

Literature Circle Project

For your last unit, you all will participate in a literature circle on a novel of your choice from the titles listed below. Within your groups, you will appoint literature circle roles to one another to create a calendar for reading your novel as well as completing various tasks both individually and collaboratively within your group.

Novel Choices:

[Life of Pi](#) by Yann Martel (2 Groups)

[The Kite Runner](#) by Khaled Hosseini (2 Groups)

[The Purple Hibiscus](#) by Chimamanda Adichie (2 Groups)

[The Joy Luck Club](#) by Amy Tan (2 Groups)

[Like Water for Chocolate](#) by Laura Esquivel (2 Groups)

[How the Garcia Girls Lost their Accents](#) by Julia Alvarez (forwards) (1 Group)

[How the Garcia Girls Lost their Accents](#) by Julia Alvarez (backwards) (1 Group)

The Kite Runner Group 1

Arul

Jacob

Michael

Connor

Sharon

The Kite Runner Group 2

Aidan P.

Elliott

Lucie

Mirelle

Reagan

Like Water for Chocolate Group 1

Julia Thompson

Julia Kasper

Noah

Prerana

Melvinna

Like Water for Chocolate Group 2

Nika

Jolene

Shreya

Hunter
Eric

The Purple Hibiscus Group 1

Caroline
Kathryn
Lauren
Heather
Audrey

The Purple Hibiscus Group 2

Claire
AJ
Sree
Anna
Srian

How The Garcia Girls Lost Their Accents Group 1 (backwards)

Kundana
Ellie
Francesca
Tess
Sarah

How The Garcia Girls Lost Their Accents Group 2 (forwards)

Lily
Carmen
Sam
Freya
Kaitlyn Han

Joy Luck Club Group 1

Kaitlyn Harrison
Elijah
Jenna
Kevin
Tristen

Joy Luck Club Group 2

Grace
Aiden
Jonathan
Siena

Emre

Life of Pi Group 1

Erin

Seth

Anish

Max K

Bhuvanesh

Life of Pi Group 2

Archit

Sydney

Greg

Max H

Harshil

Tasks:

-Read chosen novel and complete 3 literature circle daily tasks (meet five days in class to discuss novel)

-Tic-Tac-Toe Board (group)

-Creative Presentation (group)

-Individual Reflection: Why_____should be taught in English II.

Calendar

May 6	May 7	May 8	May 9	May 10
May 13	May 14	May 15 WHAP FINAL in class	May 16 WHAP AP EXAM	May 17
May 20	May 21	May 22	May 23	May 24 Final Portfolio due and Presentations

				Begin
May 27 Memorial Day No School	May 28 Finish Presentations	May 29 1A/B Exams	May 30 2A/B Exams	May 31 3A/B Exams 4th Quarter Project Due Presentations
June 3 4A/B Exams	June 4 Math 3 EOC	June 5 Biology EOC	June 6 English 2 EOC	June 7 Math 1 EOC
June 10 Makeup Exam	June 11 Makeup Exam	June 12 Teacher Workday	June 13	June 14 Graduation

Literature Circle Roles

Discussion Leader

Your job is to create a series of seminar questions based off this part of the book. Don't worry about the small details; your task is to talk about the big ideas in the reading and to have group members share out their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list your questions here before, during, or after you read. Or you may use general discussion questions listed below to develop your own for your group.

Example Questions: What theme(s) are present within this section? Why are they included? What was the author's purpose in including "X"? How does "X" affect "Y"?

Synthesizer

Your job is to create a brief summary of the day's section of reading from ALL of your group members' reading sections. Have your group members orally share out what happened in their sections and then synthesize the information in complete sentences.

Connector

Your job is to find connections between the book your group is reading and the world outside. This means connecting it to your own life, to happenings outside of school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other texts we've read this year.

Possible kinds of connections:

- Happenings at school
- World events
- Problems you have experienced
- Similar books or authors
- Subjects studied at school

Illustrator

Your job is to draw some kind of picture or thinking map related to this section of the novel. You can draw a sketch, cartoon, diagram, or any kind of graphic organizer. You can illustrate something that's discussed specifically in the book or something that the reading reminded you of. You can illustrate a picture that conveys any idea or feeling you got from the reading. Make an illustration on another sheet of paper.

Show your illustration to your group members without any comments from you and then have your group members write down their reflection/ideas on the back of the illustration. After everyone has had a chance to comment and reflect, tell your group why you drew what you drew and what it means to you.

Project Manager

Your job is to develop the master schedule with input from your peers. You must then keep your group on task in completing their roles daily so that the final portfolio is turned in on time and complete. You will check in with individuals on your team **daily** in order to collect data on what kind of support/help your team needs in order to be successful. Depending on what your team needs, you will act as a secondary participant to that role.

Tic--Tac-Toe Board

Directions: Using the chart below, pick three assignments to complete for the assigned reading. **You must choose the center tile**, and from there pick two more to create three in a row on your board.

Character Family Tree: Create a family tree for the major characters that outline their relationships with one another. It should include a description of the characters, their relationships) with other character(s), and a visual for each character.	Literary Devices Webmap: Choose three literary devices (figurative language, syntax, diction, symbolism, etc.,) to analyze while you read. Then create a product that creatively represents these literary devices, including examples from the text and	Symbol Chart: Identify nine symbols within your text. After identifying your symbols, create a visual for each, and then decide what the symbol means within the text. For the meaning, provide an explanation using evidence from the text to
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	how they interconnect to one another within the text.	support your claim.
Figure This: Identify three types of figurative language (simile, hyperbole, imagery, etc.,) to analyze within your text. For each figurative language, give ten examples from the text. Then create a product that defines your three figurative language devices, a visual for each that correlates to the text, and the quotes, along with the page number, for the examples.	Bloom's Taxonomy Analysis Questions: Create one set of Bloom's Taxonomy questions for your choice text. Include sample answers for each set of questions (6 sample answers total).	Character Tracker: Identify the major characters of the novel. Then create a chart that equally divides the text and track how your character changes or remains stagnant over time. For each plot point of your character, include a description of your character at that point within the text, and a visual that correlates to the text.
Say What!?: For each of the major characters, identify three quotes from the novel that best captures their personality and role within the text. Include the name of the character, a visual of the character, and the page number for each quote.	Character Infographic: Create an infographic that acts as an introductory guide to the characters and their relationships within the text.	Literary Devices: Choose three literary devices (figurative language, syntax, diction, symbolism, etc.,) to analyze while you read. Then create a product that creatively represents these literary devices, including examples from the text.

Creative Presentation

Within your groups, create a creative presentation (skit, mural, video, product, etc.,) that encompasses the following pertaining to your novel:

- Main plot points and characters
- Main Themes (3)
- Symbols (2)
- The author's purpose
- Your reaction to the novel as a whole

Individual Reflection

Finally, each person within the group should write a **page reflection, answering the following prompt: Why should your novel be taught in English II.** Be sure to incorporate your thoughts and beliefs as well as textual evidence from your novel to support your reasoning.