**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
* *We Are the Ashes, We Are the Fire* by Joy McCullough
* *All Quiet on the Western Front* by Erich Maria Remarque
* *1984* by George Orwell

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. You must **use class time wisely.** All assignments must be in by the varying deadlines (found below). If you miss a lit circle class, you must complete some makeup work.

**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 – May 7th
		- Response Journal 2 – May 14th
		- Response Journal 3 – May 23rd
		- Response Journal 4 – May 30th
* Lit Circle Assignments (summative) varying
	+ Lit Circle Assignment 1: Introduction of Novel Assignment /24
		- See sheet (pg. 7)
		- Due May 8th
	+ Lit Circle Assignment 2: Characters
		- See sheet (pg. 8)
		- Due May 15th

**Choose One of Lit Circle 3 Assignment Options:**

* + Lit Circle Assignment 3: POV Fan Fiction Assignment
		- See sheet (pg. 9)
		- Due June 4th
	+ Lit Circle Assignment 3: Essay Assignment
		- See sheet (pg. 11)
		- Due June 4th
* Lit Circles (summative) /4
	+ Participation and being in attendance and being prepared
		- Lit Circle 1: Introduction – May 6th
		- Lit Circle 2: Character – May 13th
		- Lit Circle 3: Plot – May 22nd
		- Lit Circle 4: Theme – May 29th
* Makeup Assignment:
	+ See sheet (pg. 15)
	+ To be done if you have missed a lit circle, and an additional one to makeup part C of your response journal.
		- Due on an ongoing basis

**Lit Circle Unit**

Each week we will have time in class to read, 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.

May 6th – Literature Circle 1: Introduction: read to pg. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

May 13th – Literature Circle 2: Character: read to pg. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

May 22nd – Literature Circle 3: Plot: read to pg. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

May 29th – 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.
* At the bottom of your response journal, write down (point form is okay) what ideas, thoughts, and further questions with which the group responds.
* 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.
* \*\*If you miss a lit circle meeting, answer one of the makeup questions (pg. 14) to make up the marks you would miss from not being able to complete part C.

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

**Response Journal Example (/6)**

**Literature Circle Response Journal #1**

Suzie Normalstudent

A)   I really enjoyed the first quarter of our novel *Motorcycles and Sweetgrass* by Drew Hayden Taylor. At first, I was really confused because I didn’t know who the man was, but I guessed that the girl was going to go to a residential school. Once I figured out that the man was probably some sort of Indigenous god (my guess), the book really gave me American Gods by Neil Gaiman vibes. Once the time skip happened and the whole family was introduced things became a lot clearer to me and I’m able to follow along better. I’m interested in how Virgil and his mom are going to interact and what problems will happen later.

B)

a. Passage: I chose pg 35 paragraph 1+2. I really liked the shift in tone to talking about Maggie being chief and how difficult it is. There’s a lot of humour here in the way she seems so stressed out, and it really lets me know that there’s a lot of tension in her life already. I can totally see why everyone would want to have a say in what to do with the land and there was a nice and clear explanation of the bureaucracy Maggie has to deal with. This passage is important because it tells us exactly what Maggie’s political struggles as a leader are.

b. Question: What do we think John/the man is going to do in the rest of the story?

                                            i. I do think he’s a god or some sort of supernatural creature, but I think him and Maggie are going to be in a relationship of some sort. I don’t know if it’s going to be a fleeting thing like Greek gods, or maybe John will “become human” and be more like a normal person later. Virgil is not going to be happy that his mom is dating him.

C)
1) Kevin Pg 12 3rd paragraph—   Taylor Pg 53 last part----  Notes Notes Notes

         2) Taylor’s passage had the most discussion. We all thought it was really weird that the man was so flirty with Lilian who was over 80 and then he immediately wanted to date Maggie who was her granddaughter? Really inappropriate but Kevin mentioned it wouldn’t be weird if he was immortal. But then we talked about if John time travelled or not or if he just zoned out for 60 years.

