

Introducing Literature

Purpose

Students will prepare an outline for a speech and learn to deliver presentations on literary works.

Materials

For the teacher: research materials

For the students: copies of literary works to be studied, copies of Black Line Master (BLM) *Introducing Literature*, paper, pens or pencils

Activity

A. Pre-Activity Preparation

1. In this activity student groups will take on the teacher's role of leading introductions to the literary works. For each book students will introduce, prepare supplementary materials, such as notes, study guides, journal articles, and lists of Web sites that students can use in preparing their presentations.
2. Establish a research station in the classroom where students can access these materials.

B. Students Become Teachers

1. Ask students what teachers usually talk about when they introduce a new book. Discuss such elements as the subject and setting of the book, information about the author, and major themes students should look for.
2. Inform students that they will now be introducing the books that the class will be reading. Emphasize how important it is to present facts and details that will spark the interest of the class. Divide students into groups and assign books to each group.
3. Pass out copies of a title to be read in class to each group and copies of the BLM *Introducing Literature*. Review with the class the different elements covered on the BLM and discuss how the BLM can be used to organize group presentations.
4. Discuss the library and Internet resources available for finding out more about books. Point out the research station you have created and describe what kinds of supplementary materials students will find there.

(continued)

EXTENDING
THE



ACTIVITY

Help student groups prepare discussion questions and lead their peers in a class discussion on the book they are introducing.

connecting
across the
curriculum



Music and Visual Arts

Have students do a weekly verbal CD or art review, incorporating background and interesting facts about the artist to introduce the work to the class.

Standards Links
8.3.2, 8.3.4, 8.3.7

Activity (continued)

5. Ask students to begin by reading their book and discussing it in their groups. Schedule several sessions for groups to discuss their book and to prepare their presentations. (You may wish to space out these sessions for the different groups so that each group is preparing their presentation near the time of the semester that they will deliver it.)
6. Ask each group to prepare a visual component to aid their presentation (e.g., a poster, a work of art, photographs of the author or the subject matter, objects that are central to the plot, etc.).
7. Visit with groups during planning meetings to go over their ideas and to offer suggestions as needed.
8. Have students rehearse their presentation to practice enunciation, pacing, and smooth sharing of roles.
9. As the class prepares to study each new book, have the group for that book give their introductory presentation.




C. Close the Activity

1. During further discussion of the book, continue to solicit input from the student group as experts on this particular author and work.
2. Ask the group for summary comments as the class completes the discussion.

Classroom Assessment

Basic Concepts and Processes

As students are working on their presentations, ask them the following questions:

-  What elements are important to discuss in introducing a book?
 -  How can you find information about authors and books online?
 -  How can you organize and divide responsibilities for a group presentation?
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Introducing Literature

Directions: Use this sheet to organize your introduction of a book for the class. Make notes in the spaces provided to plan what you will talk about.

Group members:

Title of book:

Presentation outline:

Introduction: What is the book about? (Don't give away too much of the plot!) Why will it be interesting for the class to read? How do you think your classmates will react to it?

To be presented by: _____

Body I: Author's background

To be presented by: _____

Body II: Background information on the setting (history, geography, etc.)

To be presented by: _____

Body III: Themes: Concepts and ideas students should look for as they read

To be presented by: _____

Conclusion: What do you think is the most interesting or enjoyable aspect of the book?

To be presented by: _____

Visual element: What kind of image or object will you include in your presentation? At what point in the outline above will you show it to the class?

Introducing Literature

Teacher Directions

Direct students to use the BLM *Introducing Literature* for planning group presentations to introduce a book for class discussion. Have students in the group begin by reading the book and finding background material on its author, setting, and themes. Have students use this planning BLM to organize their ideas about the book.

Answer Key

Answers will vary.