

Name: _____ Novel: _____

10th Honors/Gifted Book Clubs

Second Semester Spring 2019

Goals: to encourage thinking about the ideas in these books and to broaden understanding of themes and the development of characters by discussing these books with others; to participate in a community book club where we learn from the perspective of others

In each class, groups of **3-5 people** are going to form a book club based on their interests. Throughout a few weeks, we will read our novels independently and consider these questions:

What are the overarching themes?

What does this book suggest about humanity?

Why is this an example of literature versus “just a book”?

Your group will set your reading schedule, but everyone is responsible for the reading.

Read all of the pages assigned each week before your Book Club meets.

Bring **1 question and 1 comment** to each book club meeting. Your questions should be thought provoking. Your comments should add to the discussion of the literary merits of the work.

Dates	3-13	3-18	3-21	3-26	3-29
Topic	Setting	Characterization	Conflict	Literary Devices	Theme
Pages read by date					

Please read a different book than you read last semester.

Books: *Antigone*, *A Separate Peace*, *Night*, *Anthem*, *Pride and Prejudice*, *Death of a Salesman*, *Book Thief*, *Metamorphosis*

Name: _____ Novel: _____

Setting

Date: _____ Book club Set 1 10th H/G Literature

All of these should be answered here. You don't have to write the question, but your answer should include the premise of the question. Submit this sheet to earn credit for this meeting.

Group Members (place an * next to their name if they are absent): If you are absent on a book club meeting day, please complete meeting notes just as you would if you had been here.

Title: _____

Author: _____

Group Norms:

- 1.
- 2.
- 3.
- 4.

of pages read for this meeting: _____

Task 1 Questions asked about the assigned reading. Write student's name and then question.

- 1.
- 2.
- 3.
- 4.
- 5.

Task 2 - Comments about assigned text: name and comment

- 1.
- 2.
- 3.
- 4.
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Pages/Chapters due for next meeting: _____ Next meeting date: _____

Name: _____ Novel: _____

Setting

Directions: Imagine you are a website designer and a family has tasked with you creating a page to highlight their property. Create a webpage that describes their property (setting) to prospective visitors. Be sure to use words, phrases, and ideas from the text as you design your page. Use a sheet of clean white paper to design your website. Each detail must relate to the work.

BACK FORWARD HOME SEARCH PRINT STOP RELOAD SECURITY

Address:

Name of Website/Company/Agency

Name of Property Available

Property Address

PHOTO

Description Here

Caption

Contact Information

Name: _____ Novel: _____

Character(s)

Date: _____ Book club Set 2 10th H/G Literature

All of these should be answered here. You don't have to write the question, but your answer should include the premise of the question. Submit this sheet to earn credit for this meeting.

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Body Biography for Characterization

Directions: Each member of your book talk group needs a different character. For your character, create a body biography – a visual and written portrait illustrating several aspects of the character’s life within the work. Choices should be based on the text because you will be explaining/ defending them.

Author’s Tool of Characterization – Authors give character information in several ways.

1. Direct characterization – What the character says, does, or thinks
2. Indirect Characterization – What other character’s say about him/her

On a separate sheet of plain white paper, draw a character. (I’m including a paper doll as an example). Label the following body parts from the story (you can use your own words, but be prepared to defend them) on the body outline. Be sure to give your character style after you add the details (color, props, symbols, clothing). Your details must be true to the character as he/she is depicted in the work.

Eyes – something the character knows or sees that no one else does; one for each eye

Ears – what other characters say about him/her; one for each ear (quotes)

Mouth – what the character says (a quote)

