

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Lea McCabe	<b>Event/Date:</b>	7/29/14
<b>Text and Author</b>	“The Brown Man’s Burden” by Henry Labouchere	<b>Where to Access Text</b>	Accessible online
Text Description			
<p><b>This is a response to Rudyard Kipling’s “The White Man’s Burden,” which was written in 1899 to promote the imperialistic takeover of the Philippines by the United States. Labouchere wrote “The Brown Man’s Burden” as an opposition to Kipling’s pro-imperialism stance. This poem focuses on the negative impact of imperialism on the native people.</b></p>			
Quantitative			
<b>Lexile and Grade Level</b>	Poem Lexile: n/a    Grade 9/10 reading level	<b>Text Length</b>	326 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The big idea of this poem is that imperialism had a negative impact on the native people. He uses sarcasm to convey his meaning so this may throw off some readers.		The poem consists of 8 stanzas of 8 lines each. Each stanza begins with the phrase “Pile on the White Man’s Burden,” which constantly reiterates the central idea of the poem.	
Prior Knowledge Demands		Language Features	
Comprehension of the text is dependent on having read Kipling’s “The White Man’s Burden.” It is helpful that students have begun to study imperialism. However, this knowledge of imperialism is not necessary as students would be able to discover the impact of imperialism (at least Labouchere’s interpretation of the impact of imperialism) on native people of imperialized countries.		Very Complex- Though there are not many words in this poem, the student will not recognize many of them as they may be considered “older” English.	
Potential Reader/Task Challenges			
The student will also have had to have read Rudyard Kipling’s poem and be familiar with the ideas/motivations of imperialism. Students often struggle with poetry for some reason. They tend to brush it off because they think it will be easy because it is a poem. However, this poem is highly complex and student will struggle with both the vocabulary and the tone.			
Big Takeaway			
Labouchere wrote this poem as a response to imperialistic poet Rudyard Kipling. Throughout the poem, he uses sarcasm to convey the idea that imperialism had a negative impact on the native people of imperialized countries. Students should take away the idea that there was not one singular view of the impact of imperialism and that it was often not as beneficial to the native people as Europeans would believe.			

## Vocabulary Analysis Template

	Words that demand less teaching time (i.e. the definition is singular and concrete)	Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)
<b>Words that can be determined in context</b>	<ul style="list-style-type: none"> <li>• Burden</li> <li>• Shoot</li> <li>• Dispute</li> <li>• Hesitate</li> <li>• Freedom</li> <li>• Independence</li> <li>• Sacred</li> </ul>	<ul style="list-style-type: none"> <li>• Retort</li> <li>• Ye</li> <li>• Compel</li> <li>• manifestos</li> <li>• philanthropy</li> <li>• proclaim</li> <li>• imply</li> <li>• remorse</li> </ul>
<b>Words that cannot be determined in context</b>	<ul style="list-style-type: none"> <li>• equity</li> <li>• squeamish</li> <li>• lag</li> </ul>	<ul style="list-style-type: none"> <li>• antiquated scruples</li> <li>• rancor</li> <li>• consumption</li> <li>• falter</li> <li>• Hie</li> <li>• jingo</li> </ul>

Questions for Google Hangout:

1. I teach history and like to compare different points of view from different authors on the same subject. Should I do a close reading with ALL of those or is it more appropriate to choose one, especially if LearnZillion suggests 5 days with each close reading document.
2. How can I challenge my advanced students who “just get it” the first read through since there are supposed to be multiple reads of the same text?
3. How do I find time to teach content AND literacy? Does it really take 5 days for one document?