

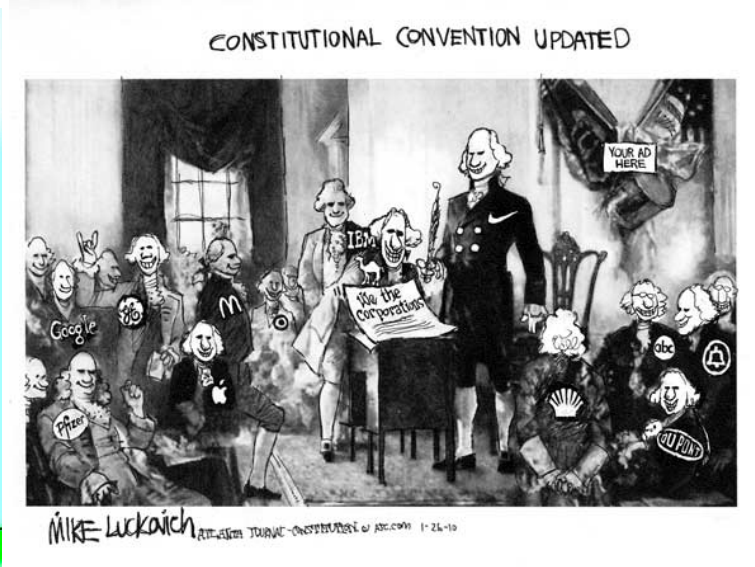
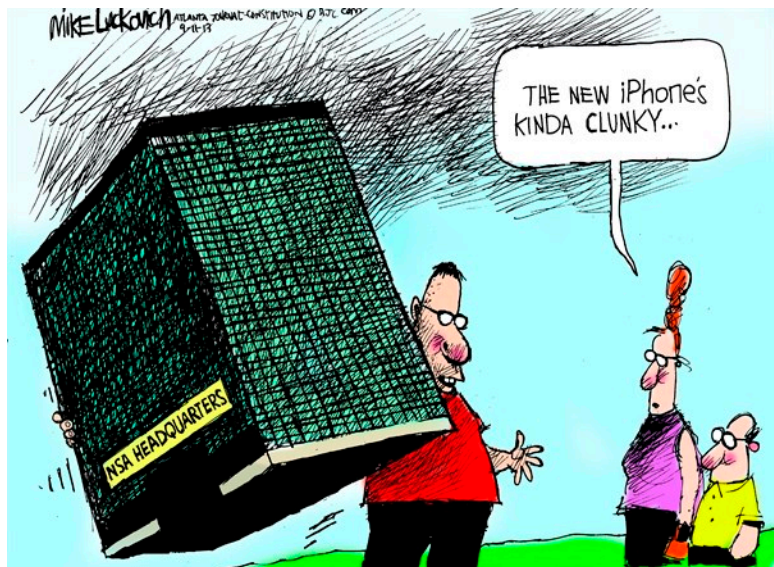
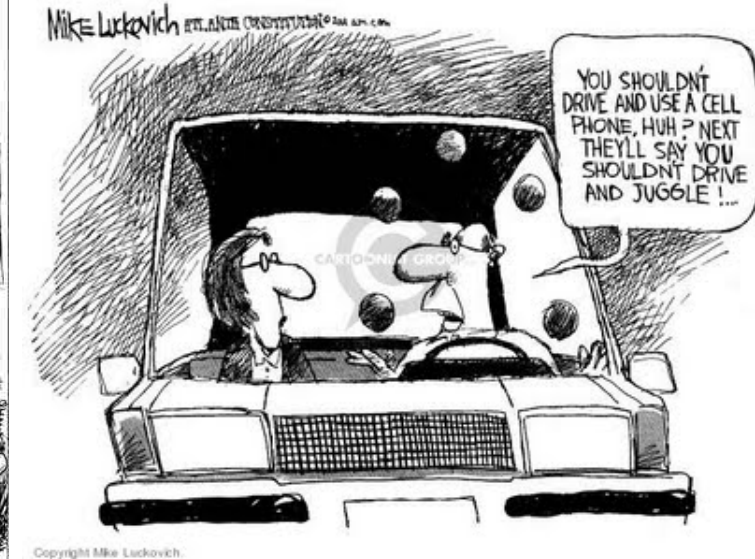
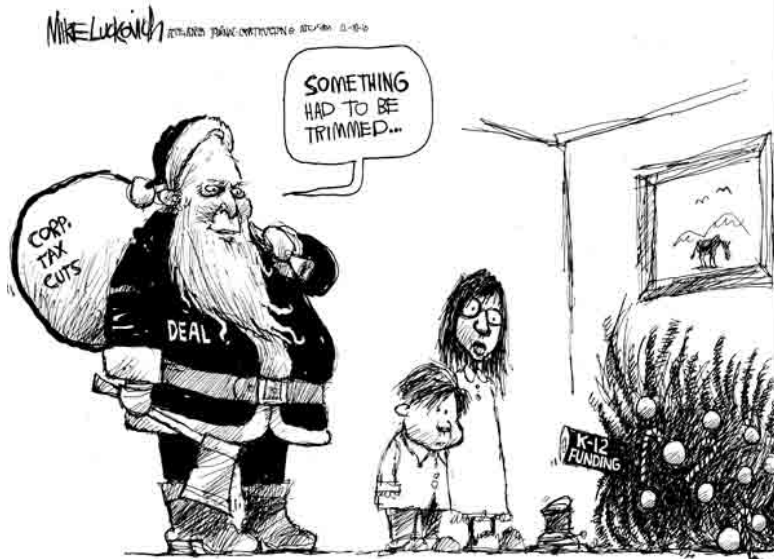
Class Day	Topic	Unit: Narrative and Literature - The Absolutely True Diary of a Part-Time Indian
1	Introduction	<p>Reading Strategies: Prior Knowledge and making Predictions</p> <p>Discuss these questions as a class:</p> <ul style="list-style-type: none"> ○ What do you know about Native Americans (Indians)? ○ What do you know about Indian Reservations? ○ What do you know about White/Indian race relations? ○ What do you know about cartooning? Why do people draw? ○ What do you know about people who are born with a variety of medical problems? <p>Based on the back matter, what predictions can you make about this book? What do you think will happen?</p> <p>Homework: Read PTI through page 43. Answer discussion questions through #11.</p>
2	Writing Errors and Discussion	<p>Top Twenty most common mistakes in first-year writing students: http://wac.gsu.edu/49577.html</p> <p>Discussion: Break into 4 groups. Each group discusses one of the following questions: 3, 7, 9 or 12. Discuss for 5 minutes, then report to the class.</p> <p>Homework: Read PTI through page 76. Annotate. Write notes in the margins. Pay attention to the drawings and the way the characters change. Answer questions 12 through 17.</p>
3	Fact v. Opinion and Visual Literacy with Political Cartoons	<p>Brief 10-minute exercise identifying fact and opinion.</p> <p>Visual Literacy: Because PTI has drawings, this is a good way to bring in visual literacy, a component that will be present throughout this unit.</p> <p>Political Cartoons: 4 drawings by same cartoonist:</p> <ul style="list-style-type: none"> ○ What differences do you notice? ○ Why would the artist use different techniques? ○ Now, look through the drawings of PTI. Why did the artist use different styles/techniques? ○ Take 10 minutes to read the question to the artist at the end of PTI: “Why did you use so many different drawing styles?” ○ Choose one drawing from the book. Take 5 minutes to write a paragraph including this information: <ul style="list-style-type: none"> • Which of the three styles did the artist use? • Why do you think she used that style? • Give evidence from the book that justifies your response. <p>Homework: Read through page 149.</p>
4	Annotation	<p>Interrogating a Text from CRAFTx.org (approximately 30 minutes in class plus homework time)</p>

