**English 12: Literature Circles**

Our next unit is going to be literature circles. You will have your choice of several different book options. We will meet four different lit circle sessions, and there will be several different forms of assessment over the course of the unit. This booklet will contain a general overview of the unit and the assignments it will feature. All the information for this unit should be contained within this booklet.

**Big Ideas:** *(From the English Studies 12 curriculum)*

* The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.
* People understand text differently depending on their worldviews and perspectives.
* Texts are socially, culturally, geographically, and historically constructed.
* Language shapes ideas and influences others.
* Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

**Book Options:**

* *Crank* by Ellen Hopkins
* *The Handmaid’s Tale* by Margaret Atwood
* *Divergent* by Veronica Roth
* *The Hate U Give* by Angie Thomas
* *The Kite Runner* by Khaled Hosseini
* *Frankenstein* by Mary Shelley
* *Ace of Spaces* by Faridah Àbíké-Íyímídé
* *All Quiet on the Western Front* by Erich Maria Remarque
* *Dig* by A.S. King
* *1984* by George Orwell
* *The Da Vinci Code* by Dan Brown
* *Life of Pi* by Yann Martel

Group numbers will range from a minimum of three group members to a maximum of five members. That means that if not all books have at least three people who would like to read them, that book might not run as a group option. You will have the chance to give your top three choices, and Ms. Legault will put you into groups. Be aware that you may not be able to get your top choice for a variety of reasons. **Once groups have been decided by Ms. Legault, there will be no changing of groups.**

My book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Fill this out once you have been assigned your book.)

Group Members:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This unit is going to be self-directed and based on a certain amount of accountability on your part. All assignments must be in by the varying deadlines (found below). If you miss a lit circle class, you will need to make up the assignment for partial marks.

**Assessment:** Assignments, Classification, and Deadlines

* Self-assessment of participation in Lit Circles (informal) /5
  + **See Rubric** (pg. 4)
  + Preparedness
  + Contribution to discussion
  + Listening
    - **Due on the date of the lit circle**
* Peer assessment of participation in Lit Circles (informal) /5
  + **See Rubric** (pg. 4)
  + On preparedness, contribution, and listening
  + The total will be the average of your group members’ total for you
    - **Due on the date of the lit circle**
* Response Journals (informal) /6
  + See description on page titled Response Journal (pg. 5)
  + Four responses total with varying due dates. Each will be marked out of 6.
    - Response Journal 1 – November 9th
    - Response Journal 2 – November 17th
    - Response Journal 3 – November 25th
    - Response Journal 4 – December 2nd
* Lit Circle Assignments (summative) varying
  + Lit Circle Assignment 1: Introduction of Novel Assignment
    - See sheet (pg. 6)
    - Due November 18th

**Choose One of Lit Circle 2 Assignment Options:**

* + Lit Circle Assignment 2: POV Fan Fiction Assignment
    - See sheet (pg. 8)
    - Due December 7th
  + Lit Circle Assignment 2: Essay Assignment
    - See sheet (pg. 10)
    - Due December 7th
* Lit Circles (summative) /4
  + Participation and being in attendance and being prepared
    - Lit Circle 1: Introduction – November 8th
    - Lit Circle 2: Character – November 16th
    - Lit Circle 3: Plot – November 24th
    - Lit Circle 4: Theme – December 1st
* Make up Assignment:
  + See sheet (pg. 12)
  + To be done if you have missed a lit circle and will only count for part marks.
    - Due on an ongoing basis

**Lit Circle Unit**

Each week we will have time to read in class, and to work on our response journals and various summative assignments. Every few classes we will have a literature circle meeting where you will gather with your group to discuss what you have read of the book so far. You must meet with your group to decide how many pages you will have read by each meeting date.

