**Socratic Seminar**

**Discussion Norms**

a. Listen to others; you don’t always need to speak.

b. Use people’s names.

c. Respect the conversation.

d. You don’t need to raise your hand in a seminar that is based on respect.

e. Refer to the text often.

f. Mrs. Holok will keep track of comments / rubric.

g. Be prepared. This means reading the "text" closely, taking notes, and preparing answers. Outline each section and have the outline in front of you.

h. Be courteous. There will be no put-downs and no sarcasm.

i. Allow the speaker enough time to begin and finish his/her thoughts. (Do not be afraid of silence---this usually means thinking is occurring.)

j. Bring others into the discussion and ask others to elaborate on their responses.

k. Everyone has a copy of the questions, their answers, and the literature.

**Instructions**

1. **This sheet must be completed prior to the Socratic seminar**. On the day of the Socratic seminar, you should bring your book and your cheat sheet. Remember, the more time you take to prepare, the easier it will be for you to share your opinions, ideas, connections, and questions.

2. **Remember, you must find textual evidence to support your answer. Textual evidence includes page numbers and quotations**. Do not forget that in order to receive the maximum points, you must connect your textual evidence back to your original point.

3. Lastly, **you must write at least** **two discussion-based questions** that you can address to the group. These questions should be open-ended. Do not create a question that is already answered directly in the text (i.e. a comprehension-based question).

**Response Example** - Below you will find an example of how to form a quality response.

Question: Is Mary Warren a strong or weak character?

Response: I think Mary Warren is a character because.....

 Page # for textual evidence: On page \_ , it says........

 I think this proves Mary Warren is a \_\_\_\_\_\_\_\_\_\_character because......

**Grading**

80 points for prepared answers to 8 questions (10 points per question)

100 points for Socratic seminar performance

20 points for two student-created questions (with answers) (10 points each)

Total – 200 points test grade

Scoring sheet for seminar grading:

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

A tally mark is placed in the appropriate column whenever the person responds during seminar.

|  |  |  |  |
| --- | --- | --- | --- |
| **Insightful and intelligent response with textual support** | **Thoughtful response without textual support** | **“The yes man” or “me too” comment****OR the question asker** | **Bump on a log** |
|  |  |  |  |

**Socratic Seminar Questions** (You must answer 8 questions total including the mandatory question)

*Mandatory question* – What have you learned about individualism and integrity that you can apply in your own life? Reference at least one of the stories we have read in class.

“The Lottery”

1. Were you surprised by the ending of the story? If not, at what point did you know what was going to happen? How does Jackson foreshadow the ending? Conversely, how does Jackson lull us into thinking that this is just an ordinary story with an ordinary town?

*The Crucible*

1. Is John Proctor right or wrong to refuse to sign the paper? Explain your answer. Use quotes from the text to support your answers.
2. Who is MOST to blame for the Salem Witch Trials?
3. Identify one message that Arthur Miller is trying to communicate through writing *The Crucible.* Explain fully what he is attempting to communicate about the human condition, and/or about how humans should or do behave in relationship with one another. Be sure to cite evidence from the text for support.

“The Devil and Tom Walker”

1. What are the conflicts in "The Devil and Tom Walker"? What types of conflict (man vs. man, man vs. self, man vs. society, man vs. nature, man vs. supernatural, etc.) do you see?

2. In what ways are Tom and his wife alike? Different?

3. Does the text agree or disagree with this statement: *Money is the root of all evil*?

“The Pit and the Pendulum” / “The Raven”

1. What is the relationship between hope and fear in both the story and the poem?

2. In “The Pit and the Pendulum,” is the tease of punishment worse than actually receiving a consequence?

3. In both works, how does Poe create suspense?

“The Minister’s Black Veil”

1. What does Hooper’s black veil symbolize?

2. What is the role of non-conformity in this story? How does this inspire fear in others? Are the characters that do not conform to society helped or hurt by their non-conformity? Make a connection to *The Crucible*.