

Unit Plan  
Peoria Accelerated High School

## Response Questions Chapter-By-Chapter

### The Black-Eye-of-the-Month Club

1. Why is Junior a member of 'the Black-Eye-of-the-Month Club'?
2. Why does Junior draw cartoons? What do the first two cartoons depict? What does this tell us about Junior?
3. Describe the style of writing in the first chapter.

### Why Chicken Means So Much to Me

4. What does Junior identify as the worst thing about being poor?
5. 'And hey, in a weird way, being hungry makes food taste better.' (p. 8)  
What does this statement show us about Junior?
6. What happens to Oscar? What does this illustrate to the reader?
7. How is poverty a cycle for Junior's family?
8. Use five adjectives to describe Junior's personality so far.

### Revenge Is My Middle Name

9. Describe Rowdy and Junior's relationship. What do they do for each other?
10. What is the Spokane Powwow?
11. What does Rowdy do to the Andruss brothers? Why? What does this demonstrate about his friendship with Junior?

### Because Geometry Is Not a Country Somewhere Near France

12. Describe Mr. P.
13. Why is Junior so cynical about white teachers?
14. What angers Junior about his geometry book?

### Hope Against Hope

15. Why does Junior throw his geometry book? What does it signify?
16. Why does Mr. P say the following? 'Every white person on this rez should get smashed in the face. But, let me tell you this. All the Indians should get smashed in the face, too.' (p. 40)
17. What is Mr. P's advice to Junior? Why does he give him this advice?

### Go Means Go

18. How do Junior's parents react to his decision to change schools? What does this show about them?

### Rowdy Sings the Blues

19. How are sporting results used to compare the two schools? Why is it significant that Rowdy performed well at most competitions?
20. How does Rowdy react to Junior's decision to move schools? Why does he react in this way?
21. How does Rowdy disguise his pain?

### How to Fight Monsters

22. Why is Junior deemed to have betrayed his tribe?
23. Describe the cartoon on page 57. What does this symbolize about Junior's insecurities?
24. How does the confusion over Junior's names demonstrate his change in culture?
25. How do the students react to Junior at Reardan?

26. How could Junior have reacted to being called names?
27. How does the fight illustrate the differences in social codes?
28. 'Maybe I was telling the world I was no longer a moving target.' How is this a significant moment for Junior?

#### **Grandmother Gives Me Some Advice**

29. 'I realized how much of my self-worth, my sense of safety, was based on Rowdy's fists.' How does Junior learn to stand up for himself?
30. What is Junior's grandmother's advice?

#### **Tears of a Clown**

31. What does Junior's story about Dawn illustrate to the reader?

#### **Halloween**

32. How does Junior try to establish a connection with Penelope?
33. How does trick or treating remind Junior of Rowdy?

#### **Slouching Toward Thanksgiving**

34. How does the author illustrate Junior's loneliness?
35. What is significant about Junior speaking up in class?
36. How does Mr. Dodge reply and how does this make Junior feel?
37. Examine the cartoon of Junior's journey to school on p. 88. Contrast this to how you normally get to school. How many kilometers is twenty-two miles?
38. What does Mary do? Why?
39. How does Junior become friends with Gordy? What do they have in common?

#### **My Sister Sends Me an E-mail**

40. Summarize Mary's email in three bullet points.

#### **Thanksgiving**

41. Why does Junior think of Rowdy at Thanksgiving time?
42. Describe the cartoon Junior draws. Why is Rowdy's respect still so important to Junior?
43. How does Rowdy's father regard the cartoon? Is this type of reaction typical in today's society? How could the fear of being considered 'gay' limit male interactions?

#### **Hunger Pains**

44. How does Penelope and Junior's friendship develop?
45. How are Penelope and Junior using each other?
46. What advice does Junior give Penelope? Is it good advice?

#### **Rowdy Gives Me Advice About Love**

47. Why does Junior refer to how 'white' Penelope is? What is the effect of this?
48. 'White girls are privileged. They're damsels in distress.' (p. 116) What does this mean?

#### **Dance, Dance, Dance**

49. Why is the novel called The Absolutely True Diary of a Part-time Indian?
50. Examine the cartoon on p. 120. Analyze each of the pictures. Why do you think Alexie presents the information in this way?

51. How do Penelope and Roger react to Junior's admission that he is poor?
52. What does Junior learn by the end of the chapter?

#### **Don't Trust Your Computer**

53. What does Junior email Rowdy and how does he reply? Why does this make Junior laugh?
54. Why do the people at home call Junior an 'apple'?
55. What does Gordy say about the role of the tribe? How is this applicable to Junior?

#### **My Sister Sends Me a Letter**

56. What does Junior think of Mary's 'gorgeous new place'?

#### **Reindeer Games**

57. Why does Junior try out for the basketball team?
58. What happens at try-outs? Why does Junior get in?
59. Why does Junior say 'it was like something out of Shakespeare' (p. 142) when he discovers their first game is against Wellinpit?
60. What happens when Junior enters the gym? How does he react? Why?
61. What happens during the basketball game? Write a short news report.

#### **And a Partridge in a Pear Tree**

62. Describe Junior's Christmas.

#### **Red Versus White**

63. What good things about his culture does Junior realize?
64. Why does Junior describe his grandmother as tolerant?

#### **Wake**

65. 'We all have to find our own way to say good-bye.' (p. 161) How does Junior do this?
66. Who is Billionaire Ted and what is his story?
67. 'We lived and died together.' (p. 166) What does this show about Junior's community?

#### **Valentine Heart**

68. How does Junior cope with his grief?
69. What do Junior's cartoons (pp. 170 & 171) reveal about his emotions?
70. What happens in Mrs Jeremy's class? Why is this so significant to Junior?

#### **In Like a Lion**

71. How does Junior explain his improvement in basketball?
72. What does the cartoon on p. 182 demonstrate about his feelings?
73. How does Sherman Alexie build tension towards the game?
74. What is the Reardan game plan? Is this successful?
75. How does Coach give his team confidence?
76. What happens during the game? Why does Junior cry when the game is finished? What does he realize?

#### **Rowdy and I Have a Long and Serious Discussion About Basketball**

77. Why is the chapter title humorous?

**Because Russian Guys Are Not Always Geniuses**

- 78. How does Mary die?
- 79. How does Junior react to Mary's death? Why does he react in this way?
- 80. Why does Junior feel responsible in some way for Mary's death?
- 81. How do the students at Reardan show they care?

**My Final Freshman Year Report Card**

- 82. Describe Junior's report card.

**Remembering**

- 83. What realizations does Junior arrive at?
- 84. What tribes does Junior belong to? How does this help him feel better?

**Talking About Turtles**

- 85. Why do Junior and Rowdy climb the tree? What does this symbolize?
- 86. How does Rowdy compare Junior to a nomad?
- 87. 'We didn't keep score.' (p. 230) What does the final line signify?
- 88. Do you think Rowdy and Junior will remain friends? Explain.

**Vocabulary Practice #1**

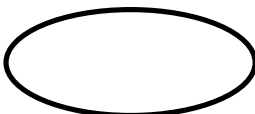
("Black-Eye-of-the-Month Club" - "Because Geometry is Not a Country. . .")

Match each word on the left with the correct definition on the right. Write the correct letter on the blank preceding the word. Then use the numbered words to fill in the blanks in the sentences below.

- |                      |   |
|----------------------|---|
| _____ 1. susceptible | a. favorites or followers                     |
| _____ 2. impediments | b. intentional damage to property             |
| _____ 3. smirked     | c. easily affected or influenced              |
| _____ 4. hypothermia | d. broken down                                |
| _____ 5. vandalism   | e. obstacles or physical defects              |
| _____ 6. inseparable | f. smiled in a silly or self-satisfied manner |
| _____ 7. minions     | g. life-threatening cold body temperature     |
| _____ 8. decrepit    | h. that which cannot be parted                |

- .....
1. After repeated acts of \_\_\_\_\_ were committed on our house, we decided to move out of the neighborhood.
  2. The queen entered the great hall, surrounded by her \_\_\_\_\_.
  3. The \_\_\_\_\_ state of the old house suggested that it had been abandoned many years earlier.
  4. Although the twins were \_\_\_\_\_ as children, they now led independent lives.
  5. Very young and very elderly people are the most \_\_\_\_\_ to infection.
  6. I was insulted when you \_\_\_\_\_ at my attempt to sing.
  7. Visitors to the arctic regions must beware of \_\_\_\_\_.
  8. Stuttering and lisping are two common speech \_\_\_\_\_.

**Rootaffixionary**

Circle One: Prefix	Suffix Root
1. Root or Affix: <u>                    in-                    </u> Meaning:	2. Create a visual association of the root or affix that will help you remember the meaning of it.
3. Brainstorm words within a web that contain the same root or affix as above. <div style="text-align: center; margin: 20px 0;">  </div>	
4. Create four sentences using four unfamiliar words from the above web. Explore their definitions and how they can be used in a sentence. <div style="margin-top: 10px;"> <div>             *Word: _____ Definition: _____           </div> <div>Sentence: _____</div> <div style="margin-top: 10px;"> <div>             *Word: _____ Definition: _____           </div> <div>Sentence: _____</div> <div style="margin-top: 10px;"> <div>             *Word: _____ Definition: _____           </div> <div>Sentence: _____</div> <div style="margin-top: 10px;"> <div>             *Word: _____ Definition: _____           </div> <div>Sentence: _____</div> </div> </div> </div></div>	

### Study Guide #1

("Black-Eye-of-the-Month Club" - "Because Geometry is Not a Country. . .")

#### Comprehension Check:

1. Why does Junior consider himself abnormal? What factors reinforce this self-image?
2. How is the prejudice of the white dentist revealed?
3. Why doesn't Junior blame his father for shooting Oscar?
4. What factors contribute to the bond between Junior and Rowdy? What part do comic books play in Rowdy's life?
5. What does the cartoon on page six show about Junior's deepest desires? What is the role of art in his life?
6. Why is Junior shocked to find his mother's name on his math textbook?

#### Critical Thinking:

7. Why do you suppose that Junior's sister Mary "froze" after high school? What does the picture of her suggest about her way of coping with life?
8. How do you think Junior would be treated by his peers at our school? Would you want to be his friend? Why or why not?
9. Why do you imagine Junior described the reservation as "approximately one million miles north of Important and two billion miles west of Happy"?
10. Why do you suppose geometry appeals to Junior? How might mathematical certainties contrast with the rest of his life experiences?



**Journal #1**

Write 1-2 paragraphs that explore how you see yourself in contrast to how other might see you. You may choose to add illustrations to your page.

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## Expectations

Everyone has expectations of us. Our teachers expect us to try our best in class. Our parents expect us to fulfill responsibilities at home. But what other expectations do we have to live up to—what expectations (right or wrong) do we face as teenagers, as Americans, as males and females, etc.

In the first open column of the chart, brainstorm a list of expectations you face in your everyday life. You may not be able to fill every category, but complete as much as you can. Compare the expectations you face to our protagonist's Junior. As we read, take down notes that describe the expectations Junior faces.

Expectation Categories	Me	Junior
Familial		
Educational		
Racial/Cultural		
Religious		
Economic		
Gender		
Community		
Relationships		
Beauty		
Age		
Social		
Self		

## The Self-Fulfilling Prophecy

Read the article below, taken from *Psychology Today*, and answer the corresponding questions. Then relate the article to “Why Chicken Means So Much to Me,” and analyze why Arnold feels his parents had to give up on their dreams.

**EXPECTATIONS**

### Two Beliefs Are Stronger Than One

**SELF-FULFILLING PROPHECIES**—ideas that become reality simply because someone believes them—do not usually have strong effects. But a new study shows that expectations may come to pass when many people hold the same beliefs—if those beliefs are unfavorable.

Stephanie Madon, an Iowa State University psychologist, investigated parents' expectations about their children's alcohol use. She discovered that when both parents believe that a child will abuse alcohol, in fact, the child is likely to drink more than expected. This holds true even when signs, such as past alcohol use and friends' behavior, suggest a teenager is at low risk.

The findings support the social theory that prophecies are especially self-fulfilling for stereotyped groups.

But Madon notes that her study also offers hope. If one parent has positive expectations about a child, the child is protected from the other parent's negative belief.

—Lauren Aaronson



1. What is the main idea of this article?
2. What do you believe the title means?
3. Who is Stephanie Madon? Why is she mentioned in this article?
4. Why do you think that self-fulfilling prophecies are especially true for stereotyped groups?
5. Define “self-fulfilling prophecy” in your own words.

Source: [Psychology Today](#); Mar/Apr2005, Vol. 38 Issue 2, p30-30, 1/5p

6. How does the idea of self-fulfilling prophecy relate to Junior's parents in the book?
7. Describe an example of self-fulfilling prophecy you have seen or heard about in today's world.

**Who \_\_\_\_\_ Would Have Been if Somebody Had Paid Attention to Their Dreams****Part I:**

Reflective Writing: Think about when you were a little boy or girl. On the lines below, write about what you wanted to be when you grew up. Is this still true today? If not, what is it now? Do the people closest to you encourage this dream? Are there any obstacles that might get in the way of realizing that dream?

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**Part II:**

Reread page 13 of the novel and answer the following questions.

1. Why does Junior make the drawing of his parents?
2. Why does he feel that his parents weren't able to realize their dreams?
3. Why does Junior feel so hopeless about his own future?

**Part III:**

Create your own cartoon entitled "Who \_\_\_\_\_ Would Have Been if Somebody Had Paid Attention to His (or Her) Dreams." Think of someone you know personally, or even someone famous, and create an illustration that shows what he/she really wanted to be. It can be someone who you feel didn't quite reach his/her potential, or it doesn't even have to be sad.

Once your illustration is complete, write a short paragraph that describes the illustration. Your paragraph must also answer the following questions. Complete sentences are required.

- Why did this individual give up on his or her dream?
- What obstacles prevented the dream from being realized?

Be prepared to share your illustration and paragraphs with the class.

**Assessment Rubric for Who \_\_\_\_\_ Would Have Been . . . Poster/Paragraph/Presentation**

CATEGORY	4	3	2	1
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Graphics &amp; Labels</b>	All graphics are related to the topic and are clearly labeled, making it easier to understand.	All graphics are related to the topic and most are labeled in a way that makes it easier to understand.	All graphics relate to the topic, though some labels are missing or inaccurate, making it difficult to understand.	Graphics do not relate to the topic and/or labels are missing, making it difficult to understand.
<b>Grammar</b>	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
<b>Paragraph</b>	A paragraph accompanies the poster and clearly describes the illustration in a minimum of 5 sentences.	A paragraph accompanies the poster and describes the illustration in a minimum of 5 sentences.	A paragraph accompanies the poster, though it does not clearly describe the illustration and/or is fewer than 5 sentences in length.	A paragraph accompanies the poster, though it does not relate to the illustration and is fewer than 5 sentences in length.
<b>Presentation</b>	The presentation was the appropriate length. It did not seem hurried or too slow. The presenter spoke clearly and distinctly and established eye contact with the audience.	The presentation was the appropriate length but seemed slightly hurried or too slow. The presenter spoke clearly most of the time and established eye contact with the audience.	The presentation was the appropriate length but seemed very hurried or too slow. The presenter spoke clearly and distinctly only some of the time and/or established little eye contact with the audience.	The presentation was too long or too short. The presenter did not speak clearly most of the time and established little eye contact with the audience.
<b>Project Total:</b>	<b>Comments:</b>			

**Character Analysis: SADDR Strategy**

To understand a character’s role in a story, it helps to look at the character from several angles. When you’re asked to describe or analyze a character, think “**SADDR**,” which stands for five different ways to look at a character: **S**peech, **A**ction, **D**escription, **D**rawing, and **R**eaction of others.

If you only look at one of these, you might draw the wrong conclusion about the character. If you only pay attention to Junior’s physical description, you might think he is unintelligent and just a wimp. His speech and actions, however, tell a different story. By looking at all of the parts of **SADDR**, you can figure out a character’s personality and reasons behind what he or she does.

**Speech:** What does the character say? What does this tell you about the character?  
For instance, Junior talks a lot about his mother and father. This tells you that his family is very important to him. On the other hand, when Rowdy speaks about his family he says things like “Dad said I wasn’t listening, so he got all drunk and tried to make my ear a little bigger” (16). What could this tell you about Rowdy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Action:** What does the character do? What does this tell you about the character? For instance, Junior spends most of his time at home, alone, drawing cartoons. This is a clue that he may not feel comfortable about many of his peers and that art is important to him. When Rowdy convinces Junior to go to the powwow and Junior ends up hurt by the Andruss brothers, Rowdy sneaks into their tent and cuts their braids and shaves their eyebrows. What does this tell you about him?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Description:** What does the author say about the character? What does that description tell you about the character? For example, Junior describes himself like this: “But my hands and feet were huge. My feet were a size eleven in third grade! With my big feet and pencil body, I looked like a capital L walking down the road” (3). This gives you a clear picture of what Junior looks like. Your turn: Rowdy is described as “long and lean and strong like a snake. His heart is as strong and as mean as a snake, too” (15). What does this tell you about Rowdy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Drawing:** Draw the character in an important scene. Include at least three details (either about the character, or the rest of the picture) that tell you what is happening.

**Reaction of Others:** How do other characters in the story react to this character? For instance, when Rowdy almost falls, Junior laughs at him. Rowdy wants to hurt him, but instead “beats the crap” out of a minivan (20). This shows us that even Junior can be annoying—and that even his best friend could bully him if he really wanted to do so. On the other hand, “Rowdy was born mad. He was always crying and screaming and kicking and punching. He bit his mother’s breast when she tried to nurse him. He kept biting her, so she gave up and fed him formula. He really hasn’t changed much since then (17). What does this tell you about Rowdy?

