

For this final assessment of the *Roll of Thunder, Hear My Cry Unit*, student groups create a website. Each website will have three pages: 1) a character page, 2) an About Me page, and 3) a theme page.

1. Character Page

- This page is where the students will create summaries of the assigned chapters to their characters in their character's perspective. Each character will be assigned to summarize the chapters that they play a significant role in. For example, Melvin and R.W. play a significant role in Chapter 11, so the student assigned to either Melvin or R.W. would summarize Chapter 11 in that character's perspective.
- This page should include:
 - Many "status updates" and/or "tweets" to summarize that chapter in the character's perspective. (They should/can have multiple posts per chapter.)
 - A few multimedia aspects that are relevant and titled with descriptions to summarize the chapter (pictures, interviews, videos, etc.).

2. About Me Page

- This page is the character description page and it should include:
 - A PICTURE of what they think that character would look like
 - Education (name of the school, grade level, or if they were schooled)
 - Family
 - Interests
 - Hometown
 - About Me Box which contains 5–7 summarizing/describing who the character is
 - Quote Box which should contain 3–4 quotes they think are significant to the character's development through the story, is interesting or important.

3. Theme Page

- Each group will pick a theme to write about and trace its development over the course of the novel (for example "racism," segregation, coming of age, etc.).

*Group Make-up: 2–3 Students per Group

- Students can divide the work so that they each work on one page separately and collaborate on one page when in groups of two, or they can work collaboratively on each page. The same goes for groups of three, only all three group members would work on one page themselves.

Groups with their characters and assigned chapters:

- (1) Jeremy chapters: 1, 7
- (2) Lillian Jean chapters: 5, 8
- (3) Christopher John chapters: 1, 4, 7, 11, 12
- (4) Uncle Hammer chapters: 6, 7, 10
- (5) Little Man chapters: 1, 7, 11, 12
- (6) Mr. Morrison chapters: 2, 4, 7, 9, 10, 11, 12
- (7) T.J chapters: 4, 7, 8, 9, 10, 11, 12
- (8) Stacey chapters: 3, 4, 7, 9, 10, 11, 12
- (9) Big Ma chapters: 4, 5, 12
- (10) Mama, chapters: 1, 4, 8, 9, 12
- (11) Cassie, chapters: 5, 8, 11, 12
- (12) Papa (David), chapters: 2, 7, 8, 9, 10, 11, 12

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Other Website Questions/General Information:

Webpage Rubrics:

Theme Rubric:

Includes:

- Picture
- Description Paragraph
- Theme relevance
- Textual support
- Present day example

Mastery–4	Proficient–3	Average–2	Developing–1	Novice–0
The page contains multiple pictures (2–3), all relevant and supportive to the theme.	The page contains multiple pictures (2–3), some relevant and/or supportive to the theme.	The page contains multiple pictures (1–2), somewhat relevant and/or supportive to the theme.	The page contains multiple pictures (1) irrelevant to the theme.	The page contains no pictures for the theme.
The description outlines and analyzes the importance, relevance, and present examples of the theme.	The description outlines and shows an understanding of the importance, relevance, and present examples of the theme.	The description outlines and shows an understanding, but is missing one the following: importance, relevance, or present examples of the theme.	The description outlines but shows limited understanding, and is missing 1–2 of the following: importance, relevance, or present examples of the theme.	The description outlines but shows no understanding, and is missing 1–2 of the following: importance, relevance, or present examples of the theme.
The paragraphs are well developed and organized. Completely free of grammatical and spelling errors. Contains 3+ paragraphs (15+ sentences).	The paragraphs are well developed and organized. Mostly free (2–3 errors) of grammatical and spelling errors. Contains 3 paragraphs (13–15 sentences).	The paragraphs are somewhat developed and organized. Contain multiple (4–6) grammatical and spelling errors, but do not hinder reader’s understanding. Contains 2 paragraphs (10–12 sentences).	The paragraph/s are underdeveloped needing more organization. Contain many (7–9) grammatical and spelling errors that cause misunderstanding for the reader. Contains 1–2 paragraphs (10 or less sentences).	The paragraph/s are poorly developed with little organization. Contain substantial (10+) grammatical and spelling errors that hinder the reader’s understanding. Contain less than 2 paragraphs (less than 10 sentences).
The description clearly states the relevancy to the novel and how it affects the plot/characters. This description observes the relevancy in multiple points and/or perspectives.	The description clearly states the relevancy to the novel and how it affects the plot/characters.	The description states the relevancy to the novel with little explanation for how it affects the plot/characters.	The description poorly states the relevancy of the theme to the novel, not giving an explanation for how it affects the plot/characters.	The description does not state the relevancy of the theme to the novel.
The description uses a significant and effective amount of textual support (3+ examples) to the theme and its relevancy to the novel.	The description provides effective textual support (2–3 examples) for the theme and its relevancy to the novel.	The description provides textual support (1–2 examples) for the theme and its relevancy to the novel.	The description uses irrelevant textual support for the theme and its relevancy to the novel.	The description uses no textual support for the theme and its relevancy to the novel.
The description provides an in-depth present day example of the theme in an elaborate paragraph (5+ sentences).	The description provides a present day example of the theme in a brief paragraph (3–4 sentences).	The description provides a present day example of the theme in short detail (1–2 sentences).	The description provides a poor example of a present day example of the theme. (Ex. “It is a dog, because it has a tail. It could be a monkey.”)	The description does not provide the present day examples of the theme.
The page correctly cites their source of a present day example.	The page cites their source of a present day example with one error.	The page cites their source of a present day example with 1–2 errors.	The page does not cite their source of a present day example.	The page does not cite a source nor has any evidence of a present day example.

