Lesson 1

Write: Prepare to Write

1. Read the culminating task prompt on the **Culminating Task Tool** in your student materials.
2. Complete the preview the culminating task prompt section of the **Culminating Task Tool** in your student materials.

Read: Prepare to Read

1. "The White Man's Burden" was published in 1899. What is one thing you know about the time period when these texts were published?

_____

_____

_____

_____

2. Read the paragraph about the text in your **unit reader.**
3. The term "imperialism" means the policy of extending the rule or authority of an empire or nation over foreign countries, or of acquiring and holding colonies and dependencies.

Read: Establish Understanding

Read lines 1-8 from "The White Man's Burden" in your **unit reader**.

- Start at: The beginning of the poem
- Stop after: "Half devil and half child" (line 8)

1. According to the poem, what is the "white man's burden"?

_____

_____

_____

_____

2. From whose perspective is this poem told?

_____

_____

_____

_____

Read: Prepare to Read

1. Read the following information about *Heart of Darkness*:

   Heart of Darkness is a novel written by Joseph Conrad. The novel tells the story of a journey into the African Congo where the narrator witnesses the results of European colonization within Africa.

Read: Establish Understanding

Read page 82 from *Heart of Darkness* in your **unit reader**.

2. From whose perspective is *Heart of Darkness* told?

_____

_____

_____

_____

Read: Deepen Understanding

1. What do these two texts—"The White Man's Burden" and the excerpt from *Heart of Darkness*—have in common?

_____

_____

_____

_____

3. Whose perspective is missing from these stories of colonization/imperialism? How does this affect perspectives of colonization?

_____

_____

_____

_____

Lesson 2

Read: Prepare to Read

Read the following information about Chinua Achebe: Chinua Achebe is considered the father of African literature. His novel *Things Fall Apart* was published in 1958. According to "An African Voice," "*Things Fall Apart* marked a turning point for African authors, who in the fifties and sixties began to take back the narrative of the so-called 'dark continent.'"

Read: Establish Understanding

Read excerpts from "Chinua Achebe, The Art of Fiction No. 139" in your **unit reader.**

- As you read, identify the story that Achebe wants to tell.

1. What story is Achebe able to tell that had not been heard before?

_____

_____

_____

_____

Read: Establish Understanding

Read excerpts from "An African Voice" in your **unit reader.**

- As you read, identify the story that Achebe wants to tell.

1. What story is Achebe able to tell that had not been heard before?

_____

_____

_____

_____

Read: Deepen Understanding

1. Consider the stories told in the texts from lesson one. Why is Achebe's story important?

_____

_____

_____

_____

2. In her Ted Talk, "The Danger of a Single Story," Chimamanda Ngozi Adichie defines a "single story" as a story that "shows a people as one thing, as only one thing, over and over again, and that is what they become." How do the texts from lesson one show a people as "only one thing"? Why is this dangerous?

_____

_____

_____

_____

3. What is different about the stories told in "The White Man's Burden" and *Heart of Darkness* and the stories that Achebe indicates he tells? Why?

_____

_____

_____

_____

Lesson 3

Read: Establish Understanding

Read “Pre-Colonial Africa" from *Slavery and Remembrance* and “Igboland” in your **unit reader.**

As you read, list important details about the setting of the novel.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Read: Deepen Understanding

What is one thing from these texts that surprised you or challenged what you already know about pre-colonial Africa?

_____
_____
_____
_____
_____

Lesson 4

Read: Establish Understanding

Read chapter one of *Things Fall Apart.*

- As you read, note details about the setting and the characters.

What characters are introduced in this chapter?

_____

_____

_____

What are two details that you noticed about the village of Umuofia? What is important to the people who live there?

_____

_____

_____

Read: Deepen Understanding

1. How is Okonkwo characterized in this chapter? What details from the chapter supports your answer?

_____

_____

_____

2. What are the differences between Okonkwo and his father, Unoka?

_____

_____

_____

3. Review chapter one. Add details about Umuofia to the **Setting Understanding Tool** in your **student materials**.

Lesson 5

Read: Establish Understanding

Read chapter two of *Things Fall Apart.*

- As you read, note details about Umuofia.

How does Ikemefuna come to live with Okonkwo?

_____

_____

_____

Read: Deepen Understanding

1. What was the conflict with Mbaino? What was the resolution? What does this reveal about Umuofia?

_____

_____

_____

_____

2. How is Okonkwo characterized in this chapter? What lines from the text support your answer?

_____

_____

_____

_____

3. Review chapter two. Add details about Umuofia to the **Setting Understanding Tool** in your **student materials**.

Lesson 1

Read: Establish Understanding

Read chapter three from *Things Fall Apart*.

- As you read, focus on Unoka's relationship with Okonkwo.

Who is Unoka?

