**The Round House by Louise Erdrich (NUSTEP Introduction to Literature)**

| **Essential Questions** |  | What is significant about the retrospective narrative of Joe? What might it suggest about the intergenerational effects of sexual assault for survivors, families, communities and nations? | How does the opening imagery speak across the larger dynamics of violence, vulnerability, jurisdiction, and justice at work in the text? | What does the novel’s coming-of-age dynamic suggest about the problems of place, race, class, gender, identity, politics, indigeneity, and the law? | Why does the novel refuse to provide readers any neat resolutions to its conflict and their larger implications? | How does humor function in the novel? What does it suggest about indigenous community cohesion, resilience, and survival? |
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| **Unit Theme(s)** |  | The difficulties faced by Native women and how those struggles stem form an often toxic culture surrounding sexuality, tribal identity, and gender. | The challenges of balancing the Native Chippewa religion with Catholicism brought to the reservation by Europeans. | Story telling, formality, and writing provide people with behavioral and emotional models to teach them how to act in different situations and how to talk about their lives. | Parenthood, foster families, and coming of age situations reflect a dynamic shift as children enter adulthood and families endure life’s various challenges and traumas. | The complexity of ensuring justice for people belonging to the Chippewa culture who encounter ignorance and disadvantages in the law. |
| **Assessment(s)** |  | Character analysis and reflective discussions | Research and analysis of cultural and legalreferences throughout the novel. | Literary technique and effect on meaning in short stories | Literary technique and effect on meaning in poetry | Literary Analysis Essay |
| **Prerequisite Knowledge** |  | Analytical writing  Supporting traits with evidence  Using direct details as evidence | Library databases  Web-based research  Note-taking  MLA (or other) style  Close reading  Analytical writing | Text analysis of short stories, novels, poetry | Literary elements and techniques in poetry  Understanding of writer’s choices effects on meaning  Close reading of poetry  Analytical writing | Quote analysis  Analytical writing  Literary Elements |
| **Reading** |  | **Extended text -**  **The Round House by Louise Erdrich** | **Companion text - high interest** | **3-5 short complex texts**  “The Red Convertible” by Louise Erdrich  “The Enduring Legacy of the Pocahontas Myth” by Gregory D. Smithers  “How to Write the Great American Indian Novel” by Alexi Sherman  “From the House of Yemanja” by Audra Lorde | **Digital texts and resources**  Online copy of The Round House by Louise Erdrich  [[PDF] The Round House Book by Louise Erdrich (2012) Read Online or Free Downlaod (booksvooks.com)](https://booksvooks.com/the-round-house-pdf-louise-erdrich.html)  “Legal Scholar and Advocate Sarah Deer” (3:19)  [Legal Scholar and Advocate Sarah Deer, 2014 MacArthur Fellow - YouTube](https://www.youtube.com/watch?v=ihJIIMOVzY4&t=7s)  Louise Erdrich discusses her novel (8:08)  [Conversation: Louise Erdrich, Author of 'The Round House' - YouTube](https://www.youtube.com/watch?v=sDL5QqH5I1s)  “Edward S. Curtis: The North American Indian” (3:29)  [Edward S. Curtis: The North American Indian - YouTube](https://www.youtube.com/watch?v=d421g0nNWBc) |  |
| **NUSTEP Introduction to Literature Student Learning Objectives**  **The following NUSTEP course learning objectives are a consistent expectation in all work during the unit:** | 1. Students will read attentively, closely, critically, and effectively using primary texts through quotation and reference, drawing supported conclusions that reach beyond generalizations. | 2. Students will demonstrate an ability to analyze a literary text in a way that synthesizes critical approach, historical context and/or ideological orientation.  3.Understand the role of storytelling and reading as a form of social awareness. | 3. Students will develop and challenge their thinking through scholarly engagement with secondary sources. | 4. Students will thoughtfully, coherently, and persuasively. | 4a.Students will write thoughtfully, coherently, and persuasively  4b.Students effectively use evidence to support and develop the central point. | 4c.Students develop points in argument in an orderly manner.  4d.Students demonstrate appropriate writing mechanics |
| **Writing** | **Research Project** | **Analytical** | **Narrative** | **Routine writing** | **Digital Writing Resources** |  |
|  | Conduct research on better understanding the relevant and prevalent references included in the text.  Topics include:  Native American schools  Native American laws  Native American language  Ojibwe/Chippewa life/traditions  Native American representation in art and culture  Crimes against Native American women | Poetry analysis and connection to novel.    Poetry Analysis: Writer’s use of literary techniques to create meaning    Text Analysis:  Choose from four options to create an original, thoughtful, and engaging analysis of important aspects of the novel including themes, conflicts, setting, characters, and themes. | Home Essay  This I Believe Essay  Object representation writing and sharing assignment | Reflection and analysis of text throughout the text.  Literary argument response that is supported with evidence from the text and original commentary to demonstrate understanding of the novel. | Students will submit typed formal essays through Microsoft Teams for teacher review and revisions.  Students will submit writing for peer review and make revisions based on peer and teacher feedback.  Formal and informal work will be submitted through Microsoft Teams |  |
| **Literary Perspectives Goals**  **The following NUSTEP Introduction to Literature goals are a consistent expectation in all work during the unit:**  **General Education Goals:**  **The following NUSTEP Introduction to Literature general education goals are a consistent expectation in all work during the unit:** | 1.Students will analyze complex themes of gender, sexuality, race, nationality, and other aspects of identity in order to reflect on contemporary society.  1.Demonstrate understanding of core critical thinking skills of literary study | 2. Examine the historic, socio-cultural, and political influences on the writer’s works.  2.Demonstrate the ability to ethically attribute sources of information. | 3.Understand the role of storytelling and reading as a form of social awareness.  3.Demonstrate the ability to communicate effectively through written means. | 4.Demonstrate knowledge of current professional ethical norms and expectations |  |  |