

To Kill A Mockingbird

Focus Question #1

What do we learn in this chapter about Boo Radley and the children's attitude toward him? Give details and examples to support your points.

Answer Plan

1. Restate the question to begin the answer.
2. Cite details children have gotten from the neighborhood legend and what Jem learns from Miss. Stephanie.
3. Give Jem's physical description of Boo.
4. Conclude by telling what the children's attitude toward Boo is.

Possible Answer

[1] Scout, Jem and Dill want to know more about Boo Radley because there seems to be so much mystery around this man they have never seen. [2] From the neighborhood legend, Scout and Jem have learned that Arthur "Boo" Radley had been in with the wrong crowd and had gotten in trouble for locking Mr. Connor in an outhouse. Instead of being sent away to the state industrial school, Mr. Radley assured the judge that he would make sure that Arthur got in no more trouble. Boo was locked up in the Radley house. Jem learned from Miss Stephanie that Boo had cut his father's leg with scissors, so he was locked up in the basement of the courthouse. He was finally allowed to return home. [3] Jem described Boo as six-and-a-half feet tall with rotten teeth, eyes that popped, and a long jagged scar that ran across his face. Jem added that he ate raw squirrels and cats, and had bloodstained hands. [4] Scout, Jem and Dill are very curious about Boo, but I think they are also scared.

	3 (complete)	2 (partial)	1 (minimal)
<u>Traits:</u> <u>Content</u> <ul style="list-style-type: none"> ▪ Answers question ▪ Uses relevant details from text to support answer ▪ Stays on topic 	Answer is relevant with many details and examples.	Answer is relevant but has few details to support or explain the answer.	Answers question with misinterpretation. Little or no relevance to text or question. Ideas and content are not developed or connected.
<u>Organization</u> <ul style="list-style-type: none"> ▪ Restatement (Beginning) ▪ Details in support (Middle) ▪ Conclusion (End) 	Student restates the question in his/her own words. Details support point. Response is written in a logical sequence that makes connections.	Student restates the question in the answer. Events are retold in a somewhat disconnected structure.	Students answer either “yes,” “no,” or “I agree” without reference to the question. Writing lacks sequence.
<u>Style/Voice</u> <ul style="list-style-type: none"> ▪ Uses quotes to support, ▪ Concludes with prediction characters feelings, opinions, etc... 	Word choice is precise. Uses quotes effectively. Conclusion engages the reader.	Vocabulary is basic. May use quotations, but reference is unclear. Conclusion is partially successful.	Vocabulary is limited. Quotations are not used. The conclusion is ineffective or does not exist.
<u>Conventions/Presentation</u> <ul style="list-style-type: none"> ▪ Writing is neat. ▪ Uses proper conventions 	Presentation makes the writing inviting. Writing shows control over conventions.	Writing is readable. Errors in conventions do not distract from meaning.	Writing may not be legible. Errors in conventions distract from meaning.

Appendix #23