

10.2.2

Unit Overview

“No flies fly into a closed mouth”

Text(s)	<p>“A Genetics of Justice” by Julia Alvarez</p> <p>“Remembering To Never Forget” by Mark Memmott</p>
Number of Lessons in Unit	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.
CCS Standards: Writing	
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; included 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 relevant 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. 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. 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).
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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.
CCS Standards: Speaking & Listening	
SL.9-10.1.a-e	<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"> 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. 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. 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. 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. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
CCS Standards: Language	
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.
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"> 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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

Unit Assessments

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

Mid-Unit Assessment	
Standards Assessed	RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2
Description of Assessment	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	
Standards Assessed	RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2
Description of Assessment	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

10.2.2

Lesson 1

Introduction

In this first lesson of the unit, students read and analyze paragraphs 1–6 of Julia Alvarez’s “A Genetics of Justice” (from “Perhaps because I was spared, at ten” to “in many of my mother’s cautionary tales”), 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 on the following prompt: Analyze how Alvarez unfolds Trujillo’s impact on her mother in paragraphs 1–6.

For homework, students read Mark Memmott’s article “Remembering To Never Forget” and develop their own questions about Rafael Trujillo and then conduct a brief search for information to answer those questions.

Standards

Assessed Standard(s)	
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. 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.

Assessment

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

- Analyze how Alvarez unfolds Trujillo’s impact on her mother in paragraphs 1–6.

① Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.

High Performance Response(s)

A High Performance Response should:

- Establish Trujillo’s impact on Alvarez’s mother (e.g., When Alvarez’s mother was a girl she daydreamed about him when she would fantasize about “meeting the great love of her life.” Once she found out the truth about Trujillo and his dictatorship she became “doubly revolted” by him and Trujillo became an obsession for her once she was in exile).
- Analyze how Alvarez unfolds this impact (e.g., Alvarez unfolds Trujillo’s impact on her mother by showing how and why Alvarez’s mother’s understanding of Trujillo changed over time, from “want[ing] to meet the great man” because she did not know Trujillo’s “true nature,” to being “doubly revolted” by and obsessed with “this cold-blooded monster” once she learns the truth about Trujillo).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- Generalísimo (n.) – the commander of a combined military force consisting of army, navy, and air force units
- regime (n.) – a system of rule or government
- El Jefe (n.) – “the Chief” or “the Boss”
- la Virgencita (n.) – the Virgin Mary, Jesus’ Mother, from the Bible
- bicorne (n.) – a two-cornered cocked hat worn especially in the eighteenth and early nineteenth centuries
- beneficently (adv.) – kindly in action or in purpose

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

- genetics (n.) – the study of inherited characteristics

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.3, L.9-10.4.a Text: “A Genetics of Justice” by Julia Alvarez, paragraphs 1–6 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Masterful Reading Homework Accountability Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 40% 10% 25% 15% 5%

Materials

- Copies of “A Genetics of Justice” for each student (with the paragraphs numbered 1–31)
- Copies of the Central Ideas Tracking Tool for each student (refer to 10.2.1 Lesson 5)—Students will need blank copies of the tool for this lesson.
- Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)

① Consider numbering the paragraphs of “A Genetics of Justice” before the lesson.

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.9-10.3. In this lesson, students analyze how Alvarez unfolds Trujillo's impact on her mother in paragraphs 1–6. Students engage in evidence-based discussion and complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Masterful Reading

40%

Distribute copies of “A Genetics of Justice” to each student. Have students listen to a Masterful Reading of all 31 paragraphs. Inform students that they will pause at six points during the essay (after paragraphs 5, 11, 18, 21, and 25) to write down their initial questions and reactions to the text.

- ▶ Students follow along, reading silently then writing their initial reactions and questions.

Lead a brief class share out of students' initial reactions and questions. Remind students that as they analyze the text throughout the unit, they will answer many of these initial questions.

Activity 3: 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 4: Reading and Discussion

25%

Provide students with the following definitions: *Generalísimo* means “the commander of a combined military force consisting of army, navy, and air force units,” *regime* means “a system of rule or government,” *El Jefe* means “the Chief or the Boss,” *La Virgencita* means “the Virgin Mary, Jesus' Mother, from the Bible,” *bicorne* means “a two-cornered cocked hat worn especially in the eighteenth and early nineteenth centuries” and *beneficently* means “kindly in action or in purpose.”

- ▶ Students write the definitions of *Generalísimo*, *regime*, *El Jefe*, *la Virgencita*, *bicorne*, and *beneficently* on their copy of the text or in a vocabulary journal.

Instruct students to form small groups. Post or project each set of questions below for students to discuss. Distribute the Central Ideas Tracking Tool so that students may track central ideas.

Instruct student groups to reread paragraphs 1–4 (from “Perhaps because I was spared” to “my mother could not know the portrait was heavily retouched”) and answer the following questions in groups before sharing out with the class.

How does Alvarez begin her essay?

- ☞ She begins her essay by speculating about why she “often imagine[s]” her parents’ lives, particularly her mother’s, “growing up under the absolute rule of Generalísimo Rafael Trujillo” (par. 1).

How does this beginning inform your understanding of the word *genetics* in the title?

- ☞ *Genetics* has to do with family, heritage, and inheritance.
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.

Given your answer to the previous question, what might Alvarez mean by “A Genetics of Justice”?

- ☞ She might mean a justice that is inherited from one generation to the next.
- ① **Differentiation Consideration:** If students struggle, consider providing them with the following definition: *genetics* means “the study of inherited characteristics.” Also, explain to students that they will revisit the title at the end of reading the essay.
 - ▶ Students write the definition of *genetics* on their copy of the text or a vocabulary journal.

What reason does Alvarez provide to explain why she “often imagine[s]” her parents’ lives under Trujillo in paragraph 1?

- ☞ She believes she imagines their lives because she was spared from having to live under Trujillo’s dictatorship.

Why does Alvarez “especially” imagine her mother’s life in paragraph 2?

- ☞ She especially imagines her mother’s life as a young girl because “Trujillo was known to have an appetite for pretty young girls . . . there was no refusing him,” so as a young girl, her mother was in the most danger of being taken by Trujillo (par. 2).
- ① **Differentiation Consideration:** If students struggle, consider asking the following question:

How does Alvarez use specific word choices to deepen your understanding of Trujillo?

- ☞ Alvarez uses descriptive words and phrases like “appetite” and “his eye was caught” to describe Trujillo’s interest in “pretty girls” (par. 2).

Why are Alvarez’s grandparents “afraid to say anything—even to their own children” about Trujillo’s regime in paragraph 3?

- They are afraid because Trujillo has committed “horrid crimes” and might do so to them or their children, so they stay silent (par. 3).

① Consider giving students the word *silence* as a way to discuss Trujillo’s control over the people, as silence develops as a central idea throughout the text.

How does Alvarez’s grandparents’ fear of Trujillo affect Alvarez’s mother in paragraphs 2–3?

- Because Alvarez’s mother is kept “out of the public eye” (par. 2) and because Alvarez’s grandparents are afraid of Trujillo, Alvarez’s mother “knew nothing of the horrid crimes of the dictatorship” (par. 3).

What is the impact of Alvarez’s repetition of “must have” in paragraph 3?

- Alvarez shows that she is not sure what her mother thought of Trujillo.

How does the statement, “She knew nothing of the horrid crimes of the dictatorship” refine your understanding of Alvarez’s use of “must have” to describe her mother’s opinion of Trujillo in paragraph 3?

- Alvarez speculates that her mother “must have been intrigued” or thought of Trujillo as a “movie star” or “wanted to meet the great man” because her mother did not know that he was a violent criminal (par. 3).

How does the evidence Alvarez provides in paragraph 4 support her use of “must have” in paragraph 3?

- Student responses may include:
 - Alvarez shows that her mother did daydream about Trujillo, imagining that he “looked down beneficently at [her] as she read her romantic novellas and dreamed of meeting the great love of her life” (par. 4).
 - Alvarez continues, “Sometimes in her daydreams, her great love wore the handsome young dictator’s face,” to show Trujillo’s influence on her mother (par. 4).

Lead a brief whole-class discussion of student responses. Instruct students to track central ideas throughout paragraphs 1–4.

Instruct students to reread paragraphs 5–6 (from “By the time my mother married my father” to “his excesses figured in many of my mother’s cautionary tales”) and answer the following questions in groups before sharing out with the class.

What is the “true nature” of Trujillo’s dictatorship as explained to Alvarez’s mother by her father?

- Trujillo killed or “disappeared” “thousands” of people and ordered “the overnight slaughter of some eighteen thousand Haitians” (par. 5). He is a racist, “cold-blooded monster” (par. 6).

How does Alvarez’s mother’s previous understanding of Trujillo impact her feelings about him once she learns about his “true nature”?

- Because Alvarez’s mother had “innocently revered him” she became “doubly revolted” by Trujillo (par. 6).

How does the word “obsession” in paragraph 6 develop your understanding of Trujillo’s impact on Alvarez’s mother in paragraph 4?

- An “obsession” (par. 6) is something you think about all the time, much like Alvarez’s mother daydreamed about “meeting the great love of her life” (par. 4) who wore Trujillo’s face, except in paragraph 6 it is negative, not like a romantic daydream.
- ① Some students may recognize that Alvarez is introducing trauma as a central idea here. Students who do not yet recognize this central idea will have an opportunity to explore it in 10.2.2 Lesson 3.

Lead a brief whole-class discussion of student responses. Instruct students to track central ideas in paragraphs 5–6 with the Central Ideas Tracking Tool.

Activity 5: Quick Write**15%**

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

Analyze how Alvarez unfolds Trujillo’s impact on her mother in paragraphs 1–6.

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

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

Transition to the independent Quick Write.

- 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 the homework assignment and copies of “Remembering To Never Forget” by Mark Memmott. For homework, instruct students to read “Remembering To Never Forget” and 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. Then, ask students to develop their own questions about Rafael Trujillo’s dictatorship and conduct a brief search for information to answer those questions.

① Encourage students to use media and print resources at school, home, or public libraries to facilitate their searches.

- ▶ Students follow along.

Homework

Read “Remembering To Never Forget” by Mark Memmott. Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text. Then, develop your own questions about Rafael Trujillo’s dictatorship and conduct a brief search for information to answer those questions.

Model Central Ideas Tracking Tool

Name:		Class:		Date:	
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Directions: Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how authors introduce, develop, or refine ideas in the texts. Cite text evidence to support your work.

Text:	"A Genetics of Justice"
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Paragraph #	Central Ideas	Notes and Connections
2	Silence	Alvarez's mother is "kept out of the public eye" and so cannot learn about Trujillo.
3	Silence	Develops on paragraph 2, as Alvarez's grandparents are too "afraid to say anything—even to their own children—against the regime," so Alvarez's mother does not learn the truth about Trujillo.
4	Silence	Alvarez's mother "could not know the portrait [of Trujillo] was heavily retouched," because her mother had been kept in the dark up to this point in the text.
5	Silence	Trujillo "disappeared" people who tried to "return the country to democracy."
6	Trauma	Because Alvarez's mother "had innocently revered" Trujillo, she became "doubly revolted" by him and became obsessed with him.

10.2.2

Lesson 2

Introduction

In this lesson, students read and analyze paragraphs 7 and 8 of “A Genetics of Justice” (from “Whenever we misbehaved she would use his example” to “My mother could go on and on”), 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. Students engage in an evidence-based discussion and complete a brief writing assignment to close the lesson.

The lesson ends with a Quick Write on the following prompt: Describe the details about Trujillo emphasized in Mark Memmott’s article and in paragraphs 7–8 of “A Genetics of Justice.” Which details does each writer emphasize and what impact does that emphasis have on their portrayals of Trujillo? For homework, students continue to read their Accountable Independent Reading 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.

Standards

Assessed Standard(s)	
RI.9-10.7	Analyze 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.
Addressed Standard(s)	
L.9-10.4.b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 meaning and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>

Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Describe the details about Trujillo emphasized in Mark Memmott’s article and in paragraphs 7–8 of “A Genetics of Justice.” Which details does each writer emphasize and what impact does that emphasis have on their portrayals of Trujillo?

