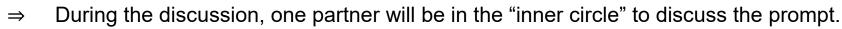
Socratic Seminar Guidelines

- \Rightarrow Be prepared to participate
- ⇒ Refer to the Primary Sources, research, newspapers, textbook, siting your source. (Title, page and or paragraph number)
- \Rightarrow Students will work in pairs or groups.
- ⇒ Students will complete the "Preparation Sheet" and "Peer Observations" sections



- ⇒ The other partner will "coach" and take notes on the discussion and think of questions/ideas/points.
- \Rightarrow After the first round the partners will discuss more ideas.
- \Rightarrow The pairs will switch roles.
- \Rightarrow The discussion moves back to the 'circle' for the second round.
- \Rightarrow The partner in the outer circle will now take notes.
- \Rightarrow After second round, partners debrief.
- \Rightarrow Roles switch again for Final.
- \Rightarrow Listen to and build on one another's comments
- ⇒ Introduce whether your comment is restating, elaborating, or countering the previous comment
- \Rightarrow Only ask a new question when no one else has something to say about the current question
- \Rightarrow Invite others into the discussion
- \Rightarrow Comments must be appropriate, respectful, and focused on the topic



Name:

Class Period:	Class Period:	Т
---------------	---------------	---

Topic/Text:_____

Focus Question 1. What caused the greatest change in the world between 1400-1800: trade, travel, weapons, or ideas?

Socratic Seminar/Fish Bowl Student Preparation Sheet

Pick one topic to focus on **Trade**, **Travel**, **Weapons**, **or Ideas**. Prepare at least **4 pieces of evidence that answer the focus question**. Two of these pieces of evidence should come from the class readings, map, or Textbook Chapter Also prepare at least **3 unanswered questions** you would like to share in our Socratic seminar. Use the following sentence starters to help you. You will also meet with a focus group to help prepare and practice before the Socratic Seminar/Fish Bowl Discussion

Type of Contribution	Sentence Starters	Comments/Questions			
Cite Evidence	-In the paragraph on p. , the author writes proves that -According to *Based on the evidence *The text states that				
Question	 How did In what ways *Why did *What was the cause of *What is the result of * How did affect 				
Starters to use during the seminar to Introduce Ideas, Agree, or Disagree	Introduce Ideas: • I think • In my opinion • I noticed • Some people believe	Agree/Build on: I agree because That's true. I also think that I agree with the point that Additionally I think It might be true that Some argue	 Disagree: I disagree because That's not how I see it. I think Another way to look at is Another vay to look at is However, On the other hand, Nevertheless, Conflicting evidence is 		

Observer Name:	Student you are observing:					
		Socra	tic S	Seminar Peer Observations		
				e been assigned to observe. Make a tally mark in t	he app	propriate row every time (s)he
	•	ents or questions about spec			_	
		inner circle the whole time		I came and sat in the circle briefly (do 3 below)		I did not speak (do 5 below)
Type of	Tally			Comments/Questions		
Contribution	Record	What did the person say	?	Agree/Disagree/Somewhere in Between		Reason/Explain
Asks A Question What How Why						
Introduce Ideas I think In my opinion						
Cite Evidence According to The text says						
Build on an Idea I'd like to add/build on 's idea						
Clarifying Can you give an example I have a question about						

Socratic Seminar Reflection (On a Separate sheet of paper)

- 1. What did you notice about the process of today's discussion? What was done well? Did we stick to our guidelines? Was participation equal? How or how not? What could we do to improve the seminar?
- 2. Using information from the readings and Socratic Seminar, answer the focus question with a Thesis Statement:
- 3. On a separate page write a paragraph in response to the focus question beginning with your thesis statement.

Name_____Text/Topic_____ Socratic Seminar Rubric

Focus Area	Exemplary	Proficient	Partially Proficient	Developing	Comments
Thinking Skills	 -Clearly refers text to support thinking. -Demonstrates thoughtful consideration of the topic. -Provides relevant and insightful comments, makes new connections. -Demonstrates exceptionally logical and organized thinking. -Moves the discussion to a deeper level. 	-Occasionally references text to support thinking. -Demonstrates consideration of the topic. -Provides relevant comments. -Thinking is clear and organized.	 -Rarely references text, may reference text incorrectly. -Demonstrates some awareness of the topic but little reflection on it. -Comments are mostly relevant. -Thinking is mostly clear and organized. 	 Does not reference text. Demonstrates little or no consideration of the topic. Comments are off-topic or irrelevant. Thinking is confused, disorganized, or stays at a very superficial level. 	
Discussion Skills	 Speaks loudly and clearly. Stays on topic and brings discussion back on topic if necessary. Talks directly to other students (rather than the teacher). Stays focused on the discussion. Invites other people into the discussion. Shares 'air time' equally with others. References the remarks of others. 	-Speaks at an appropriate level to be heard. -Stays on topic and focused on the discussion. -Aware of sharing "air time" with others and may invite them into the conversation. -May occasionally direct comments to teacher.	-Mostly speaks at an appropriate level but may need to be coached. -Sometimes strays from topic. -Occasionally dominates the conversation.	-Cannot be heard, or may dominate the conversation. -Demonstrates inappropriate discussion skills.	
Civility & Politeness	 -Listens to others respectfully by making eye contact with the speaker and waiting their turn to speak. -Remarks are polite and demonstrate a high level of concern for the feelings of others. -Addresses others in a civil manner, using a polite and friendly tone. 	-Listens to others respectfully. -Uses appropriate language and tone. -Remarks demonstrate a concern for the feelings of others.	-Listens to others respectfully, but may not always look at the speaker or may sometimes interrupt. -Remarks demonstrate an awareness of feelings of others.	-May be distracted or not focused on the conversation. -Interrupts frequently. -Remarks demonstrate little awareness or sensitivity to the feelings of others. -Uses an aggressive, or inappropriate tone.	