Unit 1/Week 2

Title: *By the Waters of Babylon*

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.10; W.9-10.1, W.9-10.4, W.9-10.7; SL.9-10.1, SL.9-10.4; L.9-10.1, L.9-10.2, L.9-10.4

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Truths (facts) and discoveries influence our actions and knowledge.

Synopsis

John is the son of a priest in a futuristic society where social class and rules are paramount. Knowledge is vital to John, and he invests a great deal of energy in his search for truths. John’s father discovered his potential when he was very young and treats him differently from his siblings. John values tradition and order; he takes broken rules and consequences very seriously. John journeys to the “Place of the Gods” in search for truth and what he finds will change what he has known. This “Place of the Gods” is revealed to be New York City, which has been destroyed by a war called “The Great Burning.”

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| The author establishes the setting on page 1137. Describe the setting. What words and phrases does the author use to develop the setting? | The story is set in a society with priests and also hunters; there are also very strict laws. The narrator says “The north and the south and the west are …good hunting ground… it is forbidden to go east.” This helps establish the setting of the story and frames the story’s action. |
| In the first paragraph on page 1137, the author creates mystery and suspense. What words/phrases help create this mystery? Cite specific evidence in your answer. | The narrator says, “these are the rules and the laws; they are well made.” The reader is able to determine this is a strict society but doesn’t know yet how this will play into the story. |
| What tone is established on page 1137? Cite specific words from the text that help establish the tone. | There is a foreboding tone established in the first several paragraphs. The words “dead places,” “demons,” ‘forbidden,” and “spirit” help establish this tone. |
| After reading pages 1137-38, summarize the actions that are forbidden in this society. Cite specific evidence to support your answer. | It is forbidden to go to the “Dead Places,” to touch metal unless you are a priest, to cross the river, and to go “east.” It also says that these actions have been forbidden “since the beginning of time.” |
| Based on the 3rd - 4th paragraphs of page 1138, what is the significance of knowledge in this society? What can we infer from the fact that only the priests possess the knowledge? Cite specific evidence to support your answer. | Knowledge is very important to this society.  \* It is desired by the narrator; he says “my knowledge and my lack of knowledge burned in me- I wished to know more.”  \* The priests are obviously the most important group in the society, so it speaks to the importance of knowledge that it is the priests who are wise.  \* The narrator separates his society from others by saying, “we are not ignorant like the Forest People…”  \* Knowledge is also portrayed as hard work; it says “…we have not forgotten the old writings, although they are hard to understand.” |
| On page 1138 the narrator says, “My knowledge made me happy--it was like a fire in my heart.” What is meant by this? | The narrator means that knowledge made him feel alive. He states that he was taught to “read in the old books,” and “make the old writings…” In this context, fire is associated with passion. The heart is usually equated with love, so the author is indirectly comparing knowledge to love. |
| After reading page 1138, what is the significance of signs and dreams in this society? How do these signs and dreams relate to knowledge? Cite textual specific evidence in your answer. | The dreams and the signs are the tools by which the knowledge is given to the narrator. These dreams and signs determine the behaviors and actions of the narrator, thus the dreams are very important. The narrator’s father says, “This is a strong dream.” He also says, “…it may eat you up.” |
| On page 1138, the narrator's father states that the narrator's strong dream "may eat you up." Reread page 1140. How does the narrator tie the events on page 1140 to the father's statement on page 1138? | As his father has predicted, the narrator is so consumed with his dream that he continues on into the place of the gods, rather than just viewing it from the cliff. He says “… it was enough to spend the night upon the cliff.” Yet he knows he has to continue on even though it’s dangerous. He says, “I knew that I should have to cross the river and walk in the place of the gods, although the gods ate me up.” |
| On page 1140, how does the author indicate that the narrator walked for 8 days? Cite specific evidence to support your answer. | The narrator says, “It is eight suns’ journey to the east.” This indicates that it takes him eight days to get to the place of the gods. |
| On page 1140, the narrator says, “It is better to lose one’s life than one’s spirit…” What does he mean by this? Why does he feel this way? Cite specific text evidence to support your opinion. | He means that the spirit and the soul are more important than a person’s physical life. He feels this way, in part, because his society has conditioned him to feel this way. He uses this reasoning to reject his fear of death. He says, “…if I did not go, I could never be at peace with my spirit again.” |
| In the 2nd column on page 1141, the narrator disproves some of the other priests’ teachings. Summarize the truths he discovers. Given the importance of knowledge in this society, why might this be significant? Cite specific text evidence to support your answer. | The narrator learns that the ground does not burn continuously, that the island is not foggy, that the spirits are not screaming, and the towers are not all broken. It is significant because knowledge is constantly expanding. It is significant that the narrator adds to his knowledge by correcting the teachings of other priests. The narrator says, “It is not true either, what some of our priests say…” |
