

Introduction to the Unit

TITLE AND AUTHOR:

The Absolutely True Diary of a Part Time Indian by Sherman Alexie

GRADE LEVEL: 8th Grade

GRADE AND ABILITY:

The makeup of this school this unit plan is intended for is a school defined as “urban” and “diverse”. The students of this school are largely minority, and live in an urban environment. The cultures and traditions of the students are vary greatly. With that in mind, this unit plan is constructed to include the understandings of students who have a wide variety of cultural experiences. This is the final unit of a year-long study in eighth grade that has looked at students asking “big questions” and studying themes of life. The other units have been themed and have included: truth, freedom and society. Now the students go from big picture to personal experience. The students who are participating in this class are opinionated and look forward to sharing their own personal experiences. These students also enjoy multi-modal types of learning and each lesson plan seeks to work to the strengths of the students. Despite the urban environment the group of students in this class generally read either on eighth grade level or above with few exceptions. With this in mind, each activity can be differentiated and modified to reflect the individual learner in each student. Connecting with the literature is the ultimate goal of this class and the students have engaged in other multicultural literature before this novel. We accept that the readability of Part-Time Indian is relatively low, however, the content of the novel is geared more towards secondary students, despite being considered end of third grade language. Regardless of the easy language, the content that Alexie delivers is appropriate to eighth graders. The students who are reading Part-Time Indian are also participating in a music class that has asked big questions all year as well. The Discovering Music class has sought to answer how freedom, society and truth all work together to influence the identity of a person as well. The delivery of text used is a different platform, but the skill set needed and used in both classes remains the same. For the final unit, students will use their understanding of identity and the character of Junior to bolster their experiences in the final weeks of their Discovering Music class.

UNIT RATIONALE:

Sherman Alexie’s *Absolutely True Diary of a Part Time Indian*, will be used as a platform for our students as they explore and analyze the essential questions of the unit, “What influences the forming of personal identity?” and “How do you (the student) define identity?” By exposing students to a partially autobiographical text, it is our hope that students will be able to connect both culturally and personally to the struggles of the main character and apply what they learn across content. Though the reading level on this novel is rather low, the themes and overall content provide our readers with a complex and involved view into Junior’s world and the effects of his Native culture on his identity. The theme of racism is also prominent throughout the text and is an issue that our students will be able to relate to and connect with quite deeply, as our classroom is situated in an urban environment. It is our hope that by addressing such serious social issues, students will be able to infuse their own racial interactions with the text and form a deeper cultural understanding. As students read *The Absolutely True Diary of a Part Time Indian* it is our hope that they will be exposed to a multicultural view of how

outside influences can affect who and what you become as a person. This text is aimed at young adults and reflects many of the personal issues these students will face, we hope that they will see themselves in the text and form a deeper personal connection with the author and the characters, discovering what makes up who they are and what other influences can affect where they go next. Students will be a part of a flipped classroom where they complete the readings at home and allow for a more in-depth and enriching classroom discussion as opposed to reading in class. By flipping the classroom students will be largely responsible for completing the bulk of the reading at home. Once in class, in depth, targeted instruction can commence with proven reading strategies to enrich the student's understanding of the material. Additionally, by flipping the classroom, the teacher will be able to differentiate instruction accordingly, targeting students who need more help, monitoring and modifying assignments as needed. Using guided reading and retelling strategies at home will allow for better recall in the room, especially when students work collaboratively in preassigned reading pairs and literature circle groups.

In the Discovering Music class, students will be asking the same essential questions, but approaching the answers differently. Even though the students will not be working directly with the Alexie text, the theme of the unit remains the same. In this instance, we have interdisciplinary learning in relation to theme. The goal of the "specials" department at this middle school is to continue to encourage the content area instruction by shaping lessons and curriculum that reflect what the students are learning in their content areas. This helps the students grow in their connections and personal experiences and allows for better development academically and performance on state mandated tests. By working together as a cohesive unit to deliver instruction, we are better enriching the lives of students in this diverse school. Much emphasis is placed on personal experiences, as the students have rich heritages and strong cultural practices. Therefore, this unit looks to the personal connection as well as examining Junior and the other Spokane Indians.

OVERALL LENGTH OF UNIT:

The overall length of the unit will be 2 weeks or 10 full class days. Each class will be approximately 60 minutes long. While students are reading and analyzing True Diary in Language Arts class, and looking at how cultures collide with one another and shape people, they will be doing activities in their Discovering Music class that reflect this phenomenon as well.

ESSENTIAL QUESTIONS:

The unit will reflect two essential questions that will cause the students to consider both themselves personally and the novel and the impact on society.

How do you (as the student) define identity?
How do cultures and traditions define identity?

OVERVIEW OF THE UNIT LINE-UP

	Language Arts	Music
Mon	<p>Introduction: (Hook)</p> <p>Mini-Lesson: Modeling of an example of how to use an Anticipation guide through the discussion of the provided example</p> <p>Activity: Anticipation Guide - Introduces the different themes and thoughts Alexie presents in the novel</p> <p>Essential Question: How does one define identity? How does culture and tradition shape identity? - Journal entry first thoughts after discussion</p> <p>Homework: Read the assigned sections and complete the guided reading questions.</p> <p><i>Lesson plan included</i></p>	<p>Introduction. (Hook)</p> <p>Game: Can you tell a person's musical identity by looking at them?</p> <p>What goes into making a person's musical identity?</p> <p>Identify the 5 concepts that they'll be considering throughout the unit.</p> <p>Explain final project.</p>
Tues	<p>Author Introduction and Connection to Novel</p> <p>Mini-Lesson: Introduce to students how our pasts shape us as people. Share personal powerpoint, how did my past get me to the present? Where do you come from?</p> <p>Activity: Sherman Alexie Webquest</p> <p>Question: How did Alexie's past shape his present? Where did he come from? How did Alexie's life and identity shape his novel? - Choose one for a journal entry</p> <p>HW: Personal Connection: Interview parents to start thinking about how your parents and life have been shaped.</p> <p>Read the assigned sections and complete the guided reading questions.</p>	<p><u>How</u> your brain listens to (and likes) music</p> <p>Introduce Musical Complexity chart</p> <p>Read selected excerpts from <i>This is Your Brain on Music</i> and attempt to decipher the chart in pairs.</p> <p>Have them plot several dots on the chart by playing different genres of music</p> <p>HW: Interview parents (students in both classes can use the same interview for both classes)</p>
Wed	<p>Double Entry Journal</p> <p>Mini-Lesson: Strategy review and model of an example from teacher</p> <p>Activity: Students use the reading to</p>	<p>What your brain likes (and subsequently, you)</p> <p>Instrument Timbre Preference Test</p>

