**Literature Circle Project**

**Key Concept:** Time & Place

**Related Concept:** Setting

**Statement of Inquiry:** Understanding the setting, including time and place, enhances the reader’s understanding of the book and turning points in our human history.

**Instructions:** Read through the required elements for your group work together as you read the historical fiction book that you have chosen. You will need to assign due dates and the work each members will accomplish for each task. **All students must participate in each task and demonstrate that in the final product.** If you have group members who do not complete their assigned tasks, please refer to your essential agreements and talk to me about your difficulties.

1. **Vocabulary Due Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

First, compile a list of 20 new vocabulary words that you encountered as you read. Bookmarks are provided for you to list them as you go. Once you have 20 words added to your Master Word List and you have stripped the fix for each, choose one of the following projects:

**Project One:**

Choose 20 of the most difficult words on your list. Create a quiz to stump the other groups. The quiz must be typed in Docs in an appropriate font and contain the following elements:

* A word bank before the quiz questions
* Sentences with a vocabulary word removed and a blank line for writing in the word
* Sentences must have context clues to show your understanding of the meaning of the word
* Vocabulary must be used in the correct part of speech

**OR**

**Project Two:**

Choose 20 of the most difficult words on your list. Create a crossword puzzle to stump the other groups. The crossword must be created on graph paper with clues typed on a separate sheet in Docs or you can use an appropriate online crossword creation tool. The crossword must contain the following elements:

* A word bank included with the clues
* Words must all be connected as well as numbered down and across.
* Clues must be thoughtful and demonstrate your understanding of the meaning and/or part of speech of the word
* Spelling of the words and number of squares necessary must be accurate

**Criterion D: Using language**

i. **use** appropriate and varied vocabulary, sentence structures and forms of expression

iv. **spell** (alphabetic languages), **write** (character languages) and **pronounce** with accuracy

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. uses a **limited** range of appropriate vocabulary and forms of expression  iv. spells/writes and pronounces with **limited accuracy**; errors often hinder communication |
| 3-4 | i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression  iv. spells/writes and pronounces with **some degree of accuracy**; errors sometimes hinder communication |
| 5-6 | i. uses a **varied** range of appropriate vocabulary, sentence structures and forms of expression **competently**  iv. spells/writes and pronounces with a **considerable degree of accuracy**; errors do not hinder effective communication |
| 7-8 | i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression  iv. spells/writes and pronounces with a **high degree of accuracy**; errors are minor and communication is effective |

Self-Assessment:

Reason for Self-Assessment:

1. **Book Think Due Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Using ACTIVE reading techniques, document how you are:

* **A**sking questions
* **C**onnecting to your life
* **T**racking key ideas
* **I**nferring from the text
* **V**isualizing the time period/locations
* **E**valuating author and character choices

You can use any of the following means to document your thinking as you read, or use a different method approved by Ms. Fargo:

* Annotation
* Journaling
* 3x5 cards
* Sticky notes

**Criterion A: Analyzing**

i. **identify** and **explain** the content, context, language, structure, technique and style of text(s) and the relationship among texts

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and **does not explain** the relationship among texts |
| 3-4 | i. provides **adequate** identification and explanation of the content, context, language, structure, technique and style, and **some** explanation of the relationship among texts |
| 5-6 | i. provides **substantial** identification and explanation of the content, context, language, structure, technique and style, and **explains** the relationship among texts |
| 7-8 | i. provides **perceptive** identification and explanation of the content, context, language, structure, technique and style, and **explains** the relationship among texts **thoroughly** |

Self-Assessment:

Reason for Self-Assessment:

1. **Quotations Due Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Choose quotations from the book that reveal key elements that build your understanding of the setting and its impact on the plot, characters, or themes of the book. Choose 3 quotes for time as well as 3 quotes for place. Be sure to explain (give reasons & causes) each quotation and directly link them to your understanding of the key concept of setting. Record your ideas in your reflection journal.

**Criterion A: Analyzing**

iii. **justify** opinions and ideas, using examples, explanations and terminology

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology |
| 3-4 | iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology |
| 5-6 | iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses **accurate** terminology |
| 7-8 | iii. gives **detailed** justification of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology |

Self-Assessment:

Reason for Self-Assessment:

1. **Discussion Reflections Due Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

By consensus of group members, divide your book up into manageable reading chucks. Complete the chart below to decide when to discuss the chapters and which member of the group will lead discussion. Once you have read, you can choose a topic for that day. After discussion, each member will write a reflection about their new understanding of setting from what others have contributed.

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| **Chapters** | **Due Dates/ Discussion Days** | **Discussion Leader** | **Discussion Topic** |
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Your group needs to discuss the time and place elements within your book at least 5 times as you read the book together. You must come to a consensus about the topics for each of the 5 discussions. You may also use your discussion time to talk about quotations.

**Criterion A: Analyzing**

ii. **identify** and **explain** the effects of the creator’s choices on an audience

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | ii. provides **minimal** identification and explanation of the effects of the creator’s choices on an audience |
| 3-4 | ii. provides **adequate** identification and explanation of the effects of the creator’s choices on an audience |
| 5-6 | ii. provides **substantial** identification and explanation of the effects of the creator’s choices on an audience |
| 7-8 | ii. provides **perceptive** identification and explanation of the effects of the creator’s choices on an audience |

Self-Assessment:

Reason for Self-Assessment:

1. **Timeline Poster Due Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Once you have read, discussed, and reflected on the setting of your chosen novel, create a poster (digital or physical) that creates a timeline of events. On the poster, add images (real or imagined) that describe the place or locations where the novel is set. Be as accurate to the time period for your images as possible.

**Criterion B: Organizing**

i. **employ** organizational structures that serve the context and intention

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. makes **minimal** use of organizational structures, though these **may not always** serve the context and intention |
| 3-4 | i. makes **adequate** use of organizational structures that serve the context and intention |
| 5-6 | i. makes **competent** use of organizational structures that serve the context and intention |
| 7-8 | i. makes **sophisticated** use of organizational structures that serve the context and intention effectively |

Self-Assessment:

Reason for Self-Assessment:

**Criterion C: Producing text**

i. **produce** texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process

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| **Achievement**  **Level** | **Level Descriptor** | **Specific Requirements** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought or imagination and **minimal** exploration of new perspectives and ideas |
| 3-4 | i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas |
| 5-6 | i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of new perspectives and ideas |
| 7-8 | i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas |

Self-Assessment:

Reason for Self-Assessment: