**Literature Circle Presentation**

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| WHO | WHEN | WHERE | WHY | WHAT | GRADING |
| Your Group | November 20th- Dec. 5th.  **Presentations are Dec 6th & 7th-** No volunteers, random drawing of who goes first. | In class (computer labs Nov. 26th, 28th, 30th, Dec. 1st.) Outside of class time may be necessary | By working and interacting with the text on multiple levels, students may gain a deeper understanding and appreciation for the text. | You will **CHOOSE 1** option for each category to present your book. You will use online sources, correct MLA format to cite your sources, and your own creativity to analyze the book. | Your grade will be **individual**. Each group member is expected to present their own portion of the project. Incompletion or failure to present will affect the individual only. |

**NC Standard Course of Study**

This assignment will measure the following standards:

**RL 9-10.2-** Determine a theme of a text and analyze their development over the course of the text including how it emerges and is shaped and refined by specific details.

**RL 9-10.3-** Analyze how complex characters develop over the course of text, interact with other characters, and advance the plot or develop the theme.

**SL9-10.4-**Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL9-10.5-** make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Specifics**

Now that you’ve made your way through most of your novel, it is time to begin thinking about how to present your novel to the class. Although you have worked in a group and will present as a group, you will be working and presenting each of your individual parts, as you will be graded individually.

**Required for all STUDENTS:**

1. Analysis of ONE theme in the story
2. Analysis of ONE character in the story
3. Exploration of ONE other Topic
4. Presenting your analysis to the class
5. Using some digital media

No member is allowed to repeat Characters, Theme, or the TOPICS in their presentation.

**Completion of the Presentation Role Sheet is REQUIRED. One person is to submit this (last page in this packet) to the teacher by the end of class on Wednesday, Nov. 28th .**

**THEME ANALYSIS**

*GOAL: Explanation of ONE theme in the book, how it emerges and how it is shaped and refined by specific details.*

*Each group member must write their own MLA paragraph explanation (typed) on ONE of the themes with no duplicate themes. Ask the teacher for help in finding themes if you are struggling. Be sure if you use any outside aids that you cite all your sources and do not copy their ideas- I’m not looking for “right” vs. “wrong” answer; I’m looking at how you justify your answers!*

Your goal is to write at least one paragraph in MLA format in which you explore ONE of the major themes in the novel. You must explore where the theme starts as well as how the novel continues to shape theme by plot, character, etc. Remember, a theme is one word plus what the author is saying about that word. Make this a THESIS statement for a paragraph.

Example: Don’t say: “the theme is believe in yourself”

Say: “one theme in Divergent is the importance of overcoming fears, as fears can lead to depression, isolation, and ultimately death”. Use evidence to support your findings.

**CHARACTER ANALYSIS Options**

*GOAL: Creative Analysis of ONE character from the book, drawing upon the text for supporting any inferences in who the character is and how they change (or don’t!) over the course of the text.*

*This portion of the presentation involves a creative approach to examining character. Each group member may choose option A or B unlimitedly, but each member must choose a different character. If having trouble in larger groups, ask the teacher about character lists.*

*A: Character Astrology Signs*

After reading brief descriptions of all of the astrology or sun signs, figure out which sign you think your character was born under. Write an explanation of why you think they fit the sign, drawing on their actions, attitudes, and thoughts from the book (direct and indirect characterization, including STEAL). Be sure to provide textual evidence. Be sure to include a picture of that sign. I don’t expect you to be experts at astrology, but I do expect the use of outside sources to aid your understanding of those signs. Cite your sources!

*B: Character Design*

Using the provided template, or one of your own, draw/design what you think your character would look like based on evidence from the book. Then describe your character using Direct and Indirect characterization. Be sure to use the STEAL method to help you. If you create your own design, feel free to put the information on the back or on a separate sheet. You may trace outlines, but do not trace full design of previously made characters or other people’s artwork. You may create digital artwork as well or opt for creating/arranging a physical outfit that you’d wear or display during presentation.

**OTHER TOPICS**

*GOAL: Present further information about the novel to enrich the class’s understanding of the novel, yet not give away any endings.*

*Each group member must choose one of the following options. There are 7 choices, so not all options will be covered, but no option should be repeated! You can choose to present this section however you wish, as long as you are clear in which topic you choose and cover quality of information. Be creative! Some suggested questions to answer are provided for you.*

**Setting**- What is the setting (geography, weather, time of day, social conditions)? How does the setting affect the plot? Is a sense of atmosphere evoked, and how? What scenic effects are used and how important and effective are they? Does the setting influence or impinge on the characters?

