an outline that guides the audience through the main points of the project. Maintaining critical thinking is crucial because people will use the outline to stay focused throughout the writing. Nevertheless, why is it important? The writer needs to organize the ideas and prepare a strong structure of the elements needed for the analysis. It will guide the reader to link the points of the writing in a specific order. In order to create an outline, a reader must need a strong argument or clear purpose. Once the reader spots the orientation, the rest of the elements of the analysis are easy to find. Also, the outline helps to find if there are weaknesses in one area, and later it might need to replace them. Try to use a common format with Roman numbers and letters or the best organizational pattern that adapts to the job is important to understand the organizational structure. Outlines can be created with full sentences, keywords, or a combination.

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2.1.7 Literary Theory

Literature theory is a method to interpret any literary work. Based on the Internet Encyclopedia of Philosophy is the body of the ideas and methods people use in the practical reading of literature. According to Rivkin and Ryan (2017), the most recent developments in literary theory include cognitive studies, evolutionary theory, emotion studies, and new materialism. All these terms seek to remove the barrier between mind and body and change the abstract image into a real representation. (p.53) It is essential to be familiarized with the definition of literary theories to comprehend any written material. The literary theories applied in this analysis will be new historicism and psychoanalytic criticism. Furthermore, it is fundamental to explain the importance of both theories.

2.1.8 New Historicism

New historicism is a literary theory that analyzes the criticism of the events based on the author and the historical events in context. Based on Holland & Piero (2016), New Historicism can be understood as a particular return to the historical way of reading literature. (p.131) This means that readers will be fully aware that this is a work of fiction based on the experiences of fictional characters and reflects the struggle many people went through.

According to the website Cliffnotes, this method acknowledges that literature is influenced by its author's time and circumstances. However, the critic's response to that work is also influenced by his environment, beliefs, and prejudices. As evidence of the previous statement, *To Kill a Mockingbird* dealt with these circumstances when the novel was officially published. Based on Owen and Pividori (2021), it is a new way of taking a historical approach to literature that encourages reading any literature in its historical context.

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The close textual analysis generally distinguishes it. (p.46) This approach allows readers to travel back in time and understand the historical context widely.

New historicism started in the late twentieth century born as a result of structuralism and poststructuralism. Structuralism is studying and understanding concepts such as language, literature, and society; it aims at different ideas or elements of a whole structure and closely relates to it. On the other hand, poststructuralism is a literary approach that comes from structuralism. As long as words do not have a specific meaning, they are open to various interpretations. Its name came from the adoption of historicist sensibility. The development of historical events in the eighteenth and nineteenth centuries led to the creation of an approach called "New History."

However, this theory looks at any written work as a fundamental piece of history based on the writer's perspective that has been influenced by the author's times., and how it is applied to current events along with critical solutions.

2.1.9 What does New Historicism do?

Based on Barry (2017), there is a brief guide on what new historicists do to apply the new historicism successfully. One, they juxtapose literary and non-literary texts, reading the original work at the end. Then, they try to "defamiliarize" the text, dividing previous analysis and looking at it from a new perspective. They focus (text and co-text) on struggles of state power, how it was maintained, patriarchal structures and their perpetuation, and the colonization process with the inclusion of its mindset.

Finally, using aspects of the post-structuralist view, applying Derrida's notion that every facet of reality is textualized and Foucault's ideas of social structures dominated by discursive practices. (p. 181)

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2.1.10 Psychoanalytic Criticism

The researcher considers Psychoanalytic Criticism a lens to see and understand how the characters' minds in the story work. These characters, fictional or not, think and act as human beings and are brought to light as human beings. As previously mentioned, each literary work reflects the author's personality and beliefs while reflecting the times and society they lived or lived in. The context a person lives in (author or not) affects their mind and how they or perceive the world. When it comes to Harper Lee's *To Kill a Mockingbird*, characters perceive black people the way they were taught to perceive them via an upbringing that insisted on the superiority of Caucasians over black people. Such perceptions are why a black man gets the death penalty without actual proof against him, as shown in the book.

Psychoanalytic criticism is a literary theory that uses Sigmund Freud's reading technics to interpret a text. Based on Di Leo (2019), the science of literature encompasses techniques of interpretation moving from the literary field to include characters, situations, and jokes derived from individual diagnoses. (p.98) this method allows Freud to investigate his patient's struggles deeply, and it works as part of the principles of psychoanalytic theory.

These methods manifest that any writing works, like dreams, express an author's secret unconscious desires and anxieties; that writing is a manifestation of the author and is a neuro-response reading, according to Michael Delahoyde's *Introduction to Literature* online article.

In addition, based on Ogden (2018), the book's point is to witness how a novelist and psychoanalytic work and think when discussing matters of great importance to both which

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means the story of humanity through themselves describing their conflicts and how stories influence historical to emotional truths. (p.23)

The focus of this theory is to process those desires within a work and how they are expressed. Based on Henly and Johnson (2019), psychoanalytic criticism is rooted in the theories of Sigmund Freud. Psychoanalytic criticism considers a literary work as the product of an author's unconscious desires. (p.7)

2.1.11 Literary Approach

Literary approaches are important to explain what someone intends to explain whenever a literary work is presented. The approach that will be used for the analysis is sociological criticism. In literature, an approach is a method readers apply to view the text from a different perspective. This means that a reader can have different points of appreciation of a literary work.

2.1.12 Sociological Criticism

Sociological criticism is the approach that determines how literature works and society are related. According to MasterClass online article, this method examines the author's status in their society and the effect the literary work had on its audience within the society. Sociological criticism provides a different point of view to perceive society. There is a social impact that involves real-life experiences. The sociological criticism concept was introduced by the American literary theorist Kenneth Burke.

As mentioned, a racial and social conflict in the novel's context society was demanding, enslaving, and using a group of minorities at that time. Although, it is a conflict that the author glanced at what was happening there and how she boldly raised her voice

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against an unfair and blindfolded society that was sentencing minorities to take advantage of their white privilege status within society.

White privilege is defined as the implicit advantages white people determine relative to those who experience any form of racism. White privileged populations dominate and control the power of institutions and rule out prejudice and negative behavior against those who experience racism. In contrast, white people take benefits for granted over those judged based on race.

The purpose of this approach is to understand the influence of the events related to the book on a society (Maycomb County) and its impact on a society facing a hostile and inhuman condition.

2.2 Themes, Symbols, and Motifs

Themes, symbols, and motifs are fundamental parts that can be easily found in any literary work. For this analysis, definitions, examples, and their usage will be shown later throughout this report.

2.2.1 Themes

A theme is the central and deep meaning of a written work. Surely, it will be found anywhere in their work. It will be used to let the reader's perception and interpretation instead of pointing out directly into the theme. It also allows the reader's emotion to infer the reading's meaning.

There are some tips to find out themes within a literary work. Remember that a theme is an opinion that authors provide based on a specific subject. Also, they are divided into major and minor ones. The major theme is the one that the writer repeats in the literary work

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constantly. A minor theme refers to ideas manifested briefly in a written work. To identify a theme easily, follow the steps.

First, reading and analyzing are extremely important before the reader understands the themes. The purpose is to familiarize oneself with the book's basic plot and understand the literary elements surrounding the literary work. Think about the main topics of the work and try to compare them with the author's point of view. This procedure will guide to themes. After the reader has read, try to identify the book's plot. While still the reader is in the process, write down in a notebook those elements such as the characters, tone, setting, if there was a struggle, what was the climax of the plot, and the final result of the events.

Secondly, look for the subject of the literary work. What is the book about? At this point, readers need to be together with the book. Furthermore, how possibly the readers describe the plot if it has a special meaning? Next, identify the main character, and try to take the role as if readers were part of the plot. Are there any changes? Good into evil or vice versa. How do the characters relate? All those circumstances will help the reader to understand the themes.

Finally, it is important to evaluate the author's point of view to determine the characters' behavior and attitudes and comprehend their role in the book. Moreover, readers can see the author's position facing a specific conflict and what is the final message for the audience. These messages are interpreted as the themes within the plot of the work.

2.2.2 Symbols

Symbols are literary devices related to symbols in any literary work. According to the Literary Devices online definition, a symbol stands for or suggests something else; it represents something beyond the literal meaning. Based on Turco, L (2020), a symbol is a

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concrete trope (figure of speech) or a pictograph (a picture) that represents an abstraction.

(p.248) In literature, this can occur in words, objects, actions, characters, or any concept that provokes meaning.

Symbols are manifested within a text. There are a variety of methods to examine and figure them out. It requires practice to master the following techniques.

Firstly, read the context as much as needed. It helps to verify if an object or subject stands out and is constantly repeated.

Secondly, remember that an object might represent ideas. Remember to use one's logical sense to match the idea yourself. Third, evaluate the symbol's effect based on the author's intention and audience response.

Finally, test the result by using the T.E.E.L method, which uses the example of the symbol technique example, the example by itself, the reader's explanation about the effect of the technique and how it conveys meaning, and linking an explanation of how the examples support the argument.

