

MISD ELA Post Assessment 7.2--Persistent Pursuits--Listening/Viewing--Teacher (test ID 10901)

THEME: Persistence and desire prevail in the face of opposition.

DIRECTIONS: These multiple-choice questions address listening to and viewing of the text of “People Get Ready” (cover by Eva Cassidy). Go to <http://www.youtube.com/watch?v=3q-9mwdhe08> Read the questions first. Then listen and watch the segment, “People Get Ready (cover by Eva Cassidy). It is three minutes and forty-one seconds. Have students answer the following questions with the BEST ANSWER as they watch and listen to the segment again. Because the questions relate specifically to both what they are listening to and viewing, they may need a third opportunity. (7 possible points)

1. Curtis Mayfield would MOST LIKELY agree that which of the following is a major motif or reoccurring image of his song **R.NT.07.04 P**
 - A. slavery
 - B. train *
 - C. racists
 - D. marches
2. The director of this video leads with an image of which of the following? **L.CN.07.02**
 - A. white railroad stockholders *
 - B. underground railroad
 - C. black slaves running
 - D. memorial plaque
3. Which of the following images is shown during the following lines: “... open the doors and board ‘em/There’s hope for all among those loved the most?” **R.NT.07.04 P**
 - A. church
 - B. plaque
 - C. bell
 - D. All of the above. *
4. Which of the following images is shown during the following line: “There ain’t no room for the hopeless sinner?” **R.NT.07.04 P**
 - A. March on Washington sign
 - B. Eva Cassidy’s photograph
 - C. Freedom Riders’ bus
 - D. Ku Klux Klan March *
5. Which of the following images is shown during the following lines: “Have pity on those whose chances grow thinner/For there’s no hiding place against the Kingdom’s throne?” **R.NT.07.02 P**
 - A. protest marchers holding signs
 - B. two black hands grasped together
 - C. slaves in shackles and bondage
 - D. black and white men holding hands *
6. The photograph of the freedom riders on a bus emphasizes which of the following? **L.RP.07.05**
 - A. Blacks can ride on buses.
 - B. Freedom knows no color. *
 - C. Slavery is over forever.
 - D. Freedom can cost blood.

7. The march on Washington was for **R.NT.07.02 P**
- A. ending segregated rules.
 - B. no more Birmingham.
 - C. jobs and freedom.
 - D. all of the above. *

Reflective Paragraph (L.CN.07.01, L.CN.07.02, L.RP.07.01, W.PR.07.01-5 P, W.GR.07.01 P, R.CS.07.01 P)

Reflect on the listening/viewing component you just heard. In a paragraph, determine how Curtis Mayfield's song reflects the theme: **Persistence and desire prevail in the face of opposition**. To get the total number of three possible points, be sure to develop fully how the song expands and extends the visual images in the video. You may use information gleaned from the reading and lyrics. Refer to the rubric as you plan and write. (3 possible points scored with rubric)

Macomb ELA Genre Units Rubric

	3 (complete)	2 (partial)	1 (minimal)
<p><u>Traits:</u> <u>Content</u></p> <ul style="list-style-type: none"> ▪ Answers the question. ▪ Uses relevant details from text to support the answer. ▪ Stays on topic. 	Develops a relevant answer with many details and examples.	Develops a relevant answer but has few details to support or explain the answer.	Answers the question with misinterpretation. Develops little or no relevance to the text or the question. Does not develop or connect ideas and content.
<p><u>Organization</u></p> <ul style="list-style-type: none"> ▪ Restates the question (beginning). ▪ Provides details in support (middle). ▪ Concludes (end). 	Restates the question in his/her own words. Provides details that support points. Writes a response in a logical sequence that makes connections.	Restates the question in the answer. Retells events in a somewhat disconnected structure.	Answers either “yes,” “no,” or “I agree” without reference to the question. Writes a response that lacks sequence.
<p><u>Style/Voice</u></p> <ul style="list-style-type: none"> ▪ Uses quotes to support. ▪ Concludes with prediction of characters’ feelings, opinions, etc. 	Uses precise words. Uses quotations effectively. Develops a conclusion that engages the reader.	Uses a basic vocabulary. May use quotations, but reference is unclear. Develops a partially successful conclusion.	Uses a limited vocabulary. Does not use quotations. Develops a conclusion that is ineffective or does not exist.
<p><u>Conventions/Presentation</u></p> <ul style="list-style-type: none"> ▪ Writes neatly. ▪ Uses proper conventions 	Presentation makes the writing inviting. Shows control over conventions.	Writing is readable. Includes errors in conventions that do not distract from meaning.	Writing may not be legible. Includes errors in conventions that distract from meaning.