

**Telling Narratives: an evaluation of autobiographical elements in Harper
Lee's novel *To Kill a Mocking Bird***



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Abstract

Harper Lee's *To Kill a Mockingbird* is read as an autobiographical fiction in which autobiographical manifestation of the writer's life are decorated through the incorporation of imaginary tale and truth. Functionality of facts in Lee's work seems to endowment fiction, unlike purposes that serve factuality more than fallaciousness. The confines of our study are going cover up the investigation about the prejudices in terms of race, class and gender inequalities in *To Kill a Mockingbird*. Particularly the essentials of autobiography present in the novel. It also centers on how the elements are related to one another. The purpose of the work is to explore the autobiographical elements present in the work of fiction *To Kill a Mockingbird* which also demonstrates the discrimination of race, class and gender that was prevalent in South America during 1930s and further evaluate the narrative technique used. This thesis proposes to understand the novel *To Kill a Mockingbird* from the approach based on the New Historicism Theory. New Historicism theory analyses a novel with reference to the historical situation. It states that work cannot be evaluated without the consideration of the era in which it was created.

Keywords: autobiographical features, prejudice, historical context, narrative technique and race and gender inequality.

Declaration

I declare that the dissertation entitled Telling Narratives: An evaluation of autobiographical elements in Harper Lee's novel *To Kill a Mocking Bird* has been prepared by me under the guidance of Dr. Shreya Chatterji, Associate Professor, School of Arts and Languages, Lovely Professional University, Phagwara, Punjab. No part of this dissertation has formed the basis for the award of any degree or fellowship previously.

Certificate

I hereby certify that the dissertation entitled Telling Narratives: An evaluation of autobiographical elements in Harper Lee's novel *To Kill a Mocking Bird* by Akanshya Handique for the award of M.A. degree is a record of research work done by the candidate under my supervision during the period of her study (2016-2017) and that the dissertation has not formed the basis for the award of any other degree, diploma, associate ship, fellowship or other similar title and that this dissertation represents independent work on the part of the candidate.

Place: Jalandhar

Date:

Dr. Shreya Chatterji

Associate Professor English

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Dedication

“My beloved parents because of you I exist”- Akanshya

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Introduction

Nelle Harper Lee (1926-2016) is one among the best known writers of America. She is preeminently known for her work of fiction *To Kill a Mockingbird* which was in print in 1960. The novel was a huge sensation and she won the Pulitzer Prize in 1961. *To Kill a Mockingbird* is one of the most read books of American text. The book is very much encouraged from her growing up years in the tiny town of Monroeville, Alabama. The work of fiction look at the subject matter of hate, prejudice, gender inequality, racial discrimination, rape, violence and love through the eyes of a little girl as she realizes the complexity of human being nature and its capability for good and evil. Lee wrote her second novel and the final work *Go Set a Watchman* in the mid 1950s and published the book in July 2015. The sequel to *To Kill a Mockingbird* is *Go Set a Watchman*.

Lee is the youngest of four children of her parents, Amasa Coleman Lee and Frances Finch. She was born on April 28, 1926 in Monroeville. Her father was a barrister just like the fictional personality Atticus Finch and her mother struggled with mental illness. Lee had three siblings named Alice Finch Lee, Louise Lee Conner and Edwin Lee. Harper Lee developed interest in English literature while she was a student at Monroe County High School. She further went to Huntington College and relocated to the University of Alabama, where she studied law for several years and left without a degree. She later joined Oxford University as a student in 1948. Lee moved to New York in 1949 and started working as an airline reservation agent. During her free time, she wrote fiction.

To Kill a Mockingbird according to Harper Lee is a work of fiction which she formed by her childhood reminiscences she united with her family and her friend Truman Capote but many critics consider the novel to be an autobiographical. The character Dill in the novel was inspired

by her friend Truman Capote. Lee also went along with Capote to Kansas to help him with his investigation for his work *In Cold Blood* after she completed the manuscript of *To Kill a Mockingbird* in 1959. Truman Capote later dedicated the novel to Lee along with his partner Jack Dunphy.

To Kill a Mockingbird was in print during the American Civil rights movement. Lee creates Maycomb, Alabama as the setting of her novel from 1932 to 1935. It was the time of great depression when blacks and whites pooled a common poverty. The story is described by Scout, the central character of the novel. The plot of the novel is simple yet intricate. The work of fiction was an enormous accomplishment and critics admired Lee for her storyline, characterization, representation, themes and wittiness. In 1962 the film adaptation of the novel was released and won the Academy Award in 1962. Scholars till date scrutinizes the novel regarding the subject matter like racial and gender discrimination, its moral, psychological and sociological portions. The novel accounts the rich social and cultural prototype of American life, specially the lives of South Americans. Literature as we know symbolizes a language, people, traditions and convention. Literature is very noteworthy than that presents a historical or cultural exertion of art. Fictional works are suggestion of human being life, its circumstances, communication and divergence which are well-known in the society. Literary works have many purposes for readers, in addition as a means of amusement. It provides details about the other side of individual life in an epoch since it reflects the communal actuality concerning customs and further fundamentals that are linked to every other that are articulated through personal understanding. Keeping this in mind, the novel *To Kill a Mockingbird's* historical and cultural context will be discussed with especial reference to the narratives and the autobiographical elements will be evaluated through the perspective of New Historicism.

Plot

The plot in a dramatic or narrative work is comprised by its events and proceedings, as these are rendered and prearranged toward accomplishing scrupulous imaginative and emotional effects. This explanation is unrepresentatively straightforward, because the accomplishment, including verbal discussion as well as physical actions are performed by particular characters in a work, and are the means by which they demonstrate their moral and dispositional qualities. Plot and character are therefore mutually dependent critical concepts – as Henry James said, “What is character but the determination of incidents? What is incident but the illustration of character?” Notice also that a plot is distinguishable from the story- that is, a bare synopsis of the temporal order of what happens. When we summarize the story in a literary work, we say that first this happens, then that, then that.... It’s only when we specify how this is related to that, by cause and motivations, and in what ways all these matters are rendered, ordered, and organized so as to achieve their particular effects that a synopsis begins to be adequate to the plot. (M .H. Abrams 293)

To Kill a Mockingbird confines in a state of Alabama in the time of Great Depression, and is told by the protagonist, a small girl whose name is Jean Louise "Scout" Finch. Her father, Atticus Finch, is a lawyer with high moral principles. Jem, Scout, and their pal Dill are spellbound by gossips concerning a man named Boo Radley, who lives in their locality but never steps out of his house. The kids are interested to know more about Boo. They try leaving notes for Boo on his ledge with a fishing pole, but are apprehended by Atticus, who firmly warns them to stop making fun of Boo Radley. The children finds gifts near that certain tree which was found

around the Radley house. This tree has a hole in which gifts are kept for the children. The kids don't have any idea from whom these gifts are from, so they go to leave a letter for the stranger, but they found out that Boo's brother has cemented up the hole.

Atticus agrees to take on a case concerning a black man named Tom Robinson who has been charged of raping a white girl named Mayella Ewell, a part of the dishonorable Ewell family, who fit in to the stratum of Maycomb community that other people submit to as "garbage". Atticus' family goes through insensitive censure in the deeply racist Maycomb because of Atticus's choice to support Tom, a black man. But, Atticus goes along with what he has decided because his principles tell him not to do otherwise. He understands Tom is not guilty, and also that he has very less chance of winning the case, for the reason that a black man doesn't have any chance to win over a white woman when there are white juries deciding. In spite of this, Atticus desires to disclose the fact to his associate townspeople, represent their narrow-mindedness, and give confidence them to visualize the likelihood of racial equality. Scout and Jem find themselves made fun of by the people, and have trouble keeping their tempers since Atticus is defending a black man. At a family congregation during Christmas, Scout beats Francis because he pointed the finger at Atticus of corrupting the family name, calling Atticus a "nigger-lover".

The trial of Tom Robinson occurs and as described by the Ewells, when her father was away Mayella requested Tom to do a few chores for her, and Tom forced into the house and forcibly raped her until her father come into sight and frightened him away. But according to Tom it was Mayella who requested Tom to come inside the house and it was Mayella then wrapped her arms around him and started kissing him. Tom worked to thrust her away but then Bob Ewell arrives in the sight. Bob in anger beat Mayella up, while Tom rushes away in fright.

According to the sheriff's witness Mayella was likely knocked by the left hand since the bruises were on her right face. Tom Robinson's left arm is ineffective because of an old misfortune, while Mr. Ewell uses his left hand mainly. Agreed the proof of rational distrust, Tom ought to be freed, the jury states him guilty even after long hours of discussion. Scout, Jem and Dill slide inside court room to glimpse the ongoing trial and they assemble in the colored gallery with the black people of Maycomb. Scout and Jem are taken aback at the outcome of the trial for they were in support of Tom and their father. Though the judgment is regrettable, Atticus mined some contentment that the jury spent a lot of time to decide upon the case.

After the trial, Mr. Ewell make threats to Atticus and the other entire group linked with the trial since he felt he was being dishonored. One night when Jem and Scout were returning back home from the Halloween participation, Ewell attempted to vengeance. He followed them in the dark, then running towards them and endeavors on to them. The indescribable Boo Radley in an effort to save the kids injures Mr. Ewell and accumulated the two kids. This is the first time Scout has an opportunity to meet the withdrawn and panicky Boo. Later that night, it was announces by the sheriff that Mr. Ewell died when his knife fell on him and so Boo became the savior of the circumstances, and for this he was not charge and tried as well. Scout takes Boo to his house and pictures how he has noticed the town and noticed her, Jem and Dill over the years from inside his residence. Boo goes inside, closes the door, and Scout never sees him ever again.

Setting, Time and Place of the novel

The novel is set in Maycomb, Alabama and it is the year 1932 when the novel opens up. We can see that time in the novel does not travel in the same speed as it does in the real world. The events and the characters are set during the time of the Great Depression and during Franklin D. Roosevelt governance. The story ends in the year 1935. In spite of setting in 1930s, *To Kill a*

Mockingbird mirrors the proceedings of 1960 as it shows the start of the civil rights movement of the 1950s. To print in 1960 even though it is set in 1930s is noteworthy. By locating this novel in the final days of the Great Depression, Lee highlights the economic state of affairs of the poor farmers in Southern America.

To Kill a Mockingbird is positioned in a fictional settlement named Maycomb County which is placed under Southern Alabama by Harper Lee. The novel takes place in the early 1930s when America was famous for its Great Depression period and when unemployment, poverty, racial discrimination between the whites and blacks were widespread in the United States. The whole country was panicking because of the fall of the stock market, certain parts of South America like Maycomb County hardly felt much different because of the fact that depression and poverty was not new to the people residing in Maycomb County. Maycomb County was depressed and poor for decades. The whites own land but didn't have enough money in hand. The black people on the other hand worked for the whites for low wages in the fields. The blacks were well thought-out as minorities and forced them to use detach amenities which was hardly accessible from those used by whites in every portion of society. Lee by placing the novel in the 1930s presented the readers the historical background of 1930s that was widespread in America. Lee also exposes to the elements of the civil rights resist in the South.

