

Unit Plan Sample: English/Language Arts

		Title of Unit Plan:	Around the World in Eighty Days. 1080L
Grade Level:	7-10th	Subject Area:	English Literature
School Name:		Time Frame to Complete Lessons:	5-7 days with writing assignments

Stage 1: Desired Results

Established Goals: (Standards)

CS.ELA.712.GS2. Analyze works of fiction and non-fiction to uncover authentic Truth.

CS.ELA.712.GS4. Share how literature can contribute to strengthening one's moral character.

CS.ELA.712.IS8. Explain how literature assists in transcending the limited horizon of human reality.

CS.ELA.712.IS6. Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.

CS.ELA.712.IS7. Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering meanings, inferences, and relationships between the characters, nature, and God.

CS.ELA.712.DS1. Share how literature fosters both prudence and sound judgment in the human person.

CS.ELA.712.DS2. Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.

CCSS.LA.910.RL.1.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.WS.910.3.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.SL.910.1.a-d. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Understandings:

Students will understand that...

- *Truth is the correspondence of one's mind with reality.*
- *Truth can be omitted or embellished.*
- *Something is either true or it is not.*
- *God is all Truth.*
- *Literature helps us look deeper into why we do the things we do and our relationship with God and others.*
- *Literature provides examples of individuals to emulate and empathize with.*

Essential Questions

- *What is Truth?*
- *Can literature lead us beyond ourselves; our known reality?*
- *Can moral character be strengthened by reading literature? How?*

Students will know....

- how to analyze literature to uncover where Truth is evident and where it is lacking.

Students will be able to...

- share how literature can lead one to good moral choices and how these moral choices are what God wants of us.
- create dialogue and use narrative techniques to show how characters in the selection can change over time by the choices they might make.
- Come to class prepared with examples and citations from the text; be able to work collegially with peers following set rules; actively engage in and propel conversations forward; respond thoughtfully, tactfully, and creatively to other points of view.

Stage 2: Assessment Evidence

Performance Task(s):

Completion of select literature discussion questions.
 Participation in class discussion.
 Create written dialogue between characters in the novel showing how they can change by the choices they make.

Other Evidence:

Formative: Small and large group discussion worksheets; Observation and/or checklist of student discussion; exit slip answers
Summative: Writing assignment – Dialogue and Short answers.

Stage 3: Learning Plan

Learning Activities: Selected

Day 1: Discussion of Truth. Philosophical Inquiry Questions below. See Background Information on Truth.

(See Teacher and Student Resources. Use Transcendental Taxonomy, among others listed). Can use topics such as “fake news” as “non-examples”.

Day 2: Discussion of Applied Questions on Truth and select Comprehension questions. Use fishbowl strategy or Socratic seminar (See Teacher Resources) and Worksheets.

Day 3: Discussion of Morality in novel and select Comprehension questions.

Day 4: Discussion of Values in novel and select Comprehension questions.

Day 5: In class writing assignment -dialogue

Vocabulary and Definitions:

Truth – the correspondence between the mind and reality.

Break out vocabulary by chapters and have students define words *while* reading or *prior* to reading; use words in writing. Can use any pre-made literature guide for this.

Teacher Resources:

Sullivan, D. (1992). *An introduction to philosophy*. Chapter 11, pgs. 79-82; 209-211.

Adler, M. (2000). *The great ideas*. Peru, IL; Open Court. Chapter 1, pgs. 1-10.

Socratic Seminar Rules. Retrieved from <https://www.paideia.org/socratic-seminar-rules/>

Fishbowl Strategy resources:

- Brandon Maze. (2015). Fishbowl discussions. Prezi. Retrieved at <https://prezi.com/ljxcsfjnhl4/fishbowl-discussions/>
- Bantam Books. Fishbowl discussion strategy. *The Tempest*. Retrieved at <http://novelinks.org/uploads/Novels/TheTempest/Fishbowl%20Discussion.pdf>
- Taylor, B. (2007). Fostering engaging and active discussions for middle school classrooms. Retrieved at [http://literacyuncc.pbworks.com/f/Fostering%20Engaging%20\(BT\).pdf](http://literacyuncc.pbworks.com/f/Fostering%20Engaging%20(BT).pdf)

Student Resources:

Adler, *The great ideas*. Chapter 1.

