

Mr. Know-All or free-range children

Responding to Text 2: Read the following texts from the *Process Booklet* and choose one for your response:

- “Mr. Know-All” by W. Somerset Maugham
- “free-range children” by Ken MacQueen

or

“free-range children” by Ken MacQueen

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea of this text
- explain how this idea applies to you or to people you know.

Learning Outcome: 2.1.2, 2.1.3, 2.1.4 Comprehension Strategies, Textual Cues, Cueing Systems

Out of Range Score: 0	Below Level 1	Below Level 2	At Level 3	At Level 4	Above Level 5
<p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response does not provide an explanation of a main idea from the text. 	<p>Demonstrates limited skill in applying a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts. (2.1.2)</p> <p>Demonstrates limited use of textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Demonstrates limited use of syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts. (2.1.4)</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides a superficial/undeveloped explanation of a main idea from the text. e.g., – response has generalized/vague reference to the chosen text 	<p>Applies a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts. (2.1.2)</p> <p>Uses textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Uses syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts. (2.1.4)</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides a clear and developed explanation of a main idea from the text. e.g., – response has relevant and specific reference to the chosen text 	<p>Demonstrates superior skill in applying a broad repertoire of appropriate comprehension strategies to monitor and develop understanding and extend interpretations of a variety of texts. (2.1.2)</p> <p>Demonstrates superior use of textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts. (2.1.3)</p> <p>Demonstrates superior use of syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts. (2.1.4)</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides an insightful/thorough explanation of a main idea from the text. e.g., – response has precise reference to the chosen text 		

Notes to marker: • Consider the entire response to find an explanation for a main idea in the text.

- Specific support for the explanation does not have to be a direct quotation.

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Learning Outcome: 2.2.2 Connect Self, Texts, and Culture

Score:	Out of Range 0	Below Level 1	2	3	At Level 4	Above Level 5
	<p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides no explanation of how the idea applies to student or people student knows. 	<p>Demonstrates limited skill in responding personally and critically to perspectives and styles of a variety of Canadian and international texts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides a superficial/undeveloped explanation of how the idea applies to student or people student knows. e.g., – explanation is supported with generalized/illogical/vague reasons 	<p>Responds personally and critically to perspectives and styles of a variety of Canadian and international texts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides a clear and developed explanation of how the idea applies to student or people student knows. e.g., – explanation is supported with appropriate and relevant reasons 	<p>Responds creatively, personally, and critically to perspectives and styles of a variety of Canadian and international texts.</p> <p><i>Possible characteristics</i></p> <ul style="list-style-type: none"> • Response provides a sophisticated/thorough explanation of how the idea applies to student or people student knows. e.g., – explanation is supported with insightful/perceptive reasons – ideas extend to a broader context 		

Mr. Know-All
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2. Read the following texts from the *Process Booklet* and choose one for your response:

10 marks

“Mr. Know-All” by W. Somerset Maugham

or

“free-range children” by Ken MacQueen

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea of this text (5 marks)
- and**
- explain how this idea applies to you or to people you know. (5 marks)

What I consider to be the main idea of this text is a man envys another man for being a “know it all”. The envyier has a very negative outlook on Mr. Kelada without even knowing him at all. What the envyier is experiencing high amounts of jealousy. You can tell if its jealousy because Mr. Kelada is being hated on for no apparent reason at all. I think this idea applies to everyone is because everyone experiences jealousy atleast one or two times in their life, so im pretty sure everyone knows what the envyier is going through and feeling whether is Anger, anxiousness, over whelming, upset.

Rationales

Learning Outcomes 2.1.2, 2.1.3, 2.1.4

Comprehension Strategies, Textual Cues, Cueing Systems

Rationale

Score: 2

- Response provides an undeveloped explanation of a main idea from the text.
 - “. . . the main idea of this text is a man envys another man for being a ‘know it all’.”
- Response has generalized reference to the text.
 - “The envyier has a very negative outlook on Mr. Kelada without even knowing him at all.”
 - “You can tell if its jealousy because Mr. Kelada is being hated on for no apparent reason at all.”

Learning Outcome 2.2.2 Connect Self, Texts, and Culture

Rationale

Score: 1

- Response provides a very superficial explanation of how the idea applies to student/others.
 - “I think this idea applies to everyone is because everyone experiences jealousy atleast one or two times in their life . . .”

