

# Things Fall Apart

## Sections and Lessons

Things Fall Apart. 10D3. Section 1. Lesson 1
<b>Description</b>
<p>In this lesson, students watch “The Danger of a Single Story” by Chimamanda Ngozi Adichie and discuss the meaning of the title. Students also prepare to write by previewing the culminating task and begin choice reading for the unit.</p>
<b>Look-Fors</b>
<ul style="list-style-type: none"> <li>• Can students explain Adichie’s phrase “the danger of a single story”?</li> <li>• Can students provide evidence such as details and examples from the video during a discussion?</li> </ul>

Notes:

10D3. Section 1. Lesson 1. Activity 1. Core app. 20 minutes	
Student	Teacher
<p><b>About the speaker:</b> Adichie, a Nigerian author, wrote <i>Americanah</i>, a critically-acclaimed novel, about Ifemelu who immigrates to the United States from West Africa to go to school in the United States. Adichie had a similar experience.</p>	<p>Before viewing the video, direct students to read the statement about the speaker.</p> <p>Have students view "The Danger of a Single Story".</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Provide students with student-friendly definitions for key vocabulary in the video. <ul style="list-style-type: none"> <li>• Obligated: required</li> <li>• Demonstrates: shows</li> <li>• Unintended consequence: something that happens as a result of something else without anticipating it</li> <li>• Conventional: traditional, normal</li> <li>• Domestic: household</li> <li>• It had not occurred to me: not thought of</li> <li>• Consequently: as a result</li> <li>• Default: automatic</li> <li>• Patronizing: kindness that comes from feeling superior</li> <li>• Incomprehensible: not able to be understood</li> <li>• Synonymous: the same as</li> <li>• Fleecing: taking advantage of</li> <li>• Immersed: to be a part of</li> <li>• Abject: extreme</li> <li>• Colonial: related to British colonization of Africa</li> <li>• Representative: to stand for</li> <li>• Infrastructure: buildings, roads</li> </ul> </li> </ul>



10D3. Section 1. Lesson 1. Activity 1. Core	app. 20 minutes
	<ul style="list-style-type: none"><li>• Resilience: toughness, able to overcome difficulties</li></ul>

Notes:

10D3. Section 1. Lesson 1. Activity 2. Core app. 5 minutes	
Student	Teacher
<p>React to "The Danger of a Single Story" by writing your response to the question in your learning log.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>1. What is one idea or quotation from the video that confirmed, challenged, or changed your thinking? Why?</li> </ol>	<p>Direct students to answer the questions to react to the text.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Define "confirm" and "challenge."</li> </ul> </li> <li>• Provide students with one of the following quotations and ask them to explain whether that quotation confirms, challenges, or changes their thinking. <ul style="list-style-type: none"> <li>• "I wrote exactly the kinds of stories I was reading: All my characters were white and blue eyed they played in the snow they ate apples, and they talked a lot about the weather, how lovely it was that the sun had come out. Now, this despite the fact that I lived in Nigeria. I had never been outside Nigeria. We didn't have snow, we ate mangoes, and we never talked about the weather, because there was no need to."</li> <li>• "Because all I had read were books in which characters were foreign, I had become convinced that books by their very nature had to have foreigners in them and had to be about things with which I could not personally identify."</li> <li>• "I realized that people like me, girls with skin the color of chocolate, whose kinky hair could not form ponytails, could also exist in literature. I started to write about things I recognized."</li> <li>• "My roommate had a single story of Africa: a single story of catastrophe. In this single story, there was no</li> </ul> </li> </ul>

10D3. Section 1. Lesson 1. Activity 2. Core	app. 5 minutes
	<p>possibility of Africans being similar to her in any way, no possibility of feelings more complex than pity, no possibility of a connection as human equals.”</p> <ul style="list-style-type: none"> <li>As needed, allow students learning English as a new language to write their response in a combination of English and their home language.</li> </ul>

Notes:

**10D3. Section 1. Lesson 1. Activity 3. Optional**  
**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> Review the academic conversation reference guide, the conversation stems, the class discussion norms, and the discussion question: “Why are single stories ‘dangerous’?”</p> <p>Identify which conversation stems you might use during the discussion.</p> <p><b>Segment 2</b> Talk with your partner about how you might use one or more of the conversation stems during the discussion to accomplish a class discussion norm.</p> <p>In your learning log, write sentences that you can use during the discussion that include one or more of the identified conversation stems.</p>	<p><b>Segment 1</b> Direct students to complete the activity.</p> <p><b>Segment 2</b> Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the transitions chart in the connecting ideas reference guide and the evidence sentence starters in the integrating quotations reference guide when composing their sentences.</li> </ul> </li> <li>• Model how to compose sentences that students can use during the discussion. <ul style="list-style-type: none"> <li>• Review the discussion prompt.</li> <li>• Select one or more stems from the conversation stems in the academic conversation reference guide or the evidence sentence starters in the integrating quotations reference guide.</li> <li>• Share an example statement a student might say during a discussion.</li> <li>• Compose a sentence in response to the statement using the stem as a starting point. Focus the sentence on a discussion skill students should practice, such as making a concession, challenging the position or evidence provided by others, elaborating on and/or refining the thinking of others, or inviting others into the conversation.</li> </ul> </li> </ul>

10D3. Section 1. Lesson 1. Activity 3.	Optional app. 10 minutes
	<ul style="list-style-type: none"> <li>• Ask students to expand the sentence to provide more detailed information about or evidence to support the idea(s) in the sentence.</li> <li>• As needed, model how to use the transitions chart in the connecting ideas reference guide.</li> <li>• Ask students to describe the purpose of the sentence.</li> <li>• Repeat the process to compose additional sentences.</li> <li>• Direct students to use the sentences or similar versions of them in the discussion.</li> </ul>

Notes:

10D3. Section 1. Lesson 1. Activity 4. Core app. 10 minutes	
Student	Teacher
<p>Review the discussion norms.</p> <p>As a class, engage in a discussion of the discussion question.</p> <p><b>Discussion question:</b></p> <p>1. Why are single stories “dangerous”?</p> <p>During the discussion, take notes on the discussion tool to summarize the claims, evidence, and reasoning of your peers. At the end of the discussion, summarize the discussion on your discussion tool.</p>	<p>Remind students of the goal and process of the whole-class discussion.</p> <p>Begin the activity by asking the discussion question.</p> <p>Conclude the discussion by asking students to summarize the discussion.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• According to Adichie, what happens when you only hear one story?</li> <li>• What examples does she provide to support her claim?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> <li>• Model how to continue the discussion and probe thinking by using teacher talk moves.</li> </ul>

**Notes:**



10D3. Section 1. Lesson 1. Activity 5. Core app. 10 minutes	
Student	Teacher
<p>Review the discussion norms.</p> <p>As a class, engage in a discussion of the discussion question.</p> <p><b>Discussion question:</b></p> <p>1. Why are single stories “dangerous”?</p> <p>During the discussion, take notes on the discussion tool to summarize the claims, evidence, and reasoning of your peers. At the end of the discussion, summarize the discussion on your discussion tool.</p>	<p>Remind students of the goal and process of the whole-class discussion.</p> <p>Begin the activity by asking the discussion question.</p> <p>Conclude the discussion by asking students to summarize the discussion.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• According to Adichie, what happens when you only hear one story?</li> <li>• What examples does she provide to support her claim?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> <li>• Model how to continue the discussion and probe thinking by using teacher talk moves.</li> </ul>

**Notes:**

10D3. Section 1. Lesson 1. Activity 6. Core app. 10 minutes	
Student	Teacher
<p>Select a text for choice reading.</p> <p>Record the title and author(s) of your choice reading text in your learning log.</p> <p>Establish a plan for choice reading and record your plan in your learning log.</p>	<p>Tell students that choice reading is independent reading of self-selected texts.</p> <p>Explain the expectations and process for choice reading, including how students will capture their progress and demonstrate their understanding in their learning log.</p> <p>Provide students with access to texts for choice reading.</p>

Notes:



10D3. Section 1. Lesson 1. Activity 7. Optional app. 15 minutes	
Student	Teacher
Read your choice reading text independently.	Direct students to do the activity.

Notes:

**10D3. Section 1. Lesson 1. Activity 8. Optional**  
**app. 5 minutes**

Student	Teacher
<p>In your learning log, write a response about your choice reading text.</p> <p>In your response, pose text-specific questions and/or respond to one of the questions provided by your teacher.</p>	<p>Provide students with the choice reading questions below and/or your own questions.</p> <p><b>Choice reading questions:</b></p> <ol style="list-style-type: none"> <li>1. Write a summary of a scene, section, or chapter of your choice reading text.</li> <li>2. Select a word or phrase from the text and explain how it is used in your choice reading text.</li> <li>3. How do the characters in your choice reading text develop, interact, and develop a theme?</li> <li>4. What are the central ideas or themes of your choice reading text? How are they developed?</li> <li>5. How does the style of your choice reading text contribute to its power, persuasiveness, or beauty?</li> <li>6. Analyze how a sentence, paragraph, or section of your choice reading text develops the author's ideas or claims.</li> <li>7. Evaluate the effectiveness of the structure the author uses in your choice reading text.</li> <li>8. How does the author use rhetoric to advance the point of view or purpose?</li> <li>9. Compare your choice reading text with other texts with similar themes, purposes, and/or rhetorical features.</li> <li>10. Analyze how your choice reading text draws on and transforms source materials.</li> </ol> <p>Then direct students to respond in their learning log to one of the questions about their choice reading text.</p>

**Notes:**

<i>Things Fall Apart</i> . 10D3. Section 1. Lesson 2	
<b>Description</b>	
<p>In this lesson, students are introduced to <i>Things Fall Apart</i> by Chinua Achebe. They read texts from other authors to hear other stories and discuss connections between those texts, <i>Things Fall Apart</i>, and “The Danger of a Single Story.” Students also read chapters 1 - 3 of <i>Things Fall Apart</i>.</p>	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Can students compare various texts to explain the meaning of the phrase “the danger of a single story”?</li> <li>• Do students engage actively when answering questions with a partner?</li> </ul>	

**Notes:**

10D3. Section 1. Lesson 2. Activity 1. Core app. 5 minutes	
Student	Teacher
<p>Before reading lines 1-8 from “The White Man’s Burden”, page 82 from <i>Heart of Darkness</i>, answer the question to approach the text.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>Lines 1-8 from “The White Man’s Burden” and page 82 from <i>Heart of Darkness</i> were published in 1899. What is one thing you know about the time period when these texts were published?</li> </ol> <p>Listen to and follow along with the read aloud of lines 1-8 from “The White Man’s Burden” and page 82 from <i>Heart of Darkness</i>.</p>	<p>Before reading the text, direct students to answer the question in their learning log.</p> <p>Read aloud lines 1-8 from “The White Man’s Burden” and page 82 from <i>Heart of Darkness</i>.</p>

Notes:

10D3. Section 1. Lesson 2. Activity 2. Core app. 10 minutes	
Student	Teacher
<p><b>About the author:</b>            Chinua Achebe is considered the father of African literature. His novel, <i>Things Fall Apart</i>, was published in 1958. According to “An African Voice,” “<i>Things Fall Apart</i> marked a turning point for African authors, who in the fifties and sixties began to take back the narrative of the so-called ‘dark continent’” (Bacon 1).</p> <p>Read excerpts from “Chinua Achebe, The Art of Fiction No. 139” and excerpts from “An African Voice” with your partner.</p> <p>Take turns with your partner reading aloud a quotation at a time until the entire text is read.</p>	<p>Before reading the text, direct pairs to read the statement about the author and when the text was published.</p> <p>Direct pairs to complete the activity.</p>

Notes:

10D3. Section 1. Lesson 2. Activity 3. Core app. 10 minutes	
Student	Teacher
<p>React to lines 1-8 from “The White Man’s Burden”, page 82 from <i>Heart of Darkness</i>, excerpts from “Chinua Achebe, The Art of Fiction No. 139”, and excerpts from “An African Voice” by writing your response to the prompt in your learning log.</p> <p><b>Prompt:</b></p> <ol style="list-style-type: none"> <li>1. Select a word, phrase, sentence, or idea from Kipling’s poem, Conrad’s novel, or Achebe’s interviews which sticks out to you. Explain in writing why you selected the word, phrase, sentence, or idea.</li> </ol> <p>Then share your response with a partner.</p>	<p>Direct students to answer the questions to react to the texts.</p> <p>Prompt students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul>

**Notes:**



10D3. Section 1. Lesson 2. Activity 4. Core app. 10 minutes	
Student	Teacher
<p>With your partner, compare and connect ideas across lines 1-8 from “The White Man’s Burden”, page 82 from <i>Heart of Darkness</i>, excerpts from “Chinua Achebe, The Art of Fiction No. 139”, excerpts from “An African Voice”, and the transcript of “The Danger of a Single Story” by answering the text-specific question. Support your response with evidence from the text.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>1. According to Achebe and Adichie, what are the dangers of “single stories”?</li> </ol>	<p>Direct students to work with their partner to answer the question to compare and connect ideas across texts.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What story does Kipling tell?</li> <li>• What story does Conrad tell?</li> <li>• What is different about those stories and the stories that Adichie and Achebe indicate they tell? Why?</li> <li>• According to Adichie, what happens when you only hear one story?</li> <li>• What would you think about Africans if the only story you heard was Conrad’s novel?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, define “compare and connect ideas” as “The process of recognizing connections among texts to make logical comparisons and build knowledge. Readers compare and connect ideas across texts to extend their understanding of texts.”</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>• Encourage students with the same home language to respond in a combination of their home language and English. Direct students to identify and explain their thoughts in their home language and share any examples or evidence from texts in English.</li> </ul> </li> </ul>

Notes:

**10D3. Section 1. Lesson 2. Activity 5. Optional**  
**app. 15 minutes**

Student	Teacher
<p><b>Segment 1</b> View "African Civilizations Map Pre-Colonial" and share what you notice about the map.</p> <p><b>Segment 2</b> Listen to the information about pre-colonial Africa from "Pre-Colonial Africa", from <i>Slavery and Remembrance</i>, and "Igbo Land".</p> <p><b>Segment 3</b> View the images of Igbo life in pre-colonial West Africa and watch the video to learn more about pre-colonial Africa.</p> <p><b>Segment 4</b> Answer the questions in your learning log.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is one thing from the overview that surprised you or challenged what you already know about pre-colonial Africa?</li> <li>2. What is one thing you want to know more about pre-colonial Africa?</li> </ol> <p>Share your responses with the class.</p>	<p><b>Segment 1</b> Project "African Civilizations Map Pre-Colonial".</p> <p>Prompt students to share what they notice about the map. Then point out the location of modern-day Nigeria and Igbo. Explain that <i>Things Fall Apart</i> is set in this area of pre-colonial West Africa around 1900.</p> <p><b>Segment 2</b> Read aloud and/or summarize the content of "Pre-Colonial Africa" from <i>Slavery and Remembrance</i> and "Igbo Land".</p> <p><b>Segment 3</b> Locate images through an online search for "pre-colonial Igbo images." Show the images.</p> <p>Show the video to provide a brief history of pre-Colonial Africa.</p> <p><b>Segment 4</b> Ask students to write their responses to the questions.</p> <p>Prompt a few students to share their responses with the class.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As students share their responses, use teacher talk moves.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 1. Lesson 2. Activity 6. Optional**  
**app. 15 minutes**

Student	Teacher																																												
<p><b>Segment 1</b> Before reading chapters 1 - 3 from <i>Things Fall Apart</i>, review the fluency practice words and phrases provided by your teacher.</p> <p>Read aloud the fluency practice words and phrases accurately three times with your partner.</p> <p>Then skim chapters 1 - 3 from <i>Things Fall Apart</i> and highlight or mark the words and phrases which are included on the fluency practice tool.</p> <p><b>Segment 2</b></p>	<p><b>Segment 1</b> Before reading chapters 1 - 3 from <i>Things Fall Apart</i>, provide students with fluency practice words and phrases from the text.</p> <table border="1"> <tbody> <tr><td>1. harmattan</td><td>23. consolation</td></tr> <tr><td>2. improvident</td><td>24. Okonkwo: oh-kohn-kwoh</td></tr> <tr><td>3. impending</td><td>25. Umuofia: oo-moh-fee-ah</td></tr> <tr><td>4. revered</td><td>26. Mbaino: mbay-noh</td></tr> <tr><td>5. ill-fated</td><td>27. Unoka: oo-noh-kah</td></tr> <tr><td>6. discerned</td><td>28. Okoye: oh-koh-yeh</td></tr> <tr><td>7. suppressed</td><td>29. Igbo: ee-boh</td></tr> <tr><td>8. imperious</td><td>30. Ogbuefi Ezeugo: oh-bweh-fee eh-zeh-oo-goh</td></tr> <tr><td>9. emissary</td><td>31. Ogbuefi Udo: oh-bweh-fee oo-doh</td></tr> <tr><td>10. interim</td><td>32. Nwoye: woh-yeh</td></tr> <tr><td>11. perpetual</td><td>33. Ikemefuna: ee-keh-meh-foo-nah</td></tr> <tr><td>12. capricious</td><td>34. Agbala: ah-bah-lah</td></tr> <tr><td>13. malevolent</td><td>35. Ifejioku: ee-feh-jee-oh-koo</td></tr> <tr><td>14. resented</td><td>36. Nwakibie: wah-kee-bee-eh</td></tr> <tr><td>15. incipient</td><td>37. Ogbuefi Idigo: oh-bweh-fee ee-dee-goh</td></tr> <tr><td>16. compound</td><td>38. Obiako: oh-bee-ah-koh</td></tr> <tr><td>17. prosperously</td><td>39. Akukalia: ah-koo-kah-lee-ah</td></tr> <tr><td>18. reluctant</td><td></td></tr> <tr><td>19. abomination</td><td></td></tr> <tr><td>20. afflicted</td><td></td></tr> <tr><td>21. contemptible</td><td></td></tr> <tr><td>22. meagre</td><td></td></tr> </tbody> </table>	1. harmattan	23. consolation	2. improvident	24. Okonkwo: oh-kohn-kwoh	3. impending	25. Umuofia: oo-moh-fee-ah	4. revered	26. Mbaino: mbay-noh	5. ill-fated	27. Unoka: oo-noh-kah	6. discerned	28. Okoye: oh-koh-yeh	7. suppressed	29. Igbo: ee-boh	8. imperious	30. Ogbuefi Ezeugo: oh-bweh-fee eh-zeh-oo-goh	9. emissary	31. Ogbuefi Udo: oh-bweh-fee oo-doh	10. interim	32. Nwoye: woh-yeh	11. perpetual	33. Ikemefuna: ee-keh-meh-foo-nah	12. capricious	34. Agbala: ah-bah-lah	13. malevolent	35. Ifejioku: ee-feh-jee-oh-koo	14. resented	36. Nwakibie: wah-kee-bee-eh	15. incipient	37. Ogbuefi Idigo: oh-bweh-fee ee-dee-goh	16. compound	38. Obiako: oh-bee-ah-koh	17. prosperously	39. Akukalia: ah-koo-kah-lee-ah	18. reluctant		19. abomination		20. afflicted		21. contemptible		22. meagre	
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<p>Listen to and follow along with the read aloud of sections of chapters 1 - 3 from <i>Things Fall Apart</i>.</p>	<p><b>Optional</b> app. 15 minutes</p>	
<p>Actively engage in the read aloud when directed.</p> <p><b>Segment 3</b> Begin reading chapters 1 - 3 from <i>Things Fall Apart</i> with your partner.</p> <p>Take turns with your partner, reading aloud a paragraph at a time.</p> <p>Focus on reading the text smoothly and with expression.</p>	<p>Read aloud the list as students follow along.</p> <p>Then direct pairs to do the activity.</p> <p>If students need support as they practice with their partner:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• After reading aloud each fluency practice word, provide a familiar synonym or student-friendly definition.</li> </ul> </li> </ul> <p><b>Segment 2</b> Read aloud sections of chapters 1 - 3 from <i>Things Fall Apart</i> as students follow along. Focus on the sections which contain the fluency practice words and phrases.</p> <p>While reading, direct students to chorally read aloud each sentence containing a word from the fluency practice list.</p> <p><b>Segment 3</b> Direct students to do the activity with their partner.</p> <p>Students should begin reading chapters 1 - 3 until it is time to move onto the next activity.</p> <p>They will finish reading the chapters for homework.</p>	<p>40. Igwelo: ee-gweh-loh 41. Ekwefi: eh-kweh-fee 42. Ezinma: eh-zeen-mah 43. Obierika: oh-bee-eh-ree-kah 44. Chielo: chee-eh-loh</p>

**Notes:**

**10D3. Section 1. Lesson 2. Activity 7. Optional**  
**app. 5 minutes**

Student	Teacher
<p><b>Segment 1</b> Listen to and follow along with the read aloud of a paragraph from <i>Things Fall Apart</i>.</p> <p>Using the glossary, define the italicized words in the paragraph.</p>	<p><b>Segment 1</b> Read aloud the first paragraph where italicized text is included in chapter one of <i>Things Fall Apart</i> as students follow along. The paragraph starts with “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).</p> <p>When reading the italicized words, point out that these are Igbo words and are defined in the glossary.</p> <p>Direct students to access the glossary to define the italicized words in the paragraph.</p>
<p><b>Segment 2</b> In your learning log, write the characteristics of an episodic narrative.</p> <p>Include information about how reading an episodic narrative is different from reading a narrative with a chronological structure.</p>	<p>Explain that students can use this reference when they see an italicized word in the text.</p> <p><b>Segment 2</b> Define “episodic narrative” as a story that is told through a series of episodes rather than chronologically with events unfolding in a clear time sequence.</p> <p>As needed, further explain “episodic narrative.” For example: “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.”</p> <p>Explain that part one and part two of <i>Things Fall Apart</i> are structured in episodes, so students should focus on the knowledge they 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.).</p>

**Notes:**

10D3. Section 1. Lesson 2. Activity 8. Core Homework																			
Student	Teacher																		
Read chapters 1 - 3 from <i>Things Fall Apart</i> independently.	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• As needed, provide students with a pronunciation guide of character and village names in chapters 1 - 3.</li> </ul> <table border="1"> <tbody> <tr> <td>1. Okonkwo: oh-kohn-kwoh</td><td>10. Ikemefuna: ee-keh-meh-foo-nah</td></tr> <tr> <td>2. Umuofia: oo-moh-fee-ah</td><td>11. Agbala: ah-bah-lah</td></tr> <tr> <td>3. Mbaino: mbay-noh</td><td>12. Ifejioku: ee-feh-jee-oh-koo</td></tr> <tr> <td>4. Unoka: oo-noh-kah</td><td>13. Nwakibie: wah-kee-bee-eh</td></tr> <tr> <td>5. Okoye: oh-koh-yeh</td><td>14. Ogbuefi Idigo: oh-bweh-fee ee-dee-goh</td></tr> <tr> <td>6. Igbo: ee-boh</td><td>15. Obiako: oh-bee-ah-koh</td></tr> <tr> <td>7. Ogbuefi Ezeugo: oh-bweh-fee eh-zeh-oo-goh</td><td>16. Akukalia: ah-koo-kah-lee-ah</td></tr> <tr> <td>8. Ogbuefi Udo: oh-bweh-fee oo-doh</td><td>17. Igwelo: ee-gweh-loh</td></tr> <tr> <td>9. Nwoye: woh-yeh</td><td></td></tr> </tbody> </table>	1. Okonkwo: oh-kohn-kwoh	10. Ikemefuna: ee-keh-meh-foo-nah	2. Umuofia: oo-moh-fee-ah	11. Agbala: ah-bah-lah	3. Mbaino: mbay-noh	12. Ifejioku: ee-feh-jee-oh-koo	4. Unoka: oo-noh-kah	13. Nwakibie: wah-kee-bee-eh	5. Okoye: oh-koh-yeh	14. Ogbuefi Idigo: oh-bweh-fee ee-dee-goh	6. Igbo: ee-boh	15. Obiako: oh-bee-ah-koh	7. Ogbuefi Ezeugo: oh-bweh-fee eh-zeh-oo-goh	16. Akukalia: ah-koo-kah-lee-ah	8. Ogbuefi Udo: oh-bweh-fee oo-doh	17. Igwelo: ee-gweh-loh	9. Nwoye: woh-yeh	
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Notes:

<i>Things Fall Apart</i> . 10D3. Section 1. Lesson 3	
<b>Description</b>	
In this lesson, students react to chapters 1 - 3 of <i>Things Fall Apart</i> and begin a setting understanding tool to deepen their understanding of the setting, including the culture, customs, and beliefs of the Igbo people as represented in the novel.	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Can students describe the culture, customs, and beliefs of Umuofia as presented in the first three chapters of <i>Things Fall Apart</i>?</li> <li>• Do students adequately prepare for class by reading chapters 1 - 3 of <i>Things Fall Apart</i>?</li> </ul>	

**Notes:**

10D3. Section 1. Lesson 3. Activity 1. Core app. 5 minutes	
Student	Teacher
<p>React to chapters 1 - 3 from <i>Things Fall Apart</i> by developing your response to the questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What stood out for you in the first three chapters?</li> <li>2. What was confusing?</li> </ol> <p>Then share your response with the class.</p>	<p>Direct students to answer the questions to react to the text.</p> <p>Prompt students to share their response.</p>

Notes:





10D3. Section 1. Lesson 3. Activity 2. Optional app. 10 minutes	
Student	Teacher
Listen to and follow along with the read aloud of chapter two from <i>Things Fall Apart</i> .	Read aloud the first part of chapter two (pages 9 - 12) from <i>Things Fall Apart</i> or play an audio recording as students follow along. Start reading at the beginning of the chapter and read until “And so for three years Ikemefuna lived in Okonkwo’s household.”

