

This project will require you to work independently and collaboratively. I will put you into small groups based on which book you are assigned. You may not switch groups or books.

**Collaborative Component:** Discussions on 2/28, 3/7, and 3/14; group poster due on 3/21.

Roles for Discussions:

- The Discussion Director
- The Illustrator
- The Vocabulary Guru
- The Connector
- The Investigator
- The Literary Luminary
- The Summarizer

Each group must figure out its own roles. If you have fewer than seven people, then some people will have to double up. Roles will change for each discussion. You will be graded based on your preparation, your participation, and your execution. I will grade you, and you will grade/rank each other. You will also hand in all prep work for the discussions each week.

You must figure out on your own how you will handle making the poster. There will be no class time given for this part of the assignment.

**Independent Component:** in-class essay response during the week of 3/17-3/21; weekly “Did You Read It?” quizzes.

TEXT	2/28	3/7	3/14
Devil	Part I →109	Part II→231	Parts III, IV & Epilogue
Thunder	Parts I & II →132	Part III →212	Parts IV, V, VI & Epilogue
Isaac	Parts I & II →84	Parts III & IV →172	Parts V, VI & Notes
Garden	Parts I & II →89	Parts III, IV, & V →259	Parts VI, VII & Coda

## Roles

**Discussion Director** creates open-ended questions and facilitates group discussion. Directors must understand that their role is not to “give the right answers” but to promote deep understanding and lively conversation.

**The Illustrator’s** job is to represent key scenes from the reading. Any visual representations including drawings, paintings, collages, etc. are acceptable.

**The Literary Luminary** brings attention to key lines, quotes, and details from the text. The selections can focus on that which is interesting, powerful, funny, important, puzzling, or worth hearing.

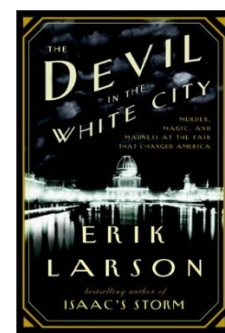
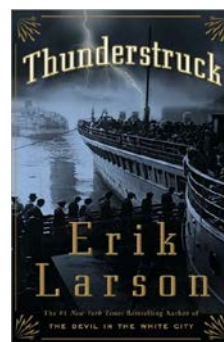
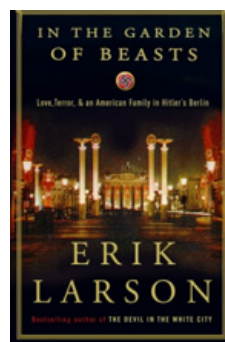
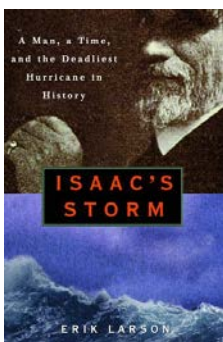
**The Vocabulary Guru** looks up definitions for important, unfamiliar words.

**The Connector** looks for relationships between the reading and the real world: students’ personal lives, events at schools, in the community or on the news.

**The Summarizer** creates a summary of important events for a week’s reading.

**The Investigator** digs up and shares background information on any topic related to the reading.

**Weekly critique sheets are to be filled in outside of class, not during your discussion.** Sheets are due on the Monday following each discussion. I will keep a supply of sheets in the classroom during this project. Your group members will not see your critique sheets. If there is a problem, then I will handle that problem privately.



Name \_\_\_\_\_ Book \_\_\_\_\_ Date \_\_\_\_\_

Please evaluate how each member of your group functioned during your discussion today.

Student's Name: \_\_\_\_\_ Role: \_\_\_\_\_

	Often	Sometimes	Never
Stayed on task during activities	_____	_____	_____
Cooperated with group members	_____	_____	_____
Came prepared for role in the group	_____	_____	_____
Made significant contributions to group	_____	_____	_____

Do you believe that this group member completed his/her reading? Yes | No

Do you believe that this group member completed his/her work? Yes | No

Comments:

I think this student deserves a/an \_\_\_\_\_ for today.

Name \_\_\_\_\_ Book \_\_\_\_\_ Date \_\_\_\_\_

Please evaluate how each member of your group functioned during your discussion today.

Student's Name: \_\_\_\_\_ Role: \_\_\_\_\_

	Often	Sometimes	Never
Stayed on task during activities	_____	_____	_____
Cooperated with group members	_____	_____	_____
Came prepared for role in the group	_____	_____	_____
Made significant contributions to group	_____	_____	_____

Do you believe that this group member completed his/her reading? Yes | No

Do you believe that this group member completed his/her work? Yes | No

Comments:

I think this student deserves a/an \_\_\_\_\_ for today.

**The Poster** should also feature the most important aspects of your group's discussion. It should be visually stunning! Think of it as a movie poster. You will be graded on accuracy, appearance, and depth of thought.

Point Breakdown

Discussion # 1	February 28	10 points
Discussion # 2	March 7	10 points
Discussion # 3	March 14	10 points
Weekly Quiz	varies	varies
Poster	March 21	15 points
In-Class Essay	March 17-21	25 points