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

**Honors English III ~ Ms. Dott ~ 2017-2018**

**Socratic Seminar Packet**

**Transcendentalism & *The Glass Castle***



**What is a Socratic Seminar?**

**Background**

The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent.

Students are given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, or piece of music. After "reading" the common text "like a love letter", open-ended questions are posed.

Open-ended questions allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. After all, a certain degree of emotional safety is felt by participants when they understand that this format is based on dialogue and not discussion/debate.

Dialogue is exploratory and involves the suspension of biases and prejudices. Discussion/debate is a transfer of information designed to win an argument and bring closure. Americans are great at discussion/debate. We do not dialogue well. However, once teachers and students learn to dialogue, they find that the ability to ask meaningful questions that stimulate thoughtful interchanges of ideas is more important than "the answer."

Participants in a Socratic Seminar respond to one another with respect by carefully listening instead of interrupting. Students are encouraged to "paraphrase" essential elements of another's ideas before responding, either in support of or in disagreement. Members of the dialogue look each other in the "eyes" and use each other names. This simple act of socialization reinforces appropriate behaviors and promotes team building.

**What is the Difference Between Dialogue and Debate?**

|  |  |
| --- | --- |
| **DIALOGUE** | **DEBATE** |
| ~ collaborative: multiple sides work toward shared understanding~ one listens to understand, to make meaning, and to find common ground~ enlarges and possibly changes a participant's point of view~ creates an open-minded attitude: an openness to being wrong and an openness to change~ one submits one's best thinking, expecting that other people's reflections will help improve it rather than threaten it~ calls for temporarily suspending one's beliefs~ one searches for strengths in all positions~ respects all the other participants and seeks not to alienate or offend~ assumes that many people have pieces of answers and that cooperation can lead to a greater understanding.~ remains open-ended | ~ oppositional: two opposing sides try to prove each other wrong~ one listens to find flaws, to spot differences, and to counter arguments.~ defends assumptions as truth~ creates a close-minded attitude, a determination to be right~ one submits one's best thinking and defends it against challenge to show that it is right~ calls for investing wholeheartedly in one's beliefs~ one searches for weaknesses in the other position~ rebuts contrary positions and may belittle or deprecate other participants~ assumes a single right answer that somebody already has~ demands a conclusion |

In the space below, summarize the key differences between dialogue and debate.

**Guidelines for Participants in a Socratic Seminar**

**The process:**

Students will sit in a small group in the center of the room and discuss the text.  The other students will sit outside the circle and take notes.  The teacher will be outside the circle evaluating the students’ individual performance and furthering discussion/clarifying issues as necessary. This process will reverse half-way through the time allotted.

**Student are expected to:**

1. **prepare** for discussion by annotating and note-taking.

2. **discern** the author’s purpose.

3. **analyze** the author’s rhetorical strategies.

4**. use** textual evidence.

5. **piggyback** off of other students’ comments.

6. **connect** the text to other texts, experiences, and events.

7. **further discuss** by asking insightful questions.

8. **offer** original insight as opposed to repeating previous comments.

9. **challenge** each other politely, using each other’s names.

Inner Circle Rubric

|  |  |
| --- | --- |
| 30 | At least 2 textual references made; all comments are insightful and bring the seminar more understanding of the novel.  Comments connect to author’s purpose, literary devices, etc.  Asked insightful questions and built off other’s ideas. |
| 28 | At least 2 textual references are made; most comments are insightful and bring the seminar more understanding of the novel.  Comments sometimes connected to author’s purpose, literary devices, etc.  Some comments could be more in-depth. |
| 26 | At least 1 textual reference made; most comments are insightful and bring the seminar more understanding of the novel.  Comments may connect to author’s purpose, literary devices, etc.  Asked insightful questions and/or and built off other’s ideas. |
| 24 | At least 1 textual reference made; most comments are insightful and bring the seminar more understanding of the novel.  Comments mostly on surface level, but some may reference purpose, literary devices, etc. |
| 22 | No textual references, but many specific comments made.   Comments connect to author’s purpose, literary devices, etc.  Asked insightful questions and built off other’s ideas. |
| 20 | No textual references, but many specific comments made. Comments sometimes connected to author’s purpose, literary devices, etc.  Some comments could be more in-depth. |
| 18 | No textual references, but some specific comments made. Comments sometimes connected to author’s purpose, literary devices, etc.  Some comments could be more in-depth. |
| 16 | No textual references, a few specific comments made.  Comments sometimes connected to author’s purpose, literary devices, etc.  Some comments could be more in-depth. |
| 15 | Only spoke once or twice. Comments sometimes connected to author’s purpose, literary devices, etc.  Some comments could be more in-depth. |
| 0 | Did not speak |

Refer to the text when needed during the discussion. A seminar is **not** a test of memory. You are not "learning a subject"; your goal is to understand the ideas, issues, and values reflected in the text.

