

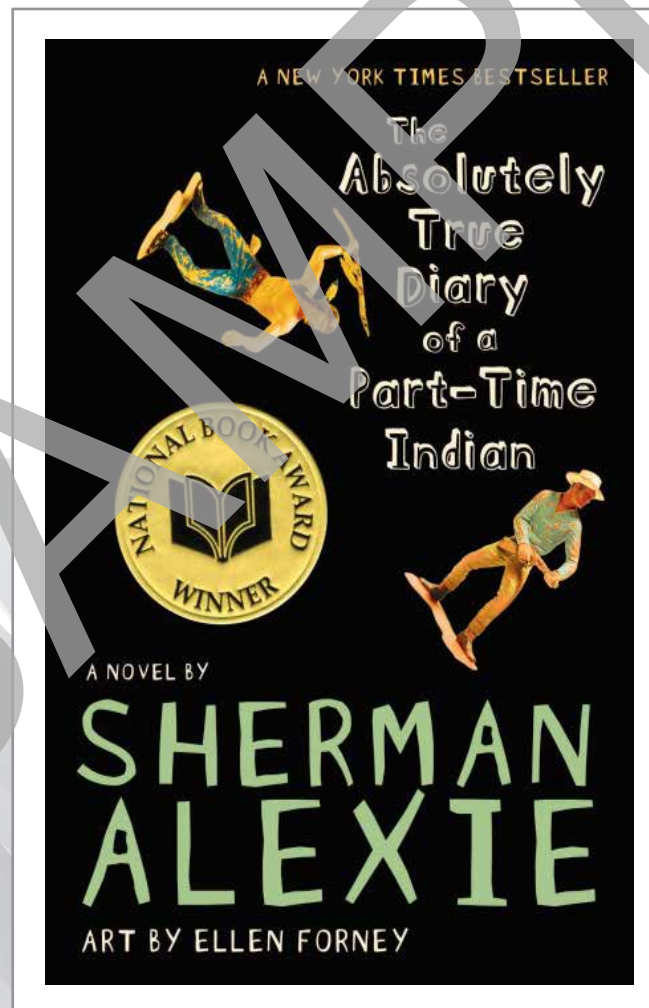


**STUDENT PACKET**

**GRADES 9-12**

# **The Absolutely True Diary of a Part-Time Indian**

Sherman Alexie



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# The Absolutely True Diary of a Part-Time Indian

Sherman Alexie

## STUDENT PACKET

### NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

*The Absolutely True Diary of a  
Part-Time Indian*  
Activity #1 • Prereading  
Use Before Reading  
(Predictions)

## Expectations

**Directions:** Think about how each of the ideas listed below can influence a person's life. On the lines provided, predict how you think each might influence Junior in his attempts "to rise above the life everyone expects him to live" (back cover of novel).

1. family

\_\_\_\_\_

2. race

\_\_\_\_\_

3. health

\_\_\_\_\_

4. culture

\_\_\_\_\_

5. education

\_\_\_\_\_

6. economics

\_\_\_\_\_

7. community

\_\_\_\_\_

8. relationships

\_\_\_\_\_

On the lines below, brainstorm a list of other expectations that might influence a teenager.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

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

Activity #6 • Vocabulary

My Sister Sends Me an E-mail—Dance, Dance, Dance

**Word Map**

monotonous	subtle	destiny	gorges
mutated	defying	smudged	biological
limitations	retroactive	hysterics	revealing
ecstatic	penultimate	sympathy	

**Directions:** Examine how each vocabulary word listed above is used in the novel. Complete a word map for at least seven of the vocabulary words.

Definition

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Synonym

Antonym

Vocabulary Word

Pronunciation

Part of Speech

Sentence

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**Directions:** Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests. Starred questions indicate thought or opinion questions.

### **The Black-Eye-of-the-Month Club—Because Geometry Is Not a Country Somewhere Near France**

1. Why did Junior need surgery when he was six months old?
2. How many teeth do most humans have? How many does Junior have?
3. Why did the white dentist only give Junior half a dose of Novocain?
- \*4. Explain the meaning of the chapter title “The Black-Eye-of-the-Month Club.”
- \*5. What does Junior mean when he says, “I draw because words are too unpredictable” (p. 5)? Are you able to express yourself best by talking, writing, or drawing?
6. What magic trick does Junior wish he could perform? Why?
7. Where does Junior live?
8. Why doesn’t Junior want to hear the truth from his mother?
9. What would Junior’s parents have been if given the chance?
10. What is Rowdy’s “war paint”?
11. Why does Rowdy attack the minivan?
12. How does Rowdy retaliate against the Andruss brothers?
13. What kind of comics does Rowdy like?
14. Who is Mary Runs Away?
15. What is the weirdest thing about Mr. P?
16. Who is Agnes Adams?
17. What does Junior do with his mother’s geometry book?