| On page 1142 the narrator says, “My hunger for knowledge burned in me--there was so much that I could not understand.” What impact does the author achieve in using this figure of speech? What can we infer about the narrator’s desire for knowledge? Cite specific text evidence in your response. | The implied comparison is the desire for knowledge and the primitive need for food. The subtlety the author achieves is important because it requires the reader to infer the comparison. The narrator’s desire for knowledge is as natural for him as the need for food; he says “After a while, I knew my belly was hungry.” |
| At the bottom of the 1st column on page 1142, the narrator says “…I had gone past what was forbidden.” What is meant by this? What does this tell us about the narrator’s actions at this point in the story? Cite specific textual evidence in your response. | The narrator is so far into his journey and has broken so many of the society’s rules and laws. It makes him all the more brave. He uses this as reason to go further and learn more. After telling of a previous incident when he ate a jar of jelly he was forbidden from eating he says “…I entered the likeliest of towers, looking for the food of the gods.” |
| Re-read the 1st paragraph on page 1144, what leads the narrator to conclude that the god who lived there must have been wise? What can we infer about the importance of knowledge to the narrator? Cite specific text evidence in your answer. | The narrator discovers there were books and writings (knowledge) and assumes that because of this the “god” who lived there must have been very wise. This further reveals the importance of knowledge to the narrator and his society. He feels his knowledge gives him the “…right there, as I sought knowledge also.” |
| On page 1145, what does the narrator realize about the gods’ knowledge? Cite specific text evidence in your answer. | The narrator realizes that even the god’s knowledge did not prevent their downfall. He says, “And yet not all they did was well done…their wisdom could not but grow until all was peace.” |
| What is the significance about the way the narrator learns about the events of “The Great Burning and Devastation” (pages 1144-45)? How does this reinforce the earlier connection between dreams and knowledge (on page 1138)? Cite specific text evidence to support your answer. | He learns of the events through a vision or a dream. On page 1138, the narrator tells what he sees in the smoke of the fire; “it is what I have always seen…” Dreams and visions are tools of knowledge in this society; those chosen to possess knowledge are given that knowledge through these visions and dreams. He says, “Some will say I slept, but… I had stepped out of my body.” |
| On page 1146, what does the ultimate truth learned by the narrator reveal about the relationship between knowledge and truth? | The narrator learns that the gods were actually men. He says, “...for then I knew he was a man.” This is an obvious new truth for the narrator. He must now reconcile this with what he has known previously. The narrator is quite surprised by this truth. The narrator also says that it was “hard to tell and believe.” |
| On page 1147, the father says. “Truth is a hard deer to hunt….you may die of the truth.” What is meant by this statement? Cite textual evidence in your response. | The father is saying that when people come across truths that contradict the core knowledge that drives a society, it can be very dangerous. He indicates that is the reason for the laws by saying, “It was not idly that our fathers forbade the Dead Places.” The father indicates that as times change, new knowledge can be sought and incorporated. "I could not have done it in my time, but you come after me. Tell!" |
| On page 1147, the narrator says, “He was right-it is better that truth should come little by little.” What is meant by this statement? Cite specific evidence to support your answer. | The narrator means that such truths--like the ruin of the Place of the Gods-- should be carefully integrated into existing knowledge. The narrator believes this is what is best for his society and can prevent its downfall. He says, “Perhaps, in the old days, they ate their knowledge too fast.” |
| Syntax is the grammatical structure of the text. What is the effect of the use of dashes and hyphens throughout text, particularly when discussing knowledge and truth? Look to pages 1138, 1142, and 1147 for text to support your answer. | The author uses the dashes and hyphens to emphasize important points, especially those concerning knowledge and truth. On page 1138, the narrators explains that his knowledge was “-like a fire in my heart.” He also says on page 1142 that “My hunger for knowledge burned in me-…I could not understand.” On page 1147 he says “-it is better the truth should come little by little.” In each of these instances, the narrator reinforces his assertions about knowledge and truth. |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**  (They are concrete or describe an object/event/  process/characteristic that is familiar to students) | **These words require more time to learn**  (They are abstract, have multiple meanings, are a part  of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 1138-bade\*  Page 1141-underfoot  Page 1143-anteroom\*  Page 1144- trembled  Page 1145-summoned  Page 1146- perplexed\* | Page 1137-strictly  Page 1137-Gods  Page 1137-forbidden  Page 1138-knowledge  Page 1138-stern  Page 1138-chants  Page 1140-sacred  Page 1141-wailing  Page 1141-shriek |
| **Meaning needs to be provided** | Page 1139-fasting  Page 1141-enchantments  Page 1142-haunches  Page1145-mended  Page 1145-burrowed | Page 1138-purification  Page 1138-ignorant |

