

ASSESSMENT AND EVALUATION IN THIS UNIT

This document identifies the TEKS-aligned Culminating Task, Section Diagnostics, and the subsequent lessons and activities that provide practice and enrichment opportunities for students whose performance on diagnostics indicates a need for continued monitoring or additional targeted support.

ASSESSMENT OVERVIEW

The unit includes a variety of formal and informal opportunities designed to assess student learning and performance. The TEKS-aligned Culminating Task is the summative unit assessment. The TEKS-aligned Section Diagnostics are formative assessment opportunities to track student progress toward the Culminating Task. Embedded in the lessons are informal opportunities to monitor student performance.

ASSESSMENT PLAN

Monitor

Using the lesson goals, monitor students' understanding and identify the skills and knowledge that students should build. Continue monitoring student work and performance on formative assessment opportunities throughout the TEKS-aligned lessons and Section Diagnostics in order to make instructional decisions.

Diagnose

Use the **Section Diagnostic Checklists** to diagnose students' developing skills and knowledge on TEKS-aligned Section Diagnostics in preparation for the TEKS-aligned Culminating Task. Use their performance on Section Diagnostics to plan your core and optional activities in subsequent sections. Teaching notes are included to assist in planning of instruction.

Evaluate

Use the **Culminating Task Checklist** to evaluate student performance on the TEKS-aligned Culminating Task.

The **Section Diagnostic and Culminating Task Checklists** have three performance levels: Exceeds Expectations, Meets Expectations, and Below Expectations. The checklist is intended to be used along with student exemplar responses. Through benchmarking, teachers select student exemplar responses that illustrate the various performance levels on the checklists. This process ensures reliable scoring and establishes a common standard by which all student responses are measured. Scoring notes are provided for the Section Diagnostics and the Culminating Tasks. The scoring notes provide plausible responses and supporting evidence for the tasks. Note that while illustrative, the notes might not include all possible responses.

UNIT KNOWLEDGE AND SKILLS OVERVIEW

In this unit, the most challenging aspects for students are gathering and organizing evidence about the author’s use of literary effects and analyzing the relationships the author develops in portraying a complex character. As a result, students will have opportunities to practice and refine their reading skills, acquire knowledge, and make claims about the internal and external influences on the characters in the text. Monitor student performance and understanding throughout sections and lessons, and plan instruction using core and optional activities and lessons.

CULMINATING TASK TEKS ALIGNMENT

TEKS	Student Expectations
E2.6.B	Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events.
E2.6.D	Analyze how historical and cultural settings influence characterization, plot, and theme across texts.
E2.8.A	Analyze the author's purpose, audience, and message within a text.
E2.9.B.i	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using an organizing structure appropriate to purpose, audience, topic, and context.
E2.9.B.ii	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
E2.10.B	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.

Culminating Task Prompt

Central Question

What does it mean for things to fall apart?

Write a character analysis of Okonkwo. In your analysis, consider how internal and external factors influence his relationships and contribute to his fate at the end of the novel.

In your response, be sure to do the following:

- Include a clearly stated thesis that conveys your stance.
- Summarize Okonkwo’s story, experiences, and motivations.
- Develop your thesis through a sequence of claims related to internal factors (e.g., beliefs, fears, traits) and external factors (e.g., plot events and developments, setting).
- Use specific examples from the text.

- Clearly communicate your analysis through effective word choices, sentence and paragraph development, and transitions among ideas.
- Use the conventions of usage, mechanics, and punctuation.

CULMINATING TASK SCORING NOTES

Plausible Responses and Supporting Evidence

Okonkwo's fear that he will be a failure like his father makes him internalize and act on beliefs that ultimately cause his downfall:

- Okonkwo believes that men whom society perceive as poor and who don't conform to traditional gender norms like his father are weak and unworthy:
 - "It was the fear of himself, lest he should be found to resemble his father" (p. 13).
 - "Okonkwo was ruled by one passion - to hate everything that his father Unoka had loved. One of those things was gentleness and another was idleness" (p. 13).
 - "And indeed he was possessed by the fear of his father's contemptible life and shameful death" (p. 18).
- Okonkwo continually chooses violence to exemplify his manliness, causing problems in his relationships with others:
 - Okonkwo chooses to murder Ikemefuna, a son-like figure, because he does not want to appear "weak." causing his son, Nwoye, to reject him and convert to Christianity.
 - Okonkwo beats his wife during the Week of Peace in which the clan then forces Okonkwo to repent while also commenting that his "good fortune had gone to his head" (p. 31).
- Okonkwo wants his fellow clan men to fight so as not to appear weak or cowardly in front of the colonizers, but when they refuse to do so Okonkwo takes action by killing a white man, leading him to kill himself rather than be killed by the colonizers in retribution:
 - "'Worthy men are no more,' Okonkwo sighed as he remembered those days" (p. 200).
 - "Those were days when men were men" (p. 200).
 - "They had broken into tumult instead of action. He discerned fright in that tumult" (p. 205).

