



ANNUAL SYMPOSIUM *and* TEACHER'S WORKSHOP



Presented by:

BIRMINGHAM BAR FOUNDATION



WEDNESDAY
NOVEMBER 2

Featuring Homewood attorney and
former state of Alabama Legislator

Paul DeMarco

9AM - 3PM

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UAB SCHOOL OF
EDUCATION



2016 Educators Symposium

This one day workshop focuses on the rights, roles, and responsibilities of being a citizen in a democracy. The presenters will model classroom strategies for each of these three components. The activities provided may be adapted to examine historical or contemporary issues. Audience members will be given time to construct activities and lesson plans in the afternoon to take back to their classrooms with the presenters' support.

Workshop Schedule

- 9:00am** *Welcome*
- 9:20am** *Session One: Rights and Roles of being a Citizen in a Democracy*
- 10:35am** *Break*
- 10:45am** *Session Two: Roles and Responsibilities of being a Citizen in a Democracy*
- 12:00pm** *Lunch and Keynote Speaker, Paul DeMarco*
- 1:00pm** *Work Session*
- 2:15pm** *Preserving Justice: The Birmingham Civil Rights Movement*

Minorities within a Majority in a Democracy

- One activity that the teacher can use to help students become familiar with the components of any graphic novel is to do an individual page analysis. The teacher selects a page from *March Book Three*. She then creates a visual aide containing the same panel layout of the graphic novel page. Page 201 from *March Book Three* focuses on the events at Selma to the Montgomery March. The teacher needs to introduce the visual aide by analyzing the first panel on this page. She may provide some questions to spark discussion and to highlight that this first panel provides information about the unfair treatment of African Americans during the Selma to Montgomery March.
- Some sample questions may include the following: How were people attacking civil rights activists portrayed on this page? Why would the only words on this page be sound effects? What was the artist's message on this page? The students should take notes with everything happening in all of the panels. Students want to focus on the reasons the comic book artist depicts certain images in each panel. Many times artists use symbolism within their images.
- After completing the assignment, students share their findings. The teacher needs to guide this discussion by getting students to articulate key concepts within these panels. The class should discuss each panel on this page, and then, students would take some time to answer the following open-ended question in a paragraph. What is the author trying to convey on this page about the Selma to Montgomery March? The students will want to discuss key content material covered along with the symbolism of imagery in this page. They need to use evidence from this graphic novel page in their paragraphs.
- The students should then share their paragraphs. The teacher needs to get students to unpack their thinking. This class discussion and activity allow students to gain experience working with graphic novels. The teacher will want to repeat this process multiple times to enable students to feel comfortable working with graphic novels.
- This activity lets students get in the mind of the graphic novel artist to see how he or she constructs meaning. Through this activity, students gain the knowledge to work with the literacy devices contained within a graphic novel. These literacy devices are especially useful given that some of our students are not reading on grade level, and English is not the first language for some.

Will You Be My Campaign's Surrogate?

- Every four years a presidential election in this country begins with the pivotal Iowa caucus, which has traditionally served as a bellwether for politicians' chances for being elected President of the United States.
- Many candidates' hopes have been dashed by the Iowa caucus while other political careers have been launched by this event such as the current President of the United States, Barack Obama, in 2008.
- The caucus process begins with a candidate's surrogate giving reasons why a particular person should be a political party's nominee for The President of the United States.
- This process can be used when discussing the primaries of any presidential election or adapted to look at the Republican or Democratic candidates during a presidential election cycle.
- The teacher should start by providing some background information about a presidential election to help students contextualize topics that need to be explored.
- The teacher can obviously use this activity with any presidential election.
- Students may explore sources from Living Room Candidate (<http://www.livingroomcandidate.org/>) or the American Presidency Project, <http://www.presidency.ucsb.edu/>. They need to utilize evidence from at least two sources to formulate an argument as to why a specific candidate should be the President of the United States.
- Students should complete the following graphic organizer as they explore the two primary sources.

What is the argument in your source for why a specific person should be the President of the United States?	What details in the source support the candidate's position?
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- The teacher should move around the classroom to help students as they answer these questions.
- There should be a debriefing after students have completed this graphic organizer.
- The teacher should ask follow-up questions as students share their answers to the two questions in the graphic organizer. For example, why would the candidate make a certain argument to be President? How does his or her experience enable that person to make this argument? Why would the candidate use certain language, words, and phrases to support his or her argument?
- After this discussion, students should write a paragraph as a supporter for a candidate explaining the reasons why he or she should be president. They need to cite evidence from the two primary sources analyzed in their paragraph.
- The length of this writing assignment can be adjusted based on the learning needs of the students.
- This activity gives students experience using persuasive language.
- Students are learning to build arguments with this activity, through the use of evidence from reading selected primary sources.
- They also learn to build an argument through exploring how presidential candidates do this during an election. This helps students make informed decisions on which candidates to support.
- Students' research skills are also strengthened through this activity by exploring the contents of a primary source.

Civic Action with the Stone Mountain Monument

- Our activity implements a three-step research framework that incorporates inquiry for students to explore various perspectives surrounding controversial monuments.
- The first research step is for students to answer supporting questions provided by the teacher. This enables students to build towards a point of view about the topic being explored. The teacher needs to move around the room to answer any questions and support students during their research. It would behoove the teacher to create a list of websites about the controversial monument before having the students complete this activity.
- The next step is for students to evaluate sources. The first article, “Planned MLK tribute on ‘Confederate Mount Rushmore’ stirs controversy,” can be used for each supporting question. For example, in the economic question, it can be utilized to point out that millions of people visit the site each year. The second article to be used with supporting question one outlines the economic impact that the monument and the park’s various activities provide for the community. The second supporting question (“From a social and cultural perspective, what are reasons that some groups might find this monument offensive?”) allows students to build on their understanding of the monument’s economic value by exploring reasons people find the Stone Mountain monument objectionable. The students analyze two articles and watch two short videos. The “Planned MLK tribute on ‘Confederate Mount Rushmore’ stirs controversy” article points out that a vast majority of the county’s residents are African Americans and makes an argument that this part of Southern history should be buried.

