

Name _____

Period ____ (Lesson 1)

Note: You will not be graded on your answers. This pre-test is to find out what you already know about summarizing. Please answer each question, even if it is a guess.

1. Summarizing is _____.
 - a. Giving a statement that is true but is not in the passage
 - b. Telling what the passage is mainly about
 - c. Listing every detail in the passage
 - d. Re-writing the first sentence of the passage

2. To *identify* means _____.
 - a. To point out
 - b. To show off
 - c. To explain
 - d. To say in your own words

Read the following passage and then answer the questions.

Yesterday, our class went to the Woodland Park Zoo. When we got to the zoo, we went straight to the monkey house where we saw all kinds of monkeys—orangutans, tree monkeys, and even gorillas. Next we got to see the zookeepers feeding the giraffes! We saw the lions and tigers, and a new baby elephant. We didn't get to see any bears because they were all asleep inside their cave. We ate our lunches, and then went through the snake house and watched a snake eat a whole mouse! Finally, we saw the bird house, which was my favorite. Every kind of bird you could think of was flying around inside the bird house, and even some birds I didn't know about. I'm glad I got to go to the zoo to see all of the animals, and to learn about some new animals.

3. What is the correct *sequence* of events from the passage above?
 - a. The bird house, ate lunches, snakes, field trip to the zoo, monkey house
 - b. Field trip to the zoo, monkey house, giraffes, ate lunches, snakes, bird house
 - c. Giraffes, monkey house, field trip to the zoo, snakes, bird house, ate lunches
 - d. Giraffes, bird house, monkey house, snakes, ate lunches

4. What is the *most important detail* from the passage above?
 - a. The student ate lunch at the zoo
 - b. The student saw the birds last
 - c. The student watched the zookeeper feed the giraffes
 - d. The student saw and learned about many different animals

Read the following passage and then answer the questions.

Tomorrow is Abdi's birthday. He is excited because he gets to choose where he will eat dinner. Will he choose Mexican food at the Big Enchilada House? Or will he choose fried chicken at Ezelle's, or dim sum at Jade Garden? He just can't decide. There is also the Pizza Shop with great pepperoni pizza, or injera and qey wot at Jebena Café. How can he ever decide when each food sounds so good? Maybe he will just flip a coin to make his choice.

5. The *summary* of this passage is
 - a. Abdi loves Mexican food.
 - b. Ezelle’s has the best chicken in the city.
 - c. Abdi has many restaurants to choose from.
 - d. Abdi will choose a place by flipping a coin.

Read the following passage and then answer the question.

Chan is student who works hard in all of her classes. She studies almost every night. Now, she is waiting to take a test in her math class. The teacher said that each student could bring one sheet of notes to use on the test. Chan worked hard on her notes, and feels good about how she will do on the test. The teacher hands out the tests to all of the students and says, “Class, you will have 20 minutes to finish the test. Please begin now.” Chan has finished half of the questions, with 10 minutes left. Her friend Kevin suddenly leans over and whispers, “Hey, Chan! Let me use your notes on the test, I didn’t bring any!” Chan looks up at the teacher, and then looks at Kevin. She is afraid the teacher might think she is cheating if she helps Kevin, but she is also afraid Kevin will be mean to her if she doesn’t help him. What will Chan do?

6. What is the *most important detail* from this passage?
 - a. Chan has only 10 minutes left
 - b. Chan’s friend Kevin didn’t bring any notes
 - c. The teacher said they will have 20 minutes
 - d. Chan studies almost every night

7. *Summarize* this passage in your own words on the lines below:

#7 Summary Rubric (for teacher use and reflection):

UNSATISFACTORY	EMERGENT	PROFICIENT	OUTSTANDING
Student includes only details with no main idea. -OR- Student includes main idea with no supporting details.	Student includes main idea and supporting details, but lacks a strong sequence. Some details might be unnecessary.	A 2- or 3-sentence summary that includes the main idea and most important supporting details in sequential order.	A 2- or 3-sentence summary that shows student’s command of the main idea and most important supporting details in sequential order. Grammar and spelling errors are few and do not interfere with writer’s purpose.

