

Animal Farm Roundtables

In order to be more well-rounded students and “go beyond the text”, we will be engaging in AF Roundtables every Thursday to start our class. Think of this as a miniature “teach for a day” or a more refined bellringer. The goal of these roundtables is the following:

- a.) allow you to be a leader and take ownership of your own learning
- b.) encourage you to be an “expert” in an area that interests you
- c.) make connections with the text that you might not otherwise
- d.) learn from your classmates in a collaborative nature

How it works:

1. On Tuesday, April 5th, all students will sign up for a time slot for a particular roundtable. Each roundtable is associated with a different set of readings for that week.
2. If you are signed up for a roundtable, you are required to have read *and* picked an element of that selected reading that is of interest to you. This is the time to revisit the !!! or the ??? you put in the text to dig deeper into what fires you up or what confuses you.
3. Once you have selected a topic, consider exactly what you want to explore. Do you want to stick to what you found in the text and engage in a thoughtful discussion? Do you want to bring in outside material from History class that connects to what we read? What about this really cool article you read in the *New York Times* that reflects your understanding of your topic? Consider not just **what** you want to present, but also **how**, considering both materials and format. (Ex: discussion, presentation, handout, etc.) Roundtables should roughly focus on language, rhetoric, or history; other areas should be presented to Ms. Wilkie for approval.
4. Titles and objectives are due the Tuesday before you present; these will be approved by Ms. Wilkie. Here are some samples:
 - a. Beyond Squealer: How Stalin was able to create a propaganda department
 - i. Students will be able to understand how Stalin created a propaganda department through a discussion with an excerpt from our History textbooks.
 - b. Are You a Straw Man?
 - i. Students will be able to identify examples of straw man fallacies in Napoleon and Squealer’s arguments and create their own.
5. On Thursdays, students with roundtables will come prepared with all of their materials and enough for approximately 5 students. Roundtable titles and objectives will be presented on the board, and participants will sign up for presentations that are of interest to them.
6. Roundtables should last approximately 10 minutes in length - no more and no less. While students are presenting, teacher will circulate around classroom listening in and evaluating roundtables.
7. Students who do not have a roundtable on the day they have signed up will receive a zero.

Rubric for Roundtable Presentations

Category	Meets Expectations	Below Expectations
Student has all materials ready and prepared for day of presentation		
Student has a relevant topic and matching objective, connected to learning targets		
Student appears to be an expert on his/her topic, utilizing resources from the text or outside resources		
Student engages others in presentation, allowing them to have a take-away		
Overall Performance:		

Teacher Feedback: