

Lesson Guidance 7	
<b>Grade</b>	12
<b>Unit</b>	4
<b>Selected Text(s)</b>	<i>There, There</i> p.
<b>Duration</b>	Approx. 1 Day

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

### Learning Goal(s)

*What should students understand about today's selected text?*

Students will understand how policies like Blood Quantum are colonialist in nature and lead to the erasure of native identity. This understanding will be applied to the characterization of Edwin Black and his struggle as both a white and Indigenous individual who feels as though he's "not Indian enough." Students will also understand the significance of representation of what modern native identity looks like, breaking from traditional or even stereotypical depictions of native peoples.

### 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.11-12.6

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.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### 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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

#### CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research

**End of lesson task**  
*Formative assessment*

Use one of the non-fiction articles provided to develop a reader response piece that investigates the topics of identity and the idea of being "not



	enough.” Then, compare the experiences discussed in the article with those described from the Edwin Black chapter centered on native identity.
<b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i>	<b>Background knowledge</b> <ul style="list-style-type: none"><li>Students should have a foundational understanding of colonialism and erasure as conceptual tools to analyze content.</li></ul> <b>Key Terms</b> ( <i>domain specific terms to analyze the text</i> ) <ul style="list-style-type: none"><li><b>symbolism</b>: the use of symbols in the work; <b>symbol</b> an object, person, or idea in a text has an additional meaning beyond its literal one</li><li><b>characterization</b>: the techniques an author uses to build understanding of a character</li></ul> <b>Vocabulary Words</b> ( <i>words found in the text</i> ) <ul style="list-style-type: none"><li><b>morass</b>: a complicated or confused situation</li><li><b>scour</b>: subject (a place, text, etc.) to a thorough search in order to locate something</li><li><b>serotonin</b>: a chemical messenger that’s believed to act as a mood stabilizer.</li><li><b>gastrointestinal</b>: relating to the stomach and intestines</li></ul>

### Core Instruction

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

#### Opening Activity:

Students will investigate the problematic concept of Blood Quantum and consider how policies around this concept can affect an individual’s perception of their identity and self worth.

Students should choose one of the articles listed below and respond to the corresponding questions. All students will complete the Final Analysis Questions.

#### Option #1:

Ask students to read 17-year old indigenous author, Kylie Rice’s piece [“Blood Quantum and its role in Indigenous Identity.”](#) Afterward, students should respond to the questions below:

1. What is Blood Quantum?
2. Where does the term originate from?
3. Why is Blood Quantum problematic?
4. How can Blood Quantum affect how a person feels about their identity as an indigenous person?

#### Option #2:

Ask students to read or listen to Kat Chow’s NPR article, [“So What exactly is Blood Quantum?”](#) Afterward, students should respond to the questions below:

1. What is Blood Quantum?
2. Where does the term originate from?
3. Why is Blood Quantum problematic?
4. How can Blood Quantum affect how a person feels about their identity as

“

Blood quantum emerged as a way to measure “Indian-ness” through a construct of race. So that over time, Indians would literally

an indigenous person?

5. What connections does the article make to other oppressed people in regards to using the assessment of blood lines? What point is being made here?
6. How is the invention and use of Blood Quantum mostly in the interest of the U.S government rather than indigeneous people?

#### Final Analysis Questions:

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Now that students have built a foundational understanding of the Blood Quantum concept, ask them to analyze RachelCockerHopkins quotation below and respond to the final introduction question:

BLOOD QUANTUM: THE COLONIAL TOOL OF RACIAL SUPERIORITY AND ECONOMIC DEPENDENCY NATIVE COMMUNITIES CAN'T LET GO OF

FIRST NATIONS, IDENTITY, INDIGENOUS, NATIVE AMERICAN by RACHELCOCKERHOPKINS  
- AUGUST 10, 2016



In the Knowledge of Indigenous in Indigenous Networks RachelCockerHopkins states that “Fractional identities are a colonial structure with the express goal of perpetuating racial inferiority and indigenous erasure motivated by a desire to have less and less financial responsibility to Native communities.”

1. What does RachelCockerHopkins mean by fractional identities? How does this relate to Blood Quantum?
2. Colonialism is described as “a practice or policy of control by one people or power over other people or areas, often by establishing colonies and generally with the aim of economic dominance. In the process of colonisation, colonisers may impose their religion, language, economics, and other cultural practices.” Why might RachelCockerHopkins believe that the system of B.Q is an exercise in colonialism and the erasure of native communities?

#### ELD Preparing the Learner, Interacting with a Text, Extending Understanding

##### Content Knowledge:

Explain how the chapter will revolve around struggling with one’s identity and feelings of “not being Indian enough.” These feelings originate as the central character, Edwin Black lives with his white parent, his mother while being estranged from his non-white parent, his father. In addition, Edwin experiences obstacles with body image and a sense of purpose. Although he holds a Master’s degree he’s become stuck and hopeless, living much of his life on the internet. By the end of the chapter, Edwin appears to make progress and progress is on the horizon.

