

**Language Arts – The Absolutely True Diary of a Part-Time Indian by  
Sherman Alexie  
6<sup>th</sup>-8<sup>th</sup> Grade**

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**Course Meetings:** Monday-Friday, 8:00am – 8:55am (55 mins)

**COURSE MATERIAL INTRODUCTION:**

For this series of lessons on Sherman Alexie’s The Absolutely True Diary of a Part-Time Indian, I have decided to divide it up into two parts based on the two central ideas presented in the title itself. The first half, “The Absolutely True Diary...”, will focus on the literature elements of the novel such as form, tone and language, and characters with the second half, “...Part-Time Indian”, focusing on the main overarching themes Alexie *illustrates*- identity, expectations & hope, escape and ‘world-jumping,’ the cost of pursuing dreams, and tribal belonging. I felt that to get the most out of this novel and what Alexie is trying to accomplish this pedagogical outline would be the best way to achieve that. In order to do this however, I found it critical that students come into the lesson having read this for summer reading so we could analyze these concepts within the framework of the entire narrative. The entire unit outline calls for 8 days of lessons, which I thought necessary to adequately explore everything I wanted to, but attached are 5 detailed lessons plans for a more in-depth look. Many of the lessons are very much discussion based as a means to get students to think about these ideas in a constructive manner with many opportunities for reflection both in writing and illustrating, as that is a main component of Arnold’s telling of his story. The unit ends in a sort of capstone project in which students will determine if it is possible to belong to multiple tribes and discover which ones they themselves belong to.

**COURSE READINGS & REGULATIONS**

**All reading will be done over the summer as a summer reading assignment.** However, please bring your copy of the reading material with you to class and be prepared to discuss the material with your classmates.

**TEXTS:**

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

**LESSON OBJECTIVES:**

- Students will define and identify the main literary elements – form, tone, language, and character and analyze each in the context of The Absolutely True Diary...
- Utilize various methods of instructions such as teacher-directed, student-directed, inquiry and research, discussion, cooperative learning, reflection, and text analysis.
- Students will have a deeper appreciation and understanding of Native American history and culture while learning about issues surrounding *stereotypes* and *stereotype threat*.
- Students will explore the major themes of identity, community, expectations, hope, escape, ‘world-jumping,’ pursuing dreams, and tribal belonging; how they impact Arnold’s life and how they can be contextualized within their own lives.

