

Guidelines for Book Clubs/ Honors Freshman

Book Club

You have been selected to participate in a Book Club often called a "lit circle." Instead of me directing every move throughout a book, you will step into that role and become the director. You will be grouped with 3-6 of your classmates. This creates your "Book Club." You each will have a role to fulfill and be responsible for both your own learning and your group's progress. All these tasks should have ZERO consultation with AI or use AI. You are sharing your view as a reader about your book.

Each week, you will be expected to:

1. Participate in all group discussions.
2. Read outside of class.
3. Take on a role and be responsible for that role.
4. Complete all assignments ON TIME!
5. Be respectful of rules, peers, and other groups.
6. Have integrity, be honest and communicative.

Name of Book Club:

Book Title:

Role options: Choose a different role weekly	Description:																																																	
<div>1. Discussion Director (EVERY WEEK SOMEONE MUST ROTATE TO BE THIS PERSON)</div>	<div><div><div>1. Write down at least five questions (not “yes/no” questions) for the group to discuss during each meeting. They must be level 3 or 4 (use the chart). Write questions that are controversial or require students to think about what they would do in a situation that relate to the story are good conversation starters.</div><div>2. DO NOT WRITE CLOSED QUESTIONS- OR QUESTIONS THAT ARE BASIC FACTS ABOUT THE BOOK AND CAN BE ANSWERED IN A FEW WORDS OR WITH A SIMPLE YES OR NO. Use the question matrix to help with developing questions if needed.</div><div>3. You also must write a 4 or more-sentence paragraph-response to each of your questions before the discussion to share with your book club after group members have a chance to answer.</div><div>4. While the discussion is taking place, you will take notes on the sheet provided.</div><div>5. You will also be responsible for organizing the work and turning it in as well as communicating any issue with the teacher.</div><div>6. During the discussion, your job is to encourage all group members to participate by involving them in the discussion and to ask follow-up questions when conversation lags.</div></div><div><table><tr><th></th><th>is</th><th>did</th><th>can</th><th>would</th><th>will</th><th>might</th></tr><tr><th>Who</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><th>What</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><th>Where</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><th>Why</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><th>When</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><th>How</th><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div></div>		is	did	can	would	will	might	Who							What							Where							Why							When							How						
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2. Character Captain & Illustrator

1. Find a **digital picture** that represents one of your characters and write a **paragraph (5 sentences) explaining** how the picture showcases your character.
2. This student will be responsible for logging the **5 methods of characterization (STEAL- see STEAL supports)** for the novels' main characters and finding 1 supporting **quotation** to accompany each portion of STEAL. Then, explain what each quote **REVEALS** about your character (you should have an analysis for each portion of STEAL)

S	Speech: What is the character saying? Is it nice/mean? Also, how are they saying it? Is there a dialect?
T	Thoughts: What are these character's innermost thoughts? Are they good/evil?
E	Emotions: How does this character feel about certain people/things/ideas? Is this character hostile or gentle?
A	Actions: What does this character do? How are they doing it? Nicely? Aggressively? Passionately?
L	Looks: What does this character look like? How are they described?

3. During the meeting, show your group the character image and your explanation. Share your STEAL quotes. Ask your group to discuss how they believe the quotes relate to the character. Then, read your explanations.


3. Real World Advocate Researcher

1. Find at least **two connections between the story and the world through research and/or current events** that include an article or document that you can cite and reference. These connections might relate to current or historical events, movies, art, poetry, music, other books. **You are not using personal connections for this task.**
2. Write a **paragraph explanation of each connection with specific details.** Document your sources with **MLA** and turn in both the written response and sources for the week.
3. Cite **3 DIRECT quotations from your connection research** that you think are significant. Write a **4 or more-sentence explanation of why each quote is significant.** Try to make connections to other events in the novel. You should have three quotes with 3 explanations.
4. During the meeting, explain your connection and quotes. Ask your group what they notice about the quote, what they think it means, and what role the quote plays in the story.

MLA Citation Maker

For each bit of information you intend to include in your essay, be sure to complete one of these half-sheets.
Hang onto these sheets. When it's time to build your Works Cited page, you'll have all of the information you need.

- 1 Author. _____.
- 2 Title of source. _____.
- 3 Title of container, _____.
- 4 Other contributors, _____.
- 5 Version, _____.
- 6 Number, _____.
- 7 Publisher, _____.
- 8 Publication date, _____.
- 9 Location. _____.

