



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 17

End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the theme of a story, drama, or poem. (RL.4.2)
- I can summarize a story, drama, or poem. (RL.4.2)
- I can describe a story’s characters, setting, or events using specific details from the text. (RL.4.3)
- I can determine word meaning in a text. (RL.4.4)
- I can compare and contrast different narrators’ points of view. (RL.4.6)
- I can make connections between a text and the text’s visuals. (RL.4.7)

Supporting Learning Targets

- I can determine evidence of the central theme, “making a difference,” in a chapter from *The Hope Chest*.
- I can summarize a new chapter from *The Hope Chest* with details about characters, setting, and events from the text.
- I can make connections between the text and a different version of its cover.

Ongoing Assessment

- End of Unit 2 Assessment, Part I: Reading and Answering Questions about Characters and Theme
- Tracking My Progress, End of Unit 2, Part I recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme (45 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)B. Preparing for the End of Unit Assessment, Part II (5 minutes)4. Homework<ol style="list-style-type: none">A. To prepare for writing your essay about Violet's contributions to the novel's central theme, "making a difference," read Chapter 19 and mark any examples of the central theme with an evidence flag.	<ul style="list-style-type: none">• This lesson is Part I of the end of unit assessment for Unit 2. Part II, Writing an Essay Analyzing How a Character's Actions Contribute to the Theme of <i>The Hope Chest</i>, will take place in the following lesson once students have finished the novel. This will allow them to continue to collect evidence of the theme, "making a difference," in the remaining chapters to prepare for writing this essay.• Post: Learning targets.



Lesson Vocabulary	Materials
determine, theme, summarize	<ul style="list-style-type: none"> • End of Unit 2 Assessment, Part I: Reading and Answering Questions about Characters and Theme (one per student) • <i>The Hope Chest</i> (book; one per student) • Tracking My Progress, End of Unit 2, Part I recording form (one per student) • Violet’s Character anchor chart (begun in Lesson 3) • Student Copy of the Character Anchor Charts (from Lesson 14) • End of Unit 2 Assessment prompt (from Lesson 15) • End of Unit 2 Assessment, Part I: Reading and Answering Questions about Characters and Theme (answers, for teacher reference) • 2-point rubric (for teacher reference; use this to score students’ assessment)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to find a partner, read each learning target, and discuss what they think it means: <ul style="list-style-type: none"> – “I can determine evidence of the central theme, ‘making a difference,’ in a chapter from <i>The Hope Chest</i>.” – “I can summarize a new chapter from <i>The Hope Chest</i> with details about characters, setting, and events from the text.” – “I can make connections between the text and a different version of its cover.” • Give students 5 minutes to discuss the targets. • Cold call a student to read and explain each of the targets. Clarify as needed. Remind students that they have been summarizing each chapter and keeping track of the central theme of the novel, “making a difference.” Explain that this practice will help them meet the learning targets and do well on the assessment. 	



Work Time	Meeting Students' Needs
<p>A. End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme (45 minutes)</p> <ul style="list-style-type: none"> • Distribute the End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme to each student and ask them to take out their texts, <i>The Hope Chest</i>. • Remind them of the importance of rereading the text to find evidence to support their answers. Point out that there are directions on the assessment indicating which pages of the chapter they should reread for answering certain questions. • Clarify as needed. Reassure students that there are no “tricks” to this assessment. It is simply what they have been doing in class to identify theme, but this time they are asked to do it with a chapter in the novel. • Give students 30 minutes to work. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text for their assessment? This information can be helpful in preparing the class for future assessments and standardized tests. • If students finish this assessment early, consider allowing them to start their homework for this lesson: “To prepare for writing your essay about Violet’s contributions to the novel’s central theme, “making a difference,” read Chapter 19 and mark any examples of the central theme with an evidence flag.” 	<ul style="list-style-type: none"> • If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.
Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to reflect on the learning targets and then record their progress using the Tracking My Progress, End of Unit 2, Part I recording form: <ul style="list-style-type: none"> – “I can determine evidence of the central theme, ‘making a difference,’ in a chapter from <i>The Hope Chest</i>.” – “I can summarize a new chapter from <i>The Hope Chest</i> with details about characters, setting, and events from the text.” – “I can make connections between the text and a different version of its cover.” • Collect the Tracking My Progress sheet and review for additional evidence of student progress toward the learning targets. 	