2.2.3 Motifs

A motif in literature is the conceptualization of something constantly repeated in a literary work. According to the Literary Terms website, a symbolic image or idea frequently appears in a story. Based on BLOOMSBURY YEARBOOKS (2021), a motif is an idea or image that recurs throughout a writing piece. (p.392) Motifs may be represented by words, ideas, sounds, or actions. Its function is to reinforce the written work using images or ideas throughout the plot.

Two methods should help a reader spot a motif within a literary work. Readers can start from back to front or the other around. Firstly, by using the back-to-front, the reader will

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identify a theme. Then, readers need to analyze what made them identify it as a theme, and if it keeps repeating in the text, that is the motif. In the end, there is not going to be any different.

Second, if readers use the front-to-back method, they will find objects and ideas presented repeatedly, and readers might like them to be a theme. In conclusion, whichever method readers apply, the outcome must be the same.

Future chapters will show examples of themes, symbols, and motifs in Harper Lee's *To Kill a Mockingbird*.

2.3 Biography of the Author Harper Lee

A literary work can be better understood if the reader is familiar with the author and their context. Knowing the authors behind literary masterpieces is important to comprehend their ideas and learn relevant facts from their biography. For the development of this novel analysis, *To Kill a Mockingbird* by the American author Harper Lee. The biography of the American author is described below.

Nelle Harper Lee was born in Monroeville, Alabama, on April 28, 1926. Based on witnesses, she was friendly and got along easily; but she was a person that loved her privacy-

She enrolled in Huntingdon College in Montgomery, Alabama, where she studied law at the University of Alabama. Then, she went to England for a year as an exchange student, but before ending her studies there, she returned to New York, where she began her writing career. Meanwhile, she was going after her career that would allow the creation of her most successful work, *To Kill a Mockingbird*. She took a job as a reservation clerk agent with an international airline.

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She spent about three years on the new manuscript. She prevailed and conquered the world with her final result, *To Kill a Mockingbird*, her first and, for many years, only novel published in 1960. At eighty-nine, Lee wrote her second novel, *Set a Watchman*, published in July 2015. Literary experts say that it is far from the literary quality of her first literary production.

The majority of the events of her novel alluded to an autobiographical reflection. Monroeville served as the model setting for Maycomb County. The characters had at least one reference to friends, neighbors, and family. Lee's literary work was awarded the Pulitzer Prize in 1961, and a movie was made based on the book starring Gregory Peck in 1962.

Despite her great success, she was never a candidate for the Nobel Prize, as she only had one literary work. Ms. Lee was named to the National Council of Arts in 1966. She received a variety of honorary doctorates.

Lee worked as an assistant researcher for Truman Capote, helping through the investigation of the murders described in his acclaimed non-fiction novel *In Cold Blood*.

She never married; Lee spent the rest of her days giving interviews since *To Kill a Mockingbird's* publication. Ms. Lee died in 2016 at the age of 89.

2.4 Plot of *To Kill a Mockingbird*

In order to analyze *To Kill a Mockingbird*, it is important to provide a summary of the main events that took action within the novel's plot. The plot of *To Kill a Mockingbird* is as follows.

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This literary work occurred over three years, in which characters experienced a series of ups and downs throughout the plot. The basis of the novel is about being raised under various historical events in 1930 in the Southern United States. Scout Finch lives with her brother Jem and Atticus Finch, their father. They lived in the fictitious town of Maycomb County, Alabama. According to the author, the town is small, and families have a hierarchal status according to their area, their relatives, and how long their family's name has been settled in the community.

Mr. Finch raised his children by himself, his wife died, and with the help of Calpurnia, their black housekeeper. Scout and Jem seemed to comprehend the strange behavior of the hierarchies in the town. The only neighbor who puzzles them is the mysterious Arthur Radley, nicknamed Boo, who never comes outside. When Dill, another neighbor's nephew, starts spending summers in Maycomb, the three children begin with an obsessive search to make Boo get outside of his place.

Scout is extremely temperamental and always respond to difference with violence. She hated attending the school where she always fought with her teacher and criticized a hypocritical education system scout gained a high-value education in her place and directly from a trustful source, her father, Atticus.

She tried to fit in a world that made her behave like a lady.

Scout and Jem had to stand a ton of racial and prejudicial intolerance due to their father's work in the court. Mr. Finch's children figured out he would represent a black man, Tom Robinson. He was falsely accused of raping and beating a young white lady. It was difficult for the "Finches" Scout to remain calm and avoid any physical confrontation she might encounter with other children. Later, she had trouble with her aunt, Alexandra and Uncle Jack. Jem did not

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escape from this hell and lost his mind after responding violently to Mrs. Dubose's verbal attack, so he destroyed her plants.

The trial was closed, and Atticus' sister Alexandra came to live with them. She aimed to teach and influence Scout to be more feminine. As a consequence of his acts, he had to go with his neighbor and read every day after school for about a month. During this time, both children learned an unforgettable bold, and great life lesson from their old neighbor.

Through the setting last summer, Tom was sentenced and accused of a crime he did not commit. During the trial, Atticus loses his temper when he offends and insults Bob Ewell, Tom's main accuser. This man had a deplorable reputation in the community. Eventually, as the trial went on, Ewell swore revenge and made Atticus pay to end to sink his damaged reputation. The three children were disappointed with the jury's final decision to accuse an innocent man. Atticus professionally tried to explain why they made that choice and let them know that the final decision was already taken before Tom stood in the court.

After concluding the trial, Scout, who was attending her aunt's Missionary society meetings, was interrupted by her father to tell them that Tom had tried to escape and, sadly, had been killed in his attempt. As a result of surviving that day, Scout gained a memorable life lesson about the importance of womanhood and going on with adversity presented that unforgettable day.

A normal pace of life was getting again in town, and Scout and Jem noticed that Boo Radley was no longer expressing signs of curiosity. The story seemed to be ending, but a sudden Ewell movement brought all pending debts back, and this evil character started to manifest his desire to get his revenge against the Finches. There was a Halloween party at school. Scout was wearing a giant ham costume. Scout's aunt and her father were tired of going with her, and Jem

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wanted to take her to school. After being the center of the stage activity, Scout took off her costume and walked home with her brother.

On their way home, they heard strange noises, but they knew they had come from a friend who was bothering them. Scout noticed that a stranger was taking her brother back home. Then, an attack occurred. Scout could not see what was happening and heard Jem being pushed away. Scout felt strong arms squeezing her costume. Jem broke his arm during the attack.

After the attack, the sheriff went to the finch's house to report that Bob Ewell was found dead under the tree area where the children were attacked. The investigation pointed out that he felt his knife. Scout recalled that the stranger was Boo Radley, and he was responsible for ending Ewell's life, besides saving them from Ewell's evil intentions. Atticus refused the theory presented by the sheriff, but he did not want to present charges against Boo. Scout agreed with the final decision and escorted Boo back home. Scout returned home and went directly to her brother's room, where her father was waiting. Mr. Finch read her to sleep, and he was anxiously waiting next to Jem's bed to see his son waking up.

8 Chapter III

Methodological Framework

To carry out any investigation, results must be presented to achieve their desired outcome. To complete the objectives, every area of investigation in this research has to use a variety of instruments to achieve them. In this chapter, there will be a variety of methods that would contribute to the development of the analysis, such as research approach, research design, information sources, analysis categories, and data collection instruments.

Those tools and patterns that are going to be used throughout this investigation will be the ones that reveal if the objectives proposed at the beginning of this analysis will reach their final result.

3.1 Research Approach

The research approach is essential since it determines the type of methodological research that the study will apply. There are three different approaches that researchers use to carry out any investigation. They are quantitative, qualitative, and, lastly, a combination.

This analysis will use the qualitative method due to the interpretative nature of the subject. It is important to explain qualitative research and briefly explain the combination of research methods quantitatively.

Qualitative research is a method that aims to collect and revise non-numerical information to understand the function of concepts, opinions, or even experiences. Its purpose is to gather deep insights into a conflict or create innovative ideas for research. This research method works oppositely to quantitative research because it aims to find and collect data based on numbers to conduct a numerical analysis of the research.

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Qualitative research is normally used in humanities and social sciences, such as education, history, and health science.

Qualitative research uses various instruments to assess an investigation's effectiveness. A brief explanation of these methods is defined and listed below.

First, observations are based on what is being heard, seen, or even faced by using detailed notes. Second, interviews are one-on-one or more interactions with people to ask questions. Third, focus groups-gather people for two general purposes, to generate discussion and to ask questions to those on them. Fourth, surveys are the distribution of questionnaires with open-ended questions. Keep in mind that open-ended questions are defined as a group of questions that allows someone to provide any form of the answer. Fifth, secondary research is the information from existing sources such as books, images, recordings, etc.

Quantitative research is a method that implies the process of collecting data and interpreting numbers. It is used to investigate patterns and averages, make predictions, and so on. Its purpose is generalized results to the population.

Its application deals with chemistry and economics, among other common areas.

