Unit Test Post-Assessment

Literature Unit: Maniac Magee by Jerry Spinelli

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EDU 6613: Standards Based Assessment

Seattle Pacific University

Summer 2010
UNIT LEARNING TARGETS

1. I can write a summary.
2. I can identify internal and external conflicts.
3. I can make inferences.
4. I can identify the elements of a tall tale.
5. I can identify the following literary devices: metaphor, imagery, personification, idioms and irony.
6. I can think critically about the themes of social justice found in this text.

UNIT TEST

Multiple Choice- Choose the response that BEST answers the question. Questions are worth 2 points each.

1. Which sentence best summarizes the story of Maniac Magee?
   a. Maniac Magee is a story about a legendary baseball player.
   b. Maniac Magee is a story about a legendary boy who helps a town overcome a racial divide.
   c. Maniac Magee is a story about an orphan who finds a family.

2. Based on Jeffery Magee’s appearances during his first day in Two Mills, the reader can infer that:
   a. Jeffery Magee lacks courage.
   b. Everyone in Two Mills will want to be Jeffery’s friend.
   c. Jeffery Magee is a legend.

3. Each of the following is a feature/element of a tall tale EXCEPT:
   a. often exaggerated
   b. usually involves superhuman feats
   c. similar to a folk tale
   d. characters are known through speech and action (no descriptive text)
   e. problems often solved with good humor

4. “…as though the knot wasn’t his energy at all, but an old pal just playing a little trick of him,” is an example of:
   a. metaphor
   b. personification
   c. simile
   d. irony
5. “The worm in Grayson’s head had long since ceased to be a tiny tickle; it was now a maddening itch.”

(pg. 89)
   a. The quote above is an example of:
      a. simile
      b. metaphor
      c. exaggeration
      d. sarcasm

6. What does the “the worm in Grayson’s head” represent? (Short answer worth 2 points)

7. Each of the following quotes is an example of an idiom EXCEPT:
   
   a. “For most of November, winter toyed with Two Mills, whispered in its ear, tickled under the chin.” (p. 106)
   
   b. “This was driving Amanda bonkers. He was acting so different, all glum and wiseacre answers.” (p. 65)
   
   c. “The effect was the opposite on human noses. Maniac’s and Grayson’s ran like faucets, and not a handkerchief in sight.” (p. 106)

8. In chapter 18, Amanda makes the suggestion that if Jeffery can untangle Cobbler’s Knot then everyone that does not like him would like him and he could stay in the East end. However, it is during the celebration of his untangling of the knot that Jeffery decides that the right thing to do is to go back to the West End so that he does not bring anymore hurt to the Beales. This is an example of what kind of irony?
   
   a. Dramatic Irony
   b. Verbal Irony
   c. Situational Irony
Fill in the blank - Questions worth 4 points each

9. Indicate whether each of the following conflicts is A- Internal or B- External:

_____ The rivalry between Jeffery Magee and John Mc Nab on the baseball field.

_____ Jeffery’s decision to leave the McBeale’s home.

_____ Mars Bars overcoming his fear in order to save Russell.

_____ The segregation of Two Mills.

10. “The whistle wasn’t loud. It wasn’t screechy. It was a simple two-note job- one high note, one low,” (p. 20) is an example of ________________ that appeals to the sense of ________________.

Essay – Write a short essay responding to each of the questions below. Use complete sentences and proper grammar. Questions are worth 10 points each.

11. Identify one of the themes of social justice present in this book. What is the author’s perspective concerning this issue? Do you agree with this perspective? Why or why not? Use examples from the text and your own experience/knowledge to support your answer.

12. Compare the elements of Maniac Magee and a tall tale. How does Maniac Magee fall within the genre of a tall tale? Include an explanation of why you think the author wrote this story like a tall tale?
UNIT TEST ANSWER KEY

1. B
2. C
3. D
4. B
5. B
6. Acceptable answers: a thought OR an idea
7. A
8. C
9. B – A – A – B
10. Imagery; hearing

Grading Rubric for Question 11

<table>
<thead>
<tr>
<th>Score</th>
<th>Identification of the Theme and the Author’s Perspective</th>
<th>Critical Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The theme identified is one of the following social issues: homelessness, illiteracy, or segregation. The student is able to come to a reasonable conclusion regarding the author’s perspective.</td>
<td>The student is able to come to a firm stance concerning this issue and uses the text and his/her own experience to support this belief.</td>
</tr>
<tr>
<td>4</td>
<td>The theme identified is one of the following social issues: homelessness, illiteracy, or segregation. The student is able to come to a somewhat reasonable conclusion regarding the author’s perspective.</td>
<td>The student is able to come to a firm stance concerning this issue and uses the text or his/her own experience to support this belief.</td>
</tr>
<tr>
<td>3</td>
<td>The theme identified is one of the following social issues: homelessness, illiteracy, or segregation. The conclusion regarding the author’s perspective is questionable.</td>
<td>The student seems unsure about their opinion about this issue but uses the text and his/her own experience to support his/her ideas.</td>
</tr>
<tr>
<td>2</td>
<td>The theme identified is not one of the following social issues: homelessness, illiteracy, or segregation. The conclusion regarding the author’s perspective of the identified issue is reasonable.</td>
<td>The student seems unsure about their opinion about this issue but uses the text or his/her own experience to support his/her ideas.</td>
</tr>
<tr>
<td>1</td>
<td>The theme identified is one of the following social issues: homelessness, illiteracy, or segregation. The conclusion regarding the author’s perspective is inaccurate.</td>
<td>The student provides an opinion of the issue but does not use the text or his/her own experience to support his/her ideas.</td>
</tr>
<tr>
<td>0</td>
<td>The theme identified is not one of the following social issues: homelessness, illiteracy, or segregation. The conclusion regarding the author’s perspective is inaccurate.</td>
<td>The student does not provide an opinion of the issue.</td>
</tr>
</tbody>
</table>
### Grading Rubric for Question 12