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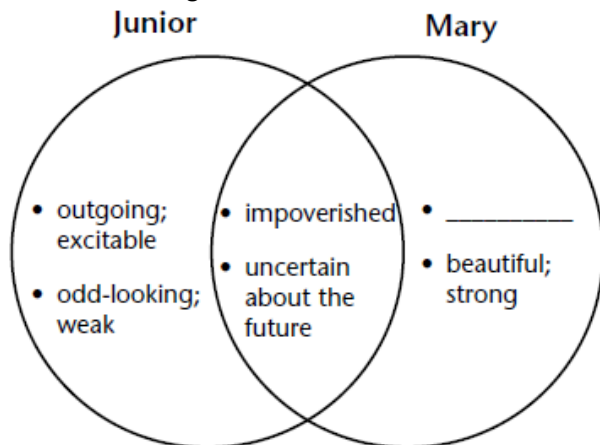
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**Review Quiz #1**

("Black-Eye-of-the-Month Club" - "Because Geometry is Not a Country. . .")

Multiple Choice:

- \_\_\_\_\_ 1. As a result of his hydrocephalus, Junior suffers from all BUT which of the following physical problems?
- A. Blackouts
  - B. Headaches
  - C. Seizures
  - D. Stuttering
- \_\_\_\_\_ 2. Why is Junior given only half a dose of Novocain by the dentist at Indian Health Service?
- A. The dentist does not have enough Novocain for Junior.
  - B. The dentist was told not to give Indians any painkillers.
  - C. The dentist believes Junior will only feel half as much pain as others.
  - D. The dentist is unsure about how much Novocain Junior will need for his procedure.
- \_\_\_\_\_ 3. Junior believes the worst thing about being poor is not being able to—
- A. eat well
  - B. afford nice things
  - C. attend a good school
  - D. take care of those you love
- \_\_\_\_\_ 4. Rowdy is Junior's best friend. What other role does Rowdy play in Junior's life?
- A. Advisor
  - B. Protector
  - C. Provider
  - D. Teacher
- \_\_\_\_\_ 5. Look at the diagram below.



Which information belongs on the blank line above?

- A. Hides from life
- B. Excellent student
- C. Dislikes her family
- D. Is frightened by people



- \_\_\_\_\_ 6. What does Junior's 30-year-old geometry book symbolize?
- A. Junior's yearning for knowledge
  - B. The poverty of the Spokane tribe
  - C. Mr. P's desire to teach his students
  - D. The quality of education at the reservation
- \_\_\_\_\_ 7. What does the following metaphor reveal about the nature of Junior's relationship with his parents?  
"*...my mother and father are the twin suns around which I orbit and my world will EXPLODE without them.*"
- A. Junior's parents often make him extremely angry.
  - B. Junior wishes he wasn't so dependent on his parents.
  - C. Junior isn't allowed to do anything without his parents' permission
  - D. Junior's parents are the center of his world and he loves them very much.
- \_\_\_\_\_ 8. Alexie uses first person point of view for The Absolutely True Diary of a Part Time Indian for what reason?
- A. The story wouldn't make sense from any other point of view.
  - B. The story would be much longer if told from another point of view.
  - C. The reader knows Junior is the only good, moral person in the story.
  - D. The reader can easily connect to and understand Junior's perspective.
- \_\_\_\_\_ 9. Which statement **best** demonstrates the reason for including Junior's cartoons throughout the novel?
- A. The comics show that Junior is a talented artist.
  - B. The comics help the reader keep track of all the characters.
  - C. The comics help the reader visualize the main events of the story.
  - D. The comics serve as comic relief to the serious issues and themes of the story.
- \_\_\_\_\_ 10. Which of the following is **least** likely a contributing factor to Junior's frustration with life on the rez?
- A. His best friend regularly faces physical abuse from an alcoholic father.
  - B. His sister has done nothing since high school except hide in the basement.
  - C. His parents are so poor they cannot afford to take Oscar to the veterinarian.
  - D. His school uses the same textbooks that his mother used when she attended.

**Vocabulary Practice #2**

("Hope Against Hope" - "Grandmother Gives Me Some Advice")

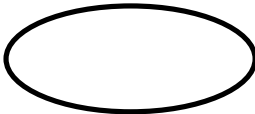
Synonyms are words with similar meanings. Match the correct word from column A with its corresponding synonym in column B. Use a thesaurus or dictionary to help you. Then use the words in column A to fill in the blanks in the sentences below.

- A
- \_\_\_\_\_ 1. contemplating
  - \_\_\_\_\_ 2. literally
  - \_\_\_\_\_ 3. depressed
  - \_\_\_\_\_ 4. defeated
  - \_\_\_\_\_ 5. mutilated
  - \_\_\_\_\_ 6. translucent
  - \_\_\_\_\_ 7. racist
  - \_\_\_\_\_ 8. impending

- B
- a. prejudiced
  - b. threatening
  - c. considering
  - d. clear
  - e. conquered
  - f. actually
  - g. butchered
  - h. saddened

- .....
1. We rowed back to shore quickly as the \_\_\_\_\_ storm darkened the sky.
  2. Everyone expects our basketball team to be \_\_\_\_\_ by the older, stronger, and better trained team we are playing against.
  3. After studying dinosaurs, our class is \_\_\_\_\_ a trip to the natural history museum.
  4. Our beautiful garden was \_\_\_\_\_ when crowds of walkers used it as a shortcut to the stadium across the street.
  5. After the rain, \_\_\_\_\_ droplets of water made the leaves shimmer.
  6. Certain that I had never shown behavior that could be seen as prejudiced, I was insulted when you called me a(n) \_\_\_\_\_.
  7. When the weathermen said you could fry an egg on the sidewalk in the heat, he didn't mean it \_\_\_\_\_.
  8. The man was so \_\_\_\_\_ that he decided to see a therapist.

**Rootaffixionary**

Circle One: Prefix	Suffix Root
1. Root or Affix: <u>trans-</u> Meaning: _____	2. Create a visual association of the root or affix that will help you remember the meaning of it.
3. Brainstorm words within a web that contain the same root or affix as above. <div style="text-align: center; margin: 20px 0;">  </div>	
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## Study Guide #2

("Hope Against Hope" - "Grandmother Gives Me Some Advice")

### Comprehension Check:

1. How does Junior break Mr. P's nose? What are the consequences of his actions?
2. How does Mr. P change Junior's view of his sister Mary?
3. Why does Mr. P insist that Junior go to school off the reservation?
4. Why does Junior call hope "a mythical creature"?
5. Why does Rowdy suddenly turn against Junior? How did his reaction fulfill Mr. P's prediction?
6. How does the prejudice Junior faces in Reardan differ from the prejudice he had experienced in Wellpinit?
7. How does Junior's confusion over the unwritten rules of behavior at Wellpinit lead to the incident with Roger?

### Critical Thinking:

8. Do you think that Mr. P is justified in telling Junior "You're going to find more and more hope the farther you walk away from this sad, sad, sad reservation"?
9. Do you think Junior's grandmother is right when she explains Junior's behavior? If not, why do you think Roger doesn't challenge Junior to a fight or seek revenge?
10. Should Junior now expect to be accepted by the boys at Reardan? What will he need to do to fit in?

Journal #2

Rowdy becomes Junior’s enemy when he learns that his friend plans to transfer to a white school. Write about a time when you or someone you know had a friendship abruptly end because of an action taken. What were the circumstances? If the situation occurred again, do you think you would act the same way?

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## Symbolism Strategy

English teachers really like to talk about a thing called “symbolism” in literature. It’s not as complicated as it sounds. A symbol is something real and concrete—something you can put your hands on—that stands for an abstract idea—like hope or heroism, something you can’t actually touch, but you know when it’s there.

Advertisements are full of these symbols. A truck that is “like a rock” uses the rock as a symbol. The rock is a real, concrete object you can put your hands on. Rocks last a long time without changing much. The idea of something lasting a long time—durability—is not something you can touch, but you know it’s there.

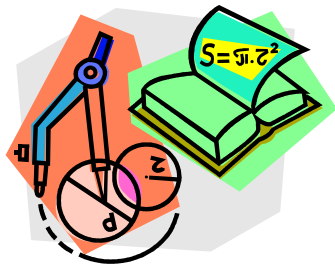
In *The Absolutely True Diary of a Part-Time Indian*, the geometry book symbolizes education, but also poverty on the reservation and the way in which the school has incredibly low expectations for their students. When Junior discovers his mother’s name written inside of the book, he throws it straight at Mr. P. By throwing the book, Junior is fighting back against the low expectations the school has put on him. The book is also important because the subsequent conversation Junior has with Mr. P. forces him to reject the school’s expectations of him and attend school outside of the reservation.

When discussing symbols in literature, it is helpful to describe them in four steps:

1. **Draw** the symbol (and label it).
2. **Describe** it in a few words or phrases
3. Explain the **Idea** it stands for
4. Give an **Example** from the story of the idea.

Be sure when you describe it you are focusing on connections between the symbol (the geometry book) and the story. A book can be very useful, especially as a paperweight, but that’s not how it’s used in the story.

Here’s what the symbol analysis process looks like for the geometry book in *Absolutely True Diary*.

Symbol: <u>Geometry Book</u>	
1. Draw:	2. Describe:
	<p><i>Books are full of useful information and can help one learn important concepts that will enable them to grow and be successful in life.</i></p>
3. Idea:	4. Example:
<p><i>In this story, the geometry book symbolize extreme poverty of the Wellpinit Reservation and low expectations for students in school.</i></p>	<p><i>For example, Junior becomes very upset when he realizes his mother used the same geometry book 30 years earlier. He becomes so upset, he throws the book at his teacher Mr. P, rejecting the low expectation the school has for him.</i></p>

Paired Practice: Work with a partner to complete a chart about one of the following symbols. Use the book if needed.

- A) Junior's poor little dog Oscar is shot by his father in the book's tearjerker of a second chapter. The death of the animal, who is a complete innocent, becomes a symbol for the senseless destruction caused by poverty on the reservation.
- B) Chicken is very important to Arnold, since he's almost always hungry. Food – and money – is scarce on the reservation. While KFC might seem like fast food to some, the treat amounts to a holy experience for Arnold. Check out Arnold's drawing of the shroud of Kentucky Fried Chicken.

Symbol: _____	
1. Draw:	2. Describe:
3. Idea:	4. Example:

Independent Practice: Do this one on your own. Use the book to help you.

Symbol: <u>The Reservation</u>	
1. Draw:	2. Describe:
3. Idea:	4. Example:

### Conflict Analysis

Conflict—A conflict in literature is a struggle between opposing forces. There are several types of conflict, including the following:

- person vs. person
- person vs. nature
- person vs. society
- person vs. self

When identifying and analyzing the conflict, there are 4 questions a good reader should ask him/herself.

- Who is the conflict between?
- What is the conflict?
- Why does this conflict occur?
- What are some ways the conflict could be resolved?

Work with a partner to identify and analyze several types of conflict we've seen in *ATDPTI*.

#1

Who is the conflict between & what type of conflict is it?

What is the conflict?

*Person vs.* \_\_\_\_\_

Why does the conflict occur?

What are some ways the conflict could be resolved?



#2

Who is the conflict between & what type of conflict is it?

What is the conflict?

*Person vs.* \_\_\_\_\_

Why does the conflict occur?

What are some ways the conflict could be resolved?

# 3

Who is the conflict between & what type of conflict is it?

What is the conflict?

*Person vs.* \_\_\_\_\_

Why does the conflict occur?

What are some ways the conflict could be resolved?

### Conflict Analysis, Part II

Select one of the conflicts you analyzed previously and create a 30-second Animoto video that depicts the conflict. You will need to create an account with a valid email address in order to complete and turn in the project.

Video Requirements:

- 8-10 slides.
- Include a title slide with your name.
- Include the conflict type and the characters involved.
- Include appropriate images, music, and text .

Save and produce your video when complete. Check your email and forward your video to the following email address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_





















You will be assessed using the following rubric.

#### Assessment Rubric for Animoto Video

	3	2	1
Use of Class Time:	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done, but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Content:	An introduction to content, a demonstration of skills, or a summary of a class project is clearly evident in clip. The content is coherent, organized, and relates to the selected educational concept.	An introduction to content, a demonstration of skills, or a summary of a class project is noted somewhere in the clip. The content is organized for viewer understanding.	The content is vague in conveying a point of view and does not create a strong sense of purpose. Some of the information may not seem to fit.
Images:	Images are presented in an appropriate sequence for understanding introduction, skills, or concept being presented. Selected key images emphasize content. All images enhance the content. There is a consistent visual theme.	Images are presented in an appropriate sequence for understanding introduction, skills, or concept being presented.	Inconsistency in either the subject matter of the images or the sequencing of the images.
Soundtrack:	Music and/or animation is clearly compatible with the images in the clip. The music supports the educational content and allows the focus to be on the content learning.	Music and/or animation visually depict material and assist the audience in understanding the flow of information or content.	Parts of the music and/or animations seem unrelated to the topic/theme and do not enhance the overall educational concept being presented.
Total Points:	Comments:		

### Bullying: Fact or Myth?

Read each statement below. On the line write out Fact if you believe the statement is true. Write Myth if you believe the statement is untrue.

Before Research	Statement	After Research
	People who bully have power over those they bully.	
	Spreading rumors is a form of bullying.	
	Only boys bully.	
	People who bully are insecure and have low self-esteem.	
	Bullying usually occurs when there are no other students around.	
	Bullying often resolves itself when you ignore it.	
	All children will outgrow bullying.	
	Reporting bullying will make the situation worse.	
	Teachers often intervene to stop bullying.	
	Parents are usually aware that their children are bullying others.	

### Bully-Buster Glog

Work with a partner to create a glog that would help students like Junior overcome bullying at school. Your brochure needs to include the following information.

- A definition of bullying
- Different forms of bullying (at least 3)
- Characteristics of bullies (at least 3)
- Characteristics of victims (at least 3)
- Characteristics of bystanders (at least 2)
- Reasons why we must take action (at least 2)
- Advice for bullies and victims (at least 2)
- Ways of preventing bullying (at least 3)

Use these websites to help guide your research.

[www.bullying.org](http://www.bullying.org)

[www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx](http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx)

[www.nasponline.org/resources/factsheets/bullying\\_fs.aspx](http://www.nasponline.org/resources/factsheets/bullying_fs.aspx)

When you've gathered all of your information, create an online poster using glogster.com. (Get your login information from your teacher.) Use appropriate images to dress up your poster and be prepared to share with the class.

Refer to the rubric for information regarding how you will be assessed.

**Bully-Buster Research Record**

Use the following graphic organizer to help you keep track of the research you do for your glog. Complete and turn in for a grade.

Topic	Research: Be complete—explain where necessary and include facts and statistics where appropriate.	Source: Write the name of the website and provide the link.
Definition of bullying		
Different forms of bullying	1. 2. 3.	
Characteristics of bullies	1. 2. 3.	
Characteristics of victims	1. 2. 3.	
Characteristics of bystanders	1. 2.	
Reasons why we must take action	1. 2.	
Advice for bullies and victims	1. 2.	
Ways of preventing bullying	1. 2. 3.	

**Assessment Rubric for Bully-Buster Glog**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Use of Class time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others. Worked on the project outside of class as needed.	Used time well during each class period. Usually focused on getting the project done and never distracted others	Used some of the time well during each class period. There was some focus on getting the project done, but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	Missing 1 of the required elements on the poster.	Several required elements were missing.
<b>Graphics</b>	All graphics are related to a single theme and make the information easier to understand.	All graphics are related to a single theme and most make it easier to understand.	All graphics relate to a single theme.	Graphics do not relate to a single theme.
<b>Labels</b>	All items of importance are clearly labeled with text that can be read easily from about 3 ft. away.	Some items of importance are clearly labeled with text that can be read easily from about 3 ft. away.	Few items of importance are clearly labeled with text that can be read easily from about 3 ft. away.	Labels are too small to be viewed easily or no important items were labeled.
<b>Visual Presentation</b>	Colorful, neat, interesting, creative, and unique. Layout is effective and balanced.	Visually appealing, well organized, and neat. Layout is appropriate.	Lacks visual appeal due to inappropriate use of color, unbalanced layout, and lack of organization.	Little visual appeal due to lack of color, messy layout, and poor organization. Not neat.
<b>Conventions</b>	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.	Some grammatical errors, misspellings, or punctuation errors.	Many grammatical errors, misspellings, or punctuation errors.	Too many grammatical errors, misspellings, or punctuation errors.
<b>Oral Presentation</b>	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery	Communicates ideas with proper voice projection. Adequate preparation and delivery	Some difficulty communicating ideas due to voice projection, lack of preparation, or incomplete work	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work
<b>Total Points:</b>	Comments:			

**People who bully have power over those they bully.**

People who bully others usually pick on those who have less social power (peer status), psychological power (know how to harm others), or physical power (size, strength). However, some people who bully also have been bullied by others. People who both bully and are bullied by others are at the highest risk for problems (such as depression and anxiety) and are more likely to become involved in risky or delinquent behavior.

**Spreading rumors is a form of bullying.**

Spreading rumors, name-calling, excluding others, and embarrassing them are all forms of social bullying that can cause serious and lasting harm.

**Only boys bully.**

People think that physical bullying by boys is the most common form of bullying. However, verbal, social, and physical bullying happens among both boys and girls, especially as they grow older.

**People who bully are insecure and have low self-esteem.**

Many people who bully are popular and have average or better-than-average self-esteem. They often take pride in their aggressive behavior and control over the people they bully. People who bully may be part of a group that thinks bullying is okay. Some people who bully may also have poor social skills and experience anxiety or depression. For them, bullying can be a way to gain social status.

