



EXPEDITIONARY  
LEARNING

## **Grade 8: Module 2A: Unit 1: Lesson 19**

**End of Unit 1 Assessment:** Analyzing Author's Craft in *To Kill a Mockingbird*: Allusions, Text Structure, Connections to Traditional Themes, and Figurative Language



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



End of Unit 1 Assessment:  
Analyzing Author’s Craft in *To Kill a Mockingbird*

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)
- I can compare and contrast the structure of multiple texts. (RL.8.5)
- I can analyze how different structures impact meaning and style of a text. (RL.8.5)
- I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9)
- I can analyze figurative language, word relationships and nuances in word meanings. (L.8.5)

Supporting Learning Targets

- I can analyze how the author uses the allusion to the Golden Rule in a new way.
- I can compare and contrast how two texts, a poem, and a scene from the novel have different structures, which contribute to meaning and style.
- I can analyze how the author draws on the theme of the Golden Rule in the novel.
- I can analyze the figurative language in an excerpt from Chapter 18.

Ongoing Assessment

- End of Unit 1 Assessment



End of Unit 1 Assessment:  
Analyzing Author’s Craft in *To Kill a Mockingbird*

Agenda	Teaching Notes
<p>1. Opening</p> <p>    A. Review Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>    A. End of Unit 1 Assessment (40 minutes)</p> <p>3. Closing and Assessment</p> <p>    A. Debrief and Preview Homework (3 minutes)</p> <p>4. Homework</p> <p>    A. Complete a first read of the Chapter 12 summary and a first read of Chapter 13 in the novel. Take notes using the Structured Notes graphic organizer.</p>	<ul style="list-style-type: none"> <li>• During today’s assessment, students independently analyze how the author uses allusions, perspective, and text structure to convey meaning in a piece of literature.</li> <li>• Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
<p>Do not preview vocabulary for today’s assessment.</p>	<ul style="list-style-type: none"> <li>• <i>To Kill a Mockingbird</i> (book; one per student)</li> <li>• End of Unit 1 Assessment: Analyzing Author’s Craft in <i>To Kill a Mockingbird</i>: Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language (one per student)</li> <li>• End of Unit 1 Assessment: Analyzing Author’s Craft in <i>To Kill a Mockingbird</i>: Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language (Answers for Teacher Reference)</li> <li>• <i>To Kill a Mockingbird</i> Structured Notes Graphic Organizer, Chapters 12 &amp; 13 (one per student)</li> <li>• <i>To Kill a Mockingbird</i> Supported Structured Notes Graphic Organizer, Chapters 12 &amp; 13 (optional for students needing more support)</li> <li>• 2 Point Rubric: Writing from Sources/Short Response (for Teacher Reference)</li> </ul>



End of Unit 1 Assessment:  
Analyzing Author’s Craft in *To Kill a Mockingbird*

Opening	Meeting Students’ Needs
<p><b>A. Review Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read aloud the targets:               <ul style="list-style-type: none"> <li>* “I can analyze how the author uses the allusion to the Golden Rule in a new way.”</li> <li>* “I can compare and contrast how two texts, a poem, and a scene from the novel have different structures, which contribute to meaning and style.”</li> <li>* “I can analyze how the author draws on the theme of the Golden Rule in the novel.”</li> </ul> </li> <li>• Tell students that they will reread parts of Chapter 11, which they read for homework, in the assessment today. Remind them that they have been studying author’s craft in previous lessons. Today is an opportunity to show what they know about allusions, text structure, and connections to traditional themes like the Golden Rule.</li> </ul>	
Work Time	Meeting Students’ Needs
<p><b>A. End of Unit 1 Assessment (40 minutes)</b></p> <ul style="list-style-type: none"> <li>• Arrange student seating to allow for independent thinking, reading, and writing. Encourage students by telling them that they have been working hard at reading closely, and today you want them to show what they have learned.</li> <li>• Distribute the <b>End of Unit 1 Assessment: Analyzing Author’s Craft in <i>To Kill a Mockingbird</i>: Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language</b>. Orient students to the various parts of the assessment and clarify if needed.</li> <li>• Invite students to begin. Circulate to observe but not support; this is their opportunity to independently apply the skills they have been learning.</li> <li>• If students finish early, encourage them to begin reading the Chapter 12 summary and Chapter 13 in the novel.</li> <li>• Collect the end of unit assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• On-demand assessments give the teacher valuable information about skills that students have mastered and those that still need to be developed.</li> <li>• ELLs and other students may benefit from extended time, a bilingual glossary or dictionary, and a separate testing location.</li> </ul>