	Day 1: Monday	Day 2: Tuesday	Day 3: Wednesday	Day 4: Thursday	Day 5: Friday
<b>Topic/Activity</b>	<p>Lesson: Literature Elements - Form</p> <p>Examining the “Absolutely True Diary...”</p> <p>Objective: Discuss various issues using the form of a diary often brings up such as - What does the form <i>diary</i> offer us? What limitations does it have? Who is the narrator, can she or he read minds, and, more importantly, can we trust her or him?; Compare other works of literature that take on the form of diary; Create student diary to maintain throughout the week.</p> <p>Activity Outline: JIGSAW activity with various passages from different works of literature that are written in diary form; Students, in groups, will use handout to answer questions on the pros and cons of the diary form both from the perspective of a writer and as a reader; Students will then create their own “Absolutely True Diaries” in which they will be writing journal entries, reflections, and various class assignments; This will become a portfolio of sorts by the end of the unit.</p>	<p>Lesson: Tone &amp; Language</p> <p>Objective: Identify and define tone and language; Discuss how Arnold’s tone changes as the novel progresses and the role of humor in his narrative; Understand the importance of illustrations within this novel and how they enhance Arnold’s story; Develop student-generated stories on the same topic but illustrating varying tones.</p> <p>Activity Outline: Begin with discussion on tone and language, define and analyze Arnold’s use of both of these elements; Go through novel looking at the illustrations, the three different types of., and what they provide us with as readers; Divide students up into groups of two and provide one main storyline; Each group will write their own story based on this storyline but each reflecting assigned, varying tones; They will create their own illustration of their story that corresponds with the tone assigned; Students will then share with the class the stories and illustrations they’ve created.</p>	<p>Lesson: Characters</p> <p>Objective: Identify and analyze characters found in <i>Absolutely True Diary...</i>; Create a visual representation of each character; Find and use textual evidence to help develop character illustrations.</p> <p>Activity Outline: Begin with discussion on the various types of characters found in literature and the ways in which we can learn about them; Divide class into groups of 2-3 and randomly assign them a character from the novel; They will then in a visual form illustrate this character and all their characteristics; They will classify them as protagonist/antagonist; major or minor; round, flat, static, developing and find examples from the text that help define these various characters, what they may symbolize and how they influence Arnold’s life; Once each group has completed, they will present what they have created to the whole class; Each illustration will be hung up in the classroom for continual reference.</p> <p>Homework: Creative Writing Essay</p>	<p>Lesson: Themes – Identity</p> <p>Examining the “...of a Part-Time Indian.”</p> <p>Objective: Research various aspects of Native American history; Understand the role <i>community</i> plays within Native American culture, the reservation, and Arnold’s life; Define <i>racism</i> and <i>stereotypes</i> and identify ones that exist in regards to Native Americans; Examine the impact these have on Arnold, his community, and the world around him.</p> <p>Activity Outline: Divide students up into groups of 3-4 to engage in Webquest to research various aspects of Native American history. They will then present to the class briefly what they have learned; Engage in teacher-led discussion on the role of <i>community</i> while shifting to the <i>stereotypes</i> that exist for certain communities with focus on the Native American community; Define <i>stereotype threat</i> and find textual evidence that illustrates this.</p> <p>Homework: “The Affect of Stereotypes” Graphic Organizer</p>	<p>Lesson: Expectations &amp; Hop</p> <p>Objective: Define and identify <i>expectations</i> and <i>hope</i>; List expectations students’ deal with in their own, personal lives; Identify expectations that influence Arnold’s life; Discuss what hope means to Arnold.</p> <p>Intro/Bellringer: Journal Entry – What are some expectations that influence your daily life? Who or where do they come from? Provide illustration or drawing/sketch.</p> <p>Activity Outline: As a class, brainstorm list of expectation students face using categories provided. Then, make connections to novel by identifying expectations that are influencing Arnold’s life.</p> <p>Shift to discussion on hope and what this means to Arnold. Focus on interaction between Arnold and Mr. P. Then divide class up into two groups – one illustrating <i>what hope is</i> for Arnold and <i>what hope isn’t</i>. Discuss how expectations affect hope.</p> <p>Homework: Reflection Essay</p>

	Day 6: Monday	Day 7: Tuesday				
<b>Topic/Activity</b>	<p>Lesson: Escape &amp; ‘World-Jumping’</p> <p>Objective: Explore and identify the concepts of <i>escape</i> and <i>world-jumping</i>; Define <i>epigraph</i> and discuss the one at the beginning of this novel; Brainstorm list of other individuals who might be torn between two worlds; Read and analyze a passage that explores this topic; Illustrate and find examples from the text of the two worlds Arnold finds himself in.</p> <p>Activity Outline: Begin by discussing the W.B. Yeats quote and how it relates to the narrative; As a class, brainstorm other individuals or situations individuals might themselves in that illustrate ‘world-jumping’; They will then read a passage from <u>Born Confused</u> by Tanuja Desai Hidier and using a Venn diagram analyze the two worlds the narrator is torn between; Divided in to two groups, the class will then use the same method to analyze Arnold’s two worlds.</p> <p>Homework: World-Jumping Activity</p>	<p>Lesson: Tribal Belonging</p> <p>Objective: Students will discuss the cost of Arnold pursuing his dreams and the effects it had on his life and those around him; Analyze the conclusion Arnold reaches at the end of his story; Determine the different tribes the students themselves belong to; Create a visual representation of this.</p> <p>Activity Outline: As a class, and led by teacher discussion, students will create a cost-benefit analysis of Arnold pursuing his dreams, leaving the rez and attending Reardan high school; Create one from Arnold’s perspective at the beginning of the novel before his first day of school and create a second one from Arnold’s perspective after his last day of freshman year; Compare the two analyses and allow students to decide if he made the right decision, defending their argument with textual evidence; Put visual representation of all the tribes Arnold realizes he belongs to on the board and begin discussion with students on their own personal <i>tribes</i>; Students will then create a visual representation of all the tribes they belong to while providing illustrations; At the end of class, students will turn in their personal “Absolutely True Diaries” with all reflections, class assignments, notes, and homework assignments</p>				

