**(Traditional) Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**“Macbeth”** Socratic Seminar

Guidelines for Participating in a Socratic Seminar

* It is \_\_\_\_\_\_\_\_\_\_\_\_\_, ***not*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Refer to the \_\_\_\_\_\_\_\_ when needed during discussion. A seminar is not a test of \_\_\_\_\_\_\_\_\_\_. Your goal is to understand the \_\_\_\_\_, \_\_\_\_\_\_, and \_\_\_\_\_\_ reflected in the text.
* \_\_\_\_\_ are \_\_\_\_\_\_\_\_\_ for the seminar.
* It's okay to \_\_\_\_\_\_\_\_\_\_ when asked to contribute.
* Do not stay \_\_\_\_\_\_\_\_\_\_; ask for \_\_\_\_\_\_\_\_\_\_\_\_
* *When appropriate: Discuss* *\_\_\_\_\_\_\_* rather than each other's \_\_\_\_\_\_\_\_\_\_.
* Stick to the \_\_\_\_\_\_\_\_ currently under discussion; make \_\_\_\_\_\_\_\_\_ about \_\_\_\_\_\_ you want to return to.
* Take turns \_\_\_\_\_\_\_\_. No need to raise hands.
* \_\_\_\_\_\_\_\_ carefully. Suspend *\_\_\_\_\_\_\_\_\_\_* and be \_\_\_\_\_\_\_ to the thoughts and \_\_\_\_\_\_\_\_ of others.
* \_\_\_\_\_\_ up so that all can hear you.
* \_\_\_\_\_\_ to each other, not just the \_\_\_\_\_\_\_\_.
* A Socratic Seminar is NOT a \_\_\_\_\_\_\_…it's a \_\_\_\_\_\_\_\_.
  + Dialogue is “\_\_\_\_\_ \_\_\_\_\_\_” where as debate “\_\_\_\_\_\_\_ a conclusion.”
* Explore \_\_\_\_\_\_\_\_ more broadly and deeply
* Do not participate if you are not \_\_\_\_\_\_\_\_\_. A seminar is not a bull session.

**Expectations of Participants in a Socratic Seminar**

When I am evaluating your Socratic Seminar participation, I ask the following questions about participants. *Did they:*

* Speak loudly and clearly?
* Cite reasons and evidence for their statements?
* Use the text to find support?
* Listen to others respectfully?
* Stick with the subject?
* Talk to each other, not just to the leader?
* Paraphrase accurately?
* Ask for help to clear up confusion?
* Support each other?
* Avoid hostile exchanges?
* Question others in a civil manner?
* Seem prepared?

**\*\*\*Please Note:** Mr. Moore reserves the right to “*MUTE*” people who do the following:

* Have spoken enough times to earn full participation points.
* Take the conversation off-topic and to an inappropriate area
* Use disrespectful language or tones towards another peer

The questions listed below may be utilized for your Socratic Seminar.

During the Socratic seminar, you will be graded on your ability to ask questions and your ability to discuss proposed questions in your circle group.Please **include at least three** **to five thoughtful, insightful sentences** for each **response**.

Choose any five (5) and please be sure you have these three items for the five questions you choose:

1. 1 Quote from the book (or packet) (properly cited)
2. 3 to 4 sentences on how you plan to respond to the question

***You must have these in order to participate in the Socratic Seminar on your assigned day! (Our class’s assigned day is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)***

1. *Which minor character is the most important to the play? (Banquo, Macduff, Fleance, the witches, or Malcolm)*
2. *Describe Macbeth's character. Is he completely a villain? Does he have a conscience? What are his admirable/redeeming qualities? What do the wounded captain's comments reveal about Macbeth's character? What is his tragic flaw? Is Macbeth aware of his flaw? What things motivate Macbeth?*
3. *Do you believe Macbeth would have killed Duncan without Lady Macbeth's nagging? Why?*
4. *Do you think the relationship between Macbeth and Lady Macbeth is realistic? Explain why or why not.*
5. *What are the forces that determine Macbeth's destiny? To what degree are the witches responsible for Macbeth's downfall? What roles do fate and free will play in Macbeth's destruction? At what point in the play is Macbeth's downfall inevitable?*
6. *Was Lady Macbeth an evil person?*
7. *Suppose Banquo had lived. How would that have affected the story?*
8. *Discuss the element of time in the play.*
9. *The themes/ideas of sleep and dreams recur in the play. Why?*
10. *Explain the role of witches, ghosts, and visions in Macbeth.*
11. *Blood is mentioned over 100 times in Macbeth. What are the most significant references to blood in the play? As a psychological symbol, what does blood represent for Macbeth and Lady Macbeth?*
12. *What is your favorite scene in the play? Explain why this scene is so memorable to you and how it will help you remember “The Tragedy of Macbeth” for many years to come.*
13. *Ben Jonson once said that Shakespeare is “not of an age, but for all time.” In your opinion, what does Macbeth have to offer today’s audiences?*

**Question #\_\_\_:**

**Quote from the book (with Act, Scene and Line numbers):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Respond to your question (three to five sentences):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Write Your Own Question**

Finally, you will write one “Open Ended” question and will include a **response** to your question.

**Open-ended Questions Stems (Interpretive Level of Thinking):**

Ideas for questions:

1. What inference can you make about…? 6. What is the relationship between….?
2. What is your opinion of…? 7. Why did the character make that choice about…?
3. Would it be better if…? 8. What would happen if…?
4. What examples can you find to show…?
5. How is\_\_\_\_\_\_\_\_\_\_\_related to…?

**Question:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Respond to your question (three to five sentences):**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Grading Rubrics

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does not meet expectations** | **Meets expectations** | **Exceeds expectations** |
| **Accuracy of Responses** | Offers answers that are incorrect and/or rely on inappropriate evidence | Offers correct answers, but may use occasionally too-obvious or ill-fitting evidence | Offers correct answers that are supported with especially well-chosen evidence |
| **Thoroughness of Responses** | Answers all of the questions but in a routine and/or superficial way | Answers all of the questions and attempts to engage with deeper questions | Thoroughly engages with the deep questions raised by the text or peers |

**Socratic Seminar Participation**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not at all | Occasionally | Frequently |
| Referred to the text and offered evidence for their opinions |  |  |  |
| Read questions/responses clearly |  |  |  |
| Was respectful to peers |  |  |  |
| Listen actively to peers and built on what they said |  |  |  |

Points Breakdown

Socratic Questions (5 total for 25 points) \_\_\_\_\_/25

Write your own Questions (1 Total for 10 Points) \_\_\_\_\_/10

Participation in Seminar (45 Points) \_\_\_\_\_/45

Notes Page (20 points) \_\_\_\_/20

Total (100 Points) \_\_\_\_/100

Notes Page