

Lesson Guidance 15	
Grade	12
Unit	4
Selected Text(s)	<i>There, There</i> p. 159-170
Duration	Approx. 1 Day

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students should investigate the nuance and complexities of law and jurisdiction on Native American reservations, and its effects on crime and justice.

CCSS Alignment

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

End of lesson task

Formative assessment

Using large poster paper or a shared Google Slide, students will present their findings on the nuance and complexities of how kidnapping and murder cases



	are handled (or ignored) on Native American reservations.
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge <ul style="list-style-type: none">• Understanding the difference between individual stories and systems of power• Present day Indigenous Native American culture, anticolonial struggles, and terminology Key Terms (<i>domain specific terms to analyze the text</i>) <ul style="list-style-type: none">• symbolism: the use of symbols in the work; symbol an object, person, or idea in a text has an additional meaning beyond its literal one• point of view: the position from which something or someone is observed• Vocabulary Words (<i>words found in the text</i>) <ul style="list-style-type: none">• feigned: fake• whir: make a low, continuous, regular sound• creaturely: of, pertaining to a creature• veho: spider in Cheyenne• jurisdiction: having a legal right over something• Pretendian (slang): someone who falsely claims Native identity

Core Instruction

Text-centered questions and ways students will engage with the text

Note for instructors: *This section of the text and supplemental article references sexual assault, murder and kidnapping. Provide students with advance warning and choices in how they engage with the potentially difficult and emotional contents of the text.*

Opening Activity:

Read the quote at the start of Part III: The Return: “People are trapped in history and history is trapped in them” - James Baldwin.

Ask students if they are familiar with James Baldwin, and if not, provide brief context. Students should reflect on the quote by writing a quick journal entry or participating in a quick discussion:

PART III

Return



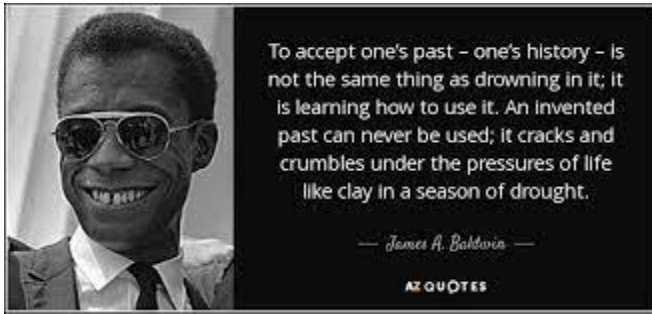
People are trapped in history and history is trapped in them.

—JAMES BALDWIN

Student Discourse:

- 1) What does this quote mean to you?
- 2) Based on everything we have read so far, what does this quote mean to the characters of the novel?

Read this section quote from James Baldwin: “To accept one's past—one's history—is not the same thing as drowning in it; it is learning how to use it. An invented past can never be used; it cracks and crumbles under the pressures of life like clay in a season of drought.”



Compare these two quotes and ask students which quote resonates with them more and why.

ELD Preparing the Learner, Interacting with Text, Extending Understanding

Content Knowledge:

This is the novel's second chapter narrated by Opal Viola Victoria Bear Shield. It may be helpful to remind students of Opal and her connection to other characters: She is Jacquie Red Feather's half sister, and is the primary caregiver for Jacquie's grandchildren, Orvil, Lony and Looter. As a content warning: In this chapter, Opal attacks Ronald, a man who they stay with after their mother dies, as he attempts to sexually assault Jacquie in her sleep.

Shared Reading:

Read aloud p. 159-170. Ask for student volunteers to read aloud.

Reading Questions:

1. What are some of the events that have contributed to Opal's hard life: "Opal is stone solid, but there is troubled water that lives in her, that sometimes threatens to flood, to drown her —rise up to her eyes"
2. What can we add to our understanding of spiders/spider webs and what they symbolize based on pages 162- 163?
3. What POV is used in this chapter? Why do you think the author uses a different POV than Opal's first chapter?

Teach the definition of the vocabulary words **as they appear in the text**.

ELD Preparing the Learner, Interacting with Text, Extending Understanding

Independent Reading and Analysis:

In small groups, students should read and annotate the following article: [Crow Nation is a place where one could vanish – and many have](#). This article discussed the nuance and complexities of how kidnapping and murder cases are handled (or ignored) on Native American reservations. While this article does not reference Oakland or Urban Native American life, it still relates to modern issues discussed in the novel.

ELD Preparing the Learner, Interacting with Text, Extending Understanding

Formative Assessment:

Using large poster paper or a shared Google Slide, have student groups record their answers to the following questions related to the article and share out:

- 1) What is happening?



- 2) Why is this happening?
- 3) How does each of these factors contribute to the problem:
 - a) Bureaucratic loopholes
 - b) Jurisdictional gaps
 - c) Discrimination
- 4) Why does it matter?
- 5) How are people being affected?

ELD Preparing the Learner, Interacting with Text, Extending Understanding

Optional Extension Activity:

Have students listen to the following [podcast](#), or read the [transcript](#) from NPR. This article connects to the theme of what it means to be a “real” Indian, and the complicated history of who should claim Native identity “Playing Pretendian”

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence: “The dog is collarless and time seems the same way here, time off its leash, ready to skip so fast she’ll be dead and gone before she knows it” (170).
Writing	Pattan Writing Scope and Sequence Quality of Writing II. Content

Additional Supports

ELD Practices ☰ ELD ELA Tasks an...	ELD Preparing the Learner, Interacting with Text, Extending Understanding
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access