To Kill a Mockingbird provides the readers a short history of America, especially Southern America. Some of the important events that took place in America as noted by Lee make the novel a historical fiction. Lee linked the events to the characters of the story, which makes the readers believe that the piece of work is more than just a fiction. We see that Maycomb is a poor town and the great depression made things worse. The economy of America doomed with the crashed of Stock Market in 1929. Millions of people lost their jobs, banks failed

and poverty was rampant. The harsh realities of Great Depression are shown in the very opening Chapter of the novel through the eyes of the protagonist Scout:

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the court-house sagged in the square...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 people: Maycomb County had recently been told that it had nothing to fear but fear itself. (Lee 5)

Poverty and economic crisis that prevailed in Maycomb County can be seen especially in the characters like Walter Cunningham, Ewells and the African Americans. It is in Chapter 2 Lee takes the readers deep into the economic crisis. Walter Cunningham is a poor cultivator and a client of Atticus Finch. Cunningham is so poor that he couldn't afford to pay Atticus for his legal service and so he pays in crops instead of money. This we can see by the narration given by Scout:

Walter's father was one of Atticus's clients. After a dreary conversation in our living-room one night about his entailment, before Mr. Cunningham left he said, 'Mr. Finch, I don't know when I'll ever be able to pay you'. (Lee 22)

This very well shows the poor condition of Mr. Cunningham. After he leaves Scout asks Atticus whether Mr. Cunningham would ever pay them. Atticus replies Mr. Cunningham would pay him but not in money. Before the year's out the children finds out how Mr. Cunningham pays Atticus back.

One morning Jem and I found a load of stove wood in the back yard. Later, a sack of hickory nuts appeared on the back steps. With Christmas came a crate of smilax and holly. That spring when we found a Croker-sack full of turnip greens, Atticus said Mr. Cunningham had more than paid him. (Lee 23)

Lee further explored the Great depression period when Jem asks Atticus if they're poor like the Cunningham's, to which Atticus says,

Not exactly. The Cunningham's are country folks, farmers, and the crash hit them hardest... Atticus said professional people were poor because the farmers were poor. As Maycomb County was farm country, nickels and dimes were hard to come by for doctors and dentists and lawyers. (Lee 23)

Atticus further gives example of Dr Reynolds, how he too works in the same way like Atticus. As Atticus says, Dr Reynolds charged a bushel of potatoes for delivering a baby. These examples show the poor state of the whites living in Maycomb. Apart from exploring the economy crisis Lee also reflects the Civil rights movement in the novel. The novel is set in the 1930s, when segregation was legal. The novel was published in 1960, during the civil rights movement. American civil rights movement was protest against the cultural isolation and unfairness faced by the blacks. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 approved equal opportunity and the right to vote for all races. In the novel we see Atticus Finch defending a black man name Tom Robinson who is accused of raping a white woman name Mayella Ewell. Atticus in the trial proves Tom innocent and proves that Mayella was the one who made sexual advances toward Tom. Despite of the evidence, the jury finds Tom guilty due to the fact that Tom is a black man and justice existed only for the whites. It is evident in Chapter 20:

The evil assumption- that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, an assumption one associates with minds of their calibre. (Lee 225)

The slavery system ended a century before the publish of the novel *To Kill a Mockingbird*, yet the African Americans were denied of their basic rights and the picture of inequality is clearly visible in the story that was set in the 1930s. The slavery system started in the United States in 1400s and in 1863 President Abraham Lincoln concerned the Emancipation Proclamation, and put an end to the slave trade. Slavery system started with the notion that white people were better than black people because of the skin color, convincing that blacks were less human. Black people were considered property of the whites. A movement to abolish slavery system started ahead of and during the American Civil War to stop slavery system in United States. Though the slavery system ended, the blacks were not well thought-out as equal and their struggle for equal opportunity continued. There was little possibility for the blacks to move ahead. They were deprived of their fundamental rights like- education and no schools were built for the blacks.

Background and Political context in the novel

American Civil Rights Movement

American Civil Rights Movement is a bunch of protest movement against cultural separation and intolerance in the southern United States which approach to countrywide significance throughout the mid 1950s. This faction started centuries before by African slaves to abolish slavery system. Even though black slaves were free as an effect of the Civil War and the passing of the Emancipation Act and even after they were approved of basic civil rights, the endeavor to save guard these rights sustained during the coming century. The civil rights

movement of the 1950s and 1960s ruined the prototype of public amenities that were segregated through nonviolent protest. Since the Reconstruction period from 1865-1877, the African Americans achieved the equal-rights legislation. Militant black activist began to fight for the freedom movement by not just seeking equal civil rights reforms but as a replacement to deal with the permanent economic, political, and cultural consequences of past racial subjugation.

Abolition of Jim Crow Laws

Jim Crow regulations were laws that imposed segregation in the Southern American States. Act out after the Reconstruction period, these laws sustained in force until 1965. American history is composed by continuous and resolute hard work to broaden the range and wholeness of civil rights. Even though equivalent rights for every citizen were acknowledged in the beginning credentials of the American States, half of this new country's residents were deprived of fundamental rights. Black slaves and laborers were not allowed to enjoy the absolute right to "life, liberty, and the pursuit of happiness". They were not included amongst the "People of the United States" who recognized the Constitution in order to "promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity." Instead, the Constitution confined slavery by permitting the preamble of slaves until 1808 and on condition that they would never return and the slaves who had fugitive to other states are no longer slaves. Throughout the beginning of the nineteenth century, engagements to enlarge voting rights to non-property-owning white male laborers resulted in the exclusion of most possessions credentials for voting, but this extension of suffrage was attended by atrocious repression of American Indians and growing limitations on free blacks. Slave possessors in the South act in response to the 1831 Nat Turner slave revolt in Virginia by passing laws to dishearten antislavery activism and put a stop to the teaching of slaves to understand writing and write

down. During the 1830s, there were a large number of free black people in the Northern states and well thought-out to start normal nationwide gathering, where African American leaders get together to talk about different terms of racial progression. By 1833 some of whites came together with black activists and shaped the American Anti-Slavery Society with the guidance of William Lloyd Garrison.

Frederick Douglass was amongst the prominent of the former slaves who connected the eradication movement. The Dred Scott Decision confirmed that the nation's organizer had scrutinized blacks as they don't have the standards to enjoy the privileges as the whites do because they don't deserve it. The incapability of the nation's opinionated front runners to steadfastness that heated discussion helped the victorious presidential promotion of Abraham Lincoln, the contender of the Republican Party. Lincoln's triumph in turn encouraged the Southern slave states to break up from the country and make the Confederate States of America in 1860.

Emancipation Proclamation

Abraham Lincoln the president of U.S on January 1, 1863 proclaimed and executed presidential order issuing the Emancipation Proclamation. The order supposed to modify the federal authorized position of more than three million imprisoned slaves in selected parts of the South to be freed. It resulted due the sensible consequence that a runaway slave has the power over the Confederates. A slave is legally freed by running away or in the course of progress of federal troops. Sooner or later it liberated all of the selected slaves. It was subject mattered as a war quantify during the American Civil War.

The Emancipation Act declared the liberty of black slaves in 10 different states. Since it was concerned under the ability of the President to restrain revolt, it functioned to around 3

million of the 4 million slaves at the time. The Proclamation was foundation on the president's constitutional power as commandant in head of the armed military; it isn't a law passed by Congress. The Proclamation was approved in January 1863 after the government ordered a sequence of forewarning in the summer of 1862 under the Second Confiscation Act, giving Southern Confederate followers 60 days to declare defeat, or face segregation of land and slaves. The Proclamation also structured that appropriate personnel among those freed could be registered into the salaried work of United States' forces, and ordered the Union Army to distinguish and uphold the liberty of the ex-slaves. The Proclamation didn't pay off the owners, didn't forbid slavery, and did not allow citizenship to the people who were slaves. It turned the abolition of slavery an open warfare objective, in count to the objective of reuniting the Union.

America suffered from economic depression in the very beginning of the 1930s, and it is very well demonstrated by Harper Lee in the novel. The then President Herbert Hoover did very little to resolve the disaster and Americans in 1932 preferred a new President, Franklin Delano Roosevelt, who assured to make American's lives improved. Most people during the Depression did not have money to spend extra and as for the people of Maycomb, they had little curiosity about what's going on outer surface of the restrictions of Maycomb County. "Maycomb County had recently been told that it had nothing to fear but fear itself." (Lee, 6)

Ku Klux Klan

The hatred between the whites and the blacks continued since ages. Slavery system was abolished during the civil war from 1861-1865 with the victory by the North. The South of America did not want to abolish the slavery and with the defeat, South had lost its pride and the hatred for the blacks increased. After the abolition of the slavery system, the black people were terrorized by the Ku Klux Klan. Ku Klux Klan started in the 1863 by 6 men previous associate of

confederation in the town Pulaski, Tennessee. In the beginning they were a faction of oppressors and drinkers. When this group got higher in number, the black people resided in great misery. At night Ku Klux Klan went out and destroys by fire black people's houses. Even after the confrontation by the blacks the Ku Klux Klan never ceased to kill the ex slaves. The Congress of America, in 1871 forbids Ku Klux Klan to go out at night, if they are found doing so they will be assumed of breaking the law.

In the novel, Chapter 15, we see a group of people goes to terrorize Tom Robinson in the jail. The southern states of America, especially Alabama, were not ready to change the notion that the blacks were equal to them. The whites feared that they will lose their supremacy over the blacks.

Ku Klux got after some Catholics one time.

Never heard of any Catholic in Maycomb either, said Atticus, you're confusing with something else. Way back about nineteen-twenty there was a Klan, but it was a political organization more than anything. Besides they couldn't find anybody to scare. They paraded by Mr. Sam Levy's house one night, but Sam just stood on his porch and told 'em things had come to a pretty pass; he'd sold'em the very sheets on their backs. Sam made 'em so ashamed of themselves they went away. (Lee 161)

The hatred among the communities is seen not only through the whites but through the eyes of blacks too. In chapter 12 we see that Lula a black woman named didn't like the initiative of Calpurnia taking the Scout and Jem to their church, since Jem and Scout were whites. Lula says: "You aren't got no business beingin' white chillun here- they got their church, we got our'n. It is our church ain't it, Miss Cal?" (Lee 131).

There seemed to be unwritten rules in Maycomb and one must act accordingly. The town is shown to be full of prejudice and racial discrimination is followed by the people. All the judgment made in Maycomb favors the whites. Maycomb County is small as described by Scout. Nothing happens; it is a sleepy old town. It is isolated from the nearby towns and villages. Maycomb holds traditional beliefs against the blacks. Racism in Maycomb can be compared with the native Indians. The fire engine does not arrive in time when Miss Maudie's house catches fire as we see that the town is very poor and isolated from the nearest fire station. A person of Maycomb knows everyone's business since it's a small town. People depend on one another for news, gossips, and dangers prevailing in the town. Gossip is like a rifle in Maycomb and Miss Stephanie Crawford is the town gossip. Religion is practiced by the people of Maycomb. The blacks and the whites have their separate church. Outsiders were not properly welcomed to Maycomb as we can see in Chapter 1:

The misery of that house began many years before Jem and I was born. The Radleys, welcome anywhere in town, kept to themselves, a predilection unforgivable in Maycomb. They did not go to church, Maycomb's principal recreation but worshipped at home. (Lee 10)

In Chapter 1 we see that people of Maycomb made Boo Radley a "monster" because he did things according to his interest which was different from the rest of the people in Maycomb. All kinds of stories were told to the local children regarding Boo.

Inside the house lived a malevolent phantom. People said he existed but Jem and I never seen him. People said he went out at night when the moon was high, and peeped in windows. When people's azaleas froze in a cold snap, it was because he had breathed on them ... (Lee 9)

Along with racial injustice, gender discrimination was also very prominent. As in the case of Scout we see that her aunt comes to live with them to teach her more ladylike manners and behaviors. Aunt Alexandra teaches Scout about how a woman or a girl ought to accomplish one self and Scout by no means want to be similar to the things as taught by her aunt. In Maycomb, women are seen to be lower than men and they think women to be weak and fragile. The male population thinks it is their duty to protect women. For instance, we see in the trial of Tom Robinson that Atticus asks the women to leave the court room because he thinks the case is not suitable to be disclosed in the midst of women. Social class is also very important in Maycomb. People judge others by their ancestor's backdrop, "Being Southerners, it was a source of shame to some members of the family that had no record ancestors on either side of the Battle of Hastings." (Lee 3)

World Politics during 1930s

The 1930s known also as the "Thirties" proceeded with many important political events. Wars held during 1930s are-

Colombia-Peru war took place from September 1, 1932 to May 24, 1933. The war was battled among the Republic of Colombia and Republic of Peru. League of Nations determined the war.

Chaco War fought between Bolivia and Paraguay during 15th June 1932 to 10th June 1935. The war was over the borderline province of Gran Chaco, consequential in victory of Paraguay in 1935.

Saudi-Yemeni War was fought among Saudi Arabia and Mutawakkilite kingdom of Yemen during March 1934 to 12 May 1934.

Second Sino-Japanese War between the Republic of China and the Empire of Japan was fought during 7th July 1937 to 9th September 1945. The war finished with the win of China as division of the Allied victory in the Pacific War. It was the biggest Asian war of the 20th century.

World War II began from September 1 1939 to September 2 1945. It was a global war. Conflicts began before 1939. The war ended with the Victory of the Allies.

Major political changes that took place during the 1930s are-

The rise of Adolf Hitler and Nazism in 1933 and its enhancement in Germany after the peace treaty of Treaty of Versailles on 28 June, 1919 that brought an end to World War I.

Adolf Hitler dragged Germany out of the League of Nations and spread Communism by discriminate against and exterminating Jews and other small factions from the German main land. Hitler hosted the 1936 Summer Olympics to show the better-quality athleticism of the Aryan flock.

The then Prime Minister of United Kingdom, Neville Chamberlain (1937-1940), attempts appeasement to Hitler to avoid war and allows annexing the Sudetenland (Czechoslovakia). Neville Chamberlain was later ousted in May, 1940 in favor of Winston Churchill subsequent to the assault on Norway.

In November 1938 a German representative by the name Ernst vom Rath was murdered by a Polish Jew, this led to Kristallnacht. Kristallnacht was carried out of Hitler Youth, the Gestapo and the SS (Schutzstaffel). All through this time, Jewish inhabitants existing in Nazi Germany and Austria was harassed, put to death and sent to Nazi concentration camps.

Germany makes progress the Saar and remilitarizes the Rhineland between 1935 and 1936. Austria was annexed by Germany and the event is known as the Anschluss. The Munich Agreement in 1938 was a result of the annexation of Sudetenland. In 1939, Italy invades

Albania. And Victor Emmanuel III claimed the Albanian throne. The invasion of Poland by Germany resulted in the eruption of 2nd World War.

In 1939 numerous American countries like Canada, Cuba refused to give protection to German Jewish expatriates on the MS St. Louis. No country accepted the expatriates. The ship proceeds back to Germany. Most people on board killed themselves, rather than to go back Nazi Germany.

Franklin D. Roosevelt nominated as the new President of United States in November 1932. He commences public welfare policy, the “New Deal” to reduce the destruction of the Great Depression.

The kingdom of Italy invaded the Ethiopian Empire during the second Italo-Abyssinian War (1935-1936).

The puppet state of Manchukuo was created in 1931 after the Empire of Japan captures Manchuria. The last Emperor of Qing dynasty of China became the regent and sovereign.

M. K. Gandhi show the way to the Satyagraha movement in March 1930, in announcement of the freedom of India and the Salt March.

Notable Assassination

The President of French was assassinated by an emigrant of Russia named Paul Gorguloff in 1932.

In 1935 United States presidential candidate Huey Long was assassinated.

Austrian Nazis in 1934 murdered the Chancellor of Austria, Engelbert Dollfuss, and most important figure of Austrofascism.

A member of the Internal Macedonian Revolutionary Organization (IMRO), Vlado Chernozemski assassinated Alexander I of Yugoslavia, during his visit in 1934 to Marseille, France.

Government and Politics in America during 1930s

The Depression Decade

The years 1930 to 1939 in the United States were the years when the bureaucratic welfare state was created because of the devastation of economic crisis in the history of United States. The great depression was not short lived like other economic problems. It affected all spheres of lives in the society. The government focused on how to bring to an end of the great depression. The severe economic crisis led to the conflict between Republicans and Democrats. To end the great depression was the main motif of the government. The severity of the Depression and the emergency to transport the country back to affluence became the political affairs of the government in the 1930s.

President Herbert Hoover

The stock market crashed on 29 October, 1929. Herbert Hoover was the president of United States. He was a republican. The collapse on Wall Street in New York created a chain reaction in terms of unemployment, deflation, credit contraction and also price dropped in agriculture. This not only affected the Americans but also affected the world economy. With the downfall of the economy the only question raised was will the government help in stabilizing the situation. President Hoover advised to allow the traditional market to come between by the government. Hoover stated, "Economic wounds must be cured by the accomplishment of the cells of the monetary body-the producers and consumers themselves." The measures taken by President Hoover didn't change any of the existing crises in America and so he lost the election to the Democrat Franklin D. Roosevelt in 1932.

The New Deal

The New Deal began from 1933-938 during President Roosevelt's first term. The laws were passed by both the political parties, Congress and the President. The programs like the three R's- Relief, Recovery, and Reform were response to the Great Depression to help in recovering the economy of the state, relief to the poor and unemployed and to reform the financial system so as to put a stop to a repeat hopelessness. Roosevelt take control, action based, realistic variety of policy was welcomed by the Americans. Roosevelt skillfully processed his legislative reforms by building the New Deal. Roosevelt was the first president to use the authority of administration to maintain a sequence of ceremonial organization to run new projects like social security, unemployment insurance and public housing. President Roosevelt drew together elements from urban ethnic groups, labor, women, African Americans and middle-class liberals. The New Deal created the better maintained state.

The First New Deal

On 4th of March 1933, Franklin D. Roosevelt started his presidency, and there were no centralized welfare scheme, no centralized unemployment indemnity, and no municipal accommodation. President Roosevelt commenced fifteen most important legislative bills within one hundred days of regulation. All the bills were passed. The New Deal authorized restricted agreement with the private sector in setting monetary limits and principles within a company. New Deal transfer billions of dollars into jobs and relief programs and also increases employment.

The Second New Deal

In 1935-1936, President Franklin D. Roosevelt proposed the second New Deal programs. Roosevelt introduced five most important objective- enhanced use of countrywide possessions, security against old age, unemployment and illness and slum clearance, and national work

liberation program to restore direct relief efforts. The foundation of the Second New Deal was the 1935, Social Security Act.

Isolationism of America

The memory of The Great Depression of the tragic losses in World War I made America a strategy toward isolationism. It supported non-interventionism in European and Asian disagreements and non-entanglement in the international politics. The United States did not enter the World War II in September 1939, when France and England declared war on Germany. Towards the end of 1939, affairs between Japan and United State deteriorated and America began to put in order for war.

Great Depression ends in War

Many problems remained unchanged and unsolved towards the end of 1930s. The economy of America somewhat resolved but unemployment remained unchanged. In 1939, 9.5 million Americans were out of work. The Great Depression finally came to an end in 1942 with United States joining the 2nd World War. The Great Depression ended not for the reason that of the procedures or actions of the Presidents or political organization but for the reason that of the armed forces expenditures of World War II.

Literature Review

Burkely Hermann in his article *An Analysis of Racial Injustice as Highlighted in To Kill a Mockingbird* wrote Harper Lee's novel *To Kill a Mockingbird* examines the subject matter of racial inequality in America. In *To Kill a Mockingbird*, Lee examines cultural inequality in the plot, location, and characters all through the book. Racial prejudice is deeply rooted in American history, especially in the culture of the Deep South. In this article, Burkely talks about the racial discrimination existed in the society of South America and how the black people were being

denied of basic constitutional rights, educational rights and were treated as second class citizens. Here Burkely also talks about the characters Calpurnia and Tom Robinson. Calpurnia, a black woman who lives in two separate worlds i.e. black and white (where she works as a maid) and Tom Robinson, who was charged of sexual assault on a white woman (Mayella Ewell). So Burkely examines about how this discrimination affects the life of black people in context of Calpurnia, how she struggles between the whites and the blacks and Tom Robinson dies for the crime he didn't commit.

DiPiero in his article *Significance of To Kill a Mockingbird* for Rochester Review wrote that the novel *To Kill a Mockingbird* is a kind of a phenomenon that happens in a very long period of time. He says that it points out the tension in the relationship between the white and the black Americans. It also separates the simplistic views and those of the sophisticated understanding of the Americans ways, its history and culture.

Gulten Yonca Bakir in her thesis *Using Critical Lenses To Teach To Kill a Mockingbird: An Interpretive Synthesis* states that purpose of her reading the book is to investigate the reading accomplished on *To Kill a Mockingbird* by Harper Lee along with to employ significant method and practice of teaching and fundamental fictional hypothesis because it lenses for given that the guiding principle to propose concern writing teachings on the work of fiction. Revision used for analyzing and interpreting research papers, an advance to interpretive amalgamation, to amalgamate qualitative studies and resources for understanding other resources understandings in relation to literary basics and learning. To make possible interpretation crosswise readings and foundation, the investigator used the perception of significant method and practice of teaching and fundamental literary theories so as to engender deeper intensity third-order explanations intended for provided that guiding principle to propose question/argument-based writing lessons.

Herbert Mitgang in his review for The New York Times (10 July, 2015) said that the discourse of Harper Lee's lusciously wide-ranging characterization is a continuous amusement in its genuineness and rapid disclosure of persona. The proceedings concerning the Finches with the Ewell-Robinson court case increase silently and rationally, bringing together the plot and dramatizing the author's even-tempered request for interracial perceptiveness.

Katie Rose Guest Pryal of Duke University in her collection of essays *Walking in Another's Skin: Failure of Empathy in To Kill a Mockingbird* wrote Atticus Finch give his daughter Scout a number of advice, advice that structures the complete story "You never really understand a person until you consider things from his point of view ...until you climb into his skin and walk around in it". Since racial disagreement plays an essential function in *To Kill a Mockingbird*, this advice to attempt on another's "skin" covers on enormous importance. Questionably the jurors find guilty the not guilty colored male, Tom Robinson, in favor of the rape of the white skin Mayella Ewell for the reason that they repudiate to hike in the region of in a colored person's skin. As a result they not succeeded to pursue Atticus's reproach to perform compassion.