Notes:

**10D3. Section 1. Lesson 3. Activity 3. Optional**  
**app. 10 minutes**

Student	Teacher
<p>Develop your response to the questions about the first part of chapter two (pages 9 - 12) from <i>Things Fall Apart</i>.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What was the conflict with Mbaino?</li> <li>2. What was the resolution? Why?</li> <li>3. What does this reveal about Umuofia?</li> </ol> <p>Then share your response with the class. Support your response with evidence from the text.</p>	<p>Direct students to answer the questions to analyze the relationships among the details and ideas of the text.</p> <p>Prompt students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, explain to students that they are analyzing the relationships in the text, which is the process of recognizing and interpreting how the key details and ideas of a text interact to establish the elements, such as characters and tone, and the structure or organization of a text.</li> <li>• As appropriate, bring in students' background knowledge. Ask students to do a quick write or quickly discuss students' experiences with social conflicts and war: How do they resolve conflict in their culture?</li> <li>• As students share their responses, use teacher talk moves.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

**Notes:**

10D3. Section 1. Lesson 3. Activity 4. Core app. 20 minutes	
Student	Teacher
<p>With your partner, review chapters 1 - 3 from <i>Things Fall Apart</i>. Use the setting understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and supporting relevant evidence about Umuofia on the setting understanding tool.</p> <p>Be sure to include the appropriate citation for recorded evidence.</p>	<p>Have students work with their partner to analyze the relationships among the details and ideas of the text.</p> <p>Direct them to add to the setting understanding tool.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What details and/or images stand out to you as you read?</li> <li>• What ideas are described in detail?</li> <li>• Which details seem important to understanding Umuofia? Why?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Encourage pairs to collaborate in their home language as they add to the setting understanding tool in English.</li> <li>• Prompt students to refer to the background information after the tool to help them deepen their understanding of Umuofia.</li> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> </ul> </li> <li>• Model how to use the setting understanding tool.</li> </ul>

Notes:

***Things Fall Apart*. 10D3. Section 1. Lesson 4**

**Description**

In this lesson, students reread the first part of chapter three from *Things Fall Apart* to deepen their understanding of Unoka and his impact on Okonkwo. Students begin a character understanding tool to record details and information about the characters in *Things Fall Apart* and analyze the relationships among those details to deepen their understanding of the characters.

**Look-Fors**

- Can students describe Unoka's relationship with Okonkwo?
- Can students gather and organize evidence to demonstrate their understanding of Unoka and Okonkwo?

**Notes:**

10D3. Section 1. Lesson 4. Activity 1. Core app. 10 minutes	
Student	Teacher
Read the first part of chapter three (pages 16 - 18) from <i>Things Fall Apart</i> with your partner. Start at the beginning of the chapter and read until “But he threw himself into it like one possessed. And indeed he was possessed by the fear of his father’s contemptible life and shameful death.”	Direct pairs to complete the activity.

Notes:

10D3. Section 1. Lesson 4. Activity 2. Core app. 5 minutes	
Student	Teacher
<p>With your partner, answer the questions to react to the first part of chapter three (pages 16 - 18) from <i>Things Fall Apart</i>.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Who is Unoka?</li> <li>2. Describe Unoka's relationship with Okonkwo.</li> </ol> <p>Write your response in your learning log. Support your response with evidence from the text.</p>	<p>Direct students to work with their partner to answer the questions to react to the text.</p> <p>Prompt students to write their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul>

Notes:

10D3. Section 1. Lesson 4. Activity 3. Core app. 10 minutes	
Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the following mentor sentence from <i>Things Fall Apart</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> “With a father like Unoka, Okonkwo did not have the start in life which many young men had” (Achebe 18).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol> <p><b>Segment 2</b> Complete one of the sentence stems in your learning log.</p> <p><b>Sentence stems:</b></p>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Then direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they paraphrased or interpreted the mentor sentence.</p> <p>Ask students what they notice about the mentor sentence.</p> <p>As students share, mark the grammatical elements students notice in the mentor sentence and ask how what they notice helps them understand the mentor sentence.</p> <p>If students need support as they attend to the details of the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What are the parts of the mentor sentence?</li> <li>• What phrases or clauses do you notice? What does the phrase “with a father like Unoka” mean? How does “with a father like Unoka” connect to the rest of the mentor sentence? What is the purpose of “with a father like Unoka” in the mentor sentence? How does the phrase help you understand the mentor sentence?</li> <li>• Can we rearrange the mentor sentence? What do we have to change or add? How does rearranging the sentence change its meaning or style?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the connecting ideas reference guide and the conventions reference guide.</li> </ul> </li> </ul> <p><b>Segment 2</b></p>

<p><b>10D3. Section 1. Lesson 4. Activity 3. Core</b></p>	<p>Direct students to complete one of the sentence stems. <b>app. 10 minutes</b></p>
<ul style="list-style-type: none"> <li>• To understand the sentence, I had to _____.</li> <li>• Noticing _____ helped me understand the sentence because _____.</li> <li>• Knowing _____ is useful for determining the meaning of the sentence.</li> </ul>	

Notes:





10D3. Section 1. Lesson 4. Activity 4. Optional app. 10 minutes	
Student	Teacher

**10D3. Section 1. Lesson 4. Activity 4. Optional**  
**app. 10 minutes**

**Segment 1**

In your learning log, copy the word.  
Then answer the questions.

**Vocabulary word:** “contemptible”

“And indeed he was possessed by the fear of his father’s **contemptible** life and shameful death” (Achebe 18).

**Questions:**

1. Define the word in your own words.
2. What do you notice about the words and phrases in this sentence?
3. How does what you notice help you understand the meaning of the word?

**Segment 2**

Complete one of the sentence stems in your learning log.

**Sentence stems:**

- To understand this word, I had to \_\_\_\_\_.
- Noticing \_\_\_\_\_ helped me understand the word because \_\_\_\_\_.
- Knowing \_\_\_\_\_ comes in handy when determining the meaning of this word.

**Segment 1**

Direct students to define the word and answer the questions.

After several minutes, prompt a few students to share their definitions and answers.

If students need support defining the word:

- Ask guiding questions.
  - What do you notice about the word?
  - What are the parts of the word?
  - What other words have a similar or opposite meaning as “contemptible”?
  - Is “contemptible” positive or negative? How do you know?
  - What is another way to say “contemptible”?
  - How do the words around the word in the sentence help you understand the word?
- Provide direct support or examples.
  - Prompt students to use the following sentence frames to share their definitions and describe how the words and phrases contributes to their understanding of the sentence.
    - I noticed..., which meant....
    - I knew..., so I....

**Segment 2**

Ask students to refine their definition as needed.

Then prompt students to complete one of the sentence stems in their learning log.

**Notes:**

**10D3. Section 1. Lesson 4. Activity 5. Core**

**app. 15 minutes**

Student	Teacher
<p>With your partner, review chapters 1 - 3 from <i>Things Fall Apart</i>. Use the character understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and supporting relevant evidence about Okonkwo on the character understanding tool. Be sure to include the appropriate citation for recorded evidence.</p>	<p>Have students work with their partner to analyze the relationships among the details and ideas of the text.</p> <p>Direct them to add to the character understanding tool.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is Okonkwo?</li> <li>• How does Okonkwo participate in the culture of Umuofia? What is his role?</li> <li>• Who is Unoka? How does Unoka participate in the culture of Umuofia? What is his role?</li> <li>• How does Okonkwo's relationship with Unoka influence Okonkwo?</li> <li>• How does Okonkwo's understanding of himself and the culture in Umuofia influence his thoughts and actions?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Provide students with quotations from the text to add to their character understanding tool. Direct students to determine what the quotations reveal about Okonkwo. Possible quotations: <ul style="list-style-type: none"> <li>• "Age was respected among his people, but achievement was revered" (Achebe 8).</li> <li>• "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).</li> <li>• "Even as a little boy he [Okonkwo] had resented his father's failure and weakness, and even now he still</li> </ul> </li> </ul> </li> </ul>

10D3. Section 1. Lesson 4. Activity 5. Core	app. 15 minutes
	<p>remembered how he suffered when a playmate had told him that his father was <i>agbala</i>" (Achebe 13).</p> <ul style="list-style-type: none"> <li>• "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).</li> <li>• "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).</li> <li>• "And indeed he was possessed by the fear of his father's contemptible life and shameful death" (Achebe 18).</li> <li>• "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).</li> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> </ul>



10D3. Section 1. Lesson 4. Activity 5. Core	app. 15 minutes
	<ul style="list-style-type: none"><li>• Encourage pairs to collaborate in their home language as they add to the character understanding tool in English.</li><li>• Model how to use the character understanding tool.</li></ul>

Notes:

<i>Things Fall Apart. 10D3. Section 1. Lesson 5</i>	
<b>Description</b>	
In this lesson, students prepare to write and write a response about the impact of Unoka on Okonkwo. This is a section diagnostic. Use information from the section diagnostic to make decisions about what optional activities to include or not to include in the lessons.	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Use the section diagnostic checklist and exemplar to review student work and/or responses.</li> </ul>	

Notes:

**10D3. Section 1. Lesson 5. Activity 1. Optional**  
**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the mentor sentence from <i>Things Fall Apart</i> by Chinua Achebe. Then answer the questions.</p> <p><b>Mentor sentence:</b> "And so Okonkwo was ruled by one passion--to hate everything that his father Unoka had loved" (Achebe 13).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol> <p><b>Segment 2</b></p>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they interpreted the mentor sentence.</p> <p>Then ask students what they notice about the mentor sentence.</p> <p>As students share their responses, mark the grammatical and mechanical elements that students notice on the mentor sentence and ask how these elements help them understand the mentor sentence.</p> <p>If students need support analyzing the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What are the parts of the mentor sentence?</li> <li>• Are there any conjunctions in the mentor sentence? What do those mean? How does understanding the meaning/purpose of "and so" help you understand the mentor sentence?</li> <li>• What phrases or clauses do you notice? What does the clause "Okonkwo was ruled by one passion" mean? What does the phrase "to hate everything that his father Unoka had loved" mean? How does the phrase connect to the rest of the mentor sentence? What is its purpose? How does noticing the phrase help you understand the mentor sentence?</li> <li>• How is "that" used in the sentence? Is the sentence still correct without "that"?</li> </ul> </li> </ul>

<p>Compare the structure of the sentences. Then answer the questions in your learning log.</p>	<p><b>10D3 Section 1 Lesson 5 Activity 1. Optional</b> <b>app. 10 minutes</b></p>
<p><b>Mentor sentence:</b> “And so Okonkwo was ruled by one passion--to hate everything that his father Unoka had loved”</p> <p><b>New sentence:</b> To hate everything that his father Unoka had loved was the one passion that ruled Okonkwo.</p> <p><b>New sentence:</b> And so one passion ruled Okonkwo--to hate everything that his father Unoka had loved.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is different?</li> <li>2. What are the effects of these differences?</li> </ol> <p><b>Segment 3</b> Write a sentence using a structure similar to the mentor sentence when you complete the section diagnostic.</p> <p>Use a sentence frame as needed.</p>	<ul style="list-style-type: none"> <li>• Can we divide the mentor sentence into two or more sentences? What do we have to remove or change?</li> <li>• Provide direct support or examples.</li> <li>• Prompt students to use the connecting ideas reference guide and the conventions reference guide.</li> </ul> <p><b>Segment 2</b> Direct students to examine and reinforce their understanding of the structure of the mentor sentence by comparing the sentences and answering the questions.</p> <p>If students need support comparing sentences:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What phrases or clauses do you notice in the new sentences? What is the purpose of “To hate everything that his father Unoka had loved” in the second sentence? How does noticing the phrase help you understand the new sentence? How does changing the order of the sentence change the meaning or style and effect?</li> <li>• What is the difference between “And so Okonkwo was ruled by one passion” and “And so one passion ruled Okonkwo”? How does the shift from passive to active voice change the style and effect of the sentence?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to work in pairs to do the activity.</li> <li>• Prompt students to use the connecting ideas reference guide and the conventions reference guide.</li> </ul> </li> </ul> <p><b>Segment 3</b></p>



10D3. Section 1. Lesson 5. Activity 1.	Optional app. 10 minutes
	<p>Ask students to identify the structural elements of the mentor sentence (e.g., conjunctions and punctuation).</p> <p>Replace the non-structural elements with fill-in-the-blank lines and maintain the conjunctions and punctuation.</p> <p>Create a sentence frame or a set of sentence frames that students can use. For example, if the frame is for a compound sentence joined with a coordinating conjunction, create a single sentence frame for each of the coordinating conjunctions (e.g., “and,” “so,” “but,” “yet,” etc.).</p> <p>Direct students to copy the sentence frame or frames into their learning log.</p>

Notes:

10D3. Section 1. Lesson 5. Activity 2. Core app. 10 minutes	
Student	Teacher
<p><b>Segment 1</b> Form a claim in response to the question.</p> <p><b>Question:</b></p> <p>1. How does Unoka's relationship with Okonkwo influence Okonkwo's thoughts and actions?</p> <p>Use the forming claims tool to write your claim.</p> <p><b>Segment 2</b> Read your claim and ask yourself the questions.</p> <p><b>Questions:</b></p> <p>1. Is the claim clearly stated?</p> <p>2. Does the claim communicate your opinion</p>	<p><b>Segment 1</b> Remind students that a claim is an evidence-based opinion or conclusion about a text or topic. At this point in the process, students make an informal statement in preparation for expressing their understanding in writing.</p> <p>Direct students to do the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• How do we come to know Unoka?</li> <li>• How does Unoka interact with Okonkwo?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the claims reference guide.</li> <li>• Prompt students to use the connecting ideas reference guide.</li> <li>• Provide students with a sentence frame for the claim. For example: <ul style="list-style-type: none"> <li>• Okonkwo's relationship with Unoka _____ Okonkwo to _____.</li> <li>• Given that Unoka _____, Okonkwo _____.</li> </ul> </li> </ul> </li> <li>• Model how to use the forming claims tool. <ul style="list-style-type: none"> <li>• Project the forming claims tool.</li> <li>• Write the question.</li> <li>• Work with students to skim the text and find a detail that relates to the question.</li> <li>• Record the detail in the appropriate place on the forming claims tool.</li> <li>• Discuss how the detail is connected to the question.</li> <li>• Repeat the process as time allows.</li> </ul> </li> </ul>

<div> <div>or conclusion about the text?</div> <div>10D3. Section 1. Lesson 5. Activity 2. Core</div> </div>	
<div>3. Is the claim based on</div>	<div>app. 10 minutes</div>
<div> <div>evidence you gathered from the text?</div> <div>4. Is the claim specific to the question, original, and able to be supported by evidence?</div> <div>If you answered “No” to any of the questions, revise your claim.</div> </div>	<div> <ul style="list-style-type: none"> <li>Explain to students that once they have several details and explanations, they should synthesize the details and their connections to form a claim.</li> </ul> <div> <b>Segment 2</b>            Direct students to evaluate their claim.         </div> <div>           If students need support during the activity:           <ul style="list-style-type: none"> <li>Provide direct support or examples.</li> <li>Prompt students to use the claims reference guide.</li> </ul> </div> </div>

Notes:

**10D3. Section 1. Lesson 5. Activity 3. Core**

**app. 10 minutes**

Student	Teacher
<p>Complete the evidence tool to gather and organize evidence in preparation for your work.</p> <p>Organize evidence from the character understanding tool and gather additional evidence from chapters 1 - 3 of <i>Things Fall Apart</i> to support your claim from the previous activity.</p>	<p>Tell students to gather as much evidence as they can, as they will use the evidence in their work.</p> <p>Then direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Is there sufficient evidence in the text to support the claim?</li> <li>• Does the claim demonstrate deep understanding of the topic or text?</li> </ul> </li> <li>• Model how to use the evidence tool: <ul style="list-style-type: none"> <li>• Project the evidence tool.</li> <li>• Write in a sample claim and corresponding text(s).</li> <li>• Identify what kind of claim it is, how many parts it has, and what kind of evidence is needed to support it.</li> <li>• Work with students to skim the text and find a detail that supports the claim.</li> <li>• Record and cite the detail in the appropriate places on the evidence tool.</li> <li>• Discuss how the detail supports the claim and write it down on the tool.</li> <li>• Repeat the process as necessary.</li> <li>• Explain to students that they may change the evidence they note on the tool as they move through the text and find more appropriate or stronger evidence for their claim.</li> <li>• Explain to students that they may also modify their claim or choose another if they find that the textual evidence consistently does not fully support parts of the claim, or</li> </ul> </li> </ul>

10D3. Section 1. Lesson 5. Activity 3. Core	app. 10 minutes
	<p>there is insufficient evidence for the claim altogether.</p> <ul style="list-style-type: none"> <li>Explain to students that once they have several, strong pieces of evidence, they can think about how to organize them effectively (e.g., chronologically, importance, strength, reason, etc.) in preparation for a product.</li> </ul>

Notes:

**10D3. Section 1. Lesson 5. Activity 4. Section Diagnostic**  
**app. 25 minutes**

Student	Teacher
<p>Read the question.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>How does Unoka's relationship with Okonkwo influence Okonkwo's thoughts and actions?</li> </ol> <p>In your learning log, create a draft that answers the question.</p> <p>Use your forming claims tool and evidence tool as you create your draft.</p> <p>Be sure to state your claim clearly and provide supporting evidence as you develop your draft.</p> <p>Once you create a draft, review the prompt and the section diagnostic checklist. Does your draft address the prompt? Does your draft meet the expectations?</p>	<p>Explain the expectations of the writing based on the section diagnostic checklist.</p> <p>Direct students to complete the activity.</p>

**Notes:**

**10D3. Section 1. Lesson 5. Activity 5. Optional**  
**app. 10 minutes**

Student	Teacher
<p>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. Then answer the questions in your learning log.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do the ideas and information in the text and images relate to what you already know?</li> <li>2. What did you learn about Igbo agricultural practices by reading the text and viewing the images?</li> </ol>	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Why do the Igbo refer to yams as the “king of crops”?</li> <li>• What are some examples of Igbo agricultural practices?</li> <li>• What are some examples of Igbo customs and traditions?</li> <li>• How are Igbo customs and/or traditions influenced by their agricultural practices?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to work in pairs to do the activity.</li> <li>• Read aloud the text as students follow along.</li> <li>• Define “exacting” as “demanding or challenging” and “agrarian” as “based on farming or agriculture.”</li> </ul> </li> </ul>

**Notes:**

10D3. Section 1. Lesson 5. Activity 6. Core																					
Homework																					
Student	Teacher																				
Read chapters 4 - 6 from <i>Things Fall Apart</i> independently.	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• As needed, provide students with a pronunciation guide of character and village names in chapters 4 - 6.</li> </ul> <table border="1"> <tbody> <tr> <td>1. Okonkwo: oh-kohn-kwoh</td><td>11. Ekwefi: eh-kweh-fee</td></tr> <tr> <td>2. Umuofia: oo-moh-fee-ah</td><td>12. Ezinma: eh-zeen-mah</td></tr> <tr> <td>3. Ikemefuna: ee-kay-may-foo-nah</td><td>13. Ezigbo: eh-zee-boh</td></tr> <tr> <td>4. Nwoye: nwoh-yay</td><td>14. Obiageli: oh-bee-ah-geh-lee</td></tr> <tr> <td>5. Ojiugo: oh-jee-oo-goh</td><td>15. Nkechi: nkeh-chee</td></tr> <tr> <td>6. Ezeani: ee-zee-ah-nee</td><td>16. Obierika: oh-bee-eh-ree-kah</td></tr> <tr> <td>7. Ogbuefi Ezeudu: oh-bweh-fee eh-zoo-doo</td><td>17. Chielo: chee-eh-loh</td></tr> <tr> <td>8. Obodoani: oh-boh-doh-ah-nee</td><td>18. Okafo: oh-kah-foh</td></tr> <tr> <td>9. Nwayieke: wah-ee-eh-keh</td><td>19. Ikezue: ee-keh-zoo-eh</td></tr> <tr> <td>10. Nnadi: nah-dee</td><td></td></tr> </tbody> </table>	1. Okonkwo: oh-kohn-kwoh	11. Ekwefi: eh-kweh-fee	2. Umuofia: oo-moh-fee-ah	12. Ezinma: eh-zeen-mah	3. Ikemefuna: ee-kay-may-foo-nah	13. Ezigbo: eh-zee-boh	4. Nwoye: nwoh-yay	14. Obiageli: oh-bee-ah-geh-lee	5. Ojiugo: oh-jee-oo-goh	15. Nkechi: nkeh-chee	6. Ezeani: ee-zee-ah-nee	16. Obierika: oh-bee-eh-ree-kah	7. Ogbuefi Ezeudu: oh-bweh-fee eh-zoo-doo	17. Chielo: chee-eh-loh	8. Obodoani: oh-boh-doh-ah-nee	18. Okafo: oh-kah-foh	9. Nwayieke: wah-ee-eh-keh	19. Ikezue: ee-keh-zoo-eh	10. Nnadi: nah-dee	
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Notes:



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***Things Fall Apart. 10D3. Section 1. Lesson 6***

**Description**

In this lesson, students develop their skills in composing by analyzing the structure of a key sentence from chapter four of *Things Fall Apart* and emulating it in their writing. Students then work in small groups to deepen their understanding of chapters 4 - 6 by adding to their setting understanding tool and character understanding tool.

**Look-Fors**

- Can students describe the thoughts, actions, motivations, and interactions among Okonkwo, Nwoye, Ikemefuna, Ekwefi, and Ezinma through chapter 6 of *Things Fall Apart*?
- Can students compose a sentence based on the syntax of a sentence from *Things Fall Apart*?

