

**SUMMATIVE ASSESSMENT**

# Being Seen: Becoming Who You Want to Be

## Assessment Ideas

### Overview

#### About This Lesson

The following short summative assessment ideas, which you can choose from, invite students to revisit their journal reflections, texts, and handouts in order to synthesize key ideas about the complexity of identity and draw new connections between the texts, themselves, and the world. These assessment ideas are starting places from which you can create a culminating experience that feels authentic and relevant for your context.

#### Essential Questions

- How do we become who we want to be in the world?

### Preparing to Teach

#### A Note to Teachers

##### 1. Pacing

Each assessment is designed for 1–2 class periods.

### Lesson Plan

#### Activities

##### 1. Option 1: Advice to Your Fifth-Grade Self

In Lesson 2 of the *Becoming and Belonging* text set, students listen to a *We Got You* podcast episode during which Haerin (the narrator) begins a reflection segment by saying, “If I could tell my younger self something, it would be . . .” She then proceeds to give advice to her younger self.

For this assessment, invite students to review their journal entries, identity charts, and handouts in order to reflect on their new understanding and questions about how they can become who they want to be in the world. Then have them write letters to their younger selves that include sage advice about what they wish they had known about becoming and belonging that they now understand. Students might include one or more stories about how they learned these lessons along with their words of advice to their younger selves.

**2. Option 2: Answer the Essential Question with a Found Poem**

This assessment invites students to revisit the texts they explored throughout this unit with the goal of activating close reading, exploration, and creative expression. Explain to students that they will be creating a [found poem](#) using words and phrases from some of the texts they read in this text set to explore the essential question. Their poems might answer, challenge, or complicate that question. For students who need more structure, have them review the texts from the unit and then choose two or three to use for their found poem, rather than trying to incorporate words and phrases from more of the texts.