### **Hope Against Hope—How to Fight Monsters**

1. How does Junior feel about being suspended from school?
2. What does Mr. P confess to Junior?
3. Who dreams of writing romance novels?
4. What is the nicest thing a teacher has told Junior? Who says this to Junior?
5. What advice does Mr. P give Junior?
6. Why does Mr. P believe that Junior threw the geometry book at him?

Name \_\_\_\_\_

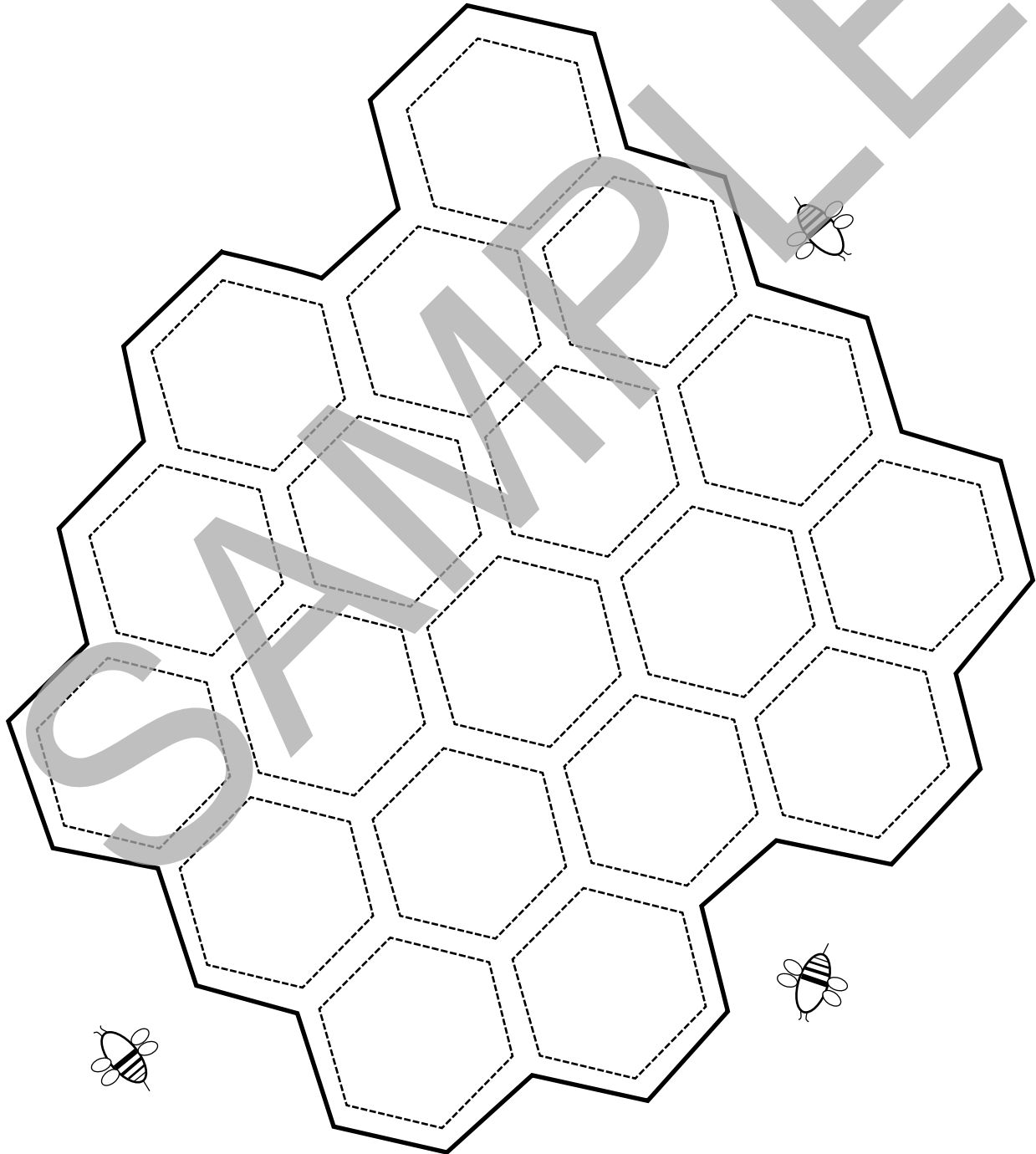
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Activity #10 • Character Analysis  
Use After Reading  
(Character Analysis)

**Character Buzz Words**

**Directions:** In the graphic below, write as many words as you can think of to describe Junior. Your words may describe his appearance, personality, emotions, etc.

