A Tale of Two Cities
SOCRATIC SEMINAR 11 CP+H

WHAT IS A SOCRATIC SEMINAR?

The Socratic seminar is a formal discussion based on a text, in which the leader asks open-ended questions. Students listen closely to the comments of others and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently. (Elfie Israel, "Examining Multiple Perspectives in Literature")

PURPOSE

The purpose is to achieve a deeper understanding of the text. It is not to debate or prove a point. Good discussions occur when participants study the text closely in advance. Students listen actively and share their ideas using evidence from the text as support.

SEMINAR FORMAT

4-5 students will lead each seminar, and the remaining students will be the participants. Students will not be "participants" on the day they are leaders. Each seminar will last approx. 45 minutes.

Each leader will prepare 3-4 **_quality intellectual questions_** pertaining to the reading assigned. Email them to Mrs. Lee **_before the seminar_**. Leaders should collaborate ahead of time to ensure that questions are in chronological order and not repeated.

GRADE

1 Test Grade, broken into 5 segments (see rubric on the back)
Points deducted for not speaking, speaking too much, and poor quality questions/responses/leadership.

SCHEDULE

Tuesday, November 14th	Socratic Seminar #1 (pages 1-67) Leaders: Bacak, Beard, Carter, Chandler
Friday, November 17th	Socratic Seminar #2 (pages 68-146) Leaders: Coleman, Evans, Fisher, Fowler, Hitt
Tuesday, November 28th	Socratic Seminar #3 (pages 147-217) Leaders: Jordan, Lewis, Malmin, Miller
Friday, December 1st	Socratic Seminar #4 (pages 218-304) Leaders: Oelze, Saenz, Saldana, Scasta
Tuesday, December 5th	Socratic Seminar #5 (pages 304-390) Leaders: Sharpe, Tucker, Waggoner, Weber, Wipke

GRADING RUBRIC

%	Your Role	Expectations
40	Leader	▪ Questions are high-level, open-ended, and encourage discussion. ▪ Questions are well-thought out and pertain to the novel. ▪ Moves the discussion to a deeper level. ▪ Responds to the comments of the participants. ▪ Asks secondary/leading questions to maintain the discussion. ▪ Speaks loudly and clearly. ▪ Brings the discussion back on topic when necessary. ▪ Invites non-talkers into the discussion. ▪ Uses time wisely (approximately 10 minutes allotted per leader).
15	Participant	▪ Comes to the seminar prepared with the material read ahead of time. ▪ Provides at least two relevant and insightful comment every seminar. ▪ Speaks loudly and clearly. ▪ When appropriate, uses evidence from the book to support comments. ▪ Does not interrupt others; shows respect. ▪ Does not stay silent during most or all of the seminar. ▪ Does not talk too long, or too often. ▪ BRINGS BOOK TO SEMINAR
15	Participant	
15	Participant	
15	Participant	

SAMPLE QUESTIONS

Open-ended questions to get the seminar started:

- Why do you think (event, reaction) happened?
- What are some reasons (character) (action)?
- How are (character) and (character) alike? Different?
- How does this (incident) remind you of (current event)?
- How does (character) feel about (character/event, etc.)?
- How did (character's experience) influence (character's development, event)?
- What do you think of (character)'s approach to (problem, situation)?
- How does (character's action or trait) contribute to the conflict in the story?
- Dickens states on page _____ that "_____ ." What is Dickens trying to say? Do you agree?
- Why does Dickens choose to portray (character/event, etc.) in this way?
- What would you do in this situation?

Secondary/Leading questions to move the discussion along:

- Can you clarify what you mean by that?
- That's a good point. What about . . .?
- Who has a different perspective?
- Who has not had a chance to speak?
- Where do you find evidence for that in the text?
- How does that relate to what (someone else) said?