**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Period:** \_\_\_\_\_\_

***Character and Theme Tracker:*** *The Absolutely True Diary of a Part-Time Indian*



**DIRECTIONS:** As we read, fill out the STEAL graphic organizer for major characters in the text.

|  |  |  |  |
| --- | --- | --- | --- |
| **Arnold Spirit** **AKA-Junior** | **ADJECTIVE** | **TEXTUAL EVIDENCE** | **EXPLANATION: What does this evidence convey?** |
| Speech |  |  |  |
| Thoughts |  |  |  |
| Effects on Others |  |  |  |
| Actions |  |  |  |
| Looks |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rowdy** | **ADJECTIVE** | **TEXTUAL EVIDENCE** | **EXPLANATION: What does this evidence convey?** |
| Speech |  |  |  |
| Thoughts |  |  |  |
| Effects on Others |  |  |  |
| Actions |  |  |  |
| Looks |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Junior’s****Mom** | **ADJECTIVE** | **TEXTUAL EVIDENCE** | **EXPLANATION: What does this evidence convey?** |
| Speech |  |  |  |
| Thoughts |  |  |  |
| Effects on Others |  |  |  |
| Actions |  |  |  |
| Looks |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Junior’s****Dad** | **ADJECTIVE** | **TEXTUAL EVIDENCE** | **EXPLANATION: What does this evidence convey?** |
| Speech |  |  |  |
| Thoughts |  |  |  |
| Effects on Others |  |  |  |
| Actions |  |  |  |
| Looks |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Mr. P** | **ADJECTIVE** | **TEXTUAL EVIDENCE** | **EXPLANATION: What does this evidence convey?** |
| Speech |  |  |  |
| Thoughts |  |  |  |
| Effects on Others |  |  |  |
| Actions |  |  |  |
| Looks |  |  |  |

***Theme Tracker***

**PART I DIRECTIONS:** For each thematic topic listed below, note where it appears in the text by providing a quote from the text that demonstrates the topic.

|  |  |
| --- | --- |
| **THEMATIC TOPICS THAT APPEAR IN** *THE**ABSOLUTELY TRUE DIARY OF PART-TIME INDIAN* | **EVIDENCE OF WHERE THIS TOPIC APPEARS [*You should have AT LEAST 3 examples for EACH thematic topic below.]*** |
| **Identity & Belonging**  |  |
| **Hopes & Dreams**  |  |
| **Poverty**  |  |
| **Racism**  |  |

**PART II DIRECTIONS:** Write a theme statement related to ONE of the thematic ideas listed above. Then, using the chart below, use Alexie’s characterization throughout the text to develop the theme. Provide an element of STEAL from the beginning, middle, and end of the story that connects to and creates the theme.

|  |  |
| --- | --- |
| **THEME STATEMENT** |  |
|  | **ELEMENT OF STEAL WITH EVIDENCE** | **EXPLAIN CONNECTION TO THEME** |
| **BEGINNING OF TEXT** |  |  |
| **MIDDLE OF TEXT** |  |  |
| **END OF TEXT** |  |  |

***SAY vs. DO T-Chart***

|  |
| --- |
| **Charting Verbs****Use these to explain what the author is DOING in the text. (i.e. In the text, the author \_\_\_\_\_\_\_\_…)** |
| Conveys | Illustrates | Develops |
| Demonstrates | Reveals | Describes |

**Directions:** In the chart below, explain how the author uses elements in the text to create meaning. On the left side, fill in pieces from the text of what the author is literally saying. Then, on the right, explain what the author is DOING with that piece of the text. WHY does the author include this? Connect to the theme.

|  |  |
| --- | --- |
| **What is the author saying in the text?** (What is this section about? What is the content? What did I learn from this paragraph? What information is being presented?) | **What is the author doing in the text?** (Giving an example… Interpreting data… Sharing an anecdote… Summarizing information… Revealing a theme…) |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |