

**THERE ARE TWO WORLDS: THE DIVISION OF IDENTITY**

10<sup>th</sup>

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## Rationale

“Tell me and I’ll forget. Show me, and I may not remember. Involve me, and I’ll understand”

-Native American Saying

The extent of many students’ Native American education consists of learning about the Five Civilized Tribes and The Trail of Tears in history class; however, most students have never read a piece of literature written by a Native American author. The cultural significance and locality of Native Americans is repeatedly overlooked. The inadequate Native American education students receive today is an indignity.

This five week unit on Sherman Alexie’s *The Absolutely True Diary of a Part-Time Indian* was designed for a tenth grade American Literature class in Oklahoma. The themes in Alexie’s novel include: friendship, family, identity, suicide, racism, abuse, and poverty. These topics are universal; students will easily relate to the unit, whether they are Native American or not. Peter Smagorinsky (2008) states, “[a]dolescent literature in particular often features youthful protagonists dealing with the same kinds of problems that students are likely experiencing...” (Smagorinsky 2008). Due to this, I picked Alexie’s novel as my focus, instead of a canonical text. I decided on the overarching theme of identity because students are struggling to find themselves and become who they are. I think Alexie’s novel, and associated texts, are beneficial and accessible for high school students and can aid them in their quest to find their genuine selves.

I begin this unit on Banned Book Week, ordinarily beginning on the last week of September. I chose to start my unit on this week because *The Absolutely True Diary of a Part-Time Indian* was one of the most-challenged books of 2014 (Schaub, 2015). Teaching a banned novel sparks conversation about censorship, and the highly disputed concepts and

ideas in banned books, including: racial tensions, violence, magic, profanity, and sex.

Students will view a brief video of Alexie talking about *The Absolutely True Diary of a Part-Time Indian* being banned and how it is beneficial. I strongly believe students should not be shielded from controversial content found in literature; we, as educators, are not adequately preparing our students for the real world by sheltering their reading. The contentious material in Alexie's novel also prompts lessons on authentic issues, like drunk driving. Students receive their driver's licenses in 10<sup>th</sup> grade, so going over the consequences of drunk driving is necessary. I focus my one-day lesson on drunk driving around the "Affluenza" teen in Burleson, Texas. The location of the incident is relatively close and the date recent. I whole-heartedly believe real-world issues and current events keep students engaged and interested in the material.

One skill this unit focuses on most is making text-to-text, text-to-world, and text-to-self connections. The more students feel the readings and activities apply to them, the more absorbed and enthusiastic they will be in class. Along with the core text, *The Absolutely True Diary of a Part-Time Indian*, the class will read two articles, entitled, "On the Reservation and Off, Schools See a Changing Tide," and "New federal program to house homeless Native American veterans." Students will annotate and make connections with both readings. The first article describes situations and issues similar to those the main character faces in *The Absolutely True Diary of a Part-Time Indian*. The second article explains governmental plans to aid homeless Native American veterans. Both readings are meant to supplement the core text, emphasizing the semi-autobiographical aspects of Alexie's novel and bring in new concepts that apply to the world beyond *The Absolutely True Diary of a Part-Time Indian*.

Students will compose several types of writings during the five week unit, including, poems, a creative narrative, and an analytical essay. The variety of modes is purposeful. I want students to experience writing on the same topic in contrasting forms. Students will write everyday. Their Reading Diaries will be their novel companion for three weeks of the unit. Although being informal writing, students are still developing their skills and making meaningful connections with the text. Whitlock (2010) states “Reader-Response Journals are necessary for all grade levels and will only enhance a student’s reading experience (Whitlock 2010). Along with the Reading Diaries, students will write a short compare/contrast essay to address the similarities and differences between Junior’s experience in schools and the situation in “On the Reservation and Off, Schools See a Changing Tide.” Creatively, students will write a narrative based on their predictions of Mary Runs Away’s future. This lesson targets prediction and inferring skills, as well as writing.

Students will be assessed informally everyday by visually assessing their work. Formal assessments occur when students are taking their pre and post tests. Students will complete several exit slips, as formative assessments; as a summative assessment, students will create a final project to be presented to the class.

This five week unit is about more than simply identity and Alexie’s semi-autobiographical novel. It encompasses censorship and banned books, homeless veterans, struggling reservation schools, the consequences of alcohol consumption and drunk driving, and adolescent experiences. Students are immersed in real-life issues. They defend their right to read, collaborate with their peers, and create multimodal projects. Students will learn about Native American life and culture from a brazenly honest novel, *actually*

written by a Native American author. They will be given choices: choices in daily activities and choices in their final project. By the end of this unit, students will know what factors shape identity, how identity plays a role in *The Absolutely True Diary of a Part-Time Indian*, and, hopefully, a little bit more about themselves.

## Goals and Objectives

### Goals:

Students will learn the concepts and influences that form one's identity.

Students will appreciate and respect Native American culture and literature.

Students will make academic and personal connections to the texts.

Students will learn new and relevant vocabulary.

Students will understand the consequences of drunk driving.

### Objectives:

Students will be able to...

- Analyze song lyrics and articles to discuss how they relate to students' lives and identity
- Use technology to demonstrate their knowledge
- Work effectively and respectfully in groups
- Write creatively and analytically
- Edit classmates' papers
- Give informal presentations
- Analyze *The Absolutely True Diary of a Part-Time Indian* and how it connects to the theme of identity
- Create visual/ multimedia presentations for their final projects using a variety of media forms



### Grade Distribution for the Unit

[Unit based off a 1,000 point scale]

|   |            |
|---|------------|
| Participation<br>(includes daily activities & bellwork) | 150 points |
|---|------------|

|                        |           |
|------------------------|-----------|
| Compare/Contrast Essay | 50 points |
|------------------------|-----------|

|                          |           |
|--------------------------|-----------|
| Mary Runs Away Narrative | 50 points |
|--------------------------|-----------|

|               |            |
|---------------|------------|
| Reading Diary | 200 points |
|---------------|------------|

|           |            |
|-----------|------------|
| Post-Test | 150 points |
|-----------|------------|

|               |            |
|---------------|------------|
| Final Project | 400 points |
|---------------|------------|

|       |              |
|-------|--------------|
| TOTAL | 1,000 points |
|-------|--------------|

## Text and Supply List

### TEXTS:

*The Absolutely True Diary of a Part-Time Indian*

“Sherman Alexie on Book Banning and Censorship” video

“Sherman Alexie | CONVERSATIONS AT KCTS 9” video

“New federal program to house homeless Native American veterans”

“On the Reservation and Off, Schools See a Changing Tide”

“Drunk Driving Teen Causes Accident Involving Over 14 People” video

“‘Affluenza’ Teen Ethan Couch to Serve Two-Year Sentence” video

“What Type of Legacy Do You Want to Leave?”

“Cam Burning House Lyrics On Screen” video

### SUPPLIES:

Student laptops/ cell phones/ iPads

Pens/pencils

Student notebooks

Teacher computer

Internet access

Smartboard

Audio equipment

Construction paper

Markers

Colored Pencils

Tape/ sticky tack

Dry erase board

Student Reading Diaries

*The Absolutely True Diary of a Part-Time Indian* novels

Teacher Reading Diary

Copy paper

Dictionaries

Student final projects and supplies

Banned Book Inquiry Activity Worksheets (Day 1)

Banned Book Week Poster Directions (Day 2)

Reading Diary Assignment Handouts (Day 5)

Rowdy Character Analysis Worksheets (Day 7)

Mary Runs Away Assignment (Day 8)

Human Outline Activity (Day 9)

Unwritten Rules Activity (Day 9)

“New federal program to house homeless Native American veterans” articles (Day 10)

Vocabulary Quizzes (Day 10, 15, 20)

“On the Reservation and Off, Schools See a Changing Tide” articles (Day 12)  
Compare/Contrast assignment (Day 12)  
Who Am I Worksheets (Day 13)  
Peer-Editing Worksheets (Day 14)  
Editing Marks Handouts (Day 14)  
“What Type of Legacy Do You Want to Leave?” articles (Day 17)  
Cam’s “Burning House” Lyrics Handouts (Day 18)  
Final Project Assignment Handouts (Day 20)  
Post-test Copies (Day 21)  
Final Project Rubrics (Day 24, 25)

## Oklahoma Academic Standards

**10.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

**10.1.R.2** Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

**10.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

**10.1.W.1** Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.

**10.1.W.2** Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

**10.2.R.1** Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

**10.2.R.2** Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.

**10.2.W.2** Students will plan (*e.g., outline*) and prewrite a first draft as necessary.

**10.2.W.3** Students will develop drafts by choosing an organizational structure (*e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.*) and building on ideas in multi-paragraph essays.

**10.2.W.4** Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts.

**10.2.W.5** Students will use resources to find correct spellings of words (*e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check*).

**10.3.R.1** Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.

**10.3.R.2** Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

**10.3.R.3** Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:

- character development
- theme
- conflict (*i.e., internal and external*)
- archetypes

**10.3.R.4** Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:

- figurative language
- imagery
- tone
- symbolism
- irony

**10.3.R.7** Students will make connections (*e.g., thematic links, literary analysis*) between and across multiple texts and provide textual evidence to support their inferences.

**10.3.W.1** Students will write narratives embedded in other modes as appropriate.

**10.3.W.3** Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

**10.3.W.5** Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.

**10.4 .R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

**10.4 .R.5** Students will use a dictionary, glossary, or a thesaurus (*print and/or electronic*) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

**10.5.W.1** Students will write using correct mechanics.

**10.6.W.4** Students will synthesize and present information in a report.

**10.7.W.2** Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

## Calendar Overview

| MONDAY<br>9/26/16   | TUESDAY<br>9/27/16  | WEDNESDAY<br>9/28/16  | THURSDAY<br>9/29/16   | FRIDAY<br>9/30/16  |
|---|---|---|---|--|
| <ul style="list-style-type: none"> <li>Banned Book Week introduction</li> <li>Mini-inquiry</li> <li>Discussion on censorship</li> </ul> | <ul style="list-style-type: none"> <li>Watch Sherman Alexie's book banning video</li> <li>Banned Book Week Awareness posters</li> </ul> | <ul style="list-style-type: none"> <li>Watch Sherman Alexie's Interview</li> </ul>  | <ul style="list-style-type: none"> <li>Discussion of epigraphs</li> <li>Silent mind map</li> <li>Find epigraphs for students' lives</li> </ul>        | <ul style="list-style-type: none"> <li>Introduction to Reading Diary assignment</li> <li>Decorate RDs</li> <li>Read 1-14 over weekend</li> </ul> |
| 10/3/16   | 10/4/16   | 10/5/16   | 10/6/16   | 10/7/16  |
| <ul style="list-style-type: none"> <li>Spokane Indian Reservation brochure</li> <li>Week 1 vocab</li> <li>Read 15-31</li> </ul>         | <ul style="list-style-type: none"> <li>Discuss page 31</li> <li>Rowdy character analysis</li> <li>Read 32-47</li> </ul>                 | <ul style="list-style-type: none"> <li>Watch "What Happens Next?" video</li> <li>Mary Runs Away predictions &amp; writing assignment</li> <li>Read 48-66</li> </ul> | <ul style="list-style-type: none"> <li>Discussion of chapters</li> <li>2-sided person &amp; unwritten rules activities</li> <li>Read 67-81</li> </ul> | <ul style="list-style-type: none"> <li>Vocab quiz</li> <li>Homeless Veterans article</li> <li>Read 82-98 over weekend</li> </ul>                 |
| 10/10/16  | 10/11/16  | 10/12/16  | 10/13/16  | 10/14/16   |
| <ul style="list-style-type: none"> <li>Discussion of Junior's art</li> <li>Poetry writing</li> </ul>                                    | <ul style="list-style-type: none"> <li>"On the reservation" article</li> </ul>  | <ul style="list-style-type: none"> <li>Peer-editing of compare &amp; contrast papers</li> </ul>   | <ul style="list-style-type: none"> <li>Discussion of chapters</li> <li>Who Am I? WFS</li> </ul>   | <ul style="list-style-type: none"> <li>Vocab quiz</li> <li>Drunk driving lesson &amp; videos</li> </ul>  |

|   |   |  |   |   |
|---|---|--|---|---|
| <ul style="list-style-type: none"> <li>activity</li> <li>Read 99-113</li> </ul>   | contrast paper <ul style="list-style-type: none"> <li>Read 114-129</li> </ul>                               | <ul style="list-style-type: none"> <li>Read 130-149</li> </ul>   | <ul style="list-style-type: none"> <li>Read 150-167</li> </ul>  | <ul style="list-style-type: none"> <li>Read 168-178 over weekend</li> </ul>   |
| 10/17/16  | 10/18/16  | 10/19/16   | 10/20/16  | 10/21/16  |
| <ul style="list-style-type: none"> <li>Discussion of chapters</li> <li>5 list activity</li> <li>Gallery walk</li> <li>Read 179-196</li> </ul> | <ul style="list-style-type: none"> <li>6 work memoir article &amp; writing</li> <li>Read 197-213</li> </ul> | <ul style="list-style-type: none"> <li>"Burning House" connections</li> <li>Point of View</li> <li>Read 214-229</li> </ul> | <ul style="list-style-type: none"> <li>Reread page 217</li> <li>Tribe list activity</li> <li>Finish RD</li> </ul> | <ul style="list-style-type: none"> <li>Vocab quiz</li> <li>Final Project introduction and assignment</li> <li>RD due</li> <li>Work on projects</li> </ul> |
| 10/24/16  | 10/25/16  | 10/26/16   | 10/27/16  | 10/28/16  |
| <ul style="list-style-type: none"> <li>Post-test</li> <li>Work on projects</li> </ul>   | <ul style="list-style-type: none"> <li>Work on projects</li> </ul>  | <ul style="list-style-type: none"> <li>Work on projects</li> </ul>   | <ul style="list-style-type: none"> <li>Present projects</li> </ul>  | <ul style="list-style-type: none"> <li>Present projects</li> </ul>  |

# READING SCHEDULE

| Due                | Date      |
|--------------------|-----------|
| 1-14 & RD entry    | 10/3      |
| 15-31 & RD entry   | 10/4      |
| 32-47 & RD entry   | 10/5      |
| 48-66 & RD entry   | 10/6      |
| 67-81 & RD entry   | 10/7      |
| 82-98 & RD entry   | 10/10     |
| 99-113 & RD entry  | 10/11     |
| 114-129 & RD entry | 10/12     |
| 130-149 & RD entry | 10/13     |
| 150-167 & RD entry | 10/14     |
| 168-178 & RD entry | 10/17     |
| 179-196 & RD entry | 10/18     |
| 197-213 & RD entry | 10/19     |
| 214-229 & RD entry | 10/20     |
| Reading Diary      | Due 10/21 |



## Daily Lessons

### Week 1

Monday

### Daily Lesson Information

|   |  |
|---|--|
| Lesson title  | Banned Books & Censorship  |
| Lesson Purpose/Rationale  | This introductory unit activity allows students to learn about censorship and Banned Book Week, and participate in a mini-inquiry activity. The reason I focus on Banned Book Week is because the unit's core text, <i>The Absolutely True Diary of a Part-Time Indian</i> , is one of the most challenged YA novels. The class gets to explore the ALA website and whether or not their favorite book has ever been banned. Having the students research their favorite books gives them choice; it also provides interest, and a fun aspect to the activity. |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will learn about Banned Book Week from the American Library Association's website. After going through the website, students will do a mini-inquiry activity to explore whether their favorite book has been banned and why. We will also discuss the importance of the 1 <sup>st</sup> Amendment & censorship. Students will be given a handout of 2015's banned books.  |
| Lesson length   | 50 minutes   |
| Grade level and course  | 10 <sup>th</sup> English   |
| Source of lesson plan and how I modified it   | Banned & Challenged Books. (1996). Retrieved November 5, 2016, from American Library Association, <a href="http://www.ala.org/bbooks/">http://www.ala.org/bbooks/</a>  |

### Daily Lesson Plan Summary

|   |  |
|---|--|
| Prior knowledge needed for success                                  | Technology literacy & basic researching skills   |
| How will you address students who do not have this prior knowledge? | Oral & visual instructions will be given. Partners can be provided to those who need extra help. We will go through the ALA website as a class, allowing students to learn as we go. |
| Materials for   | Laptops (for students to do research)  |

|   |  |
|---|--|
| instruction (include rationale for why the materials are appropriate) | Pens/pencils (to fill out worksheets & take notes)<br>Worksheets (to be taken up as a participation grade & see students' favorite books)<br>Teacher computer/ Smartboard (to view ALA website)<br>Their bellwork paper-for bellwork |
| Accommodations and modifications                                      | IEPs will be followed. Oral directions and partners (as needed) will be provided for blind students, visual directions and partners (as needed) will be provided for deaf students. Other disabilities will be handled case by case. |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text  | Learning Objective – in terms of what students will do  | Lesson Activities and Materials  | Assessments (Formal, Informal)   |
|---|---|--|--|
| <b>10.1.R.3</b><br>Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. | Given our discussion on the First Amendment & censorship, students will be able to clearly and effectively express their thoughts and ideas.                              | <ul style="list-style-type: none"> <li>Teacher computer/ Smartboard</li> <li>Pencils/pens</li> </ul> |  |
| <b>10.6.W.1</b><br>Students will write research papers and/or texts independently over  | Given the exploration of the American Library Association's website, students will be able to use computers to effectively research their favorite books and complete the | <ul style="list-style-type: none"> <li>Laptops</li> <li>Pens/ pencils</li> <li>Worksheets</li> </ul> | Banned Book Week worksheet will be taken as a participation grade and as a student |

|   |   |  |  |
|---|---|--|--|
| extended periods of time ( e.g., <i>time for research, reflection, and revision</i> ) and for shorter timeframes ( e.g., <i>a single sitting or a day or two</i> ). | corresponding worksheet.  |  | survey.  |
| <b>10.2.R.1</b><br>Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. | Given our discussion on the First Amendment and censorship and exploration of the American Library Association's website, students will be able to succinctly summarize their research onto their banned book week worksheet. | <ul style="list-style-type: none"> <li>• Laptops</li> <li>• Pens/ pencils</li> <li>• Worksheets</li> </ul> | Banned Book Week worksheet will be taken as a participation grade and as a student survey. |

### Today's Essential Question(s) and/or Anticipatory Set

|  |                             |
|--|-----------------------------|
|  | What is your favorite book? |
|--|-----------------------------|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...   | The students will....  | Additional information...   |
|----------------|---|--|---|
| 2              | Welcome students  | Complete bellringer  | See Appendix A  |
| 20             | Pull up ALA website & introduce Banned Book Week. Begin discussion on | Take notes, listen attentively, and add to discussion. You can have students choose the path on what you explore | <a href="http://www.ala.org/bbooks/">http://www.ala.org/bbooks/</a> |

|    |  |  |  |
|----|--|--|--|
|    | censorship & explore website.  | on the site.   |  |
| 2  | Pass out worksheets & explain directions   | Pass down worksheets & listen to directions.                         | See Appendix B   |
| 15 | Visually assess students and help as needed.   | Research their favorite book & find out if it has been banned & why. | Students can work in partners if needed.   |
| 7  | Wrap up activity & have student volunteers share what they found.<br>Write down main reasons books were banned on the board. | Student volunteers share in front of the class.                      |  |
| 1  | Call for students to pass in papers.   | Pass in papers.  | Worksheets will be taken as a participation grade (& a student interest survey).   |
| 2  | Hand out exit slip   | Complete exit slip   | Exit Slip:<br>We will begin <i>The Absolutely True Diary of a Part Time Indian</i> over the weekend. Please write down on a piece of paper [with your name on it] the way in which you plan to get the novel.<br>If you can't get the novel, please let me know now so I can make arrangements (no one will know, but me). |

