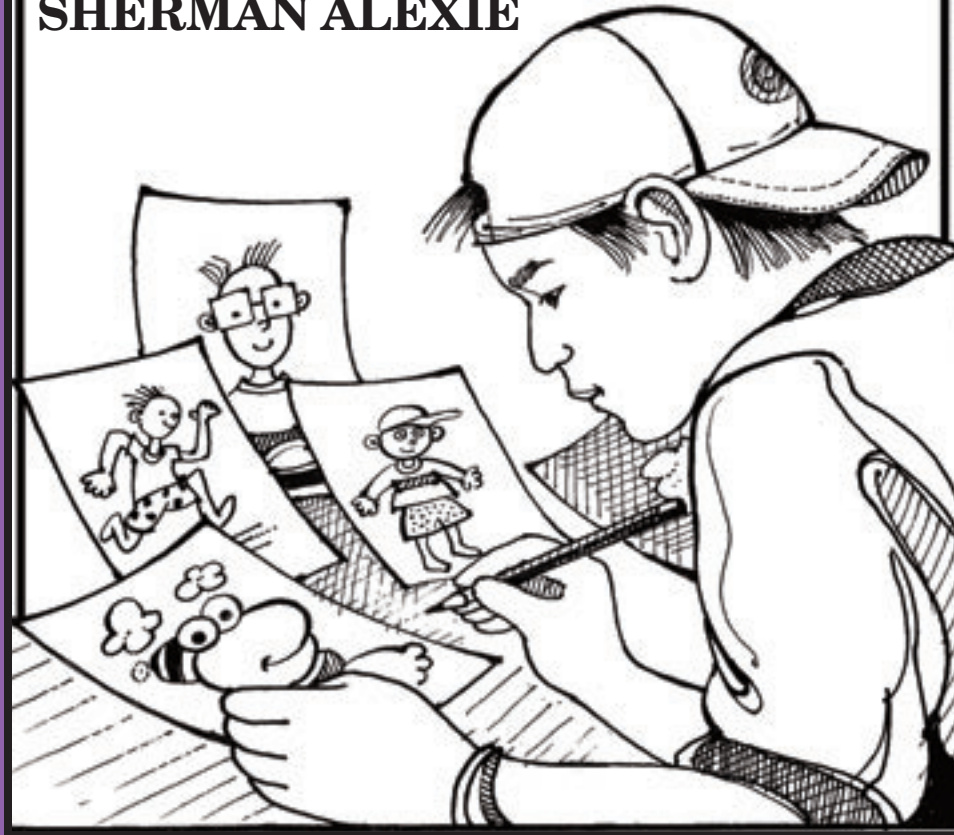


Novel·Ties

The Absolutely True Diary of a Part-Time Indian **SHERMAN ALEXIE**



A Study Guide

Written By Carol Alexander

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
Background Information	2 - 3
Pre-Reading Activities	4
The Black-Eye-of-the-Month Club; Why Chicken Means So Much to Me; Revenge is My Middle Name; Because Geometry is Not a Country Somewhere Near France.	5 - 7
Hope Against Hope; Go Means Go; Rowdy Sings the Blues; How to Fight Monsters; Grandmother Gives Me Some Advice	8 - 10
Tears of a Clown; Halloween; Slouching Toward Thanksgiving; My Sister Sends Me an Email; Thanksgiving; Hunger Pains	11 - 13
Rowdy Gives Me Advice About Love; Dance, Dance, Dance; Don't Trust Your Computer; My Sister Sends Me a Letter; Reindeer Games; And a Partridge in a Pear Tree	14 - 16
Red Versus White; Wake; Valentine Heart; In Like a Lion	17 - 18
Rowdy and I Have a Long and Serious Discussion About Basketball; Because Russian Guys Are Not Always Geniuses; My Final Freshman Year Report Card; Remembering; Talking About Turtles	19 - 21
Cloze Activity	22
Post-Reading Activities	23 - 24
Suggestions For Further Reading	25
Answer Key	26 - 28

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide to use in conjunction with the book *The Absolutely True Diary of a Part-Time Indian* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each student. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging student's love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits formed by practice in focusing on interpretive comprehension and literary techniques will be transferred to the books students read independently. Passive readers become active, avid readers.

violent conflict. With their native lands exploited and food sources threatened, the Spokane, like many other tribes, found their traditional way of life imperiled. Damming the Columbia River, in particular, was disastrous for the Spokane, who have long depended upon the supply of salmon.

While there were whites who were concerned for the welfare of the tribes, it seemed that simple humanity and compassion were no match for the relentless thrust of settlers into the old Indian territories. The Spokane were forced to move to reservations and began their long legal battle with the U.S. government to get compensation for their reduced livelihood in the fishing industry.

About the Author

Poet and storyteller Sherman Alexie was born in 1966 on the Spokane Indian Reservation into the Spokane/Coeur d'Alene tribe. The award-winning author, like his protagonist in *The Absolutely True Diary of a Part-Time Indian*, faced physical and social challenges in his early childhood that caused him great suffering and later alienated him from his peers.

Other important details of the author's youth form the basis of this autobiographical novel for young adults. Alexie transferred from the reservation school at Wellpinit, attended Reardan High, and became a star basketball player. Later, he attended Gonzaga University and Washington State University, where he originally took pre-med courses. He did not go on to medical school, having discovered a love of poetry.

Alexie is an extremely versatile writer. In addition to the many volumes of poetry and fiction, he has authored songs and a screenplay. Many of his literary works explore the relationship between Indian and white culture. Alexie is also known as a compelling public speaker and stand-up comedian. He and his family live in Seattle, Washington.

The Black-Eye-of-the-Month Club; Why Chicken Means So Much To Me; Revenge is My Middle Name; Because Geometry is Not a Country Somewhere Near France

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|----------------|---|
| 1. susceptible | a. favorites or followers |
| 2. impediments | b. intentional damage to property |
| 3. smirked | c. easily affected or influenced |
| 4. hypothermia | d. broken down |
| 5. vandalism | e. obstacles or physical defects |
| 6. inseparable | f. smiled in a silly or self-satisfied manner |
| 7. minions | g. life-threatening cold body temperature |
| 8. decrepit | h. that which cannot be parted |

.....

1. After repeated acts of _____ were committed on our house, we decided to move out of the neighborhood.
2. The queen entered the great hall, surrounded by her _____.
3. The _____ state of the old house suggested that it had been abandoned many years earlier.
4. Although the twins were _____ as children, they now led independent lives.
5. Very young and very elderly people are the most _____ to infection.
6. I was insulted when you _____ at my attempt to sing.
7. Visitors to the arctic regions must beware of _____.
8. Stuttering and lisping are two common speech _____.

Read to find out about life on the Spokane Reservation.

Questions:

1. Why did Junior consider himself abnormal? What factors reinforced this self-image?
2. How was the prejudice of the white dentist revealed?
3. Why didn't Junior blame his father for shooting Oscar?