

Grade 10

Distance Learning Module 3: Week of: 4/13/2020-4/17/2020

## American Literature - *Modified from Unit 7* - Authors and Personal Truth - Core Text (CT 10 - 14)

### Targeted Goals from Stage 1: Desired Results

#### Content Knowledge:

- Authenticity and verisimilitude in narrative writing.
- The importance of representation

#### Vocabulary:

- Authenticity
- Verisimilitude
- Objectivity
- Subjectivity
- Vulnerability

#### Skills:

- Close Reading
- Analysis
- Synthesis

#### Expectation:

Description of Task (s):	Resources and Materials: (Google Slide)	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: <ul style="list-style-type: none"><li>• The nature of “Truth”, and why one might change the truth.</li><li>• Read “How to Tell a True War Story”. Annotate: Where do you think O’Brien is being truthful? Where do you think he is not? Why?</li></ul>	“How to Tell a True War Story”  “If I were to guess at the percentage, it would be about seventy-eight percent true.” - Sherman Alexie, on <i>Part-Time Indian</i> .  Vocabulary for Module 3	Submit: <ul style="list-style-type: none"><li>• Quick Write: why does O’Brien think that changing “The Truth” can be more authentic? Provide examples from the text.</li></ul>
Tuesday:	A Million Little Pieces	Each news article is purporting to be telling

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<ul style="list-style-type: none"> <li>• Difference between novel, memoir, reporting.</li> <li>• <b>GQ:</b> Who has the responsibility to tell “The Truth”? Who can stretch the truth?</li> <li>• Watch/Read <i>A Million Little Pieces</i> Resources</li> <li>• Compare 3 news articles tackling the same story from different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Video</li> <li>• Articles Link just in case (possibly find more current articles as date gets closer)</li> </ul>	<p>the truth. Identify the differences between these articles. If you only read each article individually, how would your perception of the event change?</p> <p>Worksheet</p>
<p>Wednesday:</p> <ul style="list-style-type: none"> <li>• Alexie and Stereotypes</li> <li>• <b>GQ:</b> What is Alexie’s responsibility when writing a story like this which depicts “Native American” experiences? How much is it his story vs. the story of a people? Is it fair to put this responsibility on him?</li> <li>• Read passage from <i>Diary</i>. How is Alexie playing into stereotypes? Why?</li> <li>• Read poem from Bird and Bird quote (she was talking about Alexie) Consider Bird’s admonition: Whom do you agree with?</li> </ul>	<p>“Red vs. White” - <i>Diary</i> p. 126 (digital) [L2 teachers may want to choose a specific part of this chapter]</p> <p>“From Santa Clara” - Gloria Bird</p> <p>“The danger is with the gross representation becoming implicit. That is, when people (who haven't grown up on an Indian reservation) decide this representation is accurate and, like Philip Patrick, reinforce that assumption back to a general readership, who, in turn, have no empirical knowledge as a basis for comparison. Mainstream readers trust the "native" novel mistaking it for complete representation.” - Gloria Bird</p> <p>Link back to Mod 1</p>	<p>Identify how Alexie uses stereotypes in the chapter.</p> <p>Gloria criticizes Alexie for exaggerating (and stereotyping) Native American experiences to make his work more interesting to a non-Native audience.</p> <p>Write an argument defending Alexie. Write an argument agreeing with Bird. Whom do you side with? Why?</p>
<p>Thursday:</p> <ul style="list-style-type: none"> <li>• The Danger of a Single Story</li> <li>• The importance of vulnerability in writing.</li> <li>• Classroom Discussion</li> </ul>	<p>“The Danger of a Single Story”</p> <p>Connect to CT Nations</p> <p>The Importance of Vulnerability in Writing or Article</p>	<ul style="list-style-type: none"> <li>• G-Classroom Discussion: What are the layers of vulnerability (agency)-- looking at race, class, gender. In what way is Alexie vulnerable?</li> <li>• Possible connection back to other stories from Native Americans. Possibly the Native American Myths</li> </ul>

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	Single Story Notes - Google Docs.webm (This same video is linked into Slide #35)	<p>addressed in T1 and a discussion of the casinos in CT. Creation Myth or The Legend of the Three Sisters</p> <ul style="list-style-type: none"> <li>Journal: How, as readers and writers, can we find authenticity in personal stories, especially when they are stories about marginalized groups? Consider: <ul style="list-style-type: none"> <li>O'Brien's struggle to write a "true" war story.</li> <li>The pull between Objectivity and Subjectivity in "true" stories.</li> <li>Alexie and Bird on exaggeration and stereotype.</li> <li>The Danger of a Single Story</li> <li>Vulnerability</li> </ul> </li> </ul>
<p>Friday: Writing About Reading workshop time</p> <ul style="list-style-type: none"> <li>Revisit American experiences vs. American ideals - how does this apply to Alexie's story?</li> <li>How does the story compare/contrast with those in previous texts?</li> <li>What stories do we need to hear/tell to understand the breadth of American experiences?</li> </ul>	<p>Synthesis Model Brainstorm</p> <p>Synthesis Brainstorm Worksheet</p> <p>Synthesis Video Lesson</p>	Weekly Reading Summary/Analysis Sheet due

**Week criteria for success** (attach student checklists or rubrics): General Feedback Rubric

**Supportive resources and tutorials for the week** (plans for re-teaching):

## Synthesis Strategy Breakdown/Model