



Lesson 3: Convince the Supreme Court Justice

Socratic Seminar Form

Name: _____

Questions about the article	
<p>Close-Ended Question: Write a question about the topic that will help everyone come to an agreement about details concerning the topic. This question usually has a “correct” answer.</p>	<p>Open Ended Question: Write an insightful question about the topic that will require proof, insights, and group discussion to discover or explore the answer to the question</p>
<p>Connection Question: Write a question connecting the topic to national patterns or processes, especially as they develop over time, OR how local developments relate to national or global ones.</p>	<p>Societal Comparison: Question: Write a question comparing the topic either within or among different factions of society.</p>

Please write notes about the article that you think are important for the Socratic Seminar in the space below or on the back.

Need Help for your Socratic Seminar?	
To introduce an idea	
<p>Use the Text</p>	<ul style="list-style-type: none"> • The following quote made me think about _____. • While reading _____, I realized _____. • _____ really made sense to me when I read _____.
<p>Ask a Question</p>	<ul style="list-style-type: none"> • What was meant by _____? What did the author mean by _____? • How is _____ related to _____? What is the connection between _____ and _____? • What was it important that _____? Why did the author mention _____?
To respond to an idea	
<p>Add your thinking to the idea</p>	<p>Seek to better understand the idea</p>
<ul style="list-style-type: none"> • I also think that _____. • In addition, it occurred to me that _____. • To take it one step further, consider _____. • Another example of _____ is _____. 	<ul style="list-style-type: none"> • I am still wondering about _____. • I am having a hard time understanding why _____. • I need more information regarding _____. • I continue to be confused by _____.



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Take the idea in a different direction		Connect the idea to something else	
<ul style="list-style-type: none"> • That's not exactly how I understood _____. • Let's consider the possibility that _____. • _____ can also be interpreted as _____. • I see it differently; in my opinion _____. 		<ul style="list-style-type: none"> • _____ reminds me of _____. • _____ is similar to _____. • _____ can also be found in _____. • _____ is linked to _____ by _____. 	
To reflect on the dialogue			
Evaluate my understanding		<ul style="list-style-type: none"> • As a result of the comment about _____. • The conversation helped me understand / realize _____. • I still need help with _____. 	
Examine the seminar process		<ul style="list-style-type: none"> • The conversation could have been improved by _____. • The seminar was useful because _____. • During the next seminar, I will _____. • _____. 	

Socratic Seminar Peer Edit Form

Date:		Reading/Viewing Item		
Opening Question:				
Person Observed	Listens	Responds to Questions	Asks Questions	Comments Numbers or Words
	1-4 points	1-4 points	1-4 points	
	1-4 points	1-4 points	1-4 points	
Comments-Use these for comments			<ol style="list-style-type: none"> 4. had an excellent idea 5. asks good questions 6. outstanding participation-includes responding, asking questions, paraphrasing, encourages others to participate 7. did not participate 	
<ol style="list-style-type: none"> 1. needs to speak more 2. calls out, interrupts 3. needs to focus more 				



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Listening	<ul style="list-style-type: none"> • Listens for opportunities to respond • Does not overlook details • Takes notes/writes questions • Avoids repetitive remarks • Builds on discussion • Points out flawed reasoning • Overcomes any distractions 	<ul style="list-style-type: none"> • Is generally attentive and focused • Responds thoughtfully to ideas/ questions raised • May be too absorbed in own thoughts to hear others' questions • May write down some thoughts but not consistently 	<ul style="list-style-type: none"> • Responds only to ideas that are personally interesting • Asks for repetition of questions or rephrasing of questions • Takes very limited notes • Easily distracted or may be source of distraction • Does not look up the text as it is cited • Does not visibly respond to cited text 	<ul style="list-style-type: none"> • Not attentive to others • Exhibits negative body language • Makes comments showing total misrepresentation of material • Does not listen well to others' points • Takes no notes
Response to questions	<ul style="list-style-type: none"> • Understands questions • Cites textual support • Relates to other reading/studies • Expresses thought in complete sentences • Provides insightful comments • Resolves contradictory idea • Considers all sources and input 	<ul style="list-style-type: none"> • Responds to questions without any prompting • Demonstrates some reflection on text but not mastery • Makes limited connections with ideas of others • Somewhat relates own ideas to other readings/ seminars • Uses quotes/ paraphrases but inferences under-developed • Makes comments to merit reaction 	<ul style="list-style-type: none"> • May have read text but limited preparation • May overlook important points, thus leading to faulty logic • May be accurate on minor points while missing main concept • Contributes opinions that have no textual support • Has some difficulty in formulating/ understanding comments 	<ul style="list-style-type: none"> • Makes illogical comments • Says no more than "I agree" • Ignores previous comments and seminar direction • Uses humor to avoid serious thinking
Asking Questions	<ul style="list-style-type: none"> • Speaks to all • Avoids talking too long • Can be heard by all • Avoids slang/ incorrect grammar • Articulates clearly • Pronounces words accurately/ extensive vocabulary 	<ul style="list-style-type: none"> • Addresses majority of comments to peers (not leader) • Attempts to move discussion to new idea • Does not try to say "everything" while speaking • Tries to speak louder when asked to do so • Makes comments to merit reaction 	<ul style="list-style-type: none"> • Speaks directly to leader • Speaks too softly and needs to be reminded • Routinely lapses into use of slang or substandard usage • Cannot pronounce key words in text • Speaks only with prompting and has no sustainable point 	<ul style="list-style-type: none"> • Reluctant to speak when called on or passes • Mumbles/ mispronounces words • Cannot be heard at all • Shows absolutely no desire to contribute verbally