***Calpurnia in To Kill A Mockingbird***

Throughout the novel, Calpurnia acts as a mother figure and moral guide to Jem and Scout by teaching them about the importance of empathy and understanding people' situation, especially in the Walter Cunningham episode. Moreover, as a maternal figure, she stands in stark contrast to the character of Aunt Alexandra. Furthermore, she helps both the reader and the children to understand the position of black people within the Deep South and how she has to lead a double life in order not to offend either community. However, most importantly, she contributes to Scout's understanding of what it means to be 'Other' in Maycomb society, including the characters of Tom Robinson and Boo Radley. Calpurnia works alongside Atticus to educate the children about how to "stand in other people's shoes" and sympathise with them.

| FOCUS | KEY IDEAS | CONTEXT | EVIDENCE | ANALYSIS |
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| Maternal Figure/ Moral Educator | Scout's narration of the story starts with her childlike views of Calpurnia. | | | |
| | Centrality in children's lives | No matter how respected or present Cal is, she will always be Other due to the Jim Crow Laws. These enforced racial segrega-tion laws etc , which further excluded blacks. | "plus Calpurnia our cook" | Sentence is structured - allows us to understand that for Scout, despite Cal's centrality in their lives, she was an afterthought. Separate noun phrase - still an addition but still separate and not inclusive |
| | Calpurnia's separation is further explored with where she sleeps. | | | |
| | Cal is not equal | | "she slept on a folding-cot in the kitchen" | Highlights that she is still a servant, and this is still the 1930s. She may be respected and cared for, but she is not equal to them ; highlighting how powerful Jim Crow was. |
| | Calpurnia's maternal role and centrality is further emphasised by her authority, given to her by Atticus. | | | |
| | Authority / Atticus' views | Class structure in the Deep South - black maids were given no respect - bottom of hierarchy - shows how developed the Finch household was | "Atticus always took her side " "tyrannical presence" | Contrast to Maycomb's attitudes to black maids - given no freedom ; Lee establishing traits of Atticus and Scout who doesn't understand complexities of race. "tyrannical presence" - childish views of Calpurnia. |
| | Her authority over the children gives her an ability to educate them. | | | |
| | Educator | Many blacks weren't educated as Jim Crow segregated school facilities, and black ones were very poor with no supplies - few educated | "She would set me a writing task" | Shows us that Scout's high intelligence is not only from the works of her father but also a black maid, challenges stereotypical views of blackness |
| | Calpurnia is not, however, only an educator in the sense of skills, but also morality. | | | |
| | Moral Educator | | "There's some folks who don't eat like us" | Telling Scout of - disciplinarian/ maternal figure - emphasises Atticus' teachings on empathy and Alexandra's lessons on manners (race has nothing to do with morality) ; Cal emphasises with Walter's |

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| | | | | poverty which makes him Other because of her ethnicity.<br>Pronoun "us" inclusivity - she views herself as part of the family<br>Calpurnia teaches both Scout/ reader an important lesson in thinking about how we treat people, and that if we cannot act according to Christian values, we are no better than the people we consider below us. |
| | Calpurnia, being a maternal figure, takes pride in them as if they are her own. | | | |
| | Cal taking pride in children like her own | | "I don't want anybody saying I don't look after my children" | Poss. Pronoun "my": shows the maternal emotion she feels towards them - sees her as a mother ; also the immense pride she takes in them and the excitement she has to show them off. |
| By taking the children to the F.P. Church, they are opened to the hardships and struggles of the black community. | | | | |
| First Purchase M.E. Church | Settings of First Purchase and history of slavery | We learn that the F.P. Church was paid for from the earning of the freed slaves. | | |
| | | End of slavery - 13th Amendment | | Shows us that slavery still resonates deeply within the South ; also shows the importance of religion to the black community - urgent purchase of land for church. |
| | | It only takes Lee one sentence to pointedly undermine racial stereotypes by stating: | | |
| | | Gambling was a forbidden activity in Christianity: Jesus, after seeing the moneylenders in the temple, furiously drove them all out. This alone shows the great disrespect they have. | "Negroes worshipped in it on Sundays and white men gambled on it on weekdays" | White men - inherent lack of respect for black comm but forces us to question their morality - sinful in a church. Although the blacks paid for it, white men have all the power. |
| | | We, of course, understand they would never do this in a white man's church. Their lack of respect aligns itself with the fact that the church is on the …. | | |
| | | | "southern limits" | Reinforcing segregation and marginalisation of the black community. |
| | | Furthermore, the poverty is emphasised when Lee describes the church as … | | |
| | | Stock markets crashed - 29th October 1929, Great Depression began. Unemployment rate - 3.2% to 24.9%-two times this for blacks - they lost their jobs first. | "ancient paint-peeled frame building" | Highlights the need for care and the lack of funding, illustrating the poverty. |
| | In addition, Harper Lee gives us further insight to their lives through the depiction of their homes: | | | |
| | Presentation of the blacks vs the Ewells | Here, Lee is trying to illustrate the flaws of the | "clean Negro"<br>"filthiest human" | Described as clean and respectful in contrast to Burris who is feral and unclean |

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| | | social hierarchy. Although the Ewells are above the black ppl, they are less respectful and don't deserve the privilege. | "cabins… neat and snug"<br>"playhouse of an insane child" | Described as homely and comforting in contrast to Ewells. Lee deliberately makes the reader think about the stereotypes. |
| | Although the majority of the black community give the children a warm welcome, Lula is enraged. | | | |
| | Cal's double life | W.E.B. DuBois suggested that black ppl wore 'a veil', a metaphorical reference to the idea that the black men or woman can never simply be themselves in white society: they are forced to wear a mask. It is like an imaginary barrier made by white ppl for the black ppl. | "Stop right there, nigger" | Change in dialect illustrates to the kids Cal's double life<br>Imperative shows maternal instinct to protect<br>Noun "nigger" shows how blacks are appropriating it again |
| | Lula argues "they got their…", while Calpurnia highlights the stupidity of segregation by replying, "It's the same God, ain't it?". | | | |
| | Segregation | Lula's segregated mind-set also comes from the Plessy vs Ferguson landmark case. On May 18th 1896, this case sent the message that discri-mination against blacks was acceptable, essen-tially legalising segreg… | "they got their church and we got ours"<br>"It's the same God, ain't it?" | Demonstrates how Lula is upset about the hypocrisy; reader emphasises with her perspective - been separated for so long<br>Cal - educating the kids that God shouldn't be used as a divisive figure ; puts her on a moral pedestal |
| | Later, we see the black community in church and admire the resourcefulness with what they have. | | | |
| | Black comm resourcefulness | In the Deep South, school segregation only legally ended with the Brown vs Board of ed on May 17th, 1954, however nobody accepted this, seen in the Little Rock Nine. This was a group of nine black students, who tried to go to a previous-ly white school.However, on their first day, they were blocked by the National Guard and soon after sch decided better to close than integrate. | "a hundred voices sang" | No hymn books - how the black comm are uneducated<br>Context - makes us further admire how Cal is educated in situations like this.<br>The musical imagery here presents them as mockingbirds - being benevolent- but shot down for it; quantifier "hundred" shows unity of the community.<br>*Jubilee Hymn:* about crossing river of death with the reward of heaven afterwards - sympathetic hoping for freedom and joy |
| Furthermore, the lack of education in the black community is contrasted with Calpurnia, making her an Other. | | | | |
| Cal as "Other" | Education segregating her | | "Can't but about four folks read" | Cal's education makes her both within and outside both the black and white communities - education same level as a white person - ethnicity separating her.<br>Dialect with Lula shows us that |

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| | | | | she has to adapt to be in both societies to insult anybody. Makes her different from both - could be considered mixed race as she is "just in-between". She pretends to be not as educated like Dolphus pretends to be drunk. |
| | Her experience of being an "Other" is vital to her educating the children about it. Through the visit to her church, they understand how it feels to be othered. | | | |
| | Moral Educator on "Other" | | "a procedure no different from our own church practice" | The longer the children stay at the church the more the line between the "Self and Other" blurs - illustrating no point in segregation. Influences Scout's under-standing of what it means to be 'Other'. |
| Conclusion | Throughout this novel, Calpurnia teaches both the children and the reader a variety of lessons, such as empathy, what it is like to be "Other" and the treatment of black people in the Deep South. Her maternal role in the novel nurtures the children and supports characters like Atticus in his own empathetic teachings and gives them feminine influence. Due to these reasons, I conclude Calpurnia is a significant character. | | | |