<table>
<thead>
<tr>
<th>Score</th>
<th>Comparison of the elements of a Tall Tale and Maniac Magee</th>
<th>Explanation of the Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The elements identified are accurate and true for both the tall tale genre and the novel. The answer gives a detailed description of how the novel falls within the genre.</td>
<td>The author’s purpose identified is accurate and supported with good connections between the text and the author’s purpose.</td>
</tr>
<tr>
<td>4</td>
<td>The elements identified are accurate and true for both the tall tale genre and the novel. The answer gives a weak description of how the novel falls within the genre.</td>
<td>The author’s purpose identified is accurate but supported with unclear connections between the text and the author’s purpose.</td>
</tr>
<tr>
<td>3</td>
<td>Only some of the elements identified are accurate and true for both the tall tale genre and the novel. The answer gives a detailed description of how the novel falls within the genre despite any inaccuracies of the identified elements.</td>
<td>The author’s purpose identified is only somewhat accurate and the connections between the text and the author’s purpose are limited.</td>
</tr>
<tr>
<td>2</td>
<td>Only some of the elements identified are accurate and true for both the tall tale genre and the novel. The answer gives a weak description of how the novel falls within the genre.</td>
<td>The author’s purpose identified is inaccurate and supported with unclear connections between the text and the author’s purpose.</td>
</tr>
<tr>
<td>1</td>
<td>The elements identified are inaccurate however the student provides a detailed description of how the novel falls within the genre.</td>
<td>The author’s purpose identified is only somewhat accurate and there is no supporting evidence from the text.</td>
</tr>
<tr>
<td>0</td>
<td>The elements are inaccurate and the description of how the novel falls within the genre is inaccurate.</td>
<td>The author’s purpose identified is inaccurate and there is no supporting evidence from the text.</td>
</tr>
</tbody>
</table>
STATE AND NATIONAL STANDARDS

WA State Standards:

Grade Level 6

EALR 2 Reading: The student understands the meaning of what is read.

2.1 Demonstrate evidence of reading comprehension

2.1.5. Apply comprehension monitoring strategies before, during, and after reading: predict and infer.

2.1.7. Apply comprehension monitoring strategies during and after reading: summarize grade level informational/expository text and literary/narrative text.

2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.3 Understand the functions (to make the story more interesting and convey a message of literary devices.

2.4 Think critically and analyze author's use of language, style purpose, and perspective in literary and informational text.

2.4.5 Understand how to generalize/extend information beyond the text to another text or to a broader idea or concept.

EALR 3: The student reads different materials for a variety of purposes.

3.4 Read for literary experience in a variety of genres.

3.4.2 Understand and analyze a variety of literary genres.

NCTE/IRA Standards for the English Language Arts

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
DAILY LESSON PLANS

Day 1:

Bell Starter: (5 minutes)

Students fill out the reading disposition questionnaire:

Circle the number that reflects your feelings of each of the following statements:

1 = "strongly disagree"  2 = "somewhat disagree"  3 = "no opinion"  4 = "somewhat agree"

5 = "strongly agree"

1. I am a good reader  1  2  3  4  5
2. I like reading  1  2  3  4  5
3. I like reading books from a variety of genres  1  2  3  4  5
4. I like reading books that include rich language (e.g. similes, metaphors, irony, etc.)  1  2  3  4  5
5. I find reading a useful tool for exploring social issues  1  2  3  4  5

Introduction of Unit: (5 minutes)

Students are given the unit test, unit timeline, and brief explanations of assignments that will be completed.

Read Aloud and Group Discussion: (15 minutes)

Read The Other Side by Jacqueline Woodson.

Discussion questions: (Personal Communication)

-What do you notice about the front cover? What do you think the title means? (Prior to reading)
-Why did Clover’s mother warn her not to climb over the fence?
-How did Clover and Annie work out a way around this racial barrier? How did they manage to “build bridges?”

