

# ENG4U: Summative Assignment: Literature Circles

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## Assignment:

- The purpose of this novel study is to conduct a final, summative assessment of your ability to read deeply, listen to and interact meaningfully with others, and finally write an essay that demonstrates your deep understanding of your chosen work.
- It is also hoped that you will find your book fascinating and compelling – either for its **hopefulness** or for its propensity to help you **empathize** with someone unlike yourself in some way.

## Directions:

1. Read your assigned text according to the reading schedule provided below. (Please do not read ahead!)
2. For each of the scheduled Literature Circle meetings, you are responsible for three things:
  - a. Have your assigned pages read! (Your other group members will be noting your preparedness.)
  - b. Be prepared to lead your group for about 5-10 minutes, walking the other members through whatever you prepared according to your particular role that week (Discussion Director, Summarizer, Passage picker, Connector, Artist, or Wordsmith). Again, your other group members will be noting your preparedness and engagement in this section. (Do not just read what you wrote – highlight things in an engaging way!)
  - c. Participate and engage in the discussion! Help out your other group members by commenting, questioning, and interacting during their respective parts. **THIS WILL MAKE THE WHOLE THING FUN!**
  - d. **At the end of each literature circle meeting, you will submit your preparatory materials (for your particular role) for grading. (Their cumulative worth will be 45% of the grade for this summative assignment.)**
3. After each literature circle meeting, fill out a reflection form (attached) discussing how that went and whether or not your fellow group members were prepared.
4. At any point after your fourth Literature Circle meeting, you may submit a short Personal Reflection paper, responding to your novel according to the instructions below. This brief paper must be submitted by the begging of class on **Friday, January 12. (The value of this assignment will be 10% of the grade for this summative assignment.)**
5. During the final week of school, you will be given some time to work on your Summative Essay – an essay that will explore an aspect of the book that interests you (according to the instructions below). **This essay will be due on the second-last day of classes: Thursday, January 18 (no extensions on this one). (The value of this essay will be 45% of the grade for this summative assignment.)**

## Roles and Prep Material:

Note that for each Literature circle meeting, you should come with 1-2 pages of notes that will be submitted after the meeting and graded out of 5. For each set of notes you submit, you should include the following info: 1) Your name, 2) Your role, 3) Title of your book, and 4) Pages covered in that meeting.

- *Discussion Director:* Your job is to develop open-ended questions that will promote discussion in your group. It is also your role to be the MC in the literature circle discussion, transitioning between different people's presentations after the opening discussion.
  - Usually the best discussion questions come from your own reactions, thoughts and feelings as you read. Record at least four good questions that will be discussed when your group meets (and some possible answers). Try to stir up some mild controversy!
  - Here are some prompts that will help you to formulate good questions:
    - What do you think ...
    - What part of this section ...
    - Which part did you ...
    - Why did the main character ...
    - How did the author ...
  - **There always needs to be a discussion director – choose this person first!**
- *Summarizer:* Your job is to basically retell the key plot points, the main highlights, and the general idea of the section that is covered in this meeting. **If all of this were one chapter, what would it be called?**
  - Try to provide about **five** key plot points – any more and it becomes a play-by-play. Try to find interesting and effective ways to break this part of the story down.
  - Consider providing a handout for the group.
- *Passage picker:* Your job is to choose three to four passages that you felt were interesting or important in the section you read. Share these sections with the group and explain why you selected these passages. What is their dramatic significance?
  - Include page numbers for each passage so people can go find these sections again if needed.
  - Consider providing a handout for the group.
- *Connector:* Your job is to find connections between the book 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. You might see connections to other people or problems that you might be having. Think also about other books or writings on the same topic as this book.
  - Some connections I found between this reading and other people, places, events, authors are....
- *Artist:* Your job is to respond creatively to the selection in some meaningful way. This is pretty open-ended, but it will include some form of artwork (poem, **short** creative writing, picture, painting, etc.) and an explanation of what you have created and how it's related to the selection.
- *Wordsmith:* Your job is to locate difficult or new vocabulary words, presenting them in a list to your other group members, including a useful/clear definition and a couple of sentences that use each word in a new way to help us understand how to use it. (The more sentences, the better. It's a good idea, as well, to show the original sentences in which these words were found in the reading, including page #s, etc. Provide a handout!

## Reading Schedule and Due Dates:

- *All the Light We Cannot See:*
  - Tuesday, November 28: Ch. 0-2 (p.1-106)
  - Friday, December 8: Ch. 3-4 (p.107-215)
  - Tuesday, December 19: Ch. 5-6 (p.215-315)
  - Tuesday, January 9: Ch. 7-13 (p.315-530)
- *My Name is Asher Lev:*
  - Tuesday, November 28: Ch. 1-2
  - Friday, December 8: Ch. 3-5
  - Tuesday, December 19: Ch. 6-9
  - Tuesday, January 9: Ch. 10-14 (350)
- *Cry, The Beloved Country:*
  - Tuesday, November 28: Ch. 1-9
  - Friday, December 8: Ch. 10-16
  - Tuesday, December 19: Ch. 17-24
  - Tuesday, January 9: Ch. 25-36 (277)
- *Jane Eyre:*
  - Tuesday, November 28: Ch. 1-11
  - Friday, December 8: Ch. 12-18
  - Tuesday, December 19: Ch. 19-24
  - Tuesday, January 9: Ch. 25-38 (433)
- *Requiem*
  - Tuesday, November 28: Beginning – Ch. 7
  - Friday, December 8: Ch. 8-12
  - Tuesday, December 19: Ch. 13-19
  - Tuesday, January 9: Ch. 20-29 (314)
- *Hannah Coulter*
  - Tuesday, November 28: Ch. 1-5
  - Friday, December 8: Ch. 6-9
  - Tuesday, December 19: Ch. 10-15
  - Tuesday, January 9: Ch. 16-24 (186)
- *Unbroken:*
  - Tuesday, November 28: Preface - Ch. 8
  - Friday, December 8: Ch. 9-17
  - Tuesday, December 19: Ch. 18-26
  - Tuesday, January 9: Ch. 27-Epilogue (406)
- Other due dates:
  - **Friday, January 12: Personal Reflection paper due at beginning of class**
  - **Thursday, January 18: Summative essay due at beginning of class**

## Reflection Paper:

This is a small one-to-two page paper (MAX) that should simply answer the question, “How did you find this book?” Is there anything that you encountered or learned that will be useful to you in the future? Was it an uplifting read (or deeply depressing)? Would you recommend it to others, and why/why not? **Note that your reflection does not need to be positive.**

Your paper should be double-spaced and will be evaluated according to this simple rubric.

	Level 1 (50%-59%)	Level 2 (60%-69%)	Level 3 (70%-79%)	Level 4 – to Level 4 (80%-89%)	Level 4 to Level 4+ (90%-100%)
	Below Expectations	Approaching Expectations	Meeting Expectations	Beyond Expectations	
<b>Thinking/Inquiry (20)</b> -Engagement with your assigned novel	Your reflection is quite vague, or you need to go quite a bit deeper in examining this.	Your reflection is present but not quite as deep as it could be. You may be vague in what you are saying.	You are successfully reflecting on this novel. Your comments and points are believable.	Your reflection on this novel is strong – your engagement is very good.	You are truly reflecting on this novel in a deep and meaningful way. Your engagement is outstanding!

## Summative Essay:

For your summative essay, simply choose a purpose question that will help you explore a relevant/meaningful aspect of your book. Using the MLA formatting and essay training you have practiced throughout your course, write a three-to-four-page essay exploring and answering the purpose question you chose.

## Notes

- Although you need no external sources for this paper, it should otherwise be pursued just as you would write any other paper.
- You will receive no assessment feedback on this essay – it is your final evaluation. To the extent possible, try to complete this without input from the teacher.
- As this is replacing your exam essay, **you will not receive this essay back.** Your grade will be indicated on your report card. (You may come in to see the rubric after report cards are released, as you may with your exam itself.)
- Your essay will be evaluated according to the following rubric on the next page (adapted from the previous exam essay rubrics):

	<b>Level 1</b>  Below Expectations  (50-59%)	<b>Level 2</b>  Approaching Expectations  (60-69%)	<b>Level 3</b>  Meeting Expectations  (70-79%)	<b>Level 4-</b>  Exceeding Expectations  (80-89%)	<b>Level 4+</b>  Exceeding Expectations  (90-100%)
<b>Application</b>  -Quality of thesis and general argument  (10)	Thesis is ineffective or partially developed; points seem unrelated to thesis or unconvincing, but an effort is demonstrated	Thesis has a significant problem, or is overly simple; most points clearly relate back to thesis	Thesis is clear and considerably effective; all points relate back to the thesis clearly	Thesis is very well developed and includes all major points within; all points are very clear in their relation to the thesis	Exceptionally well-formulated thesis contains all body points and is <b>insightful</b> ; thesis provides superior direction throughout paper
-Quality of evidence in support of thesis  (10)	Little or ineffective evidence provided, but an effort is clearly demonstrated	Some evidence fails to support your argument or seems ineffective or illogical.	Substantial specific points are offered which clearly support your argument	Many specific points and/or quotes clearly and convincingly prove the thesis	Superior specific evidence and quotes overwhelmingly and insightfully prove your thesis
-Quality of writing, including general clarity, grammatical precision, and depth of introduction and conclusion, MLA citations and formatting  (10)	Several clarity issues; Mostly errors, including sentence structure difficulties; Introduction and conclusion are no more than a thesis statement and concluding sentence, but an effort is demonstrated	Some clarity issues; Many errors with some sentence structure  Problems; Introduction and conclusion are fairly sparse	Fairly clear; Some insignificant errors throughout; Introduction and conclusion are present and generally effective	Very clear, and logical organization; Few insignificant errors, overall excellent grammar; Introduction and conclusion are very effective and include some discussion of the topic at hand	Excellent clarity and flow; Very few to no errors; Intro and conclusion are exemplary, including a very strong and well-connected hook and a compelling, thought-provoking conclusion, proper citations (in-text and Works Cited) and MLA formatting

## Literature Circle Reflections

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Book: \_\_\_\_\_

Reflection Statements	Yes	Somewhat	No
I completed my assigned readings before the meeting			
I prepared well for my particular role			
I asked questions to help me understand the book better or to help me understand the other group member's ideas			
I brought my materials (book, role materials, applicable notes, etc.) to the Literature Circle meeting			
I shared parts of the book that were important to me and explained why they were important			
I was a careful and caring listener by giving my complete attention to other group members when they were speaking			
I responded to other group members' ideas			

What was an important contribution you made to the discussion today?

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What was an important idea or explanation expressed by someone else during the discussion?

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Give each member of your group a rating from 1 - 5 on their preparedness and participation. A 1 if they were not at all prepared and did not participate meaningfully, a 5 if everything was ready and they actively and respectfully participated during the discussion.

Member Name: _____	1	2	3	4	5	Meeting: /3
Member Name: _____	1	2	3	4	5	
Member Name: _____	1	2	3	4	5	Role: /5
Member Name: _____	1	2	3	4	5	

Teacher Feedback:

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