

7th July 2018

Critical analysis of the book *To Kill a Mockingbird*.

italicize titles of novels

Harper Lee's book, To Kill a Mockingbird, was initially titled Go Set a Watchman, though it later turned out the later was just a manuscript for the former. *She died several years ago.* She is an American novelist who has received several honorary degrees and was awarded the Presidential Medal of Freedom in 2007. *11* *5,12*

The characters and the plot of the novel To Kill a Mockingbird are closely linked to the observations that Lee made on her family and neighbours and events that took place in Monroeville, her hometown in Alabama when she was still ten years old. The book addressed the irrationality of the attitude of adults toward class and race in the Deep South during the 1930s as was shown via the eyes of two kids, Nelle and Tru, her best friend. Nelle's father Atticus Finch, *He is no longer alive.* was a white attorney in the town and is currently revered as a model of integrity among lawyers. *12* She loved watching her dad try cases in court. It is this love of courtrooms that eventually drove her to New York City where she dreamt of turning into a writer. At any opportunity she got, she sat by her typewriter, revising, writing and chasing her dream. The novel is famous for its humour and warmth despite addressing serious issues of racial inequality and rape. Apart from these, the book also entails themes of education, understanding, and innocence, tolerance, growing up, moral courage, maturity and prejudice (Nair 5). *Your thesis is too broad - one of these topics would have been enough.*

characterizes the relationship between the three groups. It is told mainly from the viewpoint of Jan Louse Finch, a 9 yr. old child. Her father was the lawyer hired to defend Tom Robinson, who had been falsely accused of rape. The story highlights the growing awareness of this unconventional intelligent girl of the prejudice and hypocrisy that was apparent in the adult world them. The story brings to the forefront the roots and consequences of racism. The case was lost simply due to the fact that at the time it was impossible for a black person to achieve victory over someone white in the south. This was as a result of racial prejudice apparent in the society, then that could not give blacks the same status as whites.

THEMES.

Social injustice and racism

The story has a great impact on its readers. This is not only to a legal professional, but the general public as a whole. The moral education that scout is communication if two-fold. The first is the need for us to resist the abuse of our fellow human beings with the negativity that is unfounded and with no basis. Secondly, is the necessity of perseverance particularly when these values are violently or inevitable subverted. We should all strive to fight for a just world where the rights and freedom of everyone are respected and observed. Most aspects of this novel, To Kill a Mockingbird, are however autobiographical. This is due to the fact that several events and people from the childhood of Lee parallel those of the fictional character, Scout. Lee's father was an attorney and in 1919, represented two black men who were later convicted, mutilated and hanged. The death of Tom ends up being an insult to humanity and a defeat of the justice system. Readers are allowed to judge for themselves. In addition, the book provided an opportunity for those affected by injustices and abuses in the society to get healed and more so, to continue the fight for a better world (Gay 12).

Why is the biographical aspect discussed again? It doesn't fit with the thesis.

belief and behavior to promote equity and respect for rights of others while at the same time fighting for the establishment of a just world. It is important for people not to make both external and internal changes (Mills 20).

Your essay could be improved by removing the sources and focusing exclusively on one of the themes that you name. Trying to cover everything, including your elements of reviewing the book, ensure that none of your points are convincing. Focus on less, and you'll be more successful.

