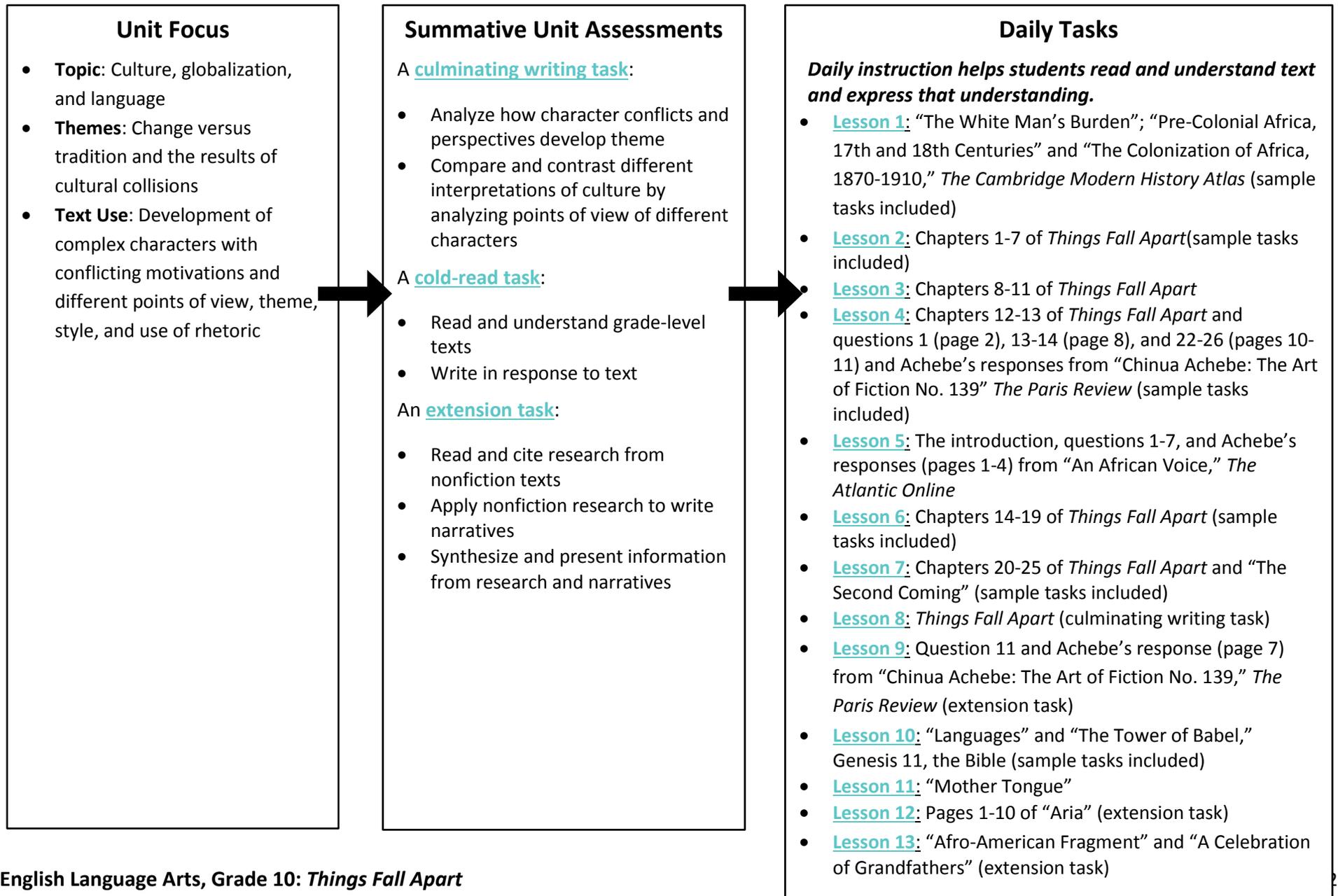


UNIT: THINGS FALL APART

<p>ANCHOR TEXT</p> <p><i>Things Fall Apart</i>, Chinua Achebe (Literary)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts</u></p> <ul style="list-style-type: none">• “The White Man’s Burden,” Rudyard Kipling (Poem)• “Languages,” Carl Sandburg (Poem)• “The Tower of Babel,” Genesis 11, the Bible• “The Second Coming,” William Butler Yeats (Poem)• “Afro-American Fragment,” Langston Hughes (Poem) <p><u>Informational Texts</u></p> <ul style="list-style-type: none">• Excerpts from “Chinua Achebe: The Art of Fiction No. 139,” Jerome Brooks, <i>The Paris Review</i>, Issue #133, Winter 1994 (Interview)• The introduction, questions 1-7, and Achebe’s responses (pages 1-4) from “An African Voice,” Katie Bacon, <i>The Atlantic Online</i>, August 2, 2000 (Interview)• “Mother Tongue,” Amy Tan• Sections 1 and 2 of “Aria,” Richard Rodriguez• “A Celebration of Grandfathers,” Rudolfo Anaya <p><u>Nonprint Texts (Fiction or Nonfiction)</u> (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none">• “Pre-Colonial Africa, 17th and 18th Centuries” and “The Colonization of Africa, 1870-1910,” Ward, Prothero, and Leathes, <i>The Cambridge Modern History Atlas</i>	<p>UNIT FOCUS</p> <p>Students learn what happens when cultures collide from the perspective of the “other.” They come to understand the effects of globalization, cultural diffusion, and the struggle between tradition and change. Students also learn to discuss the literary merits of various texts by talking about their form, theme, language, and style. This unit connects to geography themes, specifically culture and language.</p> <p>Text Use: Development of complex characters with conflicting motivations and different points of view, theme, style, and use of rhetoric</p> <p>Reading: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6, RL.9-10.9, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10</p> <p>Writing: W.9-10.1a-e, W.9-10.2a-f, W.9-10.3a-e, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9a-b, W.9-10.10</p> <p>Speaking and Listening: SL.9-10.1a-d, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.9-10.6</p> <p>Language: L.9-10.1a-b; L.9-10.2a-c; L.9-10.3a; L.9-10.4a, c-d; L.9-10.5a-b; L.9-10.6</p> <p>CONTENTS</p> <p>Page 211: Text Set and Unit Focus</p> <p>Page 212: <i>Things Fall Apart</i> Unit Overview</p> <p>Pages 213-217: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 218: Instructional Framework</p> <p>Pages 219-233: Text Sequence and Sample Whole-Class Tasks</p>
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Things Fall Apart Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