Tuesday

**Daily Lesson Information**

|                          |  |
|--------------------------|--|
| Lesson title             | I Deserve To Read!   |
| Lesson Purpose/Rationale | After exploring the ALA's website the previous day, students will watch Sherman Alexie's banned book & censorship video. Not only does this reiterate the importance of reading banned books, it |

|   |  |
|---|--|
|   | introduces our core text in a non-intimidating manner. Students may not even be aware we are about to read Alexie's novel. Creating posters for banned book week is more than an art project. The activity brings out the students' creative side and gives them a specific purpose. They become educational advocates for the school, without necessarily realizing it. This poster applies the knowledge they learn in class and makes it widely accessible around the school. They are inadvertently teaching others.   |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will watch a brief YouTube video of Sherman Alexie, the author of <i>The Absolutely True Diary of a Part-Time Indian</i> , talking about banned books & censorship. This ties into yesterday's lesson, where the students explored the ALA's website. After viewing the video and discussing, students in groups of four will make small posters defending their right to read and encouraging other students to read banned books. These posters will be hung in the classroom, in the hall, and in the library. |
| Lesson length   | 50 minutes   |
| Grade level and course  | 10 <sup>th</sup> English   |
| Source of lesson plan and how I modified it   | Open Road Media (2014, September 10). <i>Sherman Alexie on book banning and censorship</i> Retrieved from <a href="https://www.youtube.com/watch?v=HkU13p9mHGI&amp;index=2&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD">https://www.youtube.com/watch?v=HkU13p9mHGI&amp;index=2&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD</a>  |

### Daily Lesson Plan Summary

|   |   |
|---|---|
| Prior knowledge needed for success  | Banned Book Week & ALA's website  |
| How will you address students who do not have this prior knowledge?                 | Students will gain knowledge from the video and the previous day's lesson. The lesson incorporates auditory, visual, and kinesthetic learners.                              |
| Materials for instruction (include rationale for why the materials are appropriate) | Teacher computer/Smartboard-to watch YouTube video<br>Construction paper & markers-for posters<br>Tape/ sticky tack- to put up posters<br>Their bellwork paper-for bellwork |
| Accommodations and modifications  | IEPs will be followed. Blind students will be paired with a partner to create a poster.   |

## Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text  | Learning Objective – in terms of what students will do   | Lesson Activities and Materials   | Assessments (Formal, Informal)                     |
|---|--|---|--|
| <b>10.1.R.1</b><br>Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.                  | After watching the Sherman Alexie video, students will be able to clearly discuss and debate their thoughts, ideas, and opinions concerning banned books and censorship.   |   |  |
| <b>10.1.W.1</b><br>Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea. | After watching the Sherman Alexie video and discussing banned book and censorship as a class, students will be able to informally share their posters to the class.  |   |  |
| <b>10.3.W.4</b><br>Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop                     | Given the class discussion the past two days, the ALA's website, and Sherman Alexie's interview, students will be able to clearly and effectively display, on a small poster, why students should read banned books. | <ul style="list-style-type: none"> <li>• Construction paper</li> <li>• Markers</li> </ul> | Posters will be taken up as a participation grade. |

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| balanced arguments, using credible sources. |  |  |  |
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### Today's Essential Question(s) and/or Anticipatory Set

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|  | What are the advantages of an author's book being banned? |
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### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...  | The students will....   | Additional information...  |
|----------------|--|---|--|
| 2              | Welcome students   | Complete bellringer   | See Appendix A   |
| 3              | Get video set up & watch Sherman Alexie ALA video.   | Watch Sherman Alexie ALA video.   | "Sherman Alexie on Book Banning and Censorship"  |
| 3              | Visually assess and discuss with students.   | Have students share what they thought about the video.  |  |
| 12             | Bring class together to share thoughts. Facilitate discussion on video, censorship, and banned books.                  | Discuss, sharing their thoughts, ideas, and opinions.   | Questions to start up conversation:<br>1. Do you agree with Alexie's statement that people want to read books more after they have been banned?<br>2. Is there such thing as an evil book?<br>3. What is Alexie's view on banning books? |
| 3              | Have students divide into groups of 4 & have one person from each group get a piece of construction paper and markers. | Divide into groups of 4. One person from every group grabs a piece of construction paper and markers for the group. | Paper and markers located on the back counter.   |
| 2              | Pass out & explain poster directions/  | Listen attentively to directions  | See Appendix C   |

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|    | requirements  |  |  |
| 10 | Visually assess, help students as needed & make sure everyone is contributing   | Create posters following guidelines                          |  |
| 5  | Have volunteered groups share posters   | Volunteer groups present informally to class                 |  |
| 8  | Divide groups into thirds. One group hangs posters in classroom, one groups hangs posters in hallways, and the last group hangs posters in library. | Go to designated location & hang poster in appropriate area. | Students are expected to return to class after hanging poster. |
| 2  | Collect class & prepare them for tomorrow's class.  | Pack up things & listen.                                     |  |

Wednesday

### Daily Lesson Information

|   |  |
|---|--|
| Lesson title  | Sherman Alexie: The Author   |
| Lesson Purpose/Rationale  | Students thrive on background information; scaffolding is key. This interview gives a brief summary of the text and insight into the characters. Alexie explains the autobiographical aspects of the text; this will resonate with students because texts are easier to connect to when they are autobiographical. It is likely students will personally connect to Alexie's life, thus later connecting to the novel. This interview is meant to bridge to the full text. |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will be watching <i>Sherman Alexie   CONVERSATIONS AT KCTS 9</i> , an interview focused on Alexie's novel <i>The Absolutely True Diary of a Part-Time Indian</i> . Alexie explains the autobiographical aspects of the novel. Students will also complete a Kahoot pre-test for the unit that will not count for a grade.   |



|   |   |
|---|---|
| Lesson length                               | 50 minutes  |
| Grade level and course                      | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it | KCTS9 (2008, November 12). <i>Sherman Alexie</i>   <i>CONVERSATIONS AT KCTS 9</i> Retrieved from <a href="https://www.youtube.com/watch?v=lo9vRHYMiFM&amp;index=1&amp;list=P L0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD">https://www.youtube.com/watch?v=lo9vRHYMiFM&amp;index=1&amp;list=P L0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD</a><br><a href="https://play.kahoot.it/#/k/e7d39d76-025f-4ea7-9eba-1a6f48880764">https://play.kahoot.it/#/k/e7d39d76-025f-4ea7-9eba-1a6f48880764</a> |

### Daily Lesson Plan Summary

|   |   |
|---|---|
| Prior knowledge needed for success  | Making connections with a text  |
| How will you address students who do not have this prior knowledge?                 | This lesson applies to visual & auditory learners.  |
| Materials for instruction (include rationale for why the materials are appropriate) | Teacher computer/ Smartboard/ Audio equipment-for video & Kahoot<br>Paper/ pens/pencils- for student notes or drawings<br>Their bellwork paper-for bellwork<br>Student devices-for Kahoot |
| Accommodations and modifications  | IEPs will be followed. Subtitles will be turned on for deaf students.   |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text   | Learning Objective – in terms of what students will do   | Lesson Activities and Materials  | Assessments (Formal, Informal) |
|--|--|--|--------------------------------|
| <b>10.1.R.1</b><br>Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal | Students will attentively watch & listen to <i>Sherman Alexie</i>   <i>CONVERSATIONS AT KCTS 9</i> . | <ul style="list-style-type: none"> <li>Teacher computer/ Smartboard/ Audio equipment</li> <li>Paper/ pens/pencils</li> </ul> |                                |

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| cues.   |   |  |  |
| <b>10.2.R.1</b><br>Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. | Given <i>Sherman Alexie   CONVERSATIONS AT KCTS 9</i> , students will be able to summarize and paraphrase ideas from the interview in their handwritten notes or doodles. | <ul style="list-style-type: none"> <li>Paper/pens/pencils</li> </ul> | Notes will be taken up as participation. |

### Today's Essential Question(s) and/or Anticipatory Set

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| Get out laptops or phones for a Kahoot pre-test! |
|--|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...  | The students will....                          | Additional information...   |
|----------------|--|--|---|
| 2              | Welcome students   | Complete bellwork                              | See Appendix A  |
| 1              | Get Sherman Alexie   CONVERSATIONS AT KCTS 9 video up on Smartboard. | Sit quietly & finish bellwork                  |   |
| 2              | Explain that we will be watching an interview.                       | Listen attentively                             |   |
| 27             | Watch Sherman Alexie   CONVERSATIONS AT KCTS 9                       | Watch Sherman Alexie   CONVERSATIONS AT KCTS 9 | <a href="https://www.youtube.com/watch?v=lo9vRHYMiFM&amp;index=1&amp;list=PL0Y0kOZ6uO0GdyeToyavfs4CLG7HeTiD">https://www.youtube.com/watch?v=lo9vRHYMiFM&amp;index=1&amp;list=PL0Y0kOZ6uO0GdyeToyavfs4CLG7HeTiD</a> |
| 1              | Transition & have students get out                                   | Get out devices [phones or laptop] for         |   |

|    |   |                                      |   |
|----|---|--------------------------------------|---|
|    | devices [phones or laptop] for Kahoot pre-test  | Kahoot pre-test                      |   |
| 13 | Run Kahoot pre-test on computer   | Take Kahoot pre-test over unit       | <a href="https://play.kahoot.it/#/k/e7d39d76-025f-4ea7-9eba-1a6f48880764">https://play.kahoot.it/#/k/e7d39d76-025f-4ea7-9eba-1a6f48880764</a> |
| 3  | Explain to students that Friday we will be decorating notebook/composition books. They will need to bring a notebooks & supplies to decorate (magazines, photos, etc.). | Listen attentively & write in agenda |   |
| 1  | Wrap up class   | Pack up things                       |   |

Thursday

### Daily Lesson Information

|   |   |
|---|---|
| Lesson title  | Epigraph Mind Map   |
| Lesson Purpose/Rationale  | Working together, whether in partners or as a class, is a necessary skill for students. In this lesson, the silent mind map for Yeats' epigraph is an easy way to have students collaborate quietly. An epigraph is a literary element most students are unaware of, so I think it is important to introduce and analyze Yeats' epigraph <i>before</i> we begin reading <i>The Absolutely True Diary of a Part-Time Indian</i> . The epigraph presents the major themes of the text: identity.            |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | We will start the day with a silent mind map on the dry erase board. Yeats' epigraph will be written in the middle and students will have to go up to the board and silently write what they think it means. Following this activity, we will read all the ideas and discuss. After learning what an epigraph is and going over the Yeats' epigraph in <i>The Absolutely True Diary of a Part-Time Indian</i> , students will use their laptops/cell phones to find an epigraph for their own life story. |
| Lesson length   | 50 minutes  |
| Grade level and course  | 10 <sup>th</sup> English  |

|   |  |
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| Source of lesson plan and how I modified it | <p>Analysis: What's up with the epigraph? (2016). Retrieved November 6, 2016, from Shmoop, <a href="http://www.shmoop.com/absolutely-true-diary-part-time-indian/epigraph.html">http://www.shmoop.com/absolutely-true-diary-part-time-indian/epigraph.html</a></p> <p>Maureen. (2011, May 31). The silent Mindmap. Retrieved November 6, 2016, from IAF Methods Database, <a href="http://www.iaf-methods.org/node/13150">http://www.iaf-methods.org/node/13150</a></p> <p>Clapper, J., &amp; Shipman Ellingburg, M. (2015, February 12). Elegy for a forgotten oldsmobile. Retrieved November 6, 2016, from Four Winds Literary Magazine, <a href="https://fourwindslitmag.wordpress.com/tag/elegy-for-a-forgotten-oldsmobile/">https://fourwindslitmag.wordpress.com/tag/elegy-for-a-forgotten-oldsmobile/</a></p> <p>Silent Mind Map is altered to fit lesson. Instead of butcher paper, the dry erase board is used and students write simultaneously.</p> |
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### Daily Lesson Plan Summary

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| Prior knowledge needed for success  | Able to identify nouns, verbs, & adjectives  |
| How will you address students who do not have this prior knowledge?                 | This lesson connects to auditory, visual, & kinesthetic learners. Students will be taught the information in class, so prior knowledge of epigraphs is not needed, but helpful.  |
| Materials for instruction (include rationale for why the materials are appropriate) | <p>Dry erase board &amp; markers-for mind map</p> <p>Teacher computer/ Smartboard-to display Yeats' epigraph</p> <p>Laptops/ cell phones-for students to look up epigraphs</p> <p>Pens/pencils- to write</p> <p>Slips of construction paper-to write epigraphs on</p> <p>Their bellwork paper-for bellwork</p> |
| Accommodations and modifications  | IEPs will be followed. This lesson allows for movement, helping those with attention deficits. I will be using the computer to display information, allowing deaf students to view the material. Lecture and discussion will allow blind students to receive the same knowledge as the rest of the class.      |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text | Learning Objective – in terms of what students will do | Lesson Activities and Materials                                   | Assessments (Formal, Informal) |
|--|--|---|--------------------------------|
| <b>10.1.R.3</b>                              | Given the Yeats'                                       | <ul style="list-style-type: none"> <li>Dry erase board</li> </ul> |                                |

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| Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.             | epigraph, students will silently collaborate with their peers to expand the mind map on the whiteboard.  | & markers  |  |
| <b>10.5.W.3</b><br>Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests. | Given the short stanza from “Elegy for a Forgotten Oldsmobile,” students will demonstrate their knowledge of nouns, verbs, and adjectives by identifying them in the poem. | <ul style="list-style-type: none"> <li>• Pens/pencils</li> <li>• Their bellwork paper</li> </ul> |  |
| <b>10.1.R.1</b><br>Students will actively listen and speak clearly using appropriate discussion  | Students will attentively and actively listen and participate in discussion and lecture.   |  |  |

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| rules with control of verbal and nonverbal cues. |  |  |  |
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### Today's Essential Question(s) and/or Anticipatory Set

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|  | <p><b>Write the following excerpt. Circle the nouns, underline the adjectives, &amp; box the verbs.</b></p> <p>Uncle Adrian...<br/>to make a long night story short,<br/>you promised to give me your Oldsmobile in 1962.<br/>How come you didn't?<br/>I could have had some really good times in high school.</p> |
|--|--|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...  | The students will....   | Additional information...   |
|----------------|--|---|---|
| 2              | Welcome students   | Complete bellwork   | See Appendix A  |
| 2              | Explain directions to silent mind map  | Listen attentively  | Students will silently use dry erase markers to write down their initial thoughts of what Yeats' epigraph means on the dry erase board. |
| 6              | Visually assess and pick groups of students to go up to board.                                   | Go up to board and write their thoughts of the epigraphs meaning. | Yeats' epigraph is already written on dry erase board: "There is another world, but it is in this one." –W.B. Yeats                     |
| 20             | Discuss students' thoughts and meanings from the board. Explain what an epigraph is and what its | Listen attentively. Take notes (optional)                         |   |

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|    | purpose is.   |   |  |
| 3  | Explain epigraph activity directions & hand out slips of paper.   | Listen attentively & pass down slips of paper.                                    | Students will be searching for an epigraph of their life story. They will write their epigraph on a slip of construction paper with their name on it to be shared with the class and put on the bulletin board. On the back of the slip of the construction paper they must explain why they chose it. |
| 15 | Visually assess & help as needed.   | Finding their epigraph & writing it and their explanation on their slip of paper. |  |
| 2  | Reconvene & collect epigraphs.<br><br>REMIND STUDENTS TO BRING DECORATION SUPPLIES TO CLASS TOMORROW. A Remind 101 and email reminder will be sent out Thursday after school. | Hand in epigraphs to be displayed in class.                                       | If time permits, students can share epigraphs.   |

Friday

### Daily Lesson Information

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| Lesson title | Reading Diaries  |
| Lesson       | Linda Rief states the importance of the WRN, saying, "it |

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| Purpose/Rationale  | allows [the students] choice, time, and practice with regard to writing and reading” (Rief 42). Despite my changing the title of the notebook to a “Reading Diary,” it still holds the same significance and practice for students. Their Reading Diaries will give students the opportunity to connect to, analyze, and question <i>The Absolutely True Diary of a Part-Time Indian</i> , in a safe place. The Reading Diaries also have students writing everyday.  |
| Lesson description<br>(include concepts and skills and where this lesson fits within the curriculum) | Students will listen to the Reading Diary assignment & then proceed to decorate their RDs.  |
| Lesson length  | 50 minutes  |
| Grade level and course   | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it  | Rief, L. (2014). <i>Read Write Teach: Choice and challenge in the reading-writing workshop</i> . Portsmouth, NH, United States: Heinemann Educational Books.<br>Alexie, S. (2009). <i>The absolutely true diary of a part-time Indian</i> . New York: Little, Brown Books for Young Readers.<br>Rief’s lesson is to make Writer-Reader Notebooks (WRN). I am changing the name to a Reading Diary to fit the title of Alexie’s novel. Students’ RDs are specifically purposed for their reading of Alexie’s novel. They will respond and connect to the text in their RD. |

### Daily Lesson Plan Summary

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| Prior knowledge needed for success  | Parts of speech  |
| How will you address students who do not have this prior knowledge?                 | Parts of speech should be review for students. Today’s lesson is interactive and creative, allowing visual & kinesthetic learners to excel.  |
| Materials for instruction (include rationale for why the materials are appropriate) | Student notebooks/composition books/journals-to decorate<br>Diary decorations-to decorate covers of RDs<br>RD assignment/ directions handout-for students<br>Their bellwork paper-to complete bellwork<br><i>The Absolutely True Diary of a Part-Time Indian</i> novels-to begin reading<br>Teacher RD- to show as example |
| Accommodations and modifications  | IEPs will be followed. Blind students will be paired with a partner or the teacher will help assist while decorating.  |



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|  | Students who can't handle using scissors will lose that privilege and use their hands to rip pictures and magazines. |
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### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text   | Learning Objective – in terms of what students will do   | Lesson Activities and Materials   | Assessments (Formal, Informal)                      |
|--|--|---|---|
| <b>10.1.R.1</b><br>Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.   | Given the explanation of the Reading Diary assignment, students will attentively listen to directions & ask appropriate questions. | <ul style="list-style-type: none"> <li>RD assignment/ directions handout</li> </ul> |   |
| <b>10.5.W.3</b><br>Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests. | Given the epigraphs in the bellwork, students will demonstrate their knowledge of the parts of speech by identifying them.         | <ul style="list-style-type: none"> <li>Their bellwork paper</li> </ul>              | Bellwork will be collected for participation grade. |
| <b>10.7.W.2</b><br>Students will   | Given the Reading Diary assignment, students will  |   |   |

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| create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.  | decorate their RDs according to the directions.   |   |  |
| <b>10.8.R</b><br>Students will select appropriate texts for specific purposes and read independently for extended periods of time.   | Given <i>The Absolutely True Diary of a Part-Time Indian</i> , students will begin reading pages 1-14 to be completed by Monday's class.  | <ul style="list-style-type: none"> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i></li> </ul>                        |  |
| <b>10.8.W</b><br>Students will write independently over extended periods of time (e.g., <i>time for research, reflection, and revision</i> ) and for shorter timeframes (e.g. <i>a single sitting or a day or two</i> ), vary their modes of expression to suit audience and task, and | Given <i>The Absolutely True Diary of a Part-Time Indian</i> & their RDs, students will respond, analyze, connect, and question the text in their RDs, using in a minimum of 250 words and one drawing. | <ul style="list-style-type: none"> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i></li> <li>• Student RDs</li> </ul> |  |

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| draw and justify appropriate conclusions. |  |  |  |
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### Today's Essential Question(s) and/or Anticipatory Set

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|  | <p><b>Write the following sentences. Label each word with the correct part of speech. Get as many as you can!</b></p> <p>Lawyers, I suppose, were children once. — Charles Lamb<br/>(from <a href="#">To Kill a Mockingbird</a> by Harper Lee)</p> <p>If they give you ruled paper, write the other way. — Juan Ramón Jiménez<br/>(from Fahrenheit 451 by Ray Bradbury)</p> |
|--|---|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...  | The students will....                          | Additional information... |
|----------------|--|--|---------------------------|
| 3              | Welcome students   | Complete bellwork & turn it in to basket       | See Appendix A            |
| 2              | Pass out RD assignment sheets  | Pass down RD assignment sheets                 | See Appendix D            |
| 15             | Introduce & explain Reading Diary Assignment. Answer any questions students have.                            | Listen attentively & ask questions.            |                           |
| 2              | Present my RD as example   | Listen attentively & check out teacher example |                           |
| 25             | Visually assess & answer questions   | Decorate RDs                                   |                           |
| 3              | Reconvene students, have them clean up class & remind them to read pages 1-14 for Monday & complete RD entry | Clean up area & listen to teacher.             |                           |