Mr. Know-All or free-range children

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10 marks

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or

“free-range children” by Ken MacQueen

Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea of this text (5 marks)
- and**
- explain how this idea applies to you or to people you know. (5 marks)

After reading the article “free-range-children” by Ken MacQueen I would surmise that the main idea of this text is that there is a startling change in the amount of time kids get to spend doing what they want. The article talks about how in the last 40 years children have lost 12 hours per week of free time, as well as having their ‘boundary’ reduced to just 10% of what it once was. Even the title of this text hints at the main idea.

The main idea of this text can be summed up by the quote of Ken MacQueens son of “Why do grown ups have to control everything?”.

This texts main idea applies to both me and my mother. My mother has tried, and I stress tried, to let me do as I please unless it will cause severe damage or harm. When I was growing up, every six months or so my mother would extend my “boundaries”. By doing this she helped me socialize, but not forcibly.

This idea also applies to me in relation to my daughter, I find myself being rather over-protective-not as far as hyper-parenting since I don’t put her in “advanced programs”. I imagine a lot of my being over protective has to do with how my father was overprotective with me. He still likes to think of me as a younger person than I am.

Rationales

Learning Outcomes 2.1.2, 2.1.3, 2.1.4 Comprehension Strategies, Textual Cues, Cueing Systems

Rationale

Score: 3

- Response provides a clear and somewhat developed explanation of a main idea from the text.
 - “... I would surmise that the main idea of this text is that there is a startling change in the amount of time kids get to spend doing what they want.”
- Response has somewhat relevant and specific reference to the chosen text.
 - “The article talks about how in the last 40 years children have lost 12 hours per week of free time...”
 - “‘Why do grown ups have to control everything?’”

Learning Outcome 2.2.2 Connect Self, Texts, and Culture

Rationale

Score: 3

- Response provides a somewhat clear and developed explanation of whether or not this idea applies to student/others.
- Explanation is supported with somewhat appropriate and relevant reasons.
 - “When I was growing up, every six months or so my mother would extend my ‘boundaries’.”
 - “This idea also applies to me in relation to my daughter, I find myself being rather over-protective-not as far as hyper-parenting since I don’t put her in ‘advanced programs’.”

Mr. Know-All or free-range children

10 marks

2. Read the following texts from the *Process Booklet* and choose one for your response:

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or

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Using specific reference(s) to your chosen text, write an extended response in which you

- identify and explain what you consider to be a main idea of this text

(5 marks)

and

- explain how this idea applies to you or to people you know.

(5 marks)

The main idea in this text is the attitude and outlook that parents have on the world. As the author lets us know about his childhood it wasn't about videogames it was about running in the woods and playing street hockey. Nowadays parents don't allow to let their kids roam outside without being in their sight or being able to reach them. Parents keep their kids in the house on video games or on the internet. The internet happens to not be any safer than allowing them to go out and play street hockey. It is stated that the effect this as on kids carries on into their adulthood. The impact that the parents attitude has on a kids childhood changes who they are as stated « when adults hijack childhood, children miss out on the things that give them texture and meaning to a human life.» As a child it's the time in your life where you have no worries in life other than what your gonna do or play next. Parents have a great fear on the world so they try to push kids to study more to keep them occupied. Although as they mention there is a high demand in trades and college level careers parents try to control their kids and push them towards something they may not like and decide later on to change career. Parents luar kids into doing what they want their kids to pursue in life by using examples such as « their parents will pay every cost of a university education but not a dime to go to college.» what parents think they are doing write is causing their kids to not enjoy the beauties of the world. The main idea doesn't not apply to my childhood as being raised on a Dairy farm there were many dangers of equipment of the cattle yet my parents were never over protective of us. From 2 weeks after we were born we were already in the barn on the equipment. My parents were never the ones to make sure that there was a blanket on the grass they would just put us down and let us play they never had a thought about germs ever cross their minds as a result I happened to have stronger immune system than the majority of people. As for controlling my education they are allowing me to persuade into a university of my choice and a career of my choice while they stand behind me supporting me all the way.

