

NAME:

TITLE OF TEXT: *My Brilliant Friend* by Elena Ferrante

**DIRECTIONS: Generate two discussion questions about the reading. This is due Tuesday October 9, before the end of the school day. Questions turned in after that point will be considered late.**

Question One:

For this question, focus on the character of Elena, Lila, or the nature of their relation. This question should engage something in “The Story of Don Achille.”

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unique insight; specific and detailed (includes citations); embraces complexity; clear understanding; evidence of abstract thought; engages big ideas	valuable insight; specific and detailed (includes citations); embraces complexity to some degree; clear understanding; evidence of abstract thought; engages big ideas	valuable insight; reasonably specific and detailed (includes citations); embraces complexity to some degree; clear understanding; evidence of abstract thought; engages something important	reasonably valuable insight; less specific and detailed; embraces complexity to some degree; (at least) mostly clear understanding; some evidence of abstract thought; engages something important; the best score a question can receive w/out citations	less insightful; less specific and detailed; less complex; (at least) mostly clear understanding; some evidence of abstract thought; engages something that is reasonably important; the highest score a question can receive without evidence from the text	honest attempt to do the above but is problematic in one or more of the following: insight, specificity, oversimplified, abstract thinking, focus on what is important	serious problems with one or more of the following: insight, specificity, oversimplified, understanding, abstract thinking, focus on what is important, OR factual questions	nonsensical question that nonetheless demonstrates some engagement with the text	no credit: garbage, cheating, etc.

**Example student question for “The One Glimmering Point of Light” (slightly edited for grammar and clarity):**

“The One Glimmering Point of Light” jumps around to different times or scenes with no obvious connection between the ideas. For example, the first four pages of the story are about a murder the protagonist witnesses, but on page four the story abruptly switches to the protagonist’s trip with her children to see the flying squirrels. This occurs again later when the protagonist jumps ahead in time to four years after her son’s death (8), and these sorts of jumps become more frequent as the story progresses. Is this disjointedness meant to represent the protagonist’s state of mind?

Why I like this question:

- It identifies a pattern in the text. Look for these.
- It actually gives evidence of the pattern. Snippet quotes are usually preferred, but since this is a question about structure, the more general page numbers are appropriate.
- It engages something important in the story (the way that it is written), and it actually has a plausible theory for why it may have been presented in that manner.

Question Two:

For this question, focus on the character of Elena, Lila, or the nature of their relation. This question should engage something in “The Story of the Shoes.”

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on time

late, but turned in before next class period (-10)

late, turned in after the next class period (-20)

**Ungraded comments or questions:**

This is the place for confusions about the text, things you want me to clear up, or points you want to make sure are addressed in class. You don't have to worry about the formatting for these, and I would expect them to only be a single sentence or even a sentence fragment.