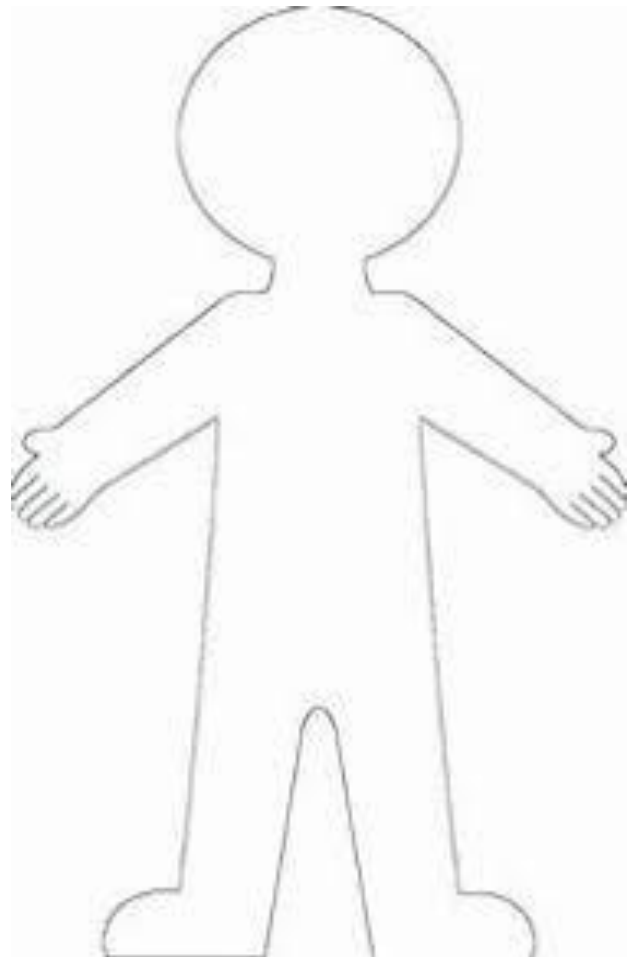
Heart – character’s feelings/ emotions

Hands – something character wants most; one for each hand









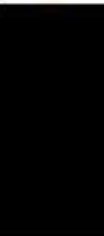

Feet – something they have done; one for each foot.

Use colors that symbolize your character.

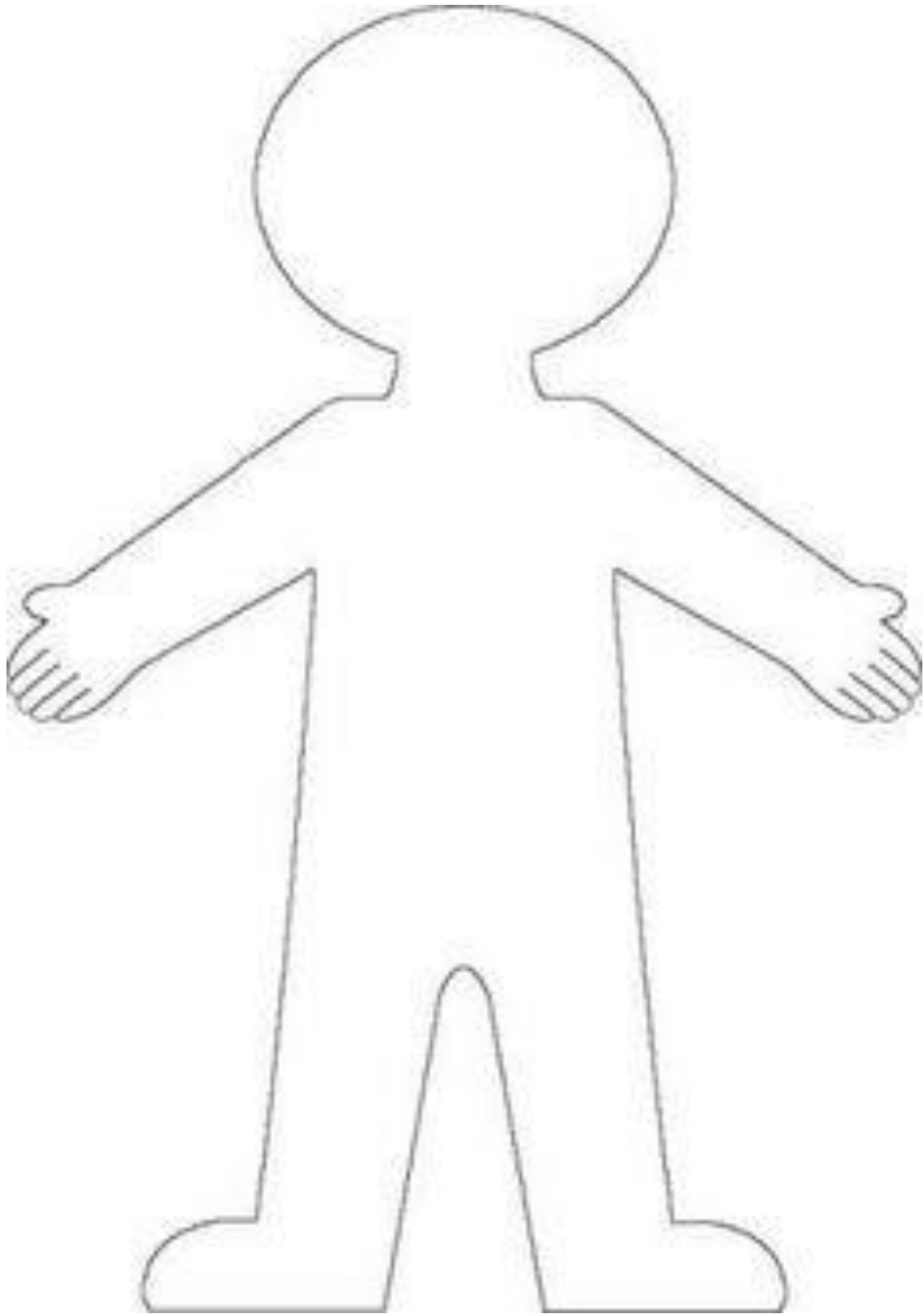
On the back, write a character analysis that describes the literary reasons for your characters actions, motivations, literary role in work. Include character name, quotes, title of work, author of work, and literary position of your character: protagonist, antagonist, flat, round, stock (what type). Follow guidelines in colorful writing packet. Write in third person.



