To Kill a Mockingbird Connection
The Reflective Essay: Walking in Someone Else’s Shoes

A reflective essay is a type of narrative in which you describe a personal experience or memory and its significance to you.

Assignment: Reflective essay (Typed, double-spaced, & proper heading)

DUE date: __________________________________________

The topic is: Walk in Someone Else's Shoes

Atticus tells Scout, “You never really understand a person until you consider things from his point of view — until you climb into his skin and walk around in it.” (pg. 30)

Think of a situation in which you disagreed with someone (could be a parent, a friend, teacher, sibling, etc.). Take the same advice Atticus gives Scout: look at the situation from that person's perspective. Then write about what you’ve learned.

Your essay should include:

A. A “hook” or attention-grabber
B. The situation/disagreement
C. Your viewpoint/perspective (or your "side")
D. Try to look at the other person’s “side,” walk in their shoes. Then describe (in your own narration) reasons why that person may have felt the way they did, took that position, disagreed with you, etc.
E. The insight/knowledge you've gained from looking at the other person's point of view:
   - What have you learned?
   - New understanding of person you disagreed with?

LENGTH MINIMUM = No less than five paragraphs
### The Reflective Essay: Walking in Someone Else’s Shoes

#### Organizer For Your Reflective Essay

<table>
<thead>
<tr>
<th>When disagreement took place?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?  Where?</td>
<td></td>
</tr>
<tr>
<td>What was my argument?</td>
<td></td>
</tr>
<tr>
<td>My reasons for taking this position:</td>
<td></td>
</tr>
<tr>
<td>What was the other person’s argument?</td>
<td></td>
</tr>
<tr>
<td>Their reasons for taking this position:</td>
<td></td>
</tr>
<tr>
<td>Why might they feel this way? (Past experience, concern, hurt feelings, etc.)?</td>
<td></td>
</tr>
<tr>
<td>What I have learned from looking at their side?</td>
<td></td>
</tr>
</tbody>
</table>
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Common Core Learning Standards: Writing (Grades 9-10)
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
   d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
   e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Sample rubric for grading essay (based on Illinois standard writing rubric):

<table>
<thead>
<tr>
<th>Focus</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaboration (Support)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Conventions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Integration</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

See following pages for details for each number (even though conventions only goes up to 3, I always make it six).

If you are interested in more resources for teaching To Kill a Mockingbird, you can find more at the following links:

To Kill a Mockingbird Unit – digital download
To Kill a Mockingbird Unit – shipped CD (with extras)

These are included in the unit, but can be purchased separately:

Activities for every chapter in To Kill a Mockingbird
Journal Writing Prompts for To Kill a Mockingbird
Trial Organizer Activity for Chapters 17-19
Check Questions/Quizzes for Chapters 1-31
Three Exams: Final Test, Movie Test, and Vocabulary Test (Word) or PDF version
Part One Test with Studyguide (Keys Included)
Postcard Writing Activity
Introduction: Guided Reading KWL Activity
Scout's Facebook Activity for Character Development
Review Jeopardy Game for Final Test (2 Rounds + Final Jeopardy Bonus Round)

