

Text Title	Author	Publisher	Genre/Format	Use	Location
<i>Things Fall Apart</i>	Chinua Achebe	Random House	Novel	Core	Tradebook
“The Second Coming”	William Butler Yeats	Public Domain	Poem	Core	Unit Reader
Excerpts from “An African Voice”	Katie Bacon	The Atlantic Monthly Group	Article	Core	Unit Reader
“Igbo Culture and History”	Don Ohadike	iu.edu	Educational	Core	Digital Access
“The Colonial Era (1882-1960)”		Harvard Divinity School	Educational	Core	Digital Access
“Paintings Show the Casual Violence of Colonial Masters”	Eliza Anyangwe	CNN	Art	Core	Digital Access
“Art Historian Cécile Fromont Uncovers Kongo’s Christian Visual Culture”	Mike Cummings	YaleNews	Art	Core	Digital Access
“Christianity’s African Roots”	Nana Ekua Brew-Hammond	<i>Ebony</i>	Art	Core	Digital Access

Independent Reading Text Options

Text Title	Author	Genre/Format
<i>Homegoing</i>	Yaa Gyasi	Novel
<i>Heart of Darkness</i>	Joseph Conrad	Novel
<i>And the Mountains Echoed</i>	Khaled Hosseini	Novel
<i>Nervous Conditions</i>	Tsitsi Dangarembga	Novel
<i>The Grapes of Wrath</i>	John Steinbeck	Novel
<i>Purple Hibiscus</i>	Chimamanda Ngozi Adichie	Novel
<i>Cry, the Beloved Country</i>	Alan Paton	Novel
<i>Barracoon: The Story of the Last "Black Cargo"</i>	Zora Neale Hurston	Nonfiction
<i>Bury My Heart at Wounded Knee: An Indian History of the American West</i>	Dee Brown	Nonfiction
<i>Long Walk to Freedom</i>	Nelson Mandela	Nonfiction
<i>Born a Crime: Stories from a South African Childhood</i>	Trevor Noah	Nonfiction
"The Spirituality of Africa," <i>The Harvard Gazette</i>	Anthony Chiorazzi	Article

Text Icons

The following text icons are used on the website in the Texts tabs. To find digital access texts on the Internet, complete the following steps:

1. Locate the reference information for the text (text title, author, date of publication, and publisher) found on the Text tab for the section, lesson, or activity.
2. Highlight and copy the reference information.
3. Paste the information into a search engine.
4. The text will appear as one of the first search results.
5. Verify the result by comparing the reference information on the website to the information on the Text tab.



Unit Reader Texts



Digital Access Texts



Tradebook



Multimedia Text

Critical and Sensitive Learning Environments

This unit, like many in the Texas HSLP, contains texts that discuss or approach complex topics and might include language or characterizations that will be challenging to some students for a variety of reasons. Discussions regarding stereotypes, biases, and inequities might be uncomfortable at times; thus, educators should strive to promote and foster the ability of students to engage in conversations with civility and sensitivity. Engaging in such conversations affords students opportunities to expand perspective and increase knowledge, while also deeply analyzing text. Educators should also be aware of topics that are inherently sensitive to students, given their lived experiences, and they should prepare to introduce these topics carefully and with consideration.

To help foster an analytical yet sensitive classroom environment, the **Texas HSLP Program Guide's** section on Representation & Awareness, as well as Appendix C: Guidelines & Ground Rules to Facilitate Challenging Conversations, provide guidance on how to approach and facilitate challenging yet vital conversations in the classroom.

Things Fall Apart

Chinua Achebe

Overview

Set in the late 19th century in modern-day Nigeria, *Things Fall Apart* follows the character of Okonkwo, a strong leader of the Igbo village of Umuofia. Embarrassed by his father's laziness, Okonkwo attempts to become a man of action while adhering strongly to the traditions and values of his people. Once Christian missionaries arrive though, Okonkwo and his belief system are threatened by contradictory ideas. When Okonkwo refuses to bend, he breaks. This is the anchor text of this unit. Students will read the complete text over the course of the unit.

Analysis

This text is below the quantitative text complexity band for Grades 9–10. Other features of this text make it complex and appropriate for Grade 10.

