

TEXT ADOPTION REQUEST
2020F3

Instructional Materials Committee

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

Author Sherman Alexie

Publisher Little, Brown Books for Young Readers

Copyright Date 2007

Course Title and Grade Level Junior English

This text is: New XXXX Replacing (Title)

Number of Copies Needed 30 Unit Price \$9.44 (paperback)

This text is intended for use during 2015-16

I have taken the following steps to determine the suitability of the above text:

(Yes) 1. I have read it and found that it meets the criteria of the district Instructional Materials Committee, including criteria for the elimination of sex bias. This is a mandatory step.

(Yes) 2. I have compared it with these other available texts: Many young adult novels, including *Whale Talk*, *The Curious Incident of the Dog at Midnight*, and others

(No) 3. I have compared review of it with review of these other available texts: While there are many other novels that are a coming of age theme, this novel is particularly exciting because it comes from a Native American writer, and it is set in the Pacific Northwest, near Spokane, WA.

(Yes) 4. I have evaluated the reading level and found it averages about grade : 9

(No) 5. I have used the text on a trial basis for about weeks, per district policy and the Curriculum Director's approval. I have not taught it formally, but I have recommended this book to students for the last few years, and the students who read it were always enthusiastic about the character and the story line. The humor of this book engages students as they learn some things about contemporary Native American communities.

() 6. Other: The novel includes a couple of moments of "brash" language and one scene that is sexual. However, these moments are realistic and handled tastefully and represent only a very modest portion of the story. The eleventh grade students who have read this book in the past have not felt uncomfortable with these moments of the book. Furthermore, since students will have a choice to read an alternative book, no student will have to read this book and these slightly challenging moments. The book is currently on our library shelves and has been recommended in past years by the American Library Association (ALA).

Text Selector Signature 

Date: 12-3-15

Approval dates

Principal or Dept. Head *Jan Cow*

Date: 12-4-15

Instructional Materials Committee

Date:

Limitations:

Board of Directors Approval

Date:

Instructional Materials Committee
Evaluation Form

Evaluated By: Heather Gordon, Annie Mongrain

Date: 11/6/15

Department: English

School: High School

Subject Area: English

Author: Sherman Alexie

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

Publisher: Little, Brown Books for Young Readers

Copyright Date: 2007

Reading Level (Use Fry Readability Graph): 9th grade

Use extra sheet or back if necessary.

1. Will this material be the basic text or will it supplement the basic text? If it is supplementary, what is your basic text?

This book will be one of five texts that students may choose for a Literature Circles unit. Students will choose the book they wish to read, and then will be put into groups of five-six to read and discuss the same book. The other options will be *Zeitoun*, *The Road*, *The Help*, and *A Long Way Gone*.

2. How did you become aware of this material? (Professional journals, salesman, publisher's catalog, know someone who has used it, used material before, etc.)

Heather was first introduced to this book from a ALA reading list. She read it and found it informative, hopeful, and engaging, and she began recommending it to students -- who responded well to book's humor and insight. Anne learned of the book in a University course that was taught by a professor who also taught it to his high school class. The

recommendation was then also solidified by Anne's colleague who teaches the book at Eastside Catholic High School in Sammamish, WA. and loves using the book.

3. What other materials did you consider?

We considered a wide variety of young adult literature before selecting this text. We chose this text because one of the purposes of this Literature Circle unit is to gain new perspectives, and this novel does an excellent job showing the struggles of growing up as a Native American on a reservation. Alcohol abuse, inadequate social/health services, and cultural pride are all explored in the course of this novel.

4. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher's guide, workbooks, etc.)

This novel is written in the format of a diary, and is very engaging for high school students because it is written from a high school point of view. It highlights issues that all high school students experience, however some of these issues are amplified or are different because of minority differences. It is a powerful story about how the main character, Junior, is able to overcome some of the hardships that come with his heritage, but also how he is able to celebrate and embrace his culture.

5. How does this material fit the students learning objectives for the subject area?

A key learning objective in this class is for students to explore new perspectives. This novel provides a perspective to a minority high school student. It is also a learning objective for students to gain an understanding of character development, this book shows the process and growth that Junior goes through.

6. How does this material ensure continuity with the District's overall program?

This novel portrays the importance of being accepting across all cultures. It also shows the value of being different, and how differences can help us all be successful.

Instructional Materials Committee Evaluation Form cont.

7. Bias content check list:

<u>Bias Content</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Non-App.</u>
1. Presents more than one view point of controversial issues.	Excellent				
2. Presents minorities realistically.	Excellent				
3. Includes contributions of minority authors.	Excellent				
4. Presents non-stereotypic models	Excellent				
5. Facilitates the sharing of cultural differences.	Excellent				
6. Promotes the positive nature of differences	Excellent				
7. Includes the contributions, inventions, or discoveries of minorities.	Excellent				
8. Includes the contributions, inventions, or discoveries of women.					Non-App
9. Presents minorities in a manner that promotes ethnic pride.	Excellent				
10. Facilitates an environment open to discovery and experimentation	Excellent				