

Guidance for Learning at Home

How to Provide Feedback

- Feedback might be provided in two possible ways:
 - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using [Teacher Talk Moves](#) and guiding questions to help students refine answers.
 - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or [organizational frames](#).
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

About this Unit

By the end of this unit, your student will have read *Things Fall Apart* by Chinua Achebe and a series of related literary and informational texts to explore the question: What is the danger of a single story? Your student will express understanding through an essay that analyzes how the differing perspectives of various characters in *Things Fall Apart* reveal themes about humanity.

Text Access

In order to complete this unit at home, your student will need access to the following texts:

- Texts schools need to provide:
 - *Things Fall Apart*, by Chinua Achebe
 - *Things Fall Apart* ELA Guidebook Unit Reader

Possible Supports

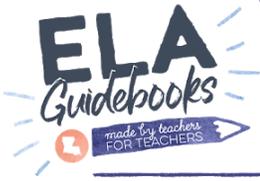
Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. See the support suggestions in the feedback guidance for each week.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
 - perspective, perceive
 - male, masculine, masculinity
 - female, feminine, effeminate

- bias, biased
- culture, cultural, cultured
- *Things Fall Apart* is set in pre-colonial West Africa. The pronunciation of character’s names and places will most likely be unfamiliar to your student. Consider creating an audio file in which you read the words below aloud. Also, provide the following pronunciation guide for your student:
 - Okonkwo: oh-kohn-kwoh
 - Umuofia: oo-moh-fee-ah
 - Mbaino: mbay-noh
 - Unoka: oo-noh-kah
 - Okoye: oh-koh-yeh
 - Igbo: ee-boh
 - Ogbuefi Ezeugo: oh-bweh-fee eh-zeh-oo-goh
 - Ogbuefi Udo: oh-bweh-fee oo-doh
 - Nwoye: woh-yeh
 - Ikemefuna: ee-keh-meh-foo-nah
 - Agbala: ah-bah-lah
 - Ifejioku: ee-feh-jee-oh-koo
 - Nwakibie: wah-kee-bee-eh
 - Ogbuefi Idigo: oh-bweh-fee ee-dee-goh
 - Obiako: oh-bee-ah-koh
 - Akukalia: ah-koo-kah-lee-ah
 - Igwelo: ee-gweh-loh
 - Ojiugo: oh-jee-oo-goh
 - Ezeani: ee-zee-ah-nee
 - Obodoani: oh-boh-doh-ah-nee
 - Nwayieke: wah-ee-eh-keh
 - Nnadi: nah-dee
 - Ekwefi: eh-kweh-fee
 - Ezinma: eh-zeen-mah
 - Ezigbo: eh-zee-boh
 - Obiageli: oh-bee-ah-geh-lee
 - Nkechi: nkeh-chee
 - Obierika: oh-bee-eh-ree-kah
 - Chielo: chee-eh-loh
 - Okafo: oh-kah-foh
 - Ikezue: ee-keh-zoo-eh
 - Ofoedu: oh-fweh-doo
 - Ogbuefi Ndulue: oh-bweh-fee ndoo-loo
 - Ozoemena: oh-zo-eh-meh-nah
 - Nne: n-neh
 - Onwumbiko: oh-wuhm-bee-koh
 - Okagbue Uyanwa: oh-kah-bweh oo-yahn-wah



- Mgbafo: mbah-foh
- Uzowulu: oo-zoh-woo-loo
- Umuofia: oo-moh-fee-ah
- Umueru: oo-mweh-roo
- Odukwe: oh-doo-kweh
- Nwayieke: wah-yee-eh-keh
- Okeke: oh-keh-keh
- Umuike: oo-moo-ee-keh
- Nwankwo: wahn-kwoh
- Mgbogo: mboh-goh
- Ezelagbo: eh-zeh-lah-boh
- Ogbuefi Ezenwa: oh-bweh-fee eh-zehn-wah

Support for Reading

A downloadable audio recording of *Things Fall Apart* maybe available at:

https://www.amazon.com/Things-Fall-Apart-African-Trilogy-ebook/dp/B004478AS4/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist¹ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list² to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions³ to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories⁴ and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should

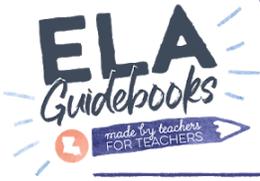
- consider using tools such as [transitions, grades 9-12](#), [evidence sentence starters, grades 7-12](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with your student's teacher for additional guidance.

