

**12.1.2****Unit Overview****“Remember the stories, the stories will help you be strong”**

<b>Text</b>	“Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko
<b>Number of Lessons in Unit</b>	6

**Introduction**

In the second unit of Module 12.1, students continue to refine the skills, practices, and routines of close reading, evidence-based discussion, and evidence-based writing introduced in 12.1.1. This unit also continues the module’s focus on personal narratives.

Students read and analyze Leslie Marmon Silko’s personal narrative essay “Yellow Woman and a Beauty of the Spirit,” examining how Silko develops and weaves together ideas, events, and individuals as she reflects on her childhood and explores the influences of family and culture on the formation of her identity. Additionally, students analyze how structural and narrative techniques function in the essay, preparing students for both the End-of-Unit Assessment and the third unit in Module 12.1. Throughout the unit, students continue to prepare for the Performance Assessment by brainstorming and discussing possible responses for sample college interview questions.

There is one formal assessment in this unit. For the End-of-Unit Assessment, students write a multi-paragraph response analyzing the effectiveness of the structure Silko uses in her exposition, including whether the structure makes points clear, convincing, and engaging.

**Literacy Skills and Habits**

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about the text
- Collect and organize evidence from texts to support analysis in writing

- Make claims about texts using specific textual evidence
- Use vocabulary strategies to define unknown words
- Trace the development of ideas over the course of the text
- Examine the use and refinement of a key term over the course of the text
- Practice speaking and listening skills in preparation for a college interview

## Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading — Literature	
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CCS Standards: Writing	
W.11-12.2.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> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>

	<p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <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.11-12.3.a-f	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p>
W.11-12.9.b	<p><b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
<b>CCS Standards: Speaking &amp; Listening</b>	
None.	

CCS Standards: Language	
<b>L.11-12.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>L.11-12.2.b</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <b>b. Spell correctly.</b>
L.11-12.4.a, b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ).

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

## Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5
Description of Assessment	Students participate in reading and discussion, write informally in response to text-based prompts, present information in an organized and logical manner, and participate effectively in evidence-based collaborative discussion.

End-of-Unit Assessment	
Standards Assessed	RI.11-12.5, W.11-12.2.a-f, W.11-12.9.b, L.11-12.1, L.11-12.2.b
Description of Assessment	Students write a multi-paragraph response to the following prompt: Analyze the effectiveness of the structure Silko uses in her exposition, including whether the structure makes points clear, convincing, and engaging.

## Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	“Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko, paragraphs 1–3	In this first lesson of the unit, students listen to a masterful reading of Leslie Marmon Silko’s personal narrative essay “Yellow Woman and a Beauty of the Spirit” in its entirety before reading and analyzing paragraphs 1–3 of the essay. Students explore how Silko structures the beginning of her text, analyzing how she engages and orients the reader.
2	“Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko, paragraphs 4–10	In this lesson, students read and analyze paragraphs 4–10 of the essay, exploring central ideas that emerge through Silko’s description of significant people, stories, and memories from her childhood. Students also discuss how Silko creates a smooth progression of events at the beginning of her text.
3	“Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko, paragraphs 11–16	In this lesson, students read and analyze paragraphs 11–16, identifying the emerging central ideas and tracing their development in the text. Students also discuss how Silko uses narrative techniques to develop experiences, events, and/or characters.
4	“Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko, paragraphs 17–24	In this lesson, students read and analyze paragraphs 17–24, continuing their examination of how central ideas interact and build on one another throughout the text by making connections between ideas in this lesson’s text and the ideas discussed in the previous lesson. Students also discuss how Silko uses a variety of techniques to sequence events.
5	“Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko, paragraphs 25–32	In this lesson, students read and analyze the end of the essay, focusing on how Silko uses and refines the term <i>beauty</i> over the course of the text. Students also discuss how Silko conveys a vivid picture of the experiences, events, setting, and/or characters.

Lesson	Text	Learning Outcomes/Goals
6	“Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko	In this final lesson of the unit, students complete the End-of-Unit-Assessment, writing a multi-paragraph response to the following prompt: Analyze the effectiveness of the structure Silko uses in her exposition, including whether the structure makes points clear, convincing, and engaging. Students also discuss how Silko provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

## Preparation, Materials, and Resources

### Preparation

- Read and annotate “Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko.
- Review the Short Response Rubric and Checklist.
- Review the 12.1.2 End-of-Unit Text Analysis Rubric and Checklist.
- Review all unit standards and post in classroom.

### Materials and Resources

- Copies of the text “Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko
- 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
- Self-stick notes for students
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Short Response Rubric and Checklist
- Copies of the 12.1.2 End-of-Unit Text Analysis Rubric and Checklist
- Copies of the Central Ideas Tracking Tool (optional)
- Copies of 12.1 Common Core Learning Standards Tool (optional)