Culminating Writing Task

* Prompt
  + *In the story, By the Waters of Babylon, the narrator is on a journey for knowledge and discovers unexpected truths that change his beliefs. What does this reveal about the relationship between knowledge and truth? Write a well-developed, complex paragraph as your answer. Cite specific textual evidence in your response.*
* Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should guide students in gathering and using any relevant notes they compiled while reading and answering the text-dependent questions earlier. Some students will need a good deal of help gathering this evidence, especially when this process is new and/or the text is challenging!

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| ***Evidence***  ***Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| “My knowledge made me happy--it was like a fire in my heart.” | 1138 | Knowledge is very important in the narrator’s society and to him. It is what inspires his quest and drives his actions. At this point the narrator assumes all that he knows to be true; he has yet to learn differently. |
| “My hunger for knowledge burned in me--there was so much that I could not understand.” | 1142 | The author implies the narrator’s need for knowledge is physiological and primitive, like the need for food. This underscores the importance of knowledge to the narrator and its role in his behavior. |
| “It is not true what some of our priests say…” | 1141 | Here, the narrator begins to discover new truths that contradict the teachings of the priests in his society, he learns that the island is not covered in fog, not constantly burning, and not all the towers are broken. It is interesting that the narrator easily incorporates these truths. He does not seem to struggle with these contradictions. He assumes that it his destiny to improve upon the knowledge he has been given. |
| "And yet not all they did was well done…their wisdom could not but grow until all was peace.” | 1145 | The narrator realizes that knowledge does not guarantee prosperity. The gods were very wise, yet their civilization still did not survive. This is a new truth that the narrator learns. |
| “That is all of my story….they had been men, neither gods nor demons." | 1146 | This represents the ultimate truth learned by the narrator, when he discovers that they weren’t really gods; they were men. This is the beginning of the narrator’s changing beliefs based on his knew truths. He realizes they were no different than his people are today, so they are capable of the same feats. This makes him feel powerful. For the narrator knowledge is power, and this is the ultimate truth. |
| “He was right-it is better that truth should come little by little.”  “Truth is a hard deer to hunt….you may die of the truth.” | 1147  1147 | Integrating truths into our existing knowledge is difficult and tumultuous process. It can cause great stress and prompt instability in a society. Therefore, according to the narrator, it should be introduced little by little. This also shows the narrator’s view that he is more sophisticated than others in the society, thus more able to grapple with these new truths.  The father of the narrator is saying that truth is hard to find and harder to reconcile with existing knowledge. He is also saying that truth is dangerous and can lead to downfall. |
| “We must build again.” | 1147 | This marks the ultimate change in the narrator’s behavior. After learning the ultimate truth he is convinced that they must rebuild the Dead Places; which previously was a forbidden place. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.