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

### Lesson Plan – Day 1 – Form

#### I. Learning Objectives

- a. Introduce and define the literary elements *form*, *narrator*, and *point of view* and apply to The Absolutely True Diary...
- b. Discuss the benefits as well as the difficulties brought up when using the form of diary – consider from the both the perspective of writer as well as reader.
- c. Analyze passages from various works of literature that use the diary form; compare and contrast.
- d. Create personal “Absolutely True Diaries” in which students will use for their daily reflections, notes, class assignments, illustrations, and homework assignments.

#### II. Introduction

- a. **Bellringer** – *Journal Entry*: If this were to be your absolutely true diary, what would be the title? For example, “The Absolutely True Diary of a Part-Time Perfectionist or Athlete or Straight A Student.” Why would this be the title? Provide a cover illustration. [5 min]

#### III. Body

- a. Begin lesson with JIGSAW activity in which students will read and analyze passages from various works of literature that use the diary form. [35 min]
  - i. Divide students into groups of four. Assign each person in the group a different passage.
    1. Sample passages: The Diary of Anne Frank, Diary of a Wimpy Kid, Speak, etc.
  - ii. Students will read their passage individually for 10 minutes. After ten minutes, students with the same passage will group together to discuss what they have read and fill out form analysis handout.
    1. Questions that will be explored: What does the form *diary* offer us? What limitations does it have? Who is the narrator? Can we trust her or him? Why would the writer choose to tell this story in the form of a diary? As a reader, how do we benefit from learning the story from this point of view?
  - iii. Students will then return back to their initial groups and each summarize their passage and share what they analyzed. Students will write down notes for each passage on their handout from the information shared by their peers.
- b. Debrief with students and allow them to share with the class what they’ve learned. Lead discussion into the form of diary as it pertains to The Absolutely True Diary... and Arnold’s story. [5-10 min]
  - i. As the class discusses, students will answer the same questions from above but about writer Sherman Alexie and this novel.
- c. Return back to the journal entry from the beginning of the lesson and inform students that they will be actually creating their own “Absolutely True Diaries.” For the rest of the class period, students will create, design and illustrate their own diaries in which they will be using for the rest of the unit for reflections, notes, illustrations, in-class and homework assignments. [5-10 min]

#### IV. Conclusion

- a. Remind students to bring their “Absolutely True Diaries” with them to each class period along with the novel. Inform them that the diaries will become a sort of portfolio that will be turned in at the end of the unit.

#### V. Assessment

- a. Informal Assessment – Class Discussion, Peer interaction and contribution in JIGSAW assignment, “Absolutely True Diaries” (for today; will be turned in at the end of the unit for formal assessment)

**b.** Formal Assessment – Form Analysis handout

**VI. Materials and Resources**

Composition Notebooks for students' "Absolutely True Diaries"

Passages from various works of literature written in the form of a diary

Form analysis handout

Markers/colored pencils/crayons and any other materials needed to create students' "Absolutely True Diaries"

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

### Lesson Plan – Day 3 – Character

#### I. Learning Objectives

- a. Understand the various types of characters found in literature and the different ways in which we can learn about them.
- b. Identify and analyze the characters found in *Absolutely True Diary of a Part-Time Indian*.
- c. Connect character's actions with character's traits and then generate list of adjectives to describe each character.
- d. Create a visual representation of each character using illustrations and textual evidence.

#### II. Introduction

- a. **Bellringer** – *Journal Entry*: Who is your favorite character in Absolutely True Diary...? Why are they your favorite character? What is your favorite moment of theirs from the novel? Provide quote. Provide illustration or sketch/cartoon of this character. [5 min]
  - i. Ask any students to briefly share if they would like.

