

Intertextuality Study 2

*For this assignment we are going to look at another aspect of intertextuality but the same principles still apply. This time the task is to write a short narrative (1000 words max) using* ***form and language******features*** *of* To Kill A Mockingbird *to create an intertextual piece. There must still be* ***meaning*** *added by your doing this so you have to plan what you want to achieve by your intertextuality.*

Examples of this type of intertextuality:

* *Wide Sargasso Sea* is the story of the first wife from *Jane Eyre* by Charlotte Bronte. By telling the rejected wife’s story the author is critiquing both gender and racial issues of Bronte’s time.
* *Shrek* uses fairy tale elements to parody and make fun of stereotypes about gender and heroism in the original stories.

**Questions:**

1. Choose a minor character from *To Kill A Mockingbird* and create a short story in which they are the main character. Write the piece in the style of Harper Lee or use 5 other intertextual elements from the novel. In an accompanying writer’s statement, explain how the elements of your story (e.g. theme, plot, characters and/or language etc.) have been influenced by your knowledge of *To Kill A Mockingbird* and the meaning that the novel adds to your story.

OR

1. Create your own short story that applies one of the themes in *To Kill A Mockingbird* to your own context. It may be fictional or based on your experiences. Write the piece in the style of Harper Lee or use 5 other intertextual elements from the novel. In an accompanying writer’s statement, explain how the elements of your story (e.g. theme, plot, characters and/or language etc.) have been influenced by your knowledge of *To Kill A Mockingbird* and the meaning that the novel adds to your story. Themes from *To Kill A Mockingbird* that could be developed through a short story are:
2. The coexistence of good and evil
3. Prejudice
4. Racism
5. Growing up/coming of age
6. Family
7. Gender

**Performance Standards:**

*Knowledge and Understanding*

* Knowledge and understanding of ways in which texts are created for a range of audiences to convey a clear message added to by links to *To Kill A Mockingbird* in both writer’s statement and narrative

*Analysis*

* Analysis of intertextual connections in the writer’s statement: style/intertextual features and added meaning identified

*Application*

* Precision, fluency and coherence of writing and speaking in both pieces
* Use of appropriate *To Kill A Mockingbird*esque language features, stylistic features and conventions in your narrative
* Use of short quotes and references to your narrative as evidence in your writer’s statement from texts to support conclusions with textual references incorporated in responses.