Closing and Assessment (continued)	Meeting Students' Needs
<p>B. Preparing for the End of Unit 2 Assessment, Part II (5 minutes)</p> <ul style="list-style-type: none"> • Gather students as a group and ask them to turn to a partner and share a verbal summary of Chapter 18 of <i>The Hope Chest</i>. After students have had a few minutes to discuss, ask: <ul style="list-style-type: none"> * “Did anyone hear an especially good summary from their partner?” • Ask for a volunteer to share their verbal summary with the class. • Post Violet’s Character anchor chart and ask students to get out their Student Copy of the Character Anchor Charts. Post the End of Unit 2 Assessment prompt (written on chart paper in Lesson 15). Remind students that for Part II of this assessment, they will write a short essay on this prompt: <ul style="list-style-type: none"> * “How did Violet make a difference in <i>The Hope Chest</i>? After reading <i>The Hope Chest</i>, write an essay that describes how Violet contributes to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.” • Ask students what can be added to the Violet’s Character anchor chart related to the central theme, “making a difference,” from Chapter 18. Be sure to add the following to the anchor chart and ask students to do the same with their copies: <ul style="list-style-type: none"> – Action: “She reads Mr. Burn’s letter, then decides to give it to him (pages 230 and 231). This makes a difference because he might not have voted yes if he hadn’t gotten the letter from his mother.” – Action: “She runs to tell Mr. Turner to take a call from a presidential candidate who is a suffragist (page 235). This makes a difference because he might not have voted yes if he hadn’t gotten this phone call.” • Tell students to hold on to their anchor charts for Part II of the assessment, since it contains the evidence they will need to write their essays. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • To prepare for writing your essay about Violet’s contributions to the novel’s central theme, “making a difference,” read Chapter 19 and mark any examples of the central theme with an evidence flag. <p><i>Note: Be sure students have their Student Copy of the Character anchor charts for Part II of the end of unit assessment in Lesson 18.</i></p>	



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Grade 4: Module 4: Unit 2: Lesson 17

Supporting Materials



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End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme

Reread pages 230 and 231 to answer Questions 2–5.

2. On page 230, Violet finds a letter addressed to Mr. Burn. From what point of view is the letter written?
 - A. Violet's: third person
 - B. Mr. Burn's mother: third person
 - C. Chloe: first person
 - D. Mr. Burn's mother: first person

3. On page 231, the text says, "Violet knew that the Suffs had once considered Mr. Burn to be 'persuadable.'" What does the word *persuadable* mean?
 - A. A) able to be convinced
 - B. B) able to be bribed
 - C. C) able to be scared
 - D. D) unable to decide

4. What line from the text helps you to infer the answer to Question 3?
 - A. "Maybe he needed to read it again to remind him that millions of women needed his vote."
 - B. "Wordlessly he took the envelope."
 - C. "He didn't meet her eyes."
 - D. "Mr. Burn looked up from his desk, a guarded, nervous expression on his face."



End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme

5. Why does Violet think Mr. Burn might be “persuadable”? Use evidence from page 231 to support your answer.

Reread page 243 and answer Questions 6 and 7:

