

The Absolutely True Diary of a Part-Time Indian



Novel Study

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Comprehension Guide

Comprehension Guide I

Name: _____

Chapters 1-2: The Black-Eye-of-the-Month Club
- Why Chicken Means so Much to Me

1. What is the chapter "The Black-Eye-of-the-Month Club" mostly about? Summarize the reading with key details and support with evidence from the text.

2. Where does the story take place? Describe the setting of the novel and support with evidence from the text.

3. What is the point of view of the novel so far? Who is the narrator? Explain and support with evidence from the text.

4. What characters do we meet in the first two chapters? Who are they? Describe them and support with evidence from the text.

5. Describe the various conflicts the main character faces throughout his childhood. Support with textual evidence.

6. What is the narrator's hobby? What does he do to occupy himself all day? Why might the narrator enjoy this hobby? Make an inference and support with textual evidence.

➤ 16 Assignments
– 6 Questions
Each

➤ Comprehension
Questions

➤ Prompts Require
Textual Evidence

➤ Common Core-
Aligned Material

Literary Analysis

Literary Analysis I

Name: _____

Chapters 1-2: ~~The Black-Eye-of-the-Month Club~~
- Why Chicken Means so Much to Me

1. Describe the setting of the novel. How does the setting affect the main character? What conflict(s) does the setting emphasize? What mood does it create? Support with evidence from the text.

2. What is Junior's tone towards himself? Why does he have this attitude? Explain at least two reasons and support with evidence from the text.

3. What is the point of view of the novel? How is this point of view effective? How might it shape or change a reader's understanding of Junior and his situation? Explain and support with evidence from the text.

4. How does poverty affect Junior? How does it affect his family? How does it affect his community? Support with textual evidence.

5. What other conflicts (besides poverty) does Junior face? How do these conflicts affect him? Support with textual evidence.

➤ 16 Assignments
– 8 Questions
Each

➤ Analysis &
Critical Thinking
Questions

➤ Prompts Require
Textual Evidence

➤ Stimulate Class
Discussion

6. Analyze Junior's flashback to Oscar. How is the flashback effective? What does it reveal about Junior and his circumstances? Support with evidence from the text.

7. According to Junior, why did his parents never get the chance to accomplish their dreams? What does this suggest about the relationship between race and class? Support with textual evidence.

8. Describe the author's writing style in the first two chapters. How is this style effective? What does this style help emphasize or highlight about Junior and his life? Support with textual evidence.

Directions: Identify an example of figurative language from the reading that helps you visualize the text. In the space below, draw the image the figurative language creates. Include the quote and the page number.

Quiz:

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- Visualization Section – Figurative Language
- Accommodate for ALL Learners
- Great for Small Group or Rotation Models
- Use for Differentiation

RESOURCE ALSO INCLUDES...

Answer Keys • Google Slides™ Links • Pre-Made Text Boxes

Close Readings

Close Reading I Name: _____ Chapters 1-2: ~~The Black-Eye-of-the-Month Club~~
- Why Chicken Means so Much to Me

Setting

- _____ and _____ of a story.
- Setting affects _____, creates a _____, and develops/drives _____.

Setting can also extend beyond just time and place. It can also include several other elements such as:

- _____ - Country, state, house, basement, rural/urban
- _____ - Day, night, weather, season, physical details
- _____ - Values, ideals, attitudes, politics
- _____ - Time period, year, major events
- _____ - Time elapsed, time of day, flashbacks, between scenes

Identifying Aspects of Setting

Directions: In the chart below, identify the various aspects of the setting: the reservation. Be as specific as possible.

Aspect	Setting: Reservation
Geographical	
Physical	
Cultural/ Political	
Historical	
Time	

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➤ 16 Close Reading Assignments

➤ Notes for Literary Elements

➤ Graphic Organizers to Scaffold Learning

➤ Literary Skills-Based

Close Readings

Setting Analysis	
Directions: Now that we've identified all the aspects of the reservation, let's examine it for its effects on the characters, the mood it creates, and the conflicts it emphasizes.	
Question	Setting Analysis of the Reservation
How does this setting affect the characters?	Answer:
	Evidence:
What mood does this setting create?	Answer:
	Evidence:
What conflict(s) does this setting emphasize and/or create?	Answer:
	Evidence:

- 4 Whole Novel Analysis Assignments
- Rigorous & Creative Tasks
- Accommodate for ALL Learners
- Text-Based Questions & Analysis

Setting Analysis & Signs

Directions: Imagine that you are driving into Wellpinit, Washington. Create a sign for the reservation that captures Junior's perspective on the setting. Do your best to represent the rez and capture his attitude towards it. Create a slogan for the reservation and include the name as well.