Combination research is the final result of non-numerical and numerical data analysis. It should take out the best of the two approaches and properly suit the subject being researched. It is rare to see a combination of these methods, but if the research requires it, it can be used to achieve its goals.

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3.2 Research Design

A research design is the structure of the research methods and techniques chosen by a researcher to carry out research. The design is the tool that allows the researchers to enhance the right research methods for the investigation and prepare the studies for success.

It is important for carrying out research to have a design that is how this one will be done, besides how its contribution will strengthen many areas.

The design aims to help the research achieve all its goals. In the case of this analysis, it will be done through a descriptive research method. The design of this research will be explained below.

3.2.1 Descriptive Research

Descriptive research is vital to this investigation. Monsen and Van Horn (2007) state that descriptive research is an effective way to obtain information in devising hypotheses and proposing associations. Descriptive research cannot test or verify: analytic research is required to evaluate hypotheses or ascertain cause and effect (p.5)

Descriptive research analyzes the characteristics of the population or phenomenon studied. It will emphasize the "what" of the research subject more than the "why" of the research subject. Additionally, its focus relies on describing the nature of the demographic without understanding why a particular matter happens. It prioritizes the description of the research without comprising why it occurs.

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3.3 Information Sources

Sources of information are fundamental for the research. According to Thanuskodi.S. (2020) information source is a person, thing, or place from which the information comes, arises, or is obtained (p.1). All three sources are crucial to the investigator to obtain valuable, trustful data necessary to continue with the analysis of the subject.

This analysis will use various information from books, articles, dictionaries, online sources, and literary works, along with the investigator's knowledge and analysis.

There are three different information sources, primary, secondary, and tertiary. An explanation of their definition is depicted below.

3.3.1 Primary Sources

Based on Grogan, primary sources can be seen as the first line of resources available to an author. D (2013), are those in which the author, for the first-time, supplies evidence, describes the discovery, makes, or drives a new proposition, or brings forward new evidence about the last propositions. Primary sources contain new information that has not been filtered through a mechanism like condensation, interpretation, or evaluation and is the author's original work. (p.9)

Primary sources are theoretical information to strengthen the material gathered to continue with successful research. One example of a primary source is the book being analyzed for this investigation. The researcher needs to work based on the book's interpretation to provide value to this project.

3.3.2 Secondary Sources

D (2013), are documents concerning a particular subject of inquiry derived from or based on the study and analysis of the primary information (p.9). Following Grogan, secondary sources are more specific in terms of focus on particular subjects. The information designated in the secondary source is selected from the original work, besides being modified and rearranged to facilitate its accessibility location by the researchers.

The information from the secondary sources has already been processed and serves as a bibliographical key reference to complement the primary ones. One example of a secondary source is a research report, the researcher used different research reports for this investigation, and all of them have added important value and support to guide the analysis throughout the analysis stages.

3.3.3 Tertiary Sources

Tertiary sources of information, based on Grogan. D (2013) is the last to appear and mostly does not contain subject knowledge. (p.10) It has been assigned to provide information about information, and its purpose is to lead the previous methods to provide more detailed information for research.

Tertiary sources might be used as support for primary and secondary sources of information. One example of a tertiary source of information is a textbook investigator who has been using a variety of textbooks to maximize the novel's understanding.

3.4 Analysis Categories

Some terms and definitions are easy to understand in all areas of study without mastering the subject. However, some of these words must be reviewed to understand their place in this investigation, such as the analysis category definition, which is the section under a quantity evaluated. Then, the rest of the terms will be mentioned and explained in the following stages of this chapter.

3.4.1 Racism

Racism is an imminent belief that a race is better than any other race regarding capacities, qualities, and rights. According to Merriam-Webster dictionary (2022), racism is a belief that race is a fundamental determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race. Also, behavior or attitudes that reflect and foster this belief: are racial discrimination or prejudice.

3.4.2 Sociological Criticism

Sociological Criticism focuses on how literature and society are related. Literature is always taking place in a social context. Neil Gaiman (2022) states that sociological criticism is a literary approach that evaluates literature based on its relationship to society.

3.5 Data Collection Instruments

The data collection instruments are a solid base to accomplish the goal of this literary analysis.

Data collection instruments are the different devices a researcher uses to collect data for the investigation like as questionnaires, checklists, and observation.

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Every instrument has to work with its respective specific objective. Each specific objective has its purpose of complementing the subject under analysis. It means that there will be one instrument applied to each specific objective. The description of the selected instruments is listed below.

Mainly, the researcher has analyzed the technical elements of an investigation; it is time to look at how they come together to produce the instruments that will demonstrate the behavior of society in terms of racism and discrimination.

3.5.1 Literary Analysis Chart of the current behavior of our society versus the behavior exhibited in the South of the United States during the decades of 1950 and 1960.

This literary chart is a table that contains different social behavior indicators presented in the novel *To Kill a Mockingbird* and our modern society. This chart will use ten aspects to compare the current behavior of society against the behavior presented in the novel's setting.

The behavior indicators for this instrument are education, social status, gender, judiciary, inequality, economy, employment, sexism, racism, and classism. Each indicator will be placed in the first column of the table.

For all the previous topics mentioned, there are three more columns that the researcher must complete; the second chart is to explain the behavior of the current society related to the topic included in the first chart, and the third one is the same but with the behavior of Maycomb County society behavior. The third chart is where the researcher will compare the behavior of the

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societies under analysis. The instrument aims to compare the behavior of the current society against the one presented by Mss. Lee in her writing.

This chart will provide a better understanding of how society behaved throughout history. The instrument requires the use of sociological factors like the ones mentioned to explain and understand the behavior of society. These are vital to providing an objective approach to the events presented in both societies. The chart will be presented in more detail in chapter four, specifically in table one.

3.5.2 Literary Analysis Chart of racial and social context in the novel and its changes in favor of social equality

This literary chart is a table with various racial and social events presented in the novel To Kill a Mockingbird, where the events were analyzed to behold its changes in favor of social equality. According to the writing, there will be eleven different events in the chart with a combination of social and racial conflicts present among the characters.

The analysis chart is going to be divided into three different columns. The first is where the researcher will place the eleven social and racial struggles selected for this chart. The second column is where the researcher will explain the events based on a combination of the novel's context and the researcher's point of view. Lastly, the third column is where the researcher will provide the expected outcomes in favor the social equality.

This chart aims to analyze the racial and social context of various events presented in the novel's plot and behold its changes in favor of social equality. The instrument requires the major part of the racial and social events present throughout the thirty-one chapters of the book.

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In other words, it aims to demonstrate how these events in the past were not able to promote equality. However, the objective here is to analyze how they have changed in favor of social equality promotion. The chart will be presented in more detail in chapter four, specifically in table two.

3.5.3 Literary Analysis Chart of racist behavior through the analysis of the novel.

The literary analysis chart is a table that contains different quotes and phrases that illustrate the racist behavior of the characters. Additionally, these quotes will be aside from the researcher's interpretation. The instrument requires the racist quotes and phrases found in the novel *To Kill a Mockingbird* to investigate the causes of racist behavior to promote equality.

The features selected to complete this chart are the following. The first column will support the content used in the second. In the first column, the researcher is going to add the racist behavior quotes and phrases found in the plot of the novel. The second column is where the researcher will explain the causes of racist behavior within the quotes and phrases. Then, the researcher will interpret them based on the novel content and a personal perspective. The third column will be completed with an expected result on how racist behavior can be turned into social equality promotion.

This instrument aims to investigate the causes of the racist behavior of the major part of the book's characters. This will help determine how to turn those quotes and phrases into social equality promotion. The chart will be presented in more detail in chapter four, specifically in table three.

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3.6 Collection data process and data analysis

The literary analysis of the book *To Kill a Mockingbird* is a complete process with different stages. The main part of this process is to collect the novel's information.

First, the researcher will read the thirty-one chapters of *To Kill a Mockingbird* deeply. After that, the researcher will set up the theories to create the structural framework of this literary analysis. The second stage of the process is to read the book briefly. The third stage of the process starts with the book's analysis. This process will define the structures for the content of the literary analysis charts.

The researcher will create three different analysis charts linked to the specific objectives presented at the beginning of the analysis. Those three charts contain different features that will be added, quoted, and explained by the researcher.

The first analysis chart will be used to compare the behavior of our society against the behavior presented in Maycomb's County society, the second chart will be the analysis of the racial and social context and its changes in favor of social equality, and the third analysis chart will be about of the investigation of the causes of racist behavior through the analysis of the quotes or phrases found throughout the context of the novel.

Indeed, these instruments' usage will be applied in different sections of this research. The three charts, presented as instruments, are extremely important to reach the objectives of this literary analysis.

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The literary charts will serve as the devices to accomplish each objective. As was previously mentioned, each chart is linked to a specific objective. The usage and application of these instruments will be found in Chapters IV and V of this investigation.

The instrument for the first objective is a literary analysis chart of the current behavior of society against the behavior presented in the context of the novel (1950-1960), which will determine the comparison between the "fiction" and reality of society.

