**Silent Conversation Sheet**

Please staple this sheet to the top of your conversation sheet(s) and turn in at the end of class.

Partner #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Partner #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Both partners can begin the conversation on two separate sheets of paper. Conversations should begin by looking at the text or listening the audio clip and stating an opinion on some aspect of it, making an observation about it, or drawing some connection to it and our discussions about or readings of *In the Skin of a Lion.* Partners will switch papers, respond to their partner’s question, observation or connection, or react to the opinion. Then the partners should each raise a new question, make a new observation or connection, or state an opinion on a different aspect of the text and exchange the papers again for a response. If you need inspiration, there are discussion questions posted on the board to direct you. Each partner must write at least 4 substantive portions of the “silent conversations.” This process will be repeated 4 times: three times for each audio clip and one time for the selected passage from *Ragtime.*

ALL OF THIS SHOULD BE DONE WITHOUT SPEAKING. IF YOU DO NOT UNDERSTAND WHAT YOUR PARTNER IS ASKING OR SAYING, THEN WRITE THAT INTO THE CONVERSATION AND GET AN ANSWER BEFORE YOU MOVE ON.

**Grading Scale for Silent Conversation:**

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| --- | --- |
| **+** | Student contributed more than 4 substantive portions to the “silent conversation” for each topic and thoughts/questions go beyond the requirements. |
| ✓**+** | Student contributed at least 4 substantive portions of the “silent conversation” for all four topic. Student followed instructions.  |
| ✓ | Student contributed 3-4 substantive portions for each topic or contributed 4 for only 2-3 of the topics. |
| ✓**-** | Student contributed 2-3 substantive portions for only 1-3 of the topics. |
| **-** | Student contributed less than 2-3 substantive portions for only some of the topics.  |

Adapted from Arlette Willis’s adaption from: http://www.readwritethink.org/lessons/lesson\_view.asp?id=29