_____

Read: Deepen Understanding

1. Describe Unoka's relationship with Okonkwo. How has this relationship influenced Okonkwo?

_____

_____

_____

2. Read the following excerpt from chapter three.

> "With a father like Unoka, Okonkwo did not have the start in life which many young men had" (Achebe 18).

What does the phrase "with a father like Unoka" mean? How does the phrase help you understand this sentence?

_____

_____

_____

What is the tone of this quotation? How does this tone help you understand the relationship between Okonkwo and Unoka?

_____

_____

_____

3. How does agriculture influence the lives of the people in Umuofia? Provide an example to support your answer.

_____

_____

_____

4. Review chapter three. Add details about Umuofia to the **Setting Understanding Tool** in your **student materials**.

Lesson 2

Read: Establish Understanding

Reread chapters 1-3 of *Things Fall Apart.*

- As you read, note details about the characters, specifically Okonkwo and Unoka.

Read: Deepen Understanding

1. How does Okonkwo's relationship with Unoka influence Okonkwo?

_____

_____

_____

2. Review chapters 1 - 3. Add details about Okonkwo and Unoka to the **Character Understanding Tool** in your **student materials**.

Write: Prepare to Write

1. Form a claim in response to the following question: How does Unoka's relationship with Okonkwo influence Okonkwo's thoughts and actions?

_____

_____

_____

_____

Lesson 3

Write: Prepare to Write

1. Review your claim from lesson two. Answer the following questions about your claim:
    - Is the claim clearly stated?
    - Does the claim communicate your opinion or conclusion about the text?
    - Is the claim based on evidence you gathered from the text?
    - Is the claim specific to the question, original, and able to be supported by evidence?

If you answered "No" to any of the questions, revise your claim in the space below.

_____

_____

_____

_____

2. Use your **Character Understanding Tool** to list evidence that would support your claim. List your evidence on the **evidence tool** in your **student materials**.

Lesson 4

Write: Develop Work

1. Draft a response to the following prompt: How does Unoka's relationship with Okonkwo influence Okonkwo's thoughts and actions?

Lesson 5

Write: Develop Work

1. Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze the interactions and relationship between Unoka and Okonkwo?				
How well does the student analyze how Unoka's relationship with Okonkwo influences Okonkwo's thoughts and actions?				
Reading Score: _____ /6 Comments:				

Reading Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Form claims: Interpretive/ analytical	How well does the student develop and clearly communicate a meaningful and defensible claim that represents a valid, evidence-based analysis?				
Develop ideas: Cite evidence	How well does the student accurately cite evidence to develop and support ideas in the analysis?				

Develop ideas: Integrate quotations	How well does the student integrate quotations while maintaining the flow of ideas to develop and support an analysis?				
Use Conventions to Produce Clear Writing: Syntax	How well does the student use correct and effective syntax to clearly communicate ideas?				
Writing Score: _____ /12					

Write: Publish Work

1. Create a final draft of your response on the lines below.

_____
_____
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Lesson 1

Read: Prepare to Read

Prior to reading chapter four, read the background information about Igbo villages and Igbo agriculture in your **Setting Understanding Tool** in your **student materials.**

What details are provided about the structure of Igbo villages?

_____

_____

_____

How does agriculture play a role in the structure and life of Igbo villages?

_____

_____

_____

Read: Establish Understanding

Read chapter four from *Things Fall Apart*.

- As you read, focus how the setting affects the characters.

Explain the tradition and purpose of the Week of Peace.

_____

_____

_____

Read: Deepen Understanding

1. How does the setting affect the characters in this chapter?

_____

_____

_____

2. Multiple times in this chapter, Okonkowo mentions feeling one way "inwardly," but choosing to act another way. Identify an example of this within chapter four. What does this conflict between Okonkwo's inward thoughts and outward reactions reveal about him?

3. Read the following excerpt from chapter four.

> "Yam, the king of crops, was a very exacting king" (Achebe 33).

What does the word "exacting" mean?

How are yams personified in this sentence? What is the impact of personifying this crop in this way?

How does this personification reveal the importance of this crop to the people of Umuofia?

4. Review chapter four. Add details about Umuofia, specifically its festivals and traditions, to the **Setting Understanding Tool** in your **student materials**.

Lesson 2

Read: Establish Understanding

Read chapters five and six from *Things Fall Apart*.

- As you read, focus on the characters of Ekwefi and Ezinma.

Explain the tradition and the purpose of the Festival of the New Yam.

_____

_____

_____

Read: Deepen Understanding

1. What is Ekwefi's story and how do we come to know it?

_____

_____

_____

2. How do the other characters' reactions and interactions with Ezinma develop her character? List a reaction and/or interaction and explain how that reaction or interaction develops Ezinma's character.

_____

_____

_____

3. Review chapter five. Add details about Umuofia, specifically its festivals and traditions, to the **Setting Understanding Tool** in your **student materials**.

4. Review chapter five. Add details about Ekwefi and Ezinma to the **Character Understanding Tool** in your **student materials**.

