Use the material in this package to prepare your reference sheet for the exam and to prepare yourself to succeed!

The exam consists of Multiple Choice, True/False, Matching and Short Answer Questions. Short Answer question responses should be between 2 and 4 sentences! Keep it brief and focused.

Matching:
These descriptions go with terms, character names etc that will be in the matching section of the exam. Some are sayings that may be examples of a particular type of literary device.

a) Peter Piper picked a peck of pickled peppers.
b) Junior's friend and academic mentor at Reardan High School
c) When a character is struggling with some element of their own personality - a flaw, a fear, a behaviour - that gets in the way of them achieving what they want or need.
d) Zip, bam, swoosh, slurp
e) must have both a subject and a predicate
f) A poem that tells a story; is not necessarily slow or sad
g) When a character is trying to overcome forces beyond their control, but which are not natural - a prophesy, supreme beings, aliens, destiny...
h) At first a bully to Junior, but later his friend and teammate
i) Introduces character and possibly the conflict, establishes setting.
j) The main character or the character that the author hopes that you will support/side with.
k) A character that represents a universal pattern of human behaviour.
l) The point of no return for the protagonist of a story
m) An example of an interjection
n) A poem format that praises an object or person
o) When one character is in direct conflict with another character (external)
p) When a character's ability to achieve their goal is puts them in opposition to the values, goals, rules or expectations of their community, family or culture.
q) A word that describes a action or something a noun "does"
r) gives information about the subject of a sentence
s) When a character is up against forces like storms, earthquakes, animals, or the environment.
t) The contrast between what is expected and what actually happens.
u) A short Japanese poem that celebrates something in the natural world.
v) Junior's teacher at Wellpinit High School
w) Am, are, were, is, was
x) A rich white man who visits the reservation with stolen cultural goods
y) is who or what the sentence is about
z) The girl that Junior has a crush on and who has semi-friendzoned him.
aa) An auxiliary verb that provides context like mood, time, state of being
ab) The events in a story after the climax, but before the conclusion; may suggest what happens next for the characters.
ac) This exam is easy as pie!
ad) Junior's best friend on the Rez
ae) A play on words - "The horse is a very stable animal."
af) Junior's father
ag) An unconjugated version of a verb.
ah) Junior's older sister, an aspiring author
ai) This character is shot during a drunken fight
aj) Smaller conflicts which build in intensity, increasing what is at risk for the main character
ak) The force or character directly in opposition to the main character meeting their needs or goals.
al) A word that links ideas or clauses in a sentence.
am) Giving human characteristics to inanimate or inhuman objects or animals.
an) Junior's mother

**Short Answer:**
You have CHOICE in several of these, others you NEED to answer.

How does this image communicate the concept of "privilege" as we learned about it?
Take a look at the image attached to this question. Consider the concept of privilege in relation to the activity we did with Mr. Mohammadi, and the concept of how people make associations that can come up automatically in their minds.

**YOU CHOOSE:**

a) Explain a time when you've seen that in your own life, or done so in your own life, and explain either how it made you feel or what it made you think about.

b) Explain a time when you've seen this in the world around you and explain what you think about it, what you think needs to change and/or how things can change or why things don't need to change.

OR

b) Explain a time when you've seen this in the world around you and explain what you think about it, what you think needs to change and/or how things can change or why things don't need to change.

OR

c) Explain a situation in the book when the characters experienced either privilege and made judgments based on associations or faced a lack of privilege and were judged based on other people's associations, and explain how you felt or what you thought reading about that incident.

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**Managing Privilege**

Privilege refers to the **uneven distribution** of power within a society. Privilege exists when that aspect of your life is seamlessly accepted into the world without scrutiny or suspicion. Personal privilege is the possession of these unearned attributes that dictate the ease and influence one will have within society.

Privilege is a **fact**, not an insult! You can't help it if you have it, and you don't have to feel guilty about it.