Analysis Questions

1. Why did you create the sign and slogan above? What tone did you try to capture? Why? Support with examples.

2. What aspect of the setting do you think has the greatest influence on the characters? Why? Support with textual evidence.

3. How does the aspect of the setting you identified affect Junior and his family? Support with evidence from the text.

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➤ Character
Timelines to
Track Stories

➤ Character
Narratives
Comparison
Organizer

➤ Google Slides
Links

➤ Great for
Rotation Model
& Centers

RESOURCE ALSO INCLUDES...

Answer Keys • Google Slides™ Links • Pre-Made
Text Boxes

Assessments

Reading Check 1 Name:

Chapters 1-2
The Black-Eye-of-the-Month Club - Why Chicken Means so Much to Me

1. Why does Junior get beat up on the rez?
2. Who is Junior's best friend?
3. What happens to Junior's best friend? Why?

Reading Check 2 Name:

Chapters 3-4
Revenge Is My Middle Name - Because Geometry Is Not a Country Somewhere Near France

1. Who is Rowdy? What does he like to read?
2. What does Rowdy do to the Andruss brothers? Why?
3. What does Junior discover in his geometry book? What does he do with it?

Reading Check 3 Name:

Chapter 5
Hope Against Hope

1. Who comes to visit Junior at his home?
2. What did Junior's sister want to do when she grew up?
3. What does Junior's visitor want him to go find?

Reading Check 4 Name:

Chapters 6-7
Go Means Go - Rowdy Sings the Blues

1. According to Junior's parents, who has the most hope?
2. Where is Junior going to go to find hope?
3. How does Rowdy react to Junior's plan to find hope?

➤ 16 Mini-Quizzes
– 3 Questions
per Reading

➤ Google Forms
for Easy Grading

➤ Common Core-
Aligned Materials

➤ Check for
Understanding

SECTION I: Order the following events of the novel in chronological order

- _____ - Junior discovers his mother's name in his math textbook.
- _____ - Junior punches Roger after Roger tells a racist, insensitive joke.
- _____ - Eugene gives Junior a ride to school and encourages him to keep going.
- _____ - Junior makes a huge change and starts to go to school in Reardan.
- _____ - Junior's father shoots the family pet, Oscar, to put him out of his misery.

SECTION II: Mark true statements with a T, and false statements with an F

- _____ - Junior loves Kentucky Fried Chicken, especially when he has not eaten for a while.
- _____ - Rowdy cuts off the Andruss brothers' braids and shaves their eyebrows.
- _____ - Mr. P wants Junior to leave the rez so he can play on a better basketball team.
- _____ - Junior tries to befriend Penelope but she makes fun of him instead.
- _____ - After Junior punches Roger, Roger shakes Junior's hand and they become friends.

SECTION III: Fill in the blank

1. According to Junior's parents, _____ have the most hope.
2. Junior's sister, _____, lives in the basement and rarely goes out.
3. Junior is suspended from school when he _____.
4. Junior loves to _____ because they make him feel important and might be a way for him to escape the reservation.
5. Junior was born with too much _____, which causes him to have seizures.

SECTION IV: Multiple-choice

1. _____ Which aspect of the setting has the **greatest affect** on the characters?
 - a. The culture of violence of the Spokane Indian Reservation
 - b. The white farm town of Reardan
 - c. The poverty of the Spokane Indian Reservation
 - d. The traditions and tight-knit community of the Spokane Indian Reservation
2. _____ Which of the following is a conflict that Junior **does not** face in these chapters?
 - a. Junior struggles with seizures and other health issues
 - b. Many people bully Junior because he looks different
 - c. Junior wants to find hope in order to leave the reservation one day
 - d. Junior works hard to make the basketball team

➤ 3 Novel
Quizzes – 1 per
Third of Book

➤ Final Literary
Assessment

➤ Use for
Assessment or
Practice

➤ Essay Choice
Board

RESOURCE ALSO INCLUDES...

