

Socratic Seminar Guidelines

- ⇒ Be prepared to participate
- ⇒ Refer to the Primary Sources, research, newspapers, textbook, citing your source. (Title, page and or paragraph number)
- ⇒ Students will work in pairs or groups.
- ⇒ **Students will complete the “Preparation Sheet” and “Peer Observations” sections**
- ⇒ During the discussion, one partner will be in the “inner circle” to discuss the prompt.
- ⇒ The other partner will “coach” and take notes on the discussion and think of questions/ideas/points.
- ⇒ After the first round the partners will discuss more ideas.
- ⇒ The pairs will switch roles.
- ⇒ The discussion moves back to the 'circle' for the second round.
- ⇒ The partner in the outer circle will now take notes.
- ⇒ After second round, partners debrief.
- ⇒ Roles switch again for Final.
- ⇒ Listen to and build on one another’s comments
- ⇒ Introduce whether your comment is restating, elaborating, or countering the previous comment
- ⇒ Only ask a new question when no one else has something to say about the current question
- ⇒ Invite others into the discussion
- ⇒ Comments must be appropriate, respectful, and focused on the topic






Name: _____ Class Period: _____ 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	
<p>Cite Evidence</p> 	<p>-In the ____ paragraph on p. ____, the author writes...</p> <p>- ____ proves that...</p> <p>-According to _____....</p> <p>*Based on the evidence...</p> <p>*The text states that...</p>		
<p>Question</p> 	<p>• How did</p> <p>• In what ways</p> <p>*Why did</p> <p>*What was the cause of...</p> <p>*What is the result of...</p> <p>* How did ____ affect..</p>		
<p>Starters to use during the seminar to Introduce Ideas, Agree, or Disagree</p> 	<p>Introduce Ideas:</p> <ul style="list-style-type: none"> • I think • In my opinion • I noticed • Some people believe_____ 	<p>Agree/Build on:</p> <ul style="list-style-type: none"> • 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_____ 	<p>Disagree:</p> <ul style="list-style-type: none"> • I disagree because_____ • That's not how I see it. I think_____ • Another way to look at is_____ • However,_____ • On the other hand, _____ • Nevertheless, _____ • Conflicting evidence is _____

Observer Name: _____ Student you are observing: _____

Socratic Seminar Peer Observations

Listen to the discussion. Focus on the student or students you have been assigned to observe. Make a tally mark in the appropriate row every time (s)he participates. Also note any comments or questions about specific contributions.

Check One: I sat in the 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 Contribution	Tally Record	Comments/Questions		
		What did the person say?	Agree/Disagree/Somewhere in Between	Reason/Explain
Asks A Question <i>What ...</i> <i>How ...</i> <i>Why ...</i>				
Introduce Ideas <i>I think..</i> <i>In my opinion</i>				
Cite Evidence <i>According to...</i> <i>The text says</i>				
Build on an Idea <i>I'd like to</i> <i>add/build on</i> <i>_____ 's idea</i>				
Clarifying <i>Can you give an</i> <i>example ...</i> <i>I have a question</i> <i>about ...</i>				

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	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Occasionally references text to support thinking. -Demonstrates consideration of the topic. -Provides relevant comments. -Thinking is clear and organized. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Mostly speaks at an appropriate level but may need to be coached. -Sometimes strays from topic. -Occasionally dominates the conversation. 	<ul style="list-style-type: none"> -Cannot be heard, or may dominate the conversation. -Demonstrates inappropriate discussion skills. 	
Civility & Politeness	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Listens to others respectfully. -Uses appropriate language and tone. -Remarks demonstrate a concern for the feelings of others. 	<ul style="list-style-type: none"> -Listens to others respectfully, but may not always look at the speaker or may sometimes interrupt. -Remarks demonstrate an awareness of feelings of others. 	<ul style="list-style-type: none"> -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. 	