Lesson 3

Read: Establish Understanding

Read chapter seven of *Things Fall Apart.*

- As you read, focus on the details provided about Okonkwo, Nwoye, and the culture in Umuofia.

Summarize the events of chapter seven.

_____

_____

_____

Read: Deepen Understanding

1. What does the situation with Ikemefuna reveal about Okonkwo? Why does Okonkwo react the way he does?

_____

_____

_____

2. Reread chapter seven, pages 60-62.
    - Start at: "One of the men behind him cleared his throat."
    - Stop at: The end of chapter seven.

What do the different reactions from Okonkwo and Nwoye to Ikemefuna's situation reveal about the Igbo culture?

_____

_____

_____

3. Read the following excerpt from chapter seven.

"Dazed with fear, Okonkwo drew his machete and cut Ikemefuna down. He was afraid of being thought weak" (Achebe 61).

What does the phrase “dazed with fear” mean?

_____

_____

_____

How does “dazed with fear” relate to another part of the sentence?

_____

_____

_____

What does this excerpt reveal about Okonkwo? How does this relate to the advice given to Okonkwo by Ezeudu earlier in the chapter?

_____

_____

_____

4. Review chapter seven. Add details about Umuofia, specifically its belief system, to the **Setting Understanding Tool** in your **student materials**.
5. Review chapter seven. Add details about Okonkwo and Nwoye to the **character Understanding Tool** in your **student materials**.

Lesson 4

Read: Establish Understanding

Read the first part of chapter eight of *Things Fall Apart.*

- As you read, focus on Okonkwo's reaction to Ikemefuna's death both in private and in front of Obierika.
- Start at: The beginning of chapter eight.
- Stop at: "'He led Umuofia to war in those days,' said Obierika."

How does Okonkwo respond to Ikemefuna's death?

_____

_____

_____

Read: Deepen Understanding

1. Read the following excerpt from chapter eight.

> "Whenever the thought of his father's weakness and failure troubled him he expelled it by thinking about his own strength and success" (Achebe 66).

What does the word "expelled" mean in this sentence?

_____

_____

_____

What does the following phrase reveal about Okonkwo's relationship with his father: "Whenever the thought of his father's weakness and failure troubled him"?

_____

_____

_____

How does Okonkwo's relationship with his father influence his thoughts and actions?

_____

_____

_____

2. Summarize the conversation between Obierika and Okonkwo. What does this conversation reveal about both men?

_____

_____

_____

3. How does Okonkwo represent the culture in Umuofia? What is his role?

_____

_____

_____

4. Review the first part of chapter eight. Add details about Umuofia, specifically the role of men in the village, to the **Setting Understanding Tool** in your **student materials**.

5. Review chapter eight. Add details about Okonkwo and Obierika to the **Character Understanding Tool** in your **student materials**.

Lesson 5

Read: Establish Understanding

Read the second part of chapter eight of *Things Fall Apart.*

- As you read, focus on Okonkwo's reaction to Ikemefuna's death both in private and in front of Obierika.
- Start at: "'He led Umuofia to war in those days,' said Obierika."
- Stop at: The end of chapter eight.

What does this section of text reveal about Umuofia and other villages?

_____

_____

_____

Read: Deepen Understanding

1. Read the following excerpt from chapter eight.

> "'All their customs are upside-down. They do not decide bride-price as we do, with sticks. They haggle and bargain as if they were buying a goat or a cow in the market.'
> 'That is very bad,' said Obierika's eldest brother. 'But what is good in one place is bad in another place'"(Achebe 73-74).

What do these men learn about the customs of other villages during the negotiation of the bride price?

_____

_____

_____

How does this excerpt reflect the idea of the "danger of a single story"?

_____

_____

_____

_____

_____

_____

Prepare to Write: Form Claims

1. On your **Forming Claims Tool** in your **student materials**, form a claim in response to the question: How is either Nwoye's or Ikemefuna's story important to understanding Okonkwo's story in *Things Fall Apart*?

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Lesson 1

Read: Establish Understanding

Read chapter nine from *Things Fall Apart*.

- As you read, focus on how the stories of Ekwefi and Ezinma are used to develop Okonkwo's story.

What is an *ogbanje*? What is the belief around them?

_____

_____

_____

Read: Deepen Understanding

1. How is Ekwefi's story, specifically the tragedies that she has endured, used to develop Okonkwo's character and story?

_____

_____

_____

2. Review chapter nine. Add details about Ekwefi to the **Character Understanding Tool** in your **student materials**.

Read: Establish Understanding

Read chapter ten from *Things Fall Apart*.

- As you read, focus on how Umuofia settles disputes.

Explain the dispute between Uzowulu and his in-laws.

_____

_____

_____

Read: Deepen Understanding

1. What does the dispute brought before the Evil Forest and the *egwugwu*, or masquerader who impersonates one of the ancestral spirits, reveal about the values of Umuofia?

