

UNGRATEFUL and

I washed the clothes,
I folded the most,
I ironed while watching shows,
The least you can do is...

 PUT THEM AWAY!

 You're so Ungrateful, You're so Ungrateful! 

I was up 'til 4 Clipping the dogs,
I took them to get their shots,
I fed them and let them out every day,
The least you can do is...

 WASH THEM!

 You're so Ungrateful, You're so Ungrateful! 

I scrubbed the mud out of the rug,
I asked who did it, and everyone shrugged,
I vacuum the house at least twice a day,
The least you can do is...

 TAKE YOUR SHOES OFF!

 You're so Ungrateful, You're so Ungrateful!

I cook in the kitchen several hours a day,
I can't even find much time to play,
I'm busy stirring food on the stove,
The least you can do is...

SET THE TABLE!

You're So Ungrateful, You're So Ungrateful!



I always end up having to clean and clear,
I wash off the dishes and nobody is near,
I end up tidying the place spic and span,
The least you can do is...

EMPTY THE DISHWASHER!

You're So Ungrateful, You're So Ungrateful!

I take you to the doctor cause you got the flu,
I already told you that it's nothing new,
I give you your medicine and constant attention,
The least you can do is...

PUT YOUR JACKET ON!

You're So Ungrateful, You're So Ungrateful!

I run you to your ortho appointments all the time,
I make sure you're not eating any lime,
If you can't get your braces off it'll cost a lot,
The least you can do is...

WEAR YOUR RUBBERBANDS!

You're So Ungrateful, You're So Ungrateful!

I am constantly acting like a taxi driver,
Just to hear you guys bicker even louder,
I wouldn't miss one of your award ceremonies for the world,
The least you can do is...

STOP ARGUEING!

You're So Ungrateful, You're So Ungrateful!

I was up all night baking a cake,
I had to mix colors for the frosting's sake,
I was continually mixing & working until it was perfect,
The least you can do is...

DON'T LEAVE IT ON THE COUNTER!

You're So Ungrateful, You're So Ungrateful!

I didn't sleep 'til morning,
I was up all night sewing,
and your Halloween costumes ready for showing,
the least you can do is...
SAY, "THANK YOU"!
You're So Ungrateful, You're So Ungrateful!

The phones been ringin' since the crack of dawn,
You're sister's been cryin' all night long,
You've been raddling the minute you got home,
The least you can do is...
GIVE ME SOME PEACE AND QUIET!
You're So Ungrateful, You're So Ungrateful!

You're My Kid, You're a part of me,
Although that I can't always see,
especially when you ignore me,
Through it all, you know how I truly feel...
I'm So Grateful, I'm So Grateful!



The Task:

A summary of the task is provided:

Students were asked to read/review samples of different kinds of folklore (myths, folktales, fables, legends, ballads) in the eighth grade literature book and brainstorm the characteristics of each. Students were then asked to utilize the list of characteristics as a basis for writing their own piece.

The richness of folklores is often in the telling. The project will culminate with students presenting their original tales to their class. (N.B. The commentary is restricted to the written part of the task.)

Circumstances of Performance:

The student work is produced under the following conditions:

| | |
|-----------------------------|----------------------------|
| X Alone | X In a group |
| X In class | As Homework |
| X With teacher feedback | X With peer feedback |
| Timed | X Extended project |
| No opportunity for revision | X Opportunity for revision |

What the work shows:

Reading

E3c -- The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

E1c.1 restates or summarizes information

E1c.2 relates new information to prior knowledge and experience

E1c.3 extends ideas

Speaking, Listening, Viewing

E3c -- The student prepares and delivers an individual presentation in which the student:

E3c.1 shapes information to achieve a particular purpose and to appeal to the interest and background knowledge of audience members

E3c.5 engages the reader with appropriate verbal cues and eye contact

Writing

E2c -- The student produces a narrative account (fictional or autobiographical) that:

E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest (A)

E2c.2 establishes a situation, plot, point of view, setting, and conflict (B)

E2c.3 creates an organizing structure (C)

E2c.4 includes sensory details and concrete language to develop plot and character

E2c.7 uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions **(D)**

E2c.8 provides a sense of closure to the writing **(E)**

Conventions, Grammar and Usage of the English Language

E4a. The student independently demonstrates an understanding of the rules of the English Language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

E4a.1 grammar **(F)**

E4a.2 paragraph structure **(F)**

E4a.3 punctuation **(F)**

E4a.4 sentence construction **(F)**

E4a.5 spelling **(F)**

E4a.6 usage **(F)**

- A.** The title is not only integrated, but is a critical component of the story line, which immediately engages the reader. Who is being ungrateful?
- B.** The student conveys a message in a way that is individual, compelling, and engaging. By the end of the first stanza there is no question whose point of view the ballad is representing. “I washed the clothes, I folded the most, I ironed while watching shows, the least you can do is...PUT THEM AWAY!”
- C.** The student effectively conveys the sense of a ballad through the use of stanzas, refrains, and personal experience
- D.** Tension begins building immediately with the title, “Ungrateful.” “Crime” upon “crime” builds up with no apparent end. What will be the next “crime?” Will these dilemmas ever be resolved? “WASH THEM,” “TAKE YOUR SHOES OFF,” “SET THE TABLE,” “EMPTY THE DISHWASHER,” “PUT YOUR JACKET ON,” “WEAR YOUR RUBBERBANDS!” and on and on and on.
- E.** The closure introduces an unexpected second element while still conveying the main idea of the ballad. “You’re my kid, You’re a part of me, especially when you ignore me, Through it all, you know how I truly feel...I’m so grateful, I’m so grateful!”
- F.** The student uses correct grammar and format that provides clarity and enhances the meaning of the message