



Lesson Guidance 8	
Grade	12
Unit	3
Selected Text(s)	<i>Tales of Two Planets</i> , “A Downward Slope” and “The Floods,” p. 67-76
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 the impact of catastrophic flooding in Colombia and Pakistan, making connections between these different places in order to analyze the rhetorical moves Álvarez and Hanif use to convey their messages about climate change.

CCSS Alignment

CCSS.ELA-LITERACY.RI.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.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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 complete the Chapter Notes for both chapters, as well as create a rhetorical triangle graphic organizer that uses evidence from each text to infer the authors’ messages.

Knowledge Check

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

Background knowledge

- Literary devices explored in the previous unit
- Understanding of Islamophobia
- Knowledge of colonialism and the partition of India

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



- **rhetorical appeals:** persuasive strategies, used in arguments to support claims and respond to opposing arguments
 - **logos:** appeal to reason relies on logic or reason. Logos often depends on the use of inductive or deductive reasoning
 - **pathos:** emotional appeal, appeals to an audience's needs, values, and emotional sensibilities
 - **ethos:** the ethical appeal is based on the character, credibility, or reliability of the writer
- **allusion:** a reference to a significant historical, literary, cultural, or political figure or idea
- **hyperbole:** extreme exaggeration used to create emphasis

Vocabulary Words (*words found in the text*)

"A Downward Slope"

- **sinuous:** having many curves and turns.
- **undulations:** the action of moving smoothly up and down
- **campesinos:** farmers
- **fissures:** a split or crack in rock or dirt
- **chassis:** the outer frame of a car

"The Floods"

- **hokey:** sentimental or corny
- **righteous indignation:** reactive anger over perceived mistreatment of another
- **partition:** to divide into parts
- **entrails:** guts, the innermost parts of something
- **deluge:** a severe flood

Core Instruction

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

Opening Activity:

Ask students to locate Pereira, Colombia and Karachi, Pakistan on their Google Earth maps and create a pin for each of them. If time permits, ask students to use street view to explore the cities.

Google Earth Writing Prompt #1 (Pereira): Read the first two sentences of the chapter "Run, run!..." How does this opening sentence make you feel? Why might the author have chosen to begin the piece with this quote? What are your predictions for this chapter?

Google Earth Writing Prompt #2 (Karachi): Read the first few sentences of the chapter "Many Pakistanis..." How does this opening sentence make you feel? Why might the author have chosen to begin the piece with this series of questions? What are your predictions for this chapter?

Lesson 8 ELD Tasks & Scaffolding

Content Knowledge:



Both of these chapters are nonfiction texts that explore the devastating impacts of flooding in two different countries: Colombia and Pakistan. The authors of these texts use persuasive rhetoric, literary devices, and specific evidence to emphasize the urgency of this climate issue. In Pereira and the region, the flooding recounted in the chapter took place in 2019, although there has been more flooding in 2022. The most recent catastrophic flooding in Pakistan was in 2010 and again in 2020, although this is a continuous and worsening crisis.

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

Shared Reading:

Begin with the second text, “The Floods,” set in Sindh, Pakistan. This piece is both shorter and more challenging for students to understand on their own. Read aloud and model using the Chapter Notes to begin to take collaborative notes on the chapter.

 Chapter Notes Tales of Two Planets.pdf

Stop to pose questions (whole-class discussion, stop and jot, turn and talk, think/pair/share) to ensure student comprehension:

- What does the Islamic scholar on TV say about the floods? What is your reaction to this?
- What literary devices are used in the second paragraph? What effect do they have on you as a reader? (personification, simile, hyperbole).
- Read the following quote. Why are some people made invisible in a country? What does this remind you of in the United States? What literary device does the author use to make his point?
 - “Like the 2 million-odd people butchered during the Partition, these people have rarely registered in the national debate and their faces have never been seen on our TV screens before. It seems the land has ripped out its entrails and thrown them out for all of us to see” (74).

At the bottom of p. 73, the author references something that happened “sixty-three years ago” and on p. 74, the author explains more about this comparison between the migration caused by the current floods and the Partition of India and Pakistan. Provide students with historical context for understanding the comparison.

Lesson 8 ELD Tasks & Scaffolding

Show this 5-minute video and ask students to jot down three new facts they learned about Partition:

 Why was India split into two countries? - Haimanti Roy

- Why might Hanif compare those displaced by flooding to people displaced during the Partition? What connections do you see?
- How might the aftermath of colonialism continue to impact Pakistani people?
- Why would the media perpetuate Islamophobic stereotypes about “terrorism”? What does this remind you of? (75).

Stop and ask students to point to one sentence that they feel sums up the main message of this chapter. Invite students to share, and then discuss the following questions:

- Where does Hanif use specific evidence (quotes, facts, numbers, details....) to support his points? What effect does this evidence have?
- What might be Hanif’s ultimate message?

Independent Reading and Analysis:

Prepare students to read “A Downward Slope” independently by setting up the Chapter Notes organizer together and adding one or two entries collaboratively. Remind them to use their Google Earth maps to build



context for Pereira, Colombia as they read.

 [Chapter Notes Tales of Two Planets.pdf](#)

Ask students to read the chapter and complete their Chapter Notes independently.

Student Discourse:

Turn and talk. Ask students to turn to a neighbor and discuss this question: In your opinion, which chapter was more persuasive? Why? Share out with the class.

Formative Assessment:

Ask students to submit Chapter Notes.

Introduce the basic overview of the [Rhetorical Triangle](#) to students. Each of the rhetorical appeals: [ethos](#), [logos](#), and [pathos](#), correspond to particular elements of the rhetorical situation (author, message, and audience). This is a method for breaking down and analyzing how an author, situated in a specific historical context, conveys a message to their intended audience.

Working independently or in small groups, ask students to create a [Rhetorical Triangle](#) graphic organizer for each of the texts, including at least one piece of text evidence for each corner of the triangle.

Optional Extension Activity:

Invite students to consider how these texts would be different if the authors had chosen a different medium (film, art, scientific research) or genre (fiction, poetry) instead of nonfiction text. How else could this same information be conveyed? Write a **proposal** paragraph explaining how you would share this same information using a different format.

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence “A friend involved in relief work in Sindh pointed out that a hungry person is not likely to ask your views on terrorism before accepting your packet of food, for the simple reason htat his children are starving” (Hanif 75).
Writing	Pattan Writing Scope and Sequence N/A

Additional Supports

ELD Practices English Language	Lesson 8 ELD Tasks & Scaffolding
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<u>Development ELA Tasks and Scaffolding</u>	
<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