¹ <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

² <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

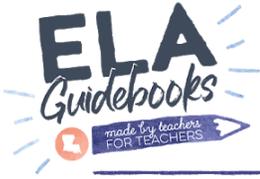
³ <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

⁴ <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>



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- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.



Week 1

Support for Meaning

Your student might need extra support with understanding the concept of a “single story.” To support your student in understanding this idea, a video can be found here:

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story.

Support for Background Knowledge

Your student might need extra support with understanding the setting of *Things Fall Apart*. To support your students in understanding the geography of Africa, provide access to the following map:

<https://upload.wikimedia.org/wikipedia/commons/e/e7/African-civilizations-map-pre-colonial.svg>.

Your student should locate the Igbo lands on the map. This is the setting of *Things Fall Apart*.

Further support for background knowledge about West Africa can be found by viewing the following video:

<http://www.viewpure.com/b9LkpJdII9A?start=0&end=0>.

Support for Structure

Your student may need extra support understanding the structure of *Things Fall Apart*. Provide your student with the following information about “episodic narratives.”

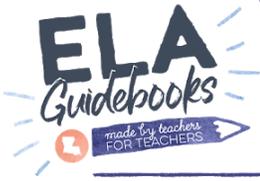
An “episodic narrative” is a story that is told through a series of episodes rather than chronologically with events unfolding in a clear time sequence.

In an “episodic narrative,” each episode may focus on a different set of characters, but all characters exist in the same time and place. The episodes may jump forward or backward in time without filling in the gaps of time with information. For example, the first episode may focus on an event that happens on a single day and the next episode might focus on a related event a year in the future. Most episodes have a clear beginning and end.

Part one and part two of *Things Fall Apart* are structured in episodes. As you read, focus on the knowledge you are gaining about the setting and the characters from the chapters rather than trying to understand a chronological story with a sequence of events (first, next, then, etc.).

Support for Language

Consider creating an audio or video file in which you read aloud the first paragraph in chapter one that includes italicized Igbo words. This paragraph begins: “As he broke the kola, Unoka prayed to their ancestors for life and health...” and ends with “one saw that there was sorrow and grief there” (Achebe 6). Model using the glossary at the back of the text to locate the italicized words. Direct your student to access the glossary to define the italicized words in the paragraph as they read.



Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading chapters 1 - 3 of *Things Fall Apart*, direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review chapter 1 - 2 and mark the words in the text. Additionally, consider providing students with a familiar synonym or student-friendly definition of each word.

- harmattan
- improvident
- impending
- revered
- ill-fated
- discerned
- suppressed
- imperious
- emissary
- interim
- perpetual
- capricious
- malevolent
- resented
- incipient
- compound
- prosperously

Lesson Look-Fors:

- Can students understand background information about pre-colonial West Africa?
- Can students compare various texts to explain the meaning of the phrase “the danger of a single story”?
- Can students gather information about setting and characters in a text?
- Can students contrast two characters in a text?

Week 2

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading chapter three of *Things Fall Apart*, direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review chapter three and mark the words in the text. Additionally, consider providing students with a familiar synonym or student-friendly definition of each word.

- reluctant
- abomination
- afflicted
- contemptible
- meagre
- consolation

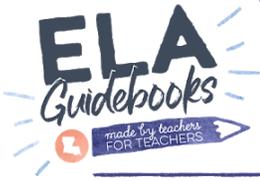
Support for Meaning

Your student may need support completing the character understanding tool in lesson two. Consider providing one or two of the following quotations for your student to use as evidence on the chart.

