

English First Peoples 11

Unit 1 Test Study Guide

1. Scenes and Rendering Journal (open note, you can use your journal):
 - a. List each scene in your journal. List each character.
 - b. Summarize each scene. Summarize each character.
 - c. Choose one scene and expand it. This is a 30-minute exercise. Apply the literary device of sensory imagery.
2. Complete the self-assessment rubric for your expository essay and assemble the evidence of the writing process in preparation for your one-on-one conference. Be prepared to explain/do:
 - a. What is the purpose of an expository essay (closed note, from memory)?
 - b. What is the point of this expository essay assigned (closed note, from memory)?
 - c. How and why you used the Six Stages of Research (3 paragraph describe, explain, connect/reflect paper, from memory but you will have all of your notes and drafts for the expository essay assignment available).

SIX STAGES OF RESEARCH

Wondering Stage	Journal, rough note, observation, question, connect, reflect, wander
Preparing Stage	Topic, subtopic, focusing question, theory, thesis, theme Organize sources and take detailed notes
Planning Stage	Thesis statement, main ideas, systems thinking, outline
Drafting Stage	Rough drafts, first draft
Revising Stage	Second draft (possibly other drafts), revision process
Publishing Stage	Edit and publish (format), submit for publication (more revision likely)

- d. Tell the story of the “Prize Winning Essayist” (focus on the theme, or moral). You will have a copy of the expository essay that was read in class to go along with this story.
 - e. Use the rubric (will be provided) to grade Mr. Kertes’s expository essay on Martin Luther King Junior (the essay will be provided). Write a one paragraph constructive feedback for the essay (the models and frameworks handout will be provided for this).
3. Daily Dozen
 - a. List the define three of the Daily Dozen in your own words, with examples, from memory.

DAILY DOZEN – “FAKE-IT-UNTIL-YOU-MAKE-IT”

Attend class	<ul style="list-style-type: none"> By attending regularly, you will build the relationships needed to help you achieve your goal. When you attend regularly, you are saying “I am trying” and this usually results in getting more help and more support. The key to learning is <i>doing</i>, and attending class helps you do more. Concepts build on each other. By attending regularly, you learn the foundation first and then it’s easier to build on top of that foundation.
Every moment matters	<ul style="list-style-type: none"> For students who have lots to catch up, every moment matters. This class is based on respect for your time. Everything during class time is intentional and planned by the teacher to help all students make progress and learn. This class is designed to be done “in class”. This means that you can do the work required to pass during class time alone (not as homework). (For students aiming for higher marks, you may need to work on the major assignments at home as well.)

Be on time	<ul style="list-style-type: none"> Since every moment matters, arriving on time helps you make sense of the lesson and activities that will follow. It wastes everyone's time if the teacher repeats information already covered at the start of class. Please be on time, and if you are late, please enter quietly.
Have your materials	<ul style="list-style-type: none"> Again, every moment matters. You must bring a pencil, lined paper, and notebook to class every day. Other materials will either be provided, or you will be told in advance to bring them.
Look like you're paying attention	<ul style="list-style-type: none"> Students are required to "look like they are paying attention" which means look at the teacher or other speaker, appear focused and attentive, and look like you are working during work times.
Take notes	<ul style="list-style-type: none"> Copy from the board all the notes in your spiral notebook. Take additional notes (whatever format that helps you the most).
Do the work	<ul style="list-style-type: none"> This course is practical. <i>Do the work and you will learn.</i> Your reading and writing will improve. There is lots of work to do. Many students won't do it all. The teacher will help you prioritize what helps the most.
Neat and complete	<ul style="list-style-type: none"> Use the format required for all your work. This plays to possible bias of the teacher. Using the correct format helps you focus on the deeper learning and speeds things up. It's faster. It's easier. Just do it!
Guess and go	<ul style="list-style-type: none"> If you don't know, just guess and go. Something beats nothing.
Ask for help	<ul style="list-style-type: none"> The teacher's job is to help you learn. Need help? Just ask for it...
Use the shortcuts	<ul style="list-style-type: none"> In this class you will be taught many shortcuts. <i>Here's a secret:</i> Almost every student who achieves Bs and As uses shortcuts.
Everything adds up	<ul style="list-style-type: none"> A big part of this class is about "making your learning visible" so that you can see how you are learning. This helps you see how everything you do in class has value and adds up. Do the work and you will learn.

4. Five Fs

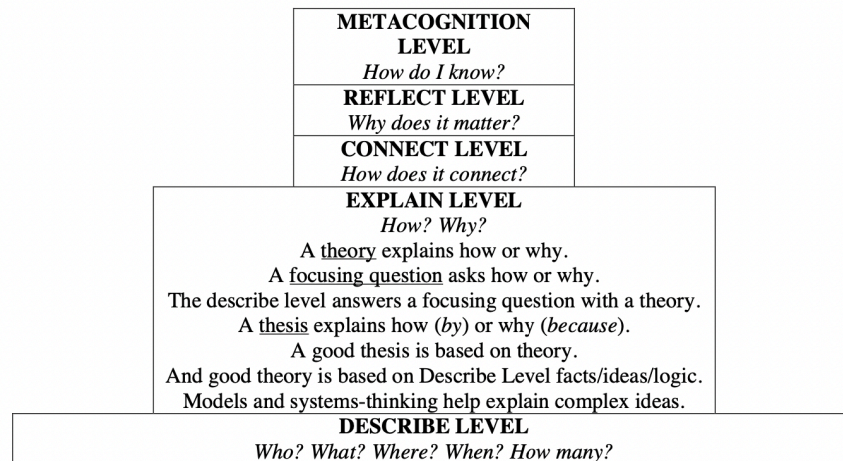
- List the Five Fs (from memory)
- Define each of the Five Fs (from memory – be specific and use all the of the terms that are on the handout).
- List the key concepts that are connected to each of the Five Fs (from memory – be specific and use all the of the terms that are on the handout).

ELEMENTS OF NON-FICTION WRITING

Focus	Topic, Subtopic, Focusing Question, Thesis (Explain), Theme, Theory
Form	Text Features, Sections, Subsections, Paragraphs, Sentences
Filler	Describe, Explain, Connect, Reflect, Metacognition Ideas, Facts, Opinions, Quotes, Data, Stories, Examples Boundaries, Components, Inputs, Outputs, Functions
Flow	Roadmaps, Signposts, Transitions
Feeling	Connect, Reflect

5. Levels of Analysis

- List the Levels of Analysis and draw a Levels of Analysis Cake.
- Define the following terms (from memory):
 - theory
 - focusing question
 - thesis
 - model
 - system
 - systems-thinking

LEVELS OF ANALYSIS**SYSTEMS THINKING**

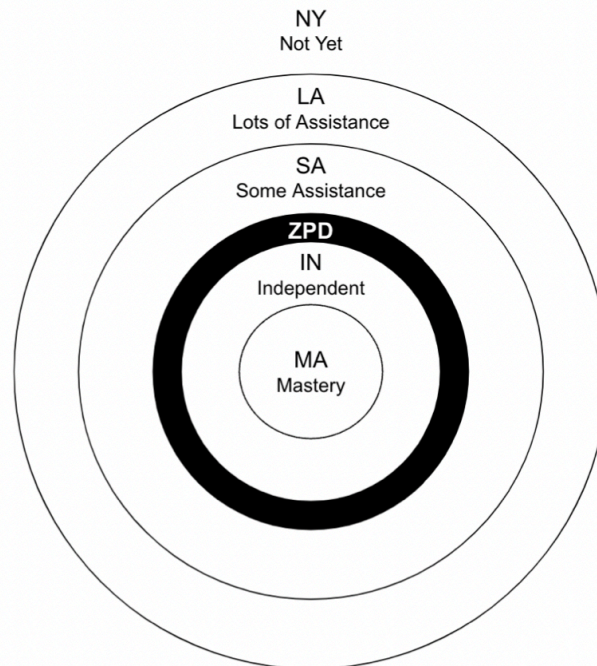
Boundaries	The boundaries set the limits of “what is the system”. You set the boundaries when defining the system.
Components	A system is a bunch of parts (components) that work together and do more together than they would on their own. Components are at the parts of the system. (Sub-systems are systems within systems.)
Inputs	Inputs cross the boundary into the system and interact with the system and its parts.
Outputs	Outputs cross the boundaries out of the system.
Functions	A system performs a function. It does something or produces something.

