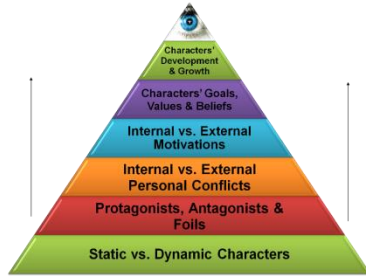


## To Kill a Mockingbird Character Analysis



### Purpose:

To analyze the development of a character over the course of a novel, and the influences of context (historical, political, social), plot events, choices, background, and other characters upon this character.

### Content:

#### Part One: Context Influences

Establish the important aspects of the context that have influence over this character. In what ways does the time period and regional setting impact the decisions and perspectives of this character? (politically, socially, etc.?).

#### Part Two: Character Traits and Motives

Identify one or two strong motivations (both internal and external) for this character and how you know what he/she values based on these motives. Explain what you feel to be the dominant character traits of this individual and how you have seen these traits revealed throughout the novel. Consider the basis for these motives and what he/she hopes or stands to gain or lose by following these motivations.

#### Part Three: Character Comparisons

Compare/contrast this focus character to another character within the book. Draw comparisons between the motives, values, and dominant traits of another character and themselves (or, to their own character from the beginning to end of the novel). Explain how decisions made and flaws shape each person's character, and how this helps to identify comparative points in each.

#### Part Four: Character Change and Growth

Examine and explain how you have seen growth and change in this character from the beginning to the end of the novel. In what ways have the events that unfolded in those three summers altered how this character approaches and views the world around them and the society they are a part of?

### Writing Requisites

Remember that this writing is reflective of your full reading of the novel. Your position and ideas should be supported with strong textual evidence including direct quotes from throughout the entire novel.

At least two direct quotes should be used in each writing part above.

All writing should be typed for the final draft, and fully polished. It should be in MLA format. Be sure to proofread and edit the entire writing piece before submission.

### Skills

Additionally, this writing will serve to practice varied sentence structure through the inclusion of clauses. While writing, you should include at least one of the clauses that we have studied (adjective, adverb, noun) and proper punctuation (semicolons, colons, and dashes).

This paper will be worth 100 points in the summative category, just like all other summative assessments.

### ***6: Essays within this score range demonstrate effective skill in responding to the prompt***

The essay shows a clear understanding of the task. The essay takes a position on the issue and offers a critical context for discussion. The essay addresses complexity by examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counterarguments to the writer's position. Development of ideas is ample, specific, and logical. Most ideas are fully elaborated. A clear focus on the specific issue in the prompt is maintained. The organization of the essay is clear: the organization may be somewhat predictable or it may grow from the writer's purpose. Ideas are logically sequenced. Most transitions reflect the writer's logic and are usually integrated into the essay. The introduction and conclusion are effective, clear, and well developed. The essay shows a good command of language. Sentences are varied and word choice is varied and precise. There are few, if any, errors to distract the reader. At least one underlined and labeled adjective, adverb, and noun clause is written that significantly enhance the writing. In-text citations are accurate.

### ***5: Essays within this score range demonstrate competent skill in responding to the prompt***

The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a broad context for discussion. The essay shows recognition of complexity by partially evaluating the implications and/or complications of the issue, or by responding to counterarguments to the writer's position. Development of ideas is specific and logical. Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained. The organization of the essay is clear, although it may be predictable. Ideas are logically sequenced, although simple and obvious transitions may be used. The introduction and conclusion are clear and generally well developed. Language is competent. Sentences are somewhat varied and word choice is sometimes varied and precise. There may be a few errors, but they are rarely distracting. At least one underlined and labeled adjective, adverb, and noun clause are written that enhance the writing. In-text citations are accurate.

### ***4: Essays within this score range demonstrate adequate skill in responding to the prompt***

The essay shows an understanding of the task. The essay takes a position on the issue and may offer some context for discussion. The essay may show some recognition of complexity by providing some response to counterarguments to the writer's position. Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained throughout most of the essay. The organization of the essay is apparent but predictable. Some evidence of logical sequencing of ideas is apparent, although most transitions are simple and obvious. The introduction and conclusion are clear and somewhat developed. Language is adequate, with some sentence variety and appropriate word choice. There may be some distracting errors, but they do not impede understanding. At least one underlined and labeled adjective, adverb, and noun clause are accurately used in the writing. In-text citations are accurate.

### ***3: Essays within this score range demonstrate some developing skill in responding to the prompt***

The essay shows some understanding of the task. The essay takes a position on the issue but does not offer a context for discussion. The essay may acknowledge a counterargument to the writer's position, but its development is brief or unclear. Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. The organization of the essay is simple. Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas. Transitions, if used, are simple and obvious. An introduction and conclusion are clearly discernible but underdeveloped. Language shows a basic control. Sentences show a little variety and word choice is appropriate. Errors may be distracting and may occasionally impede understanding. At least one underlined and labeled adjective, adverb, and noun clause have been attempted but may not enhance the writing. Some in-text citations may be missing.

### ***2: Essays within this score range demonstrate inconsistent or weak skill in responding to the prompt***

The essay shows a weak understanding of the task. The essay may not take a position on the issue, or the essay may take a position but fail to convey reasons to support that position, or the essay may take a position but fail to maintain a stance. There is little or no recognition of a counterargument to the writer's position. The essay is thinly developed. If examples are given, they are general and may not be clearly relevant. The essay may include extensive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. There is some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent. Transitions, if used, are simple and obvious, and they may be inappropriate or misleading. An introduction and conclusion are discernible but minimal. Sentence structure and word choice are usually simple. Errors may be frequently distracting and may sometimes impede understanding. At least one adjective, adverb, and noun clauses have been attempted but they are incorrectly punctuated. They have been underlined and labeled within the essay. In-text citations are improperly formatted.

### ***1: Essays within this score range show little or no skill in responding to the prompt***

The essay shows little or no understanding of the task. If the essay takes a position, it fails to convey reasons to support that position. The essay is minimally developed. The essay may include excessive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained. There is little or no evidence of an organizational structure or of the logical grouping of ideas. Transitions are rarely used. If present, an introduction and conclusion are minimal. Sentence structure and word choice are simple. Errors may be frequently distracting and may significantly impede understanding. The required clause(s) (adjective, adverb, and noun) have been omitted. In-text citations are improperly formatted.