2. What does the verdict of the Evil Forest reveal about the values of Umuofia?

3. How does this chapter, specifically the dispute, develop the idea of the "danger of a single story"?

4. Review chapter ten. Add details about Umuofia, specifically their legal system, to the **Setting Understanding Tool** in your **student materials**.

Lesson 2

Read: Establish Understanding

Read chapter 11 from *Things Fall Apart*.

- As you read, focus on the choices that the Ekwefi makes.

Who is Chielo? What is her role in the village?

_____

_____

_____

Why must Okonkwo and Ekwefi give Ezinma to Chielo when she comes for the child?

_____

_____

_____

Read: Deepen Understanding

1. What traditions does Ekwefi break in this chapter?

_____

_____

_____

2. Why is understanding Ekwefi's story important in explaining the choices that she makes in this chapter?

_____

_____

_____

3. Review chapter 11. Add details about Umuofia, specifically the beliefs revealed in this chapter, to the **Setting Understanding Tool** in your **student materials**.

Lesson 3

Read: Establish Understanding

Read chapter 12 of *Things Fall Apart.*

- As you read, focus on the details provided about the bride price ceremony in Umuofia.

Read: Deepen Understanding

1. Read the following excerpt from chapter seven.

> "He had felt very anxious but did not show it. When Ekwefi had followed the priestess, he had allowed what he regarded as a reasonable and manly interval to pass and then gone with his machete to the shrine, where he thought they must be"(Achebe 112).

Explain what is meant by the phrase "a reasonable and manly interval"?

_____

_____

_____

How does this excerpt reveal Okonkwo's internal conflict?

_____

_____

_____

2. Review chapter 11. Add details about Okonkwo and Ezimna to the **Character Understanding Tool** in your **student materials**.

3. Explain the bride price ceremony described in chapter 12. What does this ceremony reveal about the values of Umuofia?

_____

_____

_____

4. Review chapter 11. Add details about Umuofia, specifically the marriage ceremony, to the **Setting Understanding Tool** in your **student materials**.

Lesson 4

Read: Establish Understanding

Read chapter 13 of *Things Fall Apart.*

What happens to Okonkwo in chapter 13?

_____

_____

_____

Read: Deepen Understanding

1. How might what happens to Okonkwo in chapter 13 affect him given what we know about his character and his beliefs?

_____

_____

_____

2. How might being cast out of Umuofia affect Okonkwo and his family?

_____

_____

_____

3. Read the following excerpt from chapter 13.

"As the elders said, if one finger brought oil it soiled the others" (Achebe 125).

What does oil represent in this excerpt?

_____

_____

_____

How do the laws and customs of Umuofia reflect a belief in this statement?

_____

_____

_____

4. Review chapter 13. Add details about Umuofia, specifically its laws and customs, to the **Setting Understanding Tool** in your **student materials**.

Lesson 5

Read: Establish Understanding

Reread the following two sections of chapter 13 from *Things Fall Apart.*

- As you read, focus on the differences between Okonkwo and Obierika.

- Start at: The beginning of chapter 13
- Stop at: “Ezedudu was a great man”

- Start at: "Ezeudu had taken three titles in his life"
- Stop at: The end of chapter 13

What are some characteristics that you notice about Obierika?

_____

_____

_____

Read: Deepen Understanding

1. What are some of Obierika’s thoughts and actions in chapter 13?

_____

_____

_____

2. How does Obierika’s perspective contrast with Okonkwo’s?

_____

_____

_____

3. What does this incident reveal about Obierika?

_____

_____

_____

4. Review chapter 13. Add details about Obierika to the **Character Understanding Tool** in your **student materials**.

5. How is Obierika's story important to understanding Okonkwo's story in *Things Fall Apart*?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 1

Read: Prepare to Read

Before reading the excerpt from *Ezi Na Ulo: The Extended Family in Igbo Culture*, read the following information:

"Ezi na ulo" is defined as "family" or "family and home." The subtitle "The Extended Family in Igbo Culture" further defines the term by indicating that "family" in Igbo is more than the immediate family of mother, father, and children. In Igbo, the family comprises those who are living, those who have come before and passed on, and those who have yet to be born. Igbo families are the foundation for the governmental structure in Igbo villages, as Igbo politics and culture are often based on decisions made and carried out by families.

Read: Establish Understanding

Read the excerpt from *Ezi Na Ulo: The Extended Family in Igbo Culture* in your ***Things Fall Apart* unit reader.**

- What does this text reveal about the Igbo culture?

_____

_____

_____

Read: Deepen Understanding

1. What in *Things Fall Apart* relates to the information in this text?

_____

_____

_____

2. How does "ezi na ulo" or family play a role in *Things Fall Apart*?

_____

_____

_____

Lesson 2

Read: Establish Understanding

Reread the excerpt from *Ezi Na Ulo: The Extended Family in Igbo Culture.*

- As you reread, focus on each of the propositions and how they are or are not represented in *Things Fall Apart*.

