

Teacher Notes



Elements of Personal Response

Activity 3 Assessment of Personal Response

Activity Overview

Students will read a poem and write a personal response to it using specific quotations and making clear the connection between those quotations and their reaction to the poem. As a personal response, the writing will be from a first person point of view. The activity provides a rubric for evaluation according to the guidelines of the assignment.

Tip

Students will demonstrate their ability to use the information concerning personal response gathered in the prior activities and apply it to a poem that is similar in topic to those they have already discussed. In-class writing is often used to determine placement and for standardized testing, so this exercise provides students an opportunity to practice that form of writing as they demonstrate their ability to write a personal response using specific details from the literature provided.

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Composition
- ◆ **Topic:** Personal Response
- ◆ **Grade Level:** 10 –12
- ◆ Prerequisites: None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ Student Handout
- ◆ **Elements of Personal Response**
edc resource files: Personal Response Assessment
- ◆ TI-GRAPH LINK™ Cable, USB Cable, or TI Navigator™
- ◆ TI External Keyboard
- ◆ Internet access (optional)

Directions

Before the Activity Begins

Review with students the elements of personal response. Explain activity objectives and review the instructions. Remind students that they will be evaluated on the quality and clarity of their responses, and not on their actual reaction to the poem.

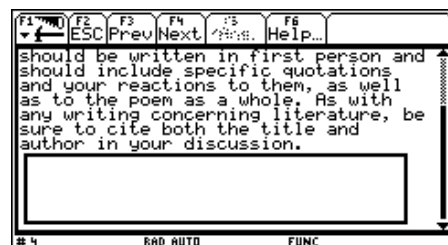
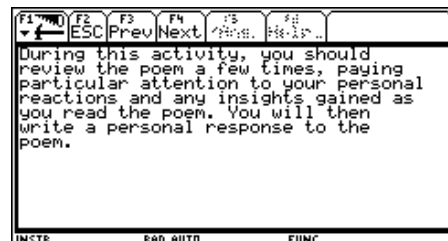
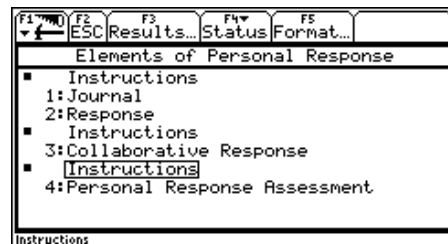
During the Activity

Students will read the Emily Dickinson poem, “It was not death, for I stood up,” available online (www.bartleby.com) or as a handout, and write a personal response to the poem using the **Personal Response Assessment** file to record their work.

Use the following instructions to access and review the **Personal Response Assessment** file on the devices. Each step indicates the action students need to perform to obtain the files and review the samples on their devices. Additional information for the teacher appears in shaded boxes, where necessary.

Voyage™ 200 PLT (or TI-92 Plus)

1. If necessary, press **F2: ESC** to exit the previous file. Use \leftarrow \rightarrow to highlight the second **Instructions** file.
2. Press **ENTER**. Review the instructions prior to beginning the assignment.
3. Press **F4: Next** to access the **Personal Response Assessment** file. Enter responses by simply beginning to type.

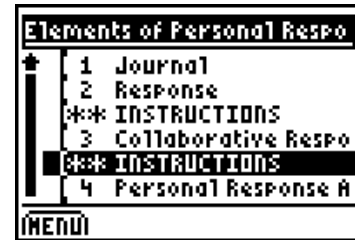


TI-83 Plus

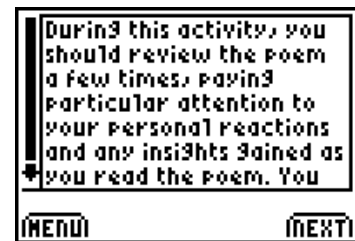
1. If necessary, press **MENU** to exit the previous file. An options list displays. Use \uparrow \downarrow to highlight **3: ► ITEM LIST**.



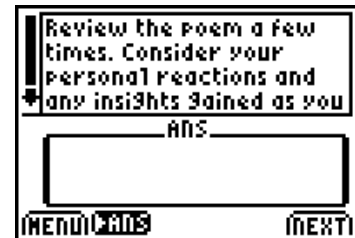
2. Press **ENTER**. The Item Menu displays. Use \uparrow \downarrow to highlight the third set of **Instructions**.



3. Press **ENTER**. Review the instructions prior to beginning the assignment. If necessary, use \uparrow \downarrow to scroll the text.



4. Press **NEXT** to access the **Personal Response Assessment**. Enter responses by simply beginning to type.



After the Activity

Collect the students' responses using the TI-GRAPH LINK™ cable, the USB cable, or TI Navigator™. Evaluate responses according to the following three-point scale:

- ◆ **3** – A score of three indicates that the personal response includes individual reactions and insights gained through reading the poem. The response uses quotations from the poem and specific explanations of the student's response to the quotations as well as to the overall poem. The response is written in first person, mentions the title of the poem and the poet, and is clearly organized.
- ◆ **2** – A score of two indicates that the personal response does not specifically link quotations to individual response, but does indicate personal reactions to or insights gained from the poem as a whole. The response is written in first person, but may not name the title and/or poet.
- ◆ **1** – A score of one indicates that the student has not written a successful response. The student might have written a summary instead, not including personal reactions or insights, or not making clear how those reactions or insights occurred through reading the poem. This response may not be written in first person and may not name the title and/or poet.

Student Data Sheet

Name: _____

It was not death, for I stood up (510)

Date: _____

In this activity, you will work on your own to write a personal response to the poem "It was not death, for I stood up" by Emily Dickinson.

It was not death, for I stood up (510)

by Emily Dickinson

- 1 It was not death, for I stood up,
- 2 And all the dead lie down.
- 3 It was not night, for all the bells
- 4 Put out their tongues for noon.
- 5 It was not frost, for on my flesh
- 6 I felt siroccos crawl,
- 7 Nor fire, for just my marble feet
- 8 Could keep a chancel cool.
- 9 And yet it tasted like them all,
- 10 The figures I have seen
- 11 Set orderly for burial
- 12 Reminded me of mine,
- 13 As if my life were shaven
- 14 And fitted to a frame
- 15 And could not breathe without a key,
- 16 And 'twas like midnight, some,
- 17 When everything that ticked has stopped
- 18 And space stares all around,
- 19 Or grisly frosts, first autumn morns,
- 20 Repeal the beating ground;
- 21 But most like chaos, stopless, cool,
- 22 Without a chance, or spar,
- 23 Or even a report of land
- 24 To justify despair.