(Lesson 4)

Summary Assessment Directions:

Listen to the interview and read along with the text below. Notice that some of the difficult vocabulary is highlighted and defined in parenthesis. After listening and reading, **write a complete summary of the interview** on your own notebook paper. Make sure to include all of the parts of an excellent summary. *You may use notes from class on summarizing.*

Playing a ‘Genius’: Jamie Foxx takes on Ray Charles

by Michele Norris for NPR

October 22, 2004

The late Ray Charles was an artist whose voice was so **distinctive (clear)**, so original, that it’s instantly **recognizable (familiar)**.

(music)

When the director Taylor Hackford decided to bring the Ray Charles story to the big screen, he knew the project had great **potential (possibility)** — and great risk. The **biopic (movie about a person’s life)** would only work if he could find just the right actor—someone who could **embody (to become)** Ray Charles—the way he moved, the way he spoke, the way he sang.

At first, the actor Jamie Foxx may not have seemed like a natural choice for the role. He’d made his name as a comedian, and in film, usually playing tough guy roles. But there’s more to his resumé. Foxx is a trained classical pianist and a gifted singer. He convinced the filmmakers that he could embody Charles on screen.

(Audio clip from movie)

Jamie Foxx stopped by our studios recently to talk about the challenge of playing Ray Charles.

Jamie Foxx: You know, usually the **impersonation (pretending to be someone else)** is “Ohhh... Georgia!” That, as opposed to “You know the thing is, man, it’s really, you know, the voice.” And the **nuance (small detail)** of him, how he orders his food, how he speaks to his woman, how he talks to his kids. So it was a long process in order to get to not playing Ray Charles, but actually *being* Ray Charles.

Michele Norris: And there are great physical demands.

Foxx: Yes...

Norris: How did you do that, and how did you understand that “I’m finally here, I finally am Ray Charles”?

Foxx: When I met Ray, he says, “If you can play the blues, you can do anything.” So we started playing the blues on **tandem (two at the same time)** pianos with each other, and we started singing them back and forth. And then he said, “The kid’s got it,” and he walked out. Taylor Hackford says, “Listen, Ray’s in the studio, why aren’t you here?” And I said, “Well Ray is 72 right now, if I learn the older Ray right now, we’re never going to be able to learn the 18-year-old, 19-year-old, 20-year-old Ray. He said, “Well what you do think we should do?” I said, “Well, we gotta find **footage (film)**.” He said, “There is no footage”—there was no 40’s and 50’s, people walking around with video cameras like today.

Quincy Jones, however—I asked Quincy, “How was Ray,” and he said, “Ray truly was playing there, and I have a tape, and maybe I can help you out.” And he gives me a cassette tape and on the tape it says, “Hi, this is Donna Shore from the Donna Shore show. Here are two wonderful musicians, and Mr. Kenny Rogers, and Mr. Ray Charles.”

And in the back you hear, “Hello... I’m just so happy to be here, you know the music...” and his voice was way high, and we took that and we were very **particular (careful)** on when should his voice change. Because we go from a kid, to 18, all the way to 64 and we gradually use that pattern, that DNA and change the voice as we went on, so you see Ray evolve into a man.

(Audio clip from movie)

Norris: Physically, when you listen to the music, and you have to think about what you have to do to get into that role, where do you have to go to do that?

Foxx: You have to go back in time. When you look at Ray and when he started his journey going across America, which was very... you know there was colored bathrooms, whites only, and here’s a guy who can’t see any of that, but somehow was able to use his brain and his way of talking, his way of **manipulation (making others do what you want them to do)**—that’s what helped me because to be able to do it and not see it (because I was actually blind every day, too, they put **prosthetics (fake body part that looks real)** over my eyes). So when you can’t open your eyes for six hours, you start to lose sense of things. And like, people’s voices became like very very tiny, and very, almost uh... it was **heightened (sharpened, more clear)**. I was talking to Taylor Hackford, I said, “Listen man, I can hear you, but can you tell that person to stop tapping the pencil.” He says, “Who’s tapping the pencil?” And looks way over, few feet back, and somebody’s tapping a pencil. So, all of your senses started to change.