High Performance Response(s)

A High Performance Response should:

- Describe details in Memmott’s article (e.g., The details in Memmott’s article are objective, hard facts about Trujillo’s participation in the Parsley Massacre, where “as many as 20,000 people are thought to have been killed” (par. 2)).
- Describe a set of details in “A Genetics of Justice” (e.g., The details in Alvarez’s essay are story-like and about Trujillo’s “megalomania” and his “vanity [which] knew no bounds” (par. 8)).
- Explain which details each writer emphasizes (e.g., Memmott emphasizes details about Trujillo being a “brutal dictator” and what happened during the Parsley Massacre, whereas Alvarez emphasizes details that make Trujillo appear larger-than-life and ridiculous, like his “plumes for his Napoleonic hats [which] were purchased in Paris and shipped in vacuum-packed boxes” (par. 8)).
- Explain how these details impact their portrayals of Trujillo (e.g., Memmott’s details impact his portrayal of Trujillo by using a removed tone to objectively describe Trujillo’s brutality, like, “The method [Trujillo’s] soldier’s used in 1937 to try to identify those who would be killed was cruelly unique” (par. 6). Alvarez’s details impact her portrayal of Trujillo by making him look insane and self-obsessed, from the “coke bottle tops or chapitas” he insisted his mother sew to his shirt as a boy who wanted “a chest of medals” (par. 7), to Trujillo’s platform shoes and how he “costumed himself in dress uniforms and ceremonial hats” (par. 8)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- atmosphere (n.) – a general pervasive feeling or mood
- genocide (n.) – the deliberate and systematic extermination of a national, racial, political, or cultural group
- nurtured (v.) – supported or encouraged
- plumed (adj.) – having or appearing to have a feather

- epaulettes (n.) – ornamental shoulder pieces worn on uniforms

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

- megalomania (n.) – a mental illness characterized by delusions of grandeur, power, wealth, etc.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.9-10.7, L.9-10.4.b • Text: “A Genetics of Justice” by Julia Alvarez and “Remembering To Never Forget” by Mark Memmott (http://www.npr.org/blogs/thetwo-way/2012/10/01/162092252/remembering-to-never-forget-dominican-republics-parsley-massacre) Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. “Remembering To Never Forget” Reading and Discussion 4. Masterful Reading 5. “A Genetics of Justice” Reading and Discussion 6. Quick Write 7. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 15% 3. 20% 4. 5% 5. 30% 6. 15% 7. 5%

Materials

- Student copies of the 10.2 Common Core Learning Standards Tool (refer to 10.2.1 Lesson 1)
- Projected or posted images of the following: plumed Napoleonic hats, tasseled military dress uniform, epaulettes, and a military sash
- 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

10%

Being by reviewing the agenda and the assessed standard for this lesson: RI.9-10.7. In this lesson, students identify the details Memmott and Alvarez provide and analyze how those details and the writers' respective genres impact their portrayals of Trujillo. Students engage in evidence-based discussion as well as complete a brief writing assignment to close the lesson.

- ▶ Students follow along.

Distribute or ask students to take out their copies of the 10.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin work with a new standard: RI.9-10.7. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their understanding of standard: RI.9-10.7.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about this standard.

- 💬 Student responses should include:
 - Analyze different reports on the same subject.
 - Identify which details each report emphasizes.

Activity 2: Homework Accountability

15%

Instruct students to do a Turn-and-Talk in pairs about the 10.2.2 Lesson 1 homework assignment (Read "Remembering To Never Forget" by Mark Memmott. Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text. Then, develop your own questions about Rafael Trujillo and conduct

a brief search for information to answer those questions.). Ask students to share their questions about Rafael Trujillo, and the information they found.

☛ Student responses may include, but are not limited to:

- When was Rafael Trujillo born? (He was born in 1891.)
- How many people did he kill while he was in power? (He killed an estimated 50,000 people.)
- How long was Trujillo in power? (1930–1961)
- How was he killed? (He was ambushed and killed in his car just outside the Dominican capital in 1961.)

Lead a brief whole-class discussion on what students learned about Trujillo both from Memmott’s article and from answering their own questions.

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson’s homework.

☛ Students may identify the following words: *atmosphere*, *genocide*, and *nurtured*.

① Definitions are provided in the Vocabulary box in this lesson.

Activity 3: “Remembering To Never Forget” Reading and Discussion

20%

Explain to students that throughout the discussion, they will stop and take notes about what has been discussed in preparation for the Quick Write assessment. Instruct students to take notes in their text.

① If necessary to support comprehension and fluency, consider using a Masterful Reading of Memmott’s “Remembering To Never Forget.”

Instruct students to form pairs. Post or project the following questions for students to discuss.

Instruct student pairs to reread the Memmott article and answer the questions below for sharing out with the class.

How does the title of Memmott’s article impact your understanding of the article’s purpose?

- ☛ By titling it “Remembering To Never Forget,” Memmott suggests that his meaning is to bring light to the shadowy history of the massacre, and that, as he quotes Alvarez, ““We can’t change the present [or] the future unless we acknowledge what has happened”” (par. 4).

In paragraphs 1 and 2, what specific phrases does Memmott choose to describe Trujillo and his actions? How do these descriptions impact your understanding of Trujillo?

Student responses may include:

- Memmott describes Trujillo's actions as "thousands of Haitians were murdered in the Dominican Republic," which shows Trujillo as a mass-murderer (par. 1).
- Memmott describes Trujillo as "a brutal dictator," and describes his actions as "genocide"—both of which show Trujillo's cruelty (par. 1).
- In paragraph 2, Memmott gives a more specific number of the murdered Haitians: "As many as 20,000 people" which clarifies the scope and power of Trujillo's cruelty.
- Memmott also specifies how Trujillo killed and controlled the people through "his orders" and "henchmen" keeping people "in the dark," developing an understanding of Trujillo's power in the Dominican Republic (par. 2).

What details does Memmott provide about Trujillo's attitude toward "ethnic Haitians"? How do these details further develop Trujillo's character?

Memmott writes that Trujillo "fed and nurtured anti-Haitian sentiment" (par. 5) and that Trujillo ordered his soldiers to kill people along the border suspected of being "a Haitian Creole speaker" (par. 6). These details develop Trujillo's character as a racist, mass-murdering monster.

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

What images does "fed and nurtured" (par.5) bring to mind?

Student responses may include:

- Parents feed and nurture their children.
- Farmers feed and nurture their animals and crops.

How do each of these images relate to the context of Trujillo "feeding and nurturing" anti-Haitian feelings?

Student responses may include:

- Trujillo is like a father who teaches his children prejudice.
- Trujillo is like a farmer who grows prejudice.

Why were Trujillo's soldier's methods for killing "cruelly unique"?

They used a strange test to decide if someone was Haitian: "they would hold up a sprig of parsley and ask what it was" (par. 6) because the Haitian pronunciation of "perejil" is different than the Dominican pronunciation. If the person pronounced the word wrong, they were viciously murdered.

What does this description emphasize about Trujillo?

- ☛ This description demonstrates how horrible and strange Trujillo was to have people killed because of their pronunciation of one word.

Lead a brief whole-class discussion of student responses.

Activity 4: Masterful Reading

5%

Have students listen to a Masterful Reading of paragraphs 5–8 (from “By the time my mother married my father” to “My mother could go on and on”) in “A Genetics of Justice” by Julia Alvarez. Ask students to follow along and listen for details that develop ideas around Trujillo.

- ▶ Students follow along, reading silently.

Activity 5: “A Genetics of Justice” Reading and Discussion

30%

Post or project each set of questions for students to discuss.

Instruct students to reread paragraph 5 of “A Genetics of Justice” (from “By the time my mother married my father” to “how he lightened his skin with makeup”) and review their notes and annotations on paragraph 5 from Lesson 1. Explain to students that although they have already studied this paragraph, they are reviewing it in light of what they have read in Memmott’s article.

Ask students to Think, Pair, Share about the following question:

In paragraph 5, what additional details does Alvarez supply that Memmott does not? What is the implication of each detail?

- ☛ Student responses may include:
 - Trujillo killed anyone who opposed him by attempting “to return the country to democracy” and “disappeared” some of the Alvarez’s family friends, demonstrating his absolute control and bloody methods of maintaining it (par. 5).
 - Trujillo “hated blacks with such a vengeance” because of “his own Haitian ancestry” and “lightened his skin with makeup” (par. 5). This confirms not only Trujillo’s racism but his deep psychological issues and vanity.

Lead a brief whole-class discussion of student responses.

Instruct students to form pairs. Ask student pairs to read paragraphs 7–8 (from “Whenever we misbehaved, she would use his example” to “My mother could go on and on”) and answer the following questions before sharing out with the class.

What word parts help you identify the meaning of *megalomania* in paragraph 7?

💬 *Mega* means “great” and *mania* means “madness or obsession.” Therefore, *megalomania* means “obsession with greatness.”

- ① Consider drawing students’ attention to their application of standard L.9-10.4.b through the process of using word parts to determine meaning.
- ① Consider providing students with the following definition: *megalomania* means “a mental illness characterized by delusions of grandeur, power, wealth, etc.”
 - ▶ Students write the definition of *megalomania* on their copy of the text or in a vocabulary journal.

How does the word *megalomania* impact your understanding of Trujillo’s desire to “have a chest of medals” (par. 7)?

💬 Even from a young age, Trujillo was obsessed with greatness and wanted to look like a military leader.

In paragraph 8, how does Alvarez support her statement, “My mother could go on and on”?

💬 Alvarez writes long and repetitive lists to show how much her mother talked about Trujillo’s vanity, imitating how her mother “could go on and on” (par. 8).

What is Alvarez’s purpose in providing specific details about Trujillo’s clothing in paragraph 8? How do these details impact your understanding of Trujillo?

- 💬 Student responses may include:
- Her purpose is to illustrate how Trujillo’s “vanity knew no bounds” and the lengths he would go to in order to alter his appearance (par. 8).
 - The details show how Trujillo was vain to the point of absurdity—he wore heavy uniforms “in a tropical country” and purchased weird, old clothing like “plumes for his Napoleonic hats” (par. 8).

- ① **Differentiation Consideration:** If students struggle, consider illustrating the different parts of Trujillo’s uniform by posting or projecting pictures of plumed Napoleonic hats, tasseled military uniforms, epaulettes, red sashes, and a military dress uniform with a ceremonial hat and white gloves and explaining what they are. Also, consider asking the following questions:

What are guayaberas?

💬 They are “short-sleeved shirts worn untucked” (par. 8).

How does the detail about how Dominican men wore their guayaberas “untucked so the body could be ventilated” impact your understanding of Trujillo’s “dress uniforms”?

- It shows how ridiculous it was to wear such heavy and elaborate clothing in a “tropical country” (par. 8).

How does paragraph 8 impact your understanding of Alvarez’s mother’s feelings about Trujillo in paragraph 6?

- The details and the way they are provided show how “Trujillo became something of an obsession” (par. 6) for Alvarez’s mother, who could “go on and on” (par. 8) in very specific detail about him.

Lead a brief whole-class discussion of student responses.

Ask students to consider both texts as they answer the following questions in pairs before sharing out with the class.

Compare paragraph 7 in “A Genetics of Justice” with paragraphs 1–2 of Memmott’s article. How do the details they provide impact the tone of each piece?

- Student responses may include:
 - Alvarez uses details about why her mother “use[d] [Trujillo’s] example as proof that character showed from the beginning,” (par. 7) and how Trujillo behaved and what he wore. These details make Alvarez’s tone more narrative and personal.
 - Memmott’s details make his tone less narrative and personal, but more objective and reserved. He provides facts about the “parsley massacre” (par.2) and uses words like “brutal” (par. 1) to describe Trujillo.

How do Alvarez and Memmott’s word choices impact their respective tones when describing Trujillo?

- Student responses should include:
 - Alvarez’s details describe Trujillo as a man whose “vanity knew no bounds” and “costumed himself” (par. 8) or as someone who displayed signs of “megalomania” (par. 7) at a young age impact her tone by being more scathing and mocking of Trujillo’s character. It also creates a larger-than-life depiction of Trujillo.
 - Memmott’s details describing Trujillo are limited and brief, for instance he simply describes him as “a brutal dictator” (par. 1) and lists his crimes. Memmott’s tone is critical but more objective about Trujillo’s actions rather than his character.

Lead a brief whole-class discussion of student responses.

Activity 6: Quick Write

15%

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

Describe the details about Trujillo emphasized in Mark Memmott’s article and in paragraphs 7–8 of “A Genetics of Justice.” Which details does each writer emphasize and what impact does that emphasis have on their portrayals of Trujillo?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

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

Transition to the independent Quick Write.