	<p>analyze Junior's struggles with identity and complete a double entry journal which shows their thoughts.</p> <p>Question: How does this connect to you personally?" "What do you think would have happened differently if Junior was in a different environment?" "How do you see his identity changing or staying the same?"</p> <p>HW: Read the assigned sections and complete a re-tell in preparation for literature circles</p>	<p>HW: listen to a song from a predetermined list of genres that feature the sounds of specific instruments. Do you agree that you seem to like it?</p>
Thurs	<p>Literature Circles</p> <p>Mini-Lesson: Introduce all the different roles of the Literature Circles</p> <p>Activity: Students will work in preassigned literature circles using different assigned roles to flesh out the previous nights' reading.</p> <p>Question: Does Junior's decision to go to Reardon reflect that he is hopeful or is Junior running away from who he is?</p> <p>HW: Read the assigned sections and complete a practice re-tell for day 2 of Literature Circles</p>	<p>Searching for Lyrics, using lyrics.com</p> <p>G+ lesson plan (write a paragraph describing your day w/ song lyrics)</p> <p>HW: Finish</p> <p><i>Lesson plan included</i></p>
Fri	<p>Literature Circles - Day 2</p> <p>Mini-Lesson: Model a successful Discussion Director</p> <p>Activity: Students work in the same preassigned literature circles using new assigned roles to flesh out the previous night's reading.</p> <p>Question: What do you make of Junior's decision to be a homeless man for Halloween? What do you think this says about Junior and his battle with identity?</p> <p>Read the assigned sections and complete the guided reading questions</p>	<p>Lyrical meaning</p> <p>songmeaning.net</p> <p>Analyze lyrics using concept synthesis chart.</p> <p>HW: From a given list, choose one song and analyze it.</p>
Mon	<p>Class Discussion/Double Entry Journal</p>	<p>Soundscape</p>

	<p>Mini-Lesson: Double Entry Journal</p> <p>Activity: Double Entry Journal- poignant point in the novel where Junior realizes that everything does not always seem as it appears - How does this contribute to Junior's view of the world around him, and how will it affect him?</p> <p>Question: How do cultures and traditions define identity? Personally and applied to Junior.</p> <p>HW: Read assigned sections and complete re-tell for Literature Circle preparation</p>	<p>What do your physical surroundings sound like?</p> <p>HW: Post your group's soundscape on the class blog and try to guess where the other groups were located in the school.</p>
Tues	<p>Literature Circles</p> <p>Mini-Lesson: Connect to previous week through reviewing the Discussion Director, Model what a successful Word Wizard looks like</p> <p>Activity: Students work in the same preassigned literature circles using new assigned roles to flesh out the previous night's reading.</p> <p>Question: What do you make of Junior's realization that he is a "part-time" Indian now that he is at Reardon? How does Penelope's reaction to Arnold being poor change the way you view the students at Reardon, if at all?</p> <p>HW: Read the assigned sections and complete a re-tell for Literature Circle preparation</p>	<p>Functions of music in society</p> <p>How cultures use music (dance, storytelling, funerals, etc.)</p> <p>HW: work on animoto project</p> <p><i>Lesson Plan included</i></p>
Wed	<p>Literature Circles</p> <p>Mini-Lesson: Remind of previous Word Wizard model and model successful Literary Luminary</p> <p>Activity: Students work in the same preassigned literature circles using new assigned roles to flesh out the previous night's reading.</p> <p>Question: What do you make of Mary Runs Away's new life? What do you make of</p>	<p>Functions of music, continued.</p> <p>Work on projects, upload to class blog.</p>

	<p>Arnold's first basketball game with his old high school and the fact that his is now a "warrior?"</p> <p>HW: Read the assigned sections and complete the guided reading questions</p>	
Thurs	<p>Junior's Memories</p> <p>Mini-Lesson: Importance of words in the Native American culture</p> <p>Activity: Most Important Word</p> <p>Question: What word in the novel impacts Junior the most? What is it about language or lack of language that is so powerful in this novel?</p> <p>How did the word you chose have an affect on Junior's identity?</p> <p>HW: Read the assigned sections and complete the guided reading questions. Begin to consider what you would want to include in the final re-tell of the novel.</p> <p><i>Lesson Plan included</i></p>	<p>Childhood song memories</p> <p>Do you remember music from your childhood?</p> <p>HW: Create a blog post about a meaningful (negative or positive) song from your past.</p>
Fri	<p>Final Day - Novel Wrap-up</p> <p>Mini-Lesson: Model of a retell using Alexie's short story</p> <p>Question: Now that you have finished the novel and completed a re-tell, revisit the Anticipation guide, how has your thinking changed or stayed the same?</p> <p>Activity: Final Retell - students work in partners to do a final retell of the novel and prepare to present the retell to the class.</p> <p><i>Lesson plan included</i></p>	<p>Parental influence:</p> <p>Create a venn diagram detailing similarities/differences w/ parents from the interview in English class.</p> <p>HW: Begin thinking about your final animoto project (Which songs will you include?) Start compiling songs that might be included.</p>
Mon		<p>Peer Influence</p> <p>Billboard top 100</p> <p>Signature collection party</p> <p>HW: Read Social Anxiety article, respond</p>
		The social aspect of being part of a musical

