*Hero’s Journey Literature Circles*

With your group, take a look at the calendar provided and, based upon the Discussion Days, split your book into four parts. The parts do not have to be equal, but there should be a logical reason for the division you choose. You must also assign roles to each person for each Discussion Day. You must take a different role each time. The roles are as follows:

**Discussion Leader:** Your job is to develop a list of questions you think your group should discuss about the assigned section of the book. Use your knowledge of levels of questions to create thought-provoking literal, interpretive, and universal questions. Try to create questions that encourage your group to consider many ideas. Help your group explore these important ideas and share their reactions. You will be in charge of leading the day’s discussion.

****

**Diction Detective:** Your job is to carefully examine the diction (word choice) in the assigned section. Search for words, phrases, and passages that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing. List the words or phrases and explain why you selected them. Then, write your thoughts about why the author might have selected these words or phrases. What is the author trying to say? How does the diction help the author achieve his or her purpose? What tone do the words indicate?

****

**Bridge Builder:** Your job is to build bridges between the events of the book and other people, places, or events in school, the community, or your own life. Look for connections between the text, yourself, other texts, and the world. Also, make connections between what has happened before and what might happen as the narrative continues. Look for the characters’ internal and external conflicts and the ways that these conflicts influence their actions.



**Reporter:** Your job is to identify and report on the key points of the reading assignment. Make a list or write a summary that describes how the writer develops the setting, plot, and characters in this section of the book. Consider how characters interact, major events that occur, and shifts in the setting or the mood that seem significant. Share your report at the beginning of the group meeting to help your group focus on the key ideas presented in the reading. Like that of a newspaper reporter, your report must be concise, yet thorough.



**Artist:** Your job is to create an illustration related to the reading. It can be a sketch, cartoon, diagram, flow chart, or other depiction. You can choose to illustrate a scene, an idea, a symbol, or a character. Show your illustration to the group without any explanation. Ask each group member to respond, either by making a comment or asking a question. After everyone has responded, you may explain your illustration and answer any questions that have not been answered



**Before you attend each Discussion Day, it is expected that you will have done all of the following tasks:**

 1. Read the assigned (by your group) section CLOSELY and ACTIVELY.

 2. Annotate your text, using sticky notes. Annotation ideas:

* Comments/questions you have
* Mark important passages and jot down the reason for marking
* Label and explain literary devices used by the author (metaphors, similes, flashbacks, foreshadowing, conflict, etc.)
* Summarize difficult passages
* Circle and define unknown words

 3. Completed your Journal Entry in the **first** column of your Double Entry Journal

 4. Completed the worksheet for your assigned role

**On Discussion Days, your group will do the following, in this exact order:**

 1. Trade your **Double-Entry Journal** with another member of your group and complete the Peer Response column.

 2. **Discussion Leader** shares discussion questions and is the leader of the group for the day. He/she must keep the conversation flowing.

 3. **Reporter** shares their findings and the group discusses.

 4. **Diction Detective** shares their findings and the group discusses.

 5. **Bridge Builder** shares their findings and the group discusses.

 6. **Artist** shares their illustration and each group member responds with either a question or a comment.

 7. While all of the above is happening, each group member should be completing their **Discussion Notetaking Graphic Organizer**.

 8. At the end of the hour, your group will work together to complete the **Group Meeting Reflection Sheet**.

 9. Before you leave for the day, you will turn in your double-entry journals, all role sheets, your discussion notes, and your group reflection.

 10. Verify that each group member knows how many pages to read and has taken their role sheet and journal for the next Discussion Day.

**How You Will Be Graded:**

During Discussion Days, I will be walking around the room observing your effort. You will be given up to 5 points for your participation in your group’s discussion. You will also be graded on your role sheets, journals, notes, and group reflection sheet.