**Notes:**

**10D3. Section 1. Lesson 6. Activity 1. Optional**  
**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> Review the integrating quotations reference guide.</p> <p>Note the various ways to integrate a quotation into your writing. In particular consider:</p> <ul style="list-style-type: none"> <li>• What to quote directly, including where to stop and start the quotation.</li> <li>• What to paraphrase.</li> <li>• How to ensure the quotation doesn't interrupt the flow of ideas.</li> </ul> <p><b>Segment 2</b> Read the quotation.</p> <p><b>Quotation:</b></p> <ul style="list-style-type: none"> <li>• “When Unoka died he had taken no title at all and he was heavily in debt. Any wonder then that his son Okonkwo was ashamed of him? Fortunately, among these people a man was judged according to his worth and not according to the worth of his father. Okonkwo was clearly cut out for great things” (Achebe 8).</li> </ul> <p>Using the evidence sentence starters, write a sentence in your learning log that integrates all or a portion of the quotation while maintaining the flow of ideas.</p>	<p><b>Segment 1</b> Explain to students that direct quotations should be used to support the claims they make. These quotations should be integrated or woven into the sentence so that sentence fluency is maintained.</p> <p>Direct students to review the integrating quotations reference guide and the evidence sentence starters.</p> <p><b>Segment 2</b> Direct students to do the activity.</p> <p>After a few minutes, ask a few students to share their sentence with the class.</p> <p>If students need support:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• How does integrating the quotation improve sentence fluency?</li> <li>• How can you use a portion of this quotation to support an idea? Where should you start and stop the quotation?</li> <li>• Why might you paraphrase the ideas of this quotation rather than quoting it directly?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the connecting ideas reference guide.</li> <li>• Prompt students to use the integrating quotations reference guide.</li> </ul> </li> <li>• Model how to integrate a quotation by writing a sentence that integrates a quotation from a unit</li> </ul>

<p><b>Segment 1. Lesson 6. Activity 1.</b> Read the quotation.</p>	<p><b>Optional</b> <b>app. 10 minutes</b></p>
<p><b>Quotation:</b></p> <ul style="list-style-type: none"> <li>"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. Even as a little boy he had resented his father's failure and weakness, and even now he still remembered how he had suffered when a playmate had told him that his father was <i>agbala</i>. That was how Okonkwo first came to know that <i>agbala</i> was not only another name for a woman, it could also mean a man who had taken no title" (Achebe 13).</li> </ul> <p>Using the evidence sentence starters, write a sentence in your learning log that integrates all or a portion of the quotation while maintaining the flow of ideas.</p> <p><b>Segment 4</b> Read the quotation.</p> <p><b>Quotation:</b></p> <ul style="list-style-type: none"> <li>"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" (Achebe 13).</li> </ul>	<p>text.</p> <p><b>Segment 3</b> Direct students to do the activity.</p> <p>After a few minutes, ask a few students to share their sentence with the class.</p> <p>If students need support:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>How does integrating the quotation improve sentence fluency?</li> <li>How can you use a portion of this quotation to support an idea? Where should you start and stop the quotation?</li> <li>Why might you paraphrase the ideas of this quotation rather than quoting it directly?</li> </ul> </li> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>Prompt students to use the connecting ideas reference guide.</li> <li>Prompt students to use the integrating quotations reference guide.</li> </ul> </li> <li>Model how to integrate a quotation by writing a sentence that integrates a quotation from a unit text.</li> </ul> <p><b>Segment 4</b> Direct students to do the activity.</p>

Using the evidence sentence starters, write a sentence in your learning log that integrates all or a portion the quotation while maintaining the flow of ideas.	Optional app. 10 minutes
<p>Practice a different way of integrating one or more of the quotations after hearing from your peers.</p>	<p>After a few minutes, ask a few students to share their sentence with the class.</p> <p>Emphasize the different ways the quotations can be integrated, pointing out when it is best to paraphrase and when it is best to quote directly.</p> <p>Direct students to revise or adjust the sentences in their learning log.</p> <p>If students need support:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What are the different ways to integrate a quotation into a sentence?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the connecting ideas reference guide.</li> <li>• Prompt students to use the integrating quotations reference guide.</li> </ul> </li> <li>• Model integrating a direct quotation and integrating a paraphrased quotation into a sentence using a quotation from a unit text. After modeling both ways to integrate a quotation, ask students to explain which integration is more effective.</li> </ul>

**Notes:**

**10D3. Section 1. Lesson 6. Activity 2. Optional**  
**app. 15 minutes**

Student	Teacher
<p>Read your work, and then ask yourself the questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Do I sufficiently develop and support the response in a fair and even manner with supporting claims and evidence, explanation, and elaboration?</li> <li>2. Do I correctly cite my evidence?</li> <li>3. Is my evidence integrated effectively?</li> </ol> <p>Make any necessary revisions to the development and support of your work, focusing on effectively integrating at least two quotations into your writing.</p>	<p>Explain to students that their work should sufficiently develop and support a response in a fair and even manner with supporting claims and evidence, explanation, and elaboration.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What is the response in your thesis statement?</li> <li>• What are your supporting claims for this response?</li> <li>• Which quotations provide evidence for your supporting claim?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the avoiding plagiarism reference guide and the integrating quotations reference guide.</li> <li>• Provide students with several examples of possible evidence to use. Ask students orally or in writing to identify the claim that the evidence supports and explain how it supports that claim. Discuss which evidence is most relevant for each claim and why.</li> </ul> </li> <li>• Model how to paraphrase and directly quote evidence using the integrating quotations reference guide and the connecting ideas reference guide.</li> <li>• Model how to review and revise support and development using a strong and weak student model. <ul style="list-style-type: none"> <li>• Project the strong model and conduct a think aloud to explain how the model is well supported and developed.</li> <li>• Project the weak model and conduct a think aloud to explain how the model isn't well</li> </ul> </li> </ul>

10D3. Section 1. Lesson 6. Activity 2.	Optional app. 15 minutes
	<p>supported nor developed.</p> <ul style="list-style-type: none"> <li>• Then ask: How can we revise the model so that the supporting claims are better supported and developed? What can we add, remove, or change?</li> <li>• Work together as a class to make one or more revisions to the weak model based on the answers to the questions.</li> <li>• Review the revised model and ask students to explain how the revisions improve the support and development.</li> </ul>

Notes:

10D3. Section 1. Lesson 6. Activity 3. Core app. 20 minutes	
Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the mentor sentence from <i>Things Fall Apart</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> “To show affection was a sign of weakness; the only thing worth demonstrating was strength. He therefore treated Ikemefuna as he treated everybody else—with a heavy hand” (Achebe 28).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Direct students to do the activity.</p> <p>After several minutes, ask one to two students to share how they paraphrased or interpreted the mentor sentence.</p> <p>Then ask students what they notice about the mentor sentence.</p> <p>As students share their responses, mark the grammatical and mechanical elements that students notice on the mentor sentence and ask how these elements help them understand the mentor sentence.</p> <p>If students need support analyzing the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What are the parts of the mentor sentence?</li> <li>• What does “heavy hand” mean? How does noticing this word/phrase help you understand the mentor sentence?</li> <li>• What word or punctuation in the mentor sentence connects two independent clauses?</li> <li>• What phrases or clauses do you notice? What does the phrase/clause “With a heavy hand” mean? How does “With a heavy hand” connect to the rest of the mentor sentence? What is the purpose of “With a heavy hand” in the mentor sentence? How does noticing the phrase/clause help you understand the mentor sentence?</li> <li>• Can we rearrange the mentor sentence? What do we have to remove or change?</li> </ul> </li> </ul>

<p><b>Segment 2</b> <b>10D3, Section 1, Lesson 6, Activity 3. Core</b></p> <p>Compare the structure of the sentences. Then answer the questions in your learning log.</p>	<p><b>app. 20 minutes</b></p>
<p><b>Mentor sentence:</b> “To show affection was a sign of weakness; the only thing worth demonstrating was strength. He therefore treated Ikemefuna as he treated everybody else—with a heavy hand” (page 28).</p> <p><b>New sentence:</b> To show affection was a sign of weakness—the only thing worth demonstrating was strength. So, he treated Ikemefuna with a heavy hand, as he treated everybody else.</p> <p><b>New sentence:</b> The only thing worth demonstrating was strength because showing affection was a sign of weakness. Therefore, with a heavy hand, he treated Ikemefuna as he treated everybody else.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is different?</li> <li>2. What are the effects of these differences?</li> </ol> <p><b>Segment 3</b> Respond to the prompt.</p> <p><b>Prompt:</b></p> <ol style="list-style-type: none"> <li>1. Describe Nwoye, Ikemefuna, Ekwefi, or Ezinma.</li> </ol> <p>Include a sentence using a structure similar to the mentor sentence. Use a sentence frame as needed.</p>	<p>How does rearranging the sentence change its meaning?</p> <ul style="list-style-type: none"> <li>• What are the clauses in the mentor sentence? What words connect those clauses?</li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, prompt students to use the connecting ideas reference guide and the conventions reference guide.</li> <li>• Prompt students to work in pairs to do the activity.</li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to examine and reinforce their understanding of the structure of the mentor sentence by comparing the two sentences and answering the questions.</p>



10D3. Section 1. Lesson 6. Activity 3. Core	app. 20 minutes
	<p><b>Segment 3</b></p> <p>Ask students to identify the structural elements of the mentor sentence (e.g., conjunctions and punctuation).</p> <p>Replace the non-structural elements with fill-in-the-blank lines and maintain the conjunctions and punctuation.</p> <p>Create a sentence frame or a set of sentence frames that students can use. For example, if the frame is for a compound sentence joined with a coordinating conjunction, create a single sentence frame for each of the coordinating conjunctions (e.g., “and,” “so,” “but,” “yet,” etc.).</p> <p>Direct students to copy the sentence frame into their learning log.</p> <p>Then ask students to complete the activity.</p> <p>If students need support composing their own sentence:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Provide students with the first phrase or clause of a sentence.</li> <li>• Prompt students to work in pairs to do the activity.</li> <li>• Prompt students to use the connecting ideas reference guide and the conventions reference guide.</li> </ul> </li> </ul>

Notes:

10D3. Section 1. Lesson 6. Activity 4. Core app. 25 minutes	
Student	Teacher
<p>With your group, review chapters 4 - 6 from <i>Things Fall Apart</i>. Use your setting understanding tool and the character understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and relevant supporting evidence about Umuofia on the setting understanding tool and Okonkwo and the character you described in the previous activity on your character understanding tool. Include the description you wrote in the previous activity. Be sure to include the appropriate citation for recorded evidence.</p> <p>As a group, share your thoughts and evidence with the class. Add to your setting understanding tool and character understanding tool based on what other groups share.</p>	<p>Have students work with their group to analyze the relationships among the details and ideas of the text.</p> <p>Direct them to add to their setting understanding tool and character understanding tool.</p> <p>After 15 minutes, prompt groups to share their thoughts and evidence.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>What is the setting of chapters 4 - 6?</li> <li>How does the setting affect the characters?</li> <li>Who is Okonkwo, Nwoye, Ikemefuna, Ekwefi, and/or Ezinma?</li> <li>What is the character's story?</li> <li>How do we come to know the character?</li> <li>How does the character participate in Umuofia? What is the character's role?</li> <li>How does the relationship between the character and Okonkwo influence Okonkwo's thoughts and actions?</li> <li>How does Okonkwo's understanding of himself and the culture in Umuofia influence his thoughts and actions.</li> </ul> </li> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>Prompt students to use the avoiding plagiarism reference guide.</li> <li>Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>As students share, use teacher talk moves.</li> </ul> </li> </ul>

Notes:

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***Things Fall Apart.* 10D3. Section 1. Lesson 7**

**Description**

In this lesson, students read and react to chapter seven of *Things Fall Apart* and deepen their understanding of Okonkwo and Nwoye by analyzing how they respond to Ikemefuna's death and adding to their character understanding tool. Students also deepen their understanding of the setting by adding to their setting understanding tool.

**Look-Fors**

- Can students explain what Ikemefuna's death and Okonkwo's involvement in Ikemefuna's death reveals about Umuofia and Okonkwo?
- Can students gather and organize evidence to demonstrate their understanding of Okonkwo, Nwoye, and Umuofia?

**Notes:**



10D3. Section 1. Lesson 7. Activity 1. Core app. 25 minutes	
Student	Teacher
Listen to and follow along with the read aloud of chapter seven from <i>Things Fall Apart</i> .	Read aloud chapter seven from <i>Things Fall Apart</i> or play an audio recording as students follow along.

Notes:



10D3. Section 1. Lesson 7. Activity 2. Optional app. 10 minutes	
Student	Teacher
Listen to and follow along with the read aloud of the end of chapter seven (pages 60 - 62) from <i>Things Fall Apart</i> .	Reread aloud the end of chapter seven (pages 60 - 62) from <i>Things Fall Apart</i> or play an audio recording as students follow along.

Notes:

**10D3. Section 1. Lesson 7. Activity 3. Optional**  
**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the following mentor sentence from <i>Things Fall Apart</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> “Dazed with fear, Okonkwo drew his machete and cut Ikemefuna down. He was afraid of being thought weak” (Achebe 61).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol> <p><b>Segment 2</b> At the end of the activity, complete one of the sentence stems in your learning log.</p> <p><b>Sentence stems:</b></p> <ul style="list-style-type: none"> <li>• To understand the quotation, I had to _____.</li> </ul>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Then direct students to do the activity.</p> <p>After several minutes, ask 1-2 students to share how they paraphrased or interpreted the mentor sentence.</p> <p>Ask students what they notice about the mentor sentence.</p> <p>As students share, mark the grammatical elements students notice on the mentor sentence and ask how what they notice helps them understand the mentor sentence.</p> <p>If students need support as they attend to the details of the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What are the parts of the mentor sentence?</li> <li>• What phrases or clauses do you notice? What does the phrase “dazed with fear” mean? How does “dazed with fear” connect to the rest of the mentor sentence? What is the purpose of “dazed with fear” in the mentor sentence? How does the phrase help you understand the mentor sentence?</li> <li>• Can we rearrange the mentor sentence? What do we have to remove or change? How does rearranging the sentence change its meaning or style?</li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to complete one of the sentence stems.</p>

10D3. Section 1. Lesson 7. Activity 3.	Optional app. 10 minutes
<ul style="list-style-type: none"> <li>• Noticing _____ helped me understand the quotation because _____.</li> <li>• Knowing _____ is useful for determining the meaning of the quotation.</li> </ul>	

Notes:

**10D3. Section 1. Lesson 7. Activity 4. Optional**  
**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the words and the phrase. Then answer the questions.</p> <p><b>Vocabulary words:</b> “vague” and “descended”</p> <p>"A <b>vague</b> chill had <b>descended</b> on [Nwoye] and his head had seemed to swell, like a solitary walker at night who passes an evil spirit on the way" (Achebe 62).</p> <p><b>Vocabulary phrase:</b> “something seemed to give way inside him, like the snapping of a tightened bow”</p> <p>"As soon as his father walked in, that night, Nwoye knew that Ikemefuna had been killed, and <b>something seemed to give way inside him, like the snapping of a tightened bow</b>" (Achebe 61).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Define the words and phrase in your own words.</li> <li>2. What do you notice about the words and phrases in these sentences?</li> <li>3. How does what you notice help you understand the sentences?</li> </ol> <p><b>Segment 2</b> Complete one of the sentence stems in your learning log.</p>	<p><b>Segment 1</b> Direct students to define the words and phrase and answer the questions.</p> <p>After several minutes, prompt a few students to share their definitions and answers.</p> <p>If students need support defining the words and the phrase:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What do you notice about the words and the phrase?</li> <li>• What other words have a similar or opposite meaning as “vague” or “descended”?</li> <li>• What other words do you know that use the word “descend”? How are their meanings related to the meaning of “descended”?</li> <li>• What happens when a tightened bow snaps? If something “gives way,” is that positive or negative? What other words or images do you associate with a the image of a tightened bow snapping?</li> <li>• How do the words around the words and the phrase in the sentences help you understand the words and the phrase?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the following sentence frames to share their definitions and describe how the words and phrases contributes to their understanding of the sentence. <ul style="list-style-type: none"> <li>• I noticed..., which meant....</li> <li>• I knew..., so I....</li> </ul> </li> </ul> </li> <li>• Model using the sentence frame to explain how you interpreted the words.</li> </ul>



10D3. Section 1. Lesson 7. Activity 4. Optional app. 10 minutes	
<p><b>Sentence stems:</b></p> <ul style="list-style-type: none"> <li>To understand these words and the phrase, I had to ____.</li> <li>Noticing _____ helped me understand the words and the phrase because ____.</li> <li>Knowing _____ comes in handy when determining the meaning of these words.</li> </ul>	<p><b>Segment 2</b> Ask students to refine their definition as needed.</p> <p>Then prompt students to complete one of the sentence stems in their learning log.</p>

Notes:

**10D3. Section 1. Lesson 7. Activity 5. Optional**  
**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the following mentor sentence from <i>Things Fall Apart</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> “It descended on him again, this feeling, when his father walked in, that night after killing Ikemefuna” (Achebe 62).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol> <p><b>Segment 2</b> At the end of the activity, complete one of the sentence stems in your learning log.</p> <p><b>Sentence stems:</b></p>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Then direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they interpreted the mentor sentence.</p> <p>Ask students what they notice about the mentor sentence.</p> <p>As students share, mark the grammatical elements students notice on the mentor sentence and ask how what they notice helps them understand the mentor sentence.</p> <p>If students need support as they attend to the details of the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What are the parts of the mentor sentence?</li> <li>• What phrases or clauses do you notice? What does the clause “It descended on him again” mean? What is “it”?</li> <li>• What does the phrase “this feeling” mean?</li> <li>• Can we divide the mentor sentence into two or more sentences? What do we have to remove or change? How does this change the style?</li> <li>• Can we rearrange the mentor sentence? What do we have to remove or change? How does rearranging the sentence change its meaning?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the conventions reference guide.</li> </ul> </li> </ul> <p><b>Segment 2</b></p>

<b>10D3. Section 1. Lesson 7. Activity 5. Optional</b>	Direct students to complete one of the sentence stems. <b>app. 10 minutes</b>
<ul style="list-style-type: none"> <li>To understand the sentence, I had to _____.</li> <li>Noticing _____ helped me understand the sentence because _____.</li> <li>Knowing _____ is useful for determining the meaning of the sentence.</li> </ul>	

Notes:

10D3. Section 1. Lesson 7. Activity 6. Core app. 10 minutes	
Student	Teacher
<p>With the class, answer the text-specific questions about chapter seven from <i>Things Fall Apart</i>.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the situation with Ikemefuna reveal about Okonkwo?</li> <li>2. What do the different reactions from Okonkwo and Nwoye to Ikemefuna's situation reveal about the Igbo culture?</li> </ol> <p>Write your response in your learning log. Support your response with evidence from the text.</p>	<p>Direct students as a class to answer the questions to analyze the relationships among the details and ideas of the text.</p> <p>Prompt students to write their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What is Okonkwo's role in Umuofia?</li> <li>• How does Okonkwo view Ikemefuna? How does Okonkwo view Nwoye? How do you know?</li> <li>• What are Ezeudu's directions to Okonkwo regarding Ikemefuna?</li> <li>• What is Okonkwo's response to Ezeudu's directions?</li> <li>• How does Okonkwo initially react when an elder attempts to kill Ikemefuna?</li> <li>• Why does Okonkwo kill Ikemefuna after he was directed not to take part in Ikemefuna's death?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, explain to students that they are analyzing the relationships in the text, which is the process of recognizing and interpreting how the key details and ideas of a text interact to establish the elements, such as characters and tone, and the structure or organization of a text.</li> <li>• As students answer the questions, use teacher talk moves.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

Notes:

10D3. Section 1. Lesson 7. Activity 7. Core app. 10 minutes	
Student	Teacher
<p>With your partner, review chapter seven from <i>Things Fall Apart</i>. Use your setting understanding tool and character understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and relevant supporting evidence on your tools. Be sure to include the appropriate citation for recorded evidence.</p>	<p>Have students work with their partner to analyze the relationships among the details and ideas of the text.</p> <p>Direct them to add to their setting understanding tool and character understanding tool.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What does this chapter reveal about the culture of Umuofia?</li> <li>• What does this chapter reveal about Okonkwo?</li> <li>• What does this chapter reveal about Nwoye?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> </ul> </li> </ul>

Notes:

Things Fall Apart. 10D3. Section 1. Lesson 8	
<b>Description</b>	
<p>In this lesson, students read the first part of chapter eight from <i>Things Fall Apart</i> and deepen their understanding of Okonkwo by analyzing how he responds to Ikemefuna's death and adding to their character understanding tool. Students also deepen their understanding of the setting by adding to their setting understanding tool.</p>	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Can students explain how Okonkwo's reactions in Chapter Eight to Ikemefuna's death reveal Okonkwo's conflicting motivations?</li> <li>• Can students gather and organize evidence to demonstrate their understanding of Okonkwo?</li> </ul>	

Notes:

**10D3. Section 1. Lesson 8. Activity 1. Optional**  
**app. 25 minutes**

Student	Teacher														
<p><b>Segment 1</b> Before reading chapter eight from <i>Things Fall Apart</i>, review the fluency practice words and phrases provided by your teacher.</p> <p>Read aloud the fluency practice words and phrases accurately three times with your partner.</p> <p>Then skim the first part of chapter eight (pages 63 - 68) from <i>Things Fall Apart</i> and highlight or mark the fluency practice words and phrases.</p> <p><b>Segment 2</b> Listen to and follow along with the read aloud of the first part of chapter eight from <i>Things Fall Apart</i>.</p> <p>Actively engage in the read aloud when directed.</p> <p><b>Segment 3</b> Read the first part of chapter eight from <i>Things Fall Apart</i> with your partner.</p> <p>Take turns with your partner, reading aloud a paragraph at a time until the entire text is read.</p> <p>Focus on reading the text smoothly and with expression.</p>	<p><b>Segment 1</b> Before reading the first part of chapter eight (pages 63 - 68) from <i>Things Fall Apart</i>, provide students with fluency practice words and phrases from the text.</p> <table border="1"> <tr> <td>1. valor</td><td>8. Ekwefi: eh-kweh-fee</td></tr> <tr> <td>2. thatches</td><td>9. Ezinma: eh-zeen-mah</td></tr> <tr> <td>3. lay that ghost</td><td>10. Nwoye: woh-yeh</td></tr> <tr> <td>4. expelled</td><td>11. Obierika: oh-bee-air-ee-kah</td></tr> <tr> <td>5. dispute</td><td>12. Ofoedu: oh-fweh-doo</td></tr> <tr> <td>6. Okonkwo: oh-kohn-kwoh</td><td>13. Ogbuefi Ndulue: oh-bweh-fee ndoo-loo</td></tr> <tr> <td>7. Ikemefuna: ee-keh-meh-foo-nah</td><td>14. Ozoemena: oh-zo-eh-meh-nah</td></tr> </table> <p>Read aloud the list as students follow along.</p> <p>Then direct pairs to do the activity.</p> <p><b>Segment 2</b> Read aloud the first part of chapter 8 (pages 63 - 68) from <i>Things Fall Apart</i> as students follow along. Start reading at the beginning of the chapter and read until “‘He led Umuofia to war in those days,’ said Obierika.”</p> <p>While reading, direct students to chorally read aloud each sentence containing a word and/or phrase from the fluency practice list.</p> <p><b>Segment 3</b> Direct students to complete the activity with their partner.</p>	1. valor	8. Ekwefi: eh-kweh-fee	2. thatches	9. Ezinma: eh-zeen-mah	3. lay that ghost	10. Nwoye: woh-yeh	4. expelled	11. Obierika: oh-bee-air-ee-kah	5. dispute	12. Ofoedu: oh-fweh-doo	6. Okonkwo: oh-kohn-kwoh	13. Ogbuefi Ndulue: oh-bweh-fee ndoo-loo	7. Ikemefuna: ee-keh-meh-foo-nah	14. Ozoemena: oh-zo-eh-meh-nah
1. valor	8. Ekwefi: eh-kweh-fee														
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7. Ikemefuna: ee-keh-meh-foo-nah	14. Ozoemena: oh-zo-eh-meh-nah														

**Notes:**

10D3. Section 1. Lesson 8. Activity 2. Core app. 15 minutes	
Student	Teacher
Read the first part of chapter eight (pages 63 - 68) from <i>Things Fall Apart</i> with your partner. Start reading at the beginning of the chapter and read until “‘He led Umuofia to war in those days,’ said Obierika.”	<p>Direct pairs to complete the activity.</p> <p>If pairs need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• How does Okonkwo react to Ikemefuna’s death in private?</li> <li>• How does Okonkwo react to Ikemefuna’s death in front of Obierika?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, provide students with a pronunciation guide of character names in chapter eight. <ul style="list-style-type: none"> <li>• Okonkwo: oh-kohn-kwoh</li> <li>• Ikemefuna: ee-keh-meh-foo-nah</li> <li>• Ekwefi: eh-kweh-fee</li> <li>• Ezinma: eh-zeen-mah</li> <li>• Nwoye: woh-yeh</li> <li>• Obierika: oh-bee-air-ee-kah</li> <li>• Ofoedu: oh-fweh-doo</li> <li>• Ogbuefi Ndulue: oh-bweh-fee ndoo-loo</li> <li>• Ozoemena: oh-zoh-eh-meh-nah</li> </ul> </li> </ul> </li> </ul>

Notes:



10D3. Section 1. Lesson 8. Activity 3. Core app. 5 minutes	
Student	Teacher
<p>React to the first part of chapter eight from <i>Things Fall Apart</i> by developing your response to the question.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>How does Okonkwo respond to Ikemefuna's death?</li> </ol> <p>Then share your response with your partner.</p>	<p>Direct students to answer the question to react to the text.</p> <p>Prompt students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Provide direct support or examples.</li> <li>Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul>

Notes:

10D3. Section 1. Lesson 8. Activity 4. Core app. 10 minutes	
Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the following mentor sentence from <i>Things Fall Apart</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> “Whenever the thought of his father’s weakness and failure troubled him he expelled it by thinking about his own strength and success” (Achebe 66).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Then direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they interpreted the mentor sentence.</p> <p>Ask students what they notice about the mentor sentence.</p> <p>As students share, mark the grammatical elements students notice on the mentor sentence and ask how what they notice helps them understand the mentor sentence.</p> <p>If students need support as they attend to the details of the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence? Who is “he”? What is “it”? What is he doing with it?</li> <li>• What are the parts of the mentor sentence?</li> <li>• What phrases or clauses do you notice? What does the phrase “Whenever the thought of his father’s weakness and failure troubled him” mean? How does the phrase connect to the rest of the mentor sentence? What is the purpose of this phrase in the sentence? What does it do? How does the phrase help you understand the mentor sentence?</li> <li>• How can we rearrange the mentor sentence? What do we have to change? How does rearranging the sentence change its meaning or style?</li> </ul> </li> <li>• Provide direct support or examples.</li> </ul>

10D3. Section 1. Lesson 8. Activity 4. Core	app. 10 minutes
<p><b>Segment 2</b> At the end of the activity, complete one of the sentence stems in your learning log.</p> <p><b>Sentence stems:</b></p> <ul style="list-style-type: none"> <li>• To understand the sentence, I had to _____.</li> <li>• Noticing _____ helped me understand the sentence because _____.</li> <li>• Knowing _____ is useful for determining the meaning of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt student to use the connecting ideas reference guide and the conventions reference guide.</li> <li>• Model how to rearrange the mentor sentence.             <ul style="list-style-type: none"> <li>• Project the mentor sentence: “Whenever the thought of his father’s weakness and failure troubled him he expelled it by thinking about his own strength and success” (page 66).</li> <li>• Ask students to identify the subject of the sentence.</li> <li>• Underneath the mentor sentence, write “He”.</li> <li>• Ask students who “he” refers to, if desired, replace “He” with “Okonkwo”.</li> <li>• Ask students what the subject does in this sentence.</li> <li>• Next to “He” or “Okonkwo” write “expelled”.</li> <li>• Ask students what Okonkwo expelled.</li> <li>• Prompt a student to explain how they know “it” refers to “the thought of his father’s weakness and failure”.</li> <li>• Write “the thought of his father’s weakness and failure” after “expelled”.</li> <li>• Ask students how Okonkwo expels the thought.</li> <li>• Write “by thinking about his own strength and success”.</li> <li>• Ask students when Okonkwo expels the thought.</li> <li>• Finish the sentence by writing “whenever the thought troubled him” or “whenever the thought of his father’s weakness and failure troubled him.” If you write the latter, prompt students to direct in how to reduce</li> </ul> </li> </ul>



10D3. Section 1. Lesson 8. Activity 4. Core	app. 10 minutes
	<p>wordiness in the sentence by eliminating redundancy.</p> <p><b>Segment 2</b> Direct students to complete one of the sentence stems.</p>

Notes:

