

## **Student- and teacher-created Mid-Unit and/or Final Unit Tests**

1. Review unit objectives with students—this is to help focus their questions; writing the questions is a great way for students to review, and giving them examples helps them to do a good job. An added benefit is that with this kind of practice, they become better at anticipating what the exam questions will be in their other classes.

2. Students will work in pairs, with a pair assigned to each chapter. The pairs will work together to write recall (4), comprehension (3), and analysis (2) questions for their chapters. I steer them away from questions that have little long-term importance (for example, name Melba's boyfriend) and give examples of each type of question.

Recall: Who was the president of the United States when Melba was in high school?

Comprehension (also synthesis): Explain some of the ways in which African Americans in the South experienced limits on their rights during the 1950s. Give at least three examples.

Analysis: What evidence do you see that Melba shares many of her grandmother's religious beliefs?

3. After students have written their questions, we will discuss them in class; as needed, I'll help them reframe the questions in reference to the objectives. I'll also share any questions I have constructed based on the text and supplementary materials, literary terms handout, and vocabulary (the word wall words remain posted). I do not tell students which questions I will actually choose for the quiz, but there are no surprises about the possibilities.