

Lesson Guidance 12	
Grade	9
Unit	4
Selected Text(s)	Fences (pages 1 - 72)
Duration	Approx 1-2 days (ongoing)

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

Learning Goal(s)

What should students understand about today's selected text?

Students will be able to trace how Wilson uses an individual symbol or motif in order to develop the theme.

CCSS Alignment

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

End of lesson task *Formative assessment*

Ask students to submit completed [Student Symbol/Motif Tracing Document](#) and conduct frequent check ins on student progress as students work to complete the document.

Knowledge Check *What do students need to know in order to access the text?*

Background Knowledge:

- Knowledge of the plot of the text thus far in Act I and Act II, Scene I of *Fences* in order to select appropriate and applicable text evidence.

Key terms (*domain specific terms to analyze the text*)

- **motif:** an idea, symbol, image, or device that occurs multiple times throughout a text
- **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

- **theme:** the message conveyed by a text that applies to multiple other texts. It cannot be described in a single word and it implies a conflict or an argument about the core idea and usually both.

Vocabulary Words (*words found in the text*)

- N/A

Core Instruction

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

Quick Write:

Think of an object in your life that provides you comfort or security. Describe the object and how it came into your possession. How does the object help you feel this way?

Content Knowledge:

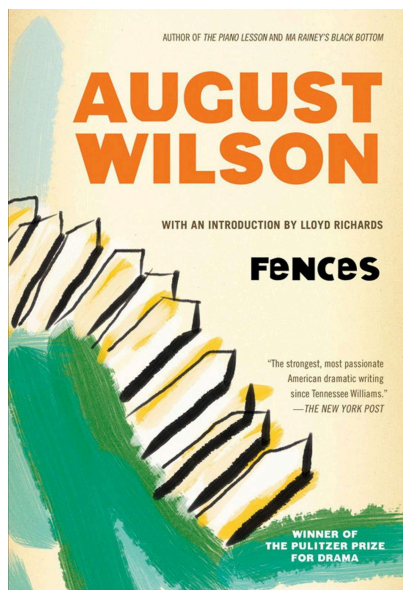
Activate prior knowledge of symbol and motif from prior units by pre teaching terms and using examples from texts or films that students are familiar with. The initial discussion will have students unpack the symbol of the fence using prior knowledge of the text from Act I through Act II, Scene I.

The symbol/motif tracing graphic organizer should be an ongoing activity that students return to in order to see how their symbol or motif develops theme in the text through the end. In order to assist students and teachers with this culminating task, please see the documents below:

[Student Symbol/Motif Tracing Document](#)

[Fences Symbol/Motif References \(for teachers\)](#)

Guided Practice: *Look at the cover art of the book Fences (or project the image of the Plume Book edition)*



1. What do you notice about the fence on the cover art for the play *Fences*? Why do you think this might be the case?
2. How has the concept of fences appeared in the play so far?
3. Why do you think August Wilson chose fences as the title?



ELD Tasks and Scaffolds

- **Guided practice:** Provide students with two quotes focusing on the symbol of **fences**. Together, work on establishing context for each quote and working through the analysis of each quote using the guiding questions. Students can complete the guided practice in the [Student Symbol/Motif Tracing Document](#).
 - Quote 1: “I’m gonna walk down to Taylors’. Listen to the ball game. I’ll be back in a bit. I’ll work on it when I get back.” (28)
 - Quote 2: “Damn if I know either. What the hell she keeping out with it? She ain’t got nothing nobody want.” (61)
 - After analyzing the quotes about fences separately, pose the question:
 - How does the fence have a different symbolic meaning to Rose and Troy? How could this lead to conflict later?
 - *During guided practice, emphasize to students that the goal of symbols and motifs is to represent the theme and demonstrate it’s progression throughout the text. As such, it’s important to examine text evidence of the theme from key moments throughout the book rather than focusing on text evidence from one scene in isolation.*
 - *Listing text evidence in chronological order is key to understanding how the author develops the theme over the course of the text.*
 - *Symbol and motif tracing will be ongoing to ensure that students analyze the theme to completion.*
- **Independent practice:** assign students to one of the following symbols/motifs or have them choose for themselves. Have students begin gathering quotes and completing context and analysis for these quotes in the [Student Symbol/Motif Tracing Document](#).
 - Symbol of the fence (from the perspective of Rose)
 - Symbol of the fence (from the perspective of Troy)
 - Baseball motif
 - The motif of music*
 - Motif of gardens/nature

***Motif of music:** for students assigned to the motif of music, it may be helpful to clarify that many of the songs that Troy and Rose sing are blues songs while Lyons is an aspiring jazz musician. This may help students deepen their analyze of the development of this theme.

 - **Scaffolding:** students can identify and select quotes themselves or teachers can provide from the list of text evidence in the [Fences Symbol/Motif References \(for teachers\)](#).
 - **Note:** students be working on tracing a motif or symbol throughout the unit on *Fences* in order to analyze how a scene fully develops. A portion of the quotes included on the symbol/motif quote document are from later in the unit once students have read more of *Fences*. At this point in the unit, students have read up to page 72 (end of Act II, Scene I).
- **Closer:** How does Wilson use your chosen symbol or motif to develop the theme of *Fences* so far?
- **Closing Discussion:** Jigsaw - once students have finished tracing the development of the symbols and motifs, have them share their findings with the rest of the class.

ELD Tasks and Scaffolds



Formative Assessment:

Ask students to submit completed [Student Symbol/Motif Tracing Document](#) and conduct frequent check ins on student progress as students work to complete the document.

[ELD Tasks and Scaffolds](#)

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence N/A
Writing	Pattan Writing Scope and Sequence Quality of Writing: II: Content: C: Select content to achieve purpose D: Write using domain specific vocabulary

Additional Supports

ELD Practices	Practices to promote Tier 1 access
ELD ELA Tasks and Scaffolding Directions	ELD Tasks and Scaffolds
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access