- “Age was respected among his people, but achievement was revered” (Achebe 8).
- “And so when Okonkwo of Umuofia arrived at Mbaino as the proud and imperious emissary of war, he was treated with great honor and respect, and two days later he returned home with a lad of fifteen and a young virgin” (Achebe 12).
- “Even as a little boy he [Okonkwo] had resented his father's failure and weakness, and even now he still remembered how he suffered when a playmate had told him that his father was agbala” (Achebe 13).
- “Perhaps down in his heart Okonkwo was not a cruel man. But his whole life was dominated by fear, the fear of failure and of weakness. It was deeper and more intimate than the fear of evil and capricious gods and of magic, the fear of the forest, and of the forces of nature, malevolent, red in tooth and claw. Okonkwo's fear was greater than these. It was not external but lay deep within himself. It was the fear of himself, lest he should be found to resemble his father” (Achebe 13).
- “And so Okonkwo was ruled by one passion—to hate everything that his father Unoka had loved. One of those things was gentleness and another was idleness” (Achebe 13).
- “And indeed he was possessed by the fear of his father's contemptible life and shameful death” (Achebe 18).
- “His father, Unoka, who was then an ailing man, had said to him during that terrible harvest month: ‘Do not despair. I know you will not despair. You have a manly and a proud heart. A proud heart can survive a general failure because such a failure does not prick its pride. It is more difficult and more bitter when a man fails alone’” (Achebe 24-25).

Lesson Look-Fors:

- Can students describe the culture, customs, and beliefs of Umuofia as presented in the first three chapters of *Things Fall Apart*?



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- Can students describe Unoka’s relationship with Okonkwo and explain how that relationship has impacted Okonkwo?
- Can students gather and organize evidence to demonstrate their understanding of characters and setting?
- Can students write a response that develops a claim through the use of textual evidence?

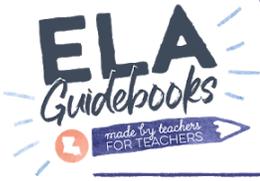
Section Diagnostic

Students write a response to the prompt: How does Unoka’s relationship with Okonkwo influence Okonkwo’s thoughts and actions?

Score	Performance Descriptors
✓ + (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓ - (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate

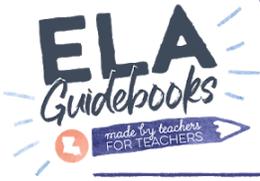
Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student analyze the interactions and relationship between Unoka and Okonkwo?				
How well does the student analyze how Unoka’s relationship with Okonkwo influences Okonkwo’s thoughts and actions?				
Reading Score: _____ /6 Comments:				

Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
Form claims: Interpretive/	How well does the student develop and clearly communicate a meaningful and defensible claim that			



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analytical	represents a valid, evidence-based analysis?				
Develop ideas: Cite evidence	How well does the student accurately cite evidence to develop and support ideas in the analysis?				
Develop ideas: Integrate quotations	How well does the student integrate quotations while maintaining the flow of ideas to develop and support an analysis?				
Use Conventions to Produce Clear Writing: Syntax	How well does the student use correct and effective syntax to clearly communicate ideas?				
Writing Score: _____ /12					



Week 3

Support for Background Knowledge

Your student may need support understanding background information about the setting. Prior to reading chapter four, direct students to read the last page of the setting understanding tool. The text gives background information on agricultural practices and traditions surrounding the growing of yams, a West African crop.

Support for Language

Your student may need support understanding the meaning of words in chapters 7 - 8. Prior to reading chapters 7 - 8, provide your student with student-friendly definitions of the following words:

- vague
- descended
- valor
- thatches
- lay that ghost
- expelled
- dispute

Support for Writing

Your student may need support forming a claim in response to the question in lesson five. As needed, provide students with a sentence frame for their claim. Possible sentence frame:

_____’s story is important to understanding Okonkwo because _____.

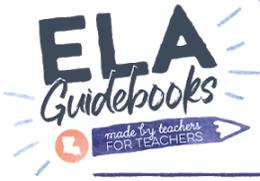
Okonkwo _____, which leads _____ to _____.

