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The Individual and Group Dynamics in Alexie's The Absolutely True Diary of a Part-Time Indian

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: The Individual and Group Dynamics in Alexie's *The Absolutely True Diary of a Part-Time Indian*

Grade Level: 11th

Subject/Topic Area(s): English/Language Arts

Designed By: Kat Aylesworth

Time Frame: 25 55-minute class periods

School District: Baltimore City School Systems

School: New Era Academy

School Address and Phone: 2700 Seamon Ave, Baltimore, MD, 21225 410.984.2415

Brief Summary of Unit (Including curricular context and unit goals):

This unit was designed to be the second unit of the school year which means that the students will have had ample practice on writing body paragraphs but will need a lot of work on organizing ideas, building writing stamina, and formatting a complete paper. This unit places a heavy emphasis on finding and using textual evidence to support wider claims. It is the first step in the process and will serve as a foundation for the rest of the year.

Students will learn these skills while coming to an understanding about group dynamics and the place of the individual within a larger community through the context of Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*.

Many of the ideas on how to teach the writing process as it pertains to the standard analytical essay comes from Michael Degen's *Crafting Expository Argument: Practical Approaches to the Writing Process for Students and Teachers*.

The Individual and Group Dynamics in Alexie’s *The Absolutely True Diary of a Part-Time Indian*

Stage 1 – Desired Results		
<p>Established Goals</p> <p>CCSS.W.11-12.1 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.</p> <p>CCSS.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>CCSS.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.</p> <p>CCSS.RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> • write a literary analysis paper reflecting on Sherman Alexie’s use of group dynamics in the novel <i>The Absolutely True Diary of a Part-Time Indian</i>. • create a photo collage in which they identify their group allegiances, show artifacts of membership, and interview an outsider and insider of their identified group. 	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • each of us belong to a wide array of groups • our group identification impacts our view of self • our personal choices affect our group membership • writing add a personal voice to the literary discussion • “life is a constant struggle between being an individual and being a member of the community.” 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What does it mean to be part of a group? • What securities do being a group member offer? • What limitations do being in a group hold? • To what extent can we change our group allegiances? • How does literature about groups apply to my place in the world?
Acquisition		
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • the correct form to write an analytical paper • the impact of including graphics in a novel • their own allegiances and group memberships • statistics and information relating to their group and to Native Americans 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • write a thesis statement • write organized paragraphs • cite in-text quotation in MLA format • complete a literary analysis paper • write a meaningful conclusion 	

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	General Photos Quotes Oral Presentation	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>1. Photo Collage (video project if resources are available)-Students (S) select a group to which they feel allegiance (leaving out neighborhood and gangs). S then create a photo collage of images that represent their group experience and include the positives and negatives of such membership. Collage must also include quotations from insiders and outsiders of group. S also give a brief oral presentation.</p>
T	Concise Thesis Statement Paragraph Structure Conclusion Paragraph	<p>2. Analytical paper-S write a standard five paragraph paper with a focus on writing a thesis statement, conclusion paragraph, and body paragraphs with topic sentences. The papers will focus on the group’s effects on, support of, and limits on the individual in <i>Part-Time Indian</i>. The essay needs to connect back to the photo collage in order to draw a broader conclusion</p>
M A/M A/M A/M A/M	Citation Use Knowledge of structure Use of writing conventions	<p>Other Evidence (e.g., formative)</p> <ul style="list-style-type: none"> • Reading Quizzes (pop and prepared) • Response to Literature (TrL) assignments with focus on organization • Paper Outline • Dialectical Notes • Graphic Oranizers