#### III. Body

- a. Begin mini-lecture on the various types of characters found in literature, the ways in which we can learn about them, and how we describe them. Use 'Character' PPT. Hand out corresponding graphic organizer for students to take notes [20 min]
  - i. Sample information: *Types of characters* – **protagonist/antagonist; major/minor; round** – opposite of flat, complex personality and increases in complexity throughout story, capable of contradiction and change; **flat** – no mental or emotional development throughout story, one-dimensional, fills a simple role ; **static** – one who stays the same throughout the entire story ; **dynamic** – changes in some way during the story, etc.  
*Ways in which we can learn about characters*: Physical traits, dialogue, actions, attire, opinions, point of view, etc.
  - ii. Spend a considerable amount of time introducing idea to students of characters' traits linking to their actions, and vice versa. For example, how a specific trait leads a character to act in a certain way. On the other hand, how does an action of a character reflect a certain trait?
- b. Divide class into groups of 2-3 and randomly assign them a character from the novel to analyze and create visual representation of. [35 min]
  - i. On a handout provided, students will: (1) classify the character (2) find 1-3 defining moments, summarize, and find corresponding quotes that link the action and the trait (3) generate list of 5-7 adjectives that could describe this character.
  - ii. Students will then collaborate to create a life-size visual representation of their assigned character making sure to include the list of adjectives they generated in some visible way.

#### IV. Conclusion

- a. Character illustrations and analysis will be hung up around classroom for continual reference.
- b. Homework Assignment: Creative Writing Essay – 3-4 paragraphs addressing the following topic -
  - i. Choose one character from the story and write a 3-4 paragraph essay telling us about their lives after the last page. Where are they currently? What are they doing? What are they thinking? How are they feeling? What are their hopes and goals for their future? You can choose either first person or third person and you can decide how far into their life they are. (*Allow for a lot of creative freedom.*)

#### V. Assessment

- a. Informal Assessment – Mini-lecture graphic organizer, Peer interaction and contribution during Group Assignment

- b. Formal Assessment – Character Handout, Character Visual Representation, Creative Writing Essay

**VI. Materials and Resources**

'Character' PowerPoint – teacher-generated

'Character' PPT Graphic Organizer

Character handout

Butcher paper and markers/colored pencils/crayons

Teacher-generated model of Creative Writing Essay assignment

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

## Lesson Plan – Day 4 – Identity & Community

### I. Learning Objectives

- a. Research various aspects of Native American history in groups through a Webquest and share information learned to the class.
- b. Understand the role *community* plays within the Native American culture, the reservation, and Arnold's life.
- c. Define *racism* and *stereotypes* and identify those that exist in regards to Native Americans.
- d. Examine the impact *stereotypes* have on Arnold, his community, and the world around him.

### II. Introduction

- a. **Bellringer** – Fill out a KWL (Know/Want to Know/Learned) Chart on Native American history and culture. [5 min]

