**Student-Led Discussion**

* **You may set this up as a Socratic seminar or you may assign student-teachers.**
* **You may also do some responses verbally and some over m.socrative.com. check the time keeper role.**
* **When not using the ipad, turn it away from you.**
* **Grading:**
	+ Students will receive a 50 for random annotating and rushed notes.
	+ 100- Went above and beyond in their annotating and blew my mind with their insightful notes. Really hit the most important parts.
	+ 90- Fulfilled their role and provided thoughtful notes. Focused on the most important parts.
	+ 80- Fulfilled their role throughout the entire text and provided thoughtful notes, but could have been more thorough.
	+ 70- Provided some thoughtful notes, but was not thorough.

**Classmates’ Roles:**

* **Proctor Analyzer-** You will be given a sheet of paper in which you need to take notes about Proctor’s actions, reactions, emotions, and paraphrase his quotes. You will also make inferences about what he may be thinking as it relates to him, other characters, and the situation.
	+ When paraphrasing his quotes, write the line that you are paraphrasing. Write “$” if it was a powerful or deep quote. (You should have at least 2 of those)
* **Saving Face and Self-Protection Analyzer-** Anytime a character lies or behaves stubbornly, most likely because they are trying to save face or protect themselves, highlight it and write “SFSP.” Make notes about the reasons they are trying to save face or protect themselves for at least 2 examples.
* **Summarize-** You are going to summarize the most important and explosive parts in the plot. You should be able to write a 2-3 sentence summary for each page.
	+ During stopping points, ask the class questions to make sure they understand where we are in the plot.

**Additional Roles:**

* **Time Keeper-** We must finish Act 3 today. Make sure classmates have enough time to annotate their text and fulfill their role; however, do not provide too much time.
	+ **Suggestion:**
		- Between chunks, spend 3-6 minutes for annotating and for fulfilling roles.
		- Class discussions between chunks, 3-5 minutes.
* **Task Monitor-** If you finish early, you will walk around the class to make sure your classmates are on task.

**Everybody: Pose at least 1 of these types of questions between each chunk. Make sure you ask for textual evidence.**

* **Question Type 1: Cause and Effect**
	+ Why did (character) \_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ What happened after or because of \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Question Type 2: What Would You Do?**
	+ What would you do if\_\_\_\_\_\_\_\_\_\_\_\_\_?