

MISD ELA Post Assessment 7.2—Persistent Pursuits—Multiple Choice—Student (test ID 10902)
THEME: Persistence and desire prevail in the face of opposition.

DIRECTIONS: You will be reading two selections, responding to multiple choice questions about each selection and responding to across-the-texts multiple choice questions and an across-the-texts essay question. You are encouraged to read the texts deeply, take notes in the margins, and look back at the selections as often as you wish as you answer the questions. The selections and the questions are focused on the following theme statement: **Persistence and desire prevail in the face of opposition.** Keep this theme statement in mind as you read and answer questions. (20 points)

***Glory Road* by Christopher Cleveland**

INT. COLE FIELD HOUSE – MOMENTS LATER

Haskins stands across from seven sleepy black players in the eerily empty gym. His face is full of angry emotion.

HASKINS

My whole life, all I ever cared about was winning. Making my teams the best they could be. I never cared about who I had to play, long as my players had the best chance to win. But all that changed today.

(looking at each player) It changed because Coach Rupp doesn't think you belong here simply because of the color of your skin. He thinks because you look different than him you're going to lose the National Championship. Now from what I know about you boys, I know that's a load'a bull. And I intend to show that good 'ol boy just what I think.

The players look at each other, a charge going through them.

HASKINS

So, I've made a decision tonight

Haskins face is filled with deep emotion. His eyes dart.

HASKINS

I'm only going to play you tomorrow in the final game. Just you.

There is a stunned silence among the players.

HASKINS

It's your game. I've made that decision because there's--...

Haskins voice cracks. He gets himself under control.

HASKINS

-- there's more to this game than just winning.

The players look shocked and emotional.

HASKINS

That's—that's all I had to say.

(beat)

You show them tomorrow. The world's watchin you.

He turns and walks out, his players watching him go, stunned.

EXT. COLE FIELD HOUSE – PLAYERS ENTRANCE – THE NEXT DAY

Miners bus pulls up. A crowd of KENTUCKY FANS PRESSES on police barricades. Miners step from the bus, with duffle bags.

They endure a BARRAGE of ugly RACIAL EPITHETS. A Corpulent woman SPITS on LATTIN. Hooded KLANSMEN threaten Haskins.

KLANSMAN

You want to be the first white man lynched since the Civil War—you go on and play them Negroes.

Haskins and the Miners walk past, silent.

INT. HOTEL KITCHEN – SAME TIME

Herman Carr sits with kitchen staff and friends, gathered around a TV, watching the images we have just seen, excited.

CARR

Come on. Turn it up. Turn it up.

EXT. COLE FIELD HOUSE – DAY

Flournoy's parents push through a throng of people, arms around each other, to a security line at the press entrance. Waiting groupies and fans crowd around. A GUARD stops them. Mr. Flournoy pulls out his wallet and identification.

FLOURNOY'S FATHER

We're the parents of one of the Miners. Flournoy. You have a pass for us?

The security guard checks his clipboard as people stare from all around. The guard nods and allows them through.

INT. MINER'S LOCKER ROOM – COLE FIELD HOUSE LATER

The team is getting dressed into Miner orange and white, as Ross stands at the chalk board and addresses the players.

ROSS

Kentucky's the fastest team in the country so Coach wants to go with speed.

INT. HALLWAY OUTSIDE THE LOCKER ROOM – SAME TIME

Moe stands with Haskins.

MOE

You sure you wanna do this, Coach? You get only seven players. One of them has a heart condition. They're gonna be more tired. You're breaking up chemistry. You been winning a whole season. You change your lineup and you may gamble it all away!

HASKINS

I know that, Squeaky. But first time in my life—this ain't a gamble. I made my decision.

MOE

... What about the others?

Haskins holds his look.

INT. LOCKER ROOM – MOMENTS LATER

Haskins comes inside and reads off the starting five.

HASKINS

Here's today's starting line up: Bobby Joe and Worsley, you're at guard. Big Daddy, you're at center. Orsten and Flournoy, you're at forward. Shadow, I'll bring you and Scoops off the bench.

The Black players nod, avoiding the eyes of the white players. Haskins looks at his white players.

HASKINS

Some of you may wonder if you're gonna play today—and I wanted to tell you that this—it wasn't an easy decision. Maybe it's not even the right decisions, but I—you won't be playing today.

