

## **Book Club Lesson Plan :**

### **Texts:**

*Perfume Dreams*—Andrew Lam

*The Woman Warrior*—Maxine Hong Kingston

*The Circuit\**- Francisco Jimenez

*The Kite Runner* - Khaled Hosseini

*The Beautiful Things that Heaven Bears*- Dinaw Mengestu

*The Book of Unknown Americans*- Christina Henriquez

*Remix: Conversations with Immigrant Teenagers*- Marina Budhos

\*The Circuit is exclusively an option for struggling or ELL, and will be assigned by the teacher.

### **Standards:**

11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

### **Formative assessments:**

Ancestry.com family tree, reading checks, reading logs, character maps, and passage analysis.

**Summative Assessments:** Group presentation featuring connections between text and interviews with immigrants in the community. Essay response on Immigration struggle.

**Day One:**

1. Students use ancestry.com to research their own immigration stories.
2. Students report findings on their immigrant ancestor, or “furthest-back person” from Ancestry.

**Day Two:**

1. PowerPoint Overview of all the texts with booktalk videos.
2. “Speed dating” novels.
3. Students sign up for novels on signup genius.

**Day Three:**

1. Groups create reading schedule with weekly checkpoints. Novels must be completed by (x) weeks. (4-6, depending on holidays and other assessments.)
2. Students will preview texts and begin map characters and plot elements.

**Each day:**

Daily DIR: Students have 10-15 minutes to read the books at the beginning of class each day.

On Wednesdays and Fridays, they will have a group discussion/activity.

Friday checkpoints: Each student will have an individual assessment on the reading thus far: either a passage analysis, quick reading quiz, or a character description.

**Closing week:**

1. Groups will select an immigrant to the Bearden community to interview for presentation.
2. Groups will create a list of interview questions.
3. Groups will interview guest in person (preferred) or by facetime or other electronic means.

**Final Assessment:**

Groups will present a presentation with the following features:

- I. **The novel**
  - a. presents the plot, characters and basic themes of the story.
  - b. Presents highlights if the immigrant experience through this character’s eyes.
  - c. Presents a thesis about what this novel argues about the immigrant experience and relevant arguments.
  - d. A critical “review” explaining the books strengths and weaknesses.
- II. **Immigration**
  - a. Overview of the subject’s story, experiences, and challenges.
  - b. Comparison to characters/situations in the book.

- c. Thesis or argument about how this person's immigration story relates to either popular myths or concerns about immigration or to how it relates to the protagonist of the novel.

It is recommended that book groups (of 4 or 5) split into Team Novel and Team Interview for the presentation, with two for Team Interview and three for Team Novel, if necessary.

Team Novel: would assign roles of "lit teacher" (a and d), "immigration scholar" (b and c). If there are three in this group, they should probably split the lit teacher role.

Team Interview would have two roles, "interviewer" and "analyst", with "interviewer" conducting the interview and responding with section "a" and perhaps part of section "b". "Analyst" responds to section b and c.

Presentations can be in PowerPoint, Prezi, or other presentation software. Students should follow the guidelines in the English Rubric for presentations.

Students will receive TWO major grades for this project: The presentation and the group project. Grades will be based on the English department standard presentation rubric and group rubric. In the group rubric, students will self-assess and peer assess.