End of Unit 1 Assessment:  
Analyzing Author’s Craft in *To Kill a Mockingbird*

Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Preview Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Talk with students about the work they have done in this first unit and tell them that they will be starting Part 2 of the novel for homework.</li> <li>• Distribute the <b><i>To Kill a Mockingbird</i> Structured Notes Graphic Organizer, Chapters 12 &amp; 13.</b></li> </ul>	
Homework	Meeting Students’ Needs
<p>A. Complete a first read of Chapters 12 and 13, using structured notes. Answer the Purpose for Reading question: In Chapter 13, Atticus says to Jem and Scout, “Don’t you worry about anything,” he said. “It’s not a time to worry.” What did he mean by this? Use the strongest evidence from the novel in your answer.</p>	<ul style="list-style-type: none"> <li>• Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.</li> </ul>



EXPEDITIONARY  
LEARNING

# Grade 8: Module 2A: Unit 1: Lesson 19

## Supporting Materials



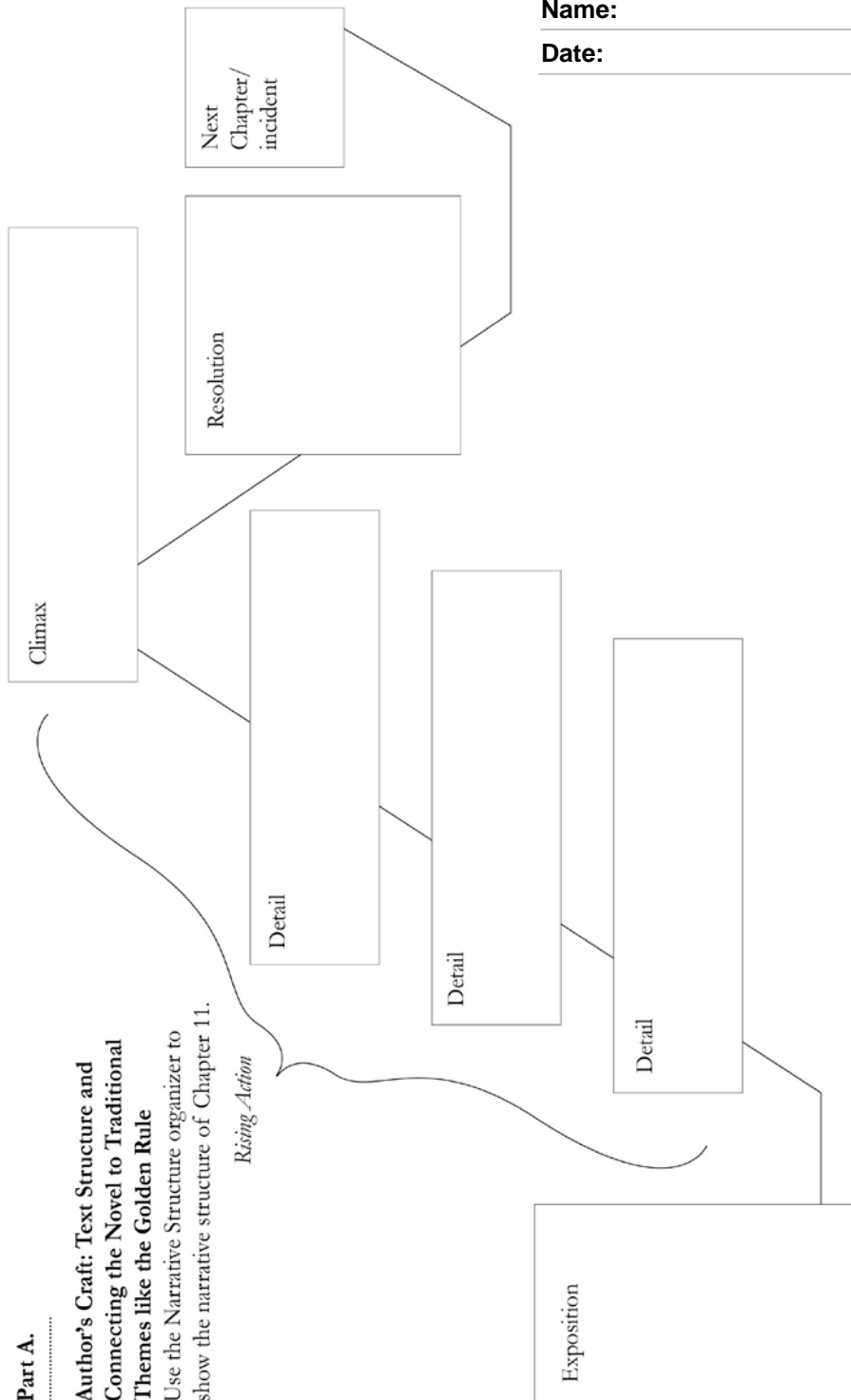
This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**End of Unit Assessment: Analyzing Author's Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