Tues		<p>experience.</p> <p>Watch excerpts of Pink Floyd concert, Leonard Bernstein concert. (Berlin wall)</p> <p>HW: Write about a time you experienced a collective musical experience.</p>
Wed		<p>Misunderstood identity:</p> <p>What happens when your musical identity is misunderstood by others?</p> <p>HW: Have you ever judged someone's identity based on their music? Have you ever been judged?</p>
Thurs		<p>Introductory animoto lesson.</p> <p>Students begin their projects.</p>
Fri		Continue working on projects
Mon		Projects due along with final reflections

COLOR CODED SQUARES:

YELLOW: On days marked yellow, these are the days that skills and themes overlap between the two classes. There are five total between the two content areas.

RED: On the two days marked red, this reflects the idea that the classes are using the same skill set. In music, this skill set appears later in the unit due to the need to scaffold certain ideas in music that have not yet been covered. However, in Language Arts, these are skills that have been developed all year long. Therefore, in this instance it is important to note that skills are developed across content, and although may not occur on the same day, it is necessary to highlight that skills are not always content specific, but can be applied in a broad sweeping fashion.

LANGUAGE ARTS OUTLINE:

NOTE ON ASSESSMENT AND HOMEWORK:

Students will have an exit slip assessment everyday that will reflect the theme of the lesson for the day. This slip is directly related to the reading and what was discussed in class surrounding a way to best address the essential question. In keeping with Alexie's novel, the students will journal their responses to these closing questions. These journals will be left in the classroom and will be used as a responsive and measurement tool for the teacher to gauge how the students are interacting with the literature. Therefore, the teacher will respond in the journal back to the student as well. All of the proposed journal entry questions can be found in the Unit Plan Overview.

Homework will revolve between two types of assignments to accompany the reading. Since students are doing the reading at home to support instruction in the classroom, students will either need to complete guided reading questions directed at the next day's work or a summary/re-tell to prepare for their student driven literature circles. Literature circles will occur four days of the unit and will allow for the students to deeply analyze the literature. In order to do this, students **must** complete the reading at home and be prepared to contribute to their groups.

DAY 1 (Monday): Introduction to *The Absolutely True Diary of a Part-Time Indian*

Goal:

Students will understand the different themes of Absolutely True Diary of a Part-Time Indian

Objectives:

- Students will be able to generalize the themes of Absolutely True Diary of a Part Time Indian as demonstrated by responding to eight items on an Anticipation Guide.
- Students will be able to discuss the above themes with others as demonstrated by participating in a class discussion.
- Students will be able to make a prediction about what the novel will be about by using the Anticipation Guide and the title of the novel as demonstrated by completing a journal entry as an exit ticket.

Content:

- Students work individually to complete an Anticipation Guide.
- Students work in a turn and talk with two partners to share and explain their thought process.
- Students participate in a guided class discussion using the anticipation guide statements as directives for the discussion.
- Students complete a journal entry exit ticket that reflects the material presented in class and pairs the material with a prediction.

Strategy/Activity: Anticipation Guide Pre-reading Strategy

- Teacher will initiate lesson with quick write: Can you think of a time in your life that what you learned from your parents is different than what society or another says? - Students will have approximately five minutes to respond.
- Teacher will pick two-three students to share out.

- Teacher will explain to students that Junior, the new boy in the novel faces these challenges
- Teacher will pass out Anticipation Guide and model for students how to address the different statements found in the Anticipation Guide.
- Students complete Anticipation Guide individually and then turn and talk twice with two different partners sharing their ideas about the different statements and explaining their thoughts.
- Whole class guided discussion, through which the anticipation guide statements will be the guiding questions for the class discussion. Teacher will use questions such as: How did you arrive at your current opinion? Why do you feel that is accurate? to continue discussion and make students consider personal thoughts.
- With 5-7 minutes left in the class, students will complete exit ticket using what they heard in class and the title of the book to make a prediction about what the book will be about.

Assessment :

- **Objective 1:**
 - Monitored by teacher as she walks the room to see that students have completed the Anticipation Guide and remain on task. Students receive a classroom participation grade.
- **Objective 2:**
 - Participation in the class discussion with a minimum of at least one thoughtful or meaningful comment. Students earn a classroom participation grade.
- **Objective 3:**
 - Journal entries that reflect the thoughts and predictions of the students that synthesizes together the information presented in class, will be collected and grade on a 10 point scale and have teacher feedback provided.

Homework:

Read sections:

The Black Eye of the Month Club

Why Chicken Means so Much to Me

Hope is My Revenge

Complete the guided reading questions.

DAY 2 (Tuesday): Webquest to Discover Sherman Alexie and the Spokane Indians

Goals: Students will understand how personal experiences shape lives and livelihoods.

Objectives:

- Students will be able to compare and contrast the life of Sherman Alexie and his reservation with that of Junior and the Spokane Reservation as demonstrated by participating in a Webquest that outlines Alexie's past and then complete a venn diagram comparing Alexie and Junior.
- Students will be able to determine and design questions for an interview as determined by writing at least 4 interview questions for their parents to answer after completing the lesson and webquest.
- Students will be able to consider how personal experiences shape the present and future as demonstrated by completing one responsive journal entry.

Content:

- Students see a personal powerpoint of the teacher to shape their understanding of past experiences
- Students use computers complete a webquest about Sherman Alexie and Spokane Indians.
- Students will use the knowledge of the webquest and what they read previously in Part-Time Diary to consider what types of questions they want to ask their parents.
- Students write a personal journal entry that considers how people are shaped, using information from the text and the Alexie webquest.

Strategy/Activity - Webquest about Sherman Alexie and Spokane Indians

- Teacher introduces the day with personal powerpoint about life. (Should all be about where the teacher came from and how it helped make the teacher decide to be a teacher)
- Students travel to the computer lab and use a Webquest developed by the teacher. This webquest includes several websites that the students can use to answer the questions found on their paper. These questions tie into the novel and provide biographical understanding and information to the students about Sherman Alexie.
- Webquest should take approximately 20 minutes to complete, after that point, teacher assigns students to groups to compose questions to ask their parents about growing up and what life was like. Students will receive a handout that will guide the composition of the interview questions. (The webquest could be accessed through the class Wiki).
 - These questions can include a variety of different ideas and it should be encouraged that the students use their novels and the portion on Junior's parents and lost dreams.
- For the last 7-10 minutes of the class students will respond to a responsive journal entry.

Assessment:

- Objective #1:
 - Homework check grade - to see if students completed the guided reading to help understand the webquest. 5 points for completing, partial score if partially done, 0 for not completed.
 - Students hand in completed webquest at the end of the period.
 - Students complete venn diagram in notebook, finish for homework if there is not enough time in class.
- Objective #2:
 - Students show teacher the four questions for approval and feedback.
 - Students hand in the completed interview typed for a grade the following class.
- Objective #3:
 - Journal entries reflect the students thought process of personal experience and how it matters to know where you came from in order to understand how it affects a person. Students must include, in order to receive full credit:
 - a personal connection
 - a text connection or a connection to the author

This journal will be graded on a 10 point scale and will have teacher feedback provided.

Homework:

Read Sections:

Because Geometry is Not a Country Somewhere Near France

Hope Against Hope

Homework: Interview their parents about what they were like in middle school and compose a paragraph of at least five sentences

Complete the guided reading questions for the assigned sections

DAY 3 (Wednesday): Analysis of Text Through Double Entry Journals

Goals: Students will understand personal struggles with identity.

Lesson Objectives:

- Students will be able to discover connections between their lives and the novel by comparing and contrasting Junior's school and home life with their own.
- Students will be able to complete 5-6 journal entries using the chapters from last night's homework to give specific examples of Junior's struggles with identity.
- Students will be able to describe how identity affected Junior or themselves by completing a responsive journal entry.

Hook Activity:

- Teacher will project on the smartboard the picture Junior drew in the novel of a person who is half White and half Indian.
- The class will work together to identify the similarities and differences represented by each half and write those findings on the board.
- Discuss the importance of this particular drawing in the novel
- Teacher will pose the question, "Have any of you had experiences like this?"
- Teacher will explain that the reason this question was asked is because the students are about to complete an activity where they explore the shaping of Junior's identity

Content:

- Students work individually to complete the double entry journal.
- Students will discuss findings in a guided class discussion.
- Students will complete a responsive journal that reflects what they learned in class.

Strategy/Activity Double Entry Journal (During Reading Strategy)

- Teacher will initiate lesson with a picture that Junior drew of a person that is half white and half Indian and ask the class to note the differences and similarities
- Teacher will ask class if they have had any similar experiences- call on 4-5 students to respond
- Teacher will explain that many of Junior's outside experiences both on and off the reservation influence who he is and shapes his identity.
- Teacher will model for students how to complete the double entry journal and complete an example.
- Students complete double entry journal (5 or 6 entries) individually in which at least one entry must be a drawing.
- Students will participate in a guided class discussion during which time the teacher will call on

students to read the passages they chose and share their reactions with their classmates all the while asking questions such as, “How does this connect to you personally?” “What do you think would have happened differently if Junior was in a different environment?” “How do you see his identity changing or staying the same?”

- With 5 minutes left of class students will complete a responsive journal stating what they learned about about identity, regarding either Junior or a classmate.

Assessment

- **Objective 1:** Monitored by teacher as she walks around the room to see that students are completing the double entry journals and are on task. Students would receive a classroom participation grade.
- **Objective 2:** Student participation in the class discussion. Each student must contribute at least one opinion or connection.
- **Objective 3:** Students will share their connections with the class and teacher will clarify any misconceptions.

Homework: Read Sections:

Go Means Go

How to Fight Monsters

Grandmother Gives me Some Advice

Students will write a practice re-tell

DAY 4 (Thursday): Literary Analysis through Collaborative Discussion

Goals:

- Students will understand Literature Circles and working together collaboratively with a novel.

Objectives:

- Students will be able to identify and describe the different roles of the Literature Circles as demonstrated by observing a Powerpoint and taking notes.
- Students will be able to analyze the previous night’s reading in Literature Circles as demonstrated by assigned specific roles.
- Students will be able to imagine how going to school in Reardon will be for Junior as demonstrated by completing a responsive journal entry.

Content:

- Students work in preassigned Literature Circles to discuss the previous day's reading.
- Students complete a journal entry that reflects personal understanding and shared understanding regarding Junior’s life now that he has chosen to attend school in Reardon.

Strategy/Activity - Literature Circles (During Reading Strategy):

- Students observe a powerpoint regarding the reason and rationale for Literature circles and the different roles of Literature Circles. Included in the Powerpoint: Discussion Director, Connector, Literary Luminary, Word Wizard, and Summarizer. This is mainly a review for the students as Literature Circles are not new.
- Students are given approximately 15 minutes to individually complete their assigned role.

- Students break into preassigned Literature Circles.
- Students use the assigned roles and protocols to collaboratively analyze the section of reading.
- With 10 minutes left of class students fill out the Literature Circle reflection sheet.
- Students fill out the responsive journal entry for the remainder of class.