In a series of interviews with Jerome Brooks, Chinua Achebe says the following about *Things Fall Apart*: “[It]is a kind of fundamental story of my condition that demanded to be heard....I believe in the complexity of the human story and that there’s no way you can tell that story in one way and say, this is it. Always there will be someone who can tell it differently depending on where they are standing....This is the way I think the world’s stories should be told—from many different perspectives.”

How is the human story told from a different perspective in *Things Fall Apart*? Determine a theme of *Things Fall Apart* based on the complex characters and their different cultural experiences and perspectives. (RL.9-10.2, RL.9-10.3, RL.9-10.6) Write a multi-paragraph essay that identifies a theme and analyzes how that theme is shaped and refined over the course of the novel. (W.9-10.1a-e, W.9-10.4, W.9-10.5, W.9-10.10) Use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations with page numbers. (RL.9-10.1, W.9-10.9a, L.9-10.1a-b, L.9-10.2a-c, L.9-10.3a, L.9-10.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Culture, globalization, and language • Themes: Change versus tradition and the results of cultural collisions • Text Use: Development of complex characters with conflicting motivations and different points of view, theme, style, and use of rhetoric 	<p>What shows students have learned it?</p> <p>This task assesses:</p> <ul style="list-style-type: none"> • Analyzing how character conflicts and perspectives develop theme • Comparing and contrasting different interpretations of culture by analyzing points of view of different characters 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 3 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 8 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK²

Read “[Afro-American Fragment](#)” by Langston Hughes and “[A Celebration of Grandfathers](#)” by Rudolfo Anaya independently and then **answer** a combination of multiple-choice and constructed-response questions³ about the texts, using evidence for all answers. Sample questions:

1. Identify one tone of “Afro-American Fragment.” Explain the effect of the following phrases on the tone of the poem: “words sad-sung,” “vast mist of race,” “bitter yearnings,” “Africa’s/Dark face.” (RI.9-10.1, RL.9-10.4, L.9-10.5a-b)
2. *Atavistic* means “relating to or reverting to something ancient or ancestral.” How do the lines “I do not understand,/This song of atavistic land,/Of bitter yearnings lost/Without a place—” develop a theme of “Afro-American Fragment”? (RI.9-10.1, RL.9-10.2, RL.9-10.4, L.9-10.4a, L.9-10.6)
3. Consider the title “Afro-American Fragment.” How does the title connect to a theme of the poem? (RI.9-10.1, RL.9-10.2, RL.9-10.4, L.9-10.4a, L.9-10.5b, L.9-10.6)
4. How are the grandfather’s values shaped by the setting in “A Celebration of Grandfathers”? (RI.9-10.3, RI.9-10.5)
5. Compare Anaya’s grandfather when he was younger to his final days in “A Celebration of Grandfathers.” How does the explanation of Anaya’s grandfather’s changes connect to and develop a central idea of the text? (RI.9-10.2, RI.9-10.3, RI.9-10.5)
6. According to “A Celebration of Grandfathers,” what does Anaya value about his grandfather? How does what he chooses to emphasize in his descriptions (e.g., author’s language, tone, etc.) reveal and develop a point of view? (RI.9-10.1, RI.9-10.4, RI.9-10.6)
7. Compare the purpose in “Afro-American Fragment” with that of “A Celebration of Grandfathers.” What is the purpose of each text, and how is that purpose conveyed? According to both texts, how do people or ideas that came before (e.g., family, ancestors, language, personal history) affect a person’s identity? How do these texts support or refine themes explored in *Things Fall Apart*? (RI.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.6, W.9-10.9a-b, W.9-10.10)

² Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Culture, globalization, and language • Themes: Change versus tradition and the results of cultural collisions • Text Use: Development of complex characters with conflicting motivations and different points of view, theme, style, and use of rhetoric 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding grade-level texts • Writing in response to text 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 5 • Lesson 10 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 7 (sample tasks included) • Lesson 13 (use this task)

EXTENSION TASK⁴

In an interview with *The Atlantic Online*, Chinua Achebe says, “There may be cultures that may sadly have to go, because no one is rooting for them, but we should make the effort to prevent this. We have to hold this conversation, which is a conversation of stories, a conversation of languages, and see what happens.”

First, using the texts from this unit and additional information gathered from at least two credible sources through independent research, evaluate the role language plays in creating and preserving cultural identity. (RI.9-10.8, W.9-10.7, W.9-10.8, SL.9-10.2) Possible additional resources include the [Endangered Language Project](#) website or the Smithsonian Department of Anthropology project, [Recovering Voices: Documenting & Sustaining Endangered Languages & Knowledge](#).