##### Shared Reading:

Read p. 62-78 aloud. Pause to discuss the following questions or have students record their answers in small groups or individually.

1. Consider how Orange introduces the chapter. What is the point of this choice? What does this symbolize for Edwin Black?



2. How would you characterize Edwin Black? How might his self image be described?
3. Discuss how Edwin's body image is unhealthy and damaging to his self worth.
4. Describe the relationship between Edwin and his mother. How does her language and actions promote body shaming?
5. On page 69, Edwin discusses his feelings toward his mother as he explains "I've always hated when she says "Native American Indian," this weird politically correct catchall you only hear from white people who've never known a real native person. Not only because she's white, and me therefore halfwhite, but because of how she never did a single thing to try to connect me with my dad." How does this line expose the conflict between Edwin and his mother as well as within himself?
6. Why does Edwin create a Facebook profile as his mother? What does he find out?
7. On pages 71-72, Edwin explains, "I wrote my thesis on the inevitability of blood quantum policies on modern native identity, and the literature written by mixed-blood Native authors that influenced identity in Native cultures. All without knowing my tribe. Always defending myself. Like I'm not native enough." Analyze the following quotation. What do the lines show about native identity, problematic policies, and how Edwin connects or feels disconnected with it?
8. On page 77, Edwin Black says "The problem with Indigenous art in general is that it's stuck in the past." How does this exemplify the issue with representation of indigenous identity today?
9. What epiphany does Edwin have at the end of the chapter? What does this ultimately lead to? Circle back to the symbolism discussed on the first page of the chapter. How does the final page of the chapter return to this? How does this symbolism evolve? What does this mean for Edwin's character?

Teach the definitions of the vocabulary words **as they appear in the text**.

### ELD Preparing the Learner, Interacting with a Text, Extending Understanding

#### **Independent Reading and Analysis:**

Ask students to read the article, below and consider commonalities between author Jeremy Ratt and our central character in the chapter, Edwin Black: [I'm mixed race, and sometimes I feel like I don't belong anywhere](#).

#### **Student Discourse:**

1. What emotions are described by author Jeremy Ratt in context to his identity?
2. In what ways can we compare the feelings and experiences of Jeremy with Edwin from our central text, *There There*? Explain.
3. Cite a line from each text that exemplifies / supports these points.
4. What advice might Jeremy give to Edwin?

### ELD Preparing the Learner, Interacting with a Text, Extending Understanding

#### **Formative Assessment:**

Use one of the non-fiction articles provided to develop a reader response piece that investigates the topics of identity and the idea of being "not enough." Then, compare the experiences discussed in the article with those described from the Edwin Black chapter of *There There* centered on native American identity.

#### **Not "X' Enough Analysis:**

Examining perspectives on identity, community, and not feeling like your x, enough.

1. Explain the purpose of the article in context to identity and not feeling "x" enough in order to be accepted and validated as a part of a specific community. Cite Evidence.
2. Describe your perspective on the article. Why?
3. Compare the experiences of the identity and experience discussed in the article with those of Edwin



Black, who holds both white and indigenous descent.

4. How do these new representations of identity break from traditional understanding of identity or even stereotypes perpetuated in mainstream media?

- ❖ [When Hearing Devices Cause Some To Be Considered 'Not Deaf Enough'](#)
- ❖ [Crying in the H Mart](#)
- ❖ ['I'm either too black or not black enough': One teenager's experience](#)
- ❖ [Am I Gay Enough? What to Know About Queer Identity](#)
- ❖ [Latino but not fluent in Spanish? The litmus test still plagues many](#)

### **ELD Preparing the Learner, Interacting with a Text, Extending Understanding**

#### **Optional Extension Activity:**

Listen to the song **Electric Powwow** from the musical group “A Tribe Called Red” discussed in the chapter. Describe how the song sounds both “traditional and new-sounding” (77). Explain how this track and the group in general demonstrates modern indigenous identity while still remaining deeply rooted in traditional native culture. Explain how groups like “A Tribe Called Red” are impactful on modern indigenous identity.

### **Fluency, Comprehension and Writing Supports**

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentence  “And as I was growing, getting fatter in real life, the Edwin Black I had in there, on there, I made him thinner, and as I did less, he did more.” (p.63)
Writing	<a href="#">Pattan Writing Scope and Sequence</a>  Quality of Writing I. Focus II. Content

### **Additional Supports**

<a href="#">ELD Practices</a>  <a href="#">English Language Development ELA Tasks and Scaffolding</a>	<a href="#">ELD Preparing the Learner, Interacting with a Text, Extending Understanding</a>
<a href="#">SpEd Practice</a>	Practices to promote Tier 1 access
<a href="#">MTSS Practices</a>	Practices to promote Tier 1 access



## Enrichment Practices

Practices to promote Tier 1 access