Assessment:

- Objective #1
 - Teacher will monitor during mini-lesson and literature circles conferences to make sure the students understand their roles and are completing them correctly through spot checks and provide immediate feedback.
- Objective #2
 - Homework check grade - students will show the teacher the completed re-tell from the night before.
 - Teacher will collect Literature Circle Reflection, students receive grade.
 - Teacher will conference and observe different literature circles and monitor the discussion for content and on task behaviors.
- Objective #3
 - Journal entries reflect the student's ability to synthesize their thoughts and the thoughts of their group members together. The answer must address the question: Does Junior's decision to go to Reardon reflect that he is hopeful or is Junior running away from who he is? In order to receive full credit students must:
 - Include their personal opinion
 - Use evidence from the text
 - It will help students as well if they choose to include any personal connections or use comments from their Literature Circle discussions.

Journals will be graded on a 10 point scale and will have teacher feedback provided.

Homework:

Read Sections:

Tears of a Clown

Halloween

Slouching Towards Thanksgiving

Complete a retell of the assigned sections - to be used for the Literature Circles

DAY 5 (Friday): Literary Analysis through Collaborative Discussion

Goal:

- Students will understand the role and need of the Discussion Director to the Literature Circle, while practicing Literature Circles in class.

Objectives:

- Students will be able to explain the role and need of the Discussion Director to Literature Circles as demonstrated by seeing a successful Discussion Director modeled using 3 snippets from the reading.
- Students will be able to analyze the previous night's reading in Literature Circles as demonstrated by 1 assigned specific role.

- Students will be able to discuss Junior's current view of himself as demonstrated by completing 1 responsive journal entry

Content:

- Teacher models a successful Discussion Director
- Students work individually and collaboratively in preassigned literature circles.
- Students complete a responsive journal entry that reflects their understanding of how Junior views himself and his choices now that he is at Reardon.

Strategy/Activity - Literature Circles (During Reading):

- Teacher models for the students a successful Discussion Director using snippets from the reading to drive and create discussion questions.
- Students work in pairs to complete 2 practice Discussion Director questions.
- Students are given approximately 15 minutes to individually complete their assigned role.
- Students break into preassigned Literature Circles and receive specific roles.
- Students use the assigned roles and protocols to collaboratively analyze the section of reading.
- With 10 minutes left of class students fill out the Literature Circle reflection sheet.
- Students fill out the responsive journal entry for the remainder of class.

Assessment:

- **Objective #1**
 - After the model, students work with a partner to create 2 practice Discussion Director questions based off the reading. Students share out, teacher and other classmates provide feedback on whether the questions are good or not.
- **Objective #2**
 - Homework check grade -students will show the teacher the completed retell from the night before.
 - Teacher will collect Literature Circle Reflection, students receive participation grade.
 - Teacher will conference and observe different literature circles and monitor the discussion for content and on task behaviors.
- **Objective #3:**
 - Journal entries reflect the student's ability to synthesize their thoughts and the thoughts of their group members together. The answer must address the question: What do you make of Junior's decision to be a homeless man for Halloween? What do you think this says about Junior and his battle with identity? In order to receive full credit students must:
 - Include their personal opinion
 - Use evidence from the text
 - It will help students as well if they choose to include any personal connections or use comments from their Literature Circle discussions.

Journals will be graded on a 10 point scale and will have teacher feedback provided.

Homework:

Read Sections:

My Sister Sends me an Email

Thanksgiving

Hunger Pain

Complete the guided reading questions for the assigned sections

DAY 6 (Monday): Analysis of Text Through Double Entry Journals

Goals: Students will understand that tradition shapes identity

Objectives

- Students will be able to compare their familial interactions on Holidays to Junior through the use of a double entry journal activity completing 5-6 entries.
- Students will be able to explain how culture and tradition shape identity through a guided class discussion addressing the essential questions.
- Students will be able to discuss their personal holiday traditions and how these traditions have shaped their personhood by completing a responsive journal entry.

Content

- Teacher will model double entry journal to remind students of form.
- Students will complete double entry journal individually.
- Students will discuss findings in a guided class discussion addressing the essential questions
- Students will complete an exit slip containing a tradition that has shaped who they are today.

Strategy/Activity Double Entry Journal (During Reading Activity)

- Teacher will initiate lesson with a quick question: “What kinds of traditions for Holidays or otherwise do you have in your family or as part of your culture?” Teacher will write down answers on board.
- Teacher will ask class what kinds of traditions they just read about in the assigned homework and write those on the board as well
- Teacher will explain that Junior’s traditions both old and new have shaped who he has become and who he will continue to become
- Teacher will model the double entry journal to remind students of form.
- Students will complete double entry journals individually.
- Students will participate in a guided discussion of what they found in the reading. Discussion will be centered around the essential question, “How do cultures and traditions define identity?”
- With 5 minutes left of class students will complete an exit ticket answering a question about personal/cultural traditions in their family

Assessment

- Monitored by teacher as she walks around the room. Teacher will take note of students who are on task and completing the journals.
- Students will participate in a guided class discussion contributing at least one discovery or connection.
- Students will share their connections and teacher will clarify any misconceptions.

Homework:

Read Sections:

Rowdy Gives me Advice About Love
 Dance, Dance, Dance,
 Don't Trust Your Computer
 Complete a re-tell of the assigned sections

DAY 7 (Tuesday): Literary Analysis Through Collaborative Discussion

Goals: Students will understand the role and need of the Literary Luminary to the Literature Circle, while practicing Literature Circles in class.

Objectives:

- Students will be able to explain the role and need of the Literary Luminary to Literature Circles as demonstrated by seeing a successful Literary Luminary modeled using snippets from the reading.
- Students will be able to analyze the previous night's reading in Literature Circles as demonstrated by assigned specific roles.
- Students will be able to discuss Junior's current view of himself as demonstrated by completing a responsive journal entry.

