

Non Fiction Book Club Lesson & Links

Created by Diana Price- Jefferson Middle School- 2011



Books.

Books are listed as pairs. These pairings will be used for collaborative work between the two groups using these books.

- Two Miserable Presidents & Chasing Lincoln's Killer
- Shark Attacks of 1916 & Soul Surfer
- Fever of 1793 & An American Plague: Yellow Fever of 1793
- Little Miss Spitfire: Reaching Helen Keller & Helen Keller – Biography by Scholastic Books.

Materials.

Five to Seven copies of each book club title (three of each is sufficient if that covers your class size)

-  Begin with a short overview of each book. Take the time to prepare yourself, read each book prior to beginning this book club if possible. It really makes a difference in their excitement if they know you have read the books and can discuss them.
-  Learning About Primary Sources and Reliable Sources. After giving book talk on the books for interest, schedule computer time in a lab or with a mobile lab in your classroom to learn about sources. The first activity is a guided activity in which students learn about different primary sources. The second activity is a web quest to get them familiar with the books.
 1. Go to following we address. <http://www.learner.org/interactives/historical/index.html>
 - Click **begin** in the box. Students will read about each type of source. At the bottom of the second page when you finish reading the overview of each source type, click **begin** to become a source sleuth.
 2. The pages below contain the web quest directions and websites.
 3. After completing the introduction to primary sources and the web quest, students should make a 2 minute speeches or “book talk” about what they learned about. This information is to help classmates decide which book interests them. At the end of all speeches, students will sign up for their book of choice. Stress that everyone may not get their first choice, so have an idea for a second interest in case this happens. How you have them sign up is up to you. Placing student numbers in a jar and drawing numbers or popsicle sticks with their names on them seems to work best in order of fairness.
 4. Once students have signed up and know which book they are reading and researching... LET THE READING BEGIN!

- 🖥️ Students will spend 2-4 weeks on this unit in order to Read and Research their books. Some classes may take longer. This unit can be spread over 6-9 weeks, depending on how involved you want to get.
- 🖥️ Be sure you have discussion questions for each book and/ or reflection questions for journal entries too. Some of these can be found in the *Teacher Resources* page below. Many of the authors and publishers provide these free. Some are also found in the back of the books if you buy them as a literature circle pack. I have listed the websites for helpful info and questions below.
- 🖥️ A pattern of a class period of reading and reflection, class period of research, and a class period of discussion questions among their groups, helps to break up the monotony that can occur for students while reading a novel. You may, however, find that students want a day or two to just READ! If they ask for it, go with it!!! Your students should be excited to read during this project.

Mix it up! History should be exciting, not boring!

Evaluation of Book Club:

- 🖥️ A short 3-5 Minute presentation will be given at the end of the unit for use as evaluation for their book. A rubric is used for grading the group and a separate rubric for their speech for this activity. The same rubric used for the two minute book talk from the Web Quest can be used for speech evaluation here. You may wish to alter the rubric to accommodate your class as needed. An online rubric maker such as *Rubistar* is a great place to do this if the one provided to not suit your needs.
 - Students will work collaboratively within their companion groups to discuss their readings, collect research information, and create presentation materials (PowerPoint, Flipchart, posters, advertisements, etc.) for ending book talk.
 - Students will select group jobs (speaker, runner, secretaries, director, technology director, question master, etc.)
 - Extras such as Power Point Presentations, video, posters, props, etc. earn extra points. Students are learning how to engage their listeners and what is the best presentation mode/help for their audience. This speech should be more in depth than the two minute book talk at the beginning of the unit.

