Peak Socratic Seminar (*20 points)*



Socratic Seminar is a collaborative, intellectual dialogue facilitated with open-ended questions about a text. In a Socratic Seminar, the participants carry the burden of responsibility for the quality of the discussion. Good discussions occur when participants

1. Study the text closely in advance
2. Listen actively
3. Share their ideas and questions in response to the ideas and questions of others
4. Search for evidence in the text to support their ideas

The discussion is not about right answers; it is not a debate. Students are encouraged to think out loud and to exchange ideas openly while examining ideas in a rigorous, thoughtful, manner.*(*[*http://nwabr.org/sites/default/files/learn/ethicsprimer/SocSem.pdf*](http://nwabr.org/sites/default/files/learn/ethicsprimer/SocSem.pdf)*)*

We will be holding a seminar discussion in class. You should be prepared to share your written answers and opinions. You are required to speak at least three times during the seminar, using evidence from the text to support your answers, and practice active listening in order to receive full credit for participation.

Take notes about your thoughts on the questions listed below. The notes should go in your language arts notebook. Think about these questions in context of the novel. Use situations, characters, and quotes to support your stance. I will look at your notes, but I will grade the content of your DISCUSSION. Be prepared, but don’t write a novel trying to answer these questions. I don’t expect you to be an expert on every question. Simply organize your thoughts and come ready to share.

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| SS RUBRIC | 3 | 4 | 5 |
| Participation in Discussion | Student contributes once during class discussion | Student contributes twice during class discussion | Student contributes at least three times to class discussion |
| Quality of Participation | Student either reads answers directly from notes, is not audible, or is disrespectful during the discussion | Some of the student’s comments do not meet expectations (see 🡪) | Student practices active listening – responds to others, makes eye-contact, speaks in a clear, audible voice, is respectful to classmates |
| Textual Evidence Provided | Student backs up one or less comments with evidence from text | Student backs up only 2 comments with evidence from text | Student backs up 3 or more comments with evidence from text |
| Prepared with written notes and book | Student was not prepared with notes or book | Student’s notes are unsatisfactory OR student does not have the book | Student came prepared with novel and notes. Students notes refer to page numbers and reflect a high level of understanding of the book |

1. What does it mean to belong?
2. What are/ were the factors that prevent people from feeling they belong? Poverty? Racial Discrimination? Segregation? Political Oppression?
3. What happens when people feel like they don’t belong?
4. Why it is important that people feel like they belong?
5. Are there negative outcomes of needing to belong?
6. Why do some people not only develop a sense of belonging but a sense of giving back?
7. How can we celebrate differences while also creating a sense of belonging to a unified whole?