To Kill a Mockingbird

To refute means to prove a statement or theory is wrong. To refute prejudice is to prove the theory of prejudice is wrong. To be prejudice is a preconceived opinion that is not based on reason or actual experience. This was the main idea of the 1930s. Harper Lee's book *To Kill a Mockingbird* was set in this time era when prejudice was at its peak. Atticus Finch was a defending attorney for a black man named Tom Robinson. Atticus Finch had to refute prejudice in the deep south in the 1930's, while raising two young children to know the difference between right and wrong. Refuting prejudice in the south was "breaking a rigid and time honored code of their society" (Lee 272).

Mayella Ewell was a young white woman testifying against a black man, in front of a jury full of white men. She was testifying against a black man she accused of raping her. No sooner than she made the claim, Tom Robinson was guilty. After all, a white woman has no reason to lie. As soon as she took the stand she became hysterical. She burst into tears and a sobbed uncontrollably. These theatrics were proof that she was telling the truth, the whole truth, and nothing but the truth so help her God. Atticus Finch had one job and that was to refute that prejudice. In his closing statement, he says that Mayella was feeling guilty for her actions. She was a white woman, who had tempted a black man. She was feeling guilty because "She had

broken rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with" (Lee 272).

It is connected with the real world because people are prejudice towards everything even if it is unintentional. One example being that after the 911 terrorist attack, many people thought that all Arabs were suicidal and all had bombs strapped to their chest even though it was only the terrorists that had them and other Arabs were not suicidal and didn't have a bomb. Another example of prejudice was that white women should not be allowed to vote and have jobs like men do. This may be sexism, but there is that prejudice that not all people could do the same things that were allowed to other groups whether is was male v. female, or black v. white. The prejudice that is shown in the book, is much like the prejudice shown in the real world back in the 1930's.

9th grade Reflective Essay prompt

Task: Choose a meaningful quote from *To Kill a Mockingbird*. You will then write a three paragraph essay that is structured as follows:

First paragraph: Identify the quote and explain what it means in the context of where it is found. In other words, what is happening at the time of the quote, and what does it mean in that particular situation?

Second paragraph: Explain what the quote means in light of the work as a whole. How does it connect to a key theme or themes in *To Kill a Mockingbird*?

Third paragraph: Discuss how the quote connects to the "real world." How is it applicable or meaningful outside of the novel?

Evaluation: Your essay will be evaluated on the following:

Thoughtful, insightful analysis of the quote -- in terms of the novel and beyond Well-constructed body paragraphs
Complete sentences; free of grammatical and spelling errors
Typed, MLA format
Minimum 300 words

Rationale for English I Reflective Essay: Quote from To Kill a Mockingbird

This essay received a score of 3 on the district rubric. The essay follows the parameters of the assignment, although the second paragraph is more plot summary than it is theme discussion. The student has a good grasp of conventions and MLA format. It is kept from the highest score -- a 4 -- because of its lack of in-depth analysis of the quote's significance to the novel as a whole.

	Core All-Subject \		9th grade	reflective ess	ay
Vriting Type(cir	cle one): Argumentative	Informative/Explana	atory Narrative (EL	A only)	
CONTENT X4	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are not addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are not addressed.	X4
ORGAN- IZATION	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	
SPELLING & GRAMMAR (Conventions)	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	
Teacher Feedback: {{Student Reflection on Back}}			Total Points Earned		
				Score	