The main purpose/theme of the novel is the concept of good and evil. Throughout the book, Lee has juxtaposed the two. She used Jem and Scouts' childhood innocence to demonstrate childhood innocence and to demonstrate the concept of evil. Initially, the two had never really experienced evil and thus believe that individuals are congenitally good. They thought that they understood evil via Boo Radley since he acted as this mysterious, looming, dark person. Jem and Scouts treat him as more of a ghostly story for children than a real person. As the children grow up, they gain more experience and they get to realize that evil is a concept that is a bit more complex than they initially imagined. They start to experience hatred, deceit and racism. At the court session, Jem witnesses wickedness, in the form of deceit and racism as he sees a person willing to condemn another to death just because he is from the black race. Scout, on the other hand, had her understanding of evil changed when Robert Ewell assaults her to get to her feather. The fact that a grown man was willing to attack an innocent child went against everything she had come to conceive in adults when she gets rescued by Boo Radley, it shattered her childhood understanding of the concept of evil, thereby replacing her innocence with a more mature perspective of the world. Mockingbirds in this story carries a symbolic view as they are considered innocent. It is basically a sin to kill these birds in this story as it symbolized the devastation of the innocent. Mr. Raymond, Boo Radley and Tom Robinson could all be identified as mockingbirds in this story, but their innocence was however destroyed or injured via contact with evil. For instance, Tom Robinson is charged with rape of Miss Mayella, a white girl, depicted is obviously innocent (Milton, 10).

➔ In summary, this is a story that occurs in Maycomb, a small town in the state of Alabama during the 1930s. The town was composed of three communities, that is, the black community, the white folks and the "white" trash. A combination of friendlessness, racial prejudice and hostility

How is this paragraph related to your thesis?

Growing up

Scout encountered many challenges as she grew up. Some of these challenges were due to her father's occupation as an attorney and doing his best to represent blacks in court and fight for their rights. The author shows us how she questioned Mr. Underwood's article after reading it and demonstrates her growth in the final pages of the novel when she is no longer scared of the grey ghost, she brings out the aspect that by dealing without problems by questioning. We gain a deeper understanding and maturity (Milton 10).

Education

This is actually the first theme that one come across in the book. We can see Scout accompanying her brother to school. She has been looking forward to starting school from an early age, though her first day becomes a disappointment since she can't play with Jem. She also gets into trouble when she educates, Walter Cunningham, her teacher, about another student. In the book, however, Lee stresses the fact that moral education is sometimes more important than the formal education one gets in school (Nair 15).

Conclusion

In conclusion, To Kill a Mockingbird is a book authored by award-winning Lee who endeavoured to bring out the injustices apparent in the society in a humorous way. She provided a detailed story from the eyes of children. It shows the changes they undergo as their innocence is lost as they grow up through the exposure they get from their environment and their thoughts become mature. The story brings out the evils in the society and how this evil has a great impact on the moral education one acquires as they grow up. It encourages readers that the society has a big role in perpetuating injustices and thus is our moral duty as a citizen to ensure that we change our

What is the relationship among these themes?

How is this paragraph

Ideas and Content

Topic and Focus Grade 6

Focus is original and insightful; appropriately narrow, yet thorough. Thesis is clearly stated without being overly obvious. Exceeds expectations for assignment

10-9

Focus is manageably narrow and consistently maintained but may be somewhat obvious. Thesis is clearly stated. Assignment is completely fulfilled.

8

Focus shifts at times, but main idea is apparent. Thesis may be clear but only implied. Major requirements of assignment are met, but some minor ones are not.

7-6

No apparent or major focus. Thesis is missing or contradictory. Assignment is ignored; most requirements are unfulfilled.

5-1

Reasoning and Thinking Level Grade 8

Makes connections beyond course or assignment; clearly states universal meanings and implications; reflects thorough and logical analysis, synthesis or evaluation; ideas go further than teacher-directed learning.

10-9

Attempts to explain connections beyond content; understanding of content evident; reflects application and analysis; attempts synthesis or evaluation; minor gaps in logic; some ideas go beyond teacher-directed learning.

8

Reasoning limited to content and assignment; reflects knowledge and comprehension; noticeable gaps in logic; minor errors in understanding content; ideas are limited to those suggested in class.

7-6

Content is not understood; major errors in knowledge and comprehension, including factual errors; use of fallacious or contradictory reasoning; teacher-directed learning is misunderstood.

5-1

Support Grade 7

Thought-provoking supporting arguments; evidence is well chosen, consistently convincing and transcends predictable selections; evidence is abundant without being repetitive and comes from an abundance of sources.

10-9

Arguments are clearly linked to thesis; evidence is generally effective but not always the best choice, is of sufficient quantity and consistent throughout essay; uses some variety of sources.