Answer Keys • Google Forms™ Links

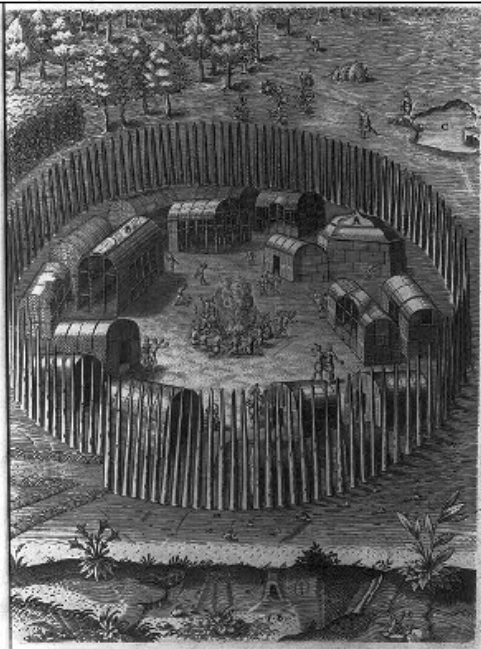
Nonfiction Readings Topics

- The First Nations of North America
- First Nations Culture Regions: Part I
- First Nations Culture Regions: Part II
- The Ingenuity of First Nations: Part I
- The Ingenuity of First Nations: Part II
- First Encounters of the European Kind
- Clash Over the Countryside
- Indian Removal Act of 1830
- Trail of Tears
- The Reservation System Expands
- Resisting Westward Expansion
- Fulfilling Manifest Destiny
- Life on the Reservation
- Assault on First Nations' Cultures
- Contemporary Issues

Nonfiction Readings

The First Nations of North America

Library of Congress, LC-USZ62-54018



Title: The Town of Pomeiooc

Artists: John White (painter), Theodor de Bry (engraver)

Description: Fortified Native village the manner of construction of the buildings and the enclosing stockade. c.1590

In 1585, John White joined an expedition to start the first English colony in North America. He was an artist and tasked with capturing images that were “strange” to people in England. He drew over 70 watercolor paintings of indigenous people. White captured many aspects of the Algonquian way of life.

White and the other colonists established a settlement on the island of Roanoke in present-day North Carolina. A few years after establishing the settlement, White returned to England. When he traveled back to Roanoke in 1590, the colony had been deserted, a mystery that remains to this day.

For centuries, historians have approached North America’s history from a viewpoint that emphasized the European experience. This “**New World**” was discovered by European explorers, settled by European colonists, and developed to reflect European-like culture. The reality is North America’s true history is starkly different than a Eurocentric¹ telling would indicate. A full telling would emphasize how nomadic peoples settled North America thousands of years prior to the arrival of the first European explorer. In the meantime, countless indigenous² societies thrived and adapted to the continent’s bountiful and unforgiving land. To this day, archeology³ and the study of human activity continues to accrue new knowledge about this period, and new insights consistently confirm indigenous societies were as vast as they were complex.

The First Settlers

As scholars have continued to study the first peoples to live in North America, they have discovered that nomadic⁴ groups traveled to the continent from Asia. These migrants journeyed across a land bridge, connecting the Asian continent to the modern-day state of Alaska in North America. While scholars’ estimates vary, the consensus is nomads arrived in North America no less than 12,000 years ago, before the construction of the pyramids in Egypt or the development of the highly advanced Indus River Valley civilization. Although the first nomads settled in the region just across the land bridge, their descendants spread across the continent, and over time, millions of people came to occupy North America before those European explorers ever set eyes on its vast landscapes.

The Rise of Complex Societies

The North American climate and environment could be unforgiving, and early indigenous people banded together to survive it, coalescing⁵ into societies. In the area now known as the United States alone, there were well over 100 different groups. These societies developed unique forms of language, culture, medicine, agriculture, and more. As you will learn more about in the next section, since there were so many different societies in North America, scholars have divided up these early groups into regions based on shared habits and cultural practices.⁶

➤ Appropriate Spacing to Allow for Annotation

➤ Common Core-Aligned

➤ Informational Texts and History Standards

➤ Critical Thinking Opportunities

Nonfiction Readings

Cultural Regions

To distinguish between the multitude of societies and practices evident across North America, scholars developed a rough naming system using regions to help organize their understanding of the various groups. The regions include the Arctic, Subarctic, Northwest Coast, California, Plateau, Great Basin, Southwest, Plains, Southeast, and Northeast. While each group had unique cultural practices, the environment shaped these practices. As a result, the practices shared similarities from group to group in each region. For instance, in the Northwest Coast region, the people lived off of natural resources, including fish and wildlife. Due to the abundance of resources, these societies were able to create more permanent settlements. This was not the case for all societies on the continent, though, and others developed a more nomadic lifestyle as they ranged for food. The Northwest Coast region example, in contrast with others, illustrates the fact the land shaped indigenous societies.



Map shows the approximate location of the ten cultural regions of indigenous people in North America.