Content:

- Teacher models a successful Literary Luminary
- Students work individually and collaboratively in preassigned literature circles.
- Students complete a responsive journal entry that reflects their understanding of how Junior views himself and his choices now that he is at Reardon.

Strategy/Activity - Literature Circles (During Reading):

- Teacher models for the students a successful Literary Luminary using snippets from the reading to share with the group..
- Students are given approximately 15 minutes to individually complete their assigned role.
- Students break into preassigned Literature Circles and receive specific roles.
- Students use the assigned roles and protocols to collaboratively analyze the section of reading.
- With 10 minutes left of class students fill out the Literature Circle reflection sheet.
- Students fill out the responsive journal entry for the remainder of class.

Assessment:

- **Objective #1**
 - After the model, students work with a partner to locate 2 Literary Luminary excerpts to share with the class from last night's reading. Students share out, teacher and other classmates provide feedback on the excerpts and their explanations as to why they were chosen.
- **Objective #2**
 - Homework check grade -students will show the teacher the completed retell from the night before.
 - Teacher will collect Literature Circle Reflection, students receive participation grade.
 - Teacher will conference will observe different literature circles and monitor the

discussion for content and on task behaviors.

- **Objective #3:**

- Journal entries reflect the student's ability to synthesize their thoughts and the thoughts of their group members together. The answer must address the question: What do you make of Junior's realization that he is a "part-time" Indian now that he is at Reardon? How does Penelope's reaction to Arnold being poor change the way you view the students at Reardon, if at all? In order to receive full credit students must:
 - Include their personal opinion
 - Use evidence from the text
 - It will help students as well if they choose to include any personal connections or use comments from their Literature Circle discussions.

Journals will be graded on a 10 point scale and will have teacher feedback provided.

Homework:

Read Sections:

My Sister Sends me a Letter

Reindeer Games

And a Partridge in a Pear Tree

Red Versus White

Complete a re-tell of the assigned sections

DAY 8 (Wednesday): Literary Analysis Through Collaborative Discussion

Goals: Students will understand the role and need of the Word Wizard to the Literature Circle, while practicing Literature Circles in class.

Objectives:

- Students will be able to explain the role and need of the Word Wizard to Literature Circles as demonstrated by seeing a successful Word Wizard modeled using vocabulary from the reading.
- Students will be able to analyze the previous night's reading in Literature Circles as demonstrated by assigned specific roles.
- Students will be able to discuss Junior's current view of himself as demonstrated by completing a responsive journal entry.

Content:

- Teacher models a successful Word Wizard
- Students work individually and collaboratively in preassigned literature circles.
- Students complete a responsive journal entry that reflects their understanding of how Junior views himself and his family..

Strategy/Activity - Literature Circles (During Reading):

- Teacher models for the students a successful word wizard using vocabulary from the reading to share with the group and deepen understanding of the text.
- Students are given approximately 15 minutes to individually complete their assigned role.
- Students break into preassigned Literature Circles and receive specific roles.
- Students use the assigned roles and protocols to collaboratively analyze the section of reading.

- With 10 minutes left of class students fill out the Literature Circle reflection sheet.
- Students fill out the responsive journal entry for the remainder of class.

Assessment:

- **Objective #1**
 - After the model, students work with a partner to locate 4-5 Word Wizard vocabulary words to share with the class from last night's reading. Students share out, teacher and other classmates provide feedback on the vocabulary and their explanations as to why they were chosen.
- **Objective #2**
 - Homework check grade -students will show the teacher the completed retell from the night before.
 - Teacher will collect Literature Circle Reflection, students receive participation grade.
 - Teacher will conference will observe different literature circles and monitor the discussion for content and on task behaviors.
- **Objective #3:**
 - Journal entries reflect the student's ability to synthesize their thoughts and the thoughts of their group members together. The answer must address the question: What do you make of Mary Runs Away's new life? What do you make of Arnold's first basketball game with his old high school and the fact that his is now a "warrior?" In order to receive full credit students must:
 - Include their personal opinion
 - Use evidence from the text
 - It will help students as well if they choose to include any personal connections or use comments from their Literature Circle discussions.

Journals will be graded on a 10 point scale and will have teacher feedback provided.

Homework:

Read Sections:

Wake

Valentine Heart

In Like a Lion

Complete the guided reading questions for the assigned sections

DAY 9 (Thursday): Linguistic Analysis Using Most Important Word

Goals: Students will understand the purposefulness of language throughout the book

Objectives:

- Students will be able to identify 1 word they deem to be the most important word.
- Students will be able to express personal opinions in connection with the text by filling in the most important word worksheet with why they feel the word is the most important.
- Students will be able to discuss the development of Junior's identity through the lens of the most

important word they selected.

Content:

- Teacher will initiate lesson with a quick question on the board, “How do we use language?” Teacher will write down responses on the board.
- Teacher will model a successful Most Important Word worksheet.
- Students will work individually to complete Most Important Word worksheet.
- Students complete a responsive journal entry for the remainder of class.

Strategy/Activity Most Important Word (During Reading Activity)

- Teacher models for the students a successful Most Important Word using a selected word from the text and analyzing the meaning in terms of characters, conflict, plot, setting, and theme
- Students are given approximately 30 minutes to individually complete their activity.
- Students come together as a class to discuss the word they chose and why they felt it was significant to the text.
- Students fill out the responsive journal entry for the remainder of class.

Assessment

- **Objective 1:** Students will complete a Most Important Word activity where I will look for connections made throughout the novel by use of quote examples and connections such as, “I remember when he said this before and it meant...”
- **Objective 2:** When students have made their choices, teacher will ask the student to find at least 3 places in the text where the word is used and provide an explanation of why that word is the most important word.
- **Objective 3:** Students will complete a journal entry answering the following questions:
 - What is is about language or lack of language that is so powerful in this novel?
 - How would the novel have been different without the word you chose?
 - How did the word you chose have an affect on Junior’s identity?