Teacher Resources:

- Chasing Lincoln's Killer –
http://www2.scholastic.com/browse/collateral.jsp?id=39033_type=Book_typeId=1303455

- Fever of 1793–
http://www.teachervision.fen.com/tv/printables/simonschuster/Fever1793_TG.pdf
http://teacher.scholastic.com/clubs/pdfs/fever1793_t.pdf
<http://www.teacherweb.com/ME/Willard/ALBellefeuille/FeverLessonPlan.pdf>

- An American Plague–
http://www.highsmith.com/pdf/librarysparks/2010/lsp_jan10_1l.pdf

Non-Fiction Book Clubs Standards

The following are the 6th Grade Language Arts Standards that are covered in this lesson. These go across the 6th, 7th and 8th Grade Levels. Numbers may vary but can be found at <http://jc-schools.net/dynamic/LA/LA.html>

Tennessee Aligned Standards for 6th Grade

Communication

GLE 0601.2.6 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

GLE 0601.2.7 Deliver effective oral presentations.

GLE 0601.2.8 Participate in work teams and group discussions.

Checks for Understanding:

- ✓ **0601.2.9** Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension.
- ✓ **0601.2.11** Organize oral presentations maintaining a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details, and providing a brief summary or conclusion.
- ✓ **0601.2.12** Use an organizational structure appropriate for the topic and purpose (e.g. sequential, chronological, problem-solution, comparison-contrast, and cause-effect).
- ✓ **0601.2.13** Logically arrange ideas and group related ideas in ways that enhance the topic.
- ✓ **0601.2.14** Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas (e.g., use listing words such as *first*, *in addition*, *but*, and *however*).
- ✓ **0601.2.15** Provide an effective conclusion that reinforces the focus of the presentation.
- ✓ **0601.2.16** Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.
- ✓ **0601.2.17** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the following:

Behavior of Individuals within the Group

- Contribute appropriate and useful information and ideas that demonstrate a clear awareness of the context of the discussion and the goals of the group and are purposeful in moving the team toward its goal and contributing to the topic of group discussion.
- Consult and reference texts or other resources as a source for ideas or to support ideas under the group discussion.
- Ask primarily relevant questions that move the team toward its goals and contribute to the topic of discussion.
- Gain the floor in orderly ways, taking turns when speaking and listening with civility to the ideas of others (without interrupting).
- Summarize and paraphrase essential information in others' input, and clarify points of agreement and disagreement.

Goals and Aims of the Group

- Understand the purpose for working as a team and work according to that purpose.
- Articulate the goals that have been provided for the team work and ask appropriate clarifying questions.
- Identify task(s) needed to meet goal and purpose, and either meet assigned deadlines or set deadlines for completing each task.

Group Dynamics and Roles

- Understand the responsibilities of various roles within the team, either assigned or determined by the group (e.g., reporter, recorder, information gatherer, leader, timekeeper).
- Maintain collaboration by ensuring that all appropriate ideas and contributions are respectfully acknowledged and valued by the team and follow a prescribed for doing this (e.g., list every idea in a brainstorming session before criticism is allowed).
- Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making.

SPI 0601.2.4 Select the most appropriate behaviors for participating productively in a team (e.g., contribute appropriate and useful information and ideas, understand the purpose for working as a team, understand the responsibilities of various roles within the team).

SPI 0601.2.5 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

SPI 0601.2.6 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

SPI 0601.2.7 Organize ideas in the most effective order for an oral presentation.

Research

GLE 0601.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

GLE 0601.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.

GLE 0601.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.

Checks for Understanding

- ✓ **0601.4.3** Focus on relevant information and/or theories.
- ✓ **0601.4.4** Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations.
- ✓ **0601.4.5** Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.
- ✓ **0601.4.6** Identify reasons for choosing one source over another, including those found on Web sites.
- ✓ **0601.4.17** Understand the differences among quoting, paraphrasing, and summarizing.
- ✓ **0601.4.18** Quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.

SPI 0601.4.3 Determine the most appropriate research source for a given research topic.

SPI 0601.4.4 Distinguish between primary (i.e., letters, interviews, diaries, newspapers) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.

SPI 0601.4.5 Discern irrelevant research material from written text.