Begin Group Project: (20 minutes)

Photo Story Project (See artifact 1) (Performance Assessment) (Personal Communication)

Introduce the novel Maniac Magee: (5 minutes)

Homework: Begin reading Maniac Magee Intro- Ch. 2

Finish research and illustrations for group project
Day 2:
Bell Starter: (5 minutes)
Students respond to the following question in their response journals: “Sometimes one event can change a person’s life completely. What happens to Jeffery’s family and how does this affect Jeffery’s life?” (Personal Communication)
Short Discussion and Comprehension Check of Assigned Reading: (5 minutes)
Intro- Ch. 2 (Personal Communication)
Mini Lesson: How to use Photo Story 3 (10 minutes)
Group Work on Projects and Conferences: (30 minutes)
Students work in their assigned groups to create their Photo Story Presentation. Groups may sign up for a 3 min. conference at this time for feedback and assistance with their project. If the groups finish early, they may begin reading the assigned chapters. (Personal Communication)
Homework: Read Maniac Magee Ch. 3-6

Day 3:
Assignment Due: Group Photo Story Project
Bell Starter: (5 minutes)
Students respond to the following question in their response journals: “In the story, instead of returning Amanda’s book right away, Jeffery keeps it to read again. Jeffery enjoys reading. Write about an activity, sport, or hobby that you really enjoy.” (Personal Communication)
Group Presentations: (35-40 minutes)
Each group is allotted 3-5 minutes to present their Photo Story. (Performance Assessment)
Group Discussion: (5-10 minutes)
When the presentations are finished, we will begin a class discussion of the social barriers present in Maniac Magee. (Personal Communication)
Homework: Read Maniac Magee Ch. 7-10

Day 4:
Bell Starter: (5 minutes)
Students respond to the following question in their response journals: “What is the social barrier that appears in chapter 9? How does this barrier compare to the barrier in the story The Other Side?” (Personal Communication)
Short Discussion and Comprehension Check of Assigned Reading: (5 minutes)

Ch. 7 – 10 *Personal Communication*

Mini Lesson: (10 minutes)

Direct instruction of the elements of a tall tale is given. Students are asked to look at question 12 of the unit test. Discuss how to answer this question and provide an example of an outline for response. *(Extended Response)*

Group Work: (25 minutes)

Students work at their assigned table groups. Each group chooses a tall tale in picture book format. As a group, students will need to create a short summary of their picture book as well as discuss and record their answers to the following questions: “Compare the elements in your picture book and the elements of a tall tale. How does this book fit within the genre of a tall tale? Why do you think the author chose to write this story as a tall tale?” These responses will serve as practice for answering question 12 on the unit test. *(Personal Communication) *(Extended Response)*

Class Discussion: (10 minutes)

Each group will have a chance to share their book summaries and responses with the rest of the class. *(Personal Communication)*

Homework: Read *Maniac Magee* Ch. 11-13

*Day 5:

Bell Starter: (5 minutes)

Students respond to the following question in their response journals: “In the story, Maniac Magee is a legendary figure because of the amazing feats he is reported to have accomplished. Write about something you have accomplished that you would consider to be an amazing feat.” *(Personal Communication)*

Individual Activity: Tall Tales Compare/Contrast Response (See artifact 2) (20 minutes)

Students will create a Venn diagram that illustrates the comparison of *Maniac Magee* and a chosen tall tale (such as *Pecos Bill*) in picture book format. Students will then write a short response in which they explain how these two stories are alike or unalike. *(Extended Response)*

Class Discussion: (10 minutes)

Discuss what makes Maniac Magee a legend. Responses will be recorded using the following graphic organizer on the board:
Further questions for discussion: How does someone become a legend? How do things get exaggerated? (Personal Communication)
Students are introduced to the Modern Day Tall Tale Story Assignment.

Writer’s Workshop: (15 minutes)
Begin Modern Day Tall Tale Writing Assignment (See Artifact 3) (Performance Assessment)
Students begin thinking about their modern day tall tale as they complete the character sections of their story graphic organizer. (Personal Communication)

Homework: Finish Tall Tales Compare/Contrast Response if needed
   Read Maniac Magee Ch. 12-15
   Finish character plans for tall tale stories
   Write a rough draft of your introduction of your tall tale

Day 6:
Assignments Due: Tall Tales Compare/Contrast Response
   Character plans and Introductions checked for completion
Bell Starter: (5 minutes)
   Students respond to the following question in their response journals: “How does Jeffery Magee get the name ‘Maniac?’ What do you think Spinelli means when he writes, ‘Inside his house, a kid gets one name, but on the other side of the door, it’s whatever the rest of the world wants to call him?’ Do you think Spinelli is okay with this idea or not?” (Personal Communication)
Short Discussion and Comprehension Check of Assigned Reading: (5 minutes)
   Ch. 12-15 (Personal Communication)
Mini Lesson: Internal and External Conflict (10 minutes)
   Each table group is given a written example of a conflict and will discuss whether or not they think it is internal or external. The written statement will be added to a t-chart on the board
either under “internal” or “external.” After each group has given their response and added to the chart, the formal definitions will be given. As a class, we will go back through the scenarios and determine if they are in the correct column. (Personal Communication)

