

Unit Title: *The Absolute True Diary of a Part-time Indian*

Grade Level: (example: 9, 10, 11, 12 or 7-8) 9

Subject Area: (example: Science, Physics; English, Short Stories) English

Duration/Length/Number of class periods: (example: 5 class periods)

Description: Student read *The Absolutely True Diary of a Part-time Indian*. They will write a personal narrative. They will create a neighborhood map.

Established Goals (National, State, Local):

9.7.3.3 Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.

9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9.11.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

What Enduring Understandings are desired?

The voice of an author can speak to the reader in deep and meaningful ways.
Finding one's place in the world is a complex journey with many outside factors.
One can express themselves in many ways to get their message across.

What Essential Questions will be considered?

How does environment affect identity?
What makes an effective narrative essay?
How do different media tell different messages?

Students will know / be able to:

- Identify characteristics of their community.
- Name the parts of a narrative essay.
- Draw connections from the text to their daily lives.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1 - Prewriting exercise. This is how I will determine what mini lessons are needed throughout the unit and how to group the students to get the most out of them.	x			x	x		1B
Day 2- Introduce the key words and concepts. This is how I will preview some of the vocabulary for the week's worth of reading.			x				2C
Day 3 - Kahoot quiz on vocabulary. This is my way to check for learning on yesterday's topic.	x			x	x	x	5B
Day 4 - Introduce the text. We are now ready to dive into the book. Chapters 1 & 2 will be assigned. Students will find a passage they connect with and begin thinking HOW/WHY they connected with this passage.			x	x			4A
Day 5 - Rewrite the prewrite exercise. Using the same prompt as earlier in the week, the students will complete the writing exercise. This will help me assess the student's growth.		x			x		1B

Materials, tools and resources: Chromebooks, SMART boards and Internet access. Kahoot.it Classroom set of the text (*The Absolute True Diary of a Part-time Indian*).

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) Tracy Byrd. Minneapolis Washburn. Tracy.Byrd@mpls.k12.mn.us

Additional credit given to