Liu Xi Zhang Li-li of University of Changchun, Changchun, China in her thesis *On the Symbolic Significance of To Kill a Mockingbird* wrote *To Kill a Mockingbird* is single of the much loved work of fiction amongst the British adolescents because it informs the bodily and the psychological development of a small girl, in which she gain knowledge of a set of education as of what she has knowledgeable about. Most important incident that involves the examination of the colored infantile man who is in reality is not guilty demonstrate the chief communal dilemma i.e. the racial prejudice in that particular period. Liu Xi Zhang Li-li aspire at examining the representative implication of the volume from the point of view of the characters, through Gothic

design and the mockingbird itself, her paper further endeavors to disclose the immoral part of the social order and that of the human personality. The general Gothic design comprise of brutality, vengeance, stained love, and mental illness in particular. The most important subject matter is articulated undoubtedly by means of the Gothic design at all intensity, put across themselves into the readers' mind. The name *To Kill a Mockingbird* has extremely small accurate association to the plot, but it transmits an enormous compact of representative heaviness in the volume. In the narrative, since not guilty are damaged through immorality, the "mockingbird" approaches up to symbolize the suggestion of incorruptibility. As a consequence, to take life of a mockingbird is to devastate virtuousness. As for the representative importance of the mockingbird, it symbolizes the continuation of communal discrimination. An additional figurative consequence of the mockingbird is the coexistence of good and wicked.

Mitzi-Ann Stiltner in her paper, *Don't Put Your Shoes on the Bed: A Moral Analysis of To Kill a Mockingbird* (December, 2012) wrote that the novel is extraordinary that makes available a enormous transaction of ethical imminent for the readers, throughout the use of historical facts, morality, and character improvement. Stiltner further says that Lee ascertain an establishment for how people in a frequently prejudiced world should live calmly mutually. For that reason, Stiltner says Lee hark back the reader that despite the consequences of socioeconomic position or race everybody ought to have to be treated with reverence and thoughtfulness. In setting up this ethical investigation one ought to think about the historical resource of Tom Robinson's trial, the Scottsboro Trial; the Finch children's dependable and demonstrated teaching from their widowed father, Atticus, their housekeeper, Calpurnia, and other close neighbors; and the figurative representation of the mockingbird as a peaceful and defensive living thing that commonly gets all along with new bird variety.

Meriem Bchir of University of Sousse, Tunisia in her thesis *Harper Lee's To Kill a Mockingbird as an Autobiographical Fiction: An Implicit Set of (Re) Order through Generic Disorder* wrote Harper Lee's *To Kill a Mockingbird* is read as an autobiographical fiction in which autobiographical reflections of the writer's life are inscribed through the amalgamation of fiction and facts. Accordingly, fictionalize of facts is to be perceived as a break of generic limitations – possibly judged as generic disorder. Such generic innovation is to be criticized as a means of factual representation of the writer's life, deposited as a novel way of mirroring the commonly ordered set of codes of the writer's community- the American south. The role of such a blend of fiction and facts is, however, not restricted to allowing a detached position to the writer in order to grant self representation. The 'disordered codes' of writing in this subgenre have a wider function of implicitly unveiling the disordered aspects of the social and political codes commonly constructed as 'legitimized order'. Hence, the notion of disorder in the generic form is therefore a triggering exploration of the discounted disorder in content with an attempt to call for a new set of (re)order on both levels. A study of the fictionalization of the subject, in this paper, is therefore to decipher Harper Lee's implicit attempts of representing her fictionalized subject, all converging in her aim of setting a (re)order at the level of collective subject.

Richard Sullivan on his article for *The Chicago Tribune* (6th, August, 2001) wrote that *To Kill a Mockingbird* is a primary work of fiction of such exceptional superiority that it force no doubtfully make an enormous many booklover deliberate down to amusement the more entirely its effortless attribute. The approach is brilliant and uncomplicated; the unchanged juvenile narrator uses adult language to deliver the topic she deals with, but the point of view is artfully controlled to that of a perception, self-governing child, who doesn't at all times recognize

absolutely what's occurring, but who transmits entirely, by proposition, the heaviness and dilemma of the narrative.

Richard. H, Mcadams in his thesis *Empathy and Masculinity in Harper Lee's novel To Kill a Mockingbird* writes Mockingbird demonstrate a disturbed, two-sided relationship between a lawyer and understanding. Deliberations of sympathy conservatively speak to its pro-social characteristic, the propensity for empathetic understanding to fabricate empathetic or philanthropic manners. Fewer habitually experimented is the premeditated importance of sympathy, the fact that an opponent who appreciates the feelings and move toward of others is well again able to look forward to a rival's next progress also continue single footstep forward. Atticus Finch make obvious mutual feature of compassion: his capability to visualize the world from the standpoint of different people makes him a more kindhearted and supportive parent and fellow citizen, but also a more successful legal representative, better able to cross-examine unfavorable eyewitnesses moreover to make point of view so as to plead to jurors. His succeeding dispute attaches sympathy to the subject matter of manliness. The novel pointedly recommends an original description of white adulthood in the Jim Crow South. The conservative white skin southern chap of the 1930s criticized the Lost Cause of the Confederacy and hold on to an austere set of laws of courtliness so as to mandatory they make use of violent behavior to moderate verbal abuse to nobility, predominantly the reputation of white skin women of the southern states.

Steffany Maher in her thesis, *A Contemporary Method for Teaching a Classic: A Response-Based Cultural Studies Approach to Teaching To Kill a Mockingbird*, 16 December 2010 *discussed* various issues of the novel like Single Parent Homes citing Atticus as a Single Father, Lynching's of African Americans in the South giving examples from the novel like how

Scout and Atticus save Tom Robinson from the mob that went to threaten him in the prison. Further she discusses about the Jury Trials of African Americans vs. White Americans in the South 1930s-60s again giving example from Tom Robinson's Trial and lastly discussing about Impoverished White America, the Ewells and the Cunninghams.

Siti Faizah thesis on *Racial Prejudice in Lee's To Kill a Mockingbird* demonstrates Harper Lee's outlook concerning discrimination, divisions of humankind and racial discrimination of the communal life of *To Kill a Mockingbird*. She aspires at scrutinizes extremely concerning the formation of narrow-mindedness and racial discrimination of Harper Lee's point of view through Scout as the main personality in the work of fiction. The conversation starts by analyzing indispensable and not an essential part of elements. The fundamental elements in the novel such as character and classification, disagreement and location and not the vital constituent in use since the social disagreement of America at glance in 1930s. From the intrinsic and not so vital elements, the manifestation of Harper Lee's visions a great effort of a white skin man who defends a black man at that point of time defending black people is a humiliation for white skin populace since the community opinions.

The Guardian (10 November 2013) goes on to praise the book as one of the most brilliant books ever been written. It is written that the book did a great job in highlighting racism in America and says it is a necessity to write about it. It is an intriguing book about justice and judging. It recommends people to read the book for a greater understanding of the story and what goes on inside it.

Scope of the Study

The discussion in this thesis is limited. The Limitations of this study covered the analysis regarding the narrative technique used by Lee and also analyzing themes about the racial

prejudice, class and gender inequalities in *To Kill a Mocking bird*. Further analyzes the elements of autobiography present in the novel. It also focuses on how the elements are related to one another.

The purpose of the work is to critically evaluate the narrative perspective of the author and also to evaluate the autobiographical elements present in the novel *To Kill a Mockingbird* which also demonstrates the discrimination of race, class and gender that was prevalent in South America during 1930s. To get the desired result New Historicism theory is used.

Objective

- To critically examine the narrative technique used by Lee.
- To identify the autobiographical elements in the novel and to compare with other novel.
- To find out the racial injustice, gender inequality and destruction of innocence in the novel.
- Historical and political context of the novel.

Chapter I

Application of critical theory

In a research, a method is required to get a well-founded outcome. This chapter examines concerning exploring design, unit of assessment, source data, and method of information collected works and method of data scrutiny.

Analytical methodology of study will be done for this research work. Thorough reading of the novel and also includes library study, various research papers and the use of internet to have a better and wider understanding of the selected topic.

This thesis intends to interpret the novel *To Kill a Mockingbird* from the approach founded on the New Historicism Theory. New Historicism theory analyses a novel with reference to the historical situation. It states that work cannot be evaluated without consideration of the era in which it was created.

Regarding the format of the dissertation, the instructions of MLA seventh edition style is followed.

The theory New Historicism is a way of fictional disparagement that highlights the historical authenticity of a book by connecting it to the configurations of authority, civilization, or philosophy of a particular point in time. It is a form of literary theory whose objective is to comprehend intellectual history throughout literature, and literature through its intellectual circumstances. New Historicism is a move towards literary disapproval and literary theory supported on the argument that a literary work should be considered an invention of the occasion, place, and historical circumstances of its work of art rather than as a secluded work of art or content. It has its heredity in a reaction to the "New Criticism" of reserved examination of

works of literature, which was set by a new age group of expert critics as disregard the greater societal and political consequences of the production of literary textbooks. New Historicism developed in the 1980s, first and foremost in the course of the work of the reviewer Stephen Greenblatt, achieving extensive authority in the 1990s and further than.

New Historicism assumption created a technique designed for interpretation of text inside the framework of olden times. New Historicism acknowledges fictional book in relation to the past. Webster (1996) identifies so as to “New Historicism and critical work have been especially productive in rethinking or deconstructing the kinds of assumption made about the past and literature’s place in it”. (Webster 116).

New Historicism accomplishes and recommends a permanent, unwavering the past where fictional books are interpreted throughout a substitute chronological backdrop: “... history is site of conflict which is unfinished and fragmented”. (Webster 117).

New Historicism suggests so as to a fictional book make known concerning the past of its moment in time and phase, at the identical occasion how reviewer is subjective by chronological background. A fictional book reproduces chronological state of affairs of the earlier period and writer’s life history and societal environment. Fictional work of art describes about not merely truth also proceedings of the history other than the “ways of thinking, prejudices and ideas of social organization, taboos, which concerns Man and prevailing ideology of the period”. (Webster118).

New Historicists search for at the same time to figure out the work from side to side its historical surroundings and to appreciate cultural as well as to investigate the rational history and cultural history in the course of literature. The advance indebted much of its momentum to the work of Michel Foucault, he founded his advancement together on his assumption of the confines of combined enriching civilization understanding and on his procedure of examining a

broad range of recommendation in order to comprehend the knowledge of a certain time. By means of Foucault's labor as a preliminary position, New Historicism aspires by the side of to mean a fictional book as an appearance of or feedback to the power-organization of the contiguous civilization.

New Historicist researchers begin their examination of literary texts by challenging to look at other texts, i.e. both literary and non-literary texts, to which a knowledgeable community had admission at the occasion of writing, and what the writer of the unique text himself might have interpret. The intention of these making inquiries, nonetheless, is not to develop the straight resources of a text, as the New Critics did, but to be aware of the association involving a text and the political, societal, and financial conditions in which it begin.