Dispelling Common Myths

As we have seen, the story of indigenous societies in North America defy⁶ simple narratives. Today, historical texts tend to give readers the impression that the indigenous societies of North America lacked complexity and were primarily migratory groups of **hunter-gatherers**. These same texts may also portray indigenous societies as entirely peaceful. Not only are these two impressions incomplete, there are many other narratives about indigenous people that have been rewritten due to new archeological discoveries. The first step in recognizing these common myths and de-bunking them is acknowledging the rich and diverse history of the first people to occupy and thrive in North America.

Glossary of Terms

¹ **Eurocentric**: focusing on European culture or history to the exclusion of a wider view of the world

² **Indigenous**: originating or occurring naturally in a particular place; native

³ **Archeology**: the science that deals with past human life as shown by fossil relics and the monuments and tools left by ancient peoples

⁴ **Nomadic**: a member of a people that has no fixed home but wanders from place to place

⁵ **Coalescing**: to unite into a whole

⁶ **Cultural practices**: objects, events, activities, social groupings and language that participants use

⁷ **Defy**: to challenge to do something considered impossible

➤ 15 Nonfiction Readings

➤ Educational Text Features

➤ Glossary of Key Vocabulary

➤ 2 Pages Per Reading

Nonfiction Readings

1a Nonfiction Text Analysis Name: <i>The First Nations of North America</i>	
Nonfiction Text Features Directions: Fill out the following organizer, identifying the key features of the informational text.	
Feature 1: Image & Description What is it? Name/describe the feature.	Feature 2: Map What is it? Name/describe the feature.
How does this feature contribute to your understanding of the whole article?	How does this feature contribute to your understanding of the whole article?
Vocabulary & Terms Directions: Define the key vocabulary words and terms below by using context clues from the text.	
New World	
Cultural regions	
Hunter-gatherers	
Main Idea & Key Details Directions: Fill out the graphic organizer below in order to determine the main idea of the text.	
Title:	
Key Detail 1:	Key Detail 2:
	Key Detail 3:
Main Idea: What is the article mostly about?	

➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts



Name: _____

1. When did people first come to North America? How did they get to the continent? Support with textual evidence.

2. How do scholars organize the various societies that lived in North America thousands of years ago? Why do they organize the societies in this way? Support with evidence from the text.

3. What are some common myths about the indigenous people that first lived in North America? Why do you think these misconceptions may have developed in the first place? Explain two possible reasons and support with evidence from the text.

4. Examine the image and text feature on the first page. What does the image and description reveal about how early explorers to North America viewed the people that occupied the land? Support with evidence from the text.

5. What might the author mean in the first paragraph when they state, "Eurocentric telling"? Why might this perspective be the dominant narrative of North America's early history? Support with evidence.

6. Why might the author include the details about the Egyptian pyramids and Indus River Valley Civilization? What point or idea do those details emphasize? Explain and support with textual evidence.

➤ 2 Formats to Allow for Differentiation

➤ Use for Centers or Rotation Model

➤ Pair with Novel – Cross-text Connections

➤ Answer Key & Google Slides Links

RESOURCE ALSO INCLUDES...

Answer Keys • Google Slides™ Links • Pre-Made Text Boxes

Extension Activities Topics

- Addressing Offensive Language
- “America Before Columbus” Documentary
- Primary Source Analysis: Treaty of Canadaigua
- Primary Source Analysis: Indian Removal Act of 1830
- Manifest Destiny & Political Cartoons
- Image Analysis: Westward Expansion Changes the Landscape
- Historical Markers & Honoring the Past
- Primary Source Analysis: Carlisle Indian School Investigation Report
- Primary Source Analysis: An Apology to All Native Peoples
- TED Talk: The Standing Rock Resistance and Our Fight for Indigenous Rights

Extension Activities

Extension Activity 3

Name: _____

Treaty of Canadaigua

Primary Source Analysis

After learning about the early history of First Nations, let's take a closer look at First Nations' relationship with the newly formed United States. The Treaty of Canadaigua was one of the first treaties the U.S. government made with First Nations. Read the treaty and answer the questions to the right.

GUIDING QUESTION: What does the language of the law in this section reveal about the government's attitude toward the First Nations? How is tone used to convey the government's views?

Treaty of Canadaigua, 1794

The President of the United States having determined to hold a conference with the Six Nations of Indians, for the purpose of removing from their minds all causes of complaint, and establishing a firm and permanent friendship with them; and Timothy Pickering being appointed sole agent for that purpose; and the agent having met and conferred with the Sachems, Chiefs and Warriors of the Six Nations, in a general council: Now in order to accomplish the good design of this conference, the parties have agreed on the following articles, which, when ratified by the President, with the advice and consent of the Senate of the United States, shall be binding on them and the Six Nations.

Article I. Peace and friendship are hereby firmly established, and shall be perpetual, between the United States and the Six Nations.

