***Novel Study Unit: Final Assignment***

***TO KILL A MOCKINGBIRD: Multi-Media representation of Theme***

*The purpose of this assignment is to create a visual representation of a theme(s) from the novel and, through imagery explain how those themes are still relevant today. Class time will be provided to complete this assignment. You are permitted to work either in pairs or individually.*

***Key Question: What events and quotations in To Kill A Mockingbird convey the themes of the story and in what ways are the themes still relevant today?***

***Possible Themes: Race Relations; Justice and Judgement; Coming of Age; Women and Femininity; Compassion and Empathy; Appearance vs Reality***

**Steps to Creating Multi-Media Collage**

1. Choose a theme(s) topic from *To Kill a Mockingbird*. Write a theme statement for each theme which communicates the main insight of the topic.

2. Brainstorm how this theme is represented in the novel. You may elect to find effective quotes or sections that really explain your choice of theme. Record them on a planner.

3. Find images that effectively visualize the theme. The images can be historical or contemporary, music(lyrics), artwork, photography or film, symbolic or abstract as long as you can clearly explain the connection to the story. There should be about 8-10 images with supporting examples and /or quotations and about 12-16 for a group of two.

4. You will arrange the images along with quotations and/or examples from the story creatively in either a Prezi or Powerpoint presentation. (Other formats are possible. Let me know if you have other ideas)

5. Include a title.

6. An extended paragraph should also be included (perhaps the last slide). It should summarize the main point you want to make with your presentation.

Consider some of the following events for context:

* Jim Crowe laws
* Alabama in the 1930s
* Lynching
* Great Depression
* Rosa Parks
* Scottsboro boys
* Segregation of schools
* Harper Lee’s background in Alabama
* Civil Rights movement (Martin Luther King Jr.)

Connections: Images of the following events can be related to themes in the story.

* Police shootings in Ferguson, Missouri and New York (Race Relations; Justice & Judgment)
* Militarization of Police (Justice and Judgement; Race Relations)
* Definition of Femininity today vs To Kill A Mockingbird (Women and Femininity; Coming of Age)
* Residential Schools in Canada (Race Relations; Compassion and Empathy)
* Mob Mentality/Cyberbullying (Compassion and Empathy; Appearance vs Reality)
* Acceptance of different cultural practices in Canadian Culture ( Race Relations; Appearance vs Reality/Stereotyping)
* Class system today vs TKAM (How do we determine upper and lower class today?) Appearance vs Reality
* African American music-Hip Hop, Blues (Race Relations)

Analyzing

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| Level !-2 | Level 3-4 | Level 5-6 | Level 7-8 |
| The student:provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts;provides limited analysis of the effects of the creator’s choices on an audience;rarely justifies opinions and ideas with examples or explanations; uses little or no terminology;evaluates few similarities and differences by making minimal connections in features across and within genres and texts. | The student: Provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts;provides adequate analysis of the effects of the creator’s choices on an audience;justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology;evaluates some similarities and differences by making adequate connections in features across and within genres and texts. | The student:competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts;competently analyses the effects of the creator’s choices on an audience;sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology;evaluates similarities and differences by making substantial connections in features across and within genres and texts. | The student:provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts;perceptively analyses the effects of the creator’s choices on an audience;gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology;perceptively compares and contrasts by making extensive connections in features across and within genres and texts. |

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| Producing TextLevel 1-2 | Level 3-4 | Level 5-6 | Level 7-8 |
| demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas;makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience;selects few relevant details and examples to develop ideas. | demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas;makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience;selects some relevant details and examples to develop ideas. | demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas;makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience;selects sufficient relevant details and examples to develop ideas. | demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas;makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience;selects extensive relevant details and examples to develop ideas with precision. |

**TKAM: Presentation Planner**

Themes to research: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme (topic) # 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme Statement #1: What statement does the story make on the topic?

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Quotations/Details from the story to support the theme statement..

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Theme (topic) # 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme Statement #2: What statement does the story make on the topic?

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Quotations/Details from the story to support the theme statement.

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Theme (topic) # 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme Statement #3: What statement does the story make on the topic?

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Quotations/Details from the story to support the theme statement.

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Theme (topic) # 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme Statement #3: What statement does the story make on the topic?

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Quotations/Details from the story to support the theme statement.

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