ELA Comprehensive Focus 30S Book Clubs

What Do I Stand For?

Due to the wide range of students, and interests in our class, and the breadth of the topic we are inquiring into, we are setting up the reading portion of our course to provide some choice on your part. Rather than all of us reading the same book at the same time, you will select from a variety of books which all explore the ways in which people make decisions, come to define themselves, and what they stand for in life. There will be many books to choose from; you do not have to read all the books but should try to read as many as possible to broaden your understanding. Our purpose in this is to help you gather ideas for your multi-genre project which will be completed in June as a major part of your evaluation for this course. This project will allow you to provide your own answers to our central question as you begin to discern what you stand for in your own lives. The following is an outline of the various ways we will explore these texts, share ideas with each other, and finally express our own understanding. More detailed handouts will follow.

**Getting together: Book Club meetings**

You will meet weekly with other students reading the same book to discuss various elements of the book you are all reading. Unlike lit circles you may have been involved in previously though, you will read at your own pace and be a part of more than one book club as the semester progresses.

Book club etiquette

1. Everyone needs to come to the meeting having read some part of the book and ready to ask questions and enter into a discussion with others.
2. Spoiler alert: be aware that some of you may have read further than others- try not to reveal details that will spoil the ending for your classmates.
3. Choose one member to be a time keeper/moderator. This person will keep the meeting in order.
4. Respect the group: do not monopolize, take the conversation off topic, engage in other activities, etc.
5. Listen actively and make notes in your reader’s/writer’s notebook.
6. Remember that good groups are not just about sharing information. You need to be able to ask questions, challenge others’ ideas, mediate disputes, keep the group focused, build on others’ ideas, and invite others to speak as well.

**Holding Our Thinking: Journals**

To help you prepare for your book club meeting, you will hold your thinking about your book in your reader/writer’s notebook. Use post-its while you are reading to mark places that caused you to stop and think, question, look up new words, etc. On Thursdays we will spend some time in class creating journal entries from these post-its. You can use double entry journals (one column for a reference to the text and one for your thoughts) or unified journals where you combine the two in paragraphs.

**Going Online: Edmodo**

We will also begin an online discussion group so you can respond and ask questions of each other as you are reading at home. Your participation in this discussion is an important outcome of our course and gives me a chance to participate and observe your contributions to the discussion.

**Celebrating our Reading: Book Club Projects**

For each book you finish, will complete assignments allowing you to share your understanding and responses. Each of these projects is an opportunity to show your growing skills in the area of understanding, interpreting and analyzing literature of various forms.

**Digging deeper: Inquiry project**

In May, we will spend some time researching a topic of interest to you, or a group of you, that comes out of your readings. This will provide background knowledge for one or more of your multi-genre project pieces.

**Showing off: Multi-genre Project**

While this project will be completed in June, it will contain pieces that you will have worked on throughout the semester. It is a compilation of a minimum of 4-5 pieces of a variety of genres stemming from and exploring your ideas on the books you have read and pieces we have looked at together in class. This is your opportunity to showcase your best skills in creating and communicating.

What Do I Stand For?

Books Club Choices

Please see me if you have other suggestions.

Achebe, C. (1958). ***Things fall apart.***

* Novel. The story of an African tribe and their first encounters with white colonists.

Alexie, S. (2007). ***The absolutely true story of a part-time Indian.***

* Novel. Humorous account of an aboriginal teen trying to fit in at a white school (library)

Albom, M. (1997). ***Tuesdays with Morrie*.** New York, NY: Random House

* Nonfiction/biography. Account of the author’s visits with his former professor who has ALS

Anderson, M.T. (2002) ***Feed.***

* Dystopian novel. Imagine living in a world where the internet was implanted into your brain as an ever-present feed of advertising running through the back of your mind.

Beah, I. (2007) ***A long way gone: Memoirs of a boy soldier.***

* Memoir. Story of life of a child soldier in Sierre Leone

Brown, C. (2003). ***Louis Riel: A comic strip biography***.

* The story of the Metis leader told in the form of a graphic novel (library)

Ellis, D. (2013). ***Looks like daylight: Voices of indigenous kids.***

* Nonfiction. Collection of interviews with indigenous young people

Ellis, D. & Walters, E. (2007). ***Bifocal*.**

* Novel. Racism rears its ugly head in a Toronto school after a student is arrested on suspicion of terrorism

Green, J. (2012). ***The fault in our stars.***

* Novel. About fighting cancer and still trying to live a purposeful life.

Haddon, M. (2003). ***The curious incident of the dog in the night-time*.**

* Novel. Told in the point of view of a teen boy with autism, recounts his quest to solve the mysteries in his life.

