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Methods

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3 Piece Writing Assessment Rationale

 In order to get the students thinking about how characters are described, the first activity is useful in that it does not require students to draw their own conclusions at first, rather just identify when moments of characterization are occurring. I wanted the students to identify these moments using quotes because when they are handed the final summative writing assessment hopefully this will be useful to them in that they will be able to return to these moments in the book they deemed significant to the character and use the details either in the quote or surrounding it to elaborate on their character in their own piece.

 The second activity is useful in terms of getting students to think about character development and growth. Because I am using *Plainsong* by Kent Haruf and my focus is loss of innocence, this is also a helpful activity because it illustrates the difference between where the characters begin at the start of the novel compared to how they end up by the conclusion and allows students to identify and event or events they feel were the catalyst for this change. This activity is important to the third activity because the students can return to this sheet as well in order to reference their own ideas, or simply to get a feeling for where their own piece fits within their chosen character or characters' journey.

 The final summative writing assignment is useful because it causes students to take on the persona of one of the characters we have been focusing on with the other two activities. With this assessment, the students are required to use what they have learned about characterization as well as use details from the novel. Because of this, the assignment is useful to see both if the student understands how characters change over the course of a story (specifically focusing on the loss of innocence, in this case), as well as checking for just basic information to ensure the students have understood the novel on a more surface level.