

## ***To Kill a Mockingbird* Symbolism Visualization Mini-Project for Part I**

Much has been said about the **symbolism** in Harper Lee's *To Kill a Mockingbird*; the mockingbirds, the knot hole in the Radley's oak tree, and Atticus Finch's briefcase are just some of many well-known examples of **symbols** in this novel. One **symbol** that may not be obvious is Mr. Harry Thompson's dog, Tim Johnson.

The weight of this dog's significance is more obvious if one considers two things:

1. Dogs are referenced often throughout Part One of the novel, **literally** and as **figures of speech**. As such, dog references *affect* a **motif**.
2. Harper Lee purposefully structured her novel as a series of **vignettes** that form one cohesive whole; each **vignette** is a standalone story. The **vignette** we are focusing on is Chapter 11 when Atticus has to put down Tim Johnson, who has become rabid. This chapter can easily stand on its own as a story, but as a **vignette** in a much larger story, this episode takes on a significance that may summarize the novel in symbolic terms.

We will read-aloud chapter 11 together as you annotate. Then, you are receiving a piece of poster board on which I want you to visually depict neatly and creatively the important actions of the chapter. You will have to condense everything down into one frame, so you need to summarize the scene symbolically. Focus on the important details that convey the meaning of the scene.

You will deliver a short presentation of your art to the class starting Wednesday. In your presentation, you will explain the choices that you made in depicting the chapter visually in one frame and then discuss what this chapter means thematically, as revealed through your visual depiction.

After we have all presented, we will have a Socratic Seminar in which we discuss if this vignette (Chapter 11) is a good encapsulation of the conflict that is about to arise in the town of Maycomb or not. If so, how does it do so.

### **Rubric for the visual and presentation:**

<b>Components</b>	<b>17-15 pts.</b>	<b>14-12 pts.</b>	<b>10 pts or less</b>
<b>Reflection and Knowledge</b>	The drawing represents a clear understanding of the information presented.	The drawing represents a somewhat clear understanding of the material.	The student clearly did not understand the information. The drawing is not representative of the knowledge gained.
<b>Originality and Creativity</b>	The student explored several choices, generating many ideas, unusual combinations or changes on several ideas.	Tried a few ideas but based his/her work on someone else's idea.	Fulfilled the assignment, but gave no evidence of trying anything unusual. Shows no evidence of original thought.
<b>Effort</b>	Project is complete and shows effort far beyond that which was required	Worked hard and completed the project but could have improved with more effort.	Chose only easy projects and did the work indifferently. Completed with minimum effort or not finished.