

Summative Assessment 1
For the unit
Jacob Have I Loved



Table of Contents

Item	Page Number
Summative Assessment Instructions	2
Summative Assessment Questions	3-4
Summative Assessment Key	5-8

Summative Assessment 1 Instructions

Duration: One class period (Two may be necessary depending on students' ability)

Standard (s) Assessed: LA.D2.3.5, LA.E.1.3.2, LA.E.1.3.3, LA.E.2.3.2, LA.2.3.3

Description of Assessment Activity: This is a performance and constructed response assessment. Students will take this assessment at the close of the unit in order to test their understanding of concepts as they relate to the novel.

Teacher Directions:

Prior to the assessment:

1. Make copies of the summative assessment. One class set will suffice, as students will write on their own notebook paper.
2. In the daily instruction, students will be reminded about the assessment and will have been given ample opportunity to practice the skills involved.

Day of the assessment:

1. Inform students that this is a graded assessment. They should answer questions to the best of their ability.
2. Distribute the assessment.
3. Give students time to answer the questions.
4. If they do not complete the assessment, students can either complete the next day in class or take it home. Due to the complexity of the answers, the book will not be all that helpful; however there are no guarantees students will not "share" answers.
5. Collect assessments and score according to the supplied answer key.

Student Directions:

1. Listen as I go over the assessment instructions.
2. Answer the questions to the best of your ability. If you do not know an answer, skip it and go on to the next question.
3. Turn in your work once you have completed your answers.

Scoring Method and Criteria:

Use the answer key to assess student answers. It is included in this file. Mastery will be indicated by a score of 70 or higher on the assessment. (A grade of C or better.)



Summative Assessment 1

The book have I read, the answers do I know!

LA.D2.3.5, LA.E.1.3.2, LA.E.1.3.3, LA.E.2.3.2, LA.2.3.3



You may use your book if you think it will help you answer any of the questions.

1. What is an example of an audiovisual aid?
 - a. Movie
 - b. Books
 - c. Magazines
 - d. Collection of photographs

2. **Setting:**
 - A. What is the main setting of the novel?
 - B. What other settings occur throughout the novel? (Explain at least two other scenes.)

3. The novel is full of examples of **conflict and resolution**.
 - a. Explain the inner conflict that exists within Sara Louise and how that conflict is resolved.
 - b. Then, explain at least one other example of conflict that exists between the characters below and how it is resolved. Choose one from the following list:
Sara Louise vs. Grandmother
Sara Louise vs. Caroline
Grandmother vs. Mom

4. Throughout the course of the novel, most **characters evolve and change**. They mature and are different by the end of the novel.
 - a. Explain how Sara Louise mentally or emotionally changes from the beginning of the novel to the end.
 - b. Choose at least one other person from the list below and explain how that character evolves.
Grandmother (Mentally changes)
Call (Physically)
Hiram Wallace (Emotionally)

5. How does the author's use of specific **word choice** contribute to the novel?

6. How could a crab shedding its soft shell be **symbolic** of Sara Louise once Caroline leaves the island?
7. When the author says, "I felt as though God had lowered a giant glass lid over the whole steaming Bay," she is using **figurative language**. What is she trying to say or have the reader feel? (page 92)
8. The **mood** of the story changes throughout the story. Explain the mood of the story during the hurricane and during the birth of the valley twins.
9. The author uses **foreshadowing** to show the Grandmother's descent into senility (when she starts to go crazy.) What were some clues that the author gave you to let you know this was happening? Name two.
10. How does **Point of View** help the reader in a story?
11. This entire story is told in **flashback**. What does flashback mean?
12. Choose two of the following quotes and apply them to your life.
 - "Life begins to turn upside down at 13."
 - "She was so sure, so present, so easy, so light and gold, while I was all gray and shadow."
 - "Why did Caroline have the power, with a single glance, to slice my flesh clear through to the bone?"
 - "Jacob have I loved, but Esau have I hated."
 - "God in heaven's been raising you for this valley from the day you were born."
13. Did you like the book, Jacob Have I Loved? Why or why not?
14. Why may your answer to the above question differ from another student's answer?
15. Is it truly possible to hate your sibling? Explain your answer.



Summative Assessment 1

The book have I read, the answers do I know!



Answer Key

LA.D2.3.5, LA.E.1.3.2, LA.E.1.3.3, LA.E.2.3.2, LA.2.3.3

1. What is an example of an audiovisual aid? (2 points) **A: Movie**
2. **Setting:**
 - a. What is the main setting of the novel? (2 points) Rass Island during WWII
 - b. What other settings occur throughout the novel? (4 points) (Explain at least two other scenes.) (Accept any possible answer such as the Bradshaw house, the bay, Hiram Wallace's house, etc.)

Full credit (7 or 5 points)- answers are explained clearly and concisely. Students fully communicate a correct answer to the question, provide extensive details to back up their answer and all parts of the question are answered.

Partial credit (6 or 4 points suggested)- answers are explained. Students communicate a correct answer to the question, details are evident, but more could have been included. All parts of the question are answered.

Part credit (4 or 2 points suggested)- most of the answer is evident. Students communicate a correct answer to the question, but no details are provided to back up their answer. Most parts of the question are answered.

Simple credit (3 or 1 points suggested)- student attempted to answer some part of question and what they put down was correct.

No credit- student didn't answer the question.

3. The novel is full of examples of **conflict and resolution**. (7, 6, 4, or 3 points)
 - a. Explain an example of inner conflict that exists within Sara Louise and how that conflict is resolved. Students could suggest Sara Louise's conflict over her love of Hiram Wallace; her conflict with her appearance; her desire to want to leave the island; her conflict with feeling different than others, but accept any possible answer. Student should offer a resolution of some sort and explain their reasoning clearly. For example, if they say that an example of conflict would be her conflict of hating and wanting to harm Caroline, then the resolution occurs when Caroline leaves and Sara Louise is able to realize her own worth. But again, accept any reasonable answer that students are able to supply.

