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

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Socratic Seminar-** The **Socratic seminar** is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.

This packet is a to help you in participating in the up-coming Socratic Seminar. Please pay close attention to the rules of engagement and expectations that are set forth in this packet. Your grade depends on your adherence to these rules of engagement and expectations.

**Proper participation (Accountable talk)**

**Accountable Talk-** A way of speaking that shows respect for others, the environment, and the subject being discussed.

**Accountable Talk Sentence Starters**

**Making a Comment:**

That is a good idea because…

That is confusing because…

I disagree with \_\_\_\_\_\_\_ because…

**Making a Prediction:**

I think that \_\_\_\_\_\_\_\_\_\_ will happen because…

I don’t think that \_\_\_\_\_\_\_\_\_\_ will happen because…

I wonder if…

Since this happened, then what if…

**Clarifying Something:**

Now I understand \_\_\_\_\_\_\_\_ because…

No, I think it means…

I agree with \_\_\_\_\_\_\_\_\_\_\_\_ because…

At first I thought \_\_\_\_\_\_\_\_\_\_\_, but now I think \_\_\_\_\_\_\_\_\_\_\_\_ because…

What I hear you saying is…

I don’t understand \_\_\_\_\_\_\_\_\_\_, but I do understand \_\_\_\_\_\_\_ because…

**Asking a Question:**

What did you mean when you said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Do you think that…?

Why is that happening?

What is happening?

Why do you think that way?

What led you to that conclusion?

**Making a Connection:**

This reminds me of…

This is like \_\_\_\_\_\_\_\_\_\_\_\_ when…

This is like \_\_\_\_\_\_\_\_\_\_\_\_\_\_, but different because…

**Socratic Seminar Guidelines and Rubric**

**Guidelines for Participating**

* Come prepared. Bring notes and info that is relevant to the discussion.
* Participate, participate, participate!
* Back up your comments with evidence/ facts.
* Try to comment on someone else's previous statement before you give yours.
* Personal stories should have a direct connection to the facts.
* Keep discussion alive by asking open-ended, thought-provoking questions.
* Disagree with comments, not individuals. NEVER put anyone down.
* Use your speaking time fairly (contribute but do not control).

Socratic Seminar Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | Total |
| Conduct | \*Patient with differing opinions.\*Asks for clarification.\*Brings others into the dialogue.\*Very focused on the dialogue. | \*Respectful.\*Comments, but does not attempt to involve others.\*Generally focused. | \*Participates but shows impatience.\*Some focus.\*Engages in “sidebar” conversations. | \*Disrespectful.\*Argumentative.\*Does not participate. |  |
| Speaking | \*Speaks to all participants.\*Articulate.\*Takes a leadership role without monopolizing the discussion. | \*Speaks to most participants.\*Attempts to move on to new ideas.\*Tends to “ramble on” after making a point. | \*Speaks too softly.\*Needs prompting to get involved.\*Has no sustainable point; uses “sound bites.”\*Monopolizes the discussion. | \*Reluctant to speak.\*Comments do not support point. |  |
| Reasoning | \*Cites relevant text.\*Relates topic to outside knowledge and other topics.\*Makes connections between own thoughts and others’.\*Willing to take an alternate viewpoint.\*Asks questions to further dialogue. | \*Makes limited connections to others’ ideas.\*Some intriguing points that merit reaction.\*Some references to text. | \*Accurate on minor points, but misses the main point.\*No textual support; “talking of the top of your head.”\*Refuses to acknowledge alternate viewpoints. | \*Illogical comments.\*Ignores the movement of the seminar. |  |
| Listening | \*Writes down comments, questions, ideas.\*Builds on other’s ideas & gives others credit. | \*Generally attentive and focused.\*Responds thoughtfully.\*Takes *some* notes. | \*Appears disconnected.\*Takes limited notes. | \*Inattentive.\*Comments show lack of understanding.\*Takes no notes. |  |
| Reading/Preparation | \*Familiar with text.\*Understands major concepts.\*Writing assignment completed on time.\*Was well prepared in small discussion groups. | \*Fairly familiar with text.\*Asks for references.\*Writing assignment completed on time.\*Was mostly prepared in small discussion groups | \*Confused with key concepts of text.\*Writing assignment may be completed on time.\*Occasionally prepared in small discussion groups. | \*Unfamiliar with text.\*Writing assignment completed but not on time.\*Very much unprepared in small discussion groups. |  |
|  Total: |

**TKAM Chapter 1-11**

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

 **Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** Answer the following in complete sentences on your own paper. Use examples from the story in your answer.

1. Rumors have enticed the children to believe many ideas about Boo Radley. How do you suppose telling children purposely scary things, good things, or bad things shape their lives? How does it help and/or hurt them?
2. When comparing Scouts education to Walter’s and Burris’ it is evident that she has a much better start on education than the other two has. How does this play a part in the way the children live and the way others see them and their families? How do you see similarities in today’s society?
3. A major theme in this book is the moral education of Scout and Jem. In chapter 3 Scout learns two important moral lessons, one from Calpurnia and the other from Atticus. Both lessons call on her to show respect and clear judgement of others. What other moral lessons have presented themselves in the first eleven chapters? Name at least two. Are they lessons that can be used today? Explain how.
4. How do you see the indoctrination of Jim Crow etiquette in the lives of the children of Maycomb? What are some social etiquettes you have been taught by adults that you found odd or useful.
5. How does Atticus handle Scout’s mentioning of cousin Francis calling him a “Nigger lover?” Do you feel he handled it properly? Why or why not? Do you correct people who speak poorly of others in your presence? Why or why not?
6. At one point in the novel Scout questions what is called “pulpit gospel.” “Pulpit gospel” is words spoken by people in or out of church that is not necessarily a direct quote of the bible but an arguable interpretation of it. What did they say about Miss Maudie that she did not like? How do you think such judgements placed on people encourage others whether true or not? What real world examples of such judgements have affected you in your decisions towards important matters?
7. In chapter seven, Jem tells Scout about what happened when he went back to get his pants from the fence at the Radley’s. How does this begin to change Jem? How could paying attention to small deeds done by others shape one’s picture of them?
8. Miss Maudie’s house burns down and she seems okay with it. How does her reaction affect Scout? What lesson could scout learn from Miss Maudie? Why do you suppose this is an important event for Scout to tell us as she narrates the story?
9. There is a small-town sameness that is expressed in this novel. Scout talks about the families and how it has been forever in the town. How has this affected how people interact with one another according to their heritage and current social status? How does the case Atticus has taken up defending Tom Robinson challenge this small-town way of life? How does stepping outside the social norm challenge any society?
10. Jem ends up having to read for Ms. Debose whom he hated. Atticus seems fine with it even though the woman has been extremely rude to him and his kids and he called her a “great lady.” Why does Atticus think she is great? What does this say about Atticus? What can be learned from Atticus point of view when facing people and situations?