\*\*You will want to make sure to include more detail in the sections, but this will give you an idea of what is expected in this assignment. Your response journal needs to be one page at minimum.

**Lit Circle Assignment 1:** (24 marks) **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)*

**Due: May 8th**

**Literature Circle Assignment 2: Character** (24 marks)

1. **Definitions:** Define the following terms. If applicable, relate the terms to a character or characters in your novel. Marks given for correct definitions. Please put the definition into your own words. *(11 marks, 1 per correct definition)*
2. Protagonist
3. Antagonist
4. Anti-hero:
5. Character Foil
6. Static Character
7. Dynamic Character
8. Flat Character
9. Round Character
10. Stereotype
11. Direct Presentation
12. Indirect Presentation
13. **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:** May 15th

**Lit Circle Assignment 3 (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.
* **Must be written in prose not verse**.
* 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 3 (Option 2): Essay**

The second option for our third 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: June 4th**

***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.

***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.

***Divergent* Essay Questions:**

1. In what ways does Tris’s identity develop over the course of the novel?
2. Compare and contrast this rigidly structured society with our own. What are the pros and cons of each? Does one provide a more effective lifestyle than the other?
3. Discuss the soundness of a government run only by a single faction. Is Jeanine Matthews truly wrong for calling for greater representation, or is better to keep administration in the hands of the selfless?
4. What are the benefits of sorting people into social groups the way the factions are sorted? What are the drawbacks?
5. Discuss Tris Prior as our protagonist. Is she a reliable narrator? Does she always tell the truth? Are we constrained by her point of view?
6. What significance do Tris’s relationships have in her life?
7. Compare and contrast Peter and Jeanine Matthews as antagonists. Who would be considered the central antagonist?
8. In what ways is the brewing war between Abnegation and Erudite reminiscent of our societal power struggles?
9. Which theme in the novel is the most significant, and why?

***We Are the Ashes, We Are the Fire* Essay Questions**

1. There are multiple levels of storytelling and determining who gets to tell the story. Identify these moments and discuss them.
2. There are many references to control, both having it and needing to think you have it. What are the differences between the two and how does that play out in each section you’ve identified?
3. When Em finds out about her own mother’s deeply held trauma, she wonders if knowing her mother’s story from the beginning would have changed anything for her or Nor. What do you think of this question? Would it have changed anything? Does her mother owe Em and Nor this part of her life?
4. In many ways, both Em and Marguerite believe themselves to be alone. How does this show up throughout the novel? How does it affect both of their actions? How are they proved wrong?
5. “‘It’s something to consider,’ Jess says. ‘The roles we’re given.’” (pg. 64). Use this quote as a jumping-off point for a discussion on the roles in the story, including the roles of women, of nonbinary people, of people of color, of victims, or survivors, of writers, of characters, and more.

**Did you miss 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. You are still expected to complete a response journal but instead of the usual Part C, you would complete an additional makeup question to fill in for the post-discussion wrap up.

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 about what question you are answering in your response. You may not answer the same question more than once, make sure you keep track of the questions you have answered.**

**Due:** On an ongoing basis.

**Literature Circle Calendar – May-June 2024**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 29**Book Talks + Voting**Catch Up Block | 30Sign Out Books, Go Over Unit, Begin Lit Circle | 1 | 2 | 3 |
| 6Lit Circle Meeting 1 | 7Response Journal 1 Due | 8**Lit Circle Assignment 1 Due** | 9 | 10 |
| 13Lit Circle Meeting 2 | 14Response Journal 2 Due | 15Lit Circle Assignment 2 Due | 16 | 17**Pro-D Day** |
| 20**Victoria Day/****No School** | 21 | 22Lit Circle Meeting 3 | 23Response Journal 3 Due | 24 |
| 27 | 28 | 29Lit Circle Meeting 4 | 30Response Journal 4 Due | 31 |
| 3 | 4Lit Circle Assignment 3 Due | 5 | 6 | 7 |

\*Silent Reading Assignment 2 is due **June 10th**. You may use your lit circle book for your second silent reading assignment if you would like.