**10D3. Section 1. Lesson 8. Activity 5. Optional**  
**app. 15 minutes**

Student	Teacher
<p>With the class, answer the text-specific question about the first part of chapter eight from <i>Things Fall Apart</i>.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>1. What do Okonkwo's reactions in chapter eight to Ikemefuna's death reveal about him?</li> </ol> <p>Write your response in your learning log. Support your response with evidence from the text.</p>	<p>Direct students as a class to answer the question to analyze the relationships among the details and ideas of the text.</p> <p>Prompt students to write their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• How does Okonkwo respond to Ikemefuna's death?</li> <li>• What is different about his private and public reactions?</li> <li>• What do Okonkwo's different reactions reveal about him? What words, phrases, or sentences reveal Okonkwo's character?</li> <li>• How are Okonkwo's perspective and Obierika's perspective different? How do their different perspectives influence their actions? How do their different perspectives reveal what each character believes about their culture and their role in the culture?</li> <li>• Why does Okonkwo wish Ezinma were a boy? What does this statement reveal about his beliefs?</li> <li>• How does Okonkwo's relationship with Unoka and his children influence Okonkwo's thoughts and actions?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As students answer the questions, use teacher talk moves.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

**Notes:**

10D3. Section 1. Lesson 8. Activity 6. Core app. 15 minutes	
Student	Teacher
<p>With your partner, review chapters seven and eight from <i>Things Fall Apart</i>. Use your setting understanding tool and character understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and supporting relevant evidence on your tools. Be sure to include the appropriate citation for recorded evidence.</p>	<p>Have students work with their partner to analyze the relationships among the details and ideas of the text.</p> <p>Direct them to add to their setting understanding tool and character understanding tool.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• How does Okonkwo represent the culture in Umuofia? What is his role?</li> <li>• How does Okonkwo's understanding of himself and the culture in Umuofia influence his thoughts and actions?</li> <li>• How does Okonkwo's relationship with his father and his son influence his thoughts and actions?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Encourage pairs to collaborate in their home language as they add to their setting understanding tool and character understanding tool in English.</li> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> </ul> </li> </ul>

Notes:

Things Fall Apart. 10D3. Section 1. Lesson 9	
<b>Description</b>	
<p>In this lesson, students finish reading chapter eight of <i>Things Fall Apart</i> and prepare to write for the culminating task by writing an evidence-based claim about either Nwoye or Ikemefuna. Students then read chapters 9-12 of <i>Things Fall Apart</i>.</p>	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Do students understand what details in the last part of chapter eight reveal about Umuofia?</li> <li>• Can students write an evidence-based claim that demonstrates their understanding of how either Nwoye’s or Ikemefuna’s story is important to understanding Okonkwo’s story?</li> </ul>	

Notes:

10D3. Section 1. Lesson 9. Activity 1. Core app. 15 minutes	
Student	Teacher
<p>Read the rest of chapter eight (pages 69 - 74) from <i>Things Fall Apart</i> independently. Start reading with “Okonkwo was beginning to feel like his old self again” and read until the end of the chapter.</p>	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What do the men discuss at the end of chapter 8?</li> <li>• What do the opinions about other villages reveal about each character and each character’s perspective?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• Pair students together to engage in a partner reading of the text.</li> <li>• Encourage students learning English as a new language to annotate the text in their home language as appropriate.</li> </ul> </li> </ul>

Notes:



10D3. Section 1. Lesson 9. Activity 2. Core app. 10 minutes	
Student	Teacher
React to the last part of chapter eight from <i>Things Fall Apart</i> by adding to your setting understanding tool.	Direct students to respond to the prompt to react to the text.  If students need support during the activity: <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What elements of setting are important in this chapter?</li> <li>• How does the setting affect the characters?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• Prompt students to work in pairs to do the activity. Purposefully pair students with similar levels of reading proficiency.</li> </ul> </li> <li>• Model how to complete the setting understanding tool.</li> </ul>

Notes:

10D3. Section 1. Lesson 9. Activity 3. Core app. 20 minutes	
Student	Teacher
<p><b>Segment 1</b> Form a claim in response to the question.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>How is either Nwoye's or Ikemefuna's story important to understanding Okonkwo's story in <i>Things Fall Apart</i>?</li> </ol> <p>Use the forming claims tool to write your claim.</p> <p><b>Segment 2</b> Read your claim and ask yourself the questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>Is the claim clearly stated?</li> <li>Does the claim communicate your opinion or conclusion about the text?</li> <li>Is the claim based on evidence you gathered from the text?</li> </ol>	<p><b>Segment 1</b> Remind students that a claim is an evidence-based opinion or conclusion about a text or topic. At this point in the process, students make an informal statement in preparation for expressing their understanding in writing.</p> <p>Direct students to do the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>What is Nwoye's story? How does it relate to Okonkwo's story?</li> <li>What is Ikemefuna's story? How does it relate to Okonkwo's story?</li> </ul> </li> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>Prompt students to use the claims reference guide.</li> <li>Prompt students to use the connecting ideas reference guide.</li> <li>Provide students with an activity-specific sentence frame to form a claim. Possible frames: <ul style="list-style-type: none"> <li>_____’s story is important to understanding Okonkwo because _____. </li> <li>Okonkwo _____, which leads _____ to _____. </li> <li>When Ikemefuna _____, Okonkwo _____. </li> <li>Since Nwoye _____, Okonkwo _____. </li> </ul> </li> </ul> </li> <li>Model how to form a claim using one of the frames.</li> </ul> <p><b>Segment 2</b></p>

<b>10D3. Section 1. Lesson 9. Activity 3. Core</b>	Direct students to evaluate their claim. app 20 minutes If students need support during the activity:
4. Is the claim specific to the question, original, and able to be supported by evidence?  If you answered “No” to any of the questions, revise your claim.	<ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Prompt students to use the claims reference guide.</li> </ul>

Notes:

**10D3. Section 1. Lesson 9. Activity 4. Optional**  
**app. 5 minutes**

Student	Teacher
<p>Listen to and follow along with the read aloud of a paragraph from <i>Things Fall Apart</i>.</p> <p>Using the glossary, define the italicized words in the paragraph.</p> <p>Review the characteristics of an episodic narrative in your learning log.</p>	<p>Read aloud the paragraph in chapter nine from <i>Things Fall Apart</i> beginning with “At last Ezinma was born, and although ailing she seemed determined to live” (Achebe 79) and ending with “she could not ignore the fact that some really evil children sometimes misled people into digging up a specious one” (Achebe 80).</p> <p>When reading the italicized words, point out that these are Ibo words and are defined in the glossary.</p> <p>Direct students to access the glossary to define the italicized words in the paragraph.</p> <p>Remind students that they should use this reference when they see an italicized word in the text.</p> <p>Then prompt students to remind themselves of the characteristics of an “episodic narrative.”</p> <p>Define “priestess” as a female priest of a non-Christian religion and “oracle” as 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.</p>

**Notes:**

**10D3. Section 1. Lesson 9. Activity 5. Optional**  
**app. 15 minutes**

Student	Teacher																																																		
<p><b>Segment 1</b> Before reading chapters 9 - 12 from <i>Things Fall Apart</i>, review the fluency practice words and phrases provided by your teacher.</p> <p>Read aloud the fluency practice words and phrases accurately three times with your partner.</p> <p>Then skim chapters 9 - 12 from <i>Things Fall Apart</i> and highlight or mark the words and phrases which are included on the fluency practice tool.</p> <p><b>Segment 2</b> Listen to and follow along with the read aloud of sections of chapters 9 - 12 from <i>Things Fall Apart</i>.</p>	<p><b>Segment 1</b> Before reading chapter 9 - 12 from <i>Things Fall Apart</i>, provide students with fluency practice words and phrases from the text.</p> <table> <tr> <td>1. audacity</td><td>28. astir</td></tr> <tr> <td>2. rebuke</td><td>29. duly</td></tr> <tr> <td>3. keener</td><td>30. Okonkwo: oh-kohn-kwoh</td></tr> <tr> <td>4. resignation</td><td>31. Ekwefi: eh-kweh-fee</td></tr> <tr> <td>5. devoid</td><td>32. Ezinma: eh-zeen-mah</td></tr> <tr> <td>6. elude</td><td>33. Nne: n-neh</td></tr> <tr> <td>7. listless</td><td>34. Onwumbiko: oh-wuhm-bee-koh</td></tr> <tr> <td>8. specious</td><td>35. Ozoemena: oh-zo-eh-meh-nah</td></tr> <tr> <td>9. manifest</td><td>36. Okagbue Uyanwa: oh-kah-bweh oo-yahn-wah</td></tr> <tr> <td>10. astride</td><td>37. Mgbafo: mbah-foh</td></tr> <tr> <td>11. pandemonium</td><td>38. Uzowulu: oo-zoh-woo-loo</td></tr> <tr> <td>12. quavering</td><td>39. Umuofia: oo-moh-fee-ah</td></tr> <tr> <td>13. esoteric</td><td>40. Umueru: oo-mweh-roo</td></tr> <tr> <td>14. instinctive</td><td>41. Odukwe: oh-doo-kweh</td></tr> <tr> <td>15. approbation</td><td>42. Nwayieke: wah-yee-eh-keh</td></tr> <tr> <td>16. trifle</td><td>43. Okeke: oh-keh-keh</td></tr> <tr> <td>17. notorious</td><td>44. Chielo: chee-eh-loh</td></tr> <tr> <td>18. cunning</td><td></td></tr> <tr> <td>19. valuable</td><td></td></tr> <tr> <td>20. prophesying</td><td></td></tr> <tr> <td>21. prophesy</td><td></td></tr> <tr> <td>22. accord</td><td></td></tr> <tr> <td>23. consolations</td><td></td></tr> <tr> <td>24. profound</td><td></td></tr> <tr> <td>25. sullenness</td><td></td></tr> </table>	1. audacity	28. astir	2. rebuke	29. duly	3. keener	30. Okonkwo: oh-kohn-kwoh	4. resignation	31. Ekwefi: eh-kweh-fee	5. devoid	32. Ezinma: eh-zeen-mah	6. elude	33. Nne: n-neh	7. listless	34. Onwumbiko: oh-wuhm-bee-koh	8. specious	35. Ozoemena: oh-zo-eh-meh-nah	9. manifest	36. Okagbue Uyanwa: oh-kah-bweh oo-yahn-wah	10. astride	37. Mgbafo: mbah-foh	11. pandemonium	38. Uzowulu: oo-zoh-woo-loo	12. quavering	39. Umuofia: oo-moh-fee-ah	13. esoteric	40. Umueru: oo-mweh-roo	14. instinctive	41. Odukwe: oh-doo-kweh	15. approbation	42. Nwayieke: wah-yee-eh-keh	16. trifle	43. Okeke: oh-keh-keh	17. notorious	44. Chielo: chee-eh-loh	18. cunning		19. valuable		20. prophesying		21. prophesy		22. accord		23. consolations		24. profound		25. sullenness	
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<p>Actively engage in the read aloud when directed.</p>	<p><b>Optional</b> app. 15 minutes</p>	
<p><b>Segment 3</b> Begin reading chapters 9-12 from <i>Things Fall Apart</i> with your partner.</p> <p>Take turns with your partner, reading aloud a paragraph at a time.</p> <p>Focus on reading the text smoothly and with expression.</p>	<p>26. discern 27. hastily</p>	<p>45. Agbala: ah-bah-lah 46. Nwoye: woh-yeh 47. Obierika: oh-bee-eh-ree-kah 48. Ojiugo: oh-jee-oo-goh 49. Umuike: oo-moo-ee-keh 50. Nwankwo: wahn-kwoh 51. Mgbogo: mboh-goh 52. Ezelagbo: eh-zeh-lah-boh 53. Ogbuefi Ezenwa: oh-bweh-fee eh-zehn-wah</p> <p>Read aloud the list as students follow along.</p> <p>Then direct pairs to do the activity.</p> <p>If students need support as they practice with their partner:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• After reading aloud each fluency practice word, provide a familiar synonym or student-friendly definition.</li> </ul> </li> </ul> <p><b>Segment 2</b> Read aloud sections of chapters 9 - 12 from <i>Things Fall Apart</i> as students follow along. Focus on the sections which contain the fluency practice words and phrases.</p> <p>While reading, direct students to chorally read aloud each sentence containing a word from the fluency practice list.</p> <p><b>Segment 3</b> Direct students to do the activity with their partner.</p>



10D3. Section 1. Lesson 9. Activity 5. Optional	app. 15 minutes
	Students should begin reading chapters 9 - 12 until it is time to move onto the next activity.  They will finish reading the chapters for homework.

Notes:

**10D3. Section 1. Lesson 9. Activity 6. Core**

**Homework**

Student	Teacher		
Read chapters 9 - 12 from <i>Things Fall Apart</i> independently.	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Provide students with an audio recording of the chapters.</li> <li>• As needed, provide students with a pronunciation guide of character and village names in chapters 9 - 12.</li> </ul> </li> </ul>		
	<table> <tr> <td> 1. Okonkwo: oh-kohn-kwoh  2. Ekwefi: eh-kweh-fee  3. Ezinma: eh-zeen-mah  4. Nne: n-neh  5. Onwumbiko: oh-wuhm-bee-koh  6. Ozoemena: oh-zo-eh-meh-nah  7. Okagbue Uyanwa: oh-kah-bweh oo-yahn-wah  8. Mgbafo: mbah-foh  9. Uzowulu: oo-zoh-woo-loo  10. Umuofia: oo-moh-fee-ah  11. Umueru: oo-mweh-roo  12. Odukwe: oh-doo-kweh </td><td> 13. Nwayieke: wah-yee-eh-keh  14. Okeke: oh-keh-keh  15. Chielo: chee-eh-loh  16. Agbala: ah-bah-lah  17. Nwoye: woh-yeh  18. Obierika: oh-bee-eh-ree-kah  19. Ojiugo: oh-jee-oo-goh  20. Umuike: oo-moo-ee-keh  21. Nwankwo: wahn-kwoh  22. Mgbogo: mboh-goh  23. Ezelagbo: eh-zeh-lah-boh  24. Ogbuefi Ezenwa: oh-bweh-fee eh-zehn-wah </td></tr> </table>	1. Okonkwo: oh-kohn-kwoh 2. Ekwefi: eh-kweh-fee 3. Ezinma: eh-zeen-mah 4. Nne: n-neh 5. Onwumbiko: oh-wuhm-bee-koh 6. Ozoemena: oh-zo-eh-meh-nah 7. Okagbue Uyanwa: oh-kah-bweh oo-yahn-wah 8. Mgbafo: mbah-foh 9. Uzowulu: oo-zoh-woo-loo 10. Umuofia: oo-moh-fee-ah 11. Umueru: oo-mweh-roo 12. Odukwe: oh-doo-kweh	13. Nwayieke: wah-yee-eh-keh 14. Okeke: oh-keh-keh 15. Chielo: chee-eh-loh 16. Agbala: ah-bah-lah 17. Nwoye: woh-yeh 18. Obierika: oh-bee-eh-ree-kah 19. Ojiugo: oh-jee-oo-goh 20. Umuike: oo-moo-ee-keh 21. Nwankwo: wahn-kwoh 22. Mgbogo: mboh-goh 23. Ezelagbo: eh-zeh-lah-boh 24. Ogbuefi Ezenwa: oh-bweh-fee eh-zehn-wah
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**Notes:**

<i>Things Fall Apart</i> . 10D3. Section 1. Lesson 10	
<b>Description</b>	
<p>In this lesson, students deepen their understanding of the setting and characters in <i>Things Fall Apart</i> by adding details from chapters 9 - 12 to their setting understanding tool and character understanding tool. Students prepare to write for the culminating task by writing an evidence-based claim about either Ekwefi or Ezinma.</p>	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Do students understand how Okonkwo's relationship with Ezinma influences him?</li> <li>• Can students write an evidence-based claim that demonstrates their understanding of how either Ekwefi's or Ezinma's story is important to understanding Okonkwo's story?</li> </ul>	

**Notes:**

10D3. Section 1. Lesson 10. Activity 1. Core app. 5 minutes	
Student	Teacher
<p>React to chapters 9 - 12 from <i>Things Fall Apart</i> by developing your response to the question.</p> <p><b>Question:</b></p> <p>1. What moment in chapters 9 - 12 is most memorable to you? Why?</p> <p>Then share your response with your partner.</p>	<p>Direct students to answer the question to react to the text.</p> <p>Prompt students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Encourage pairs to collaborate in their home language as appropriate.</li> </ul>

**Notes:**

**10D3. Section 1. Lesson 10. Activity 2. Core**  
**app. 20 minutes**

Student	Teacher
<p>With your partner, review chapters 9 - 12 from <i>Things Fall Apart</i>. Use your setting understanding tool and character understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and relevant supporting evidence for Umuofia on your setting understanding tool and for Ekwefi and Ezinma on your character understanding tool. Be sure to include the appropriate citation for recorded evidence.</p>	<p>Have students work with their partner to analyze the relationships among the details and ideas of the text.</p> <p>Direct them to add to their setting understanding tool for Umuofia and their character understanding tool for Ekwefi and Ezinma.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who are Ekwefi and Ezinma?</li> <li>• How do they participate in Umuofia? What are their roles?</li> <li>• How does Okonkwo's relationship with Ekwefi and Ezinma influence Okonkwo?</li> <li>• Why are their stories important to our understanding of Okonkwo and his understanding of the Igbo culture?</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 1. Lesson 10. Activity 3. Optional**  
**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> Copy the kernel sentence in your learning log. Then answer the questions about the kernel sentence.</p> <p><b>Kernel sentence:</b> He protects Ezinma.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the subject of the sentence?</li> <li>2. What is the predicate of the sentence?</li> <li>3. What additional information would be helpful to the reader to understand the sentence? Consider who, what, when, where, why, and how.</li> </ol> <p><b>Segment 2</b> Using your answers to the questions, write words, phrases, and/or clauses in your learning log that can be added to the kernel sentence.</p> <p>Expand the kernel sentence by adding words, phrases, and/or clauses to provide more details for the reader, including replacing pronouns with specific information about who and what.</p> <p>Include the necessary punctuation.</p> <p><b>Segment 3</b> Review the expanded sentence.</p>	<p><b>Segment 1</b> Explain that writers must consider what readers need to know and provide that information so readers have clarity and understanding.</p> <p>Direct students to copy the kernel sentence and answer the questions.</p> <p>As needed, prompt students to use the unit texts to answer the questions.</p> <p><b>Segment 2</b> Prompt students to use the transitions chart in the connecting ideas reference guide to identify possible transitions and conjunctions that will be helpful for connecting their phrases and clauses to the kernel sentence.</p> <p>If students need support writing an expanded sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What other details or ideas from the text can I include or consider in crafting my sentence?</li> <li>• What punctuation should we use in addition to or in place of conjunctions to combine these ideas into a single sentence? How do you know?</li> </ul> </li> <li>• Provide direct support or examples.</li> </ul>

<b>10D3 Section 1 Lesson 10 Activity 3.</b> <b>As needed, revise the expanded sentence.</b>	<b>Optional</b> <b>app. 10 minutes</b>
<ul style="list-style-type: none"> <li>• Change passive verbs into active verbs to make the sentence more powerful.</li> <li>• Add adjectives and adverbs to provide more detail.</li> <li>• Rearrange phrases or clauses to emphasize different aspects of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt students to use the conventions reference guide.</li> </ul> <p><b>Segment 3</b> After several minutes, ask a few students to share their expanded sentence with the class.</p> <p>After students share, emphasize the different ways sentences can be expanded by showing how or asking students to rearrange the placement of phrases and clauses.</p> <p>Prompt students to revise their expanded sentence in their learning log based on what their peers shared.</p> <p>If students need support comparing sentence structures:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• How does changing the structure of the sentence affect what is emphasized in the sentence?</li> <li>• How does changing the structure of the sentence affect the readability of the sentence?</li> <li>• How does changing the structure of the sentence affect the meaning of the sentence?</li> <li>• How does changing the structure of the sentence affect what is communicated about the text?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Compare an expanded sentence that begins with “when” with the same sentence that starts with “who” or “why” and discuss how varying syntax creates different effects.</li> <li>• Prompt students to use the conventions reference guide.</li> <li>• Prompt students to use the connecting ideas reference guide.</li> </ul> </li> </ul>

**Notes:**

10D3. Section 1. Lesson 10. Activity 4. Core app. 10 minutes	
Student	Teacher
<p><b>Segment 1</b> Form a claim in response to the question.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>How is either Ekwefi's or Ezinma's story important to understanding Okonkwo's story in <i>Things Fall Apart</i>?</li> </ol> <p>Use the forming claims tool to write your claim.</p> <p><b>Segment 2</b> Read your claim and ask yourself the questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>Is the claim clearly stated?</li> <li>Does the claim communicate your opinion or conclusion about the text?</li> <li>Is the claim based on evidence you gathered from the text?</li> <li>Is the claim specific to the question, original, and able to be supported by evidence?</li> </ol>	<p><b>Segment 1</b> Remind students that a claim is an evidence-based opinion or conclusion about a text or topic. At this point in the process, students make an informal statement in preparation for expressing their understanding in writing.</p> <p>Direct students to do the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>Prompt students to use the claims reference guide.</li> <li>Prompt students to use the connecting ideas reference guide.</li> <li>Provide students with activity-specific sentence frames to form a claim. For example: <ul style="list-style-type: none"> <li>_____’s story is important to understanding Okonkwo because _____. </li> <li>Okonkwo _____, which leads _____ to _____.</li> <li>When Ezinma _____, Okonkwo _____.</li> <li>Since Ekwefi _____, Okonkwo _____.</li> </ul> </li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to evaluate their claim.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>Prompt students to use the claims reference guide.</li> </ul> </li> </ul>



10D3. Section 1. Lesson 10. Activity 4.	Core app. 10 minutes
If you answered “No” to any of the questions, revise your claim.	

Notes:



Things Fall Apart. 10D3. Section 1. Lesson 11	
<b>Description</b>	
<p>In this lesson, students read and react to chapter 13 of <i>Things Fall Apart</i> and deepen their understanding of Okonkwo and Obierika by adding to the character understanding tool. Students prepare to write for the culminating task by writing an evidence-based claim about Obierika.</p>	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Can students explain how being cast out of Umuofia might affect Okonkwo and his family?</li> <li>• Can students write an evidence-based claim that demonstrates their understanding of how Obierika's story is important to understanding Okonkwo's story?</li> </ul>	

Notes:

10D3. Section 1. Lesson 11. Activity 1. Core app. 15 minutes	
Student	Teacher
Listen to and follow along with the read aloud of chapter 13 from <i>Things Fall Apart</i> .	<p>Read aloud chapter 13 from <i>Things Fall Apart</i> or play the audio recording as students follow along.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What happens to Okonkwo in chapter 13?</li> <li>• What do we already know about Okonkwo's character and beliefs?</li> <li>• How does Okonkwo's character and beliefs relate to the events of chapter 13?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• Encourage students learning English as a new language to annotate the text in their home language as appropriate.</li> </ul> </li> </ul>

Notes:

**10D3. Section 1. Lesson 11. Activity 2. Optional**  
**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the following mentor sentence from <i>Things Fall Apart</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> "A man's life from birth to death was a series of transition rites which brought him nearer and nearer to his ancestors" (Achebe 122).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol> <p><b>Segment 2</b> At the end of the activity, complete one of the sentence stems in your learning log.</p> <p><b>Sentence stems:</b></p>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Then direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they interpreted the mentor sentence.</p> <p>Ask students what they notice about the mentor sentence.</p> <p>As students share, mark the grammatical elements students notice on the mentor sentence and ask how what they notice helps them understand the mentor sentence.</p> <p>If students need support as they attend to the details of the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What are the parts of the mentor sentence?</li> <li>• What does "transition rites" mean? How does noticing this phrase help you understand the mentor sentence?</li> <li>• Can we divide the mentor sentence into two or more sentences? What do we have to remove or change? How does this change the style?</li> <li>• Can we rearrange the mentor sentence? What do we have to remove or change? How does rearranging the sentence change its meaning?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the connecting ideas reference guide and the conventions reference guide.</li> </ul> </li> <li>• Model dividing the mentor sentence into phrases.</li> </ul>

<b>10D3. Section 1. Lesson 11. Activity 2.</b>	<b>Segment 2</b> <b>Optional</b> <b>app. 10 minutes</b> Direct students to complete one of the sentence stems.
<ul style="list-style-type: none"> <li>To understand the quotation, I had to _____.</li> <li>Noticing _____ helped me understand the quotation because _____.</li> <li>Knowing _____ is useful for determining the meaning of the quotation.</li> </ul>	If students need support as they reflect on the activity: <ul style="list-style-type: none"> <li>Provide direct support or examples.</li> <li>Prompt students to work in pairs to do the activity.</li> </ul>

Notes:

10D3. Section 1. Lesson 11. Activity 3. Optional app. 10 minutes	
Student	Teacher
<p>Listen to and follow along with the read aloud of the beginning of chapter 13 until the break (pages 120 - 121) and the rest of the chapter beginning with "Ezeudu had taken three titles in his life" (pages 123 - 125) from <i>Things Fall Apart</i>.</p>	<p>Read aloud the beginning of chapter 13 until the break (pages 120 - 121) and the rest of the chapter beginning with "Ezeudu had taken three titles in his life" (pages 123 - 125) from <i>Things Fall Apart</i>.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What are some characteristics that you notice about Obierika?</li> <li>• How is Obierika different from Okonkwo?</li> </ul> </li> </ul>

Notes:

**10D3. Section 1. Lesson 11. Activity 4. Core**  
**app. 15 minutes**

Student	Teacher
<p>With your partner, review chapter 13 from <i>Things Fall Apart</i>. Use your character understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and relevant supporting evidence about Okonkwo and Obierika on your character understanding tool. Be sure to include the appropriate citation for recorded evidence.</p>	<p>Have students work with their partner to analyze the relationships among the details and ideas of the text.</p> <p>Direct them to add to their character understanding tool for Okonkwo and Obierika.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What do we learn about Obierika in Chapter 13?</li> <li>• What are some of Obierika's thoughts and actions in Chapter 13?</li> <li>• What kind of character is Obierika? How do you know this?</li> <li>• How does Obierika's perspective contrast with Okonkwo's?</li> <li>• What do Obierika's beliefs/reaction reveal about Okonkwo?</li> <li>• What does this incident reveal about Obierika?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 1. Lesson 11. Activity 5. Core**  
**app. 10 minutes**

Student	Teacher
<p>Develop your response to the text-specific question about chapter 13 from <i>Things Fall Apart</i>.</p> <p><b>Question:</b></p> <p>1. How might being cast out of Umuofia affect Okonkwo and his family?</p> <p>Then share your response with the class. Support your response with evidence from the text.</p>	<p>Direct students to answer the questions to analyze the relationships among the details and ideas of the text.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Reread Ezeudu's warning and Ikemefuna's death in chapter seven. How does Okonkwo react to Ezeudu's direction?</li> <li>• Why does Okonkwo take part in Ikemefuna's death?</li> <li>• What motivates Okonkwo?</li> <li>• What is Okonkwo's role in Umuofia?</li> <li>• Why is Okonkwo exiled?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, define “analyze relationships” as “The process of recognizing and interpreting how the key details and ideas of a text interact to establish the elements, such as characters and tone, and the structure or organization of a text. Readers analyze relationships to deepen their understanding of a text.”</li> <li>• As students share their responses, use teacher talk moves.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 1. Lesson 11. Activity 6. Core**  
app. 10 minutes

Student	Teacher
<p><b>Segment 1</b> Form a claim in response to the question.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>How is Obierika's story important to understanding Okonkwo's story in <i>Things Fall Apart</i>?</li> </ol> <p>Use the forming claims tool to write your claim.</p> <p><b>Segment 2</b> Read your claim and ask yourself the questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>Is the claim clearly stated?</li> <li>Does the claim communicate your opinion or conclusion about the text?</li> <li>Is the claim based on evidence you gathered from the text?</li> <li>Is the claim specific to the question, original, and able</li> </ol>	<p><b>Segment 1</b> Remind students that a claim is an evidence-based opinion or conclusion about a text or topic. At this point in the process, students make an informal statement in preparation for expressing their understanding in writing.</p> <p>Direct students to do the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>What is Obierika's story?</li> <li>What information does Obierika's story provide us about Okonkwo's story?</li> <li>What evidence supports your claim?</li> </ul> </li> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>Prompt students to use the claims reference guide.</li> <li>Provide students with an activity-specific sentence frame to form a claim. For example: <ul style="list-style-type: none"> <li>Obierika's story is important to understand Okonkwo's story because _____.</li> <li>Okonkwo _____, which leads Obierika to _____.</li> <li>When Okonkwo _____, Obierika _____.</li> <li>While Obierika _____, Okonkwo _____.</li> </ul> </li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to evaluate their claim.</p> <p>If students need support during the activity:</p>





10D3. Section 1. Lesson 11. Activity 6. Core	<ul style="list-style-type: none"><li>• Provide direct support or examples.</li></ul>
app. 10 minutes	Prompt students to use the claims reference guide.
to be supported by evidence?	
If you answered “No” to any of the questions, revise your claim.	

