

## Course Final: Hosting a Book Seminar

**Choose one of the following works as the subject of your presentation:**

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|---|--|
| * <i>Wuthering Heights</i> – Emily Bronte                 | * <i>A Doll's House</i> – Henrik Ibsen   |
| * <i>Hamlet</i> – William Shakespeare                     | * <i>Fences</i> – August Wilson          |
| * <i>Song of Solomon</i> – Toni Morrison                  | <i>Heart of Darkness</i> – Joseph Conrad |
| * <i>The Importance of Being Earnest</i> – By Oscar Wilde | <i>Things Fall Apart</i> – Chinua Achebe |
| * <i>Hedda Gabler</i> – Henrik Ibsen                      | <i>Antigone</i> – Sophocles              |
|   | Any work from AP Reading List            |

**\* We will be reading in class.**

### Instructions

You and a partner will select one work with the understanding that you will read it through at least twice before you introduce/teach it to the class. You will be responsible for introducing the work and placing it into a historic and literary context.

**Think of your presentation as teaching an introductory lesson. Your lesson will focus on either chapter one or the first act of the assigned text.**

You will also serve as ongoing experts in providing information and in answering questions during any class discussions in which the text becomes the focus. This requires research on your part, and you must be thorough in preparing handouts for your classmates and being well-versed in the following topics:

- Author's life and its influence on her/his writing
- Literary genre
- Historical and political context (ex. Colonialism)
- Major themes of the work
- Development of character
- Use of language and their writing style
- Structure of work
- 10 Thought Provoking Questions
- Two critical responses/essays to author and specific work

### Timeline for Book Seminar Preparation

1. Select a partner with whom you can work well with on this project. Consider your extracurricular schedules and personal literary interests.
2. Choose one of the works from the above list as the subject of your presentation. Choose one other as your alternate.
3. Sign up for your book selection and presentation date. You need to be present and sufficiently prepared on your presentation date to receive a passing grade.
4. Complete your first reading before your first conference meeting with me.
5. Schedule Conference #1 with me to discuss your initial reactions, questions and ideas for your class presentation.
6. Reread the text for major themes, symbolism and literary devices.
7. Work on the components of the presentation.
8. Schedule Conference #2 with me at least two days before your presentation. Have materials ready to present to me and ready to be copied.
9. Present your seminar to the class.

# Requirements for Seminar Presentation: Checklist

The following are the minimum required elements for the day of your seminar:

## For Class Presentation

- Lesson Plan:** Includes Objective and detailed lesson plan of how you will teach the class about the play or novel you selected. It should include: Warm-up, Class Discussion, Reflection activity, and a Group Activity (optional). **You will need to plan for the entire class period.**
- Two Class Handouts**
  - **Mini-Guide:** One must be a 2-page overview of the work containing information about the title, author, setting, main characters, comments on style, major themes, at least three significant quotations from the first chapter -- and explanation of significance. No Spoilers!
  - **Close Reading Activity:** Select a passage from the text for you and your classmates to examine. It should be a minimum of a paragraph in length. You should provide a task, such as a question prompt or a literary term to examine to guide the examination of the text. You should have a model annotation prepared before your presentation.
- Reading Quiz:** Initial reading quiz that establishes that classmates have read the first chapter or paid attention to the presentation.
- Two audio-visual aids:** One of them can be a Power Point/Prezi, another may be a video clip or a dramatic reenactment or a poster.
- One Essential Question:** This should be presented at the beginning of the discussion and revisited at the end of the discussion.

## For Individual Research

- 10 Thought Provoking Discussion Questions:** These should be connected to themes, issues in society and other works if possible. These will help you lead your class discussion.
- Two Critical Essay Responses:** Read two critical essays about the author and the specific work. The write a one-page response for each essay that considers how the work operates in society.

## Preparation and Work Submission

These conferences will be held after school or during your lunch on B-days and **must be scheduled**. Plan for at least 15 minutes. I will NOT have time during class for these conferences, so plan ahead if you need to make special arrangements.

- Student / Teacher Conference #1:** First Reading Completed
  - This conference will be held to discuss your initial reactions, questions and ideas for your class presentation with me. It should be scheduled 2-3 weeks before your presentation.
- Student / Teacher Conference #2:** Individual Research Submission, All Handouts submission, opportunity for last minute questions
  - This conference should be scheduled at least a week before the presentation. All materials to be copied must be submitted at the conference. Failure to have material at this time will result in your grade dropping and you will have to make your own copies.

## Grading Rubric

The assignment of responsibilities is at your discretion. The grade for this seminar is worth 600 points. You will receive feedback from both myself and your classmates.

_____/50 pts Lesson Plan	_____/50 pts Critical Essay Response #1
_____/50 pts Mini-Guide Handout	_____/50 pts Critical Essay Response #2
_____/25 pts Close Reading Activity	_____/50 pts Conference #1
_____/25 pts Reading Quiz	_____/25 pts Conference #2
_____/25 pts Essential Question	_____/100 pts Class Discussion
_____/25 pts Two Audio-Visual Aids	_____/100 pts Overall Presentation:
_____/25 pts 10 Discussion Questions	includes time management, interactions

## Book Seminar - Teacher Feedback

Student Teachers: \_\_\_\_\_

Novel or Play Being Presented: \_\_\_\_\_

Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

Final Score: \_\_\_\_\_/600 points

Meeting 1 Scheduled yes no

First Reading Completed yes no

Meeting 2 Scheduled yes no

Handouts submitted yes no

Overall Notes:

# Book Seminar - Student Feedback Form

Student Teachers: \_\_\_\_\_

Novel or Play Being Presented: \_\_\_\_\_

Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

Were the teachers engaging? What did they do that was engaging? \_\_\_\_\_

\_\_\_\_\_

Did the teachers seem prepared? \_\_\_\_\_

\_\_\_\_\_

Were they knowledgeable about the topics they introduced? \_\_\_\_\_

\_\_\_\_\_

Were all of your questions answered? \_\_\_\_\_ If not, what questions do you still have?

\_\_\_\_\_

What did they do well? \_\_\_\_\_

\_\_\_\_\_

What do they need to improve upon for their next presentation? \_\_\_\_\_

\_\_\_\_\_

If you could rate this presentation, with 1 being the worst and 10 being the best, what number would you assign this presentation and why? \_\_\_\_\_

\_\_\_\_\_

What advice would you give them? \_\_\_\_\_

\_\_\_\_\_

Did you feel included in their lesson or did it feel more like a lecture? \_\_\_\_\_

\_\_\_\_\_

If you could rate the class discussion, with 1 being the worst and 10 being the best, what number would you assign this presentation and why? \_\_\_\_\_

\_\_\_\_\_

## Book Seminar Goals:

- To practice close reading techniques, including annotation
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.1
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. RL.11-12.2
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.11-12.3
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. RL.11-12.4
- Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. RL.11-12.5
- Analyze when grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). RL.11-12.6
- Demonstrate knowledge of 18th-, 19th- and early-20th-century foundational works of literature, including how texts from the same period treat similar themes or topics. RL.11-12.9
- Initiate and participate effectively in a range of collaborative discussions on texts, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.1
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.1a
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. SL.11-12.1c
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. SL.11-12.1d
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.5