Stephen Greenblatt, a Renaissance Shakespeare scholar, contributed an essential position in the rise of New Historicism, the theory flourished chiefly in Shakespeare and English Renaissance Theatre studies. A foremost center of attention of those New Historicist critics led by Markowitz and Stephen Orgel has been on appreciative Shakespeare less as a mastermind than as evidence to the juxtaposition of the world of English Renaissance theatre and the intricate communal politics of the occasion. The spotlight of new historical investigation is to bring to the center the framework and give it superior prominence than formerly acknowledged.

Until today *To Kill a Mockingbird* is widely read and is taught in school and colleges because of the fact that it has a universal appeal. The novel is enjoyed by both children and grownups. The themes of the novel seemed to be never outdated. The novel taught people of values like courage, honesty and dignity. The novel most importantly shows the plight of gender inequality and racial discrimination. The novel is also a mirror to the history of South America and the unforgettable years of civil rights and great depression. The novel will continue to be an

influence and people can not only learn American history but also learn topics like race, class and gender which prevailed in the past and still continues to haunt people. Harper Lee beautifully covered the universal problems of class, race and gender in the simplest way possible which is easily understood by children and loved by adults.

Chapter II

Telling Narratives: an evaluation of autobiographical elements

This chapter is to discuss the narrative technique applied by Harper Lee in the novel and also to evaluate the autobiographical elements present in the novel. The plot, setting and characters of *To Kill a Mockingbird* are heavily based by the author's experiences and interpretation made of her relationship with her family, associates and neighbors.

Telling narrative

Harper Lee creates an adult and a child storyteller as a means to make obvious so as to kids learn to make use of ethically accurate performance in the course of adults. Lee's adult storyteller tells again to her reader that a person should come across at belongings from one more standpoint in classify to comprehend and take care of others compassionately and reverentially. The primary speaker is alert on the grown-up Scout's awareness of her coming of existence, the recounting is attentive on the globe of Maycomb County which she have to unavoidably enter as she establishes. She builds the adult storyteller as a means of representing that children gain knowledge of things to make use of ethically acceptable manners throughout the examples set by adults.

When the novel opens our storyteller Scott Finch is a full grown woman telling us the story of what happened when he was six years old. She is doing so on a first person, recalling back the events that took place in the past. An adult version of the story is presented to us and so its contents are of adult language and an insight to a more mature outlook to the events. Yet he craftily maintains the innocent outlook to the story of a child. The insight of an adult Scott also gives more weight to the hindsight of the story, keeping in mind the facts that the community of

Maycomb reacted to a situation in willful blindness and without considering to look into the evidences. Even though Scott understands later in the novel, the type of Southern culture which dwell around the racial discrimination, a younger and naive Scott's views on the matter is segmented by her spying in the conversation of Atticus and her Uncle, the mob attack with Mr. Cunningham at the jail, and the encounter with Dolphus Raymond outside the courthouse to represent the blind reaction to racism and prejudices in Maycomb. In chapter nine, Scout faced her nephew Francis Hancock in an argument for calling Atticus, "a nigger-lover." And she calls Francis a "whore lady," without having any knowledge about what it really means. Scout's innocence and lack of age is important to the narrative, with her naiveté to calling Francis, "whore lady" and with her saying, "I never figured out how Atticus knew I was listening, and it was not until many years later that I realized he wanted me to hear every word he said." Later in the novel she distinctly described that she didn't understand the situation at that time, the conversations involving Atticus where she eavesdropped and the abusive remarks that she made. Only when she is already an adult thus she came to know the significance of it all. In an instance in chapter fifteen Atticus goes to the Maycomb Jail at night to meet Tim Robinson, as the court case approaches. Scott, Jem and Dill as usual were following and spying on him. Then they saw four lynch mob cars driving up towards Atticus. They were getting into an argument and as tensions rise between Atticus and the mob, Scout races out to defend her father. And in a few glances at the mob she spotted Mr. Cunningham, Walter Cunningham's t father, her classmate. She begins discussing to Mr. Cunningham concerning his lawful entailments and his child, and asks him to tell his son hey from her side. At this Mr. Cunningham felt ashamed as the other men were looking at him, then he bends down and tells Scout that he will let know his son "hey" for Scout, and then he orders his fellow mates to move away. Scott's naiveté saves Atticus and Tom

Robinson from the situation and from this one can understand the limit of how innocence can really help out in difficult times. Now Scott can only grasp the results and effects of her action from the hindsight.

Harper Lee in a way conveys the prejudices hold by the Maycomb community. In the book Dolphus is conferred as evil because he married an African-American woman and is an alleged alcoholic. Even Scott remarks of him as an evil man. But all this false cloud is cleared up from Scott's head when she, Dill and Jem meets him outside the courthouse during Tom Robinson's trial as they exits. He sympathizes among Dill and presents him a drink in a paper bag. Dill drinks up some of the fluid and Scout advice him not to receive greatly as she thinks Dolphus, "was an evil man". (Lee 267)

Dill discloses to her that the slurp is not intoxicating—it is only Coca-Cola. Mr. Raymond informs the offspring that he makes believe to be a drunk to make available to the additional white skin populace with an clarification for his way of life, whilst, in fact, he basically have a preference for black people to whites. Here Harper Lee is trying to present the naiveté of the Maycomb community through the representation of Scott. Through Scott's reaction and childishness, the community's blind reasoning to situations is being symbolized here. These reactions are due to the ignorance and lack of value education on the path of the community that cannot see the equality between every man, of different class or race or color as it is fairly stated in the constitution of the United States of America. And as the story is recalled through the words of a matured Scott we start examine our flaws and the flaws in the human community as does Harper Lee through Scout. Atticus speaks, "You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it". (Lee 39)

Scott Finch from the primary sentence itself takes us through this mischievous yet innocent type of a ride. It is lovable how this hard-headed and wise, first person narrator goes through her memory of her childhood to tell us a story that lasted for three years. She gives this two sides of her understanding of the events, one from the naive angle of a child and then from the hindsight of an adult Scott of the racial injustice and prejudice that prevailed in the small Southern town of Maycomb. Her straightforward judgment “Well, it’d be sort of like shootin’ a mockingbird, wouldn’t it?” which arrives at the novel’s conclusion along with is spoken to her father, Atticus, is as astonishing, challenging, and revealing something unknown on rereading.

Most often writers are posed with the question of whose account is it? In this novel Lee’s Scott is a tutor who has a decisive way for narrative voice and story point of view. The answer of the question lies in the structure of the narration. In the case of Scott the question can be better framed as “Whose story is it to tell?” yes Scott is highlighted in the centre of the plot, but it is well also about his father Atticus and his brother Jem, a social recluse named Boo Radley and about the racial injustice that is set in the municipality of Maycomb County, Alabama a imaginary large landscape of racial discrimination and class intolerance in the Depression period deep South. Not only did Scott know about the whole situation that she can tell about it very well, but because she’s the innocent and can question the differences that was framed between the whites and the blacks in her community. We can still relate to Scott’s story even in these modern times and her voice and narrative has made it possible. It always reminds us that we need someone with open perspective and as unbiased as Scott to see into the issues of class, race and morality. “When enough years had gone by to enable us to look back on them ...” (Lee 3). The tone is an adult Scott—”Jem’s fears of never being able to play football were assuaged ...” (Lee 3).

From these lines it is clear that the story is being told after years from the incident. To easily transfer the narrative voice to Scout's in-the-child-moment existence is the mastery that Lee produces in the novel. It gives us the feeling of our presence with her in every situation of the book. Scout is way ahead of her class, she is smart, sharp and gifted and a passionate reader and that's why her teacher feels intimidated and told her not to read. The setup of a young and intelligent Scout, who is at the same time a keen observer, allows us to believe her as a reliable narrator. Her childlike manners cannot be confused with childishness, and when it comes to her as a source of information she is a very reliable one and in knowing what is important for a child in those situations. She is very rich with vocabularies. For example in an occurrence connecting Jem and a bad tempered aged woman— "I wasn't sure what Jem resented most, but I took umbrage at Mrs. Dubose's assessment of the family's mental hygiene" (Lee 113).

Afterward, annoyed with Atticus for making Jem ask for forgiveness to Mrs. Dubose, Scout goes from young person intelligence —

I hated him for that, but when you are in trouble you become easily tired; soon I was hiding in his lap and his arms were around me. I said I didn't see why we had to keep our heads anyway, that nobody I knew at school had to keep his head about anything. (Lee 115)

As the narrator of the story Scout can answer to the questions that Scout herself asked as a child and she could give the answer from a more mature perspective. In the course of the novel the adult Scout let the readers to have the privilege and the satisfaction to know certain things in the story ahead of her childhood self. "But, bless her heart, she doesn't. Who put the carved soap figures in the knothole of the tree? Who saved Jem's life?" We as the reader get to the opportunity to know what she knows all now before herself. She puts the readers to the position

where they are sustained of the suspense that she has experienced in her upbringing. “Something crushed the chicken wire around me. Metal ripped on metal and I fell to the ground and rolled as far as I could, founder to escape my wire prison. From somewhere nearby came scuffling, kicking sounds, sounds of shoes and flesh scraping dirt and roots.” Scout herself is inside the ham outfit and so basically Scout can’t tell or see in the same instant. This is one of the examples of her skilful and masterful narration. Many have appreciated the narrative prop of the ham costume. What Lee does in this situation is that she is making Scott and us in the dark and it hardly doesn’t affect in the reading process for the information to be omitted, the reader gladly accepts this and they keeping flipping the pages. Most of the times she takes us closer towards the action— “... Then Christmas came and disaster struck”—and still more closely— “I felt the sand go cold under my feet and I knew we were near the big oak” (Lee 55).

She addresses from the long outlook at times: “I never saw [Boo Radley] again.” Taking us in and out, near and about she keeps her reader engaged and entertained, giving us a more broadened picture for the context and at the same time draws us nearer to the details with sensory writing.

When most narrators are scrutinized and criticized under the microscope, Harper Lee’s Scott is liked by most. Most narrators are tough to love but in the case of *To Kill a Mockingbird* the narrator is easy to love. It easily sold millions copies and it’s “One of the best-loved stories of all time” because of Scott’s amazing narrating skills and that’s why reader like this novel. In all of this she is right in the centre of the story, but the thing is that she is never self centered in her narration, any more than a child is naturally. She’s curious, feisty, and forgiving.

It was plain that Aunty thought me dull in the extreme, because I once heard her tell Atticus that I was sluggish. “Yeah Walter, I won’t jump on you again. Don’t you like butterbeans? Our Cal’s a real good cook.” And wearing a ham costume in the public is humble enough on her part. “Jem said I looked exactly like a ham with legs. There were several discomforts, though: it was hot, it was a close fit; if my nose itched I couldn’t scratch, and once inside I could not get out of it alone. (Lee 279)

She’s daring adequate to hold the arm of a person whom she’s horrified of intended for days—

”Mr. Arthur, bend your arm down here, like that. That’s right, sir” (Lee 306). Scout creates intelligence of the planet, as greatly as can make it, for her in time and for us in ours. Harper Lee wrote the novel from Scout’s point of view. Both the version of Scout narrates the story, sometime it’s the matured Scout, who is recalling back to the events and so she is able to give a lot more of details to the story and the understanding the her younger self lacks in the narration. However it is usually the younger Scout who does the narrating of the events, who is the age that she is during that event. The narration of the younger Scout has both the advantages and the disadvantages and either way, Lee maintains to work with the advantages, in improving it and overcome the disadvantages extremely well.

One of the biggest advantages is that we as the reader are given the priority to understand the things as Scout understands them, and things are explained simultaneously as they are to Scout. For example readers who are not from Alabama, who are not accustomed to their ways are taught with their rules and customs when Atticus and Jem have to teach her. For example screen

doors are only meant to be shut when there is illness in the house, the boundaries for the kids to play and how the black people are viewed by the white. The readers also experience things for the first time as does Scott in some of the instances, and they do in full description of the things. Like when Scott and Jem have to go to Cal's church in chapter twelve they learn that the vicar is actually Zeebo, the garbage collector and about how only four of the congregation can read. And plus they also came to know that some of the members of the black community, such as Lula have hatred and bitterness for the white community. And because the story is narrated when Scott is of that age, the reader can see and understand how Scott perceives everything, which is another major advantage. This also helps the reader in appreciating how insightful Scott is and at the same time taking notes of things that she is ignorant of, which in turn explains the attitude of the white people towards the black community. Another thing is that we can juxtapose Scott with other characters that are racist and stereotypical and of less moral. These characters are mostly matured and older than Scott and they have more influence and power. These show the difference between innocence and that of the problem with the more biased and prejudiced older generation and therefore harming the "Mockingbirds". In the story Scott is a neutral character, she don't hold any prejudices which helps in keeping the story true to the events that took place before. And she is still in the process of learning and don't have good experience to even start to think about judging as her father Atticus is her main influence, who is a very moral man.

But sometimes young Scott can't grasp the things that is going on and gets confused and this possibly confuses the readers too. Sometimes things become cloudy as compared to how it could have been narrated if it was the matured Scott. This is the major disadvantage of this narrative. And sometimes there is a lack of intense emotion when there is needed from young Scott, like during the discrimination of the black people. It would have been better if the older

Scott narrated these parts as it needs a more matured emotion running in it. Some readers' prefer to personally feel exactly how the characters feel, but young Scott doesn't fully understand the weight of these.

But at the end of the day there are more advantages to be counted than the disadvantages in having young Scott as the narrator, but these are only applicable because Harper Lee has managed to portray it well; in a very high quality narration.

Autobiography

The word "autobiography" is derivative from three Greek vocabulary signifying "self", "life" and "write". The term is coined by Robert Southey in 1809 to illustrate the work of a Portuguese poet.

Autobiography is the recreation of one's life. It is collection of stories, wisely written. It is also the disclosure of the author's life. An autobiographical work of fiction is a form of narrative that uses auto narrative procedure. An autobiographical novel is incompletely imaginary tale. Names, settings are often changed and the events are recreated. The story is similar to that of author's life. An autobiographical novel uses the technique of auto fiction, or the integration of autobiographical and fictive elements. They are often a manifestation of an author's life, even if they themselves do not recognize that. This is the case for Harper Lee is the novelist of significantly highly praised *To Kill a Mockingbird*. She has a strange similarity to the central character, Scout, of the work of fiction. To categorize *To Kill a Mockingbird* as an autobiographical imaginary tale is highlighting on its amalgamation of both fictional and autobiographical characteristics. The novel *To Kill a Mockingbird* illustrates the illogicality of mature point of view towards humankind division and category in the profound South of the 1930s, as illustrated all the way through the observation of two small children Scout and Jem.

Scout in *To Kill a Mockingbird* is represented to be a determined tomboy who is uninterested in school because she is exceptionally talented. In addition, as the novel develops, she is shown to be an enthusiastic observer and unprejudiced. Harper Lee during her childhood was not womanly and felt unchallenged just like Scout. Scout in the book is innocent and open-minded and so is Lee; she also developed a non-judgmental attitude that was refined by her father. Lee's father favored to do what was right as a replacement of going by the side of with the accepted outlook the same can be seen in the character Atticus. The most important similarity that should be distinguished between Harper Lee and Scout in the novel is that they both broke restraining social obstacles. They glanced at circumstances differently and analyzed it instead of simply accepting what was generally acceptable during the time period. Harper Lee and Scout similarity can be seen in terms of their families too and specially their fathers and representation of the brother Jem and the friend Dill. Scout's father in the novel was an extraordinary person who saw ahead of superficialities such as someone's financial condition or race and always saw the good in every person. Scout's father is most outstanding character in the book for the protecting an African American man name Tom who was charged of raping a white skin woman by the name Mayella. Atticus's beliefs about human race is demonstrated when he declares, "You never really understand a person until you consider things from his point of view until you climb into his skin and walk around it." (Lee 30).

Harper Lee was also a daughter of an attorney just like the main character Scout. Amasa Coleman Lee, Harper Lee's father, was an attorney and protected two African American men, a parent and a young man, who were charged of assassinating a white shop clerk, which inspired Lee to create her imaginary personality of Atticus Finch. Atticus in the novel loses the case as we see he was not successful in saving Tom's life. Amasa Coleman Lee too lost his case as he

was not capable to shelter exoneration for his defendants and the two men were killed. Lee's father was also the editor and publisher of the Monroeville daily. Even though other of an advocate of racial separation than Atticus, he slowly but surely became more open-minded in his later years. At that point of time black people were not confined under the law. In the South Jim Crow laws permission separation in all public facilities from 1876 until 1965. Both lawyers, i.e. the real and the fictional fathers lost their court cases; but they both influenced a strong ethical code in shaping their daughters. Harper Lee's influence for the character of Scout was motivated by her early life experiences. Scout in the novel was represented to be academically advanced to her classmates and being someone who would rather roll around in the dirt than sit and drink tea. When Harper Lee as a student in her small Alabama town, she disliked school as she was not dared adequately. It was not until she was in high school that she was boosted by her English teacher, who introduced her to the beautiful world of literature and writing. Lee did not enjoy her pre-secondary institution years, she thoroughly enjoyed college. Harper Lee was the antipode of most women and her tomboy outer surface did not fade away as a young adult. During her time at Huntington College Lee was, "An exceptional student focusing on studies and writing instead of makeup, clothes, and dating like other girls" (famousauthors.org).

Harper Lee's exceptional viewpoint on life vitalized her attentive personality which organized her to construct social change. "*To Kill a Mockingbird*" is first and foremost a book about the mistakes and double standards of society. Harper Lee audaciously wrote about racism when it was a very contentious topic during the time period in which this book was written and also published. Caucasian general public were just beginning to become conscious of problems adjoining racial discrimination due to the Civil Rights Movement and this novel produced a better understanding. Countless readers particularly could relate to the innocent character

portrayal of Scout and were intrigued by looking at racism throughout the observant of a kid. Scout, all through the narrative, enlarges an open-mind. For instance in the book, she expresses a desire to go to Calpurnia's African American church, but was unfortunately stopped by her Aunt Alexandra.

In addition, Scout identifies the deception of her town when her teacher show signs of hatred towards Adolf Hitler and compassion towards the Jewish people, even though she overheard her heartlessly say that African Americans needed to be taught a lesson. Harper Lee's character of Scout is an amazingly intelligent, wise girl and even today influences readers.

"To Kill a Mockingbird" is a novel that has added significantly to the moral development of the people of America because of its three dimensional characters. Through Harper Lee's character of Atticus, we learn more about the pits and occurrence of racism, predominantly in the court of law. Through Scout we can all relate to the events and gave a new meaning of what being a girl means and also see it through a girl of six.

Lee may not agree of being called *To Kill a Mockingbird* an autobiography but the elements present in the novel makes the novel an autobiographical fiction. The setting of the novel, Maycomb County, Alabama is inspired by Lee's hometown Monroeville, Alabama. Both have splendid courthouses, neighbors who knew every bodies business, and a mystifying, isolated resident who fascinated and horrified local childhood. Real life events shaped the fictional world of Maycomb. A 14 year old African-American young man named Emmett Till was severely compressed to passing away by a mass subsequent to the purportedly screech at a white woman on 28th August 1955. A 42 year old African-American bus traveler by the name Rosa Parks was under arrest in Montgomery, Alabama three months later after that incident. She was arrested because she declined to give her seat to a white traveler. These two events outraged

the surrounding and led to a series of coordinated protests organized by Martin Luther King, Jr. The Civil Rights Movement was commencement to roll.

Other instance that makes the novel similar to Lee's childhood is seen in the character Dill. When Lee was in kindergarten, she befriended a boy by the name Truman Streckfus Persons, commonly known as Truman Capote. Two of them bonded right away and maintained a lifelong friendship. In the novel we see a young Scout befriend the oddly communicative Dill. Just as Dill resides subsequently to Scout's home throughout the summer, Capote resided next door to Lee with his relatives whereas his mother holidayed in New York City. Like Dill, Capote had a remarkable thoughts and an endowment for mesmerizing narratives. Lee and Capote both were uncharacteristic kids. Both appreciated to read. Lee was a confrontational tomboy who was rapid to wrestle, but Capote was mocked at for his highly developed language and lisp. She and Capote made up and acted out fairy-tales as they wrote it on a very old typewriter which was given by Lee's father. They became very good friends when both felt alienated from their friend. Capote named their duo "spaced out people". In 1960, they took a trip to Kansas to scrutinize the numerous assassinations that laid the foundation for Capote's true-life novel *In Cold Blood*. As Lee molded the character Dill to that of Truman Capote, Capote on the other hand wrote his first novel *Other Voices, Other Rooms* founded the tomboyish personality of Isabel on his acquaintance Harper Lee.

Lee said *To Kill a Mockingbird* is not a life history, but to a certain extent an illustration of how an author "should write about what he knows and write truthfully". Even though Scout's mother died when she was an infant, Lee's mother, Frances Cunningham Finch, died when she was twenty five years old. Lee's mother was level to an anxious situation that causes to be her

psychologically and emotionally not present. Lee took the fictional surname Finch from that of her mother. Her mother's name was Frances Cunningham Finch. Lee had an older brother named Edwin, who was four years older than her. Likewise in the novel Scout had an older brother name Jem who was four years older than her. Lee's family was taken cared by a black housekeeper as her mother was seriously ill. Calpurnia, a black woman takes care of the Finch family in the novel.

The character of Tom Robinson is more or less a conjectured of many people involving in several incidents. She saw a white lady near Monroeville charging Walter Lett, a black man of raping her was 10 years old. The story and the examination were enclosed by her father who accounted that Walter Lett was condemned and vindicated to death sentence. After a sequence of lettering came into view stating Lett had been wrongly charged, his sentence was substituted to life imprisonment. His death came of tuberculosis in 1937. Critics consider that Robinson's complexity replicate the dishonorable instance of the Scottsboro Boys, where nine black men were found guilty for the rape of two white women on insignificant verification. However, in 2005, Lee affirmed that she had in mind something less astounding, although the Scottsboro case served "the same purpose" to display Southern narrow-mindedness. Emmett Till, a colored adolescent who was assassinated for being attracted to a white skin woman in Mississippi in 1955, and whose death is attributed as a medium for the Civil Rights Movement, is moreover well thought-out a representation intended for Tom Robinson.