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

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, students should continue to read their Accountable Independent Reading 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 Accountable Independent Reading 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

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. 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.

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.

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

High Performance Response(s)

A High Performance Response should:

- 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

Vocabulary to provide directly (will not include extended instruction)

- None.

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

- 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
Standards & Text: <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 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 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" (Memmott, par. 2) from Mark Memmott'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," (Memmott, 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:	
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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"
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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.

10.2.2**Lesson 4****Introduction**

In this lesson, students read and analyze paragraphs 12–15 of “A Genetics of Justice” (from “The day came when my mother had to march” to “the man who had ruled her imagination most of her life”), 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. Students engage in an evidence-based discussion that culminates in a Quick Write on the following prompt: How do paragraphs 12–15 develop and refine a central idea introduced earlier in the text? For homework, students review, organize and expand their notes in preparation for the Mid-Unit Assessment.

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).
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
<p>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.</p> <ul style="list-style-type: none"> How do paragraphs 12–15 develop and refine a central idea introduced earlier in the text?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a central idea of the text (e.g., freedom, trauma, etc.) Demonstrate how paragraphs 12–15 develop the central idea identified (e.g., in paragraphs 12–15, Alvarez develops the central idea of freedom by shifting between her mother’s account of the

parade and her own imagination of events. As her mother tells the story, the parade is a painful and humiliating experience: “her feet were swollen and hurting” and “she was sure she was going to faint” (par. 12). In Alvarez’s imagination, however, the experience of the parade frees her mother from trauma because it allows her mother to “see what she cannot yet imagine” (par. 14). Alvarez’s mother is freed from her fear of “the man who had ruled her imagination most of her life,” as Trujillo becomes nothing more than “a short, plump man, sweating profusely in his heavy dress uniform” (par. 14)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- resuscitate (verb) – revive, especially from apparent death or unconsciousness
- rivulets (n.) – small streams; streamlets; brooks
- venerate (v.) – regard or treat with reverence, a feeling or attitude of deep respect

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

- None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standard: RI.9-10.5 • Text: “A Genetics of Justice,” by Julia Alvarez, paragraphs 12–15 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 10% 4. 55% 5. 15% 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 standard for this lesson: RI.9-10.5. In this lesson, students explore how Alvarez uses point of view to develop a central idea of 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 12–15 of “A Genetics of Justice.” Ask students to follow along and listen for details that indicate a change in point of view.

- ▶ 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.

Instruct student groups to reread paragraphs 12–13 (from “The day came when my mother had to march” to “and what she sees makes it all worthwhile, somehow”) and answer the following questions before sharing out with the class.

What is the impact of Alvarez’s choice to begin paragraph 12 with “[t]he day came”?

- ☞ It creates the sense of something that has been expected or dreaded for a long time and has finally arrived.

What is the impact of Alvarez’s statement that her mother “had” to march?

- ☞ It reminds the reader that marching is not a choice, and that there would be consequences to refusing to march.

How does Alvarez use specific word choices to emphasize the length of the parade?

- ☞ Student responses may include
 - Alvarez states that “[t]he parade went on for hours.”
 - Alvarez adds the word *finally* in the phrase “[f]inally . . . the grandstand came into sight.”

Analyze Alvarez’s use of descriptive language and details to describe her mother’s experience of marching.

- ☞ Student responses may include:
 - Alvarez notes that the sun was “hot” and that her mother “was sure she was going to faint.”
 - Alvarez describes her mother’s dress as “damp with sweat” in the “hot sun.”
 - Alvarez adds the detail that her mother’s feet were “swollen and hurting.”

What is the impact of Alvarez’s description of “a clutter of dress uniforms, a vague figure on the podium”?

- ☞ This description is the view of someone who is viewing the parade from far away. It creates a sense of vagueness and distance. It shows that Alvarez’s mother is too far away to see those around Trujillo as anything other than “a clutter of dress uniforms” and Trujillo himself is merely “a vague figure on the podium.”

Provide students the following definitions: *resuscitate* means “revive, especially from apparent death or unconsciousness”; *venerate* means “regard or treat with reverence; a feeling or attitude of deep respect.”

- ▶ Students write the definitions of *resuscitate* and *venerate* on their texts or in a vocabulary journal.

How does Alvarez’s statement “there is a scene I imagine that she has not told me about” impact your understanding of the memories in paragraph 12?

- ☞ The memories in paragraph 12 are memories that Alvarez’s mother has shared with her.

How does the statement “there is a scene I imagine that she has not told me about” impact your understanding of the details in the following paragraphs?

- ☞ Alvarez makes it clear that she is “imagining” or inventing this part of the scene because these are details her mother “has not told” her about.

① **Differentiation Consideration:** Consider posing the following optional extension question:

How does Alvarez’s use of verb tense change between paragraphs 12 and 13? What is the impact of this change?

- ☞ Student responses may include:

- Alvarez’s verbs shift from the past tense to the present.
- This change marks the shift between a historical narrative based on her mother’s memories in paragraph 12 to her own imagining of the scene.

Lead a brief whole-class discussion of student responses. Distribute or ask students to take out their copies of the Central Ideas Tracking Tool to record the central idea of “freedom” and how it develops as discussed here.

Instruct student groups to reread paragraph 14 (from “For there, no more than ten steps away” to “what she cannot yet imagine: El Jefe coming undone”) and answer the following questions before sharing out with the class.

Provide students the following definition: *rivulets* means “small streams.”

- ▶ Students write the definition of *rivulets* on their texts or in a vocabulary journal.

In the imagined scene, explain how what Alvarez’s mother sees “makes it all worthwhile.”

💬 Student responses may include:

- Alvarez’s description of Trujillo serves to reduce him from El Jefe to an ordinary, even ridiculous man: it humanizes him.
- In contrast to the “handsome young dictator” (par. 4) whose picture hung on her grandparents’ wall, Alvarez depicts Trujillo as “a short, plump man” (par. 14).
- Alvarez twice refers to Trujillo as sweating: he is “sweating profusely” in his uniform and there are “rivulets of sweat” on his face. This serves to make his “heavy dress uniform” and “Napoleonic hat” seem all the more ridiculous (par. 14).
- Alvarez refers to the “pancake makeup” on his face, suggesting excess and ridicule (par. 14).
- Alvarez describes the makeup being washed off Trujillo’s face by his sweat—he is literally “coming undone” (par. 14).

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

How does Alvarez’s description of Trujillo in paragraph 14 recall specific details from earlier in the text?

💬 Student responses may include:

- Alvarez’s description of Trujillo recalls many details of the “cautionary tales” that her mother used to tell about Trujillo.
- Trujillo’s medal collection (par. 7) is evidence of his “megalomania” and earned him the nickname “Chapita”: “The medals on his chest flash brightly in the hot sun so that he looks as if he has caught on fire.”
- Trujillo’s “Napoleonic hat” recalls Alvarez’s mother’s tales of his excessive vanity in paragraph 8: “plumes for his Napoleonic hats were purchased in Paris and shipped in vacuum-packed boxes to the Island.”
- The description of Trujillo’s smeared makeup recalls a detail from earlier in the text about “how [Trujillo] disguised his own Haitian ancestry, how he lightened his skin with makeup” (par. 5).

What reason does Alvarez give for “invent[ing]” such a scene? How does this reason relate to the final sentence of paragraph 13?

💬 Student responses may include:

- Alvarez wants her mother “to see what she cannot yet imagine: El Jefe coming undone” (par. 14). In other words, she wants her mother to see Trujillo as human and somewhat ridiculous. She wants to destroy for her mother the image of El Jefe as all-powerful.
- It is seeing “El Jefe coming undone,” realizing that he is just a man, that “makes it all worthwhile,” as Alvarez states at the end of paragraph 13.

What does Alvarez mean by the phrase “coming undone” at the end of paragraph 14?

- 💬 The phrase “coming undone” (par. 14) suggests falling apart, and possibly losing power.

In the imagined scene, how does Alvarez’s mother “see[ing] what she cannot yet imagine” develop the central ideas of trauma and freedom?

- 💬 By “see[ing] what she cannot yet imagine,” Alvarez’s mother is able to free herself from her fear of Trujillo and heal from the trauma of living under his rule.
- 💬 This shows how such imagined memories can be a healing process.

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

Instruct student groups to reread paragraph 15 (from “Eventually the parade moved on, and my mother marched” to “the man who had ruled her imagination most of her life”) and answer the following questions before sharing out with the class.

Explain whether paragraph 15 is part of Alvarez’s imagined scene. Cite evidence from the text to support your explanation.

- 💬 Student responses may include:
 - Some students may respond that paragraph 15 is part of Alvarez’s imagined scene. Her mother only sees Trujillo from a distance, “a vague figure on the podium.” In paragraph 15, Alvarez writes that her mother “saw, up close, the man.”
 - Some students may note that the verb tense changes back from the present to the past tense with “[e]ventually, the parade moved on,” and suggest that paragraph 15 is not part of Alvarez’s imagined scene.
- ① Alvarez leaves a certain ambiguity in the text as to whether paragraph 15 is part of the imagined scene or not, and students may choose to interpret the text either way. If time allows, consider exploring this ambiguity with students, and encouraging them to explain why they came to their conclusions. Consider explaining to students that respectful disagreement around points of ambiguity can be fruitful.

In Alvarez’s imagined scene, how does her mother’s view of Trujillo change after seeing him “up close”?

- Alvarez’s mother no longer sees Trujillo as the larger-than-life, all-powerful figure who has “ruled her imagination most of her life”; she now sees him as a ridiculous and vain man (par. 15).

What is the impact of Alvarez’s use of “up close” to describe her mother seeing Trujillo?

- Alvarez’s mother had to see him as he really is before she could imagine him differently.

① Differentiation Consideration: If students struggle, consider posing the following questions:

How has Alvarez’s mother “seen” Trujillo, literally and figuratively, before the parade?

- Student responses may include:

- Alvarez’s mother has seen Trujillo in the portrait that her parents had on the wall, as “a kind of “movie star” (par. 3).
- Alvarez’s mother has seen Trujillo through her husband’s eyes and in her own imagination as a “cold-blooded monster” (par. 5).

Lead a brief whole-class discussion of student responses.

Instruct student groups to reread paragraphs 12–15 and answer the following question before sharing out with the class.

How does Alvarez use her imagined view of Trujillo to develop a central idea in paragraphs 12–15?

- Student responses may include:

- Alvarez develops the central idea of trauma by showing the pain and humiliation her mother and others suffer marching in the parade: “had to march,” “went on for hours in the hot sun until my mother was sure she was going to faint,” “feet were swollen and hurting,” “thought she could not go one more step,” etc. With this vivid description, Alvarez further develops the idea that living under the dictatorship was traumatic.
- Alvarez develops the central idea of freedom by showing how her mother can be freed from Trujillo’s dictatorship. By imagining her mother’s experience Alvarez shows how her mother can be freed from the trauma and begin to heal by “see[ing] what she cannot yet imagine: El Jefe come undone” (par. 14). Before the account of the parade, Trujillo is “the man who had ruled [Alvarez’s mother’s] imagination most of her life” (par. 15); after the parade, in Alvarez’s version, Trujillo is just “a short, plump man, sweating profusely in his heavy dress uniform” (par. 14).

Lead a brief whole-class discussion of student responses. Ask students to use the Central Ideas Tracking Tool to record the development of central ideas as discussed here.

Activity 5: Quick Write

15%

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

How do paragraphs 12–15 develop and refine a central idea introduced earlier in the text?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. 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 the homework assignment. For homework, instruct students to review paragraphs 1–11 (from “Perhaps because I was spared” to “that my father was planning”) and annotate for the central idea of freedom using the Central Ideas Tracking Tool from this lesson.

Also for homework, instruct students to review, organize, and expand their notes and annotations in preparation for the Mid-Unit Assessment.

- ▶ Students follow along.

Homework

Review paragraphs 1–11 and annotate for the central idea of freedom using the Central Ideas Tracking Tool from this lesson. Also, review, organize, and expand your notes and annotations in preparation for the Mid-Unit Assessment.