Then, create a two-part report:

Part 1: Select a single word or phrase that is important to your personal history. Using Tan’s “Mother Tongue,” Rodriguez’s “Aria,” and/or Anaya’s “A Celebration of Grandfathers” as a model, write a narrative essay about the word or phrase. This should first include defining the different meanings of the word or phrase; identifying associations, other forms, and interpretations of the word based on your context; and explaining its history or etymology. Finally, describe in writing the impact the word or phrase has had on your life. When describing the impact, create a well-developed sequence of events, use effective narrative techniques and sensory language. (W.9-10.3a-e, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10, L.9-10.1a-b, L.9-10.2a-c, L.9-10.4a-d, L.9-10.5b, L.9-10.6)

Part 2: Work in a small group to create an informative multimedia product (e.g., website, video, blog, hyperlinked pamphlet, etc.) and presentation that synthesize and logically present the research findings and evaluations of each group member. (RI.9-10.2, W.9-10.2a-f, W.9-10.10, SL.9-10.1b, SL.9-10.4, SL.9-10.5, SL.9-10.6) Use a combination of images, graphics, and specific examples from the readings and research as support. (RI.9-10.1, W.9-10.6, W.9-10.9a-b) Use proper attribution to avoid plagiarism of all sources and follow MLA guidelines. (RI.9-10.1, RI.9-10.2, W.9-10.9a-b, L.9-10.3a) **Effectively deliver the presentation and be prepared to ask and answer questions about the content of the presentation.** (SL.9-10.1a, c-d; SL.9-10.4; SL.9-10.6)

NOTE to Teachers: This task is first introduced in Lesson 9 and continues through Lesson 12. There are additional activities in each lesson below that help students complete this task. They include:

- [Lesson 9](#): Extension task is introduced. Students write an initial reflection that they come back to as they read and discuss more content.
- [Lesson 10](#): Students read and comprehend two new texts and compare them to the anchor text. Students refine their initial extension task reflection.
- [Lesson 11](#): Students read and comprehend “Mother Tongue.” Students refine their extension task reflection.
- [Lesson 12](#): Students read and comprehend excerpts of “Aria.” Students refine their extension task reflection and complete all task sections.

⁴ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Culture, globalization, and language • Themes: Change versus tradition and the results of cultural collisions • Text Use: Development of complex characters with conflicting motivations and different points of view, theme, style, and use of rhetoric 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and citing research from nonfiction • Applying nonfiction research to writing narratives • Synthesizing and presenting information from research and narratives 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 6 (sample tasks included) • Lesson 10 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 9 (use this task) • Lesson 11 (use this task) • Lesson 12 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁵ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁶</p> <p>“The White Man’s Burden,” Rudyard Kipling</p> <p>“Pre-Colonial Africa, 17th and 18th Centuries” and “The Colonization of Africa, 1870-1910,” Ward, Prothero, and Leathes, <i>The Cambridge Modern History Atlas</i></p>	<p>TEXT DESCRIPTION: Rudyard Kipling is widely considered “Britain’s imperialist poet.” “The White Man’s Burden” encouraged President Roosevelt and the United States to fight for control of the Philippines in 1899. The poem contains a potentially offensive point of view if students do not understand the historical context of the poem. Provide students with the prefacing information on the History Matters⁷ site to support this. The maps provide a visual image of the changes in Africa due to European imperialism.</p> <p>TEXT FOCUS: “The White Man’s Burden” provides opportunities for analyzing a point of view reflected in a work from outside the United States. (RL.9-10.6) Students determine the meaning of words and phrases and analyze their impact on the meaning and the tone of the poem. (RL.9-10.4) The brief background information for each map provides historical context for the visuals, but should not be shared until after students have had a chance to explore the maps, make comparisons, and draw conclusions (including information gained from the poem) about the cause-and-effect relationships that resulted in the changes. (SL.9-10.2)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read background knowledge about imperialism and then work in pairs to read a poem and view maps that relate to the content of the poem. Then students participate in a discussion and write a response based on the question in the discussion.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • Read aloud the introduction to “The White Man’s Burden” as students follow along. Define the word <i>imperialism</i> as a class. Have students work in pairs to create a written summary of the context of the poem. (RI.9-10.2, W.9-10.10) Have each pair share their summary with the class. (SL.9-10.1a-b, SL.9-10.4) Clear up any misunderstandings or misconceptions prior to reading the poem. • Have students read “The White Man’s Burden” in pairs and circle words and phrases that reveal the speaker’s attitude or point of view. Reread the identified words and phrases to determine the tone of the poem. What point of view does this poem convey? (RL.9-10.4, RL.9-10.6, L.9-10.5a-b)

⁶ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁷ <http://historymatters.gmu.edu/d/5478/>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Have students work in pairs to view the maps using the Library of Congress Analysis Tool for Maps. This teacher’s guide⁸ provides analysis questions and the Primary Source Analysis Tool⁹ (PDF version¹⁰) provides space for students to record their analysis. Students should complete this analysis prepared to explain what specific changes in Africa happened prior to and after the colonization that occurred between 1870 and 1910. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Prompt students to reread “The White Man’s Burden” independently and determine how the point of view expressed in the poem corroborates the changes seen in the maps. (RL.9-10.6, RI.9-10.7) Conduct a discussion based on the following question: “What do these texts convey about the relationship between Europeans and Africans?” (SL.9-10.1a, c-d; SL.9-10.4; SL.9-10.6) Cite specific textual evidence from both sources and identify which details are emphasized in the different texts (poem and maps). (RL.9-10.1) Conclude the discussion by asking students to independently write a response in answer to the discussion question above. (RL.9-10.1, RL.9-10.6, RI.9-10.7, W.9-10.2a-b, W.9-10.9a-b, W.9-10.10) Note for Small-Group Writing: In all written responses, require students to use parallel structure, various types of phrases, and compound sentences joined by semicolons and conjunctive adverbs in order to strengthen the quality of their writing. Students began this work in grade 9, so additional support in doing this correctly can be based on individual student weaknesses as seen through their writing samples. Support students through mini-lessons using student writing samples, peer editing, and teacher-student conferences. (L.9-10.1a-b, L.9-10.2a)
<p>LESSON 2:</p> <p>Chapters 1-7 of <i>Things Fall Apart</i>, Chinua Achebe</p>	<p>TEXT DESCRIPTION: Chapters 1-7 of <i>Things Fall Apart</i> establish the major characters of the text and their motivations. They also introduce the Igbo culture and themes of the novel. The novel’s style is easy to read but will present challenges to students because of the cultural experiences Achebe presents. Students will need to discuss and explore the meaning conveyed by the information provided.</p> <p>TEXT FOCUS: Students read and discuss key ideas and details, including the development of Okonkwo’s character and internal conflicts and various themes. (RL.9-10.2, RL.9-10.3) Okonkwo’s character is illustrated through a narrator’s limited omniscient point of view.</p>