Privilege is **not absolute**. Most people occupy multiple social positions with multiple levels of privilege or disadvantage.
Choose **ONE** of the following sentences and respond to it - what does it make you think about, feel, want to say? Your answer should connect the quote (from our studies this year) to your life experience past, present or what you think might happen, or hope might happen, in the future.

**Options:**

a) "You are not born racist. You are born into a racist society. And like anything else, if you can learn it, you can unlearn it. But some people choose not to unlearn it, because they're afraid they'll lose power if they share with other people. We are afraid of sharing power. That's what it's all about." ~ Jane Elliott

b) "Carpe Diem. Seize the day....No matter what anyone tells you, words and ideas can change the world...You are here. That life exists, and identity. That the powerful play goes on and you may contribute a verse. *That the powerful play goes on and you may contribute a verse.* What will your verse be?" ~ Tom Schulman, Dead Poet's Society

c) "You've been fighting since you were born...You kept your hope. And now, you have to take your hope and go somewhere where other people have hope." - Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

d) "'I draw cartoons,' I said. 'What's your point?' Gordy asked. "I take them seriously. I use them to understand the world. I use them to make fun of the world. To make fun of people. And sometimes I draw people because they're my friends and family. And I want to honour them.' "So you take your cartoons as seriously as you take books?" 'Yeah, I do,' I said. 'That's kind of pathetic, isn't it?' 'No, not at all,' Gordy said. 'If you're good at it, and you love it, and it helps you navigate the river of the world, then it can't be wrong.'" ~ Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

e) 'The world, even the smallest parts of it, is filled with things you don't know.' Wow, that was a huge idea. Any town, even one as small as Reardan, was a place of mystery. 'Ok, so it's like each of these books is a mystery. Every book is a mystery. And if you read all of the books ever written, it's like you've read one giant mystery. And no matter how much you learn, you just keep on learning, there is so much more you need to learn.'" ~ Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

f) "'Because I want to build something beautiful. Because I want to be remembered.' And I couldn't make fun of her for that dream. It was my dream, too. And Indian boys weren't supposed to dream like that. And white girls from small towns weren't supposed to dream big either. We were supposed to be happy with our limitations." ~ Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

g) "If you let people into your life a little bit, they can be pretty damn amazing." ~ Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

h) "We all have to find our own ways to say goodbye." ~ Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*
i) "It all gave me hope. It gave me a little bit of joy. And I kept trying to find the little pieces of joy in my life. It was the only way I managed to make it through..." - Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

j) "I guess that's the only time men and boys get to cry and not get punched in the face." - Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

k) "Happy families are all alike. And every unhappy family is unhappy in its own way." - Leo Tolstoy

l) "Reservations were meant to be prison camps, you know? Indians were supposed to move onto reservations and die. We were supposed to disappear. But somehow, Indians have forgotten that reservations were supposed to be death camps." - Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

m) "I realized that I might be a lonely Indian boy but I was not alone in my loneliness...I realized that sure, I was a Spokane Indian. I belonged to that tribe, but I also belonged to the tribe of...(list of tribes)...It was a huge realization. And that's when I knew I was going to be ok." - Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

n) "I would always love Rowdy. And I would always miss him, too, just like I would always love and miss my grandmother, my big sister, and Eugene. Just as I would always love and miss my reservation and my tribe. I hoped and prayed that they would someday forgive me for leaving them. I hoped and prayed that I would someday forgive myself for leaving them." - Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

o) "We didn't keep score." - Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

**Questions related to the Sight Passages:**

For the purposes of this article, and based on your reading of the material, what does the term "cultural appropriation" mean and why is it problematic?

Referring to content in the article, why and how is context important to the way cultural appropriation is judged, interpreted and experienced?

Considering the contents of the article, content in the class this semester and your own life experience, what are some examples of cultural appropriation you've observed, and why do you know that they are problematic?

In your opinion - based on things you've learned, observed and/or experienced as well as on material in the article - what are some ways society, particularly youth, can encourage cultural appreciation vs. cultural appropriation?