Model Central Ideas Tracking Tool

Name:		Class:		Date:	
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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"
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Paragraph #	Central Ideas	Notes and Connections
12–15	Freedom	<p>Alvarez shifts points of view between her mother's memories and her creative recreation of those memories. This enables her to transform her mother's memories from the parade in paragraphs 12–15 so that her mother can "see what she cannot yet imagine" (par. 14), showing how memory can bring freedom from trauma.</p> <p>Alvarez re-imagines her mother's memory of the parade: "there is a scene I imagine that she has not told me about" (par. 13). She does so because she wants her mother "to see what she cannot yet imagine: El Jefe coming undone" (par. 14). By doing so, she reduces Trujillo, "the man who had ruled her [mother's] imagination most of her life" to a mere man (par. 15).</p>
12–15	Trauma	<p>Alvarez gives us a vivid picture in paragraph 12 of her mother's physical and mental suffering during the parade: she describes how "the parade went on for hours in the hot sun," her mother's dress was "damp with sweat" and her feet were "swollen and hurting." She also adds tension by noting that her mother "had" to march and by introducing her mother's fear that she was going to faint.</p> <p>As the passage goes on, Alvarez imagines how she might heal the trauma of this memory. Through the process of re-imagining memory, she enables her mother to "see what she cannot yet imagine" (par. 14) and so liberates her mother from the fear in which she has been living.</p>

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> 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 bicorn 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)).

① 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)
<ul style="list-style-type: none"> • None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • 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
Standards & Text: <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 	
Learning Sequence: <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

____/16

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis 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). CCSS.ELA-Literacy.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).	Skillfully analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	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.	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.
Command of Evidence and Reasoning 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. CCSS.ELA-Literacy.W.9-10.2 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. CCSS.ELA-Literacy.W.9-10.2.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. The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	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)	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)	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)	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>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 grades 9-10 Reading standards 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>	Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.	Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.	Demonstrate partial control of conventions with some errors that hinder comprehension.	Demonstrate little control of conventions with frequent errors that make comprehension difficult.

- 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"/>

10.2.2**Lesson 6****Introduction**

In this lesson, students read and analyze paragraphs 16–19 of “A Genetics of Justice” (from “On May 30, 1961, nine months after our escape” to “sent back to where we had come from”), 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 develops ideas of trauma and silence. Students then demonstrate their learning through a Quick Write on the following prompt: In paragraph 19, how does Alvarez develop and refine the ideas from paragraphs 16–18? For homework, students preview the text for 10.2.2 Lesson 7, paragraphs 20–22, annotating for central ideas. Also, students carry out a brief search into the Mirabal sisters, and 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.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
<p>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.</p> <ul style="list-style-type: none"> In paragraph 19, how does Alvarez develop and refine the ideas from paragraphs 16–18?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify an idea developed in paragraphs 16–18 (e.g., trauma, silence, etc.). Discuss how Alvarez further develops this idea in paragraph 19 (e.g., in paragraphs 16–18, Alvarez

develops the central idea of trauma by contrasting the “internal” consequences of Trujillo’s fall with the “external” consequences (par. 17) and by describing how “[e]ven on American soil,” her parents were afraid to speak against authority because “[t]he First Amendment right to free speech meant nothing to them” (par. 18). She further develops the idea of trauma in paragraph 19 by describing her parents’ silence about their escape from the Dominican Republic and their mixed feelings about the United States: on the one hand, America is “this great country that had offered my parents a refuge,” but on the other hand, “this same United States . . . had helped put our dictator in place.” As a result of the trauma that they have suffered, Alvarez’s parents remain silent “afraid that ungratefulness would result in our being sent back to where we had come from” (par. 19).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- exorcism (n.) – the act or process of driving away or attempting to drive away evil spirits
- habits (n.) – acquired behavior patterns regularly followed until they have become almost involuntary
- repression (n.) – the act of using force to control someone or something; the state of being controlled by force; the act of not allowing a memory, feeling, or desire to be expressed
- censorship (n.) – the act of controlling or repressing the behavior of others
- SIM (n.) – Servicio de Inteligencia Militar (Military Intelligence Service), the main instrument of control in the Dominican Republic under Trujillo
- verge (n.) – edge, rim, or margin of something

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

- None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.9-10.5 • Text: “A Genetics of Justice” by Julia Alvarez, paragraphs 16–19 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 	1. 5%

2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 60%
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 (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 standard for this lesson: RL.9-10.5. In this lesson, students explore how Alvarez introduces, develops, and refines ideas in paragraphs 16–19. Students engage in evidence-based discussion as well as complete a Quick Write 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.

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework.

- 💬 Students may identify the following words: *exorcism*, *habits*, *repression*, *censorship*, *SIM*, and *verge*.

① Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Masterful Reading

5%

Have students listen to a Masterful Reading of “A Genetics of Justice,” paragraphs 16–19 (from “On May 30, 1961, nine months after our escape” to “sent back to where we had come from”). Ask students to follow along and listen for details that introduce, develop, and refine ideas in the essay.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

60%

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

Instruct student pairs to read paragraph 16 (from “On May 30, 1961, nine months after our escape” to “Trujillo was brought to justice, found guilty and executed”) and answer the following questions before sharing out with the class.

How does Alvarez choose to relate her family's escape from the Dominican Republic in paragraph 16?

- 💬 She does so briefly: she moves forward in time to recount Trujillo's downfall, with only a short reference to the fact that these events took place “nine months after our escape from our homeland” (par. 16).

① **Differentiation Consideration:** If students struggle with these questions, consider posing the following questions:

What is Alvarez's purpose in paragraph 16?

- 💬 Alvarez's purpose is to describe how Trujillo was finally “brought to justice” (par. 16).

What details does Alvarez reveal about her family's escape from the Dominican Republic?

- 💬 Alvarez does not reveal any details about the escape.

What questions does Alvarez leave unanswered about her family's escape from the Dominican Republic?

💬 Student responses may include:

- Alvarez does not tell why her family left when they did.
- Alvarez does not tell how her family escaped.

Analyze the difference in meaning and tone in the first and last sentences of paragraph 16. How do Alvarez's specific word choices create this difference?

💬 Student responses may include:

- In the first sentence of the paragraph, Alvarez calls those who killed Trujillo "plotters," implying illegal activity, and states that they "assassinated" Trujillo, suggesting murder.
- In the final sentence of the paragraph, Alvarez describes Trujillo's death as a process of justice. She says that he was "brought to justice," and "found guilty," suggesting a trial. The word *executed* also implies a legal process leading up to his death.

What is the impact of this change in tone?

💬 By referring to the death as an "ajusticiamiento," a "bringing to justice," and an "execution," Alvarez justifies the assassination, making it seem more acceptable to the reader.

Lead a brief, whole-class discussion of student responses.

Instruct student pairs to reread and analyze paragraph 17 (from "But the execution was an external event" to "between the Island and our apartment in New York") and answer the following questions before sharing out with the class.

What contrast does Alvarez establish around the death of Trujillo in the opening sentence of paragraph 17?

💬 She establishes a contrast between the "external" and the "internal" consequences of Trujillo's assassination.

What does this contrast suggest about the internal consequences of Trujillo's assassination?

💬 This contrast suggests that while externally, Trujillo was gone and the Dominican Republic was free of his rule, internally (inside the minds of Dominicans) he was still alive as a dictator: "my parents, along with a nation of Dominicans, had learned the habits of repression, censorship, terror" (par. 17).

What is the impact of Alvarez’s choice of the word *exorcism*?

☞ Student responses may include:

- *Exorcism* implies a demon or other supernatural figure, suggesting that Trujillo was some kind of monster or devil.
- Some students may note that the image of an exorcism refers to the contrast between “internal” and “external”: an *exorcism* suggests something internal that needs to be expelled.

① Consider reminding students of the definition of *exorcism*, which they likely looked up for homework: *exorcism* means “the act or process of expelling or driving away evil spirits.”

- ▶ Students write the definition of *exorcism* on their copy of the text or in a vocabulary journal.

What is the impact of Alvarez’s choice of the word *habits* in paragraph 17?

☞ Student responses may include:

- *Habits* implies behavior that is done without thinking. By using this word, Alvarez suggests that Dominicans are so used to “repression, censorship, terror” that they act as though Trujillo were still in power even after his fall.
- The “habits” are something that Alvarez’s parents have “learned” for “all their lives,” so they “[do] not disappear” overnight (par. 17).

How does Alvarez use rhetorical devices and word choices to emphasize the internal consequences of living under Trujillo’s rule?

☞ Student responses may include:

- Alvarez uses repetition to highlight the continued fear: she repeats the word *habits* and the phrase “would not disappear.”
- She refers to the journey to the United States as “a plane ride north that put hundreds of miles distance between the Island and our apartment in New York,” emphasizing that even though they continue to live as though they were still living under Trujillo, the Alvarez family are in fact “hundreds of miles” away from the Dominican Republic.

How does Alvarez develop the central idea of trauma in paragraph 17?

☞ Student responses may include:

- Alvarez establishes a contrast between the external “event” of Trujillo’s fall from power and the continued internal effects of his rule.

- In emphasizing that Dominicans “had learned the habits of repression, censorship, terror” and that these habits “would not disappear” overnight (par. 17), Alvarez develops the idea that trauma has lasting consequences that cannot be resolved by external events alone.

Lead a brief, whole-class discussion of student responses. Distribute or ask students to take out their Central Ideas Tracking Tool and record how the central idea has developed in paragraphs 16 and 17.

Instruct student pairs to reread and analyze paragraph 18 (from “And so, long after we had left” to “Silence about anything ‘political’ was the rule in our house”) and answer the following questions before sharing out with the class.

What is the impact of Alvarez’s specific word choice in the phrase “on American soil” from paragraph 18? How does this develop an idea from paragraph 17?

💬 Student responses may include:

- The phrase “on American soil” shows that externally, the Alvarez family is far away from the Dominican Republic, repeating the idea that there are “hundreds of miles” between them and their homeland in paragraph 17.
- By highlighting the contrast between the Alvarez family’s external circumstances of freedom and their internal experience of continued fear of the Trujillo regime, Alvarez develops the idea of trauma.

What are the “awful consequences” that Alvarez’s parents fear?

💬 Student responses may include:

- Some students may refer back to Alvarez’s description of the horrors of the Trujillo regime in paragraph 5, where Alvarez recounts that “[t]housands had lost their lives in failed attempts to return the country to democracy.”
- Some students may note that Alvarez does not specify in paragraph 18 what these “awful consequences” may be: she leaves the question unanswered, making these “consequences” seem less clear and therefore scarier.

How does Alvarez further develop the central idea of trauma from paragraph 17 to 18?

- 💬 Alvarez notes in paragraph 17 that the habits of terror “would not disappear” on the plane ride to New York. In paragraph 18, she develops this further by describing the continued impact of living under Trujillo’s rule, which lasts even after the family arrives in New York, “[e]ven on American soil,” stating that “the First Amendment right to free speech meant nothing to [her parents].”

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

How does Alvarez's parents' behavior reflect the trauma of living under Trujillo?

💬 Student responses may include:

- Alvarez's parents "were still living in the dictatorship inside their own heads" (par. 18).
- They respond to this trauma by remaining silent "about anything 'political'" (par. 18).

Lead a brief, whole-class discussion of student responses. Ask students to use their Central Ideas Tracking Tools to record how central ideas have developed in paragraph 18.

Instruct students to reread and analyze paragraph 19 (from "In fact, my parents rarely spoke about the circumstances of our leaving the Island" to "sent back to where we had come from") and answer the following questions before sharing out with the class.

How does Alvarez introduce and develop the idea of silence in paragraphs 18 and 19?

💬 Student responses may include:

- Alvarez notes in paragraph 18 that her parents are specifically afraid to speak out or to disagree with authority.
- Alvarez further develops the idea of silence by stating that the "First Amendment right to freedom of speech meant nothing to [her parents]" (par. 18).
- In the final sentence of paragraph 18, she concludes, "Silence about anything 'political' was the rule in our house."
- The quotation marks around *political* suggest that the definition of *political* was very wide and that the silence applied to many issues, not only political ones.
- Alvarez describes how her parents "rarely spoke" of their departure from the Dominican Republic: even to their daughters, they only give "the official story" (par. 19).
- Alvarez tells us not what her parents told her, but rather what she and her sisters "were not told" (par. 19).
- Alvarez reveals that this fear goes beyond matters connected to the Dominican Republic, since her parents are afraid of authority and of criticizing authority even in the United States: "[M]y parents were silent, afraid that ungratefulness would result in our being sent back to where we had come from" (par. 19).

