**English 11B Satire Summative Assessment**

To show proficiency in the “Build vocabulary” learning target, you took/will take a vocab quiz over the satire vocabulary words. To show proficiency in the reading learning targets, you read “A Modest Proposal” and now you can answer the questions below. The copy of “A Modest Proposal” with the reading group activity that we did with the text (and Mr. Foster’s annotations) is at armadafoster.weebly.com 🡺 English 11B 🡺 Swift Satire

**Main Ideas & Details**

1. What is the “great Town” that the narrator refers to in the opening paragraph?
   1. Dublin
   2. London
   3. Cabbin-Doors
   4. Stroling
2. What is it that bothers people who walk through the streets of Dublin, according to the narrator?
   1. Women and children begging for money
   2. All Parties
   3. Deplorable state of the Kingdom
   4. Mothers
3. At what age does the narrator suggest children should be sold?
   1. Three years of age
   2. Five years of age
   3. Birth
   4. One year of age
4. Who will be the primary consumers of human flesh, according to the narrator?
   1. Welfare recipients
   2. The poor
   3. The old and infirm
   4. The rich
5. Who will be the beneficiaries of this “Modest Proposal”? Think text as a whole. Don’t answer this question until you read the entire text.
   1. Country (economy and culture) of England
   2. Landlords
   3. Country (economy and culture) of Ireland
   4. Protestants/Anglicans, non-Catholics
6. Why isn’t the narrator concerned about getting rid of the “aged, diseased, or maimed”?
   1. Their flesh isn’t healthy to eat
   2. They are dying as fast as can be reasonably expected
   3. They are working in the farms
   4. They are too old to cause any serious harm
7. Which of the following is NOT one of the “expedients” that the author rejects? Reread paragraph 29 and consult foot note 28
   1. Instilling patriotism
   2. Taxing absentee landlords
   3. Joining the United Kingdom
   4. Buying domestic goods
8. Which of the following is NOT a suggested advantage of the proposal?
   1. Fewer Catholics
   2. Eating babies is a new dish for “refined” tables
   3. It will increase the power of the English empire
   4. Improvement in marriages

**Infer**

1. Make a logical inference about why Swift created a persona, a narrator, to make this proposal.
   1. He could make more money using a narrator
   2. In the 1700’s, writers of Middle English narratives like this most commonly used narrators
   3. More personable to his reader and he may have feared punishment or ridicule from the British governing body of the time
   4. Swift’s narrator also included other fictional people that he referenced in the satire.
2. In paragraph 31, who does Swift suggest would be happy to “eat out whole Nation,” even without salt?
   1. Absentee Landlords
   2. England
   3. Catholics
   4. The savage of Formosa
3. What did Swift mean when he talks about the landlords already devouring most of the parents?
   1. The parents have actually devoured most of the landlords
   2. Landlords have already eaten most Irish babies
   3. Catholics have already hurt most of the Protestants
   4. England has already hurt most of Ireland
4. What can you infer about the author’s view towards England’s colonization of ‘Merica during the time he lived?
   1. He would be upset that England is oppressing America the same way it oppresses Ireland
   2. He would support England expanding its global empire
   3. He was Irish, not American, so he would be neutral on the matter
   4. At this time, England was oppressing America with taxation without representation.

**Author’s Craft**

1. Review paragraphs 6-12. How does the abundant use of numbers affect the reader?
   1. Adds validity to the argument through logic
   2. Attempts to reach the reader emotionally
   3. Appeals to the reader’s sense of ethics-“right and wrong”
   4. Compels the reader to continue reader the narrative parody
2. At which point in the text is it blatantly obvious to the reader that this is a satire?
3. Paragraph 22-23
4. Paragraph 17-18
5. Paragraph 4-5
6. Paragraph 9-10
7. Which of the following is NOT a way that the narrator tries to demonstrate that he is reasonable, objective, logical, scientific and practical?
8. The use of statistics
9. Emotionally attaching himself to the reader through heart-felt narratives and examples of real Irish citizens
10. Building logical “pro” arguments with transitions
11. Uses mature diction, cites real historical places, writes it in essay form, has a multi-layered argument with many details.
12. What is the purpose/function of the shift in point of view in the final paragraph?
    1. It shifts from a preachy third person P.O.V. to a more personal first person P.O.V. with “me, I, my”
    2. It contradicts the paragraph after it
    3. It adds validity to the argument
    4. It criticizes his family for being too old to be a part of the proposal

**Theme**

Reconsider the title of the text. Why did Swift chose a “modest” proposal? Why not just use “A Proposal”? Discuss how this specific title is relevant, useful and insightful for this satirical text.

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| --- | --- | --- |
| **Factor(s) that inspired author to write satire = CAUSE**  What inspired Swift to write this? | **Topic/subject that is being satirized = IT**  What did Swift write about? | **Actual, not satirical, desired result; author’s desired change = EFFECT**  Swift’s theme, message, goal, desire in writing this satire? He wants… |
| *Teens are profiled as criminals* | *Stereotyping teenagers* | *Older, non-teens don’t judge teens by how they look* |
|  |  |  |