Cross - Curricular Connection

NOTES:

Hot down questions as they come to mind so as not to forget later.

Example: Was God with them while they were on this journey? How do you know? Do they talk about Him? (Divine Providence, Faith, Trust)

Beauty - involves apprehending unity, harmony, proportion, wholeness, and radiance.

Something that pleases the eye, the ear, and the intellect.

Goodness (Justice) – the perfection of being; equity.

Divide up standards between evidence based assessments/activities.

Based on these standards - Writing

CS.ELA.712.IS6. Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.

CS.ELA.712.DS2. Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.

CS.ELA.712.IS7. Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering meanings, inferences, and relationships between the characters, nature, and God.

CCSS WS.910.3. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.LA.910.RL.1.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Activities

Writing

Writing Prompt: Using your imagination and knowledge about your Catholic faith, create no more than a one page of 'Catholic' dialogue (using proper punctuation and narration) between Aouda and Phileas Fogg as they might discuss how God intervened in their lives to bring them together. Include discussion of what might have happened if they didn't make the choices they made.

Short Answers: How does Passepartout feel about not revealing the identity of Mr. Fix? Do his feelings fluctuate based on the circumstances? How do we feel about this omission of truth? Does this change what we think about his character? Is this something that we might see ourselves doing?

Speaking – discussion

CS.ELA.712.GS2. Analyze works of fiction and non-fiction to uncover authentic Truth.

DISCUSSION ON WHAT IS TRUTH. (*Use transcendental taxonomy and Background information on Truth*).

CS.ELA.712.DS1. Share how literature fosters both prudence and sound judgment in the human person.

CS.ELA.712.GS4. Share how literature can contribute to strengthening one’s moral character.

Students respond orally to this discussion question.

CS.ELA.712.IS6. Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms. *Find examples of critical values in text to use as examples.*

CCSS.LA.910.RL.1.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. *Select one or two characters and follow through text.*

CCSS.SL.910.1. a-d. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. **RUBRIC FOR GROUP/CLASS DISCUSSIONS**

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Sample Discussion Questions

Philosophical inquiry questions	General Discussion Questions
<p>Truth – Establish baseline with General questions first if not already undertaken. If so, use as a refresher.</p> <ul style="list-style-type: none"> • What is truth? • Can something be both true and false at the same time? • Can something be true one minute and false the next? • Can something be more or less true? • What faculty of the human person distinguishes truth? • What happens when truth is hidden or not discovered? • Can/Does truth lead us to God? • Is there a connection between truth and goodness? • Is there a connection between truth and beauty? • Can something be true and not good? • Can something be true and not beautiful? 	<p style="text-align: center;">From GradeSaver¹</p> <ul style="list-style-type: none"> • In what year was the novel published and why is this date so important? • What kind of employer is Phileas Fogg? Would you like to work for him? • What opinion does the narrator seem to have about India? What is his opinion of the British occupation of India? • What opinion does the narrator appear to have toward Americans? • Fogg seizes control of Captain Andrew Speedy’s vessel, imprisons the captain in his quarters, and eventually tears the ship apart and burns the pieces. And yet Captain Speedy actually seems happy about all this and even appears to like Phileas Fogg. Why? • Why do you think Verne chooses to defy tradition by having Aouda propose marriage to Phileas Fogg?
<p>Selected applied questions:</p>	
<p>Truth:</p> <ul style="list-style-type: none"> • Is there truth that has not been disclosed in this novel? If so, provide specific examples. • What consequences do we see when truth is hidden? • If truth/s were known, how might this have affected, or not affected, the outcome? 	<p style="text-align: center;">Discussion questions from Novel Units, Inc.² –</p> <p style="text-align: center;">Selected comprehension questions.</p> <ul style="list-style-type: none"> • Why does Passepartout fail to respond when Fogg calls him? • What is the general reaction of the public to Fogg’s impending journey? • Who is Sir Francis Cromarty? • What Hindu ritual do Fogg and his companions observe?