How does Alvarez build a sense of urgency around her family's situation before leaving the Dominican Republic?

💬 Student responses may include:

- Alvarez uses sentence structure and punctuation to build a sense of urgency: she merges three sentences into one long sentence, separated only by semicolons, to create the sense of piling up, of the building of pressure.
- Alvarez italicizes the word *escaped* to give it extra emphasis.
- Alvarez creates mystery or tension by using references that would not be obvious to outsiders but which would be full of meaning to Dominicans: she refers to the *SIM* and their black Volkswagens.

① Consider reminding students of the meaning of *SIM* that they likely looked up for homework: *SIM* means “Servicio de Inteligencia Militar (Military Intelligence Service), the main instrument of control in the Dominican Republic under Trujillo,” who often drove black Volkswagens.

How does Alvarez support her claim that “this great country that had offered my parents a refuge had also created the circumstances that made them have to seek refuge in the first place” (paragraph 19)?

💬 Student responses may include:

- Alvarez cites the role of the United States in bringing Trujillo to power in 1916 to 1924, during their occupation of the Dominican Republic.
- She quotes the Secretary of State Cordell Hull’s remark that “Trujillo is an SOB, but at least he’s our SOB” (par. 19).

What does the United States represent to Alvarez’s parents in paragraph 19? How does this develop an idea from paragraphs 16–18?

💬 Student responses may include:

- Alvarez’s parents have mixed feelings towards the United States.
- On the one hand, the United States represents a “refuge” and “this great country” to Alvarez’s parents.
- On the other hand, the United States was partially responsible for putting Trujillo in power in the Dominican Republic.
- Even though Alvarez’s parents see the United States as a refuge, they are still afraid of what could happen if they challenge authority in any way: “About all these matters, my parents were silent, afraid that ungratefulness would result in our being sent back to where we had come from” (par. 19).
- These mixed feelings and the continued habits of fear and repression even in the United States further develop the ideas of silence and trauma from paragraphs 16–18.

Lead a brief, whole-class discussion of student responses. Ask students to use their Central Ideas Tracking Tools to record how central ideas have developed in paragraph 19.

Activity 5: Quick Write

15%

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

In paragraph 19, how does Alvarez develop and refine the ideas from paragraphs 16–18?

Instruct students to look at their annotations and Idea Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. 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 the homework assignment. For homework, instruct students to read and annotate paragraphs 20–22 (from “My mother, especially, lived in terror of the consequences” to “I was a real thorn in my mother’s side”) for central ideas, using the annotation code “CI.” 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, instruct students to conduct a brief search into the Mirabal sisters and write a short paragraph explaining who they were and their significance in the history of the Dominican Republic.

① Encourage students to utilize media and print resources at school, home, and/or public libraries to facilitate their searches.

▶ Students follow along.

Homework

Read and annotate paragraphs 20–22 (from “My mother, especially, lived in terror of the consequences” to “I was a real thorn in my mother’s side”) for central ideas, using the annotation code “CI.” Box any unfamiliar words, look up their definitions, and 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, conduct a brief search into the Mirabal sisters and write a short paragraph explaining who they were and their significance in the history of the Dominican Republic.

Model Central Ideas Tracking Tool

Name:		Class:		Date:	
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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"
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Paragraph #	Central Ideas	Notes and Connections
18–19	Silence	<p>Alvarez notes in paragraph 18 that her parents are specifically afraid to speak out or to disagree with authority and remarks that the First Amendment right to freedom of speech "meant nothing to them."</p> <p>In the final sentence of paragraph, she claims that: "silence about anything 'political' was the rule in our house" (par. 18), implying through her use of quotation marks that "political" was a broad category.</p> <p>In paragraph 19, Alvarez highlights the silence that surrounds the family's departure from the Dominican Republic: even to their daughters, they only provide the official story and her parents "rarely spoke" of their escape.</p> <p>In contrast to her account of her mother's "cautionary tales," Alvarez does not tell us much in paragraphs 18–19 about what her parents say, but rather what she and her sisters "were not told."</p> <p>Alvarez reveals that her parents' fear extends beyond matters connected to the Dominican Republic and that they fear authority even in the United States: "my parents were silent, afraid that ungratefulness would result in our being sent back to where we had come from" (par. 19).</p> <p>By referring to the Dominican Republic as "the Island" or "where we had come from" (par. 19), Alvarez creates a sense of mystery and emphasizes her parents' fear of speaking openly about their homeland.</p>

Paragraph #	Central Ideas	Notes and Connections
17	Trauma	Alvarez draws a contrast between the “external event” of Trujillo’s fall from power and the “internal exorcism” (par. 17), which does not take place and notes that “the habits of repression, censorship, terror” (par. 17) remain strong.

10.2.2

Lesson 7

Introduction

In this lesson, students read and analyze paragraphs 20–22 of “A Genetics of Justice” (from “My mother, especially lived in terror of the consequences” to “I was a real thorn in my mother’s side”), in which Alvarez elaborates on her description of her mother’s enduring terror of the Trujillo regime and the “mandate of silence” 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 on the following prompt: In paragraphs 20–22, how does Alvarez further develop ideas she introduces in paragraphs 3–7? For homework, students write a paragraph analyzing how Alvarez develops her description of her mother in relation to Trujillo. Additionally, 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.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
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>
SL.9-10.1.a-e	<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> <p>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</p>

	<p>research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>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.</p> <p>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.</p> <p>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 the light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
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Assessment

Assessment(s)
<p>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.</p> <ul style="list-style-type: none"> In paragraphs 20–22, how does Alvarez further develop ideas she introduces in paragraphs 3–7?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify ideas common to paragraphs 3–7 and paragraphs 20–22 (e.g., silence, trauma, etc.). Discuss how the ideas from paragraphs 20–22 develop the ideas from paragraphs 3–7 (e.g., in paragraphs 3–7 Alvarez describes the trauma of living under Trujillo: Alvarez’s mother loses family friends who turn out to have “been disappeared” (par. 5). The shock of finding out that Trujillo is a “cold-blooded monster” is all the greater for Alvarez’s mother because she had “innocently revered him” (par. 6). In paragraphs 20–22, Alvarez develops the idea that her parents, especially her mother, continue to be affected by the trauma of life under Trujillo even after his death: “My mother . . . lived in terror of the consequences of living as free citizens” (par. 20). She further refines this idea by showing how her parents not only live in silence as if they were still living under Trujillo, but also impose silence on their daughters as Trujillo did on them: her mother repeats the phrase “En boca cerrada no entran moscas,” which was scratched on the lintel of La Cuarenta, the SIM torture center (par. 21). Alvarez’s mother imposes a “mandate of silence” just as Trujillo did (par. 22)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> lintel (n.) – horizontal architectural member supporting the weight above an opening, as a window or a door mandate (n.) – authoritative order or command
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.5, W.9-10.9.b, SL.9-10.1.a–e Text: “A Genetics of Justice” by Julia Alvarez, paragraphs 20–22 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Reading and Discussion Small Group Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 15% 5% 30% 30% 10% 5%

Materials

- Copies of the Paragraphs 20–22 Discussion Tool for each student
- Student copies of the Short Response Rubric (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 standard for this lesson: RI.9-10.5. In this lesson, students explore how Alvarez develops ideas from paragraphs 3–7 in paragraphs 20–22. 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

15%

Ask individual students to share the results of their investigations into the Mirabal sisters from the 10.2.2 Lesson 6 homework (Conduct a brief search into the Mirabal sisters and write a short paragraph explaining who they were and their significance in the history of the Dominican Republic.).

💬 Student responses should include:

- The Mirabal sisters were Patria, Dedé, Minerva, and Maria Teresa Mirabal.
- The Mirabal sisters were political dissidents who became involved in the movement against Trujillo.
- The underground resistance movement that the Mirabal sisters formed was called the Movement of the Fourteenth of June, after a massacre that Patria witnessed while on a religious retreat.
- The Movement of the Fourteenth of June distributed pamphlets about Trujillo's crimes and obtained materials to make guns and bombs for an armed revolt.
- The Mirabal sisters named themselves “Las Mariposas” or “The Butterflies” after Minerva's underground name.
- Trujillo had Minerva and Maria Teresa imprisoned and tortured on several occasions.

- On November 25, 1960, Minerva, Maria Teresa, Patria, and their driver were stopped by Trujillo's men and beaten to death. Their death was made to look like a car accident.
- Dedé created a museum in honor of her sisters called the *Museo Hermanas Mirabal*.
- Dedé died in February 2014.
- In 1994, Julia Alvarez published a novel called *In The Time of the Butterflies* about the sisters.

Instruct students to take out their paragraphs 20–22 annotations (Read and annotate paragraphs 20–22 for central ideas, using the annotation code “CI.”) and do a Turn-and-Talk in pairs about their annotations. Instruct student pairs to discuss, based on their annotation, the ideas Alvarez develops in these paragraphs.

🗣 Student responses may include:

- Trauma
- Silence

Remind students that annotating helps them keep track of evidence they use later in the End-of-Unit Assessment, which focuses on the development of central ideas.

① This focused annotation supports students' engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.

Activity 3: Masterful Reading

5%

Have students listen to a Masterful Reading of “A Genetics of Justice” paragraphs 20–22 (from “My mother, especially lived in terror of the consequences” to “I was a real thorn in my mother's side”). Instruct students to follow along and listen for details that develop ideas from earlier in the essay.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

30%

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

Instruct student pairs to reread paragraph 20 from (“My mother, especially lived in terror of the consequences” to “The same thing could happen to us”) and answer the following questions before sharing out with the class.

How does Alvarez's use of the word *especially* further develop an idea that she introduces in paragraphs 2–6?

Student responses may include:

- Alvarez’s comment that her mother “especially” lived in terror of Trujillo even after his fall recalls her statement in paragraph 2 that “Especially, I imagine my mother’s life.”
- Alvarez explains in paragraphs 2 and 3 that her mother was sheltered from the truth about Trujillo for a long time because her grandparents were afraid to criticize the regime and because “families such as hers kept their daughters out of the public eye.”
- As a result, Alvarez suggests in paragraph 6 that the reality of the dictatorship had a greater impact on her mother than on her father: “Perhaps because she had innocently revered him, my mother was now doubly revolted by this cold-blooded monster.”
- The word “especially” in paragraph 20 develops this by suggesting that her mother was more deeply and more lastingly affected by living under Trujillo.

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

Whose life does Alvarez “especially” imagine in paragraph 2?

Alvarez “especially” imagines her mother’s life in paragraph 2.

Why does Alvarez suggest that her mother “knew nothing of the horrid crimes of the dictatorship” in paragraphs 2 and 3?

Student responses may include:

- Alvarez notes that families like her mother’s “kept their daughters out of the public eye” (par. 2).
- Alvarez tells the reader that her grandparents were afraid to say anything against Trujillo, “even to their own children” (par. 3).

What is the impact on Alvarez’s mother of her sheltered upbringing in paragraphs 3 to 6?

Student responses may include:

- Alvarez suggests that her mother was “intrigued” by Trujillo and that he must have appeared to her as “a kind of movie star” (par. 3). She even suggests that her mother may have had romantic fantasies about “the handsome young dictator” (par. 4).
- In paragraph 6, Alvarez suggests that because of her previous admiration of Trujillo, it came as a great shock to her mother to learn of his crimes and that “[p]erhaps because she had innocently revered him, my mother was now doubly revolted by this cold-blooded monster.”

What does the word *especially* imply about Alvarez’s mother in paragraph 20?

It implies that she was more affected than Alvarez’s father by living under Trujillo’s rule.

How do Alvarez’s specific word choices develop the idea of trauma in the first three sentences of paragraph 20?

💬 Student responses may include:

- Alvarez refers to her mother’s “terror” of consequences: this is a very strong word, implying great fear.
- Alvarez states that her mother became “hysterical” when her father attended political meetings, suggesting a response beyond regular anxiety.

What consequences does Alvarez’s mother fear as a result of her husband’s activities?

💬 Student responses may include:

- Alvarez’s mother is afraid that the SIM will find out about Alvarez’s father’s activities.
- Alvarez’s mother is afraid that “family members remaining behind” in the Dominican Republic will be in danger.
- Alvarez’s mother fears that even in New York, the family “could suffer consequences.”
- Alvarez’s mother cites the example of Galíndez, an exiled anti-Trujillo activist who disappeared from the New York subway, and worries that the same could happen to one of her family.