**Week 2**

Monday

**Daily Lesson Information**

|   |   |
|---|---|
| Lesson title  | Visit Spokane!  |
| Lesson Purpose/Rationale  | This lesson is meant to provide students with an understanding of the culture and history of the Spokane Indians. Exploring the Spokane Indians' website helps students grasp the setting of Alexie's novel. Students will also be beginning their vocabulary for the novel; this will help with their comprehension of the text. I chose to have students make travel brochures, instead of typical reports, because brochures give students the opportunity to be creative and original.  |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | First, the week's vocabulary will be introduced. Student will look up the definitions. After, students will explore the Spokane Indian Reservation website and make travel brochures in groups of four on the geography, history, culture & news.   |
| Lesson length   | 50 minutes  |
| Grade level and course  | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it   | Alexie, S. (2013, February 22). The absolutely true diary of a part-time Indian Storia teaching guide. Retrieved November 6, 2016, from Scholastic, <a href="http://www.scholastic.com/teachers/lesson-plan/absolutely-true-diary-part-time-indian-storia-teaching-guide">http://www.scholastic.com/teachers/lesson-plan/absolutely-true-diary-part-time-indian-storia-teaching-guide</a><br>Children of the sun. (2016). Retrieved November 6, 2016, from Spokane Tribe of Indians, <a href="http://www.spokanetribe.com">http://www.spokanetribe.com</a><br>Instead of having students just report on the Spokane Indian's geography, culture, history, and current life, I am having them make travel brochures. |

**Daily Lesson Plan Summary**

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| Prior knowledge needed for success                                  | Researching skills, use of Microsoft Word, basic computer skills, summary skills, dictionary skills, MLA in-text citations   |
| How will you address students who do not have this prior knowledge? | I will briefly show an example to the class & explain what needs to be displayed on their brochure. Those who prefer paper, can create their brochure from copy paper. Students will be in groups of four. |
| Materials for   | Whiteboard & markers-to display vocab words  |

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| instruction (include rationale for why the materials are appropriate) | Copy paper-brochures<br>Student laptops-brochures & vocabulary<br>Pens/pencils/colored pencils-brochures<br>Dictionaries- vocabulary<br>Student cell phones-vocabulary |
| Accommodations and modifications                                      | IEPs will be followed. Students will be in groups, thus addressing any disability needs (blind, deaf, attention deficits, etc.)  |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text  | Learning Objective – in terms of what students will do  | Lesson Activities and Materials   | Assessments (Formal, Informal)                      |
|---|---|---|---|
| <b>10.1.W.2</b><br>Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member. | Given the Spokane Indian Reservation travel brochure assignment, students will work effectively and respectfully in groups. |   |   |
| <b>10.2.R.1</b><br>Students will summarize, paraphrase, and synthesize  | Students will be able to succinctly summarize and paraphrase the Spokane Indian   | <ul style="list-style-type: none"> <li>• Copy paper</li> <li>• Student laptops</li> <li>• Pens/pencils/colored pencils</li> </ul> | Brochure will be taken up as a participation grade. |

|   |   |   |  |
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| ideas, while maintaining meaning and a logical sequence of events, within and between texts.  | Reservation website into a travel brochure.   |   |  |
| <b>10.2.W.2</b><br>Students will plan ( e.g., <i>outline</i> ) and prewrite a first draft as necessary.   | Students will be able to effectively and successfully outline their travel brochure before they create it.  | <ul style="list-style-type: none"> <li>• Copy paper</li> <li>• Student laptops</li> <li>• Pens/pencils/colored pencils</li> </ul> |  |
| <b>10.3.R.7</b><br>Students will make connections (e.g., <i>thematic links, literary analysis</i> ) between and across multiple texts and provide textual evidence to support their inferences. | Having read the first fourteen pages of <i>The Absolutely True Diary of a Part-Time Indian</i> , students will be able to make connections between Alexie's novel and the Spokane Indian Reservation website. |   |  |
| <b>10.4 .R.1</b><br>Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.  | Having started <i>The Absolutely True Diary of a Part-Time Indian</i> , students will be able to increase their knowledge of vocabulary in the text.  | <ul style="list-style-type: none"> <li>• Whiteboard &amp; markers</li> </ul>  |  |
| <b>10.4 .R.5</b><br>Students will   | Given the vocabulary for  | <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Student laptops/phones</li> </ul>                                |  |

|   |  |   |  |
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| use a dictionary, glossary, or a thesaurus ( <i>print and/or electronic</i> ) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases. | the week, students will be able to use a dictionary (or online version) to look up the definitions.  |   |  |
| <b>10.6.W.4</b><br>Students will synthesize and present information in a report.  | Students will be able to effectively present the information found on the Spokane Indian Reservation website in the form of a travel brochure. | <ul style="list-style-type: none"> <li>• Copy paper</li> <li>• Student laptops</li> <li>• Pens/pencils/colored pencils</li> </ul> |  |

### Today's Essential Question(s) and/or Anticipatory Set

|  |   |
|--|---|
|  | Do you think that people label you with a stereotype? What is unfair about that stereotype? |
|--|---|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...   | The students will....  | Additional information...   |
|----------------|---|--|---|
| 2              | Welcome students  | Complete bellwork  | See Appendix A  |
| 13             | Introduce vocabulary to students & let them know they will have a quiz on Friday. | Copy down words and look up definitions online or in dictionary. | Vocabulary is available on Quizlet for practice. Definitions are also available there. Students |

|    |  |  |  |
|----|--|--|--|
|    | Let students know that after this week, they will be responsible for getting definitions and studying out of class. Class time will not be used to get vocabulary; however, new week's vocab will always be on whiteboard. |  | will be responsible for getting their vocabulary each week (time will not be spent in class) |
| 1  | Pass out Spokane Indian Reservation travel brochure assignment directions  | Pass down papers   |  |
| 3  | Explain directions for assignment & answer questions   | Listen attentively & ask questions   | See Appendix E   |
| 1  | Put students in groups of fours  | Separate into their groups of fours  |  |
| 27 | Visually assess & help as needed   | Explore & research Spokane Indian Reservation website. Create travel brochure on Word or copy paper. | Everyone must participate  |
| 3  | Have students clean up and remind them to read pages 15-31.  | Clean up and pay attention to announcements.   |  |

Tuesday

### Daily Lesson Information

|   |  |
|---|--|
| Lesson title  | Let's Get Rowdy  |
| Lesson Purpose/Rationale  | This lesson focuses on analyzing a text and characterization. This introduction to higher-level thinking eases student in, in a fun, creative, collaborative way.  |
| Lesson description (include concepts and skills and where this lesson | Students will be analyzing the significance of page 31 in <i>The Absolutely True Diary of a Part-Time Indian</i> through think-pair-share. During discussion, epiphany will be defined. Following discussion, students will do a |



|   |  |
|---|--|
| fits within the curriculum)                 | characterization activity over Rowdy.  |
| Lesson length                               | 50 minutes   |
| Grade level and course                      | 10 <sup>th</sup> English   |
| Source of lesson plan and how I modified it | Alexie, S. (2009). <i>The absolutely true diary of a part-time Indian</i> . New York: Little, Brown Books for Young Readers. |

### Daily Lesson Plan Summary

|   |   |
|---|---|
| Prior knowledge needed for success  | Literary analysis, recall   |
| How will you address students who do not have this prior knowledge?                 | Students can use their RDs to help them form ideas during think-pair-share discussion.  |
| Materials for instruction (include rationale for why the materials are appropriate) | <i>The Absolutely True Diary of a Part-Time Indian</i> novels-for discussion & analysis<br>Pens/pencils-to write<br>Rowdy Character Analysis WS-activity                                      |
| Accommodations and modifications  | IEPs will be followed. Think-Pair-Share allows students to discuss with partners first, building confidence for those who lack public speaking skills, thus scaffolding to larger discussion. |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text  | Learning Objective – in terms of what students will do                   | Lesson Activities and Materials   | Assessments (Formal, Informal) |
|---|--|---|--------------------------------|
| <b>10.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. | Students will actively listen and speak clearly during think-pair-share. | <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> |                                |
| <b>10.1.R.3</b> Students will engage in collaborative discussions about   | Students will actively listen and speak clearly about                    | <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> |                                |

|   |   |  |   |
|---|---|--|---|
| appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.  | page 31 from <i>The Absolutely True Diary of a Part-Time Indian</i> through think-pair-share.   |  |   |
| <b>10.3.R.3</b> Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> <li>• character development</li> <li>• theme</li> <li>• conflict(<br/><i>i.e., internal and external</i>)</li> <li>• archetypes</li> </ul> | After reading “Revenge Is My Middle Name”, a chapter that thoroughly describes Rowdy, students will complete a characterization activity about Rowdy. | <ul style="list-style-type: none"> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> <li>• Pens/pencils</li> <li>• Rowdy Character Analysis WS</li> </ul> | Rowdy WS will be taken as a participation/effort grade. |

### Today’s Essential Question(s) and/or Anticipatory Set

|  |  |
|--|--|
|  | Pick 3 of your vocabulary words & draw them. |
|--|--|

### Today’s Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...                        | The students will....                  | Additional information...   |
|----------------|--|--|---|
| 2              | Welcome students                           | Complete bellwork                      | See Appendix A  |
| 1              | Explain discussion topic                   | Listen attentively to discussion topic | Discussion is over page 31 & epiphanies   |
| 17             | Facilitate discussion and think-pair-share | Think-Pair-Share/ discuss              | Questions: How does Junior react to having his mom’s textbook? What does it change his perspective of his |

|    |                                  |                                  |                            |
|----|----------------------------------|----------------------------------|----------------------------|
|    |                                  |                                  | school?                    |
| 1  | Pass out Rowdy Characterization  | Pass down papers                 |                            |
| 1  | Explain directions               | Listen attentively to directions | See Appendix F             |
| 20 | Visually assess & help as needed | Complete Rowdy WS                | Extra time can be provided |
| 7  | Have student volunteers share    | Volunteers share                 |                            |
| 1  | Hand in papers at bell           | Hand in papers as ticket out     |                            |

Wednesday

### Daily Lesson Information

|   |   |
|---|---|
| Lesson title  | What Happens Next To Mary Runs Away?  |
| Lesson Purpose/Rationale  | This lesson is about making predictions. Teacher Vision states, "Making predictions activates students' prior knowledge about the text and helps them make connections between new information and what they already know" (Teacher Vision). In this lesson, students will make predictions about Mary Runs Away's future. Using the text, and Mary's name, students will write a narrative about Mary's future. This lesson allows for students' creativity to shine.  |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will watch the "What Happens Next" YouTube Video to introduce making predictions in an enjoyable manner. Then they will come up with a class definition for "making predictions" & proceed to make their own personal predictions concerning Mary Runs Away. Her name alone allows for contemplation. After students make their own predictions, they will write a minimum one page creative story using their predictions, regarding Mary Runs Away's future. |
| Lesson length   | 50 minutes  |
| Grade level and course  | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it   | Alexie, S. (2009). <i>The absolutely true diary of a part-time Indian</i> . New York: Little, Brown Books for Young Readers. AW Teaching (2016, January 23). <i>Predictions: Grammar Activity "What will happen?"</i> Retrieved from <a href="https://www.youtube.com/watch?v=qyzaLMHxVw0">https://www.youtube.com/watch?v=qyzaLMHxVw0</a>  |

## Daily Lesson Plan Summary

|   |  |
|---|--|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i> , making predictions  |
| How will you address students who do not have this prior knowledge?                 | The class will watch a video and come up with a class definition of “making predictions” with the facilitation of the teacher. This should be enough to address students without the skills of prediction.   |
| Materials for instruction (include rationale for why the materials are appropriate) | <i>The Absolutely True Diary of a Part-Time Indian</i> novels-to refer to during assignment<br>Pens/pencils-to write<br>Mary Runs Away WS/ assignment-for activity<br>Dry erase board& markers- class definition<br>Teacher computer/ Smartboard/ audio equipment-for video<br>Student laptops-for writing assignment (of they don't handwrite it) |
| Accommodations and modifications  | IEPs will be followed. Creative writing assignment can be shortened or lengthened for students.  |

## Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text  | Learning Objective – in terms of what students will do   | Lesson Activities and Materials   | Assessments (Formal, Informal)                                   |
|---|--|---|--|
| <b>10.3.W.1</b><br>Students will write narratives embedded in other modes as appropriate. | Given students' predictions on Mary Runs Away, students will write a creative, minimum one-page narrative, predicting Mary's future. | <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> <li>Pens/pencils</li> <li>Mary Runs Away WS/ assignment</li> <li>Student laptops</li> </ul> | Final narrative will be counted for a grade in writing category. |
| <b>10.5.W.1</b><br>Students will write using correct mechanics.                           | Students will use correct mechanics in their Mary Runs Away creative writing assignment.   | <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> <li>Pens/pencils</li> <li>Mary Runs Away WS/ assignment</li> </ul>                          |  |

|  |   |   |  |
|--|---|---|--|
|  |   | <ul style="list-style-type: none"> <li>• Student laptops</li> </ul>   |  |
| <b>10.2.W.5</b><br>Students will use resources to find correct spellings of words ( e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check). | Students will use correct spelling in their Mary Runs Away creative writing assignment. | <ul style="list-style-type: none"> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> <li>• Pens/pencils</li> <li>• Mary Runs Away WS/ assignment</li> <li>• Student laptops</li> </ul> |  |

### Today's Essential Question(s) and/or Anticipatory Set

|  |   |
|--|---|
|  | After the bellringer, students will watch the 'What Happens Next' video to begin the making predictions lesson. |
|--|---|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...  | The students will....   | Additional information...   |
|----------------|--|---|---|
| 2              | Welcome students   | Complete bellwork   | See Appendix A  |
| 5              | Watch "What Happens Next" video, stopping after every clip to have students say what they think will happen. | Listen, watch carefully and make predictions after every clip           | <a href="https://www.youtube.com/watch?v=qyzaLMHxVw0">https://www.youtube.com/watch?v=qyzaLMHxVw0</a> |
| 10             | Facilitate class definition by writing students' thoughts and definitions on board.                          | Share thoughts/ ideas/ definitions on what it means to make predictions |   |

|    |   |  |                |
|----|---|--|----------------|
| 1  | Pass out MRA activity   | Pass down worksheets   |                |
| 5  | Explain directions for WS & creative writing assignment, answer questions | Listen carefully & ask questions   | See Appendix G |
| 25 | Visually assess & help as needed  | Work on predictions worksheet & start on their creative writing assignment |                |
| 2  | Remind students to read pages 48-66                                       | Pack up & listen to homework   |                |

Thursday

### Daily Lesson Information

|   |  |
|---|--|
| Lesson title  | This or That?  |
| Lesson Purpose/Rationale  | This lesson allows for student choice, while covering characterization and highlights from the chapters. The activities have students use materials and ideas from the novel, and apply and connect them to their own lives. The more the students can relate to the text, the more they will, not only enjoy it, but also comprehend it.  |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will partake in a discussion over the chapters. They will choose which parts of the chapters they would like to go in-depth about, as the teacher asks questions and facilitates the discussion. After discussion, students will individually choose which activity they would rather do: the two-sided person activity or the unwritten rules activity. Both activities match up with a highlight of the text. |
| Lesson  | 50 minutes   |

|   |   |
|---|---|
| length                                      |   |
| Grade level and course                      | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it | <p>Alexie, S. (2009). <i>The absolutely true diary of a part-time Indian</i>. New York: Little, Brown Books for Young Readers.</p> <p>Quizlet. (2016). The Absolutely True Diary of a Part-Time Indian Vocabulary Week 1. Retrieved November 8, 2016, from Quizlet, <a href="https://quizlet.com/160890728/the-absolutely-true-diary-of-a-part-time-indian-vocabulary-week-1-flash-cards/">https://quizlet.com/160890728/the-absolutely-true-diary-of-a-part-time-indian-vocabulary-week-1-flash-cards/</a></p> <p>Teacher, author, advocate - notebook work. (2016). Retrieved November 14, 2016, from Penny Kittle, <a href="http://pennykittle.net/index.php?mact=News,cntnt01,detail,0&amp;cntnt01articleid=2&amp;cntnt01detailtemplate=NotebookWork&amp;cntnt01returnid=37">http://pennykittle.net/index.php?mact=News,cntnt01,detail,0&amp;cntnt01articleid=2&amp;cntnt01detailtemplate=NotebookWork&amp;cntnt01returnid=37</a></p> |

### Daily Lesson Plan Summary

|   |   |
|---|---|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i>  |
| How will you address students who do not have this prior knowledge?                 | The class will have a brief discussion talking about the chapters before the activities begin.  |
| Materials for instruction (include rationale for why the materials are appropriate) | <p><i>The Absolutely True Diary of a Part-Time Indian</i> novels- for reference</p> <p>Pens/pencils-to write</p> <p>Colored pencils/ markers- for activity</p> <p>Human outline &amp; Unwritten rules WS- for activities</p> <p>Student laptops/ cell phones- for Quizlet</p> |
| Accommodations and modifications  | IEPs will be followed. Partners can be assigned when needed. If students cannot pick for themselves, teacher can choose which assignment would best fit a specific student.   |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text  | Learning Objective – in terms of what students will do                         | Lesson Activities and Materials | Assessments (Formal, Informal) |
|---|--|---------------------------------|--------------------------------|
| <b>10.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with | Students will actively listen and speak clearly during student-led discussion. |                                 |                                |

|  |   |  |   |
|--|---|--|---|
| control of verbal and nonverbal cues.  |   |  |   |
| <b>10.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.   | Students will engage in collaborative discussion about <i>The Absolutely True Diary of a Part-Time Indian</i> .   |  |   |
| <b>10.3.R.3</b> Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> <li>• character development</li> <li>• theme</li> <li>• conflict ( <i>i.e., internal and external</i>)</li> <li>• archetypes</li> </ul> | Students will analyze the character development, themes, conflicts, and archetypes through their two-sided person or unwritten rules activity.                                | <ul style="list-style-type: none"> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> <li>• Pens/pencils</li> <li>• Colored pencils/markers</li> <li>• Human outline &amp; Unwritten rules WS</li> </ul> | Worksheets will be taken for participations grades. |
| <b>10.3.R.7</b> Students will make connections (e.g., <i>thematic links, literary analysis</i> ) between and across multiple texts and provide textual evidence to support their inferences.   | Students will make connections between <i>The Absolutely True Diary of a Part-Time Indian</i> and their own lives through their two-sided person or unwritten rules activity. | <ul style="list-style-type: none"> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> <li>• Pens/pencils</li> <li>• Colored pencils/markers</li> <li>• Human outline &amp; Unwritten rules WS</li> </ul> | Worksheets will be taken for participations grades. |

### Today's Essential Question(s) and/or Anticipatory Set

|  |   |
|--|---|
|  | What was the most interesting part of last night's reading? |
|--|---|



### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...  | The students will....  | Additional information...  |
|----------------|--|--|--|
| 2              | Welcome students   | Complete bellwork  | See Appendix A   |
| 20             | Facilitate class discussion over chapters [may ask questions to prompt conversation] | Discuss their favorite parts of the chapters, what stood out, what was interesting, what seemed most important, etc. |  |
| 3              | Explain activities to students   | Listen attentively   | See Appendix H<br><br>Students will choose which activity they would rather do. If they want to do both, that is allowed. Example will be shown. |
| 1              | Puts on music in background  | Students get which activity they want  |  |
| 23             | Visually assess and help as needed   | Work on their activities   |  |
| 1              | Remind students to read 67-81  | Pack up and listen to homework   |  |

Friday

### Daily Lesson Information

|   |  |
|---|--|
| Lesson title  | Homeless Vets & How It Affects Us  |
| Lesson Purpose/Rationale  | This lesson focuses on making connections between texts. According to Facing History and Ourselves, "Reading comes alive when we recognize how the ideas in the text connect to our experiences and beliefs, events happening in the larger world, our understanding of history, and our knowledge of other texts" (Facing History and Ourselves). This skill is critical for students to develop and sharpen. |
| Lesson description (include concepts and skills and where this lesson | Students will begin by taking their vocabulary quiz. After the vocab quiz, students will read "New federal program to house homeless Native American veterans" and make text-to-text, text-to-self, and text-to-self connections. Each type  |

|   |   |
|---|---|
| fits within the curriculum)                 | of connection will be in a different color.   |
| Lesson length                               | 50 minutes  |
| Grade level and course                      | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it | <p>Gilman, A. (2016, January 9). New federal program to house homeless native American veterans. Retrieved November 9, 2016, from Al Jazeera America, <a href="http://america.aljazeera.com/articles/2016/1/9/new-program-allocates-money-to-homeless-native-american-veterans.html">http://america.aljazeera.com/articles/2016/1/9/new-program-allocates-money-to-homeless-native-american-veterans.html</a></p> <p>Alexie, S. (2009). <i>The absolutely true diary of a part-time Indian</i>. New York: Little, Brown Books for Young Readers.</p> <p>Text-to-text, text-to-self, text-to-world. (2016). Retrieved November 9, 2016, from Facing History and Ourselves, <a href="https://www.facinghistory.org/resource-library/teaching-strategies/text-text-text-self-text-world">https://www.facinghistory.org/resource-library/teaching-strategies/text-text-text-self-text-world</a></p> |