### III. Body

- a. Divide class into four different groups to engage in small group research on various aspects of Native American history as listed below. Provide handout for each student to write down the information they will find from the predetermined and approved websites listed below. (Can be found on teacher website) Students will then come together as a class and share the information they have found. Inform students that they should take notes on information each group presents. [20-25 min]
  - i. (a) Spokane Tribe History (b) Reservation History (c) The US Government and Native Americans (d) Current Native American Issues
- b. Show students various pictures of Native Americans as traditionally portrayed in literature. For example, *Little House on the Prairie*, ... Also discuss the ways in which they've been portrayed – demeaning vocabulary such as 'savage' or 'squaw'; dressed in buckskin and feathers; portrayed as an extinct species; Indian 'imitation' names such as "Little Chief"; lack of tribal distinction and more generalization, etc. [10 min]
  - i. Ask students to make connections between the images they see and what they have learned. As this discussion begins, show students pictures of Native Americans as they are living in the US today.
  - ii. Guiding Discussion Questions: Is what has been typically portrayed the reality of Native Americans today? How or how not? Why do people continue to make these types of associations?
- c. Write the term *stereotype threat* on the board and work as class to define it. [10 min]
  - i. Definition: the experience of anxiety or concern in a situation where a person has the potential to confirm a negative stereotype about their social group.
  - ii. Provide contextual evidence for students – for example, explain to the class a hypothetical situation in which every day you came into the room and told the students wearing blue shirts they were not smart and would not perform well because they're wearing blue shirts. Ask students to identify how this would make them feel and then hypothesize how they would perform at academic tasks.
- d. Work as a class to find three examples from the text in which Arnold and/or the reservation suffer from *stereotype threat*. [10 min]
  - i. Possible examples: "It sucks to be poor, and it sucks to feel that you somehow deserve to be poor...And then you start believing that you're stupid and ugly because you're Indian...." (13) – Arnold suffering from stereotype threat.  
"Just remember this, my father said. 'Those white people aren't better than you.' But he was so wrong. And he knew he was wrong. He was the loser Indian father of a loser Indian son living in a world built for winners" (55)  
"I didn't deserve to be there. I knew it; all of those kids knew it. Indians don't deserve shit" (56) – How stereotypes are affecting not just Arnold but his family/community as well.

- ii. Follow-up discussion questions: How can stereotypes be harmful to an entire community? How do stereotypes affect how we perceive ourselves? How does that then influence the ways in which we act? How do stereotypes affect how others perceive us? How does that then influence the way they act towards us? (Make connections to character lesson, the Native American community, and students' lives)

#### **IV. Conclusion**

- a. Students will pick two new pieces of information they learned within the lesson to write on their KWL.
- b. Homework Assignment: "The Affect of Stereotypes" Graphic Organizer (To focus more on the internal affect of stereotypes but to also help students start thinking about how these affect how others view us as lead in for lesson on 'World-Jumping')
  - i. Research based: Stereotypes vs. Reality of Native Americans
  - ii. Text based: How do stereotypes affect how Arnold (and/or other characters) identifies/perceives himself? How does what they believe influence their actions? How do stereotypes affect how the outside world identifies/perceives those that are from the rez? How does what they believe influence their actions? Throughout the novel, do these beliefs and/or stereotypes change or transform? (Provide text evidence for each)
- c. Students will turn this assignment in along with research handout tomorrow at the beginning of class.

#### **V. Assessment**

- a. Informal Assessment – Class Discussion and student engagement, Peer Interaction and contribution during Group Assignment
- b. Formal Assessment – Homework Assignment: Graphic Organizer, Research Handout

#### **VI. Materials and Resources**

Research Graphic Organizer/Handout

Websites for Research –

Spokane History: <http://www.goia.wa.gov/tribal-information/Tribes/spokane.htm>;  
<http://www.maldenreads.org/Spokane-Native-Americans.html>

Reservation History: <http://www.ushistory.org/us/40d.asp>;  
<http://www.irp.wisc.edu/publications/focus/pdfs/foc121f.pdf> "A brief history of the reservation system" (37-38)

The US Government and Native Americans: <http://www.historytoday.com/andrew-boxer/native-americans-and-federal-government>; [http://www.socialstudieshelp.com/Lesson\\_41\\_Notes.htm](http://www.socialstudieshelp.com/Lesson_41_Notes.htm)

Current Native American Issues: <http://www.civilrights.org/resources/civilrights101/native.html>;  
<http://www.spotlightonpoverty.org/ExclusiveCommentary.aspx?id=0fe5c04e-fdbf-4718-980c-0373ba823da7>; [http://www.nrcprograms.org/site/PageServer?pagename=naa\\_livingconditions](http://www.nrcprograms.org/site/PageServer?pagename=naa_livingconditions)

Pictures/slides of Native Americans historically portrayed in literature and those that live in the US today  
"The Affect of Stereotypes" Graphic Organizer



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

### Lesson Plan – Day 5 – Expectations & Hope

#### I. Learning Objectives

- a. Define and identify *expectations* and *hope*.
- b. List expectations students' deal with in their own personal lives.
- c. Identify *expectations* that influence Arnold's life and discuss what *hope* means to Arnold.
- d. In groups, produce illustrations of 'what hope is' and 'what hope isn't' to Arnold.