Article II. The United States acknowledge the lands reserved to the Oneida, Onondaga and Cayuga Nations, in their respective treaties with the state of New York, and called their reservations, to be their property; and the United States will never claim the same, nor disturb them or either of the Six Nations, nor their Indian friends residing thereon and united with them, in the free use and enjoyment thereof: but the said reservations shall remain theirs, until they choose to sell the same to the people of the United States who have right to purchase.

Article III. The land of the Seneca nation is bounded as follows: Beginning on Lake Ontario, at the north-west corner of the land they sold to Oliver Phelps, the line run westerly along the lake, as far as O-yong-wong-yeh Creek at Johnson's Landing-place, about four miles eastward from the fort of Niagara; then southerly up that creek to its main fork, then straight to the main fork of Stedman's Creek, which empties into the river Niagara, above Fort Schlosser, and then onward, from that fork, continuing the same straight...

1. According to the introductory information, what is the purpose of the treaty?

2. Who are the two parties agreeing to this treaty? _____

3. What does Article 1 establish between the two parties of the treaty? For how long?

4. Summarize what the United States agrees to recognize in Article II. _____

5. What does the U.S. agree to when it comes to the Six Nations' land? _____

6. What is the purpose of Article III? _____

➤ 10 Extension Activities

➤ Variety of Materials – Primary Sources, Video

➤ Engage with Different Activities

➤ Comprehension & Analysis Questions

Extension Activities

...course, to that river; (this line, from the mouth of O-yong-wong-yeh Creek to the river Niagara, above Fort Schlosser, being the eastern boundary of a strip of land, extending from the same line to Niagara River, which the Seneca Nation ceded to the King of Great Britain, at a treaty held about thirty years ago, with Sir William Johnson;) then the line runs along the river Niagara to Lake Erie; then along Lake Erie to the north-east corner of a triangular piece of land which the United States conveyed to the state of Pennsylvania, as by the President's patent, dated the third day of March, 1792; then due south to the northern boundary of that state; then due east to the south-west corner of the land sold by the Seneca nation to Oliver Phelps; and then north and northerly, along Phelps' line, to the place beginning on Lake Ontario. Now, the United States acknowledge all the land within the aforementioned boundaries, to be the property of the Seneca nation; and the United States will never claim the same, nor disturb that Seneca nation, nor any of the Six Nations, or their Indian friends residing thereon and united with them, in the free use and enjoyment thereof: but it shall remain theirs, until they choose to sell the same to the people of the United States, who have the right to purchase.

7. According to the end of Article III, what does the U.S. promise to never do? _____

8. Based on the treaty, if the Six Nations want to sell their land, to whom must they sell it? _____

9. Why might the U.S. want the Six Nations to sell any of their future land to the group you identified in #8? _____

Guiding Question: What does the language of the treaty in these early sections (Articles I-III) reveal about the government's attitude toward the First Nations? How is tone used to convey the government's views?

Article IV. The United States having thus described and acknowledged what lands belong to the Oneidas, Onondagas, Cayugas, and Senecas, and engaged never to claim the same, nor to disturb them, or any of the Six Nations, or their Indian friends residing thereon and united with them, in the free use and enjoyment thereof: Now the Six Nations, and each of them, hereby engage that they will never claim any other lands within the boundaries of the United States; nor ever disturb the people of the United States in the free use and enjoyment thereof.

10. According to Article IV, what the United States promise to never do? _____

11. According to Article IV, what do the Six Nations promise to never do? _____

Article V. The Seneca Nation, all others of the Six Nations concurring, cede to the United States the right of making a wagon road from Fort Schlosser to Lake Erie, as far south as Buffalo Creek; and the people of the United States shall have the free and undisturbed use of this road, for the purposes of traveling and transportation. And the Six Nations, and each of them, will forever allow to the people of the United States,...

12. What will the U.S. be able to do on Six Nations' land? _____

➤ Allows for Differentiation

➤ Standards-aligned – Informational & History Texts

➤ Pair with Nonfiction Readings

➤ Make Connections Between Texts

Extension Activities

Political Cartoon Research and Creation

There are multiple sides to every story. You have observed and analyzed political cartoons about the relationship between the U.S. and First Nations. Now, you will conduct research on Manifest Destiny – both from the U.S. policy stance and approach and the First Nations policy stance and approach. Next, you will create your own political cartoons – one capturing the U.S. policy and approach and one from the First Nations policy stance and approach. Complete the following graphic organizers as you research, brainstorm, sketch, and create!

