

Appendix 1: Teaching Standards Implementing Common Core Standards

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Beginning with journaling about stunning quotations from early reading assignments and discussing the questions and observations my students share, we gradually come to a keener understanding of Pi's complex characterization. His interactions with Mr. Kumar and the other Mr. Kumar initiate a bit of skepticism with my students, as they challenge one another to understand the significance of two influential characters in Pi's life having the same name. Students read and annotate the entire text, and we focus discussions on a few key passages throughout our study of the novel.

Next, we examine the development of Richard Parker through color-marking an extract from the text (pp. 150-2). Students mark words indicating **immobility** in one color and words suggesting or showing **movement** in a different color. What do we see as a result? Students should discover that when Pi is immobile, Richard Parker is moving. And vice versa. Pi and Richard Parker are a study in contrasts. We discuss what this means and how it is similar to Mr. & Mr. Kumar. Next, I lead students to make a connection between immobility/movement to doubt/certainty. How does this relate to faith? Survival? Are these connected?

We will also color mark all of Chapter 56 ("I must say a word about fear..."), as this chapter shows the development of Pi's prosthetic narrative, which incorporates my disabilities studies with Pi's delusions. Students will use one color to mark warlike words and another color to mark peaceful ones. They will circle words that are repeated and explain what they find with these three markings. Once students are able to articulate what is necessary for survival, they should have a clear understanding of the text's theme.

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Three articles related to *Life of Pi* are distributed to students: "Conjuring Up Our Own Gods," "Credulity," and "Taming the Tiger." These are read and annotated by the students. They find a connection between "Conjuring Up Our Own Gods" and the text, which we discuss in the Socratic seminar. Students then choose which of the latter two articles are more palatable to them and complete a "quick write" review.

I have included the list of opening, core, and closing questions for the Socratic Seminar. Additionally, I have a list of quotations to reconsider once we know the complete story in *Life of Pi*.

Analyze how an author's choices concerning how to structure the text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

There is much to discuss concerning Martel's choices in how he structured the text: Why 100 chapters? Why three parts? Why an "author" in addition to Pi's voice? What effect is achieved with the interruptions of the "author"? Why a tiger? What is the significance of the characters' names? What inspired the floating island? Many of these questions will be answered in our discussions and by reading Yann Martel's essay "How I Wrote *Life of Pi*." The mystery, tension and surprise will be discussed in the Socratic seminar. Does the story make one believe in God? Which is the better story? Why? When did the connection between Richard Parker and Pi become obvious? How does the carnivorous island with the symbiotic relationship between plants and animals become an extended metaphor of Pi (vegetarian) and Richard Parker (carnivore) in their lifeboat?

Ultimately, an effect is achieved by Pi's story being a prosthetic narrative. Does it help us understand how we can believe in something that we cannot see? Are we likelier to examine details more closely in stories we hear, tell, and retell having learned of the prosthetic narrative? How does the final sentence in the story affect the text? Explain.