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| Lesson Topic | The Vine Basket by Joseanne La Valley |
| Class/Grade | High School ESL/Language Arts |
| Activity Type | Novel-length unit focused on close reading skills and textual evidence |
| Lesson Objectives | The student will be able to:   * Support assertions about character using evidence from the text. |
| Essential Questions | What strategies do people use to balance the different relationships, duties, and desires that they have? How can social pressures complicate these strategies? |
| Standards/  Benchmarks | [CCSS.ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-LITERACY.RL.9-10.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| Sources Used | The Vine Basket by Joseanne la Valley  [http://www.josannelavalley.com/photo\_essay.html](http://www.josannelavalley.com/photo_essay.html%20%20) |
| Required Materials | Classroom set of novels  Classroom set of student reading guide (attached) |
| Time Requirement | 4-9 weeks, depending on student reading level, class time availability  Suggested Schedule:  Week 1: Chapters 1-3  Week 2: Chapters 4-8  Week 3: Chapters 9-13  Week 4: Chapters 14-17  Week 5: Chapters 18-20  Week 6: Chapters 21-23  Week 7: Chapters 24-26  Week 8: Chapters 27-29 |

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| Procedure |  |
| Before introducing the text | Make copies of the student packet, or determine how students might gain on-line access (i.e. by providing the documents to your class via Google Classroom)  Homework: Ahead of introducing the book in class, ask students to visit the author’s website and browse the photos and descriptions of the Hotan countryside where the Vine Basket is set. In particular, the photos of the Local Wednesday Market help illustrate Chapter 1. [http://www.josannelavalley.com/photo\_essay.html](http://www.josannelavalley.com/photo_essay.html%20%20%20) |
| Book introduction | After passing out novels and reading guide materials, guide students through the I see, I think, I wonder activity on page 1 and the summary of setting, character and plot on page 2.  Provide time for discussion of what students might already know about Xinjiang, the Uyghur people, ethnic cleansing and conflict in Xinjiang, or China more broadly.  You may wish to show a video to help set the scene in Xinjiang and educate students about the ongoing repression of the Uyghur people. There are many options online, here is one: <https://www.youtube.com/watch?v=GRBcP5BrffI>; here is another: <https://www.youtube.com/watch?v=WmId2ZP3h0c>. You may select a different video depending on your students, your desired focus, and the amount of time you’d like to spend in class. |
| Activity | Students can work through the packet on their own, if you’d like the reading to be done independently. Alternatively, you can separate students into discussion groups for weekly discussions of the assigned chapters. Since students will be tracing one character’s development over the course of the book, you could allow students to work with others who have chosen the same character, or you could assign characters to students so that they will have the opportunity to talk through their ideas and evidence.  Depending on the level of the class, you might want to have all students do the same character (e.g. Merighul) and conduct whole class discussions of the textual evidence they note in support of their ideas about the character. You might also do this and then assign individuals or groups to an additional character. Providing students with a guided example will likely deepen their ability to consider not only what one character does, but how the character responds to other characters and to external factors.  In the student materials, there is a chart to track all characters and a chart that can be used to track one character. You may choose to use either or both. The single-character tracking chart should be useful to students if they are assigned the essay prompt below. |
| Extension/  Assessment | Students should complete a capstone assignment related to character and textual evidence. One possibility: Write an essay that responds to the following questions: How did character X change during the story (provide evidence from the text with page numbers)? What caused these changes? Would you respond in the same way that the character did? Why or why not? |