Norris: Did you start to wear the prosthetics weeks or months before you actually started shooting (slang for “filming”)?

Foxx: Yeah, I would say like a month out. But we had to figure out, first we’d glue my eyes shut, which didn’t work.

Norris: You’d glue your eyes shut?

Foxx: Oh, it was horrible, horrible. And then we went to a silicone (a rubbery type of material), which we couldn’t get the silicone off. So my eyes were like red, I had to go to a doctor and you know, get things done to it, but once we found the right prosthetic we needed to make it look real, once we took the glasses off and it still looked as if it was real skin, that’s when it became a little easier for me.

Norris: I want to ask you something that relates both to you and to Ray Charles. You’re both incredible mimics (someone who copies the personality and behavior of another person). You are, and he was incredibly good at impersonation. And as you were acting in this film, you needed to impersonate Ray Charles... I’m wondering if, you know, the difference between impersonation and improvisation (making things up in the moment)—are they yin and yang, are they opposites, and is that true in acting and in comedy?

Foxx: Here’s the thing—impersonation will kill you in a biopic. You have to channel (let it flow through you) it, it has to be really you, and you’ll feel it... because... say, for instance, Mike Tyson (Mike Tyson impression)....

And that’s where you start to feel it, where it’s starting to click in. And that’s the thing with Ray, it was like, get past impersonation, and now you can say anything you want to, and we’re going to improv within that, meaning we already have that character locked down.

Norris: Now, what’s the Ray Charles song that means the most to you?

Foxx: Uh... Wow!

Norris: There are so many to choose from.

Foxx: Well, you see how I’m stopped like that, because in the movie I became attached to so many.

Norris: Which ones were you attached to?

Foxx: Oh, Mary Ann... (sings)... you got that? Mary Ann? (sings) Play that and you’ll understand where hip hop comes from when you play Mary Ann. (music plays) You got everything in there right now... you got... this right here is like travel, this is Italy, this is

London, this is wind blowin'... (music)... Calypso (type of music)... this is him taking everything and puttin' into the stew and saying, "I got something!" and then on top of that, he's dealing with a situation where he's married, he's got a kid, but there's something about this woman that I got to talk about, and her name happens to be... (music plays)

Norris: Oh, I can see Mary Ann, too, she's curvy.

Foxx: Yeah, she's curvy as that woman. And you know, the thing, you know why it's so important, the way he sings it, because he has mapped out Mary Ann. He took his hands and put his hands all over her face, and touched every part of her, all down her neck, her hips, everything. (music)

Norris: Ray Charles died this year, on June 10th, it was a very sad day. Was a rough cut of this film completed so that he could see it before he died?

Foxx: Yes, that's the one thing, that if you believe in spirits and spirituality, then you will believe this story. When he watched it, basically he was saying, "You guys got it, my life is complete, man." We knew shortly after the movie was finished that something wasn't right with Ray. He didn't want people to know, he didn't want people feeling sorry for him. Now, everybody wanted Ray to be here so he could still get his flowers while he was here. But it was like classic Ray Charles, he says, "I don't really need that" in a sense. And then he just, he walked into the sunset like all of our heroes.