Name: \_\_\_\_\_

Date: \_\_\_\_\_





**End of Unit Assessment: Analyzing Author’s Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

Read the following excerpt from Chapter 11 of *To Kill a Mockingbird* and explain how it illustrates the Golden Rule.

<b>Excerpt from Chapter 11</b>	<b>How does this illustrate the Golden Rule?</b>
<p>“Easy does it, son,” Atticus would say. “She’s an old lady and she’s ill. You just hold your head high and be a gentleman. Whatever she says to you, it’s your job not to let her make you mad.”</p> <p>Jem would say she must not be very sick, she hollered so. When the three of us came to her house, Atticus would sweep off his hat, wave gallantly to her and say, “Good evening, Mrs. Dubose! You look like a picture this evening” (100).</p>	



**End of Unit Assessment: Analyzing Author’s Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

**Read the poem and answer the questions below.**

Solitude  
Ella Wheeler Wilcox

Laugh, and the world laughs with you;  
Weep, and you weep alone.  
For the sad old earth must borrow its mirth,  
But has trouble enough of its own.  
Sing, and the hills will answer;  
Sigh, it is lost on the air.  
The echoes bound to a joyful sound,  
But shrink from voicing care.

Rejoice, and men will seek you;  
Grieve, and they turn and go.  
They want full measure of all your pleasure,  
But they do not need your woe.  
Be glad, and your friends are many;  
Be sad, and you lose them all.  
There are none to decline your nectared wine,  
But alone you must drink life’s gall.

Feast, and your halls are crowded;  
Fast, and the world goes by.  
Succeed and give, and it helps you live,  
But no man can help you die.  
There is room in the halls of pleasure  
For a long and lordly train,  
But one by one we must all file on  
Through the narrow aisles of pain.

First published in the  
February 25, 1883 issue of the  
New York Sun. Public Domain

mirth	laughter, happiness
solitude	loneliness, alone
gall	bile
fast	not eat
Train	group of friends



**End of Unit Assessment: Analyzing Author’s Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

1. What is the poem mostly about?

- a. Laughter is the answer to a happy life.
- b. What you put out, the world returns to you.
- c. Positive actions result in positive returns.
- d. Negative actions result in negative returns.

2. What do the first two stanzas tell us about what the narrator has learned about life?

<b>Evidence from Stanza 1</b>	<b>Elaborate/analyze/infer: What does this show about the narrator?</b>
<b>Evidence from Stanza 2</b>	<b>Elaborate/analyze/infer: What does this show about the narrator?</b>

3. In the last stanza of the poem, the poet sums up what she has learned about living, dying, and the support of others. How does the poet structure this poem so that the last the stanza reveals these lessons? Use the organizer below to explain your answer.

In Stanzas 1 and 2,

---



---

By the last stanza of the poem,

---



---



**End of Unit Assessment: Analyzing Author's Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

4. What do you think this poem seems to be saying about the Golden Rule?

---

---

---

---



**End of Unit Assessment: Analyzing Author’s Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

	<b>“Solitude”</b>	<b>Chapter 11</b>
<b>How does this text relate to the Golden Rule?</b>		
<b>How is this text structured?</b>		
<b>How does the structure affect the meaning?</b>		



**End of Unit Assessment: Analyzing Author’s Craft in *To Kill a Mockingbird*:  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language**

**Part B. Author’s Craft: Allusion**

In Chapter 11, Jem reads *Ivanhoe* by Sir Walter Scott aloud to Mrs. Dubose. *Ivanhoe* was published in 1820. It takes place in England in the same time period as King Richard and Robin Hood. The primary theme of *Ivanhoe* is reconciliation, the act of bringing people together again.