Notes:

10D3. Section 1. Lesson 11. Activity 7. Optional Homework	
Student	Teacher
<p>Prior to reading the text, answer the questions in your learning log.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are my purposes for reading?</li> <li>2. What is the title?</li> <li>3. Who is the author?</li> <li>4. What is the text type?</li> <li>5. When was the text published?</li> <li>6. What do I already understand about the text based on this information?</li> </ol> <p>Listen to an excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i> at least twice and follow along with the printed text.</p>	<p>Provide students with the printed text and an audio recording of an excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i>.</p> <p>Direct students to complete the activity.</p>

**Notes:**

<i>Things Fall Apart</i> . 10D3. Section 2. Lesson 1	
<b>Description</b>	
<p>In this lesson, students read an excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i> and compare the Igbo worldview presented in the informational text with the Igbo worldview presented in <i>Things Fall Apart</i>.</p>	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Do students understand the aspects of the Igbo worldview which are supported and/or contradicted by the perspectives of various characters in part one of <i>Things Fall Apart</i>?</li> <li>• Can students work productively in various roles with other participants and actively focus attention on the collaborative task?</li> </ul>	

**Notes:**

**10D3. Section 2. Lesson 1. Activity 1. Core**

**app. 10 minutes**

Student	Teacher
<p>Before reading excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i>, read the brief statement about the title to approach the text.</p> <p><b>About the title:</b> “Ezi na ulo” is defined as “family” or “family and home.” The subtitle “The Extended Family in Igbo Culture” further defines the term by indicating that “family” in Igbo is more than the immediate family of mother, father, and children. In Igbo, the family comprises those who are living, those who have come before and passed on, and those who have yet to be born. Igbo families are the foundation for the governmental structure in Igbo villages, as Igbo politics and culture are often based on decisions made and carried out by families.</p> <p>Listen to and follow along with the read aloud of excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i>.</p>	<p>Before reading the text, direct students to read the statement about the title of the text.</p> <p>Read aloud excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i> or play an audio recording as students follow along.</p>

**Notes:**

10D3. Section 2. Lesson 1. Activity 2. Core app. 5 minutes	
Student	Teacher
<p>React to excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i> by writing your response to the question in your learning log.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>How do the ideas and information in the excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i> relate to what you already know?</li> </ol>	<p>Direct students to answer the question to react to the text.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>What does this text reveal about the Igbo culture?</li> <li>What in <i>Things Fall Apart</i> relates to the information in this text?</li> <li>How does “ezi na ulo” or family play a role in <i>Things Fall Apart</i>?</li> <li>How does this text help you better understand <i>Things Fall Apart</i>?</li> </ul> </li> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>As needed, allow students learning English as a new language to write their response in a combination of English and their home language.</li> </ul> </li> </ul>

Notes:

**10D3. Section 2. Lesson 1. Activity 3. Core**

**app. 30 minutes**

Student	Teacher
<p><b>Segment 1</b> Start the jigsaw in your home group.</p> <p>Assign each person in your home group a number (1 - 7). This number is your jigsaw group. This number is also the number of the proposition you will read. So, for example, all students assigned one will read the first proposition. All students assigned two will read the second proposition, etc.</p> <p><b>Segment 2</b> Reread your assigned portion of the excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i>.</p> <p>Using your setting understanding tool, review portions of part one of <i>Things Fall Apart</i>. Locate evidence from <i>Things Fall Apart</i> that illustrates or challenges the worldview presented in your assigned proposition in the excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i>.</p> <p><b>Segment 3</b></p>	<p><b>Segment 1</b> Explain to students that they are starting in their home groups.</p> <p>Direct students to assign numbers and determine which proposition they will read in their jigsaw groups.</p> <p>Tell students that the goal of the jigsaw is to reread a portion of the excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i>, establish, and then extend their understanding to compare and connect the information from the excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i> to <i>Things Fall Apart</i>.</p> <p>If students need support in their home groups:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Work together as a class to number the propositions on the excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i>.</li> </ul> <p><b>Segment 2</b> Direct students to move to their jigsaw groups based on their assigned number from the home groups.</p> <p>When students move to their jigsaw groups, they should be in groups of two or three students. If there are four students with the same jigsaw group number, ask them to break into two pairs.</p> <p>Direct jigsaw groups to do the activity.</p> <p>If students need support in their jigsaw groups:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.</li> <li>• What is the topic of your assigned proposition?</li> <li>• What are some of the main points made in your assigned proposition?</li> </ul>

<p>Then with your jigsaw group, answer the question in your learning log.</p>	<p><b>10D3 Section 2 Lesson 1 Activity 3. Core</b> app. 30 minutes</p>
<p><b>Question:</b></p> <p>1. How does Achebe illustrate a similar worldview in <i>Things Fall Apart</i> and where does he provide contradictory evidence or additional information about Igbo culture?</p> <p><b>Segment 4</b> Share the information you learned in your jigsaw group with your home group.</p>	<ul style="list-style-type: none"> <li>• What parts of <i>Things Fall Apart</i> reflect the information in your assigned proposition?</li> <li>• What parts of <i>Things Fall Apart</i> are contradictory to the information in your assigned proposition?</li> </ul> <p><b>Segment 3</b> Direct jigsaw groups to do the activity.</p> <p>If students need support in their jigsaw groups:</p> <ul style="list-style-type: none"> <li>• Model how to locate evidence to answer a question. <ul style="list-style-type: none"> <li>• As students look for evidence in <i>Things Fall Apart</i> that illustrates or challenges the worldview presented in the excerpt from <i>Ezi Na Ulo: The Extended Family in Igbo Culture</i>, ask them to identify the portion of the text where they can locate relevant evidence.</li> <li>• If students select a correct portion of the text, point out or ask them to point out specific evidence. Ask them to explain how that evidence is relevant to their task.</li> <li>• If students select a correct portion of the text, but they can't explain how it is relevant to their task, ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase).</li> <li>• If students select a wrong portion of the text, ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.</li> </ul> </li> </ul> <p><b>Segment 4</b> When students are finished in their jigsaw groups, prompt them to return to their home groups and share their answers to the question.</p>

10D3. Section 2. Lesson 1. Activity 3. Core	app. 30 minutes
	<p>If students need support in their home groups:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul>

Notes:



<i>Things Fall Apart</i> . 10D3. Section 2. Lesson 2	
<b>Description</b>	
<p>In this lesson, students prepare for, engage in, and reflect on a whole-class discussion about how Okonkwo and Umuofia are portrayed in Part One of <i>Things Fall Apart</i>. This is a section diagnostic. Use information from the section diagnostic to make decisions about what optional activities to include or not include.</p>	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Use the section diagnostic checklist and exemplar to review student work and/or responses.</li> </ul>	

Notes:

### 10D3. Section 2. Lesson 2. Activity 1. Core

**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> Form a claim in preparation for a discussion about the question.</p> <p><b>Question:</b></p> <p>1. How are Okonkwo and Umuofia portrayed in part one of <i>Things Fall Apart</i>?</p> <p>Complete the form claims section of the discussion tool.</p> <p><b>Segment 2</b> Read your claim and ask yourself the questions.</p> <p><b>Questions:</b></p> <p>1. Is the claim clearly stated?</p>	<p><b>Segment 1</b> Explain the goal and process for the discussion.</p> <p>Explain that a claim is an evidence-based opinion or conclusion about a text or topic. At this point in the process, students make an informal statement in preparation for expressing their understanding in a discussion.</p> <p>Then direct students to form a claim in response to the discussion question to prepare for the discussion.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What words would you use to describe Umuofia in part one? What is important to the Igbo people?</li> <li>• What words would you use to describe Okonkwo in part one? What is important to him?</li> <li>• What actions support that description?</li> <li>• What is the relationship of Okonkwo to his culture?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the claims reference guide.</li> <li>• Prompt students to use the connecting ideas reference guide.</li> <li>• Brainstorm possible words that could be used to describe Okonkwo and Umuofia.</li> <li>• Provide students with an activity-specific sentence frame to form a claim. Possible frames: <ul style="list-style-type: none"> <li>• Okonkwo is portrayed as _____ based on _____.</li> </ul> </li> </ul> </li> </ul>

<p>2. Does the claim communicate your opinion or conclusion about the text?</p> <p>10D3. Section 2, Lesson 2, Activity 1. Core</p>	<p>app. 10 minutes</p>
<p>3. Is the claim based on evidence you gathered from the text?</p> <p>4. Is the claim specific to the question, original, and able to be supported by evidence?</p> <p>If you answered “No” to any of the questions, revise your claim.</p>	<ul style="list-style-type: none"> <li>• Umuofia is portrayed as _____ based on _____.</li> <li>• Given _____, both Okonkwo and the Umuofia culture are portrayed as _____.</li> <li>• Since Okonkwo is representative of his culture, both Okonkwo and the Umuofia culture are portrayed as _____.</li> </ul> <p><b>Segment 2</b> Direct students to evaluate their claim.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Prompt students to use the claims reference guide.</li> </ul>

Notes:

**10D3. Section 2. Lesson 2. Activity 2. Core**

**app. 10 minutes**

Student	Teacher
<p>Gather and organize evidence in preparation for the discussion.</p> <p>Organize evidence from the setting understanding tool and character understanding tool and gather additional evidence from <i>Things Fall Apart</i> to support your claim from the previous activity.</p> <p>Record your evidence on the gather and organize evidence section of the discussion tool.</p> <p>Share the evidence you have gathered with a partner.</p> <p>Then work together to locate additional evidence.</p>	<p>Direct students to gather and organize as much evidence as they can, as they will use the evidence during the discussion.</p> <p>Then direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> <li>• Prompt students to use the connecting ideas reference guide.</li> <li>• Encourage pairs to collaborate in their home language as they locate evidence in English.</li> </ul> </li> <li>• Model how to locate evidence to support a claim. <ul style="list-style-type: none"> <li>• As students form their claim, ask them to identify the portion of the text they can use to support the claim.</li> <li>• If students select a correct portion of the text, point out or ask them to point out specific evidence. Ask them to explain how that evidence supports their claim.</li> <li>• If students select a correct portion of the text, but they can't explain how the evidence supports their claim, ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).</li> <li>• If students select a wrong portion of the text, ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from</li> </ul> </li> </ul>



10D3. Section 2. Lesson 2. Activity 2. Core	app. 10 minutes
	the text based on where they seem to have gaps in their understanding.

Notes:

10D3. Section 2. Lesson 2. Activity 3. Optional app. 10 minutes	
Student	Teacher
<p><b>Segment 1</b> In your learning log, write two or three questions you might ask a peer about the discussion question.</p> <p><b>Discussion question:</b></p> <ol style="list-style-type: none"> <li>How are Okonkwo and Umuofia portrayed in part one of <i>Things Fall Apart</i>?</li> </ol> <p><b>Segment 2</b> Practice asking your questions with a partner and using the conversation stems in the academic conversation reference guide.</p> <p>During the whole-class discussion, ask your questions to extend the discussion and invite others to participate.</p>	<p><b>Segment 1</b> Direct students to do the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Provide direct support or examples.</li> <li>Prompt students to use the questioning reference guide.</li> </ul> <p><b>Segment 2</b> Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>Which conversation stems would be the most useful during this discussion?</li> </ul> </li> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>Identify specific conversation stems students must use during the conversation.</li> </ul> </li> <li>Model how to use the conversation stems.</li> </ul>

**Notes:**

**10D3. Section 2. Lesson 2. Activity 4. Section Diagnostic**  
**app. 30 minutes**

Student	Teacher
<p>Review the discussion norms.</p> <p>As a class, engage in a discussion of the discussion question.</p> <p><b>Discussion question:</b></p> <ol style="list-style-type: none"> <li>How are Okonkwo and Umuofia portrayed in part one of <i>Things Fall Apart</i>?</li> </ol> <p>During the discussion, take notes on the discussion tool to summarize the claims, evidence, and reasoning of your peers. At the end of the discussion, summarize the discussion on your discussion tool.</p>	<p>Remind students of the goal and process of the whole-class discussion and explain the expectations of the discussion based on the section diagnostic checklist.</p> <p>Begin the activity by asking the discussion question.</p> <p>Conclude the discussion by asking students to summarize the discussion.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>Prompt students to use the evidence sentence starters in the integrating quotations reference guide.</li> <li>Prompt students to use the transitions chart in the connecting ideas reference guide.</li> <li>Script what students say during the discussion. Focus on scripting strong examples. Following the discussion, share the scripted strong examples with students along with some weak examples that you write. Explain the qualities of the strong examples and discuss how to improve the weak examples based on the strong examples.</li> </ul> </li> <li>Model how to continue the discussion and probe thinking by using teacher talk moves.</li> </ul>

**Notes:**

10D3. Section 2. Lesson 2. Activity 5. Optional app. 10 minutes	
Student	Teacher
<p>After the discussion, complete the reflect on understanding section on the discussion tool.</p> <p>Explain how the points, evidence, and explanations shared by your peers during the discussion support or change your thinking.</p> <p>Then revise your claim as needed.</p>	<p>Direct students to complete the activity.</p>

Notes:



10D3. Section 2. Lesson 2. Activity 6. Optional app. 5 minutes	
Student	Teacher
<p>After the discussion, consider your contributions and the contributions of your peers and evaluate the quality of the discussion.</p> <p>Complete the skill and habit reflection section on the discussion tool.</p>	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Give students specific action steps and/or goals to accomplish in the next conversation.</li> </ul>

Notes:

**10D3. Section 2. Lesson 2. Activity 7. Optional**  
**app. 15 minutes**

Student	Teacher																														
<p><b>Segment 1</b> Before reading chapters 14 and 15 from <i>Things Fall Apart</i>, review the fluency practice words and phrases provided by your teacher.</p> <p>Read aloud the fluency practice words and phrases accurately three times with your partner.</p> <p>Then skim chapters 14 and 15 from <i>Things Fall Apart</i> and highlight or mark the words and phrases which are included on the fluency practice tool.</p> <p><b>Segment 2</b> Listen to and follow along with the read aloud of sections of chapters 14 and 15 from <i>Things Fall Apart</i>.</p> <p>Actively engage in the read aloud when directed.</p> <p><b>Segment 3</b> Begin reading chapters 14 and 15 from <i>Things Fall Apart</i> with your partner.</p>	<p><b>Segment 1</b> Before reading chapter 14 and 15 from <i>Things Fall Apart</i>, provide students with fluency practice words and phrases from the text.</p> <table border="1"> <tbody> <tr> <td>1. requisite</td><td>16. Amikwu: ah-mee-kwoo</td></tr> <tr> <td>2. affirmation</td><td>17. Nneka: n-neh-kah</td></tr> <tr> <td>3. exile</td><td>18. Akueni: ah-kweh-nee</td></tr> <tr> <td>4. condemned</td><td>19. Obierika: oh-bee-eh-ree-kah</td></tr> <tr> <td>5. bowed</td><td>20. Aninta: ah-neen-ta</td></tr> <tr> <td>6. mirthless</td><td>21. Umuazu: oo-moo-ah-zoo</td></tr> <tr> <td>7. begot</td><td>22. Ikeocha: ee-keh-oh-chah</td></tr> <tr> <td>8. harbinger</td><td>23. Elumelu: eh-loo-meh-loo</td></tr> <tr> <td>9. ominous</td><td>24. Abame: ah-bah-meh</td></tr> <tr> <td>10. abomination</td><td>25. Mbaino: mbay-noh</td></tr> <tr> <td>11. Okonkwo: oh-kohn-kwoh</td><td>26. Nwoye: woh-yeh</td></tr> <tr> <td>12. Mbanta: mbahn-tah</td><td>27. Ezinma: eh-zeen-mah</td></tr> <tr> <td>13. Umuofia: oo-moh-fee-ah</td><td>28. Nweke: weh-keh</td></tr> <tr> <td>14. Uchendu: oo-chehn-doo</td><td>29. Okadigbo: oh-ka-dee-boh</td></tr> <tr> <td>15. Njide: njee-deh</td><td></td></tr> </tbody> </table> <p>Read aloud the list as students follow along.</p>	1. requisite	16. Amikwu: ah-mee-kwoo	2. affirmation	17. Nneka: n-neh-kah	3. exile	18. Akueni: ah-kweh-nee	4. condemned	19. Obierika: oh-bee-eh-ree-kah	5. bowed	20. Aninta: ah-neen-ta	6. mirthless	21. Umuazu: oo-moo-ah-zoo	7. begot	22. Ikeocha: ee-keh-oh-chah	8. harbinger	23. Elumelu: eh-loo-meh-loo	9. ominous	24. Abame: ah-bah-meh	10. abomination	25. Mbaino: mbay-noh	11. Okonkwo: oh-kohn-kwoh	26. Nwoye: woh-yeh	12. Mbanta: mbahn-tah	27. Ezinma: eh-zeen-mah	13. Umuofia: oo-moh-fee-ah	28. Nweke: weh-keh	14. Uchendu: oo-chehn-doo	29. Okadigbo: oh-ka-dee-boh	15. Njide: njee-deh	
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14. Uchendu: oo-chehn-doo	29. Okadigbo: oh-ka-dee-boh																														
15. Njide: njee-deh																															

<p>Take turns with your partner reading aloud a paragraph at a time.</p> <p><b>10D3. Section 2. Lesson 2. Activity 7. Optional</b></p>	<p><b>app. 15 minutes</b></p>
<p>Focus on reading the text smoothly and with expression.</p>	<p>Then direct pairs to do the activity.</p> <p>If students need support as they practice with their partner:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• After reading aloud each fluency practice word, provide a familiar synonym or student-friendly definition.</li> </ul> </li> </ul> <p><b>Segment 2</b>            Read aloud sections of chapters 14 and 15 from <i>Things Fall Apart</i> as students follow along. Focus on the sections which contain the fluency practice words and phrases.</p> <p>While reading, direct students to chorally read aloud each sentence containing a word from the fluency practice list.</p> <p><b>Segment 3</b>            Direct students to do the activity with their partner.</p> <p>Students should begin reading chapters 14 and 15 until it is time to move onto the next activity.</p> <p>They will finish reading the chapters for homework.</p>

Notes:

**10D3. Section 2. Lesson 2. Activity 8. Core**

**Homework**

Student	Teacher																				
<p>Read chapters 14 and 15 from <i>Things Fall Apart</i> independently.</p>	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, provide students with a pronunciation guide of character and village names in chapters 14 and 15.</li> </ul> </li> </ul> <table border="1" data-bbox="691 814 1406 1562"> <tbody> <tr> <td>1. Okonkwo: oh-kohn-kwoh</td><td>11. Umuazu: oo-moo-ah-zoo</td></tr> <tr> <td>2. Mbanta: mbahn-tah</td><td>12. Ikeocha: ee-keh-oh-chah</td></tr> <tr> <td>3. Umuofia: oo-moh-fee-ah</td><td>13. Elumelu: eh-loo-meh-loo</td></tr> <tr> <td>4. Uchendu: oo-chehn-doo</td><td>14. Abame: ah-bah-meh</td></tr> <tr> <td>5. Njide: njee-deh</td><td>15. Mbaino: mbay-noh</td></tr> <tr> <td>6. Amikwu: ah-mee-kwoo</td><td>16. Nwoye: woh-yeh</td></tr> <tr> <td>7. Nneka: n-neh-kah</td><td>17. Ezinma: eh-zeen-mah</td></tr> <tr> <td>8. Akueni: ah-kweh-nee</td><td>18. Nweke: weh-keh</td></tr> <tr> <td>9. Obierika: oh-bee-eh-ree-kah</td><td>19. Okadigbo: oh-ka-dee-boh</td></tr> <tr> <td>10. Aninta: ah-neen-ta</td><td></td></tr> </tbody> </table>	1. Okonkwo: oh-kohn-kwoh	11. Umuazu: oo-moo-ah-zoo	2. Mbanta: mbahn-tah	12. Ikeocha: ee-keh-oh-chah	3. Umuofia: oo-moh-fee-ah	13. Elumelu: eh-loo-meh-loo	4. Uchendu: oo-chehn-doo	14. Abame: ah-bah-meh	5. Njide: njee-deh	15. Mbaino: mbay-noh	6. Amikwu: ah-mee-kwoo	16. Nwoye: woh-yeh	7. Nneka: n-neh-kah	17. Ezinma: eh-zeen-mah	8. Akueni: ah-kweh-nee	18. Nweke: weh-keh	9. Obierika: oh-bee-eh-ree-kah	19. Okadigbo: oh-ka-dee-boh	10. Aninta: ah-neen-ta	
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Notes:

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***Things Fall Apart.* 10D3. Section 3. Lesson 1**

**Description**

In this lesson, students react to chapters 14 and 15 of *Things Fall Apart* and deepen their understanding of Okonkwo by adding to the character understanding tool. Students also extend their understanding by answering a question about how content of chapter 14 supports or contradicts the Igbo worldview explored in Section Two.

**Look-Fors**

- Can students explain how chapter 14 of *Things Fall Apart* supports or contradicts the Igbo worldview?
- Can students gather and organize evidence to demonstrate their understanding of Okonkwo?

