

### ***The Circuit* Reading and Assignment Schedule**

Please pay attention to what chapters you are responsible for reading each night. Though the schedule is subject to change, you should expect a reading quiz following each night's assignment.

#### **Reading Schedule**

DATE	CHAPTERS	DISCUSSION QUESTIONS
Wednesday, May 2	"Under the Wire" "Soledad" "Inside Out"	<ol style="list-style-type: none"> <li>1. Explain the title "Under the Wire" and identify the <i>simile</i> the author used to describe their experience.</li> <li>2. How did Francisco feel when his parents and Roberto had to go back to work? What <i>metaphor</i> is used to express his feelings?</li> <li>3. Describe each <i>stage</i> in the caterpillar's <i>metamorphosis</i>. How might each change <i>symbolize</i> Francisco's feelings and social development at a particular time?</li> </ol>
Thursday, May 3	"Miracle in Tent City"	<ol style="list-style-type: none"> <li>1. Why didn't they take Torito to the hospital? Might there be two reasons? What did they do instead?</li> <li>2. One year later, what did Mamá tell her children the doctor had said about Torito? Explain the symbolism of her taking off the baby's cloak. Link this to the title of the chapter.</li> </ol>
Friday, May 4	"El Angel de Oro" "Christmas Gift"	<ol style="list-style-type: none"> <li>1. Why does Francisco say, "My heart sank into my stomach." Identify a <i>metaphor</i> in the very next line that means he felt like crying.</li> <li>2. Do you think Papá owed it to the rancher to stay and work? What phrase means "owed it to him"? Give reasons for your answer.</li> </ol>
Tuesday, May 8	"Death Forgiven" "Cotton Sack"	<ol style="list-style-type: none"> <li>1. Describe the boys' burial of the bird. What happened after two weeks? How does this relate to the title of the book?</li> <li>2. During the Thanksgiving weekend, how did Francisco try to prove to his father that he should have his own sack? Did he prove himself? Explain your answer.</li> </ol>
Wednesday, May 9	"The Circuit" "Leaving the Game"	<ol style="list-style-type: none"> <li>1. Explain how this chapter captures the main theme of the whole book. (Hint: What happens in the beginning and at the end of the chapter?) Can you think of words or phrases used earlier in this or earlier chapters that would describe Francisco's feelings at the end of this chapter? Write them down.</li> <li>2. Why do you think Díaz treated Gabriel so badly? How did Gabriel explain it? What word did he use to describe this man's character? Explain the meaning.</li> </ol>
Thursday, May 10	"To Have and to Hold" "Moving Still"	<ol style="list-style-type: none"> <li>1. In this story, Francisco has two disappointments that he gets very angry about. Explain the incidents that make him sad and angry. In each case, what does he learn from Mamá?</li> <li>2. Why do you think la migra came to the school and to Roberto's work place to pick them up? What does the title of the story suggest will happen? Write your personal reaction to this event.</li> </ol>

## Annotation Guide

You will not have assigned study guide questions for this book. Instead, you will **color code your annotations** according to the following categories. Annotating does not just mean highlighting; you must highlight AND make a note on what you highlight. If you are using a paperback book, make note of your annotations on a sheet of paper or directly in your book.

- **PINK: React**
  - Note emotions you feel as you read
  - Describe a new perspective you may now have
  - Re-write, paraphrase, or summarize a particularly difficult passage or moment
  
- **BLUE: Question**
  - Literal (ex. define words or slang)
  - Interpretive (ex. question why an author may have used particular words or phrases; question the motivations of the characters)
  - Universal (ex: ask a larger question about human nature)
  
- **YELLOW: Predict**
  - Offer an analysis or interpretation of what is happening in the text
  - Note what you think will happen next in the text
  
- **GREEN: Connect**
  - Text-to-Self (i.e. make meaningful connections to your own life experiences)
  - Text-to-Text (e.g. make connections to other parts of the book; make connections to other texts you have read)
  - Text-to-Class (i.e. make connections to material discussed in other classes)
  - Text-to-World (i.e. connect to current events)
  - **Identify examples of direct and indirect characterization**
  - Identify and analyze examples of figurative language
  - Identify text that relates to the following essential questions:
    - What does it mean to be true to yourself?
    - What happens when a person does not accept the rules of the dominant culture?
    - What does it mean to be a kind, decent person?
    - What does it mean to be mature and immature? What does it mean to be grown up?
    - Why are people cruel to one another? How do people deal with seeing cruelty around them?

## Major Assessment

**Your final assessment for this unit will be a synthesis research essay.**

- **Synthesis Research Essay**
- **Various Artistic Projects**
- **Reading Quizzes**
- **Double Entry Journal**

## Double-Entry Journal

The purpose of keeping a dialectical journal is to allow you to enter into conversation with the author and text. Over the past few weeks, you have been required to annotate your text. The dialectical journal is similar to this process but will require you to think more about the text. Since you will be reading *Ender's Game* closely, you will need to continue annotating your text and begin recording your thoughts. The instructions below will help guide you through your entries.

<b>Ender's Game (example)</b>		
Passage	Page or Chapter	Response
<ul style="list-style-type: none"> <li>● When looking for a passage to analyze, look for:               <ul style="list-style-type: none"> <li>○ Examples of figurative language</li> <li>○ Examples of characterization</li> <li>○ Evidence that supports or refutes an essential question</li> <li>○ Answers to the study questions</li> </ul> </li> <li>● All passages should be a direct quote from the text.</li> </ul>		<ul style="list-style-type: none"> <li>● Your response should:               <ul style="list-style-type: none"> <li>○ Explain why an author may have used particular words or phrases; question the motivations of the characters</li> <li>○ Offer an analysis or interpretation of what is happening in the text and how it relates to an essential question</li> </ul> </li> </ul>
<p><b>Sample:</b>            "You might be having some idea of ganging up on me. You could probably beat me up pretty bad. But just remember what I do to people who try to hurt me. From then on you'd be wondering when I'd get you, and how bad it would be." He kicked Stilson in the face. Blood from his nose spattered the ground nearby. "It wouldn't be this bad," Ender said. "It would be worse."</p>	Page 6	<p>After his monitor is removed, Ender questions his identity. As a government authorized third child, Ender is consistently ostracized by his peers and brother, Peter. Knowing he has no legitimate place in society, and having failed basic training, Ender believes he is a target to his peers. This is reinforced by Stilson's badgering and instigating. In order to protect himself, Ender engages in a fight, severely injuring Stilson to prove the point that he must be cruel to others in order to protect himself.</p>