Okonkwo's obsession with hyper-masculinity causes a rift between him and his son, Nwoye, eventually leading his son to turn away from him and the clan:

- Okonkwo continually tries to beat out the qualities in his son that do not conform to traditional gender norms, causing Nwoye to be afraid of him:
 - "Okonkwo's first son, Nwoye, was then twelve years old but was already causing his father great anxiety for his incipient laziness. At any rate, that was how it looked to his father, and he sought to correct him by constant nagging and beating. And so Nwoye was developing into a sad-faced youth" (pp. 13-14).
 - "He wanted Nwoye to grow into a tough young man capable of ruling his father's household when he was dead and gone to join the ancestors" (p. 52).

- “That was the kind of story that Nwoye loved. But he now knew that they were for foolish women and children, and he knew that his father wanted him to be a man” (p. 54).
- Okonkwo murders Ikemefuna because he does not want to appear weak, but this event destroys Nwoye and causes a split between father and son:
 - “As soon as his father walked in, that night, Nwoye knew that Ikemefuna had been killed, and something seemed to give way inside him, like the snapping of a tightened bow. He did not cry. He just hung limp” (p. 61).
- Nwoye eventually leaves the clan, converting to Christianity because he cannot live up to his father’s hyper-masculine standards:
 - “It was the poetry of the new religion, something felt in the marrow” (p. 147).
 - “He felt a relief within as the hymn poured into his parched soul” (p. 147).
 - “But he was happy to leave his father. He would return later to his mother and his brothers and sisters and convert them to the new faith” (p. 152).

Okonkwo’s ambition to hold onto tradition and his perceived rightful place within the clan conflicts with the white man’s colonization, eventually moving Okonkwo to take his own life:

- At first, before colonization, Okonkwo enjoys prosperity and respect in the clan while also having no patience for “unsuccessful men”:
 - “His fame rested on solid personal achievements. As a young man of eighteen he had brought honor to his village by throwing Amalinze the Cat” (p. 3).
 - “He was a wealthy farmer and had two barns full of yams, and had just married his third wife” (p. 8).
- Ironically, Okonkwo’s exile from Umuofia parallels the colonizers coming to lower Nigeria, causing problems for all the villagers, including Okonkwo:
 - The villagers of Abame are wiped out due to a cultural conflict with the white colonizers and Okonkwo claims that the villagers were “fools” and should have “armed themselves with their guns and their machetes” (p. 140).
 - Okonkwo’s son, Nwoye, converts to Christianity as a result of the white missionaries’ presence and Okonkwo’s continual abuse.
- The colonization continues to expand and erode the Igbo culture to the point that when Okonkwo returns from exile, Umuofia is not the same place or culture as it was before, moving Okonkwo to eventually take his own life because he can not experience the same prosperity and success as before:
 - “Even in his first year in exile he had begun to plan for his return. The first thing he would do would be to rebuild his compound on a more magnificent scale” (p. 171).
 - “Umuofia had indeed changed during the seven years Okonkwo had been in exile. The church had come and led many astray” (p. 174).
 - “There were many men and women in Umuofia who did not feel as strongly as Okonkwo about the new dispensation. The white man had indeed brought a lunatic religion, but he had also built a trading store” (p. 178).

- “Okonkwo stood looking at the dead man. He knew that Umuofia would not go to war” (p. 205).

CULMINATING TASK CHECKLISTS

Related TEKS	Reading & Knowledge	E	M	B
E2.6.B	How well does the student’s response analyze Achebe’s development of complex yet believable characters, including archetypes, through historical and cultural settings and events in <i>Things Fall Apart</i> ?			
E2.6.D	How well does the student’s response analyze how historical and cultural settings influence characterization in <i>Things Fall Apart</i> ?			
E2.8.A	How well does the student’s response analyze Achebe’s purpose and message in <i>Things Fall Apart</i> ?			

