

*The summative assessment for this unit is worth a total of **55 POINTS**. 24 of those points will be from the **literary analysis of a passage** and the other 31 points will be for the **essay questions**, one point per question.

Literary criticism, as it relates to this assignment, is defined as *the study and interpretation of a literary work in order to understand the piece's meaning, method, value, and goals*.

In this essay, students will write a brief literary analysis of a specific passage in *To Kill a Mockingbird*. Some possible passages and scenes are listed below. Students may select an alternative passage, but need to approve it with the instructor.

- “You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it.” Ch. 3, Pg. 30-31
- “It’s a sin to kill a Mockingbird” Ch. 10, Pg. 92-93
- Atticus’ View of Courage (Mrs. Dubose) Ch. 11, Pg. 114-116
- Visiting Calpurnia’s Church Ch. 12, Pg. 119-128
- Atticus’ Closing Argument Ch. 20, Pg. 207-209
- Miss Gates Lesson on Prejudice Ch. 26 Pg. 248-251

To get a perfect score students will need to **1) write and support their claims regarding the meaning, method, value, and goals** of the piece (9.7.1.1), **2) demonstrate command of the conventions** of standard English in their writing (9.11.1.1; 9.11.2.2), and **3) produce the writing in a clear, coherent, and well-organized manner**, making use of transition words and phrases (9.7.4.4). It is essential that **all four aspects of criticism be addressed**, but they can approach and support these arguments as they see fit. There is not a minimum or maximum word count, but the essay is expected to be **1-2 pages in length**.

Citations are not necessary, unless you are using a source other than *To Kill a Mockingbird*. Please do include the chapter you are working from.

Students should staple this rubric to their paper and evaluate their work.

RUBRIC	4	3	2	1	0
Meaning What is the significance of the work? What does it mean to you as the reader/ viewer?	Student provides an in-depth analysis of meaning with strong and detailed supporting evidence.	Student provides an in-depth analysis with sufficient supporting evidence.	Student provides an analysis with some supporting evidence.	Student provides an analysis with insufficient or no supporting evidence.	Not Present
Method How was it written? Literary devices? Elements of literature?	Student provides an in-depth analysis of method with strong and detailed supporting evidence.	Student provides an in-depth analysis with sufficient supporting evidence.	Student provides an analysis of method with some supporting evidence.	Student provides an analysis with insufficient or no supporting evidence.	Not Present
Value What does it add to the world? What does it do for the reader?	Student provides an in-depth analysis of meaning with strong and detailed supporting evidence.	Student provides an in-depth analysis with sufficient supporting evidence.	Student provides an analysis with some supporting evidence.	Student provides an analysis with insufficient or no supporting evidence.	Not Present
Goals What was the author trying to accomplish? Did it work?	Student provides an in-depth analysis of the author’s goals with strong and detailed supporting evidence.	Student provides an in-depth analysis with sufficient supporting evidence.	Student provides an analysis with some supporting evidence.	Student provides an analysis with insufficient or no supporting evidence.	Not Present
MUGS (Mechanics, Usage, Grammar, Spelling)	Student demonstrates complete command of the conventions of standard English in grammar, usage, capitalization, punctuation, and spelling.	Student demonstrates adequate command of the conventions of standard English in grammar, usage, capitalization, punctuation, and spelling.	Student demonstrates partial command of the conventions of standard English in grammar, usage, capitalization, punctuation, and spelling.	Student demonstrates minimal command of the conventions of standard English in grammar, usage, capitalization, punctuation, and spelling.	Student does not demonstrate command of the conventions of standard English in grammar, usage, capitalization, punctuation, and spelling.
Organization	Criticism essay is well organized with logical transitions and a clear introduction and conclusion.	Criticism essay is organized with logical transitions.	Essay is relatively organized with some transitions, but is missing either an introduction or conclusion.	Essay is poorly organized with few logical transitions.	Essay is not organized and there are no transition words or phrases.

Essays	1	2	3	4	5	6	7
8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	31