### Daily Lesson Plan Summary

|   |   |
|---|---|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i>  |
| How will you address students who do not have this prior knowledge?                 | Students will be able to make text-to-self and text-to-world connections without having read.   |
| Materials for instruction (include rationale for why the materials are appropriate) | <p><i>The Absolutely True Diary of a Part-Time Indian</i> novels-for reference</p> <p>Copies of “New federal program to house homeless Native American veterans” article-to make connections</p> <p>3 different colored pens/markers-to make connections</p> <p>Copies of vocabulary quizzes-for assessment</p> |
| Accommodations and modifications  | IEPs will be followed. Quiz questions can be read aloud for students who need it.   |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text   | Learning Objective – in terms of what students will do                | Lesson Activities and Materials   | Assessments (Formal, Informal) |
|--|---|---|--------------------------------|
| <b>10.2.R.2</b> Students will analyze details in literary and nonfiction/informational | Students will analyze details in the article, “New federal program to | <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of a Part-</i></li> </ul> |                                |

|  |   |   |   |
|--|---|---|---|
| texts to connect how genre supports the author's purpose.  | house homeless Native American veterans" and connect how the genre supports the author's purpose.   | <i>Time Indian</i> novels <ul style="list-style-type: none"> <li>Copies of "New federal program to house homeless Native American veterans" article connections</li> <li>3 different colored pens/markers</li> </ul>  |   |
| <b>10.3.R.7</b> Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences. | Students will analyze details in the article, "New federal program to house homeless Native American veterans," and connect the text to <i>The Absolutely True Diary of a Part-Time Indian</i> , society, and themselves, providing evidence for their connections. | <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> <li>Copies of "New federal program to house homeless Native American veterans" article connections</li> <li>3 different colored pens/markers</li> </ul> | Article & bellwork will be taken up at the end of class as a participation grade. |

### Today's Essential Question(s) and/or Anticipatory Set

|  |  |
|--|--|
|  | Write a short poem using at least two vocab words. |
|--|--|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...  | The students will....   | Additional information... |
|----------------|--|---|---------------------------|
| 2              | Welcome students   | Complete bellwork   | See Appendix A            |
| 1              | Pass out vocabulary quizzes  | Pass down vocabulary quizzes                                  |                           |
| 15             | Walk around classroom [looking for possible cheaters], pick up quizzes when students raise their hands | Complete vocabulary quiz (raise hand when finished)           |                           |
| 1              | Wrap up quiz & transition into next activity   | Turn in any quizzes left & transition                         |                           |
| 1              | Pass our articles  | Pass down articles  |                           |
| 3              | Explain directions of article assignment   | Listen attentively & get out 3 different colored pencils/pens | See Appendix I            |
| 25             | Visually assess & help as needed   | Read article & make connections                               |                           |
| 2              | Wrap up class & remind students to read 82-98 over the weekend   | Pack up, clean up, and listen                                 |                           |

### Week 3

Monday

### Daily Lesson Information

|   |  |
|---|--|
| Lesson title  | Junior's Art   |
| Lesson Purpose/Rationale  | This lesson targets art and poetry. Writing poetry is essential in the high school classroom; it is accessible, easily scaffolded, and highly expressive. This lesson incorporates language consciousness, creativity and excitement, analysis, and community. |
| Lesson description (include concepts and skills and where this lesson fits within | This lesson focuses on Junior's pastime, drawing. It plays a huge part in the readings for today. A discussion on Junior's drawings, that addresses these questions will ensue: "Why does Junior draw?; Is all of the art similar in                           |

|   |  |
|---|--|
| the curriculum)                             | style?; If not, why?; How does art help Junior?; How is art like literature?" (Ippolito). After discussion, students will write a poem to go alongside one of Junior's drawings in the book. |
| Lesson length                               | 50 minutes   |
| Grade level and course                      | 10 <sup>th</sup> English   |
| Source of lesson plan and how I modified it | Ippolito, J., (2008) English Methods.  |

### Daily Lesson Plan Summary

|   |   |
|---|---|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i> , basic poetry skills  |
| How will you address students who do not have this prior knowledge?                 | We will have a discussion over the chapters, which should catch students up on the reading. Students are able to complete the assignment without having read. |
| Materials for instruction (include rationale for why the materials are appropriate) | <i>The Absolutely True Diary of a Part-Time Indian</i> novels-for reference during discussion and activity<br>Pens/pencils-to write<br>Copy paper-for poems   |
| Accommodations and modifications  | IEPs will be followed. Poem length can be shortened or lengthened as needed. If a student can't choose a drawing from the book, one can be provided.          |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text  | Learning Objective – in terms of what students will do  | Lesson Activities and Materials   | Assessments (Formal, Informal) |
|---|---|---|--------------------------------|
| <b>10.1.R.1</b><br>Students will actively listen and speak clearly using appropriate discussion rules with control of | Students will actively listen and speak clearly during class discussion regarding Junior's artwork. | <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> |                                |

|   |  |   |   |
|---|--|---|---|
| verbal and nonverbal cues.  |  |   |   |
| <b>10.1.R.3</b><br>Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. | Students will engage in collaborative discussion about Junior's artwork during whole class discussion.                               | <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> |   |
| <b>10.4.W.2</b><br>Students will select appropriate language to create a specific effect according to purpose in writing.   | Students will select appropriate language to create a specific effect in their original poetry.                                      |   | Poems will be taken as a participation grade. |
| <b>10.7.R.2</b><br>Students will analyze the impact of selected media and formats on meaning.   | Students will analyze the impact of Junior's artwork throughout the novel and compose original poetry to be paired with the artwork. |   | Poems will be taken as a participation grade. |

### Today's Essential Question(s) and/or Anticipatory Set

|  |  |
|--|--|
|  | Would you walk 22 miles to school if there was no other option?<br>If no, what <i>would</i> you walk 22 miles for? |
|--|--|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...   | The students will....  | Additional information...  |
|----------------|---|--|--|
| 2              | Welcome students  | Complete bellwork  | See Appendix A   |
| 2              | Transition to discussion about Junior's art   | Transition and listen to teacher   |  |
| 20             | Facilitate discussion and ask questions, prompting students to provide answers and conversation | Discuss & answer questions prompted by teacher   | Why does Junior draw?; Is all of the art similar in style?; If not, why?; How does art help Junior?; How is art like literature? |
| 2              | Transition & pass out copy paper to students  | Transition & pass down copy paper  |  |
| 3              | Explain poem writing assignment, answering any questions students have                          | Listen attentively & ask any questions they may have   | Students will compose a poem to be paired with one of Junior's drawings from the novel.  |
| 20             | Visually assess & help as needed [play music in background]                                     | Work on writing their poems: first, choosing a drawing, then, writing their poem about the picture |  |
| 1              | Wrap up class & remind students to read   | Pack up & listen to homework   |  |

Tuesday

### Daily Lesson Information

| Lesson title             | On or Off?  |
|--------------------------|---|
| Lesson Purpose/Rationale | This lesson targets making connections between texts. It is important to be able to pull information from two texts and compare/ contrast them. The article brings in real-world issues, to make the lesson more relevant. This lesson is the scaffold to writing a short compare/contrast essay. |

|   |  |
|---|--|
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will read the “On the Reservation and Off, Schools See a Changing Tide” as a class. During and after reading, students are expected to annotate & make connections as the class reads. The class will briefly discuss after reading, then the teacher will introduce the Compare/ Contrast paper. |
| Lesson length   | 50 minutes   |
| Grade level and course  | 10 <sup>th</sup> English   |
| Source of lesson plan and how I modified it   | Johnson, K. (2008, May 25). On the reservation and off, schools see a changing tide. <i>The New York Times</i> . Retrieved from <a href="http://www.nytimes.com/2008/05/25/education/25hardin.html">http://www.nytimes.com/2008/05/25/education/25hardin.html</a>  |

### Daily Lesson Plan Summary

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|---|--|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i>   |
| How will you address students who do not have this prior knowledge?                 | Students will gain a summary of the reading through discussion and the article.  |
| Materials for instruction (include rationale for why the materials are appropriate) | Copies of the “On the Reservation and Off, Schools See a Changing Tide” article- to read & annotate<br>Pens/ pencils- to write<br>Notebooks-to write draft of compare/contrast paper<br>Compare/Contrast assignment directions-for paper |
| Accommodations and modifications  | IEPs will be followed. Article will be read aloud, as students follow along, to accommodate auditory and visual learners.  |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text   | Learning Objective – in terms of what students will do  | Lesson Activities and Materials   | Assessments (Formal, Informal) |
|--|---|---|--------------------------------|
| <b>10.2.R.2</b> Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author’s purpose. | Students will analyze details in “On the Reservation and Off, Schools See a Changing Tide,” and | <ul style="list-style-type: none"> <li>Copies of the “On the Reservation and Off, Schools See a Changing Tide” article</li> </ul> |                                |



|  |  |  |  |
|--|--|--|--|
|  | connect how the genre supports the author's purpose.   | <ul style="list-style-type: none"> <li>• Pens/pencils</li> </ul>   |  |
| <b>10.2.W.3</b> Students will develop drafts by choosing an organizational structure ( e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i> ) and building on ideas in multi-paragraph essays. | Students will develop a draft and build on ideas in a multi-paragraph compare/contrast essay.  | <ul style="list-style-type: none"> <li>• Copies of the "On the Reservation and Off, Schools See a Changing Tide" article</li> <li>• Pens/pencils</li> <li>• Notebooks</li> </ul> | Compare/contrast essays (with stapled annotated article) will be turned in for a grade and will be graded with a rubric. |
| <b>10.2.W.2</b> Students will plan ( e.g., <i>outline</i> ) and prewrite a first draft as necessary.   | Students will plan and prewrite a first draft of their compare/contrast essay.   | <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pens/pencils</li> </ul>  | Compare/contrast essays (with stapled annotated article) will be turned in for a grade and will be graded with a rubric. |
| <b>10.3.R.1</b> Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.                     | Students will evaluate the extent to which historical and cultural perspectives stylistic and organizational choices in "On the Reservation and Off, Schools See a Changing Tide." | <ul style="list-style-type: none"> <li>• Copies of the "On the Reservation and Off, Schools See a Changing Tide" article</li> <li>• Pens/pencils</li> </ul>                      |  |
| <b>10.3.R.7</b> Students will make connections (e.g., <i>thematic links, literary analysis</i> ) between and across multiple texts and provide textual   | Students will make connections between "On the Reservation and Off, Schools See a  | <ul style="list-style-type: none"> <li>• Copies of the "On the Reservation and Off, Schools See a Changing Tide" article</li> </ul>  |  |

|  |   |  |  |
|--|---|--|--|
| evidence to support their inferences.  | Changing Tide” and <i>The Absolutely True Diary of a Part-Time Indian</i> .   | <ul style="list-style-type: none"> <li>Pens/ pencils</li> </ul>                    |  |
| <b>10.3.W.5</b> Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument. | Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument in a compare/contrast essay. | <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pens/ pencils</li> </ul> | Compare/contrast essays (with stapled annotated article) will be turned in for a grade and will be graded with a rubric. |
| <b>10.5.W.1</b> Students will write using correct mechanics.   | Students will write using correct mechanics in a compare/contrast paper.  | <ul style="list-style-type: none"> <li>Notebooks</li> <li>Pens/ pencils</li> </ul> | Compare/contrast essays (with stapled annotated article) will be turned in for a grade and will be graded with a rubric. |

### Today’s Essential Question(s) and/or Anticipatory Set

|  |  |
|--|--|
|  | Write a simile & a metaphor describing hunger. |
|--|--|

### Today’s Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...            | The students will.... | Additional information...                    |
|----------------|--------------------------------|-----------------------|--|
| 2              | Welcome students               | Complete bellwork     | See Appendix A                               |
| 2              | Transition & pass out articles | Pass down articles    | See Appendix J                               |
| 1              | Explain directions             | Listen attentively    | Students will be reading article aloud, each |

|    |   |   |  |
|----|---|---|--|
|    |   |   | student will read a short paragraph. After reading, students will discuss, annotate, and make connections. |
| 20 | Facilitate & move reading along   | Read the "On the Reservation and Off, Schools See a Changing Tide"  |  |
| 15 | Help students make connections between the article and <i>The Absolutely True Diary of a Part-Time Indian</i> | Annotate articles & make connections between the article and <i>The Absolutely True Diary of a Part-Time Indian</i> |  |
| 1  | Transition & hand out compare/contrast assignment   | Pass down papers  |  |
| 8  | Explain essay directions and answer questions   | Listen attentively & make notes   |  |
| 1  | Remind students of homework, reading pages 114-229  | Pack up   |  |

Wednesday

## Daily Lesson Information

| Lesson title  | Who Am I?   |
|---|---|
| Lesson Purpose/Rationale                                  | This lesson focuses on the theme: identity. Not only in students' lives, but also in the text. Students will make connections between "Endless Search" by Alonzo Lopez and <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie. They will also bring in their own perspective. This lesson also teaches students time management, as they will have a large chunk of time to complete several tasks. |
| Lesson description (include concepts and skills and where | Students will read ahead a few pages in <i>The Absolutely True Diary of a Part-Time Indian</i> and complete a worksheet. This worksheet asks question about the novel,  |

|   |   |
|---|---|
| this lesson fits within the curriculum)     | a poem, and their personal thoughts. After students finish, they can work on their compare/contrast essay, study vocabulary, or read silently. I am allowing this to be a “catch-up” day. |
| Lesson length                               | 50 minutes  |
| Grade level and course                      | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it | Chan. (2014, July 4). Mr. Chan’s Blog. Retrieved November 13, 2016, from Mr. Chan’s Blog, <a href="https://mrchanblog.wordpress.com">https://mrchanblog.wordpress.com</a>                 |

### Daily Lesson Plan Summary

|   |   |
|---|---|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i>  |
| How will you address students who do not have this prior knowledge?                 | Students can use their novels as reference during class. Students can be working on whatever they need to work on, without time constraints.  |
| Materials for instruction (include rationale for why the materials are appropriate) | Who Am I worksheets-for activity<br>Pens/pencils-to write<br><i>The Absolutely True Diary of a Part-Time Indian</i> novels-for activity & reference<br>Students devices [laptops/phones]- for Quizlet<br>Compare/contrast essays-to work on during extra time |
| Accommodations and modifications  | IEPs will be followed.  |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text  | Learning Objective – in terms of what students will do  | Lesson Activities and Materials  | Assessments (Formal, Informal)                                |
|---|---|--|---|
| <b>10.3.R.3</b> Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: | Students will analyze how authors use character development, theme, and conflict through their Who Am I activity. | <ul style="list-style-type: none"> <li>Who Am I worksheets</li> <li>Pens/pencils</li> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> | Who Am I activity will be taken up for a participation grade. |

|   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• Character development</li> <li>• Theme</li> <li>• Conflict (i.e. <i>Internal and external</i>)</li> <li>• Archetypes</li> </ul>  |  |  |  |
| <b>10.3.R.4</b> Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: <ul style="list-style-type: none"> <li>• figurative language</li> <li>• imagery</li> <li>• tone</li> <li>• symbolism</li> <li>• irony</li> </ul> | Students will evaluate literary devices in “Endless Search” by Alonzo Lopez.   | <ul style="list-style-type: none"> <li>• Who Am I worksheets</li> <li>• Pens/pencils</li> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> |  |
| <b>10.3.R.7</b> Students will make connections (e.g., <i>thematic links, literary analysis</i> ) between and across multiple texts and provide textual evidence to support their inferences.  | Students will make connections between <i>The Absolutely True Diary of a Part-Time Indian</i> and Lopez’ poem, “Endless Search.” | <ul style="list-style-type: none"> <li>• Who Am I worksheets</li> <li>• Pens/pencils</li> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> |  |

### Today’s Essential Question(s) and/or Anticipatory Set

|  |                                     |
|--|-------------------------------------|
|  | Draw five of your vocabulary words. |
|--|-------------------------------------|

### Today’s Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...                     | The students will....              | Additional information...                            |
|----------------|---|------------------------------------|--|
| 2              | Welcome students                        | Complete bellwork                  | See Appendix A                                       |
| 1              | Transition & pass out Who Am I activity | Pass down Who Am I activity        | See Appendix K                                       |
| 4              | Give directions & answer questions      | Listen attentively & ask questions | Students will be looking ahead in the text to answer |

|    |  |  |   |
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|    |  |  | questions on their worksheet. After they complete the entire worksheet & turn it in, students can work on their compare/contrast rough draft, study vocabulary, or read silently. |
| 40 | Visually assess, walk around the room helping students and checking to make sure they are on task. | Complete Who Am I worksheet, then work on compare/contrast rough draft, study vocab, or read silently. | Chunk of time is given for students to move freely from one task to another.  |
| 1  | Transition. Have students get stuff together and listen.   | Pack up things and listen to teacher.  |   |
| 2  | Remind students to read pages 150-167 & answer any questions.                                      | Listen carefully & write down homework.  |   |

Thursday

### Daily Lesson Information

|   |   |
|---|---|
| Lesson title  | Peer Editing Day  |
| Lesson Purpose/Rationale  | This lesson targets editing skills. Every student should be familiar with using editing marks, but many still lack proficiency. This peer-editing day allows the lesson to be student-centered, with little teacher interruption. Editing someone else's paper gives a fresh perspective and ingrains editing skills in the students. |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will freely peer edit a minimum of two classmates' essays, while filling out peer editing forms simultaneously.  |
| Lesson length   | 50 minutes  |

|   |   |
|---|---|
| Grade level and course                      | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it | Alexie, S. (2009). <i>The absolutely true diary of a part-time Indian</i> . New York: Little, Brown Books for Young Readers.<br>Johnson, K. (2008, May 25). On the reservation and off, schools see a changing tide. <i>The New York Times</i> . Retrieved from <a href="http://www.nytimes.com/2008/05/25/education/25hardin.html">http://www.nytimes.com/2008/05/25/education/25hardin.html</a><br>Editing Marks. Retrieved November 12, 2016, from Pinterest, <a href="https://www.pinterest.com/explore/editing-marks/">https://www.pinterest.com/explore/editing-marks/</a><br>Systems, O. (2016). OnCourse systems for education. Retrieved November 12, 2016, from OnCourse systems for education, <a href="https://app.onsourcesystems.com/account/login?ReturnUrl=%2f">https://app.onsourcesystems.com/account/login?ReturnUrl=%2f</a> |

### Daily Lesson Plan Summary

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|---|--|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i> & “On the reservation and off, schools see a changing tide”<br>Know editing marks   |
| How will you address students who do not have this prior knowledge?                 | A handout of editing marks will be handed out  |
| Materials for instruction (include rationale for why the materials are appropriate) | <i>The Absolutely True Diary of a Part-Time Indian</i> novels-for reference<br>“On the reservation and off, schools see a changing tide”- for reference<br>Students’ rough drafts-to edit<br>Pens/pencils to write<br>Peer-editing sheets- to complete while peer editing<br>Dictionaries & thesauruses- for reference during peer-edit<br>Editing mark handouts-for reference |
| Accommodations and modifications  | IEPs will be followed. Students who need extra help can have the teacher edit their paper.   |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text | Learning Objective – in terms of what students will do | Lesson Activities and Materials   | Assessments (Formal, Informal) |
|--|--|---|--------------------------------|
| <b>10.2.W.4</b>                              | Students will edit and                                 | <ul style="list-style-type: none"> <li><i>The Absolutely</i></li> </ul> | Finalized                      |

|  |  |   |  |
|--|--|---|--|
| Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts. | revise a minimum of two of their peers' compare/contrast papers.   | <i>True Diary of a Part-Time Indian</i> novels <ul style="list-style-type: none"> <li>• "On the reservation and off, schools see a changing tide"</li> <li>• Students' rough drafts</li> <li>• Pens/pencils</li> <li>• Peer-editing sheets</li> </ul> | essays will be due for a grade the following Monday. |
| <b>10.2.W.5</b><br>Students will use resources to find correct spellings of words ( e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i> ).         | Using their peer editing worksheet, students will effectively help their classmates' essays by using resources to find correct spellings of words. | <ul style="list-style-type: none"> <li>• Dictionaries &amp; thesauruses</li> <li>• Peer-editing sheets</li> </ul>   |  |
| <b>10.4 .R.5</b><br>Students will use a dictionary, glossary, or a thesaurus ( <i>print and/or electronic</i> ) to determine or clarify the meanings, syllabication, pronunciation, synonyms,  | Using their peer editing worksheet, students will effectively help their classmates' essays by using a thesaurus to look up synonyms and antonyms. | <ul style="list-style-type: none"> <li>• Dictionaries &amp; thesauruses</li> <li>• Peer-editing sheets</li> </ul>   |  |