When Ikemefuna _____, Okonkwo _____.

Since Nwoye _____, Okonkwo _____.

Lesson Look-Fors:

- Can students determine how details about customs and traditions are used to develop the setting?
- Can students determine how the characters of Nwoye and Ikemefuna are important in understanding the character of Okonkwo?
- Can students identify how the author is developing a theme about the danger of a single story?
- Can students gather details about characters in the text?
- Can students form a claim based on textual evidence?



Week 4

Support for Background Knowledge

Your student may need support understanding the following terms within the context of the text: priestess and oracle. Provide students with the following definitions:

priestess: a female priest of a non-Christian religion

oracle: a priest or priestess through whom people seek advice or prophecy from the gods; the oracle is considered a “medium” or a living person who can communicate with spirits; other living people use mediums or oracles because they want advice from spirits or gods and are unable to communicate with them directly

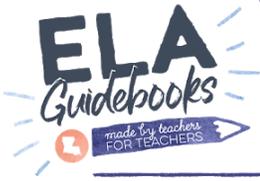
Support for Language

Your student may need support using the glossary to locate the Igbo words used in chapter nine. Prior to reading chapter nine, consider creating an audio or video file in which you read aloud a section of chapter nine that includes italicized Igbo words. This section begins “At last Ezinma was born, and although ailing she seemed determined to live” (Achebe 79) and ends with “she could not ignore the fact that some really evil children sometimes misled people into digging up a specious one” (Achebe 80). Model using the glossary at the back of the text to locate the italicized words. Direct your student to access the glossary to define the italicized words in the paragraph as they read.

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading chapters 9 - 12 of *Things Fall Apart*, direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. As your student reads chapters 9 - 12, he or she should mark the words in the text. Additionally, consider providing your student with a familiar synonym or student-friendly definition of each word.

- audacity
- rebuke
- keener
- resignation
- devoid
- elude
- listless
- specious
- manifest
- astride
- pandemonium
- quavering
- esoteric
- instinctive
- approbation
- trifle



- notorious
- cunning
- voluble
- prophesying
- prophesy
- accord
- consolations
- profound
- sullenness
- discern
- hastily
- astir
- duly

Support for Writing

Your student may need support forming a claim in response to the question in lesson five. As needed, provide students with a sentence frame for their claim. Possible sentence frames are below.

_____’s story is important to understanding Okonkwo because _____.

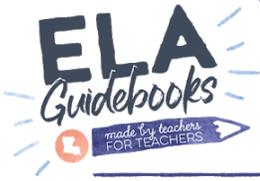
Okonkwo _____, which leads _____ to _____.

When Obierika _____, Okonkwo _____.

Since Obierika _____, Okonkwo _____

Lesson Look-Fors:

- Can students determine how the stories of Ekwefi, Ezinma, and Obierika are developed and, also, how these stories are important to Okonkwo’s story?
- Can students identify how the setting of Umuofia is being developed in the text?
- Can students make predictions about how exile will affect Okonkwo?
- Can students form a claim?
- Can students write a response that develops a claim through the use of textual evidence?



Week 5

Support for Reading

Your student may need support understanding the excerpts from *Ezi Na Ulo: The Extended Family in Igbo Culture*. Consider creating an audio file of a read aloud of this text. Direct your student to listen to this audio file twice before reading the text.

Support for Writing

Your student may need support responding to the section diagnostic prompt. Use these guiding questions to support students as they form a claim in response to the section diagnostic prompt.

- What words would you use to describe Umuofia in part one? What is important to the Igbo people?
- What words would you use to describe Okonkwo in part one? What is important to him?
- What actions support that description?
- What is the relationship of Okonkwo to his culture?

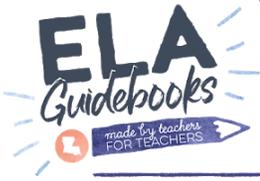
Lesson Look-Fors:

- Can students understand propositions of the Igbo worldview?
- Can students understand the aspects of the Igbo worldview which are supported and/or contradicted by the perspectives of various characters in part one of *Things Fall Apart*?
- Can students integrate quotations to support claims in their writing?
- Can students write a response that compares and contrasts ideas in two texts?

