



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 1: Lesson 15

End of Unit Assessment: Poetry Analysis



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

- I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4)
- I can determine the figurative meaning of words and phrases in literary text. (RL.7.4)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L. 7.5)
- I can analyze how a poem’s form or structure contributes to its meaning. (RL.7.5)

Supporting Learning Targets

- I can analyze the impact of rhyme and repetition in a specific section of poetry.
- I can determine the figurative meaning of words and phrases in a poem.
- I can analyze how a poem’s structure contributes to its meaning.

Ongoing Assessment

- End of Unit 1 Assessment

Agenda

1. Opening
 - A. Entry Task: “Harriet Tubman” (10 minutes)
2. Work Time
 - A. End of Unit 1 Assessment: Poetry Analysis (33 minutes)
3. Closing and Assessment
 - A. Exit Ticket: Self-Assessment #2 (2 minutes)
4. Homework
 - A. Continue reading your independent reading book.

Teaching Notes

- This is the final lesson on poetry, and it includes the End of Unit 1 Assessment, which focuses solely on poetry. Students will continue use their ability to analyze figurative language and word choice as they read the *Narrative* and other texts during the rest of the module.
- Students may use their Poet’s Toolbox reference sheets and How to Read a Poem anchor charts during the assessment. On the assessments, students must *analyze* the use of poetic tools, not determine or define them.
- The Entry Task: “Harriet Tubman” gives students a chance to ask any last-minute questions before the assessment. You may also wish to address any concerns you identified through the exit tickets from Lessons 12–14.
- In advance: Take the End of Unit 1 Assessment yourself to get a deeper understanding of what students are being assessed on.
- Review: “Harriet Tubman” by Eloise Greenfield.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> • Entry Task: “Harriet Tubman” (one per student and one to display) • Document camera • Poetry Analysis Practice #2 (homework, from lesson 14) • Entry Task: “Harriet Tubman” (answers, for teacher reference) • Poet’s Toolbox reference sheet (from Lesson 11) • How to Read a Poem anchor chart, student version (from Lesson 12) • End of Unit 1 Assessment: Reading Poetry: Analyzing Structure and Language in “We Wear the Mask” (one per student) • End of Unit 1 Assessment: Reading Poetry: Analyzing Structure and Language in “We Wear the Mask” (answers, for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Entry Task: “Harriet Tubman” (10 minutes)</p> <ul style="list-style-type: none"> • Distribute one copy of the Entry Task: “Harriet Tubman” to each student and display one using the document camera. • Invite students to take out their Poetry Analysis Practice #2 from homework and use it to complete the Entry Task: “Harriet Tubman.” Encourage them to think of any last questions they have before the End of Unit 1 Assessment. • Briefly discuss the Entry Task: “Harriet Tubman” and Poetry Analysis Practice #2. See Entry Task: “Harriet Tubman” (answers, for teacher reference) for suggested answers, but let the students’ answers lead discussion. • Use this time to review any concepts students identified as difficult through their entry tasks and exit tickets from Lessons 12–14. 	<ul style="list-style-type: none"> • Developing self-assessment and reflection supports all students, but research shows it supports struggling learners most.



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment: Poetry Analysis (33 minutes)</p> <ul style="list-style-type: none"> • Ask students to clear their desks except for their Poet's Toolbox reference sheet and How to Read a Poem anchor chart, student version. • Distribute the End of Unit 1 Assessment: Reading Poetry: Analyzing Structure and Language in "We Wear the Mask" to each student. Tell students that Paul Laurence Dunbar was an African American poet who was friends with Frederick Douglass. He was born after the Civil War and was the son of freed slaves. • Invite students to follow along and read the poem silently in their heads while you read it aloud. • Clarify any vocabulary. • Instruct students to complete the End of Unit 1 Assessment silently and individually. If they finish early, they should read their independent reading book. 	<ul style="list-style-type: none"> • For some students, this assessment may require more than the 25 minutes allotted. Consider providing students time over multiple days if necessary.
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Finish This Sentence (2 minutes)</p> <ul style="list-style-type: none"> • Ask students to turn over their End of Unit 1 Assessment: Poetry Analysis and finish this sentence: <ul style="list-style-type: none"> – The most important thing to remember when reading poetry is ... • Call on several students to share out. Congratulate them on their hard work and the progress they have made with reading poetry. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue reading your independent reading book. 	



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Grade 7: Module 3A: Unit 1: Lesson 15

Supporting Materials



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Entry Task: “Harriet Tubman”
By Eloise Greenfield

Name:

Date:

Directions: Look at your homework and answer the following questions.

1. What **repetition** did you notice in this poem? Could you identify three separate examples?

2. Pick one of these words, sounds, and/or lines and explain why it was emphasized.

3. Did you notice the author included the last line twice? What is the effect of “echoing” this line?



Entry Task: “Harriet Tubman”

By Eloise Greenfield

4. Did you notice this poem seems to have two “**speakers**”? What were they? What specific words made them sound different?