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i> Students will have just completed a unit on group think and paragraph structure so their final projects will show me how much they understand about the writing structure. S will do a chalk talk on the EQs to show their self awareness of issues to be addressed.
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A/M	Learning Activities Day One-Pre-Assessment	Progress Monitoring (e.g., formative data)
	<ul style="list-style-type: none"> • Chalk Talk on the EQ's • Brainstorm group memberships that S currently have • Discuss quote "life is a constant struggle between being an individual and being a member of the community." • HW-RtL 1(see attached assignment sheet and rubric) - <i>Due Day Two</i> 	<ul style="list-style-type: none"> •Teacher monitored chalk talk •RtL
A	Day Two-Background information	<ul style="list-style-type: none"> •RtL
	<ul style="list-style-type: none"> • Turn in RtL 1 • Webquest about reservation life • Look at statistics comparing graduation/poverty rates/alcoholism of Native Americans and urban African Americans • Mini lesson on who to do in-text citation for websites (In-Text Citation Quick Guide and Practice Sheet) • HW-RtL 2 <i>Due Day Three</i> 	<ul style="list-style-type: none"> •Dialectical notes •Guiding questions to monitor level of understanding of reading
A/M	Day Three-Begin Reading	
	<ul style="list-style-type: none"> • Turn in RtL 2 • Introduce book • Introduce dialectical notes (Quote/Paraphrase/Inference about individual and group relationship) • Teacher lead Read Aloud pages 1-14 • HW-Read pages 15-24 and answer guiding questions (GQ 1) about relationship with Rowdy and how reservation life affects Junior/Arnold 	<ul style="list-style-type: none"> •Reading quiz •Dialectical notes
A/M	Day Four	
	<ul style="list-style-type: none"> • Hand back RtLs 2 so that S can make revisions <i>Due Day Five</i> • Quiz over first 24 pages • In partners, read pages 25-36 • Dialectical notes on positives and negatives of living on the reservation (Quote/Paraphrase/Positive or Negative/Explanation) 	<ul style="list-style-type: none"> •RtL •Graphic organizer
A/M/T	Day Five	
	<ul style="list-style-type: none"> • Collect revised RtLs • Read as a play with 3 students taking parts pages 36-43 • Discuss advantages and disadvantages of leaving the reservation (graphic organizer w/room for quotes-How does dialogue affect characters/plot/story?) • Outline for RtL • Mini lesson on how to do in-text citation for books • RtL 3- <i>Due Day Seven</i> 	<ul style="list-style-type: none"> •Writing assignment •Guiding questions to monitor level of understanding of reading
A/M	Day Six	<ul style="list-style-type: none"> •T-chart
	<ul style="list-style-type: none"> • Hope assignment (Webster definition, Urban Dictionary definition, personal definition, group definition, mini- 	

A	<p>writing assignment about the importance of hope)</p> <ul style="list-style-type: none"> • Read as a class pages 44-53 • GQ 2 with focus on meaning and importance of hope 	
A/M	<p>Day Seven</p> <ul style="list-style-type: none"> • Turn in RtL 3-share a few sentences at random for positive feedback from class • Read as a class pages 54-66 • Modified T-Chart (difference between whites and Indians-including text evidence) 	<ul style="list-style-type: none"> •Graphic organizer
A	<p>Day Eight</p> <ul style="list-style-type: none"> • Chart (What Junior learns, how he learns it, text evidence) • Start reading pages 67-81 together as class and fill in chart • Students finish reading (10 minutes silent time) on own and finish chart • HW-Hand back RtL 3 and address main patterns seen (Give each student 3 things to fix about his/her paragraph) <i>Due Day Ten</i> 	<ul style="list-style-type: none"> •Guiding questions to monitor level of understanding of reading •Reading quiz •RtL
A/M/T	<p>Day Nine</p> <ul style="list-style-type: none"> • In partners read pages 82-98 • GQ 3 <p>Day Ten</p> <ul style="list-style-type: none"> • Quiz • Turn in revised paragraphs • Read pages 99-113 • Outline for new paragraph • RtL 4: Write a paragraph comparing Arnold and Penelope. Focus on one of the following topics: family, addiction, dreams, or limitations. You may pick your own topic so long as you get teacher approval first. Write a complete paragraph with at least three pieces of textual evidence to support your answer. <i>Due Day Twelve.</i> 	<ul style="list-style-type: none"> •Graphic organizer
A/M	<p>Day Eleven</p> <ul style="list-style-type: none"> • Read pages 114-129 • Stop at pages 117, 120, 121, and 128 and fill in the picture description chart. (Describe drawing, style of drawing, subject matter, what the drawing tells us about Junior’s POV/feelings, quote that supports drawing, What does the drawing add to the story)Teacher lead for the first two and then S complete rest on their own. 	<ul style="list-style-type: none"> •Check interview questions before using them •Guiding questions to monitor level of understanding of reading
A	<p>Day Twelve</p> <ul style="list-style-type: none"> • Turn in RtL 4 • Introduce photo collage project • Go over the purpose of interview question 	

