

Other Worlds: Discussion Circle Roles

Assignment Overview

You are responsible for reading the assigned material according to the reading schedule. On assigned discussion days, you will meet with your group to share ideas. For each meeting you will complete *one* of the four assignments outlined below. By the end of the unit, you will have completed all four assignments.

All work for each assignment should be typed. **Please include the MLA heading at the top of each assignment along with a title indicating the assigned chapters for the week.**

Each week's discussion depends on YOUR contribution. For that reason, **late assignments will not be accepted for this project.** If you are absent, e-mail your assignment to me so I can give it to your group.

1 Discussion Director: 10 questions (typed)

Your job is to develop a list of **at least 10** discussion questions for the week's assigned reading. Your task is to engage your group in a discussion of the *BIG IDEAS*. The best discussion questions usually stem from your own thoughts, feelings, and concerns about the text. On discussion day your task is to begin the discussion, take notes, and keep the discussion on track. **Remember to vary question types. Be sure that they are open-ended.**

Use the various levels of *Bloom's Taxonomy* to create varied questions for your group discussion.

	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
USEFUL VERBS	tell, list, describe, relate, locate, write, find, state, name	explain, interpret, outline, discuss, distinguish, predict, restate, translate, compare, describe	solve, show, use, illustrate, construct, complete, examine, classify	analyze, distinguish, examine, compare, contrast, investigate, categorize, identify, explain	Create, invent, compose, predict, plan, construct, design, imagine, propose, devise, formulate	Judge, select, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritize, determine
SAMPLE QUESTION STEMS	<ul style="list-style-type: none"> List five words you might use to describe the character of... Tell what you know so far about... Name the major characters... Find an instance where... State the most important event... Describe what (character) feels like when... 	<ul style="list-style-type: none"> Translate into your own words... Predict the outcome of... Distinguish the differences between... Restate the major events in... Interpret the meaning of (character's) (actions)... 	<ul style="list-style-type: none"> If you could solve (character)'s problem... Classify the types of characters... Illustrate the changes in... Construct a plan to... Explain another instance where... Examine if this have happened in... 	<ul style="list-style-type: none"> How was this similar to... If ___ happened, what might the ending... Compare and contrast... How is ___ similar to... What were the motives behind... What was the turning point in... What is the problem with... What is the underlying theme of... 	<ul style="list-style-type: none"> What might be a possible solution to... What would happen if... Imagine if you were... Devise a plan in which... If you were (character), how would you... 	<ul style="list-style-type: none"> What is a better way of dealing with... Judge the value of... Defend (character)'s actions when... Determine why (character) decides to... Why do you think... In what ways is ___ a good or bad... How would you feel if... What do you think about...

2 Passage Master: At least 5 important passages (typed)

Your job is to locate **at least 5** special sections of the reading for your group to analyze. The idea is to help people notice the most interesting, puzzling, humorous, or important sections of the text. You decide which passages or paragraphs are worth reviewing, and then jot plans for sharing them with the group. As you devise your reflection, be sure to include an in-depth analysis for *each* passage. Explain your interpretation of the passage—let us know what the passage means to you or why you think it is significant. On discussion day you will share your plan for reading and discussing passages, engaging your group members in an in-depth analysis of the text.

Passages may:

- Present a conflict
- Provide character detail (maybe you disagree with a character's actions, or maybe the passage illuminates character motives)
- Seem to foreshadow some event
- Cause you to question something
- Set a specific tone or mood
- Create confusion for you in understanding some part of the text
- Present an important symbol
- Include a recurring idea/action/event/theme/message

>>> see formatting details on back

Format for Passage Master: Using Microsoft Word, create a table (see formatting info below)

In the left column indicate the location of the passage; you **do not** need to record the passage.

In the middle column reflect deeply and clearly on the passage; do **not** merely summarize what is happening. Instead, explain why the passage stood out to you and why it is significant. Consider, how does the passage relate to what the author seems to be saying about life, human nature, or society?

In this column designate a group member to read the passage aloud.

***Note: you should reflect on at least 5 passages. Here are two examples for your reference:**

Location	Reason for Selection	Reading Plan
Chapter 21 pp. 302 & 312 Middle of page	<p>Ma's concern for appearances. Ma's behavior when The Committee is coming to visit seems so peculiar to me. It's strange how, after all the family has been through, she is still so worked up about appearances and social graces. I'm not sure I like the way Ma urges her family to get cleaned up, offers the ladies coffee about 3 times, and is caught up in how the family will appear in the eyes of this committee of women. Steinbeck seems to suggest here that, even in the midst of terrible conflict, human beings can become consumed by social superficialities.</p> <p><i>How do you feel about Ma's actions in this section of the book? What is Steinbeck saying about society through Ma's character?</i></p>	Jodie reads
Chapter 21 pp. 309-10 @ bottom	<p>Old crazy woman makes predictions. This ominous old woman's warnings really stood out to me while I was reading. Her warnings lend a depressing tone to this section and seem to foreshadow that something bad is going to happen to Rose of Sharon's baby. They also reemphasize Rose's weak characterization—she continues to appear here as a "doomed" character. I think she is going to have a miscarriage.</p> <p><i>In what ways is Rose of Sharon a weak or strong character? What is Steinbeck saying about human nature through Rose of Sharon?</i></p>	Liz reads

3 Illustrator: Collage or illustration with attached explanation (typed)

Your job is to create a visual related to the reading *for your assigned week*. You can create a visual for scenes discussed specifically in the readings, or your visual may convey any idea or feeling you got from the reading.

Your creative presentation can be in any of the following formats:

1. Create a **gift bag or box** filled with 10 items for one major character in the novel. **Include a typed explanation** for each gift. Gifts must be a combination of abstract and tangible items. ***No movie images, please.**
2. Create a **collage** of at least 10 elements that illustrate the major characters, symbols, conflicts, and themes demonstrated in the assigned pages. Include symbols, images, and words in the collage. **Include a typed explanation** in which you describe the significance of each item on the collage. ***No movie images, please.**
3. Design a **map** that illustrates at least 10 points of physical movement & emotional growth. Label important places or stages of development, and provide a detailed, **typed explanation** of your character growth map. Be sure to include words & images for this assignment. ***No movie images, please.**
4. Create a **digital slideshow** containing images, words, and music (no movie images, please). The video should emphasize important character details, symbols, conflicts, and themes in the reading selection. Include a **typed explanation** of at least 10 elements in your video. ***Video link / file must be shared with Mrs. Buckert prior to class on due date. You must utilize .wmv or similar video file format.**

4 Connector: 1-2 page journal response (typed in MLA format)

Your job is to type up a 1-2 page journal response in which you connect your understanding of the assigned selection to another text you have read or viewed. Be sure to consider the following questions: What similarities do the works share? What is the significance of the comparison? What message do both works convey?

Your response should include at least one quotation from the novel and a properly formatted Works Cited page. Remember to demonstrate your understanding of all of the writing skills we have practiced throughout the year in your written response to the text.