5. Was this poem more difficult or less difficult to analyze than the poems you read in class? Why?

6. What other questions do you have?

Entry Task: “Harriet Tubman”
(Answers, for Teacher Reference)

Directions: Look at your homework and answer the following questions.

1. What **repetition** did you notice in this poem? Could you identify three separate examples?

sound repetition (alliteration) = “mean men” Line 12, “nothing neither” Lines 2, 18

words repeated = “ran” Lines 7–9, 15

phrase = “nineteen times” Lines 13, 15; the first stanza is repeated in the second half of Stanza 3 except that “wasn’t” changes to “didn’t.” The last line is repeated twice.

2. Pick one of these words, sounds, and/or lines and explain why it was emphasized.

“Mean men” helps the reader understand what Harriet was up against. “Nothing neither” helps to emphasize the defiant, brave actions of Harriet. “Ran” is repeated many times because she had to run a long ways. “Nineteen times” helps the reader understand just what a feat of bravery this was—to return this many times to where the slave catchers were. The first stanza is repeated because it is a poem that pays homage to the bravery and defiance of Harriet. These lines help to get this feeling across. The difference in changing “wasn’t” to “didn’t” highlights Harriet’s success.

3. Did you notice the author included the last line twice? What is the effect of “echoing” this line? This line is echoed just as Harriet Tubman’s legacy echoes throughout history.

4. Did you notice this poem seems to have two “**speakers**”? What were they? What specific words made them sound different?

The first stanza is written in a defiant voice—almost like the voice of Harriet herself. It is full of colloquial speech and double negatives (e.g., “nothing neither”). The second stanza is written as an outside (but not objective) observer of her actions. In the third stanza, both voices come together but “Harriet’s” voice is given then the “last word.” The fourth stanza is an echo of that voice.



Entry Task: “Harriet Tubman”
(Answers, for Teacher Reference)

Directions: Look at your homework and answer the following questions.

5. Was this poem more difficult or less difficult to analyze than the poems you read in class? Why?
This poem may have been more difficult because there are not any of the metaphors or similes that readers expect in a poem. However, it may have been less difficult because students are likely familiar with Harriet Tubman and it’s a straightforward poem.
6. What other questions do you have?



End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”

We Wear the Mask
by Paul Laurence Dunbar

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,—
This debt we pay to human guile;
With torn and bleeding hearts we smile
And mouth with myriad subtleties,

5

Stanza 1 gist

Why should the world be over-wise,
In counting all our tears and sighs?
Nay, let them only see us, while
 We wear the mask.

Stanza 2 gist

We smile, but oh great Christ, our cries
To thee from tortured souls arise.
We sing, but oh the clay is vile
Beneath our feet, and long the mile,
But let the world dream otherwise,
 We wear the mask!

10

Stanza 3 gist

15

guile: cleverly deceiving someone
subtleties: not easily noticed
thee: an old-fashioned way of saying “you”; implies respect

Dunbar, Paul Laurence. “We Wear the Mask.” The Collected Poetry of Paul Laurence Dunbar. Ed. Joanne M. Braxton. Charlottesville: University Press of Virginia, 1993. Print.



End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”

Paint Job Questions

1. What is the “story” of this poem? Annotate each stanza for the gist in the box provided. (RL.7.5)

2. Explain how Stanza 2 relates to Stanza 1. (RL.7.5)

3. Explain how Stanza 3 relates to Stanza 2. (RL.7.5)



End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”

4. Describe the speaker of this poem and cite some evidence to support your ideas. (RL.7.1)

5. What is your first impression of the theme? (RL.7.2)



End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”

Pop the Hood Questions

Form

6. What are two ways that Lines 9 and 15 are different from the rest of the poem? (RL.7.4)

7. Why would the author emphasize these lines? (RL.7.4)

Figurative Language

8. Underline three words or phrases that “pull” you as a reader. In the margin of the poem, write why you think they are important. (RL.7.1)



End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”

9. Line 10 contains which of the following figurative language? (RL7.4, L.5a)
- a. Apostrophe
 - b. Personification
 - c. Metaphor

Explain your choice.

How does this contribute to the theme of the poem?



End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”

10. This poem has an **extended metaphor**. (RL.7.4, L.5a)

What is that metaphor?

How does it contribute to the theme of the poem?

11. What is the effect of using the pronoun “we” instead of “I” throughout this poem? (L.7.5)



End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”

Sound

12. There is a dominant long “i” sound in this poem. Identify five words with this sound. (RL.7.4)

13. Given the theme, why would the author choose to repeat the long “i” sound? (RL.7.4)

14. What is the rhyme scheme of this poem? (RL.7.4)



End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”
(Answers, for Teacher Reference)

We Wear the Mask

by Paul Laurence Dunbar

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,—
This debt we pay to human guile;
With torn and bleeding hearts we smile
And mouth with myriad subtleties,

5

Why should the world be over-wise,
In counting all our tears and sighs?
Nay, let them only see us, while
We wear the mask.

We smile, but oh great Christ, our cries
To thee from tortured souls arise.
We sing, but oh the clay is vile
Beneath our feet, and long the mile,
But let the world dream otherwise,
We wear the mask!