November 8th – Literature Circle 1: Introduction: read to pg. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

November 16th – Literature Circle 2: Character: read to pg. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

November 24th – Literature Circle 3: Plot: read to pg. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

December 1st – Literature Circle 4: Theme: read to **the end.** (pg #\_\_\_\_\_\_\_\_\_\_\_)

**Things to bring to the Literature Circle Meetings:**

* Your lit circle book
  + You should have read the agreed upon number of pages and no more. See above.
* The beginnings of your response journal (parts A+B). As a part of this you should have:
  + A discussion question (and the answer as you see it)
  + A passage to share that relates to the theme of the week (introduction, character, plot, theme)
  + Space to finish up your response journal based on your group discussion
* Something to write with (pen or pencil)
* The willingness to participate in the discussion and discuss the book

**Format of the Lit Circle Meeting:**

1. Start with a general discussion of the book so far.
2. Each member will read aloud their passage and discuss why it stood out to them. Other group members will read along (silently) with the presenter, and add their ideas and comments to his/her presentation. Each member will have a chance to share their passage.
3. Each person will start a discussion using their question. The questioner **does not** read out his answer; instead, they facilitate the discussion (encourage, probe, offer suggestions) based on the question. Each group member will have a chance to share their question.

When the circle is over, members will then do the following individually:

* Complete the peer/self-evaluation form using the rubric as a guide, and hand in.
* On the bottom of your response journal, write down (point form is okay) what ideas, thoughts, and further questions with which the group response.
* Finish your response journal to be handed in for marks.

**Peer and Self Evaluation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| A five indicates a student who is completely prepared. They have read the assigned reading and completed parts A and B of their response journal. Their passage is appropriate and their discussion question is good. The five student participates in the discussion enthusiastically and does not sit quietly to the side. However, they also don’t hog the discussion. When it comes to their own discussion question, they facilitate the discussion well and guide their peers productively. Everything necessary for success in the lit circle is brought. | A four indicates a student who was mostly or completely prepared. Only one part of the preparation lapsed, e.g. They didn’t complete the reading or they did not fully complete either part A or part B of the response journal. They should be mostly prepared though. They should also participate well in the discussion, though may occasionally hog the discussion or lapse into quiet. They facilitate the discussion when it is their turn. Does not have everything needed for the lit circle. | A three indicates that this student is somewhat unprepared. They should have some stuff ready, but are not nearly as ready as they should be. They could also be completely prepared but do not participate in the discussion at all. Or they are unprepared but still participate in the discussion. They do an okay job of facilitating the discussion. | A two indicates a student who has shown up for the lit circle and are completely unprepared but does participate in the lit circle meeting, or vice versa. | A one indicates a student who has shown up for the lit circle but are completely unprepared and does not participate at all. |

Part marks (i.e. 4.5/5) are acceptable for someone who is on the border between two categories. Additionally, do not feel pressured by your peers to give someone a higher mark than they deserve. **This is your honest and genuine assessment of your group members and of yourself.**

**Response Journals - (Informal)**

During this unit, you will write four response journals. There will be one for each literature circle meeting and they will be due on an ongoing basis. These can be handwritten or typed, but we will not have specific computer time for them. Each response journal will be marked out of six, two marks for each part. They must be done in paragraph form, save for your notes on your discussion. However, you should still wrap up your discussion in a paragraph format. Make sure to proofread and do your best with spelling and grammar though you will not be specifically assessed on this point.

Each response journal will have three parts. All three must be completed for the potential of getting full marks.

1. **Personal Response** (done before lit circle meeting)

* After you have read a section of the novel, write down your reactions to the reading.
* The purpose of this part of the response journal is to connect with the story, so focus on questions, connections, or observations you have about the passage.
* Do not summarize the plot – instead, comment on or question the story.

1. **Literary Analysis** – for group discussion (done before lit circle)

**Passage:**

* Prepare a reading/passage for discussion. This should be one to three paragraphs; maximum of one page, but preferably about 1/3 of a page.
* This passage should have particular literary merit, OR is pertinent to the week’s assigned topic.
* Know how to pronounce difficult words, so practice ahead of time.
* Indicate page and paragraph numbers of your passage in your journal. You do not have to write out the passage.
* Using literary terms and examples/quotes, explain (in writing, and later orally to the group) the significance (importance) of this passage. This is your time to show your knowledge and insight.

