

Role Sheet: Moderator

Date:

Reading assignment:

The Moderator is the one the group will turn to for a new topic when discussion stops. To prepare, come up with at least five questions that can start a discussion about the reading. These should be in-depth questions that go beyond asking who, what, when, and where, and focus on the why and the how. Also consider questions like, "Why did the author...?" and "What message was the author sending with...?".

1.

page referenced:

2.

page referenced:

3.

page referenced:

4.

page referenced:

5.

page referenced:

Role Sheet: Philosopher King

Date:

Reading assignment:

The Philosopher King proposes possibilities on the section's theme(s). To prepare, list the major events of this section. Then, list two possible major themes, at least three pages/passages that support those themes and whether or not these are newly presented or repeated from previous sections.

1.

2.

3.

4.

5.

1.

example and page referenced:

example and page referenced:

example and page referenced:

2.

example and page referenced:

example and page referenced:

example and page referenced:

Role Sheet: Historian

Date:

Reading assignment:

The Historian helps the group by making connections to history. It can be about something that you read, something that the reading reminded you about, or an element of the story (plot, character, setting, culture). It could connect to the time period the book is set in, the time period the author wrote it in, or to another period in history with similarities. To prepare, watch the text as you read for similarities with another time period. Then, verify your suspicions using another source (the Internet or your history text book, for example). Write at least one time period with three examples that connect to that time period, what it helps us to understand about the text, and your verification source below.

Time period:

example and page referenced:

example and page referenced:

example and page referenced:

how it helps our understanding:

source:

Role Sheet: Dr. Psychologist

Date:

Reading assignment:

The Dr. Psychologist helps the group members better understand the characters' motivations in this section. In addition, the Character Sketcher looks for growth or change in a character as compared to past sketches. To prepare, using what the character says or what the character does, list actions on the left side of the table and possible motivations for these actions on the right side.

Character's name: _____

Action	Page	Motivation	Page
1.		1.	
2.		2.	
3.		3.	

Character's name: _____

Action	Page	Motivation	Page
1.		1.	
2.		2.	
3.		3.	

Character's name: _____

Action	Page	Motivation	Page
1.		1.	
2.		2.	
3.		3.	

Role Sheet: Egotist

Date:

Reading assignment:

The Egotist shows the group how ideas in the text connect to readers. To prepare, come up with five different ways the book connects to readers.

1.

example and page referenced:

2.

example and page referenced:

3.

example and page referenced:

4.

example and page referenced:

5.

example and page referenced:

Role Sheet: New Critic

Date:

Reading assignment:

The New Critic helps the group find the important passages or important sections of the book. These passages may be important because they are sad, funny, dramatic, mysterious, or descriptive in some way. They may be chunks of dialogue, a description of a character, or one important sentence that makes the story something different. To prepare, keep track of passages you may want to use as you read. After you've finished, go back through the passages you marked, select the four most important ones, and provide the information below.

Page(s) from which the passage is taken: _____

The passage begins with the following four words: _____

and ends with the following four words: _____

This passage is important because _____

Page(s) from which the passage is taken: _____

The passage begins with the following four words: _____

and ends with the following four words: _____

This passage is important because _____

Page(s) from which the passage is taken: _____

The passage begins with the following four words: _____

and ends with the following four words: _____

This passage is important because _____

Page(s) from which the passage is taken: _____

The passage begins with the following four words: _____

and ends with the following four words: _____

This passage is important because _____

Role Sheet: Passage Master

Date: _____

Reading assignment: _____

The passage master helps the group find the important passages or important sections of the book. These passages may be important because they are sad, funny, dramatic, mysterious, or descriptive in some way. They may be chunks of dialogue, a description of a character, or one important sentence that makes the story something different. To prepare, keep track of passages you may want to use as you read. After you've finished, go back through the passages you marked, select the most important ones, and provide the information below. During your lit circle meeting, members can take turns reading the selections you selected aloud.

Page(s) from which the passage is taken: _____

The passage begins with the following four words: _____

and ends with the following four words: _____

This passage is important because _____

Page(s) from which the passage is taken: _____

The passage begins with the following four words: _____

and ends with the following four words: _____

This passage is important because _____

Page(s) from which the passage is taken: _____

The passage begins with the following four words: _____

and ends with the following four words: _____

This passage is important because _____

Page(s) from which the passage is taken: _____

The passage begins with the following four words: _____

and ends with the following four words: _____

This passage is important because _____

Role Sheet: Character Sketcher

Date:

Reading assignment:

The Character Sketcher helps the group members better understand the characters in your section. In addition, the Character Sketcher looks for growth or change in a character as compared to past sketches. Using what the character says and what the character does, list characteristics on the left side of the table and examples from the book that support these characteristics on the right side.

Character's name: _____

Characteristic	Supporting Example	Page #
1.	1.	
2.	2.	
3.	3.	

Character's name: _____

Characteristic	Supporting Example	Page #
1.	1.	
2.	2.	
3.	3.	

Character's name: _____

Characteristic	Supporting Example	Page #
1.	1.	
2.	2.	
3.	3.	