Rationales

Learning Outcomes 2.1.2, 2.1.3, 2.1.4

Comprehension Strategies, Textual Cues, Cueing Systems

Rationale

Score: 4

- Response provides a clear and developed explanation of a main idea from the text.
 - *“The main idea in this text is the attitude and outlook that parents have on the world.”*
- Response has relevant and specific reference to the text.
 - *“The impact that the parents attitude has on a kids childhood changes who they are as stated ‘when adults hijack childhood, children miss out on the things that give them texture and meaning to a human life.’”*
 - *“Nowadays parents don’t allow to let their kids roam outside Parents keep their kids in the house on video games or on the internet. The internet happens to not be any safer then allowing them to go out and play street hockey.”*
 - *“Parents luar kids into doing what they want their kids to peresue in life by using examples such as ‘their paents will pay every cost of a university education but not a dime to go to college.’”*

Learning Outcome 2.2.2 Connect Self, Texts, and Culture

Rationale

Score: 4

- Response provides a clear and developed explanation of whether or not this idea applies to student/others.
- Explanation is supported with appropriate and relevant reasons.
 - *“The main idea doesn’t not apply to my childhood as being raised on a Dairy . . . my parents were never over protective of us.”*
 - *“As for controlling my education they are allowing me to persude into a university of my choice and a career of my choice while they stand behind me supporting me all the way.”*

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- identify and explain what you consider to be a main idea of this text (5 marks)
- and
- explain how this idea applies to you or to people you know. (5 marks)

I believe that the text Mr. Know-All is surrounded by the idea of prejudice. Prejudice is evident through the text because of how the main character describes Mr. Kelada. The main character had come to many preconceived notions on Mr. Kelada from the very beginning. He had the attitude that he wouldn't enjoy Mr. Kelada's companionship during their two weeks together. "I was prepared to dislike Max Kelada before I knew him." From his initial thought, the main character was then lead to think negative thoughts on Mr. Kelada's personality. He was not able to look beyond his primary thoughts and thusfore he didn't have an oppurtunity to get to know Mr. Kelada. Prejudice is portrayed not only through the narrator's point of view but instead it was a part of everyone who was on the ship. None of the people knew Mr. Kelada on a more personal level and what they saw from his exterior lead them to believe that he was indeed a Mr. Know-All. This title that they gave him made it so that he was not liked within those around him. "He was certainly the best-hated man in the ship." At a quick glance, Mr. Kelada is seen and thought of as a man who is confident in his beliefs. He is also seen as a man who is persistant in arguments. In the text, the people on the boat could not see past this and came to the conclusion that he was a Mr. Know-All and they didn't get a chance to know and understand the entirety of Mr. Kelada's personality.

Prejudice surrounds us on a daily basis whether or not we want it to. It takes many forms and usually we are not aware of the actions that we take which are based on our preconceived notions. When someone looks at me, they can come to the conclusion that I am indeed a nerd. These people who came to such a conclusion are usually my peers, the people who see me but don't know me. In a sense we could all be compared to the people on the ship. We all have our own ideas and attitudes on one another. With our ideas and attitudes it clouds our ability to see the entire personality of those around us. This form of prejudice affects everyone, even the best of us. There is no way to change our primary thoughts but we can try harder to look past the surface of people's personalities to help us accept who they are.

Rationales

Learning Outcomes 2.1.2, 2.1.3, 2.1.4

Comprehension Strategies, Textual Cues, Cueing Systems

Rationale

Score: 5

- Response provides a thorough explanation of a main idea from the text.
 - *“The main character had come to many preconceived notions on Mr. Kelada from the very beginning.”*
 - *“Prejudice is portrayed not only through the narrator’s point of view but instead it was a part of everyone who was on the ship.”*
 - *“There is no way to change our primary thoughts but we can try harder to look past the surface of people’s personalities to help us accept who they are.”*
- Response has precise reference to the chosen text.
 - *“ ‘I was prepared to dislike Max Kelada before I knew him.’ ”*
 - *“ ‘He was certainly the best-hated man in the ship.’ ”*

Learning Outcome 2.2.2 Connect Self, Texts, and Culture

Rationale

Score: 4

- Response provides a clear and developed explanation of how the idea applies to student/others.
 - *“In a sense we could all be compared to the people on the ship. We all have our own ideas and attitudes on one another.”*
- Explanation is supported with appropriate and relevant reasons.
 - *“When someone looks at me, they can come to the conclusion that I am indeed a nerd.”*
 - *“These people who came to such a conclusion are usually my peers, the people who see me but don’t know me.”*