Read: Deepen Understanding

Use your setting understanding tool in your student materials and the excerpt from *Ezi Na Ulo: The Extended Family in Igbo Culture* to complete the chart below.

Proposition and Summary of Proposition	What parts of *Things Fall Apart* reflect the information in this proposition?	What parts of *Things Fall Apart* do not reflect the information in this proposition?

1. How does this text help you better understand *Things Fall Apart*?

_____

_____

_____

_____

_____

_____

Lesson 3

Write: Prepare to Write

1. Form a claim in response to the following question: How are Okonkwo and Umuofia portrayed in part one of *Things Fall Apart*?

2. Use your **Setting Understanding Tool** and your **Character Understanding Tool** to list evidence that would support your claim.

Lesson 4

Write: Develop Work

1. Draft a response to the following prompt: How are Okonkwo and Umuofia portrayed in part one of *Things Fall Apart*?

Lesson 5 - Section Diagnostic

Write: Develop Work

1. Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze how Okonkwo develops?				
How well does the student analyze how the relationships among the details develop the culture of Umuofia?				
Reading Score: _____ /6 Comments:				

Reading Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Form Claims: Analytical	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?				
Develop ideas: integrate quotations	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?				
Use Conventions to Produce Clear	How well can students use words and phrases correctly to				

Writing: Usage	clearly communicate ideas?				
Writing Score: _____ /9 Comments:					

Write: Publish Work

1. Create a final draft of your response on the lines below.

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Lesson 1

Read: Establish Understanding

Read chapter 14 from *Things Fall Apart*.

- As you read, determine how Okonkwo has changed in exile.

Who is Uchendu?

_____

_____

_____

Read: Deepen Understanding

1. Why is Okonkwo troubled? What does Uchendu do to help Okonkwo?

_____

_____

_____

2. Read the following excerpt from chapter 14.

> "A man belongs to his fatherland when things are good and life is sweet. But when there is sorrow and bitterness he finds refuge in his motherland"(Achebe 134).

Summarize what Uchendu means by this statement.

_____

_____

_____

What is the purpose for Uchendu making this statement? What does the decision to make this statement to Okonkwo and the rest of his family reveal about Uchendu?

_____

_____

_____

3. Review chapter 14. Add details about Uchendu to the **Character Understanding Tool** in your **student materials**.

Read: Establish Understanding

Read chapter 15 from *Things Fall Apart*.

- As you read, determine what information Obierika brings to Okonkwo.

What has happened to Abame?

_____

_____

_____

Read: Deepen Understanding

1. How do Okonkwo, Obierika, and Uchendu each respond to the story of Abame and the albino?

_____

_____

_____

2. What does the story of Abame and the albino reveal about Okonkwo, Obierika, and the Ibo culture?

_____

_____

_____

3. What do the events of the story and their responses reveal about them and the Ibo culture?

_____

_____

_____

4. Read the following excerpt from chapter 15.

> "There is no story that is not true. . . the world has no end, and what is good among one people is an abomination with others"(Achebe 141).

Define the word "abomination."

_____

_____

_____

How does this statement relate to the idea of the "danger of a single story"?

_____

_____

_____

5. Review chapter 15. Add details to the **Setting Understanding Tool** in your **student materials**.
6. Review chapter 15. Add details about Obierika to the **Character Understanding Tool** in your **student materials**.

Lesson 2

Read: Establish Understanding

Read chapters 16 - 17 from *Things Fall Apart*.

- As you read, focus on the impact of the missionaries on the characters and the culture in the villages.

What do the missionaries do once they come to Mbanta?

_____

_____

_____

Read: Deepen Understanding

1. Reread chapter 16 from "After the singing" to the end of the chapter. How are Nwoye and Okonkwo affected by the missionaries?

_____

_____

_____

2. What does Okonkwo value in his male children? Why?

_____

_____

_____

3. Okonkwo uses the word "effeminate" to describe Nwoye. Define "effeminate" and explain why Okonwo views his son this way?

_____

_____

_____

4. Read the following excerpt from chapter 17.

"Living fire begets cold, impotent ash"(Achebe 153).

Define the words "beget" and "impotent."

_____

_____

_____

Who is being referred to as “living fire” in this excerpt? Who is being referred to as “cold, impotent ash”?

_____

_____

_____

How does this excerpt reflect Okonkwo’s view of his sons?

_____

_____

_____

5. Review chapters 16–17. Add details about Nwoye to the **Character Understanding Tool** in your **student materials**.

Write: Prepare to Write

1. Form a claim in response to the following question: How is Nwoye's story important to understanding Okonkwo's story in *Things Fall Apart*?

_____

_____

_____

Lesson 3

Read: Establish Understanding

Read chapter 18 from *Things Fall Apart*.