- b. Then, explain at least one other example of conflict that exists between the characters below and how it is resolved. Choose from the following list: (7 point answer)

Sara Louise vs. Grandmother (Students may suggest the conflict that exists because the Grandmother dotes on Caroline and not on Sara Louise; when Grandmother discovers that Sara Louise is in love with the Captain; any ugly comments that the Grandmother makes. Resolutions should be suggested and explained. For example, when there is conflict because Sara Louise can never make the Grandmother happy, she attempts to resolve it by anticipating the Grandmother's most likely complaint and resolving it before hand. But, accept any reasonable conflict and resolution that students suggest.)

Sara Louise vs. Caroline- (Students may suggest the conflict that exists because Sara Louise is so jealous of Caroline when she suggests the Captain marry Trudy Baxter, when Caroline tries to boss Sara Louise, when Caroline makes comments about Sara Louise after she comes into the house after crabbing all day, when Sara Louise feels that Caroline is a parasite. Students should suggest a resolution to the conflict they have mentioned. For example, if the conflict they discuss is that Caroline tries to boss Sara Louise all the time. Then the resolution doesn't really occur until Caroline leaves and Sara Louise is forced to become her own person. Again, accept any reasonable conflict and resolution that students suggest.

Grandmother vs. Mom- (Students may suggest the conflict that occurs when the Grandmother is convinced that the Mom is a wicked woman and living in sin. The resolution, the Mom tries to get away from her by washing windows or leaving the island for Caroline's marriage. But ultimately, the only way she resolves the conflict is to keep her opinion to herself and to live with the conflict. Again, accept any reasonable conflict and resolution that students suggest.

4. Throughout the course of the novel, different **characters evolve and change**. They grow and mature and are quite different at the end of the novel. (7 point answer)

- a. Explain how Sara Louise changes from the beginning of the novel to the end. Sara Louise begins the novel as an immature and jealous person. She hates her sister, Grandmother and desires to get off the island. Toward the end of the book, she has let go of her jealousy of sister, forgive her parents for not knowing where she was the night of their birth and accept herself for who she is. This is only a suggested answer. Students may be able to explain more adequately and correctly how the character changed.

- b. Choose at least one other person and explain how that character develops. Choose from the following list: (7 point answer)

Grandmother- Begins the book as a cranky old woman, but descends into senility.

Call-Begins the book as an overweight, slightly dull man.

Hiram Wallace-Begins the novel confident and sure, but after the destruction of his house, he seems unsure of himself and his decisions. He seems almost childlike. By the end of the novel, he has regained control of his emotions and is able to make strong decisions.

5. How does the author's use of specific **word choice** contribute to the novel? (7 point answer)

The author's word choice helps the reader understand the novel. Through use of slang and language of the island, we can get a picture of the type of people who live there. Also, when she uses descriptive language, we are able to get an image of the island, people, and situations that we normally wouldn't.

6. How could a crab shedding its soft shell be **symbolic** of Sara Louise once Caroline leaves the island? (7 point answer)

Once Caroline leaves the island, it's as though Sara Louise has shed a part of herself. Sara Louise is able to grow her hard shell that enables her to see the person she needs to become. (Accept any reasonable answer.)

7. When the author says, "I felt as though God had lowered a giant glass lid over the whole steaming Bay," she is using **figurative language**. What is she trying to say or have the reader feel? (7 point answer)

She is trying to say that the place is humid and hot. She is trying to have the reader feel exactly what the people of the Bay must be feeling.

8. The **mood** of the story changes throughout the story. Explain the mood of the story during the storm and during the birth of the valley twins. (7 points)

During the storm, everyone is tense and expectant of the coming storm. They don't know what to expect or what the next gust of wind will bring. During the birth of the valley twins, the mood is one of nervousness. We don't want these twins to have the same problems that Sara Louise has had. We also don't want Sara Louise to forget about the healthy twin while she works on the weak twin.

9. The author uses **foreshadowing** to show the Grandmother's descent into senility (when she starts to go crazy.) What were some clues that the author gave you to let you know this was happening? 7 points

The author gives clues when the Grandmother can't remember things she has said, and says and does things that are extremely mean and ugly to the people around her. Accept any reasonable clues that students give.

10. How does **Point of View** help the reader in a story? (5 points)

Point of view helps the reader explore the novel from one character's mind.

11. This entire story is told in **flashback**. What does flashback mean? (5 points)

Flashback means that the author is telling the story as if it were an earlier event.

12. Choose two of the following quotes and apply them to your life. (7 points)

(Students should be able to take two of the quotes and apply it to their lives.

Accept any reasonable answer as long as the students explain how the quote applies to their lives. They can interpret the quote however they wish.)

- "Life begins to turn upside down at 13."
- "She was so sure, so present, so easy, so light and gold, while I was all gray and shadow."
- "Why did Caroline have the power, with a single glance, to slice my flesh clear through to the bone?"
- "Jacob have I loved, but Esau have I hated."
- "God in heaven's been raising you for this valley from the day you were born."

13. Did you like the book, Jacob Have I Loved? Why or why not? (5 points)

a. Did you like the book, Jacob Have I Loved? Why? (Answers will differ)

b. Why may your answer to the above question differ from another student's answer? (Students should suggest that the reason answers differ is that people interpret situations differently because everyone comes into a situation with different experiences and different likes and dislikes.)

14. This is an opinion question. It is merely for students to reflect upon the essential question of the unit. It is not to be graded.