

Individual and Group Requirements Book Clubs/Literature Circles

INDIVIDUAL REQUIREMENTS – Each person must complete each of the following tasks:

Book Club Journal Requirements:

1. **Track your thinking over the course of the book.** Using the suggestions on the chart, track your thinking as you read. You may use your thought log to generate meaningful discussion on literature circle discussion days.
2. **Questions to navigate a story.** Where you are in a book can help you to come up with the kinds of questions you should be considering. As you read and move through the plot of the text, respond to the various sections of the chart. This will help you prepare for discussion days.
3. **Write at least 4 journal entries over the course of the book.** Each entry needs to be at least $\frac{1}{2}$ - $\frac{3}{4}$ page. Your journal can also serve as a discussion prompt in your group. When journaling. You can use these prompts/suggestions:
 - a. Short summaries to keep the plot line straight
 - b. Personal reactions to specific events, characters
 - c. Projections about future events
 - d. Connections to your own life or the “real world”

Literature Circle Requirements:

1. Assume the roles of the rotated positions:
 - Discussion Director/Vocab. Enricher
 - Summarizer
 - Passage Analyst
 - Essential Question Connector

The paperwork for these roles will be compiled in a Group Report; it needs to be submitted to Mrs. Lough on discussion days (hardcopy).

GROUP REQUIREMENTS: Collaborate, delegate, and pull your weight to achieve these objectives.

1. **Group Discussions:** Each group needs to conduct a successful discussion each designated period. Successful discussions mean that ALL members complete their work ahead of time and engage in meaningful conversation about the text they are reading. All handwritten work should be collected and stapled and turned in as a packet on these days.
2. **Presentation:** Prepare a thematic presentation about the book. Requirements to come.
3. ALL members must **contribute and participate** in the discussion, presentation preparation, and presentation delivery.
4. **Push** each other to learn!

Individual Grades:

- Book Club Journal Writing: will count as a formative assessment
- Role Duties: will count as a formative assessment

Group Grades:

- Presentation: 80 points, summative assessment

Literature Circles – Class Expectations

Pre-Reading:

1. Reading has been assigned weekly according to the calendar. Decide who will have each role before you leave class. The roles should rotate from member to member with each meeting.

During Reading:

2. Read the assigned pages and prepare the provided role sheets before discussion.
3. Read the description of your role on the role sheet. During and after reading, answer the questions on the sheet to get ready for your participation in the group.

Class-Time/Discussion Days:

4. All group members need to have the book and their role sheet out on their desks at the beginning of the discussion. Discussion Director selects a timekeeper to help manage the group's time.
5. The Discussion Director begins the discussion by asking the Summarizer to go first.
6. The Discussion Director then asks one of the below-the-surface questions he/she has prepared. Group discusses the question.
7. After the Discussion Director has asked all questions, the Passage Analyst shares his/her passage prepared for the day. The Passage Analyst reads the passage and group members discuss.
8. After the Passage Analyst finishes, the Essential Question Connector identifies specific passages in the text that address the essential question. Group members discuss.
9. The Vocabulary Enricher will interject as needed to define terms or look them up (if a new one has been added to the list).

During Discussion:

10. Members of the group should take care to make connections during each discussion time. it is one thing to discuss the book, but members should also expect these connections:
 - a. **Text-to-text:** Are there similarities or differences between the book you are reading now and one that was assigned for another class or that you have read for pleasure at another time?
 - b. **Text-to-self:** In what ways can you identify with the characters or circumstances in this book? What kinds of personal/emotional reactions do you have to specific parts of this book?
 - c. **Text-to-World:** In what ways is this book reminiscent of current events or “real world” issues?
11. Referencing your Book Club Journal responses is another great way to deepen the discussion about your book.

DISCUSSION DIRECTOR

ROLE:

The Discussion Director (DD) is the group facilitator for the discussion day. The DD's job is to keep order, keep everyone focused and working, and communicate with the teacher whenever necessary. The DD is also in charge of making sure everyone speaks and is heard. In this role, you are most like a teacher, helping other students understand the material.