The instrument that analyzes the racial and social context presented in the novel is a literary analysis that uses a variety of the novel's events to behold its changes in favor of social equality.

The instrument to investigate the causes of racist behavior is a literary analysis chart which investigates the quotes or phrases with racist content based on the context of the novel and how they affect the characters' lives.

All three charts have a purpose, and all combine to understand the importance of the events, quotes, phrases, and interpretations of Harper Lee's *To Kill a Mockingbird*.

Finally, the conclusions and recommendations will be created according to the analysis results. Based on the work outcome, they will be added for further investigations about the subject under study.

9 Chapter IV

Data Analysis

Data analysis is an important part of any investigation. Data analysis is the process where the researcher gathers, models, and studies the collected information to extract insights that support the investigation. Also, settles the decision-making of the information. Moreover, this chapter will collect and analyze the collected information. The information is supported by the use of triangulation between the literary work, experts' opinions, and the researcher's knowledge to analyze the information.

This chapter contains three elemental topics. The first point is the "Approaches to the investigation," which describes the insights into the literary approaches used for the book's analyses. Then, point two will work with "Theories vs. literary work," where the researcher's interpretations will occur. Finally, "Themes, Motifs, and Symbols" will show the use of these literary terms in the book's context.

4.1 Approaches to the investigation.

Neil Gaiman (2022) observes that sociological criticism is a literary approach that evaluates literature based on its relationship to society. Harper Lee's *To Kill a Mockingbird* was analyzed through a sociological criticism perspective; however, the researcher must explain what an approach is and how and why it is related to this book. The heart of the history has been retold by a young girl's perspective on the events that took place in U.S. Southern states during the 1950s and 1960s. Scout and her relatives go through psychological and physical challenges

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throughout the plot. The most difficult challenge was living in a society full of racism and prejudices.

The main priority of this project is to analyze U.S. racism in the 1950 and 1960 through a sociological criticism perspective. Essentially, this literary approach allows the investigator to understand the behavior and attitudes toward the challenges faced by the characters. Also, it provides a wide view of how the characters behaved, influenced by the social context of that time. In addition, to complement the purpose of the objectives, the researcher needs to use new historicism to comprehend the events based on the author and the historical background in context, along with applying psychological criticism to understand how the mind of the characters in this book works.

4.2 Theories vs literary work

The purpose of an analysis is to choose different parts of the book using a variety of approaches for it. For this literary analysis, the novel *To Kill a Mockingbird* will be analyzed through a sociological criticism perspective. To reach this goal, it is necessary to use three different instruments: the Literary Analysis Chart of the current behavior of our society versus the behavior exhibited in the South of the United States during the decades of 1950 and 1960. Secondly, the Literary Analysis Chart of racial and social context in the novel and its changes in favor of social equality. Lastly, the Literary Analysis Chart of racist behavior through the analysis of the novel.

All these literary charts fulfill the specific objectives by using sociological factors, events, quotes, and phrases from the book.

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The first literary chart complements the first specific objective; this chart uses ten sociological factors that display the current behavior of society against the behavior presented in the context of the novel (1950-1960).

Table 1*Table 1*

Literary Analysis Chart of the current behavior of our society versus the behavior exhibited in the South of the United States during the decades of 1950 and 1960.

| Society behavior indicators | Current One | South of the U. S | Researcher Interpretation |
|------------------------------------|--|---|---|
| Education | It has become one of the most significant values in society. It allows people to get the knowledge and basic skills to improve themselves and succeed in life. | Education was harder back in the 50s and 60s than today. The facilities to learn were limited and inadequate. Teachers were more severe and used violence as “punishment”. Pupils were limited to few subjects, and the classroom atmosphere was accompanied by discrimination, sexism, and racism. Usually promoted by the teachers themselves since discrimination was natural and even encouraged by | Fortunately, education keeps evolving and improving over time. Teaching methods are far better than in the past. However, there still are signs of discrimination, sexism, and racism, but the learners have tools that they can use to report them. Now they can raise their voice. |

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| | | euphemisms such as "Separated but equal." | |
| Social status | Society's hierarchies have remained since the beginning of mankind. Current society believes that having a social status is important and extremely valuable; the more someone has, the better. | America's society was facing a variety of historical and conflictive events such as the post-WW II, the Cold War, and the Civil Rights Movement, these events exposed a clear social division. | Social status has been important for humanity since time out of mind. Its purpose is to highlight the socio-economic differences between the rich and the poor and beyond including ethnicity, gender, and religion. |
| Gender and Sexism | Society has shown some progress over the decades, but gender disparities remain in economic and political areas. Sexism persists in society; some people still refuse the importance of the role of women in society. | There was a feeling of conformity with traditional gender roles, but this changed Women started to have control over their own sexuality via the contraceptive pill and female leaders such as Gloria Steinem encouraged women to lead satisfactory lives beyond gender roles. Women were viewed as perfect housewives, they only managed roles in family and domesticity, but sexism was tolerated and portrayed as | Gender disparities have changed to balance the roles in society. There are still injustices, but women have proved their capability in roles usually reserved for men. More and more companies are paying women the same salary a man gets for the same work, more men are getting paid paternity leaves so they can bond with their children, etc. Everybody contributes to the improvement of society. although there are some that refuse to, they are minorities that |

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| | | common behavior during the 1950s and 1960s. | slightly disguise this primitive behavior. |
| Judiciary | Judiciary is vital and takes an important value for democracy. It preserves the fundamental rights of people. | Southern states tended to pass laws that denied black people their fundamental rights. At the time it was seen as a natural order. | Current judiciary system proceeds right by applying the law fairly. It permits that people have a fair trial process setting aside factors like race, social status, and gender. As well as injustice remains but it is now spoken of freely and many wrongs have been righted. |
| Racism and Inequality | Sadly, today's society is fighting against racism. It is like a malicious virus that keeps evolving and adapting according to the population's behavior. Today people can stand up against this conflict. Inequality affects enormously how people interact and develop trust, and happiness. Those who are below average tend to have trust issues and do not like to engage | The U.S southern made sure to not get involved with the black population. Sadly, the law stood beside them and launched segregation in schools, churches, and public accommodations. Southern society segregated blacks from whites by law and exclusive rights in education, transportation, and churches. The inequality was widely applied Black people were treated | Racism is a constant battle for society, and improvement has been shown, but there are slight signs of racism in society. education and principles can defeat this problem. Despite great progress on taking care of this problem, the struggle remains. Indeed, people should be aware of their actions, words, and try to be supportive of those who are encountering any form of inequality. Racism is a constant battle for society, and |

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| | with participation. Almost always they complain and are not happy. | as “second rate citizens” | improvement has been shown, but there are slight signs of racism in society. education and principles can defeat this problem. |
| Economy and Employment | <p>The economy is unstable, it keeps changing daily. Prices go up and people's income go down. People tend to spend more than what they earn which impacts their economic stability.</p> <p>Employment has become a challenge to society, not only in terms of getting it but also to provide it. People need to take actions such as getting a college degree or improving their skills to have a suitable profile if they want to get a good job.</p> | <p>America’s economy was experiencing an improvement; it was going through the Golden Age of American Capitalism. This age was considered as the more qualitative, prosperous, and strong for the middle-class population. Due to income growth, people were able to find better jobs, buy a house, go on vacation, and raise a family. The wage between whites and blacks was considerably narrowed during 1950, but blacks were still below the average payments of their white pairs and remained unchanged until 1960. It presented a slight improvement along with the economy.</p> | <p>The economy is an essential component of society. Every society has its economy, and it reflects the needs and different attributes of the characteristics of the population where it develops.</p> <p>No matter the time, it has been difficult to provide equal opportunities regarding employment for everybody, but it also depends on the economic income of society.</p> |

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| | | <p>This opened the opportunity for the black population to become part of the workforce, there were many unskilled and well-paid jobs, and they started to be part of the government and the military forces.</p> | |
| Classism | <p>This problem persists and creates class inequalities, and it is strongly related to discrimination based on social class and socioeconomic status.</p> | <p>Afro-American populations were a clear example of the classism shown in the U.S Southern states, they were segregated socially and economically by the white privilege supporters. Getting a formal education was much more difficult due to its cost, usually impossible to afford for black parents.</p> | <p>People should not place expectations on people based on how much income they could get or how they look. People should focus their attention on things that matter, this includes making others better.</p> <p>Afro-American people have made important progress in general education. There is a significant rise in attainment from primary school to college. This fact evidences how important they are in America's economic, political, and social contributions to the country.</p> |

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Table 1. Literary Analysis Chart of the current behavior of our society versus the behavior exhibited the South of the United States during the decades of 1950 and 1960.

The second literary chart fulfills the second specific objective, this chart uses nine racial and social events presented in the novel, these events portraits some advises in favor of social equality.

