# Animal Farm Unit: Literature Circle Roles

In your Literature Circles, you will be responsible for preparing information for each meeting according to your role.

**Discussion Leader**: Your job is to develop a list of questions you think your group should discuss about the assigned section of the book. Use your knowledge of **levels of questions** to create thought-provoking literal, interpretive, and universal questions. Try to create questions that encourage your group to consider many ideas. Help your group explore these important ideas and share their reactions. You will be in charge of leading the day’s discussion.

**Discussion Note Taker**: Active listening is an important part of effective group discussions. Your job is to actively listen during group discussions and take detailed notes on the content that is shared by each group member during these discussion times. Be sure to encourage every member of the group to engage in the discussion and to contribute equally! At the conclusion of each discussion, you will contribute your own thoughts and reflections as well.

**Diction Detective**: Your job is to carefully examine the diction (word choice) in the assigned section. Search for words, phrases, and passages that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing. List the words or phrases and explain why you selected them. Then, write your thoughts about why the author might have selected these words or phrases. What is the author trying to say? How does the diction help the author achieve his or her purpose? What tone do the words indicate?

**Bridge Builder**: Your job is to build bridges between the events of the book and other people, places, or events in school, the community, or your own life. Look for connections between the text, yourself, other texts, and the world. Also, make connections between what has happened before and what might happen as the narrative continues. Look for the characters’ internal and external conflicts and the ways that these conflicts influence their actions.

**Reporter**: Your job is to identify and report on the key points of the reading assignment. Make a list or write a summary that describes how the writer develops the setting, plot, and characters in this section of the book. Consider how characters interact, major events that occur, and shifts in the setting or the mood that seem significant. Share your report at the beginning of the group meeting to help your group focus on the key ideas presented in the reading. Like that of a newspaper reporter, your report must be concise, yet thorough.

**Active Reader**: Your job is to carefully follow the reading content by completing the Active Reading assignments, focusing through a different "lens" for each group of chapters by analyzing the author's purpose in Ch.1-4, the use of language in Ch.5-7, and drawing textual comparisons in Ch.8-10.

**Artist**: Your job is to create an illustration related to the reading. It can be a sketch, cartoon, diagram, flow chart, or other depiction. You can choose to illustrate a scene, an idea, a symbol, or a character. Show your illustration to the group without any explanation. Ask each group member to respond, either by making a comment or asking a question. After everyone has responded, you may explain your illustration and answer any questions that have not been answered.

## Discussion Leader Role Assignment

Name: Period:

 Chapters: Group:

Your job is to develop a list of questions for each assigned chapter that you think your group should discuss. Use your knowledge of **levels of questioning** to create thought provoking literal, interpretive, and universal questions. Try to create questions that encourage your group to consider many ideas. Help your group explore these important ideas and share their reactions. You will be in charge of leading the day’s discussion.

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| **Ch. \_\_\_ Discussion Questions:**      |
| **Sample question ideas:** * What kinds of conflicts are the characters facing?
* What do you think about the way the author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* What if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had happened instead?
* What would you have done had you been in this character’s shoes?
* What did you think about this event?
* Did this surprise you? Why or why not?
* What do you think will happen next?
 |
| **Questions that I think should be revisited the next time the group meets:**  |

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| **Sample question ideas:** * What kinds of conflicts are the characters facing?
* What do you think about the way the author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* What if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had happened instead?
* What would you have done had you been in this character’s shoes?
* What did you think about this event?
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* What if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had happened instead?
* What would you have done had you been in this character’s shoes?
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* What would you have done had you been in this character’s shoes?
* What did you think about this event?
* Did this surprise you? Why or why not?
* What do you think will happen next?
 |
| **Questions that I think should be revisited the next time the group meets:**  |

## Discussion Note Taker Role Assignment

Name: Period:

 Chapters: Group:

Listening is an important part of a group discussion. Take detailed notes during group discussion on each chapter to help you to become an active listener. Use the notetaking graphic organizer below as your group engages in Literature Circle discussions. Complete the third section after the discussion.

