

## 10.2.2

## Unit Overview

## “No flies fly into a closed mouth”

<b>Text(s)</b>	<p>“A Genetics of Justice” by Julia Alvarez</p> <p>“Remembering To Never Forget” by Mark Memmott</p>
<b>Number of Lessons in Unit</b>	10

## Introduction

In this unit, students engage with Julia Alvarez’s autobiographical essay, “A Genetics of Justice,” continuing to build skills for close reading and analysis as well as developing their understanding of the concept of human rights as represented in literary nonfiction. Students encounter Alvarez’s evocation of the struggle to memorialize the horrors of the Trujillo dictatorship in the Dominican Republic in “A Genetics of Justice” alongside Mark Memmott’s more journalistic approach to the topic in “Remembering To Never Forget,” in order to consider how authors present details to develop different portrayals of Trujillo.

In this unit, students also focus on strengthening their writing as well as building their skills for civil and productive conversation. In both settings, students learn to articulate analysis backed by ample references to the text, while also learning to engage in a safe, critical dialogue with peers. By examining two very different texts alongside one another, students develop the critical skill of analysis across texts, in order to understand how an author’s choices about tone and structure can create divergent approaches to the same issue.

For the Mid-Unit Assessment, students analyze Alvarez’s claim that “[Trujillo] had ruled her [mother’s] imagination most of her life,” (par. 15) in order to determine how Alvarez develops this claim in the first fifteen paragraphs of the essay.

For the End-of-Unit Assessment, students craft a multi-paragraph response analyzing how the sentence “No flies fly into a closed mouth” (par. 21) develops and refines one of Alvarez’s ideas in “A Genetics of Justice.”

## Literacy Skills & Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive evidence-based conversations about text.
- Determine meaning of unknown vocabulary.
- Independently preview text in preparation for supported analysis.
- Paraphrase and quote relevant evidence from a text.
- Write original evidence-based claims.
- Generate and respond to questions in scholarly discourse.

## Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading—Literature	
None.	
CCS Standards: Reading—Informational Text	
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 an 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.
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).
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in

	each account.
<b>CCS Standards: Writing</b>	
<b>W.9-10.2.a-f</b>	<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"> <li>a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; included formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other relevant information and examples appropriate to the audience's knowledge of the topic.</li> <li>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.</li> <li>d. Use precise language and domain specific vocabulary to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
<b>W.9-10.9.b</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>CCS Standards: Speaking &amp; Listening</b>	
<b>SL.9-10.1.a-e</b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</li> </ul>
<b>CCS Standards: Language</b>	
<b>L.9-10.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>L.9-10.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
L.9-10.4.a, b	<p>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.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> </ul>
L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> </ul>

**Note:** Bold text indicates targeted standards that will be assessed in the unit.

## Unit Assessments

Ongoing Assessment	
<b>Standards Assessed</b>	RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.7
<b>Description of Assessment</b>	Students answer questions, write informally in response to text-based prompts, and present information in an organized and logical manner.

Mid-Unit Assessment	
<b>Standards Assessed</b>	RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2
<b>Description of Assessment</b>	Students write a multi-paragraph response to the following prompt: How does Alvarez develop the claim she makes in paragraph 15?

End-of-Unit Assessment	
<b>Standards Assessed</b>	RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2
<b>Description of Assessment</b>	Students will answer the following prompt based on their work in this unit: How does the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”?

## Unit-at-a-Glance Calendar

Lesson	Text to be Covered	Learning Outcomes/Goals
1	“A Genetics of Justice” (par. 1–6)	In this first lesson of the unit, students read and analyze paragraphs 1–6 of Julia Alvarez’s “A Genetics of Justice” in which Alvarez begins to provide her reason for writing the essay and to explain the dictator Rafael Trujillo’s

		impact on her mother. Students engage in small group discussions and analyze how Alvarez unfolds Trujillo's impact on her mother's life in her essay. Student learning culminates in a Quick Write that requires students to analyze how Alvarez begins to unfold a series of ideas.
2	"A Genetics of Justice" (par. 7–8) "Remembering To Never Forget"	In this lesson, students read and analyze paragraphs 7 and 8 of "A Genetics of Justice" in which Alvarez goes into specific detail about Trujillo's megalomania and vanity as described by her mother. Students first read and discuss Mark Memmott's article "Remembering To Never Forget" to deepen their understanding of Rafael Trujillo. Students analyze how each text uses details to develop ideas around Trujillo to ascertain how the subject is approached across two different mediums.
3	"A Genetics of Justice" (par. 9–11)	In this lesson, students read paragraphs 9–11 of "A Genetics of Justice" 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.
4	"A Genetics of Justice" (par. 12–15)	In this lesson, students read and analyze paragraphs 12–15 of "A Genetics of Justice" in which Alvarez describes her mother's forced participation in a parade of women honoring Trujillo. Students explore how Alvarez develops central ideas of trauma and freedom through her recreated version of her mother's experiences.
5	"A Genetics of Justice" (par. 1–15)	In this Mid-Unit Assessment, students use textual evidence from paragraphs 1–15 of Julia Alvarez's "A Genetics of Justice" to craft a formal, multi-paragraph essay identifying Alvarez's claim in paragraph 15 and addressing how she develops this claim. Students review their annotated text, lesson Quick Writes, discussion notes, and homework notes to organize their ideas. Students then develop their essays with relevant and sufficient facts, extended definitions, concrete details, and quotations.
6	"A Genetics of Justice" (par. 16–19)	In this lesson, students read and analyze paragraphs 16–19 of "A Genetics of Justice," in which Alvarez describes Trujillo's downfall and the ongoing effects on her parents' psyche of living under his rule. Students engage in evidence-based discussion exploring how Alvarez introduces ideas of trauma

		and silence, before demonstrating their learning through a Quick Write that addresses how Alvarez develops and refines ideas from paragraphs 16–19 in paragraph 19.
7	“A Genetics of Justice” (par. 20–22)	In this lesson, students read and analyze paragraphs 20–22 of “A Genetics of Justice,” in which Alvarez elaborates on her description of her mother’s enduring terror of the Trujillo regime and the “mandate of silence” which she imposes on her family. After engaging in an evidence-based discussion of the ideas developed in paragraphs 20–22, students participate in small group discussions in which they determine how these ideas refine ideas from paragraphs 3–7. The lesson closes with a Quick Write in response to the following prompt: In paragraphs 20–22, how does Alvarez further develop ideas she introduces in paragraphs 3–7?
8	“A Genetics of Justice” (par. 23–26)	In this lesson, students read and analyze paragraphs 23–26 of “A Genetics of Justice,” in which Alvarez describes her relationship with her mother. Students explore how Alvarez unfolds and connects her ideas and then analyze how she uses specific details to shape and refine central ideas.
9	“A Genetics of Justice” (par. 27–31)	In this lesson, students read and analyze paragraphs 27–31 of “A Genetics of Justice” in which Alvarez describes her choice to become a writer and the challenges she faces when she decides to publish a novel critical of Trujillo’s dictatorship. Students explore how portions of the text develop and refine Alvarez’s ideas and claims. Additionally, students analyze the powerful family moment and reflection Alvarez uses to conclude the essay.
10	“A Genetics of Justice”	In this End-of-Unit Assessment, students use textual evidence from “A Genetics of Justice” to craft a formal, multi-paragraph essay analyzing how the sentence “No flies fly into a closed mouth” (par. 21) develops and refines an idea from the essay. Students review their annotated text, lesson Quick Writes, discussion notes, homework notes, and tools to organize their ideas. Students then develop their essays with relevant and sufficient facts, extended definitions, concrete details and quotations.

## Preparation, Materials, and Resources

### Preparation

- Read and annotate “A Genetics of Justice” and “Remembering To Never Forget,” including numbering paragraphs.
- Review the Short Response Rubric and Checklist.
- Review the 10.2.2 Mid-Unit and End-of-Unit Text Analysis Rubrics.
- Review all unit standards and post in classroom.

### Materials/Resources

- Copies of “A Genetics of Justice” and “Remembering To Never Forget”
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Copies of the 10.2.2 Mid-Unit and End-of-Unit Text Analysis Rubrics
- Copies of the Short Response Rubric and Checklist
- Copies of the 10.2 Common Core Learning Standards Tool