Lead a brief, whole-class discussion of student responses. Distribute a Paragraphs 20–22 Discussion Tool to each student and ask them to write in the first column the central ideas as discussed here. Then in the third column, instruct students to write how the ideas have developed in paragraph 20.

Instruct student pairs to read and analyze paragraph 21 (from “I don’t know if my father complied” to “the entrance of the SIM’s torture center at La Cuarenta”) and answer the following questions before sharing out with the class.

What is the impact of Alvarez’s choice to begin paragraph 21 with the words “I don’t know”?

- 💬 By beginning the paragraph with the phrase “I don’t know,” Alvarez develops the idea of silence, highlighting the fact that she has been kept in the dark by her parents’ silence.

How does Alvarez develop the idea of silence in paragraph 21?

💬 Student responses may include:

- Alvarez refers to the fact that “[her father’s] silence deepened” after he abandoned his political activities.
- Alvarez highlights the “hushed voices” in which her parents speak about the Dominican Republic.

- Twice in the paragraph, Alvarez notes her own ignorance, saying that she “knew very little” about what was going on in the Dominican Republic.

Who imposes silence on the Alvarez household? Provide an example from the text to support your response.

💬 Student responses may include:

- Alvarez’s parents impose silence on their daughters.
- An example of this is when they confiscate the copy of *Time* magazine that reports the death of the Mirabal sisters.

① Students should be familiar with the Mirabal sisters from the 10.2.2 Lesson 6 homework.

Paraphrase Alvarez’s mother’s saying, “No flies fly into a closed mouth” (paragraph 20).

💬 Nothing bad happens if you keep silent.

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

To whom does Alvarez’s mother use the phrase “No flies fly into a closed mouth”?

💬 She uses it to Alvarez and her sisters.

When does Alvarez’s mother say, “No flies fly into a closed mouth”?

💬 She says this when Alvarez and her sisters ask “our many questions.”

Where else does Alvarez reveal that this saying was to be found?

💬 The saying was on one of Trujillo’s torture centers.

How does Alvarez’s description of her parents’ imposition of silence in paragraph 21 develop and refine the idea of trauma?

💬 Student responses may include:

- In paragraph 17, Alvarez refers to “habits of repression, censorship, terror” which continued long after Trujillo fell from power. In paragraph 21, she shows how the trauma of living under dictatorship remains in her parents even in New York.
- In paragraph 21, Alvarez refines this idea of “habits” of trauma by showing that Alvarez’s parents not only continue to live as if under a dictatorship, but they also impose the same fear on others, forcing silence and censorship on their daughters, for example, by taking away the magazine.

Provide students with the following definition: *lintel* means “horizontal architectural member supporting the weight above an opening, as a window or a door.”

- ▶ Students write the definition of *lintel* on their copy of the text or in a vocabulary journal.

How does Alvarez draw a connection between her mother’s response to questions and Trujillo?

💬 Student responses may include:

- By quoting the phrase “En boca cerrada no entran moscas” in Spanish first, Alvarez emphasizes its origins in the Dominican Republic.
- Alvarez adds the detail that the phrase was scratched on the lintel of one of Trujillo’s torture centers.

Lead a brief, whole-class discussion of student responses. Instruct students to use their Paragraphs 20–22 Discussion Tools to record how central ideas have developed in paragraph 21.

Provide students with the following definition: *mandate* means “authoritative order or command.”

- ▶ Students write the definition of *mandate* on their copy of the text or in a vocabulary journal.

Instruct student pairs to read and analyze paragraph 22, “Given this mandate of silence, I was a real thorn in my mother’s side,” and answer the following questions before sharing out with the class.

What is the impact of Alvarez’s choice of the words “mandate of silence” in paragraph 22?

- 💬 By calling it a “mandate,” Alvarez implies that her mother was acting like a dictator, like Trujillo.

What kind of relationship does Alvarez suggest between herself and her mother in paragraph 22?

- 💬 Alvarez states that she was “a real thorn in my mother’s side,” suggesting conflict.

Lead a brief, whole-class discussion of student responses. Instruct students to use their Paragraphs 20–22 Discussion Tools to record how central ideas have developed in paragraph 22.

Activity 5: Small Group Discussion

30%

Direct students to form small groups. Explain to students that they are going to participate in a small-group discussion around the following prompt:

Identify ideas common to paragraphs 3–7 and paragraphs 20–22. Support your responses with evidence from the text.

Direct students to take out their Paragraphs 20–22 Discussion Tool. Instruct students to take notes on their tool during the small group discussions. Explain to students that throughout their reading and discussion in the previous activity, they have likely completed columns 1 and 3 of the tool and should use column 2 to write about connections to paragraphs 3–7.

- ▶ Students in small groups discuss the prompt and take notes using the Paragraphs 20–22 Discussion Tool.
- 🗨 See the Model Paragraphs 20–22 Discussion Tool for sample student responses.

Conduct a brief whole-class discussion, asking groups to discuss how Alvarez further develops ideas from paragraphs 3–7 in paragraphs 20–22.

- ① Consider reminding students of their previous work with standard SL.9-10.1.a–e, which requires that students participate in collaborative discussions, drawing on reading and research, and probing reasoning while remaining respectful of diverse perspectives.

Activity 6: Quick Write

10%

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

In paragraphs 20–22, how does Alvarez further develop ideas she introduces in paragraphs 3–7?

Instruct students to look at their annotations and 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 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread paragraphs 1–22 and write a paragraph in response to the following prompt:

Analyze how Alvarez develops her description of her mother in relation to Trujillo in paragraphs 1–22.

Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

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

Reread paragraphs 1–22 and write a paragraph in response to the following prompt:

Analyze how Alvarez develops her description of her mother in relation to Trujillo in paragraphs 1–22.

Use the Short Response Rubric and Checklist to guide your written responses and use this lesson’s vocabulary wherever possible.

Additionally, 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.

Paragraphs 20–22 Discussion Tool

Name:		Class:		Date:	
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Idea	Introduction in Paragraphs 3–7 (with textual evidence)	Development in Paragraphs 20–22 (with textual evidence)

Model Paragraphs 20–22 Discussion Tool

Name:		Class:		Date:	
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Idea	Introduction in Paragraphs 3–7 (with textual evidence)	Development in Paragraphs 20–22 (with textual evidence)
Trauma	<p>Alvarez’s mother loses friends to Trujillo’s regime: “Thousands had lost their lives in failed attempts to return the country to democracy” (par. 5).</p> <p>The discovery of the true nature of Trujillo’s regime is all the more devastating for Alvarez’s mother because she had admired him: “Perhaps because she had innocently revered him, my mother was now doubly revolted by this cold-blooded monster” (par. 6). He becomes an “obsession” (par. 6).</p>	<p>Alvarez develops the idea of trauma by showing how the habits of terror continue to influence her parents even after their escape: “My mother . . . lived in terror of the consequences of living as free citizens” (par. 20).</p> <p>She further refines the idea of trauma by showing how Alvarez’s parents, especially her mother, act like a dictator to their own daughters: her mother repeats the phrase “En boca cerrada no entran moscas,” which was scratched on the lintel of La Cuarenta, the SIM torture center (par. 21). She imposes a “mandate of silence” (par. 22).</p>
Silence	<p>Alvarez’s grandparents are afraid to speak against Trujillo in paragraph 3: “her [mother’s] parents were afraid to say anything—even to their own children—against the regime.”</p>	<p>Alvarez emphasizes the silence that surrounds the Dominican Republic in her family. After her father stops going to meetings “his silence deepened” (par. 21); her mother imposes a “mandate of silence” (par. 22) and reminds her daughters that, “No flies fly into a closed mouth,” meaning that safety lies in silence (par. 21).</p>

10.2.2**Lesson 8****Introduction**

In this lesson, students read and analyze paragraphs 23–26 of “A Genetics of Justice” (from “She had named me, her second of four daughters” to “If looks could kill”), 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. Student learning culminates in a Quick Write on the following prompt: How do the connections Alvarez draws in paragraphs 23–26 further shape and refine a central idea? For homework, students continue their Accountable Independent Reading.

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)	
None.	

Assessment

Assessment(s)
<p>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.</p> <ul style="list-style-type: none"> How do the connections Alvarez draws in paragraphs 23–26 further shape and refine a central idea?

High Performance Response(s)

A High Performance Response should:

- Identify one or more connections Alvarez draws in paragraphs 23–26 (e.g., Alvarez draws connections between the way her mother “found ways of controlling [her]” (par. 24) and the way Trujillo controlled people of the Dominican Republic).
- Identify a central idea related to the connections in paragraphs 23–26 (e.g., the central idea of silence versus voice is developed through the connection between Alvarez’s mother and Trujillo).
- Explain how the connections in paragraphs 23–26 refine a central idea (e.g., the way Alvarez’s mother and Trujillo both use threats and fear to prevent people from speaking the truth develops the central idea of silence versus voice).

Vocabulary**Vocabulary to provide directly (will not include extended instruction)**

- adolescence (n.) – the period in human development that occurs between the beginning of puberty and adulthood
- outlandish (adj.) – freakishly or grotesquely strange or odd, as appearance, dress, objects, ideas, or practices
- disown (v.) – to deny the ownership of or responsibility for

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

- None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.9-10.2, RI.9-10.3 • Text: “A Genetics of Justice” by Julia Alvarez, paragraphs 23–26 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 10% 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 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 ideas and draws connections between them. Students also analyze how Alvarez refines the essay's central ideas.

- 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 from the previous lesson's homework.

Instruct students to form new pairs and exchange their responses to the 10.2.2 Lesson 7 homework prompt (Analyze how Alvarez develops her description of her mother in relation to Trujillo in paragraphs 1–22.).

Student responses may include:

- As a girl, Alvarez’s mother was “kept . . . out of the public eye,” so she wouldn’t catch Trujillo’s eye and be a victim of his “appetite for pretty girls” (par. 2).
- Alvarez’s grandparents “were afraid to say anything—even to their own children—against the regime” (par. 3), so Alvarez’s mother knew little of Trujillo’s true character.
- She thought of Trujillo “as a kind of movie star” (par. 3) and in her daydreams, “her great love wore the handsome young dictator’s face” (par. 4).
- By the time Alvarez’s mother married Alvarez’s father, she “knew all about the true nature of the dictatorship” (par. 5). Family friends had disappeared and she knew that Trujillo had killed thousands of people.
- Alvarez’s mother was “doubly revolted” by Trujillo and thought of him as a “cold-blooded monster” (par. 6).
- Trujillo even became “something of an obsession” to Alvarez’s mother. She used him as a boogeyman in “cautionary tales” to Alvarez and her sisters.
- Alvarez’s mother suffered in the parade for Trujillo, marching “for hours in the hot sun” until she felt like “she was going to faint” and her “feet were swollen and hurting” (par. 12).
- The parade increased Alvarez’s mother’s obsession with Trujillo. Even after she left the Dominican Republic, she still lived with “the habits of repression, censorship, terror” (par. 17).
- Trujillo so affected Alvarez’s mother that she enforced on her daughters the same “mandate of silence” (par. 22) that Trujillo had enforced in the Dominican Republic.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 23–26 from “A Genetics of Justice,” (from “She had named me, her second of four daughters” to “If looks could kill”). Ask students to listen for details that develop the central ideas in the story.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

55%

Explain to students that, throughout the discussion, they stop and take notes about what has been discussed in preparation for the Quick Write assessment. Instruct students to take notes in their notebooks or add to their text annotation.

- ▶ Students listen.

Provide students with the following definition: *adolescence* means “the period in human development that occurs between the beginning of puberty and adulthood.”

- ▶ Students write the definition of *adolescence* on their copy of the text or in a vocabulary journal.

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

Instruct student pairs to reread paragraph 23 (from “She had named me, her second of four daughters” to “but adolescence was a full-fledged war”) and answer the following questions before sharing out with the class.

What ideas about herself does Alvarez reveal in paragraph 23?

- 💬 Student responses may include:
 - Alvarez reveals that she talked a lot: “I would not shut up.”
 - She frequently disagreed and argued with her mother: “I always had to answer her back when I disagreed with her.”
 - Her relationship with her mother was strained: “Childhood was rocky, but adolescence was a full-fledged war.”
 - She also reveals that she shares the same name with her mother.