		<p>to finish) This assignment allows you to choose any text you like and walks students through annotating and understanding the structure of a text. You might choose a controversial article or an article or chapter excerpt that that compliments your thematic unit.) “Remember, it doesn’t save you any time if you read something and get to the end of it and cannot understand or remember it. Annotating your text may take more time than just letting your eyes run over the words, but you’ve wasted your time if you do not understand what you read.” As the semester progresses, I frequently remind students they need to be annotating. I will often assign annotation of an article as homework, then show the class strong examples their classmates have turned in. Identifying Themes: While I will have mentioned several examples themes from the beginning of the unit, it’s important to let students brainstorm themes, write them on the board, and let them have the chance to think about a theme they would like to write about. Possible examples include: poverty, race, sexism, ageism, youth, hope, dreams, courage, independence, being a loner, friendship, love... Homework: Read PTI through page 195, continue annotating and marking up your book all over the place. Continue to notice themes; the more you note them now, the easier it will be when you write your paper. Finish “Interrogating a Text” questions.</p>
<p>5</p>	<p>Visual Literacy and Theme Development</p>	<p>First and Second Draft Readings: Look at each photo as a class and do a first draft reading. Ask students if they have seen each one, what they know about it, what they think is happening. Then, either read the blog entries in class or tell them the story behind the photographs. Discuss new meanings found in their second draft readings of the photos. Brainstorm things that make a good photograph. Low stakes writing on how their opinion of the photos changed with second draft readings of them. Theme Discussions: Critical questions for discussion about theme development. Examples: <ul style="list-style-type: none"> ○ Race – What does Arnold discover about race? Do some people have perfect lives? Is it easier to be one race compared to another? ○ Home – What does home mean for Arnold? What is his home? Where is he at home? What does he discover about Reardon? Homework: Complete graphic organizer for final paper – choose a theme and describe how it is developed and where it occurs in the book</p>
<p>6</p>	<p>Visual Literacy and Theme Development</p>	<p>Introduce Tumblr Assignment: 5 pictures that represent the theme each student will write about as it relates to PTI and 5 pictures that represent that theme as it relates to the student’s life. Create Tumblr accounts. Each photo relating to the book must be accompanied by a quote from the book that justifies the choice. Review what makes a good or compelling picture. Each student will present his or her Tumblr in 5 minutes or less to the class.</p>