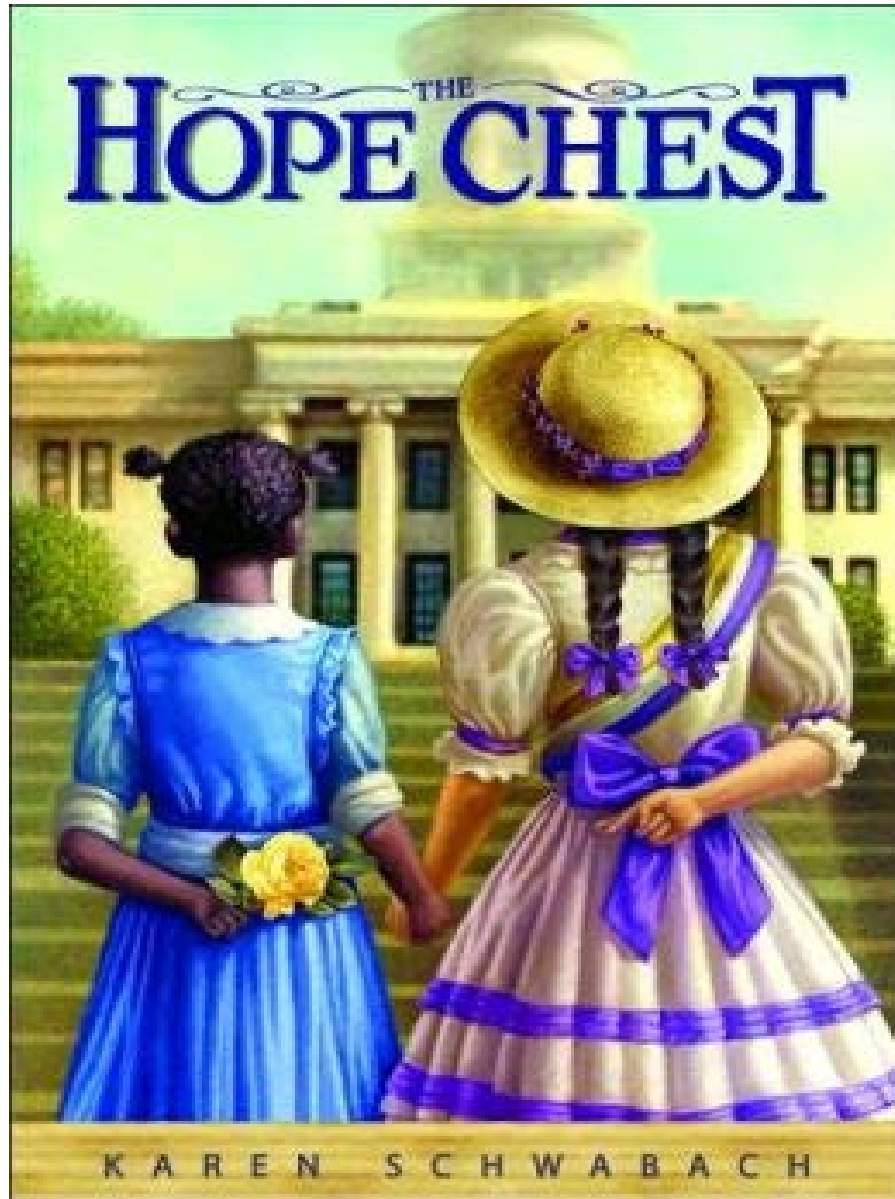
6. How is Violet’s action of giving Mr. Burn the letter an example of the central theme, “making a difference”? How do you know? Use evidence from the text to support your answer.

7. In what other way did Violet contribute to the central theme, “making a difference,” in this chapter? (Hint: Look for evidence on pages 234, 235, 240, and 243.)



End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme

Examine the artwork below for a different version of the cover of *The Hope Chest* and make connections to the text to answer the following questions:



Schwabach, Karen. *The Hope Chest*. Random House Children's Books. 2008



End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme

8. Who is depicted on the cover? _____

9. The artist depicted one of the characters crossing her fingers. What would this character be hoping would happen?

10. Why would the artist include a yellow rose?



Tracking My Progress, End of Unit 2, Part I

Name:

Date:

Learning target: I can determine evidence of the central theme, “making a difference,” in a chapter from *The Hope Chest*.

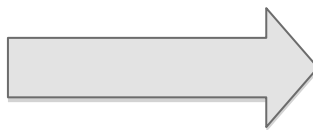
1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, End of Unit 2, Part I

Learning target: I can summarize a new chapter from *The Hope Chest* with details about characters, setting, and events from the text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, End of Unit 2, Part I

Learning target: Learning target: I can make connections between the text and a different version of its cover.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Violet’s Character Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Starred items (*) are related to the central theme, “making a difference.”

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none"> 1. She stood up to her parents (pages 1–4). 2. She made quilt squares for French orphans (pages 9 and 10).* 3. She ran away from home (pages 18 and 19). 4. She gave money to the brakeman to free Myrtle (page 58).* 5. She holds Myrtle’s hand when she is told to ride in the colored car but doesn’t say anything (page 87).* 6. She warns Mr. Martin that there are agents coming to arrest him (page 103). 7. She helps a pregnant woman who falls (page 115).* 8. She decides to spy on the “Antis” for the “Suffs” (page 148).* 	<ol style="list-style-type: none"> 1. She is a strong-willed girl. 2. She is compassionate and wants to help others. 3. She is unhappy enough to leave home and not care that her parents might worry. 4. She is generous and protective of her friends. 5. She cares for her friends but is used to following the rules. 6. She trusts her instincts. 7. She is kind to strangers. 8. She is willing to take action for something she believes in.



