

## ENG3UI Group Novel Circles

For the majority of our study of the novels, you are going to be in Group Novel Circles. This type of learning puts you in charge of a certain task each time you meet with a group of other readers; you are also responsible to your fellow group members who will be depending on you to be prepared.

### Process: Planning

1. You will select your group. You will be working with these people for about four weeks *and* depending upon them to do their part in the study of the book. **Hold them accountable if they do not fulfill their obligations!**
2. You will meet with your group and decide on the selection of your book and the schedule for assigning **novel circle topics**. Fill out the Novel Circle Planning Guide and hand it in to the teacher. Each student must take on a different topic each time.

### Calendar – during the unit

Monday	Tuesday	Wednesday	Thursday	Friday
<b>9 March</b> Start reading and select poem for analysis assignment this week	10	11	12	13
March Break Read AND work on note-taking and your task for the week back				
23 Group Sharing (1 <sup>st</sup> ¼)	24 Group Sharing (1 <sup>st</sup> ¼)	25 Quotation Read-Alouds	26 <b>OSSLT (no classes)</b>	27 Quotation Read-Alouds
30 Group Sharing (2 <sup>nd</sup> ¼)	31 Group Sharing (2 <sup>nd</sup> ¼)	1 <b>April</b> Quotation Read-Alouds	2 Quotation Read-Alouds	3 <b>Good Friday (no school)</b>
6 <b>Easter Monday (no school)</b>	7 <b>Analysis TEST (first half of novel)</b>	8 Poetry Interlude (teacher directed)	9 Poetry Interlude (teacher directed)	10 Poetry Interlude (teacher directed)
13 Group Sharing (3 <sup>rd</sup> ¼)	14 Group Sharing (3 <sup>rd</sup> ¼)	15 Quotation Read-Alouds	16 Quotation Read-Alouds	17 <b>PD Day (no school)</b>
20 Group Sharing (4 <sup>th</sup> ¼)	21 Group Sharing (4 <sup>th</sup> ¼)	22 Quotation Read-Alouds	23 Quotation Read-Alouds	24 <b>BUFFER DAY</b>
27 Essay/Media Week	28	29 Formative Feedback Sharing <b>Poetry Media Product due</b>	30	1 May <b>Essays Due May 6<sup>th</sup></b>

### Literature Circle Topics

#### Conflict and Clash of Culture:

Identify conflict between or within cultures in your text. Look beyond a simple conflict in the text to why the conflict is occurring in the first place. Look at the surface and deep culture of the society and how they are implicated or changed by the conflict. Ostensibly, you must show how the conflict affects the overall narrative.

#### The 'Isms': (racism, sexism, feminism, classism, post-colonialism)

Identify the various "isms" in the text and examine how the author has used these to make a statement about how the characters in the book are treated and how they react to their situations. Be sensitive to the fact that many of the books have overlapping "isms" adding further complications and implications. Examine how the "ism" impacts the culture as a whole, not just the individual characters.

#### Setting and Context: (social, political, historical, cultural)

Identify the setting beyond the standard "time" and "place". Consider the implications of the context of the time and place on the text. Examine how a society is organized and how people interact within that society. Determine who has power within the society and how that power affects the characters, relationships, conflicts and atmosphere of the society. Consider the history of the culture and society. Historically what have been the conflicts and factors shaping the background and thereby the future of the society and culture. How do individual characters respond to these factors?

**Style:**

Examine the diction, syntax and literary devices within the text. Examine how these devices inform the other topics. Look at the language the author uses to describe particular characters or groups. Determine how mood, atmosphere and characterization are affected by stylistic features of the text.

**Read Aloud/Recorder:**

The week you are the recorder will also be the week you present your passage for reading to the class and provide an analysis of why you found this particular selection interesting, thought-provoking or meaningful. Tie your passage to one of the topics. As recorder, your job is to compile the notes of the individual group members into a Google Doc that will be shared with your teacher through Google Drive.

