

12.1.2

Lesson 3

Introduction

In this lesson, students read and analyze paragraphs 11–16 (from “My great-grandmother was dark and handsome” to “she is a sprightly grandmother walking down the road”). In this section of text, Silko describes the ways of the old-time Pueblo people in greater detail. Students identify emerging central ideas and trace their development in the text. Student learning is assessed via a Quick Write at the end the lesson: Determine two central ideas in paragraphs 11–16 and analyze how they interact and build on one another.

For homework, students write a list of ideas about how they would respond to the following college interview question: Why do you want to attend our college? Also for homework, students briefly analyze in writing how Silko uses 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). Additionally, students continue searching for an appropriate Accountable Independent Reading (AIR) text.

Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
W.11-12.3.c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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).
W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”).
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 answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> Determine two central ideas in paragraphs 11–16 and analyze how they interact and build on one another.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify two central ideas in paragraphs 11–16 (e.g., harmony, beauty, cultural inheritance). Analyze how these two central ideas interact and build on one another (e.g., In this excerpt, beauty and harmony are deeply connected. Silko writes that in the Laguna culture, physical appearance is not related to beauty as in white Western culture, where “definitions of beauty ... are really codes for determining social status” (par. 12). Comparing appearance to determine beauty was “silly because each being or thing is unique and therefore incomparably valuable” (par. 11). All living things are all unique and special. In the egalitarian Pueblo society, there is “no social ladder to fall from” (par. 12) and people may live in harmony, accepted for who they are. Beauty is “manifested in behavior and in one’s relationships with other living beings” (par. 13), so someone who is “unhappy” (par. 13) and seeks cosmetic surgery to change his or her appearance “would not be considered beautiful” (par. 13). Silko indicates that for a person to be beautiful, it is important to be “in harmony with the world around” (par. 13) and “at peace with [oneself] too” (par. 13).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> communal (adj.) – used or shared in common by everyone in a group manifested (v.) – showed plainly; revealed or displayed aural (adj.) – of or pertaining to the ear or to the sense of hearing stigma (n.) – a mark of disgrace or infamy; a stain or reproach, as on one's reputation sprightly (adj.) – full of life and energy
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> egalitarian (adj.) – asserting, resulting from, or characterized by belief in the equality of all people, especially in political, economic, or social life flux (n.) – continuous change, passage, or movement
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> liposuction (n.) – a kind of surgery that removes fat from a person's body cosmetic (adj.) – used or done in order to improve a person's appearance

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.2, W.11-12.3.c, W.11-12.9.b, L.11-12.4.a Text: “Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko, paragraphs 11–16 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 20% 55% 15% 5%

Materials

- Student copies of the Central Ideas Tracking Tool (refer to 12.1.2 Lesson 2) (optional)—students may need additional blank copies
- 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.11-12.2. In this lesson, students continue to read “Yellow Woman and a Beauty of the Spirit,” paragraphs 11–16, and determine central ideas. Then students analyze how two central ideas interact and build on one another.

- 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 expect to be doing ten years from now?)

Instruct students to form pairs to ask and answer the college interview question. For this practice session, students should focus on making eye contact and giving examples to support the statements they make about themselves.

- Students practice asking and answering the college interview question.

- ① Instruct students to keep their interview preparation notes in a writing journal or folder as a portfolio of their interview preparation throughout the module.
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Instruct students to take out their responses to the second homework assignment. (Respond briefly in writing to the following prompt: Analyze how Silko uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.)

Instruct students to talk in pairs about their responses to the prompt.

💬 Student responses may include:

- Silko uses reflection in her essay to look back at her experiences as a child within the Pueblo society. She describes how her appearance affected others because she was half white and half Laguna, but that she found no “signs of that strain or anxiety” (par. 2) in her Grandmother’s face.
- Silko builds her relationship with her Grandmother A’mooh in the text as she describes how her identity is constructed not by how she looks, but by what she does: “a person’s appearance and possessions did not matter nearly as much as a person’s behavior” (par. 3).
- Silko introduces multiple events and recollections that build an understanding of the Pueblo culture’s values as compared to those commonly held in contemporary American society. These events include stories, descriptions of norms in society, and specific memories that align to the idea of a more accepting culture that allowed for greater difference and respect for women.
- Silko introduces the time with her great-grandmother as a time before she understood her own identity, and then contrasts that with her time at the Bureau of Indian Affairs day school, where she “learned just how different [she] looked from [her] classmates” (par. 8). From here, she begins to reflect on the overall differences between the white world and the Laguna world.

Activity 3: Reading and Discussion

55%

Instruct students to form pairs. Post or project each set of questions below for students to discuss. Instruct students to annotate their texts for central ideas, using the code CI. Remind students that annotating helps them keep track of evidence they use later in this lesson assessment, which focuses on the development of central ideas.

