Lesson Guidance 17	
Grade	10
Unit	1
Selected Text(s)	Passing: Part 3: Chapter 3 (p. 259 - 262)
Duration	Approx 2 days

Plan with guidance from the ELA Instructional Expectations Guide

Learning Goal(s) *What should students understand about today's selected text?* Students should understand how Larsen's use of imagery, metaphor and tension contribute to the theme of the text.	
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.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
End of lesson task *Formative assessment*	Ask students to analyze the mask metaphor that appears initially in Part 1 Chapter 1 and is revisited in Part 3 Chapter 3. In Part 1 Chapter 1, Larsen uses the metaphor of a mask referring to Clare at the Drayton and her mask is "ivory". In Part 3 Chapter 3, she revisits the mask metaphor during Irene's meeting with John Bellew on the street. Analyze Larsen's use of this metaphor

	in developing the theme of disguise in the text.
Knowledge Check *What do students need to know in order to access the text?*	## Background Knowledge ● Cognitive Dissonance ● "Eureka Moment" ## Key Terms *(domain specific terms to analyze the text)* ● **metaphor:** a comparison between two unlike things ● **tension:** A sense of heightened uncertainty and interest a reader experiences as the climax approaches ● **imagery:** visually descriptive language ● **motif:** A meaningful pattern; an image, idea, or symbol that repeats throughout a text and helps to develop the theme ## Vocabulary Words *(words found in the text)* ● **mashers**: a slang term that loosely referred to a man who took advantage of women who appeared alone in public in the 1920s ● **languidly**: slowly and with little energy, often in an attractive way ● **nonchalant**: (of a person or manner) feeling or appearing casually calm and relaxed; not displaying anxiety, interest, or enthusiasm

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

Opening Activity:

Imagine you try out for something you really want like a role in the school play or a spot on a sports team. On the day that you're supposed to find out if you got it, you're too nervous and you send a friend to look at the list. Your friend comes back and tells you that you didn't get it. What do you say to your friend? Do you act genuinely upset or do you say something like "it's fine, I didn't really want it anyway". Do a Think, Pair, Share to discuss what you would do. (from Cognitive Dissonance lesson from Academy 4 Social Change)

Content Knowledge:

Mini-Lesson on Cognitive Dissonance from Academy 4 Social Change
Mini-Lesson on Motif Analysis
- Display the word motif on the board and share that motif is a term used across a variety of mediums including music, literature, film, and visual art.
  - Explain that the first movement of Beethoven's Symphony No. 5 includes one of the most famous motifs in classical music and that students will hear it firsthand. Make clear that as they listen and watch they should attempt to determine what motif means in relation to music.
  - Display the video and audio of the first 50 seconds of Beethoven's Symphony No. 5.
  - Facilitate a class discussion focused on the effect achieved by the use of the motif in Beethoven's Symphony No. 5. Students should identify how the repeated use of the motif establishes a sense of unity throughout the composition. Further expand student understanding of motif by explaining that motif is used similarly in literature to reinforce theme.

Students will also read an article from [Business Insider "Here's What Happens In Your Brain When You Have A 'Eureka' Moment"](#) by Erin Brodwin and students

Shared Reading: Part 3, Chapter 3 (p. 259 - 262)

Read Part 3, Chapter 3 out loud to or with students, pausing to ensure students understand the answers to the following questions:
- How does John Bellew discover his assumption about Irene is wrong?
- Name another option to the "Clare dilemma" that comes to Irene's mind but that she rejects swiftly.

Teach the definition of the vocabulary words as they appear in the text, ensuring students understand how the author's use of the words helps support a deeper understanding of how Larsen returns to the mask metaphor.

[ELD Interacting with the Text](#)

Student Discourse:

In small groups, ask students to engage in passage analysis using the [5- S strategy](#) and share their ideas on the following question:

Why do you think Irene is so judgemental of Clare in the following passage?

Irene was thinking:…Clare, who'd shown little enough consideration for her, and hers. What she felt was not so much resentment as a dull despair because she could not change herself In this respect, could not separate individuals from the race, herself from Clare Kendry.

Formative Assessment:

Ask students to analyze the mask motif that appears initially in Part 1 Chapter 1 and is revisited in Part 3 Chapter 3.

In Part 1 Chapter 1, Larsen uses the motif of a mask referring to Clare at the Drayton and her mask is "ivory". In Part 3 Chapter 3, she revisits the mask motif during Irene's meeting with John Bellew on the street. Analyze Larsen's use of this motif in developing the theme of disguise in the text.

Fluency, Comprehension and Writing Supports	
Fluency	[Fluency Protocols](#)
Sentence Comprehension	[Juicy Sentence](#) Sample Sentence: "Bellow hadn't concluded that he'd made a mistake, if he was certain of her identity - and he was nobody's fool - telling Clare wouldn't avert the results of the encounter." (p.80).

| Writing | [Pattan Writing Scope and Sequence](#)

Quality of Writing:
    II: Content:
        D: Select content to achieve purpose
        E: Write using domain specific vocabulary |

Additional Supports

ELD Practices **English Language Development (ELD) ELA Tasks and Scaffolding**	See in Lesson Guidance: ELD Interacting with the Text
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access