

Lesson Guidance 33	
Grade	10
Unit	2
Selected Text(s)	☰ Things Fall Apart Literary Analysis Prompts
Duration	Approx 5-10 days

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

Learning Goal(s)

What should students understand about today's selected text?

Students will write a literary analysis of Things Fall Apart using valid reasoning and relevant and sufficient evidence. Students will develop and strengthen their writing as needed by planning, revising, editing, rewriting.

CCSS Alignment

CCSS.ELA-LITERACY.W.9-10.1

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

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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*

Students will understand the key themes explored in the novel and use that knowledge to create a Literary Analysis Essay.

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

Background knowledge

- *Things Fall Apart* by Chinua Achebe

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

- **literary analysis:** [defined in lesson]

Vocabulary Words (*words found in the text*)

- N/A

Core Instruction

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

Opening Activity:

Read the [Purdue OWL resource](#). Encourage students to view writing as a process rather than a “one and done” activity. Strong writers prewrite/brainstorm, outline, revise (and rewrite!), and edit their work before publishing it.

[ELD Preparing the Learner](#)

Content Knowledge:

Preview the [Things Fall Apart Literary Analysis Prompts](#). Define (or review) what a claim is in writing about texts. A claim is an argument that is specific enough that a reasonable person who has also read the text could plausibly *disagree*. Emphasize specificity and the availability of text evidence.

Explain that a Literary Analysis is, in essence, writing about reading. More specifically, “a literary analysis is not merely a summary of a literary work. Instead, it is an argument about the work that expresses a writer’s personal perspective, interpretation, judgment, or critical evaluation of the work. This is accomplished by examining the literary devices, word choices, or writing structures the author uses within the work. The purpose of a literary analysis is to demonstrate why the author used specific ideas, word choices, or writing structures to convey his or her message” (Academic Center for Excellence).

Shared or Independent Reading:

Have students view the [Literary Analysis Writing Format](#) to understand the components of a literary analysis essay.

Have students view the literary analysis rubrics (3 example rubrics linked below) to understand the expectations for the assignments.

Once students have an understanding of what a literary analysis is and what the expectations are for this assignment, have students read the [Parts of an Essay](#) document, highlight the parts of the essay in the examples, and answer the post questions.

Suggested Pacing:

Day 1: Purdue OWL resource Things Fall A...	Day 2: Pick prompt; write thesis Thesis state...	Day 3: Introduction paragraph Overview Intr...	Day 4: Body paragraphs Topic Senten...	Day 5: Body paragraphs Topic Senten...
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<ul style="list-style-type: none"> Literary Anal... Parts of an E... 	<ul style="list-style-type: none"> Thesis State... 	<ul style="list-style-type: none"> Introduction ... 	<ul style="list-style-type: none"> Evidence Ex... 	<ul style="list-style-type: none"> Evidence Ex...
Day 6: Conclusion <ul style="list-style-type: none"> Conclusion ... 	Day 7: Peer Edit rough drafts	Day 8: Make revisions, edits and re-writes	Day 9: Make revisions, edits and re-writes	Day 10: Finalize literary analysis essays

Graphic Organizers, Rubrics and Presentations:

- Things Fall Apart Literary Analysis Prompts
- Literary Analysis Writing Format
- Literary Analysis Rubric #1
- Literary Analysis Essay Rubric #2
- Literary Analysis Grading Rubric #3
- Parts of an Essay
- Thesis statements
- Thesis Statements Bingo Bango Bongo
- Overview Introduction Paragraph
- Introduction Paragraphs
- Topic Sentences (Body Paragraphs)
- Evidence Explanation (Body Paragraphs)
- Conclusion Paragraphs

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence N/A
Writing	Pattan Writing Scope and Sequence Purposes of Writing III. Argumentative Writing D. Argumentative Elements

Additional Supports

ELD Practices ELD ELA Tasks and Scaffolding Directions	ELD Lesson Guidance: ELD Preparing the Learner Feedback on Writing for English Learners
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<u>SpEd Practice</u>	Practices to promote Tier 1 access
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access

References:

Academic Center for Excellence. (2009, February). *Writing a literary analysis paper - Germanna Community College*. Germanna Community College. Retrieved June 12, 2022, from
<https://www.germannna.edu/wp-content/uploads/tutoring/handouts/Literary-Analysis.pdf>