

## Text Complexity Analysis Template

### Text complexity analysis

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<b>Text and Author</b>	The School Days of an Indian Girl The Atlantic Monthly Volume 0085 Issue 508, February 1900 Zitkala-Sa , Sioux Native American	<b>Where to Access Text</b>	<a href="http://digital.library.upenn.edu/women/zitkala-sa/stories/school.html">http://digital.library.upenn.edu/women/zitkala-sa/stories/school.html</a>

### Text Description

This is an excerpt from a primary source document that details a young Native American girls' assimilation into the white culture at a Quaker boarding school for Indians in Wabash, Indiana. This account is from 1884.

### Quantitative

<b>Lexile and Grade Level</b>	As the text was written in the 1900's there is no Lexile level available. I estimate the excerpts to be in the 955-1155 range or 6th grade reading level.	<b>Text Length</b>	98 words for paragraph one and the end paragraph 122 words.
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### Qualitative

<b>Meaning/Central Ideas</b>	<b>Text Structure/Organization</b>
The big idea in the text is that a young Native American is moved to a boarding school to receive an education and is forced to assimilate into the white man's culture leading to the culminating event; the cutting of her long braided hair. The idea is explicitly told as the child describes the process, as well as events leading up to the change.	The text is organized with sub headings and is in a diary format. There are no graphics in the text to aid understanding. The event that is described uses vivid vocabulary and is told in chronological order.

<b>Prior Knowledge Demands</b>	<b>Language Features</b>
The students will have studied Native Americans of Connecticut, as well as the Sioux tribe from which this girl is a member. They will have discussed the cultural aspect of the tribes and have an understanding of the relationships with the colonists during the 1700's. They will be able to use the cultural information to compare the differences between boarding school education and typical day-to-day living experiences of a Native American. They will need assistance to take this text and weave a continued story of Native American/white man relations.	The language in the text is archaic as it is more formal in nature than the syntax of today's writing. Students will encounter many new words. There are numerous similes and metaphors and rich vocabulary which will add to the understanding of the text but which add to the difficulty of the reading.

### Potential Reader/Task Challenges

The students will be shocked at the treatment of the Native Americans at the hands of the white man. The fact that the story is told from a child, who is their age, will spur the students to do the necessary work to understand the story, as the reading level is very challenging. Perhaps the students can link the girl's experience to times in their own lives in which they were made to do something they did not want to. Using opening questions such as. Is it ok to make someone do something to fit in? Or, where are all the Native Americans today?

### Big Takeaway

From the text, students will understand the idea of the assimilation process as it was applied Native Americans in the 1900's. The article is written from the viewpoint of the author when she was first taken to the Indian Boarding School and her words and emotions will help students to understand not only her plight but the fate of other students facing the same injustice. Students will gain insight into the role of the United States in the creation of missionary schools designed to remove children of their tribal cultures and replace these cultures with knowledge of the dominant one. Parents of these children thought that the offer of education began to pay for the theft of Indian lands and was necessary for their children to advance in the white world. Students can then use earlier work in combination with the text to begin to develop an understanding of how relationships that were established between colonists and Native Americans changed from the colonial period until the 1900's.

## Vocabulary Analysis Template

	Words that demand less teaching time (i.e. the definition is singular and concrete)	Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)
<b>Words that can be determined in context</b>	<ul style="list-style-type: none"> <li>• indignities: examples given after use of word</li> <li>paleface (Tier 2)</li> </ul>	<ul style="list-style-type: none"> <li>• undercurrent (Tier 2)</li> <li>• spirit (Tier 3)</li> <li>• soul (Tier 3)</li> <li>• land of apples (Tier 2)</li> </ul>
<b>Words that cannot be determined in context</b>	<p>belfry: give to students (Tier 2)</p> <p>clatter (Tier 2)</p> <p>bedlam (Tier 2)</p> <p>shingled hair (Tier 3)</p> <p>mutterings (Tier 2)</p> <p>immodestly (Tier 2)</p> <p>fate (Tier 2)</p> <p>ceased (Tier 2)</p> <p>mourners (Tier 2)</p> <p>metallic (Tier 2)</p>	