RESEARCH TOPIC: _____

Research Notes

Category	Notes
Who – What are the sides and/or people involved in the time period you are researching? What is important to know about these groups?	
When – When does the time period take place? What is important to know about this time period?	
Where – Where does the time period take place? What is important to know about this place?	
What – Describe the time period. What is going on? What important events or actions occurred?	
Why – Why is this time period taking place? What conflict(s) created this issue?	

- Foster Critical Thinking
- Comprehensive Examination of History
- Prompts Require Evidence-based Responses
- Cross-curricular Learning

Digging Deeper Into the Research

Category	Notes
U.S. Policy or Approach – What did the U.S. believe about this time period? How did the U.S. feel about it? Why?	

Directions: Now, it is time to brainstorm your own political cartoon. In the space below, draw a sketch(es) of your political cartoon idea. Then, explain your cartoon and what message you are trying to send through the image.

Explanation of Sketch: _____

- Foster Rich Discussion
- Scaffold Learning with Graphic Organizers
- Google Slides Links for Google Drive™
- Answer Keys for Applicable Resources

RESOURCE ALSO INCLUDES...

Answer Keys • Google Slides™ Links • Pre-Made Text Boxes

Vocabulary

Vocabulary Practice Name: _____ Set 1

Part I

Directions: Read the following sentences. Put a checkmark (✓) on the blank when the vocabulary word is used correctly. Put an x (X) on the blank when the vocabulary word is used incorrectly.

_____ - The puppy **flinched** his teeth when another dog approached, happy to make a new friend.

_____ - Although the old house was **decrepit** and dangerous, people still visited the building in the hopes of experiencing paranormal activity.

_____ - The family was so **poverty**, they were forced to rely on relatives to help with basic care.

_____ - The **translucent** windows provided the family with enough privacy but also allowed light to enter the house.

_____ - The students were so **persistent** about starting a chess club, the teacher finally relented and helped organize one for after school.

Part II

Directions: For the following vocabulary words, circle all correct synonyms or antonyms for the word.

Perseverance – SYNONYMS	Ashamed – ANTONYMS
Determination Cowardice Laziness Hard work Cheerfulness Persistence Resolve Indifferent	Bold Vain Humbled Confused Proud Suspicious Embarrassed Humiliated
Susceptible – SYNONYMS	Flinched – SYNONYMS
Vulnerable Exposed Resistant Skeptical Gloomy Prone to Affected Strong	Wince Face Shudder Wonder Recoil Shake Appreciate Shrink

Part III

Directions: Create a sentence using the following vocabulary words. Be sure to include context to show the meaning.

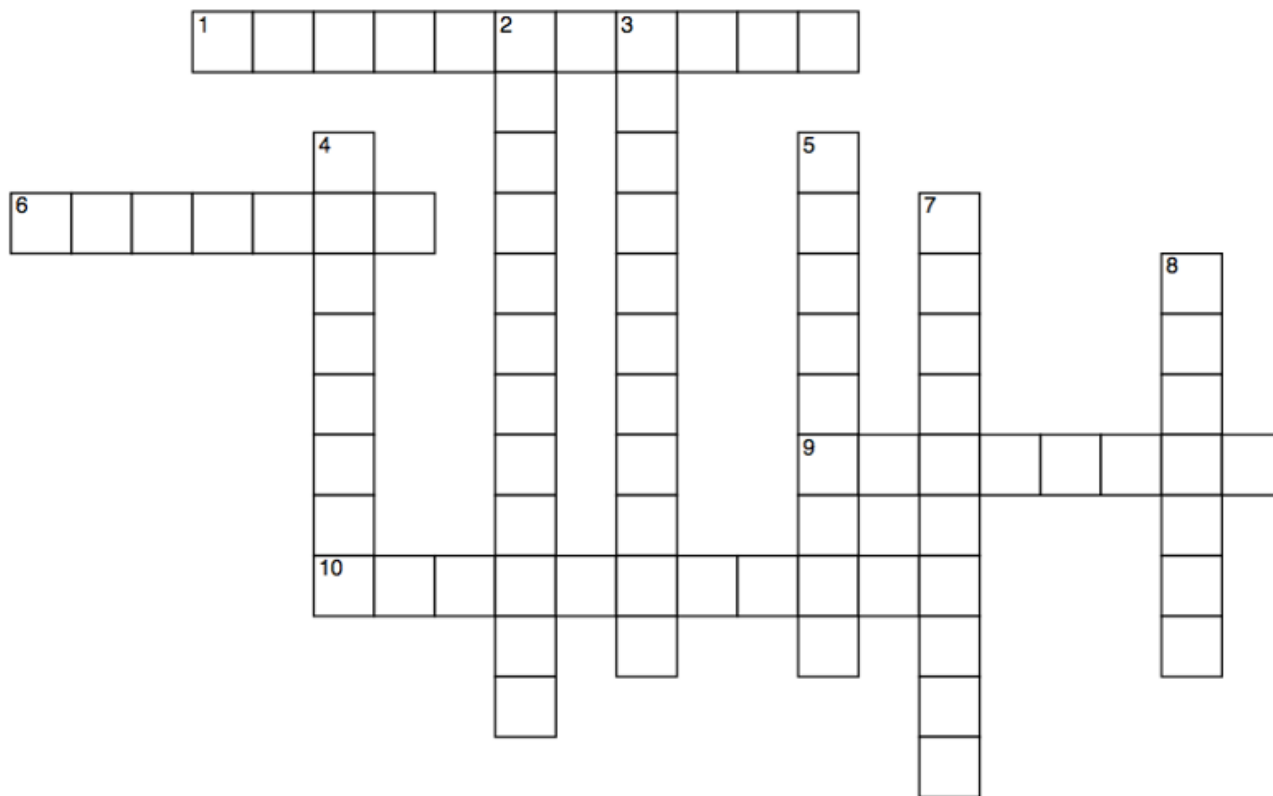
1. **Crucified** – _____

2. **Perseverance** – _____

3. **Inseparable** – _____

- 3 Vocabulary Lists - Word Location
- Google Forms for Easy Grading
- 3 Vocabulary Practice Assignments
- Multi-Model & Engaging

Directions: Match the definition, synonym, antonym, or sentence with the correct word.

**ACROSS**

- 1 Antonym: Resistant
 6 Even though he had been at the school for only a few days, he felt _____ to ask the location of the nurse's office.
 9 Make a quick, nervous movement as an instinctive reaction to fear, pain, or surprise
 10 Antonym: Cloudy or blurred

DOWN

- 2 Persistence in doing something despite difficulty or delay in achieving success
 3 Even though the friends were _____ throughout elementary school, they drifted apart when they reached middle school.
 4 Worn out or ruined because of age or neglect
 5 Synonym: Torment or crush
 7 Synonym: Determined, tireless, tenacious
 8 The young woman worked hard throughout high school and college to escape _____.

WORD BANK: ASHAMED, CRUCIFIED, DECREPIT, FLINCHED, INSEPARABLE, PERSEVERANCE, PERSISTENT, POVERTY, SUSCEPTIBLE, TRANSLUCENT

- 3 Crossword Puzzles
- Determine Correct Usage in Context
- Create Sentences
- 3 Vocabulary Quizzes

RESOURCE ALSO INCLUDES...

Answer Keys • Google Slides™ & Forms™ Links •
 Pre-Made Text Boxes

Bonus Resources

Pacing Guide

The following pacing guide outlines a suggested schedule of lessons, readings, and activities in order to complete a 6-WEEK study of *The Absolutely True Diary of a Part-Time Indian*. The pacing guide may need to be adjusted to meet the rhythm of your classroom and needs of your students. Please note: Some resources provided in the unit are not included in the Pacing Guide or lessons. They are additional resources for use if time permits.