10

15

Stanza 1 gist

Our face is like a mask. We lie and smile even though we are sad.

Stanza 2 gist

Why should we let the world see our sadness? We will put it on.

Stanza 3 gist

But it is hard to wear a mask. We wish Christ could help walk this difficult road. But we'll never admit it.

guile: cleverly deceiving someone

subtleties: not easily noticed

thee: an old-fashioned way of saying “you”; implies respect

Dunbar, Paul Laurence. “We Wear the Mask.” *The Collected Poetry of Paul Laurence Dunbar*. Ed. Joanne M. Braxton. Charlottesville: University Press of Virginia, 1993. Print.



End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”
(Answers, for Teacher Reference)

Paint Job Questions

1. What is the “story” of this poem? Annotate each stanza for the gist in the box provided. (RL.7.5)

(See boxes on previous page).

2. Explain how Stanza 2 relates to Stanza 1. (RL.7.5)

Stanza 2 is whom the speaker is hiding from—the world. He wears a mask to hide his sadness from the world.

3. Explain how Stanza 3 relates to Stanza 2. (RL.7.5)

Stanza 3 explains how difficult it is to live a life where you can’t tell the truth about your sorrow.

4. Describe the speaker of this poem and cite some evidence to support your ideas. (RL.7.1)

The speaker is someone who is speaking for a group (African Americans). He uses the pronoun “we.” He is brave and strong but also sad because he has to “grin and lie.” He doesn’t want to show his sadness to the world, so he wears a “mask” and smiles through the pain. He is a religious person because he asks Christ to help him with the difficult road he travels. (These are all possible responses, but the student needn’t include them all.)

5. What is your first impression of the theme? (RL.7.2)

Accept all reasonable responses.



End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”
(Answers, for Teacher Reference)

Pop the Hood Questions

Form

6. What are two ways that Lines 9 and 15 are different from the rest of the poem? (RL.7.4)

They are shorter. They are indented. They break with the end rhyming pattern. They don't have any “I” sound in them. They are repeated. (These are all possible responses, but the student needn't include them all.)

7. Why would the author emphasize these lines? (RL.7.4)

They give the title of the poem. They define the central metaphor of face as mask. They are important to understanding the central theme. (These are all possible responses, but the student needn't include them all.)

Figurative Language

8. Underline three words or phrases that “pull” you as a reader. In the margin of the poem, write why you think they are important. (RL.7.1)

Accept all reasonable responses.

9. Line 10 contains which of the following figurative language? (RL.7.4, L.5a)

- a. Apostrophe b. Personification c. Metaphor

Explain your choice.

Apostrophe—the speaker is addressing Christ, who is not there.

How does this contribute to the theme of the poem?

By seeing this apostrophe, the reader can understand just how hard it is to wear a mask. The speaker needs to seek divine help in order to live his life.



End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”
(Answers, for Teacher Reference)

10. This poem has an **extended metaphor**. (RL.7.4, L.5a)
What is that metaphor?

His face is a mask.

How does it contribute to the theme of the poem?

It basically defines the theme. People can't let their true emotions show and instead must wear a mask.

11. What is the effect of using the pronoun “we” instead of “I” throughout this poem? (L.7.5)

These are all possible responses, but the student needn't include them all:

It includes the reader in the poem and builds empathy. It clarifies that the speaker isn't the only one who wears a mask—everyone does, to some degree. It sets up two groups in the poem—those of us who hide our pain and them, the world, who are not a part of our group. It also shows that the speaker is talking about the experience of African Americans who cannot let their true emotions show.

End of Unit 1 Assessment: Reading Poetry:
Analyzing Structure and Language in “We Wear the Mask”
(Answers, for Teacher Reference)

Sound

12. There is a dominant long “i” sound in this poem. Identify five words with this sound. (RL.7.4)

lies, eyes, guile, smile, hides, Christ, over-wise, smiles, vile, mile, while, sighs, arise, cries, otherwise

13. Given the theme, why would the author choose to repeat the long “i” sound? (RL.7.4)

It mimics the sound of crying, and the author is saying it is hard to wear a mask. Also, by rhyming most of the end words, it makes the “we wear the mask” lines—which have no “i” sound—stick out to the reader more. (These are all possible responses, but the student needn’t include them all.)

14. What is the rhyme scheme of this poem? (RL.7.4)

AAAAB AAAB AAAAAB

Mean Machine Questions

15. Think about the author’s use of figurative language, structure, and sound. Which tool(s) contributed the most to articulating the theme? Why? (RL.7.2, RL.7.1, RL.7.5, RL.7.4)

Accept all reasonable responses. Look for the students to cite specific evidence from sound, form, or figurative language—but not all three. Here is a suggested response:

The theme of this poem is that people in general (and African Americans specifically) hide their pain from others outside their group. So, even though their life may appear good, it is a lie and their life is very hard. This is best summed up by the line “we wear the mask.” This line is emphasized by the sound and form of the poem because it is the only line that is repeated, it is the only line in the stanza that doesn’t end in a long “i” sound, and it is shorter. This line also contains the central metaphor of face as mask.