

Unit Schedule

Day 1	<p>Obj: Reestablish classroom culture and expectation. Analyze the storytelling style of Sherman Alexie and connect it to your own lives or culture.</p> <p>Starter: 1. Get a book and sign it in. 2. In your notebook, write down a response to the following: <i>You have eight weeks left with me in your final traditional English course of your high school career. I have so much left to teach you. But what do you want to learn? What do you want to get out of our last two months together?</i></p> <p>Storyboard ideas and sentiments under the guise: What do we want our classroom to be/to look like for the next 8 weeks?</p> <p>Grouped Reading: Introduction</p> <p>Discussion: Using this text: What can we gather from the author? What can we guess the tone will be? Why?</p> <p>Grouped Reading: “Every Little Hurricane” <i>Academic Vocab:</i> HUD, BIA</p> <p>Free-Write Response: For Victor, what is the hurricane? What does it symbolize? What is the “hurricane” in you or your family’s life? Tell the story.</p> <p>HW: 1. Finish whatever we didn’t finish in class. 2. Read “A Drug Called Tradition” p.13-23. 3. Answer the following in your notebook: List the effects of each drug. What does each symbolize or mean to you?</p>
Day 2	<p>Obj: React to the symbolism, tone, and use of humor in the text.</p> <p>Starter: Read your response for each story last class. Write down 1-2 questions for the class from each story.</p> <p>Class Discussion based on Student Inquiry: What is Alexie’s tone and use of humor say about him?</p> <p>If time: Begin working on HW (various reading strategies).</p> <p>HW: Read “Because My Father Always Said...” (24-36) ,“The Only Traffic Signal on the Reservation...” (43-54), “Amusements” (54-58).</p> <p>Respond to ONE question in your notebooks (1 pager):</p> <p>1. Why does Victor’s father run away? Why do father’s run away in the first place? How did these leaving affect Victor?</p> <p>2. Research dropout rates on reservations comparatively with Wethersfield. Why does this happen?</p> <p>3. The summary of “Amusements” states that “Victor remembers a trip to the carnival with his friends Sadie and Dirty Joe, and <i>their attempts to indulge in white man’s pleasures and thus to cast aside their Indian identity.</i>” What do they mean by the italicized section? Explain.</p>
Day 3	<p>Obj: Plan for your final writing assignment. Discuss the text using deep reading and analytical techniques.</p> <p>Starter: Determine 1-2 discussion based questions for class today.</p> <p>Mini-Lesson: The writing assignment. What is it? and how to attack the assignment.</p> <p>Discussion Prompting: Write questions on the board. Free-Write then group/whole-class share.</p> <p>If time: Complete HW</p> <p>HW: Read “This is what it means to say Phoenix, AZ” (59-75) “All I wanted to do was dance” (83-92) “The Trial of Thomas Builds-The-Fire” (93-103), “Distances”</p> <p>Be prepared for quiz on reading/analysis next class.</p>
Day 4	<p>Obj: Assess comprehension and analysis of reading.</p> <p>Starter: Write down 1-2 questions you have about the readings. Open Q&A pre-quiz.</p> <p>*Quiz on readings from Day 1-3 of Unit.*</p> <p>Question Types: Matching, Mult. Choice, Short Answer, Open Response.</p> <p>HW: Read “Jesus Christ’s Half Brother”, “A Train is an Order of Occurrence”, “A Good Story”</p> <p>Respond in your notebook: If you had to choose, what is the “theme” or “lesson” that Alexie wants readers to know as of now? How is that shown? What is its effect on you as a reader?</p>

Day 5	<p>Obj: Analyzing “theme” or “lesson” in the text. Starter: Reread your work on theme/lesson from last night. Research: How is this theme/lesson shown in reservation life? Use at least two sources and discuss the following in a one-pager, “Why did Alexie choose this theme/lesson?” HW: “Imagining the Reservation”, “The Approximate Size of My Favorite Tumor”, “Indian Education”, “The Lone Ranger and Tonto Fistfight in Heaven” Options for Response (One-Page): 1. How is “Indian Education” and the education we earn here different? Explain. 2. Artists often name the album based on the best song, so then why did Alexie name the book <i>The Lone Ranger and Tonto Fistfight in Heaven</i>? Next class we will discuss your thesis and plan for writing. Make sure you are prepared for the meeting (50 pt. quiz)</p>
Day 6	<p>Obj: Develop thesis statements and discuss analytical content of the text. Today we will complete two solo activities: 1. Post one discussion/analysis question on Google Classroom. This can be from ANYWHERE in the text. Respond to ALL questions at least once. While you are working: I am meeting with each of you to discuss your THESIS and PLAN for the composition. Be prepared with a thesis, evidence from the text, and be able to explain your analysis. HW: Read “Somebody Kept Saying Powwow”, “Witnesses, Secret and Not”, “Flight”, “Junior Polatkin’s Wild West Show.” Write a one-pager (last one!): “Flight” and “Junior Polatkin’s Wild West Show” were added for the 25th anniversary of the book’s release. Should <i>Lone Ranger and Tonto</i> ended with “Secret or Not” or do these texts add something to the narrative? Why/why not?</p>
Day 7	<p>Obj: Analyze and assess the film’s use of the parent text. Film Study: <i>Smoke Signals</i>. At the end of the study: Discuss use of parent text in creation of the film? Do films do the text justice? Submit: Your notebook with seven responses. 70 point quiz score. How it is graded: 10 points per response, 5 points for completeness, 5 points for analytical quality. HW: Rough Draft due Day 9</p>
Day 8	<p>Obj: Use analysis and mini-lessons to write composition based on text. Day will be comprised of mini-lessons on the following: Introductions, Thesis Statements, Use of evidence/analysis, Counterpoints, Introduction to voice, etc. Workshop model, show progress when completed for 10 point HW grade. Rough Draft due next class</p>
Day 9	<p>Obj: Use peer edits to improve compositions peergrade.io Peer Edits Submit your rough draft without names (10 pt. HW) Complete three reviews for full credit Due at 11:59 PM TONIGHT (30 pt. HW) Tomorrow, look at peergrade.io reviews and assess them by 11:59 PM (10 pt. HW) Non-complete submissions or unhelpful reviews will result in a loss of points. Final Draft of Essay due at 11:59 PM on Day 10</p>