**Reread the following passage, then analyze this allusion’s impact on the meaning of Chapter 11.**

The following Monday afternoon Jem and I climbed the steep front steps to Mrs. Dubose’s house and padded down the open hallway. Jem, armed with *Ivanhoe* and full of superior knowledge, knocked at the second door on the left.

“Mrs. Dubose?” he called.

Jessie opened the wood door and unlatched the screen door.

“Is that you, Jem Finch?” she said. “You got your sister with you. I don’t know—”

“Let ’em both in, Jessie,” said Mrs. Dubose. Jessie admitted us and went off to the kitchen.

An oppressive odor met us when we crossed the threshold, an odor I had met many times in rain-rotted gray houses where there are coal-oil lamps, water dippers, and unbleached domestic sheets. It always made me afraid, expectant, watchful.

In the corner of the room was a brass bed, and in the bed was Mrs. Dubose. I wondered if Jem’s activities had put her there, and for a moment I felt sorry for her. She was lying under a pile of quilts and looked almost friendly.

There was a marble-topped washstand by her bed; on it were a glass with a teaspoon in it, a red ear syringe, a box of absorbent cotton, and a steel alarm clock standing on three tiny legs.

“So you brought that dirty little sister of yours, did you?” was her greeting.

Jem said quietly, “My sister ain’t dirty and I ain’t scared of you,” although I noticed his knees shaking.



**End of Unit Assessment: Analyzing Author’s Craft in *To Kill a Mockingbird*:  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language**

I was expecting a tirade, but all she said was, “You may commence reading, Jeremy.”

Jem sat down in a cane-bottom chair and opened *Ivanhoe*. I pulled up another one and sat beside him.

“Come closer,” said Mrs. Dubose. “Come to the side of the bed.”

We moved our chairs forward. This was the nearest I had ever been to her, and the thing I wanted most to do was move my chair back again (105–106).



**End of Unit Assessment: Analyzing Author’s Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

3. What impact does the allusion to *Ivanhoe* have on the meaning of Chapter 11?

- a. It emphasizes that Jem wants revenge on Mrs. Dubose.
- b. It shows that Jem loves adventure novels.
- c. It makes Jem and Scout’s relationship clearer.
- d. It shows that this chapter brings Jem and Mrs. Dubose together peacefully.
- e. It brings up the idea of slavery.
- f. It refers to the court system.
- g. It makes Mrs. Dubose look even meaner.

4. Justify your answer using evidence from the text.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



**End of Unit Assessment: Analyzing Author’s Craft in *To Kill a Mockingbird*:  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language**

