

10.2.2

Lesson 3

Introduction

In this lesson, students read paragraphs 9–11 of “A Genetics of Justice” (from “At this point I would always ask her why” to “that my father was planning”), in which Alvarez describes the series of events that lead to her family’s return to the Dominican Republic and the necessary humiliations they must endure to escape Trujillo’s grip. Students analyze how the events that Alvarez unfolds develop an idea central to the text. In small groups, students engage in a class reading and discussion of the text. The lesson ends with a Quick Write on the following prompt: How do the events Alvarez unfolds in paragraphs 9–11 develop a central idea of the text? For homework, students continue to read their AIR text and prepare for a brief discussion on how they applied their chosen focus standard to their text.

Standards

| Assessed Standard(s) | |
|-----------------------|---|
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| Addressed Standard(s) | |
| L.9-10.4.a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |

Assessment

| Assessment(s) |
|--|
| Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. |

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|---|
| <ul style="list-style-type: none"> How do the events Alvarez unfolds in paragraphs 9–11 develop a central idea of the text? |
| High Performance Response(s) |
| <p>A High Performance Response should:</p> <ul style="list-style-type: none"> Cite a central idea developed in the passage (e.g., trauma, silence). Demonstrate an understanding of the series of events (e.g., Alvarez’s parents return to the Dominican Republic only to discover the liberalization was a “hoax,” her parent’s “spark” burns out, they begin to acquiesce to Trujillo’s demands, such as the parade in which Alvarez’s mother must march to obtain her “cédula” so that they may escape the country.). Analyze how the series of events develops the specific idea identified (e.g., The series of events develops the central idea of trauma by showing how over time Trujillo’s control burns out “the spark” within Alvarez’s parents and how they begin to acquiesce to his demands even though they find them “humiliating.”). |

Vocabulary

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| Vocabulary to provide directly (will not include extended instruction) |
| <ul style="list-style-type: none"> None. |
| Vocabulary to teach (may include direct word work and/or questions) |
| <ul style="list-style-type: none"> acquiesce (v.) – submit or comply silently or without protest liberalizing (v.) – removing or loosening restrictions on something, typically an economic or political system |

Lesson Agenda/Overview

| Student-Facing Agenda | % of Lesson |
|---|--|
| <p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.2, RI.9-10.3, L.9-10.4.a Text: “A Genetics of Justice” by Julia Alvarez, paragraphs 9–11 <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading | <ol style="list-style-type: none"> 5% 10% 10% |

| | |
|---------------------------|--------|
| 4. Reading and Discussion | 4. 55% |
| 5. Quick Write | 5. 15% |
| 6. Closing | 6. 5% |

Materials

- Student copies of the Central Ideas Tracking Tool (refer to 10.2.1 Lesson 5)—Students may need blank copies of the tool if they have run out of space on their original tool.
- Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)

Learning Sequence

| How to Use the Learning Sequence | |
|----------------------------------|---|
| Symbol | Type of Text & Interpretation of the Symbol |
| 10% | Percentage indicates the percentage of lesson time each activity should take. |
| no symbol | Plain text indicates teacher action. |
| | Bold text indicates questions for the teacher to ask students. |
| | <i>Italicized text indicates a vocabulary word.</i> |
| ▶ | Indicates student action(s). |
| ☞ | Indicates possible student response(s) to teacher questions. |
| ⓘ | Indicates instructional notes for the teacher. |

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.2 and RI.9-10.3. In this lesson students analyze how Alvarez unfolds a series of events to develop a central idea in the text. Students engage in evidence-based discussion as well as complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 9–11 in “A Genetics of Justice” (from “At this point I would always ask” to “that my father was planning”). Ask students to follow along and pay attention to the order of events in this section.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

55%

Instruct students to form small groups. Post or project each set of questions below for students to discuss.

Remind students that throughout the discussions they should stop and take notes about what has been discussed in preparation for the Quick Write assessment. Instruct students to take notes in their text.

Instruct student groups to reread paragraphs 9–10 (from “At this point I would always ask” to “acknowledge the great man as they passed the review stand”) and answer the following questions before sharing out with the class.

How does Trujillo pretend to “liberalize” his regime (par. 9)?

- ☞ He invites “all exiles back to form political parties” and announces that he will not “be running in the next elections” (par. 9).