- ① Consider drawing students’ attention to their application of standard W.11-12.9.b through the process of drawing evidence from the text to support reflection and analysis.

- ① **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record central 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 statement to support students throughout the lesson:

Find two central ideas in this passage and explain how they are related.

Instruct student pairs to reread paragraphs 11–13 (from “My great-grandmother was dark and handsome” to “an unhappy or spiteful person would not be considered beautiful”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *communal* means “used or shared in common by everyone in a group,” *manifested* means “showed plainly; revealed or displayed,” and *aural* means “of or pertaining to the ear or to the sense of hearing.”

- ① Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.
 - ▶ Students write the definition of *communal*, *manifested*, and *aural* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *liposuction* means “a kind of surgery that removes fat from a person’s body” and *cosmetic* means “used or done in order to improve a person’s appearance.”
 - ▶ Students write the definitions of *liposuction* and *cosmetic* on their copies of the text or in a vocabulary journal.

Why is Silko unsure whether her grandmother would be considered beautiful?

- ☞ Silko writes that she does not know whether white people would consider her grandmother beautiful because she was “dark and handsome” (par. 11), which may not fit the white culture’s view of beauty, rooted in physical appearance. However, she is also unsure whether the Pueblo considered her beautiful because she is not sure they “thought in those terms” (par. 11).

Compare “the white people’s way” and the “Laguna way” (par. 11).

- ☞ Student responses may include:
 - In the “Laguna way, it was bad manners to make comparisons that might hurt another’s feelings” (par. 11), or to suggest that one person was more beautiful than another.

However, Silko describes how in the white people's way, improvements to physical beauty were used as "codes for determining social status" (par. 12) and to demonstrate wealth relative to others.

- The Laguna way values every living thing as unique and "therefore incomparably valuable" (par. 11). In the white people's way, the act of comparing one living thing to another is normal and expected.
- In the Laguna way, attaching importance to people's appearances was "crazy" (par. 11) because there was no "social ladder" (par. 12) to climb or from which to fall. Whereas, in the white people's way, people have *cosmetic* surgery to change their appearances, and then they brag about it for social status.

How did the Pueblo keep their society "strictly *egalitarian*" (par. 12)? Based on the context, what does *egalitarian* mean?

💬 Student responses may include:

- Silko writes, "no matter how well or poorly one might have dressed, there was no social ladder to fall from" (par. 12). That means no one would judge him or her for dressing that way, so no one was better or worse than anyone else. Everyone was treated equally.
- The Pueblo "strictly shared" (par. 12) food and paid no attention to appearances except on special days, so everyone felt equal.

💬 Student responses should include:

- *Egalitarian* means equal or fair.

① Consider drawing students' attention to their application of standard L.11-12.4.a through the process of determining the meaning of words through contexts.

How do the references to cosmetic surgery develop a central idea in this section?

💬 Student responses may include:

- Silko develops the idea of beauty in this section. The white people's cosmetic surgery and comparisons of physical beauty is "crazy" (par. 11) to the Laguna. The Laguna see every living thing as unique and therefore beautiful.
- Silko writes that the "point of the [cosmetic surgery] procedures isn't just cosmetic, it is social" (par. 12). This sentence suggests that the *egalitarian* society does not value these alterations in appearance because there is "no social ladder to fall from" (par. 12), and all people may live in harmony and be accepted for who they are and what they look like.

How was "beauty ... manifested" (par. 13) in the old-time Pueblo world?

☛ Student responses may include:

- Silko writes, “beauty was manifested in behavior and in one’s relationships with other living beings” (par. 13). Beauty is *manifested* in one’s relationships, so a “spiteful person would not be considered beautiful” (par. 13).
- Beauty is *manifested* in health. Unhealthy people “inspired feelings of worry and anxiety” (par. 13). Silko indicates that both physical and spiritual health is part of beauty: “a healthy person ... is in harmony with the world around her; she is at peace with herself too” (par. 13). A beautiful person is healthy and at peace in both her body and her spirit.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread paragraphs 14–16 (from “In the old days, strong, sturdy women were most admired” to “a sprightly grandmother walking down the road”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *stigma* means “a mark of disgrace or infamy; a stain or reproach, as on one’s reputation” and *sprightly* means “full of life and energy.”

① Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- ▶ Students write the definitions of *stigma* and *sprightly* on their copies of the text or in a vocabulary journal.

What does Silko imply about white American culture in the statement “gender is not used to control behavior” (par. 14)? How does this implication develop a central idea?

- ☛ Silko implies that gender is used to control behavior outside of the Laguna society (i.e., white American culture), and that describing “a man’s job or a woman’s job” (par. 14) creates artificial separation, which contradicts the *egalitarian* spirit. Therefore, gender-specific roles compromise harmony.