- As you read, focus on Mr. Kiaga's actions and Okonkwo's actions.

What beliefs of the clan do the missionaries cause the new converts to question?

_____

_____

_____

Read: Deepen Understanding

1. How does Mr. Kiaga react to the *osu* entering the church? What does this reaction reveal about him?

_____

_____

_____

2. What does Okonkwo's reaction to the killing of the python reveal about him? How is his reaction different from the rest of the clan?

_____

_____

_____

3. How does the refusal of the missionaries to follow the beliefs of the clan affect the new converts? How does it affect the clan members who choose not to convert?

_____

_____

_____

4. Review chapter 18. Add details about the beliefs of Mbanta to the **Setting Understanding Tool** in your **student materials**.

Read: Establish Understanding

Read chapter 19 from *Things Fall Apart*.

- As you read, focus on details that reveal Okonkwo's character and values.

What is Okonkwo and his family preparing to do in this chapter?

_____

_____

_____

Read: Deepen Understanding

1. How does Okonkwo feel about his time spent in his motherland? What do these feelings reveal about Okonkwo?

_____

_____

_____

2. Reread the last paragraph of chapter 19. What warning is given by the elder?

_____

_____

_____

Write: Prepare to Write

1. Form a claim in response to the following prompt: Select a secondary character in *Things Fall Apart*. What is the importance of the character's story in the novel? In your response, be sure to describe the character, summarize the character's story, and explain the character's relationship to and interactions with Okonkwo.

_____

_____

_____

Lesson 4

Write: Prepare to Write

1. Gather evidence to support the claim made in lesson three. Record your evidence on your **evidence tool** in your **student materials**.

Lesson 5-Section Diagnostic

Write: Develop Work

Review the section diagnostic checklist below. Make note of the performance descriptors as you draft your response.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze how a secondary character develops and interacts with Okonkwo?				
How well does the student evaluate the importance of the secondary character's story in the novel?				
Reading Score: _____ /6 Comments:				

Reading Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Organize ideas: Thesis statement	How well does the student present a response and supporting claims to guide the analysis?				
Develop ideas: Cite evidence	How well does the student accurately cite evidence to develop and support ideas in the analysis?				
Develop ideas: Integrate quotations	How well does the student integrate quotations to develop and support the analysis?				

Use conventions to produce clear writing	How well does the student use correct and effective syntax, usage, and mechanics to clearly communicate ideas?				
Writing Score: _____ /12 Comments:					

Write: Develop Work

1. Write your response to the section diagnostic prompt on the lines below.

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Lesson 1

Read: Establish Understanding

Read chapters 20 - 21 from *Things Fall Apart*.

- As you read, focus on the differences between what Okonkwo envisions will happen when he returns to Umuofia and what actually happens.

Explain the expectations Okonkwo has for his return to Umuofia.

_____

_____

_____

Read: Deepen Understanding

1. How do the missionaries change the culture in Umuofia?

_____

_____

_____

2. How does Okonkwo react to the changes that the white men have made to Umuofia? How is this similar to Okonkwo's reactions in the past?

_____

_____

_____

3. Read the following excerpt from chapter 20.

> "[The white man] has put a knife on the things that held us together and we have fallen apart" (Achebe 176).

What does the phrase "put a knife on" mean?

_____

_____

_____

What are the "things that held us together"?

_____

_____

_____

How does this excerpt help explain the title of the novel?

_____

_____

_____

4. Describe Mr. Brown's approach in Umuofia. What steps or actions does Mr. Brown take with the people of Umuofia? What is the effect of these actions?

_____

_____

_____

Lesson 2

Read: Establish Understanding

Read chapter 22 from *Things Fall Apart*.

- As you read, note Mr. Smith's approach in Umuofia.

What are some of Mr. Smith's beliefs about the people of Umuofia?

_____

_____

_____

Read: Deepen Understanding

1. Compare Mr. Brown's and Mr. Smith's approach in Umuofia. How do Okonkwo and others in Umuofia respond to each approach?

_____

_____

_____

2. Who is Enoch and how does he create conflict in Umuofia?

_____

_____

_____

3. Read the following excerpt from chapter 22.

> "And for the moment the spirit of the clan was pacified"(Achebe 191).

What does the word "pacified" mean?

_____

_____

_____

What is the significance of the phrase "for the moment" in this excerpt? What does this suggest?

_____

_____

_____

4. Review chapter 22. Add details about Umuofia, specifically its reaction to the changes brought by the missionaries, to the **Setting Understanding Tool** in your **student materials**.

Lesson 3

Read: Prepare to Read

Before reading "The Second Coming," read the Nicene Creed in the "Overview of Christianity" in your ***Things Fall Apart* Unit Reader.**

Read: Establish Understanding

Read "The Second Coming" in your ***Things Fall Apart* Unit Reader.**

- As you read, get a basic understanding of the poem.