He looks at each player. They look back at him, stunned.

HASKINS

I feel it's the only right thing to do. I hope you understand it.

The white players look at each other. Armstrong comes forward.

ARMSTRONG

Coach—

HASKINS

I know what this means to you, Jerry—I know what it means to all of you...

ARMSTRONG

No, Coach. You don't have to explain.

(looking at the Black players)We all heard what coach Rupp said.

He looks at Baudoin, Myers, Palacio, Togo. They nod. The whites stand together filled with emotion, facing the black players. Armstrong looks at each Black player.

ARMSTRONG

You go out there and beat those boys, you hear? We got folks watchin' back home. This is your moment. You go out there and do us proud, man. Do us proud.

Armstrong holds the game ball in his hands. He tosses it to Flournoy. Flournoy catches it. He looks stunned. The other Black players look at their white teammates, deeply moved. One by one the other white players reach out their hands for a handshake, Myers, Togo, Baudoin, and Palacio. Emotional, the black players shake in brotherhood. Flournoy, tears in his eyes, pulls Armstrong into an embrace.

MISD ELA Post Assessment 7.2—Persistent Pursuits—Linking Text
THEME: Persistence and desire prevail in the face of opposition.

We're a Winner by Curtis Mayfield

<http://www.lyricsmania.com/>

We're a winner
And never let anybody say
Boy, you can't make it
'Cause a feeble mind is in your way
No more tears do we cry
And we have finally dried our eyes
And we're movin' on up (movin' on up)
Lawd have mercy
We're movin' on up (movin' on up)

We're living proof in alls alert
That we're two from the good black earth
And we're a winner
And everybody knows it too
We'll just keep on pushin'
Like your leaders tell you to
At last that blessed day has come
And I don't care where you come from
We're all movin' on up (movin' on up)
Lawd have mercy
We're movin' on up (movin' on up)

Hey, Hey
We're movin' on up (movin' on up)
Lawd have mercy
We're movin' on up (movin' on up)

I don't mind leavin' here
To show the world we have no fear
'Cause we're a winner
And everybody knows it too
We'll just keep on pushin'
Like your leaders tell you to
At last that blessed day has come
And I don't care where you come from
We're just go move on up (movin' on up)
Lawd have mercy
We're movin' on up (movin' on up)
We'll just keep on pushin'
We're a winner
Lawd, baby
Everybody
Hey, you know we're movin' on up
We're a winner

**MISD ELA Post Assessment 7.2—Persistent Pursuits—Multiple Choice—Student
THEME: Persistence and desire prevail in the face of opposition.**

Read *Glory Road* and answer questions 1-8. For each question, choose the BEST answer. You may look back at the *Glory Road* excerpt as often as necessary.

- 1 The author’s purpose in writing this scene was probably to
 - A give information about the era.
 - B suggest a country’s racial inequities.
 - C describe a coach’s love for a team.
 - D show the importance of the last game.

- 2 In the sentence, “Flournoy’s parents push through a throng of people, arms around each other, to a security line at the press entrance.” The word *throng* means
 - A parade.
 - B team.
 - C protest.
 - D mass.

- 3 In this excerpt, Haskins could be described as
 - A vengeful.
 - B prosperous.
 - C decisive.
 - D sentimental.

- 4 “Now from what I know about you boys, I know that’s a load’a bull. And I intend to show that good ‘ol boy what I think,” is an example of
 - A a racial slur.
 - B propaganda.
 - C sexist language.
 - D dialect.

- 5 The lines “Miners’ bus pull up. A crowd of KENTUCKY FANS PRESSES on police barricades. Miners step from the bus, with duffle bags,” are meant for the
 - A camera person.
 - B actors.
 - C director.
 - D all of the above.

- 6 Squeaky is the nickname for
 - A Haskins.
 - B Moe.
 - C Carr.
 - D Ross.

- 7 In this excerpt, the purpose of Haskin’s first speech is to provide the audience
- A his internal thinking.
 - B the importance of the conflict.
 - C his character development.
 - D all of the above.
- 8 At the end of the excerpt, Flournoy has tears in his eyes because he is
- A touched by the support.
 - B angry at the racism.
 - C in a great deal of pain.
 - D frustrated by the decision.