⁸ http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf

⁹ <http://www.loc.gov/teachers/primary-source-analysis-tool/>

¹⁰ http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Read the first chapter aloud and have the students read the rest independently. Students identify characters and their interactions. Students discuss and write about the main character’s developing point of view.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read the first chapter aloud with students as they follow along. Answer any questions or address confusion about the cultural differences presented in the text. • Have students read the remaining chapters in small groups. (RL.9-10.10) • Have students reread sections and, in journals or reading logs, summarize character interactions and the plot of the novel based on the following sections. Students should create a graphic organizer with three columns. The first should say “text section,” the second “key character interactions,” and the third “key events.” In each column, students should summarize key pieces of information for the chapters below and cite the associated text references. (RL.9-10.2, W.9-10.10) <ul style="list-style-type: none"> ○ Chapter 1: the characterization of Unoka, Okonkwo’s father ○ Chapter 2: the last part of the chapter, beginning with “Okonkwo ruled his house with a heavy hand” ○ Chapter 4: the first two paragraphs ○ Chapter 5: Okonkwo’s outburst with his gun ○ Chapter 7: Ikemefuna’s murder <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students swap their charts with a partner to provide feedback. Prompt students to make revisions to their summaries based on the peer feedback. (RL.9-10.2, W.9-10.5, W.9-10.10) • In pairs, have students determine a point of view that is representative of the Igbo culture and examine how Achebe establishes that point of view through his language, story elements (e.g., characters, conflicts, setting, plot details), selecting quotations from the text that support the identified point of view. (RL.9-10.3, RL.9-10.4) • Using accountable talk,¹¹ discuss as a class how the point of view they determined compares to points of view in Western cultures. (RL.9-10.6, SL.9-10.1a, SL.9-10.6) Conclude by creating a class list of the Igbo people’s values. Ask students to cite evidence to support their interpretations. (RL.9-10.1, RL.9-10.4, RL.9-10.6)

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Have students create a graphic organizer with three columns that (1) identify and describe the major characters of the novel, including labeling them as either a protagonist or antagonist, (2) determine each character’s motivations as revealed through their interactions with each other and their environment, and (3) use words, phrases, and quotations from the text as support. (RL.9-10.1, RL.9-10.3, RL.9-10.4) Students will come back to this graphic organizer throughout the reading of the novel. Be sure they create it in journals that are easily accessible for the remainder of the unit. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Have students work in pairs to write a response to the following questions: How do Okonkwo’s thoughts and actions convey his motivations? How do Okonkwo’s motivations establish a theme of the novel? (RL.9-10.1, RL.9-10.2, RL.9-10.3, W.9-10.1a-c, W.9-10.9a, W.9-10.10)
<p>LESSON 3:</p> <p>Chapters 8-11 of <i>Things Fall Apart</i>, Chinua Achebe</p>	<p>TEXT DESCRIPTION: Chapters 8-11 of <i>Things Fall Apart</i> continue to develop Okonkwo’s character and his conflicting motivations. As his character develops, students begin to understand how the Igbo culture causes some of his internal conflict and how individuals are shaped by the culture in which they live. Okonkwo’s relationship with Ezinma, his favorite daughter, emerges and shapes some of the themes of the novel while Nwoye, his son, develops into a more complex, conflicted character.</p> <p>TEXT FOCUS: The first two pages of Chapter 8 (Okonkwo’s reaction to Ikemefuna’s death) and the first paragraph of Chapter 9 are suitable for students to summarize and to continue completing the graphic organizer begun in Lesson 2. Encourage students to consider why Achebe might include the events of these chapters. Focus students on discussing and analyzing in writing how Okonkwo’s complex reactions to Ikemefuna’s death enhance their understanding of his character: How does Okonkwo’s reaction reveal his internal conflicts and develop a theme established in Chapters 1-7? (RL.9-10.2, RL.9-10.3) Students might be confused by the events surrounding Ezinma’s illness. Support their understanding by asking them to consider what Okonkwo’s relationship with Ezinma reveals about Okonkwo’s character and the Igbo culture. In addition, ask them to explain how Okonkwo’s reaction to Ekwefi’s concern develops a theme established in Chapters 1-7. Use this information to add to the class list begun in Lesson 2.</p>
<p>LESSON 4:</p> <p>Chapters 12-13 of <i>Things Fall Apart</i>, Chinua Achebe</p> <p>Questions 1 (page 2), 13-14 (page 8), and 22-26 (pages 10-11) and Achebe’s responses from “Chinua”</p>	<p>TEXT DESCRIPTION: Chapters 12 and 13 of <i>Things Fall Apart</i> build to a climactic event in which Okonkwo’s usually impotent gun discharges and kills a tribe member. The symbolic nature of this event and the resulting exile are powerful methods for helping students understand the complexity of the Igbo culture. The excerpt from <i>The Paris Review</i> illustrates Achebe’s views on the interactions between character, plot, and theme.</p> <p>TEXT FOCUS: Students may impose Western ideology onto the Igbo people, which can result in confusion about Okonkwo’s accident and resulting banishment. The interview serves as a way to better understand the Igbo people so students can make meaning of the events in these chapters.</p>

