

15

Unit Assessment

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (30 min.)			
Reading Assessment		30 min.	<input type="checkbox"/> Poet's Journal
Writing (60 min.)			
Writing Assessment		60 min.	<input type="checkbox"/> Poet's Journal

Lesson 15: Unit Assessment

Reading



READING ASSESSMENT (30 MIN.)

- Tell students they will read a new poem and answer questions about it, then compose a poem of their own and describe the choices they have made.
- Ask students to open their *Poet's Journal* to the Unit Assessment and read the instructions. Tell them to read the poem carefully and first answer the reading questions.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers. The poem was chosen for its complexity and the presence of many of the devices and language students have encountered through the unit.
- At the end of class, collect student workbooks and score.

They Were My People

Grace Nichols

They were those who cut cane
to the rhythm of the sunbeat

They were those who carried cane
to the rhythm of the sunbeat

They were those who crushed cane
to the rhythm of the sunbeat

They were women weeding, carrying babies
to the rhythm of the sunbeat

They were my people, working so hard
to the rhythm of the sunbeat—long ago
to the rhythm of the sunbeat.

Note: The following shows the questions as presented to students.

Reading Questions

1. Grace Nichols's poem uses two different examples of anaphora. What are they?
2. What are some reasons that Grace Nichols might use anaphora?
3. The poem "They Were My People" includes several different examples of alliteration. Write down as many of them as you can identify.
4. The phrase "to the rhythm of the sunbeat" is an example of figurative language. What might Nichols mean by this expression?
5. Nichols reminds the readers that the subjects of the poem were her people. What might she mean by this?
6. Below are two examples of figurative language (not from the poem). Which is a simile and which is a metaphor?
 - a. The thunder rumbled like a roaring lion.
 - b. The clouds were fluffy pillows moving across the sky.

Reading Score: ____ /total of 14 points

Lesson 15: Unit Assessment

Writing



WRITING ASSESSMENT (60 MIN.)

- Direct students to the Unit Assessment Writing portion.
- Tell them to respond to the prompt.

Note: The following pages show the questions as presented to students as well as the correct answers.

Writing Questions

7. Write your own poem describing one of your memories. Make sure your poem includes a title and anaphora. You should also try to include figurative language or at least one example of alliteration. When you have completed your poem, complete the checklist table below.
 - » Answers will vary, but students should follow the instructions above. Their poems should be about a memory and should contain alliteration, anaphora, figurative language, and a title.

Check	Question	Complete the question below
	The poetic tool I use in this poem is: ____. My poem is a really strong example of the tool being used. I know this because ____.	
	I convey the message in a creative and new way. This is not a poem another person would write, because it shows my unique imagination in the following way: ____.	
	I looked over each line and made intentional choices about where to begin and end each line.	
	I read my poem aloud, thought about how it sounded, and then revised the poem so it is easy to follow and sounds great.	(No writing here)
	My poem will surprise my readers because _____. My poem has strong images, such as _____.	
	I chose the best words to express myself. I took out all the words I don't need.	(No writing here)
	I wrote a strong beginning to my poem by _____.	
	The ending of my poem looks and feels like an ending because _____.	
	I chose the best title for my poem. It is really good because _____.	
	I looked at my poem and decided whether it needed a shape, line breaks, long lines, or short lines. I decided _____.	
	I decided how to use white space in my poem, especially in places where I want the reader to pause to think about what I just said. I decided _____.	
	I have checked my spelling and every word is spelled correctly.	(No writing here)

Writing Score: ____ /total of 15 points

ASSESSMENT ANALYSIS

The poem used in the assessment has appropriate complexity, as well as many of the devices students have learned about in this unit.

