

## 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	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.  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> ).

## Assessment

Assessment(s)
<p>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.</p> <ul style="list-style-type: none"> <li>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?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>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)).</li> <li>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)).</li> <li>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)).</li> <li>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)).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>atmosphere (n.) – a general pervasive feeling or mood</li> <li>genocide (n.) – the deliberate and systematic extermination of a national, racial, political, or cultural group</li> <li>nurtured (v.) – supported or encouraged</li> <li>plumed (adj.) – having or appearing to have a feather</li> </ul>

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

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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.

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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*.

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.

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.

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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 “megomania” (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.