TEXT SEQUENCE	TEXT USE
<p>Achebe: The Art of Fiction No. 139,” Jerome Brooks, <i>The Paris Review</i>, Issue #133, Winter 1994 (Interview)</p>	<p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read Chapters 12-13 of <i>Things Fall Apart</i> independently. Read the interview sections as a class. Discuss key connections and have students complete the lesson with a brief timed written response.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students read the chapters independently during or outside of class. • As a class, evaluate Achebe’s intentions, using the class list begun in Lesson 2 and Achebe’s responses in the interview. Focus students on summarizing Achebe’s responses to question 13, “Can you say something about the germination of a work...” and question 14, “What is the place of plot...” These sections prompt students to consider how the character and plot in <i>Things Fall Apart</i> interact to convey a theme or central idea. Additionally, the short dialogue (questions 22-26 and Achebe’s responses) illustrates the effect of Okonkwo’s character on readers. • A rich examination of global themes in literature arises from the second excerpt. Help students make connections to other works they have studied or read independently. (RI.9-10.10) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct a discussion in which students use accountable talk¹² and discuss how Okonkwo’s motivations and actions develop the plot and themes of the novel. (RL.9-10.2, RL.9-10.3, SL.9-10.1a, SL.9-10.6) Ensure students cite specific textual evidence from the novel and the interview to support their responses. (RL.9-10.1) • Following the fishbowl discussions, have students write a brief timed analysis of the question above. (RL.9-10.1, RL.9-10.2, W.9-10.1a-e, W.9-10.9a-b, W.9-10.10)
<p>LESSON 5:</p> <p>The introduction, questions 1-7, and Achebe’s responses (pages 1-4) from “An African Voice,” Katie Bacon, <i>The Atlantic Online</i>, August 2, 2000 (Interview)</p>	<p>TEXT DESCRIPTION: The excerpts from “An African Voice” provide students with Achebe’s point of view about “the process of ‘re-storying’ peoples who had been knocked silent by all kinds of dispossession.”</p> <p>TEXT FOCUS: Students are better equipped to read and analyze Chapters 14-19 of <i>Things Fall Apart</i> if they develop an understanding of Achebe’s point of view and purpose for writing the novel. Students read and summarize the interview and determine a central idea. (RI.9-10.2) Students examine through writing the connections between the various questions and Achebe’s language in response, and how the questions and responses build and develop a central idea. (RI.9-10.3, RI.9-10.4, RI.9-10.5)</p>

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 6:</p> <p>Chapters 14-19 of <i>Things Fall Apart</i>, Chinua Achebe</p>	<p><u>TEXT DESCRIPTION:</u> These chapters comprise Part 2 of <i>Things Fall Apart</i>, in which Okonkwo, his family, and his people begin to interact with European missionaries and colonizers. This section of the novel introduces the concepts of cultural interaction and collision.</p> <p><u>TEXT FOCUS:</u> Students examine the interactions between the Igbo people and the Europeans. Specifically, they consider both perspectives in order to explain the themes that Achebe establishes and develops in this section of the novel. (RL.9-10.2, RL.9-10.6) Students use their understanding of the Igbo culture to analyze the cultural collisions from an objective point of view as they select the most critical scenes for analysis.</p> <p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: After independently reading the text, students examine interactions between the Igbo people and Europeans to determine how they relate and create an annotated timeline. They then write a timed essay about how the interactions develop a theme.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read Chapters 14-19 of <i>Things Fall Apart</i> independently and summarize the plot and character interactions in their journals. (RL.9-10.2, RL.9-10.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Ask students to review to the class list and graphic organizer begun in Lesson 2. • Have them independently determine a point of view of the Igbo culture. • Have students identify important interactions between the Igbo people and Europeans from Chapters 14-19. They should summarize each interaction by explaining what happened and detail the European and Igbo experience during the interaction. Have students note the associated pages as a citation. (RL.9-10.6) • Conduct a class discussion for students to share the point of view they identified and the various interactions they noted in these chapters. Add a column to the class list (or use a different colored marker) and add details from these chapters to the class list. Focus on how the values of the Igbo culture contrast with the European culture. (RL.9-10.1) • Have students work in pairs to create an annotated timeline of the most critical interactions between the Igbo people and the Europeans in Part 2. For each identified interaction, students should (1) write a narrative summary of each event, (2) evaluate its significance to the plot of the novel, and (3) explain how the event contributes to the development of Okonkwo’s character. (RL.9-10.1, RL.9-10.2, RL.9-10.3, W.9-10.9a, W.9-10.10) Require students to maintain an objective point of view (not favoring the Igbo or the Europeans).

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Have students swap timelines with another pair to provide feedback on the writing, focusing on ensuring that the summaries remain objective. (W.9-10.5) • Have the groups of four determine how the interactions between the Igbo and the Europeans reveal and develop a theme of <i>Things Fall Apart</i>. (RL.9-10.2, RL.9-10.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students independently write a brief timed analysis¹³ based on the following: Examine how the cultural collisions in Chapters 14-19 develop a theme of <i>Things Fall Apart</i>. (RL.9-10.1, RL.9-10.2, W.9-10.1a-e, W.9-10.9a, W.9-10.10)
<p>LESSON 7:</p> <p>Chapters 20-25 of <i>Things Fall Apart</i>, Chinua Achebe</p> <p>“The Second Coming,” William Butler Yeats</p>	<p>TEXT DESCRIPTION: In Part 3 of <i>Things Fall Apart</i>, Okonkwo returns from exile and experiences European domination firsthand, which results in his suicide in the final chapter. This section of the novel alternates between the Igbo and the European point of view, which students should be attentive to as they read. The poem “The Second Coming” is the source of the title of <i>Things Fall Apart</i>; Achebe uses the opening four lines of the poem as the epigraph of the novel and has discussed in interviews the texts’ relationship.</p> <p>TEXT FOCUS: While the novel predominantly presents the Igbo point of view, Part 3 presents the European point of view in several places, which should be studied in conjunction with “The Second Coming.” The poem captures the domination of European culture and the resulting dissolution of the Igbo culture illustrated in Part 3 of the novel.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students independently read the last chapters of <i>Things Fall Apart</i> and examine how point of view affects the development of theme. Then they analyze “The Second Coming” to determine its theme. Lastly, students participate in a Socratic seminar to examine the connection between the poem and the novel and discuss the importance of telling stories from different perspectives.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • Students read Chapters 20-25 of <i>Things Fall Apart</i> independently and summarize the characters’ interaction and plot of the novel. (RL.9-10.2, RL.9-10.10) • Conduct a class discussion to continue examining how Achebe establishes a point of view of the Igbo culture and contrasts it with European culture. Continue adding evidence to the class list (Lesson 6). (RL.9-10.6)

