|  |
| --- |
| **Introduction**: |
| ‘Hook’: |
| Thesis Statement: |
| **Body Paragraph #1:** |
| Topic Sentence: |
| Three Supporting Sub-points: |
| Two Supporting Quotations: |
| Concluding Sentence: |

ENG 2D Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To Kill a Mockingbird

**Essay Outline**

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| **Body Paragraph #2:** |
| Topic Sentence: |
| Three Supporting Sub-points: |
| Two Supporting Quotations: |
| Concluding Sentence: |
| **Body Paragraph #3:** |
| Topic Sentence: |
| Three Supporting Sub-points: |
| Two Supporting Quotations: |
| Concluding Sentence: |
| **Conclusion:** |
| Restate thesis using different words: |
| Summarize three supporting points: |
| Leave an impression on the reader: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Below Level** | **Level One** | **Level Two** | **Level Three** | **Level Four** |
| **Knowledge/Understanding**  Knowledge of the book, characters is evident  Uses the format of a literary essay (topic sentences, thesis, supporting evidence, concluding sentences) | Insufficient evidence. | There is a limited amount of knowledge from the book and essay format demonstrated | There is some evidence of understanding the novel and essay format. | There is an understanding of the events and characters in the novel and essay format. | There is a deep understanding of the characters and events in the novel and essay format. |
| **Thinking/Inquiry**  Analysis of topic, theme, and ideas.  Thesis is meaningful and purposeful.  Vivid, relevant quotations and examples are selected.  Quotations are **analyzed** and relevance to premise is proven.  Creative title | Insufficient evidence. | Thoughtful analysis used with limited effectiveness. | Thoughtful analysis used with some effectiveness. | Thoughtful analysis used with considerable effectiveness. | Thoughtful analysis used with a high degree of effectiveness. |
| **Communication**  Student quotes in the essay using the proper format, uses spelling, punctuation and vocabulary appropriate to grade level. | Student does not use quotes in the essay spelling, punctuation and vocabulary are not appropriate to grade level. | Student quotes in the essay but does not use the proper format, There are some spelling, punctuation errors and vocabulary is sometimes appropriate to grade level. | Student quotes in the essay with one or two errors in the format. There are minimal spelling and punctuation errors or they do not interfere with the reader. Vocabulary is mostly appropriate to grade level. | Student quotes in the essay using the proper format. Spelling, punctuation and vocabulary are appropriate to grade level. | Student quotes in the essay using proper format. Quotes support the point being made. Spelling, punctuation and vocabulary are very appropriate to grade level. |
| **Application**  The use of proper essay style and guidelines.  Insightful connections made between the text and the world in the opening and closing statements. | Insufficient evidence. | Essay guidelines used with limited effectiveness.  Connections made are weak. | Essay guidelines used with some effectiveness.  Connections made are good. | Essay guidelines used with considerable effectiveness.  Connections made are relevant. | Essay guidelines used with a high degree of effectiveness.  Connections made are relevant and strong. |

Comments:

ENG 2D:

**To Kill a Mockingbird Essay**

Due:

**Directions**: Choose one of the following topics and write a formal, five paragraph literary essay.

**Essay Topics:**

1. Comment on Atticus Finch’s parenting style
2. To Kill a Mockingbird: The timeless and universal themes
3. Discuss the three different views of Tom Robinson’s trial and its outcome as seen by Atticus, the children, and the townspeople
4. Choose one of the following characters and discuss the effect on Scout and/or Jem’s learning: Alexandra, Calpurnia, Miss Maudie, Mrs. Dubose, Dill, Bob Ewell, Boo
5. Choose one topic and discuss what Scout learns and how she learns it. The “learning experience” selected should be one significant to her maturation.
   1. Evil in the world
   2. Illusion vs. Reality
   3. Responsibilities of Parenthood
   4. Importance of family
   5. Reason vs. Irrationality
6. Discuss the element of hope for the future represented by Scout.

Hints:

* Brainstorm ideas in today’s class for each of the above topics.
* Write your thesis and **seek teacher feedback**
* Use the essay outline provided.
* Remember to use your class notes for introducing your essay and using quotations.
* Write a rough copy.
* Ask for teacher feedback as you go through the writing process.
* **Type and double space your essay.**
* Use a peer as an editor if required.