1. Write your responses to the following questions on the **Reading Closely Tool** in your **student materials**.
    - What is your first impression of this poem?
    - What sticks out to you because it seems important or is confusing? Why?

Reread "The Second Coming" in your ***Things Fall Apart* Unit Reader.**

2. As you read, locate specific words and phrases that stand out to you.

Read: Deepen Understanding

1. On the deepen understanding section of your **Ceading closely Tool** in your **student materials**, copy at least five words and/or phrases from the poem that "stand out" to you because they create a feeling and/or image in your mind. For each word and phrase, write one or more synonyms or antonyms. Then identify whether the word or phrase is positive or negative.

Lesson 4

Read: Establish Understanding

Reread "The Second Coming" in your ***Things Fall Apart*** **Unit Reader.**

- As you read, think about the speaker and the subject of the poem.

Read: Deepen Understanding

1. Answer the following questions on your **Reading Closely Tool** in your **student materials**:
    - What kind of event is the speaker describing? How do you know?
    - What source and/or event does Yeats allude to in the poem?
    - To whom is the source and/or event important? Why is it important?

2. What is Yeat's source for the phrase "the second coming"?

_____

_____

_____

3. Answer the following questions on your **Reading Closely Tool** in your **student materials**:
    - How does Yeats draw on the meaning of his source while also changing it?
    - How does this contribute to the mood and meaning of the poem?

Lesson 5

Read: Establish Understanding

Reread "The Second Coming" in your ***Things Fall Apart*** **Unit Reader.**

- As you read, think about the connection between the poem and *Things Fall Apart.*

Read: Deepen Understanding

1. What role does Christianity play in *Things Fall Apart*?

_____

_____

_____

2. How do the Christian missionaries affect Okonkwo and what he believes to be true about his culture?

_____

_____

_____

3. What is "falling apart" around Okonkwo? Why?

_____

_____

_____

Read: Extend Understanding

1. Why might Achebe allude to this poem in the text and title of *Things Fall Apart*? How does it relate to the events and themes of *Things Fall Apart*?

_____

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Lesson 1

Read: Establish Understanding

Read chapters 23 - 24 from *Things Fall Apart*.

- As you read, focus on Okonkwo.

What happens to Okonkwo?

_____

_____

_____

Read: Deepen Understanding

1. Read the following excerpt from chapter eight.

> "We have a court of law where we judge cases and administer justice just as it is done in my own country under a great queen"(Achebe 194).

What is the problem with administering this type of justice on the people of Umuofia?

_____

_____

_____

How does this statement represent a shift in the culture of Umuofia?

_____

_____

_____

2. Review chapters 23–24. Add details about Umuofia, specifically how it has changed, to the **Setting Understanding Tool** in your **student materials.**
3. How does Okonkwo respond to the things that happen to him? How do his actions reflect his character and his beliefs?

4. How is Okonkwo important in the larger story?

5. Why are the stories of Mr. Brown, Mr. Smith, and the District Commissioner important to our understanding of Okonkwo and his understanding of the culture in Umuofia?

6. Review chapters 23–24. Add details about Okonkwo and the District Commissioner to the **Character Understanding Tool** in your **student materials**.

Lesson 2

Read: Establish Understanding

Read chapter 25 from *Things Fall Apart*.

- As you read, focus on Okonkwo.

Read: Deepen Understanding

1. What happens to Okonkwo? How do his actions reflect his character and his beliefs?

_____

_____

_____

2. What does the reaction of Obierika and the rest of the tribe reveal about their beliefs about this type of death? How does this reaction reveal the significance of the choice that Okonkwo made?

_____

_____

_____

3. How does the District Commissioner react to what happens to Okonkwo? How does this reaction reflect his culture and beliefs?

_____

_____

_____

4. Review chapter 25. Add details about Okonkwo, Obierika, and the District Commissioner to the **Character Understanding Tool** in your **student materials**.
5. Review chapter 25. Add details about Umuofia to the **Setting Understanding Tool** in your **student materials.**
6. Reread the last paragraph of the book starting with "The Commissioner went away." Answer the following questions about this paragraph.

What is the tone of this paragraph? What words or phrases are used to develop this tone?

_____

_____

_____

How does this paragraph reflect the idea of the "danger of a single story"?

_____

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Lesson 3

Read: Establish Understanding

Reread the last part of chapter three from *Things Fall Apart.*

- As you read, locate words and phrases which characterize Okonkwo and foreshadow the end of the novel.
- Start at: "The year that Okonkwo took eight hundred seed-yams."
- Stop at: The end of chapter three.

List words or phrases that characterize Okonkwo and foreshadow the end of the novel.

_____

_____

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_____

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Read: Deepen Understanding

1. How does chapter three foreshadow the end of the novel?

_____

_____

_____

_____

2. What leads to Okonkwo's suicide?

_____

_____

_____

_____

3. What is different about Obierika that leads him to have a different outcome than Okonkwo?

_____

_____

_____

Write: Prepare to Write

1. Form a claim in response to the following questions: What is a theme of *Things Fall Apart*? How is that theme developed?