#### II. Introduction

- a. **Bellringer** – *Journal Entry*: What are some expectations that influence your daily life? Who or where do they come from? Provide illustration or drawing/sketch. [5 min]
  - i. To enhance student responses, provide teacher-generated journal entry example complete with sketch or cartoon.

#### III. Body

- a. Write two words on the board in all capital letters – *expectations* and *hope*. Inform students that today they will be exploring the meaning of these two and how, if at all, they are related or affect one another.
- b. Turn first to *expectations* and begin lesson by brainstorming, as a class, a list of different categories of expectations that students might experience in own lives. In a black marker, write down list of student expectations as they are brought up. [10 min]
  - i. Discussion Questions/Prompts: What are some areas in which we face expectations? (If no initial response, see list of categories below.) Now, what are some more specific expectations within these areas? For example, "My family expects me to make straight A's or I'll end up working at a McDonald's" or "I feel like if I'm not pretty enough people won't like me." Make sure the diverse classroom environment is specifically noted and explain how this allows for different and unique perspectives that will lead to varied responses.
  - ii. Possible categories: *familial, educational, racial, cultural, religious, economic, gender, community, relationships, beauty, etc.*
- c. Analyze the list and ask students to now pair up. Assign pairs to a category of expectations for which they will each find one example from Arnold's own life, using textual evidence. They will then come together as a class, and with a different color marker, add to the list of expectations already on the board. [10-15 min]
  - i. Possible answers:
    1. Economic: "It sucks to be poor, and it sucks to feel that you somehow *deserve* to be poor. You start believing that you're poor because you're stupid and ugly...Poverty doesn't give you strength or teach you lessons about perseverance" (13).
    2. Beauty: "And if you're fourteen years old, like me, and you're still stuttering and lisping, then you become the biggest retard in the world" (4).
    3. Relationships: "But in Reardan, my coach and the other players wanted me to be good. They needed me to be good. They expected me to be good. And so I became good." (180)
- d. Now shift class attention to *hope*. Ask the question, "What is hope?" Discuss the possible answers to this question and what it could mean for Arnold. Ask students to turn to page 33 to analyze the interaction between Mr. P and Arnold. [5-10 min]
  - i. Discussion Prompts: Ask students to summarize what occurs during this conversation and the ideas brought up. What is the distinction made between what is and what isn't *hope*?
- e. Divide class into two groups – have one illustrate what HOPE is for Arnold and one illustrate what ISN'T HOPE. Students must use quotes and references from text to develop explanations for their illustrations. [20 min]

- i. See pages 43 and 51 for examples.

#### **IV. Conclusion**

- a. Hang up both illustrations and pose the question – “How do the expectations Arnold faces affect his hope?”
- b. Introduce homework assignment – reflection essay in the form of a diary entry; Students will answer/address the following questions in at least 3 paragraphs and include their own illustration of what *hope* looks like to them.
  - i. How do the expectations of Arnold from his own community, the outside world, and his peers affect his hope and dreams? Do they positively or negatively affect him?
  - ii. What does *hope* mean to you? What are some dreams of yours that you hope to accomplish? Do any expectations of you get in the way of your dreams? Do any expectations affect the hope you have?

#### **V. Assessment**

- a. Informal Assessment – Class Discussions and student engagement, Peer Interaction and contribution during Group Assignments, Hope Illustrations
- b. Formal Assessment – Homework Assignment: Reflection Essay

#### **VI. Materials and Resources**

Dry erase board and markers

Butcher paper and markers/colored pencils/crayons

Teacher-generated model of Reflection Essay assignment

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

### Lesson Plan – Day 6 – Escape & ‘World Jumping’

#### I. Learning Objectives

- a. Students will explore and analyze the concepts of *escape* and ‘*world-jumping*’ as it applies to Arnold’s life as well as their own personal lives.
- b. Define *epigraph* and interrelate the one at the beginning of the novel to Arnold’s narrative.
- c. Read an excerpt from Born Confused by Tanuja Desai Hidier and analyze the two worlds presented by this passage and the ways in which the character feels caught between them.
- d. Brainstorm situations or people who might feel torn between two worlds and use a Venn diagram to illustrate.
- e. Collaborate to find examples from the text that illustrate the two worlds Arnold feels caught between and create corresponding visual representation.