(End of interview & music)

Name: _____

(Lesson 4)

Grade: _____

Summary Writing Rubric

Excellent summary includes the following:

- ___ Clear main idea in the first sentence
- ___ All important details are included (*Who, What, When, Where, Why, and How*)
- ___ Details are in sequential order
- ___ Ideas are connected to make the writing flow
- ___ Concluding sentence restates the main idea without using the same exact words

Good summary includes the following:

- ___ Clear main idea in the first sentence
- ___ Important details are included, but some details are missing or are unimportant (*Who, What, When, Where, Why, and How*)
- ___ Ideas are in sequential order
- ___ Concluding sentence restates the main idea

Below average summary:

- ___ Main idea is unclear — not specifically stated in the writing
- ___ Some important information is missing (*Who, What, When, Where, Why, and How*)
- ___ Ideas are in a random order and not sequential
- ___ Concluding sentence does not connect to the main idea

Ineffective summary:

- ___ The main idea is missing
- ___ Contains only some details that do not support a main idea
- ___ Ideas are not in sequential order
- ___ Missing a concluding sentence with the restated main idea

Name _____

Period _____

Read the following passage and then answer the question.

Tomorrow is Abdi's birthday. He is excited because he gets to choose where he will eat dinner. Will he choose Mexican food at the Big Enchilada House? Or will he choose fried chicken at Ezelle's, or dim sum at Jade Garden? He just can't decide. There is also the Pizza Shop with great pepperoni pizza, or injera and qey wot at Jebena Café. How can he ever decide when each food sounds so good? Maybe he will just flip a coin to make his choice.

8. The *summary* of this passage is: _____. (1pt)
- e. Abdi loves Mexican food.
 - f. Ezelle's has the best chicken in the city.
 - g. Abdi has many restaurants to choose from.
 - h. Abdi will choose a place by flipping a coin.

Read the following passage and then answer the questions.

Chan is student who works hard in all of her classes. She studies almost every night. Now, she is waiting to take a test in her math class. The teacher said that each student could bring one sheet of notes to use on the test. Chan worked hard on her notes, and feels good about how she will do on the test. The teacher hands out the tests to all of the students and says, "Class, you will have 20 minutes to finish the test. Please begin now." Chan has finished half of the questions, with 10 minutes left. Her friend Kevin suddenly leans over and whispers, "Hey, Chan! Let me use your notes on the test, I didn't bring any!" Chan looks up at the teacher, and then looks at Kevin. She is afraid the teacher might think she is cheating if she helps Kevin, but she is also afraid Kevin will be mean to her if she doesn't help him. What will Chan do?

9. What is the *most important detail* from this passage? (1pt)
- a. Chan has only 10 minutes left
 - b. Chan's friend Kevin didn't bring any notes
 - c. The teacher said they will have 20 minutes
 - d. Chan studies almost every night

10. *Summarize* this passage in your own words on the lines below (3pts):

Write about your learning and answer the following questions (14 points)—

1. **Explain how to write a summary by listing three steps.** (Example: “First, make sure you start by writing _____... Next, _____ ... Finally, _____...”) (3pts)

2. **How long should a summary for a 4-page article be?** (1pt)

3. **How long should a summary for a song be?** (1pt)

4. **What does it mean to sequence? Why is this important for writing?** (2pts)

5. **Review your Jamie Foxx interview summary and answer the following questions:**
 - a. **What is one thing you did well on your first draft of the summary?** (1pt)

 - b. **How did you improve your summary on your second draft when you responded to Ms. Winter’s feedback?** (1pt)

 - c. **Do you feel confident about your summary skills, or could you use more practice? Circle the number below that shows your confidence level with summarizing.** (1pt)

1	2	3	4	5	6	7	8	9	10
(very low)			(I know how to do it, but could use more practice)					(expert)	

 - d. **If you need help remembering how to write a summary, what are two ways to find information and help?** (2pt)

6. **How did practicing summarizing help you write your expository essay about Ray Charles?** (1pt)

7. **Write down a question you have about summarizing, or a suggestion for how the teacher can help you accomplish the learning goals in this class.** (1pt)

(End of Lesson 4 – Summary Assessment)

Name: _____

Grade: _____

Summary Writing Rubric

Excellent summary includes the following:

- ___ Clear main idea in the first sentence
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