**Chapter \_\_\_\_:**

|  |  |  |
| --- | --- | --- |
| **An Interesting Point** **Made by a Member of My** **Group (include names)** | **Support/Textual Evidence this Person Provided**  | **My Thoughts** |
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**Chapter \_\_\_\_:**

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| **An Interesting Point** **Made by a Member of My** **Group (include names)** | **Support/Textual Evidence this Person Provided**  | **My Thoughts** |
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**Chapter \_\_\_\_:**

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| **An Interesting Point** **Made by a Member of My** **Group (include names)** | **Support/Textual Evidence this Person Provided**  | **My Thoughts** |
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**Chapter \_\_\_\_:**

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| **An Interesting Point** **Made by a Member of My** **Group (include names)** | **Support/Textual Evidence this Person Provided**  | **My Thoughts** |
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## Diction Detective Role Assignment

Name: Period:

 Chapters: Group:

Your job is to carefully examine the diction (word choice) in each assigned chapter. Search for several (3-4) words, phrases, and passages in each chapter that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing. Complete the graphic organizer below on the selected words, phrases, or passages. During the discussion, you can read the words, phrases, or passages yourself; ask someone else to read them; or have people read them silently before sharing your thoughts on it.

|  |  |  |  |
| --- | --- | --- | --- |
| **Chapter****+****Page #** | **Word, Phrase, or Passage** | **Reason for Selecting****Word, Phrase, or Passage** | **Why did the author select this word or phrase?****What is the author trying to say?** **How does the diction help the author achieve his or her purpose?** |
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## Bridge Builder Role Assignment

Name: Period:

 Chapters: Group:

Your job is to build bridges between the events of the book and other people, places, or events in school, the community, or your own life. In each chapter, look for several (3-4) connections between the text, yourself, other texts, and the world. Also, make connections between what has happened before and what might happen as the novel's plot continues. Look for the characters’ internal and external conflicts and the ways that these conflicts influence their actions.

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| **Event from Book (Ch.\_\_\_)**      | **Types of Connections:** * Text to self

 * Text to text

 * Text to world
 | **Connection**  |

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| **Event from Book (Ch.\_\_\_)**      | **Types of Connections:** * Text to self

 * Text to text

 * Text to world
 | **Connection**  |

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| **Event from Book (Ch.\_\_\_)**      | **Types of Connections:** * Text to self

 * Text to text

 * Text to world
 | **Connection**  |
| **What has happened previously in the book?**      | **Predict what will happen as the book continues.**  |

Discuss a character’s internal and/or external conflict, and the ways that conflict has influenced his or her actions.

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| **Event from Book (Ch.\_\_\_)**      | **Types of Connections:** * Text to self

 * Text to text

 * Text to world
 | **Connection**  |

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| **Event from Book (Ch.\_\_\_)**      | **Types of Connections:** * Text to self

 * Text to text

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 | **Connection**  |

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 * Text to world
 | **Connection**  |

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| --- | --- |
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Discuss a character’s internal and/or external conflict, and the ways that conflict has influenced or will influence his or her actions.

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| **Event from Book (Ch.\_\_\_)**      | **Types of Connections:** * Text to self

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 | **Connection**  |

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| **What has happened previously in the book?**      | **Predict what will happen as the book continues.**  |

Discuss a character’s internal and/or external conflict, and the ways that conflict has influenced or will influence his or her actions.

## Reporter Role Assignment

Name: Period:

 Chapters: Group:

Your job is to identify and report on the key points in each chapter of the assigned section. Make a list or write a summary that describes how the writer develops the setting, plot, and characters in each chapter of the assigned section of the book. Share your report at the beginning of the group meeting to help your group focus on the key ideas presented in the reading. Like that of a newspaper reporter, your report must be concise, yet thorough.

**Chapter: \_\_\_\_**

|  |
| --- |
| **Setting** (Consider shifts in the setting or mood that seem significant.)  |
| **Plot** (Consider major events that occurred in the assigned section.)       |
| **Characters** (Consider how characters interact and how characters have changed.)  |

**Chapter: \_\_\_\_**

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| --- |
| **Setting** (Consider shifts in the setting or mood that seem significant.)  |
| **Plot** (Consider major events that occurred in the assigned section.)       |
| **Characters** (Consider how characters interact and how characters have changed.)  |

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**Chapter: \_\_\_\_**

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| --- |
| **Setting** (Consider shifts in the setting or mood that seem significant.)  |
| **Plot** (Consider major events that occurred in the assigned section.)       |
| **Characters** (Consider how characters interact and how characters have changed.)  |

## Active Reader Role Assignment

Name: Period:

 Chapters: Group:

Your job is to carefully follow the reading content by completing the Active Reading assignments, focusing through a different "lens" for each group of chapters.