Down the road starting the Lees resided a folks whose residence was forever paneled up; they provided like the representation for the imaginary Radleys. The child of the folks got into several lawful nuisance and the parents locked up the son for around 24 years out of

embarrassment. He was out of sight in anticipation of practically being forgotten; he died in 1952. In the novel we see the same kind of treatment is faced by Boo Radley, who is created as a mysterious and monster like figure by the people of Maycomb.

To Kill a Mockingbird as an autobiographical novel can be compared to the most famous autobiographical novel, *David Copperfield* which is written by Charles Dickens and was first in print in 1849.

Charles Dickens represented his parents and his approach towards them in many of the characters in *David Copperfield*. Dickens' parents were portrayed as cheerful fresh people who were not good parents in his eyes. In *David Copperfield*, Dickens' mother, Elizabeth Dickens, was portrayed as the lovely widow, Clara Copperfield. Clara was the immature and girlish mother of David. Behind David's back, she married Edward Murdstone, a cruel, merciless man. Thus, Clara Copperfield became a very unhappy and unfortunate person. David felt deceived by his mother, just as Dickens felt deceived by his own mother. After Dickens' father was arrested because of his sum unpaid, his mother sent Charles to work at the dreadful shoe-making factory named Warren's Blacking Factory, this familiarity scarred and disturbed Dickens whole through his life and became a theme for many of his books. Dickens never could really forgive his mother for sending him away and demonstrated his separation in the novel through Clara Copperfield's death.

Dora Spenlow, David's first wife, is also an image of Elizabeth Dickens, Charles' mother. Like Mrs. Copperfield, Dora had a carefree quality and was beautiful, innocent but inexperienced. She charmed David and he instantly felt in love with her. As David says, "I was a captive and a slave. I loved Dora Spenlow to distraction! She was more than human to me. She was a Fairy, a Sylph...I was swallowed up in an abyss of love in an instant" (Dickens).

David was infatuated upon knowing her and was even jealous when he saw her speaking to an aged gentleman. After they got married Dora was always preoccupied with her dog, Jip, for most of the time and she would cry like a child until David console her. Only after her death, David realized how childish Dora was. Both the death of his mother and his wife left David with reminiscences of their critical purity.

John Dickens, David's father's character was repeated in many of the characters in David Copperfield. The characters showed Dickens' mixture of feelings towards his father. Mr. Edward Murdstone was the first manifestation of John to be met in the novel. Murdstone is considered as one of the important 'villains' of the novel because of his pitiless and nasty manner towards the other characters. He, along with his evenly evil sister Jane, first delighted and then ruined Mrs. Copperfield. She died while little David was at Salem House, the terrible school to which Murdstone had sent him. As David's aunt Miss Betsy said, Clara was a loving baby and throughout the most excellent part of her weakness, Mr. Murdstone provided her the injuries she died from. Miss Betsy had respectfully inferred that Mr. Murdstone, along with his sister, ruined David's mother's spirit and thereby killed her.

John Dickens, David's father was never so ruthless or insensitive; Murdstone symbolizes Charles' hate for his father's disappointment and his economic ineffectiveness. Mr. Wilkins Macawber was the subsequent character that was represented, however far less evil than Dickens' father. Mr. Macawber was a friend of David's who had an amusing behavior and a dedicated wife. Macawber, like John, was locked up in the Marshal Sea jail, due to money owing matters. Macawber, which resonance like 'macabre,' may have been the well purposed but neglectful side Dickens saw in his father.

Dickens represented both his mother and father as key figures in the novel. Dickens then represented his first love, Maria Beadnell, as Dora Spenlow. Maria Beadnell has an unbelievable similarity to the pretty Dora Spenlow in *David Copperfield*. Maria Beadnell and Dickens fell in love, but Maria's father disapproved of their marriage, just as in the novel Mr. Spenlow condemned of David and Dora's courtship. Each father threatened to send his daughter away in order to keep the young suitor from courting her. Mr. Spenlow simply threatened David, but died before he could make good on it. Maria's father, however, did send her to France. When she came back, Dickens didn't find her pretty anymore. David's unsuccessful marriage to the childish but inefficient Dora Spenlow was Dickens' idea of what might have happened to him, had he married Maria.

The use of repeal characters made it possible for Dickens to make use of his 'evil' characters to show his hero's true qualities. For Uriah Heep, who served to frustrate David, his unpleasantness and dishonesty was opposing to David's honorable kind-heartedness. Both were brought up in inconsiderate surroundings, but, contrasting the virtuousness and consideration David showed, Heep was harsh and unforgiving. David's character progression put together this way because his was a development of self-knowledge and thoughtful. Mr. Murdstone is another bad character who could be contrasted to the hero David and compassionate Dr. Strong. Dickens engaged the brilliant use of explanation, just as he did for Uriah, to give this personality an evil manifestation. The management of David under Mr. Murdstone was offensive and spiteful. When Murdstone tried to beat David with a cane for being a 'bad boy,' the child bit his stepfather in self-protection. Murdstone in anger and hatred sent David away to the horrifying Salem House, where David was made to wear a sign that said, "Take care of him. He bites." The subject matter of isolation was one that Dickens drew from his own familiarity at the Factory.

Dickens pooled his spectacular thoughts and the people he knew, and drew from his own life to finish *David Copperfield*. He used a range of descriptions of those he knew to give his characters detailed personality and significance. Although Dickens never acknowledged *David Copperfield* as an autobiography, it was the only novel he wrote that came close to emulating his own life. The great English reviewer G. K. Chesterton says, "In this book of *David Copperfield*, [Dickens] has created creatures who cling to us and tyrannize over us, creatures whom we would not forget if we could, creatures whom we could not forget if we would, creatures who are more actual than the man who made them."

Some of the other notable autobiographical novels are- *The Mill on the Floss* (1860) by George Eliot, *Sons and Lovers* (1913) by D.H.Lawrence, *A Portrait of the Artist as a Young Man* (1916) James Joyce, *This Side of Paradise* (1920) by F.Scott Fitzgerald, *A Farewell to Arms* (1929) by Ernest Hemingway, *Tropic of Cancer* (1934) by Henry Miller, *The Bell Jar* (1963) by Sylvia Plath and so on.

Themes in the novel

Discrimination

The subject matter of discrimination inside dissimilar framework is segregation, class discrimination, racial injustice, racial attitude, gender discrimination and the notion of the other.

Segregation

To Kill a Mockingbird depicts a separate out society. Maycomb County is a set apart society distanced by strict race and class restrictions; even there are differences within the same community. It is the communal situation that specifies proper manners in Maycomb County and on the surface and money-oriented principles are used to evaluate people, which is most understandable in the discussion of the Missionary Ladies.

Class discrimination

In *To Kill a Mockingbird*, demonstrate a diversity of divisions with consider to class: the white rubbish Ewell's; the hard-working, pushed Cunningham's; the prudent lower middle class town inhabitants like Miss Maudie and the Finches; the higher contented way of life, the arrogant distance, preserved by Aunt Alexandria. Aunt Alexandria's Missionary group and their discussion is the most important illustration of class segregation. Upon Scout's wish to be friends with Walter Cunningham and to invite him to a dinner, Aunt Alexandria obstructs and in the same way she wants Atticus to send away Calpurnia for the reason that she is black. Additionally, when Jem divides his neighbors into four grouping, Scout become conscious that what in reality break up one class as of one another is their reciprocated extreme dislike and this acrimony is most manifest at the Tom Robinson court case.

Class division is a common practice in Maycomb. The Ewells are white, but have no pride or dignity. People of Maycomb ignored them. On the contrarily, the blacks are more dignified than the Ewells. In the courtyard, white skin man's word is higher to a colored man's word. The jury always favors the whites. Dolphus Raymond and his family are considered lowest of all in Maycomb and they are outcasts because Raymond married a black woman and so they don't belong to any community.

Racial injustice

In *To Kill a Mockingbird*, Harper Lee scrutinize the subject matter of racial inequality in America. In *To Kill a Mockingbird*, Lee highlights racial inequality in the story, location, and throughout the Characters in the book. Racial prejudice is extremely entrenched in American history especially in the Deep South, racial discrimination in the segregated "south" resulted in

blacks being denied basic constitutional protections. It was in the culture of the South Americans. In Lee's novel, this historical reality is shown in the court case of Tom Robinson who was deprived of the right to a trial with the jury of his black skin color. Tom's all white jury has little understanding or consideration for his circumstances and then convicts him of an offense he did not commit. These consequences in Tom's detention, and later when he tries to get away he is shot to death.

In the segregated "south", blacks were also denied equal education and were treated as no body. Lee shows education as a drive force for a better future.

Racial attitude

To start through, the improvement of definite personalities in *To Kill a Mockingbird* like the Ewells, Scout, Dolphus Raymond, Atticus and Calpurnia is founded on their ethnic outlook. Calpurnia, for illustration, instructs the Finch children, Scout and Jem and the African American group of people a message concerning commonalities crossways dissimilar races by bringing Scout and Jem to the Black church. Furthermore, Calpurnia can cross the racial boundary with no wrong doing to anyone for the reason that she is conscious of what is up to standard to both sides.

Correspondingly, Atticus Finch and Dolphus Raymond are lovable for the reason that of their ethnic outlook. The people provide moreover as quiet, but judgmental spectators to intolerance or restrained authority to it. On the other hand, The Ewell families, who are explicitly racist, are dreadful in fraction for the reason that of their racial approach.

The same, Scout's longing to be permitted into Calpurnia's life and her relationship with Calpurnia face up to the white preeminence society's potentials of cross-racial associations, that are supported on an ethnic shared aims.

Gender discrimination

Along with racial discrimination, gender discrimination is also very important in the making of the novel. As in the case of Scout, the protagonist of the novel we see that her aunt comes to live with them to teach her ladylike manners and behaviors. Aunt Alexandra teaches Scout about things like how a lady or young woman should behave and we see that Scout does not want to be like this. Scout having lost her mother at a tender age lacks feminine manners and performance. Aunt Alexandra creates it her operation to transform Scout's tomboy conduct and manners. Scout's feeling towards feminism is expressed in Chapter 14 as she overhears the discussion among Atticus and Aunt Alexandra. Scout says, "I felt the starched walls of a pink cotton penitentiary closing in on me, and for the second time in my life I thought of running away. Immediately." (Lee 150)

Another example of gender discrimination can be seen in the court after the trial of Tom Robinson. Jem inquires Atticus about why good people like Miss Maudie cannot serve as a jury. Atticus gives details to Jem that Miss Maudie is a woman and in Maycomb women cannot serve as a jury member since the jury members are only male. This illustration shows that women of Maycomb are treated just like the African Americans and suffers from inequality.

Prejudice

Prejudice as a theme is very important in the novel. Throughout the novel we see how one's appearance change other's opinions about a certain character on the basis of their skin color and physical look without knowing or considering the characters qualities and beliefs. Tom Robinson, an African-American chap is charged of raping Mayella Ewell, a white skin woman. Tom loses the case for the reason that of his distinctiveness as a black man. Atticus Finch the attorney of Tom tries his best to save him. Atticus proves Tom innocent and also proves that the

accusation made by Mayella and her father is false. Unfortunately, without even hearing Tom's testimony, the jury finds him guilty. Following the case is over, Mr. Underwood states:

Atticus had used every tool available to free men to save Tom Robinson, but in the secret courts of men's hearts Atticus had no case. Tom was a dead man the minute Mayella Ewell opened her mouth and screamed. (Lee 241)

Mayella is white and the fact that Tom is black, her expressions in the examination are acknowledged and the jury believes her testimonial even though everyone in their heart knew Tom is innocent and she is falsely accusing him.

