

Evidence Analysis Organizer- Charles

<u>Evidence</u>	<u>Context</u> <i>(Who said it? To whom? What was happening before this?)</i>	<u>Connection to Literary Element(s)</u> <i>(How does the author use this literary element?)</i>
"He came home the same way, the front door slamming open, his cap on the floor..." (Jackson 11).		
"The teacher spanked a boy, though,' Laurie said, addressing his bread and butter. 'For being fresh'"(11).		
"Laurie thought. 'It was Charles,' he said" 'He was fresh. The teacher spanked him'" (11).		
"...but Laurie slid off his chair, took a cookie, and left while his father was still saying, 'See here, young man'" (11).		
"He grinned enormously and said, 'Today Charles hit the teacher'" (11).		
"... 'Gee, you're dumb.'He began to laugh insanely. 'Why did Charles hit the teacher?' I asked quickly" (12).		
"On Monday Laurie came home late...he shouted...Laurie yelled..." (12).		

<p>“... ‘Do you think kindergarten is too unsettling for Laurie? All this toughness, and bad grammar, and this Charles boy sounds like such a bad influence’” (12).</p>		
<p>“Hi, Pop, y’old dust mop” (13).</p>		
<p>“His father bent his head down and Laurie whispered joyfully” (15).</p>		
<p>“At the meeting I sat restlessly, scanning each comfortable matronly face, trying to determine which one hid the secret of Charles” (15).</p>		
<p>“‘The PTA meeting’s next week again,’ I told my husband one evening. ‘I’m going to find Charles’s mother there’ (15)</p>		
<p>“‘We’re all so interested in Laurie,’ she said” (15).</p>		
<p>“I suppose this time it’s Charles’s influence” (16).</p>		
<p>“‘Yes,’ I said laughing, ‘you must have your hands full in the kindergarten with Charles’” (16).</p>		