What words does Alvarez use to describe her relationship with her mother? How does the word choice develop Alvarez’s relationship with her mother?

- 💬 Alvarez describes the relationship as “rocky” and “a full-fledged war” (par. 23). These word choices develop the reader’s understanding of the conflict that defines the relationship.

How is Alvarez different from her mother? Cite specific examples from paragraph 23 and earlier in the essay to support your analysis.

- 💬 Alvarez does “not shut up.” She also feels the need to answer back when she disagrees with her mother. In contrast, her mother is “afraid of awful consequences if [she speaks] out or disagree[s] with authorities” (par. 18).

How does the contrast between Alvarez and her mother develop one of the essay’s central ideas?

- 💬 The contrast between Alvarez and her mother develops the central idea of silence. When Alvarez says she was “the best behaved [child] until [she] learned to talk” (par. 23), she reinforces that authority figures in her life often prefer when people are silent.

Lead a brief whole-class discussion of student responses. Distribute or ask students to take out their Central Ideas Tracking Tool and record how central ideas are developed in paragraph 23.

Provide students with the following definitions: *outlandish* means “freakishly or grotesquely strange or odd, as appearance, dress, objects, ideas, or practices” and *disown* means “to deny the ownership of or responsibility for.”

- ▶ Students write the definitions of *outlandish* and *disown* on their copy of the text or in a vocabulary journal.

Instruct student pairs to read paragraphs 24–26 (from “Still, my mother found ways of controlling me” to “If looks could kill”) and answer the following questions before sharing out with the class.

Why did the Trujillo “cautionary tales” work only “momentarily”?

- 💬 The cautionary tales worked only momentarily because Alvarez loved hearing the stories that were supposed to serve as warnings.
- ① **Differentiation Consideration:** If students struggle with this question, consider asking them to revisit the “cautionary tales” Alvarez relates in paragraphs 7 and 8. Then ask the following question:

According to paragraphs 7–8, why does Alvarez’s mother tell “cautionary tales”?

- 💬 She tells the cautionary tales when the girls “misbehaved” (par. 7) or “cared too much about our appearance” (par. 8) to get them to see Trujillo’s bad example and behave better.

Where did Alvarez’s mother learn her definition of disrespect? How does Alvarez’s mother’s definition of “disrespect” develop the central idea of silence?

- 💬 Alvarez’s mother learned her severe, strict definition of “disrespect” from the dictatorship. This definition of disrespect as “anything short of worship” (par. 24) develops the central idea of silence by revealing that “saying the truth” (par. 25) about family members is forbidden.
- ① **Differentiation Consideration:** If students struggle with the question above, consider asking the following scaffolding question:

How does Alvarez say her mother defines “disrespect”?

- 💬 Alvarez says her mother defines disrespect as “anything short of worship” (par. 24).

How does Alvarez develop the contrast between herself and her mother in paragraphs 24–26?

- 💬 Alvarez reveals that she is concerned about “just saying the truth” (par. 25), but her mother is concerned about enforcing silence and respect for authority. For example, when Eleanor Roosevelt’s grandson calls Roosevelt a “plain woman” (par. 25) Alvarez’s mother says “Truth! What about honoring his grandmother?” (par. 26).

Lead a brief whole-class discussion of student responses.

Consider suggesting students refine the central idea of “silence” to “silence versus voice.” Define the term “voice” as “the relationship between self-expression and power.” Then, discuss the following questions as a class:

How does the contrast in paragraphs 24–26 refine one of the essay’s central ideas?

- The different reactions to Roosevelt’s grandson’s biography develop the idea of silence versus voice. Alvarez’s mother promotes silence when she says the grandson “should be ashamed of himself . . . for calling his grandmother a plain woman” (par. 24). Alvarez, on the other hand, believes the grandson can say whatever he wants because he is “just saying the truth” (par. 25).

What connections does Alvarez draw between her mother and Trujillo? Consider evidence about Alvarez’s mother in comparison to descriptions of Trujillo earlier in the essay.

- Even though Alvarez’s mother despises Trujillo, she mirrors some of his behaviors in the tactics she uses to control Alvarez. For example, Alvarez’s mother threatens to “disown” her for being “disrespectful” (par. 24). Similarly, Trujillo uses threats and fear so “parents were afraid to say anything—even to their own children” (par. 3).

① **Differentiation Consideration:** If students need additional support to identify the connections between Alvarez’s mother and Trujillo, consider asking the following questions.

What methods does Trujillo use to control people (paragraphs 3–5)?

- Student responses may include:
 - Trujillo uses fear to control people: “[P]arents were afraid to say anything—even to their own children” (par. 3).
 - Trujillo reminds people he is in charge. All houses hang the declaration “In this house Trujillo is chief” (par. 4).
 - Trujillo creates fear because he kills or imprisons people who challenge him: “Family friends . . . turned out to have been disappeared” (par. 5).

How did Alvarez’s mother control Alvarez (paragraphs 24–26)?

- Student responses may include:
 - Alvarez’s mother tells “Trujillo cautionary tales” (par. 24) to warn Alvarez.
 - Alvarez’s mother uses “threats to disown” Alvarez for showing “anything less than worship” (par. 24).

- Alvarez’s mother tries to use fear to influence Alvarez: “My mother’s eyes had that look she saw in my eyes when she said ‘If looks could kill’” (par. 26).

Ask students to use their Central Ideas Tracking Tools to record how central ideas have developed in paragraphs 24–26.

Activity 5: Quick Write

15%

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

How do the connections Alvarez draws in paragraphs 23–26 further shape and refine a central idea?

Instruct students to look at their annotations 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 the homework assignment. For homework, instruct students to continue reading 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:	
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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"
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Paragraph #	Central Ideas	Notes and Connections
Alvarez 23	Silence	The contrast between Alvarez and her mother develops the central idea of silence. When Alvarez says she was "the best behaved [child] until [she] learned to talk" (par. 23), she reinforces that authority figures in her life prefer when people are silent.
Alvarez 24–26	Silence versus voice	<p>Alvarez defends Eleanor Roosevelt's grandson because he is "just saying the truth" (par. 25). She believes the writer can write what he wants to write. Alvarez's mother, on the other hand, says the grandson "should be ashamed of himself . . . for calling his grandmother 'a plain woman'" (par. 24).</p> <p>The connections between Alvarez's mother and Trujillo develop the central idea of silence versus voice. Trujillo is brutal and violent, and Trujillo's mother is not, but they both try to silence someone else's voice as a method of control. For example, if Alvarez shows "anything less than worship" to someone she should respect, her mother uses "threats to disown" her (par. 24). In a much more brutal sense, Trujillo kills and imprisons people until "parents [are] afraid to say anything—even to their own children" (par. 3).</p>

10.2.2

Lesson 9

Introduction

In this lesson, students read and analyze paragraphs 27–31 of “A Genetics of Justice” (from “Unfortunately for my mother, I grew up to be a writer” to “full-blown in a family moment, there it was”), in which Alvarez describes her choice to become a writer and the challenge she faces when she decides to publish a novel critical of the 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.

This lesson assesses student learning through a Quick Write on the following prompt: How does Alvarez refine a central idea of the text in paragraphs 27–31? For homework, students reread the essay and organize their notes to prepare for the End-of-Unit Assessment. Students also reread and annotate the essay with a specific focus on of the idea of justice.

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.9-10.5	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).
Addressed Standard(s)	
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Assessment

Assessment(s)
<p>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.</p> <ul style="list-style-type: none"> How does Alvarez refine a central idea of the text in paragraphs 27–31?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a central idea that Alvarez refines in paragraphs 27–31 (e.g., silence versus voice, trauma, or freedom). Explain how Alvarez refines the idea in paragraphs 27–31 (e.g., throughout the essay Alvarez’s family struggles to be free from the fear and influence of the dictatorship. In the final paragraphs Alvarez’s mother finally says, “I don’t care what happens to us.” This is the first time in the essay Alvarez’s mother seems to be free from her fear of the dictatorship).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> contemporaries (n.) – people of the same age as each other cronies (n.) – close friends, companions embers (n.) – small live pieces of coal, wood, etc., as in a dying fire instilled (v.) – infused slowly or gradually into the mind or feelings
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> inscribed (v.) – addressed or dedicated (a book, photograph, etc.) informally to a person, especially by writing a brief personal note in or on it

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.2, RI.9-10.5, L.9-10.5.a Text: “A Genetics of Justice” by Julia Alvarez paragraphs 27–31 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 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 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.9-10.5. In this lesson, students read the conclusion of “A Genetics of Justice” and analyze how the final paragraphs of the essay develop and refine one of Alvarez’s central ideas.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their chosen 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 chosen focus standard to their AIR text from the previous lesson's homework.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 27–31 from “A Genetics of Justice” (from “Unfortunately for my mother, I grew up to be a writer” to “full-blown in a family moment, there it was”). Instruct students to listen for ideas developed in these final paragraphs of the essay.

- ▶ 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.

Instruct student groups to reread paragraph 27 (from “Unfortunately for my mother, I grew up to be a writer” to “she did not talk to me for months”) and answer the following questions before sharing out with the class.

In paragraph 27, What is Alvarez’s mother’s response to Alvarez’s poetry? What is her response to Alvarez’s first novel?

- 💬 At first, when Alvarez writes poetry, her mother “[flushes] with personal pride” but then she becomes angry and will “not talk to [Alvarez] for months.”

Explain the reason behind Alvarez’s mother’s response to Alvarez’s first novel.

- 💬 Alvarez’s mother’s feelings change because Alvarez writes a novel with a “strong autobiographical base” (par. 27).

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

Which of her decisions does Alvarez claim is “unfortunate” for her mother?

- 💬 Alvarez says her decision to become “a writer publishing under [her] maiden name” was unfortunate for her mother.

Why do Alvarez's mother's friends believe that Alvarez's mother is a writer?

- Alvarez's mother's friends are confused because both Alvarez and her mother are named Julia Alvarez.

Based on Alvarez's mother's concerns from earlier in the essay, why would she object to a novel with a "strong autobiographical base"?

- Because she believes that "disrespect" is "anything short of worship" (par. 24), Alvarez's "just saying the truth" (par. 25) in her autobiographical novel would probably seem like disrespect to Alvarez's mother.

How do Alvarez's mother's responses to Alvarez's writing develop central ideas of the text?

- Student responses may include:
 - Alvarez's mother disapproves of Alvarez's writing or Alvarez's "voice," especially in novels "with a strong autobiographical base" (par. 27). Alvarez's mother's desire for "silence," especially about family "truths" further develops the ideas of silence versus voice (par. 26).
 - Alvarez's mother's desire for silence about Alvarez's writing shows that she is still living with the trauma of "living in the dictatorship" even though Trujillo is long dead (par. 18).

Lead a brief whole-class discussion of student responses. Distribute or instruct students to take out their Central Ideas Tracking Tools and record the development of central ideas in paragraph 27.

Provide students with the following definitions: *contemporaries* means "people of the same age as each other" and *cronies* means "close friends or companions."

- Students write the definitions of *contemporaries* and *cronies* on their copy of the text or in a vocabulary journal.

Instruct small groups to read paragraph 28 (from "Then I started to work on my second novel" to "an excuse to go after my family, after my father, after her") and answer the following questions before sharing out with the class.

Which specific words in paragraph 28 recall ideas from earlier in the text?

- Student responses may include:
 - The phrase "three Mirabal sisters" and "confiscated *Time* magazine" recalls the "silence" Alvarez's parents demanded "about anything 'political'" (par. 18).

- The phrase “to go after my family, after my father, after her” recalls Alvarez’s mother’s traumatic fears that even after they move to New York her “own family . . . could suffer consequences” (par. 20).

What is the impact of recalling these ideas at the end of the essay?

- 💬 Recalling these ideas at the end of the essay reminds the readers of the issues still present in the Alvarez’s family life, especially those in the lives of Julia Alvarez and her mother: silence versus voice, trauma, and freedom.

- ① **Differentiation Consideration:** If students struggle with the previous two questions, ask the following questions:

What is the story of Alvarez’s second novel?

- 💬 Alvarez’s second novel is a “fictional retelling” of the story of three sisters living under the dictatorship.

What does Alvarez’s mother believe might happen if Alvarez publishes her second novel?

- 💬 Alvarez’s mother believes “cronies of the dictator” might go after her family because of the novel.