Text structure is very complex.

The text is divided into three parts. The first part introduces the setting and most characters. The second part focuses on Okonkwo's exile and introduces the missionaries. The third part focuses on Okonkwo's return to Umuofia. The text is structured as an episodic narrative, meaning the story is told in episodes rather than as a linear timeline of events. Some chapters focus on the culture and traditions of Umuofia to build the reader's understanding of the context and how characters act within this context. Other chapters focus on specific events to build a reader's understanding of the characters and their motivations. Readers must weave together these episodes to understand the themes of the text. The third part of the text is more linear and, as a result, is easier to understand. Given the complex structure of the text, core activities ask students to note cultural details, as well as the motivations and interactions of characters. This will support them in making the necessary connections between the various chapters and parts.

Language features are very complex.

Igbo words (e.g., *chi* and *egwugwu*) are intermixed with English throughout the text. While the text itself includes a glossary to help students understand these vocabulary terms, students will need to continually look them up. The text is also filled with figurative phrases, idiomatic expressions, and parables that reveal aspects of Igbo culture. For example, from Chapter 3 of *Things Fall Apart*: "I know what it is to ask a man to trust another with his yams, especially these days when young men are afraid of hard work. I am not afraid of work. The lizard that jumped from the high iroko tree to the ground said he would praise himself if no one else did." These phrases and expressions will be difficult to understand without an understanding of the culture. At times, the text provides contextual clues to understand this language, but other times it does not. Core and optional activities for vocabulary and syntax are provided in the unit.

Meaning is very complex.

Given the complexity of the characters and the gradual development of multiple themes, the text's meaning is very complex. Okonkwo's character is complex, as is the cultural context in which he acts, so understanding his motivations and interactions with other characters will be difficult for many students. Obierika serves as a good foil for Okonkwo, in that he represents a contrasting viewpoint, which can help the reader better understand Okonkwo. The unit includes core activities that focus on theme. Students are asked to make many evidence-based claims about the various characters and their contributions to the story. There are also several activities focused on defining and determining theme and making connections among various texts with similar themes.

Knowledge demands are exceedingly complex.

Most students will have little or no knowledge of the historical, cultural, and linguistic setting, making the knowledge demands exceedingly complex. The cultural details of pre-colonial West Africa and Igbo culture, including names (e.g., Okonkwo, Ikemefuna, Ezinma), social structures (e.g., villages, obi), and traditions (e.g., farming practices, marriage practices) will likely be new and difficult to comprehend. Students will likely need additional support with the knowledge demands of the text, such as viewing a map of precolonial West Africa and learning some details about the time period and place. Students may also benefit from having a pronunciation guide of the characters' names. Further, they may need support in understanding the culture and societal structure of the Igbo people. Optional activities for background knowledge and core activities that focus on culture are provided in the unit.

“An African Voice”

Katie Bacon

Overview

“An African Voice,” by Katie Bacon, is an excerpt from an interview with Chinua Achebe that first appeared in the magazine *The Atlantic*. The author answers questions about the enduring popularity of the novel, the colonization of Africa, and the modern portrayal of Africa by Western news organizations.

Analysis

This text is at the high end of the quantitative text complexity band for Grades 9–10, which makes it appropriate for Grade 10.

Text structure is slightly complex.

The text layout is a simple to understand question and answer format, which is common with interviews. Students should be familiar with the layout and understand the sequence.

Language features are moderately complex.

There are several words and terms that will be unfamiliar to students in the question and answer section of the text. The interviewer and interviewee often use sophisticated syntax and rely on complex sentences. Students will likely need assistance with vocabulary terms and determining sentence-level meaning of some of the more complex sentences.

Meaning/purpose is moderately complex.

While the ideas in the questions and answers are often complex, the author elaborates on each answer in a manner that should be accessible to students. Some students will likely need assistance understanding the meaning within the text; activities in the unit will assist with this process.

Knowledge demands are moderately complex.

Students that have little exposure to African history or colonialism may struggle with the concepts in the interview, but the author does elaborate on most of his points and uses concrete examples to support his claims. Some students will struggle with understanding and may need additional support.