¹³ <https://www.tcc.fl.edu/Current/Academics/LearningCommons/Second%20Floor%20Documents/TOP%20TEN%20TIPS%20FOR%20TIMED%20WRITINGS.pdf>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Have students locate and mark the places in Part 3 where the European point of view is revealed. Then, review the class list from Lesson 2 as a class. Divide students into pairs and have them create a draft of a written response in which they identify the contrasting points of view of the Igbo and European cultures and then explain how the alternating points of view in the novel affect the development of the themes of the novel. (RL.9-10.1, RL.9-10.2, RL.9-10.6, W.9-10.9a, W.9-10.10) • Have students read “The Second Coming” in pairs and analyze “The Second Coming” using TP-CASTT¹⁴ to determine the meaning of key words and phrases, repeated allusions to Revelations, and how the language of the poem reveals a theme. (RL.9-10.1; RL.9-10.2; RL.9-10.4; RL.9-10.9; L.9-10.4a, c, d; L.9-10.5b; L.9-10.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct a Socratic seminar¹⁵ based on one or more of the following questions: <ul style="list-style-type: none"> ○ How successful is Achebe in illustrating through Part 1 of <i>Things Fall Apart</i> “a balance of stories where every people will be able to contribute to a definition of themselves”? (RL.9-10.2, RL.9-10.6) ○ Achebe said, “It was only later I discovered [Yeats’s] theory of circles or cycles of civilization. I wasn’t thinking of that at all when it came time to find a title. That phrase ‘things fall apart’ seemed to me just right and appropriate.” How appropriate is the novel’s title given the central idea of the titular poem? (RL.9-10.2) ○ Achebe has also said, “I believe in the complexity of the human story and that there’s no way you can tell that story in one way and say, this is it. Always there will be someone who can tell it differently depending on where they are standing....This is the way I think the world’s stories should be told—from many different perspectives.” Based on the various texts read in this unit, do you agree or disagree with Achebe’s interpretation? (RL.9-10.6) ○ How does literature engage readers in developing an understanding of the human condition? (RL.9-10.2) <p>Form two circles. Provide time for students to work independently or in pairs to devise answers to the questions and locate specific evidence, using the graphic organizer, class list, and the annotated texts from the unit. (RL.9-10.1) Have the students form two circles, one partner from each pair on the inner circle and the other partner from each pair on the outer circle. Then have the inner circle discuss their answers to the questions for eight minutes, using accountable talk¹⁶ and providing evidence for their ideas. (SL.9-10.1a-b, SL.9-10.4) While the inner circle discusses, students in the outer circle evaluate the point of view, reasoning,</p>

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>and use of evidence of a student in the inner circle. (SL.9-10.3) Have students in the outer circle record their thoughts using a platform like Today's Meet.¹⁷ (W.9-10.6) After the eight-minute discussion, swap the inner and outer circles and repeat the process.</p> <ul style="list-style-type: none"> Following the discussion, have the class review the recorded thoughts and indicate how their thoughts were justified or qualified based on the reasoning or evidence of others in the discussion. Have students explain how they could improve future discussions (e.g., incorporating others into the discussion, asking more questions, making more connections between ideas). (SL.9-10.1c-d, SL.9-10.6)
<p>LESSON 8:</p> <p><i>Things Fall Apart</i>, Chinua Achebe</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 9:</p> <p>Question 11 and Achebe's response (page 7) from "Chinua Achebe: The Art of Fiction No. 139," Jerome Brooks, <i>The Paris Review</i>, Issue #133, Winter 1994 (Interview)</p>	<p>TEXT DESCRIPTION: This excerpt from the interview is the question, "Has your work been translated into Igbo? Is it important for it to be translated into Igbo?" and Achebe's response. The connection between culture and language is established in the context of the novel study. This prepares students for the Extension Task.</p> <p>TEXT FOCUS: Introduce the Extension Task and have students work in groups to read the interview excerpt and complete the Extension Task. Students need to understand the difference between dialects and language so that they can understand the cultural impact of Dennis's translation and invention of a dialect. Engage students in writing a brief personal reflection in response to the following question: What is the relationship between language and culture?</p> <p>SAMPLE SUMMATIVE TASK: Begin Extension Task. See Teacher Note in the Extension Task to see how the task builds through the following lessons.</p>
<p>LESSON 10:</p> <p>"Languages," Carl Sandburg</p> <p>"The Tower of Babel," Genesis 11, the Bible</p>	<p>TEXT DESCRIPTION: "Languages" offers an interpretation of the changing quality of language. The excerpt from Genesis reveals an explanation of the origin of languages. As language is generally unifying, in this excerpt the introduction of new languages causes cultural fragmentation.</p> <p>TEXT FOCUS: "Languages" is thematically related to the anchor text, as evidenced by the cultural changes the Igbo experience in <i>Things Fall Apart</i>. "The Tower of Babel" is also connected to the anchor text as languages scatter people, and the Igbo culture becomes fragmented with the introduction of the European language and culture. Reading these texts supports students in completing the Extension Task, as they ensure students understand the connection between language and culture from Achebe's point of view prior to engaging them in research for the Extension Task.</p>