**Bullying usually occurs when there are no other students around.**

Students see about four out of every five bullying incidents at school. In fact, when they witness bullying, they give the student who is bullying positive attention or even join in about three-quarters of the time. Although 9 out of 10 students say there is bullying in their schools, adults rarely see bullying, even if they are looking for it.

### **Bullying often resolves itself when you ignore it.**

Bullying reflects an imbalance of power that happens again and again. Ignoring the bullying teaches students who bully that they can bully others without consequences. Adults and other students need to stand up for children who are bullied, and to ensure they are protected and safe.

### **All children will outgrow bullying.**

For some, bullying continues as they become older. Unless someone intervenes, the bullying will likely continue and, in some cases, grow into violence and other serious problems. Children who consistently bully others often continue their aggressive behavior through adolescence and into adulthood.

### **Reporting bullying will make the situation worse.**

Research shows that children who report bullying to an adult are less likely to experience bullying in the future. Adults should encourage children to help keep their school safe and to tell an adult when they see bullying.

### **Teachers often intervene to stop bullying.**

Adults often do not witness bullying despite their good intentions. Teachers intervene in only 14 percent of classroom bullying episodes and in 4 percent of bullying incidents that happen outside the classroom.

### **Parents are usually aware that their children are bullying others.**

Parents play a critical role in bullying prevention, but they often do not know if their children bully or are bullied by others. To help prevent bullying, parents need to talk with their children about what is happening at school and in the community.

**Stereotypes: Quickwrite**

List as many stereotypes as you can think of that relate to Native Americans. Use examples from ATDPTI, the media, and real life. Here's a cartoon to get you started.



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### Active Reading Strategies

Research shows that good readers do five things every time they read: predict, visualize, connect, question, and respond. Read the following newspaper article about stereotypes in the first column and, as you read, practice these 5 strategies by answering the questions in the second column.

“Sorry for not being a Stereotype”

BY RITA PYRILLIS

How many of you would know an American Indian if you saw one? My guess is not many. Certainly not the bank teller who called security when an Indian woman — a visiting scholar — tried to cash a check with a tribal identification card. When asked what the problem was, the teller replied: "It must be a scam. Everyone knows real Indians are extinct."

And not the woman who cut in front of me at the grocery checkout a few months ago. When I confronted her, she gave me the once over and said: "Why don't you people just go back to your own country."

OK, lady, after you, I said, when I thought of it the next morning.

Even though I was born and raised in Chicago, strangers sometimes assume I'm a foreigner. For the record, I'm Native American, or Indian — take your pick. I prefer Lakota.

Sometimes strangers think I'm from another time. They wonder if I live in a teepee or make my own buckskin clothes or have ever hunted buffalo. They are surprised when I tell them that most Indians live in cities, in houses, and some of us shop at the Gap. I've never hunted a buffalo, although I almost hit a cow once while driving through South Dakota. Sometimes, people simply don't believe I'm Indian. "You don't look Indian," a woman told me once. She seemed disappointed. I asked her what an Indian is supposed to look like. "You know. Long black hair, braids, feathers, beads."

Apparently, as Indians go, I'm a flop, an embarrassment to my racial stereotype. My hair is shoulder length, and I don't feather it, unless you count my unfortunate **Farrah Fawcett** period in junior high.

1. **Predict:** Look at the title. What do you predict is the author's attitude towards stereotypes?
2. **Respond:** What is strange or kind of funny about this woman's comment?
3. **Respond:** Why do you think the author prefers to be called Lakota?
4. **Connect:** What stereotypes have you encountered during your life?
5. **Visualize:** Based on the context of the paragraph, what can you infer about Farrah Fawcett's hair?

When you say you're Indian, you better look the part or be prepared to defend yourself. Those are fighting words. When my husband tells people he's German, do they expect him to wear lederhosen and a Tyrolean hat? Of course not. But such are the risks when you dare to be Indian. You don't tug on Superman's cape, and you don't mess around with a man's stereotype.

Native American scholar Vine Deloria wrote that of all the problems facing Indian people, the most pressing one is our transparency. Never mind the staggering suicide rate among Native youth, or the fact that Indians are the victims of violent crimes at more than twice the rate of all U.S. residents — our very existence seems to be in question.

"Because people can see right through us, it becomes impossible to tell truth from fiction or fact from mythology," he wrote. "The American public feels most comfortable with the mythical Indians of stereotype-land who were always THERE."

Sure. Stereotypes don't have feelings, or children who deserve to grow up with images that reflect who they are — not perfect images, but realistic ones. While Little Black Sambo and the Frito Bandito have gone the way of minstrel shows, Indians are still battling a red-faced, big-nosed Chief Wahoo and other stereotypes. No wonder people are confused about who Indians really are. When we're not hawking sticks of butter, or beer or chewing tobacco, we're scalping settlers. When we're not passed out drunk, we're living large off casinos. When we're not gyrating in Pocahoonie outfits at the Grammy Awards, we're leaping through the air at football games, represented by a white man in red face. One era's minstrel show is another's halftime entertainment. It's enough to make Tonto speak in multiple syllables.



And it's enough to make hard-working, decent Indian folks faced with more urgent problems take to the streets in protest. Personally, I'd rather take in my son's Little League game, but as long as other people insist on telling me when to be honored or offended, or how I should look or talk or dance, I will keep telling them otherwise. To do nothing would be less than honorable.

Published in the Chicago Sun-Times, April 24, 2004  
Rita Pyrellis is a free-lance journalist and a member of the Cheyenne River Sioux Tribe.

6. **Question:** What might be one reason you don't "mess around with a man's stereotype"?
7. **Respond:** Why are people more comfortable with stereotypes than they are with the truth?
8. **Question:** Generate two questions you have about the information provided in this paragraph.
9. **Respond:** How does the author feel about the stereotypes of Native Americans? Underline the words or phrases that help you understand how she feels.

### Comparing & Contrasting Across Genres: Essay

Another important strategy good readers use is comparing and contrasting. Comparing is looking at what is similar, while contrasting is looking at what is different. Good readers can see similarities and differences in ideas, attitudes, and themes across multiple genres of writing, or types of writing. Even though Junior's story is fiction, it has many similarities with the newspaper article "Sorry for being a Stereotype." Compare and contrast "Sorry for not being a Stereotype" with *Absolutely True Diary* by completing the chart below.

↓ Questions	Texts →	"Fighting Monsters" from <u>ATDPTI</u>	"Sorry for not being a Stereotype"
			
What is one stereotype each character faces?			
How does each character respond to the stereotype?			
Why was fighting mentioned in both the story chapter and the newspaper article?			
What is the author trying to tell us about stereotypes in each selection?			
What is the theme of each reading selection?			

Look at each question row. For answers that are similar, mark an x in the bottom left-hand corner of each box. For answers that are different, mark an o in the bottom left-hand corner. Doing so will help you see the comparisons and contrasts in the article.

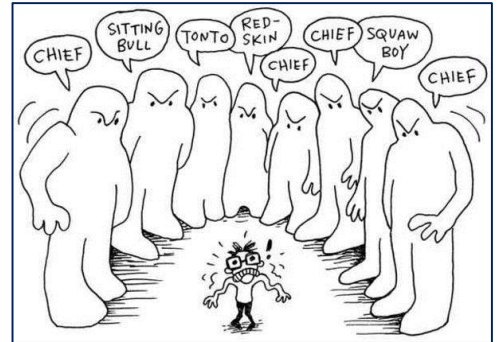
Once you have completed this activity, use the back of this paper to create a collage from newspaper and magazine clippings that illustrate your understanding of the similar theme presented in both these texts. Remember, a collage should cover the entire paper.

**Review Quiz #2**

("Hope Against Hope" - "Grandmother Gives Me Some Advice")

Multiple Choice: Select the best answer and write it on the blank preceding the question.

- \_\_\_\_\_ 1. How does the reservation setting help shape the action of the story?
- A. It emphasizes the long distance to Reardan High.
  - B. It acts as an opposing force against Junior's hope.
  - C. It tells us where Junior and his family spend time.
  - D. It shows what it's like growing up Native American.
- \_\_\_\_\_ 2. What does the illustration to the right reveal about racism?
- A. Racism is mostly about fear and ignorance.
  - B. Much of the time, people just go along with the crowd.
  - C. People who are prejudiced always look and act the same.
  - D. Name-calling is the easiest way to make someone feel bad.
- \_\_\_\_\_ 3. Why is it important to the plot that Roger not beat up Junior?
- A. It helps the reader understand why Rowdy behaves the way he does.
  - B. It shows that Grandmother really is the smartest person in the world.
  - C. It builds suspense because we never know when Roger will attack Junior.
  - D. It shows that Junior will have to change his thinking to be successful at Reardan.
- \_\_\_\_\_ 4. How does Eugene contribute to the characterization of Junior?
- A. He helps Junior realize a sense of pride about where he comes from.
  - B. He impresses Roger so Junior doesn't get bullied at Reardan anymore.
  - C. He helps Junior get to school on time so he doesn't fall behind in class.
  - D. He nearly kills the two of them by driving drunk on a vintage motorcycle.
- \_\_\_\_\_ 5. What is ironic about Junior punching Roger in the face? (Irony is a literary technique that involves a twist of fate or presents an outcome that is opposite of what is expected.)
- A. Roger refuses to fight back.
  - B. Roger barely felt the punch.
  - C. Rowdy would have gladly punched Junior back.
  - D. Junior asks his grandmother for advice about Roger.
- \_\_\_\_\_ 6. Junior tells Rowdy why he's leaving the reservation, even though he knows Rowdy will be very upset. What inference can we make about Junior because of this?
- A. Junior likes to watch people become upset.
  - B. Junior likes to brag about good ideas he has.
  - C. Junior cares about being honest with his friends.
  - D. Junior secretly enjoys being beat up by his friends.
- \_\_\_\_\_ 7. *The king is to Roger as the queen is to—*
- A. Dawn
  - B. Grandma
  - C. Mary
  - D. Penelope



Read the following excerpt and answer the questions that follow.

“You know, Mr. P, I don’t mean to be rude or anything, but you’re, like, freaking me out here. I mean, why are you here, exactly?”

“Well, I want you to know that hitting me with that book was probably the worst thing you’ve ever done. It doesn’t matter what you intended to do. What happens is what you really did. And you broke old man’s nose. That’s almost unforgivable.”

He was going to punish me now. He couldn’t beat me up with his old man fists, but he could hurt me with his old man words.

“But I do forgive you,” he said. “No matter how much I don’t want to. I have to forgive you. It’s the only thing that keeps me from smacking you with an ugly stick. When I first started teaching here, that’s what we did to the rowdy ones, you know? We beat them. That’s how we were taught to teach you. We were supposed to kill the Indian to save the child.”

“You *killed* Indians?”

- \_\_\_\_ 8. Which statement best summarizes the main idea of this passage?
- Mr. P wants to punish Junior for hitting him with a book.
  - Mr. P wants to tell Junior in person that he is expelled from school.
  - Mr. P wants Junior to apologize in person for hitting him with a book.
  - Mr. P wants to apologize to Junior for how Indians have been treated in school.
- \_\_\_\_ 9. What inference can be made about Mr. P?
- He believes Indians have been treated wrongly in school.
  - He hates Junior for breaking his nose and wants to punish him.
  - He believes Indians are rowdy and deserve to be beaten in school.
  - He doesn’t really want to forgive Junior but the school is making him.
- \_\_\_\_ 10. Which statement best describes what Mr. P meant when he said “We were supposed to kill the Indian to save the child”?
- The school teachers were supposed to kill any rowdy Indians.
  - The school teachers were supposed to teach Indians how to be white.
  - The school teachers were supposed to destroy the culture of the Indians.
  - The school teachers were supposed to kill any parents with rowdy children.

Complete the chart with the appropriate cause and/or effect.

CAUSE	EFFECT
Junior is suspended from school for throwing a book at Mr. P.	
	Junior is worried that his “fellow tribal members” are going to torture him.
	Junior begins his first day of school in Reardan with a black eye and swollen nose.
Roger insults Junior, Native Americans, African Americans, and buffalo.	
	Junior is respected by many of the male students at Reardan High School.

**Vocabulary Practice #3**  
(*"Tears of a Clown" - "Hunger Pains"*)

Read each group of words. Cross out the one word that does not belong with the others. On the line below the words, tell how the remaining words are alike.

1.   innocent                      inexperienced                      naïve                      sophisticated

The other words are alike because \_\_\_\_\_

2.   assaulted                      attacked                      encountered                      struck

The other words are alike because \_\_\_\_\_

3.   sensitive                      vulnerable                      exposed                      guarded

The other words are alike because \_\_\_\_\_

4.   drive                      force                      depth                      momentum

The other words are alike because \_\_\_\_\_

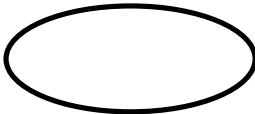
5.   aggressive                      pathetic                      pitiful                      wretched

The other words are alike because \_\_\_\_\_

6.   boring                      curious                      tedious                      monotonous

The other words are alike because \_\_\_\_\_

**Rootaffixionary**

Circle One: Prefix	Suffix Root
<p>1. Root or Affix:</p> <p style="text-align: center;"><u>path-</u></p> <p>Meaning:</p>	<p>2. Create a visual association of the root or affix that will help you remember the meaning of it.</p>
<p>3. Brainstorm words within a web that contain the same root or affix as above.</p> <div style="text-align: center; margin: 20px 0;">  </div>	
<p>4. Create four sentences using four unfamiliar words from the above web. Explore their definitions and how they can be used in a sentence.</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p>	

**Study Guide #3**  
(“Tears of a Clown” - “Hunger Pains”)

Comprehension Check:

1. According to Junior, why does he always have a problem getting girls to like him?
2. Why does Junior want to collect money for the homeless on Halloween?
3. Why doesn't Mr. Dodge accept Junior's explanation of the process that creates petrified wood?
4. Why is Junior lonelier at Reardan than he has ever been before?
5. Why are Junior's parents disappointed in their daughter Mary's marriage?
6. Why is Gordy a suitable friend for Junior? What does Junior learn from him?
7. According to Mary's letter, what are the main differences between the Spokane Reservation and the Flathead reservation?
8. Why does Junior think it is odd that his family celebrates a typical American Thanksgiving?
9. What forms the initial bond between Junior and Penelope?

Critical Thinking:

10. Which do you think is worse—being physically attacked by your peers or being ignored? How is your opinion similar or different than Junior's?
11. In what ways do you think Mary's elopement inspired Junior to acts of courage?
12. How would you compare the relationship between Junior and Penelope to a typical teenage romance? What role did ego and insecurity play in the relationship?



Journal #3

Sometimes people who seem confident on the surface have underlying worries and insecurities. Write about a time when you discovered that someone you like or admired had secret fears or issues.

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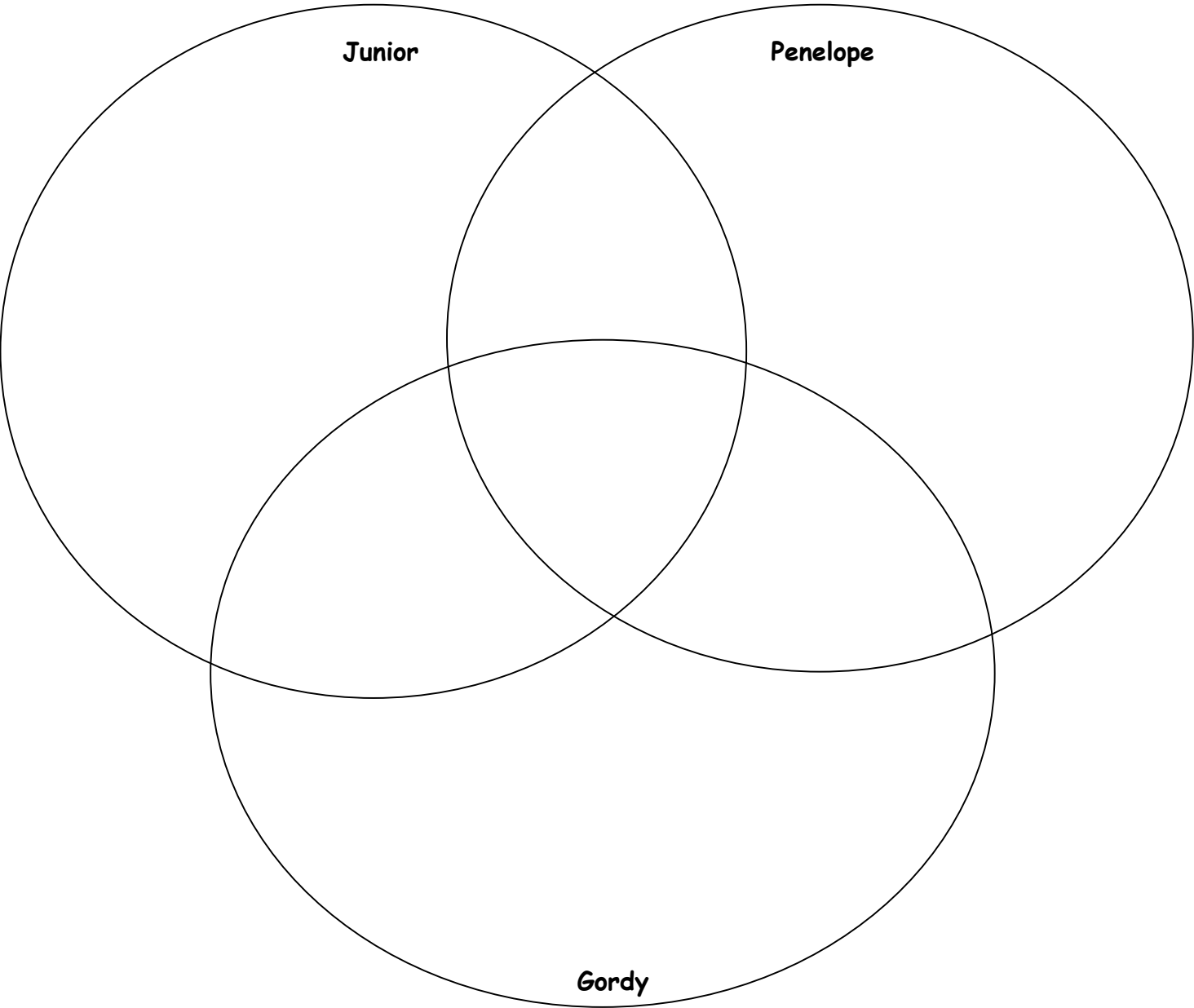
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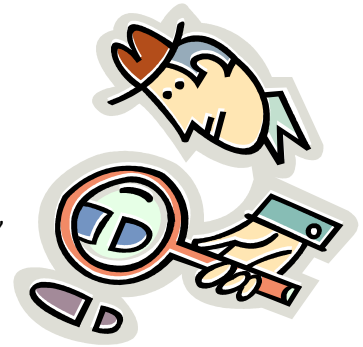
**Comparing Characters**

Use the Venn diagram below to compare Junior with his two new friends—Gordy and Penelope. Record the traits they have in common in the overlapping parts of the diagram.



