THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

Lesson Guidance 9	
Grade	10
Unit	*2*
Selected Text(s)	Things Fall Apart Chapter 4 Things Fall Apart Character Map Pronunciation Guide
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 should be able to identify explicit examples of Okonkwo's violent behavior. Students should be able to understand that this overcompensation for his fear of weakness results in his tragic flaw. Students should make a connection between Okonkwo's tragic flaw connecting the theme of "appearance vs. reality".

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.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 provide three examples of the theme "appearance vs. reality", and explain how one of them acts as Okonkwo's tragic flaw, creating an external conflict for him.
Knowledge Check *What do students need to know in order to access the text?*	**Background knowledge** • **Week of Peace**: the week before the planting season when the Igbo tribe is not allowed to show violence as an offering to their earth gods for a plentiful harvest. **Key Terms** *(domain specific terms to analyze the text)* • **tragic flaw**: (also known as fatal flaw) a flaw in character that brings

about the downfall of the hero of a tragedy
- **theme:** the message conveyed by a text that applies to multiple other texts. [It cannot be described in a single word and it implies a conflict or an argument about the core idea and usually both

Vocabulary Words *(words found in the text)*

- **brusqueness**: abrupt or fran in manner or speech as to be impolite
- **disquieting**: inducing feelings of anxiety or worry
- **poignant**: evoking a sense of sadness or regret
- **Nso-ani**: a religious offense of a kind abhorred by everyone; literally earth's taboo.

Core Instruction

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

Opening Activity:

Ask students to respond to the following prompt:

In Chapter 1, the narrator says of Okonkwo, "When he walked, his heels hardly touched the ground and he seemed to walk on springs, as if he was going to pounce on somebody. And he did pounce on people quite often." What does this quote tell us about Okonkwo's character? Do you believe this is an accurate depiction of him?

ELD Preparing the Learner

Content Knowledge:

Chapter 4 provides the reader with the first example of Okonkowo's tragic flaw, so ensure students understand what tragic flaw is and provide examples from popular culture as needed. Students will need to understand how this tragic flaw helps develop the theme of appearance vs reality.

Provide students with the Things Fall Apart Character Map and Pronunciation Guide; students will want to have access to this character map throughout the novel, especially in the beginning chapters. Place emphasis on how to correctly pronounce characters' names.

Preteach vocabulary words as needed using an explicit vocabulary routine.

Shared Reading:

Read Chapter 4 to or with students. While reading, ask students to identify and discuss the purpose of The Week of Peace, why it is important to observe, how Okonkwo transgresses from this tribe rule, what his punishment is, and how he reacts to it.

Students should also identify explicit examples of Okonkow's extreme violence (some examples below):
- Page 27-28: "When Okonkwo heard that he would not eat any food he came into the hut with a big stick in his hand and stood over him while he swallowed his yams, trembling".
- Page 30: "But Okonkwo was not the man to stop beating somebody half-way through, not even for

fear of a goddess."
- Page 32: "I shall break your jaw."
- Page 33: "I would sooner strangle him with my own hands."

Independent Reading:

Students should re-examine the chapter to identify at least three examples of the theme appearance vs. reality (some examples below). Students can use two column notes or a class note taking system.

- **Page 26-27**: Okonkwo outwardly apologizes, but inwardly thinks lowly of Osugo and is convinced he was not blessed, but worked hard for his place in the tribe.
- **Page 28:** Okonkwo "became very fond of the boy-inwardly of course. Okonkwo never showed any emotion openly, unless it be the emotion of anger. To show affection was a sign of weakness."
- **Page 31**: "Inwardly, he was repentant. But he was not the man to go about telling his neighbors that he was in error. "
- **Page 33:** "Inwardly Okonkwo knew that the boys were still too young to understand fully the difficult art of preparing seed-yams. But he thought that one could not begin too early. Yam stood for manliness…"

Formative Assessment:

Ask students to respond to the following prompt:

After examining examples of "appearance vs. reality", identify and explain Okonkwo's tragic flaw. How does his tragic flaw create conflict in Chapter 4? Use two pieces of text evidence to support your answer.

ELD Extending Understandings

Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence "Your wife was at fault, but even if you came into your obi and found her lover on top of her, you still would have committed a great evil to beat her." (pg. 30)
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 **ELD ELA Tasks and Scaffolding Directions**	See in Lesson Guidance: ELD Preparing the Learner and Understanding ELD Extending Understandings
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access