Read “We’re A Winner” and answer questions 9-18. For each question, choose the BEST answer. You may look back at “We’re a Winner” as often as necessary.

- 9 Repetition is used with the phrase(s)
- A movin’ on up.
 - B Lawd have mercy.
 - C we’re a winner.
 - D all of the above.
- 10 The author **MOST** likely wrote the text to
- A inspire.
 - B incite.
 - C entertain.
 - D inform.
- 11 Which of the following **BEST** summarizes the first stanza?
- A You can beat them through hard work and brain power.
 - B The only way you will make it is through hard work and prayer.
 - C Don’t let people say you are stupid because you are going to make it.
 - D You can escape if you use your mind and stop blaming others.
- 12 The author’s intended audience is **MOST LIKELY** which of the following?
- A African Americans
 - B Irish Americans
 - C Italian Americans
 - D German Americans

- 13 Which of the following lines is **MOST LIKELY** the chorus?
- A Hey, hey
 - B movin' on up
 - C we're a winner
 - D Lawd, baby
- 14 In the last stanza, the author's reference to the "blessed day has come" refers to
- A peace and tranquility.
 - B sexual equality.
 - C racial equality.
 - D all of the above.
- 15 Which phrase **BEST** illustrates the author's solidarity with his audience?
- A I don't mind leavin' here
 - B Like your leaders tell you to
 - C And everybody knows it too
 - D We'll just keep on pushin'
- 16 There are reoccurring images or words that remind the reader of
- A education.
 - B science.
 - C religion.
 - D athletics.

DIRECTIONS: Questions 17-20 ask about both of the selections you have just read, *Glory Road* and "We're a Winner." For each question, choose the **BEST** answer. You may look back at both selections as often as necessary.

- 17 Both selections demonstrate the writers'
- A knowledge of dialect.
 - B attention to detail.
 - C pity for others.
 - D sophisticated vocabulary.
- 18 Which of the following textual features do both authors employ?
- A bold print
 - B parentheses
 - C italicized words
 - D all of the above.

- 19 What is an important assumption of both selections?
- A People are innately good if they are given a chance.
 - B Some people are more worthy than others in this society.
 - C People are more powerful together than they are separately.
 - D In America in the 1960's blacks got more chances because of race.
- 20 On what point would both authors **MOST LIKELY** agree?
- A You keep pushing because you are winners.
 - B Glory is just over the hill and beyond the vale.
 - C Pride is always exhibited on the college basketball court.
 - D If you want to win then you do whatever you have to do.

**MISD ELA Post Assessment 7.2—Persistent Pursuits—Responding to Reading—Student
THEME: Persistence and desire prevail in the face of opposition.**

DIRECTIONS: Write a one- to two-page response to the following across-the-texts question. Your own ideas and experiences should be used along with references to and/or examples from the two selections you have just read, *Glory Road* and “We’re a Winner.” You may look back at both selections as often as necessary. (6 points)

Think about the following statement in relation to *Glory Road* and “We’re a Winner.”

Persistence and desire prevail in the face of opposition.

How does the statement apply to both selections? Make specific references to the selections in supporting your answer.

Refer to the checklist and rubric provided as you plan and write your response.

CHECKLIST FOR REVISION:

- _____ Do I include a thesis statement in my introduction?
- _____ Do I support my thesis with examples and details from both of the selections?
- _____ Is my writing organized and complete?
- _____ Have I proofread my spelling, usage, grammar, and mechanics?

MISD ELA Post Assessment

Writing in Response to Reading

- 6** The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a thesis in response to the question and makes a clear connection between the reading selections. The thesis and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from within each reading selection to support a thesis in response to the question and makes a clear connection between the reading selections. The thesis and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from within each reading selection to support a thesis in response to the question and makes a connection between the reading selections. This position and connections are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student make adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a thesis in response to the question. The thesis is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a thesis in response to the question. The thesis is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student does not state a thesis but makes at least minimal use of ideas from one or both of the reading selections to respond to the question **OR** minimally uses ideas from only one of the reading selections to support a thesis in response to the question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- a retells/references the reading selections with no connection to the question or thesis
- b off topic
- c illegible/written in a language other than English
- d blank/refused to respond
- e responds to the question with no reference to either selection