

NAME:

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

DIRECTIONS: Generate two discussion questions about the reading. This is due Tuesday October 23, before the end of the school day. Questions turned in after that point will be considered late.

Question One:

For this question, focus on a **secondary character** (someone other than Elena and Lila). This question should engage something in "The Story of Don Achille."

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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 *My Brilliant Friend*:

Throughout "The Story of Don Achille," Elena and Lila are in constant competition. Elena recognizes the superiority of Lila in academics, but despite feeling inferior, she is attracted to her presence, calling her a "terrible, dazzling girl" (43). In Elena's eyes, the nature of their relationship is completely one-sided-- she is dependent on Lila. What does Elena's recognition of their unbalanced friendship say about her character? Why is she attracted to a force that seemingly defies and dominates her?

Why I like this question:

- It identifies an interesting contradiction or problem in the text. Look for these.
- Though the evidence is slightly more general than I would have preferred, it uses a specific moment as a way of questioning a larger pattern in the text.
- It engages something important in the story that is crucial to understanding the novel as a whole.

Question Two:

For this question, focus on a **secondary character** (someone other than Elena and Lila). This question should engage something in “The Story of the Shoes.”

- 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.

- 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.