Role options:	Description:
<p>4. Summarizer Secretary and Stylistic Analysis</p>	<p>PART 1:</p> <ol style="list-style-type: none"> 1. For each chapter of the selected reading, create a title (not the one given) and, for each chapter, write at least 2 sentences explaining what SPECIFIC events/ideas happened in the chapter and why you named each chapter the title that you did. 2. During the meeting, read each title and have your group discuss why you chose the title. After you have discussed, read your explanations. <p>PART 2:</p>  <ol style="list-style-type: none"> 3. Pick two strong stylistic sentences from your novel. Write the quotes. Then, dissect both of your two quotes and explain what qualities make each sentence strong in 4 or more paragraphs. 4. During discussion, lead group members to discuss and determine which of your two quotes is stronger stylistically.
<p>5. Plot Analysis Signpost Signaler (can only complete this task one time)</p>	<ol style="list-style-type: none"> 1. Analyze the plotline by filling in the signposts sheet from <u>Note and Notice (attached)</u>. You are responsible for finding a quote from in the book for each of the signposts in the text and analyzing them using the analysis questions on the signposts sheet. Try to make the signposts from the pages that were directly read for the given week. You should not have the same responses as any of your group members, or you will not be rewarded points for the week. Please make sure to include direct textual evidence QUOTES for this task. 2. During the discussion, pick two of your signposts to discuss with the group. Ask your group, what they feel the signpost reveals. Then, explain your analysis.
<p>6. Change Maker</p>	<p>PART 1:</p> <ol style="list-style-type: none"> 1. Pick TWO characters from your book and write a character coda with a list of FOUR beliefs that each character currently holds. A coda is a guiding set of principles or conclusions a person derives from life experiences. <p>PART 2:</p> <ol style="list-style-type: none"> 2. Once you have your coda lists, write a 2-3 sentence reflection on what experience might change each character's codas. Be specific and refer to the book's plotline. YOU SHOULD HAVE TWO CHARACTERS WITH 4 CODAS EACH AND A REFLECTION ON CHANGE FOR EACH CODA. <u>For example:</u> Simba from the Lion King Coda: Protect my family- For this to change with Simba, I think he would have to have multiple situations like Scar's deceit that would make him not trust others. Simba still trusted others even after being exiled and learning that Scar hurt his family, so I think he would need multiple situations where this happened for him to truly feel betrayal. 3. During the discussion, pick two of your codas to discuss with the group. Ask your group what they think would change a character's coda.

SIGNPOST and definition	Where is this signpost in the reading? DIRECT QUOTES!	Question to ask/answer?
Contrasts and Contradictions: A sharp contrast between what the reader expects and what a character actually does. Behavior that contradicts previous behavior or well-established patterns.		<u>Why would the character act/feel this way?</u>
Aha Moment: A character's realization of something that shifts his actions or understanding of himself, others, or the world around him.		<u>How does this realization change things?</u>
Tough Questions: Questions a character raises that reveal his or her inner strengths.		<u>What does the question make me wonder about?</u>
Words of the Wiser: The advice or insight a wiser character, who is usually older, offers about life to the main character.		<u>What is the life lesson, and how might this affect the character?</u>
Again and Again: Events, images, or particular words that recur over a portion of the novel.		<u>Why does the author bring this up again and again?</u>
Memory Moment: A recollection by a character that interrupts the forward progress of the story.		<u>Why might this memory be important?</u>

Book Plan- Please fill in the charts below to be sure that your book is completed on time. You need to stick to your reading schedule. Your calendar will provide class meeting times. How you divide the pages is up to you but divide wisely! **YOU WILL FILL OUT YOUR ROLE WEEKLY AND TURN THIS PAPER IN AT THE END OF THE UNIT- MAKE SURE YOU ARE COMPLETING A DIFFERENT TASK EACH WEEK.**

Date:	Start	End
Week 1		
	Discussion Director:	
YOUR ROLE THIS WEEK:		
Week 2		
	Discussion Director:	
YOUR ROLE THIS WEEK:		
Week 3		
	Discussion Director:	
YOUR ROLE THIS WEEK:		

Date:	Start	End
Week 4		
	Discussion Director:	
YOUR ROLE THIS WEEK:		
Week 5		
	Discussion Director:	
YOUR ROLE THIS WEEK:		
Week 6		
	Discussion Director:	
YOUR ROLE THIS WEEK:		

Weekly Journal Ideas-

Once we finish each book club meeting, we will spend time on journal writing with our books. A journal should be 1 page long using paragraphs on the supplied weekly topics. Overall, you should use your discussion during book club to guide your journal responses.

Weekly Check-out Log

One of these forms must be completed at the end of each class meeting with your Book Club.

Date	Absent Members	What was accomplished?
Who was unprepared this time:	What pages will we read for the next book club?	NEXT ROLES & DUE DATE

Group Evaluations

	YES	NO	WHY?
Everyone participated and shared in the discussion process. Communication is interactive.			
The group is supportive of its individual members. Group climate is friendly and welcoming.			
Group members often ask questions for clarification or elaboration.			
The group discussion stays on topic or on directly related issues.			
The group is energetic or ecstatic.			

1. What was the best thing about the way this group worked together?
2. What was one problem the group had? How did the group solve that problem?
3. Was each role prepared? Who was not and why?

WEEKLY BOOK CLUB MEETING CHECKLIST:

- ☐ Each person in your group will go through their individual assignment roles (as a group you will discuss their contributions for the week).
- ☐ Write down which role each group member (1st and last name) had and staple all sheets together for the week (unless completed on Teams). Make sure the title for each role is on the stapled pages. Ex: Discussion Director will write “Discussion Director” on top of his/her page with 5 questions and responses for the week.
- ☐ Complete the check-out log, group evaluation sheet, and check off list.
- ☐ Review what the reading expectations are for the upcoming week.
- ☐ Write your individual journal entry after the weekly book club is finished (keep these in your journal labeled as week 1, week 2, etc...).

Discussion Director _____

Character Captain _____

Real World Advocate _____

Change Maker _____

Summarizer/Stylistic Secretary _____

Signpost Signaler _____