

Lesson Guidance 10	
Grade	12
Unit	4
Selected Text(s)	 What's behind the myth of Native American Alcoholism... <i>There, There</i> p. 98-107
Duration	Approx. 1-2 Days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students should understand how Jacquie's adult life has been shaped by resilience, as well as by profound loss and struggles with addiction. Using the broader framework introduced by a non-fiction reading about the myth of Native American Alcoholism, students will understand how Jacquie, a fictional character, connects to broader political issues in our country today facing Native people.

CCSS Alignment

CCSS.ELA-LITERACY.RL.11-12.1

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.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

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 the text.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

End of lesson task

Formative assessment

Think, Write, Pair, Share using a chart: What has Jacquie experienced as an individual? How does Jacquie's life experience reflect or diverge from the systems of oppression described in the article?

Knowledge Check

What do students need to know in order to access the

Background knowledge

- Understanding of alcoholism
- The relationship between an individual and society (or larger structures)



text?

or systems)

- Understanding of the power of stereotypes
- Reading and understanding up to p. 97 of the novel

Key Terms (*domain specific terms to analyze the text*)

- **thesis:** a statement or theory that is put forward as a premise to be maintained or proved
- **evidence:** any sort of information that supports a certain assertion
- **symbolism:** the use of symbols in the work; **symbol** an object, person, or idea in a text has an additional meaning beyond its literal one
- **allusion:** an expression designed to call something to mind without mentioning it explicitly; an indirect or passing reference

Vocabulary Words (*words found in the text*)

From the pair text article:

- **predisposed:** make someone liable or inclined to a specified attitude, action, or condition.
- **intractable:** hard to control or deal with.
- **trope:** a figurative or metaphorical use of a word or expression.
- **sovereignty:** supreme power or authority.
- **stigmatize:** describe or regard as worthy of disgrace or great disapproval.
- **epidemiology:** the branch of medicine which deals with infectious diseases
- **monolithic:** large, powerful, and intractably indivisible and uniform.

From There There:

- **gradient:** a slope or incremental change
- **variegated:** having discrete markings of different colors
- **grant (n):** a gift of money for a particular purpose
- **obligatory:** required
- **Veho:** the spider trickster in Cheyenne mythology; white people were named after him in the Cheyenne language

Core Instruction

Text-centered questions and ways students will engage with the text

Note for instructors: *This chapter takes place at a conference that is focused on substance use and suicide/self-harm and includes a graphic description of Jacquie's daughter's corpse after her suicide. Provide students with advance warning and choices in how they engage with the text.*

Opening Activity:

Share or display this quote from this lesson's reading from *There There*: "Their mom told them stories about moving away for good. About getting back home to Oklahoma. But home for Jacquie and her sister was a locked station wagon in an empty parking lot. Home was a long ride on the bus. Home was the three of them anywhere safe for the night" (99).



Ask students to write a journal entry or quick write in response to the quote. Guiding questions: *How does Jacquie feel about “home”? How does this make you feel? What does it remind you of? What stands out to you? Why?*

ELD Preparing the Learner, Interacting with a Text

Content Knowledge:

Active prior knowledge of who Jacquie Red Feather is and how she is related to other characters, especially her half sister Opal Viola Victoria Bear Shield. Ask: Where did their story leave off after Alcatraz? What predictions do you have about her life experiences as a character?

Preteach vocabulary as needed using [an explicit vocabulary routine](#).

Shared Reading:

Read aloud or small group read the following nonfiction argument essay that deconstructs the harmful myth that Native Americans are especially predisposed to alcoholism. This text is challenging. Encourage students to persist in their reading and take note of where they are confused. Guide students through the difficult text and consider excerpting if necessary.

Remind students that the unit’s summative assessment will be argumentative and explain that this text is an excellent example of an argument essay that deconstructs stereotypes and critically analyzes power structures.

☰ What’s behind the myth of Native American Alcoholism? By Dunbar-Ortiz + Gilio-Whitaker

Ask students to **annotate** the margins of the text (printed or as Google Doc Comments) as they read, with connections, questions, definitions, personal responses, etc.

After reading, ask students to work in pairs or small groups to create a **Reverse Outline** of the article.

Here are two different protocols for reverse outlining:

- [The Writing Center University of Wisconsin- Madison](#)
- [Cornell’s Knight Writing Institute](#)

Stop and discuss the article’s effectiveness based on students’ Reverse Outlines: *How does the structure of this article support its argument? Are you persuaded by the evidence presented?*

ELD Preparing the Learner, Interacting with a Text

Independent Reading and Analysis:

Pre-teach vocabulary.

Ask students to read p. 98-107 of *There There*, the first half of Jacquie Red Feather’s chapter. Remind them that this chapter contains potentially upsetting descriptions of addiction and suicide.

Reading Questions:

1. How would you describe Jacquie and Opal’s relationship as adults?
2. What stands out to you about the AA meeting that Jacquie attends on p. 102-4?
3. Content warning: suicide. What happened to Jacquie’s daughter? Look up more information about the Cheyenne story of the trickster spider Veho (also spelled Veeho, Weeho, Wihio, Vihio, Ve’ho’e, Vihuk) alluded to in this chapter. What might this symbol, the spider, represent in the story of *There There* so far? (p. 105).

4. Why do you think Jacquie didn't want to look at the photos of her grandsons Opal had been emailing her? What is her emotional response to the texted photo of the boys? (107)? What are your predictions based on what you have read of this chapter so far?

ELD Preparing the Learner, Interacting with a Text

Formative Assessment:

Think, Write, Pair, Share: What has Jacquie experienced as an **individual**? How does Jacquie's life experience reflect or diverge from the **systems** of oppression described in the article?

Jacquie's Life Experience positive or negative (page #)	System this connects to (larger force in our society)	Explanation

Share out. Encourage students to think about how our individual stories intersect with broader structures and systems in society, like racism, colonialism, patriarchy, and capitalism. Emphasize resistance and survival.

Optional Extension Activity:

Ask students to watch this TED talk by Len Pierre and conduct their own research on cycles of addiction. Then, ask students to synthesize their learning and develop a proposal or plan for decolonizing substance use.


[Decolonizing Substance Use & Addiction | Len Pierre | TEDxSFU](#)

Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence "It has been used to insidiously and overtly support the claims of Indian inferiority that, as we have seen, have been deployed in a host of ways that result in loss of culture, land, and sovereignty" (Roxanne Dunbar-Ortiz & Dina Gilio-Whitaker)
Writing	Pattan Writing Scope and Sequence N/A

Additional Supports

ELD Practices	ELD Preparing the Learner, Interacting with a Text
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 ELD ELA Tasks an...	
<u>SpEd Practice</u>	Practices to promote Tier 1 access
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access