A/M	<ul style="list-style-type: none"> • How to write interview questions • Read pages 130-149 • GQ 4 • HW-write interview questions 	<ul style="list-style-type: none"> •Quick oral review and feedback •Dialectical notes
A/M	<p>Day Thirteen</p> <ul style="list-style-type: none"> • Review questions written-S share out • Read pages 150-168 • Dialectical notes (Quote/Paraphrase/Inference about individual and group relationship) 	<ul style="list-style-type: none"> •Grade practice statements
A/M/T	<p>Day Fourteen</p> <ul style="list-style-type: none"> • Introduce thesis statement formula (thesis =specific/narrow topic + arguable opinion) • Practice writing thesis statements (Give S topics. S come up with slant. S write thesis statement) • Read pages 169-178 • HW-Write thesis statements on the following topics: number of tribes in the world, dealing with the grieving process, use of cartoons in the chapter, Junior's use of lists. 	<ul style="list-style-type: none"> •RtL
A/M	<p>Day Fifteen</p> <ul style="list-style-type: none"> • Read description of David and Goliath • Read pages 179-196 with a focus on who is David and who is Goliath-Rowdy/Arnold or Readon/Wellpinit • RtL 5-Readon and Wellpinit have a rematch with Arnold being a top scored for Readon and Rowdy being the force behind the Wellpinit team. In a one paragraph essay make an argument for who is the David and who is the Goliath in this game. Be sure to support your answer with textual evidence. <i>Due Day Seventeen.</i> 	<ul style="list-style-type: none"> •Dialectical notes
A/T	<p>Day Sixteen</p> <ul style="list-style-type: none"> • Read pages 197-213 • Dialectical notes on grief (Who, quote, how do they show grief, inference about the grieving process/What affect does this have on characters/plot?) 	<ul style="list-style-type: none"> •Test to monitor understanding of reading
A/T	<p>Day Seventeen</p> <ul style="list-style-type: none"> • Turn in RtL 5 • Read pages 214-230 • Take home test <i>Due Day Nineteen</i> 	
A/T	<p>Day Eighteen</p> <ul style="list-style-type: none"> • Day one of Photo Collage presentations • Introduce final paper • Discuss topics (pick one) • HW-Write thesis statement 	<ul style="list-style-type: none"> •Review written thesis statements-rewrite as needed
A/M/T	<p>Day Nineteen</p> <ul style="list-style-type: none"> • Day two of Photo Collage presentations • Go over parts of an introduction (page 118 in Degen's <i>Crafting Expository Argument</i>) 	<ul style="list-style-type: none"> •Student checklist •Review written introduction

T	<ul style="list-style-type: none"> • HW-write introduction paragraph <p>Day Twenty</p> <ul style="list-style-type: none"> • Day three of Photo Collage presentations (if needed) • Introduction paragraph checklist (based on page 121 of <i>CEA</i>) • Create topic sentences for body paragraphs • Paper outline • Go over how to write a conclusion (parts listed page 122) • HW-Revise introduction paragraph; write conclusion paragraph <p>Days Twenty-one, twenty-two, and twenty-three</p> <ul style="list-style-type: none"> • Computer lab work days to write body paragraphs <p>Days Twenty-four and Twenty-five</p> <ul style="list-style-type: none"> • Cushion days 	<p>paragraphs-rewrite as needed</p> <ul style="list-style-type: none"> •Outline <ul style="list-style-type: none"> •Review written conclusion-rewrite as needed
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Group Dynamics Analytical Paper

Pick one of the following topics:

