Smith 1

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Mrs. Elwood

English 1 / Period 5

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The Benefits of Learning Respect

 Society always needs responsible people to raise the next generation well. Without appropriate guidance, people will be ill-equipped for life and for parenting their own children. Sometimes, fictional characters can be excellent role models. Harper Lee’s amazing novel *To Kill a Mockingbird* (*TKAM*) provides one such example. Atticus Finch’s patience and strength of character make him an incredible father.

 People often have drastically varied views about parenting. Being either too strict or too lenient often leads to problems. Betsy Hart’s *Daily Breeze* article titled “Teens’ Arrest Produces Good Parenting” offers an interesting anecdote to establish that meaningful, not harsh, discipline makes all the difference. After Karen and Tom’s daughter was arrested for shoplifting, they embraced this excellent opportunity to show her that “there is nothing—nothing—their child can do that can separate her from the love of her parents” (B3). This lesson is important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Atticus also demonstrates this concept when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Jem didn’t want “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_” (57). Naturally, he would prefer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but Atticus said, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” (59), which made sense to Jem. He will probably understand this better when he gets a little older, but for now \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Truly, when parents “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” (Hart B3), they need to understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_; Atticus clearly does. Jem learned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because Atticus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

CHECKLIST FOR THE *TKAM* ESSAY Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_

Order of submission: Checklist, Final draft, Rough draft – There is no works cited page required.

Staple *before* coming to class.

**TITLE:**

\_\_\_ Title does *not* use words that are in the introduction.

\_\_\_ Title is creative and would entice someone to read your essay.

\_\_\_ INTRODUCTION: (3-4 sentences)

\_\_\_ The introduction starts with a general idea.

\_\_\_ There is a transition of the thesis.

\_\_\_ The thesis presents the point of the essay.

\_\_\_ The author and book are named in the transition or in the thesis.

\_\_\_ There is no mention of your research (the handout I gave you) in the intro.

 Research sources help you make *your* point. They are not *the* point.

**BODY PARAGRAPH #1: (5-7 inches tall)**

\_\_\_ Start with a general statement that establishes the point you intend to make.

\_\_\_ Use your source (the article) to present a point you will support or refute.

\_\_\_ From the source, provide examples, quotes, anecdotes; use proper citations.

\_\_\_ When the author’s name is in the context, the parenthesis will provide just the page number.

\_\_\_ When the author’s name is *not* in the context, the citation will look like this (Hart B3).

\_\_\_ Use the source (article) as a lens through which you will analyze *TKAM*.

\_\_\_ From *TKAM*, provide examples, quotes, anecdotes to prove your point; use proper citations.

\_\_\_ When a quote obviously comes from *TKAM*, provide just the page number(s) in the parenthesis.

\_\_\_ On the rare occasion when it is not clearly *TKAM*, your citation would look like this (Lee 174).

\_\_\_ Make your point about *TKAM*.

**BODY PARAGRAPH #2: (5-7 inches tall)**

\_\_\_ Start with a general statement that establishes the point you intend to make.

\_\_\_ Use your source (the article) to present a point you will support or refute.

\_\_\_ From the source, provide examples, quotes, anecdotes; use proper citations.

\_\_\_ When the author’s name is in the context, the parenthesis will provide just the page number.

\_\_\_ When the author’s name is *not* in the context, the citation will look like this (Hart B3).

\_\_\_ Use the source (article) as a lens through which you will analyze *TKAM*.

\_\_\_ From *TKAM*, provide examples, quotes, anecdotes to prove your point; use proper citations.

\_\_\_ When a quote obviously comes from *TKAM*, provide just the page number(s) in the parenthesis.

\_\_\_ On the rare occasion when it is not clearly *TKAM*, your citation would look like this (Lee 174).

\_\_\_ Make your point about *TKAM*.

**BODY PARAGRAPH #3: (5-7 inches tall)**

\_\_\_ Start with a general statement that establishes the point you intend to make.

\_\_\_ Use your source (the article) to present a point you will support or refute.

\_\_\_ From the source, provide examples, quotes, anecdotes; use proper citations.

\_\_\_ When the author’s name is in the context, the parenthesis will provide just the page number.

\_\_\_ When the author’s name is *not* in the context, the citation will look like this (Hart B3).

\_\_\_ Use the source (article) as a lens through which you will analyze *TKAM*.

\_\_\_ From *TKAM*, provide examples, quotes, anecdotes to prove your point; use proper citations.

\_\_\_ When a quote obviously comes from *TKAM*, provide just the page number(s) in the parenthesis.

\_\_\_ On the rare occasion when it is not clearly *TKAM*, your citation would look like this (Lee 174).

\_\_\_ Make your point about *TKAM*.

**CONCLUSION:**

\_\_\_ Mention one last time what your essay proves.

\_\_\_ Discuss the importance of what you proved and/or make a recommendation.

**OVERALL:**

\_\_\_ There are no contractions.

\_\_\_ There are no uses of *a lot*, *very* or *really*.

\_\_\_ There is no first- or second-person pronouns.

\_\_\_ Control F was used to reduce word repetition *where possible*.

\_\_\_ Each body paragraph provides *different* points and examples.