¹⁷ <https://todaysmeet.com/>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students analyze “Languages” and “The Tower of Babel” for similar themes and then compare those themes to themes of <i>Things Fall Apart</i>. The lesson concludes with students writing a reflection about how the poems further their understanding of the unit focus topics in preparation for the Extension Task.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • Read aloud “Languages” once as students follow along. • Have students reread “Languages” independently and then paraphrase the poem, line by line. Then have students analyze “Languages” using TP-CASTT¹⁸ to determine how Sandburg uses words and phrases to develop meaning and convey a theme. (RL.9-10.1, RL.9-10.2, RL.9-10.4, L.9-10.5a-b, L.9-10.6) • When finished, have students complete a two-column graphic organizer as a class. Column 1 should ask “What does the poet compare languages to?” and column 2 should ask “What is the purpose or significance of the comparison?” • Engage the entire class in a discussion using their notes. The following questions can be used: <ul style="list-style-type: none"> ○ Why choose a river? What is the significance of that comparison and imagery? ○ How do the comparisons contribute to an understanding of the central idea? ○ Why do languages evolve? • After the discussion, have students return to their graphic organizer to update it with new information and citations given the discussion. • Have students read “The Tower of Babel” independently and summarize the text. As students need support summarizing the text, have them consider the following questions: According to “The Tower of Babel,” why was a single language problematic? Why do languages evolve? • Have students work in pairs to evaluate both texts based on the following questions: “What ideas about language are implied through each text?”¹⁹ and “How are these ideas developed through the words and phrases in the text?” (RL.9-10.1, RL.9-10.2, RL.9-10.4)

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁹ Possible ideas for “Language”: We cannot control language or stop it from evolving; as language crosses nations, it evolves and may lose its original form. Possible ideas for “The Tower of Babel”: Language both unites and divides and is uncontrollable by humans; forced language changes fracture a culture.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Then have each pair identify the central ideas of each text and explain in writing how the ideas of each text are related, citing textual evidence to support their response. (W.9-10.9a, W.9-10.10) • Conduct a class discussion in which pairs share their responses and provide feedback to other students. • Then read the following quote from the Extension Task: “There may be cultures that may sadly have to go, because no one is rooting for them, but we should make the effort to prevent this. We have to hold this conversation, which is a conversation of stories, a conversation of languages, and see what happens” (Achebe). Have students discuss what ideas about language are implied through the quote. (SL.9-10.1a, c-d) • Have students work with their partner to revise their written response and conclude by explaining how the two texts (“Languages” and “The Tower of Babel”) relate to Achebe’s point of view regarding languages as expressed in the quote and shape and refine a theme of <i>Things Fall Apart</i>. (RL.9-10.2, RL.9.10.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students continue their written personal reflection about language and culture from the previous lesson where they began the Extension Task. Have students consider: How do these two texts and your discussion further your understanding of the Extension Task? What questions do you have about the connections between language and culture? How can you use research to find answers to your questions? (W.9-10.10)
<p>LESSON 11:</p> <p>“Mother Tongue,” Amy Tan</p>	<p><u>TEXT DESCRIPTION:</u> Amy Tan’s “Mother Tongue” is a personal reflection on the relationship between language and family connection. In the essay, Tan relates how her mother’s use of English affects her own use of English and their relationship. In this essay, language is unifying for her because it helps her to “[make] sense of the world”; however, she ponders language’s effects on the choices and lifestyles of others.</p> <p><u>TEXT FOCUS:</u> Students work to understand “Mother Tongue” and locate evidence from the texts in the unit, personal experiences, and additional library or Internet research to support their completion of the Extension Task.</p> <p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students listen to the story read aloud prior to reading it independently and then work in pairs to summarize the essay. Students determine the claims of the essay and how Tan’s language reveals her purpose. The lesson concludes with students writing a timed essay about how Tan develops a central idea.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Although students should be able to read Tan’s essay independently, read it aloud at least twice as students follow along. This allows students to “hear” the different voices Tan captures. After these readings, have students read the essay independently. (RI.9-10.10)