Group Activity: (10 minutes)
Groups will work together to find an example of internal and external conflict within Maniac Magee. Responses will be shared with the whole class. (Personal Communication)

Writer’s Workshop: (15 minutes)
Students will complete the situation portion of their tall tale story map. Students can also begin writing their introductions if they have time. (Personal Communication)

Homework: Finish situation plans of tall tale story map
Read Maniac Magee Ch. 16-18
Continue writing rough draft of tall tale story

Day 7:
Bell Starter: (5 minutes)
Students will complete a fill in the blank exercise similar to question 9 of the unit test using some of the conflicts the groups identified the day before. This will allow the students practice for question 9 prior to taking the test. (Selected Response)

Introduction to Literary Elements in Maniac Magee: (10 minutes)
The students will be introduced Spinelli’s use of literary devices such as imagery, metaphor, personification etc. in Maniac Magee. Students will be encouraged to pay attention to their reading for such figurative language and to make note of when the language is confusing or when they feel the language adds to telling of the story. Students will be given the examples of the author’s use of idioms. A few students will be called on to share an idiom they found in the text and we will discuss the literal meaning and the figurative meaning and how the author’s use of language enhances the story. (Personal Communication)

Mini Lesson: Imagery (10 minutes)
Direct instruction of the use of imagery in literature is given. Students draw from a hat an example of imagery and are asked to identify which sense the imagery appeals to. (Personal Communication) (Selected Response)
Students are introduced to the Imagery and Setting Assignment. During this assignment each student will be asked to create and illustrate a piece of artwork for our “Where is Maniac Magee” (Selected Response)
Magee?” bulletin board. Students will design a mini replica of one of the setting landmarks in the story. They will need to pay attention to the author’s use of imagery to help them envision what the setting would look like. (Performance Assessment)

Individual/ Small Group Work: (25 minutes)

Students complete the Imagery and Setting Assignment. Students may work in groups according to their chosen setting but will each need to complete their own illustration. (Personal Communication)

Homework: Finish Imagery and Setting Assignment

Read Maniac Magee Ch. 19-21

Continue writing the rough draft of tall tale

Day 8:

Assignments Due: Imagery and Setting Assignment

Bell Starter: (5 minutes)

Students respond to the following question in their response journals: “What is the effect on the townspeople who live on the east and west sides of Hector Street of Maniac’s attempts to solve the problem at Cobble’s Corner?” (Personal Communication)

Class Discussion: (20 minutes)

Students share their illustrations in groups according to setting (ex. all students who illustrated Finsterwald’s backyard will present together) and the imagery used to describe that setting. During the presentation, students will discuss how they author’s use of imagery helped them to envision the setting. (Personal Communication)

Their artwork is added to the bulletin board (a map of the town of Two Mills) in the appropriate placement according to the text.

Mini Lesson: Irony (10 minutes)

Students are given the definitions and examples of dramatic irony, verbal irony, and situational irony.

Group Discussion: (5 minutes)

Students will discuss the irony in the chapters they were to read the night before. They will determine which type of irony is apparent in the example of Cobble’s knot and will discuss why they think the author would choose to include this ironic storyline in this novel.

Class Discussion: (10 minutes)
Students present their responses and engage in a whole group discussion as they further explore the questions examined during the group discussion. *(Personal Communication)*

Homework: Read *Maniac Magee* Ch. 22-27

Finish rough drafts of tall tale writing

**Day 9:**

Assignment Due: Complete Rough Draft of Tall Tale Writing

Bell Starter: (5 minutes)

Students will read a short passage and will determine if it is an example of: *(Selected Response)*

- a. Dramatic Irony
- b. Verbal Irony
- c. Situational Irony

Mini Lesson: (10 minutes)

Students are given the definition and examples of metaphor. Students will be redirected to the story, *The Other Side* from the first day of the unit. Students will discuss how the fence is used as a metaphor in this story and the similarities between the fence and Hector Street in *Maniac Magee*. Students will also discuss other examples of metaphor found in their reading. *(Personal Communication)*

Individual Activity: (20 minutes)

Students will choose a metaphor from their reading of *Maniac Magee* and will complete the Metaphor Illustration Assignment (see artifact 4). *(Performance Assessment)*

Writer’s Workshop: (15 minutes)

Students will be instructed to begin revising their tall tale stories. They should focus their revision on including imagery and metaphors into their writing. They may use peer conferences or teacher conferences to aid them with this process. They will need to begin their illustrations of a metaphor used in their writing for the cover. *(Personal Communication)*

Homework: Read *Maniac Magee* Ch. 28-32

Continue revising rough draft of tall tale and drawing illustration for the cover