① **Differentiation Consideration:** If students struggle, consider asking them the following questions:

What can you infer about the “exiles” from the phrase “[Trujillo] invited all exiles back to form political parties” (par. 9)?

- ☞ It can be inferred that they are people who were kicked out of the country for being in political parties.

Based on your understanding of Trujillo, why would he exile everyone in a political party?

- ☞ He would exile them because they threatened his power.

What does it mean that Trujillo “announced that he would not be running in the next elections” (par. 9)?

- ☞ It means that he would give up his power once someone else is elected.

Based on what Trujillo pretends to do, what can you infer *liberalizing* means?

- *Liberalizing* means opening up a country to elections, or loosening political control over a country.
- ① Consider drawing students' attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.
- ① Consider providing students with the following definition: *liberalizing* means "removing or loosening restrictions on something, typically an economic or political system."
 - ▶ Students write the definition of *liberalizing* on their copy of the text or in a vocabulary journal.

Why does Trujillo pretend to liberalize his regime (par. 9)?

- Trujillo pretends to liberalize his regime because he was "under pressure from his friends up north" and he wanted to "keep the goodwill and dollars of the United States" (par. 9). This means that Trujillo wanted the Dominican Republic to remain a political ally of the United States.
- ① It is important that students understand Trujillo's relationship with the United States as this relationship becomes more important later in the text. Inform students they revisit Trujillo's relationship with America in later lessons.
- ① **Differentiation Consideration:** If students struggle, consider asking the following question:

Who can you infer Alvarez means when she writes, Trujillo's "friends up north"?

- She means the United States because Trujillo stages the "hoax" to keep the "goodwill and dollars" of America.

What can you infer about the meaning of the phrase "police state" from the word *trapped* (par. 10)?

- A "police state" must be a controlling environment.

Recall what you learned about Trujillo's soldiers and "henchmen" (Memcott, par. 2) from Mark Memcott's article in 10.2.2 Lesson 2. How does this impact your understanding of the phrase "police state"?

- Because Trujillo's soldiers and "henchmen" were so violent and "cruelly unique," (Memcott, par. 6) a "police state" must also be a violent and dangerous environment.

If Trujillo only pretended to liberalize the Dominican Republic, what does this mean about his position there when Alvarez's parents return?

- It means that he is still in power, that his promises were just a “hoax,” and that nothing changed (par. 9).

How does the phrase “trapped in a police state” deepen your understanding of Alvarez’s family situation (par. 10)?

- It describes how they were stuck in a dangerous, controlling environment where they had no personal or political freedom.

How does Alvarez’s statement “they laid low” develop a central idea in the text (par. 10)?

- Alvarez’s parents were silenced by Trujillo. They feared speaking or acting in a way that might make him notice their family.
- ① **Differentiation Consideration:** If students struggle with the statement “they laid low,” consider asking the following question:

Why did having “four young daughters” mean Alvarez’s parents could “not take any chances” (par. 10)?

- Student responses may include:
 - They could not take chances because Trujillo had “an appetite for pretty young girls” (par. 2) and if they drew attention to themselves their daughters might be taken from them.
 - They could not put themselves at risk, or their children might be left without parents.
- ① If students struggle, consider reminding them of their work on paragraph 2 in 10.2.2 Lesson 1.

Lead a brief, whole-class discussion of student responses. Distribute or ask students to take out their Central Ideas Tracking Tools and record the development of the central ideas they discussed here.

Instruct student groups to reread paragraphs 10–11 (from “My father and mother were once again trapped” to “that my father was planning”) and answer the following questions before sharing out with the class.

In paragraph 10, what is “the spark” Alvarez’s parents possess?

- “The spark” (par. 10) is their will to resist Trujillo.
- ① **Differentiation Consideration:** If students struggle, consider having them reread paragraph 5.

Based on this answer, what can you infer Alvarez means by her parents’ spark burning out?

- They had given up resisting Trujillo.

How does the description of her parents’ “spark” burning out impact your understanding of the word *acquiesce* (par. 10)?

- ☛ It shows that *acquiesce* means to agree to or consent without protest.
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.
- ① Consider providing students with the following definition: *acquiesce* means “submit or comply silently or without protest.”
 - ▶ Students write the definition of *acquiesce* on their copy of the text or in a vocabulary journal.

How does Alvarez use the image of the spark to develop a central idea in paragraph 10?