¹ Retrieved from <http://www.gradesaver.com/around-the-world-in-80-days/lesson-plan/study-objectives>

² Watson, P. (2003). *Around the world in eighty days*. Bulverde, TX: Novel Units.

<ul style="list-style-type: none"> • How does Passepartout feel about not revealing the identity of Mr. Fix? How do we feel about this omission of truth? Does this change what we think about his character? Is this something that we might see ourselves doing? • Was it moral, for Passepartout to withhold the knowledge he had regarding Mr. Fix’s true identity (Chapter 22, p.117; Chapter 24, p.129)? Why did he withhold the truth? • Was it just for Mr. Fix to lie to Passepartout about the reason he was on the ship (Chapter 9, p. 40)? • Was Phileas Fogg truthful when he agreed to pay the Captain of the <i>Henritta</i> \$2,000 a piece for passage to Bordeaux? Explain his motives and where he erred in his decision-making. (Side discussion – what does this say about having large sums of money at your disposal?) • Is there embellishment of truth in this novel? <p>Morality: Dignity of the human person, truth, justice</p> <ul style="list-style-type: none"> • Was Passepartout being prudent by withholding this information until the “right” time (Chapter 22)? Why or why not? What would you do? Why? Compare this with the untruth told by Mr. Fix as to why he was on the ship to India (Chapter 9, p. 40) and the omission of truth he told Aouda when she asked him if he knew where Passepartout was (Chapter 20, p.104). • Discuss the qualities and characteristics of Phileas Fogg, Detective Fix, and Passepartout and provide a personal comment as to how the presence or absence of virtuous 	<ul style="list-style-type: none"> • Describe the young woman involved in this ritual. • Explain the ‘chance’ encounter that reunites Fogg and Passepartout. Explain why you do or do not think “chance” or “fate” is a significant factor in your life. <p>+++++</p> <p>Pre-Reading questions (use Likert scale before and after reading novel.)</p> <ul style="list-style-type: none"> • Looking back historically, advances of the human race have been predominantly positive. • False accusations create problems for all those who are involved. • Naiveté is an admirable attribute. • Money can buy happiness. • People have little control over “Chance,” which sweeps people along. • Finding true love and affection is worth whatever it may cost. • People are irrevocably changed by an encounter with a life and death situation. • The loss of personal wealth causes people to turn against those closest to them. • It is unreasonable to expect a life in which there are no surprises. • A religious group has the right to impose its beliefs on its adherents, without governmental interference. <p>From Bookrags³</p> <ul style="list-style-type: none"> • In what year does <i>Around the World in Eighty Days</i> start? What is the environment? Where does the story take place? What was the world like? How is it different from today? • We see Fogg undergo a change in character throughout the story. What is the turning point in his
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³ Retrieved from <http://www.bookrags.com/lessonplan/around-world-eighty-days/shortanswer.html#gsc.tab=0>

<p>qualities affect other characters in the story.</p> <ul style="list-style-type: none"> • If you were in Phileas Fogg’s place, would you have stopped to help Aouda? Why or why not? <p>Values: loyalty, friendship, trust, love <i>(equate all these to Catholic teaching)</i></p> <ul style="list-style-type: none"> • Phileas Fogg is very detailed, orderly, and punctual. Is this an admirable virtue or excessive compulsion? Discuss. • Identify the qualities and characteristics of Phileas Fogg that would make him a good, or not so good, friend. Explain how these qualities and characteristics develop over the course of the novel. • How is loyalty evident in this novel? Was Passepartout completely loyal to his employer/his friend Phileas Fogg? • How does the relationship between Passepartout and Phileas Fogg develop throughout the novel? • How does the relationship between Passepartout and Mr. Fix fluctuate throughout the novel? Equate this to your personal experience with other people. • What is the relationship between Passepartout and Aouda? 	<p>transformation? Why do you think he’s made this change? How does this affect the story line?</p> <ul style="list-style-type: none"> • At the train station in Bombay, Fogg has an interesting exchange with the train station landlord. How does his interaction with the train station landlord signify Fogg’s feelings, openness, and approach to the foreign cities he is visiting? • When does Phileas Fogg first meet Jean Passepartout? • What is the only establishment of which Fogg is a member? • For what job does Fogg hire Passepartout? • What nationality is Jean Passepartout? • To what does Passepartout compare his new employer?

