

Name:

Class: 1 2 3 4 5 6

Date:

Honors 9th *To Kill a Mockingbird*: Social and Historical Context

PURPOSE: The purpose of this project is to provide you with critical social and historical background for understanding the novel *To Kill a Mockingbird*. The novel demands that its readers have a reasonable understanding of several historical eras and references. This project will help you demonstrate your understanding of these.

TOPIC OPTIONS: You must choose **three** of the following seven topics to research.

- The Great Depression
- The Dust Bowl
- Jim Crow Laws/Segregation
- Significant Court Cases
 - Scottsboro Boys
 - Plessy vs. Ferguson
 - Brown vs. the Board of Education of Topeka Kansas
- The Civil Rights Movement
- Women's Roles in the 1930s
- Education in the 1930s

INFORMATION ASSEMBLY: You will assemble a Sway presentation (via your school Office 365 account) that demonstrates your knowledge of each of your three chosen topics. You will only create one Sway presentation, but it will include all three of your topics. The Sway must include:

- Your name
- A summary of each of your three topics. Your summaries should be one to two paragraphs each and should include significant names, dates, events, and historical relevance of each topic. These summaries should be in your own words and are NOT to be copied and pasted in a mishmash from random websites.
- For each topic, select two quotes from different sources that are significant in terms of the topic. Include the quote and a 3-4 sentence explanation of the significance of the quotes.
- Two to three relevant pictures/graphics/charts for each topic. Each picture/graphic/chart must include a caption that explains and identifies the content.
- Annotated citations for each source used, including all of your pictures/graphics/charts. Each annotated citation must include:
 - An accurate MLA format Works Cited citation
 - An annotation that includes the format of the source, a one to two sentence description of the relevance of the source, and a one sentence explanation of any limitations or biases of the source

TIMELINE:

Monday, January 22: Project introduction, example Civil War presentation, questions

Tuesday, January 23: Meet in the library. Mrs. Hanson will show you where to locate your sources, how to create appropriate annotations, and how to create a Sway

Thursday, January 25: Meet in the library. Work on research, note-taking, and beginning to assemble Sway presentation

Tuesday, January 30: Meet in the library. Assemble Sway, edit and revise, and double-check to ensure that all requirements of presentation have been met.

Wednesday, January 31: Meet in the library. Share Sway with Mrs. Laska. Complete self-evaluation and learning summary.

GRADING: You will be given a participation score for each day we are in the library. Once you've submitted your final Sway presentation, your presentation will be scored using the rubric on this page.

Library Participation:

	4	3	2	1
Participation	<ul style="list-style-type: none"> *On-task behavior at all times *Respectful of other students' learning environment *Seeks to solve own problems and create own solutions *Significant high-quality work produced during classtime 	<ul style="list-style-type: none"> *On-task behavior almost all the time *Respectful of other students' learning environment *Asks relevant questions and seeks to understand assignment *Reasonable quality work produced during classtime 	<ul style="list-style-type: none"> *Frequent off-task behavior *Disrespectful of other students' learning environment *Seeks to distract and disrupt self and others *Excuses rather than problem-solving *Little or poor quality work produced during classtime 	<ul style="list-style-type: none"> *Chronic off-task behavior *Disrespectful of other students' learning environment *Distracts self and others constantly *No work produced during classtime

Sway Presentation:

	4	3	2	1
Summaries	<ul style="list-style-type: none"> *All three summaries are detailed and completely accurate; they include significant names, dates, events, and historical relevance of each topic *Connections are made between various topics or historical eras *Well-written structurally and mechanically with no/very few minor errors 	<ul style="list-style-type: none"> *All three summaries are reasonable and accurate; they include names, dates, events, and historical relevance of each topic *Written with a reasonable structure and a few minor errors that do not impede readability 	<ul style="list-style-type: none"> *Only two summaries are present and/or summaries are vague and inaccurate; names, dates, events, and historical relevance are missing or inaccurate *Written with gaps in structure and errors that impede readability 	<ul style="list-style-type: none"> *Only one summary is present and/or the summary is completely inaccurate *Written with no discernable structure and multiple errors that impede readability
Quotes	<ul style="list-style-type: none"> *All three topics have two quotes that clearly reflect significant aspects of the topic *Quote marks are used and quotes are correctly attributed *Thoughtful and reflective 3-4 sentence description of each quote's significance points out multiple connections between quotes and topic 	<ul style="list-style-type: none"> *All three topics have two quotes that reflect obvious aspects of the topic *Quote marks are used and quotes are correctly attributed, although formatting errors may be present *Reasonable 3-4 sentence description of each quote's significance points out obvious connections between quotes and topic 	<ul style="list-style-type: none"> *Only two topics have two quotes and/or connections to topic are vague and unsubstantial *Quote marks are used incorrectly and quotes are not appropriately attributed *Fewer than 3 sentence description and/or confusing and unreasonable connections between quotes and topic 	<ul style="list-style-type: none"> *Only one topic has two quotes and/or the quotes have no relation to the topic *Quote marks are not used and quotes are not attributed *No description of the connection between quotes and topic
Pictures/Graphics/Charts	<ul style="list-style-type: none"> *All three topics have two pictures/graphics/charts that clearly reflect significant aspects of the topic *Captions are detailed and provide reader with interesting, relevant information 	<ul style="list-style-type: none"> *All three topics have two pictures/graphics/charts that reflect obvious aspects of the topic *Captions are reasonable and provide reader with relevant information 	<ul style="list-style-type: none"> *Only two topics have two pictures/graphics/charts and/or confusing connection to topic *Captions are confusing and poorly written 	<ul style="list-style-type: none"> *Only one topic has two pictures/graphics/charts and/or no connection to topic *Captions not included or incomplete
Annotated Citations	<ul style="list-style-type: none"> *All information and pictures from sources include accurate MLA citations *Annotation includes thorough description of format, relevance, and limitations 	<ul style="list-style-type: none"> *All information and pictures from sources include mostly accurate MLA citations. Minor errors in formatting may be present *Annotation includes brief description of format, relevance, and limitations 	<ul style="list-style-type: none"> *Some information and pictures from sources include an attempt at MLA citations, but citations are inaccurate and incomplete *Annotation includes insufficient description of format, relevance, and limitations 	<ul style="list-style-type: none"> *Many missing MLA citations *Major errors in MLA format *Annotations missing