Table 2

Table 2

Literary Analysis Chart of racial and social context in the novel and its changes in favor of social equality.

| Racial and Social Novel Context | Interpretation of the Researcher | Changes |
|---|--|---|
| Scout and Mss. Caroline confrontation | Despite being a child, Scout fought with her teacher. She knew how to write and read what made Mss. Caroline loses her temper and punishes Scout. | Teaching is a process that requires time and patience. Professors are prepared to deal with any confrontation and to assist learners professionally. It is forbidden to touch a student. All these processes contribute to social equality improvement. |
| Scout and Jem attend Calpurnia's Church | Cal took the children to the church; this place was only for black people. As soon they arrived, Cal discussed with a lady named Lula that claimed her about bringing white ones to their place. | People can go anywhere without any racial discrimination. Public and private places are willing to accept anyone as long as they behave respectfully. |
| Tom Robinson trial | A black man was fighting for his freedom, even Atticus did his best to help | Trials are based on truth and justice. Stereotypes are not taken into consideration |

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| | him. Both knew that due to his skin color, Tom was already condemned. | but evidence and honest statements are. |
| The trial verdict | Probably the most disappointing event in the book, Tom was accused of beating and raping a young white lady. The jury did not take the evidence and sentenced a black man. | Defendants go through several steps before being sent to court. Evidence is important and they are scanned and processed by judiciary professionals. Most of cases justice serves precisely to society. |
| Jem disappointment after the trial result | Jem still had hope in Maycomb's people but ended up disappointing himself with the unfair result of this trial. His innocence is gone and he could not stand the lack of empathy from his neighbors. | People may require to encounter disappointing events in life, this allows them to embrace changes while growing up. |
| Bob Ewell and Atticus confrontation | Ewell was threatening to kill Atticus then Ewell continued to spit on him and curse him. | Law is severe with any death threat. People must be careful with their words and actions. Any death threat is a crime. |
| Tom's death | Tom was sentenced to jail. He attempted to escape but accidentally he was shot in prison by a group of guards. | Equality before the law protect people without prejudicial standards. It fosters equal justice and protection for any individual. |

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| Jem and Scout attack | Bob Ewell wanted to hurt Atticus at all costs. He wanted revenge after Atticus humiliated him in court. He saw an easy target when children were walking near their place. A stranger saved their life. | Being tolerant and accepting that people think and act differently. Communication is better than vengeful actions, this might bring trouble if there is an attempt to hurt someone's life. |
| Bob Ewell's death | Ewell learned that revenge would lead him to meet his destiny. | Social equality does not have a place for revenge, it goes against what it fosters for society. There are certain ways that anyone can use in order to get an agreement. |
| Jim Crow Laws | <p>Many U.S. Southern states applied "Jim Crow" laws which strongly limited the active role of Afro-Americans in society.</p> <p>It was established by the U.S. Supreme Court in 1883 and lasted until the civil rights movement in 1960. These laws restrained the relationship between whites to "protect" white culture and power.</p> | <p>Once these laws were over, racial segregation was over.</p> <p>The laws remained heavily intact in the South until the arrival of the Civil Rights Movement.</p> |
| Civil Rights Movement | In 1950 the history of the black community changed. After decades of oppression, Afro-Americans ended this suffering and they started to pursue their civil rights all | <p>Ended up with Jim Crow laws.</p> <p>It secured the life of the black population.</p> |

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| | these were accomplished by the arrival of this movement. | Enabled the use of public facilities. Overturned segregation laws in the Southern states. |
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Table 2. Literary Analysis Chart of racial and social context in the novel and its changes in favor of social equality

The last literary chart completes the third specific objective; this chart uses quotes or phrases with racist content based on the context of the novel to investigate the causes of racist behavior and how it affects the characters' lives.

Table 3

Table 3

Literary Analysis Chart of racist behavior through the analysis of the novel.

| Quote or phrase | Racist behavior | Researcher Interpretation |
|---|---|--|
| <p>“Scout,” said Atticus, “nigger-lover is just one of those terms that don’t mean anything—like snot-nose. It’s hard to explain— ignorant, trashy people use it when they think somebody’s favoring Negroes over and above themselves. It’s slipped into usage with some people like ourselves, when they want a common, ugly term to label somebody.”</p> | <p>Offensive language: means the use of any utterance which is obscene, indecent, insulting, or hurtful.</p> <p>Color blindness: an open declaration that indicates that a white person does not want to acknowledge race.</p> <p>Second- class citizen: Occurs when a white person is given preferential</p> | <p>Atticus means that words are powerful and should be used wisely. However, people from Maycomb called him “nigger-lover” because he was always willing to help Afro-Americans. People said that he was giving them special rights but he bravely stood for their equality, helping everybody without being prejudicial. Lastly, the quote ends by showing that</p> |

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| <p>“You aren’t really a nigger-lover, then, are you?”</p> <p>“I certainly am. I do my best to love everybody . . . I’m hard put, sometimes—baby, it’s never an insult to be called what somebody thinks is a bad name. It just shows you how poor that person is, it doesn’t hurt you. (pg. 124)</p> | <p>treatment over a person from a different ethnicity.</p> | <p>insults may say more about the person throwing them than their final target.</p> |
| <p>Lula stopped, but she said, “You ain’t got no business bringin’ white chillun here—they got their church, we got our’n. It is our church, ain’t it, Miss Cal?”</p> <p>Calpurnia said, “It’s the same God, ain’t it?”</p> <p>Jem said, “Let’s go home, Cal, they don’t want us here—”</p> <p>I agreed: they did not want us here. I sensed, rather than saw, that we were being advanced upon. They seemed to be drawing closer to us, but when I looked up at Calpurnia there was amusement in her eyes. When I looked down the pathway again, Lula was gone. In her place was a solid mass of colored people.</p> | <p>Environmental Microaggression: It is when subtle discrimination within a society takes place.</p> <p>Prejudice: is when a person receives an unfair feeling of dislike based on race, sex, religion, and so on.</p> <p>Segregation: the separation or isolation of a race, class, or ethnic group.</p> | <p>Scout and Jem experienced racism for the first time. They felt like if they were the objects of someone else’s racism, these events put them in an unknown position.</p> |

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| <p>One of them stepped from the crowd. It was Zeebo, the garbage collector. “Mister Jem,” he said, “we’re mighty glad to have you all here. Don’t pay no ’tention to Lula, she’s contentious because Reverend Sykes threatened to church her. She’s a troublemaker from way back, got fancy ideas an’ haughty ways—we’re mighty glad to have you all.” (pg. 136)</p> | | |
| <p>“It’s right hard to say,” she said. “Suppose you and Scout talked colored-folks’ talk at home—it’d be out of place, wouldn’t it? Now what if I talked white-folks’ talk at church, and with my neighbors? They’d think I was puttin’ on airs to beat Moses.”</p> <p>“But Cal, you know better,” I said.</p> <p>“It’s not necessary to tell all you know. It’s not ladylike—in the second place, folks don’t like to have somebody around knowin’ more than they do. It aggravates ’em. You’re not gonna change any of them by talkin’ right, they’ve got to want to learn themselves, and when they</p> | <p>Color blindness: an open declaration that indicates that a white person does not want to acknowledge race.</p> <p>The myth of meritocracy: Statements that confirm that race does not play a role in life successes.</p> <p>White privilege: means that a white person is given preferential treatment over a person of color.</p> | <p>Calpurnia had to deal with the contrast of two separate worlds. It does not matter where she goes, Cal has to live a double life and she must ensure to fit in. Atticus and Cal have different world models, this offers a major view to Jem and Scout on how to deal with people that do not show who they really are.</p> |

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| <p>don't want to learn there's nothing you can do but keep your mouth shut or talk their language." (pg. 143)</p> | | |
| <p>"Well how do you know we ain't Negroes?"</p> <p>"Uncle Jack Finch says we really don't know. He says as far as he can trace back the Finches we ain't, but for all he knows we mighta come straight out of Ethiopia durin' the Old Testament."</p> <p>"Well if we came out durin' the Old Testament it's too long ago to matter."</p> <p>"That's what I thought," said Jem, "but around here once you have a drop of Negro blood, that makes you all black. (pg. 184)</p> | <p>Color blindness: Denial of individual racism and assimilate to dominant culture.</p> | <p>Jem and Scout do not accept the fact that society splits people up based on race, they are wondering what would happen if the division are destroyed. Despite being children, they need to figure this doubt out. Both refuse the theory that the existing system works the way things are just because.</p> |
| <p>He stood up and pointed his finger at Tom Robinson. "—I seen that black nigger yonder ruttin' on my Mayella! (pg. 196)</p> | <p>Offensive language: means the use of any utterance which is obscene, indecent, insulting, or hurtful.</p> <p>Criminality: means when a person of color is associated with criminal or dangerous status based on their skin color.</p> | <p>Mr. Ewell is a man with poor education, but when it comes to offensive language, he is a master. This phrase is short but it has a combination of words that destroyed Tom. Ewell never called Tom by his name or even a pronoun. Then, he is always attacking Tom's race over anything else. Next, Mr. Ewell compared him with a beast and pictured his daughter as</p> |