<p>Day 1</p> <ol style="list-style-type: none"> 1. Anticipation Guide – Before 2. Extension Activity 1 – Addressing Offensive Language 3. Nonfiction Reading 1 – The First Nations of North America 4. Introduce Project 	<p>Day 2</p> <ol style="list-style-type: none"> 1. Nonfiction Readings 2-3 – First Nations Culture Regions Part I & Part II – text analysis 2. Extension Activity 2 – America Before Columbus Documentary 3. Project – Part I – First Nation selection and begin research <p>*Option: Implement pull-out groups, small groups, and/or rotation model with reading and activity resources.</p>	<p>Day 3</p> <ol style="list-style-type: none"> 1. Nonfiction Readings 4-5 – The Ingenuity of First Nations Part I & Part II – text analysis 2. Extension Activity 2 – America Before Columbus Documentary 3. Project – Part I – First Nation research <p>*Option: Implement pull-out groups, small groups, and/or rotation model with reading and activity resources.</p>
<p>Day 4</p> <ol style="list-style-type: none"> 1. Nonfiction Readings 6 – First Encounters of the European Kind – text analysis 2. Extension Activity 2 – America Before Columbus Documentary 3. Project – Part I – First Nation research <p>*Option: Implement pull-out groups, small groups, and/or rotation model with reading and activity resources.</p>	<p>Day 5</p> <ol style="list-style-type: none"> 1. Extension Activity 2 – America Before Columbus Documentary 2. Project – Part I – First Nation research and presentation brainstorm <p>*Option: Implement pull-out groups, small groups, and/or rotation model with activity resources.</p>	<p>Day 6</p> <ol style="list-style-type: none"> 1. Vocab Work – 3 words 2. Reading 1 – Chapters 1-2 3. Comp Guide 1, Literary Analysis 1, and/or Fiction Close Reading 1 4. Nonfiction Reading 7 – Clash Over the Countryside 5. Extension Activity 3 – Primary Source Analysis: Treaty of Canadaigua <p>Option: Implement pull-out groups, small groups, and/or rotation model with novel and nonfiction resources.</p>
<p>Day 7</p> <ol style="list-style-type: none"> 1. Vocab Work – 3 words 2. Reading 2 – Chapters 3-4 3. Comp Guide 2, Literary Analysis 2, and/or Fiction Close Reading 2 4. Nonfiction Reading 8 – Indian Removal Act of 1830 5. Extension Activity 4 – Primary Source Analysis: Indian Removal Act of 1830 <p>Option: Implement pull-out groups, small groups, and/or rotation model with novel and nonfiction resources.</p>	<p>Day 8</p> <ol style="list-style-type: none"> 1. Vocab Work – 4 words 2. Reading 3 – Chapter 5 3. Comp Guide 3, Literary Analysis 3, and/or Fiction Close Reading 3 4. Nonfiction Reading 9 – Trail of Tears 5. Extension Activity 4 – Primary Source Analysis: Indian Removal Act of 1830 <p>Option: Implement pull-out groups, small groups, and/or rotation model with novel and nonfiction resources.</p>	<p>Day 9</p> <ol style="list-style-type: none"> 1. Vocab Work – Practice 2. Reading 4 – Chapters 6-7 3. Comp Guide 4, Literary Analysis 4, and/or Fiction Close Reading 4 4. Nonfiction Reading 10 – The Reservation System Expands 5. Extension Activity 5 – Manifest Destiny & Political Cartoons <p>Option: Implement pull-out groups, small groups, and/or rotation model with novel and nonfiction resources.</p>

➤ 6-WEEK Unit with Implementation Suggestions

➤ Standards Alignment

➤ 30 Instructional Lesson Plans

➤ Pacing Guide

Bonus Resources

Day 6 Reading 1 & Early History of First Nations and European Settlers
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does setting create mood, create conflict, and affect characters in a text? • What was the relationship between First Nations and the newly formed United States like in the beginning?
<p>Essential Standard(s) Covered:</p> <ul style="list-style-type: none"> • RL.8-9.5 – Analyze how the setting contributes to a text’s meaning • RI.8-9.6 – Determine an author’s purpose and explain how the author develops that purpose • RI.8-9.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone • RH.8-9.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source
<p>Lesson Overview and Resources:</p> <ul style="list-style-type: none"> • Bell ringer – How might the novel connect with the history you have already learned about? Make a prediction. • Vocabulary work – pages/graphic organizers/flashcards – 3 words • Mini-lesson – Review definitions for setting (fiction close reading notes) • Reading 1 – Chapters 1-2 • Comprehension Guide 1, Literary Analysis 1, and/or Fiction Close Reading 1 <ul style="list-style-type: none"> • Option: Use literary analysis questions to facilitate discussion about the novel (Pick 1-2 to discuss) • Nonfiction Reading 7 – Clash Over the Countryside – text analysis • Extension Activity 3 – Primary Source Analysis: Treaty of Canadaiqua • OPTION: Complete novel activities and nonfiction activities as a whole class, small groups, and/or rotation model
<p>Resources Needed:</p> <ul style="list-style-type: none"> • Vocabulary graphic organizers/flashcards • Comprehension Guide 1 • Literary Analysis 1 • Fiction Close Reading 1 • Nonfiction Reading 7 – Clash Over the Countryside • Extension Activity 3 – Primary Source Analysis: Treaty of Canadaiqua • Exit ticket • <i>Absolutely True Diary of a Part-Time Indian</i>
<p>Homework:</p> <ul style="list-style-type: none"> • <i>The Absolutely True Diary of a Part-Time Indian</i> – Chapters 3-4 reading and comprehension guide (Optional)
<p>Assessment:</p> <ul style="list-style-type: none"> • Exit Ticket – Describe the setting of the novel. What part of the setting do you think is most important? Why?

➤ Implementation Notes for All Resources

➤ Project Choice Board

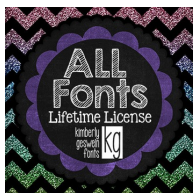
➤ Parent Letter

➤ Anticipation Guide – Before & After

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- Finally, thank you for your hard work and service to children. I know this product will help you in your efforts. Enjoy!