Assignments for October 27 – October 31

Biography

RI 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.

RI 9-10.2 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI 9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United states, drawing on a wide reading of world literature

Activities

* Students will read and annotate the informational text
* Students will be responsible for presenting one of the questions to the class using text evidence to support his/her answer
* Students will write an objective summary of the text
* Read Companion Text – “Stylistic Study: Achebe’s Intelligent Use of Proverbs:

Discussion Questions

1. Why did Achebe and his friends view the masquerades of the Nwafor Festival from a “reasonable distance”?
2. How did the rift with his own culture characterize Achebe’s early experiences? What other rifts characterize Achebe’s life?
3. In paragraph two, what is meant by “indulgent amusement”?
4. Achebe said, “It all added up to a wonderful preparation for the day we would be old enough to read between the lines and ask questions…” What does Achebe imply with this statement about his boyhood education?
5. What change in perspective toward colonial literature did Achebe experience during this college years?
6. Study the dictionary entry for the word “cunning.” Explain in your own words why Achebe objected to the portrayal of natives as “cunning.”
7. How do the themes of Achebe’s novels reflect his early experiences growing up in Nigeria?
8. What “gifts” did colonial rule bring to the people of Nigeria? How did these “gifts” influence Achebe’s life and work?
9. What effects did the Nigerian Civil War have upon Achebe and others like him? Was the treatment he received from the Nigerian government fair? Justify your answer.
10. In the opening quotation, Achebe says “art must…provide a means to domesticate that which is wild.” Agree or disagree with this statement. Provide examples form your own knowledge and experience of art to support your argument

Olaudah Equiano – Ibo Slave

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.

RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Students will read an excerpt from “The interesting Narrative of the Life of Olaudah Equiano

He was an Ibo Slave

Topics read are

* Manners, Customs and Administration of Justice
* Marriage Ceremony and public entertainments
* Mode of living and dress
* Buildings and manufacturers
* Religion
* Conclusion

Annotate and write an objective summary of the text

1. Based on Equiano’s description of the laws and justice system of his people, infer a hierarchy of values that their society is based on.
2. Equiano describes many activities and traditions of his people. To which, if any, of these activities do you believe an 18th century European reader might be able to relate? Explain your answer.
3. What does Equiano mean when he refers to the “doctrine of eternity” and “transmigration of souls”?
4. To what cause does Equiano attribute the difference in skin tone between the Africans and the Europeans. What fallacies exist in his argument?
5. What is Equiao’s primary argument against slavery in its European form?
6. One of the facets of slavery was that it dehumanized its victims. How might Equiano’s narrative be effective or ineffective in re-humanizing captured Africans?
7. In light of Equiano’s description of his people, evaluate the following statement. “Let the polished and haughty European recollect that his ancestors were once, like the Africans, uncivilized and even barbarous.” What biases are evident in this statement? How might the statement be viewed as ironic?

‘The Rain Came”

As a lead into the reading of *Things Fall Apart* students will read “The Rain Came.” This story has many of the elements found in the novel.

This story portrays a culture and a system of values that are quite different from those of Western culture. Students should make every effort to ask questions actively as they read and not to glide over cultural differences. The more questions they ask, the more likely they will appreciate the story.

Do Now: What is the greatest sacrifice you have ever made? List the reasons you made the sacrifice and how this sacrifice benefited others.

Background to story:

Ancestor worship is common in traditional African societies. People worship the spirits of the dead through prayer, sacrifice, and celebrations involving storytelling and dance. Usually the worshippers view their ancestors as beneficial spirits who can stop illness or drought, encourage the fertility of crops, help couples have children, and intervene with the gods on behalf of their descendants.

Students will read and annotate the story.

Reading check: In a paragraph answer the following questions

1. Describe the Luo religious beliefs
2. What is the relationship between the individual and the community in traditional Luo society?

As you read, answer the following questions.

1. Analyze cultural context:

 “Our cattle lie dying in the fields,” they reported. :Soon it will be our children and then ourselves. Tell us what to do to save our lives, oh great Chief” So the chief had daily prayed with the Almighty through the ancestors to deliver them from their distress.” What does this passage reveal about the role of ancestors in Luo religion?

1. Draw Conclusions: Read the paragraph that begins “He loved his people, the Luo, but what were the Luo for him without Oganda?... What does Labong’o feel his role is? What does a chief owe his people?
2. Analyze cultural context:

 “Labong’o burst into tears before finishing the sentence. The chief must not weep. Society had declared him the bravest of men.” Based on this passage, what qualities must a chief in Luo society have?