**Process: Participating**

3. Each day we are scheduled to have a session of group novel circles, you must complete the assigned reading section and come prepared for your particular role of the day.
  - You must create one page in Google Docs of what you are going to share that day. Use proper MLA formatting at the top of the page with your name, the date, your topic and your teacher's name. You must share this with the other members of your group and the recorder will compile them and submit them to the teacher.
4. The rules during the session are as follows:
  - respect your fellow group members by completing the reading and your tasks for the day
  - share your findings for your particular role with your group members
  - listen respectfully to your fellow group members
5. At the end of each group novel circle session, your group must complete a "Session Summary Sheet" for the day (the recorder is responsible for completing this task) and each member must also provide feedback for one other member (must be a different group member for each session).

**Quotation Read Aloud**

- Each student will be assigned a day to share a significant quotation or section of your novel with the rest of the class
- You will read your selection to the class.
- You will explain
  - ❖ Why you have chosen the quotation
  - ❖ Why the quotation is significant within your novel (what's going on when the quotation)
  - ❖ The course concept(s) related to the quotation (e.g. setting, character development, theme,)
- Your sharing session will not last longer than ten minutes.

**Group Novel Circles** Planning Guide

**Names of Group Members:**

The topics, as follows, will rotate; read the necessary chapters and have your topic prepared for the dates listed below:

<b>Date: March 23</b>		<b>Date: March 30</b>	
<b>Topic</b>	<b>Student</b>	<b>Topic</b>	<b>Student</b>
Conflict and Clash of Culture		Conflict and Clash of Culture	
The 'Isms'		The 'Isms'	
Setting and Context		Setting and Context	
Style		Style	
Read Aloud Passage Presentation/Recorder		Read Aloud Passage Presentation/Recorder	
<b>Date: April 13</b>		<b>Date: April 20</b>	
<b>Topic</b>	<b>Student</b>	<b>Topic</b>	<b>Student</b>
Conflict and Clash of Culture		Conflict and Clash of Culture	
The 'Isms'		The 'Isms'	
Setting and Context		Setting and Context	
Style		Style	
Read Aloud Passage Presentation/Recorder		Read Aloud Passage Presentation/Recorder	
<b>Date: April 21</b>		<i>** if you are in a group of 6 or 7, it is your responsibility to ensure that all members are scheduled for a Read Aloud Passage Presentation. As such, people may have to 'double up' on a topic. The topic is not then 'shared' but looked at by two separate people.</i>	
<b>Topic</b>	<b>Topic</b>		
Conflict and Clash of Culture			
The 'Isms'			
Setting and Context			
Style			
Read Aloud Passage Presentation/Recorder			

**Give your teacher a copy of your completed planning guide.**

## Group Novel Circles: Session Summary

Group Members Present: \_\_\_\_\_

Section (Chapters) Covered: \_\_\_\_\_

### Based on today's session...

What we learned ...	What we still want to know...	Further questions we have...
List the Top 5 Things your group discovered about the novel in this section ...	List the Top 3 Things your group still wants to know about the novel...	Formulate 3 questions about the next section ...

### Group Assessment - How do you think your group did?

Level 4	Level 3	Level 2	Level 1
All group members were prepared with reading and detailed materials to support assigned tasks	All group members were prepared with reading and materials to support assigned tasks	Most group members were prepared with reading and materials to support assigned tasks	Few group members were prepared with either reading or materials to support assigned tasks
All group members participated in the session discussion (listened, took turns, sought clarification, responded effectively)	All group members participated in the session discussion (listened, took turns, sought clarification, responded with some effectiveness)	Most group members participated in the session discussion (listened, took turns, perhaps sought clarification, sometimes responded)	Few group members participated in the session discussion (sometimes listened, sought clarification, rarely responded)

### 2-3 Things We Can Improve Upon or Continue Doing For Next Time:

**Peer Assessment - By \_\_\_\_\_ For \_\_\_\_\_**

<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Group member was prepared with reading and detailed materials to support assigned task for the session	Group member was prepared with reading and materials to support assigned task for the session	Group member was prepared with reading and some materials to support assigned task for the session	Group member was somewhat prepared with either reading or materials to support assigned task for the session
Group member participated in the session discussion (listened, took turns, sought clarification, responded effectively)	Group member participated in the session discussion (listened, took turns, sought clarification, responded with some effectiveness)	Group member participated in the session discussion (listened, took turns, perhaps sought clarification, sometimes responded)	Group member participated in the session discussion (sometimes listened, sought clarification, rarely responded)
<b>An Area of Strength for Member:</b>		<b>An Area for Improvement for Member:</b>	

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