1. It's OK to "pass" when asked to contribute.
2. Do not participate if you are not prepared. A seminar should not be a bull session.
3. Do not stay confused; ask for clarification.
4. Stick to the point currently under discussion; make notes about ideas you want to come back to.
5. Don't raise hands; take turns speaking.
6. Listen carefully.
7. Speak up so that all can hear you.
8. Talk to each other, not just to the leader or teacher.
9. Discuss ideas rather than each other's opinions.
10. You are responsible for the seminar, even if you don't know it or admit it.

The key for how you will be scored for your participation in the seminar:

1. Check mark:  Ok/ general comment
2. + :  strong comment, builds off another’s comment with a new idea, connects to purpose, lit term
3. C: Connection to another work/experience
4. ?: insightful question
5. T:  textual evidence

**Socratic Seminar Questions**

You are responsible for answering **3 questions from EACH SECTION*.***

Answer **six questions total**, in 6-8 sentences each, with T**EXTUAL EVIDENCE**.

**Answer these questions on a separate sheet of paper;**

Type and print with proper grammar, punctuation, and spellings. Keep it organized.

**Staple your responses to this packet. This packet and your book are your entrance tickets into the seminar. ☺**

**Being Literary**

1. Is there value in **nonconformity** (look this word up if you are unfamiliar with it)? Do we live in a society that encourages being different? Make a list of the ways in which Rex and Rose Mary did the unexpected. Which of these moments were positive and which were negative?
2. Find evidence of universal themes in *The Glass Castle* and the literature we have read in this unit like William Cullen Bryant, Thoreau, and Emerson’s writings. Where is there evidence in TODAY’S world that being a romantic/transcendentalist is good? Provide specific evidence.
3. How is symbolism important to the story? What symbols/motifs recur throughout the story? Why is the book titled *The Glass Castle*?
4. Is there value in **nonconformity**? Do we live in a society that encourages being different? Make a list of the ways in which Rex and Rose Mary did the unexpected. Which of these moments were positive and which were negative?

***The Glass Castle***

1. Bob Dylan once wrote, “A man is a success if he gets up in the morning and gets to bed at night and in between does what he wants to do.” Although it seems a stretch to use the word “success” in any discussion of the Walls’ lifestyle, using Dylan’s definition, in what ways could we say Rex and Rose Mary were a success? Based on the conclusion, how do you think Jeannette would define success?
2. One anonymous reviewer of the book said, “The true purpose of this compelling tale is to remind us that no one is doomed by the accident of his or her birth.” Do you think this is true? If not, how would you change the quote to accurately reflect reality? How does the book reflect the idea?
3. Jeannette has said, “If I had lost my belief in my father, I would have lost my belief in the future.” What do you think she means? Why do you think she defended her father longer than anyone else in the family? Did he deserve this loyalty? Why or why not? – This question coincides with our **essential question – What are the responsibilities of parents?**
4. Are people voluntarily homeless? Why or why not? Use evidence from both the text and the real-world. What factors contribute to homelessness and/or poverty?
5. Who is the most responsible for the destruction of the Walls family? Support your argument with textual evidence.

**My Socratic Seminar Notes**

During the Socratic Seminar, write your questions, ideas, random thoughts,

text connections, words and terms you want to know about...anything that aids you

in your Seminar participation and your quest for knowledge and truth.

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**Assignment Value**

Detailed answers **with evidence** from the text and notes (7 points/ question) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 42

Neatly Organized AND TYPED, MLA format \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 5

Grammar, punctuation, spelling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/8

COMPLETELY PREPARED – book, packet, all answers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 5

FULL page of Notes showing attention to details in conversation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 10

Participation in seminar based on rubric \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 30

Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 100 Total Points