

AP Government

Literature Circles

Each Literature Circle (conducted simultaneously during a class) has four students. Each member is assigned a role. When there are more than four students, some roles can be paired. Grading will be based on the product you produce for your role and it will be counted as a summative assignment.

ROLE DESCRIPTIONS

STUDENT ROLES FOR LITERATURE CIRCLES

Discussion Director:	Moderates group discussion; writes questions that will lead to discussion by the group.
Connector:	Points out connections between the reading and real life or something outside the text, such as personal experience, an event or news story.
Illustrator:	Prepares an illustration (graphic, drawing, etc.) to highlight some aspect of the assigned reading – a significant scene or idea.
Summarizer:	Summarizes the assigned reading..

DISCUSSION DIRECTOR

Name _____

Group _____

Reading _____

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this reading assignment. Don't worry about the small details; your task is to help people talk over the **BIG IDEAS** in the reading and to share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read, which you can list below, during or after your reading.

POSSIBLE DISCUSSION QUESTIONS OR TOPICS FOR TODAY::

1.

2.

3.

4.

5.

6.

This is a sample form that you may use as a template for your role. The number of questions will depend on the size of the assigned reading and the number of "Big Ideas" you identify.

CONNECTOR

Name _____

Group _____

Reading _____

Connector: Your job is to find connections between the assignment your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people and problems of which you are reminded. You might also see connections between this book and other writings on the same topic. There are no right and wrong answers here; whatever the reading connects you with is worth sharing.

SOME CONNECTIONS I FOUND::

1.

2.

3.

4.

5.

6.

This is a sample form that you may use as a template for your role. The number of "Connections" you identify will depend on the size of the assigned reading.

ILLUSTRATOR

Name _____

Group _____

Reading _____

Illustrator: Your job is to produce some kind of pictures or graphics or visual representations related to the assignment. It can be a sketch, cartoon, diagram, graphic organizer, collage, or any other artistic representation of an idea, person, place, or thing. It can even represent a feeling you got from the reading. It can be done in paint, crayon, pen and ink, photos from magazines, or any other media. USE YOUR IMAGINATION. BE CREATIVE!

Presentation Plan: When the discussion director asks for the illustration, you may show your picture without comment to the others in the group. One at a time, they get to guess what your picture means. After everyone has had a turn, you get the last word. Tell them what your artwork means, where the idea came from, and what it represents to you.

This is a sample form that you may use as a template for your role. The number of "Illustrations" you create will depend on the size of the assigned reading

SUMMARIZER

Name _____

Group _____

Reading _____

Summarizer: Your job is to prepare a brief summary of assignment. The other members of your group will be counting on you to give a quick (1-2 minute) statement that gives the gist, the key points, the main highlights, the ESSENCE of the assigned reading. There are usually several main ideas/events to remember, you should create “Key Points” for your group to remember.

SUMMARY:

KEY POINTS:

1.

2.

3.

4.

This is a sample form that you may use as a template for your role. The number of “Key Points” you identify will depend on the size of the assigned reading

Literature Circle Assignments

Each role has a written component that you will be evaluated on and a summative grade assigned. Depending on the length of the reading, one, two or more sections from a chapter will be assigned. Whatever the number of sections assigned you are expected to combine them keeping in mind what your role is in the circle. Use the formats in the descriptions above. Make sure you identify chapter and section(s). Be sure to modify them as needed to do your task completely. Each assignment is worth 30 points. Assignments completed according to the instructions and participation in the circle will receive the maximum points.

Discussion Director

Come prepared with minimum six questions that will challenge students to use higher level thinking skills during a discussion. Each question should address a different theme or concept articulated in the chapter. **Bring two hard copies and leave one on my desk as you enter class.**

When you facilitate discussion, call on each of the other members of the group to share their work and intersperse the discussion with your questions and a few minutes of discussion of each. Keep the group on task the entire time.

Connector

Select at least six examples (“connections”) that meet the requirements articulated in the definition of the “Connector” and be sure each addresses a different theme or concept. **Bring two hard copies and leave one on my desk as you enter class.**

Illustrator

Prepare a minimum six illustrations that meet the requirements articulated in the definition of the “Illustrator” as defined in your role and be sure each addresses a different theme or concept. **Bring two hard copies and leave one on my desk as you enter class**

Summarizer

Prepare a written summary of the reading and be sure to address the different concepts or themes that recur throughout the reading. Identify key points and list them below the summary. **Bring two hard copies and leave one on my desk as you enter class.**