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| | | a poor victim. Finally, he highlighted that this gut trespasses their property to steal them. Enough words to ensure Tom's imprisonment. |
| <p>“She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards. (pgs. 231-232)</p> | <p>Criminality: means when a person of color is associated with criminal or dangerous status based on their skin color.</p> <p>Ban of Interracial Relationships: A loving relationship between races was forbidden and it was a “demeaning” behavior for white people to have a relationship with someone of another ethnicity.</p> <p>Second- class citizen: Occurs when a white person is given preferential treatment over a person of color.</p> | <p>The majority of citizens in Maycomb prefer to believe that a black man raped a white woman than a white young lady kissed a black man. This event revealed how racist people were there, even Atticus who has a neutral position doubt it but, even if Tom could not control himself, Tom would not be able to help being tempted by any white woman.</p> |
| <p>“Which, gentlemen, we know is in itself a lie as black as Tom Robinson's skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women—black or white. But this is a truth that applies to the human race and to no</p> | <p>Prejudice: is when a person receives an unfair feeling of dislike based on race, sex, religion, and so on.</p> <p>Color blindness: Denial of individual racism and assimilation to the dominant culture.</p> <p>Criminality: means when a person of color is associated with criminal or dangerous</p> | <p>Atticus is focused on the need to judge people as individuals instead of attacking their race. Take a look at what he calls the lies of racist stereotypes, tom is dark-skinned, and somehow his skin color is associated with evilness.</p> |

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| <p>particular race of men. There is not a person in this courtroom who has never told a lie, who has never done an immoral thing, and there is no man living who has never looked upon a woman without desire. (pg.232)</p> | <p>status based on their skin color.</p> | |
| <p>As you grow older, you'll see white men cheat black men every day of your life, but let me tell you something and don't you forget it—whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash.”</p> <p>Atticus was speaking so quietly that his last word crashed on our ears. I looked up, and his face was vehement. "There's nothing more sickening to me than a low-grade white man who'll take advantage of a Negro's ignorance. Don't fool yourselves—it's all adding up and one of these days we're going to pay the bill for it. I hope it's not in you children's time." (pg.252)</p> | <p>White privilege: means that a white person is given preferential treatment over a person of color.</p> <p>Second-class citizen: Occurs when a white person is given preferential treatment over a person of color.</p> <p>Prejudice: is when a person receives an unfair feeling of dislike based on race, sex, religion, and so on.</p> | <p>This section of the book is a reminder that the novel took place in the 1950s in the middle of the violent riots due to the civil rights movement, Jem and Scout grew up in the middle of the historical event, and they were paying some consequences for it.</p> |
| <p>There's something in our world that makes men lose their heads—they couldn't be fair if they tried. In our</p> | <p>Prejudice: is when a person receives an unfair feeling of dislike based on race, sex, religion, and so on.</p> | <p>Atticus has a theory; he thinks that there is something about race that makes people lose their</p> |

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| <p>courts, when it's a white man's word against a black man's, the white man always wins. They're ugly, but those are the facts of life."</p> <p>"Doesn't make it right," said Jem stolidly. He beat his fist softly on his knee. "You just can't convict a man on evidence like that—you can't."</p> <p>"You couldn't, but they could and did. The older you grow, the more of it you'll see. The one place where a man ought to get a square deal is in a courtroom, be he any color of the rainbow, but people have a way of carrying their resentments right into a jury box. (pgs.251-252)</p> | <p>Second-class citizen: Occurs when a white person is given preferential treatment over a person of color.</p> | <p>heads. He strongly believes that people are racist because they learned and it is not an innate condition. Also, if they are educated, they can improve it. Atticus said that the law is not out of prejudicial standards. At least he was the sign of hope and perseverance in a place full of prejudices. probably, Atticus knew that he was not going to win Tom's case but his optimism prevailed.</p> |
| <p>To Maycomb, Tom's death was Typical. Typical of a nigger to cut and run. Typical of a nigger's mentality to have no plan, no thought for the future, just run blind first chance he saw. Funny thing, Atticus Finch might've got him off scot free, but wait—? Hell no. You know how they are. Easy come, easy go. Just shows you, that Robinson boy was legally married, they say he</p> | <p>Environmental Microaggression: It is when subtle discrimination within a society takes place.</p> <p>The myth of meritocracy: Statements which confirm that race does not play a role in life successes.</p> | <p>This passage reveals that the life of a black person did not have importance. Once again Maycomb citizens show their lack of empathy but also their racist thoughts on a man that was killed.</p> <p>Moreover, people there used common stereotypes for the black population. White people believed that black civilians had no purpose in life. But they forgot that one man was</p> |

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| <p>kept himself clean, went to church and all that, but when it comes down to the line the veneer's mighty thin. Nigger always comes out in 'em. (pg.275)</p> | | <p>escaping away from what his destiny awaited.</p> <p>Although Atticus tried to fight against racism fiercely, this part of the book suggests that there is a long way to go.</p> |
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Table 3. Literary Analysis Chart of racist behavior through the analysis of the novel

4.3 Themes, Motifs, and Symbols

In literature, themes, motifs and symbols are of use for several purposes. These literary terms are represented by characters, objects or even any circumstances within the plot To Kill a Mockingbird is not the exception. These events will be reviewed by the researcher through the use of a chart with the previous literary elements in the book's context.

Table 4

Table 4

Literary Analysis Chart of Themes, Motifs and Symbols.

| Themes | Example | Interpretation |
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| <p>Good and Evil</p> | <p>“Cry about the simple hell people give other people—without even thinking. Cry about the hell white people give colored folks, without even stopping to think that they’re people, too.” (pg. 229)</p> <p>“I don’t know, but they did it. They’ve done it before and they did it tonight and they’ll do it again and when they do it—seems that only children weep. (pg. 243)</p> | <p>The novel portrays the manifestation between good and evil through children's perception on what is good, and what is not. Their transition from innocence to the hard truth with the manifestation of prejudice, hate and discrimination and even the degree of ignorance presented with some characters of the plot. However, Atticus Finch</p> |

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| | | kept a neutral position, but he recalled that people are not good or bad, he stated that humans are creatures with good or bad qualities. |
| Inequality Society | <p>“There’s some folks who don’t eat like us,” she whispered fiercely, “but you ain’t called on to contradict ’em at the table when they don’t. That boy’s yo’ comp’ny and if he wants to eat up the table cloth you let him, you hear?”</p> <p>“He ain’t company, Cal, he’s just a Cunningham—” (pg. 27)</p> | The division of social status is noticeable since the beginning of the book. From the Finches to the rest of people in MayComb. The society rules in prejudice and gives priority to someone's social status. |
| Prejudice | <p>There’s something in our world that makes men lose their heads—they couldn’t be fair if they tried. In our courts, when it’s a white man’s word against a black man’s, the white man always wins. They’re ugly, but those are the facts of life.” (pgs. 251-252)</p> | This one the main themes of this book, the struggle of racism leads to the most important events within the plot. Mr. Finch risk it all to prove that he was not racist. Jem and Scout confronted the hostility of the racist MayComb due to his father's position. On the one hand, when any member of the black community spoke, we did not see signs of frustration, anger or even vengeance against the |

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| | | <p>oppression they were living in, and they never responded to racist behavior actively.</p> |
| Law | <p>“I am not. ’t’s morbid, watching a poor devil on trial for his life. Look at all those folks, it’s like a Roman carnival.” (pg. 181)</p> <p>“The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination but has been flatly contradicted by the defendant. The defendant is not guilty, but somebody in this courtroom is. (pg. 231)</p> | <p>The trial against Tom Robinson’s took the major part of the book. So, it seemed to be a “legal” system which will work for truth. The normal process of a trial is presented lawyers, jury, and evidence to defend their causes. As the trial went on, the jury did not analyze the evidence respecting the law procedures, but they used their own prejudice to determine Tom's fate. Before Tom was on trial, he already knew the outcome result of the trial based on his race, social status in society, and a white unfair jury.</p> |
| Lying | <p>I said I would like it very much, which was a lie, but one must lie under certain circumstances and at all times when one can’t do anything about them. (pg. 146)</p> | <p>Lies are found in the plot of the book. Mayella Ewell accused that Tom raped her, and as a consequence of this lie destroyed an innocent man with a none existence role in society. Indeed, people with higher status could determine who was allow to lie where</p> |

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| | | shows how deception can be applied to harm or protect someone's integrity |
| Motifs | Example | Interpretation |
| Gothic Details | <p>"The world's endin', Atticus! Please do something—!" I dragged him to the window and pointed. "No it's not," he said. "It's snowing."</p> <p>Jem asked Atticus would it keep up. Jem had never seen snow either, but he knew what it was. Atticus said he didn't know any more about snow than Jem did. "I think, though, if it's watery like that, it'll turn to rain."</p> <p>The telephone rang and Atticus left the breakfast table to answer it. "That was Eula May," he said when he returned. "I quote—'As it has not snowed in Maycomb County since 1885, there will be no school today.' "</p> <p>(pg. 73)</p> | <p>Gothic details are included by the author within the plot of the book. The author included some drama and atmosphere to the story throughout the setting of the plot. The term Gothic refers to the use of supernatural, gloomy and haunted settings. These elements without an explication and out of context provided within the plot of the novel and they might work as possible predictions of the development of the plot's events.</p> |
| Small-Town Life | <p>People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed</p> | <p>MayComb County is a small town with old and strange values, and these values are noticeable through the plot. Mss. Lee add a contrast with a bit of suspense and moral values</p> |

