

## Literature Circle Activity

### **Overview**

Literature circles are a widely used reading response activity in current language arts classrooms. Divide students into discussion groups of three to five students. Assign each member of the group a specific role to fulfill during the discussion. For the activity, you should expect that students demonstrate they have fulfilled their roles. In this case students will be processing a discussion of part one of the novel.

## **Student Objectives**

Students will:

- Discuss a part of *Call Me Aram*
- Organize, write, and present one of five discussion roles
- Respond to the presentations by fellow students during the discussion

## **Skills Attained**

Students will be able to:

- Read of the text of *Call Me Aram* and related readings closely
- Analyze *Call Me Aram* in the broader context of the history of the Georgetown boys and the immigrant experience

## **Materials needed:**

- Hard copies of all readings
- Literature circle role report sheets

## **The Lesson**

### **Anticipatory Set**

Introduce students to the concept of a literature circle and the five roles, below, in this particular activity. You can do a practice run of a discussion if students are unsure of how to proceed.

### **Student Roles**

1. Discussion Director
2. Passage Master
3. Illustrator
4. Recorder
5. Story Mapper

### **Procedures**

1. Assign the reading passage.
2. Divide the class into circle groups.
3. Hold a literature circle activity immediately after students complete the reading assignment. (Twice during part one. Once during parts two and three of the novel.)
4. Collect the literature circle role report sheets following the activity.
5. Discuss the success of the project and how the process could improve.

### **Assessment**

#### **Literature Circle Rubric – See Rubric Sheet**

Assign points based on the completed literature circle role report sheets following these guidelines (summary):

- Student completed the role as described in the job description.
- Student attended meeting.
- Student filled out his or her forms completely.
- Student participated in discussions and group activities.
- The content of the role report is of high quality.
- The report is neat and legible.
- The questions written or passages selected are meaningful to the discussion or activity.
- The role report represents the student's best effort.
- The connector provided relevant connections and explained them well.
- The recorder created a complete record of the group's activity.

**Call Me Aram Unit Literature Circle Activity**

**Discussion Director Job Description and Report Form**

Job Description: Develop a list of no more than three questions, which are thought-provoking and relevant to the reading assignment. These will be the basis of your portion of the group discussion. You may generate your own questions or select from the list your teacher provides. Your job is to make sure that all members of the group get to participate.

Name: \_\_\_\_\_ Circle Name: \_\_\_\_\_

Date of Discussion \_\_\_\_\_ Discussion # \_\_\_\_\_

Passage from the book: page \_\_\_\_ to page \_\_\_\_

List your discussion questions below:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

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**Passage Master Job Description and Report Form**

Job Description: Locate three short passages from the reading. Reread the passage for the group or ask for a volunteer to read it. Encourage the group to discuss and think about each passage.

Passages should contain important things for everyone to notice, remember, or respond to.

Select passages that are important in some way. The following are examples of the kind of passages you might choose: selections that:

- Explore the reactions of the boys to a strange, new experience;
- Evoke or describe emotion
- Are surprising/startling;
- Are confusing (something you wonder if other people "got");
- Use descriptive writing: figurative language, strong verbs, etc. (identify literary devices);
- Are important (maybe have a clue, foreshadowing?); or
- Contain a controversial event (elicit different opinions from group members).

Name: \_\_\_\_\_ Circle Name: \_\_\_\_\_

Date of Discussion \_\_\_\_\_ Discussion # \_\_\_\_\_

Overall Passage from the book: page \_\_\_\_ to page \_\_\_\_

Passage # 1: page \_\_\_\_ to page \_\_\_\_

I selected this passage because: \_\_\_\_\_

\_\_\_\_\_

Passage # 2: page \_\_\_\_ to page \_\_\_\_

I selected this passage because: \_\_\_\_\_

\_\_\_\_\_

Passage # 3: page \_\_\_\_ to page \_\_\_\_

I selected this passage because: \_\_\_\_\_

\_\_\_\_\_

**Call Me Aram Unit Literature Circle Activity**  
**Recorder Job Description and Report Form**

Job Description: Your job is to record who attends the discussion and how they participate.

Name: \_\_\_\_\_ Circle Name: \_\_\_\_\_

Date of Discussion \_\_\_\_\_ Discussion # \_\_\_\_\_

Passage from the book: page \_\_\_\_ to page \_\_\_\_

Group Attendance: List which group members were in attendance at the discussion.

1. \_\_\_\_\_ Role: \_\_\_\_\_

2. \_\_\_\_\_ Role: \_\_\_\_\_

3. \_\_\_\_\_ Role: \_\_\_\_\_

4. \_\_\_\_\_ Role: \_\_\_\_\_

5. \_\_\_\_\_ Role: \_\_\_\_\_

Record who responds to each discussion question. What did they have to say?

Question 1:

\_\_\_\_\_

Question 2:

\_\_\_\_\_

Question 3:

\_\_\_\_\_

Record who responds to each passage. What did they have to say?

Passage 1:

\_\_\_\_\_

Passage 2:

\_\_\_\_\_

Passage 3:

\_\_\_\_\_

Record who responds to the story map. What did they have to say?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## ***Call Me Aram* Unit Literature Circle Activity**

### **Story Mapper Job Description and Report Form**

Job Description: Choose a story map or graphic organizer.

- Character Chart
- Story Elements Map
- Venn Diagram
- other

Use one or two of the graphic organizers or maps to analyze an element of the story.

Be prepared to explain the parts of the diagram(s) to your team. Tell why you chose the organizer(s) that you did. Discuss the results with your group and invite them to contribute their own ideas and ask questions.



## ***Call Me Aram* Unit Literature Circle Activity**

### **Illustrator Job Description and Report Form**

Job Description: Choose a method to illustrate a key passage or theme from the book.

- A Dramatic Presentation: Pretend that you are one of the characters and tell your group about yourself. Discuss a key moment from the story. Then, in character, answer questions from the group.
- Comic Strip Presentation: In 7 to 10 frames, illustrate a section from the book in comic book form. Be prepared to discuss and answer questions about the choices you made regarding scene selection, dialogue selection, and what you drew.
- Poster Display: Create a poster advertising *Call Me Aram*. Be sure to include all the important elements from the cover (title, author, illustrator). Look online for reviews of the book that you can quote (one or two lines) or create your own to grab the audience's attention. Be prepared to discuss your poster and answer questions from the group.
- Movie Storyboard: Sometimes stories or novels are made into movies or plays. When this happens, the editor, producer, and director analyze the story so the important parts are clear and in order. Plan out *Call Me Aram* so it will make sense at-a-glance. Choose nine scenes from the story that you think need to be included. Remember to check the order and importance of what you have planned. Be prepared to discuss your choices and illustrations with the group.