1. Agree or disagree with Mr. P's advice that Junior needs to leave the rez because everyone there (the Indians and the white teachers included) has already given up. Discuss the implications of group dynamics on the success of the individual. Does Junior need to leave the reservation in order to be successful? What effects does reservation life have on him? What possibilities exist for him if he stays? If he goes?
2. How does Junior's use of cartoons show his understanding of racism?
3. Junior uses cartoons to talk to the world and because "words are too limited" (Alexie, 5). What do his cartoons show about his place in his community and in the world?
4. Junior says that "It sucks to be poor, and it sucks to feel that you *deserve* to be poor. You start believing that you're poor because you're stupid and ugly. And then you start believing that you're stupid and ugly because you're Indian. [...] It's an ugly circle and *there's nothing you can do about it*" (13). Agree or disagree that there is nothing one can do about poverty.
5. All of the characters in the novel defy the stereotype of a Native American, yet all are members of the same tribe and live in the same community. Use this novel to define community as it applies to the Spokane Indian reservation.
6. How does Rowdy and Arnold's relationship serve as a metaphor for Arnold's feelings about being an Indian and part of the tribe?

Your paper must meet the following requirements:

- 1000 words
- 10 direct quotations cited in MLA format
- Thesis statement (introduction paragraph)
- Five paragraphs (introduction, three body, conclusion)
- Topic sentence in each body paragraph
- Follow given outline

Analytical Essay Writing Rubric

	Excellent	Good	Fair	Poor
Introduction (15 points)	Introduction refers specifically to the work, genre, and author; addresses the topic directly; and has a clear thesis statement.	Introduction refers specifically to the work, genre, and author; addresses the topic; and has a clear, thesis statement.	Introduction makes some reference to the work, genre, and author; attempts to address the topic; and has a fairly clear thesis statement.	Introduction makes little reference to the work, genre, and author; poorly addresses the topic; and has an unclear thesis statement.
Body Paragraphs (45 points)	Body paragraphs contain clear topic sentences, support the thesis, and are exceptionally well organized.	Body paragraphs have topic sentences, support the thesis, and are fairly organized.	Body paragraphs support the thesis, attempt to address the topic, and are fairly organized.	Body paragraphs do not sufficiently support the thesis and are not organized.
Conclusion (15 points)	Conclusion clearly restates the thesis, reinforces the major points and makes a broader statement about the topic.	Conclusion sums up the thesis and reinforces it well.	Conclusion does not fully sum up or reinforce the thesis.	Conclusion sums up the thesis poorly with little reinforcement.
Quotations (15 points)	Quotations are specific, sufficient, and significant; they are clearly explained, connected directly to the thesis, and correctly cited.	Quotations are specific, sufficient, reasonably well explained, and correctly cited; they support the thesis.	Quotations and explanations are fair and/or insufficient; they provide some support to the thesis. They are partly cited.	Quotations and explanations are unclear and insufficient; they provide little support to the thesis. They are not cited.
Conventions- Spelling, Grammar and Punctuation (15 points)	Spelling, grammar, and punctuation are accurate and nearly perfect.	Spelling, grammar, and punctuation are mostly accurate with few errors.	Spelling, grammar, and punctuation are fair with some obvious errors.	Spelling, grammar, and punctuation are poor with frequent errors that the effect meaning of paper.
Meets Guidelines (5 points)	There are 5 well paragraphs, at least 1000 words, and at least 10 direct quotations from the novel.	There are 5 paragraphs, close to 10000 words, and 10 direct quotations from the novel.	There are 5 paragraphs, over 500 words, and 6 direct quotes.	There are less than 5 paragraphs, close to 500 words, and less than 6 direct quotations.

Adapted from Watertown High School
<http://www.watertown.k12.ma.us/dept/ela/pdf/EngDeptWritRubric.pdf>

Photo Collage Project

1. Pick a group to which you feel a strong allegiance. Refer back to the list of groups we created at the beginning of this unit. You may choose any group (so long as it is school appropriate. i.e.- no gangs or neighborhoods).

For example, you might do a project on being a teenager.

2. Take photographs that represent your group. These photographs must show both **positive** and **negative** sides of group adherence. You must have at least 6 photographs.

Positive teenage images: friends, high school, prom, babysitting, freedom etc.

Negative teenage images: rude, spoiled, irresponsible, etc.

