# Literature Circles Prep Sheet

### Discussion Director

Your job is to prepare several excellent questions for stimulating thought about the chapter of your assignment. You will lead a class discussion using these questions and follow up questions spontaneously. You will lead the group through their roles and manage the time during your presentation.

## Group Members:

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Passage Master: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Connector: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Summarizer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Briefly, what were the main events of this chapter (collaborate with the “Summarizer”.

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1. Briefly, what are a few passages that are of critical importance in this chapter, and why? (collaborate with the “Passage Master”).

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1. Briefly, what are some ways that the events of this chapter can be applied to you and your classmate’s lives as members of the 21st century in Korea and/or here at GSIS? (Collaborate with the connector)

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1. Given the above, what are 4 excellent questions that you could ask your classmates to help them think more critically about the content of this chapter, the development of characters or themes, or general connections to their lives? These questions should be built using the handout “what makes good questions?”
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Before the presentation:

* Take leadership in organizing the order of the presentation (who will present what when?)
* Take leadership in helping to facilitate a meeting time to work together and prepare for the presentation. Collaboration is key.
* Complete this handout and prepare everything for a smooth presentation.

During the presentation:

* Begin the presentation with an opening statement and lead right into the first activity.
* Keep things organized and smooth.
* During your time, lead the class in a discussion in which we explore some of the questions you have prepared. Seek to develop their understanding by asking good follow-up questions rather than just accepting their original points as “final.”
	+ For example- **You ask:** “How does the juxtaposition of Scout’s adventure in the tire and her discovery of the gum and Indian Heads in the tree hole develop the tension between the children and Boo Radley?”
	+ **Classmate A answers:** “These two events seem to create opposing views of Boo, as the first reinforces the fear that the children have for Boo, while the second seems to suggest that Boo has tried to connect with the children by giving them nice gifts. The two do not seem to fit together.
	+ **You Follow Up:** You mentioned that you feel the text is suggesting that it is Boo that is leaving the “gifts” in the tree. What justification is there for this assumption, using the text? Classmate B?”
	+ **Classmate B:** “On page 35, Jem and Scout explore this question indirectly by trying to figure out who the hole belongs to. After reasoning out the possibilities, each less likely than the other, the passage ends with Jem looking “for a long time at the Radley place” (end of 35). This seems to indicate that Jem, too, is beginning to suspect that Boo Radley is involved in the planting of the “gifts.”
	+ **You Follow Up:** Okay… if that is true, then what reasons could Boo have for leaving things in there for the children?

**…**

Notice that through this discussion, you are engaging multiple classmates and trying to get them to think more deeply about one aspect of the chapter.

It is more important to explore questions DEEPLY through follow-ups than to cover all of your questions. As such, prioritizing your questions will be a good idea in advance.