PROCESS:

Pre-meeting:

Complete the reading and write at least three compelling under-the-surface questions that will help the members of the group better understand the reading you have just completed. The questions should focus on the reading for the day but may ask group members to make connections to prior reading or make predictions about what's coming up. Write your questions on the backside of this paper in the space provided.

During the Meeting:

1. Make sure all participants have the required materials.
2. Select a timekeeper to keep track of progress during the group meeting.
3. Call on the summarizer to give a brief summary of the night's reading. All members are taking notes on anything they didn't get from the reading.
4. Ask for any additions/corrections. (5 mins for Steps 3 & 4)
5. Ask the under-the-surface questions prepared for the day, allowing for discussion of each one. (5-7 mins).
6. Call on the Passage Analyst to present his/her passage for the day. Group members discuss and take notes (5 mins).
7. Call on the Essential Questions Connector to present his/her connections. Group members discuss and take note (5 mins).
8. As the discussion takes place, call on the Vocabulary Enricher as needed to define terms or direct questions about the meaning of term to the Vocabulary Enricher. Ask the Vocabulary Enricher to share his/her list of terms and definitions. At this point, you may ask the group if any new terms need to be added to the list.
9. Ask for any remaining questions/comments (you may reference your Book Club Journal) (3 mins).
10. Make sure all group members know their next assignment and their role for the next discussion.

DISCUSSION DIRECTOR

Name: _____ Hour: _____

Title/Author:

Pages:

Meeting Date:

Timekeeper:

Under-the-Surface Questions (why, how, should, could, would):

❖ 1.

❖ 2.

❖ 3.

SUMMARIZER

ROLE:

The job of the summarizer is crucial in making sure that all group members understand the basic information in each section of the assigned text. In the group meetings, the summarizer will get the group going by giving an accurate, concise version of the events of the assigned reading. This will serve to remind everyone of important points and help all members of the group start the day's discussion with the same information.

PROCESS:

Pre-meeting:

As you read, take brief notes on the major events or mark them in your book with a highlighter or post it notes. After you finish, go back over the places you marked and select the most important for inclusion in your summary. Write a concise summary on the backside of this paper in the space provided.

During the meeting:

When called on by the Discussion Director, read your summary to the group. Make sure group members are taking notes on the most important information. After you read, ask for questions, corrections or additions to your summary.

SUMMARIZER

Name: _____ Hour: _____

Title/Author:

Pages:

Meeting Date:

❖ Summary:

PASSAGE ANALYST

ROLE:

The Passage Analyst finds quotes or longer passages from the assigned reading that are important for understanding the themes and ideas in the book.

PROCESS:

Pre-Meeting:

Read the assigned pages of the book and identify two passages or quotes that you believe are especially significant to the author's point. Write the page numbers and part of or the entire passage on the backside of this paper in the space provided. Write a brief description of the significance of the passage and how it helps to explain/support the theme.

During the Meeting:

1. When called on by the Discussion Director, read the passage(s) you have selected aloud, asking group members to find the passages in the book and read along. Make sure the other members of the group have noted the page number(s) of the selected passages in their notes.
2. Share your interpretation of the passage and find out what other group members think of the passage.

PASSAGE ANALYST

Name: _____ Hour: _____

Title/Author:

Pages:

Meeting Date:

❖ Passage #1 (Page _____):

1. Summary or Quote:

2. Significance (must explain theme):

❖ Passage #2 (Page _____):

1. Summary or Quote:

2. Significance (must explain theme):

ESSENTIAL QUESTION CONNECTOR

ROLE:

The Essential Question Connector has the job of using characters and events in the book to connect to the essential question:

How do class, religion, language, and cultural stereotypes influence how I look at and understand the world?

PROCESS:

Pre-meeting:

Read the assigned pages of the text, using post-it notes, mark the parts of the selection that apply to the essential question. Choose three selections (quotes, passages) and write the page numbers. Complete your work on the backside of this paper in the space provided.

During the meeting:

When called on by the Discussion Director, share your selections with the rest of the group, having them note the page number(s) and the connections to the essential question you have found. Make sure that all members of the group understand the connection you are making by asking for clarification questions.

