Working Together
Great Books Roundtable™ and Literature & Thought

It’s easy to extend inquiry-based learning across powerful multi-genre text sets by combining Great Books Roundtable with titles from the Literature & Thought series.

Start with Literature & Thought:
- While working on a cluster listed below, introduce the thematically related Roundtable story into the cluster anywhere you wish.
- Complete the Roundtable unit as directed, using the connection question in a Shared Inquiry™ discussion or a writing activity.

Start with Roundtable:
- During work on a Roundtable text listed below, use the connection question in discussion or writing.
- Then let students know that you will explore a theme in the story across several other texts.
- Introduce one or more of the Literature & Thought titles in the related cluster and complete them as directed.

Compare and contrast texts across programs:
- Add the Roundtable title to any Literature & Thought prompt that calls for students to examine a concept across all titles in a cluster.
- Add appropriate Literature & Thought titles to a suggested Roundtable cross-text activity.

## Roundtable Level 1 Correlation Chart

<table>
<thead>
<tr>
<th>Literature &amp; Thought Title and Cluster Question (Skill Focus)</th>
<th>Roundtable Title</th>
<th>Roundtable Connection Question</th>
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</thead>
<tbody>
<tr>
<td><strong>Family Matters</strong> Cluster Three: How do families deal with problems? (Evaluating)</td>
<td>“Gaston” William Saroyan</td>
<td>Who does a better job of helping the girl solve her problems, her mother or her father?</td>
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<td><strong>Decisions, Decisions</strong> Cluster One: What influences a decision? (Analyzing)</td>
<td>“The Old Man of the Sea” Maeve Brennan</td>
<td>Does Mrs. Brennan’s decision cause more suffering for her or for the old man?</td>
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<tr>
<td><strong>On the Edge of Survival</strong> Cluster One: Why do people take risks? (Hypothesizing)</td>
<td>“Through the Tunnel” Doris Lessing</td>
<td>Was it admirable or foolish for Jerry to risk his life to swim through the tunnel?</td>
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<tr>
<td><strong>Family Matters</strong> Cluster Two: How are we influenced by family? (Compare and Contrasting)</td>
<td>“Raymond’s Run” Toni Cade Bambara</td>
<td>Compare Squeaky’s feelings about winning before and after the race. How did Raymond’s actions influence those feelings?</td>
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<tr>
<td><strong>The Best of Friends</strong> Cluster Three: Friend or Enemy? (Evaluating)</td>
<td>“The Witch Who Came for the Weekend” William Trevor</td>
<td>Why does Frances find Miss Perego “more frightening” when she is “her old silly self again”?</td>
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| *And Justice for All*  
Cluster Three: Punishment or mercy? (Comparing and Contrasting) | “As the Night the Day”  
Abioseh Nicol | Compare Kojo’s and Bandele’s attitudes about letting Basu take the blame for breaking the thermometer. Why do they reach different conclusions about what to do? |
| *Decisions, Decisions*  
Cluster Three: What are the possible consequences of our decisions? (Predicting) | “The Parsley Garden”  
William Saroyan | How might Al’s decision to refuse the job at the hardware store affect his future? |
| *Family Matters*  
Cluster Three: How do families deal with problems? (Evaluating) | “The Veldt”  
Ray Bradbury | Which is more to blame for the Hadley family’s problems—advanced technology, or the family members themselves? |
| *Who Am I?*  
Cluster Two: Where do I fit? (Analyzing) | “A Likely Place”  
Paula Fox | Why is Lewis better at doing what Miss Fitchlow and Mr. Madruga ask than doing what his parents or teachers ask? |
| *Who Am I?*  
Charles Mungoshi | Why can’t Nharo help being afraid, even though he thinks Chemai’s fears are too great? |
| *Family Matters*  
Cluster Two: How are we influenced by family? (Comparing and Contrasting) | “Afternoon in Linen”  
Shirley Jackson | Compare Howard’s and Harriet’s reactions to being asked to perform. How are their reactions similar, and how are they different? |
| *Who Am I?*  
Isaac Bashevis Singer | Why does the narrator believe that if he learns the Cabala, everything will make sense to him? |
| *What On Earth?*  
Cluster Three: What can we live in harmony with nature? (Problem Solving) | “Rattlesnakes”  
John Muir | Why does Muir decide to stop killing rattlesnakes? |
| *On the Edge of Survival*  
Cluster One: Why do people take risks? (Hypothesizing) | “Throwing Snowballs”  
Annie Dillard | Do you agree with the author that “you have to fling yourself” at whatever you do? |
| *Who Am I?*  
Emily Dickinson | Literature & Thought title contains selection and prompts. (Teacher’s Guide, pp. 44–45) |
| *Decisions, Decisions*  
Prologue | “The Road Not Taken”  
Robert Frost | Literature & Thought title contains selection and prompts. (Teacher’s Guide, p. 12) |
| *What on Earth?*  
Cluster One: What is our relationship with nature? (Evaluating) | “Mushrooms”  
Sylvia Plath | How does the author want us to feel about the mushrooms saying that they will “inherit the earth”? |

Call 800.222.5870 or visit greatbooks.org for more information on Great Books Roundtable and Literature & Thought.