**Name:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The eight questions below all address the Learning Target “Analyze **Main Ideas and Details** in a text” | | | | |
| Number | My best answer | Right: no mark, Wrong: X | My second best choice | Reflection about these main ideas/details questions |
| 1 |  |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| Determine **main**  **ideas**, & **details** | 4.0 = 8 Correct & **Reflection**  3.5 = 7 Correct & **Reflection** | 3.0 = 6 Correct & **Reflection**  2.5 = 5 | 2.0 = 4 Correct  1.5 = 3 Correct | 1.0 = 2 Correct  .5 = 1 Correct |
| The four questions below all address the Learning Target “Analyze **Inferences** in a text” | | | | |
| Number | My best answer | Right: no mark, Wrong: X | My second best choice | Unique, insightful inference about this text |
| 9 |  |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| Analyze **inferences** in a text | 4.0 = 4 Correct & **Inference**  3.0 = 3 Correct & **Inference** | 2.0 = 2-1 Correct & **Inference** | 1.0 = Any correct & inaccurate  and/or misguided **Inference** | .5 = At least 1 correct  and no inference |
| The eight questions below all address the Learning Target “Analyze **Author’s Craft** in a text” | | | | |
| Number | My best answer | Right: no mark, Wrong: X | My second best choice | Unique, insightful example of author’s craft from this text |
| 13 |  |  |  |  |
| 14 |  |  |  |
| 15 |  |  |  |
| 16 |  |  |  |
| |  |  |  |  | | --- | --- | --- | --- | | Analyze **author’s craft** in a text | 4.0 = 4 Correct & **unique** **A.C.**  3.0 = 3 Correct | 2.0 = 2 Correct  1.0 = 1 Correct | Unique, insightful example of author’s craft from this text:  .5 increase to author’s craft score. | | | | | |

To show proficiency in the writing learning targets, write a persuasive satirical piece that criticizes a contemporary topic that is relevant to a present day teenager. Mr. Foster is purposefully only giving you these directions and the rubric below. Part of this assessment is to see if you can accomplish this task under these parameters. Here are the steps to task if you are confused:

1. Re-read the directions and “talk to the text” to highlight key elements of the prompt (just like we have done with ACT writing prompts); if that doesn’t remove your confusion, do the next step.
2. Take a few seconds to focus, concentrate and think about all that we have done with satire and how you can use that practice to accomplish this task. Then, re-read the directions again; if that doesn’t remove your confusion, do the next step.
3. Have some more grit and repeat steps one and two; if that doesn’t remove your confusion, do the next step.
4. Consult Mr. Foster with a specific, focused question-not just “Can you help me?” or “I don’t get it.” If that doesn’t remove your confusion, do the next step.
5. Try your best; believe in yourself; gain confidence from the fact that Mr. Foster will return this assessment with helpful feedback and you will be able to revise this summative assessment (if you are not the ICU list).

You will be graded using the rubric below. This is your summative assessment. It’s game time! It’s a great day to succeed! The “best work” final draft of this assignment is due, hand-written, double-spaced, with writing only on the fronts of pages at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **You will have an opportunity to revise all or parts of this summative assessment if, and only if, you are NOT on the ICU list at the time of this summative assessment.** If you do not complete all parts of this summative by the due date, you will earn an “I” (“Incomplete”) as a final grade for your second trimester progress report.

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| --- | --- | --- | --- | --- |
| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Position** = Did I take a clear position on the issue? Did I prove a **thesis**? | **I can make my** position very clear beyond teacher expectations. My reader is completely convinced my position is true in a profound way. | **I can make my** position clear consistently. My reader is pretty certain my position is true. My argument is apparent and believable. | I can make my position fairly clear. My reader is partially convinced my position is true. Some aspects of my claim are confusing or unclear. | **I struggle to make my position obvious.** My reader is not convinced my position is true. I require teacher assistance to provide a clear claim. |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can understand & follow my thinking? | I can structure ideas to  make my thesis **obviously**  true beyond teacher  expectations; my  transitions are **smooth,**  **mature, varied &artistic.** | I can structure ideas to  **make my** thesis true  consistently; my transitions  are **clear, obvious and**  **useful** on a consistent  basis | My structure **implies** that  my thesis true; **some of my**  transitions help move  between ideas.My reader  has to infer my flow of  ideas. | My structure is **confusing**  and/or **misleading; my**  transitions are **lacking or**  **ineffective**. I require  teacher assistance to  organize my thoughts. |
| **Support** = Did I use accurate and relevant **evidence** to support claims and/or counter claims? | I can use an **abundance** of  evidence that is **reliable,**  **specific, relevant,**  **unbiased** & directly proves  my thesis beyond teacher  expectations. | I can use a supply of  evidence that is **respectable,**  **specific, useful, unbiased**  and proves the thesis. I do  this consistently for every  argument/reason. | Some evidence I used is  **helpful, relevant, unbiased**  and works to prove the  thesis. I am sometimes  inconsistent or inaccurate  with my argument support | I used little to no evidence;  it is **unreliable, vague,**  **irrelevant, biased**,  plagiarized and/or doesn’t  directly prove the thesis. I  require teacher help to show  evidence for arguments |
| **Produce writing** that expresses my ideas artistically: clear, precise **diction** & mature **syntax** | **I can** use **artistic** &  **accurate** authorship  through **specific, mature**  word choice and syntax. | **I can** use **satisfactory** &  **consistent** authorship by  using **specific** words &  syntax. | **I can only** use  **inconsistent** authorship  by using **vague** words and  **basic, predictable** syntax. | **I can only** use **poor**  authorship by using  **inaccurate, immature,**  **weak** words & syntax. |
| **Produce writing** that  follows convention:  accurate **grammar**,  punctuation, & mechanics | **I can** display an a**dvanced**  use of Standard American  English grammar,  punctuation & mechanics. | **I can** display a s**ufficient**  control over Standard  American English grammar,  punctuation & mechanics. | **I can only** display an  **inconsistent or partial**  control over grammar,  punctuation & mechanics. | **I have** multiple miscues  in grammar, punctuation  & mechanics; my **errors**  **distracted from meaning** |

**Here are the most common errors from students last year:**