Correct Answer and Rationales—Reading

Item	Correct Answer(s)	Points	Standards
1	They are the repetition of “They were” in odd-numbered lines and “to the rhythm of the sunbeat” in the even-numbered lines.	2 (one for each)	RL.4.1, RL.4.10, RF.4.4
2	Answers may vary but could include the poet deciding to emphasize particular ideas or phrases, to add musical or chantlike qualities to the poem, or to make the poem sound more pleasing or distinctive to listeners.	2	RL.4.1, RL.4.10, RF.4.4
3	The poem includes the following examples of alliteration: “crushed cane,” “cut cane,” “carried cane,” “women weeding.” Students should be able to identify at least one pair.	4 (one for each)	RL.4.1, RL.4.10, RF.4.4
4	Answers may vary, but students should draw on the poem’s details to help construct their answer. One possible answer is that the sun’s rising and setting creates a rhythm to life; another is that the poet links the patterns of nature to the patterns of the workers.	3 Award 1 if students have identified the word <i>rhythm</i> . Award 2 if students have linked the subject of the poem to the word <i>rhythm</i> , using the definition of the word correctly. Award 3 if students have done 1 and 2 and their explanation is a plausible inference from the text, using appropriate references to specific items mentioned.	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10, RF.4.4
5	Students will not be aware of the poem’s context, but they still should be able to infer that the speaker is referencing a connection to people who came before her.	2 Award 1 if students identify some connection between the narrator and the subject of the poem. Award 2 if students notice the word <i>were</i> and infer the speaker is connecting to those who came before her (i.e., ancestors).	RL.4.1, RL.4.2, RL.4.4, RL.4.10, RF.4.4
6	A. Simile B. Metaphor	1 Award for identifying correctly.	RL.4.1, RL.4.10, RF.4.4

Writing Scoring

The writing prompt addresses [W.4.1, W.4.3, W.4.4, W.4.9, L.4.2, L.4.3, L.4.6]

Score Criteria

Award students one point for each line in their checklist other than reading the poem aloud (number 4) if they have given appropriate reasons and choices. For numbers 7 and 13 (removing words and spelling) award points using their poem as a guide.

Award an additional three points for the poem itself:

1. Award one point if students have made interesting choices in language, including Tier II and above vocabulary.
2. Award an additional point if the structure of the poem seems appropriate to its theme.
3. Award an additional point if students have used figurative language, alliteration, or another form of emphasis.

They Were My People

Grace Nichols



They were those who cut cane
to the rhythm of the sunbeat

They were those who carried cane
to the rhythm of the sunbeat

They were those who crushed cane
to the rhythm of the sunbeat

They were women weeding, carrying babies
to the rhythm of the sunbeat

They were my people, working so hard
to the rhythm of the sunbeat - - long ago
to the rhythm of the sunbeat.

Name: _____

Date: _____

Today you will read a new poem by Grace Nichols titled “They Were My People.” After reading the poem, you will answer several questions.

Reading Questions (30 minutes)

1. Grace Nichols’s poem uses two different examples of anaphora. What are they?

2. What are some reasons that Grace Nichols might use anaphora?

3. The poem “They Were My People” includes several different examples of alliteration. How many can you name?

Name: _____

Date: _____

4. The phrase “to the rhythm of the sunbeat” is an example of figurative language. What might Nichols mean by this expression?

5. Nichols reminds the readers that the subjects of the poem were her people. What might she mean by this?

6. Below are two examples of figurative language (not from the poem). Which is a simile and which is a metaphor?

A. The thunder rumbled like a roaring lion.

B. The clouds were fluffy pillows moving across the sky.

Reading Score: /14

Name: _____

Date: _____

Check	Question	Complete the question below
	<p>The poetic tool I use in this poem is ...</p> <p>My poem is a really strong example of the tool being used. I know this because ...</p>	
	<p>I convey the message in a creative and new way. This is not a poem another person would write, because it shows my unique imagination in the following way ...</p>	
	<p>I have looked over each line and made intentional choices about where to begin and end each line. I decided ...</p>	
	<p>I read my poem aloud, thought about how it sounded, and then revised the poem so it is easy to follow and sounds great.</p>	<p><i>(No writing here)</i></p>
	<p>My poem will surprise my readers because ...</p>	
	<p>My poem has strong images, such as ...</p>	

Name: _____

Date: _____

Check	Question	Complete the question below
	I have chosen the best words to express myself. I took out all the words I don't need.	(No writing here)
	I have written a strong beginning to my poem by ...	
	The ending of my poem looks and feels like an ending because ...	
	I chose the best title for my poem. it is really good because ...	
	I looked at my poem and decided whether it needed a shape, line breaks, long lines or short lines. I decided ...	
	I have carefully decided how to use white space in my poem, especially in places where I want the reader to pause to think about what I just said. I decided ...	
	I have checked my spelling and every word is spelled correctly.	(No writing here)

Writing Score: /15