ESSENTIAL QUESTION CONNECTOR

Name: _____ Hour: _____

Title/Author:

Pages:

Meeting Date:

❖ 1. Passage:

Connection:

❖ 2. Passage:

Connection:

❖ 3. Passage:

Connection:

VOCABULARY ENRICHER

ROLE:

The Vocabulary Enricher finds vocabulary (this can mean terms and references) from the assigned reading that is important for understanding the text. It is important for the person in this role to define possible words that may not be known by their peers. Think about it this way: if you “kind of know what it means but can’t really explain it” – then define it!

PROCESS:

Pre-Meeting:

Read the assigned pages of the book, paying attention to those terms that are important for understanding. Make a list of these words and the page numbers on which they can be found. Define each term, making sure to include the correct definition (some words have 8 definitions but most likely only one is the most contextually appropriate).

Complete your work on the backside of this paper in the space provided.

During the Meeting:

1. When called on by the Discussion Director, read the definition(s) you have found, making sure the other group members have noted the definition if it was unclear or unknown to them.
2. Share your list of words with your group, making sure each member has a definition of a word they did not know. Collect any words that your group members may have questions about and add them to your list – define these additions before passing in your work.

VOCABULARY ENRICHER

Name: _____ Hour: _____

Title/Author:

Pages:

Meeting Date:

Term/Reference (pg. #):

Definition:

Group Presentation

Directions: In your Book Club groups you will create a presentation and activity to teach the class and raise awareness about a societal issue in your book.

All American Boys - Police Brutality, Community Policing, Reform of the Justice System

Americanized- Reform Immigration Policy

The Hate U Give - Systemic Racism Reform, Cycle of Poverty, Police Brutality, Community Policing, Reform of the Justice System

March- Activism, Systemic Racism Reform

Refugee- Reform Immigration Policy, Sanctuary Status

Shout- #MeToo Movement, Victim Advocacy

There Are No Children Here- Cycle of Poverty, Governmental Support

The Absolutely True Diary of a Part-Time Indian- Reservation Sovereignty, Cycle of Poverty, Systemic Racism Reform

The Presentation:

Your group should create a presentation via Google (so you can collaborate) that you will deliver to the class. Your presentation should

- be at least 6 slides. Include a title slide.
- make correct use of bullet points, titles, and images (if applicable)
- include examples from the text that illustrate assigned theme.
- use at least two discussion questions that will actually be posed to the class after the presentation AND activity have been completed.

Questions to consider when deciding where to start with your presentation:

- What are some immediate examples of events/characters in the novel that play a part in illustrating your theme?
- How would you explain the meaning of your theme in your own words?
- What are some modern examples of your theme?
- What are some other stories/movies that relate to your theme?

The Activity:

Your group will also be responsible for creating an activity for the class to complete that helps them understand your theme. You will be assigned a “challenge” that you must use as the focus of your activity. The activity should

- be prepared ahead of time with any needed materials ready to go the day of presentation. **Presentation day TBD.**
- come with a rationale that explains the directions, purpose, and benefits for the students.
- include all students outside the group.
- directly pertain to the theme being taught/discussed.

To Recap:

1. Create and deliver presentation as a group.
2. Create and lead a class activity that will help students to understand the theme.
3. Pose and explore discussion questions to the class once all content is delivered and activity completed.

This group project will be worth 80 summative points. The rubric is on the back of this paper.

Category	Comments	Score (out of 20)
Quality of Presentation: Did your group deliver a presentation that successfully taught a theme in the novel? Did you follow the guidelines of the assignment? Did the presentation display text that has been proofread and edited for clarity?		
Quality of Activity: Did your group present an activity that was well thought out and served a productive purpose? Was the activity finalized and prepared in advance? Did all group members understand the purpose of the activity they assigned?		
Quality of Delivery: Did all group members participate? Were all members knowledgeable about their theme? Could we hear and understand group members? Did group members lead discussion questions with poise and confidence?		
Quality of Collaboration: Did all group members work as a team towards the greater goal of the group? Were members productive and conscious of time management?		
Total:		/80 Summative Points