Final Constructed Response – *To Kill a Mockingbird*



PROMPT: What is a central theme of *To Kill a Mockingbird* by Harper Lee? How does she use SOCIAL SETTING (culture – the unwritten rules of society - OR power – who is in control and why?) to develop this theme?

Rubric:

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| 3 pts | Making a claim: A central theme of *To Kill a Mockingbird* by Harper Lee is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; Lee develops this through \_\_\_\_\_\_\_\_\_\_\_\_\_. (must include author, title, theme, and element of social setting).  |
| 2 pts | Provide context. |
| 5 pts | MUST CITE FROM THE TEXT – BLEND, DIRECT QUOTES (Author’s Last Name Page#). |
| 3 pts | Reasoning: How is your evidence an example of social setting and how does it help to develop the theme? |
| 3 pts | Concluding sentence: Summarize your example, how it develops you theme, and then address how it is important in life outside of literature. |
| 4 pts | Conventions: Proper grammar, spelling, No first person, second person, or contractions.  |
| 4 pts | MLA Format – proper MLA format and correct WORKS CITED entry! |

Total: \_\_\_\_\_\_\_/24

Works Cited

Last name, First name. *Title of Text*. Publisher, year.

\*Look back at past writing assignments to ensure that you are not making the same mistake that you have in past writings. There will be no revisions on this assignment – please be sure that you do your best work.

Social Setting – Culture

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| --- | --- | --- | --- |
| Core Text: *To Kill a* *Mockingbird*  | **Describe**What is this aspect of culture like? What are the expectations/rules? | **Quote**Best description of this aspect. | **Analysis**How does this aspect convey a theme? |
| **Material Culture*** Clothes/jewelry
* Food
* Homes
 |  |  |  |
| **Social Culture*** Daily life
* Family structure(s)
* Genders/gender roles
* Issues of race/ ethnicity/age/class
* Spiritual (religions and rituals)
 |  |  |  |
| **What are the rules that matter most?** |  |
| All of these elements of the social setting work together to create the rules: the set of expectations for how things work and how people should behave. An author chooses/creates a social setting in which the issue s/he cares about is a major element of the rules. Then, the author puts a character in conflict with the rules.  |

Social Setting: Power

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| --- | --- | --- | --- |
|  | **Who is officially in charge? How is this determined?*** age • birth • religion
* money • race • political process
* gender • ethnicity

\*Provide evidence from the text | **Who actually has power and who doesn’t? How is this determined?*** age • birth • religion
* money • race • political
* gender • ethnicity

\*Provide evidence from the text | **Why does this matter to the theme?** |
| Core Text: *To Kill a Mockingbird* |  |  |  |
| THEME | * Power is relational – it can shift depending on the setting (e.g., a ruling class is invaded and unseated or a popular student is the ignored middle child at home)
* Sources/Determinants of Power/Status: may be ascribed at birth or achieved
* How an author structures power/authority allows him/her to explore themes related to social, political, and/or economic inequality/injustice. For example, an author may create a setting in which a characters wages are determined by their ethnicity or country of origin a commentary on unjust labor practices in the global marketplace
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