8

Arguments stray from thesis or simply summarize evidence; evidence is unrelated to arguments or occasionally missing; little variety in sources or sources are inappropriate.

7-6

Arguments appear random and unrelated or contradictory of thesis; evidence is generally missing or unsupportive of arguments; no variety in sources or reliance on inappropriate sources.

5-1

Words and Fluency

Word Choice Grade 9

Precise, interesting vocabulary and phrasing; choices seem natural; choices draw out vivid reactions from readers.

10-9

Choices are consistently clear in meaning; seldom forced or repetitious.

8

Choices are sometimes vague or inappropriate; vocabulary appears forced or repetitive.

7-6

Choices are so vague or misused that they obscure meaning; diction is inappropriate for assignment or clichéd.

5-1

Sentence Fluency Grade 8

Sentences use a variety of appropriate constructions that enhance ideas and invite oral reading; effective use of connectives.

10-9

Sentences attempt variety of constructions but not always related to emphasis of ideas; can generally easily read orally; use of connectives generally effective

8

Sentences have little variety or are awkwardly constructed; noticeable halting in oral reading; few connectives.

7-6

Sentences are illogical, overly long or choppy, and often obscure ideas; oral reading is very difficult; most connectives missing.

5-1

Organization

Beginning Grade 6

"Hooks" reader interest in topic and thesis; contains appropriate background then clearly and smoothly funnels to focus or thesis; previews body organization without being obvious

Attempts "hook" but may not convey sense of importance; moves from general to specific; clear focus or thesis; previews body organization.

8

Weak "hook" or one that is unrelated to thesis; little sense of importance; thesis/focus is unclear or only implied; body organization unclearly implied or missing.

7-6

Little or no attempt to use "hook"; no apparent focus or thesis; no sense of direction for paper.

5-1

Middle Grade 6

Overall logical order; paragraphs have unity and coherence; transitions to build momentum relating ideas to each other and thesis; clear, unrepentive topic and concluding sentences.

Mostly logical order; ideas seldom misplaced or in wrong order in paragraphs; transitions relate ideas to thesis; clear (if obvious) topic and concluding sentences.

8

Not best overall order; paragraphs have problems with unity or coherence; transitions only indicate only beginnings of new ideas; topic and concluding sentences are missing.

7-6

No apparent order; paragraphs lack unity and ideas appear random; transitions missing or misleading; topic and concluding sentences missing.

5-1

10-9

Ending Grade 8

Explains significance of paper/thesis without repetition; funnels out to universal implications; makes significant impression on reader.

Summarizes paper or restates thesis without repetition; funnels out to more general topics; makes some impression on reader.

8

Repetitively summarizes paper or restates thesis; attempts at generalization are weak or unrelated to paper; impact on reader is dull or vague.

7-6

Missing or digresses from thesis; repeats exact wording from body; reader ends up confused.

5-1

10-9

Voice

Speaker, Audience, and Purpose Grade 6

Writer is credible but personal; sense of commitment clear; consistently appropriate relationship with audience.

Writer is credible and shows sense of purpose; usually consistent relationship with audience.

8

Writer seems forced or inconsistent; relation to audience is inconsistent or somewhat inappropriate.

7-6

Writer is not believable or is disinterested in paper; audience is ignored or insulted.

5-1

10-9

Conventions and Presentation

Grammar, Usage, Mechanics, and Format Grade 8

No noticeable errors; sources cited smoothly, thoroughly, and accurately; no format errors; follows layout suggestions.

Few (<5) minor errors; no fragments or run-ons; doesn't distract from content; sources cited thoroughly and accurately; few format errors; follows most layout suggestions.

8

Some (5-8) errors; few fragments or run-ons; few distractions from content; some citations are missing or incomplete; noticeable format or layout errors.

7-6

Frequent (>9) or severe errors; errors impede understanding; citations generally missing; suspicion or plagiarism; paper has unprofessional appearance.

5-1

10-9