**Character:** Junior



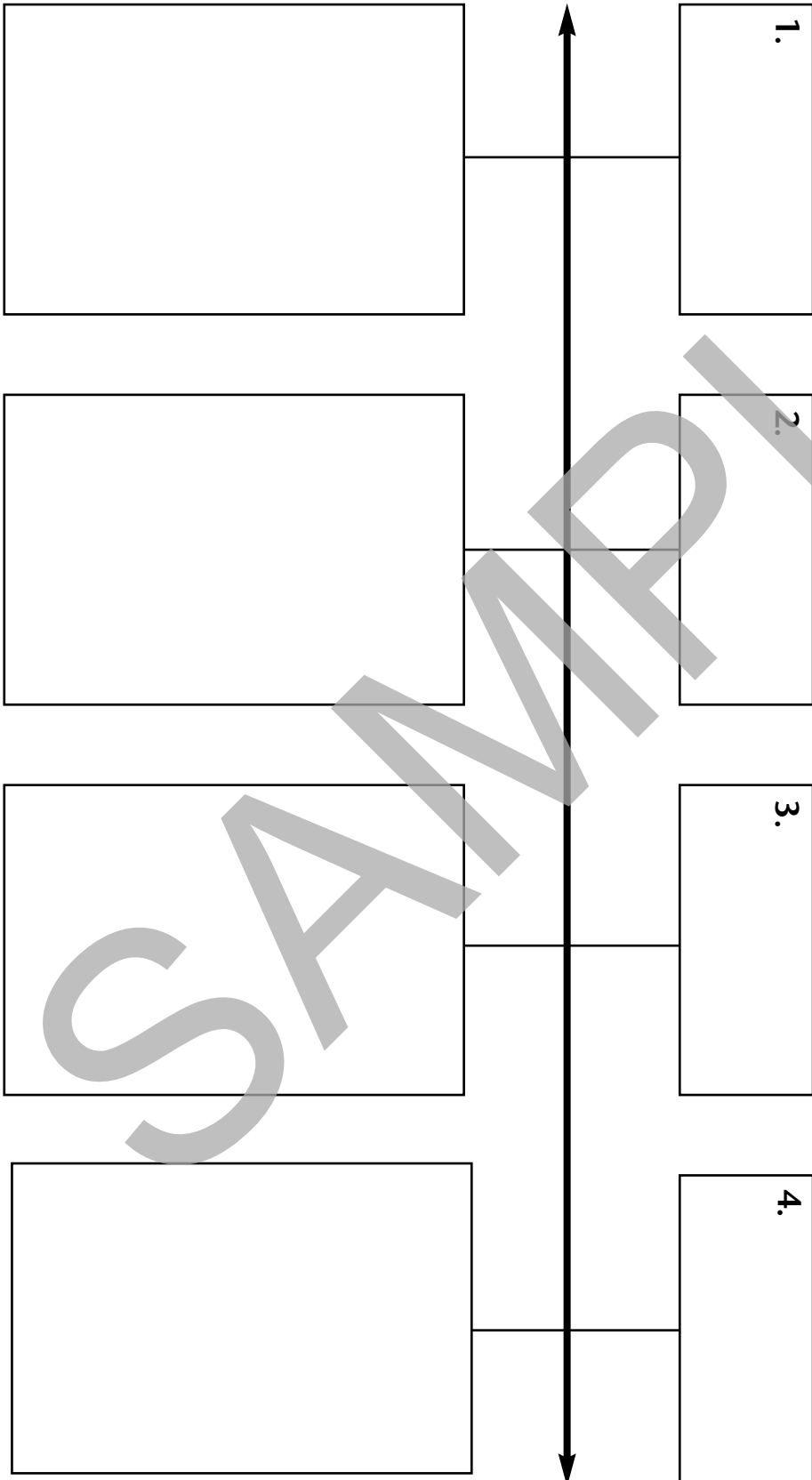
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Activity #13 • Comprehension  
Use After Reading  
(Sequencing)

**Time Line**

**Directions:** In the numbered boxes below, write four main events from the novel in the order they happened. In the larger boxes, describe the event or draw a picture representing the event. On a separate sheet of paper, explain which event has the biggest effect on Junior and why.

1.	
2.	
3.	
4.	





Name \_\_\_\_\_

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Activity #17 • Literary Analysis  
Use After Reading  
(Literary Devices)

### Character Web

**Directions:** Authors use literary devices to make their writing interesting and descriptive. Find at least one example of each literary device below in the novel. Write each example and its page number in the appropriate circles.

