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Round #2 (Claremont Academy, 01/22/2016)  
**On the Hot Seat: Knowing You Don't Know Me**

**Background:**

We are in the middle of our "Building Binaries, Constructing Identities" unit where our primary text is the young adult novel *You Don't Know Me* by David Klass. The book is told through the perspective of John, a teenage boy who feels as though no one in his life really understands him. In order to cope with his mother's abusive boyfriend and a problematic crush at school, he creates alternate realities.

The fun of reading the book has been that students are intrigued by the narrator and his stories. In order to make characters come to life as much as possible, we have been doing a lot of acting. This comes in many forms. Since we have been looking at personal identity formation this year (also in the memoir unit in October), *You Don't Know Me* allows students to ask what other people may or may not know about them. We will be finishing the book before February break and then writing a memoir in a style similar to John's tale.

**Round Focus:**

Today's activity is called "Hot Seat," and it is one that the Humanities cohort learned about during the summer institute sessions. In a nutshell, students will take on either the role of actor or audience. Actors will pretend to be a character from the book while audience members will ask the actors questions to be answered from the perspective of an assigned character. This activity allows for creativity *and* conversation on the book.

(1) We will begin class by confirming the roles assigned the previous day, either audience member or actor. (2) Then, students will be given the instructions verbally and in writing, with some modeling. (3) They will next have a few minutes to prepare for their roles. (4) We will conduct the activity. (5) With time, we will debrief. As necessary, we can debrief during our next class.

Learning Goals: (A) Students will empathize with characters in the text through stepping into roles and/or asking questions. (B) They will continue to develop skills in careful speaking and listening, and will have to adapt their speech to that of a character or questioning audience member. (C) Students will work to maintain a respectful speaking environment by talking one at a time. (D) Students will ask or answer questions free from personal interest or bias. (E) Students will better "know" at least one character, where to "know" refers to qualities established in our opening conversations to the unit: trustworthiness, loyalty, and lack of judgment. (F) Students, today or during the next class, will reflect on how we can better "know" characters and people.

**Learning-Centered Inquiry:**

(1) During the preparation time: How do the ACTORS differently prepare for their roles? What resources do they use (the book, notes, each other)? How do the AUDIENCE members prepare for their roles? What resources do they use? Record evidence.

(2) During Hot Seat: Record evidence that student conversation builds on each other. That is, do students ASK and ANSWER questions for the sake of asking and answering, OR do they reformulate questions and responses based on what they hear others say?

**Practice-Centered Inquiry:**

(1) Record evidence that students use the models that I have provided for asking insightful questions or answering them insightfully. Are their questions and answers about getting to know the characters' motivations, or about surface-level details?

(2) I anticipate having to step in to the Hot Seat activity to help students figure out when to ask questions. Does my voice in their conversation make theirs feel truncated? Record evidence that student voice is given the priority, or the contrary.