Group Planning -- Research Project : Non- Fiction Book Clubs

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Delegation of Responsibility	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
Plan for Organizing Information	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.
Group Timeline	Group independently develops a reasonable, complete timeline describing when different parts of the work (e.g. Planning, research, first draft, final draft) will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline.	Group needs adult help to develop a timeline AND/OR several students in the group cannot independently describe the high points of the timeline.
Quality of Sources	Researchers independently locate at least 2 reliable, interesting information sources for EACH of their ideas or questions.	Researchers independently locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with some adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with extensive adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.

Oral Presentation Rubric

Teacher Name: _____

Student Name: _____

Final Score _____

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

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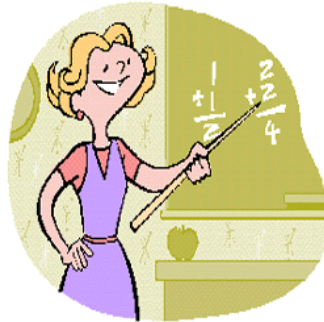
Name: _____

Subject: Preview the Past- Web Quest

Teacher Name: Diana Price

Date: _____

Read what?



Introduction:

Looking into the past gives us amazing people and events to learn about. As we choose our non-fiction and historical fiction books, we need to read about what interests us... not what interests our teacher or friends. Think about the types of people and events that interest you.

Task:

You will draw from the box one of the book club titles. You will create a "Preview Speech" based on what you learn about that book from the web quest. You will complete the web quest question sheet, but your speech will ONLY be on the book title you drew from the box.

Process:

You will look briefly at events and people in our history and some from more present times. President Lincoln, Helen Keller, Bethany Hamilton, Shark Attacks from 1916 and present day, and a plague from 1793. Take notes on your Web Quest Sheet as you go. Some notes will be answers to questions, some will be notes you feel are important to remember about your book/event/person.

Resources:

(Chasing Lincoln's Killer)

<http://bcove.me/g3om42h9>

<http://www2.scholastic.com/browse/media.jsp?id=1240>

or <http://www2.scholastic.com/browse/book.jsp?id=1303455>

{ scroll to bottom and click on audio recording }

http://www2.scholastic.com/browse/collateral.jsp?id=38449_type=Book_typeId=1303455

{ Interview transcript with author }

(Yellow Fever 1793)

www.eyewitnesstohistory.com/yellowfever.htm

http://www.earlyamerica.com/review/2007_winter_spring/epidemics.html

http://www.health.ny.gov/diseases/communicable/yellow_fever/fact_sheet.htm

<http://bobarnebeck.com/children.html>

(I Survived Shark Attacks of 1916)

<http://www.scholastic.com/kids/stacks/videos/index.htm?pid=1847329164&Inkid=stacks/nav/videos/insidebook> {when arriving at site, use scroll bar on right of opening screen by movie box. Titles are in alphabetical order. Scroll to "I Survived Shark Attacks of 1916" }

http://www.semp.us/publications/biot_reader.php?BiotID=195

<http://dsc.discovery.com/sharks/shark-diaries/shark-diaries.html> (Click on > button on bottom of screen, through two pages, then select a diary to follow through the shark attacks. Find out if you survive!)

(Soul Surfer)

<http://www2.scholastic.com/browse/article.jsp?id=3755995>

<http://www2.scholastic.com/browse/article.jsp?id=3755996>

<http://bethanyhamilton.com/about/bio/>

(Helen Keller)

http://www.helenkellerbirthplace.org/helenkellerbio/helen_keller_birthplace2_bio.htm

<http://www.afb.org/braillebug/hkgallery.asp?frameid=49#main>

http://www.afb.org/braillebug/louis_braille_bio.asp

Primary Sources-How to spot them!

<http://webquest.sdsu.edu/processguides/HowToPrimaryS.html>

Evaluation:

A one to two minute speech will be given to give your classmates a brief glimpse into the book topic your researched. The Speech Rubric will be used to evaluate your presentation.

Conclusion:

Cards with speech notes, suggestions, and question suggestion will be placed in Teacher's Suggestion Box at end of speech.

After all speeches are given, you will make your book selection. Each student will sign up... but remember... there are only 6 copies of each book, so you may not get your first choice...Listen carefully as each person gives their book preview.