Lit Circles: Literary Studies and Composition 10

Here is the schedule for Lit Circles for the next 6 weeks 😊

1. **Essential questions**. As with *Indian Horse*, you will track your quotes for one or more of the following essential questions with stickies. You will record these quotes for your final project and synthesis essay. I would prefer if everyone chose a different question BUT I can be flexible.
   1. How does one build resiliency and cope with conflict?
   2. How is gender portrayed in the novel?
   3. How is ethnicity or race portrayed in the novel?
   4. How does one fight against discrimination?
   5. What factors shape our values and beliefs?
2. **Logophile**: collect words you don’t know as you read. We will combine the words from Indian Horse and your novel and do a vocab building game after the break. Collect these words (with page numbers) at the front of your book with the stickie notes. Each group should have three per discussion day.
3. **Discussion leader:** Each person will be the discussion leader at least once. Some of you will have to be the leader more than once. You will be responsible for
   1. Come prepared with 1-2 **deep** **questions** about what you have read so far. Deep questions start with “how” and “why”. See examples below the calendar.
   2. Put the questions on the group PPT for the next day.
   3. **Asking others about their quotes for the essential question.** Can you add to the collection? What is the answer to the question according to the evidence?
   4. General discussion about conflict, plot, etc.
   5. See the calendar below for specific questions on your date.
4. Recorder: Each person is responsible for recording a SUMMARY of the day’s discussion on a PPT. It is a skill to summarize your discussion in 1-2 slides (**point form only!!)** with images to reinforce the discussion. This is a collaborative exercise so feel free to ask others for help in summarizing.
   1. Three new vocab words and their meaning with a showing sentence. Anyone can contribute to this.
   2. The questions and the answers.
   3. Essential question evidence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **December** | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 29 | 30  Preliminary research about the author. With the other people in the group, research the following questions:  **What facts do you need to know to understand the author’s bias/perspective about the topic? Post the facts on the whiteboard to discuss as class.**  Read OR  Spoken Word for the reminder of the block | 1  Spoken Word- 30 minutes  Read 40 minutes  **What questions do you have so far?**  **Discussion Leader #1** creates questions about setting for next class  Recorder prepares PPT and shares with group. | 2  Spoken Word 30 minutes  Discussion Leader #1:  -discussion on **setting and the early plot events.** Have two deep questions ready.  Discussion Leader #2 prepares questions on characterization for Friday.  Read rest of the time | 3  Spoken Word- practice with a partner  Discussion leader #2:  -discussion on **characterization**  -Essential question quotes found? |
| 6  Present spoken word  read or practice | 7  Present spoken  word  read if time | 8  Read  Discussion Leader #3 prepares for next day: Questions on imagery and writing style | 9  Read  Discussion Leader #3 leads the conversation on examining writing styles and imagery  -essential questions  -plot questions | 10  Creative Writing/read |
| 13  *Book Thief*- movie | 14  *Book Thief*-movie  Read and connect movie to novel, paying attention to the essential questions  About 20-30 minutes to discuss.  Discussion Leader #4 prepares questions and answers on “text to text” and “text to world” connections  Other members also need to think ahead to contribute to this conversation | 15  Read  Discussion Leader #4 guides discussion on “text to text” and “text to world” connections  -essential questions answered  -plot issues | 16  Spoken Word Finals | 17  **Creative Writing Project due**- time to reflect and organize in class.  -highlight what you have done since the first draft  -reflect on your process. What have you done to improve or change your writing?  -print out the final copy to hand in with your draft  -plot profile for novel?  -want to do this over the holidays? I can wait if you want to hand in the first day back.  **Read** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| January | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 3 | 4  Discuss what you read over the holidays. No discussion leader for this. Just wing it!  Blog post OR Response poem (more directions to come) | 5  Discussion Leader #5 prepares questions on the central themes and big ideas of the story  Read | 6  Read and finish book  Discussion Leader #5  -what are the central themes and big ideas of the story?  Compose 3 theme statements in your group. Put on PPT  Discuss the book ending. | 7  One pager assignment (more info to come) |

**Some possible discussion questions and response prompts**

On the left, questions you can use to start your group conversation on the right track. On the right, possible responses if you are asked one of those questions.

|  |  |
| --- | --- |
| **Question Prompts**   * What would you do in (character’s) situation? How would you react? * Why do you think the author wrote this? * What are some themes that emerged in (story’s name)? * What can infer about the character based on his/her actions? What proof do we have? * Do you see the writer’s life experiences being reflected in the book? Where? * What motivates the character to do …..? * What are some examples of direct or indirect characterization? How would you describe the character based on these examples? * What does the setting infer about the plot or conflict? * What mood or atmosphere is the author trying to create and how will it add to the plot? * What do you think about the ….. so far? * How does the imagery enhance the plot or themes? * What do you notice about the writing style? Do you see any writing devices we have studied in class? * How do the decisions and actions of characters reveal their personalities? * What do you notice about… * What do you wonder about… * What do you question…. | **Response Prompts**   * For me, I would usually/probably… * I think I would… * The author wrote it to teach us about… * One theme might be… * I learned that… * We can infer… * It’s clear that the character believes… * I notice… * I wonder… * I question… |

**Making connections…**

Help make connections between yourself and the story and between the story and the world.

|  |  |
| --- | --- |
| **Question Prompts**   * What can we learn from this character’s ideas/mistakes/actions? * How can we apply this idea to our lives? * What can we learn from this story? * If you were (character), what would you do? * Have you read a book like this one before? Or a movie? What is the same or different? * What is going on the world that is reflected in this story? Is it that different from today? * Do you agree with the message/themes of the story? What do think is relevant to today’s world and why? | **Response Prompts**   * We can learn… * In my life… * This is similar to/exactly the same as… * In another book I read… * If I were (character), I would have… |

Examining Through a Gender and “Race” Lens

Text

Description automatically generated with medium confidence

Chart, pie chart

Description automatically generated

Graphical user interface

Description automatically generated with low confidence

Graphical user interface, application

Description automatically generated with medium confidence