3. Interview 2 other members of your group. You will need to ask each person at least five questions pertaining to your group. You are looking to get quotations that add to an outsider's understanding of your group. You will also need to interview two people not in your group in order to show an outsider's point of view of your group and to gain another perspective. You will turn in your interview questions and answers for a separate grade.

Group members: classmates, brothers or sisters (age 13-19), friends, etc.

Non-group members: teachers, church members, parents, etc.

4. Create a PowerPoint presentation about your group and your personal membership experience. Your presentation must include the following:

- Group Title
- Definition of group in your own words
- Photographs (6-15)
- 2 quotes from other group members
- 2 quotes from non-group members

5. You will have to present your PowerPoint to the class. Your presentation will be graded on the following:

- Explanation for each photograph
- Can be heard from the back of the room
- Eye contact
- Minimum amount of information on each slide
- Length of 3-5 minutes
- Summary of what group membership means to you
- Benefits and drawbacks of group membership

**Photo Collage Project
Interview Form**

Group: _____

Group Member's Name: _____

Question One:

Answer:

Question Two:

Answer:

Question Three:

Answer:

Question Four

Answer:

Question Five:

Answer:

**Photo Collage Project
Interview Form**

Non-member's Name: _____

Question One:

Answer:

Question Two:

Answer:

Question Three:

Answer:

Question Four

Answer:

Question Five:

Answer:

Photo Collage Project

Rubric

Slide Show

- _____/5 Slide with group name and student name
- _____/10 Definition in student's own words

Photographs

- _____/5 Can be easily seen from back of room (not pixilated or too small)
- _____/5 Minimum of six
- _____/10 Shows a variety of images (buildings, portraits, groups, etc)
- _____/10 Shows positive side of group membership
- _____/10 Shows negative side of group membership

Quotations

- _____/20 Minimum of four (two positive; two negative)
- _____/10 Adds information or a different perspective to slide show
- _____/5 Correctly punctuated
- _____/5 Cited with full name on slide
- _____/5 Labeled as insider or outsider on slide
- _____/100 **Total**

Oral Presentation

- _____/5 Speaks clearly (no mumbling, minimum of likes, umms, and pauses)
- _____/5 Projection (can be heard from back of room)
- _____/5 Makes eye contact with audience
- _____/10 Does not read off of projection
- _____/20 Time (3-5 minutes)
- _____/20 Clearly identifies each photograph as positive or negative
- _____/15 Explanations of photograph go into depth (not just describing photo) and explain relevance of each photo
- _____/10 Benefits of group membership
- _____/10 Problems arising from group membership
- _____/100 **Total**

The Absolutely True Diary of a Part-Time Indian
Response to Literature

Each Response to Literature (RtL) needs to a well developed paragraph with a topic sentence, supporting evidence (correctly cited if needed), and a concluding sentence. RtL should be a minimum of 500 words and show careful thought, creativity, and effort. Make sure that you full revise your work before submitting it for a grade.

RtL One

Due _____

Personal Group Affiliation (Pre-reading)

Identify one group of which you are a member. Define that group so that an outsider can understand it. Include membership requirements, what drew/draws you to that group, and your general feelings towards that group. Then, discuss ways that you struggle with being a member of that group OR ways that group helps you. Be specific. The more details you can include, the stronger your paper will be.

RtL Two

Due _____

Response to Statistics

Using the information you gained during our webquest, make some general observations and predictions about what life is like on an American Indian reservation. Your RtL must include at least **five** statistics that you found interesting. Explain the significance of each statistic and the larger implications it has. **Be sure you correctly cite each statistic.**

RtL Three

Due _____

Response to pages 1-43 (Personal opinion)

Should Junior leave the reservation to go to school? Think careful about what we know about the level of social support (think friends and family) available both on the reservation and at the white school. He will be going into a foreign environment and surrounded by a hostile group. Also consider the level of educational opportunities at each location. Your paragraph must have **at least three pieces of textual evidence with correct citation.**

RtL Four

Due _____

Response to pages 1-133 (Comparison)

As Arnold gets to know his crush (Penelope) better, he learns that they have some things in common. Pick one thing that they have in common and expand on it. You might consider writing about one of the following topics: family, addiction, dreams, or limitation. You may pick your own topic so long as you get teacher approval first. Your paragraph must have **at least three pieces of textual evidence with correct citation.**