### Sherman Alexie Scavenger Hunt

If you pull out your magnifying glass and pay attention to details, you'll find out that the novel *The Absolutely True Diary of a Part-Time Indian* isn't purely fiction, but is in part based on the life of its author, Sherman Alexie. You will search the internet sites listed below to fill out the chart on the back of this page. You will investigate, analyze, and synthesize the information you find to determine how it relates to the novel. Type in the websites exactly as you see them below. You can also visit the class website to access direct links to the articles.



1. "Superman and Me" by Sherman Alexie <http://articles.latimes.com/1998/apr/19/books/bk-42979>  
Alexie's essay "Superman and Me" talks about his life on the reservation and how he learned to read through comics. Consider the following: Junior is a cartoonist, his emphasis on education as a way out, as well as his struggle with familial and tribal expectations.
2. "I Hated Tonto (Still Do)" by Sherman Alexie <http://articles.latimes.com/1998/jun/28/entertainment/ca-64216>  
Alexie's essay on how Native Americans are represented in film and how perpetuates stereotypes and racism. Alexie also demonstrates how such stereotypes can become internalized.
3. Sherman Alexie's Biography <http://www.poetryfoundation.org/bio/sherman-alexie>  
By reading this short piece on Alexie's life, look for connections between the novel and his life.
4. Another Alexie Biography <http://www.poets.org/poet.php/prmPID/395>
5. Interview Transcript: Sherman Alexie: Up All Night [http://www.pbs.org/now/transcript/transcript\\_alexie.html](http://www.pbs.org/now/transcript/transcript_alexie.html)
6. Interview Video: Sherman on his love of Hoops [http://fallsapart.com/sonicgate\\_sherman\\_on\\_his\\_love\\_of\\_hoops](http://fallsapart.com/sonicgate_sherman_on_his_love_of_hoops)  
Think of how important basketball is to Junior and other students on the reservation.
7. Interview Vide: When Literature Meets Standup [http://fallsapart.com/when\\_literature\\_meets\\_stand\\_up](http://fallsapart.com/when_literature_meets_stand_up)
8. "Skeletons," audio adaptation from "A Drug Called Tradition" from *The Lone Ranger and Tonto Fistfight in Heaven* [http://fallsapart.com/the\\_lone\\_ranger\\_and\\_tonto\\_fistfight\\_in\\_heaven](http://fallsapart.com/the_lone_ranger_and_tonto_fistfight_in_heaven)  
Consider how Junior feels about negative stereotypes of Native Americans.

**Sherman Alexie Scavenger Hunt 3-2-1**

Website Title or Link	3 (or more) important facts	2 (or more) ways this site helps you understand <i>ATDPTI</i>	1 (or more) question you have after reviewing this website

### Summarizing Strategy

Read the article "Is Barbie-Doll-Like Look the Ideal Look? Root Cause of Bulimia." As you read, use two different colored highlighters. Use one color to highlight the main ideas and another color to highlight supporting details. You may try reading the article more than once to help you distinguish between the main ideas and the supporting details. Remember, there is no need to highlight entire sentences or paragraphs. Main ideas and supporting details can be summed up in just words and phrases.

#### Is Barbie-Doll-Like Look the Ideal Look? Root Cause of Bulimia

By: [Ksana Vera](#) | Posted: May 04, 2007

Bulimia, or bulimia nervosa, is a psychological eating disorder characterized by bouts of compulsive eating followed by efforts to undo the effects of the same by using improper means like induced vomiting, bouts of fasting, purging with laxatives/enema/diuretics, and compulsive exercising.

5 According to popular belief, the main cause for bulimia is the sociocultural pressures that impose on young women vulnerable minds that a Barbie-doll-like look is the ideal look. Not being able to emulate this ideal leads to a poor body image, the psychological trauma of which in turn leads to bulimia. Some psychological disorders like depression, anxiety, substance abuse, etc., are also known to contribute to bulimia.

10 What is not commonly known is that bulimia is not simply a psychological disorder; there is a biological and physiological factor too playing a role. Some people may be more genetically predisposed to bulimia than others, probably due to an imbalance in the brain chemicals that regulate hunger and food intake. It is the interplay among biological, psychological, genetic, familial and social factors that actually gives rise to bulimia.

15 Strong evidence exists that low levels of the neurotransmitter serotonin, a naturally occurring chemical in the brain, can contribute to bulimia. When the brain serotonin level is low, the body seeks it from an outside source (the food, especially rich carbohydrates and sugars). The body converts these sugars into tryptophan, which is the precursor of serotonin. This explains the uncontrolled craving for food and binge eating in bulimics.

The secret to fighting bulimia, therefore, lies in slowly triggering your body to produce higher levels of serotonin in situ. Some doctors try to treat bulimia with antidepressant drugs too, because low levels of serotonin have also been linked to depression. But drugs do not offer a permanent and completely safe solution to bulimia.

20 The best way to fight bulimia is to balance the brain chemicals through natural sources for example, by using the right kind of foods as medicine in order to invoke the amazing self-healing power of the body, without drugs and without doctors. It is, for example, found that bulimics suffer from nutritional deficiency of zinc, vitamin B complex and calcium. A serotonin-friendly diet plan should therefore incorporate foods that supply these nutrients in plenty.

25 Such a serotonin-friendly diet based on natural ingredients will go a long way in helping you fight bulimia on your own in a completely safe and natural way, without resorting to drugs and without the help of a doctor. Do not delay! Get rid of bulimia through the self-healing powers of your body, mind and spirit.

#### About the Author

Ksana Vera is recovered bulimic, author of complete self recovery program (two books "10 Days of the new life" and "The truth will set you free"). Ksana Vera is committed to helping others through their recovery from bulimia. Read more about the program at <http://www.cureforbulimia.com>

Printed From <http://www.articlesbase.com/non-fiction-articles/is-barbiedolllike-look-the-ideal-look-root-cause-of-bulimia-142504.html>

### Key Word Summary

Look over the highlighted article with a partner. In the first column, write down 2 key words for each paragraph. You and your partner both need to agree on the words. In the second column, explain why you selected the words that you did. Leave the third column blank, as we'll complete it during a class discussion.

Key Words	Reason for Selection	Class Selection
1		
2		
3		
4		
5		
6		
7		

On a separate sheet of paper, use the key words (either those you and your partner selected or those that the class selected) to write a one-paragraph summary of the article on a separate sheet of paper. A good summary should include the main ideas and supporting details **in your own words**. Your paragraph should be 6-9 sentences long and include a topic and a concluding sentence.

**Review Quiz #3**  
(“Tears of a Clown” - “Hunger Pains”)

- \_\_\_\_\_ 1. Read the following sentence from the novel:  
*“...once I arrived at Reardan, I became something less than less than less than Indian.*  
What does this sentence reveal about Junior’s feelings at Reardan?  
A. He feels lonely and worthless.  
B. He feels frightened and uncertain.  
C. He feels happy to be surrounded by new people.  
D. He feels indifferent about losing his Indian identity.
- \_\_\_\_\_ 2. Junior believes that Mary moved to Montana because she wanted to—  
A. get away from her family  
B. meet someone and get married  
C. prove she was brave like Junior  
D. forget about living on the reservation
- \_\_\_\_\_ 3. Gordy is important to Junior mainly because he provides—  
A. encouragement  
B. knowledge  
C. safety  
D. social connections
- \_\_\_\_\_ 4. Why does Junior compare Penelope to his father?  
A. Junior feels as though they both accept and love him.  
B. Junior trusts both of them to treat him kindly and fairly.  
C. Junior wishes they would both get help for their addictions.  
D. Junior believes they are both in denial about their problems.
- \_\_\_\_\_ 5. Read the following sentences from the novel:  
*“I think [Penelope] was bored of being the prettiest, smartest, and most popular girl in the world....She wanted to get a little smudged.”*  
The word smudged implies that Penelope no longer wants to be—  
A. perfect  
B. popular  
C. powerful  
D. pretty
- \_\_\_\_\_ 6. Which statement **best** expresses the irony of Junior collecting money for the homeless on Halloween?  
A. Junior collects money for the homeless from homeless people on the reservation.  
B. Junior collects money to impress Penelope in the hopes that she’ll want to date him.  
C. Junior collects money to help homeless people in Reardan, not those on the reservation.  
D. Junior collects money for the homeless even though he and his family are in need of money.

- \_\_\_\_\_ 7. What does the simile “PCs are like French people living during bubonic plague” reveal about Gordy’s way of thinking and expressing himself?
- A. Gordy makes comparisons to help others understand him.
  - B. Gordy comes from French ancestry who died of the plague.
  - C. Gordy is highly intelligent and enjoys making other feel foolish.
  - D. Gordy thinks PCs crash all the time and that they are worthless.

Read the following passage from the chapter “Tears of a Clown” and answer the questions that follow.

“When I was twelve, I fell in love with an Indian girl named Dawn. She was tall and brown and was the best traditional powwow dancer on the rez. Her braids, wrapped in otter fur, were legendary. Of course, she didn’t care about me. She mostly made fun of me (she called me Junior High Honky for some reason I never understood). But that just made me love her even more. She was out of my league, and even though I was only twelve, I knew that I’d be one of those guys who always fell in love with the unreachable, ungettable, and uninterested.”

- \_\_\_\_\_ 8. What does this flashback reveal about Junior’s emotions?
- A. Junior believes that when a girl insults him, it means she likes him.
  - B. Junior wishes that he and Dawn would have developed a relationship.
  - C. Junior does not get discouraged when it comes to his feelings for a girl.
  - D. Junior is always falling in and out of love with Indian girls at powwows.
- \_\_\_\_\_ 9. Which statement best expresses the meaning of the idiom “She was out of my league. . .”?
- A. Dawn only dated other, more experienced powwow dancers.
  - B. Junior felt Dawn was too pretty to be attracted to someone like him.
  - C. Junior believed he was a more experienced baseball player than Dawn.
  - D. Dawn danced in a different powwow group than the one Junior attended.
- \_\_\_\_\_ 10. Look at the cartoon to the right.
- Which statement **best** summarizes the main idea behind the cartoon?
- A. Books should cause physical arousal.
  - B. Friends shouldn’t talk about personal matters.
  - C. Books should be meaningful and exciting to read.
  - D. Friends are allowed to always be honest with one another.





**Vocabulary Practice #4**

("Rowdy Gives Me Advice. . ." - "And a Partridge in a Pear Tree")

Use the context to help you determine the meaning of the underlined word in each of the following sentences. On the blank following each sentence, jot down words and phrase that help you understand the underlined word's meaning. Then match each definition to the corresponding word.

1. The puppy ran around in circles, ecstatic at all the attention the children paid him.

Context Clues: \_\_\_\_\_

2. Fearing that tourists would consider them primitive, the local Indians traded their tribal costumes for jeans and tee-shirts.

Context Clues: \_\_\_\_\_

3. I spoke out against my government even though I knew it would cause me to be banished from my country.

Context Clues: \_\_\_\_\_

4. Predators such as lions and tigers are said to be high on the food chain.

Context Clues: \_\_\_\_\_

5. Tables holding cups of water were lined up along the route of the marathon.

Context Clues: \_\_\_\_\_

6. Being a shy person, I find that large parties tend to intimidate me.

Context Clues: \_\_\_\_\_

7. Winners in a competition should show good sportsmanship, never expressing contempt for the losers.

Context Clues: \_\_\_\_\_

\_\_\_\_\_ 1. ecstatic

\_\_\_\_\_ 2. primitive

\_\_\_\_\_ 3. banished

\_\_\_\_\_ 4. predators

\_\_\_\_\_ 5. marathon

\_\_\_\_\_ 6. intimidate

\_\_\_\_\_ 7. contempt

a. forced to leave; dismissed

b. animals that prey on other animals

c. to make fearful

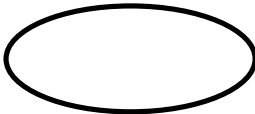
d. overwhelmed with joy

e. disrespect; scorn

f. uncivilized

g. long-distance race

**Rootaffixionary**

Circle One:	Prefix	Suffix	Root
1. Root or Affix: <u>prim-</u> Meaning: (Look for Latin Root Meaning)		2. Create a visual association of the root or affix that will help you remember the meaning of it.	
3. Brainstorm words within a web that contain the same root or affix as above. <div style="text-align: center; margin-top: 50px;">  </div>			
4. Create four sentences using four unfamiliar words from the above web. Explore their definitions and how they can be used in a sentence. <div style="margin-top: 10px;">             *Word: _____ Definition: _____              Sentence: _____           </div> <div style="margin-top: 10px;">             *Word: _____ Definition: _____              Sentence: _____           </div> <div style="margin-top: 10px;">             *Word: _____ Definition: _____              Sentence: _____           </div> <div style="margin-top: 10px;">             *Word: _____ Definition: _____              Sentence: _____           </div>			

### Study Guide #4

("Rowdy Gives Me Advice. . ." - "And a Partridge in a Pear Tree")

#### Comprehension Check:

1. Why does Junior conclude that "Gordy the bookworm was just as tough as Rowdy"?
2. Why is Junior ashamed of being poor? How does this shame affect his life?
3. How is Junior's life changed when he reveals his poverty?
4. How does Gordy help Junior understand why Rowdy and others on the reservation consider him a traitor?
5. Why does Junior's father tell him about the way he met Junior's mother?
6. Why is Junior chosen for the varsity basketball team?
7. What does the basketball game at Wellpinit reveal about the attitude of the Spokane toward whites? Why do the people from the reservation jeer at and taunt Junior?
8. What action shows that Junior's father felt guilty for his behavior at Christmas?

#### Critical Thinking:

9. How much do you think Junior's attraction to Penelope is based on racial and cultural differences?
10. Why do you think Junior saw being Indian as a "part-time job"?
11. Do you agree with Junior's conclusion that "if you let people into your life a little bit, they can be pretty damn amazing"? Explain your answer.
12. Do you think Junior's parents are sufficiently supportive of their son? Could they do more to help him? Explain.

**Journal #4**

Imagine that you are sports reporter covering the Reardan-Wellpinit game. Describe what occurred and discuss why the events unfolded as they did.

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**Journal #5**

Imagine that you were in the hospital room with Junior and Coach. Write a brief dialogue that could have taken place between the two characters that night.

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## Allusions

In “Reindeer Games,” Coach refers to Vince Lombardi, who is a real person, when he’s visiting Junior in the hospital. Whenever a writer refers to a person, place, event, or object from real life it is called an allusion. When a writer uses an allusion, it usually is important to helping us understand a character, a plot event, or even a theme. Read the following brief biography about Vince Lombardi and think about why Alexie uses this specific allusion. Answer the questions that follow.



### Vince Lombardi. biography



 1 photo

[Home](#) • [People](#) • [Vince Lombardi](#)

#### Synopsis

 [Print](#)  [Cite This](#)

As head coach and general manager of the Green Bay Packers, Vince Lombardi led the team to five NFL championships and to victories in Super Bowls I and II (1967, 1968). Because of his success, he became a national symbol of single-minded determination to win. As coach, general manager, and part owner of the Washington Redskins in 1969, he led that team to its first winning season in 14 years.

#### QUICK FACTS

**NAME:** Vincent Thomas Lombardi  
**OCCUPATION:** [Coach](#)  
**BIRTH DATE:** [June 11, 1913](#)  
**DEATH DATE:** [September 03, 1970](#)  
**EDUCATION:** [Fordham University](#)  
[more about Vince](#) ▼

#### BEST KNOWN FOR

Vince Lombardi was an NFL coach, notably for the Green Bay Packers, a team he led to five championships.

#### CONTENTS

[Synopsis](#)  
[Profile](#)

**Profile**

(born June 11, 1913, Brooklyn, N.Y., U.S.—died Sept. 3, 1970, Washington, D.C.) U.S. football coach. He attended Fordham University, where he played on the famous line known as the “Seven Blocks of Granite.” As head coach and general manager of the Green Bay Packers (1959–67), he imposed a strenuous regimen and led the team to five NFL championships (1961, 1962, 1965, 1966, 1967) and to victories in Super Bowls I and II (1967, 1968). Because of his success, he became a national symbol of single-minded determination to win. As coach, general manager, and part owner of the Washington Redskins in 1969, he led that team to its first winning season in 14 years.

