“The Dinner Party”  BY MONA GARDNER
Materials

1. Textbook open to page 32
2. Spiral open to a blank space
GIST Summary

After analyzing the text, compose a twenty word summary.

Example
Arrogant, wealthy officials insult the courage of women; however, a lion-hearted dame saves the party from a lethal, hissing cobra.
Story Illustration Four Corners Activity

Step One: Based on your evidence, determine which portion of the text engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believed that portion of the text best engages readers.
Literature Graphic Organizer

Step 1: As a class, we will number ourselves from 1 to 5. Record your number within your notes.

Step 2: According to your number, relocate to the following desks:
Literature Graphic Organizer

Step 3: Within your group, complete the indicated sections of the Informational Text Graphic Organizer:

- Theme
- Plot Development
- Characterization
- Point of View
- GIST Summary
Literature Graphic Organizer

Analyze and evaluate each component of the Informational Text Graphic Organizer. For each section, provide your claim alongside textual evidence and line numbers.

Example:

<table>
<thead>
<tr>
<th>Claim</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot Development</td>
<td>The plot develops as readers peer into the dank basement and discover the boy, introducing conflict.</td>
</tr>
</tbody>
</table>
Literature Graphic Organizer

Step 5: Now, by taking turns, each group member will teach his or her section of the graphic organizer to the group members.

Teachers
Please read your response verbatim.

Learners
Record brief notes on the “teacher's” response.

Currently Teaching
Theme
Plot Development
Characterization
Point of View
GIST summary
Literature Graphic Organizer Four Corners Activity

Step One: Based on your evidence, determine the element of the text which engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believed that portion of the text best engages readers.
Literature Graphic Organizer Mini-Jigsaw

Step 1: Within your group, complete the indicated sections of the chart:
Literature Graphic Organizer Mini-Jigsaw

Step 2: Now, by taking turns, each group member will teach his or her section of the graphic organizer to the group members.

Teachers
Please read your response verbatim.

Learners
Record brief notes on the “teacher's” response.

Currently Teaching
Theme
Plot Development
Characterization
Point of View
GIST summary
Literature Graphic Organizer Four Corners Activity

Step One: Based on your evidence, determine the element of the text which engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believed that portion of the text best engages readers.

Theme

Characterization

Plot Development

Point of View
A **theme** is a lesson about life or human nature that the writer teaches the reader.

**Example:**
Theme: Appearances can be deceiving.
Disguised as Grandmother, the Wolf lured Little Red towards the bed.
Multiple-Choice Analysis: Theme

Directions: Select the letter of the response that best answers the following question:

1. Which of the following statements best expresses the theme of the narrative?
   
a. Treat others the way you want to be treated.
   
b. Face your fears.
   
c. It is impossible to be certain about things.
   
d. Beware of strangers.
Multiple-Select Analysis: Theme

Directions: Select the letter of the response that best answers the following question:

2. In which two of the following pieces of evidence is this theme most thoroughly defined?
   a. “The country is India. A large dinner party is being given in an up-country station by a colonial official and his wife” (1-2).
   b. “’Just a minute,’ the American says, turning to his hostess, ‘there's one thing I'd like to know. Mrs. Wynnes, how did you know that cobra was in the room?’”(43-45).
   c. “His first impulse is to jump back and warn the others. But he knows the commotion will frighten the cobra and it will strike” (30-31).
   d. “A faint smile lights up the woman's face as she replies. ‘Because it was lying across my foot’” (46-47).
TIDE Response: Theme

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the narrative addresses the theme things are not always as they appear. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert claim]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
Characterization Notes

**Characterization** describes a character’s individual **trait**, or personality, through clues within the text.

**Example**

Trait: Savage

Her lip slightly sneered, she slowly removed the chewed, sticky mint gum from her mouth and placed it firmly in the hair of the girl seated beside her.
Multiple-Choice Analysis: Characterization

Directions: Select the letter of the response that best answers the following question:

1. Select the answer option that supports the colonel’s opinion that men are more emotionally sound than women.

a. “The girl insists women have long outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era” (6-7).

b. “The American scientist does not join in the argument, but sits watching the faces of the other guests” (14-15).

c. “The colonel says that they are, explaining that women haven’t the actual nerve control of men” (8-9).

d. “The other men at the table agree with him” (9-10).
Multiple-Select Analysis: Characterization

Directions: Select the letter of the response that best answers the following question:

2. Select the answer that reveals the American character is one of concern for the well-being of others.

a. “He looks up at rafters – the likeliest place—and sees they are bare” (25-26).

b. “His first impulse is to jump back and warn the others. But he knows the commotion will frighten the cobra and it will strike” (30-31).

c. “The American comes to with a start. In India, milk in a bowl means only one thing. It is bait for a snake. He realizes there is a cobra in the room” (37).

d. “Four or five screams ring out as he jumps to slam shut the verandah doors” (39-40).
TIDE Response: Characterization

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the reveals the scientist’s character through his actions. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert claim]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
Comprehension Notes

