**EVALUATION STRATEGY**

At the beginning of the unit an anticipation guide will be given in class to obtain valuable knowledge of student’s prior knowledge which will help to implement any changes that need to be made in the content of the future unit. Furthermore it will be a gage in which I can measure how much the students have learned at the end of the unit by giving the same anticipation guide and measuring the difference in responses.

During the unit there will be a mixer of formative, summative, formal and informal methods of assessment. There will be daily entrance and exit slips in which students will be required to recall details form the previous day as well as what has been learned that day. There will also be daily participation questioning reviews which will allow students to answer questions on a daily basis on the content for participation points. At the end of the Unit students will take two tests. The first is a content recall test which through multiple choice, true/false, fill in the blank and matching sections will recall specific vocabulary throughout the unit. The second test is an essay test in which scenarios are given and students must analyze each and apply what they know to solve a problem. Along with this there will be several short and extended response questions similar to that of the Ohio Graduation Test.

During the unit students will also be asked to assume the role of a poor immigrant child and keep a active journal making daily entries with each containing vocabulary discusses in class. This performance based assessment will allow students to use there imaginations and put themselves in the shoes of a child laborer during the time period and express how they would feel in various situations.