How does the description of Grandma Lily relate to the idea of “women’s work” in paragraph 16?

☛ Student responses may include:

- Grandma Lily is “small and wiry” (par. 15), which would suggest that she would be more suited to what people in white culture call “women’s work” (par. 15). She did not appear to be strong or tall. However, she “could lift her weight in rolled roofing” (par. 15), which suggests that the idea of separating work for women and men is used more to “control behavior” (par. 14) than for physical reasons.

- When Grandma Lily was 75, she was “still repairing washing machines in my uncle’s coin-operated laundry” (par. 15). The word “still” suggests that according to white American society, the work would be considered too hard for a woman of her age.

How does the lack of “social boundaries” (par. 16) affect the way people work and live in the old-time Pueblo culture?

💬 Student responses may include:

- Without artificial social boundaries, such as gender and age, work was “there to be done by any able-bodied person who wanted to do it” (par. 16). People could know their own limits and did not have to apply age or gender restrictions, such as retirement age or gender-specific work.
- The lack of artificial social boundaries makes it appropriate for “young men to marry women as old as their mothers” (par. 16). Although this age difference in marriage relationships is unacceptable in white American culture, it was appropriate for the Pueblo because “there were no social boundaries drawn by the passage of years” (par. 16).

How does the story of Spider Woman explain how identity can be “in a flux” (par. 16)? What does “in a flux” mean?

- 💬 Silko describes identity “in a flux” using the story of how Spider Woman was at once a spider and “a sprightly grandmother” (par. 16). This description shows that identity is changing constantly and not a fixed thing, so *flux* must mean in a changing state.

① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of determining the meaning of words through context.

How does the story of Spider Woman develop a central idea in the passage?

- 💬 The story of Spider Woman relates to the idea of harmony because people and animals are not separated based on their appearance. Spider Woman is at the same time “a little spider under a yucca plant” and “a sprightly grandmother” (par. 16). Because Spider Woman is both an animal (“a little spider under a yucca plant”) and a person (“a sprightly grandmother”), her story develops the idea of interconnectedness of all living things and then necessity for harmony between them. In Spider Woman’s being, both animal and human live in harmony.

Lead a brief whole-class discussion of student responses.

① **Differentiation Consideration:** Students may use their Central Ideas Tracking Tools to record central ideas they identify and discuss.

Activity 4: Quick Write

15%

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

Determine two central ideas in paragraphs 11–16 and analyze how they interact and build on one another.

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. Explain to students that to respond to the interview question, they should conduct brief online searches for information about a college that interests them. Inform students that they will practice responding to this interview question in the following lesson.

Why do you want to attend our college?

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

Analyze how Silko uses 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 or outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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

① If necessary, remind students of the following definitions taught in 12.1.1 Lesson 17.

foreshadowing: device in which a writer gives a hint of what is to come later in the story

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

summarizing: briefly expressing the main and supporting ideas of a text

turning point: a point at which a decisive or important change takes place

flashback: a transition in a narrative to an earlier scene or event

circular narration: a narrative that ends in the same place it began; a narrative that has certain plot points repeated

juxtaposition: an act or instance of placing close together or side by side, especially for comparison or contrast

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. To respond to the interview question, you should conduct brief online searches for information about a college that interests you. You will practice responding to this interview question in the following lesson.

Why do you want to attend our college?

Also, respond briefly in writing to the following prompt:

Analyze how Silko uses 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 or outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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.

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 Ideas	Notes and Connections
Paragraph 11	Beauty	The Laguna people believed that comparing appearance to determine beauty was “silly because each being or thing is unique and therefore incomparably valuable” (par. 11).
Paragraph 11	Cultural inheritance	Silko describes “two distinct ways of interpreting the world” (par. 11): the Laguna way and the white people’s way. This difference between the ways of interpreting the world supports the idea of cultural inheritance because each way of interpretation is passed down through culture.
Paragraph 12	Beauty	Physical appearance is not related to beauty, as in Western culture, where “definitions of beauty ... are really codes for determining social status” (par. 12).
Paragraphs 13–14	Harmony	It is important to be “in harmony with the world around” (par. 13) and “at peace with [oneself] too” (par. 13). The description of the Laguna women working together to build the roof also shows harmony.

Paragraph 13	Beauty	Beauty cannot be achieved by cosmetic surgery because “beauty was manifested in behavior and in one’s relationships with other living beings” (par. 13).
Paragraphs 15–16	Identity	Silko writes, “[W]hen a person was ready to do something, she did it” (par. 15). This quote suggests that people were aware of their own abilities and did not rely on others or external factors to determine that for them.
Paragraph 16	Beauty	People did not worry about looking old because “there were no social boundaries drawn by the passage of years” (par. 16). Women might marry men much younger than they were, so the idea of beauty in white culture as youthful did not apply.