Extension Task Directions

1. Work in a group to examine "**The Country That Stopped Reading**" by David Toscana, "**The Science of Storytelling: Why Telling a Story Is the Most Powerful Way to Activate Our Brains**" by Leo Widrich, and "**Video Games and the Future of Storytelling**" by Salman Rushdie. For each text, your group should:

    • Read the text and make note of words and phrases that reveal the author's point of view toward the subject of the text.

    • Determine a central idea of the text.

    • Complete the Socratic seminar organizer to record your analysis.

2. Participate in a **Socratic seminar** in which you discuss the value of reading stories and books based on the texts analyzed and using the following prompting questions:

    • According to the various authors and points of views presented in the texts we've read in this unit, what is the value of reading?

    • Do we need books and stories? Are they important? Why? What are we denied when we are denied access to books?

    • Has our society learned from *Fahrenheit 451*?

    • What issues raised in *Fahrenheit 451* remain critical to our society today?

3. Select an issue addressed in two or more texts read in the unit (e.g., censorship, creativity, evolution of literacy, illiteracy) and develop a self-generated question related to the selected topic to research, e.g., "What is the history of censorship?" "How are companies and institutions changing as a result of e-readers?" or "What are the consequences of illiteracy?")

4. Gather relevant information from multiple sources, narrowing or broadening the inquiry when appropriate.

5. Following research, develop a claim based on your research, e.g., "Censorship violates our constitutional rights" or "Despite increases in the use of digital texts, there is still a need for libraries."

6. Write and publish a multi-paragraph research-based argumentative essay using a format and style similar to the essays you've analyzed throughout the unit, incorporating evidence and quotations from multiple texts and avoiding plagiarism.

7. Develop a two- to three-minute persuasive speech based on your essay and deliver the speech to the class. Include evidence (descriptions, facts, details, examples) and visual displays to clarify claims and emphasize key points.

8. Finally, during each speech, take notes, integrating information and developing an understanding of the presented issues. Use a **class-generated rubric** to evaluate each speaker's content, presentation style, and point of view, including evaluating the credibility and accuracy of the information and identifying any fallacious reasoning or distorted evidence. Then, following each speech, ask questions and engage in discussion about the various issues.