Thank you! -Tracee


**To Kill a Mockingbird** Connection

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**Writing Rubric for Reflective/Narrative Essay**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Elaboration</th>
<th>Organization</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong></td>
<td>Subject and unifying event clear and maintained throughout with the event commented upon by the end of the composition. Clearly sets purpose of composition through successful introduction strategy. Reactions are effectively connected to unifying event. Effective closing which unifies the writing.</td>
<td>All major episodes are developed by specific detail. Episodes developed evenly (to the same degree of specificity as appropriate). Considerable Elaboration through multiple strategies (e.g., points of view/perspective, others’ reactions, dialogue, etc.). Most episodes show significant depth of development. Word choice enhances specificity. Voice is appropriate for topic, purpose, and audience.</td>
<td>Narrative structure is clear, effective, and appropriate – sequence of episodes is logically presented without gaps. Appropriate and purposeful paragraphing. Coherence and cohesion demonstrated by effective and varied devices (transitions, parallel structure, pronouns, etc.). Paragraph development follows narrative sequence. All episodes and reactions logically presented and interrelated. Varied sentence structure and word choice produce cohesion.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Subject and unifying event clear and maintained throughout with the event commented upon by the end of the composition. Clearly sets purpose through effective opening or may attempt more sophisticated strategy (may not be completely successful). Reactions are relevant to unifying event. Effective closing.</td>
<td>All major episodes developed by specific detail. Most Elaboration is even or balanced. Some Elaboration through multiple strategies (e.g., points of view/perspective, others’ reactions, dialogue, etc.). Word choice may enhance specificity. Voice is appropriate for topic, purpose, and audience.</td>
<td>Narrative structure is clear and effective – sequence of episodes is logically presented through time without significant gaps. All paragraphs appropriate. Coherence and cohesion demonstrated by appropriate devices (transitions, parallel structure, pronouns, repetition, etc.). Most episodes and reactions logically presented and interrelated. Some varied sentence structure and word choice produce cohesion.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Subject and unifying event clear and maintained with event commented upon by the end of the composition. Sets purpose through effective opening. Reactions clearly present and appropriate. Has closing.</td>
<td>Many major episodes developed by specific detail; some Elaboration may be general. Elaboration may not be even or balanced. Some depth. Word choice may enhance specificity. Voice is present but inconsistent.</td>
<td>Narrative structure is evident – sequence of episodes moves through time with a beginning, a middle, and an ending with few gaps. Most paragraphs appropriate. Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate devices. Coherence may depend on holistic structure (e.g., chronology). May have minor digressions. Most episodes logically presented and organized.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Subject and event clear; may be prompt-dependent. Minor Focus drift or lapses in logic. Reactions are present. May lack closing. Lacks sufficiency to demonstrate developed Focus.</td>
<td>Some major episodes developed by specific detail; some Elaboration may be general or repetitive. May be list of specific episodes/reactions with some extensions. Limited depth. Voice shifts or disappears. Lacks sufficiency to demonstrate developed Elaboration.</td>
<td>Narrative structure is evident – sequence of episodes moves through time with significant gaps. Some appropriate paragraphing. May have a major digression. May have intrusive or inappropriate transitional devices. Lacks sufficiency to demonstrate developed Organization.</td>
</tr>
</tbody>
</table>

**Continued…**
### Focus

- Subject and/or event may be vague
- Unrelated or illogical ideas or major drift from Focus (composition consists mostly of repetitions/redundancies)
- Off-mode response (NOT narrative showing a sequence through time)
- Multiple events without an umbrella statement
- No reactions
- Insufficient writing to determine that Focus can be sustained

### Elaboration

- List of episodes and/or reactions which may have extensions
- Most Elaboration is general or consists of repetition/redundancy
- No evidence of suitable voice
- Insufficient writing to determine that the Elaboration can be maintained

### Organization

- Structure is noticeable, but the reader must infer it – sequence of episodes moves through time with either an expository preview developed by event/reaction, OR an event developed by reasons/examples
- Limited evidence of appropriate paragraphing
- May have major lapses/digressions
- Insufficient writing to determine that Organization can be sustained

### Integration

- Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected
- Some confusion and/or disjointedness
- Lacks narrative structure
- Insufficient writing to determine that the features can be maintained

### Conventions

#### 3

- Strong knowledge of conventions is demonstrated
- Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses
- May have minor errors in usage and sentence formation
- A variety of sentence structures is evident

#### 2

- Partial knowledge of conventions is evident
- Severity and density of errors constitute a noticeable pattern
- Little attempt at varying sentence structures

#### 1

- Little or no discernable knowledge of conventions
- Severity and density of errors is such that meaning is impaired
- Sentence structure is simplistic or in error