

12.1.2

Lesson 2

Introduction

In this lesson, students analyze paragraphs 4–10 of Silko’s “Yellow Woman and a Beauty of the Spirit” (from “I spent a great deal of time” to “The rain is simply itself”), in which Silko describes significant people, stories, and memories from her childhood. Students explore central ideas that emerge through Silko’s description of her childhood. Student learning is assessed via a Quick Write at the end of the lesson: How do the author’s interactions with other individuals develop an idea in paragraphs 4–10?

For homework, students write a list of ideas about how they would respond to the following college interview question: What do you expect to be doing ten years from now? Also for homework, students respond briefly in writing to the following prompt: Analyze how Silko uses one of the following narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Additionally, students continue searching for an appropriate Accountable Independent Reading (AIR) text.

Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
W.11-12.3.b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
L.11-12.4.a	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.

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 author's interactions with other individuals develop an idea in paragraphs 4–10?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify the interactions the author has with other individuals (e.g., Silko interacts with her Grandma A'mooh and her aunts.). Identify an idea that these interactions develop (e.g., cultural inheritance, cultural heritage). Explain how the interactions develop the idea (e.g., Silko's Grandma A'mooh passed down both "family stories about relatives who had been killed by Apache raiders" and "Bible stories" (par. 6) to Silko, giving her an understanding of her family history and cultural heritage. Just like "in the old days," Silko's aunts "took time out to talk to and teach" her (par. 7), even though she was a child always asking them questions when "[t]hey were usually busy chopping wood or cooking" (par. 7). Silko's aunts "answer[ed] [her] questions" and "told [her] the hummah-hah stories" (par. 7), passing on to Silko what they knew because "[e]veryone was a teacher" (par. 7) with something to offer to the younger generation. Through their interactions, the generations older than Silko—her Grandma A'mooh and her aunts—pass down their knowledge and values to her as someone of the younger generation.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> kindling (n.) – dry twigs, pieces of paper, etc. that burn easily and are used to start a fire vigorous (adj.) – healthy and strong
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> ebb and flow (idiom) – a decline and increase, constant fluctuations
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> haul (v.) – to move or carry (something) with effort puzzled (adj.) – confused bear (v.) – to produce (something)

- abundant (adj.) – existing or occurring in large amounts

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.3, W.11-12.3.b, L.11-12.4.a • Text: “Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko, paragraphs 4–10 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 20% 3. 55% 4. 15% 5. 5%

Materials

- Copies of the Central Ideas Tracking Tool for each student (optional)
- Student copies of the Short Response Rubric and Checklist (refer to 12.1.1 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 the assessed standard for this lesson: RI.11-12.3. In this lesson, students read and discuss paragraphs 4–10 of “Yellow Woman and a Beauty of the Spirit.” Students explore central ideas that emerge through Silko’s description of her childhood.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Write a list of ideas about how you would respond to the following college interview question. Remember to keep in mind your task, purpose, and audience as you consider your response. What do you want to do after graduating from college?)

Instruct students to form pairs to ask and answer the college interview question. For this practice session, students should focus on speaking clearly and audibly and using formal English.

- ▶ Students practice asking and answering the college interview question.

Instruct students to take out their responses to the second homework assignment. (Respond briefly in writing to the following prompt: Analyze how Silko creates a smooth progression of events at the beginning of her text.)

Instruct students to discuss their responses in pairs.

💬 Student responses may include:

- In the first sentence of her essay, Silko observes that “[f]rom the time [she] was a small child, [she] was aware that [she] was different” (par. 1). Silko creates a smooth progression by immediately following this observation with an explanation of why she “was different” (par. 1). Silko clarifies that her difference is racial: her great-grandfather was white and “married [a] full-blood Laguna Pueblo wom[a]n” (par. 1).
- The contrasts Silko uses in paragraph 3 to describe the differences between the views of the “[y]ounger people” and “the old-time people” (par. 3) follows directly from the experience in paragraph 2 that her “appearance was not acceptable to some people, white and Indian” (par. 2). At the same time, Silko’s Grandma A’mooh does not seem to care about Silko’s “appearance” (par. 2), because Silko never saw Grandma A’mooh express “any signs of that strain or anxiety” (par. 2).

