

ALASKA LITERATURE

Class Overview Trimester 1- August 28, 2023– November 10, 2023

Mr. Nestor – wilkinsonn@mehs.us

Alaska Literature is an upper-level high school class designed to challenge and improve students reading, writing, presentation, and listening skills. Emphasis will be placed on authors from Alaska. In this course students are expected to analyze and critically respond to guest speakers, poetry, short stories, novels, informational text, and media using a multitude of perspectives **DAILY**.

This course is not concerned with feelings or personal held beliefs but rather how well students construct and defend ideas verbally and in writing, Purposeful participation, collaboration, and contributions to the group will be crucial if a student wishes to succeed. Students are required to maintain a journal with well written entries consisting of well-reasoned, reflective, and neatly written responses daily. In addition, students will design questionnaires and conduct an interview with an elder as part of oral storytelling project and assessment. Students will also continue to study grammar rules and sharpen their oral presentation skills.

Text selections will include these works and numerous short stories & poems:

Beck, Mary. *Heroes and Heroines*

Haines, John & Mergler, Wayne *The Last New Land: Stories of Alaska Past and Present*

Harjo, Joy. *When the Light of the World Was Subdued, Our Songs Came Through*

Huntington, S. & Reardon, J. *Shadows on the Koyukuk*

London, Jack. *The Grey Cub*

Jack London, Nora Marks Dauenhauer-Variou, Cathy Tagnak Rexford, Velma Wallis-Variou, Sue Henry,

Non-Fiction: ANCSA, Key Documents in Alaska's Founding, Civil Rights in Alaska

PROJECTS

Author studies and presentations

Class interviews and research projects

Elder Interview 40% of the class grade

GRADES: Participation=20%, Projects=40%, Classwork=25%, Homework=5%, Assessments=10% = 100

KEY LEARNING STRATEGIES:

1. Vocabulary analysis using a graphic organizer (AWL, <https://www.etymonline.com/>, dictionary, thesaurus, rhyme dictionary, vocabulary projects)
2. Actively participate in civil discourse where ideas are backed by reason and evidence
3. Close reading and annotation of literary and informational text
4. Effectively use the writing process (prewriting, drafting, revising, editing, publishing) to write essays
5. Edit journals and written assignments using grammar, spelling, punctuation, and structure
6. Take notes daily. Study by reviewing your notes
7. Identify and select from multiple strategies to complete independent and collaborative projects
8. Understand and respect the perspectives of others in order to communicate effectively
9. Use information, both oral and written, and literature of many types and cultures to understand self and others

WEEK	THEME	Essential Questions
1.	Poetry	How can we analyze poetry for enjoyment and meaning?
2.	Perseverance	What does it mean to persevere? How can we develop perseverance? What does this look like in my life/family?
3.	The Land	What does it mean to be connected or disconnected from the land? How does land equal power? Who has a claim to the land?
4.	Historical Events & stories	How has history affected my family? What is the impact of Alaska's history on my past, present, and future? How do oral stories reaffirm family ties and Alaska's history?
5.	Language	Why is it important to preserve languages? How can language help us to access culture and contribute to our communities?
6.	Subsistence	What role has subsistence played in the writing of Alaskans?
7.	Environment	How does the environment shape culture, an individual, and society? What does it mean to be a good steward
8.	Exploration	How do explorations help us to connect to ourselves, others, places, and cultures? When do we know if we are prepared for an exploration?
9.	Education	What does it mean to be educated? What does educational success look like to you and your community? Who is responsible for your education?
10.	Technology	How does technology evolve? How does technology impact culture, family, and society?
11.	Politics/Government	What are seminal texts in Alaska's political history?
12.	Spirituality	How do various communities define spirituality?

CLASS PROCEDURES:

NORMS: 1. Respect each other and our space. 2. Be prepared. 3. Actively Participate DAILY. 4. Demonstrate effort. 5. Think critically.

CLASS ROUTINE: Answer your journal prompt/reflection, mini-lessons on reading, writing, grammar, & independent skills practice. Please remain seated until the class is dismissed.

PASSES: You have 7 passes for whatever you wish. If you do not use your passes, they can count as extra credit at semester's end. If you use all of your passes you may remain after school for 30 minutes to make up lost time.

ASSIGNMENTS: There isn't a google classroom. Use Power School, email, or folder to track your assignments. **Late work is not accepted.** You will have ample time in class to complete most of your assignments. If you are absent, it is your responsibility to collect any missed assignments. Accommodation will be made for excused absences.

Unproductive behavior, use of ANY unauthorized technology, sleeping, and being disruptive will result in a zero.

ACADEMIC DISHONESTY: If a student chooses to engage in contract cheating, plagiarize, or use artificial intelligence to submit work they did not craft, she will receive a zero and a referral to the MEHS Administration. To avoid plagiarism please paraphrase and cite (MLA) any ideas or writings you borrow from another entity.

ALASKA STANDARDS:

Key Ideas and Details	Craft & Structure	Key Ideas and Details	Craft and Structure
<p>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 (ambiguity).</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.</p> <p>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).</p>	<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include predominantly Native Alaska authors.)</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).</p>	<p>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>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>4. Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>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.</p> <p>6. Discern 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 aesthetic impact of the text.</p>

I have read and understood the class requirements.

Signature

Date