**Discussion Question**

* Pose a question for the group.
* This question should be a discussion starter.
* You should have your own ideas as to the answer. Be sure to record them in your response journal.

1. **Response to Group Discussion** (done after lit circle)

* Record your notes on your group’s discussion. Point form is okay here.
* Write more specifically about one other passage selected by another group member. Paragraph form here.
* Write about any questions, connections, and discussions that arose from your group meeting.

**Due Date:** Ongoing (see page 2)

**Lit Circle Assignment 1:** **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

In this **summative** assignment, on a separate piece of paper, deconstruct your novel’s introduction. *(37 marks total)*

1. **First Impressions:** *(4 marks)*
2. Study the cover of your book. Record connections that come to mind either from the words in the title or the cover illustration. List questions that the cover raises for you. Discuss the following questions:
   1. What do you see on the book’s cover? (1)
   2. What does this tell you about the book? How do you think it will relate to the events in the book? (2)
   3. Based on what you see so far, what questions do you have about the book? (1)
3. **Exposition:** *(8 marks, 2 marks each)*
4. What information are you given about each of the following topics in your first section of the book? Point form is okay.
   1. Main character
   2. Setting
   3. Mood
   4. Plot or conflict
5. **Hook:**
6. What is the hook? What is the captivating element of the first few lines, paragraphs, or pages? How effective was it, and why? *(2 marks)*
7. **Narration:**
8. What point of view is your book in? *(1 mark)*
9. Who is the narrator of your book? (Does the protagonist, or an associate of the protagonist narrate? Or does the author write with detached objectivity, able to read minds and interpret motives?) How does this affect your perceptions of what is going on? Is this narrator a reliable witness of events? *(3 marks)*
10. **Driver:**
11. Would you say that the novel is primarily character-driven or plot-driven? Or is there an effective combination of the two? Explain. *(2 marks)*
12. **Scale:**
13. What scale does this book have? Is it primarily focused on the lives of a few characters living in their own world? Did this seem remote or sealed off from the real world? Or does it place individual lives against the backdrop of national or international events?
14. **Predictions:**
15. Make a prediction about what is going to happen next. *(2 marks)*

**Continued on the next page.**

**Literature Circle Assignment 1 Continued: Character**

1. **Character:**

Answer in point form or in sentences but answer neatly and coherently. *(13 marks)*

1. Who are the primary (main) characters? Where do your sympathies naturally lie? Are their motivations, flaws, and qualities credible, or merely a means to drive the plot? *(4 marks)*
2. This question has two parts:
   1. List four different personality traits of a major character in your novel. Clearly state which character you are listing traits for. Stretch your vocabulary and try to be more creative than just saying kind for example. *(2 marks)*
   2. For each trait, give a supporting example, AND state whether the example demonstrates direct or indirect presentation. *(2 marks)*
3. For the character listened in question two, outline an internal AND an external conflict they face. *(3 marks)*

* Detail how the conflict affects them – how is the reader aware it is a conflict for the character? Are the physical or psychological manifestations? Does the conflict cause the character to act in a certain way? Does the conflict contribute to plot advancement?

1. Explain why the protagonist (name them) is or isn’t an anti-hero based on how far the group has read. *(2 marks)*

* Make sure to think carefully about what constitutes an anti-hero: negative qualities do not necessarily create an anti-hero, because without human weaknesses, a character would be a mere stereotype. *(2 marks)*

**Due Date:** November 18th, 2022

**Lit Circle Assignment 2 (Option 1): Point of View Fan Fiction**

For this assignment option, we are going to get the chance to play with different points of view by writing a short piece of fan fiction\* for our literature circle book. You will take on the persona of a **non-point of view character** in your novel, and depict a scene from the book in their perspective.

