






Lesson Guidance 3	
Grade	11
Unit	4
Selected Text(s)	<i>Buddha in the Attic</i> Chapter 1 pages 11-18 <ul style="list-style-type: none"><li>•  Buddha in the Attic Chapter Notes</li><li>•  Buddha Lit Analysis Bookmark.pdf</li><li>•  Analyzing Author's Style</li></ul>
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 will analyze the author's style for diction, dialogue, figures of speech, pacing and structure and experimental language. Students will cite specific examples of each from chapter one to support their analysis.

### 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.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

#### 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.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific



	<p>expectations for writing types are defined in standards 1-3 above.)</p> <p><u><a href="#">CCSS.ELA-LITERACY.W.11-12.9</a></u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u><a href="#">CCSS.ELA-LITERACY.SL.11-12.1</a></u> 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.</p> <p><u><a href="#">CCSS.ELA-LITERACY.SL.11-12.3</a></u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><b>End of lesson task</b> <i>Formative assessment</i></p>	<p>Using the <a href="#">Analyzing Author's Style</a> document, students will analyze Julie Otsuka's use of diction, figures of speech, pacing and structure, dialogue and experimental language. Students will cite examples of each from anywhere in Chapter One and will answer the analysis questions.</p>
<p><b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i></p>	<p><b>Background knowledge</b></p> <ul style="list-style-type: none"><li>● <b>Punjabi Sikhs fleeing to Panama:</b><ul style="list-style-type: none"><li>○ <a href="#">Sikhism in Panama - Wikipedia</a></li></ul></li><li>● <b>Stereotypes of Native Americans as being "savage" and "red":</b><ul style="list-style-type: none"><li>○ <a href="#">Why were they called Red Indians?</a></li><li>○ <a href="#">Stereotyping Native Americans - Jim Crow Museum</a></li></ul></li></ul> <p><b>Key terms: (domain specific terms to analyze the text)</b></p> <ul style="list-style-type: none"><li>● <b>first person plural point of view:</b> narrators tell the story using "we"; no individual speaker is identified; the narrator is a member of a group that acts as a unit</li><li>● <b>foreshadowing:</b> a literary device in which a writer gives an advance hint of what is to come later in the story</li><li>● <b>imagery:</b> using figurative language to represent objects, actions and ideas in such a way that it appeals to our physical senses</li><li>● <b>author's Style:</b> the particular way an author writes. Style reveals the writer's personality and voice</li><li>● <b>diction:</b> specific words or phrases</li></ul> <p><b>Vocabulary Words (words found in the text)</b></p> <ul style="list-style-type: none"><li>● <b>Sikh:</b> people who adhere to Sikhism, a monotheistic religion that originated in the late 15th century in the Punjab region of the Indian Subcontinent, based on the revelation of Guru Nanak</li><li>● <b>Gypsies:</b> members of a people originating in South Asia and traditionally having an itinerant way of life, living widely dispersed across Europe and North and South America and speaking a language (Romani) that is related to Hindi; a Romani person<ul style="list-style-type: none"><li>○ For more information on the origin and harmfulness of the</li></ul></li></ul>



word: [Term of Affection? Ethnic Slur? Theater Union Decides That 'Gypsy' Must Go. - The New York Times](#)

- **missionary:** a person sent on a religious mission, especially one sent to promote Christianity in a foreign country
- **berth:** a fixed bed or bunk on a ship, train, or other means of transport

## Core Instruction

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

### Opening Activity:

From what we've read so far, how would you describe author Julie Otsuka's writing style? Does Otsuka's writing style remind you of any other authors you have previously read?

### Preparing the Learner: ELD Tasks + Scaffolds

### Content Knowledge:

Thus far, we've discussed Julie Otsuka's use of first person plural point of view as an aspect of her style as author, but there are several other techniques that make up an author's style as well. These techniques include:

1. **Narrative point of view: the perspective from which the story is told**
  - a. **First person:** character's personal perspective (*I, me, my*)
  - b. **Second person:** the action is driven by a character ascribed to the reader, one known as you (*you, yours*)
  - c. **Third person:** not a character in the story (*he, she, they*)
    - i. **Limited:** does not share thoughts of all the main characters
    - ii. **Omniscient:** all knowing; shared every main character's thoughts and feelings
2. **Diction: the specific words that an author selects**
  - a. Are the words simple, descriptive, complex?
  - b. How do the words create a distinct mood and tone?
  - c. Is a particular word or phrase used throughout the text?
3. **Figures of speech: a word or phrase used in a non-literal sense for rhetorical or vivid effect**
  - a. **Sound devices** (such as alliteration, repetition, onomatopoeia) support the text details with elements of sound
  - b. **Descriptive tools** (such as imagery, hyperbole, personification, idioms) portray a topic in an uncommon way
  - c. **Comparisons** (such as similes and metaphors) make a connection between two unlike elements
4. **Pacing & Structure**
  - a. **Pacing is the speed of the sentences**
    - i. **Fast pace:** packed with action
    - ii. **Slow pace:** focused on descriptions
  - b. **Structure is the length of the sentences**
    - i. **Short structure:** efficient and straight-forward sentences
    - ii. **Long structure:** elaborate and long sentences
5. **Use of dialogue: the way that characters speak to each other**
  - a. What is the topic of the dialogue?
  - b. How often does dialogue tell the story?

c. Does the conversation include slang or is it formal?

**6. Experimental language are unusual techniques that are meant to show a creative risk**

- Is a word, phrase or structure repeated for effect?
- Are there odd uses of punctuation or a lack of punctuation?
- Does it follow chronological order or time hop through flashbacks/foreshadowing?

Ask students of these six techniques, which one(s) does Julie Otsuka do really well in the first part of Chapter One?



Review the vocabulary words as needed before moving into the Shared Reading lesson.

Let's look at some excerpts from other authors to identify stylistic techniques that they use:

<p><i>From the House on Mango Street by Sandra Cisneros</i></p> <p>Because I am the oldest, my father has told me first, and now it is my turn to tell the others. I will have to explain why we can't play. I will have to tell them to be quiet today. My papa, his thick hands and thick shoes, who wakes up tired in the dark, who combs his hair with water, drinks his coffee, and is gone before we wake, today is sitting on my bed. And I think if my own papa died what would I do. I hold my papa in my arms. I hold and hold and hold him.</p>	<ul style="list-style-type: none"> <li>• 1st Person narration</li> <li>• Simple word choice</li> <li>• Serious tone</li> <li>• Long structure</li> <li>• Slow pacing</li> <li>• Repetition of certain words and phrases</li> </ul>
<p><i>From Matilda by Roald Dahl</i></p> <p>Miss Trunchbull, the Headmistress, was something else altogether. She was a gigantic holy terror, a fierce tyrannical monster, who frightened the life out of pupils and teachers alike. There was an aura of menace about her even at a distance, and when she came up close you could almost feel the dangerous heat radiating from her as from a red-hot rod of metal.</p>	<ul style="list-style-type: none"> <li>• 3rd Person narration</li> <li>• Descriptive word choice</li> <li>• Figurative language</li> <li>• Long structure</li> <li>• Slow pacing</li> </ul>


### Interacting with Text: ELD tasks and scaffolding

### **Shared Reading:**

**Ask students to read pages 11-18 of Chapter One: *Come Japanese*.** As students read *Buddha in the Attic*, encourage them to take notes on either the  **Buddha in the Attic Chapter Notes** document or the  **Buddha Lit Analysis Bookmark.pdf**. Students can answer any or all of the following questions to check for understanding:

- Describe the protagonists' (picture brides) journey to America. How were the conditions on the boat?
- On page 18, Otsuka writes, "*This is America*, we would say to ourselves, *there is no need to worry*. And we would be wrong." What do you think this could be foreshadowing?

### **Formative Assessment:**

Using the  **Analyzing Author's Style** document, students will analyze Julie Otsuka's use of diction, figures of speech, pacing and structure, dialogue and experimental language. Students will cite examples of each from anywhere in Chapter One and will answer the analysis questions.



### Formative Assessment: ELD Tasks + Scaffolds

#### Optional Extension Activity:

Students can write a paragraph that answers the following prompt and uses at least two cited examples from the text: Analyze how the author's style helps the author achieve their purpose for writing the story.

#### Fluency, Comprehension and Writing Supports

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentence
Writing	<a href="#">Pattan Writing Scope and Sequence</a>  Quality of Writing: II: Content

#### Additional Supports

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