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion

55%

Instruct students to form small groups. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text for central ideas, using the code CI, as they read and discuss.

- ① This annotation exercise supports students' engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.
- ① **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record the ideas they identify and discuss.
- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout this lesson:

What ideas does Silko develop in paragraphs 4–10?

Instruct student groups to reread paragraphs 4–7 (from “I spent a great deal of time with my great-grandmother” to “every activity had the potential to teach the child”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *kindling* means “dry twigs, pieces of paper, etc. that burn easily and are used to start a fire,” and *vigorous* means “healthy and strong.”

- ① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.
 - ▶ Students write the definitions of *kindling* and *vigorous* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definition: *haul* means “to move or carry (something) with effort.”
 - ▶ Students write the definition of *haul* on their copies of the text or in a vocabulary journal.

What do the details in paragraphs 4–5 suggest about Silko’s relationship with her great-grandmother?

💬 Student responses may include:

- By describing how she would “wake up at dawn” (par. 4) earlier than anyone else in her family to “go wait on the porch swing or on the back steps” (par. 4) for her great-grandmother, Silko emphasizes how much she wanted to spend time with her great-grandmother and how important her great-grandmother was in her life.

- Silko explains that she arrived early at her great-grandmother's house everyday "to help Grandma water the plants before the heat of the day arrived" (par. 5). Silko's dedication to helping her great-grandmother suggests that Silko respects her and desires to help her in whatever way she can.

How does Grandma A'mooh influence Silko?

☞ Student responses may include:

- Silko's Grandma A'mooh passed down both "family stories about relatives who had been killed by Apache raiders" and "Bible stories" (par. 6) to Silko, giving her an understanding of her family history and cultural heritage.
- Silko's great-grandmother acted as a role model, because even though she was elderly, she "water[ed] the plants," "haul[ed] in firewood," and "still chopped her own kindling" (par. 6). Seeing her great-grandmother this way encouraged Silko to "carr[y] armloads of kindling too, and ... learn[] to be proud of [her] strength" (par. 6).

What does Silko suggest that "the Pueblo people" valued "[i]n the old days" (par. 7)?

☞ Student responses may include:

- Because "adults took time out to talk to and teach young people," the Pueblo culture "[i]n the old days" (par. 7) seemed to value passing down knowledge from the older people to the "young[er] people" (par. 7).
- Since "[e]veryone was a teacher, and every activity had the potential to teach the child," the Pueblo culture "[i]n the old days" (par. 7) seemed to believe that everyone has something worthwhile to share with "young people" (par. 7).

How does Silko's experience with her aunts connect to "the old days" (par. 7)?

☞ Just like "[i]n the old days," Silko's aunts "took time out to talk to and teach" (par. 7) her even though she was a child always asking them questions when "[t]hey were usually busy chopping wood or cooking" (par. 7). Silko's aunts "answer[ed] her questions" and "told [her] the hummah-hah stories" (par. 7), passing on to Silko what they knew, because "[e]veryone was a teacher" (par. 7) with something to offer to the younger generation.

① **Differentiation Consideration:** If students struggle to make the connection between Silko's experience with her aunts and "the old days" (par. 7), consider asking the following scaffolding question:

What happens when Silko visits her aunts "almost daily" (par. 7)?

- Silko explains that although her aunts typically had many things to do, they “never hesitated to take time to answer [Silko’s] questions” (par. 7). Silko also loved that her aunts spent time sharing “the hummah-hah stories” (par. 7) with her.

What idea does Silko introduce through the descriptions of her experiences with her family?