**Notes:**

10D3. Section 3. Lesson 1. Activity 1. Core app. 15 minutes	
Student	Teacher
View minutes 23:40 - 36:40 from "An Evening with Chinua Achebe" and follow along with the transcript of Minutes 23:40 - 36:40 from "An Evening with Chinua Achebe".	<p>Have students view minutes 23:40 - 36:40 from "An Evening with Chinua Achebe" and follow along with the transcript of Minutes 23:40 - 36:40 from "An Evening with Chinua Achebe".</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• Summarize what Achebe is saying in the interview.</li> <li>• How does the information in this interview relate to Okonkwo's story?</li> </ul> </li> </ul>

Notes:

10D3. Section 3. Lesson 1. Activity 2. Core app. 5 minutes	
Student	Teacher
<p>With your partner, answer the question to react to chapters 14 and 15 from <i>Things Fall Apart</i>.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>What is different about Okonkwo?</li> </ol>	<p>Direct students to work with their partner to answer the question to react to the text.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions.               <ul style="list-style-type: none"> <li>How has Okonkwo's situation changed?</li> <li>What was important to Okonkwo prior to chapters 14 and 15?</li> <li>What is important to Okonkwo now?</li> <li>How do Okonkwo's reactions to his situation reflect his beliefs about his culture?</li> </ul> </li> <li>Provide direct support or examples.               <ul style="list-style-type: none"> <li>Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>Encourage pairs to collaborate in their home language.</li> </ul> </li> </ul>

Notes:

10D3. Section 3. Lesson 1. Activity 3. Core app. 5 minutes	
Student	Teacher
<p>Listen to and follow along with the read aloud of the three paragraphs of chapter 14 from <i>Things Fall Apart</i>.</p>	<p>Read aloud the first three paragraphs after the first break in chapter 14 from <i>Things Fall Apart</i> or play an audio recording as students follow along. Start reading with “Okonkwo and his family worked very hard to plant a new farm” and read until “The old man, Uchendu, saw clearly that Okonkwo had yielded to despair and he was greatly troubled. He would speak to him after the <i>isa-ifi</i> ceremony.”</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Engage students in a choral reading of the text.</li> </ul>

Notes:



**10D3. Section 3. Lesson 1. Activity 4. Core**

**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the following mentor sentence from <i>Things Fall Apart</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> “His life had been ruled by a great passion--to become one of the lords of the clan” (Achebe 131).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol> <p><b>Segment 2</b> Complete one of the sentence stems in your learning log.</p> <p><b>Sentence stems:</b></p> <ul style="list-style-type: none"> <li>• To understand the sentence, I had to _____.</li> </ul>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Then direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they interpreted the mentor sentence.</p> <p>Ask students what they notice about the mentor sentence.</p> <p>As students share, mark the grammatical elements students notice on the mentor sentence and ask how what they notice helps them understand the mentor sentence.</p> <p>If students need support as they attend to the details of the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What are the parts of the mentor sentence?</li> <li>• What phrases or clauses do you notice? What does the phrase “to become one of the lords of the clan” mean? How does the phrase connect to the rest of the mentor sentence? What is the purpose of the phrase in the mentor sentence? How does noticing the phrase help you understand the mentor sentence?</li> <li>• Can we divide the mentor sentence into two or more sentences? What do we have to remove or change? How does this change the style?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the conventions reference guide.</li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to complete one of the sentence stems.</p>

<b>10D3. Section 3. Lesson 1. Activity 4. Core</b>	If students need support as they reflect on the activity: app. 10 minutes
<ul style="list-style-type: none"> <li>• Noticing _____ helped me understand the sentence because _____.</li> <li>• Knowing _____ is useful for determining the meaning of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Why did noticing that help you understand the mentor sentence?</li> </ul>

Notes:

**10D3. Section 3. Lesson 1. Activity 5. Core**

**app. 10 minutes**

Student	Teacher
<p>With the class, answer the text-specific questions about chapter 14 from <i>Things Fall Apart</i>.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is Okonkwo troubled?</li> <li>2. What does Uchendu do to help Okonkwo?</li> </ol> <p>Add additional notes or evidence to your character understanding tool.</p>	<p>Direct students as a class to answer the questions to analyze the relationships among the details and ideas of the text.</p> <p>Prompt students to add to their character understanding tool.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What has happened to Okonkwo? Why is he in Mbanta?</li> <li>• What has Okonkwo received in Mbanta? Why is he not pleased?</li> <li>• What does Okonkwo most want in his life?</li> <li>• What does Okonkwo believe about his <i>chi</i>?</li> <li>• What examples does Uchendu provide in his conversation with Okonkwo in chapter 14? Why does he provide those examples?</li> <li>• What are the points Uchendu makes when he speaks with Okonkwo at the end of chapter 14?</li> <li>• What message does Uchendu try to impart to Okonkwo? Why?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As students answer the questions, use teacher talk moves.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 3. Lesson 1. Activity 6. Core**

app. 5 minutes

Student	Teacher
<p>Compare and connect ideas across <i>Things Fall Apart</i> by developing your response to the text-specific question. Support your response with evidence from the texts.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>How does this passage from chapter 14 of <i>Things Fall Apart</i> support or contradict the Igbo worldview? Why?</li> </ol> <p>Then share your response with your partner.</p>	<p>Direct students to answer the questions to compare and connect ideas across texts.</p> <p>Prompt students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>What are some of the important elements of the Igbo worldview?</li> <li>What parts of chapter 14 support this worldview?</li> <li>What parts of chapter 14 contradict this worldview?</li> </ul> </li> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>Prompt students to use the connecting ideas reference guide.</li> <li>Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>Prompt students to review their setting understanding tool.</li> </ul> </li> </ul>

**Notes:**

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***Things Fall Apart.* 10D3. Section 3. Lesson 2**

**Description**

In this lesson, students read and react to chapter 15 of *Things Fall Apart* and deepen their understanding of Okonkwo, Obierika, and Uchendu and the culture in Umuofia by adding to the character understanding tool and setting understanding tool. Students prepare to write for the culminating task by revising their evidence-based claim about Obierika or writing an evidence-based claim about Uchendu.

**Look-Fors**

- When considering the story of Abame and the albino, can students describe how the perspectives of Okonkwo, Obierika, and Uchendu differ?
- Can students revise an evidence-based claim about Obierika or write an evidence-based claim that demonstrates their understanding of how Uchendu's story is important to understanding Okonkwo's story?

**Notes:**

10D3. Section 3. Lesson 2. Activity 1. Core app. 15 minutes	
Student	Teacher
Listen to and follow along with the read aloud of chapter 15 from <i>Things Fall Apart</i> .	<p>Read aloud from <i>Things Fall Apart</i> or play an audio recording as students follow along.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• Who are the characters in this chapter?</li> <li>• What are their perspectives?</li> <li>• What is different about their perspectives?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• Engage students in a choral reading of the text.</li> </ul> </li> </ul>

Notes:

**10D3. Section 3. Lesson 2. Activity 2. Optional**  
**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the word. Then answer the questions.</p> <p><b>Vocabulary word:</b> “abomination”</p> <p>“The world has no end, and what is good among one people is an <b>abomination</b> with others” (Achebe 141).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Define the word in your own words.</li> <li>2. What do you notice about the words and phrases in this sentence?</li> <li>3. How does what you notice help you understand the word?</li> </ol> <p><b>Segment 2</b> Complete one of the sentence stems in your learning log.</p> <p><b>Sentence stems:</b></p> <ul style="list-style-type: none"> <li>• To understand this word, I had to _____.</li> <li>• Noticing _____ helped me understand the word because _____.</li> <li>• Knowing _____ comes in handy when determining the meaning of this word.</li> </ul>	<p><b>Segment 1</b> Direct students to define the word and answer the questions.</p> <p>After several minutes, prompt a few students to share their definitions and answers.</p> <p>If students need support defining the word:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What do you notice about the word?</li> <li>• What are the parts of the word?</li> <li>• What other words have a similar or opposite meaning as “abomination”?</li> <li>• Is “abomination” positive or negative? How do you know?</li> <li>• What is another way to say “abomination”?</li> <li>• How do the words around the word in the sentence help you understand the word?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the following sentence frames to share their definitions and describe how the words and phrases contributes to their understanding of the sentence. <ul style="list-style-type: none"> <li>• I noticed..., which meant....</li> <li>• I knew..., so I....</li> </ul> </li> </ul> </li> </ul> <p><b>Segment 2</b> Ask students to refine their definition as needed.</p> <p>Then prompt students to complete one of the sentence stems in their learning log.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.</li> </ul>



10D3. Section 3. Lesson 2. Activity 2. Optional	Optional
	app. 10 minutes
	<ul style="list-style-type: none"><li>• What do you need to add to your definition to clarify it?</li><li>• What do you need to remove from your definition to clarify it?</li></ul>

Notes:



10D3. Section 3. Lesson 2. Activity 3. Core app. 20 minutes	
Student	Teacher
<p>With your partner, review the story of Abame and the albino in chapter 15 of <i>Things Fall Apart</i>. Use your setting understanding tool and the character understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and relevant supporting evidence on your tools. Be sure to include the appropriate citation for recorded evidence.</p>	<p>Have students work with their partner to analyze the relationships among the details and ideas of the text.</p> <p>Direct them to add to their setting understanding tool and character understanding tool.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What does the story of Abame and the albino reveal about Okonkwo, Obierika, and the Ibo culture?</li> <li>• How do Okonkwo, Obierika, and Uchendu each respond to the story of Abame and the albino?</li> <li>• What do the events of the story and their responses reveal about them and the Ibo culture?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> </ul> </li> </ul>

Notes:



10D3. Section 3. Lesson 2. Activity 4. Core app. 10 minutes	
Student	Teacher

**10D3. Section 3. Lesson 2. Activity 4. Core**

**app. 10 minutes**

**Segment 1**

Revise your evidence-based claim about Obierika or form a claim in response to the question.

**Question:**

1. How is Uchendu's story important to understanding Okonkwo's story in *Things Fall Apart*?

Use the forming claims tool to write your claim.

**Segment 2**

Read your claim and ask yourself the questions.

**Questions:**

1. Is the claim clearly stated?
2. Does the claim communicate your opinion or conclusion about the text?
3. Is the claim based on evidence you gathered from the text?
4. Is the claim specific to the question, original, and able to be supported by evidence?

If you answered "No" to any of the questions, revise your claim.

**Segment 1**

Remind students that a claim is an evidence-based opinion or conclusion about a text or topic. At this point in the process, students make an informal statement in preparation for expressing their understanding in writing.

Direct students to do the activity.

If students need support during the activity:

- Provide direct support or examples.
  - Prompt students to use the claims reference guide.
  - Prompt students to use the connecting ideas reference guide.
  - Provide students with sentence frames.
    - Uchendu's story is important to understanding Okonkwo because \_\_\_\_.
    - Okonkwo \_\_\_\_\_, which leads Uchendu to \_\_\_\_\_.
    - When Okonkwo \_\_\_\_\_, Uchendu \_\_\_\_\_.
    - Okonkwo \_\_\_\_\_ since Uchendu \_\_\_\_\_.

**Segment 2**

Direct students to evaluate their claim.

If students need support during the activity:

- Provide direct support or examples.
  - Prompt students to use the claims reference guide.

**Notes:**

<i>Things Fall Apart</i> . 10D3. Section 3. Lesson 3	
<b>Description</b>	
In this lesson, students read chapters 16 and 17 of <i>Things Fall Apart</i> and deepen their understanding by attending to the details of two key sentences from chapter 17.	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Do students understand the impact of the missionaries on Okonkwo and Nwoye and their relationship?</li> <li>• Can students analyze the syntax of key sentences in chapter 17 of <i>Things Fall Apart</i> to understand their meaning?</li> </ul>	

**Notes:**

10D3. Section 3. Lesson 3. Activity 1. Optional app. 10 minutes	
Student	Teacher
<p>Listen to and follow along with the read aloud of the first part of "Overview of Christianity".</p> <p>As you read, consider the question.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>What are the central tenets of Christianity?</li> </ol> <p>Share your response with the class.</p>	<p>Read aloud from "Overview of Christianity" as students follow along.</p> <p>Direct students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Provide direct support or examples.               <ul style="list-style-type: none"> <li>Define "tenet."</li> <li>As students share, use teacher talk moves.</li> <li>Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

Notes:

10D3. Section 3. Lesson 3. Activity 2. Core app. 25 minutes	
Student	Teacher
Read chapters 16 and 17 from <i>Things Fall Apart</i> with your partner.	Direct pairs to complete the activity.  If pairs need support during the activity: <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• Why do the missionaries come to the village?</li> <li>• What do the missionaries do when they come to the village?</li> <li>• What are some things that begin to change after the missionaries come to the village?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• Define “culture.”</li> <li>• Encourage students learning English as a new language to annotate the text in their home language as appropriate.</li> </ul> </li> </ul>

Notes:

**10D3. Section 3. Lesson 3. Activity 3. Optional**  
**app. 5 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the word and define the word in your own words.</p> <p><b>Vocabulary word:</b> “derisive”</p> <p>"When this was interpreted to the men of Mbanta they broke into <b>derisive</b> laughter. These men must be mad, they said to themselves. How else could they say that Ani and Amadiora were harmless?" (Achebe 146).</p> <p>The word family for “derisive” is "derision," "deride," "derided." However, "derived" is not part of this word family.</p> <p><b>Segment 2</b> Answer the questions in your learning log.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Is “derisive” positive or negative?</li> <li>2. How do you know?</li> <li>3. What other words have a similar or opposite meaning as “derisive”?</li> </ol> <p><b>Segment 3</b> Answer the questions about chapter 16 from <i>Things Fall Apart</i> in your learning log.</p> <p><b>Questions:</b></p>	<p><b>Segment 1</b> Guide students to define the word or phrase, focusing on determining the meaning using context and word relationships.</p> <p>If the word has multiple meanings, ensure students identify the various meanings and when they are used.</p> <p>If students need support defining the word:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What do you notice about the word?</li> <li>• How do other words help you understand the “derisive”?</li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to identify connections with the word.</p> <p><b>Segment 3</b> Direct students to use the word in a new context.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Model using the word in a new context.</li> </ul>

10D3. Section 3. Lesson 3. Activity 3.	Optional app. 5 minutes
<ol style="list-style-type: none"> <li>1. What does the derisive laughter reveal about the beliefs of the men of Mbanta?</li> <li>2. Why do the men of Mbanta act with derision toward the missionaries?</li> </ol>	<ul style="list-style-type: none"> <li>• Describe a time when you felt someone treated you with derision.</li> </ul>

Notes:



10D3. Section 3. Lesson 3. Activity 4. Core app. 10 minutes	
Student	Teacher
Listen to and follow along with the read aloud of the last paragraph of chapter 16 and the last part of chapter 17 (pages 151 - 153) from <i>Things Fall Apart</i> .	<p>Read aloud the last paragraph of chapter 16 and the last part of chapter 17 (pages 151 - 153) from <i>Things Fall Apart</i> or play an audio recording as students follow along. In chapter 17, start reading with “One morning Okonkwo’s cousin, Amikwu, was passing by the church on his way from the neighboring village” and read until the end of the chapter.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• How are Nwoye and Okonkwo affected by the missionaries?</li> </ul> </li> </ul>

Notes:

**10D3. Section 3. Lesson 3. Activity 5. Optional**  
**app. 10 minutes**

Student	Teacher
<p>With your partner, answer the text-specific questions about chapters 16 and 17 from <i>Things Fall Apart</i>.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does Okonkwo value in his male children? Why?</li> <li>2. What do Okonkwo's concerns about Nwoye reveal about his understanding of gender?</li> </ol> <p>Write your response in your learning log. Support your response with evidence from the text.</p>	<p>Direct students to work with their partner to answer the questions to analyze the relationships among the details and ideas of the text.</p> <p>Prompt students to write their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What does Okonkwo say about his male children?</li> <li>• What are Okonkwo's concerns about Nwoye?</li> <li>• Why does he feel this concern?</li> <li>• What does Okonkwo seem to think about the roles of men and women?</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 3. Lesson 3. Activity 6. Optional**  
**app. 5 minutes**

Student	Teacher
<p>Develop your response to the text-specific question to evaluate the effects of chapters 16 and 17 from <i>Things Fall Apart</i>.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>What is ironic about Okonkwo's exile given his opinions about women and men?</li> </ol> <p>Then share your response with the class. Support your response with evidence from the text.</p>	<p>Direct students to answer the question to evaluate the effects of the text.</p> <p>Prompt students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>What are Okonkwo's opinions about women and men?</li> <li>How do Okonkwo's opinions relate to his exile?</li> </ul> </li> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>As needed, define "evaluate effects" as "The process of assessing both how the key details, ideas, elements, and structure or organization contribute to the development of complex devices and techniques, such as mood and irony, and how complex devices and techniques create particular effects."</li> <li>As students share their responses, use teacher talk moves.</li> <li>Prompt students to use the irony reference guide.</li> <li>Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 3. Lesson 3. Activity 7. Core**

**app. 15 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the following mentor sentences from <i>Things Fall Apart</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> “Okonkwo felt a cold shudder run through him at the terrible prospect, like the prospect of annihilation” (Achebe 153).</p> <p><b>Mentor sentence:</b> “Living fire begets cold, impotent ash” (Achebe 153).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What do the mentor sentences mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentences?</li> <li>4. What makes the sentences easy or more difficult to understand? Why?</li> </ol> <p><b>Segment 2</b></p>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Then direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they interpreted the mentor sentences.</p> <p>Ask students what they notice about the mentor sentences.</p> <p>As students share, mark the grammatical elements students notice on the mentor sentences and ask how what they notice helps them understand the mentor sentences.</p> <p>If students need support as they attend to the details of the mentor sentences:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in each mentor sentence?</li> <li>• What are the parts of each mentor sentence?</li> <li>• What does “prospect of annihilation” mean in the first mentor sentence? How does noticing this phrase help you understand the mentor sentence?</li> <li>• What does “impotent” mean in the second mentor sentence? How does noticing this word help you understand the mentor sentence?</li> <li>• How does the phrase “like the prospect of annihilation” connect to the rest of the first mentor sentence? What is the purpose of the phrase in the mentor sentence? How does noticing the phrase help you understand the mentor sentence?</li> <li>• What juxtaposition or contrast does Achebe use in the second mentor sentence? Who</li> </ul> </li> </ul>

<p><b>10D3. Section 3. Lesson 3. Activity 7. Core</b></p>	<p>does “living fire” symbolize? Who does “cold, impotent ash” symbolize?</p> <p><b>app. 15 minutes</b></p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> </ul>
<p>Complete one of the sentence stems about the mentor sentences in your learning log.</p> <p><b>Sentence stems:</b></p> <ul style="list-style-type: none"> <li>• To understand the sentences, I had to _____.</li> <li>• Noticing _____ helped me understand the sentences because _____.</li> <li>• Knowing _____ is useful for determining the meaning of the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt students to use the connecting ideas reference guide and the conventions reference guide.</li> </ul> <p><b>Segment 2</b></p> <p>Direct students to complete one of the sentence stems.</p>

**Notes:**

Things Fall Apart. 10D3. Section 3. Lesson 4	
<b>Description</b>	
<p>In this lesson, students deepen their understanding of Okonkwo and Nwoye by adding to the character understanding tool. Students prepare to write for the culminating task by revising or writing an evidence-based claim about Nwoye. Students also read chapters 18 and 19 of <i>Things Fall Apart</i>.</p>	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>Do students understand why Nwoye’s story is important to understanding Okonkwo’s story?</li> <li>Can students gather and organize evidence to demonstrate their understanding of Okonkwo and Nwoye?</li> </ul>	

Notes:

**10D3. Section 3. Lesson 4. Activity 1. Core**

**app. 15 minutes**

Student	Teacher
<p>With your partner, review chapters 16 and 17 from <i>Things Fall Apart</i>. Use the character understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and relevant supporting evidence for Okonkwo and Nwoye on the character understanding tool. Be sure to include the appropriate citation for recorded evidence.</p>	<p>Have students work with their partner to analyze the relationships among the details and ideas of the text.</p> <p>Direct them to add to their character understanding tool for Okonkwo and Nwoye.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Why is Nwoye's story important to our understanding of Okonkwo?</li> <li>• What does Okonkwo believe about Igbo culture?</li> <li>• What is Okonkwo's perspective of the missionaries?</li> <li>• What does the incident at the end of chapter 17 reveal about Okonkwo?</li> <li>• What does the incident at the end of chapter 17 reveal about Nwoye?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 3. Lesson 4. Activity 2. Core**

**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> Revise your evidence-based claim about Nwoye or form a claim in response to the question.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>How is Nwoye's story important to understanding Okonkwo's story in <i>Things Fall Apart</i>?</li> </ol> <p>Use the forming claims tool to write your claim.</p> <p><b>Segment 2</b> Read your claim and ask yourself the questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>Is the claim clearly stated?</li> <li>Does the claim communicate your opinion or conclusion about the text?</li> <li>Is the claim based on evidence you gathered from the text?</li> <li>Is the claim specific to the question, original, and able</li> </ol>	<p><b>Segment 1</b> Remind students that a claim is an evidence-based opinion or conclusion about a text or topic. At this point in the process, students make an informal statement in preparation for expressing their understanding in writing.</p> <p>Direct students to do the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>What is Nwoye's story?</li> <li>What does this story reveal about Okonkwo?</li> </ul> </li> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>Prompt students to use the claims reference guide.</li> <li>Prompt students to use the connecting ideas reference guide.</li> <li>Provide students with an activity-specific sentence frame to form a claim. Possible frames: <ul style="list-style-type: none"> <li>Nwoye's story is important to understanding Okonkwo because ____.</li> <li>Okonkwo _____, which leads Nwoye to _____.</li> <li>When Nwoye _____, Okonkwo _____.</li> <li>Since Nwoye _____, Okonkwo _____.</li> </ul> </li> </ul> </li> <li>Model how to form a claim using one of the frames.</li> </ul> <p><b>Segment 2</b> Direct students to evaluate their claim.</p>





10D3. Section 3. Lesson 4. Activity 2. Core	If students need support during the activity: app. 10 minutes
to be supported by evidence?  If you answered “No” to any of the questions, revise your claim.	<ul style="list-style-type: none"><li>• Prompt students to use the claims reference guide.</li></ul>

Notes:



10D3. Section 3. Lesson 4. Activity 3. Core app. 30 minutes	
Student	Teacher
Read chapters 18 and 19 from <i>Things Fall Apart</i> independently.	Direct students to complete the activity.
Notes:	

Notes:

Things Fall Apart. 10D3. Section 3. Lesson 5	
<b>Description</b>	
<p>In this lesson, students prepare to write by gathering and organizing evidence. Students then develop a written response about the importance of a secondary character’s story in <i>Things Fall Apart</i>. This is a section diagnostic. Use information from the section diagnostic to make decisions about what optional activities to include or not include.</p>	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Use the section diagnostic checklist and exemplar to review student work and/or responses.</li> </ul>	

Notes:

10D3. Section 3. Lesson 5. Activity 1. Core app. 10 minutes	
Student	Teacher
<p>Read the prompt.</p> <p><b>Prompt:</b></p> <ol style="list-style-type: none"> <li>1. Select a secondary character in <i>Things Fall Apart</i>. 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.</li> </ol> <p>Review the claims you have written. Choose a character and the corresponding claim.</p> <p>Complete the evidence tool to gather and organize evidence in preparation for your work.</p>	<p>Direct students to read the prompt and select a claim about a character they have written. They may revise their claim as necessary.</p> <p>Tell students to gather and organize as much evidence as they can, as they will use the evidence in their work.</p> <p>Then direct students to complete the activity.</p>

Notes:

**10D3. Section 3. Lesson 5. Activity 2. Optional**  
**app. 15 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the mentor sentence from <i>Things Fall Apart</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> "These outcasts, or <i>osu</i>, seeing that the new religion welcomed twins and such abominations, thought that it was possible that they would also be received" (Achebe 155).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol> <p><b>Segment 2</b></p>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they interpreted the mentor sentence.</p> <p>Then ask students what they notice about the mentor sentence.</p> <p>As students share their responses, mark the grammatical and mechanical elements that students notice on the mentor sentence and ask how these elements help them understand the mentor sentence.</p> <p>If students need support analyzing the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What are the parts of the mentor sentence?</li> <li>• What does "abominations" mean? How does noticing this word help you understand the mentor sentence?</li> <li>• What phrases or clauses do you notice? What does the phrase "seeing that the new religion welcomed twins and such abominations" mean? How does the phrase connect to the rest of the mentor sentence? What is the purpose of the phrase in the mentor sentence? How does noticing the phrase help you understand the mentor sentence?</li> <li>• Can we rearrange the mentor sentence? What do we have to change or add? How does rearranging the sentence change its meaning or style and effect?</li> </ul> </li> <li>• Provide direct support or examples.</li> </ul>

<p>Compare the structure of the sentences. Then answer the questions in your learning log.</p>	<p><b>10D3 Section 3, Lesson 5, Activity 2. Optional</b> <b>app. 15 minutes</b></p>
<p><b>Mentor sentence:</b> "These outcasts, or <i>osu</i>, seeing that the new religion welcomed twins and such abominations, thought that it was possible that they would also be received" (Achebe 155).</p> <p><b>New sentence:</b> These outcasts, or <i>osu</i>, saw that the new religion welcomed twins and such abominations, so they thought that it was possible that they would also be received.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is different?</li> <li>2. What are the effects of these differences?</li> </ol> <p><b>Segment 3</b> Write a sentence using a structure similar to the mentor sentence when you complete the section diagnostic.</p> <p>Use a sentence frame as needed.</p>	<ul style="list-style-type: none"> <li>• Prompt students to work in pairs to do the activity.</li> <li>• Prompt students to use the conventions reference guide.</li> </ul> <p><b>Segment 2</b> Direct students to do the activity to explore the mentor sentence further and understand how it is put together.</p> <p>If students need support comparing sentences:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What are the parts of the new sentence?</li> <li>• What word or punctuation in the new sentence connects two independent clauses?</li> <li>• Are there any conjunctions in the new sentence? What does it mean? How does understanding the meaning and purpose of "so" help you understand the new sentence?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to work in pairs to do the activity.</li> <li>• Prompt students to use the connecting ideas reference guide.</li> </ul> </li> </ul> <p><b>Segment 3</b> Ask students to identify the structural elements of the mentor sentence (e.g., conjunctions and punctuation).</p> <p>Replace the non-structural elements with fill-in-the-blank lines and maintain the conjunctions and punctuation.</p>