Section Diagnostic

Students write a response to the prompt: How are Okonkwo and Umuofia portrayed in part one of *Things Fall Apart*?

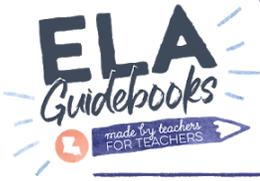
Score	Performance Descriptors
✓+ (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate



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Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student analyze how Okonkwo develops?				
How well does the student analyze how the relationships among the details develop the culture of Umuofia?				
Reading Score: _____ /6 Comments:				

Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
Form Claims: Analytical	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?			
Develop ideas: integrate quotations	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?			
Use Conventions to Produce Clear Writing: Usage	How well can students use words and phrases correctly to clearly communicate ideas?			
Writing Score: _____ /9 Comments:				



Week 6

Support for Background Knowledge

Your student may need support with background information about the author and the text. Prior to reading chapter 14, direct your student to view minutes 23:40– 36:40 from "An Evening with Chinua Achebe"

(https://www.google.com/url?q=https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec%3D4467&sa=D&ust=1591659137490000) and answer the following questions:

- Summarize what Achebe is saying in the interview.
- How does the information in this interview relate to Okonkwo’s story?

Support for Background Knowledge

Your student may need support with background information about the central tenets of Christianity. Prior to reading chapter 16, direct your student to read "Overview of Christianity" in your *Things Fall Apart Unit Reader*.

Support for Writing

Your student may need support responding to the section diagnostic prompt. Use these guiding questions to support students as they form a claim in response to the section diagnostic prompt.

- What secondary character will you write about?
- What are some important events and interactions in the novel that involve this character?
- How do these events reveal information about the character?
- How do these events reveal information about Okonkwo?
- What is this character’s relationship to Okonkwo?

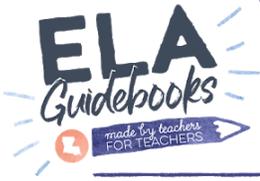
Support for Writing

Your student may need support integrating quotations into the section diagnostic response. As needed, provide your student with the list of sentence starters when integrating quotations.

- According to <TEXT TITLE>, “<QUOTATION>” (<AUTHOR NAME> <PAGE NUMBER>).
- In <TEXT TITLE> the author says, “<QUOTATION>” (<AUTHOR NAME> <PAGE NUMBER>).
- This is seen in <TEXT TITLE> when it says, “<QUOTATION>” (<AUTHOR NAME> <PAGE NUMBER>).
- This idea is supported by <AUTHOR NAME>, when he/she says, “<QUOTATION>” (<PAGE NUMBER>).
- On page <PAGE NUMBER> of <TEXT TITLE>, it says, “<QUOTATION>” (<PAGE NUMBER>).
- For example, on page <PAGE NUMBER> of <TEXT TITLE>, it says, “<QUOTATION>” (<AUTHOR NAME>).

Lesson Look-Fors:

- Can students determine how the secondary characters of Obierika, Uchendu, and Nwoye are important to understanding Okonkwo’s story?
- Can students understand and explain the impact of the missionaries on Okonkwo, Nwoye, and their relationship?
- Can students gather and organize evidence to demonstrate their understanding of characters and setting?
- Can students write a response that develops a claim through the use of textual evidence?



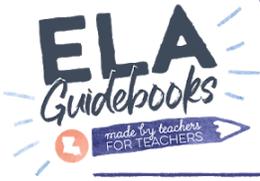
Section Diagnostic

Students write a response to the prompt: Select a secondary character in *Things Fall Apart*. What is the importance of the character's story in the novel? In your response, be sure to describe the character, summarize the character's story, and explain the character's relationship to and interactions with Okonkwo.

