

Lit Circle Unit

Big Ideas :

- People understand text differently depending on their worldviews and perspectives.
- The examination of First Peoples cultures and lived experiences through text builds understanding of Canadians' responsibilities in relation to Reconciliation_.

Essential Question: What are the effects of “belonging” as seen through an indigenous lens on ones identity?

This unit will focus on student choice of novel study. The novel selection will be centered on indigenous topics and authors. Students will be given the chance to preview a selection of novels and select the one they are most interested in. They will then be grouped together of no more than 5 based on their selections. Students will read, discuss and work together with and on their chosen text.

Students will KNOW: about lit circle expectations and Indigenous perspectives.

Students will LEARN: about Indigenous ways of being, place and relationships through the reading of their novels and guided discussions. Students will learn to take annotated notes, have group discussions and have a choice to collaborate over an innovative final project.

Students will DO: Students will read an Indigenous novel and have weekly discussions. Students complete a collaborative final art project.

Time Frame: 10 Days- Five 30 Minute classes

Lit Circle Unit Assessment

Curricular Competencies

- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Recognize the diversity within and across First Peoples societies as represented in texts
- Recognize the influence of land/place in First Peoples and other Canadian texts
- Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages
- Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors
- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking
- Respond to text in personal, creative, and critical ways
- Transform ideas and information to create original texts, using various genres, forms, structures, and styles

Materials

- The Red Power Murders by Thomas King
- April Raintree by Justice Sinclair
- Reservation Blues by Sherman Alexie
- My Name is Speetza by Shirley Sterling
- Night Wanderer by Drew Hayden Taylor
- Medicine River by Thomas King
- The Outside Circle by Patti LaBoucane- Benson
- The Ragged Company by Richard Wagamese
- Motorcycle and Sweet Grass by Drew Hayden Taylor
- Sugar Falls by David Robertson
- Man Called Raven by Richard Van Camp
- Seven Fallen Feathers by Tanya Talaga
- Indian Horse by Richard Wagamese
- On The Back of The Turtle by Thomas King
- Monkey Beach by Eden Robinson

Final Lit Circle Project Example

Your task is to create a mural that represents the theme of belonging as depicted in your novel through one (or more) of the lenses of First Peoples Worldviews:

- Connections with the land and environment
- The nature and place of spirituality as an aspect of wisdom
- The nature of knowledge — who holds it, what knowledge is valued and the role of Elders
- The relationships between the individual, family, and community
- The importance of oral tradition
- The experience of colonization and decolonization (e.g., residential schools, the reserve ^[L]_[SEP]system, land claims)
- Humor and its role. ^[L]_[SEP]

Your mural should fit the definition and elements of a true mural as defined and studied in yesterdays class.

Where to start:

1. Create your theme statement (thesis) for the theme of belonging. Answer the following prompt in *one sentence*: Discuss the theme of belonging in your novel.
2. Pick one or two worldviews that best demonstrate your statement. (Hint: you may also research your worldviews)
3. Brainstorm your mural: It should be **symbolic**, *colourful (meaningful) and imaginative*. Think of your images as “evidence” for your statement.
4. Collect quotes that support your interpretation of your mural. (Remember your citations) You will need 15 quotes minimum to adequately support a detailed analysis of your mural.
5. Conduct a quote analysis of each quote.
6. After the quote, you should make a simple statement about where the quote comes from in the novel, who said it, what comes after it. You are doing this in order to situate the material. Especially note if you think context is important – and why?
 - The discussion of the quote should interpret the text, whether your analysis is focusing on an image, a motif, a character, the language, or the meaning it should specifically relate to the world view you are presenting in the mural and support your theme statement of belonging.
 - Your end product should be **at least** 8-10 sentence for each quote (including the quote).
7. You should also include and “artists intention”, at least a page of writing describing the mural: your intentions, design choice, symbolism and color use. Don’t just point it out, but discuss the reasons and meaning behind your choices.
8. You should also include a paragraph summary of your novel:
 - The summary should cover the original as a whole.
 - Include the title and author
 - The material should be presented in a neutral fashion.
 - The summary should be a condensed version of the material, presented in your own ^[1]_[SEP] words.
 - Roughly 15 sentences minimum.



Formative

- Weekly homework check of novel
- Weekly lit circle discussions

Summative

- Group Mural Project