Source: "Vince Lombardi." 2011. Biography.com 13 Nov 2011, 04:53 <http://www.biography.com/people/vince-lombardi-9385362>

Points to Ponder: Answer these questions on a separate sheet of paper. Be detailed in your response.


1. What do you think it means to become “a national symbol of single-minded determination to win”?
2. How might Lombardi have influenced non-athletes during his life?
3. Why do you believe Alexie uses Lombardi as an allusion in “Reindeer Games”? Think about how it relates to what happens to Junior in this chapter.

**Allusions, Part II**

Now that you understand why Alexie uses Vince Lombardi as an allusion in his novel, let's dig deeper and analyze some of his most famous quotes. To do this, we need to do the following:

- 1) Identify the quote to be analyzed—write it down.
- 2) Paraphrase the quote—rewrite it in your own words.
- 3) Explain the significance of the quote—How does it relate to the characters, conflict or theme of the novel?
- 4) Visualize the quote—a picture or image can help us understand the quote itself.

Example:

Quote	"The quality of a man's life is in direct proportion to his commitment to excellence, regardless of his chosen field of endeavor."
Paraphrase	The value of a person's life is directly related to how committed he is to being the best, and it doesn't matter what he does in life.
Significance	This quote relates to Junior's main conflict—him vs. the reservation. Coach is proud of Junior for doing his best against the reservation team and thinks all of his struggles to overcome the lifestyle of the reservation will be worth it as long as he stays committed to doing his best, no matter what.
Visual	

Read through the following list of Vince Lombardi quotes and select 3 to analyze with a partner. The more detailed your responses are, the more points you earn.

- A) "The dictionary is the only place that success comes before work. Hard work is the price we must pay for success. I think you can accomplish anything if you're willing to pay the price."
- B) "Confidence is contagious. So is lack of confidence."
- C) "I firmly believe that any man's finest hour, the greatest fulfillment of all that he holds dear, is that moment when he has worked his heart out in a good cause and lies exhausted on the field of battle - victorious."
- D) "It's easy to have faith in yourself and have discipline when you're a winner, when you're number one. What you got to have is faith and discipline when you're not a winner."
- E) "The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will."
- F) "The real glory is being knocked to your knees and then coming back. That's real glory. That's the essence of it."

Quote	
Paraphrase	
Significance	
Visual	

Quote	
Paraphrase	
Significance	
Visual	

Quote	
Paraphrase	
Significance	
Visual	

**Prediction Strategy**

Work with a partner to predict what will happen in the novel. In the chart below, record your predictions in response to each of the following questions. Provide evidence from the text to support your prediction.

Question	Prediction	Evidence
1. What role might Coach play in Junior's life?		
2. How will Junior's self-esteem be affected by playing varsity basketball?		
3. Will Junior's relationship with Penelope develop further?		
4. Will Rowdy and Junior become friends again?		
5. Will Junior ever come to terms with being a part-time Indian?		



### Comparing and Contrasting Across Genres: Poetry

Good readers use several strategies to help them understand poetry. The first step is to learn about the context or background of a poem. The easiest way to do this is to learn about the author. Read the short biography of Theodore Roethke and make three predictions about the poem “My Papa’s Waltz” based on what we learn about the writer.

#### Theodore Roethke 1908-1963



**Tennis and Writing** The son of German immigrants Theodore Roethke grew up in Saginaw, Michigan. Although shy and sickly as a child, Roethke became fairly good at both tennis and writing during high school. During his fresh-man year, a speech that he composed on the Junior Red Cross was published in 26 languages and distributed internationally. His interest in writing continued into college, where he earned both a bachelor’s and a master’s degree in literature.

**Popular Instructor** Roethke taught English and coached tennis at a number of colleges and universities. He was an extremely popular teacher and inspired several of his students to become poets. A large man, standing over six feet tall and weighing close to 200 pounds, he brought a unique intensity to the classroom.

**Fame and Misfortune** Roethke suffered from alcoholism and mental illness during much of his adult life. However, in spite of frequent hospitalizations, he composed many collections of poetry for both adults and young children. He also won many awards, including the Pulitzer Prize.

Source: *The Language of Literature* (2006).

Predictions:

- 1)
- 2)
- 3)

\* \* \*

Understanding the imagery of a poem can also help a reader understand the message. Read the following poem on the next page by Theodore Roethke. As you do, write down images that appeal to the five senses in the sensory detail chart. Answer the questions that follow on a separate sheet of paper. (Listen to Sherman Alexie read “My Papa’s Waltz” at [fallsapart.com](http://fallsapart.com)).

**“My Papa’s Waltz”**






The whiskey on your breath  
 Could make a small boy dizzy;  
 But I hung on like death:  
 Such waltzing was not easy.

We romped until the pans  
 Slid from the kitchen shelf;  
 My mother’s countenance  
 Could not unfrown itself.

The hand that held my wrist  
 Was battered on one knuckle;  
 At every step you missed  
 My right ear scraped a buckle.

You beat time on my head  
 With a palm caked hard by dirt,  
 Then waltzed me off to bed  
 Still clinging to your shirt.

Source:  
*The Collected Poems of Theodore Roethke* (1961)

Sensory Details	
 Sight	
 Smell	
 Touch	
 Taste	
 Hear	

**Questions:**

- Describe the father in the poem using five adjectives.
  - 
  - 
  - 
  - 
  -
- Describe the son in the poem using five adjectives.
  - 
  - 
  - 
  - 
  -
- How does the son feel about his father? What lines in the poem tell us how the son feels about his father?

4. A metaphor is a comparison between two unlike things. What is waltzing being compared to?
5. Read the following quote by Sherman Alexie about this poem and answer the questions that follow:

*"This is one of my favorite poems-perhaps my favorite poem. Its nursery rhyme sound contrasts sharply with the serious tone. The threat of violence-knuckles and buckles and scraped ears and hard dirt hands-is ever present. I've heard a few critics remark that the poem is meant to convey love. They're wrong. It's about love and fear. This poem should be the National Anthem for Children of Alcoholics."*

- a) What does Alexie believe this poem is about?
- b) Why does he believe the theme of the poem is about love and fear?
- c) Why does he believe the poem should be the National Anthem for Children of Alcoholics?
6. Complete the T-Chart that compares and contrasts this poem with Junior's experience in "And a Partridge in a Pear Tree" (p. 150-151). List as many details as you can.

"My Papa's Waltz"	"And a Partridge in a Pear Tree"

7. Complete the T-Chart that compares and contrasts this poem with Rowdy's experience in the novel. List as many details as you can.

"My Papa's Waltz"	Rowdy from <i>ATDPTI</i>

### Quote Collage

Select one of the Lombardi quotes from the allusion activity and create a true collage that represents the idea behind the quote. Include the quote itself, your name, and several images on your collage.

#### Assessment Rubric for Quote Collage:

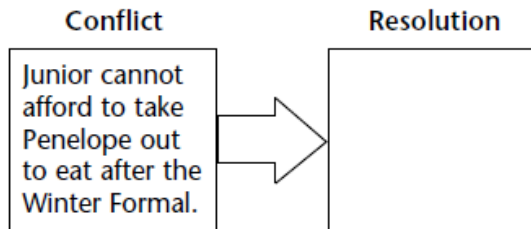
CATEGORY	4	3	2	1
<b>Creativity</b>	All of the graphics or objects used in the collage reflect a degree of student creativity in their display.	Most of the graphics or objects used in the collage reflect student creativity in their display.	Only a few graphics or objects reflect student creativity, but the ideas were typical rather than creative.	None of the graphics or objects reflects student creativity.
<b>Design</b>	Graphics are cut to an appropriate size, shape and are arranged neatly. Care has been taken to balance the pictures across the area. Items are glued neatly and securely.	1-2 graphics are lacking in design or placement. There may be a few smudges or glue marks.	3-4 graphics are lacking in design or placement. Too much background is showing. There are noticeable smudges or glue marks.	Graphics are not an appropriate size shape. Glue marks evident. Most of the background is showing. It appears little attention was given to designing the collage.
<b>Number of Items</b>	The collage includes 10 or more items, each different.	The collage includes 8-10 different items.	The collage includes 6-7 different items.	The collage contains fewer than 6 different items.
<b>Time and Effort</b>	Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
<b>Titles and Text</b>	Titles and text were written clearly and were easy to read from a distance.	Titles and text were written clearly and were easy to read close-up.	Titles and text were mostly clear and somewhat easy to read close-up.	Titles and/or text are hard to read, even when the reader is close.
<b>Attention to Theme</b>	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
<b>Total Points</b>	<b>Comments:</b>			

**Review Quiz #4**

("Rowdy Give Me Advice . . ." - "And a Partridge in a Pear Tree")

Multiple Choice:

\_\_\_\_\_ 1. Look at the chart below.



Which information belongs in the empty box above?

- A. Junior escapes to the bathroom to throw up.
- B. Junior tells Roger that he forgot his wallet at home.
- C. Junior resigns himself to humiliation and orders a lot of food.
- D. Junior hopes that Penelope's father will not allow her to go with him.

\_\_\_\_\_ 2. Read the sentence from the novel.

*"If you let people into your life a little bit, they can be pretty...amazing."*

Which of the novel's major themes is represented by this sentence?

- A. Identity
- B. Independence
- C. Isolation
- D. Poverty

\_\_\_\_\_ 3. Junior makes the Reardan varsity basketball team because of his—

- A. determination
- B. popularity
- C. speed
- D. talent

\_\_\_\_\_ 4. Based on the cartoon "Are You Poor?" which of the following is an unsupported inference about Junior?

- A. Junior is extremely embarrassed about being poor.
- B. Junior would rather joke about being poor than speak about it openly.
- C. Junior feels strongly that his economic status is no one else's business.
- D. Junior is uncomfortable when others ask him about his economic status.



- \_\_\_\_ 5. Junior calls the five dollar bill his father gives him for Christmas “a beautiful and ugly thing” because it symbolizes both his father’s—
- A. love and addiction
  - B. happiness and pain
  - C. wealth and poverty
  - D. kindness and cruelty
- \_\_\_\_ 6. Why does Rowdy hit Junior in the head during their first basketball game against each other, even though he is aware of Junior’s dangerous condition?
- A. Rowdy hates Junior now and wants to hurt him.
  - B. Rowdy wants Junior to have to quit playing basketball.
  - C. Rowdy still feels extremely betrayed by Junior’s leaving.
  - D. Rowdy only cares about winning the game and is not paying attention

Read “My Papa’s Waltz” and answer the corresponding questions.

- \_\_\_\_ 7. “My Papa’s Waltz” and *The Absolutely True Diary* share which theme?
- A. Alcoholism and child abuse go hand in hand.
  - B. Parents should not be alcoholics nor abusers.
  - C. The effects of alcoholism on children are terrible.
  - D. Mothers should do more to protect their children.
- \_\_\_\_ 8. Which line **best** contributes to the tone and advances the theme of this poem?
- A. “The whiskey on your breath/Could make a small boy dizzy”
  - B. “My mother’s countenance/Could not unfrown itself”
  - C. “At every step you missed/My right ear scraped a buckle”
  - D. “Then waltzed me off to bed/Still clinging to your shirt”
- \_\_\_\_ 9. The author’s use of personification in the second stanza is done to accomplish what?
- A. To make the theme easily understood
  - B. To add humor to an otherwise serious poem
  - C. To emphasize the hopelessness of the mother
  - D. To add information for better comprehension
- \_\_\_\_ 10. Which statement is true of both the speaker of “My Papa’s Waltz” and Rowdy from *Absolutely True Diary*?
- A. Neither have the power to stop the abuse.
  - B. Both have faced abuse and have been victorious.
  - C. Both believe they are loved, even with the abuse.
  - D. Neither have recovered from their physical abuse.

### “My Papa’s Waltz”

The whiskey on your breath  
Could make a small boy dizzy;  
But I hung on like death:  
Such waltzing was not easy.

We romped until the pans  
Slid from the kitchen shelf;  
My mother’s countenance  
Could not unfrown itself.

The hand that held my wrist  
Was battered on one knuckle;  
At every step you missed  
My right ear scraped a buckle.

You beat time on my head  
With a palm caked hard by dirt,  
Then waltzed me off to bed  
Still clinging to your shirt.

Source:

*The Collected Poems of Theodore Roethke* (1961)

**Vocabulary Practice #5**  
("Red Versus White" - "In Like a Lion")

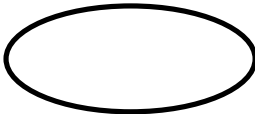
Antonyms are words with opposite meanings. For each vocabulary word in column A, write the letter of the corresponding antonym from column B on the preceding line. Then use the words in column A to fill in the blanks in the sentences below.

Column A	Column B
_____ 1. eccentric	a. precisely
_____ 2. tolerant	b. casual
_____ 3. intact	c. planned
_____ 4. vaguely	d. encourage
_____ 5. formal	e. dull
_____ 6. spontaneous	f. broken
_____ 7. Scintillating	g. common
_____ 8. Demoralize	h. biased



- 1. In the morning, I \_\_\_\_\_ recalled the odd dream of the previous night.
- 2. The jeers and insults of the other team were meant to \_\_\_\_\_ our players.
- 3. The panel of famous journalists held a(n) \_\_\_\_\_ discussion about recent world events.
- 4. With his odd mannerisms and way of speaking, Sherlock Holmes may be considered a(n) \_\_\_\_\_ character.
- 5. In writing a business letter, it is proper to adopt a(n) \_\_\_\_\_ tone.
- 6. I tripped while carrying the cake box, but luckily the strawberry shortcake remained \_\_\_\_\_.
- 7. People think my sister’s jokes are scripted, but they are actually \_\_\_\_\_.
- 8. Because he was known as a(n) \_\_\_\_\_ person, everyone was shocked when the coach would not let one of his players observe his religious holiday.

**Rootaffixionary**

Circle One: Prefix	Suffix Root
<p>1. Root or Affix:</p> <p style="text-align: center;"><u>de-</u></p> <p>Meaning:</p>	<p>2. Create a visual association of the root or affix that will help you remember the meaning of it.</p>
<p>3. Brainstorm words within a web that contain the same root or affix as above.</p> <div style="text-align: center; margin: 20px 0;">  </div>	
<p>4. Create four sentences using four unfamiliar words from the above web. Explore their definitions and how they can be used in a sentence.</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p>	



**Study Guide #5**  
(“Red Versus White” - “In Like a Lion”)

Comprehension Check:

1. Why does Junior begin to appreciate his parents more after attending school in Reardan?
2. According to Junior, what was his grandmother’s best quality? Why did he value this quality so highly?
3. Why is Junior accepted back into tribal society?
4. Why do so many people attend Grandmother’s funeral?
5. Why do the mourners at the funeral laugh?
6. What does Mrs. Spirit’s refusal of the tribal costume reveal about her?
7. How does Eugene’s death underscore the hopelessness and despair of reservation life? What is Junior’s reaction to this second tragedy?
8. Why does Junior compare himself to Medea in one of the plays of Euripides, a fifth century BC Greek writer?
9. What sparks the protest of Junior’s classmates? Why does Junior find their protest absurd?
10. How does Coach demonstrate confidence in Junior’s playing?
11. What turns the Reardan win into a sour experience for Junior?

Critical Thinking:

12. Why do you suppose that Indians are traditionally more accepting of individual differences than whites? Do you think there are exceptions to this generalization?

13. What do you think motivates people like Billionaire Ted to attach themselves to Indian culture? Do you agree with Junior that this interest in Indian culture by whites should always be criticized? Why or why not?
  
14. How do you suppose the activity of list-making helped Junior heal from grief?
  
15. When Junior reached the end of his rope and could not sustain the agony he felt, he turned to cartooning as a way to search for answers and be able to face life. Do you think this is a good thing to do? What do you do?
  
16. Do you think Junior exaggerated the negative role that alcohol plays on Indian reservations? What do you think might help solve the problem? Why hasn't the problem already been solved?
  
17. Do you agree with Junior in the power of expectations—that if you are expected to do well, you are more likely to succeed? And conversely, if no one expects anything of you, you are more likely to fail?

**Journal #6**

Write about a loss you have experienced. Whom or what did you lose? How did this experience affect you?

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**Journal #7**

Write about a victory that was bittersweet for you. What factors made you enjoy your victory? What factors made the experience somewhat sour?

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## What's My Tribe?

### Character Analysis

The dictionary defines a tribe as the following:

*Tribe: a social group consisting of people who have the same beliefs, customs, language, etc, and usually live in one particular area ruled by their leader*

Before transferring to Reardan, Junior's tribe was exclusively the people, places, traditions, and customs of the Spokane Indians. Now that he's formed relationships with Gordy and Penelope and is part of the Reardan High varsity basketball team, he feels he's become just a "Part-Time Indian," when in fact it could be argued that his tribe is simply expanding and changing. In "Red Versus White" Junior compares and contrasts the different tribes of the Wellpinit Reservation and the town of Reardan, and decides that even though the Reardan tribe is different in many ways from the rez, it is still the better place. Thinking about the definition of a Tribe, brainstorm a list of words and images that would describe Junior's tribe and put them in the box below. Think of adjectives and images that symbolize what is important to Junior

### Junior's Tribe

Now that you have a stronger sense of Junior's tribe, you will be creating and presenting your own tribe to the class. Follow each step below.

Step 1: In the space below brainstorm as many adjectives, adverbs and nouns as you can to describe yourself.

Step 2: In the space below, brainstorm a list of items that represent your personality. These are symbols and you'll have the opportunity to explain them.

