

Lesson Guidance 11	
<b>Grade</b>	12
<b>Unit</b>	4
<b>Selected Text(s)</b>	<i>There, There</i> p. 108-117
<b>Duration</b>	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 closely and critically read this section of the novel in order to reflect on the role of storytelling in creating empathy and connection. Students should understand how Orange uses imagery, dialogue, symbolism, and text structure to build tension and create an emotional response in the reader.

### 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.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

#### CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### 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*

First, ask students to brainstorm in response to the following prompt: In this chapter, Jacquie Red Feather narrates and experiences several important turning points in her life, both positive and negative. **What is one important turning point in your own life?**

Then, ask students to craft a **personal narrative** about their own life experience/turning point, using Jacquie's story as a model. Their short narrative must include sensory imagery, dialogue, the use of symbolism, and convey an implicit message that is of broader relevance. Time permitting, ask students to create a visual illustration or representation of their symbol to accompany their story.



### Knowledge Check

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

#### Background knowledge

- The myth of Native American alcoholism discussed in Lesson Guidance 10
- Understanding the difference between individual stories and systems of power
- Understanding of the characters, plot, and major themes of the novel up to p. 108

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

- **imagery**: visually descriptive language
- **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
- **dialogue**: a conversation between two or more people
- **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
- **text structure**: the way author's organize information in a text

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

- **encased**: enclosed or covered in a case or close-fitting surround.
- **orb**: a sphere or globe
- **fifth** (alcohol): a medium-sized unit bottle of alcohol, 750 ml
- **succession**: a number of people or things sharing a specified characteristic and following one after the other.
- **self-medicating**: take addictive or habituating drugs to relieve stress or other conditions
- **Serenity Prayer**: a prayer that is recited at Alcoholics Anonymous and other 12-step programs.

### Core Instruction

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

**Note for instructors: This section of the text references sexual assault and continues to narrate Jacquie's struggles with addiction and her daughter's suicide. Provide students with advance warning and choices in how they engage with the potentially difficult content of the text.**

#### Opening Activity:

Quickwrite or Think/Pair/Share prompt: How can hearing someone else's story build empathy or connection? Share out and discuss.

#### ELD Preparing the Learner, Interacting with Text, Extending Understanding

##### Content Knowledge:

Activate prior knowledge of **symbolism, imagery, and dialogue** and share definitions. How can these literary devices increase the authenticity and emotional impact of a text?

Ask students to go back in the text from the last class meeting and briefly locate at least two examples of the symbolism of the spider in the text (through p. 107). What might spiderwebs and spiders represent in this

novel? Share our ideas and create a list. How does this symbol relate to larger themes in the novel?

Explain that today, the class will revisit symbolism and discuss the power of storytelling to build empathy.

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

### ELD Preparing the Learner, Interacting with Text, Extending Understanding

#### **Shared Reading:**

Read aloud p. 108-117, the second half of Jacquie's chapter. Ask for student volunteers to read aloud as Jacquie and Harvey during their AA meeting stories and subsequent challenging conversation.

#### **Reading Questions:**

1. How does Jacquie respond to seeing Harvey at the meeting?
2. What does Jacquie's story reveal about her experience or personality? How does Orange use indirect characterization to convey this?
3. What does the dialogue between Jacquie and Harvey on p. 113-114 reveal about their characters? Their lives?
4. What might the symbol of the spider web represent (p.116)? What might the symbol of the swimming pool represent?
5. What is your personal response to Jacquie's apparent decision to go to Oakland at the end of the chapter?

### ELD Preparing the Learner, Interacting with Text, Extending Understanding

#### **Independent Reading and Analysis:**

Ask students to re-read the entire chapter (or key excerpts if time is limited) on their own and complete a version of the following graphic organizer.

Remind students to cite page numbers in parentheses like this (Orange 108).

<b>Storytelling (Literary) Analysis</b>		<b>Analyze</b> the quote you chose. How does this quote relate to larger themes or motifs in the novel? Explain your thinking fully using this evidence from the text.
Quote that represents effective and authentic <b>dialogue</b> :		
Quote that includes <b>vivid imagery</b> or sensory description:		
Quote that represents a key <b>symbol</b> :		

#### **Formative Assessment:**

First, ask students to brainstorm in response to the following prompt. In this chapter, Jacquie Red Feather narrates and experiences several important turning points in her life, both positive and negative. What is one important turning point in your own life?

Then, ask students to craft a personal narrative about their own life experience/turning point, using Jackie's story as a model. Their short narrative must include sensory imagery, dialogue, the use of symbolism, and convey an implicit message that is of broader relevance. Time permitting, ask students to create a visual illustration or representation of their symbol to accompany their story.

**ELD Preparing the Learner, Interacting with Text, Extending Understanding**

**Optional Extension Activity:**

Ask students to share their story with a partner and write an analytical argument about how the author (their classmate) conveys their message.

Fluency, Comprehension and Writing Supports	
Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentence  "The room was a mess of fluorescent buzzing, a smallish conference room with a whiteboard on the wall in front, off-whitish light, which encased them all in its flatness—which made everything feel like it was happening a decade ago on TV" (108).
Writing	<a href="#">Pattan Writing Scope and Sequence</a>  Purposes of Writing I. Narrative Writing

Additional Supports	
<b><a href="#">ELD Practices</a></b>  <div>☰ ELD ELA Tasks an...</div>	<b><a href="#">ELD Preparing the Learner, Interacting with Text, Extending Understanding</a></b>
<b><a href="#">SpEd Practice</a></b>	Practices to promote Tier 1 access
<b><a href="#">MTSS Practices</a></b>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access