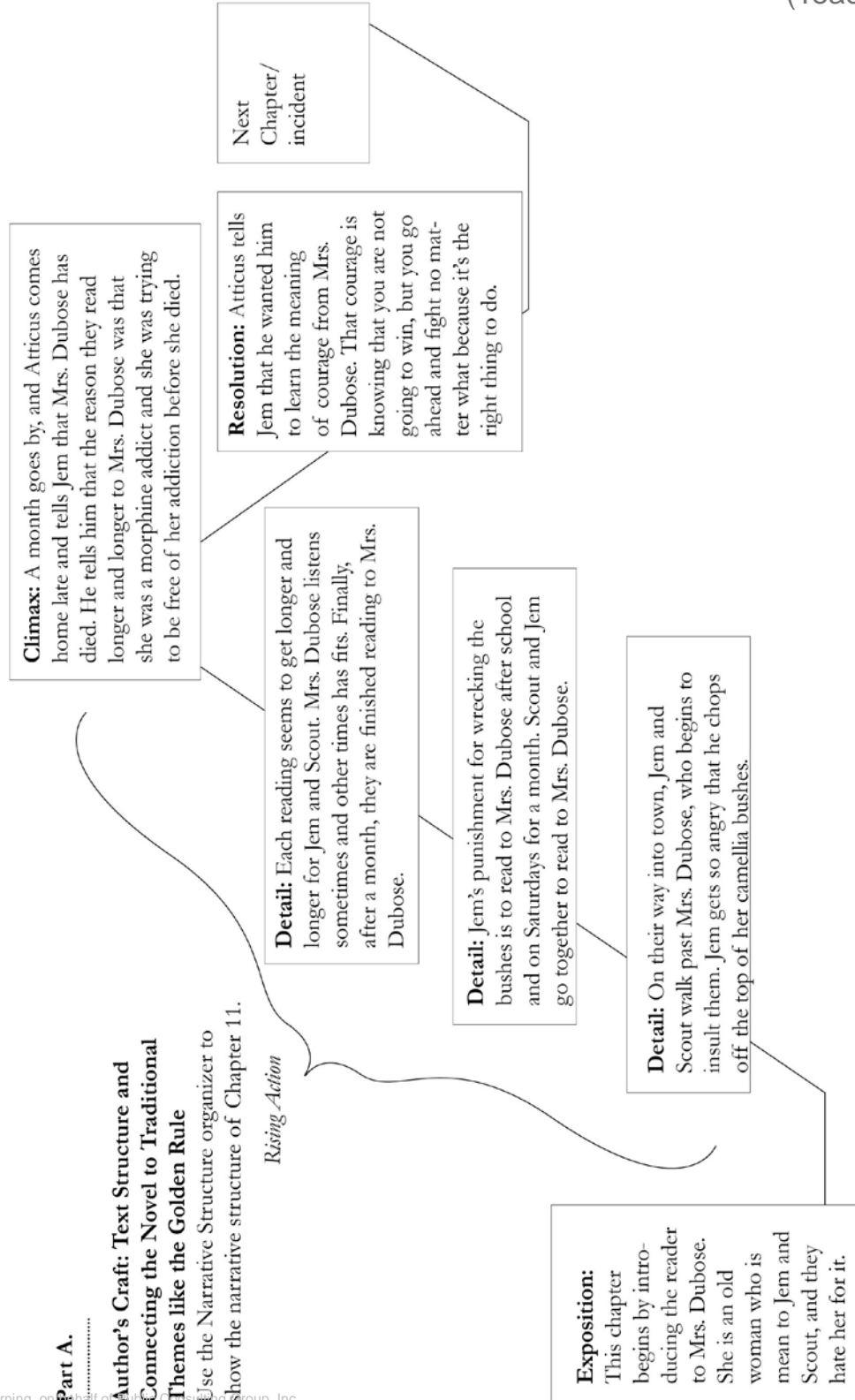
**Part C. Author’s Craft: Figurative Language**

6. What is the figurative meaning of the underlined phrase? “The day after Jem’s twelfth birthday his money was burning up his pockets, so we headed for town in the early afternoon. Jem thought he had enough to buy a miniature steam engine for himself and a twirling baton for me” (100).

- a. The coins in Jem’s pockets were hot because of the sun.
- b. Jem was eager to spend his birthday money.
- c. Jem felt guilty about having money in his pockets.
- d. Jem had stolen the money in his pockets.



**End of Unit Assessment: Analyzing Author’s Craft in To Kill a Mockingbird:  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language  
(Teacher Answer Key)**





**End of Unit Assessment: Analyzing Author’s Craft in *To Kill a Mockingbird*:  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language  
(Teacher Answer Key)**

Read the following excerpt from Chapter 11 of *To Kill a Mockingbird* and explain how it illustrates the Golden Rule.

<b>Excerpt from Chapter 11</b>	<b>How does this illustrate the Golden Rule?</b>
<p>“Easy does it, son,” Atticus would say. “She’s an old lady and she’s ill. You just hold your head high and be a gentleman. Whatever she says to you, it’s your job not to let her make you mad.”</p> <p>Jem would say she must not be very sick, she hollered so. When the three of us came to her house, Atticus would sweep off his hat, wave gallantly to her and say, “Good evening, Mrs. Dubose! You look like a picture this evening” (100).</p>	<p><i>First, Atticus instructs Jem to “be a gentlemen” and not get mad, whatever Mrs. Dubose might say. This is Atticus instructing Jem in the Golden Rule.</i></p> <p><i>Then, Atticus demonstrates the Golden Rule by greeting Mrs. Dubose so kindly, even though it’s clear that Mrs. Dubose does not treat others that way.</i></p>

**End of Unit Assessment: Analyzing Author’s Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

**Read the poem and answer the questions below.**

Solitude  
Ella Wheeler Wilcox

Laugh, and the world laughs with you;  
Weep, and you weep alone.  
For the sad old earth must borrow its mirth,  
But has trouble enough of its own.  
Sing, and the hills will answer;  
Sigh, it is lost on the air.  
The echoes bound to a joyful sound,  
But shrink from voicing care.

