

## Literature Groups Directions – Generic for Cycle One starting 1/7/2013

### Activity One –

1. Read the poems on side one of the poetry handout two times out loud together with the group.
2. Write answers the following questions:
  - a. What perspective on life do each of these voices portray?
  - b. What questions do you have for the speaker in each poem? Ask two questions for each poem.
3. Write two poems with the following minimum requirements:
  - a. Write two poems that use images and sensory details from a specific experience that show something that gives your life ultimate meaning.
  - b. Each poem should have a different tone.
  - c. 12 lines, 60 words minimum.
  - d. Form of your poem may follow the form of the sample poems.

### Activity Two –

1. Read the designated story out loud to the group.
2. Write a literature response by answering these questions:
  - a. What is the main conflict?
  - b. What is chasing Alice?
  - c. Do you like this retelling of the Alice story?
  - d. What does she learn that she can use in her real life?
3. Write a journal about how some experience taught you a life lesson that you have found useful in some area or your entire life from day to day.

### Activity Three –

1. Read the assigned essay.
2. Write a literature response by answering the following questions:
  - a. What is the most important part of the essay and why?
  - b. What doesn't this essay tell us?
  - c. If this happened to you, if you had to escape your country, what would be the same and what would be different?
3. Read the poems on side two of the poetry handout – two times each, out loud to the group.
4. Write two poems that uses important personal objects and sensory details that show how these objects give your life meaning..
  - a. Each poem should have a different tone.
  - b. 12 lines, 60 words minimum.
  - c. Form of your poem may follow the form of the sample poems.

### Activity Four –

1. Write a story sketch, about a full page using the following prompt:
  - a. Write about a scene where a person's car breaks down on a busy street, and another person stops to help.
  - b. Write the story from the first person perspective of one of the two people involved.
2. Write a second story sketch that take the broken down car scene, and write it through the eyes of an innocent bystander, or the third person objective.