Color Symbolism Chart

Color	Symbolism
 Red	Excitement, energy, passion, desire, speed, strength, power, heat, love, aggression, danger, fire, blood, war, violence, aggression, all things intense and passionate.
 Yellow	Joy, happiness, optimism, idealism, imagination, hope, sunshine, summer, gold, philosophy, dishonesty, cowardice, betrayal, jealousy, covetousness, deceit, illness, hazard.
 Blue	Peace, tranquility, calm, stability, harmony, unity, trust, truth, confidence, conservatism, security, cleanliness, order, loyalty, sky, water, cold, technology, depression, appetite suppressant.
 Orange	Energy, balance, warmth, enthusiasm, vibrant, expansive, flamboyant, demanding of attention.
 Green	Nature, environment, healthy, good luck, renewal, youth, vigor, spring, generosity, fertility, jealousy, inexperience, envy, misfortune.
 Purple	Royalty, spirituality, nobility, spirituality, ceremony, mysterious, transformation, wisdom, enlightenment, cruelty, arrogance, mourning.
 Gray	Security, reliability, intelligence, staid, modesty, dignity, maturity, solid, conservative, practical, old age, sadness, boring
 Brown	Earth, hearth, home, outdoors, reliability, comfort, endurance, stability, simplicity, and comfort.
 White	Reverence, purity, simplicity, cleanliness, peace, humility, precision, innocence, youth, birth, winter, snow, good, sterility, marriage (Western cultures), cold, clinical, sterile.
 Black	Power, sexuality, sophistication, formality, elegance, wealth, mystery, fear, evil, anonymity, unhappiness, depth, style, evil, sadness, remorse, anger, underground, good technical color, mourning, death (Western cultures).

Name: _____ Novel: _____



Title _____ Author _____ Character _____

Name: _____ Novel: _____

Conflict

Date: _____ Book club Set 3 10th H/G Literature

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Pages/Chapters due for next meeting: _____ Next meeting date: _____

Name: _____ Novel: _____

Conflict

Directions: The purpose of this activity is to focus on details regarding a main character's emotional or physical pain or injuries, even those leading to death. Whatever the character's illness (mental or physical), use the text and inferences (beyond the surface details), so you can truly understand the magnitude of the illness and its role in the story. Use text citations to complete the form.

Examples of illness – guilt, longing, heart disease, madness, jealousy, ambition, love, parents' divorce, dreams, family obligations, confinement, oppression, and others

Each member of your group needs to choose a different MAIN character. Each individual student should complete the physician's form for the character you select.

Name: J. Douglas Novel: How the Lights Gets In by Katy Upperman

Physician's Report

Cite from the text to complete the form.

Physician Name(s): J. Douglas

Date: Summer after junior year Patient's Name: Calliope (Callie) Ryan
Time: daily / nightly

Other pertinent info about patient: mom is now alcoholic
last summer younger sister drown in swimming accident
at Bell Cove, Oregon - Chloe was 13, Callie 16

Primary Reason for Visit (Describe the injuries/symptoms.):
depression, withdrawn, avoiding life, drug use, failing
classes, sleep problems, hostile, disobedient, performs better

On a scale of 1-10, how bad is the pain?
0 2 4 6 8 10
Physical Emotional Both

Circle where the pain is primarily located.
headaches
heart

Provide specific examples about the pain. When did the pain begin? How did it start, if known?
Callie feels responsible for her sisters death (after argument with Isaac-boyfriend last July). After death, Callie broke an antique mirror; the shards embedded in Callie leaving scars; at Bell Cove, Callie sees her sister's ghost, which causes headaches and disrupts her sleep. Callie is not "traveling through grief," she is grief.

Has the patient received prior treatment? If so, what?
Therapy attempt,
Self medicated
gave up swimming

Doctor's Diagnosis:
"Use this summer as an opportunity to work on your self"
Choose "Wild Expeditions, a Montana camp for troubled teens" or stay w/ Aunt Lucy in Bell Cove renovating her Victorian Bed and Breakfast.