Background information on Truth

A simplified definition of truth is the *correspondence of the mind with reality*.⁴ This is called logical truth or the truth of knowing.⁵ Aristotle defined truth as, “To say of what is that it is or of what is not that it is not, is to speak the truth or to think truly; just as it is false to say of what is that it is not or of what is not that it is.”

One problem with these definitions is how to know that our mind is in accord with reality since we cannot ask reality directly what is true and receive an answer. Reality itself cannot tell us, so we must look to other means to resolve this problem.

One solution is to use the Principle of Non-contradiction⁶. This principle states that two things, or statements, cannot be true if they contradict each other. They are either both true or one is false. For instance, the mathematical sentences $2+2=4$ and $2+2=5$ cannot both be true. One sentence must be true and one must be false. A child cannot be 2 years old and 3 years old at the same time. A person cannot be 5'4" tall and not 5'4" tall. Something cannot be one thing and something else at the same time. For us to think this, self-presupposes a correspondence between our mind and reality. If reality itself were of a contradictory nature, then the Principle of Non-contradiction would not be a test!

But which statement is true and which is false? How do we solve this new problem?

We must compare these statements to other propositions that we know of as *self-evident* or *unquestionable truths*, or as *truths of perception*. Aristotle says the mind uses these two kinds of principles to perceive matters of fact. Both types of truths can be used as standards and applied to propositions to uncover truth. Unquestionable truths or self-evident truths are objective truths which are true for all times, places, and persons such as, “The whole is greater than the parts”, “Man is a mortal being”. These truths are universal truths. Truths of perception are facts we can see, hear, touch, smell, or taste and are verified through our senses. “Here is a book. Here is a rose” are examples of truths of perception.

Is truth eternal or does it change? Truth itself is eternal and immutable.⁷ Certainly, our perception of things changes over time. For instance, the belief that the world was flat until it was discovered to be round does not change the truth that it had always been round. Or our belief that the sun revolved around the earth did not negate the truth that the earth and all the planets always revolved around the sun. Things are either true or they are not.

⁴ Adler, M. (2000). *The great ideas*. Peru, IL: Open Court Publishing. See pages 1-10. There are many other definitions and theories of truth, but we will use a classical realist perspective.

⁵ Sullivan, D. (1957). *An introduction to philosophy: The perennial principles of the classical realist tradition*. Rockford, IL: Tan Book Publishers. Pgs. 79 – 87.

⁶ Spitzer, R. (2011). *Ten universal principles: A brief philosophy of the life issues*. San Francisco, CA: Ignatius Press. Pgs. 11-14.

⁷ Adler, M. pg. 10.

Truth which is viewed from a certain perspective is said to be viewed proportionately. Things can appear more or less true, but that is our perception. “The higher we go in the state of being the more truth we find, until at the very summit of being we find Truth itself, the Absolute Truth”⁸ who in Christianity is God, the Father, the Son, and the Holy Spirit. This is called ontological truth and is the “correspondence of things with their idea in the mind of the God.”⁹

One final definition of truth involves the application of the words we speak to what we hold in our thoughts. When we speak the words that correspond to our thoughts, we are said to be speaking the truth. When we speak contrary to what we think, we are said to speak falsely. This is moral truth.

