



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 18

**End of Unit Assessment, Part II: Writing an Essay
about the Theme of *The Hope Chest***



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can determine the theme of a story, drama, or poem. (RL.4.2)</p> <p>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</p> <p>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can write an essay describing how Violet's character "made a difference" in the novel <i>The Hope Chest</i>. 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i>

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Writer and Reviewing Learning Target (10 minutes) Work Time <ol style="list-style-type: none"> End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> (40 minutes) Closing and Assessment <ol style="list-style-type: none"> Reflecting on the Novel (10 minutes) Homework <ol style="list-style-type: none"> Respond in writing: Can one person make a difference? Think about the novel we just finished and your own experience. Has your response to this guiding question changed? Why or why not? 	<ul style="list-style-type: none"> This lesson is Part II of the End of Unit 2 Assessment. Students will need their Student Copy of the Character Anchor Charts to reference their collected evidence of Violet's contributions to the theme "making a difference." This essay should be scored using the NYS Rubric for Expository Writing in the supporting materials of this lesson. Post: Learning target.



Lesson Vocabulary	Materials
essay, describing, theme, character	<ul style="list-style-type: none">• End of Unit 2 Assessment prompt (from Lesson 15)• Violet's Character anchor chart (begun in Lesson 3)• Student Copy of the Character Anchor Charts (one per student; from Lesson 14)• <i>The Hope Chest</i> by Karen Schwabach (one per student)• End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> (one per student)• NYS Rubric for Expository Writing (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Target (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to gather for a round of Concentric Circles. Once they are facing a partner, prompt students: <ul style="list-style-type: none"> * “Summarize what happened in Chapter 19 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 his or her verbal summary with the class. Listen for: “In Chapter 19, Violet goes with Chloe to the autocamp to see Mr. Martin and Myrtle. Mr. Martin and Chloe decide to go to Alaska with Myrtle, but Violet can’t come. At first she is upset, but then she realizes that she has to go home and finish school so she can go to college and do something that makes a difference, like fighting against Jim Crow laws. So she goes to Chloe and Mr. Martin’s wedding, and then goes home to go back to school.” • Post the End of Unit 2 Assessment prompt (from Lesson 15) and the Violet’s Character anchor chart. Remind students that for Part II of this assessment, they will write a short essay on the 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 the outside circle to move two partners to the right and discuss: <ul style="list-style-type: none"> * “In general, how did Violet contribute to the theme throughout the book? Give examples to support your answer.” • Give students a few minutes to discuss. Listen for them to generalize and use specific examples to support their generalization. • Ask students in the inside of the circle to move two people to the right and discuss the same question. 	<ul style="list-style-type: none"> • To further support students in discussing the end of unit essay prompt in this activity, give them this sentence frame: <p>“In general, Violet contributes to the theme ‘making a difference’ by _____. Some examples of this are_____.”</p>



Opening	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to remain in concentric circles to discuss the learning target:<ul style="list-style-type: none">* “I can write an essay describing how Violet’s character ‘made a difference’ in the novel <i>The Hope Chest</i>.”• Ask students in the outside circle to move one person to the left and explain what the target means in his or her own words. Give students 2 minutes to discuss the target.• Cold call a few students to explain the target. Clarify as needed.• Remind students that they have written several essays in the last few weeks and that on this assessment they will demonstrate their ability to do this independently. Explain that this practice, along with the evidence they have gathered for this essay prompt, has prepared them to do well on this assessment. Tell them that you are proud of all the learning they have done and how they have become such skilled readers and writers.	
Work Time	Meeting Students' Needs
<p>A. End of Unit Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> (40 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their Student Copy of the Character Anchor Charts and their copy of <i>The Hope Chest</i>.• Distribute the End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> to each student.• Review the essay prompt, criteria, and graphic organizer on the assessment with students. Be sure that they understand what needs to be included in the introduction, body, and conclusion of their essays.• Reassure students that there are no “tricks” to this assessment. It is the same type of essay writing they have been practicing in class. Remind them to use the evidence they have been collecting on their Student Copy of the Character Anchor Charts to help them plan and write their essays.• Give students 40 minutes to work. Circulate to observe test-taking strategies and record observations for future instruction. For example, make sure students are using their Student Copy of the Character Anchor Charts to gather evidence. Are they using the graphic organizer to plan their essays? Are they going back to reread their essay as they write and when they are finished? Are they checking their essay for conventions and revising as needed? This information can be helpful in preparing students for future assessments and standardized tests.	<ul style="list-style-type: none">• Some students (especially those in need of accommodations for writing) may require more time to complete their essay. Consider giving them additional time during the day for this assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on the Novel (10 minutes)</p> <ul style="list-style-type: none">• Gather students for a few more rounds of Concentric Circles.• Once students are partnered, give them the following prompts. Rotate the inner or outer circle each time so students are with a new partner to discuss each question:<ul style="list-style-type: none">* “Why do you think Violet decided to go to college after all?”* “In your opinion, what was the most important action Violet took to make a difference?”* “How has your thinking about our guiding question (How can one person make a difference?) changed?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Respond in writing: Can one person make a difference? Think about the novel we just finished and your own experience. Has your response to this guiding question changed? Why or why not? <p><i>Note: Consider giving students feedback on this essay while grading it. This will allow you to review it with students and help them to prepare for writing future essays.</i></p>	



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Supporting Materials



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End of Unit 2 Assessment, Part II:
Writing an Essay About the Theme of *The Hope Chest*

Name: _____

Date: _____

Essay Prompt: How did Violet make a difference in *The Hope Chest*?

After reading *The Hope Chest*, write an essay that describes how Violet’s actions in Chapter 18 contribute to the theme “making a difference.” Make sure to provide examples from the text to clarify your analysis.

Learning targets:

I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9a)

Short Essay Criteria for End of Unit 2 Assessment

Content and Analysis
I can introduce the topic of my essay by including information about the novel, Violet, and the central theme, “making a difference.” (W.4.2a)
I can write a focus statement that answers the prompt. (W.4.2a)
Coherence, Organization, and Style
I can provide at least two examples with evidence from the text that support my focus statement. (W.4.2a; W.4.9a)
Command of Evidence
I can explain how each example supports the theme with evidence from the text. (W.4.2a and c; W.4.9a)
I can use linking words to connect examples in the body of my essay. (W.4.2b)
I can write a conclusion that summarizes my focus statement and leaves my reader with something to think about related to “making a difference.” (W.4.2d)



End of Unit 2 Assessment, Part II:
Writing an Essay About the Theme of *The Hope Chest*

Use the graphic organizer to help plan your essay.

Essay Graphic Organizer

Introduction should include the following:

- Introduce the novel and the main character, Violet.
- Introduce and explain the theme of the novel, “making a difference.”

Focus statement: Restate the prompt and provide an answer:

Body should include the following:

- Give at least two examples supported with evidence from the text of how Violet “makes a difference.”
- Explain how each example shows that Violet “made a difference.”

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End of Unit 2 Assessment, Part II:
Writing an Essay About the Theme of *The Hope Chest*

Essay Graphic Organizer (Continued)

Conclusion should include the following:

- Summarize your answer to the prompt:
- Leave something for the readers to think about related to the theme “making a difference.”



CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1–9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.