- Silko’s experiences of hearing her great-grandmother’s and aunts’ stories, seeing how her great-grandmother “still chopped her own kindling” (par. 6) and knowing that her aunts “were vigorous women who valued books and writing” (par. 7) all develop the idea of cultural inheritance. Through their interactions, the generations older than Silko pass down their knowledge and values to her as someone of the younger generation.

Lead a brief whole-class discussion of student responses.

Instruct students to reread paragraphs 8–10 (from “But as soon as I started kindergarten” to “The rain is simply itself”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *puzzled* means “confused,” *bear* means “to produce (something),” and *abundant* means “existing or occurring in large amounts.”

- ▶ Students write the definitions of *puzzled*, *bear*, and *abundant* on their copies of the text or in a vocabulary journal.

Based on the incident with “the tourist man,” what might the values of “the outside world” (par. 8) include?

- “[T]he tourist man” says “[n]ot you” (par. 8) to Silko and waves her away, because he does not want Silko in the picture based on her skin color. This incident demonstrates how he and “the outside world” he represents (par. 8) look at the world in a way that “include[s] racism” (par. 3), therefore valuing appearances over a person’s character or feelings.

What effect does “the tourist man[’s]” (par. 8) actions have on Silko?

- Silko expresses that she “felt so embarrassed that [she] wanted to disappear” (par. 8). By telling her to get out of the picture, “the tourist man” makes Silko feel bad for “look[ing] different,” for being “part white” (par. 8).

How does the incident with “the tourist man” (par. 8) refine an idea introduced earlier in the text?

- “[T]he tourist man” cared only that Silko “looked different, because [she] was part white” (par. 8), and he wanted to take a picture of children who were not white. Silko’s experience with “the tourist man” (par. 8) emphasizes “the differences between the Laguna Pueblo world and the outside world” (par. 8), thereby refining the idea of difference to that of cultural identity—Silko’s cultural identity is both white and Laguna Pueblo, something that many people cannot accept.

According to “the view of the old-time people” (par. 9), how should one behave toward others?

- According to “the old-time people,” everyone is “sisters and brothers,” and even “[t]he plants, the birds, fish, clouds, water, even the clay—they are all related to us” (par. 9). Because “all things ... have spirit and being” and “want only to continue being as they are” (par. 9), then one should not “disturb the earth unnecessarily” (par. 9). Everyone should treat each other, each object, and each part of the earth with respect.

How does the advice from the “old folks” develop the idea of “harmony” (par. 9)?

- Because “[a]ll things as they were created exist already in harmony” (par. 9), then any disturbance of other people, animals, or the earth would throw off the original balance. This sentence develops the idea that “harmony” is the natural state of things and maintaining harmony requires that people understand that everything—“[t]he plants, the birds, fish, clouds, water, even the clay” (par. 9)—is interconnected.

How does the story of “Thought Woman” (par. 10) develop Silko’s observation of her difference?

- The story of “Thought Woman” (par. 10) explains that Silko’s appearance is natural. Because “the whole universe came into being” (par. 10) based on what Thought Woman and her sisters imagined, Silko exists as Thought Woman intended. If “there is no absolute good or absolute bad” (par. 10), then Silko’s appearance cannot be “good” or “bad” like “the tourist man” (par. 8) and “some people” (par. 2) made her feel.

How is the rain an example of something that “ebb[s] and flow[s]” (par. 10)? What might the phrase *ebb and flow* mean?

- The amount of rain varies from season to season, from “abundant rain” to “too little rain” to “so much rain” (par. 10), so the phrase *ebb and flow* might describe something that changes by declining and increasing.

① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of using context as a clue to determine the meaning of a phrase.

How does Silko further develop the idea of harmony in paragraph 10?

