

Grade 11

Distance Learning Module 2: Week of: 3/30/2020-4/3/2020

American Literature Reading/Writing

Targeted Goals from Stage 1: Desired Results

- Students will use additional resources to assess own understanding and possible bias
- Students will use the core text in a mentor capacity to experiment with and improve writing through use of tone, style, voice

Content Knowledge: Tone, using author background to understand a text, author's style, elements of memoir

Vocabulary: Vocabulary for the text is listed on the reading chart for students

Skills: Identifying elements of a memoir and storytelling/craft moves

Expectation: Students will be able to understand various elements of the text such as background/author info, stylistic choices, tone, to improve comprehension.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: March 30 Getting ready to read <i>The Absolutely True Diary of a Part-time Indian</i> Journal Entry: Three things you know about Native Americans. How do you know these things? Do you think your information is accurate, unbiased, true? What would you like to know about Native Americans and their way of life? You should begin reading today, and read for 15-20 minutes a day, completing the chart after each section of reading. During or after reading, sticky note or jot down unique qualities of this author's style. CT- 1	Intro video 1. <i>Absolutely True Diary</i> 2. chart	Journal entry: Ongoing journal on Google Classroom. Each student will have his/her journal attached to the assignment on Classroom and will add to it for each assignment. Finish reading by April 17th.

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<p>Tuesday: March 31</p> <p>Journal your responses to the Webquest questions: How did Europeans impact Native Americans? Name 2-3 ways. What are some of the challenges Native Americans face today? Who is Sherman Alexie and what was his life like? What is the “proper” name for Native Americans?</p> <p>CT- 1</p>	<p>Mrs. E Video Welcome</p> <p>Resource 1 first page only</p> <p>Resource 2</p> <p>Resource 3</p> <p>Resource 4</p>	<p>Journal Entry</p>
<p>Wednesday: April 1</p> <p>You should have completed at least the first section of reading.</p> <p>Some qualities of Alexie’s writing are really easy to spot and others require a deeper look.</p> <p>Journal: Look at the elements of the author’s style that you noted while you were reading. Answer the following questions in your journal. What methods does the author use to get his point across? How effective are they? What is the <u>tone</u> of his writing? How do you know? What are his sentences like? Long, short? Lots of clauses, complicated structures or simple? What words does he use frequently?</p> <p>CT - 6</p>	<p>tone: <u>resource for describing tone</u></p>	<p>Journal Entry</p> <p>Are you remembering to date your journal entries?</p>
<p>Thursday: April 2</p> <p>Journal Entry: Have you read anything or learned anything about Native Americans</p>		<p>Journal response</p>

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<p>that differs from what you thought before? How does what you learned about Sherman Alexie in the webquest impact what you are reading in the book? Are you questioning if this is fiction or nonfiction? Why?</p> <p>CT -1</p>		
<p>Friday: April 3 Memoirs: Truth, Lies and Artistic License Read the article linked in the next column & respond to the question below in your journal</p> <p>What category should <i>The Absolutely True Diary of a Part-Time Indian</i> be placed in? Is it nonfiction, fiction, memoir? Why? Be specific and use details to support your answer.</p> <p>CT - 3,10,11</p>	<p>Memoir info for students</p>	<p>Journal response</p>

Week criteria for success (attach student checklists or rubrics): Journal and response rubric

Supportive resources and tutorials for the week (plans for re-teaching): I will give feedback directly to students and “Google Meet” one-on-one when reteaching is needed.