Rejoice, and men will seek you;  
Grieve, and they turn and go.  
They want full measure of all your pleasure,  
But they do not need your woe.  
Be glad, and your friends are many;  
Be sad, and you lose them all.  
There are none to decline your nectared wine,  
But alone you must drink life’s gall.

Feast, and your halls are crowded;  
Fast, and the world goes by.  
Succeed and give, and it helps you live,  
But no man can help you die.  
There is room in the halls of pleasure  
For a long and lordly train,  
But one by one we must all file on  
Through the narrow aisles of pain.

mirth	laughter, happiness
solitude	loneliness, alone
gall	bile
fast	not eat
Train	group of friends

First published in the  
February 25, 1883 issue  
of the New York Sun.  
Public Domain



**End of Unit Assessment: Analyzing Author’s Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language  
(Teacher Answer Key)

1. What is the poem mostly about?

- a. Laughter is the answer to a happy life.
- b. **What you put out, the world returns to you.**
- c. Positive actions result in positive returns.
- d. Negative actions result in negative returns.

2. What do the first two stanzas tell us about what the narrator has learned about life?

<b>Evidence from Stanza 1</b>	<b>Elaborate/analyze/infer: What does this show about the narrator?</b>
<p><i>In stanza 1, the author writes about laughing and weeping, then singing and sighing. She writes that when you laugh and sing, you have the company of others, but when you weep and sigh, you are left alone.</i></p> <p><i>She also write that the earth is sad and needs to borrow happiness. It has enough trouble of its own, so it doesn't offer help when there is sadness.</i></p>	<p><i>The narrator realizes that happiness and joy attract the company of others, but sadness seems to push people away.</i></p>
<b>Evidence from Stanza 2</b>	<b>Elaborate/analyze/infer: What does this show about the narrator?</b>
<p><i>In the second stanza, the author writes about how rejoicing and being glad brings friends to you, but grieving and sadness push people away.</i></p>	<p><i>The narrator realizes that when times are good, people will be around, but when times are bad, people disappear and you go through that tough time alone.</i></p>



**End of Unit Assessment: Analyzing Author’s Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language  
(Teacher Answer Key)

3. In the last stanza of the poem, the poet sums up what she has learned about living, dying, and the support of others. How does the poet structure this poem so that the last the stanza reveals these lessons? Use the organizer below to explain your answer.

*In Stanzas 1 and 2, the poet compares and contrasts positive and negative emotions and behaviors and how those behaviors either attract people or push people away. She writes that the positive behaviors, like singing, laughing, and rejoicing, draw the company of others. On the other hand, negative behaviors, like weeping, sighing, grieving, and sadness, push people away and leave you alone to suffer.*

*By the last stanza of the poem, the author makes one final comparison of being surrounded by people in good times and being alone in bad times. The author ends with summarizing the main point that during pleasurable times there’s room for many friends, but we must go through painful times alone.*

4. What do you think this poem seems to be saying about the Golden Rule?

*This line means that success and giving to others in life will help you live a good life. If you share your happiness and generosity with others, you will live life surrounded by good company.*

**End of Unit Assessment: Analyzing Author’s Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language  
(Teacher Answer Key)

	<b>“Solitude”</b>	<b>Chapter 11</b>
How does this text relate to the Golden Rule?	<i>The poem relates to the Golden Rule by explaining that generosity to others will bring happiness and a good life to you.</i>	<i>Chapter 11 relates to the Golden Rule because Atticus teaches Jem that there’s more to people than he may see on the outside and he should treat people well. Mrs. Dubose may have been a mean person to the children, but she was also a fighter and determined to kick her morphine habit before she died. Atticus wanted Jem to learn that he should treat others with respect, because you never know what someone is going through.</i>
How is this text structured?	<i>The author structures the poem by stanzas. Each stanza begins with two lines that compares and contrasts positive and negative emotions. The next two lines provide a commentary. The second half of each stanza then repeats this pattern.</i>	<i>This text is structured as a narrative with a beginning, middle, and end. It has characters, a setting, a conflict, details, and a resolution. It’s structured like a story.</i>
How does the structure affect the meaning?	<i>The meaning of this poem is affected by the structure because the author juxtaposes positive and negative behaviors and how those behaviors come back to you in positive and negative ways. The author is able to show the Golden Rule by these comparisons.</i>	<i>The structure affects the meaning of the text because readers don’t know the end of the story until they get to the last part. The author tells the story and builds up to the climax with details. After the climax, readers can see the meaning of what happened in the chapter. At the end of the chapter, readers can go back to the beginning of the chapter and see all the details that are pointing to the meaning. For example, in Chapter 11, Jem and Scout are not following the Golden Rule, and at the end of the chapter we learn that Atticus wanted them to learn to treat others with respect and the way they want to be treated.</i>



