

Name: \_\_\_\_\_

**Unit 3, Week 1: “Dominican Republic in the 20th Century”**

**Objectives:**

- I can identify the significant events, ideas, and people of a society, place, or region.
- I can explain and describe history chronologically.
- I can describe complex characters in literature, how they develop, how they interact with other characters and how they drive the plot.

1. Tell a story of the Dominican Republic. What important **events** have helped shape Dominican history? **When did they happen** and **why are they important**?
2. In what ways do the events that you wrote about represent **change** in the DR? In what ways do they represent things **staying the same**?
4. What makes Dede different from the rest of her sisters? Include a quote from the novel that illustrates this difference:
5. Who is the “secret” about? What kind of character is he?

|                                                                                          | <b>NG</b> | <b>Does Not Meet</b>                                                                                         | <b>Developing</b>                                                                                                                                       | <b>Proficient</b>                                                                                                                          | <b>Exceeds</b>                                                                                              |
|------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| I can identify the significant events, ideas, and people of a society, place, or region. |           | I can identify a limited number of the significant events, ideas, and people of a society, place, or region. | I can identify some of the significant events, ideas, and people of a society, place, or region.                                                        | I can identify the significant events, ideas, and people of a society, place, or region.                                                   | I can describe the significant events, ideas, and people of a society, place, or region.                    |
| I can explain and describe history chronologically.                                      |           | I struggle to identify the chronological history of a society, place, or region.                             | I can explain or describe some of the chronological history of a society, place, or region, but may contain errors, or leave out important information. | I can explain and describe the chronological history of a society, place, or region, utilizing continuity, change, sequence, and duration. | I can utilize the chronological history of a society, place, or region, to represent continuity and change. |

| <b>NG</b>                     | <b>1: Does Not Meet</b>                                                                                                                                                                                                                                      | <b>2: Developing</b>                                                                                                                                                                 | <b>3: Proficient</b>                                                                                                                                                                                                                                                   | <b>4: Exceeding/ Excelling</b>                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No Evidence<br><br>No Attempt | <p>Student identifies a character and summarizes their traits/behaviors but does not analyze their meaning or their motives.</p> <p>Student only focuses on the character and does not connect them to the plot, theme, or other characters in the text.</p> | Student identifies a character and can speak to their motivations and behaviors, but does not identify a deeper meaning or connection to the theme, plot, or characters in the text. | <p>Student identifies a complex character and discusses their motives, conflicts, and interactions in a meaningful way.</p> <p>Student connects the character, their traits, and their behaviors to deeper meaning in the text's plot, theme, or other characters.</p> | <p>Student identifies a complex character and discusses their motives, conflicts, and interactions in a meaningful way.</p> <p>Student connects the character, their traits, and their behaviors to deeper meaning in the text's plot, theme, or other characters.</p> <p>Student uses lines from the text to support their ideas and illustrate the connection and meaning.</p> |