E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations
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Related TEKS	Writing	E	M	B
E2.9.B.i	How well does the student’s response use an organizing structure appropriate to purpose, audience, topic, and context?			
E2.9.B.ii	How well does the student’s response develop an engaging idea reflecting depth of thought with specific details, examples, and commentary?			
E2.10.B	How well does the student’s explanatory essay use the appropriate genre characteristics and craft?			

SECTION 1 DIAGNOSTIC TEKS ALIGNMENT

TEKS	Student Expectations
E2.5.C	Use text evidence and original commentary to support an interpretive response.
E2.5.G	Discuss and write about the explicit or implicit meanings of text.
E2.6.B	Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events.
E2.6.D	Analyze how historical and cultural settings influence characterization, plot, and theme across texts.

Section 1 Diagnostic Prompt

Write a multiparagraph analysis of the external influences on Okonkwo's character. In your response, consider how Okonkwo's character is shaped or influenced by his father.

In your response, be sure to do the following:

- Form a central claim in response to the question.
- Gather and organize strong and relevant evidence from the text.
- Integrate specific references and quotations and explain how they relate to your claim.
- Use academic language to demonstrate your understanding of literary devices and the text.
- Use appropriate syntax, grammar, and mechanics.

CULMINATING TASK CONNECTIONS

Students consider the influences and development of Okonkwo's personality traits in order to understand his thoughts and actions as the novel progresses.

SECTION 1 DIAGNOSTIC SCORING NOTES

Plausible Responses and Supporting Evidence

Response #1: Okonkwo lives in direct opposition to the perceived weaknesses of his dead father, Unoka. Unlike Okonkwo, Unoka was weak and poor, and Okonkwo's family could never rely on his support. Okonkwo fears becoming like his father, so he becomes a prosperous leader in the Umuofia Clan, unafraid to show off his masculine strength:

- "Unoka, the grown-up was a failure. He was poor and his wife and children had barely enough to eat" (p. 5).
- "But Unoka was such a man that he always succeeded in borrowing more, and piling up his debts" (p. 5).
- "Unlike his father he could stand the look of blood" (p. 10).
- "Even as a little boy he had resented his father's failure and weakness, and even now he still remembers how he had suffered when a playmate had told him that his father was *agbala*"

(p. 13).

- “Okonkwo’s prosperity was visible in his household” (p. 14).

Response #2: Okonkwo rejects feminine qualities because he perceives them as weak, so he reacts to external forces in hyper-masculine ways that cause him pain, humiliation, or conflict with the clan:

- Okonkwo kills Ikemefuna because he does not want to appear weak in front of his clansman, but he suffers depression as a result:
 - “Okonkwo did not taste any food for two days after the death of Ikemefuna” (p. 63).
 - “‘When did you become a shivering old woman,’ Okonkwo asked himself” (p. 65).
- Okonkwo beats his wife during the Week of Peace because he cannot control his anger, which causes some of his neighbors to question his respect for the “gods of the clan” (p. 31):
 - “‘The evil you have done can ruin the whole clan’” (p. 30).
 - “But he was not the man to go about telling his neighbors that he was in error” (p. 31).
 - “It was the first time for many years that a man had broken the sacred peace” (p. 31).

SECTION 1 DIAGNOSTIC CHECKLISTS

Related TEKS	Reading & Knowledge	E	M	B
E2.6.B	How well does the student’s response analyze Achebe’s development of complex yet believable characters, including archetypes, through historical and cultural settings and events in <i>Things Fall Apart</i> ?			
E2.6.D	How well does the student’s response analyze how historical and cultural settings influence characterization in <i>Things Fall Apart</i> ?			

E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations
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Related TEKS	Writing	E	M	B
E2.5.C	How well does the student’s response include text evidence and original commentary to support the analysis of Okonkwo’s character?			
E2.5.G	How well does the student’s response demonstrate understanding of explicit and implicit meanings of <i>Things Fall Apart</i> ?			

E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations
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OPPORTUNITIES FOR CONTINUED PRACTICE AND SUPPORT

Based on the previous TEKS-aligned Section Diagnostic, determine whether students need additional support, practice, or enrichment in reading, writing, speaking, or listening. Adjust lessons and activities in the next section to meet students' identified needs. The following lessons provide examples for continued practice and support, as well as opportunities to monitor student progress.