Homework:

Read Sections:

Because Russian Guys are Not Always Geniuses

Remembering

Complete the guided reading questions

Consider what you want to include in the final in class graded re-tell.

DAY 10 (Friday): Novel Wrap-up/Final Assessment of the Novel

Goals:

- Students will understand how to summarize text.

Objectives:

- Students will be able to summarize the main ideas, characters, conflicts and themes of The Absolutely True Diary of a Part-Time Indian as demonstrated by writing one retelling of the novel with a partner.

Content:

- Students view a youTube visual retelling of the story.

- In pairs students complete a retelling of the novel, following the model shown in class and using the provided rubric as a guide.

Strategy/Activity - Retelling (After Reading Strategy):

- Students watch a visual representation of a retelling of the novel to remind the students of the key facts they may have forgotten
- Teacher reviews the definition of a retell and model what a successful retell looks like, using a short work “Analog” by Sherman Alexie.
- Teacher hands out and reviews rubric with students
- Students break into assigned pairs to write the retell.
- After 20 minutes of planning and writing, students present the retell to the rest of the class.

Assessment:

- Objective #1:
 - Retelling is collected at the end of the period and graded according to the provided rubric.

Homework:

- Students revisit the initial day Anticipation Guide and after reviewing original thoughts will write a paragraph on how their thinking has changed or stayed the same. Students will use the following question as a starting point: Now that you have finished the novel and completed a retell, revisit the Anticipation guide, how has your thinking changed or stayed the same?

DISCOVERING MUSIC OUTLINE

Day One

Title: Can you tell a person's musical identity by looking at them? (Hook)

Goal: Students will understand that a person's musical identity (and subsequently, their whole identity) cannot be told just by looking at him/her, and that there are many components that make up a person's identity.

Objective:

SWBAT remember the five components that they will be considering in constructing their musical identities.

Content:

<http://www.wikihow.com/Express-Yourself-Through-Clothes-and-Hair>

Strategy/Activity:

- Students will read through modified directions taken from the website, and note down the suggested items to write down. (The modifications will make the suggestions more musically oriented).
- Students will break into small groups, roughly 5-6 students, jumble up their pieces of paper with their notes about themselves, pick one out of the pile, and read it outloud. They will try to determine who belongs to which identity.
- A full discussion will take place of why some people were not able to determine another person's identity.
- The whole unit concept will be explained, along with the 5 topical considerations and the final project.

Assessment:

Exit slip with the five considerations on it.

Day Two

Title: How your brain listens to music.

Goal: Students will understand that their brains may "tune out" while listening to music if it is too complex (or not complex enough) to listen to.

Objective:

SWBAT properly utilize the brain/musical complexity chart to help them analyze why their brain might shut off while listening to a certain type of music.

Content:

Selected excerpts from *This is Your Brain on Music*
 Music/Complexity chart

Strategy/Activity

- In pairs, the students will read the short excerpts and look at the accompanying chart. Working together, they will attempt to decipher the purpose of the chart.
- Full class discussion on the chart's purpose.
- Will practice using it by plotting several pieces of music on the chart and detailing why their dot placement belongs there.

Assessment:

Exit slip with one dot plot on it, along with an accompanying explanation.

Day Three

Title: What your brain likes to listen to.

Goal: Students will understand that our brains have biological predispositions to certain timbres.

Objective:

SWBAT identify their preferred instrument timbres.

Content:

Instrument Timbre Preference Test

Strategy/Activity:

- Students will individually take the Instrument Timbre Preference Test (ITPT).

Assessment (Homework):

Students will listen to a playlist that includes several songs featuring their preferred timbres. They will “grade” it on a scale of likeability, and then write a short reflection on whether or not they agree with their score given on the ITPT.

Day Four:

Title: How to search for Lyrics (Writing).

Goal: Students will understand how to search for lyrics on lyrics.com.

Objective:

SWBAT search for lyrics on lyrics.com.

SWBAT piece together different lyrics to construct new meaning by creating a story.

Content:

www.lyrics.com

Strategy/Activity:

- Students will get a brief introduction/tutorial on navigating the website.
- Students will be given a list of directions to search for, such as “Say hello,” or “Say goodnight.” Using these directions, they will search the site for lyrics that creatively answer these questions, such as “Here comes the sun,” or “Sweet dreams, Melinda,” respectively.

Assessment:

Using the found lyrics, they will create a short story that orders the lyrics in a meaningful way.

Homework:

Finish writing the story.

Day Five:

Title: Analyzing song lyrics

Goal: Students will understand how to use songmeanings.net to assist in analyzing lyrics.

Objective:

SWBAT write a short analysis of a song’s lyrics.

Content:

After the Storm (song by Mumford & Sons)

www.songmeanings.net

Concept Synthesis Chart (during/after reading strategy)

Strategy/Activity:

- Students will be broken into groups. Each group will receive a different verse of Mumford & Son’s “After the Storm.” Using the Concept Synthesis Chart, each group will analyze their given verse.
- The class will be given a mini-demonstration showing them how to use songmeanings.net.
- Individually, they will research and read others’ analyses.

Assessment:

For homework, students will write a short analysis that compares their interpretation of the poem with other peoples’ thoughts. Did they gain anything by investigating others’ thoughts?

Day Six:

Title: How to listen to your soundscape.

Goal: Students will understand that music surrounds us in places that we may have never considered/realized.

Objectives:

SWBAT listen to, and describe, sounds that they might not consider music.

SWBAT journal their own soundscapes.

