

Subject: English

Grade: 10

Unit: *The Absolutely True Diary of a Part-Time Indian*

Lesson Title: Paying Attention to Dreams

Time: 75 minutes

Materials:

- paper, magazines
- pencils
- copy of the novel
- poster paper
- markers, pencil crayons

Learning Objectives:

- question the impact expectations can have on ones' life and how this influences self-esteem
- develop an understanding of how societal expectations shape future roles in society
- lowered expectations and feelings of hopelessness can lead to a self-fulfilling prophecy

		Teacher is Doing:	Students are Doing:
	15 minutes	-silent reading	-silent reading
	5 minutes	-questions on the board: -what did you want to be when you grew up? -has this changed? Why? -who encouraged you to follow your dreams? -are there any obstacles preventing you from following your dreams?	-students will be writing down their answers on a piece of paper silently
	3 minutes	-give students a chance to share what they have written down	-share responses with the class, listening to responses
	5 minutes	-have students turn to page 11-13 and read it aloud -why weren't Junior's parents able to reach their dreams? -why does Junior feel hopeless?	-following along in the book -answering questions
	8 minutes	-ask students if they have heard of the word "self fulfilling prophecy" -write down possible definitions on the board -give students the definition and give them an example	-brainstorming definitions -writing down the definition

		<p><i>Self-fulfilling prophecy – a prediction that directly or indirectly causes itself to come true.</i></p> <p>-how do people get into this mindset?</p> <p>-why is Junior in this mindset?</p>	
	7 minutes	<p>Introduce the activity of the day:</p> <p>-give out the handout that explains the activity</p> <p>-go over with students in detail:</p> <p>-students will have to model an illustration similar to the one on page 12</p> <p>-who would _____ if someone paid attention to their dreams?</p> <p>-students must choose someone they know</p> <p>**students must also write a one page minimum back story to describe their illustration answering the following questions:</p> <ul style="list-style-type: none"> • why did this individual give up on his or her dream? • What obstacles prevented them from being realized? <p>**explain to the students that they will not be marked on their artistic abilities. It is more about the depth of their illustration.</p> <p>-students will be able to create a collage if they choose → make sure to tell students that they are not able to use pictures off the internet. They must be drawn or from magazines</p>	-listening to instructions
	3 minutes	<p>-give students examples of what they could draw:</p> <ul style="list-style-type: none"> • a sister who wishes to be a singer but is a nurse • a cousin who wanted to be a lawyer but had to work for the family business instead 	-listening to examples
	3 minutes	-hand out poster paper: one big poster paper split between two students	-dividing one poster paper between two students
	25 minutes		-working on their assignments in

		-observing while the students work on their assignments	class
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