

# Group Setup & Roles for AP World Reading and Writing Workshops

## Group Size

- **4–5 students per group** (optimal for sharing roles).
  - If class is small: combine roles.
  - If class is large: assign multiple groups to the same task for comparison.
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## Instructions for Setting Up Groups

1. **Divide the class** into groups of 4–5.
  2. **Assign roles** (see below). Rotate roles each session so all students practice each responsibility.
  3. **Distribute materials** (excerpts for DBQ, prompts, scoring checklists).
  4. **Set clear time limits** (e.g., 15 minutes group work + 10 minutes share out).
  5. **Whole-class debrief** after each session: groups present responses/outlines, peers give feedback.
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## Group Roles

### 1. Reader

- Reads the prompt (and excerpts for DBQ).
- Ensures all group members understand the task before writing begins.

### 2. Summarizer / Contextualizer

- Restates main ideas in clear, simple terms.
- For SAQ: summarizes the key content knowledge.
- For LEQ: drafts the contextualization sentence.
- For DBQ: explains background and historical context.

### 3. Evidence Gatherer

- Provides specific historical examples from memory or notes.
- Connects excerpts (in DBQ/LEQ) to broader historical knowledge.
- Suggests outside evidence when needed.

#### **4. Writer / Thesis Builder**

- Drafts the group's formal answer.
- For SAQ: writes 2–3 sentence responses.
- For LEQ: builds thesis + body paragraph outlines.
- For DBQ: drafts thesis, organizes doc groups, and incorporates sourcing.

#### **5. Reviewer / Analyst (*optional if 5 students*)**

- Checks writing against the **AP scoring checklist**.
  - Ensures responses use historical reasoning (causation, comparison, CCOT).
  - Pushes for complexity (nuance, counterargument, or qualification).
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### **Example Group Setup by Session**

#### **Session 1 (SAQ – No Docs):**

- Reader → reads SAQ prompt.
- Summarizer → restates what's being asked.
- Evidence Gatherer → recalls facts.
- Writer → drafts 2–3 sentence answers.
- Reviewer → checks for clarity and reasoning.

#### **Session 2 (LEQ – Rubric Aligned):**

- Reader → reads LEQ prompt aloud.
- Contextualizer → drafts contextualization.
- Thesis Builder → writes thesis.
- Evidence Gatherer → provides examples (including outside evidence).
- Reviewer → checks outline against LEQ checklist.

#### **Session 3 (DBQ – With Docs):**

- Reader → reads documents aloud.
  - Document Analysts (each student takes 1 excerpt for sourcing).
  - Thesis Writer → drafts defensible thesis.
  - Evidence Gatherer → suggests outside evidence.
  - Reviewer → checks sourcing + complexity using DBQ checklist.
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# Teacher Tips

- Rotate roles each session so no student repeats the same job.
  - Encourage **accountability** → each role must report out to the class.
  - Use **peer scoring with the checklists** to reinforce exam expectations.
  - Build time for **cross-group discussion** so students see multiple ways to use evidence.
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# AP World Unit 1 Workshop – Group Role Cards

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## Reader

- Read the **prompt** aloud to the group.
  - For DBQ: read each **document excerpt** clearly.
  - Make sure everyone understands the **task before writing begins**.
  - Keep the group on task by re-reading directions if needed.
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## Summarizer / Contextualizer

- Restate the **main idea** of the prompt in simple terms.
  - For SAQ: summarize the **content knowledge** needed.
  - For LEQ: draft the **contextualization sentence** (big-picture background).
  - For DBQ: explain the **historical context** connecting the documents.
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## Evidence Gatherer

- Provide **specific historical examples** from class notes or memory.
- For SAQ: suggest relevant rulers, policies, or trade routes.
- For LEQ: connect cultural systems to **political & economic examples**.
- For DBQ: link documents to **outside evidence** beyond the texts.

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## Writer / Thesis Builder

- Draft the **group's official response**.
- For SAQ: write **2–3 sentence answers** for each part.
- For LEQ: write the **thesis statement** and **body paragraph outlines**.
- For DBQ: draft the **thesis**, organize doc groups, and integrate sourcing.

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## Reviewer / Analyst (*use in groups of 5*)

- Check answers against the **AP Scoring Checklist**.
- Make sure responses include **historical reasoning** (causation, comparison, CCOT).
- Push the group to add **complexity** (counterarguments, nuance, multiple perspectives).
- Give the group a quick “score” after completion.

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## Teacher Instructions for Use

1. **Print** the role cards on cardstock or colored paper.
  2. **Cut** them into individual cards.
  3. When forming groups, **hand each student a card** (rotate roles each session).
  4. Encourage students to **own their role** and report back during debrief.
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