Finish metaphor illustrations if needed
Day 10:
Assignment Due: Metaphor Illustrations
Bell Starter: (5 minutes)
   Students respond to the following question in their response journals: “What are some things that Maniac does that show he thinks education is important?” (*Personal Communication*)
Mini Lesson: (10 minutes)
   Students are given the definition and examples of personification and discuss the author’s use of personification in *Maniac Magee*. In the novel, Spinelli often uses personification when describing the months. This will lead into the next activity.
Individual Activity: (20 minutes)
   Students will create a poem that consists of one line per month and a sentence that personifies that month. (*Performance Assessment*)
Writer’s Workshop: (15 minutes)
   Students are given additional time to work on revising their stories. They should focus on spelling and grammar as well as looking for opportunities to include personification. They may use peer conferences or teacher conferences to aid them with this process. (*Personal Communication*)
Homework: Read *Maniac Magee* Ch. 33-38
   Finish Personification Poems if needed
   Continue revising tall tale

Day 11:
Assignment Due: Personification Poems
Bell Starter: (5 minutes)
   Students will complete a short quiz where they will need to match a quote from the novel to the appropriate literary term. (*Selected Response*)
Short Discussion and Comprehension Check of Assigned Reading: (5 minutes)
   Ch. 33-38 (*Personal Communication*)
Mini Lesson: Writing a Summary (10 minutes)
   Students are instructed on how to write a summary. Students will be given examples of written summaries and will need to determine if they are good summaries or not and why. (*Selected Response*)
Writer’s Workshop: (30 minutes)

Students are given the rest of the time to work on their tall tales. They will need to write a summary for the back cover and finish any work that needs to be done on their illustrations for the front cover. They will also need to give their story a title. Students may also use this time for continued revisions. They may use peer conferences or teacher conferences to aid them with this process. (Personal Communication)

Homework:

Read Maniac Magee Ch. 39-42
Finish the covers for tall tales and continue revising

Day 12:

Assignment Due: Covers for tall tales

Bell Starter: (5 minutes)

Students will write a summary of the novel Manic Magee. (Performance Communication)

(Selected Response)

Mini Lesson: Inference (15 minutes)

Students are given the definition of inference. Students are instructed to look at their response journal from day 6, which is an example of an inference they have already done. Students will discuss with a partner their response and any similarities they may have had. We will discuss this as a class and students who feel comfortable can share their responses. Students will be given a short biography of Jerry Spinelli, which is read aloud at this time. (Personal Communication)

Individual Assignment: (20 minutes)

Students are given the Inference Response Assignment to complete. (See artifact 5)

(Performance Assessment)

Reading from Knots on My Yo-Yo String by Jerry Spinelli and Discussion: (10 minutes)

Spinelli wrote his autobiography, Knots on My Yo-Yo String, in response to the question the students just answered in their inference responses (“Did being a kid help Jerry Spinelli become a writer?”) I will read aloud the chapter called “Dr. Winter’s Finger” (p. 102-109) which provides insights about the origins of Maniac Magee. Students will discuss their previous inferences and how they feel about the question after having read this piece of the author’s autobiography. (Personal Communication)
Homework: Read *Maniac Magee* Ch. 43-46

Finish Tall Tales

*Day 13:*

Assignment Due: Finished Tall Tale

Bell Starter: (5 minutes)

Students will respond to the following question in their response journals: “At the beginning of the novel, the author writes of Maniac’s legacy to the town of Two Mills. Write a paragraph about the legacy that Maniac leaves to Two Mills. What did he do to create this legacy?”

*(Personal Communication)*

Mini Lesson: Using what we have learned in class to think critically about a text. (10 minutes)

Students will be instructed on how they can use what they have learned through their research projects, what they have learned about literary devices, and inference in order to write a critical response essay. Students will be instructed in how to analyze the author’s use of literary devices to support their statements and conclusions.

Individual Assignment: (35 minutes)

Students will write an essay that responds to the following question: *(Performance Assessment)*

“What does Jerry Spinelli want us to think about the issue of segregation? How can the town of Two Mills overcome this social barrier? Use the text and your own experiences to support your answer.”

Homework: Finish essays if needed

*Day 14:*

Assignment Due: Essay

Bell Starter: (5 minutes) Students will reflect on what they have learned throughout the unit and what they have learned from reading *Maniac Magee* in their response journals. *(Personal Communication)*

Class discussion of the text: (15 minutes)

Students will engage in a critical discussion of the text and they will use their completed essay to help them talk about their ideas. *(Personal Communication)*

Sharing of Tall Tales: (10 minutes)
Students will work in groups of two or three and will share their completed tall tale with their groups. Groups should provide positive feedback to their peers.

