

Lesson Guidance 6	
Grade	12
Unit	4
Selected Text(s)	<i>There, There</i> p. 45-61
Duration	Approx. 1-2 days

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

Learning Goal(s)

What should students understand about today's selected text?

Students should analyze how symbolism and motif build larger themes related to historical context. Students should determine how the literary elements of a text support and highlight their understandings of the Alcatraz occupation.

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.11-12.2

Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

End of lesson task *Formative assessment*

Choosing either symbolism or the storytelling motif, write an additional paragraph that proves how this literary element in the chapter highlights, supports, or connects to your thesis-driven paragraph from [Lesson 5](#). Students should answer why the author chose this setting for this chapter, and how the setting and historical context contributes to the chapter's big ideas.

Knowledge Check *What do students need to*

Background knowledge

- Present day Indigenous Native American culture, anticolonial



know in order to access the text?

struggles, and terminology

- The exposition of the novel laid out in the prologue and opening chapters

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

- **theme:** an idea that recurs in or pervades a work of art or literature
- **setting:** is a literary device that allows the writer of a narrative to establish the time, location and environment in which it takes place.
- **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
- **setting:** is a literary device that allows the writer of a narrative to establish the time, location and environment in which it takes place
- **motif:** A meaningful pattern; an image, idea, or symbol that repeats throughout a text and helps to develop the theme
- **bildungsroman/Coming of age:** a literary genre that focuses on the psychological and moral growth of the protagonist from childhood to adulthood, in which character change is important

Vocabulary Words (*words found in the text*)

- **Alcatraz** : a island in the San Francisco bay
- **Crazy Horse's Prophecy** : a famous quote from Tȟašŋke Witkó (Crazy Horse), Lakota Leader in the 1800's

Core Instruction

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

Note for instructors: *This section of the text refers to sexual assault, including a conversation between two characters in the aftermath of a rape, and alludes to domestic violence and terminal illness. Provide students with advance warning and choices in how they engage with the potentially difficult and emotional contents of the text.*

Opening Activity:

Review bildungsroman: What are some characteristics of a bildungsroman? What other texts have you read that fall under the bildungsroman genre?

[ELD Preparing the Learner, Interacting with Text, Extending Understanding](#)

Content Knowledge:

Explain that the next chapter of the book, narrated from the first-person perspective of Opal Viola Victoria Bear Shield, recounts a fictionalized version of the 1969-71 occupation. This lesson builds off of the background information in lesson 5.

Review the vocabulary words as needed before beginning the Shared Reading portion of the lesson.

Shared Reading:



Begin reading pages 45- to the top of page 50 as a group.

Discussion Questions:

1. Why does Opal's mother decide they are moving to Alcatraz? How are there multiple and complex reasons?
2. Opal doesn't understand the explanation her mother gives about "dad names" and the connection to power. How would you explain this idea?
3. What are Opal's initial reactions to life on the island?
4. Why do you think the author doesn't provide more information or context behind the Alcatraz occupation?

[ELD Preparing the Learner, Interacting with Text, Extending Understanding](#)

Independent Reading and Analysis:

Individually or in groups, students should track Two Shoes as a symbol and story-telling as a motif as they finish reading pages 50 -61. They can use their own note-taking strategy, or use a guided note catcher attached [here](#). Instructors may want to leave time toward the end of the reading to discuss responses or reactions to the events of the chapter, including Jaquie's assault and resulting pregnancy.

[ELD Preparing the Learner, Interacting with Text, Extending Understanding](#)

Formative Assessment:

Building on the formative assessment from the previous lesson, students will need to choose either symbolism or the storytelling motif, and write an additional paragraph that proves how this literary element in the chapter highlights, supports, or connects to their thesis-driven paragraph. Students should answer why the author chose this setting for this chapter, and how the setting and historical context contributes to the chapter's big ideas.

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Optional Extension Activity:

Students will likely be familiar with the issues surrounding using Native Americans as mascots, however this article also discusses a specific stereotype attributed to Native American women. Ask students to read the [following article](#) and participate in a discussion or written response.

- 1) What stereotypes exist specific to Native American women?
- 2) What are some examples of this stereotype? Where can it be found in popular culture?
- 3) How is this specific generalization of women harmful? Think about this question through the lens of colonization, and consider the treatment of women in the past, in this chapter, and today.

Fluency, Comprehension and Writing Supports

Fluency

[Fluency Protocols](#)

Sentence Comprehension

[Juicy Sentence](#) protocol with sample sentence

"I grabbed Rocky's hand when we went up high off of the crest of a wave, and we kept our hands held like that until we saw another boat coming toward us,



	at which we broke off our hold as if catching us and holding hands was why the boat was coming.” (p.54)
Writing	Pattan Writing Scope and Sequence Quality of Writing I. Focus 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