Step 3: Create a poster or collage (Glogster, Pic Collage, handmade, etc) that includes the following:

- Title
- First and Last Name
- Minimum of 10 words/phrases/images that describe your tribe
- Should be visually appealing and easy to read

Step 4: Write 1-2 GOOD paragraphs that explain your tribe and how it represents you. Write or type this and be prepared to share it with the class.

You will be graded using the following rubric.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	Missing 1 of the required elements on the poster.	Several required elements were missing.
<b>Conventions</b>	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
<b>Labels</b>	All items of importance are clearly labeled with text that can be read easily from about 3 ft. away.	Some items of importance are clearly labeled with text that can be read easily from about 3 ft. away.	Few items of importance are clearly labeled with text that can be read easily from about 3 ft. away.	Labels are too small to be viewed easily or no important items were labeled.
<b>Graphics - Relevance</b>	All graphics are related to a single theme and make the information easier to understand.	All graphics are related to a single theme and most make it easier to understand.	All graphics relate to a single theme	Graphics do not relate to a single theme.
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others. Worked on the project outside of class.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Paragraph</b>	Paragraph is complete with a topic sentence. It completely explains the glog, has no conventions errors, and ends with a concluding sentence.	Paragraph is complete with topic sentence and includes most of the main ideas. It may have no or few conventions errors, and ends with a concluding sentence.	Paragraph has a clear topic sentence, but may miss some of the main points on the glog. There may or may not be a strong concluding sentences and there are a few conventions errors.	There is no clear topic sentence and the paragraph is missing important details, contains several conventions errors and doesn't have a concluding sentence.
<b>Total Points:</b>	Comments:			

### Review Quiz #5

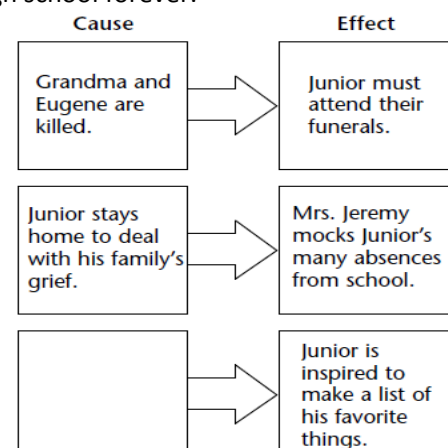
("Red Versus White" - "In Like a Lion")

Multiple Choice:

- \_\_\_\_\_ 1. What is Grandmother's plea before she dies?
- She asks Junior's father to stop drinking.
  - She asks the family to forgive the drunk driver.
  - She asks Junior to return to the reservation school.
  - She asks the family to bring Mary home from Montana.
- \_\_\_\_\_ 2. What is ironic about Grandmother's death?
- She was killed by a drunk driver, although she was drunk herself.
  - She was almost eighty years old and was planning on retirement.
  - She was killed by a drunk driver, although she never drank alcohol.
  - She was very tolerant and accepting of all individuals from all races.
- \_\_\_\_\_ 3. Which statement **best** describes the symbolism of the picture to the side?
- Junior feels united with his tribe in his grief at Grandmother's funeral.
  - Junior feels desperate and alone in his grief at Grandmother's funeral.
  - Junior feels trapped by his tribe and his grief at Grandmother's funeral.
  - Junior feels supported by his tribe in his grief at Grandmother's funeral.
- \_\_\_\_\_ 4. Which statement **best** illustrates the motivation of Billionaire Ted to attend Grandmother's wake?
- He loves Indians even though he is just a white man.
  - He wanted to boast about his Indian artifact collection.
  - He feels guilty about owning a stolen powwow dance outfit.
  - He knew and respected Grandmother for several years ago.
- \_\_\_\_\_ 5. Read the following sentences from the novel: *"It was Euripides, this Greek writer from the fifth century BC . . . In one of his plays, Medea says, 'What greater grief than the loss of one's native land?' . . . I mean, the thing is, Medea was so distraught by the world, and felt so betrayed, that she murdered her own kids."*
- What does the allusion in this sentence help Junior realize about his grief?
- That his family's grief will never improve because they live on the reservation.
  - That grief has been a societal issue for thousands of years and it won't go away.
  - That Indians only know how to grieve because of all that has happened to them.
  - That grief is a good enough reason to give up and drop out of high school forever.



- \_\_\_\_\_ 6. Look at the cause and effect chart to the side.
- Which cause belongs in the empty box?
- Mrs. Jeremy apologizes to Junior for her cruel remarks.
  - Junior's friends assure him that he will be happy again soon.
  - Gordy tells Junior not to worry about the teacher's behavior.
  - Junior's classmates demonstrate their support of him by leaving the classroom.



- \_\_\_\_\_ 7. What made Junior an average basketball player at Wellpinit and a good player at Reardan?
- A. Junior has more confidence in himself at Reardan than at Wellpinit.
  - B. The practices at Reardan are more grueling than those at Wellpinit.
  - C. The coach at Reardan likes Junior more than the coach at Wellpinit.
  - D. Junior's teammates at Reardan are not as good as those at Wellpinit.
- \_\_\_\_\_ 8. Which statement best summarizes Junior's internal conflict as Reardan prepares to face Wellpinit for a second game?
- A. Junior feels he needs to prove something to himself, to Reardan, and to Wellpinit.
  - B. Junior wants to win, but is afraid of what might happen to him on the rez if he does.
  - C. Junior doesn't want to face Rowdy because of what happened in the previous game.
  - D. Junior is constantly vomiting before every game and is afraid he won't be able to play.

Read the following passage from the novel and answer the questions that follow.

I realized that my team, the Reardan Indians, was Goliath. I mean, jeez, all of the seniors on our team were going to college. All of the guys on our team had their own cars. All of the guys on our teams had iPods and cell phones and PSPs . . . and mothers and father who went to church and had good jobs. . .

But I looked over at the Wellpinit Redskins, at Rowdy. I knew that two or three of those Indians might not have eaten breakfast this morning. . . I knew that seven or eight of those Indians lived with drunken mothers and fathers. . . I knew that none of them was going to college. Not one of them. . .

I suddenly wanted to apologize to Rowdy, to all of the other Spokanes. . . I was suddenly ashamed of my anger, my rage, and my pain . . . I was crying tears of shame...because I had broken my best friend's heart."

- \_\_\_\_\_ 9. Why is Junior upset and unable to celebrate after winning the basketball game against Wellpinit?
- A. He knows that Rowdy will never be his friend again.
  - B. He knows that his parents are disappointed that he beat an Indian team.
  - C. He knows that his Reardan teammates will never understand what losing feels like.
  - D. He knows that winning a basketball game is the only thing most Indians can look forward to.
- \_\_\_\_\_ 10. The author uses repetitive language in this passage to accomplish what?
- A. To explain why Reardan was able to defeat Wellpinit.
  - B. To stress the relationship between wealth and success.
  - C. To evoke sympathy from the reader for Junior's situation.
  - D. To emphasize the differences between whites and Indians.

**Vocabulary Practice #6**

("Rowdy and I have a Long. . ." - "Talking About Turtles")

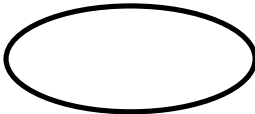
Word analogies are equations in which the first pair of words has the same relationship as the second pair of words. For example: NARROW is to WIDE as NEAR is to DISTANT. Both pairs of words are opposites. Choose a word from the Word Box to complete each of the analogies below.

WORD BOX			
arrogance	destiny	plummeting	summit
chronic	dormant	sibling	

1. FATE is to \_\_\_\_\_ as VALUE is to WORTH.
2. FATHER is to PARENT as SISTER is to \_\_\_\_\_.
3. HUMILITY is to \_\_\_\_\_ as GENEROSITY is to GREED.
4. FEARFUL is to SCARED as CONSTANT is to \_\_\_\_\_.
5. \_\_\_\_\_ is to HIBERNATION as WILTED is to DECAY.
6. ASCENDING is to \_\_\_\_\_ as LABORING is to RESTING.
7. \_\_\_\_\_ is to MOUNTAIN as FLOOR is to OCEAN.



**Rootaffixionary**

Circle One: Prefix	Suffix Root
<p>1. Root or Affix:</p> <p style="text-align: center;"><u>          <u>chrono-</u>          </u></p> <p>Meaning: _____</p>	<p>2. Create a visual association of the root or affix that will help you remember the meaning of it.</p>
<p>3. Brainstorm words within a web that contain the same root or affix as above.</p> <div style="text-align: center; margin: 20px 0;">  </div>	
<p>4. Create four sentences using four unfamiliar words from the above web. Explore their definitions and how they can be used in a sentence.</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p> <p>*Word: _____ Definition: _____</p> <p>Sentence: _____</p>	

**Study Guide #6**  
**("Rowdy and I Have a Long. . ." - "Talking About Turtles")**

Comprehension Check:

1. What does the email exchange between Rowdy and Junior suggest about their relationship?
2. How does Mary's death confirm Junior's darkest fears about his identity?
3. Why does Rowdy blame Junior for Mary's death? How does Junior react to Rowdy's charge against him?
4. How does listing the tribes to which he belonged help Junior redefine himself?
5. How is Rowdy finally able to forgive Junior for leaving the reservation and going to Reardan?

Critical Thinking:

1. Why do you think Junior laughs uncontrollable upon learning of Mary's death? How do you explain this emotional reaction?
2. Why do you think Junior has attended so many Indian funerals? What does the comparison of white and Indian death rates suggest?
3. Why do you think Junior is comforted more by his return to school than by the presence of his extended family at the wake?
4. Do you think it is possible to love and to hate something at the same time? In what ways does Junior simultaneously love and hate the reservation?
5. Why do you think Rowdy would not accept Junior's challenge to join him at Reardan the following year?
6. From what you know about Junior and Rowdy, do you think they could be friends as adults? Would they be enemies?

**Journal #8**

Write about a time you were able to forgive someone. What were the circumstances? What helped you to let go of your anger?

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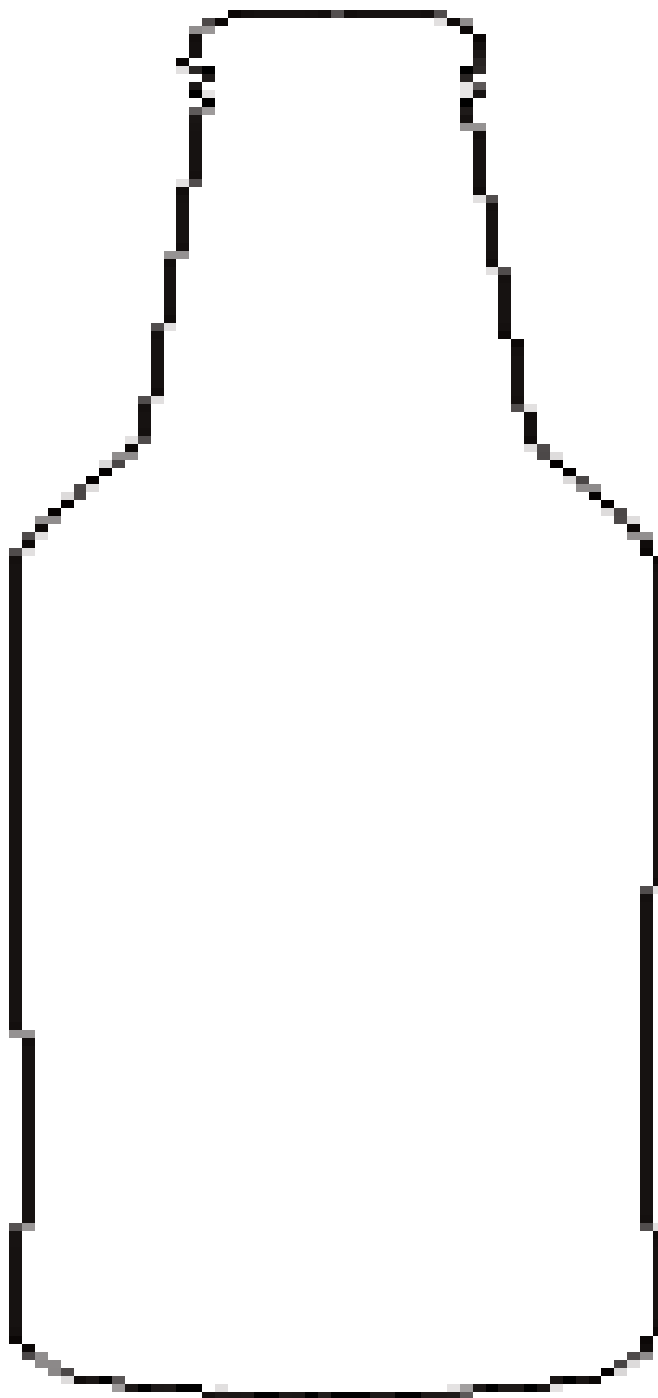
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**Cause and Effect**  
**Alcohol on the Reservation**

Part I: Fill this bottle with specific instances of alcohol abuse throughout the novel that directly affect Junior.



Part II: Use what happened to Junior to write and develop a persuasive paragraph against alcohol abuse. Remember persuasive writing should be convincing. Complete the following outline before writing your paragraph below.

Outline for a Persuasive Paragraph:

- a. Title: \_\_\_\_\_
- b. Claim: \_\_\_\_\_
  - i. Evidence: \_\_\_\_\_
  - ii. Commentary: \_\_\_\_\_
  - iii. Evidence: \_\_\_\_\_
  - iv. Commentary: \_\_\_\_\_
  - v. Evidence: \_\_\_\_\_
  - vi. Commentary: \_\_\_\_\_
- c. Clincher: \_\_\_\_\_

Paragraph:

\_\_\_\_\_

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Found Poetry: poetry that is found in any writing that inspires a reader to create his/her own thoughts in poetic verse. It is acceptable to use the author's language, images, and observations about life. Although the writer may draw on the language of the author and rearrange it and add language of their own, they ultimately create NEW poetry (which is the students' own work).

Write your poem on the lines below and write your artist's statement on a separate sheet of paper.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Spirit in Me**  
*Esther G. Belin*

**WHEN I WAS YOUNG I MET THE SPIRIT & I KNEW I DIDN'T WANT IT  
BUT THE CHOICE WAS NEVER MINE**

**THIS IS FOR ALL MY RELATIONS**

i go back to the day i was driving  
in the pit of the painted desert near lower greasewood on the navajo reservation.  
driving my mom's truck  
not feeling anything  
except the spirit  
the spirit of alcohol chased me and  
rode beside me and held my hand and led me to a few days before  
the day of the 6.3 earthquake in the california desert  
when my mom's voice shook the house  
as she told me  
the spirit of alcohol caught nathan and  
he isn't coming back  
imprisoned by his own body destroying itself  
and all i could think about is how i love him and how we loved each other  
and back then years ago it was real and it was good and the memory  
made me cry cuz i never wanted him dead  
only healed  
weaned from alcohol  
and now he's dying and the parts of me i gave him are dying too and i cry  
harder cuz the parts of himself he gave me  
the talents he never used that i now use to stay alive won't die when he does  
and i start to drive faster cuz the spirit of alcohol is still walking alongside me  
and i hear it talking sweet and  
singing old songs and  
i almost want to sing along like i know the words and  
i just have to remember and  
i think about this spirit  
cuz i see it in me  
so back when i used to drink  
i never could drink miller lite  
cuz that meant the spirit got you  
caged  
like nathan & daddy & uncle john & aunt rosita  
& me too maybe  
cuz i see them in me & i'm caged like them  
but in a different way  
cuz i can see them when they can't and  
i can see the spirit scream out of them in rage and  
i can love them and they can't love back  
cuz the spirit took it outta them and  
all i know how to do is keep loving them  
believing i'm like the reservation deep and wide  
nestling spirits greater than alcohol.

From *Neon Powwow* edited by [Anna Lee Walters](#), and published by Northland Press. © 1993 by [Esther G. Belin](#)

**Reflection:** Write a 6-9 sentence paragraph that describes how this poem relates to Junior’s experience with the effects of alcohol in his life.

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**Characterization**

In the chart below, show the ways that Junior and Rowdy have changed since the beginning of the book. Answer the question that follows.

	Beginning of Novel	End of Novel
Junior		
Rowdy		

Which character changed the most? Why do you believe this?