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| parts of speech, and etymology of words or phrases. |  |  |  |
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### Today's Essential Question(s) and/or Anticipatory Set

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|--|---|
|  | Complete a Quizlet vocabulary activity. Write which one you completed & your score in your Bellwork.( I will check to see if you completed it or not) |
|--|---|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...   | The students will....                                     | Additional information...  |
|----------------|---|---|--|
| 2              | Welcome students  | Complete bellwork   | See Appendix A   |
| 1              | Transition and hand out 2 peer editing sheets to each student & editing marks handout | Pass down peer editing sheets & editing marks handout     | See Appendix L   |
| 5              | Explain directions & answer questions   | Listen attentively & ask questions                        | Students will have to fill out a peer editing form & edit the essays of at least two classmates. Extra editing forms will be on back counter. After students are finished, they can study vocabulary or start their reading for the night. |
| 37             | Visually assessing, answering questions, & helping students with their essays.        | Editing peers' papers and filling out peer-editing forms. |  |
| 4              | Transition. Have students wrap up   | Wrap up and return to desks.                              |  |

|   |                                    |                               |  |
|---|------------------------------------|-------------------------------|--|
|   | peer editing and go back to desks. |                               |  |
| 1 | Remind students to read 150-167    | Listen attentively & pack up. |  |

Friday

## Daily Lesson Information

|   |  |
|---|--|
| Lesson title  | Could You Forgive?   |
| Lesson Purpose/Rationale  | This lesson targets the real-world effects of drunk driving. In the novel, several people die at the hands of alcohol. In the reading for the day, Junior's grandmother is killed by a drunk driver. By bringing in a current event, the Affluenza Teen, students will be able to understand the prevalence of this issue and how it is related to them. The Affluenza teen is the students' age, so this case will hit home for many.   |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will begin by taking their vocabulary quiz. After the quiz, the class will watch the "Affluenza" teen videos and engage in discussion regarding the videos, drunk driving, and <i>The Absolutely True Diary of a Part-Time Indian</i> .   |
| Lesson length   | 50 minutes   |
| Grade level and course  | 10 <sup>th</sup> English   |
| Source of lesson plan and how I modified it   | ABC News (2015, October 17). <i>Drunk driving teen causes accident involving over 14 people</i> Retrieved from <a href="https://www.youtube.com/watch?v=eCHcQfZpi60&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD&amp;index=3">https://www.youtube.com/watch?v=eCHcQfZpi60&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD&amp;index=3</a><br>ABC News (2016, April 13). <i>"Affluenza" teen Ethan couch to serve Two-Year sentence</i> Retrieved from <a href="https://www.youtube.com/watch?v=aYz-U_6ep6w&amp;index=4&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD">https://www.youtube.com/watch?v=aYz-U_6ep6w&amp;index=4&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD</a> |

## Daily Lesson Plan Summary

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|-----------------|--|
| Prior knowledge | Have read <i>The Absolutely True Diary of a Part-Time Indian</i> |
|-----------------|--|

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| needed for success  |  |
| How will you address students who do not have this prior knowledge?                 | The point of the lesson will still get across without having read. This lesson incorporates visual and auditory learning styles. |
| Materials for instruction (include rationale for why the materials are appropriate) | Teacher computer / Smartboard / audio equipment-for videos<br>Vocabulary quizzes- for quiz<br>Pens/pencils-to write              |
| Accommodations and modifications  | IEPs will be followed. CC can be turned on for deaf students.  |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text   | Learning Objective – in terms of what students will do  | Lesson Activities and Materials   | Assessments (Formal, Informal) |
|--|---|---|--------------------------------|
| <b>10.1.R.1</b><br>Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.           | Students will actively listen while watching the “Affluenza teen” videos.   | <ul style="list-style-type: none"> <li>Teacher computer / Smartboard / audio equipment</li> </ul> |                                |
| <b>10.1.R.3</b><br>Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building | Students will respectfully engage in collaborative discussions about “Affluenza teen” videos, drunk driving, and <i>The Absolutely True Diary of a Part-Time Indian</i> . |   |                                |

|  |  |  |  |
|--|--|--|--|
| on the ideas of others in pairs, diverse groups, and whole class settings. |  |  |  |
|--|--|--|--|

### Today's Essential Question(s) and/or Anticipatory Set

|  |   |
|--|---|
|  | Take three vocabulary words & use them in a sentence. |
|--|---|

### Today's Minute by Minute (Tick Tock)

| Time (min utes) | The teacher will...   | The students will....  | Additional information...   |
|-----------------|---|--|---|
| 2               | Welcome students  | Complete bellwork  | See Appendix A  |
| 1               | Transition. Pass out vocabulary quizzes.                          | Pass down vocabulary quizzes   | See Appendix M<br>Have students take everything off their desk.   |
| 15              | Visually assess & watch for cheating                              | Take vocabulary quiz   |   |
| 2               | Transition. Pick up vocabulary quizzes & have video ready to play | Hand in vocabulary quizzes & take everything off their desks                         |   |
| 11              | Watch video with students.  | Watch "Drunk Driving Teen Causes Accident Involving Over 14 People" video            | <a href="https://www.youtube.com/watch?v=eCHcQfZpi60&amp;index=3&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD">https://www.youtube.com/watch?v=eCHcQfZpi60&amp;index=3&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD</a> |
| 3               | Put up second video & watch with students.                        | Watch "'Affluenza' Teen Ethan Couch to Serve Two-Year Sentence" video.               | <a href="https://www.youtube.com/watch?v=aYz-U_6ep6w&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD&amp;index=4">https://www.youtube.com/watch?v=aYz-U_6ep6w&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD&amp;index=4</a> |
| 15              | Facilitate discussion on video & ask questions to                 | Discuss video and questions teacher asks. Students should be connecting to the video | If you were Eric Boyles, could you forgive Ethan Couch for killing your wife & daughter, like Grandmother Spirit  |

|   |   |   |  |
|---|---|---|--|
|   | be discussed among students, with little interjection of teacher. | personally and connecting it to the novel.                | wanted her family to forgive the man who hit her?<br>What is your initial reaction to this video?<br>How does this make you feel?<br>Could this have been prevented?<br>Do you think Couch received substantial punishment for his crime? Why or why not?<br>What punishment should he have received?<br>How can situations like these be avoided? |
| 1 | Transition. Remind students to read pages 168-178.                | Pack up things, listen attentively & write down homework. |  |

#### Week 4

Monday

### Daily Lesson Information

| Lesson title  | My Five   |
|---|---|
| Lesson Purpose/Rationale  | This lesson integrates discussion of the reading and personal connections to the text. Students will make the same lists as Junior, putting them in his position. Making the lists also brings in students' personalities and favorite things, increasing their interest in the text. The lists reveal pieces of the students the teacher, and fellow classmates, might hardly see. This activity opens up students, without publicizing that's what's happening.   |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Class will start off with a discussion of the chapters. After discussion, students will make five lists:<br>a) A list of the people who have given them the most joy in their lives (people they know personally);<br>b) A list of the musicians who have brought them the most joy;<br>c) A list of their favorite foods;<br>d) A list of their favorite books;<br>e) A list of their favorite athletes/artists/celebrities/ heroes (people they do not know personally).<br>Students will post their lists around the room and do a gallery walk to look at everyone's favorite things. |

|   |  |
|---|--|
| Lesson length                               | 50 minutes   |
| Grade level and course                      | 10 <sup>th</sup> English   |
| Source of lesson plan and how I modified it | Taylor, G. Educator's Guide The Absolutely True Diary of a Part-Time Indian. Retrieved November 13, 2016, from Educator's Guide The Absolutely True Diary of a Part-Time Indian, <a href="http://media.hdp.hbgusa.com/titles/assets/reading_group_guide/.../EG_9780316013680.pdf">media.hdp.hbgusa.com/titles/assets/reading_group_guide/.../EG_9780316013680.pdf</a><br>Patrick, B. (2008, May 12). 3 stages of grief - poem by Bridgid Patrick. Retrieved November 13, 2016, from Poem Hunter, <a href="http://www.poemhunter.com/poems/grief/page-1/2500401/">http://www.poemhunter.com/poems/grief/page-1/2500401/</a> |

### Daily Lesson Plan Summary

|   |   |
|---|---|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i>  |
| How will you address students who do not have this prior knowledge?                 | This lesson involves kinesthetic learners. Students will be able to complete the activity after discussion, whether they read or not.                                     |
| Materials for instruction (include rationale for why the materials are appropriate) | Copy/ construction paper-to write lists on<br><i>The Absolutely True Diary of a Part-Time Indian</i> novels-to reference & discussion<br>Pens/ pencils/ markers- to write |
| Accommodations and modifications  | IEPs will be followed. Lists can be modified [cut down] for students.   |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text   | Learning Objective – in terms of what students will do  | Lesson Activities and Materials   | Assessments (Formal, Informal) |
|--|---|---|--------------------------------|
| <b>10.1.R.1</b><br>Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and | Students will actively listen and speak clearly during class discussion on the day's reading. | <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> |                                |

|  |   |   |  |
|--|---|---|--|
| nonverbal cues.  |   |   |  |
| <b>10.1.R.3</b><br>Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.  | Students will engage in collaborative discussions on the day's reading.                       | <ul style="list-style-type: none"> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> |  |
| <b>10.3.R.4</b><br>Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: <ul style="list-style-type: none"> <li>• figurative language</li> <li>• imagery</li> <li>• tone</li> <li>• symbolism</li> <li>• irony</li> </ul> | Students will identify instances of personification in Bridgid Patrick's "3 Stages of Grief." |   |  |

### Today's Essential Question(s) and/or Anticipatory Set

|  |   |
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|  | <p><b>Write down the rhyme scheme of the poem &amp; any instances of personification.</b></p> <p>The Torment</p> <p>Sorrow swallowed me into the cruel black sea,<br/> The icy cold water washed over me,</p> |
|--|---|

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|  | <p>Memories spin around in my mind,<br/>Causing dark lucid dreams of every kind.<br/>Grief and misery played their part,<br/>Leaving behind a broken heart</p> <p>The Healing<br/>Slowly the water ebbed away,<br/>The blackness mellowed to a shade of grey,<br/>Time as the healer showed the way,<br/>Helping me to cope day by day,<br/>Fear subsiding, confidence reigns,<br/>Ready to face the world again</p> <p>The Future<br/>The waters now are calm and clear,<br/>My life again is full of cheer,<br/>Smiles return and with them light,<br/>The grey is replaced by colours so bright,<br/>Though life was cruel, when it took you away,<br/>I look to the future as a brand new day</p> |
|--|---|

### Today's Minute by Minute (Tick Tock)

| Time<br>(minutes) | The teacher will...  | The students will....   | Additional<br>information...  |
|-------------------|--|---|---|
| 2                 | Welcome students   | Complete bellwork   | See Appendix A  |
| 1                 | Transition into discussion   | Transition into discussion, put away bellwork.                                    |   |
| 15                | Facilitate student discussion & ask questions to keep conversation moving. | Discuss the reading's main points & answer discussion questions posed by teacher. | Do you think Junior makes his lists as a coping mechanism?<br>Do you think Junior is dealing with "death and change" in a positive way?<br>What are the benefits of making lists like these?<br>Was the students' protest |



|    |  |  |   |
|----|--|--|---|
|    |  |  | justified?  |
| 2  | Transition & have students get copy/ construction paper from the back counter for activity | Choose copy/ construction paper from back counter.   |   |
| 5  | Handout activity directions, explain activity & answer questions                           | Pass down direction sheets, listen attentively, & ask questions.   | See Appendix N  |
| 15 | Visually assess & help as needed   | Make five lists & decorate paper   | [Teacher list will be on desk, to be posted on wall with students']     |
| 2  | Transition. Hand out a piece of tape to everyone.  | Once they receive their tape, they will hang their paper around the room.  |   |
| 7  | Walk around with students  | Walk around and look at everyone's work. Students can take notes on others' favorites [if they want to check them out] | [have notebook & pencil to write down interesting titles and musicians] |
| 1  | Wrap up class and remind students to read pages 179-196.                                   | Pack up and write down homework.   |   |

Tuesday

## Daily Lesson Information

| Lesson title             | 6 Word Memoirs  |
|--------------------------|---|
| Lesson Purpose/Rationale | Jonathan Olsen from Edutopia states, “[a]t its core, the six-word memoir teaches us to be concise but also introspective” (Olsen 2013). Six-word memoirs, thought to be the creation of Ernest Hemingway, are a thoughtful mode of writing and force students to be succinct, while still communicating an important message. This lesson also focuses on legacies, as Junior from <i>The Absolutely True Diary of a Part-Time Indian</i> struggles with what his own legacy will be. Students are likely in the same position as Junior, contemplating their futures and what they will leave behind. As Olsen elaborates, “[t]he six-word memoir teaches all of us writers a critical skill: words are valuable |

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|  | and have meaning -- don't waste them" (Olsen 2013).   |
| Lesson description<br>(include concepts and skills and where this lesson fits within the curriculum) | Together, the class will read parts of Bruna Martinuzzi's article, "What Type of Legacy Do You Want to Leave?" After reading sections from the article, students will make their own account on sixwordmemoirs.com [or the app version]. Students will submit two 6 word memoirs, for two characters in the book, and one for themselves. They will also write them down on notebook paper, with a short explanation, to be turned in at the end of the hour.   |
| Lesson length  | 50 minutes  |
| Grade level and course   | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it  | Martinuzzi, B. (2014, November 24). What type of legacy do you want to leave? Retrieved November 13, 2016, from Building Your Team, <a href="https://www.americanexpress.com/us/small-business/openforum/articles/want-legacy/">https://www.americanexpress.com/us/small-business/openforum/articles/want-legacy/</a><br>Magazine, S. (2016, November 13). SMITH magazine Six-Word memoirs. Retrieved November 13, 2016, from 6 Word Memoirs, <a href="http://www.sixwordmemoirs.com">http://www.sixwordmemoirs.com</a><br>Olsen, J. (2013, April 10). Clarity through brevity: Integrating Six-Word memoirs. Retrieved November 13, 2016, from Student Engagement, <a href="https://www.edutopia.org/blog/clarity-brevity-6-word-memoirs-jonathan-olsen">https://www.edutopia.org/blog/clarity-brevity-6-word-memoirs-jonathan-olsen</a> |

### Daily Lesson Plan Summary

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|---|---|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i>  |
| How will you address students who do not have this prior knowledge?                 | This lesson incorporates technology; students should be able to get an idea from past discussions and activities in class if they have failed to read.  |
| Materials for instruction (include rationale for why the materials are appropriate) | Student devices [laptops, phones, ipads]- for activity<br>Notebooks-to write memoirs<br>Pens/pencils-to write<br>"What Type of Legacy Do You Want to Leave?" class set of articles-to read before activity<br>Teacher computer/ Smartboard- to display website for students |
| Accommodations and modifications  | IEPs will be followed. Assignment can be shortened [only create memoir for one character, instead of two]   |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text  | Learning Objective – in terms of what students will do   | Lesson Activities and Materials   | Assessments (Formal, Informal)                           |
|---|--|---|--|
| <b>10.1.R.1</b><br>Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.                    | Students will actively listen and speak clearly while classmates read aloud “What Type of Legacy Do You Want to Leave?”                        | <ul style="list-style-type: none"> <li>• “What Type of Legacy Do You Want to Leave?” class set of articles</li> </ul>   |  |
| <b>10.2.R.1</b><br>Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. | Students will summarize, paraphrase, and synthesize character’s thoughts, personalities, and lives into six word memoirs.                      | <ul style="list-style-type: none"> <li>• Student devices [laptops, phones, ipads]</li> <li>• Notebooks</li> <li>• Pens/pencils</li> <li>• Teacher computer/ Smartboard</li> </ul> |  |
| <b>10.2.W.2</b><br>Students will plan ( <i>e.g.</i> , <i>outline</i> ) and prewrite a first draft as necessary.   | Students will plan and prewrite their six word memoirs before they submit them to <a href="http://sixwordmemoirs.com">sixwordmemoirs.com</a> . | <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pens/pencils</li> </ul>   |  |
| <b>10.3.W.3</b><br>Students will elaborate on ideas by using logical  | Students will elaborate on their six word memoirs, providing an explanation and connections to the text.                                       | <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pens/pencils</li> </ul>   | Six Word Memoirs with explanations will be taken up as a |

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| reasoning and illustrative examples to connect evidences to claim(s). |  |  | participation grade. |
|---|--|--|----------------------|

### Today's Essential Question(s) and/or Anticipatory Set

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|--|----------------------------------|
|  | Draw 4 of your vocabulary words. |
|--|----------------------------------|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...  | The students will....   | Additional information...   |
|----------------|--|---|---|
| 2              | Welcome students   | Complete bellwork   | See Appendix A  |
| 1              | Transition & pass out articles                             | Pass down articles  |   |
| 10             | Have students read a few lines to a paragraph [volunteers] | Read aloud, listen to classmates read & follow along on article | Students will only be reading the article up until the "Create an Ethical Will" header [stop after Write a Six-Word Memoir]   |
| 1              | Transition & have students get out devices.                | Get out devices.  | If someone does not have a device, an in-class computer or laptop cart can be used. Students can share devices if needed.   |
| 5              | Explain directions of activity & answer questions          | Listen attentively to directions & ask questions                | Students will make an account on sixwordmemoirs.com. They will create two six-word memoirs for two characters in <i>The Absolutely True Diary of a Part-Time Indian</i> and one memoir for themselves. They will submit their memoirs |

|    |   |   |  |
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|    |   |   | on the website, after they have written them on paper and provided an explanation.   |
| 20 | Visually assess, help students as needed, answer questions.   | Create their three memoirs with explanations, then submit their memoirs on <a href="http://sixwordmemoirs.com">sixwordmemoirs.com</a> . | Papers with memoirs & explanations will be taken up for participation.   |
| 1  | Transition & have volunteers share any of their three memoirs.  |   |  |
| 9  | Listen attentively to students' memoirs, pick student volunteers to go next [if no one wants to go, the teacher can read her example to get class moving] | Volunteers share their memoirs  | Teacher Examples:<br>Junior: Neither here or there, part-time.<br>Grandmother Spirit: Please forgive him, I already did.<br>Ms. Stephens: In love with books and coffee. |
| 1  | Wrap up class & remind students to read pages 197-213   | Pack up & write down homework   |  |

Wednesday

### Daily Lesson Information

|                          |  |
|--------------------------|--|
| Lesson title             | Burning House, Burning Trailer   |
| Lesson Purpose/Rationale | This lesson integrates music into the classroom; doing so helps students stay engaged in the lesson and build auditory skills, while teaching the themes of the novel. Bringing in relevant music sparks student interest. Digging into the lyrics teaches analysis, while bringing in <i>The Absolutely True Diary of a Part-Time Indian</i> teaches making connections between texts. This lesson also has students use textual evidence to defend a claim; however, instead of incorporating this skill through a basic augmentative paper, students get to listen to relevant music of today and work together |

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|   | in groups, rather than individually.  |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will listen to Cam's "Burning House" once, then a second time, but during the second playing, students will make connections between the song and <i>The Absolutely True Diary of a Part-Time Indian</i> . After students make initial connections, the class will be divided into three groups; each group will be given a different point of view: Junior's, Mary's, and Mary's husband's. Students will come back together at the end of class & present and defend how the song could come from their character's point of view. |
| Lesson length   | 50 minutes  |
| Grade level and course  | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it   | Album Previews (2015, April 8). <i>Cam burning house lyrics on screen</i> Retrieved from <a href="https://www.youtube.com/watch?v=ckMBCai3fC0&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD&amp;index=6">https://www.youtube.com/watch?v=ckMBCai3fC0&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD&amp;index=6</a>  |

