

Part I. *Opening Doors* Textbook & Online Homework



- Read **p. 208-218** about identifying the topic & stated main idea (**this material will be on the quiz next week**).

- Read “The New Workforce: People with Disabilities,” on **p. 226-229**, **highlighting the reading as you go**. Before you read, do the “**Prepare Yourself to Read**” questions on **p. 225**. Write your answers here:

1. Who do you think the “new workforce” might be?

2. Why do you think these people are now entering the workforce in large numbers?

- As you read, write the **topic** and the **stated main idea** of the indicated paragraphs below. The first one is done for you.

p. 225 topic in ¶ 1: <i>Wilfredo “Freddy” Laboy</i>	p. 228 topic in ¶ 15
Stated main idea: <i>At the center of this retail hubbub is Gap’s “wild man in a wheelchair,” supersalesman Wilfredo “Freddy” Laboy, a fast-talking, goateed 36-year-old . . .</i>	Stated main idea:
p. 227 topic in ¶ 7	p. 229 topic in ¶ 17
Stated main idea:	Stated main idea:
p. 228 topic in ¶ 10	
Stated main idea:	

Reading Selection Quiz: Answer the **Comprehension & Vocabulary in Context** questions on **p. 231-235** below.

_____ 1. **Respond in Writing:** Visit the web site of PCC's *Office for Students with Disabilities* (OSD) at <http://www.pcc.edu/resources/disability/> and check out either the *Documentation of Disability* site at <http://www.pcc.edu/resources/disability/document.html> or the *Services for Students* site at <http://www.pcc.edu/resources/disability/services/>. List at least 3 services, ideas, or tips you personally find useful or helpful or didn't know about. Go to the *Contacts* site at <http://www.pcc.edu/resources/disability/contacts.html> to find out who the OSD contact at SE Center is. *You can click directly on these links from the web version of this assignment packet at www.marthabianco.com/RD115/.*

_____ 2. _____

_____ 3. _____

_____ 4. _____

_____ 5. _____

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_____ 9. _____

_____ 10. _____

_____ 11. _____

_____ 12. _____

_____ 13. _____

_____ 14. _____

_____ 15. **Respond in Writing:** Answer Question **5** on **p. 237**.

_____ 16. _____

_____ 17. _____

_____ 18. _____

_____ 19. _____

_____ 20. _____

Read "Muhammad," on **p. 254-256**, **highlighting the reading as you go**. Before you read, do the "Prepare Yourself to Read" questions on **p. 253**. Write your answers here:

- 1.
- 2.

- As you read, write the **topic** and the **stated main idea** of the indicated paragraphs below.

p. 254 **topic** in ¶ 4:

Stated main idea:

p. 255 **topic** in ¶ 6

Stated main idea:

p. 256 **topic** in ¶ 9

Stated main idea:

- Instead of answering the comprehension questions for the 3rd reading in the book, go to the **Online Learning Center (OLC)** at http://highered.mcgraw-hill.com/sites/0073407135/student_view0/index.html (you can access the OLC from our class web site at <http://www.marthabianco.com/RD115> !) and select **Chapter 4**. Do the “Muhammad” quiz online. When you’re finished, submit your answers and e-mail them to yourself (not to me!). Print out & turn in the 1st page of the e-mail *only*.
- Do the Chapter Review Quiz online** at the OLC for **Chapter 4**. Submit your answers and e-mail them to yourself; print the first page of the e-mail, staple it to the other quiz, and **turn that in**.

Respond in Writing:

- Answer Question **21** on p. **262** and explain your answer.
- Answer Question **23** on p. **262** and explain your answer.
- Answer Question **24** on p. **262** and explain your answer.
- Answer Question **25** on p. **262** and explain your answer.
- Answer Question **2** on p. **263** and explain your answer.

Person 1:

Reason:

Person 2:

Reason:

Person 3:

Reason:

Person 4:

Reason:

Person 5:

Reason:

- Answer Question 3 on p. 264:

Part II. *Vocabulary Connections*



- Read all of **Chapter 4** in *Vocabulary Connections: Word Parts* and do all of the exercises. The answers are in the back of the book.
- For the quiz next week**, be prepared to define the following word parts and to answer questions about words that use them.
- Write the definition of each word part below and use it in a sample word.

WORD PART	MEANING	SAMPLE WORD	WORD PART	MEANING	SAMPLE WORD
arch			homo		
auto			manu		
bio			mis		
equi			para		
hetero			sym, sun		

Part III. *The Absolutely True Diary of a Part-Time Indian*



Read **p. 54-81** from the book & answer the following questions, which **you will need to know for the quiz next week**:

- On p. 56, Junior says, "I could see the blue veins running through their skin like rivers." And then, at the end of the next paragraph, talking about some of the kids at his new school, he says, "Some of them looked like that had to shave two or three times a day." What kind of **figure of speech** is each of these quotes and what does each mean?

- On p. 61, Junior says, “I felt like a magician slicing myself in half, with Junior living on the north side of the Spokane River and Arnold living on the south.” Think about this statement and look at the drawing on p. 57. Discuss what you think all of this means. Do you ever feel like you have two separate identities?

- What **tones** are present in author Sherman Alexie’s drawing on p. 57 and his/Junior’s various comments about being a “stranger in a strange land” or being sliced in half or a “freaky alien” with “absolutely no way to get home”? (Consult the chart in *Opening Doors* on p. 486-7.)

- What do you think Junior means when he says, “Funny how the saddest guys can be happy drunks”? Do you think his dad was that kind of a drunk? What do you think is worse – a happy drunk or a mean drunk? Why?

- On p. 64, Roger tells this “joke”: “Did you know that Indians are living proof that niggers fuck buffalo?” How did Junior react to this? What lessons or messages follow in the next chapter, “Grandmother Gives Me Some Advice”?

- Based on what you’ve read so far in the book, do you think Rowdy was one of the guys in the Frankenstein masks? Why?

- Define the following words / phrases used in this section:
 1. pummeled
 2. translucent
 3. impending
 4. alpha male / alpha dog

WEB WORK: For any of your web work, be sure to use capital letters and the underscore mark _ exactly as shown in the URL listed. Remember, you also can click directly on these hot links if you access the on-line version of the assignment packets at <http://www.marthabianco.com/RD115/>.

On p. 56, Junior tells us that the Reardon mascot was an Indian, “thereby making me the only *other* Indian in town.”

1. Read “What’s Wrong with Indian Mascots, Anyway?” at <http://www.racismagainstindians.org/UnderstandingMascots.htm>
 2. At Wikipedia (<http://en.wikipedia.org/wiki/>) type in the search phrase **North American mascot controversy** and read the arguments **supporting** and **opposing** the use of Native American mascots
 3. Check out the Oregon School Activities Association’s list of member schools and their sports team names, at <http://www.osaa.org/schools.aspx/>
- Write a few paragraphs on the back of this page answering the following: **Do you think there are a lot of school sports team names in Oregon that are Indian mascot-type names? What are some examples?** Click on the school name to see a picture of the mascot image. **What do you think about these mascot names and images?** If you want to, find some other mascot images online, print them out to share in class.