		<p>Homework: Complete a zero draft of the final paper for PTI. Final Paper: Argue whether PTI or <i>House on Mango Street</i> (which we will have read before PTI) addresses your chosen theme better. Locate your theme in at least three places in each of the books. Describe how the theme is developed and how it contributes to the stories. Make an argument for why one book handles the theme more adeptly than the other. Bring zero drafts to class.</p>
7	Writing Workshop	<p>Workshop: Exchange zero drafts with partners. Have a list of questions for each student to answer about their partner's paper (Is it clear which theme is being analyzed? Is it clear which book the partner thinks handled the theme better? Does the partner offer evidence for which book handles the theme better?).</p> <p>Clarify Tumblr Assignment: Answer questions, repeat guidelines for presentations.</p> <p>Homework: Complete Tumblr project.</p>
8	Tumblr Presentations	<p>Tumblr Presentations: Have a peer review sheet for each student to offer comments and ideas for their classmates. This encourages engagement and active listening.</p> <p>Homework: Continue working on final draft of paper.</p>
9	Tumblr Presentations	<p>Tumblr Presentations: Have a peer review sheet for each student to offer comments and ideas for their classmates. This encourages engagement and active listening.</p> <p>Homework: Complete final draft of PTI Theme paper.</p>
10	Final Papers Due and Introduction to Current Events and Research	<p>Turn in Final Papers</p> <p>Introduce Current Events and Research Project: The next unit will ask students to investigate a current event of their choice, bring in articles relating to it, and do independent research. Final paper will be a paper in which students explain the current event (using at least three sources), then take a position regarding ONE of those articles and explain why the author is either correct or misinformed on the topic. Resources include:</p> <ul style="list-style-type: none"> ○ Opposing Viewpoints Database ○ Choosing the Best Website assignment on craftx.org ○ Exploring a College Textbook assignment on craftx.org ○ RoboRoach article to practice low stakes writing and taking a position (wired.co.uk/news)

1. Describe Arnold Spirit's health as an infant. What did he have to go through and how does this foreshadow his strength and tenacity through the book?
2. On page 5, Arnold talks about why he draws and what drawings accomplish that words don't. Explain this then write whether or not you agree and why.
3. On page 6, Arnold writes, "I think the world is a series of broken dams and floods, and my cartoons are tiny lifeboats." Explain what this means. Then, think about if you have any "tiny lifeboats." What are they and how do they help you?
4. Explain why the drawing in page 8 is significant. Why does it say "The Shroud of Kentucky Fried?" What does this mean and why is it important in discussing food?
5. Read the paragraph on page 13 that starts, "It sucks to be poor." Arnold explains that people like him start to believe that they deserve to be poor. Do you think people deserve to be poor? Do you think Native Americans (Indians) deserve to be poor?
6. Describe Rowdy. Who is he? What is he like? How can Arnold tell if something is important to Rowdy?
7. Compare the use of the word "Dreams" in the drawing on page 12 to the use of the word "dreams" on page 23. Why is this important?
8. What spurs Arnold to lose his temper and throw a book? Why did this make him so angry?
9. On page 34, Arnold says "I knew I needed to answer correctly or he'd be mad." Then he responds, "I hit you because I'm stupid." Why did Arnold think this was the correct answer?
10. On page 35, Mr. P says, "We were supposed to make you give up being Indian. Your songs and stories and language and dancing. Everything." Why is this important to the history of Indians in America? Do you think this still happens in reservation schools? Do you think it happens to other cultures in American schools? Do you agree or disagree with this approach?
11. What does it mean that Indian romance novels always featured a "virginal white schoolteacher or preacher's wife and a half-breed Indian warrior?"
12. On page 45, when Arnold asks his parents who has the most hope, they respond, "White people." Do you agree with this? Why did they answer that way?
13. What possible explanation do you have for the fact that on page 51, Arnold recounts that his worst game of the season was against Reardon?
14. Explain the significance of the drawing on page 51. Then explain whether or not you think hope is white.
15. On page 55, Arnold says, "You can't just betray your tribe and then change your mind ten minutes later. I was on a one-way bridge. There was no way to turn around, even if I wanted to." What does Arnold mean by this? Arnold thinks he cannot undo this decision. Do you agree with him? Have you ever had to make a decision you could not go back on?
16. Look at the drawing on page 57. Answer these questions about it. What does this drawing have to do with the title of the book? Notice the boxed words on each side of the drawing. Compare the top left words to the top right words, as well as the middle, the bottom words. How do they relate to each other? In particular, what is the relationship between "Hope" and "Bone-crushing reality?"
17. On page 61, Arnold describes the rules of "Spokane Indian Fisticuffs." When Roger offends Arnold with "the most racist thing [he'd] ever heard," what does Arnold discover about the rules at Reardon? Explain this, then describe how rules at UT are different from the rules at your high school. Are there similarities? Are there rules you haven't figured out yet? How do you go about learning them?

