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

<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>Family Matters Cluster Two: How are we influenced by family?</td>
<td>“The Summer of the Beautiful White Horse” William Saroyan</td>
<td>Who do you think better lives up to the Garoghlanian family reputation, Aram or Mourad?</td>
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<tr>
<td>The Best of Friends Cluster Three: Friend or enemy? (Evaluating)</td>
<td>“Sucker” Carson McCullers</td>
<td>Why can’t Pete manage to “get things settled” with Sucker?</td>
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<tr>
<td>Decisions, Decisions Cluster Three: What are the possible consequences of our decisions? (Predicting)</td>
<td>“The Possibility of Evil” Shirley Jackson</td>
<td>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?</td>
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<tr>
<td>On the Edge of Survival Cluster One: Why do people take risks? (Hypothesizing)</td>
<td>“Superstitions” Mary LaChappelle</td>
<td>Should people with health issues like Jimmy’s be more careful about taking risks?</td>
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<tr>
<td>Decisions, Decisions Cluster Two: Good decision or bad decision? (Evaluating)</td>
<td>“Gryphon” Charles Baxter</td>
<td>Why doesn’t Tommy tell an adult about any of the things Miss Ferenczi says in class?</td>
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| *The Best of Friends*  
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? |
| *Family Matters*  
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? |
| *And Justice for All*  
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? |
| *Who Am I?*  
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? |
| *Family Matters*  
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? |
| *Decisions, Decisions*  
Eudora Welty | What makes Marian decide to run out of the Old Ladies’ Home? |
| *Decisions, Decisions*  
Cluster Three: What are the possible consequences of our decisions? (Predicting) | “The Destructors”  
Graham Greene | Based on the way Trevor acts in the story, what do you predict he will go on to do with his life? |
| *The Harlem Renaissance*  
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) |
| *Free at Last*  
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) |
| *Who Am 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? |
| *On the Edge of Survival*  
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? |
| *What on Earth*  
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? |