

## Socratic Seminar Question-Writing

### WORLD CONNECTION QUESTION:

Write a question connecting the text to the real world.

**Example:** If you were given only 24 hours to pack your most precious belongings in a back pack and to get ready to leave your home town, what might you pack? (After reading the first 30 pages of NIGHT).

### OPEN-ENDED QUESTION:

Write an insightful question about the text that will require proof and group discussion and "construction of logic" to discover or explore the answer to the question.

**Example:** How does the story represent the experience of women in the post-Civil War South? (From "A Rose for Emily" by Faulkner)

### UNIVERSAL THEME/ CORE QUESTION:

Write a question dealing with a theme(s) of the text that will encourage group discussion about the universality of the text.

**Example:** After reading *A Tale of Two Cities*, you could ask, "Is revenge ever justified?"

**LITERARY ANALYSIS QUESTION:** Write a question dealing with HOW an author chose to compose a literary piece. How did the author manipulate point of view, characterization, poetic form, archetypal hero patterns, for example?

**Example:** In *MAMA FLORA'S FAMILY*, why is it important that the story is told through flashback?

**"AND IT MAKES ME WONDER" QUESTION:** Anything you want so long as it's interesting. Not plot-based boring stuff, but something cool and relevant.

**Example:** After reading *A Tale of Two Cities*-I found myself uncomfortably comfortable with Madam Defarge's need for revenge. I know it hurt the Darnay's and that it was unjust, but I understood why she did it and can totally understand why she does what she does. Did you guys ever find yourselves feeling sympathetic for a character or cause within the novel that you feel like you shouldn't have?

## *Frankenstein* Socratic Seminar Questions:

Directions: Formulate your responses to these questions in addition to writing your own questions. Make notes (how these look is up to you) and identify passages that either support your answer and/or were key in the formulation of your response. Make sure to address every part of the question.

1. How do gender roles play a major part in the theme of *Frankenstein*? Do the characters have traditional gender roles? In what ways does the novel break away and reverse these same gender roles? What is Shelley saying about men, women and our roles/responsibilities in relationships and society?
2. How is the “pursuit of knowledge” and science portrayed in the novel? How does knowledge lead to bigger themes and ideas? Is the pursuit of knowledge seen as a positive or a negative force? Why?
3. Who is the real "monster" in the story? Consider the development of the characters throughout the story and their actions. Discuss who is the criminal and who is the character with the truest moral compass.

## Socratic Seminar: Participant Rubric

<b>A Level Participant</b>	<p>Participant offers enough solid analysis, without prompting, to move the conversation forward</p> <p>Participant, through her comments, demonstrates a deep knowledge of the text and the question</p> <p>Participant is prepared, with notes and a marked/annotated text</p> <p>Participant, through comments, shows that they actively listening to other participants</p> <p>Participant offers clarification and/or follow-up that extends the conversation</p> <p>Participant's remarks often refer back to specific parts of the text.</p>
<b>B Level Participant</b>	<p>Participant offers solid analysis without prompting</p> <p>Through comments, participant demonstrates a good knowledge of the text and the question</p> <p>Participant has come to the seminar prepared, with notes and a marked/annotated text</p> <p>Participant shows that he/she is actively listening to others and offers clarification and/or follow-up</p>
<b>C Level Participant</b>	<p>Participant offers some analysis, but needs prompting from the seminar leader</p> <p>Through comments, participant demonstrates a general knowledge of the text and question</p> <p>Participant is less prepared, with few notes and no marked/annotated text</p> <p>Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments</p> <p>Participant relies more upon his or her opinion, and less on the text to drive her comments</p>
<b>D or F Level Participant</b>	<p>Participant offers little commentary</p> <p>Participant comes to the seminar ill-prepared with little understanding of the text and question</p> <p>Participant does not listen to others, offers no commentary to further the discussion</p> <p>Participant distracts the group by interrupting other speakers or by offering off topic questions and comments.</p> <p>Participant ignores the discussion and its participants</p>

## Socratic Seminar Discussion Partner Evaluation

Name of person you are observing \_\_\_\_\_

Your name \_\_\_\_\_

Seminar Topic \_\_\_\_\_

Date \_\_\_\_\_

1) Record a check for each time your partner contributed in a meaningful way: \_\_\_\_\_

2) On a scale of 1-5, with 5 being the highest, how well did your partner do at the following?

\_\_\_\_\_ Analysis and Reasoning

Did your partner...

Cite reasons and evidence for his/her statements with support from the text?

Demonstrate that they had given thoughtful consideration to the topic?

Provide relevant and insightful comments?

Demonstrate organized thinking?

Move the discussion to a deeper level?

*Notes/Comments:*

\_\_\_\_\_ Discussion Skills

Did your partner...

Speak loudly and clearly?

Stay on topic?

Talk directly to other students rather than the teacher?

Stay focused on the discussion?

Invite other people into the discussion?

Share air time equally with others (didn't talk more than was fair to others)?

*Notes/Comments:*

\_\_\_\_\_ Civility

Did your partner...

Listen to others respectfully?

Enter the discussion in a polite manner?

Avoid inappropriate language (slang, swearing)?

Avoid hostile exchanges?

Question others in a civil manner?

*Notes/Comments:*