- ① Consider reminding students of their work with the Mirabal sisters in 10.2.2 Lesson 6 homework.

Lead a brief whole-class discussion of student responses. Instruct students to use their Central Ideas Tracking Tools to record the development of central ideas in paragraph 28.

Provide students with the following definition: *embers* means “small live pieces of coal, wood, etc., as in a dying fire.”

- ▶ Students write the definition of *embers* on their copy of the text or in a vocabulary journal.

Instruct small groups to read paragraph 29 (from “This was one of the hardest challenges” to “they said, shaking their heads”) and answer the following questions before sharing out with the class.

What “hardest challenge” does Alvarez introduce in paragraph 29? How does Alvarez use rhetoric to develop this “challenge”?

- 💬 Alvarez develops her challenge about whether or not she should publish her second novel. Alvarez uses two rhetorical questions to develop the challenge. First she asks, “Could I really put my work above the lives of human beings?” Next, she asks, “But, if I shut up, wouldn’t I still be fanning the embers of dictatorship?” (par. 29).

What does the word *embers* in the phrase “the embers of the dictatorship” suggest about the status of the dictatorship?

- ☞ The word *embers* describes what is left over when a fire is dying. This image suggests the dictatorship is not powerful like it used to be, but it is not totally gone and could still be dangerous.

① Consider drawing students’ attention to their application of standard L.9-10.5.a through the process of determining meaning of figurative language.

How does Alvarez’s “challenge” in paragraph 29 further develop one of the essay’s central ideas?

- ☞ Alvarez considers not publishing her second novel because she is afraid she would be “put[ting] [her] work above the lives of human beings” (par. 29). This develops the essay’s central idea of silence versus voice. This is another example of how the dictatorship used fear to silence people in the Dominican Republic and even after they left the country.

① **Differentiation Consideration:** If students struggle to understand Alvarez’s “challenge,” consider asking the following question:

What do Alvarez’s cousins in the Dominican Republic say about Alvarez’s mother’s “dire predictions”?

- ☞ Alvarez’s cousins say that her “mother’s dire predictions” have no “foundation.” This means that people will not be killed because of Alvarez’s writing.

What is the meaning of the cousins’ response that “old people still see a SIM agent under every bush”?

- ☞ The cousins say that “old people still see a SIM agent under every bush” to illustrate how older people in the Dominican Republic still live in fear of the dictatorship.

Lead a brief whole-class discussion of student responses. Instruct students to use their Central Ideas Tracking Tools to record the development of central ideas in paragraph 29.

Provide students with the following definition: *instilled* means “infused slowly or gradually into the mind or feelings.”

- ▶ Students write the definition of *instilled* on their copy of the text or in a vocabulary journal.

Instruct small groups to read paragraphs 30 and 31 (from “When the novel came out” to “in a family moment, there it was”) and answer the following questions before sharing out with the class.

What does Alvarez inscribe for her parents? How does this inscription refine an idea developed in Alvarez’s “challenge” about publishing the novel?

① Consider providing students with the following definition: *inscribed* means “addressed or dedicated (a book, photograph, etc.) informally to a person, especially by writing a brief personal note in or on it.”

► Students write the definition of *inscribed* on their copy of the text or in a vocabulary journal.

💬 Alvarez inscribes the note, “Thank you for having instilled in me through your sufferings a desire for freedom and justice” inside her novel. This inscription refines the idea that Alvarez published the novel, even though she was afraid, because she wants freedom and justice.

How does the phone call between Alvarez and her mother develop the central ideas of trauma and freedom?

💬 Student responses may include:

- The way Alvarez’s mother reacts to the novel develops the idea of trauma. After she reads the novel, Alvarez’s mother says, “You put me back in those days. It was like I was reliving it all” (par. 30).
- Imagining her past experience through the novel allows Alvarez’s mother to be freed from the trauma of the dictatorship. She goes from being afraid that the novel will “directly” endanger her family’s lives to sobbing, “I don’t care what happens to us!” (par. 30).

① **Differentiation Consideration:** If students struggle to answer these questions, consider asking the following questions:

What is Alvarez’s mother’s reaction after reading the novel? What causes this reaction?

💬 Alvarez’s mother calls Alvarez to tell her that reading the novel was like being “back in those days” and “reliving it all” (par. 30). Then she begins “sobbing” (par. 30). Alvarez’s mother is grateful and “so proud of [Alvarez] for writing this book” (par. 30).

How does the phone call refine Alvarez’s ideas about her relationship with her mother?

💬 Throughout the essay, Alvarez develops the conflict in her “rocky” (par. 23) relationship with her mother. The phone call in paragraph 30 introduces a new element of the relationship by showing how Alvarez’s mother is proud of her for her courage in publishing the novel.

What is the meaning of “genetic justice” as Alvarez describes it? How is the event described in paragraph 31 an example of “genetic justice”?

💬 Student responses may include:

- Genetic justice is the value of justice being handed down from one generation to the next.
- Although Alvarez describes her parents as losing their “spark” of fighting for justice (par. 10), Alvarez credits her parents’ “sufferings” as giving her “a desire for freedom and justice” (par. 30). So they handed down a desire for justice to Alvarez.
- Alvarez herself gives justice back to her parents. Alvarez writes a novel that “put[s her mother] back in those days” of suffering under the dictatorship. By giving voice to her parents’ fears and suffering, she frees them from the hold the dictatorship had on them. Her mother finally experiences this freedom and justice, saying, “I don’t care what happens to us!” (par. 30).

Lead a brief whole-class discussion of student responses. Instruct students to use their Central Ideas Tracking Tools to record the development of central ideas in paragraphs 30 and 31.

Activity 5: Quick Write

15%

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

How does Alvarez refine a central idea of the text in paragraphs 27–31?

Instruct students to look at their annotations and 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 the homework assignment. For homework, instruct students to reread “A Genetics of Justice” and organize their notes and annotations in preparation for the End-of-Unit Assessment.

- ▶ Students follow along.

Also for homework, instruct students to reread the essay and annotate for the idea of “justice” and how Alvarez develops the idea throughout the essay.

Homework

Reread “A Genetics of Justice” and organize and expand your notes and annotations in preparation for the End-of-Unit Assessment. Also, reread the essay and annotate for the idea of justice and how Alvarez develops the idea throughout the essay.

Model Central Ideas Tracking Tool

Name:		Class:		Date:	
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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"
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Paragraph #	Central Ideas	Notes and Connections
27	Trauma	<p>Alvarez publishes a novel "with a strong autobiographical base" in which she likely revealed details about her family's life, so her mother does "not talk to [her] for months" (par. 27).</p> <p>The fear surrounding Alvarez publishing her second novel refines the idea of trauma. Even though there is no real danger, "old people still see a SIM agent under every bush" (par. 29), so Alvarez's mother worries that the dictatorship will hurt people because of the novel. This fear shows some of the long-term effects of trauma.</p>
29–31	Silence versus voice	<p>Alvarez considers not publishing her second novel because she is afraid she would be "put[ting her] work above the lives of human beings," but she also doesn't want to "[fan] the embers of the dictatorship" (par. 29). This debate is a struggle between Alvarez being silenced by fear of the dictatorship and using her voice to tell a story based on truth.</p>
30	Freedom	<p>Alvarez thanks her parents for instilling in her "a desire for freedom and justice."</p> <p>Alvarez's mother has a breakthrough when she finally feels free from the fear and influence of the dictatorship. Speaking of the consequences that might come from the publishing of Alvarez's second novel, she says, "I don't care what happens to us" (par. 30).</p>

10.2.2

Lesson 10

Introduction

In this End-of-Unit Assessment, students use textual evidence from “A Genetics of Justice” to craft a formal, multi-paragraph response on the following prompt: 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”?

Students review their annotated texts, 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.


Student responses are assessed using the Text Analysis Rubric. For homework, students define vocabulary words in preparation for the next lesson.

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. 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.

	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).
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
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>Student learning is assessed via a multi-paragraph response to the End-of-Unit Assessment. 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 the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”? <p> Student responses will be evaluated using the 10.2.2 End-of-Unit Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify an idea Alvarez develops in “A Genetics of Justice” (e.g., silence versus voice) Demonstrate a text-based analysis of how the sentence, “No flies fly into a closed mouth” (par. 21) develops and refines the identified idea. <p>Student responses may include the following ideas:</p> <ul style="list-style-type: none"> Alvarez’s mother’s parents were “afraid to say anything—even to their own children—against the regime” (par. 3). Alvarez’s father loses his will to protest and rebel against the regime after he has children to worry

about. His spark “seemed to have burnt out” (par. 10).

- Even after Alvarez’s parents move to the United States they are silent because they fear the regime: “[T]hey were afraid of awful consequences if they spoke out or disagreed with authorities” (par. 18).
- Alvarez’s parents were silent on the issue of the United States’ role in installing the dictatorship. Alvarez says, “About all these matters, my parents were silent, afraid that ungratefulness would result in our being sent back to where we had come from” (par. 19).
- After a few months of attending Juan Bosch’s revolutionary meetings, Alvarez’s father stopped participating: “[H]e dropped out of these political activities and his silence deepened” (par. 21).
- Whenever the topic of the situation on the island came up, Alvarez’s parents “spoke in hushed voices” because they were scared (par. 21).
- When Alvarez writes her second novel, she considers not publishing it because of fear caused by the dictatorship (par. 29).

Student responses may include the following analysis:

- The statement “No flies fly into a closed mouth” (par. 21) develops the idea that speaking out can cause problems and being silent is the safest decision. While Alvarez knows that speaking the truth is important, people in authority try to keep others silent as a way of controlling them.

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
Standards & Text: <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 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability End-of-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 80% 5%

Materials

- Copies of 10.2.2 End-of-Unit Assessment for each student
- Copies of the 10.2.2 End-of-Unit Text Analysis Rubric and Checklist for each student
- Copies of *The Universal Declaration of Human Rights* for each student (with the preamble paragraphs numbered 1–8)

① Consider numbering the paragraphs of *The Universal Declaration of Human Rights* before the lesson.

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.
①	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 End-of-Unit Assessment in which they analyze how one sentence from the essay refines and develops one of Alvarez's ideas.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Ask students to take out their materials for the End-of-Unit Assessment, including all notes, annotations, and Quick Writes.

- ▶ Students take out their materials for the End-of-Unit Assessment.
- ① Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Instruct students to talk in pairs about how they annotated for the idea of justice in the text.

- 💬 Student annotated responses may include a star (*) or the word *justice* near text:
- In paragraph 14, "I want my mother to see what she cannot yet imagine: El Jefe coming undone."
 - In paragraph 16, "Finally, after thirty one years, Trujillo was brought to justice."
 - In paragraph 30, "Thank you having instilled in me through your sufferings a desire for freedom and justice."
 - In paragraph 31, "If there is such a thing as genetic justice that courses through the generations and finally manifests itself full-blown in a family moment, there it was."

Remind students that annotating helps them keep track of evidence they can use for 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.

Activity 3: End-of-Unit Assessment

80%

Inform students that they should use their annotated text, lesson Quick Writes, discussion notes, and homework notes for the End-of-Unit Assessment. Instruct students to write a multi-paragraph response to the following prompt:

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”?

Remind students to use the Text Analysis Rubric to guide their written responses. Ask students to use this unit’s vocabulary wherever possible in their written responses.

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 End-of-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.

Distribute and review the 10.2.2 End-of-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 End-of-Unit Text Analysis Rubric.

Transition students to independent writing. 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 the preamble and Articles 1–10 of *The Universal Declaration of Human Rights*. 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. Students follow along.

① Distribute copies of *The Universal Declaration of Human Rights* to each student.

Homework

Read the preamble and Articles 1–10 of *The Universal Declaration of Human Rights*. Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

10.2.2 End-of-Unit Assessment

Text-Based Response

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

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”?

Your writing is assessed using the 10.2.2 End-of-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 analysis
- 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 and L.9-10.2 because it demands that students:

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

10.2.2 End-of-Unit Text Analysis Rubric

_____/16

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis 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). CCSS.ELA-Literacy.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).	Skillfully analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	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.	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.
Command of Evidence and Reasoning 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. CCSS.ELA-Literacy.W.9-10.2 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. CCSS.ELA-Literacy.W.9-10.2.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. The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	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)	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)	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)	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>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 grades 9-10 Reading standards 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 End-of-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"/>