#### II. Introduction

- a. **Bellringer** – *Journal Entry*: Respond to this quote – “There is another world, but it is in this one.” W.B. Yeats. What are your initial thoughts on this quote? What does W.B. mean by ‘another world’? What do you think the entire quote means? What imagery does this bring to mind? [5 min]

#### III. Body

- a. Begin class discussion on the journal entry. Ask students if this quote looks familiar and to possibly share what they wrote. Explain that it is the *epigraph* for the novel and define the term. Discuss the meaning of this quote and how it pertains to the story. [5 min]
  - i. **Epigraph** - a phrase, quotation, or poem that is set at the beginning of a document or component; can illuminate important aspects of the story, and get us headed in the right direction
  - ii. Guiding Questions: What sort of insight does this quote give us about the story? How does this idea reflected in the title? How does the idea of two worlds relate to Arnold’s narrative? Would you say this is a major theme? How does the idea of *escape* fit into the idea of two different worlds? (Make note that Arnold, because he associates *hope* with the white world and Reardan high school, must now escape the reservation, but where does that leave him?)
- b. Introduce to students the idea that many people can feel like they are torn between two different worlds – not just Native Americans. For example, someone from the South moving to the North may feel stuck as develop a Northern accent and love the cold weather but can’t seem to find sweet tea or notice people looking at them differently when they say ‘y’all’. [25 min]
  - i. As a class, students will generate a list of other people who might feel torn between two worlds because of their heritage or ethnicity and/or because of their personal situations.
    1. Examples: Jewish-American, African-American, the working mother who wants to spend time with her young children, Indian-American, Chinese-American, moving from a small town to a big city, etc.
  - ii. To help further illustrate and contextualize this idea, hand out excerpt from Born Confused by Tanuja Desai Hidier and corresponding Venn diagram graphic organizer.
  - iii. Students will read the four-paragraph excerpt and on their graphic organizer find examples from the text to illustrate the two worlds the character feels torn between.
  - iv. The class will then come together as the teacher puts up a model of this Venn diagram on the board and share what they have found from the passage.
- c. Using the same Venn diagram model, students will then apply this same analysis to Arnold and his ‘world-jumping.’ [20 min]
  - i. Place enlarged Venn diagram illustration on the board and divide class into two halves. One half will be responsible for finding examples from the text for one world Arnold feels apart of and the other half will find examples for the other world.

1. Examples: his different names, the different expectations of the two worlds, the different ways in which each world perceives him, etc.
- ii. As they find examples, they will come to the board and write what they find.

#### **IV. Conclusion**

- a. Homework Assignment: World-Jumping activity – students will be provided the same Venn diagram handout to analyze and illustrate two possible worlds they themselves feel torn between.
  - i. Must include illustration of self (as modeled by Arnold on page 57) and ways in which the two worlds are different and conflicting.

#### **V. Assessment**

- a. Informal Assessment – Class discussion and engagement, Peer interaction and contribution during Group Assignment, Arnold Venn Diagram Illustration
- b. Formal Assessment – Born Confused Venn Diagram handout, Homework assignment: World-Jumping activity

#### **VI. Materials and Resources**

Dry erase board/markers

Born Confused by Tanuja Desai Hidier passage - <http://scholasticcanada.ca/titles/bornconfused/>  
Venn diagram handout for Born Confused passage analysis (copy for each student) and one enlarged copy for Arnold/Absolutely True Diary... analysis to put on board  
“World-Jumping Activity” handout

Born Confused Venn Diagram Handout

Name: \_\_\_\_\_

India



America

The Absolutely True Diary of a Part-Time Indian Venn Diagram Handout  
Name: \_\_\_\_\_

*World One:* \_\_\_\_\_

*World Two:* \_\_\_\_\_

