***Bless the Beasts and Children***

**Authentic Assessment**

**The final evaluation over the novel will consist of 3 parts.**

1. **Character analysis**
2. **Play list and crossover short answers (2 of these)**
3. **Proving a concept from Thomas C. Foster’s novel, *How to Read Literature Like a Professor for Kids***

**Part I. Character Analysis (40 points – collage and paragraph)**

Objective: Students will create a mural or collage that illustrates how ONE of the Bedwetters is a dynamic character. This will be shown from the character’s past behavior (described in flashbacks) through the last chapter of the novel. Your art piece should have the following requirements.

1. 4-6 pictures
2. shows “thoughtful exertion”
3. elements of the collage / mural successfully convey changes in the character throughout the piece of literature
4. pictures may be of the character and/or symbols that represent the character
5. lengthy paragraph explaining the character’s change from the beginning to the end (topic and concluding sentences, relating it to a greater theme (ie: what it means to be a man, etc.), must have a minimum of 2 quotes from the novel using correct MLA parenthetical citation, explanation of the text evidence, explanation of the symbols used.

**Part II. Play List and Crossover Open-Ended Responses (40 points – 2 paragraphs)**

Objective: Students will choose 2 chapters from the novels and assign 2 songs to the chapters that they feel best represent the chapters. They will type out a play list, listing the song titles and artists.

**Example:**

Bless the Beasts and Children Playlist

Track #1: “On the Road Again” by Willie Nelson

Chapter 6

Track #2:

With these songs, the student will compose a crossover short answer for each (total of 3 crossover short answers). These answers should be typed and double-spaced. They should also include parenthetical citation for both novel and song quotes. Follow the format given in the example below…

**Crossover Short Answer Example:**

**Track #2**

**Song Title: “Under Pressure”**

**Artist: Queen**

Queen’s “Under Pressure” and *Romeo and Juliet* both show a feared conflict by the speaker. Queen’s lyrics say, “It’s the terror of knowing /What the world is about” (Queen lines 6-7). They realize the world is trying to make decisions for them, and they fear everyone will not accept their way of thinking. Proof Romeo also feels this way is noted when he says, “Ay, so I fear. The more is my unrest” (1.5). He is scared he will be in trouble because his family will not accept his love for Juliet. Queen also talks about a conflict splitting people when they say, “Under pressure that burns a building down/ Splits a family in two” (Queen lines 3-4). This describes how conflict can split families. Romeo knows this can happen when he says, “Is she a Capulet? /O dear account! My life is my foe’s debt” (1.5). He knows the decision he feels in his heart will split his family and cause chaos. Both pieces clearly show both Queen and Romeo “under pressure” from others.

Bless the Beast and Children parenthetical citation will be written like the following:

(Swarthout 23). **Author’s last name and page #**

Song parenthetical citation will be written like the following:

(Nelson lines 2-3). **Artist’s last name and line #’s**

**Part III. *How to Read Literature Like a Professor for Kids (20 points – 1 paragraph)***

Directions: Choose ONE of the options below and respond in a well-written paragraph. Use evidence from **both** texts to support your answer.

1. According to Thomas C. Foster, can John Cotton be considered a Christ figure? Why or why not?
2. According to Thomas C. Foster, are the characters in *Bless the Beasts and* *Children* on a quest? Why or why not?