- Silko further develops the idea of harmony by explaining that sometimes there is “abundant rain,” sometimes “there is too little rain,” and at other times “there is so much rain that floods cause destruction” (par. 10). Harmony is about “balance” as the rains “ebb and flow” across the seasons, but harmony is also about accepting natural forces like rain as neither an “absolute good or absolute bad” (par. 10) because “rain itself is neither innocent nor guilty. The rain is simply itself” (par. 10).

Lead a brief whole-class discussion of student responses.

- ① Students may use their Ideas Tracking Tools to record the ideas they identified and discussed.

Activity 4: Quick Write

15%

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

How do the author’s interactions with other individuals develop an idea in paragraphs 4–10?

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 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to write a list of ideas about how they would respond to the following college interview question. Remind students to keep in mind their task, purpose, and audience as they consider their response. Inform students that they will practice responding to this interview question in the following lesson.

What do you expect to be doing ten years from now?

Also for homework, instruct students to respond briefly in writing to the following prompt:

Analyze how Silko uses one of the following narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

① Consider drawing students' attention to their work with W.11-12.3.b as they analyze how Silko uses structural techniques.

① If necessary, remind students of the following definitions taught in 12.1.1 Lesson 11.

Pacing: how the author handles the passage of time in a narrative, moving through events either more quickly or slowly to serve the purpose of the text

Dialogue: refers to the lines spoken by characters in drama or fiction; conversation between two or more characters

Description: details about a person, place, or thing in order to create an image in the reader's mind

Reflection: refers to consideration of a subject, idea, or past event

Multiple plot lines: refers to the different plots of a literary text

Ask students to use this lesson's vocabulary wherever possible in their written responses.

Additionally, remind students to continue to look for an appropriate text for their Accountable Independent Reading, which they will begin reading in 12.1.3.

► Students follow along.

Homework

Write a list of ideas about how you would respond to the following college interview question. Remember to keep in mind your task, purpose, and audience as you consider your response. You will practice responding to this interview question in the following lesson.

What do you expect to be doing ten years from now?

Also, respond briefly in writing to the following prompt:

Analyze how Silko uses one of the following narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use this lesson's vocabulary wherever possible in your written responses.

Additionally, continue to look for an appropriate text for your Accountable Independent Reading, which you will begin reading in 12.1.3.

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:	
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Paragraph #	Central Idea	Notes and Connections

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:	“Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko
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Paragraph #	Central Idea	Notes and Connections
Paragraphs 4–7	Cultural inheritance	Silko’s experiences of hearing her great-grandmother’s and aunts’ stories, seeing how her great-grandmother “still chopped her own kindling” (par. 6), and knowing that her aunts “were vigorous women who valued books and writing” (par. 7) all develop the idea of cultural inheritance. Through their interactions, the generations older than Silko pass down their knowledge and values to her as someone of the younger generation.
Paragraph 8	Cultural identity	“[T]he tourist man” cared only that Silko “looked different, because [she] was part white” (par. 8), and he wanted to take a picture of children who were not white. Silko’s experience with “the tourist man” (par. 8) emphasizes “the differences between the Laguna Pueblo world and the outside world” (par. 8), thereby developing the idea of cultural identity—Silko’s cultural identity is both white and Laguna Pueblo, something that many people cannot accept.
Paragraphs 9–10	Harmony	Because “[a]ll things as they were created exist already in harmony” (par. 9), any disturbance of other people, animals, or the earth would throw off the original balance. This sentence develops the idea that “harmony” is the natural state of things and maintaining harmony requires that people understand that everything—“[t]he plants, the birds, fish, clouds, water, even the clay” (par. 9)—is interconnected. By explaining that sometimes there is “abundant rain,”

		sometimes “there is too little rain,” and at other times “there is so much rain that floods cause destruction” (par. 10), Silko further develops the idea of harmony. Harmony is about “balance” and not about one object or entity being an “absolute good or absolute bad” (par. 10). Conditions change, like the amount of rain every season, but these changes are the “ebb and flow” that create the “balances and harmonies” (par. 10).
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