Location	Activity
Section 1, Lesson 11 (Optional)	In this lesson, students review teacher feedback on their response to the TEKS-aligned Section Diagnostic and use that feedback to make revisions to their work.
Section 2, Lesson 4	Monitor how well students draw conclusions about relationships in the text.
Section 2, Lesson 5	Monitor how well students form claims about the relationship between the Igbo and the missionaries.
Section 2, Lesson 6	Monitor how well students are able to organize ideas about the missionaries.
Section 2, Lessons 6-8	Monitor how well students answer the text-specific questions about the writer's purpose and gather evidence from "The Second Coming."

SECTION 2 DIAGNOSTIC TEKS ALIGNMENT

TEKS	Student Expectations
E2.1.A	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
E2.5.C	Use text evidence and original commentary to support an interpretive response.
E2.5.H	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
E2.8.B	Analyze use of text structure to achieve the author's purpose.
E2.8.E	Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.
E2.8.F	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Section 2 Diagnostic Prompt

Participate in a whole-class Socratic Seminar to deepen your knowledge of *Things Fall Apart* and authorial craft by using evidence and examples from any of the texts you have read during the unit to respond to the question below:

1. How does Achebe build tension in Part 2 of *Things Fall Apart*?

In preparation for and while participating in the seminar, be sure to do the following:

- Form a central claim in response to the question.
- Gather and organize strong and relevant evidence from the text.
- Present and explain specific references or quotations during the discussion.
- Use academic language to demonstrate your understanding of literary devices and the text.
- Ask questions and respond to others' ideas in a respectful manner.

CULMINATING TASK CONNECTIONS

Students gain necessary background information on the Igbo tribe and Achebe—information that is key to understanding Okonkwo's character. This prepares students to analyze both the internal and external factors that influence his behavior throughout the novel. Students also build their skills in presenting claims that include details and analysis and are well-organized and thoughtful.

SECTION 2 DIAGNOSTIC SCORING NOTES

Students' self-generated questions and commentary should drive the discussion. Questions should be closely connected to the guiding question, and students should provide textual evidence from the novel.

Possible supporting evidence and positions:

- Achebe uses the characters' interactions to create tension between the Igbo villagers and the missionaries. Both groups have separate cultural and religious norms and beliefs that consistently conflict with one another through their miscommunication:
 - The villagers put the missionaries in the Evil Forest, believing they will be harmed, but nothing ends up happening to the missionaries and they win more converts:
 - “They offered them as much of the Evil Forest as they cared to take. And to their greatest amazement the missionaries thank them and burst into song” (p. 149).
 - “At last the day came by which all the missionaries should have died. But they were still alive, building a new red-earth and thatch house for their teacher, Mr. Kiaga. That week they won a handful more converts” (p. 151).
 - Abame is destroyed because of communication failures and misunderstandings between the villagers and the white man:
 - ““And so they killed the white man and tied his iron horse to their sacred tree because it looked as if it would run away to call the man’s friends”” (p. 138).
- Achebe uses plot development and characterization to build tension between Nwoye and Okonkwo, eventually causing a final split between the father and son, forcing Okonkwo to worry about his ancestral line:
 - Nwoye converts to Christianity but does not tell his father:
 - “Although Nwoye had been attracted to the new faith from the very first day, he kept it secret. He dared not go too near the missionaries for fear of his father” (p. 149).
 - Okonkwo threatens to kill Nwoye:
 - “But he left hold of Nwoye, who walked away and never returned” (p. 152).
 - Okonkwo worries that his future children and their children will “abandon their ancestors” and worship the “white man’s god” (p. 153).
- Achebe uses imagery to show the tense or unsettled atmosphere in the village during the beginning of colonization:
 - The description of Nwoye’s first experience with the missionaries shows his need for answers that his own culture cannot provide:

- “He felt a relief within as the hymn poured into his parched soul. The Words of the hymn were like the drops of frozen rain melting on the dry palate of the panting earth” (p. 147).
- After Okonkwo loses Nwoye to Christianity, he realizes that he has raised a son whom he perceives as not hyper-masculine and unworthy of Okonkwo’s accomplishments as he describes his “Roaring Flame” being put out:
 - “Living fire begets cold, impotent ash” (p. 153).
- Achebe uses the conflict of colonization to reflect the tension building in Part 2 of the novel:
 - The strained relationship between Nwoye and Okonkwo reflects the growing conflict developing between the missionaries and the Mbanta villagers as more and more villagers convert to Christianity and the Igbo cultural traditions are disrupted:
 - “Things fall apart; the centre cannot hold; Mere anarchy is loosed upon the world” (Yeats, Lines 3 and 4).
 - “He saw himself and his fathers crowding round their ancestral shrine waiting in vain for worship and sacrifice and finding nothing but ashes of bygone days, and his children the while praying to the white man’s god” (p. 153).
 - The number of Igbo converts increases in the missionaries’ presence, causing more breaks with the traditional Igbo culture:
 - The osu become converts, disrupting the clan’s social order and cultural traditions.

