*The War for Kindness*

Group Presentations

GTAs/Instructors: Because of the need for social distancing, “presentations” may not look like traditional presentations. Think through what will work best for your students to be able to lead discussion on *WK*.

You may want to move some of this work online—students may use Canvas Studio to record videos of themselves providing the summary, for example. Or you may create Discussion Boards for these topics where all students post their information they are assigned to. You may also use some of class time to have students “present” information they posted. Adjust the text below to fit your desired way of collecting the work from the groups.

You may want to clarify that this is a collaborative assignment and that students are expected to work together to fulfill their assigned tasks.

**What to do.** We will divide into five or six groups for the purpose of assigning tasks. Each group will have a specific task responsibility for a specific day we discuss the assigned reading.

**Tasks.**

* Summary and Glossary: Provide a comprehensive summary of the chapters assigned. While this is a comprehensive summary, it should not become the retelling of every event in the reading: keep it brief. Provide a list of terms, words, and unfamiliar language choices along with definitions appropriate for your peers. These definitions will most likely require some research and, therefore, proper documentation. Make sure your summary and glossary are posted to Canvas by 11pm the evening before the reading is to be discussed in class.
* Political/Historical Context: Provide an explanation of any political/historical reference in the assigned reading. Find 2-3 outside sources to help provide a fuller picture beyond what Zaki addresses. This information will serve as contextual information to the reading and help us better understand the events of the text as well as the author’s writing and argument. Be careful to provide documentation for any sources you examine to help you construct this document. Make sure your political/historical context information is posted to Canvas by 11pm the evening before the reading is to be discussed in class.
* Cultural Context: Provide an explanation of any religious, literary, traditional, or ritualistic cultural references in the assigned reading. Find 2-3 outside sources to help provide a fuller picture beyond what Zaki addresses. Be careful to provide documentation for any sources you examine to help you construct this document. Make sure your cultural context information is posted to Canvas by 11pm the evening before the reading is to be discussed in class.
* Discussion Questions: Based on the reading, devise three to five questions that will be used to lead a class discussion regarding significant events, developments of Zaki’s arguments and writing. Make sure your questions are posted to Canvas by 11pm the evening before the reading is to be discussed in class.