**Review Quiz #6**  
("Rowdy and I Have a Long. . ." - "Talking About Turtles")

Multiple Choice:

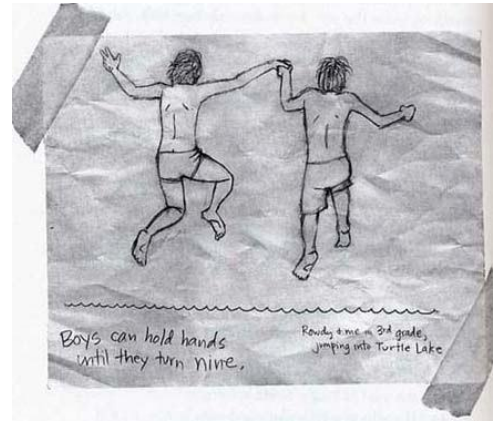
- \_\_\_\_\_ 1. What does the email exchange between Rowdy and Junior suggest about their relationship?
- A. Rowdy still hates Junior and will never be friends with him again.
  - B. Junior still considers Rowdy his best friend and will not give up on him.
  - C. Junior only apologized so Rowdy won't pick on him at the next powwow.
  - D. Even though Rowdy is still upset with Junior, they may become friends again.
- \_\_\_\_\_ 2. When Junior learns of his sister's death, and during the car ride home with his father, some of the words in the novel are written in all capital letters for all **BUT** which of the following reasons?
- A. To show Junior's fear
  - B. To show Junior's anger
  - C. To show Junior's sadness
  - D. To show Junior's disbelief
- \_\_\_\_\_ 3. How does Mary's death confirm Junior's darkest fears about his identity?
- A. Mary's death suggests that if Junior wants to live, he should leave the rez and never return.
  - B. Mary's death suggests that the Spirit family is cursed and destined to die within the next year.
  - C. Mary's death suggests that the fate of an Indian is to lose everything of value and to die young.
  - D. Mary's death suggests that there's no point to trying to improve your life, as you'll die anyway.
- \_\_\_\_\_ 4. Since Junior began attending Reardan High School, Rowdy's feelings have changed from—
- A. fear to pride
  - B. hatred to love
  - C. anger to acceptance
  - D. happiness to sadness
- \_\_\_\_\_ 5. Which statement best illustrates how the story of Stupid Horse relates to Junior's life?
- A. The story of Stupid Horse illustrates how the environment should not be destroyed.
  - B. Indian myths have complex meanings and are meant to be passed down the generations.
  - C. The story of Stupid Horse is an example of how determination can help one beat all odds.
  - D. Indian myths of the oral tradition can only be understood by the ones being told the story.
- \_\_\_\_\_ 6. Which statement **least** likely shows how Junior sees himself at the end of the novel?
- A. Junior realizes he is a unique individual and as a human being as well as a Spokane.
  - B. Junior realizes that he might always be lonely and an outsider in any one of his worlds.
  - C. Junior realizes that regardless of where he is, he'll suffer because he's a Spokane Indian.
  - D. Junior realizes if he leaves the rez he will survive and have a better life than if he stayed.
- \_\_\_\_\_ 7. Why does Rowdy call Junior "an old-time nomad"?
- A. Rowdy believes Junior is so weird he will never have that many friends.
  - B. Rowdy believes Junior doesn't want to get close to anyone because of his illness.
  - C. Rowdy believes Junior will never come back and stay on the Wellpinit reservation.
  - D. Rowdy believes Junior will continually travel the world in search of new experiences.

\_\_\_\_\_ 8. Read the following sentences from the novel:

*"And that's when I knew that I was going to be okay. But it also reminded me of the people who were not going to be okay. It made me think of Rowdy. I missed him so much. I wanted to find him and hug him and beg him to forgive me for leaving."*

How does the cartoon and caption support the main idea of the passage ?

- A. It shows that Junior longs to be close to and help Rowdy.
- B. It shows why Junior and Rowdy are always teasing one another.
- C. It shows that if the boys could hold hands now without being teased, they would.
- D. It shows that Junior wishes he could go back to third grade when he and Rowdy were best friends.



\_\_\_\_\_ 9. Which sentence best represents the most important lesson Junior learns in the novel?

- A. *Poverty...only teaches you how to be poor.*
- B. *This reservation had tried to suffocate her, had kept her trapped in a basement....*
- C. *In the middle of a crazy...life, you have to hang on to the good...moments tightly.*
- D. *"...life is a constant struggle between being an individual and being a member of the community."*

\_\_\_\_\_ 10. What is the author's tone throughout most of the novel?

- A. Carefree
- B. Humorous
- C. Sad
- D. Thoughtful

**Final Test**

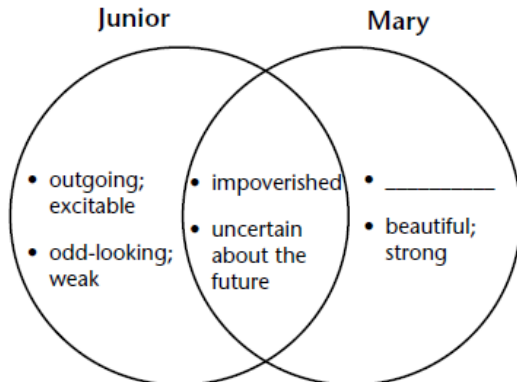
Matching: Match the quote to the correct character. You may not use all the letters.

- |   |   |
|---|---|
| _____ 1 “When I first started teaching here, that’s what<br>We did to the rowdy ones, you know? We beat them.”  | <b>A</b> Junior<br><b>B</b> Rowdy                     |
| _____ 2 “Who has the most hope?”  | <b>C</b> Grandmother                                  |
| _____ 3 “I looked up ‘in love with a white girl’ on Google and<br>found an article about that white girl named Cynthia<br>who disappeared in Mexico last summer.” | <b>D</b> Penelope<br><b>E</b> Gordy<br><b>F</b> Mr. P |
| _____ 4 “Are you poor?”   |   |

Multiple Choice:

- \_\_\_\_\_ 5 As a result of his hydrocephalus, Junior suffers from all BUT which of the following physical problems?  
**A** Blackouts  
**B** Headaches  
**C** Seizures  
**D** Stuttering
- \_\_\_\_\_ 6 Why is Junior given only half a dose of Novocain by the dentist at Indian Health Service?  
**A** The dentist does not have enough Novocain for Junior.  
**B** The dentist was told not to give Indians any painkillers.  
**C** The dentist believes Junior will only feel half as much pain as others.  
**D** The dentist is unsure about how much Novocain Junior will need for his procedure.
- \_\_\_\_\_ 7 Junior believes the worst thing about being poor is not being able to—  
**A** eat well  
**B** afford nice things  
**C** attend a good school  
**D** take care of those you love
- \_\_\_\_\_ 8 Rowdy is Junior’s best friend. What other role does Rowdy play in Junior’s life?  
**A** Advisor  
**B** Protector  
**C** Provider  
**D** Teacher

\_\_\_\_ 9 Look at the diagram below.



Which information belongs on the blank line above?

- A** Hides from life  
**B** Excellent student  
**C** Dislikes her family  
**D** Is frightened by people
- \_\_\_\_ 10 What does Junior's 30-year-old geometry book symbolize?  
**A** Junior's yearning for knowledge  
**B** The poverty of the Spokane tribe  
**C** Mr. P's desire to teach his students  
**D** The quality of education at the reservation
- \_\_\_\_ 11 Although Mr. P is remorseful about his behavior toward Indians, why does he also blame the Indians?  
**A** He is angry that Indians accept defeat so easily.  
**B** He wishes Indians would not provoke his bad behavior.  
**C** He believes Indians have treated white people just as badly.  
**D** He is frustrated that Indians continue to move onto reservations.
- \_\_\_\_ 12 Junior tells Rowdy, "I have to go. I'm going to die if I don't leave [the reservation]." Junior most likely means that he will—  
**A** be killed by bullies  
**B** become an alcoholic like his parents  
**C** lose all hope and ambition to succeed  
**D** starve because of his family's Poverty
- \_\_\_\_ 13 What does the illustration on page 63 of the novel reveal about racism?  
**A** Racism is mostly about fear and ignorance.  
**B** Much of the time, people just go along with the crowd.  
**C** People who are prejudiced always look and act the same.  
**D** Name-calling is the easiest way to make someone feel bad.
- \_\_\_\_ 14 *The king is to Roger as the queen is to—*  
**A** Dawn  
**B** Grandma  
**C** Mary  
**D** Penelope

\_\_\_\_\_15 Read the sentence from the novel.

...once I arrived at Reardan, I became something less than less than less than Indian.

What does this sentence reveal about Junior's feelings at Reardan?

- A He feels lonely and worthless.
- B He feels frightened and uncertain.
- C He feels happy to be surrounded by new people.
- D He feels indifferent about losing his Indian identity.

\_\_\_\_\_16 Junior believes that Mary moved to Montana because she wanted to—

- A get away from her family
- B meet someone and get married
- C prove she was brave like Junior
- D forget about living on the reservation

\_\_\_\_\_17 Gordy is important to Junior mainly because he provides—

- A encouragement
- B knowledge
- C safety
- D social connections

\_\_\_\_\_18 Why does Junior compare Penelope to his father?

- A Junior feels as though they both accept and love him.
- B Junior trusts both of them to treat him kindly and fairly.
- C Junior wishes they would both get help for their addictions.
- D Junior believes they are both in denial about their problems.

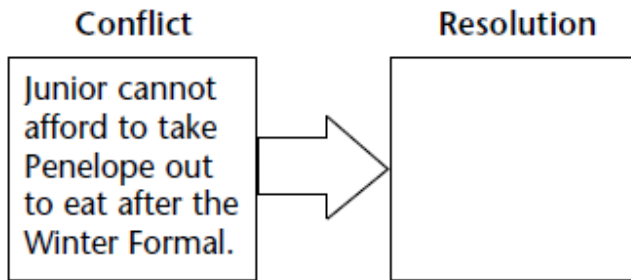
\_\_\_\_\_19 Read the sentences from the novel.

I think [Penelope] was bored of being the prettiest, smartest, and most popular girl in the world....She wanted to get a little smudged.

The word smudged implies that Penelope no longer wants to be—

- A perfect
- B popular
- C powerful
- D pretty

\_\_\_\_ 20 Look at the chart below.



Which information belongs in the empty box above?

- A Junior escapes to the bathroom to throw up.
- B Junior tells Roger that he forgot his wallet at home.
- C Junior resigns himself to humiliation and orders a lot of food.
- D Junior hopes that Penelope's father will not allow her to go with him.

\_\_\_\_ 21 Read the sentence from the novel.

If you let people into your life a little bit, they can be pretty...amazing.

Which of the novel's major themes is represented by this sentence?

- A Identity
- B Independence
- C Isolation
- D Poverty

\_\_\_\_ 22 Junior makes the Reardan varsity basketball team because of his—

- A determination
- B popularity
- C speed
- D talent

\_\_\_\_ 23 Why does Rowdy hit Junior in the head during their first basketball game against each other, even though he is aware of Junior's dangerous condition?

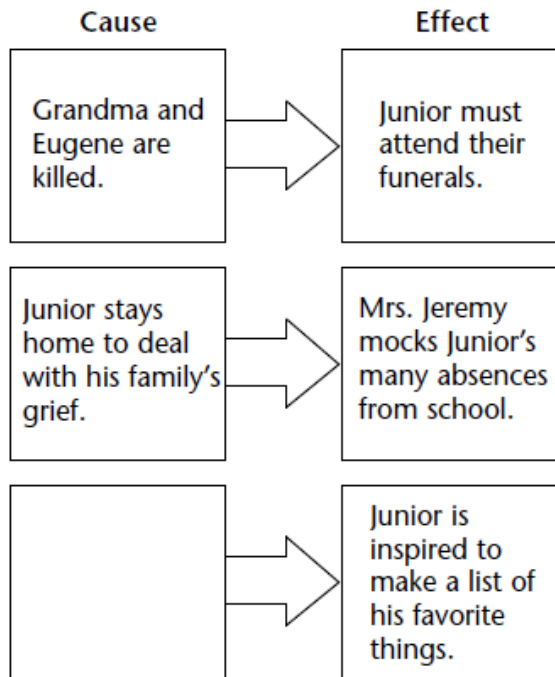
- A Rowdy hates Junior now and wants to hurt him.
- B Rowdy wants Junior to have to quit playing basketball.
- C Rowdy still feels extremely betrayed by Junior's leaving.
- D Rowdy only cares about winning the game and is not paying attention.

\_\_\_\_ 24 Junior calls the five dollar bill his father gives him for Christmas "a beautiful and ugly thing" because it symbolizes both his father's—

- A love and addiction
- B happiness and pain
- C wealth and poverty
- D kindness and cruelty

- \_\_\_\_\_ **25** What is Grandma's plea before she dies?
- A** She asks Junior's father to stop drinking.
  - B** She asks the family to forgive the drunk driver.
  - C** She asks Junior to return to the reservation school.
  - D** She asks the family to bring Mary home from Montana.

- \_\_\_\_\_ **26** Look at the chart below.



Which cause belongs in the empty box above?

- A** Mrs. Jeremy apologizes to Junior for her cruel remarks.
  - B** Junior's friends assure him that he will be happy again soon.
  - C** Gordy tells Junior not to worry about the teacher's behavior.
  - D** Junior's classmates demonstrate their support of him by leaving the classroom.
- \_\_\_\_\_ **27** Read the sentences from the novel.
- I was suddenly ashamed of my anger, my rage, and my pain....I was crying tears of shame...because I had broken my best friend's heart.
- Why is Junior upset and unable to celebrate after winning the basketball game against Wellpinit?
- A** He knows that Rowdy will never be his friend again.
  - B** He knows that his parents are disappointed that he beat an Indian team.
  - C** He knows that his Reardan teammates will never understand what losing feels like.
  - D** He knows that winning a basketball game is the only thing most Indians can look forward to.



- \_\_\_\_\_ 28 When Junior learns of his sister's death, and during the car ride home with his father, some of the words in the novel are written in all capital letters for all BUT which of the following reasons?
- A To show Junior's fear
  - B To show Junior's anger
  - C To show Junior's sadness
  - D To show Junior's disbelief
- \_\_\_\_\_ 29 Since Junior began attending Reardan High School, Rowdy's feelings have changed from—
- A fear to pride
  - B hatred to love
  - C anger to acceptance
  - D happiness to sadness
- \_\_\_\_\_ 30 Which sentence best represents the most important lesson Junior learns in the novel?
- A *Poverty...only teaches you how to be poor.*
  - B *This reservation had tried to suffocate her, had kept her trapped in a basement....*
  - C *In the middle of a crazy...life, you have to hang on to the good...moments tightly.*
  - D *"...life is a constant struggle between being an individual and being a member of the community."*
- \_\_\_\_\_ 31 What is the author's tone throughout most of the novel?
- A Carefree
  - B Humorous
  - C Sad
  - D Thoughtful
- \_\_\_\_\_ 32 Identify the theme illustrated in the following summary:
- . . .feeling like the reservation outcast, but once he transfers to the fancy white school in Reardan, he becomes a basketball star who gets carried around on people's shoulders. When Arnold transfers to Reardan, he sees himself as having two different selves: Junior from the outcast from the reservation and Arnold from the white high-school at Reardan. . . .
- A identity
  - B poverty
  - C education
  - D mortality

\_\_\_\_\_ 33 Identify the theme illustrated in the following summary:

. . .Rowdy and Arnold encounter a giant beautiful pine tree on their walk to Turtle Lake, and they decide to climb it. Once at the top of the tree, they can see everything: the whole reservation. The act is a sign of determination and courage and maybe a little bit of youthful stupidity. Arnold writes, "I don't know if anybody else has ever climbed that tree. I look at it now, years later, and I can't believe we did it. And I can't believe I survived my first year at Reardan. . .

- A race
- B poverty
- C education
- D mortality

\_\_\_\_\_ 34 Identify the theme illustrated in the following summary:

For Arnold, writing and drawing become a means of reaching out and connecting to others. He refers to his drawings, after all, as little "life boats" (1.56). For Gordy, books and knowledge have a way of expanding the world into a place of infinite possibility (Chapter 12). On the other hand, for Mary, reading and writing romance novels provide an escape from her existence on the reservation (Chapter 5). Similarly, Rowdy reads cheesy comic books in order to live a whole different life where people are happy and things are all sunshine and lollipops.

- A literature and writing
- B mortality
- C education
- D tradition and customs

\_\_\_\_\_ 35 Identify the theme illustrated in the following summary:

Arnold Spirit, Jr. has two hometowns as well. There is his family's home on the Spokane Indian Reservation, and then there's his place at the white high school in Reardan. Though he should be at home in both places, sometimes Arnold feels like a complete stranger. In the end, Arnold stops thinking of home so much as a specific place, and instead learns to be at home among many different people. As Rowdy tells him, he is a "nomad."

- A poverty
- B mortality
- C race
- D home

[illegible]

<p><b>5:</b> The student has a <b>thorough understanding</b> of the literary or reading response required by the task. The student has provided an answer that is accurate, complete, and fulfills all the requirements of the task. The response is supported with accurate and relevant textual evidence.</p>
<p><b>4:</b> The student has an <b>understanding</b> of the literary or reading response required by the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are incomplete.</p>
<p><b>3:</b> The student has a <b>partial understanding</b> of the literary or reading response required by the task. The student has provided an answer that may include information that is essentially accurate and text-based, but the information is too broad or too simplistic. Some of the support and/or examples may be unclear or vague.</p>
<p><b>2:</b> The student has very <b>limited understanding</b> of the literary or reading response required by the task. The answer may offer unclear evidence, exhibit an incorrect interpretation, and may fail to address all requirements of the task.</p>
<p><b>1:</b> The response is <b>inaccurate, confused, and/or irrelevant</b>, or the student has failed to respond to the task. The answer is a mere text summary, or it is too general to determine whether it is reasonable.</p>

## Review Project

Select one of the options below. Complete all parts to earn full credit. Refer to the rubric to ensure the best grade possible. For all options you must create a digital product; however, you may wish to sketch out your ideas on paper beforehand. Your project must be completed, and a link emailed to the teacher by \_\_\_\_\_.

A) Junior's Experiences: Create a digital timeline using [www.dipity.com](http://www.dipity.com) or [timetoast.com](http://timetoast.com) (you will need to create an account). Include the ten most important events from the novel. Keep the following in mind:

- The events need to be listed in chronological order. You'll have to make up dates, but keep in mind the weather, seasons, etc. described in the book.
- Each event should include a title, and at least one complete sentence describing the event.
- Each event should include an image. You may need to gather your images before creating your timeline.

A sample timeline can be found at <http://www.dipity.com/bachler/Buried-Onions/>.

