

Absolutely True Diary of a Part-Time Indian Spring 2014

Subject/Grade: English 11

Course: American Literature

Unit Title: Absolutely True Diary

Stage 1 - Desired Results

Content Standards: *This section lists the secondary content standards that are addressed in the unit (e.g., CCSS, GSEs, NGSS, Industry Standards, etc.)*

[CCSS.ELA-Literacy.RL.11-12.5](#) Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

[CCSS.ELA-Literacy.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Essential Questions: *This section identifies core essential questions in this unit*

1. How do we overcome adversity?
2. How does privilege (or lack thereof) impact an individual? A community?
3. How does historical oppression affect the future of a particular community?

Understanding: *This section identifies the big, enduring ideas of the unit*

1. Students will understand that adversity can be challenged by individuals and communities, but adversity against an individual is the result of historical inequalities.
2. Privilege exists throughout our society, and students will understand the concept of intersectionality -- the way privileges and lack thereof can and do exist simultaneously.
3. Historical oppression still affects our society today in a myriad of ways.

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<p>Students will know: <i>This section identifies key concepts and <u>knowledge</u> students will acquire as a result of this unit</i></p> <ol style="list-style-type: none"> 1. A brief overview of the history of the Native Americans in the United States 2. The definition of privilege and intersectionality 3. Characterization 4. Voice and Dialogue 5. Setting 6. Basic Plot Structure (Conflict, Climax, Resolution) 	<p>Students will be able to: <i>This section identifies what students should be able to do as a result of such knowledge. What <u>skills</u> do they now have?</i></p> <ol style="list-style-type: none"> 1. Analyze primary texts and historical documents critically, while considering their lasting impact today. 2. Identify examples of privilege, inequality, and intersectionality in texts. 3. Identify characterization, voice, setting, and basic plot structure. 4. Utilize characterization, voice, setting, and basic plot structure in the creation of a critical and reflective narrative.
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Stage 2 - Assessment Evidence

Assessments: *This section identifies assessment tasks that the teacher will employ to assess student performance on the content standards identified in this unit. This section may also identify the rubrics used for scoring each assessment task*

- Research Paper*
- Privilege Narrative (Summative)*
- Entrance/Exit Tickets*
- Socratic Seminars*
- Discussion Reflections/Self-Assessments*
- Quizzes*
- Comprehension Graphic Organizer*
- Personal Reflection Writing Assignments*
- Anticipation Guide (Reflect on original expectations of the novel's central themes)*

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Stage 3 - Learning	
<p>Learning Activities: <i>This section lists suggested ENGAGING & EFFECTIVE activities for students to demonstrate their competency in the standards identified in this unit</i></p> <p style="text-align: center;">Note: These activities are differentiated in order to best reach all levels & types of learners:</p>	
Activities for ALL students:	Supports Provided:
<ol style="list-style-type: none"> 1. Basic Research on Native American History 2. Literature Circles 3. Socratic Seminars 4. Media Literacy (Native Americans in images and videos) 5. Carousels 6. Poetry Study (Building background knowledge) 	<ol style="list-style-type: none"> 1. Graphic Organizers 2. Modeling - Teacher & Student Work Samples 3. Group Work 4. Multimodal options (using art, videos, etc as prompts) 5. Directions presented in different ways (visually, audibly, etc) 6. Explicit Instruction 7. Organizational Systems (Notebook with Dividers for each section)
Activities for MOST students:	Supports Provided:
<ol style="list-style-type: none"> 1. Practice with rhetorical devices to enhance narrative writing 2. Character and Narrative Illustrations 3. Extended Media Literacy 	<ol style="list-style-type: none"> 1. Explicit Instruction 2. Group Work 3. Modeling with student samples
Activities for SOME students:	Supports Provided:
<ol style="list-style-type: none"> 1. Leadership Roles within Group Activities (i.e. Socratic Seminars, Literature Circles, etc) 2. Mastering Sensory Details and other Rhetorical Devices for Narrative Writing 3. Extended Research 4. Extended Illustrations 6. Critical Media Engagement (tracing the current face of historical oppression) 	<ol style="list-style-type: none"> 1. Modeling 2. Explicit Instruction 3. Targeted Feedback (in particular, voice, blending quotes, etc)
<p>Instructional Resources: <i>This section of the unit lists instructional resources & equipment available to teachers for this unit</i></p> <p><i>Notebooks</i> <i>Copies of <u>Absolutely True Diary of a Part-Time Indian</u></i> <i>Daily Powerpoints</i> <i>Computer Cart for research</i> <i>Primary Sources on Native American Experience</i> <i>Poetry by Sherman Alexie</i> <i>Images and Videos that deal with perceptions of Native American Identity and Culture</i></p>	