6. Draw a focus funnel in the correct order and label it correctly. You do this as part of an exercise in the text so do not need to study for this.
7. Write a describe-explain-connect/reflect to “One Good Man” and another one for “The One About Coyote Going West” (open book and open note). You will also write a summary of the lesson on Bruner’s theories (using your notes from the lecture, it will be open book) and a summary of of King’s theories on narrative from the Massey Lecture.
8. Choose your favourite three stories that Mr. Kertes shared (see the list on the website). Be prepared to describe and retell at least three of the stories and to write a describe-explain-connect reflect paper for each of three stories (from memory, no notes). Be prepared to connect this to the other readings (see #7 above).
9. Describe and explain the history and purpose of adaawx and describe the protocol for the retelling of certain adaawx. Write a short describe-explain-connect/reflect paper that also compares and contrasts adaawx to other sacred narratives. (This will be from memory, no notes or textbook).
10. Compare and contrast the perspective of Bruner to that of King, using the texts provided for the test (these will be new texts). Be sure to include the following key ideas (may be from memory or open note, I suggest you copy the info below into your notes just in case).

- You should have an introductory familiarity of Bruner's theory of how narratives (stories) provide a world view (construction of reality) that includes the following key ideas:
 - Bruner applied a Western point of view, which is why he broke "story" in a bunch of pieces
 - He is trying to develop a universal (applies to all humans) viewpoint of how brains "construct reality" – his theory is that reality is constructed through social learning (Zone of Proximal Development) and this involves:
 - Language
 - People
 - Relationships
 - Stories
 - Other people (Piaget and Skinner) are known for developing other Western ways of knowing about how reality is constructed (one focused on ideas, or rationalism, and the other on watching how people behaved, or behaviourism/empiricism)
 - We will use the Zone of Proximal Development (Vygotsky's theory on how people learn) in this course when reflecting on your own learning
 - Bruner (a psychologist applying Western ways of knowing) will be compared to King (a Canadian-American writer of Cherokee and Greek ancestry) in terms of how each reflects on the role of narrative (stories) in helping shape how we each see the world and our place in it
- Stories are cognitive tools
 - Cognitive tools help you think and understand and do things using your thinking/understanding capacities, they provide meaning that you can then use to do things or make sense of things
 - Language is a cognitive tool
 - Ideas can function as cognitive tools
 - Bruner proposes that cognitive tools are stories; and that stories are cognitive tools
- Stories help make sense of reality
 - In this course, social constructive theories of learning are the basis for most of the teaching
 - This means that the course reflects Vygotsky's theories, including ZPD and the role of cognitive tools
 - Bruner's essay connects Vygotsky's ideas to the "social construction through narrative"
 - The power of stories is not only a Western idea, as we see in King's essay on narrative and in the role of North Coast narratives

11. Respond to various short texts (provided as part of the test) that explore the theme of *place* in relation to First Peoples literature and experiences.
12. Apply the Zone of Proximal Development in relation to your own learning this term.

Zone of Proximal Development



13. Be able to discuss (from memory) the key strategies and ideas about reading that were covered in the course. Be prepared to write a describe-explain-connect/reflect-**meta** paper. It is possible that some of this may be open note, so I suggest copying all of the info below into your notes, just in case. But do try to memorize it as well, as some of the questions may be closed note.