**\*Fan fiction**is fiction written by a fan of something. It features the world and characters of various television shows, movies or books. Normally in a work of fan fiction you are able to explore whatever you would like. **The piece of fan fiction you are writing will have more limitations.**

**Requirements:**

* Minimum three pages typed; six pages handwritten. There is no upper limit on this assignment, but be aware of your capabilities and time.
* Neat printing if written; Times New Roman in 12 pt font if typed. Double spaced.
* The piece must be written from within the timeline of the book. It can either be an event we see depicted through the eyes of a point of view character, or an event that is implied to happen but not shown in the narration.
* **Must be written from a non-point of view character’s point of view**. You **cannot** write from the protagonist/main character’s point of view.
* You must have a title on your piece. Format it like this: ***Book Title* – Character’s Name**

This will make it clear what book you are writing about and whose point of view you are taking on.

As you are preparing to write/writing your fan fiction, please consider the following:

* You must think about how the character you are writing about would think or act.
* How would they feel in your chosen scene?
* Why do they act that way?
* Essentially, you are expanding on what the author has already written and you are adding an additional perspective.

It will help to have a copy of the book with you as you write.

**Assessment**

* I will be grading you based on a rubric. The rubric will be looking at:
  + characterization of your chosen character and how well you stick to the events of the plot.
  + correct dialogue punctuation, and good grammar and spelling.

**Flip the page for an example.** Your example must be longer than the one provided, but the example is provided so you can see what it might look like.

Ms. Legault

Block 1

***Divergent* – Al’s Point of View**

I stood at the railing, looking down into the chasm. The water crashed against the wall all in a rush. How had I let myself fall this far? How had I done this to myself? I didn't mean to hurt Tris, I really didn't. But I couldn't sleep; I couldn't eat. I couldn't focus. She had it so easy...

The nightmares bled into everything. Even now I can see the knives flying at me. I flinch even though it's not real.

Carefully I step up onto the railing, climbing over it. I see their faces in my head: the disapproval, the anger, the hurt... Guilt rushes through me and tears sting my eyes. I can hear cruel voices in my head, those of my friends and family twisted into hate. *God, Al, don't be such a baby.*

I can feel the humiliation from when she stiffened under my arm. My stomach twists when I think of my parents’ sad or disappointed faces. It is good I avoided them on the visiting day. They’ll remember me the way I was.

The dreams, the nightmare, the guilt... It's killing me. I can only think of one way to make it all stop.

So, I let go, and think of a small quiet girl from Abnegation.

**Lit Circle Assignment 2 (Option 2): Essay**

The fourth literature circle assignment is an expository essay about the novel you read.

**Requirements:**

* Minimum three pages typed; six pages hand written. There is no upper limit on this assignment.
* Neat printing in blue or black ink if written, Times New Roman in 12 pt font if typed. Double space.
* **Must have a thesis statement.** (See your essay notes sheet given to you earlier in the year for tips on how to generate a thesis statement.)
* Should follow a typical essay format: introduction, body paragraphs, conclusion.
* Support any claims with evidence (quotes) from the book. If you use any sources other than the book, you must create a bibliography and cite your sources using MLA formatting. See the link below for more information.
* Use quotes.
* Must have a title that is more creative than “Essay.” (See your essay notes sheet given to you earlier in the year for tips on how to title an essay.)
* Avoid using I, contractions, and slang. Follow essay conventions.

**Questions:** (Choose one of the following options or one of the novel specific options.)

*The following questions are very general. You are welcome to modify them to your needs, or to choose one of the novel specific essay questions, or to create your own essay topic. If you are creating your own topic, please check with Ms. Legault for topic approval.*

* How do the characters in the novel deal with the conflicts they face?
* Discuss one of the main characters. What role do they have in the story? Would the novel change without them? What kind of character are they?
* How is the book structured? Flashbacks? Multiple points of view? Why do you think the author chose to write the book this way?
* What types of symbolism do you find in this novel? What do these objects really represent? How do characters react to and with these symbolic objects?
* What themes recur throughout the book?
* If none of the above questions appeal to you, or are too broad: Propose your own question.

\*See the following page for novel specific questions.

**MLA Format? What do you mean?**

MLA (Modern Language Association) style is used to write papers and cite sources within the liberal arts and humanities. You can find more information at the link below.

* <https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html>

**Tips**

* Create an outline
* Ask a friend to edit your essay for you. See Ms. L for a peer-editing form if needed.

