

10.2.2

Lesson 5

Introduction

In this lesson, the Mid-Unit Assessment, students use textual evidence from paragraphs 1–15 (from “Perhaps because I was spared” to “ruled her imagination most of her life”) of Julia Alvarez’s “A Genetics of Justice” to craft a formal, multi-paragraph response on the following prompt: How does Alvarez develop the claim she makes in paragraph 15?

Students review their annotated texts, Quick Write activities, and notes to organize their ideas. Students then develop their essays with relevant and sufficient facts, extended definitions, concrete details, and quotations.

The Mid-Unit Assessment is assessed using the Text Analysis Rubric. For homework, students continue to read their AIR texts.

Standards

Assessed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
W.9-10.2.a-f	<p>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.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

	<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
<p>Mid-Unit Assessment: Student learning in the first part of this unit is assessed via a formal, multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How does Alvarez develop the claim she makes in paragraph 15? <p>i The Mid-Unit Assessment is evaluated using the 10.2.2 Mid-Unit Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify Alvarez’s claim in paragraph 15 that Trujillo was “the man who had ruled her [mother’s] imagination most of her life” (e.g., Alvarez claims in paragraph 15 that Trujillo was “the man who had ruled her [mother’s] imagination for most of her life.” Alvarez imagines how her mother “must have thought of El Jefe as a kind of movie star” (par. 3). She describes her mother growing up with Trujillo’s portrait on the wall and suggests that he became an object of fantasy for her mother: “The pale face of a young military man wearing a plumed bicorne hat and a gold-braided uniform looked

down beneficently at my mother as she read her romantic novelas and dreamed of meeting the great love of her life. Sometimes in her daydreams, her great love wore the handsome young dictator’s face” (par. 4). When Alvarez’s mother comes to realize the true nature of the dictatorship, she is not just disillusioned. Rather, her previous admiration makes her “doubly revolted by this cold-blooded monster” (par. 6). As the term “monster” suggests, Trujillo takes on mythic proportions becoming “something of an obsession” (par. 6)).

- Discuss how Alvarez develops this claim in paragraphs 1–15, (e.g., Trujillo becomes like a boogeyman for Alvarez’s mother, who tells her daughters “cautionary tales” (par. 6) of his excesses, describing his megalomania (par. 7) and his vanity (par. 8). Alvarez states that her mother “could go on and on” (par. 8). Alvarez further develops her claim by imagining her mother’s forced participation in a parade honoring Trujillo. Alvarez imagines her mother coming face to face with Trujillo and seeing him for the first time not as a “monster” (par. 13) but as a somewhat ridiculous man (par. 14). She suggests that her mother must first see Trujillo as human and weak before she can free herself from his hold on her imagination: “I want my mother to see what she cannot yet imagine: El Jefe coming undone” (par. 14). In this way, she suggests that Trujillo “ruled her [mother’s] imagination” because her mother has been unable to see him “up close” as he really is (par. 15)).

 Since the text is dense and rich in ideas, High Performance Responses may vary widely.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

Vocabulary to teach (may include direct word work and/or questions)

- None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2 Text: “A Genetics of Justice,” by Julia Alvarez, paragraphs 1–15 <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Mid-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 80% 5%

Materials

- Copies of the 10.2.2 Mid-Unit Assessment for each student
- Copies of the 10.2.2 Mid-Unit Text Analysis Rubric and Checklist for each student

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.9-10.5, W.9-10.2.a-f, L.9-10.1, and L.9-10.2. In this lesson, students complete the Mid-Unit Assessment in which they present evidence identifying Alvarez’s claim in paragraph 15 and analyze how Alvarez develops this claim.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their 10.2.2 Lesson 4 homework (Review paragraphs 1–11 and annotate for the central idea of freedom using the Central Ideas Tracking Tool from this lesson.) and do a Turn-and-Talk in pairs about their annotation. Instruct student pairs to discuss how Alvarez develops the central idea of freedom in paragraphs 1–11.

