

Unit 3 Literature Circles

Groups will have six class days for focused discussion of their reading; individual group members will be responsible for reading the assigned pages/chapters and actively participating. Groups must incorporate specific standards in their discussion, and at the end of each discussion day, the group's recorder will submit minutes of their discussion, including specific passages referenced, to Edmodo, where further discussion among groups from both class periods will take place.

Reading Due Dates:

1. 3rd W 1/23/13, 4th Th 1/24/13
2. 3rd W 1/30/13, 4th Th 1/31/13
3. 3rd W 2/06/13, 4th Th 1/07/13
4. 3rd W 2/13/13, 4th Th 2/14/13
5. 3rd W 2/27/13, 4th Th 2/28/13
6. 3rd W 3/06/13, 4th Th 3/07/13

All the Pretty Horses

1. pages 3-59 ending in "Leave him alone, said John Grandy."
2. pages 59-96 end of Part I (ending in "About a hundred years. Go to sleep.")
3. pages 97-151 end of Part II (ending in "all riding out along the cienga road and upcountry toward the north")
4. pages 153-202 ending in "the lights came on and the horn sounded"
5. pages 202-252 ending in "People are looking at us."
6. pages 252-302 end of Part IV (ending in "Passing and paled into the darkening land, the world to come.")

The Bean Trees

1. pages 1-46
Chapter One: "The One to Get Away"
Chapter Two: "New Year's Pig"
2. pages 47-102
Chapter Three: "Jesus is Lord Used Tires"
Chapter Four: "Tug Fork Water"
Chapter Five: "Harmonious Space"
3. pages 103-145
Chapter Six: "Valentine's Day"
Chapter Seven: "How They Eat in Heaven"
4. pages 146-202
Chapter Eight: "The Miracle of Doo Doo Park"
Chapter Nine: "Ismene"
Chapter Ten: "The Bean Trees"
5. pages 203-272
Chapter Eleven: "Dream Angels"
Chapter Twelve: "Into the Terrible Night"
Chapter Thirteen: "Night-Blooming Cereus"
Chapter Fourteen: "Guardian Saints"
6. pages 273-312
Chapter Fifteen: "Lake o' the Cherokees"
Chapter Sixteen: "Soundness of Mind and Freedom of Will"
Chapter Seventeen: "Rhizobia"

The Joy Luck Club

1. pages 1-63
Jing-Mei Woo: "The Joy Luck Club"
An-Mei Hsu: "Scar"
Lindo Jong: "The Red Candle"
2. pages 64-121
Ying-Ying St. Clair: "The Moon Lady"
Waverly Jong: "Rules of the Game"
Lena St. Clair: "The Voice from the Wall"
3. pages 122-160
Rose Hsu Jordan: "Half and Half"
Jing-Mei Woo: "Two Kinds"
4. pages 161-220
Lena St. Clair: "Rice Husband"
Waverly Jong: "Four Directions"
Rose Hsu Jordan: "Without Wood"
5. pages 221-287
Jing-Mei Woo: "Best Quality"
An-Mei Hsu: "Magpies"
Ying-Ying St. Clair: "Waiting Between the Trees"
6. pages 288-332
Lindo Jong: "Double Face"
Jing-Mei Woo: "A Pair of Tickets"

Unit 3: Migration, Mixture, Transformation, Identity

Literature Circle Discussions:

Circle members must come to the group's discussion prepared to actively participate, which means that each student must read the required pages, identify passages to discuss, and make notes about how the section of the novel illustrates elements of the unit theme. During each discussion, the circle's scribe needs to document how the group has addressed the standards below.

Reading and Literature Standards (*RL1 and at least two additional standards must be addressed in each discussion.*)

- **ELACC9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.
- **ELACC9-10RL2:** Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **ELACC9-10RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **ELACC9-10RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **ELACC9-10RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Language Standard

- **ELACC9-10L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Speaking and Listening Standard

- **ELACC9-10SL1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Assessment 4:

"You can leave home all you want, but home will never leave you."
—Sonsyrea Tate

Sonsyrea Tate's statement suggests that "home" may be conceived of as a dwelling, a place, or a state of mind. It may have positive or negative associations, but in either case, it may have a considerable influence on an individual. In each of the literature circle texts, a central character leaves home yet finds that home remains significant. Write a well-developed essay in which you analyze the importance of "home" to this character and the reasons for its continuing influence AND compare the character's experience to your own through an illuminating anecdote from your own life. How do your connections to home reveal your transformation and identity?

- **ELACC9-10W2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **ELACC9-10W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **ELACC9-10W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ELACC9-10W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **ELACC9-10L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **ELACC9-10L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **ELACC9-10RL2:** Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **ELACC9-10RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.