Score	Performance Descriptors
✓ + (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓ - (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
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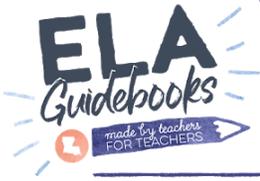
Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student analyze how a secondary character develops and interacts with Okonkwo?				
How well does the student evaluate the importance of the secondary character's story in the novel?				
Reading Score: _____ /6 Comments:				

Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
Organize ideas: Thesis statement	How well does the student present a response and supporting claims to guide the analysis?			
Develop ideas: Cite evidence	How well does the student accurately cite evidence to develop and support ideas in the analysis?			



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Grade 10 - *Things Fall Apart*

Develop ideas: Integrate quotations	How well does the student integrate quotations to develop and support the analysis?				
	Use conventions to produce clear writing	How well does the student use correct and effective syntax, usage, and mechanics to clearly communicate ideas?			
Writing Score: _____ /12 Comments:					



Week 7

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading “The Second Coming,” direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. As your student reads “The Second Coming,” they should mark the words in the text. Additionally, consider providing your student with a familiar synonym or student-friendly definition of each word.

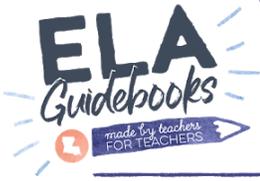
- gyre
- centre
- anarchy
- conviction
- Spiritus Mundi
- pitiless
- indigent
- vexed
- slouches

Support for Reading

Your student may need support reading “The Second Coming.” Consider creating an audio file of yourself reading the poem aloud and providing the file to students. Direct students to listen to the audio file at least twice before reading the poem.

Lesson Look-Fors:

- Can students determine how the white men have impacted the setting of Umuofia?
- Can students understand how the themes and subjects in a poem connect to the themes and subjects in *Things Fall Apart*?
- Can students make connections between multiple texts?
- Can students read and analyze a poem?



Week 8

Support for Meaning

Your student may need support understanding the definition of these literary terms: foreshadowing and theme. Prior to this week’s lessons, direct your student to read the following definitions of these terms.

- **foreshadowing:** Foreshadowing is a hint within the beginning of the story about events that will happen later. It can be used in narratives.
- **theme:** A theme in a literary text is the implied meaning. It is the underlying message or “big idea” about life and the human experience. A theme is what a text communicates about the focus or topic of the text. Themes are usually not directly stated; rather, they are developed and suggested through the language, details, elements, structure, and effects of a text. Themes are often universal in that many texts across many cultures and experiences share common themes.

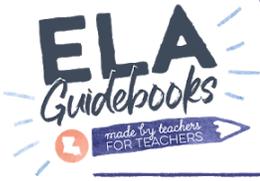
Support for Writing

Your student may need support understanding the writing prompt in lesson five. As needed, provide the following steps for your student:

1. Review the text to deepen your understanding of the text’s implied meaning. Ask yourself the following questions:
 - a. How has the main character changed? What are the outcomes of this change? Are those outcomes positive or negative? Did the character learn anything from this change?
 - b. What is the main conflict in the text? What are the key events in the text?
 - c. What does the author focus on or emphasize? Are ideas, elements, or devices repeated?
2. Determine a general focus or topic of a text. See the thematic ideas list.
3. Review the text with this thematic idea in mind. Think about the relationships among the language, details, elements, structure, and effects of the text.
 - a. What events in the text are connected to the thematic idea?
 - b. How do the characters relate to or what do they think about the thematic idea? What are the narrator’s views on the thematic idea?
 - c. How does the structure of the text connect to the thematic idea?
 - d. Do the events and/or the characters in the text convey a positive or negative view of the thematic idea?
 - e. What does the text or author seem to be saying about the thematic idea?
 - f. Is this thematic idea fully supported by evidence from the text?
4. Write a thematic statement based on your answers to these questions: What theme is being communicated through the text?
5. Determine how the author uses language (e.g., word choice, tone), details, elements (e.g., characters, setting), structure, and creates effects (e.g., mood, motifs, symbolism, irony) to develop the theme.

Additionally, provide these text-specific questions to support your student.

