



Lesson Guidance 11	
Grade	10
Unit	1
Selected Text(s)	Passing, Part 2, Chapter 2 (p. 222 - 233) Close Read (p. 225 - 231)
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 will understand how Larsen uses imagery to paint a picture of Clare and how she is perceived by Irene.

### 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.9-10.3

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.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

#### CCSS.ELA-LITERACY.W.9-10.9

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

### **End of lesson task** *Formative assessment*

Ask students to respond to the following question: Does Larsen want the reader to feel bad for Clare? Why or why not? Use evidence from the text to support your assertion.

### **Knowledge Check**

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

### **Background Knowledge**

- The events of Part 1: Encounter and an understanding of Irene's conflicted feelings about Clare

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

- **imagery:** visually descriptive language

### **Vocabulary Words** *(words found in the text)*

- **repugnant:** extremely distasteful; unacceptable
- **plaintively:** sounding sad and mournful

- **derision:** contemptuous ridicule or mockery

## Core Instruction

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

### Opening Activity:

Irene and her husband live a comfortable life in Harlem among the elite of Black Culture at the time. Langston Hughes wrote about the affluence of the certain areas of Harlem in his essay “Down Under in Harlem” published in The New Republic in 1944. Read the excerpt and describe the life Irene and her husband were living in Harlem at this time.

*If you are white and are reading this vignette, don't take it for granted that all Harlem is a slum. It isn't. There are big apartment houses up on the hill, Sugar Hill, and up by City College — nice high-rent-houses with elevators and doormen, where Canada Lee lives, and W. C. Handy, and the George S. Schuylers, and the Walter Whites, where colored families send their babies to private kindergartens and their youngsters to Ethical Culture School.*

From [Fabulous Harlem, The Sweet History Of Sugar Hill](#)

### Content Knowledge:

Provide students with a summary of Part 2, Chapter 2: Irene is still fixated on the letter from Clare. She makes the final decision to ignore the letter when Clare arrives at her house in Harlem, frantic and upset that she is being ignored. The close reading will focus on this confrontation between Clare and Irene at Irene's home.

Preteach vocabulary words as needed using [an explicit vocabulary routine](#).

### Shared Reading:

Part 2, Chapter 2 is a lengthier– but important– chapter; thus, as a class, students will read from the bottom of page 225 “Because, you see...” to the bottom of page 231 “Oh, come if you want to” to focus on the most important moment of the Chapter.

- As students read, have them highlight or underline instances of imagery and think about how imagery is used to develop both characters.
- Irene states on page 54 that white people came to “affairs in Harlem” to “see Negroes”. What does she mean by that?
- On page 54, Irene reflects that Clare is just a “shade too good looking”. What does this statement reveal about her fears surrounding Clare's presence in her life?
- Why does Clare start crying? Do you believe her emotions are sincere?

### Formative Assessment:



Ask students to respond to the following question: Does Larsen want the reader to feel bad for Clare? Why or why not? Use evidence from the text to support your assertion.

### Optional Extension Activity:

Ask students to independently explore the life of Madam C.J. Walker and write a summary of what they have learned: [Madam CJ Walker](#)

## Fluency, Comprehension and Writing Supports

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentence  “It was in spite of her determined selfishness the woman before her was yet capable of heights and depths of feeling that she, Irene Redfield, had never known.” (p.51)
Writing	<a href="#">Pattan Writing Scope and Sequence</a>  Quality of Writing: II: Content: C: Select content to achieve purpose D: Write using domain specific vocabulary

## Additional Supports

<a href="#">ELD Practices</a>  <a href="#">English Language Development (ELD)</a> <a href="#">ELA Tasks and Scaffolding</a>	Practices to promote Tier 1 access
<a href="#">SpEd Practice</a>	Practices to promote Tier 1 access
<a href="#">MTSS Practices</a>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access

