

LA-TPN "Wing-Man" Socratic Seminar

GRADES

6 - 8

DISCIPLINE

 **ELA**

COURSE

 **English**

PACING


SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>1 hr and 30 mins</p>	<p>SPEAKING AND ACTIVE LISTENING > SEMINAR: Ability to build on the thoughts and ideas of others to develop understanding of a complex, grade-level text in both a small group and whole-class discussion.</p>	<p>LA-TPN "WING-MAN" SOCRATIC SEMINAR</p> <ol style="list-style-type: none"> Using notes you have prepared the day before, engage in a discussion with your peers about the text. Follow the expectations of "Wing-Man" Socratic Seminar to effectively communicate with your peers in a small and whole-class discussion. 	<p>Incomplete</p> <ul style="list-style-type: none"> Off-task behavior No attempt at preparation No attempt at participation in either small or whole-group discussion <p>1</p> <ul style="list-style-type: none"> Some off-task behavior Attempt at preparation Attempt at participation in small and whole-group discussion <p>2</p> <ul style="list-style-type: none"> On-task behavior Preparation evident in the form of notes Participation in small and whole-group discussion Some insightful comments made including questions, text-based response, and higher order commentary <p>3</p> <ul style="list-style-type: none"> On-task behavior Preparation evident in the form of notes Participation in small and whole-group discussion Insightful comments work to drive the discussion and/or help peers reach new understanding 	<p>Preparation</p> <ol style="list-style-type: none"> After reading a short or several short selections of text, have students prepare notes in response to Socratic Seminar questions or commentary of general ideas or themes. Introduce "Wing-Man" Socratic Seminar by having them watch this video: https://www.youtube.com/watch?v=YDP7511b5Do <ul style="list-style-type: none"> Have students generate norms by asking questions about the habits of participants in the video: Who speaks? Why? What do comments sound like? What does discussion look like? When do the switch? Allow students to ask clarifying questions after you generate agreed upon norms. Post the norms in the front of the classroom. Share scoring rubric and have students come up with scenarios that would earn them an "incomplete," 1, 2, 3 etc. <ul style="list-style-type: none"> Before the end of class, tell students that their notes will be their "entrance ticket" to the seminar and that they cannot participate without it and will earn an "incomplete." <p>During the Seminar</p> <ol style="list-style-type: none"> Arrange students in groups of three, with one student sitting in the inner circle and one in the outer circle. Have students reiterate norms, expectations, and allow for any questions. Ask students a series of questions, switching participants in the inner circle 2 more times so each person has a chance to speak for the group. I suggest putting your lower-level students in the inner circle first, as the first question, while text-based, will be less complex in nature. After each question is posed, give students 2-3 minutes to confer with "wing-men," then redirect them to the inner circle. <ul style="list-style-type: none"> Remind students of their roles: <ul style="list-style-type: none"> Inner circle = speaker wing-men = silent participants who track the conversation Begin prepared set of questions that build, following this suggested sequence: <ul style="list-style-type: none"> 1 opening or "foot-in-the-door" question that is literal and allows every student to access a piece of the text. Examples: "What word, phrase, or line is the most significant? Why?" 4-5 core Questions that hit on skills outlined in reading standards. Examples: How does Paul's reaction drive the plot forward? What is an idea of this excerpt? How do you know? 1 closing question that is "beyond-the-text" or reflective in nature. Examples: How does Paul's experience inform how you treat others in

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				<p>middle school? Where would you go to find out more information about (topic)____, where would you go?</p> <p>Post-Seminar Options</p> <ul style="list-style-type: none"> • Have students give each other feedback on the conversation. What went well? What could be improved? • Have students write about the difference in their understanding before and after the seminar. What changed? • Have students write an analysis of a short excerpt that was brought up in the discussion using a question that came out of students' commentary. • If you filmed the Socratic, have students watch "game footage" and assess themselves and their peers, creating goals for the next seminar.
<p>Standards:</p> <p>SL.8.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.4 : Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.6 : Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>				
<p>Additional Attachments:</p> <p> Socratic Seminar Guide.docx</p>				

by Aislinn K. Cunningham