- Identify one or more topics presented in *Things Fall Apart*. What do Okonkwo’s experiences reveal about those topics?



Distance Learning Guidebook Companion Feedback Guide Grade 10 - *Things Fall Apart*

- What does *Things Fall Apart* reveal about stories? Think about both the content of the novel and the novel’s place in the literary history.

Lesson Look-Fors:

- Can students determine how the author uses foreshadowing to develop the ending of the novel?
- Can students understand how themes are developed within *Things Fall Apart*?
- Can students locate textual evidence to support a theme from the text?
- Can students write a response that develops a claim about the text?

Section Diagnostic

Students write a response to the prompt: What is a theme of *Things Fall Apart*? How is that theme developed?

Score	Performance Descriptors
✓+ (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate

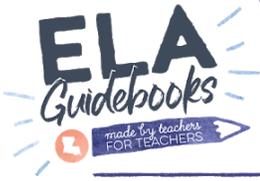
Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student determine themes of <i>Things Fall Apart</i> and analyze how they are developed?				
How well does the student use examples, and evidence to develop a response?				
Reading Score: _____ /6 Comments:				

Reading Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Form Claims: Analytical	How well can students develop and clearly communicate meaningful and defensible claims that represent valid,				



Distance Learning Guidebook Companion Feedback Guide
Grade 10 - Things Fall Apart

Develop ideas: integrate quotations Use Conventions to Produce Clear Writing: Usage	evidence-based analysis?				
	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?				
	How well can students use words and phrases correctly to clearly communicate ideas?				
Writing Score: _____ /9 Comments:					



Week 9

Support for Writing

Your students may need support brainstorming for the culminating task in lesson one. As needed, provide your student with the following guiding questions:

- Which secondary character did you select?
- Why did you select this character?
- What are some of the themes in *Things Fall Apart*?
- What part of the character’s story will help you provide evidence for your supporting claims?
- What quotations from your character understanding tool will help you provide evidence for your supporting claims?
- Explain how that evidence relates to your supporting claim?

Support for Writing

Your student may need support writing their thesis statement and organizing the outline of the culminating task. Prompt-specific sentence frames for the thesis statement can be found on the **Culminating Task Tool**. Additionally, sentence frames for each body paragraph’s topic sentence can also be found on the **Culminating Task Tool**.

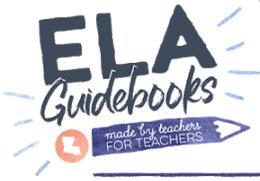
Lesson Look-Fors:

- Can students explain how a theme in *Things Fall Apart* is developed through Okonkwo’s story and a secondary character’s story?
- Can students write a thesis statement and gather and organize evidence for a written response?
- Can students organize and draft a written response?
- Can students write a literary analysis that uses evidence from the text to support and explain their thesis statement?

Culminating Task

Students write a response to the following question: How does Achebe develop and use a secondary character to convey a theme about multiple stories in *Things Fall Apart*?

Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with relevant textual evidence, including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis.

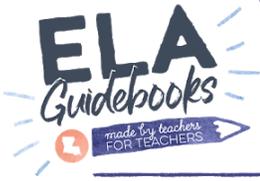


Culminating Task Rubric

Reading and Writing

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
<p>Student demonstrates <i>success</i> determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>success</i> forming a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>success</i> establishing and maintaining an effective style.</p>	<p>Student demonstrates <i>some success</i> determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>some success</i> developing a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>some success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>some success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>some success</i> establishing and maintaining an effective style.</p>	<p>Student demonstrates <i>minimal success</i> determining the meaning of text(s) by analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>minimal success</i> developing a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>minimal success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>minimal success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>minimal success</i> establishing and maintaining an effective style.</p>	<p>No attempt made or not enough to evaluate.</p>

Reading and Writing Score: _____ x2



Conventions

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates <i>success</i> using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	Student demonstrates <i>some success</i> using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	Student demonstrates <i>minimal success</i> using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	No attempt made or not enough to evaluate.

Conventions score: _____

Total score: _____/9