

# IB Lit Colormarking Presentation (for Fences)

Demonstrate your knowledge and understanding of the extract.

- Provide some context for the passage.
- When in the play's plot does this occur?
- What conflicts are central to this scene?

Identify two or three of the playwright's notable choices in this scene.

- What patterns emerged from your colormarking?
- What impact might these choices have on the audience?
- If this exchange were severely cut down or eliminated from the play entirely, what would be lost?
- Choose relevant references to the text that support your ideas.

Share your collective interpretation of this extract.

- Based on the context and choices you identified, what larger implications are there in regards to the meaning of the work as a whole?
- With what broader context or global issue do your ideas connect?
- For full points here, connect the importance of this extract to the thematic weight of the play as a whole.
- If possible, nail down a clear, complex theme claim (featuring two independent clauses linked with a subordinating conjunction).

## GROUP ROLES:

- Timeline Tinker:** Tailors the timeline for the scene, sharing insights with the Conflict Compiler.
  - Conflict Compiler:** Combs through conflicts and aligns them with insights from the Timeline Tinker.
  - Choice Composer:** Coordinates with the Audience Advisor to delve into playwright choices.
  - Audience Advisor:** Advises on the potential audience impact of choices, in sync with the Choice Composer.
  - Evidence Examiner:** Extracts textual evidence in collaboration with the Big-Picture Builder.
  - Big-Picture Builder:** Builds a view of broader themes and implications, working with the Evidence Examiner.
  - Synthesis Sorcerer:** Spells out how each piece comes together for a cohesive, layered analysis.
- \*If your group is only six people, combine the "Timeline Tinker" and "Conflict Compiler" roles.

Each group member should actively contribute to the collective analysis, with the aim that literally ANY student should be able to individually present the group's findings.