

GROUP MEMBERS:

PERIOD:

DATE:

# *To Kill a Mockingbird Literature Circles*

MS. ZUPANCIC -- HONORS 9 -- PERIODS 3 & 11

## Literature Circle Discussion

- Each group member must complete the required part of the reading.
- Don't read ahead (if you can help it).
- You will receive a new role for each new section of the novel.
- Always give page numbers for the information you have found.

## Order of Discussion

- The Summarizer / Connector \_\_\_\_\_
- The Discussion Director / Researcher \_\_\_\_\_
- The Literary Luminary / Passage Picker \_\_\_\_\_
- The Word Wizard / Vocabulary Enricher \_\_\_\_\_
- The Travel Tracer / Illustrator \_\_\_\_\_

*Each member of the group will share his or her findings.*

*The findings will, then, be discussed by the entire group.*

*As part of your evaluation, you will also complete peer/self evaluations.*

*Group members should be ready to add any important facts or ideas discussed to their study notes (it is important for you to take notes individually, as you are able to use them on the exam).*

## Literature Circle Role #1 --

- Summarizer / Connector
  - Your job is to prepare a brief summary of the reading. You begin the discussion by reading your summary. Include key points, main highlights, and a general idea of today's reading assignment. Group members will suggest any edits or additions to be made to your summary.
  - Then, try to find connections, between the book and you and between the book and the wider world. Consider the list below when you make your connections. Once you have compiled a list, share your list with the group for discussion.
    - Your own past experiences
    - Happenings at school or in the community
    - Stories in the news
    - Similar events at other times and places
    - Other people or problems of which you are reminded
    - Between this book and other writings on the same topic

## Literature Circle Role #2 --

- The Discussion Director / Researcher
  - Your job is to develop a list of questions (at least 5) that your group might like to discuss about this part of the book. Don't concentrate on small details. Your job is to help everyone in the group grasp the big ideas of the book. The best questions will come from your own reactions to the book and its themes, including your own thoughts, feelings, and concerns. Group members will suggest any edits or additions to be made to your questions.
  - Once done discussing, attempt to answer your questions. Using Google or any online search engine, try to work out your answers. Do this as a group.
  - Also, dig up background information on any topic related to your book. Consider the following.
    - The geography, weather, culture, or history of the book's setting
    - Pertinent information about the author and other related works
    - Information about the time period portrayed in the book
    - Information on any topics / events represented in the book
    - Information on any topics / events that may have influenced the author
    - Pictures, objects, or materials that illustrate elements of the book
    - The history and origin of words or names used in the book
    - Information about any character that is based on a historical person

## Literature Circle Role #3 --

- Literary Luminary / Passage Picker
  - Since *To Kill a Mockingbird* is chalked full of literary devices, it will be your job to find at least 5 of which may include allusion, simile, metaphor, symbolism, foreshadowing, idioms, analogy, personification, hyperbole, flashback, imagery, motif, and so on.
    - See [www.literary-devices.com](http://www.literary-devices.com) if you need more ideas or information.
  - When done, locate a few special sections or quotations in the text for your group to talk over. The idea is to help people go back to some especially interesting, powerful, funny, puzzling, or important sections of the reading and think about them more carefully.
    - You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss.
    - *Remember, the purpose is to suggest material for discussion.*

## Literature Circle Role #4 --

- The Word Wizard / Vocabulary Enricher
  - The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for new or important words in the book. This could mean words that are unfamiliar to you or provide key meaning or understanding of the text. Jot down puzzling or unfamiliar words while you are reading. Look up the definitions from either a dictionary or online source.
  - You may also run across words that stand out somehow in the reading -- words that are repeated a lot, used in an unusual way, or are crucial to the meaning of the text. Mark these special words, too, and be ready to share with your group. You should be prepared for the discussion with the definition of the words (minimum of 5) and an explanation of why they are important to the text.

## Literature Circle Role #5 --

- The Travel Tracer / Illustrator

- When you are reading a book in which characters move around often and the scene changes frequently, it is important for everyone in your group to know *where* things are happening and how the setting may have changed.
  - That's your first job; carefully track where the action takes place during today's reading.
  - Describe each setting in detail, either in words or with an action map or diagram.
- Next, you'll need to illustrate important symbols from each section. *Good readers make pictures in their minds as they read.* This is a chance to share some of your own images and visions. Draw some kind of picture related to the reading.
  - You can draw a picture of something that happened in your book, something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading.
  - Any kind of drawing or graphic is okay -- you can even label things with words if that helps. At the end of the discussion session, show your drawing to your group. You don't have to explain it immediately; let people speculate what your picture means before you share what it represents to you.
  - You may draw more than one symbol or image.

# Literature Circle Meetings Rubric

	Adequate	Acceptable	Needs Guidance	Needs Work
Listening	Student listens to each other's ideas. Student will "piggy-back" or build off each other's ideas.	Student listens carefully for information and comment occasionally.	Student listens but do not interact with the information presented to the group.	Student has difficulty paying attention to the speaker and does not contribute to the group discussion.
Offer Ideas	Student contributes to the discussion.	Student contributes occasionally to the conversation.	Student contributes only if the discussion director or teacher asks for comments.	Student does not offer ideas or show any reaction.
Questioning	Student interacts, discusses and poses questions to all members of the group.	Student occasionally interacts, discusses and poses questions to group members.	Student rarely interacts, discusses or poses questions to group members.	Student does not interact, discuss or pose questions to group members.
Respect	Student respects the opinion of others. Student encourages and supports the ideas and efforts of others.	Student respects the opinion of others.	Student interrupts when others are contributing in an attempt to share ideas.	Student chooses to argue or ignore the group members.

**Evaluator Name --**

STUDENT NAME	Listening	Offering Ideas	Questioning	Respect
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Comments ----->				
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Comments ----->				
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Comments ----->				
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Comments ----->				
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Comments ----->				