

Unit 04: The Absolutely True Diary of a Part-Time Indian

Content Area: **Language Arts**
Course(s): **AP Eng Lang C**
Time Period: **Semester 1 & 2**
Length: **2 weeks**
Status: **Published**

Standards

Please see list of standards for more details under the anchor standards. Please note that additional standards can be applied to any unit.

| | |
|-------------------|--|
| ELA.R | Reading |
| ELA.RL.CR.9–10.1 | Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. |
| ELA.RL.CI.9–10.2 | Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| ELA.RL.IT.9–10.3 | Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. |
| ELA.RL.TS.9–10.4 | Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). |
| ELA.RL.PP.9–10.5 | Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. |
| ELA.RL.MF.9–10.6 | Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). |
| ELA.RL.CT.9–10.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts. |
| ELA.W | Writing |
| ELA.W.AW.9–10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. |
| ELA.W.AW.9–10.1.A | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| ELA.W.AW.9–10.1.B | Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns. |
| ELA.W.AW.9–10.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons |

| | |
|--------------------|--|
| | and evidence, and between claim(s) and counterclaims. |
| ELA.W.AW.9–10.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| ELA.W.AW.9–10.1.E | Provide a concluding paragraph or section that supports the argument presented. |
| ELA.SL | Speaking and Listening |
| ELA.SL.PE.9–10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| ELA.SL.PE.9–10.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| ELA.SL.PE.9–10.1.B | Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. |
| ELA.SL.PE.9–10.1.C | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| ELA.SL.PE.9–10.1.D | Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |

Enduring Understandings

Students will understand the following:

Writers discuss “beginning places” to sharpen awareness of human prejudice, bias, and discrimination and to communicate these “places” to readers.

Through fiction, writers use prior knowledge, experiences and beliefs to help readers better understand text.

Having an open mind, tolerance, and an appreciation of individuality will improve our interactions and relationships with others.

The path to adulthood will have challenges that will cause us to lose our childhood innocence.

Individuals write within a particular situation and make strategic writing choices based on that situation.

Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.

Writers guide understanding of a text’s line of reasoning and claims through that text’s organization and

integration of evidence.

The rhetorical situation informs the strategic stylistic choices that writers make.

Essential Questions

How can beginning life on an Indian reservation shape one's life?

How do beliefs, ethics, and/or values influence different people's behavior?

Does labeling and stereotyping influence how we look at and understand the world?

What turning points determine our individual pathways to adulthood?

How do writers make strategic choices based on particular situations to prove an argument?

How do we determine the speaker's subject, claim, and evidence within a piece? How do we determine the validity of the subject's argument in that piece?

How do we follow a line of reasoning within a nonfiction text?

What effect does the rhetorical situation have on stylistic choices the writer makes?

Knowledge and Skills

Students will understand how our upbringing and environment can shape our perspective and opinions about ourselves.

Students will learn about the reality of American Indian reservations in the United States of America.

Students will discuss the effect of Alexie's style of writing that combines poignancy with humor to convey Junior's story.

Students will consider the use of and effect of stereotyping in different groups of Americans.

From the AP Language and Composition Course and Exam Description, 2020 College Board:

Skill Category 1: Rhetorical Situation - Reading (Explain how writers' choices reflect the components of the rhetorical situation.)

- 1.A. Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 1.B. Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

Skill Category 2: Rhetorical Situation - Writing (Make strategic choices in a text to address a rhetorical situation.)

- 2.A. Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 2.B. Demonstrate an understanding of an audience's beliefs, values, or needs.

Skill Category 3: Claims and Evidence - Reading (Identify and describe the claims and evidence of an argument.)

- 3.A. Identify and explain claims and evidence within an argument.
- 3.B. Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 3.C. Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

Skill Category 4: Claims and Evidence - Writing (Analyze and select evidence to develop and refine a claim.)

- 4.A. Develop a paragraph that includes a claim and evidence supporting the claim.
- 4.B. Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 4.C. Qualify a claim using modifiers, counterarguments, or alternative perspectives.

Skill Category 5: Reasoning and Organization - Reading (Describe the reasoning, organization, and development of an argument.)

- 5.A. Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 5.B. Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- 5.C. Recognize and explain the use of methods of development to accomplish a purpose.

Skill Category 6: Reasoning and Organization - Writing (Use organization and commentary to illuminate the line of reasoning in an argument.)

- 6.A. Develop a line of reasoning and commentary that explains it throughout an argument.
- 6.B. Use transitional elements to guide the reader through the line of reasoning of an argument.
- 6.C. Use appropriate methods of development to advance an argument.

Skill Category 7: Style - Reading (Explain how writers' stylistic choices contribute to the purpose of an argument.)

- 7.A. Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 7.B. Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 7.C. Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

Skill Category 8: Style - Writing (Select words and use elements of composition to advance an argument.)

- 8.A. Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- 8.B. Write sentences that clearly convey ideas and arguments.
- 8.C. Use established conventions of grammar and mechanics to communicate clearly and effectively.

Additional Resources

Core Text: *The Absolutely True Diary of a Part-Time Indian* - Sherman Alexie

Additional resources:

"I'm An Indian Too" visual analysis

"The Lowest Animal" Mark Twain

"A Unique Take on Body Image" Donna Britt

"Shades of Black" Maria Mobane

"About Men" Gretel Ehrlich

"The Troubled Life of Boys" Stephen S. Hall

"Chief Standing Bear's Courtroom Speech"

"I Have a Dream" Martin Luther King Jr.

"The Perils of Indifference" Elie Wiesel

Core Poem: "The Fish" - Elizabeth Bishop

Poetry

"Remember" - Joy Harjo

"Roadside Crosses" - Jared Carter

Sherman Alexie poetry

Non-Fiction

"The Joy of Reading and Writing: Superman and Me" - Sherman Alexie

"Learning to Read and Write" - Frederick Douglass

"The Way to Rainy Mountain" - N. Scott Momaday

Transfer Goals

Students will independently be able to determine how humans, by nature, constantly struggle with being individuals and being a part of a group and apply that understanding to their own relationships.

Students will independently be able to comprehend how choices involving education open doorways for future opportunities, and recognize that education and a commitment to learning will help them lead successful lives.

Assessment

https://docs.google.com/document/d/1_w12qVbVV7OTThc9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing

Modifications

<https://docs.google.com/document/d/17jJtNi1cFhRgM3667P67m3pGkj1sD-XarWejIWAANIg/edit?usp=sharing>