**Comprehension** refers to your ability to understand the text.

**Example**

Aladdin impersonated a prince in order to impress Jasmine.
Multiple-Choice Analysis: Comprehension

Directions: Select the letter of the response that best answers the following question:

1. According to the text, how is the conflict of the uninvited snake resolved?
   a. The host tells his guests to play a game of control.
   b. The boy puts a bowl of milk on the porch.
   c. The colonel states that women are inferior to men.
   d. The reader discovers that the cobra was lying across Mrs. Wynnes' foot.
Multiple-Select Analysis: Comprehension

Directions: Select the letter of the response that best answers the following question:

2. Which two of the following show how the American scientist's calmness develops the plot of the story?

a. It allows for the Colonel's statement to be proven true.

b. It builds suspense as the scientist takes much time evaluates the problem.

c. It shows that the guests had ample time to survey the room and locate the cobra.

d. It provides enough time for the cobra to leave the room.
TIDE Response: Comprehension

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes why Mrs. Wynnes smiles in the last line of the narrative. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert claim]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
TIDE Response: Essential Question

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the narrative addresses the theme bravery always occurs in perilous situations. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate the question] because [insert claim]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; furthermore, [further explain why your evidence matters]. Ultimately, [restate the question].
Four Corners TIDE Activity

Step One: Within thirty seconds, examine your TIDE paragraph and determine your most effective sentence. Then, relocate to the appropriate section of the room for that TIDE sentence.

Step Two: Within your new group, determine why you believe this sentence proved engaging.

- Topic Sentence
- Important Evidence
- Detailed Analysis
- Point of View
Paideia Seminar: Purpose

Can I improve my ability to explain and manipulate complex texts?
Paideia Seminar: Rules

Seminar Rules and Responsibilities

1. Do not raise your hand to talk. Focus on the main speaker and wait your turn.

2. Respond to each other using each other’s names.

3. Express agreement or disagreement in a courteous, thoughtful manner.

4. Positively participate in the discussion at least once.
Paideia Seminar Graphic Organizer

Directions: Analyze and evaluate each component of the Paideia Seminar Graphic Organizer. For each section, provide your claim alongside textual evidence and line numbers.

Essential Statement Example:

Statement: Bravery always occurs in uncomfortable, perilous situations.

because

<table>
<thead>
<tr>
<th>Claim</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point 1</strong> Every person will strive to defend himself or herself in a conflict.</td>
<td>“Darzee’s wife knew better than to do that, for a bird who looks at a snake’s eyes gets so frightened that she cannot move” (352-353).</td>
</tr>
</tbody>
</table>
Paideia Seminar Questions

Directions: Analyze and evaluate each portion of the Paideia Seminar Graphic Organizer. Provide your claim alongside textual evidence and line numbers.

Opening Question:
What would be another good title for this piece?

Essential Statement: (Agree or disagree)
Bravery always occurs in uncomfortable, perilous situations.

Closing Question
Why is this text important?
Essential Statement Agree/Disagree Activity

Step One: Based on your analysis, determine whether you agree or disagree with the essential question (statement). Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believed that portion of the text best engages readers.

Essential Statement

Agree

Bravery always occurs in uncomfortable, perilous situations.

Disagree
Claim

A claim is a short, concise sentence which establishes an argument.
Claim

Based upon today’s discussion, compose a well-structure claim concerning the essential question. Moreover, include three main points within your assertion.

Essential Statement

Bravery always occurs in uncomfortable, perilous situations.

Claim Model

[restate question] because [insert point one], [insert point two], [insert point three].
Four Corners Claim Activity

Step One: Within thirty seconds, examine your claim and determine your most effective point. Then, relocate to the appropriate section of the room for that point.

Step Two: Explain why you believe this sentence proved engaging.
Subject/Verb Agreement Notes

Subjects and verbs must agree in number.

Subjects joined by and are plural.

Example
She and her friends are at the fair.

Singular subjects joined by or are singular.

Example
The book or the pen is in the drawer.
Subject/Verb Agreement Notes

**Singular and plural subjects** joined by or agree with the subject closest to the verb.

**Examples**

The *boy* or his *friends* *run* every day.

His *friends* or the *boy* *runs* every day.

The *verb* agrees with the **subject**, not with a phrase between the subject and verb.

**Example**

*One* of the boxes *is* open.
At one side of the long table (1) a spirited discussion spring up between a young girl and a colonel. The girl insists women have long outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era, that they are not as fluttery as their grandmothers. The colonel says they are, explaining women haven't the actual nerve control of men. (2) The other men at the table agrees with him. The women or the colonel (3) gasps at this accusation.

"A woman's unfailing reaction in any crisis, " the colonel says, “(4) is to scream. And while a man may feel like it, yet he has that ounce more of control than a woman has. And that last ounce is what counts. "

The American scientist does not join in the argument but sit (5) and watch the faces of the other guests. As he looks, he sees a strange expression come over the face of the hostess. She is staring straight ahead, the muscles of her face contracting slightly.