



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

Literature & Thought Title and Cluster Question (Skill Focus)	Roundtable Title	Roundtable Connection Question
<i>Family Matters</i> Cluster Three: How do families deal with problems? (Evaluating)	"Gaston" William Saroyan	Who does a better job of helping the girl solve her problems, her mother or her father?
<i>Decisions, Decisions</i> Cluster One: What influences a decision? (Analyzing)	"The Old Man of the Sea" Maeve Brennan	Does Mrs. Brennan's decision cause more suffering for her or for the old man?
<i>On the Edge of Survival</i> Cluster One: Why do people take risks? (Hypothesizing)	"Through the Tunnel" Doris Lessing	Was it admirable or foolish for Jerry to risk his life to swim through the tunnel?
<i>Family Matters</i> Cluster Two: How are we influenced by family? (Compare and Contrasting)	"Raymond's Run" Toni Cade Bambara	Compare Squeaky's feelings about winning before and after the race. How did Raymond's actions influence those feelings?
<i>The Best of Friends</i> Cluster Three: Friend or Enemy? (Evaluating)	"The Witch Who Came for the Weekend" William Trevor	Why does Frances find Miss Perego "more frightening" when she is "her old silly self again"?

Literature & Thought/Roundtable Level 1 Correlation Chart

Literature & Thought Title and Cluster Question (Skill Focus)	Roundtable Title	Roundtable Connection Question
<i>And Justice for All</i> 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?
<i>Decisions, Decisions</i> 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?
<i>Family Matters</i> 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?
<i>Who Am I?</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?
<i>Who Am I?</i> Cluster Three: What do I believe? (Evaluating)	"The Mountain" Charles Mungoshi	Why can't Nharo help being afraid, even though he thinks Chemai's fears are too great?
<i>Family Matters</i> 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?
<i>Who Am I?</i> Cluster Three: What do I believe? (Evaluating)	"The Mysteries of the Cabala" Isaac Bashevis Singer	Why does the narrator believe that if he learns the Cabala, everything will make sense to him?
<i>What On Earth?</i> Cluster Three: How can we live in harmony with nature? (Problem Solving)	"Rattlesnakes" John Muir	Why does Muir decide to stop killing rattlesnakes?
<i>On the Edge of Survival</i> 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?
<i>Who Am I?</i> Cluster Three: What do I believe? (Evaluating)	"I'm Nobody—Who Are You?" Emily Dickinson	Literature & Thought title contains selection and prompts. (Teacher's Guide, pp. 44–45)
<i>Decisions, Decisions</i> Prologue	"The Road Not Taken" Robert Frost	Literature & Thought title contains selection and prompts. (Teacher's Guide, p. 12)
<i>What on Earth?</i> 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.