**Directions:** Using the direct quotes as a starting point... Complete ONE of the activities below. Then staple that paper to this one before you turn it in. Due tomorrow.

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| **Linguistic**  Write a “double voice” poem: One side of the poem should express the beauty at the Reservation, and the other side should show its ugliness. | **Kinesthetic**  Using play-doh, create 2 symbolic sculptures: one sculpture to represent the beauty of the Reservation, one to represent the ugly. Make sure you can explain why you chose that object as the most important symbol and that others will be able to tell what your sculpture is. | **Intrapersonal** Junior shows us the good and the bad on the Reservation. Journal (1pg+) about which side made more of an impact on you. Has this book confirmed stereotypes or challenged them? Explain with specific examples from the book, your thinking, and your own life. |
| **Spatial** Draw a picture (or make a collage—I have a lot of magazines in the front cabinet) that represents the good and the bad on the Reservation. This can be realistic or more symbolic—up to you. | **Musical**  Find 2 songs (that have little to no lyrics) that represent each side of the Reservation (tempo, key, type of music, etc.). Email me the links to both songs. Then write a paragraph that explains why each song represents either the beautiful or the ugly side. | **Logical** Create a found poem (that means you only use words and phrases from ATDPTI) that shows readers there are two sides to the Reservation: the beautiful and the ugly. This should flow like a poem but it doesn’t need to rhyme. |