10D3. Section 3. Lesson 5. Activity 2.	Optional app. 15 minutes
	<p>As a class, create a sentence frame or a set of sentence frames that students can use. For example, if the frame is for a compound sentence joined with a coordinating conjunction, create a single sentence frame for each of the coordinating conjunctions (e.g., “and,” “so,” “but,” “yet,” etc.).</p> <p>Direct students to copy the sentence frame or frames into their learning log.</p>

Notes:

10D3. Section 3. Lesson 5. Activity 3. Optional app. 10 minutes	
Student	Teacher
<p><b>Segment 1</b> Review the prompt and any claims you have formed and evidence you have gathered.</p> <p><b>Prompt:</b></p> <ol style="list-style-type: none"> <li>1. Select a secondary character in <i>Things Fall Apart</i>. 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.</li> </ol> <p>Review the organization reference guide.</p> <p><b>Segment 2</b> Write a thesis statement in your learning log.</p> <p>Be sure your thesis statement:</p> <ul style="list-style-type: none"> <li>• Addresses the prompt,</li> <li>• States your response and presents your supporting claims, and</li> <li>• Previews the organization of your work.</li> </ul>	<p><b>Segment 1</b> Direct students to do the activity.</p> <p><b>Segment 2</b> Explain to students that a thesis statement states their response and orients the reader to the organization of their work.</p> <p>Direct students to do the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the connecting ideas reference guide.</li> </ul> </li> <li>• Model how to create a thesis statement. <ul style="list-style-type: none"> <li>• Provide students with strong and weak examples of thesis statements.</li> <li>• Prompt students to identify the best examples and explain why.</li> <li>• Emphasize how the claims and evidence students have gathered connects to the</li> </ul> </li> </ul>



10D3. Section 3. Lesson 5. Activity 3. Optional	app. 10 minutes
	<p>thesis statement.</p> <ul style="list-style-type: none"> <li>• Revise one of the weak thesis statements based on the strong examples.</li> <li>• Write a model thesis statement.</li> <li>• Direct students to use that thesis statement for the task.</li> </ul>

Notes:

**10D3. Section 3. Lesson 5. Activity 4. Optional**  
**app. 20 minutes**

Student	Teacher
<p><b>Segment 1</b> Review the prompt, your thesis statement, and the evidence you have gathered.</p> <p><b>Prompt:</b></p> <ol style="list-style-type: none"> <li>1. Select a secondary character in <i>Things Fall Apart</i>. 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.</li> </ol> <p><b>Segment 2</b> Identify the supporting claims of your thesis statement. Each supporting claim is a focus for each body paragraph of your work.</p> <p>Write a topic sentence in your learning log for each of your body paragraphs to outline your work.</p> <ul style="list-style-type: none"> <li>• Introduce the supporting claim.</li> <li>• Identify how it relates to your response in the thesis statement.</li> <li>• Use a transition word or phrase to introduce the topic sentence and/or identify how the topic</li> </ul>	<p><b>Segment 1</b> Direct students to do the activity.</p> <p><b>Segment 2</b> Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What are the different parts of your thesis statement?</li> <li>• Do you provide adequate textual evidence for each supporting claim?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the organization reference guide.</li> <li>• Prompt students to use the connecting ideas reference guide.</li> </ul> </li> <li>• Model how to organize an essay. <ul style="list-style-type: none"> <li>• Provide students with a strong thesis statement.</li> <li>• Prompt students to describe the organization based on the thesis statement.</li> </ul> </li> </ul>



10D3. Section 3, Lesson 5. Activity 4. Optional sentence connects to other sentences. app. 20 minutes	
	<ul style="list-style-type: none"><li>As needed, reference the organization cheat sheet in the organization reference guide.</li><li>Create an outline of the essay together.</li></ul>

Notes:

**10D3. Section 3. Lesson 5. Activity 5. Section Diagnostic**  
**app. 35 minutes**

Student	Teacher
<p>Read the prompt.</p> <p><b>Prompt:</b></p> <ol style="list-style-type: none"> <li>1. Select a secondary character in <i>Things Fall Apart</i>. 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.</li> </ol> <p>In your learning log, draft an essay that addresses the prompt</p> <p>Use your evidence tool and your outline as you draft your essay.</p> <p>Once you have created your draft, review the prompt and the section diagnostic checklist. Does your essay address the prompt? Does your essay meet the expectations?</p>	<p>Explain the expectations of the response based on the section diagnostic checklist.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to refer to completed tools and notes from earlier lessons to help them draft their work.</li> <li>• Prompt students to use the sentence frame from the previous mentor sentence activity to write a sentence in their essay.</li> </ul> </li> </ul>

**Notes:**



10D3. Section 3. Lesson 5. Activity 6. Core	
Homework	
Student	Teacher
Read chapters 20 and 21 from <i>Things Fall Apart</i> independently.	Direct students to complete the activity.

Notes:

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***Things Fall Apart.* 10D3. Section 4. Lesson 1**

**Description**

In this lesson, students react to and reread sections of chapters 20 and 21 of *Things Fall Apart*. Students deepen their understanding by attending to the details of a key sentence from chapter 20. They also answer questions about Mr. Brown's impact on the culture in Umuofia, Okonkwo's reaction, and what their actions reveal about each character.

**Look-Fors**

- Do students understand how the missionaries change the culture in Umuofia and what Okonkwo's reaction to the changes reveals about his character?
- Can students analyze the syntax of a key sentence in chapter 20 of *Things Fall Apart* to understand its meaning?

**Notes:**

10D3. Section 4. Lesson 1. Activity 1. Core app. 5 minutes	
Student	Teacher
<p>React to chapters 20 and 21 from <i>Things Fall Apart</i> by developing your response to the question.</p> <p><b>Question:</b></p> <p>1. What is Okonkwo's plan as he returns to Umuofia?</p> <p>Then share your response with your partner.</p>	<p>Direct students to answer the questions to react to the text.</p> <p>Prompt students to share their response.</p>

**Notes:**

10D3. Section 4. Lesson 1. Activity 2. Core app. 10 minutes	
Student	Teacher
Reread the end chapter 20 after the break (pages 174 - 177) from <i>Things Fall Apart</i> with your partner. Start reading with “Umuofia had indeed changed during the seven years Okonkwo had been in exile” and read until the end of the chapter.	Direct pairs to complete the activity.

Notes:



**10D3. Section 4. Lesson 1. Activity 3. Core**

**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the following mentor sentence from <i>Things Fall Apart</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> The white man "has put a knife on the things that held us together and we have fallen apart" (Achebe 176).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol> <p><b>Segment 2</b> Complete one of the sentence stems in your learning log.</p> <p><b>Sentence stems:</b></p> <ul style="list-style-type: none"> <li>• To understand the sentence, I had to _____.</li> <li>• Noticing _____ helped me understand the sentence because _____.</li> </ul>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Then direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they interpreted the mentor sentence.</p> <p>Ask students what they notice about the mentor sentence.</p> <p>As students share, mark the grammatical elements students notice on the mentor sentence and ask how what they notice helps them understand the mentor sentence.</p> <p>If students need support as they attend to the details of the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What phrase or phrases do you notice? What do they mean?</li> <li>• What does "put a knife on the things that held us together" mean? How does noticing this phrase help you understand the mentor sentence?</li> <li>• Can we rearrange the mentor sentence? What do we have to change or add? How does rearranging the sentence change its meaning or style?</li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to complete one of the sentence stems.</p>

<p><b>10D3. Section 4. Lesson 1. Activity 3. Core</b></p>	<p><b>app. 10 minutes</b></p>
<ul style="list-style-type: none"> <li>Knowing _____ is useful for determining the meaning of the sentence.</li> </ul>	

**Notes:**

10D3. Section 4. Lesson 1. Activity 4. Core app. 10 minutes	
Student	Teacher
Listen to and follow along with the read aloud of the end of chapter 21 (pages 181 - 183) from <i>Things Fall Apart</i> .	Read aloud the end of chapter 21 (pages 181 - 183) from <i>Things Fall Apart</i> or play an audio recording as students follow along. Start reading with “In this way Mr. Brown learned a good deal about the religion of the clan” and read until the end of the chapter.

Notes:

**10D3. Section 4. Lesson 1. Activity 5. Core**

**app. 5 minutes**

Student	Teacher
<p>In your learning log, describe Mr. Brown's approach in Umuofia. What steps or actions does Mr. Brown take with the people of Umuofia?</p>	<p>Explain to students that summaries are a way of demonstrating understanding. They are a brief statement of the main or most important points of a text, a discussion, or their understanding of a concept, idea, topic, or issue.</p> <p>Remind them that when they summarize a text, it is best not to include personal opinions; rather, they should describe what happened as factually as possible while leaving out any unimportant details.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• How does Mr. Brown relate to the people of Umuofia and their faith?</li> <li>• What kind of relationship does Mr. Brown establish with village leaders?</li> <li>• In talking with Akunna, a leader from another village, what realization does Mr. Brown come to?</li> <li>• How does Mr. Brown's understanding of the local religion influence how he conducts his missionary work in the village?</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 4. Lesson 1. Activity 6. Core**

**app. 10 minutes**

Student	Teacher
<p>With the class, answer the text-specific question about chapters 20 and 21 from <i>Things Fall Apart</i>.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>How do the missionaries change the culture in Umuofia?</li> </ol> <p>Write your response in your learning log. Support your response with evidence from the text.</p>	<p>Direct students as a class to answer the question to analyze the relationships among the details and ideas of the text.</p> <p>Prompt students to write their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>What is Mr. Brown's approach? Does it work? Why?</li> <li>How well does Okonkwo's plan work as he returns to Umuofia? Why?</li> <li>What does Okonkwo believe about the culture in Umuofia and his role in the culture?</li> <li>What does he perceive is happening with the missionaries?</li> <li>Why is Okonkwo upset about the changing culture in Umuofia?</li> </ul> </li> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>As students answer the questions, use teacher talk moves.</li> <li>Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

**Notes:**



10D3. Section 4. Lesson 1. Activity 7. Core	
Homework	
Student	Teacher
Read chapter 22 from <i>Things Fall Apart</i> independently.	Direct students to complete the activity.

Notes:

Things Fall Apart. 10D3. Section 4. Lesson 2	
Description	
<p>In this lesson, students deepen their understanding of chapters 20 - 22 of <i>Things Fall Apart</i> by adding to the character understanding tool and setting understanding tool. Students also read and reread “The Second Coming” by William Butler Yeats to establish and deepen their understanding of the poem. They then extend their understanding by examining why might Achebe allude to the poem in <i>Things Fall Apart</i>.</p>	
Look-Fors	
<ul style="list-style-type: none"> <li>Do students understand the meaning of “The Second Coming” and how its meaning connects to <i>Things Fall Apart</i>?</li> <li>Can students gather and organize evidence to demonstrate their understanding of chapters 20-22 of <i>Things Fall Apart</i>?</li> </ul>	

Notes:

10D3. Section 4. Lesson 2. Activity 1. Core app. 15 minutes	
Student	Teacher
<p>With your partner, review chapter 22 from <i>Things Fall Apart</i>. Use the setting understanding tool and character understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and relevant supporting evidence on the tools. Be sure to include the appropriate citation for recorded evidence.</p>	<p>Have students work with their partner to analyze the relationships among the details and ideas of the text.</p> <p>Direct students to add to their setting understanding tool and character understanding tool.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• Compare Mr. Brown's and Mr. Smith's approach in Umuofia. How do Okonkwo and others in Umuofia respond to each approach?</li> </ul> </li> </ul>

Notes:



10D3. Section 4. Lesson 2. Activity 2. Optional app. 5 minutes	
Student	Teacher
<p>Listen to and follow along with the read aloud of the Nicene Creed from "Overview of Christianity".</p>	<p>Read aloud the Nicene Creed from "Overview of Christianity" or play an audio recording as students follow along.</p> <p>As needed, read aloud the other portions of the text to provide additional background knowledge on Christianity.</p> <p>Explain that after his resurrection, <i>The Bible</i> predicts a "second coming" of Jesus Christ, where he will return to earth. Inform students that the poem they are about to read is called "The Second Coming."</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions.               <ul style="list-style-type: none"> <li>Which part of the Nicene Creed describes a second coming or return?</li> <li>How does the Creed describe this second coming?</li> </ul> </li> </ul>

Notes:

**10D3. Section 4. Lesson 2. Activity 3. Core**

**app. 5 minutes**

Student	Teacher
<p>Before reading "The Second Coming", answer the questions to approach the text.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the text type?</li> <li>2. What do you understand about the text based on this information?</li> </ol> <p>Listen to and follow along with the read aloud of "The Second Coming".</p>	<p>Read aloud "The Second Coming" or play an audio recording as students follow along.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Model how to use the reading closely tool. <ul style="list-style-type: none"> <li>• Project a reading closely tool.</li> <li>• Show students how the tool is organized by steps in the reading process (i.e., establish understanding, deepen understanding, extend understanding) and then within each step there are smaller steps (e.g., read the text and react to the text to establish understanding).</li> <li>• Ask students what step they are on and go to that section of the reading closely tool.</li> <li>• Direct students to explain how they know what step they are on and what they are expected to do in that step.</li> <li>• Then have students point out where they will write their questions, notes, or answers.</li> </ul> </li> </ul>

**Notes:**

10D3. Section 4. Lesson 2. Activity 4. Core app. 5 minutes	
Student	Teacher
<p>React to "The Second Coming" by writing your response to the questions on the reading closely tool.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is your first impression of this poem?</li> <li>2. What sticks out to you because it seems important or is confusing? Why?</li> </ol>	<p>Direct students to answer the questions to react to the text.</p>

Notes:



10D3. Section 4. Lesson 2. Activity 5. Core app. 5 minutes	
Student	Teacher
Listen to and follow along with the read aloud of "The Second Coming".	Read aloud "The Second Coming" or play an audio recording as students follow along.

Notes:

**10D3. Section 4. Lesson 2. Activity 6. Core**

**app. 10 minutes**

Student	Teacher
<p>Review "The Second Coming" and attend to the details.</p> <p>On the reading closely tool under deepen understanding, copy at least five words and/or phrases from the poem that "stand out" to you because they create a feeling and/or image in your mind.</p> <p>For each word and phrase, write one or more synonyms or antonyms.</p> <p>Then identify whether the word or phrase is positive or negative.</p>	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, define "attend to details" as "The process of recognizing and interpreting specific details, word choice and connotation, sentence structure, imagery, figurative language, literary and rhetorical devices, illustrations to deepen understanding of a text."</li> </ul> </li> <li>• Model how to note key words or phrases from the poem and identify a synonym or antonym.</li> </ul>

**Notes:**

**10D3. Section 4. Lesson 2. Activity 7. Core**

app. 5 minutes

Student	Teacher
<p>With your partner, answer the text-specific questions about "The Second Coming".</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What kind of event is the speaker describing? How do you know?</li> <li>2. What source and/or event does Yeats allude to in the poem?</li> <li>3. To whom is the source and/or event important? Why is it important?</li> </ol> <p>Write your response on the reading closely tool. Support your response with evidence from the text.</p>	<p>Direct students to answer the questions to analyze the relationships among the details and ideas of the text.</p>

**Notes:**

**10D3. Section 4. Lesson 2. Activity 8. Core**

**app. 5 minutes**

Student	Teacher
<p>With the class, answer the text-specific questions to determine and analyze the meaning and purpose of "The Second Coming".</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does Yeats draw on the meaning of his source while also changing it?</li> <li>2. How does this contribute to the mood and meaning of the poem?</li> </ol> <p>Write your response on the reading closely tool. Support your response with evidence from the text.</p>	<p>Direct students to answer the questions to determine and analyze the meaning and purpose of the text.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What is Yeats's source for the phrase "the second coming"?</li> <li>• What is the mood and meaning of "the second coming" in the original source?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, define "determine and analyze the meaning, purpose, and perspective" as "The process of understanding the implied meaning of a text based on the methods of the text. For example, analyzing how key details and ideas, elements, structure or organization, effects, and the narrator's or author's perspective influence information and ideas and contribute to the meaning and purpose of a text."</li> <li>• As students share their responses, use teacher talk moves.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>• Prompt students to use the mood reference guide.</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 4. Lesson 2. Activity 9. Core**

**app. 10 minutes**

Student	Teacher
<p>Compare and connect ideas across "The Second Coming" and <i>Things Fall Apart</i> by writing your response to the text-specific question.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>1. Why might Achebe allude to this poem in the text and title of <i>Things Fall Apart</i>?</li> </ol> <p>Write your response on the reading closely tool. Support your response with evidence from the texts.</p> <p>Then share your response with a partner.</p>	<p>Direct students to answer the questions to compare and connect ideas across the texts.</p> <p>After several minutes, prompt students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What role does Christianity play in <i>Things Fall Apart</i>?</li> <li>• How do the Christian missionaries affect Okonkwo and what he believes to be true about his culture?</li> <li>• What is "falling apart" around Okonkwo? Why?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, define "compare and connect ideas" as "The process of recognizing connections among texts to make logical comparisons and build knowledge. Readers compare and connect ideas across texts to extend their understanding of texts."</li> </ul> </li> </ul>

**Notes:**



Things Fall Apart. 10D3. Section 4. Lesson 3	
<b>Description</b>	
In this lesson, students read and react to chapters 23 and 24 of <i>Things Fall Apart</i> and deepen their understanding of the District Commissioner by adding to the character understanding tool.	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>Do students understand how the District Commissioner’s actions affect Okonkwo and what Okonkwo’s reactions to the District Commissioner reveal about Okonkwo’s character?</li> <li>Can students gather and organize evidence to demonstrate their understanding of the District Commissioner and how he compares to Mr. Brown and Mr. Smith?</li> </ul>	

Notes:

10D3. Section 4. Lesson 3. Activity 1. Core app. 30 minutes	
Student	Teacher
Listen to and follow along with the read aloud of chapters 23 and 24 from <i>Things Fall Apart</i> .	<p>Read aloud chapters 23 and 24 from <i>Things Fall Apart</i> or play an audio recording as students follow along.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• How does Okonkwo interact with other characters?</li> <li>• How is Okonkwo important in the larger story?</li> </ul> </li> </ul>

Notes:



10D3. Section 4. Lesson 3. Activity 2. Core	
app. 5 minutes	
Student	Teacher
<p>React to the end of chapter 24 from <i>Things Fall Apart</i> by writing your response to the question in your learning log.</p> <p><b>Question:</b></p> <p>1. What happens at the end of chapter 24? Why?</p>	<p>Direct students to answer the question to react to the text.</p>

Notes:

10D3. Section 4. Lesson 3. Activity 3. Optional		10 minutes
Student	Teacher	
<p><b>Segment 1</b> In your learning log, copy the words. Then answer the questions.</p> <p><b>Vocabulary words:</b> "suppressed," "vengeance," "avenge"</p> <p>"The village was astir in a silent, suppressed way" (Achebe 199)</p> <p>"As he lay on his bamboo bed he thought about the treatment he had received in the white man's court, and he swore vengeance. If Umuofia decided on war, all would be well. But if they chose to be cowards he would go out and avenge himself" (Achebe 199).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Define the vocabulary words in your own words.</li> <li>2. What do you notice about the words and phrases in these sentences?</li> <li>3. How does what you notice help you understand the vocabulary words?</li> </ol> <p><b>Segment 2</b> Complete one of the sentence stems in your learning log.</p> <p><b>Sentence stems:</b></p> <ul style="list-style-type: none"> <li>• To understand "suppressed," "vengeance," and "avenge," I had to ____.</li> </ul>	<p><b>Segment 1</b> Direct students to define the words and answer the questions.</p> <p>After several minutes, prompt a few students to share their definitions and answers.</p> <p>If students need support defining the words:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What other words have a similar or opposite meaning as "suppressed," "vengeance," or "avenge"?</li> <li>• Are the words positive or negative? How do you know?</li> <li>• What is another way to say "suppressed"?</li> <li>• How are "vengeance" and "avenge" related?</li> <li>• How do other words or passages in the text help you understand the words?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the following sentence frames to share their definitions and describe how the words contributes to their understanding of the sentence. <ul style="list-style-type: none"> <li>• I noticed..., which meant....</li> <li>• I knew..., so I....</li> </ul> </li> </ul> </li> </ul> <p><b>Segment 2</b> Ask students to refine their definitions as needed.</p>	



10D3. Section 4. Lesson 3. Activity 3. Optional	Then prompt students to complete one of the sentence stems in their learning log.	10 minutes
<ul style="list-style-type: none"><li>• Noticing _____ helped me understand the words because _____.</li><li>• Knowing _____ comes in handy when determining the meaning of these words.</li></ul>		

Notes:

**10D3. Section 4. Lesson 3. Activity 4. Core**

**app. 10 minutes**

Student	Teacher
<p>With the class, review chapters 23 and 24 from <i>Things Fall Apart</i>. Use your character understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and relevant supporting evidence on your character understanding tool. Be sure to include the appropriate citation for recorded evidence.</p>	<p>Have students work with the class to analyze the relationships among the details and ideas of the text.</p> <p>Direct them to add to their character understanding tool.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is the District Commissioner?</li> <li>• How is his role similar to or different from Mr. Brown and Mr. Smith?</li> <li>• How does Okonkwo respond to the District Commissioner's actions?</li> <li>• Why are the stories of Mr. Brown, Mr. Smith, and the District Commissioner important to our understanding of Okonkwo and his understanding of the culture in Umuofia?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>• As students share, use teacher talk moves.</li> </ul> </li> </ul>

**Notes:**

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***Things Fall Apart*. 10D3. Section 4. Lesson 4**

**Description**

In this lesson, students read and react to chapter 25 of *Things Fall Apart*. Students also deepen their understanding of *Things Fall Apart* by adding to the character understanding tool, answering questions about Okonkwo and the events that lead to his suicide, and analyzing how irony at the end of the novel reveals a theme about stories.

**Look-Fors**

- Can students determine a theme of *Things Fall Apart*?
- Can students gather and organize evidence to demonstrate their understanding of the end of *Things Fall Apart*?

**Notes:**



10D3. Section 4. Lesson 4. Activity 1. Core app. 10 minutes	
Student	Teacher
Read chapter 25 from <i>Things Fall Apart</i> with your partner.	Direct pairs to complete the activity.

