***To Kill a Mockingbird* Final Essay**

**STEP 1: Essay Topic Options**

Decide which of the two topics below were most meaningful to you in the novel *To Kill a Mockingbird*? The more relevant to you, the easier it will be for you to write about. Mark the topic you plan to write you essay on.

* \_\_\_\_\_\_\_ Atticus lives by his philosophy of “walking around in someone’s skin. “ How do these actions or events impact not only Atticus, but other characters throughout the book? Focus on characters such *as Scout, Jem, Calpurnia, townspeople, country people, Walter Cunningham Sr. or any other character.*
* \_\_\_\_\_\_\_This novel teaches us about the **problem of human inequality.**  Write about specific aspects of inequality in Maycomb, Alabama – i.e. the advantages and disadvantages that certain characters experience. Focus on characters such as Boo Radley, Tom Robinson, Bob Ewell, Mayella Ewell, Burris Ewell, Mr. Cunningham, Walter Cunningham,  Dill Harris, Dolphus Raymond,…

**STEP 2: Spew and Sort**

First, Brainstorm (spew) all of the reasons why that is true based on events, character actions, dialogue…from the text.

AT LEAST TWO EXAMPLES FOR A CATEGORY

|  |
| --- |
| **THESE ARE EXAMPLES FOR TOPIC ONE**  Walking in skin   * Scout   2 different examples   * Jem   2 different examples  **THESE ARE EXAMPLES FOR TOPIC TWO**  Inequalities   * Boo   2 different examples   * Racism   2 different examples |

Next, using a highlighter sort your spew into categories.

Then, name each category

Finally, record the 2 categories that best support your claim below.

Categories \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 3 : Generating Possible Claims**

Write 2-3 possible claim starters you might be able to prove for the topic you have chosen to write about.

1.

|  |
| --- |
|  |
| 2. |
|  |
| 3. |
|  |

**STEP 4: Decide on your claim**

Star the claim you plan you write your essay about.

**Step 5: Writing the Introduction**

Write or type a draft of your introduction paragraph.

Remember to include the following:

|  |  |  |
| --- | --- | --- |
| **Introduction** Paragraph ending with CLAIM statement and categories. |  | * Introduce title and author * Brief summary, relevant background information * Debatable claim * 2 categories supporting claim |

**Step 6: Building the Body (**Your **Thinking** about body paragraph **1)**

Create the graphic organizer in your notebook for each of the two categories your have determined will BEST support your claim.

Identify the 2 pieces of evidence you will use, find them in the text and record the citation at the same time. Use your gists and headlines to help you locate your evidence.

Record your evidence and explanation of how it proves your claim.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Introduction Sentence for **Category 1**  (Categories for Support)  **Introduc**e each pieces of evidence  2 Pieces **Evidences with citation**  **Commentary** connecting evidence to claim  Repeat body paragraph for each new category. An essay has minimally **two** body paragraphs.  Transition between evidences |  | |  |  | | --- | --- | | Category 1: | | | Evidence | Evidence | | Explain how does this evidence support this topic? | Explain how does this evidence support this topic? | | Transition between each piece of evidence in a paragraph. | | |

**Step 7: Repeat this again for category 2 (**Your **Thinking** about body paragraph **2)**

Create the graphic organizer in your notebook for each of the two categories your have determined will BEST support your claim.

Identify the 2 pieces of evidence you will use, find them in the text and record the citation at the same time. Use your gists and headlines to help you locate your evidence.

Record your evidence and explanation of how it proves your claim.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Introduction Sentence for **Category 1**  (Categories for Support)  **Introduc**e each pieces of evidence  2 Pieces **Evidences with citation**  **Commentary** connecting evidence to claim  Repeat body paragraph for each new category. An essay has minimally **two** body paragraphs.  Transition between evidences |  | |  |  | | --- | --- | | Category 1: | | | Evidence | Evidence | | Explain how does this evidence support this topic? | Explain how does this evidence support this topic? | | Transition between each piece of evidence in a paragraph. | | |

**Step 8: Turning Notes in Writing Body Paragraphs**

Write or type your body notes into your two body paragraphs. Think about the burger…

|  |  |
| --- | --- |
| Remember to begin each body paragraph with   1. a **topic sentence** that identifies the example or evidence that is relevant to your claim. 2. Next, **set the scene** – i.e. explain what is happening in the story and which characters are involved -  before introducing a particular quotation. 3. Next,  **quote** in a concise manner any **description**and/or**dialogue** that you find especially important or illuminating. 4. For each quotation or paraphrase of a scene, provide **relevant commentary** – i.e. explain to your readers why each example or bit of evidence is significant.   **TWO SANDWICHES/BODY PARAGRAPH** | Happy hamburger — Stock Vector #2173470 |

**Step 9: The Conclusion**

Write or type a draft of your concluding paragraph.

Remember to include the following:

|  |  |  |
| --- | --- | --- |
| **Conclusion** paragraph  With restated Claim |  | Topic sentence   * Fresh rephrasing of claim statement (remember, one easy way to do this is to invert your claim)   Supporting sentences   * Summarize or wrap up the main points in the body of the essay * Explain how ideas fit together   Closing sentence   * Final words |