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| | longer. 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. (pg. 6) | in the novel. She made emphasis in slow and calm, and the feeling of living naturally in this town. |
| Symbols | Example | Interpretation |
| Mockingbirds | “Your father’s right,” she said. “Mockingbirds don’t do one thing but make music for us to enjoy. They don’t eat up people’s gardens, don’t nest in corncribs, they don’t do one thing but sing their hearts out for us. That’s why it’s a sin to kill a mockingbird.” (pg. 103) | The mockingbirds are the representation of the innocence and vulnerability of the characters. Some characters experimented the end of their innocence and as a consequence they suffered endlessly. |
| Ms. Maudie’s Nut Grass | She loved everything that grew in God’s earth, even the weeds. With one exception. If she found a blade of nut-grass in her yard it was like the Second Battle of the Marne: she swooped down upon it with a tin tub and subjected it to blasts from beneath with a poisonous substance she said was so powerful it’d kill us all if we didn’t stand out of the way. (pg. 47) | Miss Maudie constantly fought to eradicate the grass from her garden, it is a clear example of the fighting against racism in the town, it compares that as well as rumors, gossip, and any informal must be taken and pulled up from its roots. It had to be applied directly into the racial behavior of the |

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| | | hierarchies presented in the book. |
|-----------------------|---|---|
| The Rabid Dog | <p>“Mr. Finch!” she shouted.</p> <p>“This is Cal. I swear to God there’s a mad dog down the street a piece—he’s comin’ this way, yes sir, he’s—Mr. Finch, I declare he is—old Tim Johnson, yes sir . . . yessir . . . yes—” (pg. 107)</p> | A dog that is a fundamental part of the community and well known in MayComb, it became sick of rabid, and it was a danger to the entire town. The dog’s illness is a subtly representation of the racism in the community and it can easily spread I believe. |
| Mss. Maudie’s Azaleas | <p>“You all stay in the middle of the yard. There’s some thrift buried under the snow near the porch. Don’t step on it!”</p> <p>“Yessum!” called Jem. “It’s beautiful, ain’t it, Miss Maudie?”</p> <p>“Beautiful my hind foot! If it freezes tonight it’ll carry off all my azaleas!”</p> <p>Miss Maudie’s old sunhat glistened with snow crystals. She was bending over some small bushes, wrapping them in burlap bags. Jem asked her what she was doing that for. (pg. 74)</p> | Some of the characters grow flowers, this action works as a symbol of life where hope can prevail through darkness and evil environments. The beauty of the circumstances brings life and joy to one’s life. Mss. Maudie’s Azaleas represent an example that Azaleas are flowers well known for growing in extreme adverse conditions, as the ones presented in the setting of the novel. They will bloom for a short period of time, but this manifests that once in a time, there was a great sense of community in MayComb County. |
| Mayella’s Geraniums | In Maycomb County, it was easy to tell when someone bathed regularly, as opposed to yearly lavations: Mr. Ewell had a scalded look; as if an overnight | Mayella Ewell enjoys growing geraniums in flowerpots in her front yard. Geraniums may be the way that she escapes from her family’s bad |

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| | <p>soaking had deprived him of protective layers of dirt, his skin appeared to be sensitive to the elements. Mayella looked as if she tried to keep clean, and I was reminded of the row of red geraniums in the Ewell yard. (pg. 203)</p> | <p>reputation, the Ewells are hated in Maycomb County. So, it equally represents goodness and hope, although she was accusing an innocent man of a crime he did not commit. She still is capable of growing beautiful and loving them.</p> |
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Table 4. Literary Analysis Chart of Themes, Motifs, and Symbols.

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10 Chapter V

Conclusions and Recommendations

The final chapter is where the researcher places the conclusion of the investigation. The final thoughts of the investigator are a provider for the reader to make their analysis after reading the trifecta formed by the literary work itself, the theories proposed by scholars and used to analyze it, and the researcher's thoughts on the matter.

5.1 Purpose of the Conclusion

The purpose of the conclusive chapter is to show the outcomes of the objectives presented in the initial framework of this analysis. Regarding this analysis, the conclusions will show the outcomes of its three specific objectives. The recommendations will be some advice for future investigators related to this matter. On the other hand, the recommendations are devices researchers implement to provide advice in projects related to the topic under analysis.

5.2 Conclusions

The main purpose of this analysis was to analyze the book *To Kill a Mockingbird* by Harper Lee through a Sociological Criticism perspective. The researcher used three specific objectives to study the novel to set up the conclusions. The first specific objective was to compare the current behavior of our society versus the behavior exhibited in the South of the United States during the decades of 1950 and 1960, the second one was to analyze the racial and social context presented in the novel *To Kill a Mockingbird* and how it has changed in favor of social equality, and the last one was to investigate the causes of racist behavior through the analysis of the novel. To achieve the goal of these objectives, the researcher designed and used three literary charts. By reviewing the specific objectives, conclusions are mandatory. Therefore,

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the outcomes of the specific objectives will be demonstrated in the following points of this chapter.

5.2.1 To compare the current behavior of our society versus the behavior exhibited in the South of the United States during the decades of 1950 and 1960.

The researcher looked up ten sociological behavior indicators that compare the whole society with the fictional one. The first objective was to compare the current behavior of our society versus the behavior exhibited in the South of the United States during the decades of 1950 and 1960, and the goal of this objective was completed. The first sociological behavior was Education which showed the poor quality of the education process back then. Also, students were allowed to read and write in primary school. The second indicator was Social Status which points to the severe condition of social hierarchies in Maycomb County. Families were segregated based on economic income or family last names. The third factor was Gender which revealed the submissive role of women and their gender disparities. The protagonist is a young girl who does not want to follow up the regular order of her role in society.

The fourth indicator was the Judiciary; it occurred in a trial against a black young man sentenced to jail despite being innocent. Regarding this matter, the old laws were severe with any color defendants. The fifth factor is Inequality, which is shown throughout the book's entire plot. This factor gave a glance at the prejudicial behavior of Southern American society. The sixth indicator was the Economy, the U.S. was going through the darkest moments for its economy, the Great Depression, and many characters in the book could not live in good conditions. They could not afford to buy food or clothing.

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The seventh factor was Employment, which demonstrated the scarcity of jobs for black or even women. In the book, white people took the prestige jobs. The eighth one was Sexism. Women in the book were portrayed as perfect wives. They were only allowed to take care of the family and restrained from domesticity. Women back in the time agreed and tolerated this oppressive behavior. Most of the women characters followed this pattern of behavior in the book.

The ninth indicator was Racism which is the heart of the book. Without hesitation, this indicator exemplifies how white and black were treated in the South of the U.S., Specifically during the Tom Robinson trial. The tenth factor was Classism which evidenced the systematical segregation between black and whites. Moreover, this social and economic segregation served to white populations.

These previous factors allowed the researcher to have a widened view of the events that were taken place in the context of the Southern American area during the 1950 and 1960. Once the historical background was reviewed, the researcher contrasted societal behaviors. The researcher found the connection determining how literature work and society relate.

In conclusion, the researcher used a Literary Analysis Chart of the current behavior of our society versus the behavior exhibited in the South of the United States during the decades of 1950 and 1960 to compare the previous sociological factors by following up the steps in sociological criticism perspective. The outcome of this instrument proved that the investigator could compare the behavior of one society to another. The objective was accomplished.

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5.2.2 To analyze the racial and social context presented in the novel To Kill a Mockingbird and how it has changed in favor of social equality.

The second objective was to analyze the racial and social context presented in the novel To Kill a Mockingbird and how it has changed in favor of social equality. To accomplish the goal of this objective, the researcher selected ten racial and social events in the novel. All the events selected appear throughout the thirty-one chapters of the book. Also, implementing a literary chart helped see the outcomes favoring social equality.

The first event was Scout and Mss. Caroline confrontation. Scout was taught how to read and write at home. She went to school but got bored due to her teaching advantage over her classmates. Scout's teacher lost her mind when she noticed it. She was told to stop, and this aggravated the relationship between them. The second event was Scout and Jem attending Calpurnia's Church; it was the first time that children witnessed the role of racism at first-hand within society. The third event was Tom Robinson's trial. It takes the major part of the book and reveals the story of one man fighting against all, Atticus was helping him, but the trial outlook was not encouraging. The fourth event was the trial verdict which is the most disappointing movement in the book because an innocent man was sentenced to jail. The jury said he was guilty only for being a black man. The fifth event was Jem's disappointment after the trial result. Jem could not understand why people only act for their benefit without thinking about other human beings' feelings. He realizes that people keep disappointing him and making him feel all hope is gone.