_____

_____

_____

_____

Lesson 4

Write: Prepare to Write

1. Use your **Setting Understanding Tool** and your **Character Understanding Tool** to list evidence that would support your claim.

Lesson 5-Section Diagnostic

Write: Develop Work

Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student determine themes of *Things Fall Apart* and analyze how they are developed?				
How well does the student use examples, and evidence to develop a response?				
Reading Score: _____ /6 Comments:				

Reading Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Form Claims: Analytical	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?				
Develop ideas: integrate quotations	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?				
Use Conventions	How well can students use words and phrases correctly to				

to Produce Clear Writing: Usage	clearly communicate ideas?				
Writing Score: _____ /9 Comments:					

Write: Publish Work

1. Create a final draft of your response on the lines below.

Lesson 1

Culminating Task
How does Achebe develop and use a secondary character to convey a theme about multiple stories in *Things Fall Apart*? Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with relevant textual evidence, including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis. Be sure to: ● Summarize the secondary character's experiences and motivations in the novel. ● Explain how the secondary character represents and/or expresses a similar or different perspective from Okonkwo and how the two character's interactions contribute to the events of the novel. ● Determine and analyze the development of a theme that is revealed through the story of the secondary character and the character's relationship to Okonkwo's story.

Write: Prepare to Write

1. Answer the questions on the brainstorm section of your **Culminating Task Tool** in your student materials.
2. Review your **Character Understanding Tool** in your **student materials** and *Things Fall Apart.* Highlight or mark details that will help you write a response to the culminating task.

Write: Develop Work

1. Answer the questions on the thesis statement section of your **Culminating Task tool** in your student materials.
2. Write your thesis statement on the thesis statement section of your **Culminating Task Tool** in your student materials.

Lesson 2

Write: Develop Work

1. List the supporting claims within your thesis statement:

_____

_____

_____

_____

_____

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_____

_____

_____

2. Review your **Character Understanding Tool** in your **student materials** and *Things Fall Apart.* Highlight or mark details that will provide evidence to support these claims.

3. Complete the Gather Evidence section of your **Culminating Task Tool** in your student materials.

Lesson 3

Write: Develop Work

1. Review the format for organizing a literary analysis:

Literary Analysis Organizational Structure
Introduction and thesis statement
Body paragraphs: Supporting claim one and supporting evidence, including acknowledging opposing viewpoints and addressing counterclaims when appropriate
Body paragraphs: Supporting claim two and supporting evidence, including acknowledging opposing viewpoints and addressing counterclaims when appropriate
Body paragraphs: Supporting claim three and supporting evidence, including acknowledging opposing viewpoints and addressing counterclaims when appropriate
Repeat body paragraphs as needed
Conclusion and restatement of thesis statement

What makes literary analyses unique?

- The introduction introduces the text and prompt and the thesis statement presents a brief response to the prompt and the supporting claims, which establish the organization of the work.
- Literary analyses typically focus on how the methods the author uses influence the meaning. For example, how the details (e.g., language, literary devices), elements (e.g., characters, setting), and/or structure (e.g., plot, pacing) of a text impact the meaning of a text.

2. Complete the outlining section of your **Culminating Task Tool** in your student materials.

Lesson 4

Write: Develop Work

1. Draft a response to the culminating task prompt: How does Achebe develop and use a secondary character to convey a theme about multiple stories in *Things Fall Apart*? Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with relevant textual evidence, including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis.

Lesson 5-Culminating Task

Write: Develop Work

1. Review the culminating task rubric below. Then read your draft response from lesson four and evaluate your response using the rubric.

Reading and Writing

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates *success* determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *success*** developing a valid and evidence-based position, response, or focus. **Student demonstrates *success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *success*** organizing writing so that it is clear and coherent. **Student demonstrates *success*** establishing and maintaining an effective style.	**Student demonstrates *some success*** determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *some success*** developing a valid and evidence-based position, response, or focus. **Student demonstrates *some success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *some success*** organizing writing so that it is clear and coherent. **Student demonstrates *some success*** establishing and maintaining an effective style.	**Student demonstrates *minimal success*** determining the meaning of text(s) by analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *minimal success*** developing a valid and evidence-based position, response, or focus. **Student demonstrates *minimal success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *minimal success*** organizing writing so that it is clear and coherent. **Student demonstrates *minimal success*** establishing and maintaining an effective style.	No attempt made or not enough to evaluate.

Reading and Writing Score: _____ x2

Conventions

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates *success* using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates *some success*** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates *minimal success*** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	No attempt made or not enough to evaluate.

Conventions score: _____

Total score: _____/9

Write: Publish Work

1. Make revisions to your response as you write the final draft of your culminating task.