**Due Date: December 7th, 2022**

***Crank* Essay Questions:**

1. The author chose to write this story in verse. Why do you think she chose this format? What effect does this have on how you feel about the characters and events?
2. What is the overall message of this book? Will the story act as a deterrent for teens who are considering drugs?
3. How do Kristina’s mother and stepfather play a role in her downward slide?
4. What draws Kristina to the world of addiction she experiences in Albuquerque? What about her life before the visit to her dad leaves her unsatisfied?
5. Why did Kristina call Adam her silver knight? What drew her to him, and how did she cope with her feelings? What complications stood in the way of a relationship with him?
6. Explain who Bree is and where she came from. How did Kristina get to know her? How did she help Kristina, and how did she hurt her?

***All Quiet on the Western Front* Essay Questions**

1. From the very title of the novel through the grim ending, Remarque uses irony. Using several examples from the myriad choices, explain his use of irony in the novel.
2. This World War I novel is a story of powerful bonding among men. Using examples from the book, explain how Remarque develops his idea of comradeship in the face of battle.
3. Was Paul's death at the end of the novel a blessing or a tragedy? Take a stand and defend your opinion based on the incidents of the novel.
4. Using specific examples from the novel, show how Remarque's descriptions of life at the front seem to reduce humans to animals.
5. According to the text, how does war empower petty, power-hungry men? Think especially about Himmelstoss. How do the other characters cope with their forced subordination?
6. In what ways does the novel critique the romantic rhetoric of war, honor, and patriotism? How might this critique extend to nineteenth-century ideas of nationalism? Think especially about the soldiers’ reaction to Kantorek’s letter.

***The Hate U Give* Essay Questions**

1. What role does the media play in *The Hate U Give*?
2. What is the importance of second chances in the novel? Who gives second chances? Who gets to have a second chance?
3. Starr has two father figures: Maverick and Uncle Carlos. Compare and contrast them. How do they influence Starr? How does Starr challenge them?
4. What is the significance of the name “Just Us for Justice” and how does it relate to Maverick’s explanation of Thug Life?
5. Discuss the differences between Garden Heights Starr and Williamson Starr. How does Starr reconcile her two identities over the course of the novel?
6. In what ways does Starr cope with the tragedy of Khalil's death? How do these coping techniques reflect the influences on her life such as family, friends, and media?
7. What insights does this novel generate concerning the national debate over police brutality and racial profiling? Does it open new perspectives or explain any inconsistencies?
8. How does Hailey respond to Starr's struggle over Khalil's death? Is this a reflection of society or white privilege as a whole, or can the influence of Hailey's personality be teased out of the way she reacts?
9. Discuss the importance of speaking up in the novel. In what ways does Starr grow when it comes to learning to use her voice to fight for the issues she is passionate about?

***The Handmaid’s Tale* Essay Questions**

1. Discuss the role of the Aunts and of Serena Joy in the novel. How do they relate to other women, and how does this make them fit into the hierarchy of Gilead?
2. Is the Commander a sympathetic character, a monster, or both?
3. Is Atwood’s novel ultimately a feminist work of literature, or does it offer a critique of feminism?
4. What role does Moira play in the novel? How does her significance change as the story progresses?

***Ace of Spades* Essay Questions**

1. Oftentimes, people see racism as overt acts like burning crosses or wearing white hoods, but that is not always the case. What were some more subtle ways racism is shown in this book, particularly in the things Aces says and does?
2. What is an allegory and in what ways is *Ace of Spades* an allegory? How does it compare to other famous allegories?
3. What compromises (mostly moral and otherwise) did the two main characters have to make in order to go to Neveus? How did this affect their character arcs?
4. Discuss dramatic irony in the novel. What are the clues that the readers get and that the characters don’t?
5. Trust is a big theme in the novel. Compare and contrast Devon and Chiamaka in the levels of trust they showed to their peers, teachers, and community.