* Sample Answer

*In By the Waters of Babylon, the narrator’s journey and discoveries reveal that the truths that were discovered influenced his knowledge and actions. John, the narrator, is the son of a priest and deeply desires knowledge. He says,* “*My hunger for knowledge burned in me--there was so much that I could not understand.” It is this “hunger” which inspires his journey; once he arrives at the “Place of the Gods” it is not long before new truths begin to reshape his knowledge, saying, “It is not true what some of our priests say…” John begins to discover new knowledge that contradicts the teachings of the priests in his society: he learns that the island is not covered in fog, not constantly* *burning, and not all the towers are broken.* *John easily incorporates this truth into his knowledge. He does not seem to struggle with these contradictions, assuming that it is his destiny to improve upon the knowledge he has been given.*

*John also discovers that knowledge does not guarantee prosperity, saying “And yet not all they did was well done…their wisdom could not but grow until all was peace.” John discovers the truths that even though the Gods were very knowledgeable, their civilization still did not survive. Speaking to this discovery when he returns home, he says “it is better that truth should come little by little.”* *Integrating truths into existing knowledge is difficult and tumultuous process. It can cause great stress and prompt instability in a society. Therefore, according to John, it should be introduced little by little.*

*Perhaps the most important truth that John learns is the revelation that Gods are actually men:* *“That is all of my story….they had been men, neither gods nor demons."* *This is the beginning of John’s changing beliefs based on his knew forming knowledge. He realizes they were no different than his people are today, so he is capable of the same feats. This makes him feel powerful. For John, knowledge is power, and this is the ultimate truth. This revelation is what ultimately influences his actions; the story ends with John saying “We must build again.” This is a stark contrast from the beginning of the story which focused on “it is forbidden to go to… the Place of the Gods.” John’s new knowledge is so powerful that negates the most important law of his society.*

Additional Tasks

* *Describe a time when your learned something that changed your own perception of the truth. How did you feel? How were your actions altered because of your new-found knowledge?*

Answer: Answers may vary based on student’s experiences. Acceptable responses would include a well-developed essay that provides a clear and coherent definition of the time and experience. The experience needs to have evidence to support the feelings and how they were altered. Minimal punctuation and grammatical errors should be evident.

* *What causes cultures to change over time? Research one culture that has changed and support the reasons for the causes of that change. Type a well developed essay stating the culture, the change, and the causes for the change.*

Answer: Answers may vary based on student’s choice of culture. Acceptable responses would include a well-developed essay that provides a clear and coherent definition of the culture, the specific change and the causes for the change. The essay must include resources used. Minimal punctuation and grammatical errors should be evident.

Note to Teacher

* While truth, knowledge, and gods are familiar terms for students, they are included in vocabulary because this story refines students' definitions of these words.
* Definition of key words:
  + Knowledge: truths (like facts) that help build a knowledge base
  + Truth: facts that are discovered that lead to knowledge
* The allusion to Babylon in the title will also need to be discussed with students. Point out that the title is a direct reference to Psalm 137 in the Bible, that the ruins of the ancient city are in the Middle East, and that “Babylon” is referenced throughout the Bible- including in the book of Revelation. You may also choose to point out that many scholars feel that Babylon’s importance and magnificence has been grossly overstated and that it has long been used as a symbol of the Roman Empire. Babylon is frequently alluded to in literature. It most often references a bustling and prosperous city, many times also referring to a city ending in ruin.

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.