### Daily Lesson Plan Summary

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|---|---|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i> , making connections amongst texts   |
| How will you address students who do not have this prior knowledge?                 | This lesson integrates audio and visual learners. Students have made connections between <i>The Absolutely True Diary of a Part-Time Indian</i> the past few weeks.   |
| Materials for instruction (include rationale for why the materials are appropriate) | Teacher computer/ Smartboard / audio equipment- to play & display song<br>Handouts of the Cam's "Burning House" lyrics- for students to write on and make connections<br>Pens/pencils-to write<br><i>The Absolutely True Diary of a Part-Time Indian</i> novels-for reference |
| Accommodations and modifications  | IEPs will be followed. Lyrics are displayed in video for deaf students, as well as on paper for the entire class [kinesthetic learners].  |

### Daily Lesson Plan Details

| Oklahoma Academic | Learning Objective – in terms of what students | Lesson Activities and Materials | Assessments (Formal, |
|-------------------|--|---------------------------------|----------------------|
|-------------------|--|---------------------------------|----------------------|

| Standard – number and text  | will do   |   | Informal)   |
|---|---|---|---|
| <b>10.1.R.1</b><br>Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.  | Students will actively listen to Cam's "Burning House" and speak clearly during point of view presentations.                                      | <ul style="list-style-type: none"> <li>• Teacher computer/ Smartboard / audio equipment</li> <li>• Handouts of the Cam's "Burning House" lyrics</li> </ul>  |   |
| <b>10.1.W.1</b><br>Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.   | In groups, students will give informal presentations as they present and defend their character's point of view.                                  | <ul style="list-style-type: none"> <li>• Handouts of the Cam's "Burning House" lyrics</li> <li>• Pens/pencils</li> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> | Presentations & papers will be taken up as a participation grade. |
| <b>10.1.W.2</b><br>Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and | Students will work effectively and respectfully within groups, sharing responsibilities and valuing individual contributions made by each member. | <ul style="list-style-type: none"> <li>• Handouts of the Cam's "Burning House" lyrics</li> <li>• Pens/pencils</li> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> |   |

|  |  |   |   |
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| value individual contributions made by each group member.  |  |   |   |
| <b>10.3.R.2</b><br>Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work. | In groups, students will evaluate points of view and perspectives in Cam's "Burning House" and explain how multiple points of view contribute to the meaning of the song, and how it relates to <i>The Absolutely True Diary of a Part-Time Indian</i> . | <ul style="list-style-type: none"> <li>• Handouts of the Cam's "Burning House" lyrics</li> <li>• Pens/pencils</li> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> | Presentations & papers will be taken up as a participation grade. |
| <b>10.3.R.7</b><br>Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.                                | Students will make connections between Cam's "Burning House" and <i>The Absolutely True Diary of a Part-Time Indian</i> and provide textual evidence to support claims.  | <ul style="list-style-type: none"> <li>• Handouts of the Cam's "Burning House" lyrics</li> <li>• Pens/pencils</li> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul> | Presentations & papers will be taken up as a participation grade. |

### Today's Essential Question(s) and/or Anticipatory Set

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|  | Students will listen to Cam's "Burning House" [just listening, without doing work] |
|--|--|



### Today's Minute by Minute (Tick Tock)

| Time (minutes ) | The teacher will...   | The students will....   | Additional information...   |
|-----------------|---|---|---|
| 2               | Welcome students  | Complete bellwork   | See Appendix A  |
| 4               | Play Cam's "Burning House"  | Listen to the song & watch the lyric video  | <a href="https://www.youtube.com/watch?v=ckMBCai3fC0&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD&amp;index=6">https://www.youtube.com/watch?v=ckMBCai3fC0&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD&amp;index=6</a> |
| 1               | Pass out "Burning House" lyric handout  | Pass down handout   | See Appendix O  |
| 2               | Explain directions for the next playing of the song   | Listen attentively to directions  | Students will listen to the song a second time. During the song, students will follow along on their lyric sheet and make connections to <i>The Absolutely True Diary of a Part-Time Indian</i> .                     |
| 4               | Play Cam's "Burning House" again  | Listen to the song, follow along on lyric sheet, & make connections.                  |   |
| 4               | Transition. Ask students what they thought of the song & to share any connections they made | Volunteers share about how they felt about the song & prominent connections they made |   |
| 1               | Divide class into three groups [count off 1,2,3]  | Move to designated area for number [1,2,3]  |   |
| 1               | Designate group 1 as Junior,  | Listen attentively & write down on their paper what                                   |   |

|    |   |   |  |
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|    | group 2 as Mary, and group 3 as Mary's husband  | character they have [each person in group must have own paper]  |  |
| 2  | Explain direction of activity & answer questions  | Listen attentively to directions & ask questions  | From their character's point of view, students must explain and defend, with evidence from the song lyrics and novel, how Cam's "Burning House" could be from their character's perspective. They will have to present their "case" to the class. After everyone presents, the class will decide which character's point of view the song would most likely be from. |
| 15 | Visually assess & help as needed  | Groups will use the song lyrics, their connections, their novels, and their prior knowledge to defend their character's point of view.            |  |
| 12 | Transition. Have one group at a time present to the class. Then have the class decide as a whole which perspective they think the song best fits. | Groups present and defend to the class their character's point of view. Then, as a class, decide which perspective they think the song best fits. |  |
| 2  | Wrap up class & remind students to read pages 214-229 &   | Pack up class & write down homework   |  |

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|  | RD due Friday. |  |  |
|--|----------------|--|--|

Thursday

## Daily Lesson Information

|   |   |
|---|---|
| Lesson title  | Your Tribes   |
| Lesson Purpose/Rationale  | This lesson has students close-read a page, discuss, and then create their own list of tribes, like Junior does in the novel. Students have to choose their top five most important tribes, forcing them to condense their list and decipher what it most significant in their lives. Condensing and deciphering information are key skills while reading and writing.          |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | The teacher will reread page 217, as students follow along in their books. After a brief discussion of page 217, students will make a list of their own tribes-being creative. Students will then proceed to star their five most important tribes and share. If time permits, students can study vocabulary or finish their RDs.   |
| Lesson length   | 50 minutes  |
| Grade level and course  | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it   | The absolutely true diary of a part-time Indian Storia teaching guide. (2013, February 22). Retrieved November 14, 2016, from Scholastic, <a href="http://www.scholastic.com/teachers/lesson-plan/absolutely-true-diary-part-time-indian-storia-teaching-guide">http://www.scholastic.com/teachers/lesson-plan/absolutely-true-diary-part-time-indian-storia-teaching-guide</a> |

## Daily Lesson Plan Summary

|   |   |
|---|---|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i>  |
| How will you address students who do not have this prior knowledge?                 | The class will reread page 217, so students who did not read will be able to participate in the activity.   |
| Materials for instruction (include rationale for why the materials are appropriate) | Pens/ pencils- to write<br><i>The Absolutely True Diary of a Part-Time Indian</i> novels-to reread page 217<br>Notebooks-to write for activity<br>Student devices- for Quizlet<br>Reading Diaries- if extra time is allotted, students can work |

|                                  |  |
|----------------------------------|--|
|                                  | on RDs   |
| Accommodations and modifications | IEPs will be followed. There is no minimum tribe number, so students should not feel pressured to achieve a certain quota. |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text  | Learning Objective – in terms of what students will do                                   | Lesson Activities and Materials  | Assessments (Formal, Informal)                            |
|---|--|--|---|
| <b>10.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.   | Students will actively listen while the teacher rereads page 217.                        | <ul style="list-style-type: none"> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> </ul>  |   |
| <b>10.3.R.3</b> Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> <li>character development</li> <li>theme</li> <li>conflict (<i>i.e., internal and external</i>)</li> <li>archetypes</li> </ul> | Students will analyze how Alexie characterizes Junior and the many tribes he belongs to. | <ul style="list-style-type: none"> <li>Pens/ pencils-</li> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> <li>Notebooks</li> </ul> | List of tribes will be taken up as a participation grade. |
| <b>10.3.R.7</b> Students will make connections (e.g., <i>thematic links, literary analysis</i> ) between and across multiple texts and provide textual evidence to support their inferences.  | Students will make connections between Junior' tribes and their own personal tribes.     | <ul style="list-style-type: none"> <li>Pens/ pencils-</li> <li><i>The Absolutely True Diary of a Part-Time Indian</i> novels</li> <li>Notebooks</li> </ul> | List of tribes will be taken up as a participation grade. |

### Today's Essential Question(s) and/or Anticipatory Set

|  |                        |
|--|------------------------|
|  | Do a Quizlet activity. |
|--|------------------------|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...   | The students will....   | Additional information...   |
|----------------|---|---|---|
| 2              | Welcome students  | Complete bellwork   | See Appendix A  |
| 1              | Transition. Have students get out their books and turn to page 217  | Get out books and turn to page 217                                |   |
| 3              | Reread page 217   | Listen attentively & follow along                                 |   |
| 5              | Have students discuss with a partner the significance of this page  | Discuss with a partner the significance of this page              | Think-Pair-Share  |
| 5              | Have students share their thoughts on page 217  | Volunteer their thoughts about page 217                           |   |
| 3              | Transition and have students get out paper. Explain directions of tribe activity                                | Get out paper. Listen attentively to directions                   | Students will use page 217 as an example, writing down a list of tribes they belong to. They need to be appropriate for school. They will star their top 5 most important tribes when they finish their list. |
| 15             | Visually assess and help students as needed. Teacher examples can be used for inspiration if students need help | Make a list of the tribes they belong to and star their top five. | Ms. Stephens examples:<br>Tribe of teachers.<br>Tribe of bookworms.<br>Tribe of coffee drinkers.<br>Tribe of nerds.<br>Tribe of country music lovers.<br>Tribe of writers.                                    |

|    |   |   |   |
|----|---|---|---|
|    |   |   | Tribe of military SOs.<br>Tribe of Packer fans. |
| 10 | Have student volunteers share their top 5 most important tribes       | Volunteers share top 5 most important tribes          |   |
| 5  | Have students study vocabulary, work on their RD, or read silently.   | Study vocabulary, work on their RD, or read silently. |   |
| 1  | Wrap up class & remind students RDs are due and post-test is tomorrow | Pack up and listen to homework                        |   |

Friday

### Daily Lesson Information

| Lesson title  | Let's Do This  |
|---|--|
| Lesson Purpose/Rationale  | This lesson focuses on the students' last vocabulary quiz and presenting the final project assignment. Students are given multiple options for their final project, including visual, kinesthetic, and auditory options. Student choice is a major component of a successful classroom; when students are allowed choice, they become more engaged in the material and produce better results. |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will begin by taking their last vocabulary quiz of the unit. After the quiz finishes, the final project assignment will be handed out. The class will go over all the options and students can start figuring out what they want to do. They can also study for their unit exam on Monday with extra time.  |
| Lesson length   | 50 minutes   |
| Grade level and course  | 10 <sup>th</sup> English   |
| Source of lesson plan and how I modified it   | Idea taken from:<br>Oklahoma State University. (2016, Fall). <i>CIED 4713 Teaching and Learning in the Secondary School: English</i> [Projects for Reports]. Stillwater, OK: Shelbie Witte. Pinterest. Retrieved November 14, 2016, from Pinterest, <a href="https://www.pinterest.com">https://www.pinterest.com</a><br>Hopkinson, R. (2013, May 21). <i>The Absolutely True Diary of</i>     |

|  |   |
|--|---|
|  | <i>a Part Time Indian Trailer (2013)</i> Retrieved from <a href="https://www.youtube.com/watch?v=gXCSwsBIWZo&amp;index=5&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD">https://www.youtube.com/watch?v=gXCSwsBIWZo&amp;index=5&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD</a> |
|--|---|

### Daily Lesson Plan Summary

|   |   |
|---|---|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i> , studied vocabulary   |
| How will you address students who do not have this prior knowledge?                 | Students will have the opportunity to pick which final project they do, allowing them to show off their skills. These options include, visual, kinesthetic, and auditory options. |
| Materials for instruction (include rationale for why the materials are appropriate) | Vocabulary quizzes-to quiz<br>Final project assignment handouts- for final project<br>Pens/pencils-to write<br>Notebooks-for notes  |
| Accommodations and modifications  | IEPs will be followed. Directions will be orally given, as well on paper.   |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text   | Learning Objective – in terms of what students will do  | Lesson Activities and Materials   | Assessments (Formal, Informal) |
|--|---|---|--------------------------------|
| <b>10.1.R.1</b><br>Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. | Students will actively listen to final project directions and speak clearly when asking questions to clarify meaning. | <ul style="list-style-type: none"> <li>Final project assignment handouts</li> </ul> |                                |

### Today's Essential Question(s) and/or Anticipatory Set

|  |  |
|--|--|
|  | Would you recommend <i>The Absolutely True Diary of a Part-Time Indian</i> ? Why or why not? |
|--|--|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...  | The students will....  | Additional information...   |
|----------------|--|--|---|
| 2              | Welcome students   | Complete bellwork  | See Appendix A  |
| 1              | Transition & hand out vocabulary quizzes   | Put everything away, but a pencil. Pass down quizzes.  | See Appendix P  |
| 15             | Visually assess & watch for cheating   | Complete vocabulary quiz   |   |
| 1              | Transition and pick up vocabulary quizzes  | Hand up quizzes to person in front seat  |   |
| 1              | Handout final project menu and directions  | Pass down final project menu and directions  | See Appendix P  |
| 20             | Go over all options for final project & directions, answering any questions students may have. | Listen attentively, take notes as needed, & ask questions to clarify.  |   |
| 8              | Answering any questions, helping students pick a project, visually assess.                     | Pick what project they want to do [or at least be thinking about it] If they choose what project they want to do, they can start outlining their plan. | Show examples during this time: <a href="https://www.youtube.com/watch?v=gXCSwsBIWZo&amp;index=5&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD">https://www.youtube.com/watch?v=gXCSwsBIWZo&amp;index=5&amp;list=PL0Y0kOOZ6uO0GdyeToyavfs4CLG7HeTiD</a> |
| 2              | Wrap up class & remind students of their post-test   | Pack up things & write down homework.  |   |



|  |            |  |  |
|--|------------|--|--|
|  | on Monday. |  |  |
|--|------------|--|--|

## Week 5

Monday

### Daily Lesson Information

|   |  |
|---|--|
| Lesson title  | <i>The Absolutely True Diary of a Part-Time Indian</i> Post-Test   |
| Lesson Purpose/Rationale  | This lesson targets students' recall & analysis skills through a post-test. Fifteen questions on the post-test relate to major characters, settings or plot points in the novel, the last question has students argue how identity plays a role in <i>The Absolutely True Diary of a Part-Time Indian</i> . This is students' opportunity to display what they know and how they can connect the theme to the text, using textual examples.  |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will take their post-test for the unit. After completing their test, students will have some time to begin working on their final projects.   |
| Lesson length   | 50 minutes   |
| Grade level and course  | 10 <sup>th</sup> English   |
| Source of lesson plan and how I modified it   | Some questions taken from:<br>GradeSaver. (2016, November 12). The absolutely true diary of a part-time Indian. Retrieved November 14, 2016, from GradeSaver, <a href="http://www.gradesaver.com/the-absolutely-true-diary-of-a-part-time-indian/study-guide/quiz1">http://www.gradesaver.com/the-absolutely-true-diary-of-a-part-time-indian/study-guide/quiz1</a><br>Goodreads. (2016). The Absolutely True Diary of a Part Time Indian quiz. Retrieved November 14, 2016, from Goodreads, <a href="https://www.goodreads.com/quizzes/correct_answers?id=19616-the-absolutely-true-diary-of-a-part-time-indian">https://www.goodreads.com/quizzes/correct_answers?id=19616-the-absolutely-true-diary-of-a-part-time-indian</a> |

### Daily Lesson Plan Summary

|   |  |
|---|--|
| Prior knowledge needed for success                                  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i>   |
| How will you address students who do not have this prior knowledge? | Students will be formally assessed on their knowledge of the text. If they lack this knowledge at this point in the unit, it will be apparent on the test. |
| Materials for instruction (include                                  | Post test copies-for test<br>Pens/pencils- to write  |

|  |   |
|--|---|
| rationale for why the materials are appropriate) | Project & supplies-to work on after test<br>Student devices-if needed for project                                       |
| Accommodations and modifications                 | IEPs will be followed. Students can be given extra time if needed, or be allowed to take test in different environment. |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text   | Learning Objective – in terms of what students will do  | Lesson Activities and Materials   | Assessments (Formal, Informal)                         |
|--|---|---|--|
| <b>10.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.  | Students will actively listen to test directions before beginning their post-test.  |   | Post-test will be taken for a formal assessment grade. |
| <b>10.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.   | Students will briefly summarize and paraphrase their answer in their free-response question on the post-test.   | <ul style="list-style-type: none"> <li>• Post test copies-</li> <li>• Pens/pencils</li> </ul> |  |
| <b>10.3.R.3</b> Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> <li>• character development</li> <li>• theme</li> <li>• conflict ( <i>i.e., internal and</i></li> </ul> | Students will analyze the theme of identity and how it connects to <i>The Absolutely True Diary of a Part-Time Indian</i> in their free-response question on the post-test. | <ul style="list-style-type: none"> <li>• Post test copies-</li> <li>• Pens/pencils</li> </ul> |  |

|  |  |   |  |
|--|--|---|--|
| <i>external)</i><br>• archetypes   |  |   |  |
| <b>10.3.W.5</b> Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument. | Students will use words, phrase, and clauses to connect claims and commentary to create a cohesive and brief argument on the free-response questions on the post-test. | <ul style="list-style-type: none"> <li>• Post test copies-</li> <li>• Pens/pencils</li> </ul>         |  |
| <b>10.5.W.1</b> Students will write using correct mechanics.   | Students will write their free-response question using correct mechanics.  | <ul style="list-style-type: none"> <li>• Post test copies-</li> <li>• Pens/pencils</li> </ul>         |  |
| <b>10.7.W.2</b> Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.  | Students will create visual/ multimedia presentations for their final projects using a variety of media forms.   | <ul style="list-style-type: none"> <li>• Project &amp; supplies</li> <li>• Student devices</li> </ul> |  |

### Today's Essential Question(s) and/or Anticipatory Set

|  |                                    |
|--|------------------------------------|
|  | Put everything away, but a pencil. |
|--|------------------------------------|

### Today's Minute by Minute (Tick Tock)

| Time | The teacher will... | The students will.... | Additional |
|------|---------------------|-----------------------|------------|
|------|---------------------|-----------------------|------------|

| (minutes) |   |   | information...   |
|-----------|---|---|--|
| 2         | Welcome students  | Put everything away, but a pencil.                              |  |
| 1         | Handout tests   | Pass down tests   | See Appendix Q   |
| 2         | Explain directions for test & answer questions                      | Listen attentively & ask questions                              | Students will have 30 minutes to complete the test. They are allowed to write on the test. Free-response answers should be well thought out and incorporate specific examples from the text. |
| 30        | Visually assess & watch for cheating                                | Take post-test, quietly   | If student finishes early, they can raise their hand & teacher will pick it up from their desk. They can start working on their project quietly or read until everyone is finished.          |
| 1         | Transition & pick up remaining tests                                | Hand in tests   |  |
| 1         | Have students work on their projects for the remainder of class     | Get out supplies to work on projects for the remainder of class |  |
| 13        | Help students as needed & answer any questions about final projects | Work on final projects until the end of class [bell]            |  |

Tuesday

### Daily Lesson Information

|                          |  |
|--------------------------|--|
| Lesson title             | Project Work Day   |
| Lesson Purpose/Rationale | This lesson allows students time to work on their final projects. Some students may not have the means to work |

|   |   |
|---|---|
|   | on projects outside of class; in-class workdays also allow students to receive feedback from the teacher and classmates and ask questions about their projects to clarify meaning. Students are allowed two full workdays in class [along with the previous weekend and out of class time]. |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will be working on their final projects in class.  |
| Lesson length   | 50 minutes  |
| Grade level and course  | 10 <sup>th</sup> English  |
| Source of lesson plan and how I modified it   |   |

### Daily Lesson Plan Summary

|   |   |
|---|---|
| Prior knowledge needed for success  | Have read <i>The Absolutely True Diary of a Part-Time Indian</i>  |
| How will you address students who do not have this prior knowledge?                 | The final projects available for students offer many differing options; students will be able to find one that fits their skillset. |
| Materials for instruction (include rationale for why the materials are appropriate) | Student projects & supplies-to work on projects<br>Student devices-if needed for project<br>Pens/pencils-to write                   |
| Accommodations and modifications  | IEPs will be followed. Projects can be modified to fit student needs.   |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text   | Learning Objective – in terms of what students will do         | Lesson Activities and Materials  | Assessments (Formal, Informal)    |
|--|--|--|-----------------------------------|
| <b>10.7.W.2</b><br>Students will create visual | Students will create visual/multimedia presentations for their | <ul style="list-style-type: none"> <li>• Student projects &amp; supplies</li> <li>• Student devices</li> </ul> | Final projects will be taken as a |

|   |  |   |                       |
|---|--|---|-----------------------|
| and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. | final project, using a variety of forms to enhance understanding of <i>The Absolutely True Diary of a Part-Time Indian</i> . | <ul style="list-style-type: none"> <li>Pens/pencils-</li> </ul> | summative assessment. |
|---|--|---|-----------------------|

