*Gaining Insight: Linking Literature to History*

*Honors English 9A*

**Rationale:**

Understanding literature often requires some knowledge of history. Readers gain insight when they know about the time period in which the work was set and when it was written. In *To Kill a Mockingbird*, the narrator Scout Finch recounts events that had taken place years before in her childhood. Writing in the late 1950s, Harper Lee may have been prompted by the Civil Rights Movement to give us a version of “history as life lived.”

Your task is to delve into the past in which the novel is set (the 1930s) or the time in which it was written (the 1950s-1960s) to better understand the characters and the story.

**Objective:**

Students will be able to research and present historical information about the time period during which *To Kill a Mockingbird* was set and written.

**Directions:**

Students will work together in small groups to complete this project. We will spend several days in class working on the project (see the attached timeline), but some work will need to be completed outside of class as well. Students may choose to meet outside of class to work together or to assign tasks for individual group members to complete on their own.

**Required Steps to be completed:**

1. Consult ***at least five (5) different sources*** for information on your topic. You must use at least one book and at least one Internet source. Film and interviews can also be used as sources.
2. Take notes on each of your sources.
3. Develop a Works Consulted page to be handed in on the day of your presentation. **This is a graded portion of the assignment worth 20 points.**
4. Select the most important information from your notes and develop your presentation.
5. Your group will then give an eight-to-ten minute presentation to the class .*The purpose of your presentation is to teach the class about your topic.* Your presentation **must include** speaking directly to the class and using a visual presentation for support (power point/handout/skit/game etc). **Each group member** **must be responsible for an equal portion of the presentation. This is a grade portion of the assignment worth 60 points.**
6. Prepare a handout for the class (30 copies) that includes key features of the information you will present. **Be creative!** You may add any appropriate and relevant elements to your presentation. **This is a graded portion of the assignment worth 20 points.**
7. Develop four (4) quiz questions about the material in your presentation. Each group’s questions will be combined into a quiz that will be given after all of the presentations (Monday, Nov. 21). **This is a graded portion of the assignment. The quiz questions are worth 10 points and the quiz worth 30 points.**
8. Practice your presentation. Get together with your group and practice at least once. Go through everything you want to present, and time yourselves. Make sure your presentation is between 10-15 minutes.
9. Make any necessary final adjustments before Tuesday, 11/15. **Every group must be ready to present on that day.**

**Timeline:**

* Thursday, November 3—Introduction to the project, groups, topics
* Friday, November 4-Thursday, Nov. 10—Group work on gathering information and taking notes
* Thursday, Nov. 4—Notes check.
* Friday, Nov. 11- Monday, 11/14—Presentation Prep
* Monday, Nov. 14—Last day to give handouts to Ms. Shpeen to be copied.
* Tuesday, Nov. 15- Thursday, Nov. 17—Presentations. Turn in Works Consulted Page and 4 quiz questions (with answers).

**Grading:**

 Students will earn points for each graded portion of the project that is collected during the process. (Notes, Works Consulted, and quiz questions will be graded for completion.)

**On the day they present, all groups must turn in the following:**

1. Notes for each source used, indicating which notes were prepared by which student. Each student must prepare one set of notes. (20 completion points)
2. Final Draft of the Works Consulted page. (20 completion points)
3. Copy of the handout given to the class. (20 formative points)
4. Four quiz questions based on the information your group will present to the class. These questions may be fill-in-the-blank, multiple choice, matching, or short answer. Provide an answer key (20 completion points)

**EACH** member of the group will be graded **INDIVIDUALLY** on his/her portion of the power presentation. (60 summative points)

Students will take an open note quiz made up of the question submitted by each group. (30 formative points)