SECTION 2 DIAGNOSTIC CHECKLISTS

Related TEKS	Reading & Knowledge	E	M	B
E2.8.B	How well does the student analyze Achebe’s use of text structure in <i>Things Fall Apart</i> ?			
E2.8.E	How well does the student analyze Achebe’s use of literary devices in <i>Things Fall Apart</i> ?			
E2.8.F	How well does the student analyze how Achebe’s diction and syntax contribute to the mood, voice, and tone in <i>Things Fall Apart</i> ?			

E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations
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Related TEKS	Speaking & Listening	E	M	B
E2.1.A	How well does the student engage in meaningful and respectful discourse by listening actively and responding appropriately while participating in the Socratic Seminar?			
E2.5.C	How well does the student include text evidence and original commentary?			
E2.5.H	How well does the student respond orally with appropriate register, vocabulary, tone, and voice while participating in the Socratic Seminar?			

E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations
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OPPORTUNITIES FOR CONTINUED PRACTICE AND SUPPORT

Based on the previous TEKS-aligned Section Diagnostic, determine whether students need additional support, practice, or enrichment in reading, writing, speaking, or listening. Adjust lessons and activities in the next section to meet students' identified needs. The following lessons provide examples for continued practice and support, as well as opportunities to monitor student progress.

Location	Activity
Section 2, Lesson 12 (Optional)	In this lesson, students review teacher feedback on their response to the TEKS-aligned Section Diagnostic and use that feedback to make revisions to their work.
Section 3, Lesson 1	Monitor how well students gather and organize evidence about the cultural clash between the Igbo and the missionaries.
Section 3, Lesson 2	Assess how well students are able to form claims about a theme of <i>Things Fall Apart</i> .
Section 3, Lesson 6	Monitor how well students form claims about a character in <i>Things Fall Apart</i> .

SECTION 3 DIAGNOSTIC TEKS ALIGNMENT

TEKS	Student Expectations
E2.5.C	Use text evidence and original commentary to support an interpretive response.
E2.5.G	Discuss and write about the explicit or implicit meanings of text.
E2.5.H	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
E2.6.B	Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events.
E2.6.D	Analyze how historical and cultural settings influence characterization, plot, and theme across texts.

Section 3 Diagnostic Prompt

Write a character analysis of one of the characters from *Things Fall Apart*. In your analysis, consider how internal and external factors influence your chosen character’s relationships and contribute to his or her fate at the end of the novel.

In your response, be sure to do the following:

- Form a thesis statement and develop it through a series of supporting claims.
- Gather and organize strong and relevant evidence from the text.
- Integrate specific references and quotations and explain how they relate to your claim.
- Use academic language to demonstrate your understanding of literary devices and the text.
- Use appropriate syntax, grammar, and mechanics.

CULMINATING TASK CONNECTIONS

Students demonstrate their ability to use the aspects of voice to analyze and understand a character’s traits and internal and external motivations. Students practice developing and organizing their evidence to support their understanding of the character. They need to consider the language they use and their choice of relevant evidence as they write their responses. All of this builds toward the analysis of the protagonist and his death at the end of the novel.

SECTION 3 DIAGNOSTIC SCORING NOTES

Plausible Responses and Supporting Evidence

Nwoye

Nwoye’s fraught relationship with his father propels him to become a Christian convert who forsakes his Igbo culture, suggesting that he fully succumbs to the colonization that Okonkwo tries to resist throughout the latter half of the novel.