🗨 Student responses may include:

- In paragraph 1, “I often imagine what it must have been like for them growing up under the absolute rule of Generalísimo Rafael Leonidas Trujillo,” notes the lack of freedom with which Alvarez’s parents grew up, as well as the introduction of the creative re-imagining of memory which Alvarez will eventually use to free her mother from her memories.
- In paragraph 2, “Especially, I imagine my mother’s life,” notes the primary focus on her mother in her re-imagining and the particular impact that growing up without freedom has on her mother.
- In paragraph 3, “She knew nothing of the horrid crimes of the dictatorship, for her parents were afraid to say anything,” notes that silence and lack of freedom allowed Alvarez’s mother to “daydream” about Trujillo.
- In paragraph 4, “Sometimes in her daydreams, her great love wore the handsome young dictator’s face,” introduces the link between understanding and freedom: because Alvarez’s mother has never seen Trujillo, she cannot understand that he is just a man and be free of his spell.
- Paragraph 5 contrasts the harsh reality to the imaginings or “daydreams” in paragraph 4 and shows the trauma of her mother’s realization that she is not free.
- In paragraphs 6–8, her mother’s obsession with Trujillo is introduced, showing the need for Alvarez to eventually imagine her mother’s memories to free her from the trauma/obsession.
- Paragraphs 9–11 show the set up for the imagined memory of the parade, which Alvarez imagines as bringing freedom.

Remind students that annotating helps keep track of evidence they use in the End-of-Unit Assessment.

- ① This focused annotation supports students’ engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.
- ① Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: Mid-Unit Assessment

80%

Ask students to take out their materials for the Mid-Unit Assessment, including all notes, annotations, and Quick Write activities.

- ▶ Students take out their materials for the Mid-Unit Assessment.

Instruct students to write a multi-paragraph response to the following prompt:

How does Alvarez develop the claim she makes in paragraph 15?

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

Explain to students that because it is a formal writing task, the Mid-Unit Assessment should include an introductory statement, well-organized ideas supported by relevant and sufficient textual evidence, and a concluding statement or section. Remind students to use this unit’s vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

- ▶ Students listen.

Remind students as they write to refer to the notes, tools, and annotated text from the previous lessons. Distribute and review the 10.2.2 Mid-Unit Text Analysis Rubric. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the 10.2.2 Mid-Unit Text Analysis Rubric.

Transition students to independent writing and give students the remaining class period to write.

- ▶ Students independently answer the prompt using evidence from the text.

☞ See High Performance Response at the beginning of this lesson.

① Consider encouraging those who finish early to reread and revise their response using the Text Analysis Rubric and Checklist.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read paragraphs 16–19 (from “On May 30, 1961, nine months after our escape” to “sent back to where we had come from”). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

Additionally, students should continue 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

Read paragraphs 16–19 (from “On May 30, 1961, nine months after our escape” to “sent back to where we had come from”), boxing unfamiliar words and looking them up. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

Continue to read 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.

10.2.2 Mid-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of paragraphs 1–15 of “A Genetics of Justice” to write a well-developed response to the following prompt:

How does Alvarez develop the claim she makes in paragraph 15?

Your writing is assessed using the 10.2.2 Mid-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2

Commentary on the Task:

This task measures RI.9-10.5 because it demands that students:

- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

This task measures W.9-10.2.a-f because it demands that students:

- 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.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion,

and clarify the relationships among complex ideas and concepts.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

10.2.2 Mid-Unit Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis</p> <p>The extent to which the response analyzes how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>CCSS.ELA-Literacy.RI.9-10.5</p> <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>Skillfully analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>Inaccurately identify an author’s ideas or claims in a text or misidentify sentences, paragraphs, or larger portions of a text that develop or refine an author’s ideas or claims.</p>	<p>Inaccurately identify an author’s ideas or claims; provide little to no analysis of how particular sentences, paragraphs, or larger portions of a text develop or refine those claims.</p>
<p>Command of Evidence and Reasoning</p> <p>The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.9-10.2.b</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</p> <p>The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Develop the response and support analysis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)</p>	<p>Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)</p>	<p>Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)</p>	<p>Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)</p>

<p>The extent to which responses apply grade 9-10 Reading standards to literary nonfiction.</p> <p>CCSS.ELA-Literacy.W.9.b</p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>				
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</p> <p>CCSS.ELA-Literacy.W.9-10.2</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.ELA-Literacy.W.9-10.2.c</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity</p>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Effectively use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>

<p>of the topic.</p> <p>CCSS.ELA-Literacy.W.9-10.2.d</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p>CCSS.ELA-Literacy.W.9-10.2.e</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.W.9-10.2.f</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
<p>Control of Conventions</p> <p>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CCSS.ELA-Literacy.L.9-10.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.9-10.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult.</p>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

10.2.2 Mid-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text? (RI.9-10.5)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.9-10.2.b, W.9-10.9.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.9-10.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a)	<input type="checkbox"/>
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.9-10.2.c)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d,e)	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors? (L.9-10.1, L.9-10.2)	<input type="checkbox"/>