

Brunswick School Department
E.L.A.
Grade 12: Native American Literature

Course Overview

Description -This course is designed for 12th grade students wishing to gain a greater understanding of the Native American Experience through its literature, legends, totems, poetry, and art. Students will explore the various modes of rhetorical expression—narration, analysis, cause and effect, comparison and contrast, and argumentation.

Essential Understandings

- Stories passed through the oral tradition illustrate culture while also shaping culture.
- Universal themes endure cross-cultural and transcend time, place, and genre.
- History, culture, gender, and genre influence and give meaning to personal, social, and cultural issues and responsibilities.
- Language and literary elements enhance meaning and convey power to impact an individual and/or society.
- New information and existing knowledge is used to infer and make connections within textual and non-textual works.

Priority Standards and Performance Indicators

(as based on Maine Learning Results)

P.S. ELA-1 Language: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Notice and correct grammatical and mechanical errors in writing.
- b. Demonstrate command of correct sentence structure and variety.
- c. Apply standard usage to formal speaking and writing.

P.S ELA-2 Reading Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- a. Evaluate the relevant themes and synthesize how they are present in the novel in oral and written responses.
- b. Interpret the implications of setting and circumstance.
- c. Analyze the role of characters in the plot in oral and written responses.
- d. Analyze important quotations from the text in oral and written responses.

- e. Annotate the text.

P.S ELA-3 Reading Craft and Structure Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of a text.

- a. Understand SOAPSTone: Speaker, Occasion, Audience, Purpose, Subject, Tone.
- b. Analyze the plot and/or design of the text, following shifts in time and place.

P.S ELA-4 Writing Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Select and limit a debatable thesis.
- b. Research evidence using credible sources.
- c. Select an appropriate organizational plan.
- d. Acknowledge alternate sides of a position.
- e. Apply the standards of English conventions.
- f. Apply persuasive strategies.
- g. Create a Works Cited for evidence used.

P.S ELA-5 Writing Craft: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- a. Create an effective introduction.
- b. Use showing details v. telling details.
- c. Maintain a focus on the main idea throughout the body paragraphs.
- d. Write an effective conclusion.

P.S. ELA-6 Research- based Writing: Compose research-based writing to examine a topic through the selection, organization, analysis, and synthesis of relevant content.

- a. Gather relevant information from multiple authoritative print and digital sources.
- b. Assess the strengths and limitations of each source in terms of the task, purpose, and audience
- c. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
- d. Follow a standard format for citation.
- e. Select and limit an appropriate topic.
- f. Take notes using a minimum of three sources.
- g. Prepare an outline and multiple drafts.
- h. Write a works cited page.
- i. Write a strong introduction and conclusion.
- j. Include precise, effective quotations that directly correspond to the main idea.

P.S. ELA-7 Speaking and Listening: Engage effectively in well-reasoned exchange of ideas

- a. Attentively listen to the words of a speaker.
- b. Summarize what someone has said.

- c. Defend, refute, or challenge the ideas of others.
- d. Use evidence to support a position.
- e. Organize ideas clearly and logically.
- f. Use annotations of the text to contribute to class discussion.

Examples of Formative / Summative Assessments

- In-class discussions
- Quizzes and tests
- Essays – Persuasive, Compare/Contrast, Expository
- Vocabulary and grammar exercise
- Non-fiction, argumentative and literary analysis essay writing
- Dramatic reading
- Presentations (individual and group)
- Annotating selected text (with guidance and independently)
- Close reading exercises
- Final research paper
- Basic rhetorical Analysis

Sample Texts and Materials/Resources

- *I Heard the Owl Call My Name* by Margaret Craven
- *The Diary of a Part-Time Indian* by Leslie Marmon Silko
- *Bury My Heart at Wounded Knee* by Dee Brown
- *Bloodlines – Odyssey of a Native Daughter* by Janet Campbell Hale
- *House Made of Dawn* by N. Scott Momaday
- *Ceremony* by Leslie Marmon Silko
- *Water Lily* by Ella Cara Deloria
- *The Soft-hearted Sioux* by Zitkala-Sa
- *The Singing Bird* by John M. Oskison
- *The Man to Send Rain Clouds* by Leslie Marmon Silko
- *Turtle Meat* by Joseph Bruchare III
- *Snatched Away* by Mary Tall Mountain
- *Crow's Sun* by Duane Niatum
- *Beading Lesson* by Beth Ha Piadole
- *We May Be Brothers After All* by Chief Seattle
- *Light on the Indian Situation* by Carlos Montezuma