

Name	Class Period
Project Selected	Date Due:

Research Final Projects for English 10 - To Kill a Mockingbird

5) Literary Criticism: Please research a form of literary criticism. The choices include, but are not limited to, the following: Archetypal Criticism, Autobiographical Theory, Deconstruction, Existentialism, Expressionism, Feminism, Linguistics and literary theory, Marxism, Neoclassicism, Psychoanalytic theory, Reader-response criticism, and Realism. Once you have selected and researched an appropriate form a literary criticism, you will need to briefly define and summarize the theory in an introductory paragraph. Include the reasons you chose this particular form to best represent your knowledge of the text. You will use this theory to research elements, themes, characters, or events in To Kill a Mockingbird. You will need to establish a proper thesis statement. What is your paper about? What are you going to try to prove? Please note the formatting requirements on the grading rubric. You will need to write at least three pages for a passing grade and five pages if you'd like to try for an A. Read the attached rubric for further direction. Each student will present his or her essay to the class on an assigned day beginning on the above due date.

6) Author Biography: Biographies analyze and interpret the events in a person's life. You will need to research and discuss Harper Lee's life. Try to find connections with the characters in To Kill a Mockingbird. Use both primary and secondary sources. Find out the basic facts of her life. What makes her special or interesting? Why is To Kill a Mockingbird so important? How does it represent Harper Lee as a person and author? What kind of effect did she have on the world and other people? What events shaped or changed her life? How does her relationship with others affect her writing? Make sure you cite every piece of information you find. Include the reasons you chose this particular form to best represent your knowledge of the text. You will need to establish a proper thesis statement. What is your paper about? What are you going to try to prove? Please note the formatting requirements on the grading rubric. You will need to write at least three pages for a passing grade and five pages if you'd like to try for an A. Read the attached rubric for further direction. Each student will present his or her essay to the class on an assigned day beginning on the above due date.

7) Comparative Essay: Examine the similarities and differences between To Kill a Mockingbird and another piece of literature. You may choose to compare storyline of To Kill a Mockingbird with another story or characters from To Kill a Mockingbird with characters from other stories. You might do this in order to better understand the ideas the authors have expressed. If you accept the idea that there is no one right idea of, for example, justice, you can possibly appreciate contrasting two or more representations of justice in literature. If you choose the movie A Time to Kill, for example, you may want to compare and contrast the issues of race and justice in the two pieces of literature. Look for elements you could compare with themes from To Kill a Mockingbird such as education, superstition, bravery and cowardice, race, class and sex. Include the reasons you chose this particular form to best represent your knowledge of the text. This is a very broad outline. Please see me for more guidance. You will need to establish a proper thesis statement. What is your paper about? What are you going to try to prove? Please note the formatting requirements on the grading rubric. You will need to write at least three pages for a passing grade and five pages if you'd like to try for an A. Read the attached rubric for further direction. Each student will present his or her essay to the class on an assigned day beginning on the above due date.

8) Historical Perspective: To Kill a Mockingbird was written in 1960 about the 1930s. You will need to research important events and write an essay that says how the events before, during and after the time period (The Great Depression, the rise of Hitler, the Women's Rights movement, The Civil Rights movement, etc) impact the author's choices in character, setting, events and language. Since the author has time to reflect back over twenty years, how does time and history influence her rendition of the story? How does her femininity impact the story? How does your own knowledge of the events in history and your own life limit and/or add to your understanding of the text? Why are the themes in To Kill a Mockingbird relevant to the time period? Why do we still read it today? Include the reasons you chose this particular form to best represent your knowledge of the text. You will need to establish a proper thesis statement. What is your paper about? What are you going to try to prove? Please note the formatting requirements on the grading rubric. You will need to write at least three pages for a passing grade and five pages if you'd like to try for an A. Read the attached rubric for further direction. Each student will present his or her essay to the class on an assigned day beginning on the above due date.

CATEGORY	EXEMPLARY	PROFICIENT	SUFFICIENT	DEFICIENT
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting.	The introduction states the main topic, but does not adequately preview the structure nor is it particularly inviting.	There is no clear introduction of the main topic or structure of the paper.
Depth, Clarity and Correctness of Thesis	Thesis is well-worded, clear and intelligent	Thesis is well-worded, clear and obvious.	Thesis could have been better thought out.	Thesis is not clear.
Evidence to Support the Thesis	The evidence is more than accurate, relevant, adequate and clear.	The evidence is accurate, relevant, adequate and clear.	The evidence is somewhat accurate, relevant, adequate and clear.	The evidence is not accurate, relevant, adequate and clear.
One main topic or focus of discussion	Shows extreme knowledge of topic and shows depth of understanding important relationships	Shows understanding of topic important relationships	Shows some understanding of topic and a few important relationships	Shows little understanding of topic and few important relationships
Body Paragraphs	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Conclusion (Organization)	The conclusion is strong ends the paper well.	The conclusion is recognizable and ties up loose ends.	The conclusion is recognizable, but does not tie up loose ends.	There is no clear conclusion, the paper just ends.
Does the paper prove what it says it will prove?	The argument is clear, informative and convincing.	The argument is clear, mostly informative and convincing.	The argument is somewhat clear, informative and convincing.	The argument is not clear, informative nor convincing.
Works Cited	More than five used. All sources used for quotes and facts are credible and cited correctly.	At least four used. All sources used for quotes and facts are credible and most are cited correctly.	At least three used. Most sources used for quotes and facts are credible and cited correctly.	S At least two used. Sources used for quotes and facts are suspect and/or are not cited correctly.
Paper Format 1" margins, 12 pt. font, double spaced, page numbers and includes name	Paper is more than five pages. It is aesthetically pleasing. It follows all of the formatting requirements.	Paper is at least five pages. It is aesthetically pleasing. It follows most of the formatting requirements.	Paper is at least four pages. It is aesthetically pleasing. It follows some of the formatting requirements.	Paper is at least three pages. It is aesthetically pleasing. It follows few of the formatting requirements.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling <u>that distract the reader from the content.</u>	Writer makes 1-3 errors in grammar or spelling <u>that distract the reader from the content.</u>	Writer makes 4-8 errors in grammar or spelling <u>that distract the reader from the content.</u>	Writer makes more than 8 errors in grammar or spelling <u>that distract the reader from the content.</u>
Speech/Presentation				
Total from columns				
100 Possible Points	Your score:		Letter Grade:	