The sixth event was the Bob Ewell and Atticus confrontation, where Ewell constantly threatened Atticus because of the multiple public humiliations. Ewell was not educated and seemed to know the path of violence; it was a common behavior of people back in time. The

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seventh event was Tom's death. After being declared guilty, Tom tried to escape prison, but his attempt ended his life. The eighth event was Jem and Scout's attack; Bob Ewell was seeking revenge at all costs, so he decided to attack the children of Atticus Finch. After an activity at school, both returned home with the constant fear that someone was behind them. Suddenly, they were struggling and fighting for their lives, but someone there was capable of helping them. The ninth event was Bob Ewell's death. This man was so blind that his desire for revenge took him to the grave. Ewell was killed by Boo Radley, who was the one that saved the young children. The tenth event was Jim Crow Laws. These laws applied and remained unchanged in the Southern States of America. They gave the legal authority to segregate blacks from whites covered by the power of the law. The eleventh event was Civil Rights Movement. This movement was the spark of light many Afro-Americans had been waiting for since slavery was over. It allowed them to be near enjoying the civilian rights they deserved.

The researcher has found changes in favor of social equality. People require some attitudes and behaviors to change, but it would happen if people put effort into it. These changes are researcher suggestions, but only education and respect could change society. Remember that social equality means the same rights, liberties, and responsibilities for everyone.

In conclusion, the researcher used a Literary Analysis Chart of racial and social context in the novel and its changes in favor of social equality to analyze the attitudes and behaviors of the characters. The outcome of this chart asserted to the investigator that if circumstances are in favor or against some, there will always be a way to find something beneficial, such as social equality suggestions. The objective was accomplished.

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5.2.3 To investigate the causes of racist behavior through the analysis of the novel.

The third objective was to investigate the causes of racist behavior through the analysis of the novel. This objective was completed using a combination of ten quotes and phrases from the book where the researcher could find signs of racism. These quotes or phrases were found throughout the analysis of the thirty-one chapters of the novel. Different possible causes of racist behavior in some characters accompany them.

The book's first passage showed Atticus giving his daughter a life lesson. Atticus was a well-known attorney in Maycomb. He was not a prejudicial person and helped a black young man. Consequently, Maycomb citizens started to call him "nigger-lover". He was a wise man and knew how to ignore those hurtful comments. As part of this lesson, he recalled to Scout that words are extremely powerful and should be used wisely. The second one was evidence of the racism caused by the segregation of races over there. Jem and Scout went through the role of being objects of someone else's racism. Lula confronted Calpurnia for bringing white children to a black' church even though the situation was awkward. Some other members were happy to have them.

The third passage was related to Calpurnia again, she was a black woman who had to stand between the black and the whites, she needed to fit into a segregated society perfectly, but it was the only way to survive. The fourth one is the evidence that young children did not understand the reason behind the attitudes and behaviors of society. Both rejected the theory that the system works in a determined way just because.

The fifth one was a reminder of the racist behavior of the Maycomb citizens. Bob Ewell never called Tom Robinson by his name. He instead used offensive language toward his skin

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color and openly attacked his ethnicity. The sixth passage was keeping on with the racist behavior, Maycomb County citizens would rather know that a black was a prisoner for raping a white woman than a white woman who kissed a black man. Based on the evidence presented in the trial, it was clear that Tom was innocent, but this somehow affected the people there. Atticus interviewed the witnesses, and it was clear that the events did not match the actions. It should be a good statement to set Tom free, but the judge and jury ignored the evidence and focused on the defendant's ethnicity.

The seventh one was Atticus providing a moral lesson on focusing on the good things someone can offer instead of judging them. The eighth passage was a reminder that this novel took place during the Civil Right Movement. It was a time full of violent riots during the 1950, the black population was fighting for their rights, and Finch's children were caught in the middle of this historical event in the U.S. People were indifferent to the black population and feared them only for their appearance.

The ninth one was the theory of Atticus. He said that something bothers white people about the black population. The heart of his theory was that people are racist because they want to be. They were not born racist but decided to become racist because someone taught them. The tenth passage was about the general perception of the community about Tom Robinson's death, Maycomb County was a place where people lived and died for the cause of racism. Tom was killed, and no one cared, people did not give any importance to this event, and once again, their racist thoughts prevailed.

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The researcher found the causes of the racist behavior of the characters and how these passages somehow affected their lives. All these quotes and phrases contained direct or indirect forms of racism toward some characters.

In conclusion, the researcher used a Literary Analysis Chart of racist behavior through the analysis of the novel to investigate the causes of this type of behavior and how this affected the lives of the characters in the novel and actual people at the time. The outcome of this chart was successful; the investigator could check the content of all these passages, which allowed deep research and introspection to figure out the racist behaviors and settle them down. The chart evidenced the importance of investigating the attitudes and behaviors and how this affected the characters. Furthermore, finally, the purpose of this objective was accomplished.

5.3 Restatement of the Research Question

The researcher achieved all the objectives presented in the initial framework of this analysis. This means the research question: How does the lack of resolutions of racial and social conflicts in the USA in the 1950 and 1960 presented in the novel *To Kill a Mockingbird* still affect our society? Remains unchanged.

5.4 Unexpected Results

The unexpected result of this analysis was that the researcher's thoughts on the subject under study were easier than expected. It was not easy because most of the events occurred in 1950 and 1960. The researcher needed to conduct deep research to accomplish the objectives proposed at the beginning of the project. However, this unexpected finding did not compromise the final result of the investigation.

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An additional result during the investigation is the information found on Feminism which made the researcher think about how gender roles strongly affected not only women but men as well since men are also subject to expectations that often do not match what they consider to be part of a satisfactory lifestyle. Women were expected to remain home and be subservient to their husbands and children. Men were expected to be providers who have the final word in the household when in reality not necessarily each man or woman wants to get married or have children, let alone undertake the responsibility of providing for a whole family.

5.5 Recommendations

The following recommendations provide some advice to future investigators that may cooperate in further investigations with the subject related to this project.

This short list of general advice is meant to guide incoming literary analysis. First, working with a book that engages the mind and heart is vital to matching the investigator's interests and knowledge. Second, becoming familiar with the book and its context is necessary. Third, constant reading is mandatory. Read as much as needed. Fourth, if there are unfamiliar words, highlight them and later look them up in a dictionary. Fifth, if one finds reading difficult to accommodate on one's daily schedule, using technological tools like audiobooks is always helpful. Lastly, make a thorough investigation before deciding which literary approach best matches the book's plot.

This analysis could be performed in alternative ways. For instance, use another type of literary analysis such as theoretical, close reading, applied, comparative, contextual, or a combination of them. Regarding the instruments, future investigators can use other methods to

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collect the data needed. Some examples of alternative instruments are observation, interviews, or creating questionnaires for literature blogs.

Lastly, there are a variety of incoming possibilities for the analysis of this topic. It depends on the approach the future investigators want to use. The major approach of this analysis was sociological criticism. However, anyone can give a major emphasis on the new historicism or psychological criticism. All rely on the investigator's personal preference. Literature offers a wide range of opportunities and tools to explore without hesitation.

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11 Appendixes

Appendix 5

Figure 1

Literary Analysis Chart of the current behavior of our society versus the behavior exhibited the South of the United States during the decades of 1950 and 1960.

| Society behavior indicators | Current One | South of the U. S | Researcher Interpretation |
|--|--------------------|--------------------------|--------------------------------------|
| Education | | | |
| Social status | | | |
| Gender and Sexism | | | |
| Judiciary | | | |
| Racism and Inequality | | | |
| Economy and Employment | | | |
| Classism | | | |

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Figure 1. Literary Analysis Chart of the current behavior of our society versus the behavior exhibited the South of the United States during the decades of 1950 and 1960.

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Appendix 6

Figure 2

Literary Analysis Chart of racial and social context in the novel and its changes in favor of social equality.

| Racial and Social Novel Context | Interpretation of the Researcher | Changes |
|---|---|----------------|
| Scout and Mss. Caroline confrontation | | |
| Scout and Jem attend Calpurnia's Church | | |
| Tom Robinson trial | | |
| The trial verdict | | |
| Jem disappointment after the trial result | | |
| Bob Ewell and Atticus confrontation | | |
| Tom's death | | |
| Jem and Scout attack | | |
| Bob Ewell's death | | |
| Jim Crow Laws | | |

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| | | |
|-----------------------|--|--|
| Civil Rights Movement | | |
|-----------------------|--|--|

Figure 2. Literary Analysis Chart of racial and social context in the novel and its changes in favor of social equality

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Appendix 3

Figure 3

Literary Analysis Chart of racist behavior through the analysis of the novel.

| Quote or phrase | Racist behavior | Researcher Interpretation |
|------------------------|------------------------|----------------------------------|
| Passage #1 | | |
| Passage #2 | | |
| Passage #3 | | |
| Passage #4 | | |
| Passage #5 | | |
| Passage #6 | | |
| Passage #7 | | |
| Passage #8 | | |
| Passage #9 | | |
| Passage #10 | | |

Table 3. Literary Analysis Chart of racist behavior through the analysis of the novel