1. Tradition and Change:

“Never in his life had he been faced with such an impossible decision. Refusing to yield to the rainmaker’s request would mean sacrificing the whole tribe, putting the interests of the individual above those of the society ? How might a decision to ignore the rainmaker’s request affect Luo tradition?

1. Setting:

“Outside there was a strange stillness, except for the thirsty birds that sang lazily on the dying trees. The blinding mid-day heat had forced the people to retire to their huts. What elements highlight the problem the Luo face?

1. Analyze Culture Context

Read the Paragraph that begins “There was Kech, the son of a neighboring clan elder. What does Oganda’s assessment of possible husbands indicate about Luo marriage customs?

1. Setting and symbolism. How might the setting in the following quote symbolize Oganda’s dilemma?

“Forgetting that there was only one door in the hut, Oganda fought desperately to find another exit. She must fight for her life. But there was none.

1. Analyze Culture Context: How will Oganda’s relatives benefit from her death? “All these relatives thought it a great honor to be selected by the spirits to die, in order that the society may live. “’Oganda’s name will always remain a living name among us,”’ they boasted
2. Tradition and change.

 Read the paragraph that begins: “In

 The cloudless sky the moon shone

 Brightly…” How do the traditons of her

 People affect Oganda’s perception of her

 Community?

1. Analyze Cultural Context

Read the paragraph that begins “In the afternoon the whole village sttod at the gate to say good-bye…” What Luo custom is noted in this passage and what seems to be its significance?

1. Setting

“Her beautiful slender figure grew smaller and smaller till she mingled with the thin, dry trees in the forest” What characteristic of the setting stand out as Oganda leaves the village?

1. Analyze Cultural Context

Read the song she sang to keep her company. What role does the “age group” seem to have in Luo society?

1. Setting

Read the paragraph that begins “A strange feeling possessed Oganda..” Look at the description of the lake. How does the description of the lake reinforce the need for Oganda to sacrifice herself?

1. What is the significance of Oganda’s having to go alone through inhospitable country to drown herself?
2. Tradition and change.

On the last page, we see Osinda. How might Oganda’s possible death have changed the way Osinda views tradition?

1. Respond. What was your reaction to the outcome of the story?
2. Internal conflict: Describe one internal conflict in “The Rain Came” Is the conflict resolved convincingly? Explain
3. Symbol – an object or an action that stands for something else in addition to itself. What does the brass chain around Oganda’s waist symbolize? Do you think this is an effective symbol?

Proverbs Why does Achebe use Proverbs

* Bring authenticity to readers
* Gives the richness, vitality, and authority of African cultures and traditions
* Want his people to realize they have nothing to be ashamed of..they have many things they can be proud of
* His novels instill pride and self-respect among his people (Africans)
* The understanding of the African mind can be seen in all his works

Notes on Achebe

Hussain, Syed Javed. “Stylistic Study: Achebe’s Fictional Art. Np. 2003.

His novels

* He respects African Oral Tradition
* In his novels, Achebe makes the community the characters. He may use people, but the effect he wants is to show the downfall of a society not just a tragic hero (character)
* The story is Okonkwo’s story, but the point is not his downfall.

For the reader to understand the depth of a community falling apart, he must understand the way the culture was before it was invaded by Western civilization

Chapter 1

 Complete the two charts you have been given.

* Active Reading Guide
* Character development

**You will complete these charts for every chapter**

1. Reread the first sentence of the novel. What purposes does this sentence serve?
2. **Author’s purpose – why does the author use figurative language** EXPLAIN the use of figurative devices in the following line: “Amalzine was a wily craftsman, but Okonkwo was as slippery as a fish in water?
3. **harmattan seasonal wind that blows across northwest Africa from November through March – very dry conditions – causing brush fires quickly moving across area.** Explain the imagery in the following line: “That was many years ago, twenty years or more, and during this time Okonkwo’s fame had grown like a bush-fire in the harmattan.”
4. **Polysyndeton – repetition of conjunctions in a series of words, phrases, or clauses**. What is the rhetorical effect used in the following line: “The drums beat and the flutes sang and the spectators held their breath.” What effect does it create?
5. **Characterization development. Author’s purpose** Why does Achebe use animal imagery to describe Okonkwo.
6. **Characterization development**.. How does Okonkwo’s impression of his father shape Okonkwo’s character? How does he act as a result of his father’s reputation?
7. **Text evidence**. How does the text refer to Ikemefuma? What do these references indicate about Ikemefuma?
8. **Author’s purpose** Explain the purposes of the first chapter.