**Chapters 1-4:**

The major characters in Animal Farmare introduced in the first four chapters. As you read, think about

the purpose of each of Orwell’s characters. Complete the chart by noting details that describe each character or by listing key actions.

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| --- | --- | --- |
| **Character** | **Characteristics/Action/Purpose** | **Chapter # + Page #** |
| Old Major | *gets the revolution started; inspires hope for real change* | *Ch.1 pg.5*  |
| Snowball |  |  |
| Napoleon |  |  |
| Squealer |  |  |
| Minimus |  |  |
| Clover |  |  |
| Muriel |  |  |
| Boxer |  |  |
| Mollie |  |  |
| Jessie |  |  |
| Benjamin |  |  |
| Mr. Jones |  |  |
| Pilkington |  |  |
| Mr. Whymper |  |  |
| Frederick |  |  |
| the dogs |  |  |
| the sheep  |  |  |
| the cows |  |  |
| the hens |  |  |

## Active Reader Role Assignment

Name: Period:

 Chapters: Group:

Your job is to carefully follow the reading content by completing the Active Reading assignments, focusing through a different "lens" for each group of chapters.

**Chapters 5-7:**

Orwell’s characters and narrator use language to communicate hidden agendas. Sometimes Orwell hints

that language should be carefully questioned, other times it’s up to the reader to notice. As you read

Chapters 5 through 7, complete the chart below by first filling in 3-4 examples per chapter of manipulative communication. Then state what you think the language really means. Use as many boxes as you need. You may paraphrase the longer passages from the text.

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| --- | --- | --- |
| **The words from the text:** | **What they really mean:** | **Chapter # + Page #** |
| *In the future, all questions relating to the**working of the farm would be settled by a**special committee of pigs presided over by himself.*  | *Napoleon is going to make all the decisions from now on.* |  |
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## Active Reader Role Assignment

Name: Period:

 Chapters: Group:

Your job is to carefully follow the reading content by completing the Active Reading assignments, focusing through a different "lens" for each group of chapters.

**Chapters 8-10:**

As Napoleon takes over leadership of the farm, a new social and political structure emerges. This restructuring leads to many changes in power and privilege among the animals. As you read, use the diagram below to record and compare the living conditions of the pigs with the living conditions of the other animals. You may refer back to any previous chapters in the book as well as the current chapters.

**Under Napoleon's Leadership**

 **Life for the Pigs Life for Other Animals**

|  |  |
| --- | --- |
| ***-pigs live in farmhouse***(continue your work on back) 🡪 | ***-work longer hours***  |
|  |  |

## Artist Role Assignment

Name: Period:

 Chapters: Group:

Your job is to:

1) Create an illustration related to the reading. It can be a sketch, cartoon, diagram, flow chart, or other depiction. You can choose to illustrate a scene, an idea, a symbol, or a character. Consider how to use color in your illustration for effect. \*Use the **front** of this paper for your illustration.

2) Write a reflection that explains your graphic, symbolic connections, or connections between your images and the literature. \*Use the **back** of this paper to write your reflection (1-2 paragraphs).

3) During group discussion, show your illustration to the group without any explanation. Ask each group member to respond to them, either by making a comment or asking a question. After everyone has responded, then you may explain your illustration and answer any questions your group may have.

## Literature Circle Group Meeting ~Reflection Sheet

This reflection sheet is designed to help you identify what is going well and what needs to be improved before the next group meeting. This is to be completed 3 times during this unit: at the conclusion of each assigned chapters section and its corresponding literature circle discussions (see Unit Syllabus for dates). Only one reflection sheet is needed per group, but all members must contribute to it! Use the back side if you need more space.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapters: **\_\_\_\_\_\_\_\_\_\_\_\_** Group: **\_\_\_\_\_** Period: \_\_\_\_\_\_

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| Discussion Leader/ Note Taker:  | Diction Detective:  |
| Bridge Builder: | Reporter/Artist:  |
| Active Reader: |  |

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| --- | --- | --- |
|   | **Challenges**  | **Goals**  |
| **Speaking**  |            |         |
| **Listening**  |            |         |
| **Understanding the Text**  |           |         |