

Lesson Guidance 23	
Grade	12
Unit	4
Selected Text(s)	<i>There, There</i> p. Powwow #4 (281- 290)
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 understand that violence acts as a rhetorical tool to make the audience understand a specific literary message. Students should understand that the section is about the founding, revival, and destruction of indigenous identity in modern day America. This is reflective of indigenous experiences and representation of what it means to be indigenous.

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.11-12.3

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.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.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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*

Ask students to write a reflection "processing the end-of-novel" using a set of guided questions that focus on emotions, perspectives, mission, and effectiveness of content.

Knowledge Check

Background knowledge



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

- Students should remember that *this section of the novel contains graphic descriptions of gun violence as reviewed in the previous chapter.*
- While students are reading the chapter they should consider how identity and representation play a role throughout the violence depicted.

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

- **social commentary:** is the act of using rhetorical means to provide commentary on social, cultural, political, or economic issues in a society. This is often done with the idea of implementing or promoting change by informing the general populace about a given problem and appealing to people's sense of justice.
- **irony:** the opposite of what is expected
- **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
- **rhetoric:** the art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques

Vocabulary Words (*words found in the text*)

- **VR:** virtual reality
- **shoddy:** badly made or done.

Core Instruction

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

Note for instructors: *This section of the novel contains graphic descriptions of gun violence. Provide students with advance warning and choice in how they engage with potentially upsetting content.*

Opening Activity:

Ask students to respond the journal entry below:

Paolo Freire is a Brazilian educator and philosopher. In Freire's book, *Pedagogy of the Oppressed*, he explains "The oppressed, instead of striving for liberation, tend themselves to become oppressors." In a journal entry, explain how these lines can be applied to the last section of the novel. Hypothesize why might this be the case. Consider making a text to text or text to world connection in thinking about how some oppressed people find themselves as the oppressors.

ELD Preparing the Learner, Interacting with Text, Extending Understandings

Content Knowledge: In the last section of the book, violence breaks out at the powwow as those who intend to rob it betray one another. Mayhem and carnage breakout. Many characters lose their lives, and for some, it is unclear if they survive. Students should understand that violence acts as a rhetorical tool to make the audience understand a specific literary message.

Shared Reading:

As an entire class, students will read Maya Angelou's poem [Still I Rise](#), and respond to the questions below:

Students may access this reading through the readings and performance below:

- ❖ [Maya Angelou Reading](#)
- ❖ [Nicki Minaj Reading](#)
- ❖ [Performance Piece](#)

1. What parts of the poem strike you the most?
2. What is the purpose of Angelou's poem?
3. How can this poem act as a point of hope, resistance, and persistence for those experiencing or who have experienced oppression?

Because the next section includes traumatic depictions of violence, take moments of pause to consider the strength and resilience of Angelou's words.

Teach the definition of the vocabulary words **as they appear in the text**.

Independent Reading and Analysis:

Ask students to read p. 281- 290 on their own. Provide forewarning about the graphic depictions of gun violence in this section.

1. On page 279 of Jacquie Red Feather's chapter, the narrator explains, "There's a whole bunch of people on the ground. They look dead...For a second Jacquie thinks it might be some kind of performance-art piece. All these people in regalia on the ground like it's a massacre."
 - a. Why might Jacquie think this scene is art rather than real life?
 - b. How does the last line represent the irony of the situation?
2. How does betrayal function in the section? Who is betrayed? By who? Why?
3. Who survives, and who doesn't?
4. Consider the historical, social, socioeconomic, political contexts of the text (reflective of real life). What has gone wrong in American society for indigenous people to attack their own powwow?

ELD Preparing the Learner, Interacting with Text, Extending Understandings

Student Discourse:

1. How is the last section of the novel, the powwow segment, representative of Orange's perspective of what it means to be native: the founding, revival, or destruction of indigenous identity and experiences? Cite specific characters and excerpts in the discussion.
2. Students will investigate letter b of question 1 of the independent reading and analysis more deeply. Using their written response above, students should elaborate on this question in thinking about the rhetorical purpose of violence in the text as it relates to irony and symbolism.
3. How does the section act as a social commentary on what it means to be indigenous in America?
 - a. **Social commentary** is the act of using rhetorical means to provide commentary on social, cultural, political, or economic issues in a society. This is often done with the idea of implementing or promoting change by informing the general populace about a given problem and appealing to people's sense of justice.

ELD Preparing the Learner, Interacting with Text, Extending Understandings

Formative Assessment:

Ask students to write a reflection “processing the end-of-novel” using a set of guided questions that focus on emotions, perspectives, mission, and value.

Students can use the guided questions to form their response.

1. What emotions or perspectives did the end of the novel evoke? Why?
2. What details or events in particular sparked these responses?
3. What was the mission of this section in context to major themes and Author’s purpose?
4. Evaluatively speaking, did you find the content of the ending of the novel to be valuable, purposeful, or effective in accomplishing this mission?
5. Overall, what is the relationship between the feelings or perspectives you have around the end of the novel and the effectiveness or ineffectiveness of the section’s mission?

ELD Preparing the Learner, Interacting with Text, Extending Understandings

Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence “The oppressed, instead of striving for liberation, tend themselves to become oppressors” - Paolo Freire
Writing	Pattan Writing Scope and Sequence Quality of Writing I. Focus II. Content

Additional Supports	
ELD Practices English Language Development ELA Tasks and Scaffolding	ELD Preparing the Learner, Interacting with Text, 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
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