***To Kill a Mockingbird* Genre Rewrite Assignment**

Recently, we have talked about the different genres present in literature— genres being a category or classification of artistic composition characterized by similarities in form, style, or subject matter. Many times it is the plot, diction, tone, and mood that work together to establish the genre.

We have discussed that *To Kill a Mockingbird* is a work of **realistic fiction** because while the book is fiction, the events that take place in the book could easily happen.

**Assignment:** Students will be assigned to groups of 2-3 and be required to rewrite a portion of a chapter in a different genre from the original realistic fiction.

Students must include elements to the scene to make it recognizable as part of the plot from *To Kill a Mockingbird*.

You must include:

* The same characters mentioned in the original scene
* Notable actions done by said characters in the original scene

You may add to/change:

* character motivation
* the setting of the scene
* the outcome
* dialogue
* the physical state of the characters

(NOTE: This is not a comprehensive list. In other words, there are other things you may add or change as necessary.)

Do not:

* simply copy down the same exact words.
* make the scene unrecognizable.

For example:

*Catching Walter Cunningham in the schoolyard gave me some pleasure, but when I was rubbing his nose in the dirt Jem came by and told me to stop. “You’re bigger’n he is,” he said.*

*“He’s as old as you, nearly,” I said. “He made me start off on the wrong foot.”*

*“Let him go, Scout. Why?”*

*“He didn’t have any lunch,” I said, and explained my involvement in Walter’s dietary affairs.*

*Walter had picked himself up and was standing quietly listening to Jem and me. His fists were half cocked, as if expecting an onslaught from both of us. I stomped at him to chase him away, but Jem put out his hand and stopped me. He examined Walter with an air of speculation. “Your daddy Mr. Walter Cunningham from Old Sarum?” he asked, and Walter nodded.*

You must keep Scout, Jem, and Walter Cunningham present in this scene. You must also keep the main action; however, you can change why Scout and Walter Cunningham are in conflict*.* You can change the physical state the characters are in. *Are the characters human? Robots? Animals?* You can change the manner in which the action is being done*. Does Jem intervene by words? Actions? If so, what kind of action?* You can change the setting where action takes place. *Is it still in the schoolyard? Is it in space? The jungle?*

These elements, along with changes in tone, mood and dialogue, can easily change the genre of the text.

You and your group may choose ONE of the following scenes:

* Chapter 6: The children sneak a peek in the Radley house at night.
* Chapter 8: Miss Maudie’s house catches on fire
* Chapter 10: Atticus and Heck Tate arrive to take care of the rabid dog.
* Chapter 12: Scout and Jem go to church with Calpurnia
* Chapter 14: Jem and Scout discover that Dill has run away from home.
* Chapter 15: Atticus, Scout, Jem, and Dill encounter a mob outside of the Maycomb jail.
* Chapter 17: Atticus attempts to establish that Heck Tate and Bob Ewell never called a doctor.
* Chapter 18: Atticus questions Mayella Ewell.

Find an appropriate starting and stopping point related to your chosen scene within the chapter.

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| New Genre | A new genre is very recognizable. It is clear thought has been put into the work making it significantly different than realistic fiction. | A new genre is not entirely recognizable. Too many elements of the previous genre is present making it hard to distinguish new elements. | A new genre is not present. Students did not make changes in aspects changing it to a genre other than realistic fiction. |
| Characters | The respectable characters are still present; however, they may be altered in their state, speech or motivations creating a obvious change in genre. | The respectable characters are still present; however, there may not be a notable change in their state, speech or motivations resulting in a change | The respectable characters are not present nor do they exhibit any constant or change that could help a change in genre. |
| Plot | The main events of original scene are still present making is recognizable as a part from the work. | Some events of the original scene are still present making it somewhat recognizable as a part from the work. | There are no recognizable events from the original scene making it unclear if it came from the work. |
| Style | A new style is present in word choice, tone and mood making it clear the genre has changed. | There is little change in the word choice, tone or mood making the new genre somewhat recognizable | There is no change in word choice, tone or mood resulting in no change of the genre. |
| Creativity | The rewrite exhibits clear use of creativity and original ideas resulting in a new genre. | There is little creativity and new ideas present result in a insignificant change to the new genre. | There is no evidence of creativity and new ideas to form a new genre. The students copied the original scene. |

**Rubric:**