

Lesson Guidance 12	
Grade	10
Unit	1
Selected Text(s)	Passing: Part 2: Chapter 3 (p. 233 - 238)
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 that Larsen uses flashbacks and word choice to illuminate Irene and the other characters' fascination with Clare. Students should also be able to analyze and reflect on the presentation of this Chapter's scene in the film version of *Passing*.

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.9-10.5

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.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

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 work independently and return to the Chapter to create six original questions using the Costa's Levels of Inquiry Activity found [HERE](#). Review the requirements of the assignment as a whole group and individually as needed.

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

Background Knowledge

- Basic understanding of the mission of the NAACP and the Urban League

text?

- The culture of Black Harlem in the 1920s

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

- **repetition:** a literary device that involves intentionally using a word or phrase for effect, two or more times in a speech or written work
- **flashback:** scene that interrupts the chronological sequence by interjecting a previous event

Vocabulary Words *(words found in the text)*

- **vexation:** the state of being annoyed, frustrated, or worried
- **repugnant:** extremely distasteful; unacceptable
- **kinship:** a sharing of characteristics or origins; blood relationship

Core Instruction

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

Opening Activity:

Image Analysis: Use the [Think, See, Wonder Routine](#) to examine 12 photographs of the Harlem Renaissance in order to gain an understanding of what scenes Irene, Brian and Clare may have encountered in this Chapter as they attend the Negro Welfare League Ball:

<https://www.history.com/news/harlem-renaissance-photos>

Consider printing the pictures to allow different groups to examine different photographs and then share ideas.

Content Knowledge:

The scene is set at a dance for something Larsen calls the Negro Welfare League. Take time to explain to students the context for this setting. In book about Women of the Harlem Renaissance, Cherly A. Wall (1995) explains that the Negro Welfare League was an idea of Larsen's own creation and should be seen as a combination of the NAACP and the Urban League. The ball at which this Chapter is set is inspired by the annual NAACP ball. Ensure students have a general understanding of the work of the NAACP and the Urban League to understand the social circles that Irene was moving in the risk Clare was taking by attending the event.

Potential Sources: [The New Negro Movement - NAACP: A Century in the Fight for Freedom | Exhibitions - Library of Congress](#).

[National Urban League | History, Definition, & Facts | Britannica](#)

Check for understanding of **flashbacks** in literature. Explain the literary device **repetition** and instruct students to look for and annotate examples of Larsen repeating particularly words or phrases for effect.

Shared Reading: Part 2, Chapter 3 (p. 233 - 238)

Read Part 2, Chapter 3 out loud to or with students, pausing to ensure students understand the answers to the following questions: Why does Larsen repeat the phrase "She remembered..." throughout the Chapter?

What topics do Wentworth and Irene debate? How does Irene feel about Clare in this Chapter?

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 Irene's growing fascination with Clare and her complicated feelings about Clare's decision to pass as white.

ELD Interacting with the Text

Student Discourse:

In small groups, ask students to take five minutes to share their ideas on the following questions: Is Clare's behavior too risky? Are there any signs in the text thus far that she will get caught?

Film Analysis:

In this video, Tessa Thompson and the director of the Netflix film based on the Larsen novel discuss filming the scene at the Negro Welfare League. Play the video for the students, pausing to ask the following questions as needed.

 [Tessa Thompson & Rebecca Hall Break Down the Dance Scene from 'Passing' | Vanity Fair](#)

1. The director explains she used a lens that made the scene appear fuzzy in order to mimic how Irene is not seeing clearly. How is Irene not seeing clearly? What might she be confused about?
2. Do you agree that you find yourself attracted to things and people that you find strange or even **repugnant**?
3. Why did the director choose to film the movie in black and white?

Formative Assessment:

Ask students to work independently, return to the Chapter and create six original questions using the Costa's Levels of Inquiry Activity found [HERE](#). Review the requirements of the assignment as a whole group and individually as needed.

Optional Extension Activity:

Ask students to explore the [Library of Congress Exhibit on the NAACP](#) and create a presentation on what they learned.

Fluency, Comprehension and Writing Supports

Fluency

[Fluency Protocols](#)

Sentence Comprehension

[Juicy Sentence](#)

Sample Sentence:

"You know, the sort of thing you feel in the presence of something strange, and even, perhaps, a bit repugnant to you; something so different that it's really at



	the opposite end of the pole from your accustomed notions of beauty.”
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 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