**End of Unit Assessment: Analyzing Author’s Craft in *To Kill a Mockingbird*:  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language  
(Teacher Answer Key)**

**Part B. Author’s Craft: Allusion**

In Chapter 11, Jem reads *Ivanhoe* by Sir Walter Scott aloud to Mrs. Dubose. *Ivanhoe* was published in 1820. It takes place in England in the same time period as King Richard and Robin Hood. The primary theme of *Ivanhoe* is reconciliation, the act of bringing people together again.

**Reread the following passage, then analyze this allusion’s impact on the meaning of Chapter 11.**

The following Monday afternoon Jem and I climbed the steep front steps to Mrs. Dubose’s house and padded down the open hallway. Jem, armed with *Ivanhoe* and full of superior knowledge, knocked at the second door on the left.

“Mrs. Dubose?” he called.

Jessie opened the wood door and unlatched the screen door.

“Is that you, Jem Finch?” she said. “You got your sister with you. I don’t know—”

“Let ’em both in, Jessie,” said Mrs. Dubose. Jessie admitted us and went off to the kitchen.

An oppressive odor met us when we crossed the threshold, an odor I had met many times in rain-rotted gray houses where there are coal-oil lamps, water dippers, and unbleached domestic sheets. It always made me afraid, expectant, watchful.

In the corner of the room was a brass bed, and in the bed was Mrs. Dubose. I wondered if Jem’s activities had put her there, and for a moment I felt sorry for her. She was lying under a pile of quilts and looked almost friendly.

There was a marble-topped washstand by her bed; on it were a glass with a teaspoon in it, a red ear syringe, a box of absorbent cotton, and a steel alarm clock standing on three tiny legs.

“So you brought that dirty little sister of yours, did you?” was her greeting.

Jem said quietly, “My sister ain’t dirty and I ain’t scared of you,” although I noticed his knees shaking.

**End of Unit Assessment: Analyzing Author’s Craft in *To Kill a Mockingbird*:  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language  
(Teacher Answer Key)**

I was expecting a tirade, but all she said was, “You may commence reading, Jeremy.”

Jem sat down in a cane-bottom chair and opened *Ivanhoe*. I pulled up another one and sat beside him.

“Come closer,” said Mrs. Dubose. “Come to the side of the bed.”

We moved our chairs forward. This was the nearest I had ever been to her, and the thing I wanted most to do was move my chair back again (105–106).

3. What impact does the allusion to *Ivanhoe* have on the meaning of Chapter 11?

- a. It emphasizes that Jem wants revenge on Mrs. Dubose.
- b. It shows that Jem loves adventure novels.
- c. It makes Jem and Scout’s relationship clearer.
- d. **It shows that this chapter brings Jem and Mrs. Dubose together peacefully.**
- e. It brings up the idea of slavery.
- f. It refers to the court system.
- g. It makes Mrs. Dubose look even meaner.

4. Justify your answer using evidence from the text.

*This part of the book shows reconciliation between Jem and Mrs. Dubose, just as the allusion to *Ivanhoe* suggests. For instance, Mrs. Dubose “was lying under a pile of quilts and looked almost friendly.” That shows that she is not in an angry mood, as she usually is. Also, when Scout expected “a tirade,” all Mrs. Dubose said was: “You may commence reading, Jeremy.” Although Jem and Mrs. Dubose are clearly not close friends, they are trying to get along peacefully, and the allusion to *Ivanhoe* helps to support that even more.*





**2 Point Rubric:**  
Writing From Sources/Short Response

<b>2 Point Response</b>	<p>The features of a 2 point response are:</p> <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability.</li></ul>
<b>1 Point Response</b>	<p>The features of a 1 point response are:</p> <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt.</li><li>• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.</li><li>• Incomplete sentences or bullets</li></ul>
<b>0 Point Response</b>	<p>The features of a 0 point response are:</p> <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate.</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable.</li></ul>



**2 Point Rubric:**  
Writing From Sources/Short Response

**Part C. Author’s Craft: Figurative Language**

6. What is the figurative meaning of the underlined phrase? “The day after Jem’s twelfth birthday his money was burning up his pockets, so we headed for town in the early afternoon. Jem thought he had enough to buy a miniature steam engine for himself and a twirling baton for me” (100).