**Style –** Refers to the author’s vocabulary, use of imagery ,tone, and attitude towards subject. What are the “intellectual qualities” of the writing (vocabulary, grammar, simplicity, clarity, clear sense of purpose etc.)? What are the “emotional qualities” of the writing (humor, wit, satire, irony, drama)? What are the “aesthetic qualities” of the writing (harmony, rhythm, parallelism, tone)? What stylistic devices are employed (symbolism, motifs, parody, allegory, metaphors, images)? How effective is dialogue? How effective is description?

**Plot and structure**- How are the various elements of plot (eg, introduction, suspense, climax, conclusion) handled? What is the relationship of plot to character? T owhat extend, and how, is accident employed as a complication OR a resolving force? What are the elements of mystery and suspense in the text? Is there a subplot and how is this related to the main plot?

**Narrator and Point of View**: Who is the narrator or speaker in the story? Is the narrator the main character? Does the narrator ever change in the story? Is the narrator believable (can you trust what he or she is presenting)? Does the author speak through the narrator or through one of the other characters? What point of view is the story written in? What are the advantages and disadvantages of writing in this point of view? Would you change the POV? If so, why and to what? If not, why is the current POV best suited for the story that is presented?

**The Society:** What would it be like to grow up in this society? What things would you have? What things wouldn’t you have? What would be your greatest fear? What would be your greatest hope? Where would you “fit in” in this society (Divergent-Factions, etc.)? What laws, rules, systems would be in place?

**How the book is Dystopian:** Reviewing the PPT, what are some of the qualities that make this book dystopian? Be specific! For example, Divergent is a controlled society who is afraid of nature (anything beyond the wall) and is divided into factions. Go into details about the factions the purpose of the wall.

**Author bio** **and Book**: Who is the author? What aspects of the author’s life might have had an influence on the creation of this text (personal history)? When was the book published? What happened during the year published or years right before the book was published that may have had an influence on the book (Local, National, or Worldly History)? Has the author written any other books (you don’t have to list them all!)? Are there more books in the series, or is this a solo novel? Are there any movie adaptations? Are there any graphic novels or companion novels associated with this book?

**Presenting your analysis to the class & using digital media**

* You will be required to present your theme, character, and topic to the class during your group’s presentation time.
* You should speak in a presentation voice- that is clear, direct, and loud enough for everyone to hear, but not shouting.
* If you have written notes, do not read directly off of the notes. You do not have to make direct eye contact, but don’t make it obvious (like looking down at notes, or up at ceiling the whole time).

You should also use digital media to present their information. Some suggestions for using digital media are:

Prezi

Film/camera

PowerPoint

Google slides

Key Note

Glogster

Voki

Vuvox

Canva

Fotobabble

YouTube

Students may choose to use multiple digital media formats within the group, each student use their own format, or collectively us one format. However, students will be graded individually. Each student MUST present their OWN work.

You are welcome to consider recording your presentation beforehand and presenting a video recording to the class during your allotted time. This may help ensure that you meet the required time and reduce anxiety over presentation for some students. It is NOT required. Be sure that the SOUND is loud enough to be heard- consider using external microphones.

* Ensure that your teacher has access to the digital media portion BEFORE the presentation.
* Do not use FLASH DRIVES
* Do not LEAVE IT IN YOUR GOOGLE DRIVE and have to log in to access it.
* Students shouldn’t have to log into accounts on the teacher’s computer.
* Either provide the teacher a link or the file through email, burn a CD/DVD (check to make sure it works, bring a back-up), or be able to visit the site to open it in public domain.

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| **# of group members** | **Allotted time** |
| 4 | 8-12 minutes |
| 5 | 10- 15 minutes |
| 6 | 12-18 minutes |
| Roughly 2-3 min per person | |

**Literature Circle Presentation Role Sheet**

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| **Group Member** | **Chosen Theme** | **Chosen Character + Option** | **Chosen Topic** |
| **Yourself:** |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **A B** |  |
|  |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **A B** |  |
|  |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **A B** |  |
|  |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **A B** |  |
|  |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **A B** |  |
|  |  | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **A B** |  |