Game: (20 minutes)

Students will spend the rest of the class time playing “Maniac Magee Baseball” a game that tests their knowledge of the book and of the learning targets. Four chairs are placed around the room in the shape of a baseball diamond. Students spin a game spinner marked with “single, double, triple, and homerun” when it is their turn “to bat.” Comprehension questions and questions similar to those on the unit test are asked according to difficulty (easier questions for a “single” spin and harder questions for a “homerun” spin.) (Personal Communication)

(Selected Response) (Extended Response)

Homework: Prepare for unit test

Day 15:

Bell Starter: (5 minutes)

Students fill out the reading disposition questionnaire:

Circle the number that reflects your feelings of each of the following statements:

1= “strongly disagree” 2= “somewhat disagree” 3= “no opinion” 4= “somewhat agree”
5= "strongly agree"

1. I am a good reader 1 2 3 4 5
2. I like reading 1 2 3 4 5
3. I like reading books from a variety of genres 1 2 3 4 5
4. I like reading books that include rich language (e.g. similes, metaphors, irony, etc.) 1 2 3 4 5
5. I find reading a useful tool for exploring social issues 1 2 3 4 5

Unit Test: (45 minutes)

Students will be given the class period to complete the unit test. If they finish early they may read silently at their desks.

Students will receive personal communication on a daily basis through class discussions, conferences during writer’s workshop, and response journals. In addition, I will be offering on-going feedback during any group work or individual work. Students will also receive performance assessment throughout the unit as they complete various projects and written assignments. Activities that involve personal communication and performance assessment are labeled in bold font. These activities will ensure ongoing assessment for student learning.
Students will also have the opportunity to learn how to answer the selected response and extended response questions of the unit test through various activities and practice. These opportunities are labeled in bold-italic font. These activities will ensure that the students are prepared for the unit test.
ARTIFACT 3

**Photo Story Group Project**

You will work in groups of three to four students to create a photo story presentation that will inform the class of one of three topics concerning social justice.

1. Your group will choose from one of the following topics:
   a. Homelessness
   b. Illiteracy
   c. Segregation

2. You will conduct research to gather information on your topic. You may want to start with the following websites:
   a. Yahoo! Kids
   b. Ask for kids
   c. EBSCO Middle Search Plus

3. Your presentation should include the following details:
   a. Definition
   b. Prevalence in the United States and our State or City
   c. History
   d. Other important facts that will help us to understand this issue

4. You will need to provide hand-drawn illustrations for your presentation that will be scanned into the computer for entry into your photo story.

5. Follow the attached directions as you put together your photo story presentation.

6. Your presentation will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Information</th>
<th>Organization</th>
<th>Quality of Photo Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=5</td>
<td>Is very informative and addresses each of the 4 details given above.</td>
<td>The main points are developed. The presentation remains on topic.</td>
<td>The photo story includes good use of font and word choice. The illustrations are well drawn and added effects enhance the presentation.</td>
</tr>
<tr>
<td>B=4</td>
<td>Is somewhat informative and addresses 2 or 3 of the details given above.</td>
<td>The organization is understandable. Main points may be underdeveloped.</td>
<td>The photo story is clear but may lack use of font and word choice. The illustrations are okay but add little to the photo story.</td>
</tr>
<tr>
<td>C=3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D=2</td>
<td>Is not informative and only address only 1 or none of the details given above.</td>
<td>Ideas are listed without logical sequence. The main points are underdeveloped. The presentation strays from the stated topic.</td>
<td>The photo story lacks clarity and use of font and word choice. The illustrations are sloppy and do not add to the overall photo story.</td>
</tr>
<tr>
<td>F=1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTIONS: USING PHOTO STORY 3

1. Hand-draw your illustrations for your slide show.

2. Give the illustrations to your teacher so that they may be scanned into the computer. These will be saved on your thumb drive in the folder titled “Illustrations for Photo Story”

3. Open Photo Story 3 on your computer.

4. On the opening screen choose Begin a new story and click Next.

5. Click on Import Pictures. A box will appear to the left, with the files to choose from. Open the “Illustrations for Photo Story” file, click on the illustration and when the file name appears, click OK. The illustration will now be imported into Photo Story. Follow this same procedure with any other illustrations you want to import. When you are finished importing illustrations, click Next. (Note: If your photos have black borders, you will get a message that asks if you want to remove the borders. You can choose to remove or leave them.)

6. The next screen allows you to add text to each photo. You can modify the type and color of text. You can also choose to have the words typed at the top, middle, or bottom of the page.

7. When you have added the text, move on to the next stage: adding motion. For this stage, click on the Customize Motion button below the photo. Using Motion and Duration, you can choose where the pan begins and ends in their photo—you can pan across the photo or zoom out or in. Remember to focus on specific images and text in order to persuade the viewers.

8. For transitions, click on the tab labeled Transitions and choose a transition that seems appropriate for the page. Use transitions that will add to the meaning of the text.

9. Next comes the narration. Follow the instructions on the screen. You need a microphone for this step. Press the red button when you are ready to read/record the page. When this is done, click Next.

10. Add background music. Take care that the music doesn’t interfere with the narration. Photo Story 3 includes a music composition tool so you can create music to enhance the presentation.

11. Save your presentation by clicking Save your story for playback on your computer.
**Tall Tale Compare/Contrast Assignment**

A tall tale is a story form that features (1) a larger-than-life, or superhuman, main character with a specific task, (2) a problem that is solved in a humorous or outrageous way, (3) exaggerated details that describe things larger than they really are, and (4) characters who use everyday language. Many tall tales are based on actual people or on a composite of actual people. Exaggeration is the major element in tall tales.

