



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 3 Correlation Chart

Literature & Thought Title and Cluster Question (Skill Focus)	Roundtable Title	Roundtable Connection Question
<i>Family Matters</i> Cluster Two: How are we influenced by family? (Comparing and Contrasting)	"The Summer of the Beautiful White Horse" William Saroyan	Who do you think better lives up to the Garoghlanian family reputation, Aram or Mourad?
<i>The Best of Friends</i> Cluster Three: Friend or enemy? (Evaluating)	"Sucker" Carson McCullers	Why can't Pete manage to "get things settled" with Sucker?
<i>Decisions, Decisions</i> Cluster Three: What are the possible consequences of our decisions? (Predicting)	"The Possibility of Evil" Shirley Jackson	How did the townspeople's reactions to Miss Strangeworth's letters compare with what you thought might happen? Do you think she deserved to have her roses destroyed?
<i>On the Edge of Survival</i> Cluster One: Why do people take risks? (Hypothesizing)	"Superstitions" Mary LaChappelle	Should people with health issues like Jimmy's be more careful about taking risks?
<i>Decisions, Decisions</i> Cluster Two: Good decision or bad decision? (Evaluating)	"Gryphon" Charles Baxter	Why doesn't Tommy tell an adult about any of the things Miss Ferenczi says in class?

Literature & Thought/Roundtable Level 3 Correlation Chart

Literature & Thought Title and Cluster Question (Skill Focus)	Roundtable Title	Roundtable Connection Question
<i>The Best of Friends</i> Cluster One: What is a friend? (Defining)	"Fellowship" Franz Kafka	What is the author's definition of a "friend" in this story? How does it compare to your own definition or other definitions you've seen?
<i>Family Matters</i> Cluster One: What is a family? (Defining)	"Approximations" Mona Simpson	At the end of the story, do you think Melinda, her mother, and Jerry have become a family?
<i>And Justice for All</i> Cluster One: What's fair, what's not? (Evaluating)	"The Bet" Anton Chekhov	At the end of the story, the lawyer writes, "You have lost your reason and taken the wrong path . . . I don't want to understand you." Who is he speaking to, and are his judgments fair?
<i>Who Am I?</i> Cluster Two: Where do I fit? (Analyzing)	"The Secret Lion" Alberto Álvaro Ríos	Why do the narrator and Sergio "solve" junior high school by going to the arroyo, where they weren't supposed to go?
<i>Family Matters</i> Cluster Two: How are we influenced by family? (Comparing and Contrasting)	"Star Food" Ethan Canin	Compare the conversations Dade has with his mother to those he has with his father. Which parent do you think ends up influencing him more?
<i>Decisions, Decisions</i> Cluster One: What influences a decision? (Analyzing)	"A Visit of Charity" Eudora Welty	What makes Marian decide to run out of the Old Ladies' Home?
<i>Decisions, Decisions</i> Cluster Three: What are the possible consequences of our decisions? (Predicting)	"The Destroyers" Graham Greene	Based on the way Trevor acts in the story, what do you predict he will go on to do with his life?
<i>The Harlem Renaissance</i> Cluster Two: What did Harlem Renaissance writers say about being black? (Analyzing)	"How It Feels to Be Colored Me" Zora Neale Hurston	Literature & Thought title contains selection and prompts (Teacher's Guide, pp. 35 and 38)
<i>Free at Last</i> Cluster Three: What resistance did the Civil Rights movement meet? (Comparing and Contrasting)	"I Have a Dream" Martin Luther King, Jr.	Literature & Thought title contains selection and prompts (Teacher's Guide, pp. 46 and 52)
<i>Who Am I?</i> Cluster One: How do I find out who I am? (Defining)	"The Hand" Mary Ruefle	Do you agree with the speaker that "you are the greatest living authority" when it comes to yourself?
<i>On the Edge of Survival</i> Cluster One: Why do people take risks? (Hypothesizing)	"Child on Top of a Greenhouse" Theodore Roethke	Is "everyone, everyone pointing up and shouting!" a positive experience or a negative experience for the speaker?
<i>What on Earth</i> Cluster One: What is our relationship with nature? (Evaluating)	"The Fish" Elizabeth Bishop	Why does the speaker say "victory filled up the little rented boat" while he/she is staring at the fish?

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