- As the novel opens, the reader learns that Okonkwo does not respect his young son because of his perceived lazy ways and nonconformity to traditional gender norms, so he beats him often:
 - “Okonkwo’s first son, Nwoye, was then twelve years old but was already causing his father great anxiety for his incipient laziness. At any rate, that was how it looked to his father, and he sought to correct him by constant nagging and beating. And so Nwoye was developing into a sad-faced youth” (pp. 13-14).
 - “Okonkwo wanted his son to be a great farmer and a great man. He would stamp out the disquieting signs of laziness which he thought he already saw in him” (p. 33).
- Although Nwoye becomes more masculine in the eyes of Okonkwo as his relationship with Ikemefuna develops, Nwoye’s perspective of his father is changed when he murders Ikemefuna, creating a split in their already fragile relationship:
 - “As soon as his father walked in, that night, Nwoye knew that Ikemefuna had been killed, and something seemed to give way inside him, like the snapping of a tightened bow” (p. 61).
 - “‘I don’t know. He is not my father,’ said Nwoye, unhappily” (p. 144).
- The influence of the Christian missionaries allows Nwoye to sever ties with his father and his culture forever as he becomes a product of European colonization, as a teacher in the white man’s school:
 - “But he was happy to leave his father. He would return later to his mother and his brothers and sisters and convert them to the new faith” (p. 152).
 - “He had just sent Okonkwo’s son, Nwoye, who was now called Isaac, to the new training college for teachers in Umuru” (p. 182).

Obierika

Even though Obierika acts as a foil to Okonkwo’s temper and selfishness, he cannot save his friend from his rash decisions, nor can he save his clan from the colonization that erodes the Igbo culture.

- Achebe creates a foil to Okonkwo’s unwavering commitment to tradition and his manliness when Obierika questions Igbo culture and Okonkwo’s participation in killing Ikemefuna:
 - “‘You know very well, Okonkwo, that I am not afraid of blood; and if anyone tells you that I am, he is telling a lie. And let me tell you one thing, my friend. If I were you I

would have stayed at home. What you have done will not please the Earth. It is the kind of action for which the goddess wipes out whole families'” (p. 67)”

- Obierika acts as a messenger to Okonkwo and others, explaining his worry about the arrival of the white men:
 - “‘But I am greatly afraid. We have heard stories about white men who made the powerful guns and the strong drinks and took slaves away across the seas, but no one thought the stories were true’” (pp. 140-141).
 - “‘It is already too late,’ said Obierika sadly. ‘Our own men and our sons have joined the ranks of the stranger. They have joined his religion and they help to uphold his government’” (p. 176).
- Obierika realizes he is too late to save his friend and he cannot give him a proper burial because of cultural traditions and miscommunication with the white man’s government:
 - “‘That man was one of the greatest men in Umuofia. You drove him to kill himself; and now he will be buried like a dog’” (p. 208).
 - “‘Take down the body,’ the Commissioner ordered his chief messenger, ‘and bring it and all these people to the court’” (p. 208).

SECTION 3 DIAGNOSTIC CHECKLISTS

Related TEKS	Reading & Knowledge	E	M	B
E2.6.B	How well does the student’s response analyze Achebe’s development of complex yet believable characters, including archetypes, through historical and cultural settings and events in <i>Things Fall Apart</i> ?			
E2.6.D	How well does the student’s response analyze how historical and cultural settings influence characterization in <i>Things Fall Apart</i> ?			

E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations
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Related TEKS	Writing	E	M	B
E2.5.C	How well does the student’s response include text evidence and original commentary to support the character analysis?			
E2.5.G	How well does the student’s response demonstrate understanding of explicit and implicit meanings in <i>Things Fall Apart</i> ?			
E2.5.H	How well does the student’s response include appropriate register, vocabulary, tone, and voice?			

E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations
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OPPORTUNITIES FOR CONTINUED PRACTICE AND SUPPORT

Based on the previous TEKS-aligned Section Diagnostic, determine whether students need additional support, practice, or enrichment in reading, writing, speaking, or listening. Adjust lessons and activities in the next section to meet students' identified needs. The following lessons provide examples for continued practice and support, as well as opportunities to monitor student progress.

Location	Activity
Section 3, Lesson 8 (Optional)	In this lesson, students review teacher feedback on their response to the TEKS-aligned Section Diagnostic and use that feedback to make revisions to their work.
Section 4, Lesson 1	Monitor how well students gather and organize evidence about Okonkwo.
Section 4, Lesson 2	Monitor how well students gather and organize evidence to prepare for the Culminating Task.
Section 4, Lesson 3	Monitor how well students evaluate the effect of the author's use of characterization in a novel.