Violet’s Character Anchor Chart
(For Teacher Reference)

Character	Actions related to “making a difference”	How is this action related to this theme?
<p>Violet</p> <p>Evidence of the theme “Making a difference”</p>	<p>9. She tells Chloe and Mrs. Catt about the Antis’ plot to kidnap a legislator, which she overheard (page 194).*</p> <p>10. She drives the Hope Chest to find the missing legislator, finds him, and brings him back for an important committee vote that sends the amendment to the floor (page 220).</p> <p>11. She convinced her roommate to become a Suffragist (page 223).</p> <p>12. She reads Mr. Burn’s letter, then decides to give it to him (pages 230 and 231).</p> <p>13. She runs to tell Mr. Turner to take a call from a presidential candidate who is a suffragist (page 235).</p>	<p>9. Her actions make a difference by protecting one of the legislators, and this helps the Suffs’ cause.</p> <p>10. This makes a difference because it helps the Suffragists by getting the amendment up for a final vote by the legislature.</p> <p>11. This makes a difference because her roommate becomes more confident.</p> <p>12. This makes a difference because he might not have voted yes if he hadn’t gotten the letter from his mother.</p> <p>13. This makes a difference because he might not have voted yes if he hadn’t gotten this phone call.</p>

End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme
(Answers, For Teacher Reference)

TEACHER ANSWER KEY: Question 1: RL.4.2 and RL.4.3; Question 2: RL.4.6; Questions 3 and 4: RL.4.4; Question 5: RL.4.3; Questions 6 and 7: RL.4.2; Questions 8–10: RL.4.7. Use NYS 2 Point Rubric for Short Response for questions 1, 5, 6, 7, 9, and 10.

Directions: Reread Chapter 18 as needed to answer the following questions.

1. Summarize Chapter 18 from *The Hope Chest*.

In Chapter 18, Violet goes to the Capitol building in Nashville, Tennessee. She just found out that the legislators are going to vote on the Susan B. Anthony Amendment, and she wants to see if it passes. When she got there, it is crazy, with Suffs and Antis everywhere. She found a letter from Mr. Burn's mother on the floor, telling him to vote yes on the amendment, so Violet gave it to him. She also helped the Suffragists by getting another legislator named Turner to talk to a presidential candidate so he would vote yes too. In the end, the amendment passed by just one vote! If Violet hadn't helped out Mr. Burn and Mr. Turner, the amendment giving women the right to vote might not have passed. In the end of the chapter, Violet found her sister, Chloe, and found out that Mr. Martin and her friend Myrtle had been saved too.

Reread pages 230 and 231 to answer Questions 2–5.

2. On page 230, Violet finds a letter addressed to Mr. Burn. From what point of view is the letter written?
- a. Violet's: third person
 - b. Mr. Burn's mother: third person
 - c. Chloe: first person
 - d. Mr. Burn's mother: first person**

End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme
(Answers, For Teacher Reference)

3. On page 231, the text says, “Violet knew that the Suffs had once considered Mr. Burn to be ‘persuadable.’” What does the word *persuadable* mean?

- a. **able to be convinced**
- b. B) able to be bribed
- c. able to be scared
- d. unable to decide

4. What line from the text helps you to infer the answer to Question 3?

- a. **“Maybe he needed to read it again to remind him that millions of women needed his vote.”**
- b. “Wordlessly he took the envelope.”
- c. “He didn’t meet her eyes.”
- d. “Mr. Burn looked up from his desk, a guarded, nervous expression on his face.”

5. Why does Violet think Mr. Burn might be “persuadable”? Use evidence from page 231 to support your answer.

Violet thinks Mr. Burn might be persuadable because the letter is from his mother and lots of people listen to their mothers OR Violet thinks Mr. Burn might be persuadable because the Suffragists had once thought this.

Reread page 243 and answer Questions 6 and 7:

6. How is Violet’s action of giving Mr. Burn the letter an example of the central theme, “making a difference”? How do you know? Use evidence from the text to support your answer.

This is an example of the central theme because after Violet gives the letter to Mr. Burn, he ends up voting yes to pass the amendment, even though he is wearing a red Anti rose.



End of Unit 2 Assessment, Part I:
Reading and Answering Questions about Characters and Theme
(Answers, For Teacher Reference)

7. In what other way did Violet contribute to the central theme, “making a difference,” in this chapter? (Hint: Look for evidence on pages 234, 235, 240, and 243.)

Another way that Violet made a difference in this chapter was when she went to get Mr. Turner for the governor. If Mr. Turner hadn’t taken the phone call, he may have voted no, and the amendment wouldn’t have passed.

8. Who is depicted on the cover? **Violet and Myrtle**

9. The artist depicted one of the characters crossing her fingers. What would this character be hoping would happen?

She was hoping the Susan B. Anthony Amendment would pass.

10. Why would the artist include a yellow rose?

The yellow rose is a Suffragist symbol, and both Violet and Myrtle are suffragists.



2-Point Rubric: Writing from Sources/Short Response¹
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.