Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ms. Marciano Block \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A Separate Peace Socratic Seminar

1. How does society treat people with mental handicaps?
2. How important is friendship in our lives? How would NOT having friends affect a person?
3. Explain the positives and negatives of attending a gender specific school.
4. What was the American Dream during the World War II (1940s)? How do you think the American dream changed as a result of World War II?
5. Explain whether or not writers have a responsibility to address social concerns.
6. What is your definition of a best friend? Describe what it means to be a best friend.
7. Do you believe killing another human being intolerable and should be punished no matter the circumstance? Explain.

Everyone must also…

Write 3 discussion questions that you might introduce to the group. Remember, good discussion questions are “open ended” and produce more than just “yes/no” answers or answers that are easily found in the article. Ask deep, “so what” questions to enrich your discussion!

Question:

Question:

Question:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **Description** | **Excellent 10** | **Good 8.5** | **Fair**  **7** | **Unsatisfactory**  **5** |
| **Accountability** | Punctuality;  Professionalism;  Completed Reading | Is on time; in dress code; has questions ready | Has read the text and comes with ideas from it. May not be written in advance | Has not marked the text or made meaningful notes or questions | Arrives late and/or unprepared without notes, pencil/pen or perhaps even without text |
| **Quality** | Conduct | Demonstrates respect for the learning process; has patience with different opinions and complexity; shows initiative by asking other for clarification; brings others into the conversation, moves the conversation forward; speaks to all of the participants; avoids talking too much. | Generally shows composure but may display impatience with contradictory or confusing ideas; comments, but does not necessarily encourage others to participate; may tend to address only the teacher or get into debates. | Participates and expresses a belief that his/her ideas are important in understanding the text; mat make insightful comments but is either too forceful or too shy and does not contribute to the conversation; tends to debate, not dialogue. | Displays little respect for the learning process; argumentative; takes advantage of minor distractions; uses inappropriate language; speaks to individuals rather than ideas. |
| **Connection** | Speaking | Understands questions before answering; cites evidence from text; expresses thoughts in complete sentences and uses academic language; makes connections between ideas; considers others’ view points; shares at least 5 original responses. | Responds to questions voluntarily; comments are logical but not connected to other speakers;; ideas interesting enough that others respond to them; shares at least 3 original responses. | Responds to questions but may have to be called upon by others; has read the text, but not put much effort into preparing for the seminar; comments take details into account but may not flow logically in conversation; shares at least 1 original response. | Extremely reluctant to participate even when called upon; comments illogical and meaningless; may express incomplete ideas; little or no account taken of previous comments or important ideas in the text. |
| **Connection** | Reasoning | Pays attention to details; responses take into account all participants; demonstrates that he/she has kept up; overcomes distractions | Generally pays attention and responds thoughtfully to ideas and questions of other participants and the leader. | Appears to find some ideas unimportant while responding to others; may have to have questions repeated due to inattention. | Appears uninvolved in the seminar; comments display complete misinterpretation of questions or comments of others participants. |
| **Connection** | Listening and Reading | Thoroughly familiar with the text; possible contradictions identified. | Good understanding of the vocabulary. | Appears to have read but shows difficulty; key concepts misunderstood; little evidence of serious reflection prior to the seminar. | Student is unprepared; important words, phrases, ideas in the text are unfamiliar |

**Socratic Seminar Self Rubric**

**Socratic Seminar Reflection**

MLA Format: Typed, double-spaced, 1-2 pages, 12 pt. legible font, 1” margins, due **Thursday, June 4th**.

In your reflection, you should discuss the following categories:

**Specific ideas** you found particularly **interesting** and **why**. Give specific examples and explain your reasoning. Please include who said the idea (this shows me you were listening carefully).

For example, “I found Brad’s speculation that not wearing white after Labor Day is connected to the Puritan’s dress code for wearing somber outfits interesting because I had not made that connection myself. However, I am not sure I agree with this connection because I am wondering whether those arbitrary color rules have more to do with Southern etiquette and Emily Post rather than Puritanism. I need more information on this; however, Brad’s comment jumpstarted my thinking on the ways in which we dress in America today and how they might be connected to Puritanism.”

2. **Unanswered questions** or **ideas** you are **still grappling with** regarding the topic. **Explain** **why** you still have these questions or intellectual tensions.

For example, “I question George Will’s argument that Puritan asceticism has led to the gross accumulation of “material delights” in our society today. Were people truly rebelling against the Puritan way of life or was capitalism in and of itself a driving force? Can we really link the two? I am not convinced by Will’s reasoning. I need more evidence suggesting that people’s extravagant spending is a response to Puritanical austerity.”

3. **Discussion** of **why** you **scored** **yourself** on the rubric for each category the way you did and **specific examples** supporting your self-score.

For example, “I responded to Oscar V’s question regarding whether President Bush is a modern-day Puritan. I referred to the Puritan Moral Code’s rule that all sins should be punished and connected this code to Bush’s references to evil in the Middle East needing to b e crushed. This example reflects how I was listening intently to the conversation, following the ideas, and extending them by providing a relevant example that pushed the discussion forward, which is why I gave myself a “9” in both Quality and Connection.”

4. The **class’ overall participation** and **assessment** of your **assigned partner–** strengths and areas of improvement. Please provide **specific examples** supporting your point.

For example, don’t say: “Everyone was nice.” Instead say, “Generally, everyone listened carefully to the speaker. For example, I noticed that when Luis was speaking, every student was looking at him and taking notes. This also happened when Stephanie talked about Edwards’s simile about God’s wrath being bent like a bow. However, when Garrett was talking, I saw two people whispering. This happened several other times. Due to our class’ inconsistent listening, I would say it was a strength at times as well as an area of improvement. Additionally, I observed [student’s name]. She was prepared because…”