Hansberry, L. (1958/1994) ***A raisin in the sun.***

* Play. Vivid portrait of a Chicago family dealing with issues of race and poverty

Ho, M. (2002). ***The stone goddess.***

* Novel. The story of two sisters living through the communist takeover of Cambodia,.and about the importance of dance as a means of expression

Jordan Fenton, C. & Pokiak-Fenton, M. (2011) ***A stranger at home.***

* Memoir of a young girl returning home from residential school. Includes artwork and photography (library)

Martinez, V. (1998). ***Parrot in the oven: Mi vida***

* Novel. The story of a poor, Latino family and the struggles the son encounters as he grows up.

Myracle, L. (2011). ***Shine.***

* Novel. Written as a mystery with a teen girl trying to find the person who has assaulted her gay friend

Paton, A. (1948/ 2003). ***Cry the beloved country.***

* Novel. Haunting story of struggle and forgiveness under apartheid in South Africa

Robertson, D. (2012). ***7 Generations: A Plains Cree saga*.**

* Graphic Novels. Series of four graphic novels looking back through the past of an aboriginal family (library)

Wagamese, R. (2012). ***Indianhorse*.**

* Novel. While recovering from addiction, Saul Indianhorse recounts his story of life as a hockey star living in a residential school.

Weisel, E. (2006) ***Night.*** *(M. Weisel, Trans.)*

* Memoir. Story of a Jewish teen struggling to survive the Holocaust

Yousefzai, M. with C Lamb. (2014) ***I am Malala: The girl who stood up for education and was shot by the Taliban***

* Memoir of the 2014 Nobel Peace prize recipient

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| **Title** | **Central Issue/topic** | **Genre** |
| *A stranger at home.* | residential schools | memoir |
| *Parrot in the oven: Mi vida*  | immigration | novel |
| *The stone goddess.* | immigration | novel |
| *The absolutely true story of a part-time Indian.* | life of reserves | novel |
| *Bifocal*. | school racism | novel |
| *The fault in our stars.* | cancer | novel |
| *Shine.* | gay rights | novel |
| *I am Malala* | right to education for girls | memoir |
| *Night.* | holocaust | memoir |
| *Indianhorse*. | residential schools | novel |
| *7 Generations: A Plains Cree saga*. | native family dynamics | graphic novel |
| *Louis Riel: A comic strip biography*. | Metis history | graphic biography |
| *A raisin in the sun.* | racism | play |
| *The curious incident of the dog in the night-time*. | autism | novel |
| *Looks like daylight: Voices of indigenous kids.* | lives of aboriginal teens | interviews |
| *Feed.* | consumerism | novel |
| A long way gone: Memoirs of a boy soldier. | child soldiers | memoir |
| *Tuesdays with Morrie*. | end of life/ purpose | memoir |
| *Things fall apart.* | colonialism | novel |
| *Cry the beloved country.* | apartheid | novel |

**Suggestions for further reading**

Ada, A. F., & F. I. Campoy. (2004). *Authors in the classroom: Transformative education process.* Boston: Pearson.

* Theory regarding transformative education and examples of book projects teachers have created with their students

Brownlie, F. (2005). Grand conversations; A unique approach to literature circles. Winnipeg, MB: Portage and Main Press.

* Book club approach: students move between clubs as they finish books, reading at their own pace. Uses structures such as ‘say something’ to ensure everyone participate. Includes examples of journaling and other activities for students to hold their thinking

Cummins, J.  (2013, November 6-8).  Multilingual education for social justice: Part 3—  Pedagogy for Empowerment.  (4th International Conference on Language and

Education). Retrieved from <https://www.youtube.com/watch?v=GJajycotf5M>

* Third of 3 videos of a talk on the importance of bi/multilingual education and the importance of fostering identity in EAL learners in relation to their academic growth

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor texts*. Portland, MN: Stenhouse

* Gives practical examples of the use of models in helping students develop writing for a wide range of genres

Kittle, P. (2008). *Write beside them: Risk, voice and clarity in high school writing.* Portsmouth, NH: Heinemann

* Practical examples of her own experience teaching writers workshops

Kittle, P. (2013). *Book love: Developing depth, stamina and passion in adolescent readers.* Portsmouth, NH: Heinemann

* Examples of how help students develop a passion for reading and increase their stamina

Perl, S. & Schwartz, M. (2014). Workshopping a draft (85-105). *Writing true: The art and craft of creative nonfiction.* Boston: Wadsworth.

* Presents an authentic approach to discussing writing and giving feedback in a writer’s group

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| --- | --- | --- |
| Key ideas  | My Thinking/ questions | Possible Applications/actions |
|  |  |  |

Synthesizing

Aha moments!



Questioning

I wonder…

![MCj04419020000[1]]()

**Connecting**

This reminds me of…

![MCj02339200000[1]]()

Determining Importance

The most valuable ideas are… 