**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Short Stories Unit** Socratic Seminar-Accelerated

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

Socrates: A Short History

Socrates, an Athenian philosopher born in 469 BC, is known today thanks to the writings of his most famous pupil, Plato. Socrates neglected his own affairs choosing, instead, to spend his time organizing public gatherings to discuss virtue and justice. He is credited with formulating a method of discussion known as the Socratic dialectic. Encouraging participants to sit in a circle, Socrates would draw knowledge from the group by presenting a series of deeply philosophical questions. Socrates looked on the soul as the heart of consciousness and moral character and believed that each person needed to understand his/her own "true self." While Socrates was a gentle spirit, he made numerous enemies. His thoughtful critiques of the Athenian religious and political institutions were considered acts of heresy. He was eventually tried for corrupting the beliefs and values of Athenian youths. Following his conviction in 399 BC, he willingly drank the cup of hemlock that was given to him.

**Background**

The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent.

Students are given opportunities to examine a common piece of text. After reading the common text, open-ended questions are posed. Open-ended questions allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. After all, a certain degree of emotional safety is felt by participants when they understand that this format is based on dialogue and not discussion/debate.

Dialogue is exploratory and involves the suspension of biases and prejudices. Discussion/debate is a transfer of information designed to win an argument and bring closure. Americans are great at discussion/debate. We do not dialogue well. However, once teachers and students learn to dialogue, they find that the ability to ask meaningful questions that stimulate thoughtful interchanges of ideas is more important than "the answer."

Participants in a Socratic Seminar respond to one another with respect by carefully listening instead of interrupting. Students are encouraged to "paraphrase" essential elements of another's ideas before responding, either in support of or in disagreement. Members of the dialogue look each other in the "eyes" and use each other’s names. This simple act of socialization reinforces appropriate behaviors and promotes team building.

**Summarize this page in 2-3 sentences**

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

Description: j0285466**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Questions

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

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

Each response needs:

1. The Question written out
2. 1 Quote/Example from the story (properly cited) [*This can be paraphrased!]*
3. 3 to 4 sentences on how you plan to respond to the question
4. What is an example of a “Theme” that is found in MORE THAN one story? *(Which story, and what evidence do you have to support that theme in EACH story)*
5. Do you agree with the Author’s emotions in the story “The Crow”?
6. What was your favorite line in ANY of the five stories? Why was that line important (to the story OR to you)?
7. The story “There’s a Man in the Habit of Hitting Me on the Head with an Umbrella” is an extended metaphor for life. What do you think that story is talking about? What do you think the Umbrella represents? Do you think the storyline applies to real-life?
8. Do you believe in luck?
9. Is “bullying” a problem in our society today? What is being done to combat it? How can it affect people’s lives?
10. Which story did you prefer? Why?
11. Which story had the strongest example of “Theme”?

**(Please answer on a separate piece of paper and the STAPLE THIS to the back of this packet)**

**Write Your Own Questions**

Finally, you will write a total of **three** questions and will include a **response** to each question.

* Create ONE “Open Ended” question,
* ONE Literary Analysis Question, and
* ONE World Connection/Thematic Question.

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**.

**#1- Open-ended Questions (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…?

**#2- Literary Analysis Question (Interpretive Level of Thinking**):

Write a question dealing with HOW an author chose to compose a literary piece.

Ideas for questions:

1. How is \_\_\_\_\_\_\_\_\_ a symbol in the book/story?
2. What internal conflicts does the protagonist have?
3. What are some external conflicts in\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
4. How does the author foreshadow events to come in the story?
5. What is the climax of the story?
6. What is ironic in the story?
7. How does the author develop the tone of the story?
8. What imagery stands out to you?

**#3 World Connection/Thematic Questions (Evaluative Level of Thinking):**

Write one question connecting the text to the real world or that relates the reading to society. Can you draw any parallels between the events in the story to what is happening today in our society? How is this like life?

Ideas for questions:

1. How are the conflicts in \_\_\_\_\_\_\_\_\_\_\_\_ similar to everyday life?
2. How is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like life?
3. How is this event similar to \_\_\_\_\_\_\_\_\_\_ (in history or contemporary society)?
4. How would you respond to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (conflict) in the book?
5. Do you see similarities with the conflicts in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and your community?

**(Please answer on a separate piece of paper and the STAPLE THIS to the back of this packet)**

Grading Rubrics

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does not meet expectations** | **Meets expectations** | **Exceeds expectations** |
| **Accuracy** | 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** | 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 (8 total for 25 points) \_\_\_/25

Write your own Questions (3 Total for 15 Points) \_\_\_/15

Participation in Seminar (40 Points) \_\_\_\_/40

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

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

Notes Page