

Literacy Circles Leave the Coffee Shop and Go Viral
Literature Circle Group Projects with Madison Central and East Jessamine High School
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Project Description:

Goals: The goals of this project are to provide student reading, student analysis, and student discussion of literacy circle books a real-world place to publish ideas, while giving students the technology skills they will use in the remainder of their high school years, but also in their secondary educations and careers after high school.

Requirements:

In groups containing students from both participating schools, students will complete the following requirements ending in the culmination of a website AND app study guide for the book chosen by the group to read. The books for this project are: *The Chosen*, *Kite Runner*, *Jane Eyre*, *Wuthering Heights*, *Pride and Prejudice*, *Phantom of the Opera*, *Heart of Darkness*, *The Jungle*, and *Cry, The Beloved Country*.

Each group is responsible for the following:

- **Google Lit Trip of the story:** A tour of the places in which characters travel throughout the progression of the story. There must be a minimum of 7 stops on this trip, with each “stop” containing an image from the location, a quote from the text mentioning the specific location, and the importance of this location as well as any important events that occur here in the story.
- **Vocabulary Dictionary:** Must contain 25 vocabulary words (words that are new to the readers or an unfamiliar words) with definitions, quotes from the text using each word, and a link to modern day video or text showing the specific word in use.
- **Literary Reference Page:** This will have two parts: a rhetorical reference page (ethos, pathos, logos, etc) and a literary devices page (symbolism, foreshadowing, parallelism, theme, conflict, etc). For each of these parts, an example from the text must be provided with an explanation of which device is being implemented, and what the impact of that device is on the text, the story, or the reader.
- **Biological Character Timelines:** Using Facebook, Twitter, or Dipity, group members must create a timeline of the main character(s) in the book. It is up to your group to determine what this looks like, but you must include quotes from the text for each “stop” on your timeline (or at least a page reference for where your entry is tied to in the text). These should focus on important or pivotal moments for the character in the text.
- **Drawings of Structures or Scenes:** Using Google Sketchup (or another program that yields close to the same results) group members will design 3D digital structures of an important place that is described in the text. Using the details given by the text and connected through an explanation of the drawing, group members will visually design one structure from the book.
- **Author Study:** Using Popplet, Prezi, Glogster, or another presentation program approved by teachers, students will complete a detailed author study based that includes, but is not limited to, the following aspects of the author’s life: birth and death (locations of each as well),

influences on the author, major historical influences of the time, beliefs of the author, the author's major works and awards (if applicable), and quotes from the author.

- **Avatars of the protagonist and antagonist:** Using Voki or another avatar creator application approved by teachers, students will create an avatar of the antagonist and protagonist characters in the book. There must be a description as to why such visual choices were made with specific connections to the text included.
- **Citation page:** This will include a proper MLA citation and reference page for any outside information used in the creation of this project as well as a list of all programs used to develop the project.

Deadlines:

This project is tentatively due the first week of March and our classes will be coming together on most Tuesdays and Thursdays throughout the project, however, that may not occur every single week. It is up to your group to utilize your blog pages and Today's Meet pages for continued collaboration throughout the weeks leading up to this project.

What next? Before meeting your groups, start developing a rough sketch of what you think each one of these aspects of the project looks like. What ideas do you have for making this happen? What do you think should be included on the rubric? List any concerns you may have. This must be completed before meeting with your groups.

Once you meet with your groups:

- **Do a brief intro with each group member:** Provide the following information:
 - My name is _____
 - My favorite song or movie at the moment is _____
 - The book for our group caught my interest because _____...
- **Decide on a schedule for reading the book:** You will be reading completely outside of class, so set actual pages you must have read by each one of your meetings. You must have your book completed in 3 weeks (so there will be roughly 6 meetings during this time, given that you meet twice a week). Take all of this information into consideration when scheduling your requirements.
- **Discuss how you are going to meet:** Will you do this through a blog on one of your class websites? Through the Today's Meet set up for our group? Through email? Through social media (if so, teachers must be CC on emails and hash tagged on Twitter feeds).
- **Begin discussing the project:** Review your list of concerns and ideas for the project.
- **Develop a rubric:** Yes, you are going to have input on your rubric. What does an A project, B project, etc look like? Consider each requirement of each activity on the list. What does the best look like? How are we accessing the standards with this project? Make sure you develop a rubric that your group agrees on and that covers all aspects of the project. As a whole class we will discuss what should be modified with these rubrics and all input will be considered on the final official rubric for said project.

- **Develop a timeline and assign jobs:** Some parts of the project have to be done while reading, some have to be done after reading, so divide this work up and figure out who will be responsible for what.
- **Make a contract:** This contract will hold all members of the group responsible. What are the expectations of all group members? What happens if a group member doesn't live up to their end of the bargain? What will you as a group do to keep this from happening? If it does, what steps will you as a group take to correct the situation? Be very specific in your expectations. These will factor in to your grade, so consider this when designing your rubric as well. If something goes awry and you don't have a well-developed plan on how to deal with it, all of you will be affected and have to deal with the consequences, whereas if you have a plan developed, you're being proactive with the situation and will have an agreed upon way to correct it should the time come.

Good luck on this endeavor! We have complete confidence in this project and your ability to successfully complete it! So, let's do this!!!! 😊