Mike Luckovich Political Cartoons



First and Second Draft Readings



- <http://cratesandribbons.com/2012/09/30/the-kissing-sailor-or-the-selective-blindness-of-rape-culture-vj-day-times-square/>
- <http://www.andreakenner.com/blog/after-35-years-news-photo-still-resonates/>

Compassion Unit

Triple Entry Diary:

What Does It Say?	What Does it Mean?	What Does it Matter?

Readings:

- “On Dumpster Diving” by Lars Eighner
- “On Compassion” by Barbara Ascher
- First chapter of *The Glass Castle* by Jeannette Walls
- You Can’t Buy Empathy:
http://greatergood.berkeley.edu/article/item/you_cant_buy_empathy
- Empathic Civilization:
<http://www.youtube.com/watch?v=l7AWnfRc7g&list=PL39BF9545D740ECFF&index=14&noredirect=1>
- Emotional Intelligence Quiz:
http://greatergood.berkeley.edu/ei_quiz/
- A Word on the Boston Bombing:
<http://www.blackgirldangerous.org/2013/04/2013422hey-white-liberals/>

Low Stakes Writing Questions for Compassion Unit:

- 1) In *The Glass Castle*, describe the relationship between Walls and homeless people. How does she view homelessness? How does she want to help homeless people?
- 2) In *The Glass Castle*, what is the author's main problem?
- 3) In "On Compassion," describe the relationship between Ascher and homeless people. How does she view homelessness? How does she view people who help homeless people?
- 4) What do you think Ascher thinks of Walls? Use evidence from the text in your answer.
- 5) Describe two significant ways in which "On Compassion" and *The Glass Castle* are similar. Use evidence from the text in your answer.
- 6) Describe two significant ways in which "On Compassion" and *The Glass Castle* are different. Use evidence from the text in your answer.

Resources:**College Readiness Assignments for Texas (CRAFT): CRAFTx.org**

- CRAs are **stand alone lessons** designed by high school and college faculty to prepare students for college and career success.
- CRAs make **explicit expectations for success** in entry-level college courses for students, parents, and teachers.
- CRAs build **key cognitive skills, foundational skills, and content knowledge** that the state has identified as leverage points for college and career success.
 - Exploring a College Textbook
 - Interrogating the Text: Reading Closely, Reading Critically
 - Choosing the Best Websites to Support Your Argument
 - Words, Words, Words: Learning and Using New Vocabulary
 - Debate: The Art of Persuasion
 - Writing to Inspire or Advise
 - Rhetorical Analysis I: Understanding Speeches
 - Rhetorical Analysis II: Understanding Editorials

ReadWriteThink.org

- Partnered with International Reading Association (IRA) and the National Council of Teachers of English (NCTE)
- Lesson Plans and Ideas for Reading and Writing
- Graphic Organizers

ClassPager.com

- Poll your students on main ideas, whether or not they liked a reading, genre subsets and more!

Best Practices for Integrated Reading Writing Courses:

- Students write notes in their texts.
- Students answer questions in writing.
- Students read and write in every class.
- Students write summaries.
- Students evaluate a wide variety of writing.
- Students keep a reading and writing journal.
- Writing and research assignments focus on helping students discover new ways of thinking.
- Students write prose pieces of varying length and complexity.
- Students read full-length, nonfiction works.
- Students learn some form of study method for reading text written at a college level.
- Students engage in peer editing.
- Courses are organized around themes or subjects.
- There's plenty of time for class discussion.
- Course readings are well-written.

(From Maggi Miller, Cengage)