- a. The coins in Jem’s pockets were hot because of the sun.
- b. **Jem was eager to spend his birthday money.**
- c. Jem felt guilty about having money in his pockets.
- d. Jem had stolen the money in his pockets.



Lesson 19 *To Kill a Mockingbird* Structured Notes, Chapter 12 and 13

**Chapter 12 Summary**

As summer begins, Scout is crushed to discover that Dill will not be joining them. When Atticus has to go out of town for two weeks, Calpurnia decides that she will take them to church with her. Aside from one woman, Jem and Scout are welcomed into the African church with open arms, and they're amazed to see how different it is from their own staid church service.

They're also amazed to find out that the church collection is going to Helen Robinson, Tom's wife, and the Reverend is not letting anyone leave until they've collected \$10, which is what she needs each week to support her kids. Purses are scraped and pockets searched, and finally everyone comes up with enough money and the doors are opened. They also find out that Tom is in jail because he's accused of raping Bob Ewell's daughter, Mayella (who is white), which is why the entire town is in an uproar over Atticus taking on the case. When they get back home from church, they find Aunt Alexandra on the front porch swing waiting for them.

**What is the gist of what you read?**

**Focus Question: What is an example of the Golden Rule in this chapter?  
Use the strongest evidence from the novel in your answer.**



Lesson 19 *To Kill a Mockingbird* Structured Notes, Chapter 12 and 13

**Vocabulary**

<b>Word</b>	<b>Definition</b>	<b>Context clues: How did you figure out this word?</b>
appalling (115)		
diligently (116)		
contentious (119)		
tactful (128)		
caste system (131)		
prerogative (129)		



Lesson 19 *To Kill a Mockingbird* Structured Notes, Chapter 12 and 13

**Chapter 12 Summary**

As summer begins, Scout is crushed to discover that Dill will not be joining them. When Atticus has to go out of town for two weeks, Calpurnia decides that she will take them to church with her. Aside from one woman, Jem and Scout are welcomed into the African church with open arms, and they're amazed to see how different it is from their own staid church service.

They're also amazed to find out that the church collection is going to Helen Robinson, Tom's wife, and the Reverend is not letting anyone leave until they've collected \$10, which is what she needs each week to support her kids. Purses are scraped and pockets searched, and finally everyone comes up with enough money and the doors are opened. They also find out that Tom is in jail because he's accused of raping Bob Ewell's daughter, Mayella (who is white), which is why the entire town is in an uproar over Atticus taking on the case. When they get back home from church, they find Aunt Alexandra on the front porch swing waiting for them.

**Chapter 13 Summary**

As Scout and Jem begin to question Aunt Alexandra, she tells them she has come to stay a while (which could be days or years, according to Maycomb's customs). She settles in, and the county welcomes her with open arms, although she certainly adds a formidable presence to Jem and Scout's daily routine. She begins trying to instruct the two on how to be a proper Finch (since they come from, in her words, a Fine Family), but Scout and Jem have no interest in becoming a little gentleman and a little lady, and they hardly bother trying to learn.

**Focus Question:** In Chapter 13, Atticus says to Jem and Scout, "Don't you worry about anything," he said. "It's not a time to worry." What did he mean by this? Use the strongest evidence from the novel in your answer.



Lesson 19 *To Kill a Mockingbird* Structured Notes, Chapter 12 and 13

**Vocabulary**

<b>Word</b>	<b>Definition</b>	<b>Context clues: How did you figure out this word?</b>
appalling (115)	causing dismay	
diligently (116)	painstaking effort	
contentious (119)	Argumentative	
tactful (128)	considerate and discreet	
caste system (131)	hierarchy of social classes	
prerogative (129)	the right to decide, rule, or judge	