**Assessment**

Our students will be assessed consistently throughout the course of the unit. In addition to making constant observations of the students at work, we have assigned a couple of projects that will assess the students’ gradual increase of knowledge about Coney Island. Included in this repertoire is a sensory exploration activity, a poetry assignment, a talent show, a cooking activity, and finally, a brochure.

The sensory exploration activity is not so much an assessment as it is an activity to get the students acquainted with the various sides of Coney Island. Many of us think of only one aspect or two when thinking about the place, and this activity enables the students to be exposed to every aspect. The assessment lays in their identification and engagement with the senses that are stimulated and explored.

The poetry assignment is completed after a week of learning about Coney Island poems/songs and the writing technique of “show-not-tell”. It will have been emphasized that poems and songs are often written about places that the writer feels a strong connection towards; therefore, the students will be writing about a place that they are drawn to. Combining the characteristics of the sensory exploration from the previous week with the poetry, the “show-not-tell” technique will be emphasized as well. Their use of this technique will be included in the assessment.

Freak shows and sideshows were a very popular part of Coney Island history. Although they attracted thousands of spectators, the motivation was purely entertainment. We will be showing the students that having quirky, unique talents and abilities can be celebrated and admired, not always ridiculed and made a spectacle. In our celebration of our collective uniqueness, we will be holding a classroom talent show where the students will have the opportunity to celebrate their individualities.

Nathan’s Hot Dogs are a premier novelty destination at Coney Island. When thinking about food consumption, we do not always know what products and ingredients are included in the food we eat. By allowing the students to research, mix, and create their own hot dogs, they will see and experience what it takes to make one of Coney Island’s most beloved treats.

Our final assessment will be a brochure that develops a persuasive stance on whether or not Coney Island should be preserved. Taking what they have learned about Coney Island, both the magnificence and controversy, the students’ brochures should strongly reflect their stance. This project will be graded as the summative assessment for this unit of study.