- ☛ Student responses may include:
 - Alvarez uses this image to develop a central idea of trauma, as “that spark which had almost cost [her] father his life and which he had lighted in [her] mother” (par. 10). Burnt out means they lost a part of themselves to Trujillo, and so gave into him when he “would demand a tribute” (par. 10).
 - Alvarez uses this image to develop a central idea of silence because their “spark” was their resistance to Trujillo. The fact that it “seemed to have burnt out” means that they are no longer resisting. They are silent.
- ① Consider giving students the term *trauma* as a way to discuss Alvarez’s mother’s reaction to living under Trujillo. If necessary, define *trauma* as “an experience that produces psychological injury or pain; the psychological injury so caused.”

What kinds of “tribute[s]” does Trujillo demand in paragraph 10?

- ☛ Trujillo demands “a tax, a dummy vote, a portrait on the wall,” and for the Dominican women to march in a parade to “turn their heads and acknowledge the great man” (par. 10).

How does the parade affect the Dominican people, especially the men in paragraph 10?

- ☛ The men find the parade to be “the most humiliating of these tributes” (par. 10). The parade oppresses the women, because it forces them to march against their will.
- ① **Differentiation Consideration:** Consider asking this optional extension question:

Why was the parade “the most humiliating of these tributes” for the Dominican men in paragraph 10?

- The Dominican men cannot protect their wives, mothers, or daughters from the hardship and disgrace of having to honor a horrible man. Not being able to protect their loved ones from shame is humiliating.

How does Alvarez’s description of the parade develop a central idea in the text in paragraph 11?

- Student responses may include:

- Alvarez’s description of the parade develops a central idea of trauma, because the Dominican people are forced to do something oppressive that they feel is “the most humiliating” (par. 11).
- Alvarez’s description of the parade develops a central idea of silence, because if the Dominican women do not march they cannot get their “cédula[s],” stamped and without their cédulas, they “could do nothing,” which means they cannot defy Trujillo’s demands and must silently *acquiesce*.
- The men are silenced by their public “humiliation” of watching their wives, mothers, and daughters be forced to march.

- ① **Differentiation Consideration:** If students need additional support, consider asking the following questions:

How does Alvarez unfold her father’s plan to escape the Dominican Republic in paragraph 11?

- Alvarez moves from the general consequences of refusing to march to the specifics of her father’s plan. Initially the consequence is that “your cédula would not be stamped” and without a stamped identification card “you could do nothing” (par. 11). Then she moves on to an example that is more specific, as indicated by the phrase “in particular.” Finally, in the last sentence of the paragraph, she reveals that this was her father’s plan to escape the country.

How does the way in which Alvarez unfolds her father’s plan in paragraph 11 develop a central idea in the text?

- Students responses may include:

- The way Alvarez unfolds the events develops the central idea of silence by showing that in order to escape her father and mother must be silent and cannot speak out against marching in the parade.
- The way in which Alvarez unfolds the events develops the central idea of trauma because it shows how they cannot escape the country without “humiliating” themselves and acquiescing to Trujillo’s demands.

Lead a brief, whole-class discussion of student responses. Ask students to use their Central Ideas Tracking Tools to record the further development of the central ideas they discussed here.

Activity 5: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

How do the events Alvarez unfolds in paragraphs 9–11 develop a central idea of the text?

Instruct students to look at their annotations and Central Ideas Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using specific language and domain-specific vocabulary. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

① Display the prompt for students to see, or provide the prompt in hard copy.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute homework assignment. For homework, instruct students to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Continue reading your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

Model Central Ideas Tracking Tool

| | | | | | |
|--------------|--|---------------|--|--------------|--|
| Name: | | Class: | | Date: | |
|--------------|--|---------------|--|--------------|--|

Directions: Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

| | |
|--------------|-------------------------|
| Text: | “A Genetics of Justice” |
|--------------|-------------------------|

| Paragraph # | Central Ideas | Notes and Connections |
|-------------|-------------------|--|
| 10 | Trauma Silence | Alvarez’s parents are “once again trapped in a police state” and “could not take any chances” on account of their children. |
| 10 | Trauma Silence | The “spark” within Alvarez’s parents burns out, and they begin to acquiesce to Trujillo’s tributes. |
| 11 | Trauma Silence | Alvarez’s mother must march in the parade to get her “cédula” stamped. They must silently acquiesce to “the most humiliating” tribute. |
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| | | |