B) Letter to Sherman Alexie: Write a letter of at least 3 paragraphs to Sherman Alexie in Google Docs (you have an account—I can help you access it.) Share the document with the teacher to turn it in. Your letter should include the following:

- Heading, Salutation, Body, Closing, Signature
- Your Body should be at least 3 paragraphs and include the following:
  - i. Introduction: Introduce yourself to Mr. Alexie. Say more than your name, grade level, and school. Say something interesting that will make him remember you.
  - ii. Body paragraph: Share your feelings about the book. You can include what it was like for you to read the story, describe your favorite parts, describe your reaction to it, etc.
  - iii. Conclusion: Add anything else you want to mention. Thank Mr. Soto for writing the book and reading your letter. End with a strong statement or question to maybe inspire him to write back.

The letter format can be found at <http://www.letterwritingguide.com/businessletterformat.htm>. You can also find Alexie's mailing address at [www.fallsapart.com](http://www.fallsapart.com).

C) Cartoon Strip: Pick an important scene from the book and create an online cartoon strip using [www.toondoo.com](http://www.toondoo.com) (you will need to create an account) or [makebeliefscomix.com](http://makebeliefscomix.com) (no account needed). Use the novel to help you write lines for your characters. Your cartoon should include the following:

- At least 4 frames
- Dialogue between at least two characters
- An Artist's Statement: 3-5 sentence explanation of why you picked this scene and why it is important to the novel. This can be included in the email with the link to the cartoon that is sent to your teacher at \_\_\_\_\_.

A sample cartoon can be found at <http://www.toondoo.com/cartoon/3617851>.

D) Illustrations: Pick 2 chapters from the story that do not have any of Junior's drawings. Carefully re-read each chapter and illustrate a black and white picture to accompany each chapter. Your illustrations should include the following:

- Drawn on blank white paper
- Good details—no stick figures allowed
- Must include captions

E) Motivational Posters: Throughout the novel, Junior realizes important truths about human nature as he learns and grows as an individual. For example, after Penelope and Roger discover Junior's poverty and accept him for who he is, Junior reflects and realized "If you let people into your life a little bit, they can be pretty damn amazing" (129).

Using the novel find 2 more quotes that reveal a truth about human nature and create a digital motivational poster.

Be sure to include:

- The entire quote, written correctly, including the page number.
- An image that represents what the quote is saying.
- Use redkid.net or bighugelabs.com or another web 2.0 tool to generate your motivational posters.
- Print or email link to your posters to the teacher at \_\_\_\_\_.

**\*\*Remember to email your teacher your project in order to get your points! \*\***

Your project will be graded using the following rubric. Please double-check to make sure you have met all of the requirements.

CATEGORY	8	6	4	2
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights. Moderately creative.	Uses other people's ideas, but there is little evidence of original thinking.	Uses other people's ideas. Product lacks creativity.
Effort	Student uses all of his/her time in class wisely, is never off-task, and puts forth great effort.	Student mostly uses his/her time in class wisely, is on-task most of the time, and puts forth effort.	Student sometimes uses his/her time in class wisely and is on-task some of the time. He/she needed to put forth more effort.	Student wastes class time and is rarely on-task and puts forth minimal if any effort.
Total Points:	Comments:			

### Essay Assessment

Write a five-paragraph essay, complete with a introduction, thesis statement, three body paragraphs and a conclusion, on one of the following topics.

1. 'Most crucial to Junior's success in Reardan is his personal courage and spirit.' Do you agree?
2. To what extent do the people around Junior support and encourage him?
3. 'It is Junior's drawings more than his words that depict his emotions and feelings.' Do you agree?
4. 'The Absolutely True Diary of a Part-time Indian is about the search for personal and cultural identity.' Do you agree?
5. To what extent is the novel about overcoming racism and adversity?
6. 'Before Junior can succeed he must first learn to believe in himself.' Do you agree?
7. 'Even worse than the crippling poverty that Junior experiences is his low self-esteem in himself and his culture.' Discuss.
8. What does Junior learn during the novel?
9. What does Junior teach the people around him?

### Process

1. Select a prompt.
2. Complete the Thesis Statement Graphic Organizer. Turn it in for approval before beginning your pre-writing.
3. Complete the 5-Paragraph Essay Graphic Organizer. Refer to the rubric before turning in your completed chart. Upon review, turn in for approval before writing your essay.
4. Compose a 5-paragraph essay using Google Docs. The title of the essay should be YOUR NAME ATD. Share with your teacher.
5. Revise and edit as directed by the instructor. Review the AIMS Holistic Rubric before you turn in your essay.

### Assessment Values

- Thesis Statement Graphic Organizer . . . . . 10 points
- 5-Paragraph Essay Graphic Organizer . . . . . 24 points
- Rough Draft . . . . . 24 points
- Evidence of Revision and Editing . . . . . 18 points
- Final Draft. . . . . 24 points
- **Total Point Value. . . . . 100 points**

**Thesis Statement Graphic Organizer**

**Directions:** Complete the table below by using what you know about the novel *Ender’s Game*. Use bullets to assemble ideas (these may become topics for paragraphs within your paper). After the boxes are filled in, write two thesis statements below for your topic.

<b>Topic:</b> What/Who is the paper about (Put the topic in your own words, but use key terms)	<b>Support:</b> List 3-6 supports or reasons that prove/disprove the topic (Use statistics, facts, etc. Be broad)	<b>Opinion:</b> (Of your side of the topic) Often opinion is implied or one word
	1. 2. 3. 4. 5. 6.	

Your essay will contain two theses; one in the introduction and the second in the conclusion.

**Thesis Statement:**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Five-Paragraph Essay Graphic Organizer**

**Introduction:** This will become the first paragraph in your essay. Fill in this box with **at least** 3 sentences that introduce what your essay will be about. Include your hook, the name of the book, and your thesis statement.

--

**Body:** Each of these main ideas will become a paragraph in your paper. Express these ideas in complete sentences.

**Thesis Support #1**

**Thesis Support #2**

**Thesis Support #3**

	Details that support Main Idea #1	Details that support Main Idea #2	Details that support Main Idea #3			

**Conclusion:** Repeat, using new wording, the most important ideas: the ideas that you really want your reader to remember. Your first sentence should be your second thesis statement.

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**Five-Paragraph Essay Graphic Organizer Rubric**

Paragraph	Attributes	4	3	2	1
<b>Introduction</b>	Has at least three sentences, including a hook, focus statement and clear thesis statement. Clearly states the main idea or focus of essay.	Establishes a clear grabber and topic and provides a focus for the essay. Includes clear thesis.	Establishes a hook, a generally clear topic with minor lapses in the focus of the essay. Includes clear thesis.	Establishes a vague topic and lacks focus for the essay. Includes thesis and hook, may be unclear.	Fails to establish a clear topic or focus for the essay. Thesis and/or hook is unclear or missing.
<b>Thesis Support 1</b>	Expresses a main idea that supports the introduction statement. Supported by three details that closely relate to the main idea.	Establishes a logical progression of related events. Provides 3 or more specific and developed supporting details for the main idea.	Establishes a logical progression of related events with minor lapses. Provides 2 somewhat specific supporting details for the main idea.	Provides little relationship between ideas with major lapses in progression. General or undeveloped, list-like, details to support the main idea.	Provides no connection between ideas, presented in random fashion. No attempts to support the main idea.
<b>Thesis Support 2</b>	Expresses a main idea that supports the introduction statement. Supported by three details that closely relate to the main idea.	Establishes a logical progression of related events. Provides 3 or more specific and developed supporting details for the main idea.	Establishes a logical progression of related events with minor lapses. Provides 2 somewhat specific supporting details for the main idea.	Provides little relationship between ideas with major lapses in progression. General or undeveloped, list-like, details to support the main idea.	Provides no connection between ideas, presented in random fashion. No attempts to support the main idea.
<b>Thesis Support 3</b>	Expresses a main idea that supports the introduction statement. Supported by three details that closely relate to the main idea.	Establishes a logical progression of related events. Provides 3 or more specific and developed supporting details for the main idea.	Establishes a logical progression of related events with minor lapses. Provides 2 somewhat specific supporting details for the main idea.	Provides little relationship between ideas with major lapses in progression. General or undeveloped, list-like, details to support the main idea.	Provides no connection between ideas, presented in random fashion. No attempts to support the main idea.
<b>Conclusion</b>	Summs up the main idea of the essay without repeating what's already been stated. Gives the writer's thoughts and feelings. Includes restated thesis.	Provides a clear closure to the essay by restating the main idea of the essay. Writer has provided their thoughts and feelings about the topic in a creative way. Includes restated thesis.	Provides a closure to the essay. Writer has provided their thoughts and feelings about the topic. Includes restated thesis.	Provides a vague closing statement with little connectedness to the essay. Includes restated thesis, though may be unclear.	Lacks a closing statement. Restated thesis is unclear or missing.
<b>Sentence Structure &amp; Grammar</b>	Proper capitalization, punctuation, spelling, and formation. Proper agreement, tense, and case.	Excellent Control	Reasonable Control	Minimal Control	No Control
<b>Total Points:</b>	<b>Comments:</b>				

**Peer Revision Form**

Name of Writer: \_\_\_\_\_

Be sure comments are constructive, useful and original. You may read over others' comments, but you should not just say the same thing. You want to help the writer the same way you would want to be helped in your writing.

2 things you liked or you thought were done well	2 things that can be improved on and how they can be helped	Printed Name

**Book Review & Reflection**

In the space below, write a book review in paragraph form that answers the following questions. Your topic sentence should introduce the name of the novel as well as the author. Be detailed and thoughtful in your response to earn the most points.

- What did you like/dislike about the novel? Why/why not?
- What was the most memorable part of the story?
- What could have made the novel more enjoyable?
- What do you believe the author wanted you to learn from this story?
- Who would you recommend read this novel? Why?

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### Oral Presentation Assignment

Work in small groups to complete the following presentations.

1. Before the Reardan Indians versus Wellpinit Redskins basketball game a news crew comes to interview Junior. Working in small groups, write a script for the entire news story, including interviews with Coach and Rowdy. Rehearse and then either present the news story for the class or videotape and then show the class.
2. Both Mr. P and Coach have a big impact on Junior due to their motivating words and advice. Prepare and present a motivational speech, to be delivered to the Wellpinit basketball team just before their second game against Reardan.
3. In ten years' time Junior returns to Wellpinit High to deliver a speech to the graduating class. What is his message to them? What has he done since high school? Prepare and present his speech.
4. Choose your favorite three cartoons from the novel. Explain to the class why you have selected these cartoons as your favorite and explain the significance of each one.
5. Working in small groups, choose a scene from the novel to act out. Write your own script before you rehearse and then present to the class. Choose from one of the following scenes:
  - b. Junior's first day at Reardan.
  - c. The class walk-out on Mrs. Jeremy.
  - d. Junior and Penelope go out for pancakes after the dance.
  - e. Junior and Rowdy play basketball at the end of the novel.
6. Prepare an argumentative speech, using one of the following topics:
  - a. The pursuit of personal goals is more important than the expectations of the community.
  - b. Boys should be freer to express their feelings.
  - c. More education is required to eradicate racism from our society.
  - d. The misuse of alcohol has devastating effects on our community.
  - e. Self-belief is the most important quality to ensure success.

**Oral Presentation Rubric**

CATEGORY	4	3	2	1
<b>Posture and Eye Contact</b>	Student stands up straight, shows confidence. Establishes eye contact with everyone in the room during the presentation.	Student stands up straight and establishes eye contact with everyone in the room during the presentation.	Student sometimes stands up straight and establishes eye contact.	Student slouches and does not look at the audience during the presentation.
<b>Preparedness</b>	Student is well prepared and has obviously rehearsed. Student elaborates their notes, not just reads his/her notes or visual.	Student seems pretty prepared but may need more rehearsals. Student elaborates their notes, not just read his/her notes or visual.	Student is somewhat prepared, but it is clear that the student did not rehearse. Student reads his or her notes or visual sometimes.	It is obviously that the student does not prepare at all. Student reads his or her notes or visual through the entire presentation.
<b>Speaks Clearly</b>	Student speaks clearly and uses the time well, and mispronounces no words.	Student speaks clearly and uses the time well, but mispronounces one or two words.	Student speaks clearly and waste some time. Mispronounces more than two words.	Student often mumbles or cannot be understood OR mispronounces many words.
<b>Volume</b>	Volume is loud enough to be heard by all audience through the entire presentation.	Volume is loud enough to be heard by all audience at least 90% of the time.	Volume is loud enough to be heard by all audience at least 80% of the time.	Volume often too soft to be heard by all audience.
<b>Content</b>	Student shows a full understanding of the topic.	Student shows a good understanding of the topic.	Student shows a good understanding of parts of the topic.	Student does not seem to understand the topic very well.
<b>Total Points:</b>	<b>Comments:</b>			

**Journal Response Prompts**

1. Write 1-2 paragraphs that explore how you see yourself in contrast to how other might see you. You may choose to add illustrations to your page.
2. Rowdy becomes Junior's enemy when he learns that his friend plans to transfer to a white school. Write about a time when you or someone you know had a friendship abruptly end because of an action taken. What were the circumstances? If the situation occurred again, do you think you would act the same way?
3. Sometimes people who seem confident on the surface have underlying worries and insecurities. Write about a time when you discovered that someone you like or admired had a secret fears or issues.
4. Imagine that you are a sports reporter covering the Reardan-Wellpinit game. Describe what occurred and discuss why the events unfolded as they did.
5. Imagine that you were in the hospital room with Junior and Coach. Write a brief dialogue that could have taken place between the two characters that night.
6. Write about a loss you have experienced. Whom or what did you lose? How did this experience affect you?
7. Write about a victory that was bittersweet for you. What factors made you enjoy your victory? What factors made the experience somewhat sour?
8. Write about a time you were able to forgive someone. What were the circumstances? What helped you to let go of your anger?

**Assessment Rubric for Journal Entries**

Criteria	4	3	2	1
<b>Ideas &amp; Organization</b>	All or almost all of the entries have developed ideas and follow a structure.	Most entries have developed ideas and follow a structure.	Few entries have developed ideas and follow a structure.	None of the entries have developed ideas and follow a structure.
<b>Feelings &amp; Thoughts</b>	Feelings and thoughts are revealed in all or almost of the entries.	Feelings and thoughts are revealed in most entries.	Feelings and thoughts are revealed in few of the entries.	None of your feelings and thoughts are revealed in any of the entries.
<b>Format</b>	The proper format has been followed for all of the entries.	The proper format has been followed for most of the entries.	The proper format has been followed for few of the entries.	The proper format has not been followed for any of the entries.
<b>Mechanics</b>	All or almost all of my entries use correct spelling and grammar.	Most of my entries use correct spelling and grammar.	Few of my entries use correct spelling and grammar.	None of my entries use correct spelling and grammar.
<b>Completion</b>	All entries are present, in order, and together.	All entries are present, but are either not together or in order.	All entries are not present, but they are together or in order.	All entries are not present, nor are they together or in order.

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<b>Total Points:</b>	<b>Comments:</b>			

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<b>Total Points:</b>	<b>Comments:</b>			

### Video Assignment

Comparing/Contrasting *Absolutely True Diary* and *Smoke Signals*

**Directions:** In a fully developed essay, compare and contrast the characters Arnold Spirit (Junior) from *The Absolutely True Diary of a Part Time Indian* and Victory Joseph from *Smoke Signals*. Use a specific format to organize your ideas and design your essay around a thesis which points out the purpose of the comparison.

**Prompt:** In both of Sherman Alexie's works, the main characters must use perseverance to overcome a crisis in their lives. Junior and Victor use both external and internal strength to remedy a situation that negatively affects the promise of their future. Using what you have learned about Arnold Spirit (Junior) and Victor Joseph compare and contrast the resources these characters use to overcome challenge.



**Elements of Plot Review**

## Smoke Signals

Read the questions before you see the film. As you watch the film or at the film's end, make short notes to yourself so that you can use the information for assignments and discussion. You do not need to fill in each section or fill up each line. If you make good notes you will be able to complete the characterization quiz at the end.

**PLOT REVIEW:****Exposition-**

1. Where is the story set? This may include several different locations. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What is the time period? \_\_\_\_\_
3. Who is the protagonist and what is he or she like? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What is the conflict that is driving the protagonist to act? \_\_\_\_\_  
\_\_\_\_\_
5. What is the back story (subplot)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Rising Action/Climax-**

Describe three events that unfold requiring the protagonist to act in order to resolve the conflict.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Falling Action/Resolution-**

1. How is the conflict resolved? Support your idea. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What aspects of the protagonist's character led to this resolution? Support your idea.  
\_\_\_\_\_  
\_\_\_\_\_
3. Describe any outside forces that helped the protagonist to succeed.  
\_\_\_\_\_  
\_\_\_\_\_

**THEMES:**

1. What three lessons from this film can viewers apply to their own lives? Consider both the central conflict and the back story (both the plot and the subplot). Describe the lesson, the dialogue that relates to this lesson, and how the personality traits of the characters taught this lesson.  
Lesson No. 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Lesson No. 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Lesson No. 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Characterization Review**

## Smoke Signals

Following the film, use your Elements of Plot Review to complete the following two charts about Victor and Thomas.

Victor	How it was at the beginning:	What changed it:	How it was at the end:	Something he learned:
His self-image:				
His relationship with Thomas:				
How he feels about his dad:				

Thomas	How it was at the beginning:	What changed it:	How it was at the end:	Something he learned:
His self-image:				
His relationship with Thomas:				
How he feels about his dad:				

Compare/Contrast Review

Comparing Concepts

text: \_\_\_\_\_ Novel/Film \_\_\_\_\_

Concept 1:	The Absolutely True Diary of a Part-Time Indian	Concept 2:	Smoke Signals
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Similarities Between Concepts:

Differences Between Concepts

With Regards To:

Setting

Conflict

Themes