Notes:



10D3. Section 4. Lesson 4. Activity 2. Core app. 5 minutes	
Student	Teacher
<p>In your learning log, describe what happens at the end of <i>Things Fall Apart</i>.</p>	<p>Explain to students that summaries are a way of demonstrating understanding. They are a brief statement of the main or most important points of a text, a discussion, or their understanding of a concept, idea, topic, or issue.</p> <p>Remind them that when they summarize a text, it is best not to include personal opinions; rather, they should describe what happened as factually as possible while leaving out any unimportant details.</p> <p>Direct students to complete the activity.</p>

Notes:

**10D3. Section 4. Lesson 4. Activity 3. Core**

**app. 10 minutes**

Student	Teacher
<p>With the class, review chapter 25 from <i>Things Fall Apart</i>. Use your character understanding tool to analyze the relationships among the details and ideas of the text.</p> <p>Record your thinking and relevant supporting evidence on your character understanding tool. Be sure to include the appropriate citation for recorded evidence.</p>	<p>Have students work with the class to analyze the relationships among the details and ideas of the text.</p> <p>Direct them to add to their character understanding tool.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• How do the various characters react to Okonkwo's death?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>• As students share, use teacher talk moves.</li> </ul> </li> </ul>

**Notes:**

10D3. Section 4. Lesson 4. Activity 4. Core app. 10 minutes	
Student	Teacher
<p>Read the last part of chapter three (pages 23 - 25) from <i>Things Fall Apart</i> independently. Start reading with “The year that Okonkwo took eight hundred see-yams from Nwakibie” and read until the end of the chapter.</p>	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Pair students together to engage in a partner reading of the text.</li> </ul>

Notes:

**10D3. Section 4. Lesson 4. Activity 5. Core**

**app. 5 minutes**

Student	Teacher
<p>Reread the last part of chapter three (pages 23 - 25) from <i>Things Fall Apart</i> independently.</p> <p>During the reading, annotate the text to locate words and phrases which characterize Okonkwo and foreshadow the end of the novel.</p> <p>Use the annotation reference guide.</p>	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, define “characterize” and “foreshadow.”</li> <li>• Prompt students to work in pairs to do the activity.</li> </ul> </li> </ul>

**Notes:**

10D3. Section 4. Lesson 4. Activity 6. Core app. 10 minutes	
Student	Teacher
<p>Write your response to the text-specific questions about <i>Things Fall Apart</i>.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What leads to Okonkwo's suicide?</li> <li>2. What is different about Obierika that leads him to have a different outcome than Okonkwo?</li> </ol> <p>Write your response in your learning log. Support your response with evidence from the text.</p> <p>Then share your response with a partner.</p>	<p>Direct students to answer the questions to analyze the relationships among the details and ideas of the text.</p> <p>Prompt students to share their response.</p>

Notes:

**10D3. Section 4. Lesson 4. Activity 7. Core**

**app. 10 minutes**

Student	Teacher
<p>With your partner, answer the text-specific question to determine and analyze the how the irony at the end of <i>Things Fall Apart</i> reveals a deeper meaning or theme.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>1. What does the end of <i>Things Fall Apart</i> reveal about stories?</li> </ol> <p>Write your response in your learning log. Support your response with evidence from the text.</p>	<p>Direct students to work with their partner to answer the question to determine and analyze the meaning of the text.</p> <p>Prompt students to write their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What are the District Commissioner's plans in the last paragraph?</li> <li>• Given the focus of the novel, what is ironic about his plans?</li> <li>• What does this irony reveal about stories?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the irony reference guide.</li> <li>• Prompt students to use the theme reference guide.</li> </ul> </li> </ul>

**Notes:**

Things Fall Apart. 10D3. Section 4. Lesson 5	
<b>Description</b>	
<p>In this lesson, students prepare for and engage in a whole-class discussion about the themes of <i>Things Fall Apart</i> and how they are developed. This is a section diagnostic. Use information from the section diagnostic to make decisions about what optional activities to include or not include.</p>	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Use the section diagnostic checklist and exemplar to review student work and/or responses.</li> </ul>	

Notes:

10D3. Section 4. Lesson 5. Activity 1. Optional app. 5 minutes	
Student	Teacher
<p>Before reading "Ozymandias", answer the questions to approach the text.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the text type?</li> <li>2. What do you understand about the text based on this information?</li> </ol> <p>Listen to and follow along with the read aloud of "Ozymandias".</p>	<p>Before reading the text, direct students to answer the questions in their learning log.</p> <p>Read aloud "Ozymandias" or play an audio recording as students follow along.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Engage students in a choral reading of the text.</li> </ul>

Notes:



**10D3. Section 4. Lesson 5. Activity 2. Optional**  
**app. 5 minutes**

Student	Teacher
<p>In your learning log, record the text title and author.</p> <p>With your partner, answer the questions about "Ozymandias" to summarize the text objectively.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is Ozymandias' story?</li> <li>2. What did Ozymandias want to accomplish?</li> <li>3. What conflict or problem did Ozymandias encounter?</li> </ol> <p>Write a summary in your learning log, and include your answers to the questions above.</p>	<p>Explain to students that summaries are a way of demonstrating understanding. They are a brief statement of the main or most important points of a text, a discussion, or their understanding of a concept, idea, topic, or issue.</p> <p>Remind them that when they summarize a text, it is best not to include personal opinions; rather, they should describe what happened as factually as possible while leaving out any unimportant details.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What events occur in the poem?</li> <li>• What is the setting of the poem?</li> </ul> </li> </ul>

**Notes:**

10D3. Section 4. Lesson 5. Activity 3. Optional app. 5 minutes	
Student	Teacher
Read the last three paragraphs of chapter 17 from <i>Things Fall Apart</i> with your partner.	Direct pairs to complete the activity.  If pairs need support during the activity: <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What does Okonkwo fear?</li> </ul> </li> </ul>

Notes:

**10D3. Section 4. Lesson 5. Activity 4. Core**

**app. 10 minutes**

Student	Teacher
<p>Write your response to the text-specific question to determine and analyze the meaning of <i>Things Fall Apart</i>.</p> <p><b>Question:</b></p> <p>1. What themes are revealed in <i>Things Fall Apart</i>?</p> <p>Write your response in your learning log. Support your response with evidence from the text.</p>	<p>Direct students to answer the questions to determine and analyze the meaning of the text.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Identify one or more topics presented in <i>Things Fall Apart</i>. What do Okonkwo's experiences, reveal about those topics?</li> <li>• What does <i>Things Fall Apart</i> reveal about stories? Think about both the content of the novel and the novel's place in the literary history.</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, define "determine and analyze the meaning, purpose, and perspective" as "The process of understanding the implied meaning of a text based on the methods of the text. For example, analyzing how key details and ideas, elements, structure or organization, effects, and the narrator's or author's perspective influence information and ideas and contribute to the meaning and purpose of a text."</li> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>• Prompt students to use the theme reference guide.</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 4. Lesson 5. Activity 5. Optional**  
**app. 10 minutes**

Student	Teacher
<p>Compare and connect ideas across "Ozymandias" and <i>Things Fall Apart</i> by developing your response to the text-specific question. Support your response with evidence from the texts.</p> <p><b>Question:</b></p> <ol style="list-style-type: none"> <li>How are the themes of "Ozymandias" and <i>Things Fall Apart</i> similar?</li> </ol> <p>Then share your response with the class.</p>	<p>Direct students to answer the question to compare and connect ideas across texts.</p> <p>Prompt students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>Ask guiding questions. <ul style="list-style-type: none"> <li>What do both Ozymandias and Okonkwo want?</li> <li>What does Okonkwo fear?</li> <li>What is ironic about the inscription on the statue in "Ozymandias" given where the statue is located?</li> <li>How is Okonkwo's outcome similar?</li> <li>What is similar about Ozymandias and Okonkwo that most likely led to their similar outcome?</li> </ul> </li> <li>Provide direct support or examples. <ul style="list-style-type: none"> <li>As needed, define "compare and connect ideas" as "The process of recognizing connections among texts to make logical comparisons and build knowledge. Readers compare and connect ideas across texts to extend their understanding of texts."</li> <li>As students share their responses, use teacher talk moves.</li> <li>Prompt students to use the theme reference guide.</li> <li>Prompt students to use the connecting ideas reference guide.</li> <li>Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 4. Lesson 5. Activity 6. Core**

**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> Form a claim in preparation for a discussion about the questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a theme of <i>Things Fall Apart</i>?</li> <li>2. How is that theme developed?</li> </ol> <p>Complete the form claims section of the discussion tool.</p> <p><b>Segment 2</b> Read your claim and ask yourself the questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Is the claim clearly stated?</li> <li>2. Does the claim communicate your opinion or conclusion about the text?</li> <li>3. Is the claim based on evidence you gathered from the text?</li> <li>4. Is the claim specific to the questions, original, and able to be supported by evidence?</li> </ol>	<p><b>Segment 1</b> Explain the goal and process for the discussion.</p> <p>Explain that a claim is an evidence-based opinion or conclusion about a text or topic. At this point in the process, students make an informal statement in preparation for expressing their understanding in a discussion.</p> <p>Then direct students to form a claim in response to the discussion questions to prepare for the discussion.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What is the lesson that can be learned from Okonkwo's experiences?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the claims reference guide.</li> <li>• Prompt students to use the connecting ideas reference guide.</li> <li>• Prompt students to use the theme reference guide.</li> </ul> </li> <li>• Model how to use the form claims section of the discussion tool.</li> </ul> <p><b>Segment 2</b> Direct students to evaluate their claim.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the claims reference guide.</li> </ul> </li> <li>• Model how to use the form claims section of the discussion tool.</li> </ul>



10D3. Section 4. Lesson 5. Activity 6. Core	app. 10 minutes
If you answered “No” to any of the questions, revise your claim.	

Notes:

**10D3. Section 4. Lesson 5. Activity 7. Core**

**app. 15 minutes**

Student	Teacher
<p>Complete the gather and organize evidence section of the discussion tool.</p> <p>Organize evidence from the unit notes and tools. Gather additional evidence from <i>Things Fall Apart</i> to support your claim from the previous activity.</p>	<p>Direct students to gather and organize as much evidence as they can, as they will use the evidence during the discussion.</p> <p>Then direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What tools would provide evidence to support your claim?</li> <li>• What notes do you have in your learning log that would help you support your claim?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> </ul> </li> </ul>

**Notes:**

10D3. Section 4. Lesson 5. Activity 8. Section Diagnostic app. 30 minutes	
Student	Teacher
<p>Review the discussion norms.</p> <p>Engage in a discussion as a class to answer the discussion questions.</p> <p><b>Discussion questions:</b></p> <ol style="list-style-type: none"> <li>1. What are themes of <i>Things Fall Apart</i>?</li> <li>2. How are those themes developed?</li> </ol> <p>During the discussion, take notes on the discussion tool to summarize the claims, evidence, and reasoning of your peers. At the end of the discussion, summarize the discussion on your discussion tool.</p>	<p>Remind students of the goal and process of the whole-class discussion and explain the expectations of the discussion based on the section diagnostic checklist.</p> <p>Begin the activity by asking the discussion questions.</p> <p>Conclude the discussion by asking students to summarize the discussion.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> <li>• Prompt students to use the evidence sentence starters in the integrating quotations reference guide.</li> <li>• Script what students say during the discussion. Focus on scripting strong examples. Following the discussion, share the scripted strong examples with students along with some weak examples that you write. Explain the qualities of the strong examples and discuss how to improve the weak examples based on the strong examples.</li> </ul> </li> <li>• Model how to continue the discussion and probe thinking by using teacher talk moves.</li> </ul>

Notes:



**Things Fall Apart. 10D3. Section 5. Lesson 1**

**Description**

In this lesson, students prepare to write and begin developing their written response to the culminating task. They start by brainstorming. They then write a thesis statement and review and organize information from tools and notes and gather additional evidence from *Things Fall Apart* based on their thesis statement.

**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?

**Notes:**

**10D3. Section 5. Lesson 1. Activity 1. Optional**  
**app. 15 minutes**

Student	Teacher
<p><b>Segment 1</b> In your learning log, copy the mentor sentence from <i>Things Fall Apart</i>. Then answer the questions.</p> <p><b>Mentor sentence:</b> "He mourned for the clan, which he saw breaking up and falling apart, and he mourned for the warlike men of Umuofia, who had so unaccountably become soft like women" (Achebe 183).</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does the mentor sentence mean?</li> <li>2. What do you notice?</li> <li>3. How does what you notice help you understand the mentor sentence?</li> <li>4. What makes the mentor sentence easy or more difficult to understand? Why?</li> </ol> <p><b>Segment 2</b></p>	<p><b>Segment 1</b> Read aloud the mentor sentence.</p> <p>Direct students to do the activity.</p> <p>After several minutes, ask one or two students to share how they interpreted the mentor sentence.</p> <p>Then ask students what they notice about the mentor sentence.</p> <p>As students share their responses, mark the grammatical and mechanical elements that students notice on the mentor sentence and ask how these elements help them understand the mentor sentence.</p> <p>If students need support analyzing the mentor sentence:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Who is doing what in the mentor sentence?</li> <li>• What are the parts of the mentor sentence?</li> <li>• What word or punctuation in the mentor sentence connects two independent clauses?</li> <li>• Are there any conjunctions in the mentor sentence? What do those mean? How does understanding the purpose of the "and" help you understand the mentor sentence?</li> <li>• What phrases or clauses do you notice? What do the phrases "which he saw breaking up and falling apart" and "who had so unaccountably become soft like women" mean? What is the purpose of the two phrases in the mentor sentence? How does noticing the phrases help you understand the mentor sentence?</li> <li>• Can we divide the mentor sentence into two or more sentences? What do we have to</li> </ul> </li> </ul>

<p>Compare the structure of the sentences. Then answer the questions in your learning log.</p>	<p><b>10D3 Section 5, Lesson 1, Activity 1. Optional</b> <b>app. 15 minutes</b></p>
<p><b>Mentor sentence:</b> "He mourned for the clan, which he saw breaking up and falling apart, and he mourned for the warlike men of Umuofia, who had so unaccountably become soft like women" (Achebe 183).</p> <p><b>New sentence:</b> He mourned for the clan, which he saw breaking up and falling apart; he especially mourned for the warlike men of Umuofia, who had so unaccountably become soft like women.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is different?</li> <li>2. What are the effects of these differences?</li> </ol> <p><b>Segment 3</b> Write a sentence using a structure similar to the mentor sentence when you complete the culminating task.</p> <p>Use a sentence frame as needed.</p>	<p>remove or change?</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to work in pairs to do the activity.</li> <li>• Prompt students to use the connecting ideas reference guide and the conventions reference guide.</li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to do the activity to explore the mentor sentence further and understand how it is put together.</p> <p>If students need support comparing sentences:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What are the parts of the new sentence?</li> <li>• What word or punctuation in the new sentence connects two independent clauses? Are there any transitions in the new sentence? What do those mean? How does understanding the purpose of "especially" help you understand the mentor sentence?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to work in pairs to do the activity.</li> <li>• Prompt students to use the connecting ideas reference guide and the conventions reference guide.</li> </ul> </li> </ul> <p><b>Segment 3</b> Ask students to identify the structural elements of the mentor sentence (e.g., conjunctions and punctuation).</p>

10D3. Section 5. Lesson 1. Activity 1.	Optional app. 15 minutes
	<p>Replace the non-structural elements with fill-in-the-blank lines and maintain the conjunctions and punctuation.</p> <p>Create a sentence frame or a set of sentence frames that students can use. For example, if the frame is for a compound sentence joined with a coordinating conjunction, create a single sentence frame for each of the coordinating conjunctions (e.g., “and,” “so,” “but,” “yet,” etc.).</p> <p>Direct students to copy the sentence frame or frames into their learning log.</p>

Notes:

**10D3. Section 5. Lesson 1. Activity 2. Core**

**app. 10 minutes**

Student	Teacher
<p>Read the culminating task prompt and gather notes and tools that will help you respond.</p> <p>Review and organize your notes and tools.</p> <p>Complete the brainstorm section of your culminating task tool.</p>	<p>Direct students to brainstorm ideas based on the culminating task prompt to determine a focus for their presentation.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Which secondary character did you select?</li> <li>• Why did you select this character?</li> <li>• What are some of the themes in <i>Things Fall Apart</i>?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, encourage students who are learning English as a new language to brainstorm in their home language.</li> <li>• Prompt students to use the character understanding tool.</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 5. Lesson 1. Activity 3. Core**

**app. 10 minutes**

Student	Teacher
<p><b>Segment 1</b> Review the culminating task prompt and the claims you have formed and evidence you have gathered in preparation for the culminating task.</p> <p>Review the organization reference guide.</p> <p><b>Segment 2</b> Write a thesis statement on the thesis statement section of the culminating task tool.</p> <p>Be sure your thesis statement:</p> <ul style="list-style-type: none"> <li>• Addresses the prompt,</li> <li>• States your response and presents your supporting claims, and</li> <li>• Previews the organization of your work.</li> </ul>	<p><b>Segment 1</b> Remind students that they have been forming claims and gathering evidence to develop their understanding of <i>Things Fall Apart</i>.</p> <p>Direct students to do the activity.</p> <p><b>Segment 2</b> Explain to students that a thesis statement states their response and orients the reader to the organization of their work.</p> <p>Direct students to do the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What is your response to the prompt?</li> <li>• What are your supporting claims for your response?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the connecting ideas reference guide.</li> </ul> </li> <li>• Model how to create a thesis statement. <ul style="list-style-type: none"> <li>• Provide students with strong and weak examples of thesis statements.</li> <li>• Prompt students to identify the best examples and explain why.</li> <li>• Emphasize how the claims and evidence students have gathered connects to the thesis statement.</li> <li>• Revise one of the weak thesis statements based on the strong examples.</li> <li>• Write a model thesis statement.</li> </ul> </li> </ul>



10D3. Section 5. Lesson 1. Activity 3. Core	app. 10 minutes
	<ul style="list-style-type: none"><li>• Direct students to use that thesis statement for the task.</li></ul>

Notes:

**10D3. Section 5. Lesson 1. Activity 4. Core**

**app. 25 minutes**

Student	Teacher
<p>Complete the gather evidence section of the culminating task tool.</p> <p>Organize notes and previous work and gather additional evidence from <i>Things Fall Apart</i> to support your thesis statement.</p>	<p>Tell students to gather as much evidence as they can, as they will use the evidence in their work.</p> <p>Then direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What part of the character’s story will help you provide evidence for your supporting claims?</li> <li>• What quotations from your character understanding tool will help you provide evidence for your supporting claims?</li> <li>• Explain how that evidence relates to your supporting claim?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use connecting ideas reference guide.</li> <li>• Prompt students to use the avoiding plagiarism reference guide.</li> <li>• Prompt students to use the character understanding tool.</li> </ul> </li> <li>• Model completing one row of the evidence chart on the culminating task tool.</li> </ul>

**Notes:**



Things Fall Apart. 10D3. Section 5. Lesson 2	
<b>Description</b>	
In this lesson, students continue to develop their written response to the culminating task by outlining and drafting their response.	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Can students explain how a theme in <i>Things Fall Apart</i> is developed through Okonkwo's story and a secondary character's story?</li> <li>• Can students organize and draft a written response?</li> </ul>	

Notes:

10D3. Section 5. Lesson 2. Activity 1. Core app. 20 minutes	
Student	Teacher
<p>Review the culminating task prompt, your thesis statement, and the evidence you have gathered.</p> <p>Complete the outlining section of the culminating task tool to organize the supporting claims and evidence for your work.</p>	<p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• What should you include in your introduction?</li> <li>• How do you determine the topic of each body paragraph?</li> <li>• What should you include in your conclusion?</li> </ul> </li> <li>• Model how to organize an essay.               <ul style="list-style-type: none"> <li>• Provide students with a strong thesis statement.</li> <li>• Prompt students to describe the organization based on the thesis statement.</li> <li>• Create an outline of the essay together.</li> </ul> </li> </ul>

Notes:

**10D3. Section 5. Lesson 2. Activity 2. Core**

**app. 30 minutes**

Student	Teacher
<p>Read the culminating task prompt on the culminating task tool.</p> <p>Using the work you have completed on your culminating task tool in preparation for the task, create a draft in your learning log that addresses the prompt.</p> <p>As you draft your essay, make sure you use your brainstormed ideas, developed thesis statement, gathered evidence, and outline.</p>	<p>Explain the expectations of the task based on the culminating task rubric.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Based on the rubric, what are the main elements that you need to include in your essay?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to refer to completed tools and notes from earlier lessons to help them draft their work.</li> <li>• Prompt students to use the organization reference guide.</li> <li>• Direct students learning English as a new language to write their thesis statement, supporting claims/points, and direct quotations in English, but the rest of the essay may be written in their home language.</li> </ul> </li> </ul>

**Notes:**

<i>Things Fall Apart</i> . 10D3. Section 5. Lesson 3	
<b>Description</b>	
In this lesson, students continue to develop their written response to the culminating task by revising their work, focusing on organization and support. They work with a model written response and with a partner.	
<b>Look-Fors</b>	
<ul style="list-style-type: none"> <li>• Can students explain how a theme in <i>Things Fall Apart</i> is developed through Okonkwo's story and a secondary character's story?</li> <li>• Can students work collaboratively to revise a written response?</li> </ul>	

**Notes:**

**10D3. Section 5. Lesson 3. Activity 1. Core**

**app. 25 minutes**

Student	Teacher
<p><b>Segment 1</b> Read the culminating task exemplar.</p> <p>As you read, answer the questions to focus on the organization.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. How easily can you follow the writer's thoughts throughout the essay?</li> <li>2. Does the writer set up the organization in the introduction?</li> <li>3. Does the writer introduce the response and present the supporting claims so that they connect to and build on one another?</li> <li>4. Does the writer provide a conclusion that follows from the rest of the work?</li> </ol> <p><b>Segment 2</b> Locate the thesis statement.</p> <p>Underline the response and highlight the supporting claims in different colors.</p> <p>Highlight each body paragraph which addresses each claim in the corresponding color.</p> <p>Using the model as an example, evaluate and revise your work for organization.</p>	<p><b>Segment 1</b> Explain to students that a model is an example to follow or imitate and that it is helpful to use models as they revise and edit their work.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the organization reference guide.</li> <li>• Prompt students to use the connecting ideas reference guide.</li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the organization reference guide.</li> <li>• Prompt students to use the connecting ideas reference guide.</li> </ul> </li> </ul>

**Notes:**

**10D3. Section 5. Lesson 3. Activity 2. Optional**  
**app. 15 minutes**

Student	Teacher
<p><b>Segment 1</b> Read the culminating task exemplar.</p> <p>As you read, answer the questions to focus on how well the writer develops and supports ideas.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Does the writer sufficiently develop and support the response in a fair and even manner with supporting claims and evidence, explanations, and elaboration?</li> <li>2. How well does the writer integrate quotations while maintaining the flow of ideas?</li> </ol> <p><b>Segment 2</b> Highlight evidence used in the model to support each supporting claim of the thesis statement in a different color (e.g., evidence that supports claim one is highlighted in yellow and evidence that supports claim two is highlighted in orange).</p> <p>Using the model as an example, evaluate and revise your essay for support.</p>	<p><b>Segment 1</b> Explain to students that a model is an example to follow or imitate and that it is helpful to use models as they revise and edit their essay.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• What are some words or phrases used to integrate quotations in the exemplar?</li> <li>• How can these words or phrases help establish a relationship between the quotation and the rest of the essay?</li> <li>• What relationship needs to be established between this quotation and the rest of the essay?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the organization reference guide.</li> <li>• Prompt students to use the integrating quotations reference guide.</li> </ul> </li> </ul> <p><b>Segment 2</b> Direct students to complete the activity.</p>

**Notes:**

**10D3. Section 5. Lesson 3. Activity 3. Core**

**app. 20 minutes**

Student	Teacher
<p>Read your essay draft to your partner, and then ask your partner the questions.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Do I sufficiently develop and support the response in a fair and even manner with supporting claims and evidence, explanation, and elaboration?</li> <li>2. Is the evidence provided useful (i.e., relevant, accurate, and credible)?</li> <li>3. Do I correctly cite my evidence?</li> <li>4. Is my evidence integrated effectively?</li> </ol> <p>Repeat the process with your partner's essay.</p> <p>Make any necessary revisions to the development and support of your essay.</p>	<p>Explain to students that their work should sufficiently develop and support a response in a fair and even manner with supporting claims and evidence, explanations, and elaboration.</p> <p>Direct students to complete the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• Which of your partner's supporting claims needs more evidence?</li> <li>• What part of your partner's essay seems imbalanced?</li> <li>• What could your partner do to improve the integration of quotations in the essay?</li> <li>• What evidence do you suggest your partner add to the essay?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the avoiding plagiarism reference guide and the integrating quotations reference guide.</li> </ul> </li> <li>• Model how to review and revise support and development using a strong and weak student model. <ul style="list-style-type: none"> <li>• Project the strong model and conduct a think aloud to explain how the model is well supported and developed.</li> <li>• Project the weak model and conduct a think aloud to explain how the model isn't well supported nor developed.</li> <li>• Then ask: How can we revise the model so that the supporting claims are better supported and developed? What can we add, remove, or change?</li> </ul> </li> </ul>

10D3. Section 5. Lesson 3. Activity 3. Core	app. 20 minutes
	<ul style="list-style-type: none"> <li>• Work together as a class to make one or more revisions to the weak model based on the answers to the questions.</li> <li>• Review the revised model and ask students to explain how the revisions improve the support and development.</li> </ul>

Notes:





Things Fall Apart. 10D3. Section 5. Lesson 4	
Description	
In this lesson, students publish their written response to the culminating task by creating a final draft. This is the culminating task.	
Look-Fors	
<ul style="list-style-type: none"><li>• Use the culminating task rubric and exemplar to evaluate students' written responses.</li></ul>	

Notes:

10D3. Section 5. Lesson 4. Activity 1. Culminating Task app. 30 minutes	
Student	Teacher
<p>Write or type the final draft of your essay.</p> <p>Be sure to conform to the established style guidelines.</p>	<p>Remind students of the expectations of the task based on the culminating task rubric.</p> <p>Direct students to do the activity.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.               <ul style="list-style-type: none"> <li>• Based on the rubric, what do you need to add as you complete your final draft?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• Prompt students to refer to the avoiding plagiarism reference guide.</li> </ul> </li> </ul>

Notes:

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***Things Fall Apart. 10D3. Section 5. Lesson 5***

**Description**

In this lesson, students finish the unit by engaging in a whole-class discussion about what *Things Fall Apart* reveals about stories. Students also preview the application guidebook culminating task topics that relate to the Things Fall Apart guidebook unit and identify possible pathways to explore during the application guidebook unit.

**Look-Fors**

- Can students explain how *Things Fall Apart* answers the central question of the unit: “What is the danger of a single story?”
- Do students engage actively in a whole-class discussion?

**Notes:**

**10D3. Section 5. Lesson 5. Activity 1. Core**

**app. 25 minutes**

Student	Teacher
<p>Review the discussion norms.</p> <p>As a class, engage in a discussion of the discussion question.</p> <p><b>Discussion question:</b></p> <ol style="list-style-type: none"> <li>1. What is the danger of a single story?</li> </ol> <p>During the discussion, take notes on the discussion tool to summarize the claims, evidence, and reasoning of your peers. At the end of the discussion, summarize the discussion on your discussion tool.</p>	<p>Remind students of the goal and process of the whole-class discussion.</p> <p>Begin the activity by asking the discussion question.</p> <p>Conclude the discussion by asking students to summarize the discussion.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions. <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Prompt students to use the conversation stems in the academic conversation reference guide.</li> </ul> </li> <li>• Model how to continue the discussion and probe thinking by using teacher talk moves.</li> </ul>

**Notes:**

10D3. Section 5. Lesson 5. Activity 2. Core app. 20 minutes	
Student	Teacher
<p><b>Segment 1</b> Access the culminating task tool for the application guidebook unit.</p> <p>Review the culminating task options related to the central question we have explored.</p> <p>In your learning log, record the connections among the culminating task options and the guidebook unit central question.</p> <p><b>Segment 2</b> Identify one or more culminating task options for the application guidebook you would be interested in exploring and/or create your own culminating task based on a guidebook unit central question, text, or topic.</p>	<p><b>Segment 1</b> Remind students that they are expected to complete an application task at the end of the course.</p> <p>Review the culminating task tool for the application guidebook unit with students.</p> <p>Direct students to review the culminating task options that relate to the guidebook unit they studied.</p> <p><b>Segment 2</b> Explain that students can pursue one of the listed culminating task options or come up with their own based on one or more development guidebooks.</p> <p>If necessary, describe the process for approving students' own tasks and tell students that they may refine or change the task as they progress through the guidebooks.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Provide direct support or examples.</li> <li>• Allow students to work in pairs to do the activity.</li> </ul>

**Notes:**

*Things Fall Apart* Teaching Guide, ELA Guidebooks 9-12 (2020)