Prejudice is very stoutly built in the people of Maycomb. People experience unfairness when they are deprived of their human rights as an outcome of narrow-mindedness. In the novel, racial prejudice is the foundation for the unfairness that Tom and other African-Americans had to go through. Another kind of prejudice is faced by Boo Radley and Atticus Finch. Tom, Boo and Atticus are the mockingbirds in the novel. For a mockingbird never hurts anyone. Boo Radley is judged by the people of Maycomb because he stays inside the house. Tom is judged by the people because of his black skin and Atticus is judged by the people because he helps a black man in the court.

Good, Evil and Dignity

To Kill a Mockingbird is basically kept in mind in stipulations of the examination of Tom Robinson and its racially biased termination. In favor of this cause, people repeatedly think that the book's subject matter is uncomplicated, a clear-cut condemnation of racial intolerance along with immorality. In fact *To Kill a Mockingbird* is essentially further complex and motivating. Apart from the case of Bob Ewell, the novel steers clear of simple representation and

disparagement of "immorality." In its place, it shows throughout Scout and Jem's familiarity and understanding that Maycomb and its populace are a problematical combination of fine and shocking, full of people with power and limitation. There are two characters that represent approximately comprehensive good in *To Kill a Mockingbird* they are Atticus and Boo Radley. Both are good in dissimilar ways. Boo preserves his goodness by trouncing from the world, while Atticus connects with it. Atticus recognizes the wickedness in people and the world and struggles in opposition to that immorality, but he also understands what is good in the very same people who in the course of mistake or disadvantage might be following an evil foundation. Atticus considers that every person has a fundamental human distinction, and that he consequently be obligated to each person not only with reverence, but the endeavor to try to appreciate their point of view. Atticus make an effort to encourage this worldview in Scout when he tells her that in its place of reproaching people for doing things that she thinks are nasty, or unreasonable, or just unadorned peculiar, she should first try stand in their skin and look at things their way.

Childhood

In the three years enclosed by *To Kill a Mockingbird*, Scout and Jem grow up. At the beginning of the novel they are blameless, with a straightforward intelligence of what's good about Atticus, the people of Maycomb and what wickedness Boo Radley really is. Towards the conclusion of the text, the children innocence have vanished and gained a more compound understanding of the world, in which bad and good are in attendance and noticeable in approximately everybody. As the children grow up into the mature world, however, they don't immediately acknowledge what they witness. They question what doesn't make logic to them—unfairness, loathing, and aggression. So while *To Kill a Mockingbird* demonstrates three children

as they lose their purity, it also uses their incorruptibility to look newly at the world of Maycomb and disapprove of its flaws. Like every kid growing up, Scout concentrates school for the first time. But to a certain extent than contribute to her learning, Scout's school is illustrated as unbending to the peak of stupidity, with teachers who disapprove of students who got on early start on reading and hate the Nazis but can't see the racism in attendance in their own municipality. *To Kill a Mockingbird* does not so much investigate homogeneous school education as express disapproval of it, presentation how it give emphasis to rote information and guiding principle intended to generate conventional children to a certain extent than encourage creative critical thinking, understanding, and mutual accepti0n across racial and socioeconomic restrictions.

Family

Family: A social group in society consisting of one or two parents and their children. In *To Kill a Mockingbird* family is a very important characteristic of the novel. Maycomb County is roughly like a huge family during the entire town. The people are extremely close and everybody in the town is supportive of each other. When someone is hurt or something bad happens in their family, people give those flowers and food in order to help them through their struggles. At times it is dysfunctional whereas some people aren't as welcome in the town with the segregation etc. Maycomb has an extreme racial division throughout the town and this is how many of the problems in the novel are caused. One of the problems caused by racial division was when Tom Robinson was charged of abusing Mayella Ewell. Although Atticus had proved in court that Tom wasn't guilty, the jury still found him guilty because of the fact that he was an African American man accused of doing something to a white woman. An example of family in the novel is the logic that Calpurnia plays the motherly position in the lives of Jem and Scout in view of the fact

that they don't have a mother. She is the family's 'help' and she has grown close to the family. It would have been very difficult for Scout to grow up without a mother and I think that is partially why she is a 'tom-boy' from being raised with a brother and a father. Another example of family that is portrayed in the novel is at the end of the novel when Boo Radley saved the children from the attack of Bob Ewell. Boo Radley was thought of as a monster throughout the town and he proved everyone wrong by saving the lives of Jem and Scout. A fourth example of family that is revealed all the way through the novel is how Atticus is more or less like a father figure to the whole town. People look up to him and he represents them in court. He defends others in the town like he would look after a family associate. An illustration of this can be seen when he went into town late at night to defend Tom Robinson from the mass. Atticus also assists others in the town and makes sure they are alright, like when Miss Maudie's house was on fire he ran over to help. Atticus also acts as a father stature to Dill. After Scout found Dill under her bed Atticus took care of him as a father would take care of his son and permitted him to stay in their home. A fifth instance of family that is characterizing in this work of fiction is when the Finches consent to Walter Cunningham to bond them for dinner. This embodies family in some form for the reason that they are allowing Walter to sit with the family and intermingle as if he's a Finch. Furthermore, Cunningham ate dinner with the Finch's because his family is less privileged and doesn't have the chance to eat dinners like that. The Finch's kind of recognize Walter into the family for the evening. All through the novel we were able to understand that Boo Radley didn't have a very good childhood as a child. He didn't have any friends because he reside in his house most of his life for the reason that people notion him as a monster. The children were in fact his only way of intermingling with anybody apart from his own family. He leaves gifts for the children at first since he was fascinated with them for the reason that for on one occasion

someone showed an attention in him. Nevertheless the children thought he was a monstrous figure later they realized that he was in fact the contradictory, he was a hero who actually saved the children's lives. So even if the children didn't understand it, all he sought after the whole time was just to fit in to a family and at the ending of the novel when he was at the finches house he might have felt that sense of belongingness. In the novel we also found that a different act of family was being portrayed when Scout stood up for her father by getting in wrestling with populace at school. Even though this is not a proper way to find a clarification for her troubles, it depicts a family for the reason that it demonstrates how much Scout think about her father and what she is prepared to do to assist him out.

Conclusion

From the analysis of the text and following the applied methods, this research brings to a conclusion that to interpret a text one has to go through the background of the novel in what context it was written and what circumstances influenced the author. The novel *To Kill a Mockingbird* is a story that takes place during a time where racism was the norm and justice was a corrupt system. The theory New Historicism is used to explain the period where the novel takes place as it helps to illustrate the opinions and behaviors of the characters. After analyzing the novel *To Kill a Mockingbird* in terms of narrative technique used by Harper Lee and also the experiences she had which is the basis of the plot structure and through the help of New Historicism theory the characterization, setting and the plot reflects the sociological, historical and cultural aspects of America that was prevalent during the early 20th century.

To Kill a Mockingbird represents some innermost personality called, Atticus Finch, Scout Finch, Jem Finch and Dill Barker. Scout is the storyteller of the work of fiction. In the 1930s of Maycomb, Alabama, South America was one of the mainly racist states, where white people hated black people and vice versa. In that year, Atticus protected a black man called Tom Robinson charged of raping a white girl and that made all the difference. Most of the white people inspectional Tom Robinson guilty, a judgment that he was wrong even the court didn't make any decision about the case yet. So for the reason that the intolerance and life that was full of hatred towards black people, those white people also didn't like about Atticus decision of defending a black man. In the processed of the court, Scout, Atticus's 6 years daughter through the innocent eyes analyzes the condition, the reason and significance about what happened and why the society does not like about what her father is doing to help the suspect which is a black

man. As the main character Scout has five characterizations, they are immature, thoughtful girl, smart, emotional and charming girl. Scout has internal and external conflict, her internal conflict is Scout in opposition to herself and the external conflict enclosed, Scout alongside Francis, Aunt Alexandra and the society. The novel setting is in Maycomb county, Alabama, US. The racist action of white people to black people had made most of them blind because of their racial prejudice. White people in that area had made their own assumption of black people as poor, uneducated criminal minded. Regrettably, the racist action is not only for black people but for all people who had protected the black people and in this work Atticus is such a person who endured this circumstance. He protected Tom Robinson and he got a resistance from his own people and people judge him as someone who is not even better than the black people that he defends about. The influence about defending black people not only brought consequences to Atticus as adult but also to Scout and Jem. Both of the children got terrible treatment not only from adult from kids also. As we see in the case of Mr. Ewell how he attempted to kill the children. Kids are manipulated to disgust black people from the adult. Racial narrow-mindedness to black people had predisposed the mind side of Maycomb people and inclined each other from the social history that grown up with social communication if something that has any relation with black people they estimate it wrong or negative. The writer pictured that in *To Kill a Mockingbird*, the racial narrow-mindedness of people in Maycomb County was very strong and the social culture predisposed by social circumstance which shows black people as always wrong even they are innocent.

Based on an amalgamation of reality and imagination, Harper Lee's *To Kill a Mockingbird* hybrid aspect might represent a locus for generic disorder. As a fundamental aspect of this genre, fiction is the means by which the author disguises her identity in the text. However,

fiction, chaotic as it might seem within the novel's autobiographical context, figures as an element that preserves truth and order, through preserving authorial detachment. Generic disorder and perceptible order in the novel are presented by Lee through a dialogical relationship based on a reverse movement that permits what is apparently disordered to disentangle the disordered nature of what is apparently ordered. Thus, generic disorder in the book seems to convey an implicit set of (re)order at the level of the form first, to be consequently drawn attention to at the level of content. In *To Kill a Mockingbird*, the author proficiently uses the signs to make the work of fiction more imaginatively appealing. Different kinds of symbols added in the subject matter, making the book have additional room to imagine and correspond to abstract ideas or perception. The use of symbols in *To Kill a Mockingbird* enlarges the readability of the novel; giving their works an extraordinary inventive charisma and making it pass down among the permanent masterpieces. The author intensifies the themes, which is exploration of the moral nature of human beings, that is, whether people are essentially good or essentially evil. The author reveals the evil society and the evil side of the human nature from the aspects of the characters, Gothic motifs, and the mockingbird.

The consequence of the examination shows that Scout as the main character understands things better than anyone else dwelling in Maycomb. In this novel Harper Lee's shows her point of view on prejudice and racism through the innocent eyes of Scout. She analyses the surroundings around her as she grows up. Lee tries to tell people through the novel that if Alabama in 1930s was full of prejudice and racism so does is the whole country. Action of white people towards black people is not at all justifiable due to the difference in skin color. So, because of the unfairness black people for all time become the prey or person that is to be

responsible as an immoral when the person is innocent. Lee through the novel tried to reform the society.

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Using Critical Lenses to Teach *To Kill a Mockingbird*: An Interpretive Synthesis

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