TEXT SEQUENCE	TEXT USE
	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Divide the class into pairs and have each pair make a list of Tan’s claims in the essay. Prompt students to use horizontal lines to divide the essay into different sections based on Tan’s claims. Then, have students work in pairs to review and agree upon the sections they identified and write an objective summary of each section. (RI.9-10.1, RI.9-10.2, RI.9-10.5, RI.9-10.6) • Have students independently identify places in the essay where Tan uses dialogue or quotations to capture her mother’s use of language in contrast to her own. Focus on how Tan describes language (e.g., “Englishes,” “broken,” “limited,” “imperfect”) and the changes in meanings of these words across the sections. Prompt students to reread the identified scenes and then discuss with their partner how the scenes they identified help Tan achieve the purpose of her essay. (RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students write a brief timed explanation in response to the following: What claims does Tan make about language and how does she refine those claims throughout the essay? (RI.9-10.2) Identify each claim, the order each point is made, and the connections drawn between each section of the essay. (RI.9-10.3, RI.9-10.5) Cite evidence, including direct quotations, where appropriate. (RI.9-10.1, W.9-10.2a-f, W.9-10.4, W.9-10.9b, W.9-10.10, L.9-10.1a-b, L.9-10.2a, L.9-10.6) • Then ask students to continue their written personal reflection about language and culture from Lesson 9 where they began the Extension Task. Have students consider: How do this text and your discussion further your understanding of the Extension Task? What questions do you have about the connections between language and culture? How can you use research to find answers to your questions? (W.9-10.10) <p>SAMPLE SUMMATIVE TASK: Extension Task</p>
<p>LESSON 12: Sections 1 and 2 of “Aria,” Richard Rodriguez</p>	<p>TEXT DESCRIPTION: “Aria” presents a slightly less optimistic view of language barriers than does Tan’s essay. Rodriguez chronicles the development of his bilingualism and its effects on his relationships with his family and the world. Students will only read an excerpt of the essay, beginning on page 1 (labeled page 326) until the break on page 14 (labeled page 339).</p> <p>TEXT FOCUS: Students should attend to Rodriguez’s shifts in tone as they often signal shifts in his point of view of bilingualism and the effects of it on an individual, a family, and a culture. (RI.9-10.4, RI.9-10.6) Rodriguez’s language is lyrical, and his syntax is more complex than others in the unit, so support students in exploring his language. Students work to understand “Aria” and locate evidence from the texts in the unit, personal experiences, and additional library or Internet research to support their completion of the Extension Task.</p>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students analyze the vocabulary and language of the essay to determine how the author develops his claims. Students work independently to determine the author’s claims, locate evidence, and explain how the claims are connected.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read the text aloud as students follow along. • After reading, have students select three or four words and define them in context (e.g., <i>syntax, inconsequential, linguistic, feigned, diffident (confident), intrinsically, incongruity, tact, trivial/trivialize, eccentrically, cloistered, consoling, teeming, intimacy/intimate, conventional, unsentimental, profound, accentuated, inevitable, obliged, assurance, bemused, garbled, menial, effusive</i>). (L.9-10.4a) Have them explain the meaning of the word and how the word is being used in the sentence (i.e., determine the part of speech based on its affix or placement in the sentence). (L.9-10.4a, b, d; L.9-10.6) Lastly, prompt students to verify the meaning and part of speech of the words using a dictionary and record the connections (including similar affixes or synonyms and antonyms), part of speech, and various forms and associations of the word on a semantic map.²⁰ (L.9-10.4c) • Have students work in pairs to reread the essay to determine the various sections of the essay based on the claims that Rodriguez makes. Prompt students to draw a horizontal line between each section of the essay (each section contains a different claim). Have each pair join with another pair to compare the different sections. Ask each group to share the sections they agreed on. • Assign each group a different section and have them write an objective summary. (RI.9-10.2) Have each group share their summary with the class and develop a class summary of the entire excerpt. (SL.9-10.1a-d) • Project paragraph 9 and read it aloud. Ask students to reread, interpret, and paraphrase the phrases and sentences in the paragraph with figurative or connotative meanings (e.g., “Conveyed through those sounds was the pleasing, soothing, consoling reminder that one was at home.”) Discuss with students the rhetorical effect of the author’s word choice. Sample prompting questions: <ul style="list-style-type: none"> ○ What <i>dichotomy</i> does Rodriguez establish in his experiences with language as a child? ○ What is Rodriguez’s claim in this paragraph? How does he establish and support that claim? (RI.9-10.1,

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>RI.9-10.8)</p> <ul style="list-style-type: none"> ○ How do the claim and structure of this paragraph build or refine a central idea of the entire text? (RI.9-10.5) ○ How does this paragraph add to the overall effect of the essay? (RI.9-10.6) <ul style="list-style-type: none"> • Have students work with their partner to analyze the structure of another paragraph in the text (assign different paragraphs to different pairs). Prompt each pair to identify instances in which Rodriguez describes his experiences with language as a child, and paraphrase and interpret phrases and sentences in the paragraph with figurative or connotative meanings.²¹ Have each pair consider the effect of those sentences and how they are used to develop the claim and express a purpose. (RI.9-10.2, RI.9-10.6, L.9-10.5a-b, L.9-10.6) • Have each pair present the instances they identified to the class. Create a class T-chart labeled “Public” and “Private,” and sort the references the pairs identified. Conduct a brief discussion based on questions similar to those above. (RI.9-10.1, RI.9-10.2) • Select two or three sentences from the text that contain an em dash (—) or parenthetical asides. Have students analyze the relationship between the phrases between or before and after em dashes, or how the content in the asides relates to the sentence, discussing the stylistic effect of Rodriguez’s use of the dash or asides. Lastly, have students write their own sentence <u>imitating a sentence</u>²² from “Aria” and use their own sentence in the writing for the Extension Task. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students work independently and use a three-column chart to (1) identify the main claim or point made in each section, (2) identify specific phrases, sentences, or paragraphs that develop and refine the claim of each section, and (3) identify the connections made between the claims of each section. (RI.9-10.1, RI.9-10.3, RI.9-10.5) For each section, students should also be prepared to point out any places where claims are not supported or are supported with irrelevant evidence. (RI.9-10.8)

²¹ Examples: “Our house stood apart—gaudy yellow in a row of white bungalows” (paragraph 7); “exotic polysyllabic sounds would bloom in the midst of their sentences” and “I’d move away from them all—all the chirping chatter above me” (paragraph 10); “I’d grow nervous, and my clutching trust in their protection and power would be weakened” (paragraph 12); “There were many times like the night at a brightly lit gasoline station (a blaring white memory) when I stood uneasily...,” “At one point his words slid together to form one long word—sounds as confused as the threads of blue and green oil in the puddle next to my shoes,” and “The very first chance that I got, I evaded his grasp and ran on ahead into the dark, skipping with feigned boyish exuberance” (paragraph 13); “I lived in a magical world, surrounded by sounds both pleasing and fearful” (paragraph 15); “Tongues lingered around the edges of words, especially fat vowels” and “Voices singing and sighing, rising and straining, then surging, teeming with pleasure which burst syllables into fragments of laughter” (paragraph 18)

²² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Have students share their chart details and determine a central idea for the excerpt as a class. (RI.9-10.2) • Finally, ask students to finish their written personal reflection about language and culture from Lesson 9 where they began the Extension Task. Have students consider: How do this text and your discussion further your understanding of the Extension Task? What questions do you have about the connections between language and culture? How can you use research to find answers to your questions? (W.9-10.10) <p>SAMPLE SUMMATIVE TASK: Extension Task</p>
<p>LESSON 13:</p> <p>“Afro-American Fragment,” Langston Hughes</p> <p>“A Celebration of Grandfathers,” Rudolfo Anaya</p>	<p><u>TEXT DESCRIPTION:</u> These texts are appropriately complex for grade 10. (RL.9-10.10, RI.9-10.10)</p> <p><u>TEXT FOCUS:</u> The content of the texts and the ideas presented relate to the themes and concepts addressed in the unit.</p> <p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>