Both/Group look potential

Name: _____ Novel: _____

Physician's Report

Cite from the text to complete the form.



Physician Name(s):

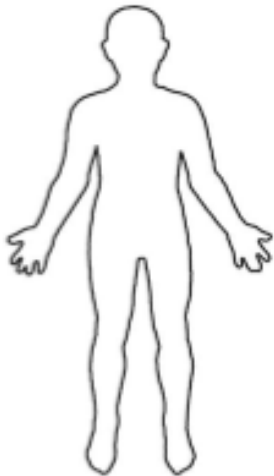
Date:
Time:

Patient's Name:

Other pertinent info about patient:

Primary Reason for Visit (Describe the injuries/symptoms.):

Circle where the pain is primarily located.



On a scale of 1-10, how bad is the pain?



0

2

4

6

8

10

Physical

Emotional

Both

Provide specific examples about the pain. When did the pain begin? How did it start, if known?

Has the patient received prior treatment? If so, what?

Doctor's Diagnosis:

Name: _____ Novel: _____

Literary Devices

Date: _____ Book club Set 4 10th H/G Literature

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Literary Devices

Literary devices are tools and techniques that authors use to add meaning to works, communicate ideas, and develop themes. Various types work along with setting, plot, conflict, and characterization to improve the richness and clarity of the work. There are hundreds of literary devices. Check with me before you use a device not listed here.

Directions: Each member of your group must work individually. Choose six different literary devices found in your text and complete the Scavenger Hunt attached. You may choose only one type of irony, one type of imagery, one sound device, and so on. Your group may work together, but each member must do his/her own work. Verbatim responses will result in zero points.

Allusion, anachronism, metaphor, simile, personification, foreshadowing, symbol, irony, imagery, flashback, frame story, hyperbole, juxtaposition, paradox, oxymoron, personification, synecdoche, epigraph, euphemism, foils, and others

Do not copy these examples.



Name: _____ Novel: _____

Literary Device Scavenger Hunt

Using six different literary devices, write the device, the quote (with citation), and an explanation of its use in the boxes. Don't only comment that the device is used in the work; explain why and how it is used. Use your literary analysis skills to explain the significance of the device.



Device: Citation: Explanation:	Device: Citation: Explanation:
Device: Citation: Explanation:	Device: Citation: Explanation:
Device: Citation: Explanation:	Device: Citation: Explanation:

Name: _____ Novel: _____

Theme

Date: _____ Book club Set 5 10th H/G Literature

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Congratulations! You have finished your book club book.

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Theme

Theme is the underlying or message in a literary work. It is not the subject of the work (students often confuse these). **It is a perception about human life.** Themes are rarely stated directly; they are inferred, and they are often subtle and objective. Themes are revealed by the way characters change in a story, how conflicts develop during the story, and statements made by the narrator or characters. Understanding theme involves understanding plot, characters, and setting. Any one story has multiple themes.

Theme may begin as one word, but it is always deeper. These words are topics that are important to the text, but it does not become a theme until a statement is made about the topic!

Prejudice, empathy, identity, oppression, ambition, individually, honesty, perseverance, family, loyalty, identity, ambition, guilt, power, sacrifice, love, trust, ignorance, freedom

How to find theme.

WRITING A THEMATIC STATEMENT



STUDENT: _____ TEXT: _____

1. List some topics that are examined in this reading and choose one.
(family, loyalty, identity, ambition, guilt, fear, power, sacrifice, love, trust, ignorance, freedom etc.)

2. write a sentence about what the author thinks about the topic you chose.

The author thinks that _____

3. Remove "The author thinks that" and rewrite the sentence to form a thematic statement.

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Hashtag the Theme


Directions: Each member of your book club must find a unique theme for the work. Together your club should work through the process of defining and writing a theme for the work. Each individual member should Hashtag the Theme on a separate Tweet Sheet.

Your statement must be 140 characters or less (your name, book title, and hashtag will not be part of the 140 character limit.)

STUDENT SAMPLE

Student's Name
(No Spaces)

**HASHTAG
THE
THEME**

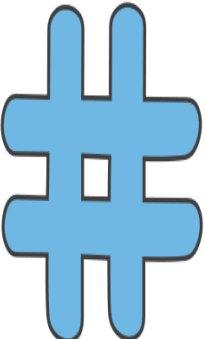


@JohnSmith

People must not blindly obey the
rules of government and society.
They must question and criticize
what they feel is unjust.

#booktitle _____ # GovernmentControl

Hashtags (#) are used on social media to categorize information. This means that the # should have something to do with what the student writes (theme topic). It also should have no spaces.



HASHTAG THE THEME

@ _____

_____ # _____

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