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About Me Page:

Includes:

- Picture
- Character description
- Education
- Family
- Interests
- Home town
- Quotes

Mastery–4	Proficient–3	Average–2	Developing–1	Novice–0
<p>The character description provides an elaborative summary of the character within the novel (7+ sentences). Uses textual support for description.</p>	<p>The character description provides a detailed summary of the character within the novel (5–7 sentences).</p>	<p>The character description provides a short summary of the character within the novel (3–5 sentences).</p>	<p>The character description provides a poor summary of the character within the novel (1–3 sentences).</p>	<p>The character description is missing.</p>
<p>The memorable or important quotes are relevant to the character (5+).</p>	<p>The memorable or important quotes relevant to the character (4–5).</p>	<p>The memorable or important quotes relevant to the character (3).</p>	<p>The memorable or important quotes relevant to the character (1–2).</p>	<p>There are no memorable or important quotes.</p>
<p>The page contains all of the following: picture, education, family, interests (3–4), and hometown. This page also includes a creative aspect.</p>	<p>The page contains all of the following: picture, education, family, interests (3–4), and hometown.</p>	<p>The page contains all of the following: picture, education, family, interests (3), and hometown.</p>	<p>The page contains 3–4 of the following: picture, education, family, interests (1–2), and hometown.</p>	<p>The page contains 2–3 of the following: picture, education, family, interests (1), and hometown.</p>
<p>The character description is well developed and organized. Completely free of grammatical and spelling errors.</p>	<p>The character description is well developed and organized. Mostly free (1–2 errors) of grammatical and spelling errors.</p>	<p>The character description is somewhat developed and organized. Contain multiple (3–4) grammatical and spelling errors, but do not hinder reader’s understanding.</p>	<p>The character description is underdeveloped, needing more organization. Contain many (5–6) grammatical and spelling errors that cause misunderstanding for the reader.</p>	<p>The character description is poorly developed with little organization. Contain substantial (6+) grammatical and spelling errors that hinder the reader’s understanding.</p>

Character Page (Timeline):

*This page will be edited collaboratively between group members as they use “statuses” or “tweets” to chronologically summarize their character’s significant chapters.

Character Page (Timeline): Template

Character:

Status/Tweets:

- Statuses must be relevant to the character and the summary of the chapters assigned.
- They are in the perspective of only the character assigned.
- They may also be portrayed through video/pictures. However, they must be accommodated by an explanation.
- Statuses will move in chronological order. The most recent at the top, the oldest at the bottom.
- Sources are cited for videos, pictures, etc.

Mastery–4	Proficient–3	Average–2	Developing–1	Novice–0
The “statuses” or “tweets” are significant to the character and effectively summarizes the chapters given. These also adequately portray the perspective of the character in depth (10+).	The “statuses” or “tweets” are significant to the character and summarize the chapters given. These also portray the perspective of the character (8–9).	The “statuses” or “tweets” are in the character’s perspective and provide a brief summary of the chapters given (6–7).	The “statuses” and “tweets” are not always in the character’s perspective, and are somewhat relative to the summary of the chapters given (4–5).	The “statuses” and “tweets” are not in the character’s perspective and are irrelevant to the summary of the chapters given (less than 3).
The multimedia aspects of the character are creative and provide a relevant meaning to the chapter summaries (5+).	The multimedia aspects of the character are creative and provide a relevant meaning to the chapter summaries (4–5).	The multimedia aspects of the character provide an understanding of the chapter summaries (2–3).	The multimedia aspects of the character provide little understanding and relevance to the chapter summaries (1–2).	There are no multimedia aspects to the character page.
The multimedia aspects are accompanied by a detailed description/title explaining the purpose or relevance.	The multimedia aspects are accompanied by a description or title explaining the purpose or relevance.	The multimedia aspects are given a title with little description or explanation to the purpose or relevance.	The multimedia aspects are given a title without any description or explanation to the purpose or relevance.	The multimedia aspects are not titled or explained .
The page correctly cites their source for any images or other sources used.	The page cites their source for images or other sources with one error.	The page cites their source for images or other sources with 2–3 errors.	The page cites their source for any images, websites, etc. used with 4+ errors.	The page does not cite a source for any images, websites, etc. used.

Standards Met by This Assessment:**Common Core Standards Met:**

- RL.1: Students will be using textual evidences to design the substance of their webpages, particularly on the theme, character, and chapter summary pages.
- RL.2: The theme page focuses entirely on determining themes in *Roll of Thunder, Hear My Cry*.
- RL.3: The About Me page will focus on characterization that is contextually based. For example, a page about Cassie will include the school that she attends and the hometown she grew up in.
- RL.6: Students will really focus on characters' perspectives in their Status Update pages.
- W.2: Students will be defining a topic and providing examples of it in writing on the Theme page.
- W.3: The About Me and Status Update pages will provide opportunities for students to write small narrations.
 - W.3.A: Both of the above pages will include characterization and point of view exercises, as well as require students to practice creating context for *ROTHMC*.
 - W.3.D: Students will need to use precise language and descriptive details to create status updates, comments, and context for the About Me and Status Update pages.
- W.8: The entire website project will be an exercise in using technology to write online.
- W.9: Students should be putting textual evidence into their paragraphs throughout all of their pages. By including textual evidence, they will also be analyzing the book in writing.

NCTE Standards Met:

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.