

Lesson Guidance 24	
Grade	12
Unit	1
Selected Text(s)	Parable of the Sower connections "We Don't Farm because it's Trendy" Land Based Jaws
Duration	1 day

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

Learning Goal(s)

What should students understand about today's selected text?

Students will understand how the content of Chapter 24 can be interpreted through the environmental lens. Students will understand the intersection between the environmental lens and historical lens in context to black people, land, community support agriculture, and justice. Students will understand how the environmental lens intersects with other literary lenses to suggest layered concepts that attribute multiple meanings and messages.

CCSS Alignment	CCSS.ELA-LITERACY.RI.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.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 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.
End of lesson task <i>Formative assessment</i>	Using their highlights and annotations, ask students to choose one of the collective tasks and answer the analysis questions: • "We don't farm because it's trendy; we farm as resistance, for healing and sovereignty Farming is not new to Black people" ◦ Above article in spanish
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background Knowledge • The events of Chapters 1-23 Key Terms • N/A Literary Lens • Environmental Lens

Vocabulary Words

- **environmental justice:** the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. This goal will be achieved when everyone enjoys: The same degree of protection from environmental and health hazards, and Equal access to the decision-making process to have a healthy environment in which to live, learn, and work.
- **ecofeminism:** branch of feminism that examines the connections between women and nature; this philosophy emphasizes the ways both nature and women are treated by patriarchal (or male-centered) society.

Core Instruction

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

Opening Activity:

Ask students to examine [ecofeminism](#) as a concept and significant theme in the text. Students will learn about a local organization, [Land Based Jawns](#) which is “rooted in spirit and the many spiritual practices of our ancestors. We provide education and training to Black women, femme, and non-binary people on agriculture, land based living, safety, and carpentry with a focus on self and community healing.”

Students will watch the following video in regards to the “Earthseed Skill Share” and discuss how Land Based Jawns derives their values of ecofeminism from Octavia Butler’s novel.

- [Earthseed Skill Share](#)

[Lesson 24: Parable Ecofeminism ELD Tasks and Scaffolding](#)

Review the definitions of the vocabulary words as needed before teaching the lesson.

Independent Reading & Analysis:

Ask students to read, annotate and highlight the following article. This work will incorporate literary lenses and themes central to the next chapter of Parable of the Sower (Chapter 24) in regards to the historical and environmental lens.

- [“We don't farm because it's trendy; we farm as resistance, for healing and sovereignty Farming is not new to Black people”](#)
 - [Above article in spanish](#)

[Lesson 24: Parable Ecofeminism ELD Tasks and Scaffolding](#)

Formative Assessment:

Using their highlights and annotations, ask students to choose one of the collective tasks and answer the analysis questions. Students must incorporate at least 1 piece of evidence as a part of their response:

- [“We don't farm because it's trendy; we farm as resistance, for healing and sovereignty Farming is not](#)



[new to Black people”](#)

- [Above article in Spanish](#)

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence “I did notice something odd: that tentativeness and touchiness - not wanting to be touched, I mean.” (p.299)
Writing	Pattan Writing Scope and Sequence Quality of Writing: 1. Focus E: Develop Focus/Controlling Point

Additional Supports

ELD Practices English Language Development ELA Tasks and Scaffolding	Lesson 24: Parable Ecofeminism ELD Tasks and Scaffolding
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access