### Today's Essential Question(s) and/or Anticipatory Set

|  |   |
|--|---|
|  | Have students get out materials for projects. |
|--|---|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...  | The students will....           | Additional information...   |
|----------------|--|---------------------------------|---|
| 2              | Welcome students   | Get out materials for project   |   |
| 2              | Explain to students they will have the entire hour to work on their final projects | Listen attentively              |   |
| 46             | Visually assess, answer questions, help as needed, & give feedback on projects.    | Work on projects until the bell | For students making videos, they are allowed to go out of the class to film. They MUST stay on campus & tell teacher where they plan to go before they leave the classroom. |

Wednesday

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...  | The students will....           | Additional information...   |
|----------------|--|---------------------------------|---|
| 2              | Welcome students   | Get out materials for project   |   |
| 2              | Explain to students they will have the entire hour to work on their final projects | Listen attentively              | Project presentations will start tomorrow   |
| 46             | Visually assess, answer questions, help as needed, & give feedback on projects.    | Work on projects until the bell | For students making videos, they are allowed to go out of the class to film. They MUST stay on campus & tell teacher where they plan to go before they leave the classroom. |

Thursday

### Daily Lesson Information

|   |  |
|---|--|
| Lesson title  | Final project Presentations  |
| Lesson Purpose/Rationale  | This lesson incorporates listening and speaking skills, presentation skills, and building confidence. Students will have to give brief presentations, displaying their final projects for the class and providing a rationale for the components of the project. |
| Lesson description (include concepts and skills and where this lesson fits within the curriculum) | Students will present their projects to the class. Final projects will be graded with a rubric.  |
| Lesson length   | 50 minutes   |
| Grade level and course  | 10 <sup>th</sup> English   |
| Source of lesson plan and how I modified it   |  |

### Daily Lesson Plan Summary

|   |  |
|---|--|
| Prior knowledge needed for success  | Have created their final projects over <i>The Absolutely True Diary of a Part-Time Indian</i>  |
| How will you address students who do not have this prior knowledge?                 |  |
| Materials for instruction (include rationale for why the materials are appropriate) | Student projects-to present<br>Teacher computer/ Smartboard/ audio equipment- to display student projects<br>Notebooks-for students to write notes in<br>Pens/pencils-to write<br>Grading rubric- for final projects |
| Accommodations and modifications  | IEPs will be followed. Exceptions can be made to presenting; students with severe anxiety can present to the teacher at lunch or after school.   |

### Daily Lesson Plan Details

| Oklahoma Academic Standard – number and text   | Learning Objective – in terms of what students will do   | Lesson Activities and Materials   | Assessments (Formal, Informal)   |
|--|--|---|--|
| <b>10.1.R.1</b><br>Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. | Students will actively listen to their classmates' project presentations, while taking notes, and speak clearly when presenting their own project. | <ul style="list-style-type: none"> <li>• Notebooks</li> <li>• Pens/pencils</li> </ul>   |  |
| <b>10.1.W.1</b><br>Students will give formal and informal presentations in a group or individually, providing textual and visual                 | Students will give a presentation of their final project, providing textual and visual evidence.   | <ul style="list-style-type: none"> <li>• Student projects</li> <li>• Teacher computer/ Smartboard/ audio equipment</li> </ul> | Final projects will be taken as a summative assessment & will be graded by a rubric. |



|  |   |   |  |
|--|---|---|--|
| evidence to support a main idea.   |   |   |  |
| <b>10.7.W.2</b><br>Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. | Students will create visual/ multimedia presentations to be presented to the class, using a variety of media forms to enhance understanding of <i>The Absolutely True Diary of a Part-Time Indian</i> . | <ul style="list-style-type: none"> <li>• Student projects</li> <li>• Teacher computer/ Smartboard/ audio equipment</li> </ul> |  |

### Today's Essential Question(s) and/or Anticipatory Set

|  |   |
|--|---|
|  | Have students get out notebook paper, so they can write down 1 thing they enjoyed and 1 suggestion for everyone's project. These notes will be turned in on Friday. |
|--|---|

### Today's Minute by Minute (Tick Tock)

| Time (minutes) | The teacher will...                             | The students will....                  | Additional information...   |
|----------------|---|--|---|
| 2              | Welcome students                                | Get out notebook paper and pen/pencil. | Written on whiteboard: Get out notebook paper & a pencil, so you can write down one thing you enjoyed and one suggestion you have for everyone's project. |
| 1              | Transition & ask for volunteer to present first | Volunteers will raise hands            |   |
| 47             | Watch   | Watch presentations,                   | See Appendix R  |

|  |  |  |  |
|--|--|--|--|
|  | presentations & assess using a rubric. Ask for volunteers after every project to see who goes next. Anyone who does not today, will go tomorrow. | take notes on everyone's presentation [one things you enjoyed, one suggestion]. Volunteer to present |  |
|--|--|--|--|

### Today's Minute by Minute (Tick Tock)

Friday

| Time (minutes) | The teacher will...   | The students will....   | Additional information...   |
|----------------|---|---|---|
| 2              | Welcome students  | Get out notebook paper and pen/pencil.  | Written on whiteboard: Get out notebook paper & a pencil, so you can write down one thing you enjoyed and one suggestion you have for everyone's project. |
| 1              | Transition & ask for volunteer to present first   | Volunteers will raise hands   |   |
| 47             | Watch presentations & assess using a rubric. Ask for volunteers after every project to see who goes next. | Watch presentations, take notes on everyone's presentation [one things you enjoyed, one suggestion]. Volunteer to present | See Appendix R  |

## Appendix A

### BELLRINGERS

#### Week One:

Day One:

**What is your favorite book?**

Day Two:

**What are the advantages of an author's book being banned?**

Day Three:

**What is the difference between a biography and an autobiography?**

Day Four:

**Write the following excerpt. Circle the nouns, underline the adjectives, & box the verbs.**

Uncle Adrian...

to make a long night story short,

you promised to give me your Oldsmobile in 1962.

How come you didn't?

I could have had some really good times in high school.

Day Five:

**Write the following sentences. Label each word with the correct part of speech. Get as many as you can!**

Lawyers, I suppose, were children once. — Charles Lamb  
(from *To Kill a Mockingbird* by Harper Lee)

If they give you ruled paper, write the other way. – Juan Ramón Jiménez  
(from *Fahrenheit 451* by Ray Bradbury)

#### Week Two:

Day Six:

**Do you think that people label you with a stereotype? What is unfair about the stereotype?**

Day Seven:

**Pick 3 of your vocabulary words & draw them.**

Day Eight:

**Choose 3 new vocabulary words from yesterday & use them in a sentence.**

Day Nine:

**Complete a Quizlet vocabulary activity. Write which one you completed & your score in your Bellwork.**

Day Ten:

**Give the part of speech for all your vocabulary words.**

**Week Three:**

Day Eleven:

**Would you walk 22 miles to school if there was no other option? If no, what *would* you walk 22 miles for?**

Day Twelve:

**Write a simile & a metaphor describing hunger.**

Day Thirteen:

**Draw 5 of your vocabulary words.**

Day Fourteen:

**Do a Quizlet vocabulary activity. Write which one you completed & your score in your Bellwork.**

Day Fifteen:

**Choose 3 new vocabulary words & use them in a sentence.**

**Week Four:**

Day Sixteen:

**Label the rhyme scheme in the poem & any instances of personification.**

The Torment

Sorrow swallowed me into the cruel black sea,  
The icy cold water washed over me,  
Memories spin around in my mind,  
Causing dark lucid dreams of every kind.  
Grief and misery played their part,  
Leaving behind a broken heart

The Healing

Slowly the water ebbed away,  
The blackness mellowed to a shade of grey,  
Time as the healer showed the way,  
Helping me to cope day by day,  
Fear subsiding, confidence reigns,  
Ready to face the world again

### The Future

The waters now are calm and clear,  
My life again is full of cheer,  
Smiles return and with them light,  
The grey is replaced by colours so bright,  
Though life was cruel, when it took you away,  
I look to the future as a brand new day

Day Seventeen:

**Draw 4 of your vocabulary words.**

Day Eighteen:

**Take your remaining 3 vocabulary words and use them in a sentence.**

Day Nineteen:

**Do a Quizlet activity.**

Day Twenty:

**Would you recommend *The Absolutely True Diary of a Part-Time Indian*?**

**Appendix B**

# Banned Book Inquiry Activity

DIRECTIONS: Research the book you wrote down in your bellringer & answer the following questions.

BOOK TITLE:

HAS IT BEEN BANNED (CIRCLE):      YES                      NO

WHERE HAS IT BEEN BANNED? (STATES, SCHOOL DISTRICTS, ETC.)

WHY HAS IT BEEN BANNED?

IN YOUR OPINION, DO YOU THINK THIS BOOK SHOULD BE BANNED? WHY /NOT?

## Appendix C

# BANNED BOOK WEEK POSTER

## DIRECTIONS:

Create a poster with your group that **defends** your right to read & **encourages** others to read banned books. Incorporate what you have learned the last two days from ALA's website, discussion & Sherman Alexie's video.

## ALL GROUPS MEMBERS MUST PARTICIPATE

## REQUIREMENTS:

\_\_\_\_\_ At least 2 advantages/ reasons to read banned books

\_\_\_\_\_ Where you can find out information about Banned Book Week

\_\_\_\_\_ At least 2 books that have been banned & why (refer to yesterday's assignment if you need help)

\_\_\_\_\_ At least 2 pictures/ images (hand drawn)

\_\_\_\_\_ At least 1 sentence explaining Banned Book Week & its mission

\_\_\_\_\_ All group members' names on front of poster

## Appendix D

# READING DIARY ASSIGNMENT



You will be completing a Reading Diary for *The Absolutely True Diary of a Part-Time Indian*. Every day, with your reading, you will write an entry in your RD. Your RDs will be checked everyday, so make sure to keep up.

**Due: Friday, October 21.**

### REQUIREMENTS PER ENTRY (due next day in class)

- \_\_\_/4 points    At least 250 words
- \_\_\_/4 points    At least one drawing
- \_\_\_/2 points    Date & page numbers

140 points TOTAL of 14 entries

### OTHER REQUIREMENTS

- \_\_\_/20 points    Decorated cover
- \_\_\_/30 points    Relevant content, connections, analysis & questions
- \_\_\_/10 points    Turned in by due date (every day late is 10 points off)

60 points TOTAL for other requirements

**\_\_\_/ 200 points TOTAL for RD**



## Appendix E

# SPOKANE INDIAN RESERVATION BROCHURE INSTRUCTIONS

### STEP ONE:

Decide if you want to create your brochure on Word (using a template) OR on copy paper.

### STEP TWO:

Visit the Spokane Indian Reservation's website:

<http://www.spokanetribe.com> to gather information for your brochure.

### REQUIREMENTS:

1. Must include information about the geography, history, culture, and news.
2. Must include at least 2 pictures (you can draw these if you choose to do a hand copy).
3. Both, front & back, must be filled. NO BLANK SIDES!
4. Cite your information, facts, and images in MLA format (in-text citations).
5. Be creative!

## Appendix F

## ROWDY CHARACTER ANALYSIS

In "Revenge Is My Middle Name" (15-24), Junior describes Rowdy in depth. Using the text as a reference, fill Rowdy's head with character traits, images, facts, etc. that describe him. Make sure to support your claims with evidence & cite the page number.



**Appendix G**

## Making Predictions: Mary Runs Away

**Directions:** Based on what has happened so far in *The Absolutely True Diary of a Part-Time Indian*, make your predictions for Junior's sister, Mary Runs Away. This can include, but is not limited to: her career, her relationships, and her accomplishments.

I predict Mary Runs Away...

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## Creative Writing Assignment

Due Tomorrow (Thursday)

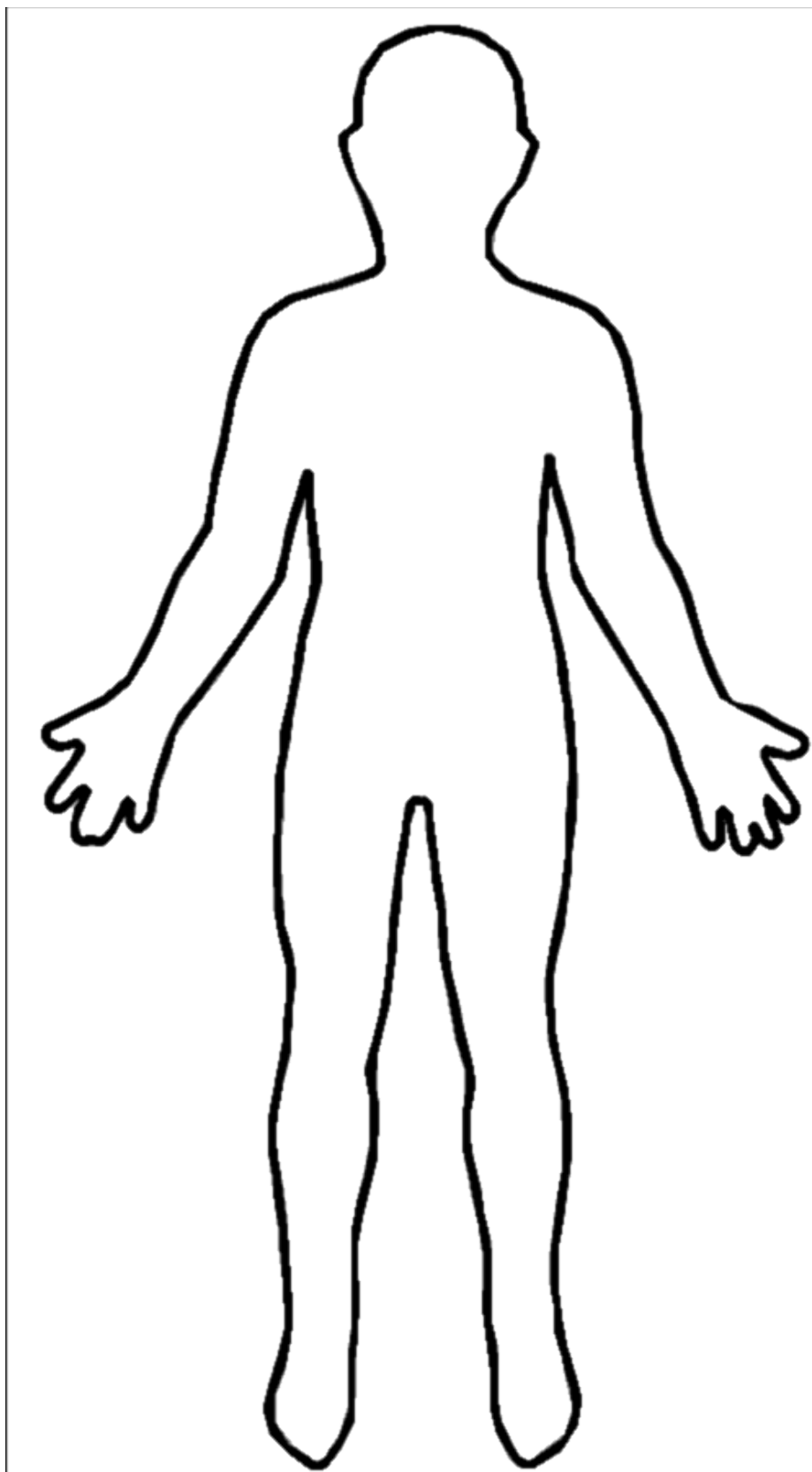
**Directions:** You will use your predictions above to write a story about Mary Runs Away's future.

**Requirements:**

1. 1 page in length
2. Be reasonable. Make sure your story could fit into the novel well.
3. Be creative and descriptive. This is the time to dazzle me with your language skills.

| CATEGORY                | 5   | 4   | 3-2   | 1-0  |
|-------------------------|---|---|---|--|
| Creativity              | The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.     | The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.     | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination. | There is little evidence of creativity in the story. The author does not seem to have used much imagination. |
| Organization            | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.                                       | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.  | The story is a little hard to follow. The transitions are sometimes not clear.  | Ideas and scenes seem to be randomly arranged.   |
| Requirements            | All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met.   | Almost all (about 90%) the written requirements were met.   | Most (about 75%) of the written requirements were met, but several were not.  | Many requirements were not met.  |
| Writing Process         | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful. | Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.    | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.                                 | Student devotes little time and effort to the writing process. Doesn't seem to care.                         |
| Focus on Assigned Topic | The entire story is related to the assigned topic and allows the reader to understand much more about the topic.  | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic.   | No attempt has been made to relate the story to the assigned topic.  |

## Appendix H



# THE UNOFFICIAL AND UNWRITTEN RULES OF \_\_\_\_\_

Directions: Choose a theme for your rules, then create 10 unwritten rules of that theme. Refer to page 61 if you need inspiration. (Example. The 10 Unwritten Rules of High School) Be appropriate & creative!

1.

2.

3.

4.

5.

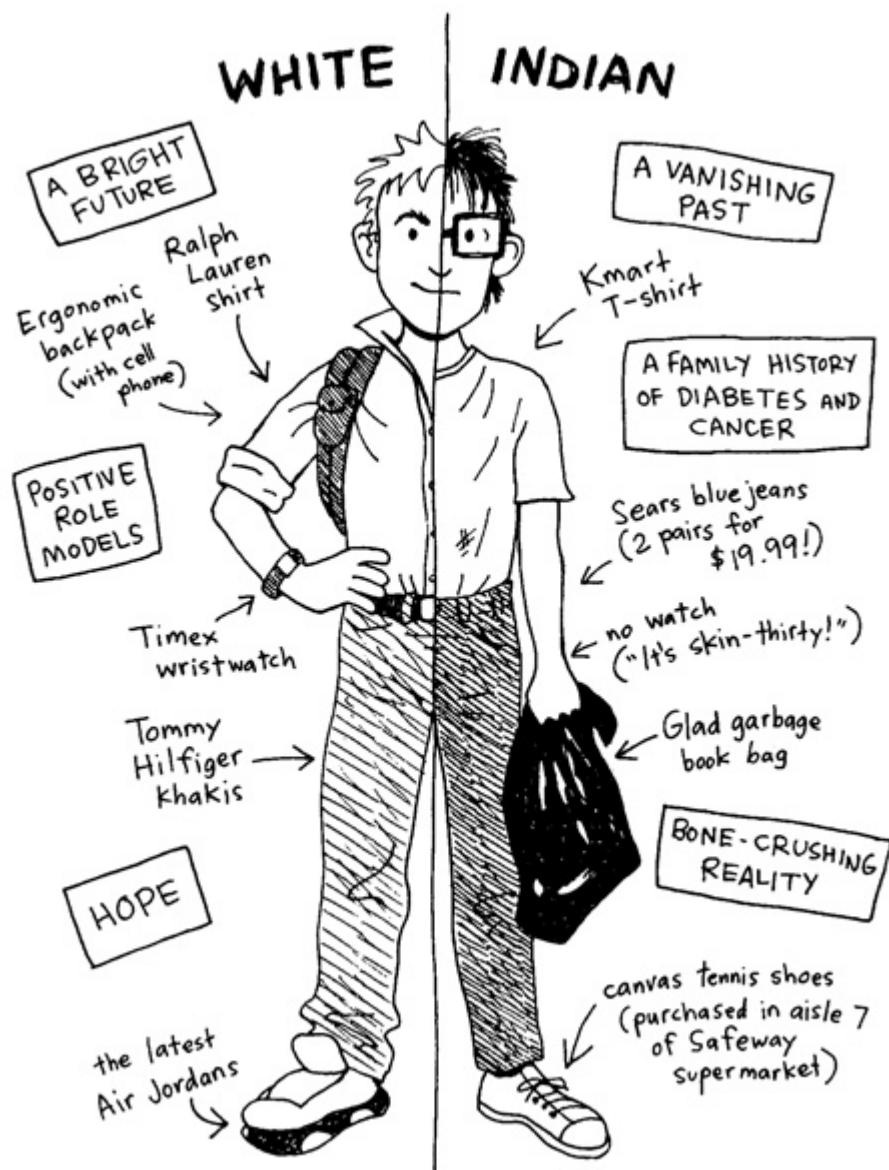
6.

