

## The Absolutely True Diary of a Part Time Indian

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- [Unit Planner](#)
- [Lesson Planner](#)

### Big Ideas / Enduring Understandings

- Being a minority has both its advantages and disadvantages. -
- Schools are often miniature versions of the real world, with all the same problems and inequities. -
- Humans are resilient and figure out ways to cope with difficulty or trauma -- humor, sarcasm, compassion, etc.
- How do internal and external expectations manifest themselves in our lives?
- How can such societal expectations impact our identities?

### Essential Questions

- What happens when a person leaves their home environment in pursuit of success?
- Do they give up or betray their identity?
- Is it really true that "you can never go home again"?
- What makes for a good high school experience?
- Do you have to be happy for your education to have been a good one?
- How do we, as humans, overcome adversity?
- What tactics do we use to get through hard times, difficult situations, and general injustice?

### Common Core Standards and Indicators

**NYS: CCLS:English Language Arts 6-12**

**NYS: Grades 9-10**

#### Reading: Literature

##### Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

##### Craft and Structure

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**6. Assess how point of view or purpose shapes the content and style of a text.**

6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Writing**

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**Speaking & Listening**

**Comprehension and Collaboration**

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a. 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.

1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**Language**

**Conventions of Standard English**

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**Knowledge of Language**

**3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

**Content**

Difference between a sentence and a fragment.  
How to properly use conjunctions

**Skills / Strategies**

Students will identify a run-on sentence, complete sentence or fragment.  
Develop proficiency in completing M.E.A.L paragraph  
Write a thesis statement

## Key Terms / Vocabulary

Conjunctions  
Fragment  
Thesis  
Complex sentences

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

Exercises (practice):  
Recognizing Sentence Fragments  
Changing F's to CS  
Writing Thesis Statements from Fragments  
Conjunctions

### ELL Modifications:

#### 1. 4 A's activity

**SWBAT read an article and determine if they can Argue, Agree, Assume or Aspire based upon the author's perspective of the subject matter**

#### 2. Character Portrait

**SWBAT create a visual representation of the novel by using symbols to create the protagonist's portrait and cite textual evidence to link to the character's emotional state.**

#### 3. Frayer Model

**Students use the Frayer Model sheet to help them define vocabulary and utilize it in a sentence.**

#### 4. Speed-Friending

**Students will ask three questions, that are generated by the teacher, that will elicit responses that connect to the novel, i.e., racism, homophobia, identity, etc.**

**5. Graphic Organizers are supplied for MEAL response and for essays.**

**6. Reading with a Focus: Questions are provided in advance so that students are aware of what will be discussed after the chapter(s) is/are read.**

**--Audio version of book is supplied.**

**7. Reaching a Consensus: When required to do group work students will need to reach a consensus regarding how they will complete the required work.**

**8. Jig-Saw Reading w/ Round Robin Discussion: After reading a chapter, students are each assigned a question and share out their response, uninterrupted. Group members write down the response their group member provided. Discussion about responses take place after all members have shared out.**

[The Absolutely True Diary of a Part\[1\].doc](#)

## Assessments

### [Depth of Knowledge \(DOK\) Levels](#)

#### Interactive Notebook

**Formative: DOK 3 Strategic Thinking: Performance: Skill Demonstration**

Students keep an ongoing interactive notebook as they read the text.

#### Multi-Genre Unit Portfolio Assessment

**Summative: DOK 3 Strategic Thinking: Project:**

#### Visual Arts

Multi-Genre Unit Portfolio Assignment -

 [Multi-GenreUnit Assignment.docx](#)

## Resources

### Texts Used (fiction, non-fiction, on-line, media, etc...)

Absolutely True Diary of a Part Time Indian  
Focus

- Whole class

### Materials Used

30 Days on the Rez

Video giving background of modern day life on a reservation  
Focus

- Whole class

[Book Review of Novel](#)  
[Non-Fiction Indian Piece](#)



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