***The Kite Runner* Essay Questions**

1. How do Amir and Hassan represent the divisions in Afghan society, and how do these divisions affect the courses their lives take?
2. How does the author use time as a narrative device in the novel?
3. How do the political events that occur in Afghanistan shape the lives of Amir, Hassan, and Assef?
4. In what ways does Amir seek redemption and why?
5. How do the relationships between fathers and sons affect the events of the novel?
6. Explore the way in which courage is portrayed in the novel. What constitutes true bravery? What are the key moments when characters are brave and who is the bravest character, if any? Use specific examples from the text to support your argument.

***1984* Essay Questions**

1. Describe Winston’s character as it relates to his attitude toward the Party. In what ways might his fatalistic streak contribute to his ultimate downfall?
2. Discuss the idea of Room 101, the place where everyone meets his or her worst fear. Keeping in mind that for most of Winston’s time at the Ministry of Love, he does not know what he will find in Room 101, what role does that uncertainty play in making Room 101 frightening? Does the cage of rats break Winston’s spirit, or does it merely play a symbolic role?
3. What role does Big Brother play within the novel? What effect does he have on Winston? Is Winston’s obsession with Big Brother fundamentally similar to or different from his obsession with O’Brien?
4. Compare and contrast Julia and Winston. How does each rebel against the Party, and are these rebellions at all effective?
5. Discuss the symbolic importance of the prole woman singing in the yard behind Mr. Charrington's apartment. What does she represent for Winston, and what does she represent for Julia?
6. 1984 is a presentation of Orwell's definition of dystopia and was meant as a warning to those of the modern era. What specifically is Orwell warning us against, and how does he achieve this?
7. Analyze the interactions between Winston and the old man in the pub, Syme, and Mr. Charrington. How do Winston's interactions with these individuals guide him towards his ultimate arrest?
8. Analyze the Party's level of power over its citizens, specifically through the lens of psychological manipulation. Name the tools the Party uses to maintain this control and discuss their effectiveness.

**Missed a Lit Circle? Make Up Assignment**

If you have missed a lit circle class, you must do an assignment to make up the marks you have missed for being away on the day of the circle. To be clear, this assignment will make up for the peer/self-assessment marks you cannot get because you missed the literature circle meeting. If you miss a lit circle, you are still expected to do the response journal for the day, just without the last part.

You must answer one of the following questions in a well edited paragraph form of at least 150 words. Structure the paragraph with a topic sentence, and then support your answer with evidence from your book. The use of quotes is encouraged.

**Question Options:**

* Think about a setting in your book. How is the setting important to the story? What would change if the story was set somewhere else?
* Describe an important event from your book and tell why it is important.
* Think of an important event in your book. How would the story have changed if this event had not happened?
* What is the main conflict that the main character must face?
* What are some important relationships in your book? And how do they affect the story?
* Think about a supporting character in your book. How would the book be different if that character did not exist?
* Who do you think is the most important supporting character in your book? Why?
* In what time period is your story set? How is the time period important to the story?
* What background information can you discover about why the author wrote this book? How is it relevant to the story?
* Would the story change if the main character were the opposite gender? How would it change?
* Or create your own.

**Be clear what question you are answering in your response.**

**Due:** On an ongoing basis.

**Literature Circle Calendar – November-December 2022**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 31  B**ook Talks** | 1  Literacy 12 Exam | 2  Sign Out Books, Go Over Unit, Begin Lit Circle | 3 | 4 |
| 7 | 8  Lit Circle Meeting 1 | 9  Response Journal 1 due | 10 | 11  Remembrance Day |
| 14 | 15 | 16  Lit Circle Meeting 2  \*chromebooks booked | 17  Response Journal 2 due  \*chromebooks booked | 18  Lit Circle Assignment 1 due  \*chromebooks booked |
| 21  Pro-D Day | 22 | 23 | 24  Lit Circle Meeting 3  \*chromebooks booked | 25  Response Journal 3 due  \*chromebooks booked |
| 28  \*chromebooks booked | 29  \*chromebooks booked | 30  \*chromebooks booked | 1  Lit Circle Meeting 4  \*chromebooks booked | 2  Response Journal 4 due  \*chromebooks booked |
| 5  \*chromebooks booked | 6  \*chromebooks booked | 7  Lit Circle Assignment 2 due | 8 | 9 |