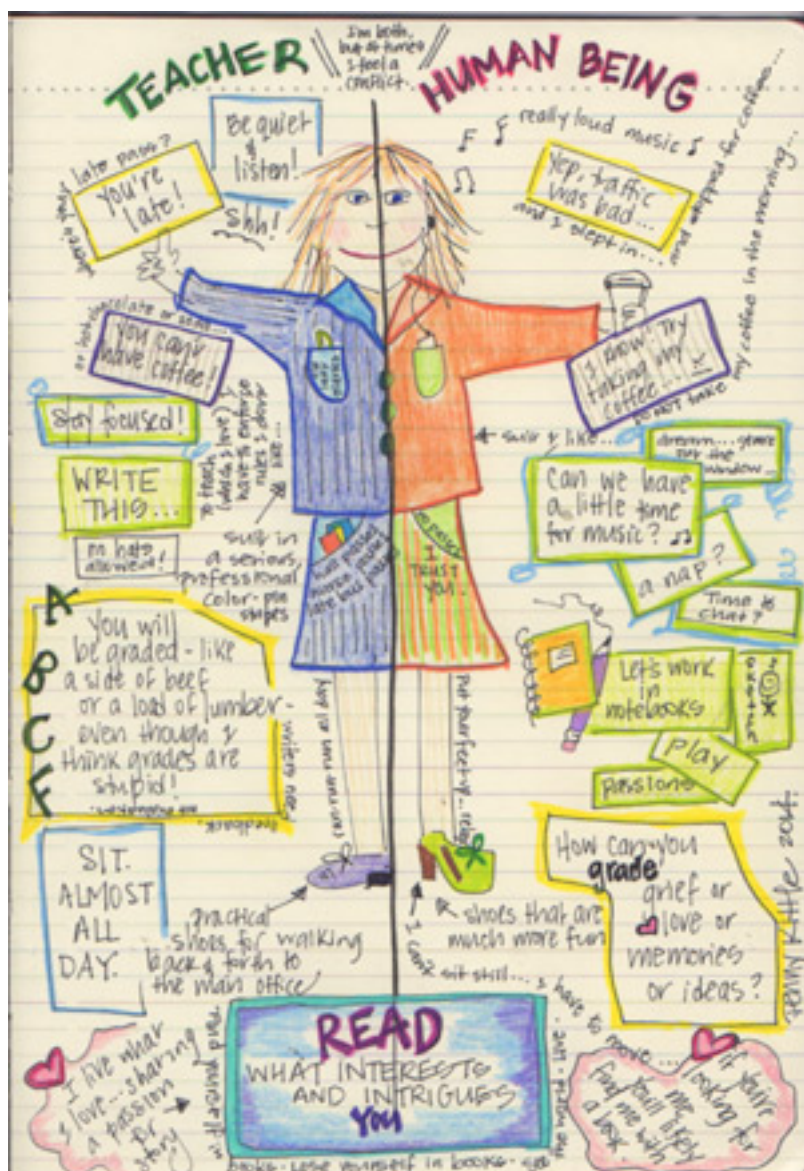
7.

8.

9.

10.







## Appendix I

**Vocabulary Quiz #1**

Write the letter of the correct match next to each definition.

\_\_\_\_ translucent

\_\_\_\_ aboriginal

\_\_\_\_ hypothermic

\_\_\_\_ ergonomic

\_\_\_\_ Mafioso

\_\_\_\_ decrepit

\_\_\_\_ pummeled

- a. strike repeatedly, typically with the fists
- b. the state of being that occurs when your body loses heat faster than it can produce heat, causing a dangerously low body temp
- c. intended to provide optimum comfort and to avoid stress or injury
- d. inhabiting or existing in a land from the earliest times or from before the arrival of colonists; indigenous
- e. worn out or ruined because of age or neglect
- f. allowing light, but not detailed images, to pass through; semitransparent
- g. a member of the Mafia

**Vocabulary Quiz Key**

1. f

2. d

3. b

4. c

5. g

6. e

7. a

## Appendix J

| CATEGORY                         | 5  | 4   | 3-2   | 1-0   |
|----------------------------------|--|---|---|---|
| Accuracy of Facts (Content)      | All supportive facts are reported accurately.  | Almost all supportive facts are reported accurately.  | Most supportive facts are reported accurately.  | NO facts are reported OR most are inaccurately reported.  |
| Sources (Content)                | All sources used for quotes and facts are credible and cited correctly.  | All sources used for quotes and facts are credible and most are cited correctly.  | Most sources used for quotes and facts are credible and cited correctly.                  | Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.   |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader from the content.                           | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.   | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.         |
| Sequencing (Organization)        | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader.       | Many details are not in a logical or expected order. There is little sense that the writing is organized. |

# COMPARE & CONTRAST

**Directions:** Using the connections you made between *The Absolutely True Diary of a Part-Time Indian* and “On the Reservation and Off, Schools See a Changing Tide,” compose a 2-3-page compare/ contrast paper.

DUE FRIDAY, OCTOBER 14

## REQUIRMENTS:

- 2-3 pages in length
- Sources cited in MLA format **with** a Works Cited page
- Proper grammar
- Organized well
- Content is relevant

**This paper is worth 50 points of your grade for the unit.**

## Appendix K

## Identity – Who Am I?

The main character in the novel is described as being a part-time Indian. He has become less than Indian and does not belong in either social space, the Rez or Reardan. In response to Junior's predicament, Gordy says, "life is a constant struggle between being an individual and being a member of the community" (p. 132).

In point-form, describe Junior's current thoughts on his identity.

- 
- 
- 
- 
- 

Read the poem, “Endless Search” by Alonzo Lopez, and answer the following questions in complete sentences.

## “Endless Search”

Searching, forever searching.  
Looking, but never finding.  
Day and night, my eyes roam the world.  
Searching, not knowing how to end.  
This search for myself.

Alonzo Lopez

1. Why do you think that the narrator is always searching? What did he lose?
2. What is the significance of the title? (Importance, meaning, or underlying message)



## Appendix L

Author of the Essay \_\_\_\_\_ Person Completing Peer Edit \_\_\_\_\_

### Peer Editing Checklist for Compare and Contrast Essay

Directions: Read through the entire essay for a clear understanding of what the essay is trying to communicate. Then, answer the following questions.

1. Is there a hook? \_\_\_\_\_ Is it related in some way to the rest of the essay? \_\_\_\_\_ Make comments or suggestions for improvement.
2. What is the thesis statement?
3. Have the two things being compared been properly introduced or explained in the introduction? What are they?
4. Does the introduction flow? Does each sentence relate in some way to the next one? Do the sentences seem to just be placed haphazardly together? Explain.
5. Do the body paragraphs follow a logical pattern? Are the ideas communicated in a way that the reader can easily follow? Explain.
6. Are the body paragraphs broken up in a way that makes for clear understanding? What changes would you suggest, if any?
7. Are the topics used in the each body paragraph supported well? Are there any significant details that were left out that could better support the essay? Was there any incorrect information or misleading statements?
8. Look back at number 2. Do the body paragraphs adequately support the thesis statement? Make suggestions for change.

9. Does the conclusion sum up the major points of the essay *without* using the exact same wording? Suggestions?
10. Does the conclusion include a modified thesis/ focus statement? How is it different from the thesis statement in the introduction? Make suggestions for change, if necessary.
11. Look for fragments and run-ons. Make note of them on the essay.
12. Get a dictionary. Any word that you suspect is wrong, check it before circling it on the essay.
13. Get a thesaurus. Any word that has been overused list below. Then, using the thesaurus, make suggestions for change.



## Proofreading Marks

| The mark | What it means                          | How to use it   |
|----------|--|---|
|          | Delete: take out something here.       | car <del>y</del> mufflers should <del>should</del>    |
|          | Insert: add something here.            | You <sup>are</sup> afraid o <sup>f</sup> mice.        |
|          | Add space here.                        | Jugglers <sup> </sup> buy <sup> </sup> a lot of eggs. |
|          | No space: close the gap.               | some body   |
|          | Delete and close the gap.              | the gir <del>r</del> affe                             |
|          | New paragraph here.                    | "Yes," said Jack. ¶ "All right," said Jill.           |
|          | No paragraph: keep sentences together. | The meeting was brief.<br>— It lasted twenty minutes. |
|          | Transpose: switch these things.        | friends/both/were/                                    |
|          | Change or insert this letter.          | l <sup>i</sup> ke s <sup>c</sup> uccess               |
|          | Make this a capital letter.            | old <u>dr.</u> smith                                  |
|          | Make this a small letter.              | My <del>X</del> ncle lost a <del>S</del> hovel.       |
|          | Spell it out.                          | His ② friends are Fido ② Spot.                        |
|          | Insert a period.                       | It was raining. I got wet.                            |
|          | Insert a comma.                        | "London, England," he said.                           |
|          | Insert an apostrophe.                  | It's a dog's life.                                    |
|          | Insert quotation marks.                | "You're a pane," said the door.                       |
|          | Is this correct? Check it.             | Columbus sailed in 1942. ②                            |

## Appendix M

# Vocabulary Quiz #2

Write the letter of the correct match next to each definition.

- |     |               |  |
|-----|---------------|--|
| ___ | nomadic       |  |
| ___ | metaphorical  | a. pertaining to, resembling, or suggesting fireworks  |
| ___ | eccentricity  | b. the feeling that a person or a thing is beneath consideration, worthless, or deserving scorn                                  |
| ___ | scintillating | c. sparkling or shining brightly   |
| ___ | pyrotechnic   | d. involves moving around a lot  |
| ___ | posterior     | e. the quality of being eccentric; unconventional and slightly strange   |
| ___ | contempt      | f. further back in position; of or nearer the rear or hind end, especially of the body or a part of it                           |
| ___ | tautology     | g. in an acutely disturbed state of mind resulting from illness or intoxication and characterized by restlessness, illusions, an |
| ___ | delirious     |  |
| ___ | monotonous    | h. a phrase or expression in which the same thing is said twice in different words   |
| ___ | shaman        | i. a person regarded as having access to, and influence in, the world of good and evil spirits, especially among some peoples of |
|     |               | j. characteristic of or relating to metaphor; figurative   |
|     |               | k. dull, tedious, and repetitious; lacking in variety and interest   |

## VOCABULARY QUIZ KEY

1. d
2. j
3. e
4. c
5. a
6. f
7. b
8. h
9. g
10. k
11. i

## Appendix N



**ON YOUR COPY OR CONSTRUCTION PAPER, MAKE FIVE LISTS FOR THE FOLLOWING TOPICS:**

**A) A LIST OF THE PEOPLE WHO HAVE GIVEN THEM THE MOST JOY IN THEIR LIVES (PEOPLE THEY KNOW PERSONALLY)**

**B) A LIST OF THE MUSICIANS WHO HAVE BROUGHT THEM THE MOST JOY**

**C) A LIST OF THEIR FAVORITE FOODS**

**D) A LIST OF THEIR FAVORITE BOOKS**

**E) A LIST OF THEIR FAVORITE ATHLETES/ARTISTS/CELEBRITIES/ HEROES (PEOPLE THEY DO NOT KNOW PERSONALLY)**

**AFTER YOU FINISH, DECORATE YOUR PAPER. BE CREATIVE!**



## MS. STEPHENS EXAMPLE

- a) My dad, my grandma, my fiancé, & my two best friends
- b) Reba, Adele, Garth Brooks, & Norah Jones
- c) Macaroni & cheese, chocolate chip cookies & soup
- d) *The Time Traveler's Wife*, *Harry Potter* series, *My Sister's Keeper* & *Me Before You*
- e) Reba, Adele, Mary Beth Evans & all military servicemen & women

## Appendix O

### "Burning House" by Cam

I had a dream about a burning house  
You were stuck inside  
I couldn't get you out  
I lay beside you and pulled you close  
And the two of us went up in smoke  
Love isn't all that it seems  
I did you wrong  
I'll stay here with you  
Until this dream is gone  
I've been sleepwalking  
Been wondering all night  
Trying to take what's lost and broke  
And make it right  
I've been sleepwalking  
Too close to the fire  
But it's the only place that I can hold  
you tight  
In this burning house  
I see you at a party and you look the  
same  
I could take you back  
But people don't really change  
Wish that we could go back in time  
I'd be the one you thought you'd find  
Love isn't all that it seems  
I did you wrong

I'll stay here with you  
Till this dream is gone  
I've been sleepwalking  
Been wondering all night  
Trying to take what's lost and broke  
And make it right  
I've been sleepwalking  
Too close to the fire  
But it's the only place that I can hold  
you tight  
In this burning house  
Flames are getting bigger now  
In this burning house  
I can hold on to you somehow  
In this burning house  
Oh and I don't wanna wake up  
In this burning house  
And I been sleepwalking  
Been wandering all night  
Trying to take what's lost and broke  
And make it right  
I've been sleep walking  
Too close to the fire  
But it's the only place that I can hold  
you tight  
In this burning house

**Appendix P****Vocabulary Quiz #3**

Write the letter of the correct match next to each definition.

\_\_\_ bubonic plague

\_\_\_ primitive

\_\_\_ momentum

\_\_\_ Euripides

\_\_\_ Medea

\_\_\_ dormant

\_\_\_ Goliath

a. temporarily inactive

b. the most common form of plague in humans, characterized by fever, delirium, and the formation of buboes

c. a Philistine giant, according to legend slain by David

d. a tragedian & playwright of classical Athens; wrote Medea

e. an ancient Greek tragedy written by Euripides, based upon the myth of Jason and Medea; the plot centers on the actions of Med

f. relating to, denoting, or preserving the character of an early stage in the evolutionary or historical development of something

g. the impetus gained by a moving object

## VOCABULARY QUIZ KEY

1. b
2. f
3. g
4. d
5. e
6. a
7. c



# FINAL PROJECTS

|   |   |  |
|---|---|--|
| <p><b>ESSAY</b></p> <p>Answer the following question in a 3-4 page essay:</p> <p>How does identity play into <i>The Absolutely True Diary of a Part-Time Indian</i>?</p> <p>Discuss the theme and how it relates to characters in the novel, focusing on Junior.</p>  | <p><b>POETRY ANTHOLOGY</b></p> <p>Compose a poem for every chapter in the novel, along with an illustration.</p> <p>You MUST include all of these forms in your anthology at least once: free verse, sonnet, ode, haiku, couplet, &amp; limerick.</p> <p>Put together/ bind in a folder or make PowerPoint/Prezi.</p> | <p><b>SCRAPBOOK</b></p> <p>Create a scrapbook with an illustrated cover, photographs, mementos, detailed captions, AND paragraph explanations.</p> <p>You can do it for the novel as a whole, or from a certain character's perspective.</p> <p>Scrapbook must contain at least 10 pages.</p>                              |
| <p><b>SOUNDTRACK</b></p> <p>Create a soundtrack for <i>The Absolutely True Diary of a Part-Time Indian</i>.</p> <p>Your soundtrack must contain a minimum of 8 songs.</p> <p>Each song should have a paragraph explanation as to why you picked that song.</p> <p>Burn songs onto a CD or create a playlist on YouTube.</p> | <p><b>COLLAGE</b></p> <p>Create a collage depicting the themes, characters, settings, and conflicts of the novel.</p> <p>Each piece of the collage [photographs, magazine clippings, etc.] MUST have an explanation as to why you chose it.</p> <p>Present on poster board or foam board.</p>                         | <p><b>6 WORD MEMOIR</b></p> <p>Compose a 6-word memoir for each chapter in the novel, along with an illustration.</p> <p>Choose your words carefully.</p> <p>Put together/ bind in a folder or make PowerPoint/Prezi.</p>  |
| <p><b>EPILOUGE</b></p> <p>Write the epilogue of the story [either 1 year, 10 years, or 20 years later] MUST be 2-3 pages.</p> <p>Describe what the main character is doing, what he has done since the end of the novel, what he is like, and what his interests are.</p>   | <p><b>BOOK/ MOVIE TRAILER</b></p> <p>Create a trailer [with 2-3 classmates] that depicts the plot of the novel.</p> <p>Video needs to be a minimum of 2 ½ minutes long.</p> <p>The point of this project is to make people want to read <i>The Absolutely True Diary of a Part-Time Indian</i>.</p>                   | <p><b>PUMPKIN</b></p> <p>This is the most creative of the projects!</p> <p>Get yourself a [pretty large] pumpkin &amp; paint/ shave what you think are the most important scenes from the novel. You can include characters, settings, themes, and conflicts.</p> <p>A two-page minimum explanation paper is required.</p> |

REMEMEBER: EFFORT WILL BE REWARDED

## Appendix Q

### *The Absolutely True Diary of a Part-Time Indian Test*

**Directions:** Circle the answer you feel best answers the question.

**1] What is Junior's real name?**

- A] Rowdy Spirit
- B] Eugene Spirit
- C] Arnold Spirit
- D] Roger Spirit

**2] What is Junior's hobby?**

- A] Singing
- B] Whittling
- C] Science experiments
- D] Drawing

**3] What is Junior's nickname for Mary?**

- A] Mary Quite Contrary
- B] Mary Little Lamb
- C] Mary Runs Away
- D] Mary Homebody

**4] Who did Junior's geometry book once belong to?**

- A] His grandmother
- B] His mother
- C] His grandfather

D] His father

**5] What types of stories did Mary write when she was in school?**

A] Romance stories

B] Mystery novels

C] Literary stories

D] Children's books

**6] How many miles away from the reservation is Reardan?**

A] 22

B] 20

C] 15

D] 18

**7] What is the name of the teacher who told Arnold to leave the reservation?**

A] Mr. P

B] Mr. C

C] Gerald

D] Eugene

**8] How does Arnold's sister die?**

A] Home caught on fire

B] Got shot

C] Got ran over

D] Got sick

**9] How does Arnold's grandmother die?**

- A] Home caught on fire
- B] Got shot
- C] Got ran over
- D] Got sick

**10] How does Eugene, Arnold's dad's friend, die?**

- A] Home caught on fire
- B] Got shot
- C] Got ran over
- D] Got sick

**11] What happens the first time Arnold plays Wellpinit?**

- A] He dunks
- B] He steals the ball from Rowdy
- C] He gets knocked unconscious
- D] He makes the game winning basket

**12] Who says, "I was born with water on the brain."**

- A] Arnold
- B] Penelope
- C] Rowdy
- D] Gordy

**13] Who's last words are, "Forgive him".**

- A] Arnold's sister's
- B] Eugene's
- C] Arnold's grandmother's
- D] Rowdy's

**14] On the reservation, Arnold feels like a(n)**

- A] Outcast
- B] Leader
- C] Follower
- D] Joker

**15] What gives Arnold trouble in his search for identity?**

- A] Race
- B] Gender
- C] Books
- D] Language

**FREE RESPONSE**

**Directions:** Answer the question below in a short paragraph, using textual examples.

**16]** How does identity play into *The Absolutely True Diary of a Part-Time Indian*?

## Test Key

1. C

2. D

3. C

4. B

5. A

6. A

7. A

8. A

9. C

10. B

11. C

12. A

13. C

14. A

15. A

**FREE RESPONSE IS GRADED SEPARATELY.**

## Appendix R

| CATEGORY       | 80   | 60  | 40  | 20   | 10  |
|----------------|--|---|---|--|---|
| Presentation   | Well-rehearsed with smooth delivery that holds audience attention.                       | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time.                            | Delivery not smooth and audience attention often lost.   | Student fails to present.                                       |
| Attractiveness | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance presentation.       | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentation content. | Student fails to put forth effort in making project attractive. |
| Requirements   | All requirements are met and exceeded.   | All requirements are met.   | One requirement was not completely met.   | More than one requirement was not completely met.  | Student does not meet any requirements.                         |
| Content        | Covers topic in-depth with details and examples. Subject knowledge is excellent.         | Includes essential knowledge about the topic. Subject knowledge appears to be good.   | Includes essential information about the topic but there are 1-2 factual errors.                                | Content is minimal OR there are several factual errors.  | Student fails to show any content knowledge.                    |
| Originality    | Product shows a large amount of original thought. Ideas are creative and inventive.      | Product shows some original thought. Work shows new ideas and insights.               | Uses other people's ideas (giving them credit), but there is little evidence of original thinking.              | Uses other people's ideas, but does not give them credit.  | Student fails to show any originality OR plagiarizes project.   |

\_\_\_/400 points



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