- Levels of reading (connect/reflect, listen/experience, analyze/deconstruct) provide different ways to relate to and think about a text (such as an essay, story or poem)
- Use of theme ("place") in this course – place in terms of English First Peoples authors in particular
- Reading and writing as thinking (making thinking visible) – why analyse/deconstruct
 - If you understand language and writing/reading as a system, then you can understand your writing and reading better by seeing how all of the parts work together to perform a function (to do something, such as to help you know or understand better, to remember, or to feel something)

Readings

- “One Good Man” by Alexie (password protected pdf)
 - Know how this story is connected to “place”
 - Know why this story was selected
 - Know the theme (repeated phrase) and be prepared to discuss the following literary devices as used by the author in this story: allusion, allegory, foreshadowing, alliteration, and sensory imagery
 - Know how this story can be understood in terms of the three reasons a text is selected for the course
- *The Narrative Construction of Reality by Bruner* (password protected pdf)
 - Know that this paper explains how stories help people makes sense of, understand, reality (how people know and understand, how people develop skills to do things, how people make meaning of their world, themselves; how people connect with and work with other people — all of it, all of knowing and understanding and being and thinking, etc.)
- *the truth about stories A Native Narrative by King* (password protected pdf)
 - Know that this paper is summed with its line “The truth about stories is that that’s all we are.”
- “The One About Coyote Going West.” by King (password protected)

READ-TO-REMEMBER STRATEGIES

Know the point	<ul style="list-style-type: none"> • The point of academic reading is to learn the material that you are reading. • Start by asking: What is this for? What am I supposed to learn? • Focus on remembering and understanding first. • Later, you can apply higher levels of analysis. • Also, pay attention to the bigger point: Reading is a conversation between you and the author. Sometimes, that conversation is simply for fun or for curiosity.
Use features of text	<ul style="list-style-type: none"> • Features of text make reading faster and easier. • Pay attention to the title, subtitle, heading, subheading, paragraphs, topic sentences, bolded words, main ideas, and supporting details. All these features of text help you zero in on the main ideas... so you can find and remember the point of the text.

Skip and skim	<ul style="list-style-type: none"> When you first approach a new book or article, skip and skim. Just read the parts needed to know the point. Use features of text to find what's most important, rather than reading everything all at once.
Take rough notes	<ul style="list-style-type: none"> Notes make it easier to remember because if you forget, you can just look at the notes for review. Writing notes makes it easier to remember, especially if you put the main ideas in your own words or write an outline (which helps you organize your notes).
Pay attention to vocabulary	<ul style="list-style-type: none"> When skimming a text, look for key vocabulary words that you don't know. Ask the teacher for the meanings or look them up.
Read with questions in mind	<ul style="list-style-type: none"> If you know the point of a text, or the point of being assigned a text, then you can start by just looking for this point. One way to do this is to start by knowing what questions will be asked on a test or in an assignment. At first, just look for the answers to those questions. This will help you make sense of things.
Re-read the text	<ul style="list-style-type: none"> Sometimes, a text is meant to be read all the way through. Once you have skipped, skimmed, taken rough notes, and found all the answers, then you can go back over the text to soak it in.
Take detailed notes	<ul style="list-style-type: none"> Sometimes, you'll need to dig deeper into a text. If needed, after the skipping and skimming, you may need to take detailed notes. Use a format that works for you. Focus on organizing the information in your notes.
Summarize	<ul style="list-style-type: none"> The best way to remember and understand is by putting the main points into your own words.
Ask for help	<ul style="list-style-type: none"> If you don't know the meaning of text or are confused, ask for help.
Test yourself	<ul style="list-style-type: none"> If you will be tested on a text, be sure to not only study for the test but to also test yourself before the test.

14. Write a research paper on "How to Write a Paper". This will be open note and open book. It should be five paragraphs.