Content:

YouTube clip of Ghana post office

Strategy/Activity:

- Students will listen to a short mini-lecture about what a soundscape is, which includes a short, one minute “think-aloud” about the classroom’s soundscape.
- Students will watch the YouTube clip of a postal worker in Ghana who is canceling stamps as another model.
- In small groups of 2-3 students, they will be assigned to completely separate parts of the school (Gym hallway, cafeteria, auditorium, Math hallway, etc.). Each group will be given a map that they must follow to get to their destination. The map will be carefully constructed so that they do not see where the other groups are located.
- In their groups and locations, they will write a description of their surrounding soundscape.

Assessment/Homework:

One designated journalist from each group will write their group’s description on the class blog. Each student must comment on another group’s post with the location of where they think the group was stationed around the school.

Day Seven:

Title: Functions of Music in Society

Goal: Students will understand that different cultures use different music for different reasons.

Objectives:

SWBAT match a genre of music from a foreign country to its function in society.

SWBAT research other countries’ musical genres.

Content:

www.animoto.com

CD tracks featuring music from different countries

Strategy/Activity:

- I will play four tracks of music for the students. A Hawaiian chant describing a certain type of rain, a West African Jali singing, a Spokane Indian War chant, and Balinese gamelan will be played.
- Working in groups, they will postulate what each piece is about.
- Working in the same groups, they will research what each piece is about.

Assessment:

Day 8's class will assess the material.

Day Eight:

Title: Functions of Music in Society, continued

Goal: Students will understand that different cultures use different music for different reasons.

Objectives:

SWBAT match a genre of music from a foreign country to its function in society.

SWBAT research other countries' musical genres.

Content:

www.animoto.com

Strategy/Activity:

- After a short animoto demonstration, the groups will work together to create a presentation that showcase's the culture's music, some pictures of the music's function, and a few short sentences.
- The students will upload the final product to the class blog.

Assessment:

Each student will write a one paragraph response to each of the other group presentations.

Day Nine:

Title: Songs from your childhood

Goal: Students will understand that the music from their childhood may have shaped the music that they like today.

Objective:

SWBAT recall and explain a meaningful piece of music from their childhood.

SWBAT describe how this piece of music may or may not have impacted their current musical choices.

Content:

“Do You Remember the Songs of Your Childhood?” article

Strategy/Activity:

- Students will read the article in small groups.
- Students will recall a song that evokes positive or negative childhood associations.

Assessment:

Students will create a blog post on the class blog that discusses the significance to their childhood and whether or not it has impacted their current musical choices.

Day Ten:

Title: Comparing your musical experience to your parents’.

Goal: Students will understand that their parent’s choices in music may have been the students’ first exposure to music. Also, their parents might feel the same way about their music that the students feel about their own.

Objectives:

SWBAT properly use a venn diagram.

SWBAT summarize major differences and similarities between their parents’ musical upbringings and their own.

Content:

Parental Interview from L.A. class

Strategy/Activity:

- Students will construct a colorful venn diagram that compares/contrasts their parents’ musical choices/upbringings with their own.

Assessment/Homework:

Using the venn diagram, students will write a one page summary of their findings from the venn diagram.

Day Eleven:

Title: Peer Influence on Musical Selection

Goal: Students will understand that their peers may have a large influence on their musical selection.

Objectives:

- SWBAT compare their music preferences with those of their peers.
- SWBAT determine if social anxiety plays a role in their musical selections.

Content:

Billboard Top 100 chart

Excerpts from “In Teen Music Choices, Anxiety Rules”

Strategy/Activity:

- Students will visit the Billboard Top 100 website and choose eight of their favorite songs off of the site. Each song will be written in one of eight boxes drawn on a piece of paper.
- Students will have a “signature signing party.” (A variation of “tea party”) Each student should walk around the room and try to find one person to sign one of the boxes. A student should only sign if they really like the song listed.
- A whole class discussion will follow that asks questions along the following lines:
 - Were you able to get all boxes signed? If yes, how did that make you feel? If no, how did that make you feel?
 - Were you pressured into signing one of the boxes?
- Students will begin reading excerpts from “In Teen Music Choices, Anxiety Rules.”

Assessment:

Students will write a one page response to the article, either agreeing or disagreeing with the anxiety premise. They should use the feelings that surfaced during the Signature Signing Party as reasoning for their stance.

Day Twelve:

Title: The social aspect of being part of a musical experience

Goal: Students will understand the power of being part of a collective experience.

Objective:

SWBAT describe how it feels to be a part of a collective musical experience.

Content:

Pink Floyd, Live in Berlin YouTube video

Beethoven’s 9th, conducted by Leonard Bernstein YouTube video

Strategy/Activity:

- A mini-lecture will be presented that puts the fall of the Berlin Wall into historical context, and the reasoning behind the two featured concerts.

- Excerpts from both videos will be shown.
- Students will break into small groups and discuss how they would have felt to be a part of those experiences. A sheet with a few guiding questions will be handed out to help navigate through the discussion.

Assessment:

For homework, the students should write about a concert or collective music experience of which they have been a part.

Day Thirteen:

Title: Misjudging an identity

Goal: Students will understand that one's identity may be misjudged by others.

Objective:

SWBAT describe a time that they have been judged or that someone has judged them based on a misinterpretation of their identity.

Content:

“Accidental Racist” YouTube video

Excerpts from “Brad Paisley’s ‘Accidental Racist’” article

Strategy/Activity:

- Students will watch the YouTube video and read the excerpts in small groups.
- Each group will analyze a verse of the song.
- Each group will summarize their interpretation of their given verse and write a one sentence summary of the main idea.
- Each group will share the meaning of the summary in a whole-class discussion.

Assessment:

Students will write a one page description of a time that they have been judged or have judged someone else on a misinterpretation of their identity.

Days Twelve - Fifteen:

- Students will work on their projects and then hand them in on Day 15.