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.

R	Reading
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.
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.
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.
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).
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.
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).
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.
W	Writing
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.
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.
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.
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.
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.
W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SL	Speaking and Listening
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.
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.
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.
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.
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.

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 Courtroon 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

SGO Design

English teachers' SGO pre and post-assessments follow the design of the AP Language and Composition prose analysis prompt. These assessments are scored using the department's shared scoring rubric

Uses of Assessment

Formative:

- Exit tickets
- Openings and Closings
- Strategic Questioning--higher order thinking/Philosophical thinking skills
- Think-pair-share
- Jigsaws
- Socratic Seminars
- Discussion
- Participation
- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks

Benchmark Assessments:

- Research Simulation Exercises
- Vocabulary in context and analysis necessary for tracing the argument
- Synthesis Essays
- Evidence Based Selected Response Exercises
- Various Literary Analysis Tasks
- Grammar and Language Conventions

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes

Each unit of study in English includes assessments that are used formatively as well as assessments that are used as summative, culminating experiences.

Formative assessments include low-stakes, exploratory responses written in the form of journal/learning log entries, quick writes, and free writes. Formative assessments also include announced and unannounced reading checks and exercises to determine the depth of students' understanding of key concepts. While formative assessments are often graded assessments, they are typically "lower-stakes" grades, and they help teachers and students develop an informed sense of each student's progress with the knowledge and skills targeted for a particular unit of study. The aim of such assessments and teacher feedback in response is to provide students with an accurate understanding of their performance relative to unit goals as well as actionable feedback to help them strengthen their performance.

Summative assessments include such tasks as essays, extended papers, objective and constructed response tests, Socratic seminar discussions, projects, and debates. While teachers also use these assessments formatively - by providing actionable feedback on written drafts or on Socratic seminar performance to guide student revision and improvement on subsequent tasks - summative assessments typically serve as "higher-stakes" grades.

Modes of writing assessed in English classes

Argumentative

- Literary analysis / argument
- Frame and case documented essay
- Argumentative essay

Explanatory

- Synthesis essay
- Prose analysis
- Rhetorical analysis
- Poetry analysis

Narrative

- Personal essay / creative nonfiction

- Exercises in prose style
- Alternative scenes, endings for fictional narratives

Additional Forms of Performance-Based Assessment

- Socratic seminar
- Debate
- Close-reading annotations, visual note-taking, and other artifacts
- Reading log entries
- Exploratory writing
- Speeches
- Google slide/Canva Presentations
- Podcasts

Alternative Assessment

With the exception of the occasional multiple-choice quiz or test questions, each classroom assessment in English focuses on an authentic, performance-based task.

Below are the listed examples of assessment:

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes
- Google Slide Group and Independent presentations
- End of Unit Tests

- Long Essays demonstrating Synthesis of disparate ideas

Modifications

Modifications for Diverse Learners

Please note this is not an exhaustive list. Please refer to the individualized education plan or 504 plan for accommodations and modifications that are individualized to the student.

General Modifications based on student individualized educational needs may include the following:

- Activity Choice
- Personally/Individually meaningful activities
- Hands-on, multimodal activities
- Involvement in goal setting and assessment activities
- Response options

Special Education/IEPs

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing
- Pre-teaching or reviewing strategies
- Study Skills
- Visual demonstrations, illustrations, or models
- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- Rubrics and checklists
- Peer review and coaching

- Individual conferencing with teacher(s)
- Graphic organizers
- Scaffolded questions
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Kinesthetic activity
- Manipulatives
- Visual prompts/ use of images
- Differentiated instruction
- Guided notes/ class note exchange
- Reteaching concepts/ check for understanding
- Extra time 50%
- Study guide
- Oral testing as needed
- Test modification
- Project based learning
- Individualized instruction
- Practice exercises
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Gesture-signal
- Types of questioning, readings, and writing assignments

504s

- Study Skills/Extended Time on Assessments
- Priority seating/Seating arrangements to minimize distractions, provide positive student models

- Written & oral directions
- Chunking of text/questions
- Extra time
- Study guide
- Oral testing
- Test modification

ML Students

- Incorporate native culture and language
- Learning about students' cultural background is critical
- Communicate one on one with ELL teacher
- Scaffold native language
- Introduce new material using visuals
- Employ ELL translation devices/materials
- Practice a variety of activities: Talk and Turn/Group work
- Pre-teach vocabulary
- Provide extended time
- Discuss alternate responses
- Plan verbal and written instructions
- Introduce and instruct students on resources including eDictionaries
- Repeat and rephrase English phrases, sentences, and stories

At Risk Students

- Provide clear directions
- Peer support
- Modify assignments
- Set contracts for academics and behavior

- Hands-on activities
- Preferential seating

Gifted and Talented

- Questioning techniques
- Brainstorming and webbing
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Project based learning
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Types of questioning, readings, and writing assignments
- Implement a multi-dimensional curriculum
- Personalized planning/instruction
- Student-centered curriculum
- Individual activities and projects
- Encourage ownership of learning
- Involve students in academic contests
- Consider parental input