RtL Five

Due _____

Response to pages 1-196 (Analogy of David and Goliath)

Readon (the number two team in the state) and Wellpinit (the number one team in the state) have a rematch with Arnold being a 'secret weapon' for Readon and Rowdy being the force behind the success of the Wellpinit team. Remember: in the last game, Arnold went to the hospital with a concussion and had to get stitches. Continue the analogy of David and Goliath and identify which team is David and which team is Goliath. Your paragraph must have **at least three pieces of textual evidence with correct citation.**

The Absolutely True Diary of a Part-Time Indian
Response to Literature Rubric

	Self evaluation	Teacher evaluation
Topic Sentence (15 points)		
<ul style="list-style-type: none"> ○ Clearly and concisely introduces topic (5 points) ○ Expresses a definite point of view (5 points) ○ Is specific and narrow in focus (5 points) 		
Supporting Evidence (50 points)		
<ul style="list-style-type: none"> ○ Includes citation as needed in correct MLA format (5 points) ○ Refers to and supports topic established in first sentence (5 points) ○ Stays on topic (10 points) All details tie in to the topic sentence and stay within the focus. ○ Makes good use of quotations that add meaning (10 points) Each quotation enhances the reader's understanding of the author's point and helps solidify his/her point. ○ Shows a clear understanding of topic and text (10 points) ○ Shows a depth of understanding (5 points) Writer does beyond a surface level of thought and pushes him/herself in thinking about the topic. ○ Has NO plot summary (5 points) All evidence needs to support the topic. Write as if the reader has a working understanding of your topic. 		
Conclusion (10 points)		
<ul style="list-style-type: none"> ○ Is not a summary (5 points) ○ Shows greater importance of topic (5 points) Writer makes a connection to something outside the text or draws a deeper conclusion about the importance of this topic outside of this text. 		
Writing Conventions (25 points)		
<ul style="list-style-type: none"> ○ Shows evidence of careful thought (5 points) ○ Creativity (5 points) ○ Effort (5 points) ○ Mechanics (10 points) <ul style="list-style-type: none"> ○ Spelling, punctuation, grammar does not get in the way of the reader's understanding ○ Sentence structure adds to reader's understanding 		
Bonus		
<ul style="list-style-type: none"> ○ Typed (5 points) 		
Total (100 points)		

Notes

The Absolutely True Diary of a Part-Time Indian

Webquest

In preparation for reading Sherman Alexie's novel *The Absolutely True Diary of a Part-Time Indian*, we need to be better informed about many of the issues facing Junior, the main character. Many of those issues stem from the fact that he is an American Indian living on a reservation.

Your job is to gather information about American Indians, the reservation system, statistics, and anything of significance. You will be using this information to write a paper, so use your time wisely.

Indian Affairs (Official Government organization) <http://www.bia.gov/FAQs/index.htm>

Cite Name:

Author of site:

Last update of site:

Date of visit to site:

What is an Indian reservation? (Put definition in your own words)

Who controls/governs the reservations?

Why is that important?

Map - http://www.howling-wolf.org/Indian_Reservations/today.html

Cite Name:

Author of site:

Last update of site:

Date of visit to site:

Where are the majority of reservations located?

Why do you think that is?

Reservation System <http://xroads.virginia.edu/~hyper/incorp/native/reservation.html>

Cite Name:

Author of site:

Last update of site:

Date of visit to site:

Historically, what have been some problems with the reservation system? List at least three

-
-
-

Health Information <http://facts.kff.org/results.aspx?view=slides&topic=70&start=1&num=4>

Cite Name:

Author of site:

Last update of site:

Date of visit to site:

List **three** statistics about the health of or the health care available to American Indians.

-
-
-

What do these statistics tell you about the quality of life for American Indians? Write in complete sentences.

Education and Health Information

<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlID=52>

Cite Name:

Author of site:

Last update of site:

Date of visit to site:

Find five statistics that stick out to you. List them below in your own words.

-
-
-
-
-

What do these statistics tell you about the quality of life for American Indians? Write in complete sentences.