Choose one of the tall tales in picture book format.

Complete the following Venn diagram as you identify the elements of a tall tale in your picture book tall tale and in the novel *Maniac Magee*. Provide evidence from the text to support your answers (for example: if you identify that there is a superhuman main character, you will want to identify who that character is.)

How is *Maniac Magee* like a tall tale? How is it different?
### Grading Rubric for Tall Tale Compare/Contrast Assignment

<table>
<thead>
<tr>
<th>Score</th>
<th>Venn Diagram</th>
<th>Short Answer Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>At least three elements are identified for each text. Elements are accurate and supported with evidence.</td>
<td>The answer is accurate and written using complete sentences.</td>
</tr>
<tr>
<td>2</td>
<td>Less than three elements are identified for either text. Elements are accurate but are not always supported with evidence.</td>
<td>The answer is somewhat accurate and may not be written in complete sentences.</td>
</tr>
<tr>
<td>1</td>
<td>Less than two elements are identified for either text. Elements may not be accurate and are not supported with evidence.</td>
<td>The answer is not accurate and may not be written in complete sentences.</td>
</tr>
</tbody>
</table>
ARTIFACT 3

**Modern Day Tall Tale Writing Assignment**

You will write your own tall tale inspired by the novel *Maniac Magee* by Jerry Spinelli.

Your tall tale will need to include the elements of a tall tale, two or more of the same literary devices that Spinelli uses in his novel, an illustrated front cover, and a back cover that includes a short summary of your story.

**Your final project will include:**

1. Character and Story Map Graphic Organizer Due:
2. Rough Draft Due:
3. Front Cover Illustration (of one of the literary devices in your story) Due:
4. Back Cover Short Summary Due:
5. Final Written Story with the Grading Sheet Attached Due:

**You will be given the following time in class to work on your project:**

1. Time to complete the character section of the graphic organizer and begin introduction on:
2. Time to complete the situation section of the graphic organizer and write introduction on:
3. Time for revision focusing on the use of imagery and metaphor on:
4. Time for revision focusing on the use of personification on:
5. Time for writing the summary, drawing the front cover illustration, and continued revising on:
### 6. Modern Day Tall Tale Writing Assignment Grading Sheet

Complete the following checklist as you write your story. This will be turned in with your final project for grading.

<table>
<thead>
<tr>
<th>Criteria for Tall Tale</th>
<th>Evidence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>My story includes exaggerations.</td>
<td>(2 points)</td>
<td></td>
</tr>
<tr>
<td>My story includes a problem the main character must solve.</td>
<td>(2 points)</td>
<td></td>
</tr>
<tr>
<td>My character shows super-human strength throughout the story.</td>
<td>(2 points)</td>
<td></td>
</tr>
<tr>
<td>The plot of my story is funny and impossible.</td>
<td>(2 points)</td>
<td></td>
</tr>
<tr>
<td>In the end, the main character solves a problem, overcomes an obstacle, or defeats a “bad guy.”</td>
<td>(2 points)</td>
<td></td>
</tr>
<tr>
<td>My story includes two or more of the same literary devices that Spinelli uses and they are creative and well written.</td>
<td>(4 points)</td>
<td></td>
</tr>
<tr>
<td>My story includes a nicely drawn and illustration of one of the literary devices in my story for the front cover.</td>
<td>(2 points)</td>
<td></td>
</tr>
<tr>
<td>My story includes a well-written summary for the back cover.</td>
<td>(2 points)</td>
<td></td>
</tr>
<tr>
<td>My story is original and uses proper spelling and grammar throughout.</td>
<td>(2 points)</td>
<td></td>
</tr>
</tbody>
</table>

Final Grade: _________ / ______20

Additional Comments: 
**Modern Day Tall Tale Story Plan**

<table>
<thead>
<tr>
<th><strong>Who will your modern day tall tale character be?</strong> (Give name and brief description)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| **What are five personality traits or physical characteristics of your tall tale character?**  
(List only things that you might be able to exaggerate about) |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>•</td>
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<tr>
<td>•</td>
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<tr>
<td>•</td>
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<td>•</td>
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<td>•</td>
</tr>
</tbody>
</table>

| **What situation (with a story problem) will your tall tale character find himself/herself in?**  
(break your situation into a “first,” “second,” and “third,” and include any interesting details below) |
| --- |
| Briefly describe the situation:  
First, this will happen…  
Second, this will happen…  
Third, this will happen… |

*Adapted from the “Modern Day Tall Tale Character Stories” Graphic Organizer*  
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Create a metaphor, imagery, and personification for your tall tale:

<table>
<thead>
<tr>
<th>Metaphor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imagery:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personification:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Write a summary for your tall tale:

A Possible Paragraph Map for Your Tall Tale:

1st Paragraph/ Introduction: Introduce your main character. Describe him/her using strong adjectives and similes or metaphors. Include exaggeration, and make him/her sound extraordinary in some way.

2nd, 3rd, 4th, Paragraphs/ Body: Use details to describe the situation in which your main character will display extraordinary talent. What are the circumstances? What problems arise? How does the feat get performed? Include details. Include great word choices and literary devices.

5th Paragraph/ Conclusion: What happens as a result of your character’s amazing accomplishment? How does your main character feel about it? How can you leave your reader satisfied with the ending?

* Adapted from the “Modern Day Tall Tale Character Stories” Graphic Organizer
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**Metaphor Illustration Assignment**

Choose a metaphor from the novel *Maniac Magee* that you find intriguing.

Draw an illustration for both the literal meaning and the figurative meaning of the metaphor (you will have two illustrations). Include a written description with both illustrations that explains the literal and figurative meanings of the metaphor.

**Grading Rubric**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>A metaphor is identified.</td>
</tr>
<tr>
<td></td>
<td>The literal and figurative meanings are illustrated and described accurately.</td>
</tr>
<tr>
<td></td>
<td>The illustrations are neat and nicely drawn.</td>
</tr>
<tr>
<td>2</td>
<td>A metaphor is identified.</td>
</tr>
<tr>
<td></td>
<td>The literal and figurative meanings are may not be illustrated or described accurately.</td>
</tr>
<tr>
<td></td>
<td>The illustrations may not be neat and nicely drawn.</td>
</tr>
<tr>
<td>1</td>
<td>The metaphor identified is not a metaphor.</td>
</tr>
<tr>
<td></td>
<td>The literal and figurative meanings are may not be illustrated or described accurately.</td>
</tr>
<tr>
<td></td>
<td>The illustrations may not be neat and nicely drawn.</td>
</tr>
</tbody>
</table>
Inference Response Assignment

Read the attached biography of Jerry Spinelli.

Then, use your inference skills to answer the question,

“Did being a kid help Jerry Spinelli become a writer?”

Score your inference response using the following rubric:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>I thought carefully about the new information and used what I already know to make a sensible inference. I can read and think “between the lines.”</td>
</tr>
<tr>
<td>2</td>
<td>I used my background knowledge to make a good inference.</td>
</tr>
<tr>
<td>1</td>
<td>I thought only about the exact information in the text, and I did not make any inferences about it.</td>
</tr>
</tbody>
</table>

Score: __________

Comments:
Born:
February 01, 1941
Norristown, Pennsylvania,
United States Of America

Current Home:
Phoenixville, Pennsylvania,
United States Of America

When I was growing up, the first thing I wanted to be was a cowboy. That lasted till I was about ten. Then I wanted to be a baseball player. Preferably shortstop for the New York Yankees.

I played Little League in junior high and high school. I only hit two home runs in my career, but I had no equal when it came to standing at shortstop and chattering to my pitcher: "C'mon, baby, hum the pea." Unfortunately, when I stood at the plate, so many peas were hummed past me for strikes that I decided to let somebody else become shortstop for the Yankees.

It was about that time that our high school football team won a heart-stopping game against one of the best teams in the country. While the rest of the town was tooting horns and celebrating, I went home and wrote a poem about the game. A few days later the poem was published in the local newspaper, and suddenly I had something new to become: a writer.

Little did I know that twenty-five years would pass before a book of mine would be published.

Not that I wasn't trying. In the years after college I wrote four novels, but nobody wanted them. They were adult novels. So was number five, or so I thought. However, because it was about a thirteen-year-old boy, adult book publishers didn't even want to see it. But children's publishers did — and that's how, by accident, I became an author of books for kids.

Life is full of happy accidents.

Sometimes I'm asked if I do research for my stories. The answer is yes and no. No, in the sense that I seldom plow through books at the library to gather material. Yes, in the sense that the first fifteen years of my life turned out to be one big research project. I thought I was simply growing up in Norristown, Pennsylvania; looking back now I can see that I was also gathering material that would one day find its way into my books.

John Ribble's blazing fastball. Dovey Wilmouth, so beautiful a fleet of boys pedaled past her house ten times a day. Mrs. Seeton's whistle calling her kids in to dinner. The day my black snake disappeared. The creek, the tracks, the dump, the red hills. My days did not pass through, but stayed, filling the shelves of my memory. They became the library where today I do my research.

I also get material from my own kids. Along the way I married another children's writer, Eileen Spinelli, and from our six kids have come a number of stories. Jeffrey and Molly, who are always fighting, have been especially helpful.

Ideas also come from everyday life. And from the newspapers. One day, for example, I read a story about a girl who competed on her high school wrestling team. A year later bookstores carried a new book with my name on it: There's a Girl in My Hammerlock.

So there you are. I never became a cowboy or baseball player, and now I'm beginning to wonder if I ever really became a writer. I find that I hesitate to put that label on myself, to define myself by what I do for a living. After all, I also pick berries and touch ponies and skim flat stones over water and marvel at the stars and breathe deeply and grin from ear to ear and save the best part for last. I've always done these things. Which is to say, I never had to become anything. Or anyone. I always, already, was.

Call me a berry-picking, pony-touching star-marveler.