⁸ Sullivan, D. (1957). *An introduction to philosophy: The perennial principles of the classical realist tradition*. Rockford, IL: Tan Book Publishers. Pgs. 209-211.

⁹ *Ibid.*

Group Discussion Worksheets

(Used in addition to comprehension questions)

Truth

- Is there truth that has not been disclosed in this novel? If so, provide specific examples.
- What consequences do we see when truth is hidden?
- If truth/es were known, how might this have affected, or not affected, the outcome?
- How does Passepartout feel about not revealing the identity of Mr. Fix? How do we feel about this omission of truth? Does this change what we think about his character? Is this something that we might see ourselves doing?
- Was it moral, for Passepartout to withhold the knowledge he had regarding Mr. Fix's true identity (Chapter 22, p.117; Chapter 24, p.129)? Why did he withhold the truth?
- Was it just for Mr. Fix to lie to Passepartout about the reason he was on the ship (Chapter 9, p. 40)?
- Was Philieas Fogg truthful when he agreed to pay the Captain of the *Henritta* \$2,000 a piece for passage to Bordeaux? Explain his motives and where he erred in his decision-making. (Side discussion – what does this say about having large sums of money at your disposal?)
- Is there embellishment of truth in this novel?

Morality: Dignity of the human person, truth, justice

- Was Passepartout being prudent by withholding this information until the “right” time (Chapter 22)? Why or why not? What would you do? Why?
- Compare this with the untruth told by Mr. Fix as to why he was on the ship to India (Chapter 9, p. 40) and the omission of truth he told Aouda when she asked him if he knew where Passepartout was (Chapter 20, p.104).
- Discuss the qualities and characteristics of Phileas Fogg, Detective Fix, and Passepartout and provide a personal comment as to how the presence or absence of virtuous qualities affect other characters in the story.
- If you were in Phileas Fogg’s place, would you have stopped to help Aouda? Why or why not?

Values: loyalty, friendship, trust, love (*equate all these to Catholic teaching*)

- Phileas Fogg is very detailed, orderly, and punctual. Is this an admirable virtue or excessive compulsion? Discuss.
- Identify the qualities and characteristics of Phileas Fogg that would make him a good, or not so good, friend. Explain how these qualities and characteristics develop over the course of the novel.
- How is loyalty evident in this novel? Was Passepartout completely loyal to his employer/his friend Phileas Fogg?
- How does the relationship between Passepartout and Phileas Fogg develop throughout the novel?

- How does the relationship between Passepartout and Mr. Fix fluctuate throughout the novel? Equate this to your personal experience with other people.
- What is the relationship between Passepartout and Auoda?

Checklist for Discussion - Formative Student

Criteria	Self	Teacher	Comments
Preparation. CCSS.SL.910.1a. I came <i>fully</i> prepared to our discussion which means 1) reading all the material <i>carefully</i> , 2) writing thoughtful questions, 3) referencing specific evidence from the text AND from other research to stimulate thoughtful, well-reasoned exchanges of ideas.			
Facilitating/Leadership Moves. CCSS.SL.910.1b. I facilitate Decision Making within the group most all of the time.			
b. I request alternate views most all the time.			
b. I get the group back on track; clear goal most all the time.			
b. I outline the next steps most all the time.			
b. I set deadlines and assign goals most all the time.			
c. I invite others to the discussion most all the time.			
Comprehension. CCSS.SL.910.1d. I summarize points of agreement and disagreement most all the time.			
c. I pose clarifying questions most all the time.			
c. I clarify the discussion points most all the time.			
c. I relate ideas to broader themes, larger ideas, the real world most all the time.			
d. I make new connections in light of evidence and reasoning presented most all the time.			
d. I offer ideas I have been wondering or musing about most all the time.			
Collaboration CCSS.SL.910.1d. I maintain emotional control most all the time.			
d. I provide thoughtful responses to diverse perspectives most all the time.			
d. I use active listening skills most all the time.			

Discussion Rubric - Summative

	Meets/Exceeds Expectations 3	Approaches Expectation 2	Needs Improvement 1
Preparation CCSS.SL.910.1a	I came <i>fully</i> prepared to our discussion which means 1) reading all the material <i>carefully</i> , 2) writing thoughtful questions, 3) referencing specific evidence from the text AND from other research to stimulate thoughtful, well-reasoned exchanges of ideas.	I came <i>somewhat</i> prepared to our discussion by 1) reading all the material, 2) writing OK questions, 3) and having a general idea of where in the text the answers might be found.	I was not prepared for today's discussion because I 1) did not read all the material, and/or 2) did not write any thoughtful questions, 3) and/or did not know where in the material the answers might be found.
Facilitating/ Leadership Moves CCSS.SL.910.1b	I facilitate Decision Making within the group most all of the time.	I facilitate Decision Making within the group some of the time.	I do not facilitate Decision Making within the group at all.
b.	I request alternate views most all the time.	I request alternate views some of the time.	I do not request alternate views.
b.	I get the group back on track; clear goal most all the time.	I get the group back on track some of the time.	I tend to make the group go off-topic.
b.	I outline the next steps most all the time.	I outline the next steps some of the time.	I never outline the next steps.
b.	I set deadlines and assign goals most all the time.	I set deadlines and assign goals some of the time.	I never set deadlines or assign goals.
c.	I invite others to the discussion most all the time.	I invite others to the discussion some of the time.	I never invite others to the discussion.
Comprehension. CCSS.SL.910.1d	I summarize points of agreement and disagreement most all the time.	I summarize points of agreement and disagreement some of the time.	I never summarize points of agreement or disagreement.
c.	I pose clarifying questions most all the time.	I pose clarifying questions some of the time.	I never pose clarifying questions.
c.	I clarify the discussion points most all the time.	I clarify discussion points some of the time.	I never clarify discussion points.
c.	I relate ideas to broader themes, larger ideas, the real world most all the time.	I relate ideas to broader themes, larger ideas, the real world some of the time.	I never relate ideas to broader themes, larger ideas, or the real world.
d.	I make new connections in light of evidence and reasoning presented most all the time.	I make new connections in light of evidence and reasoning presented some of the time.	I never make new connections in light of evidence and reasoning presented.

d.	I offer ideas I have been wondering or musing about most all the time.	I offer ideas I have been wondering or musing about some of the time.	I never offer ideas that I have been wondering or musing about.
Collaboration CCSS.SL.910.1d	I maintain emotional control most all the time.	I maintain emotional control some of the time.	I never maintain emotional control.
d.	I provide thoughtful responses to diverse perspectives most all the time.	I provide thoughtful responses to diverse perspectives some of the time.	I never provide thoughtful responses to diverse perspectives.
d.	I use active listening skills most all the time.	I use active listening skills some of the time.	I never use active listening skills.
Totals			

Discussion Checklist - Class

Class Discussion Rubric

CCSS.ELA.SL.910.1a-d

Pd. _____	Collaboration						Facilitate decision-making						Comprehension						Preparation		
Students	Self-Monitoring of Talk Amount	Emotional Control	Polite interruptions	Thoughtful response to diverse views	Uses Peoples Names	Active Listening	Facilitate decision-making	Request alternate views	Get group back on track	Outline next step	Set deadlines/assign goals	Invite others to discussion	Summarize points of agreement/disagreement	Pose clarifying questions	Clarify discussion points	Relate ideas to broader themes	Make new connections	Offer wonderings or musings	Read all the material	Created questions before class	Provided evidence
Student A																					
Student B																					
Student C																					
Student D																					
Student E																					
Student F																					
Student G																					
Student H																					
Student I																					
Student J																					
Student K																					
Student L																					
Student M																					
Student N																					
Student O																					
Student P																					

Adapted from Class Discussion Record Sheet based on CCLS Categories. Retrieved from <http://www.cfn107.org/student-discourse-discussion-questioning.html>