The *Los Angeles Times* article, “NAACP wants Confederate carving removed from Georgia’s Stone Mountain” discusses the monument being a symbol of white supremacy. Additionally, the article makes the point that none of the men depicted on the monument are from Georgia. This article can also be used to contrast those opposed by pointing out tax dollars are not used for the upkeep of the monument.

Students also view a couple of short videos to hear arguments from those opposed to the current model of the monument. In “Plans for MLK monument in Georgia sparks debate,” an argument to get rid of the monument is that the South has over two hundred years of history, and the Confederacy was there for only four years. The fight for civil rights has been around much longer. The second video, “Outkast to be added to Confederacy Monument in Stone Mountain, Georgia?,” discusses the petition to put the rap group Outkast on the monument alongside the Confederate heroes because of the band members’ local roots in Atlanta. These videos can provide students with alternative perspectives on Stone Mountain, which gives them information to be used when articulating their position on Stone Mountain.

- Students begin contrasting those opposed to the monument through the third supporting question, “From a social and cultural perspective, what are reasons that some groups might find this monument appropriate? Similar to the second supporting question, students have been presented two articles and two videos to analyze. One of the arguments from the Source A article (see Figure 1) for keeping the monument includes that state law requires this to be maintained as a Confederate memorial. In the initial video discussed in the previous paragraph, “Plans for MLK monument in Georgia sparks debate,” reasons for keeping the monument are also provided. A compelling reason used by many in the area is that it is a symbol for Confederate heritage. In the last video, USA: Pro-Confederate protesters rally against proposed MLK monument,” students see visuals of people wearing Confederate shirts and waving Confederate flags at the monument site. Additionally, protesters are interviewed and articulate why Dr. King should not be on the monument. A common argument stated is that they have nothing against the Civil Rights Movement, but this monument was established to specifically honor Confederate heritage. This step increases the complexity and depth for students exploring this Confederate monument.
- The lesson’s final stage is for students to articulate solutions for the controversy of the Stone Mountain monument by choosing one of three options.
 1. Get rid of the monument and propose an alternative monument.
 2. Leave the monument.
 3. Develop an alternative to these two choices.

In order to build students’ critical analysis skills and an understanding of multiple perspectives, they should defend why their option is the most appropriate through acknowledging alternatives, explaining with evidence why the alternatives are not as appropriate, and identifying the ways in which their option impacts the community. The final product could be a newspaper editorial, school campus poster, or letter to the local district Congressional representative. An example newspaper editorial is provided in the next section.

Remove Confederate Images

The Stone Mountain monument images of Jefferson Davis, Robert E. Lee, and Stonewall Jackson are considered to be controversial, and many people want them to be removed. While those who want to keep these Confederate heroes have reasons, I agree with people who want it removed. The reasons to remove are more humane. One of the most common reasons given for keeping the monument in its current format is that the state law requires it to be a Confederate monument. Another reason is that it is a symbol of Confederate heritage. While these may seem like fair points for keeping the images, for humane reasons I argue that it is not. Historically, as a country, there is precedent for changing laws deemed inhumane, and I believe glorifying the leaders of a movement that supported enslaving fellow human beings is inhumane. Regarding the argument that it is a symbol of Confederate heritage, it is important to remember that the Confederacy only lasted four years. Minorities have been advocating for civil rights in Georgia and the rest of the Southern United States for more than two hundred years. Therefore, there is a much greater civil rights heritage in the South than Confederacy heritage. For these reasons, my solution is to take down the images and replace them with images of Southerners who have advocated for civil rights in the South. This would also continue to sustain the economy by continuing to employ local residents and providing a new monument that honors our country's continuous attempt to improve the lives of all Americans.

Inquiry Design Model (IDM) Blueprint™		
Compelling Question	How would you resolve the controversy surrounding Confederate monuments like Stone Mountain?	
Standards and Practices	I. Culture III. People, Places, and Environments X. Civic Ideals and Practices	
Staging the Question	Students examine various articles and videos on the perspectives and economic impact of the Stone Mountain monument. They will analyze these sources and use them to discuss best options for the Stone Mountain monument.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What are the economic ramifications for the city if this monument were to be removed?	From a social and cultural perspective, what are reasons that some groups might find this monument offensive?	From a social and cultural perspective, what are reasons that some groups might find this monument appropriate?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Initially, create a list with a partner of the monument's economic benefits for the Stone Mountain community. Once the pairs have completed their list, the teacher with the students' help creates a classroom list.	Create a three column t-chart that identifies social/cultural groups, their reason for finding Stone Mountain offensive, and where you found this evidence.	Create a three column t-chart that identifies social/cultural groups, their reason for finding Stone Mountain appropriate, and where you found this evidence.
Featured Sources	Featured Sources	Featured Sources
Source A: The CBS.com article <i>Planned MLK tribute on 'Confederate Mount Rushmore' stirs controversy</i> is a resource for all three supporting questions. Source B: <i>Stone Mountain Park owner: 'We're 50% bigger than 10 years ago'</i>	Source A: The CBS.com article <i>Planned MLK tribute on 'Confederate Mount Rushmore' stirs controversy</i> is a resource for all three supporting questions. Source B: The <i>Los Angeles Times</i> article <i>NAACP wants Confederate carving removed from Georgia's Stone Mountain</i> can be used to gather information for both those offended by	Source A: The CBS.com article <i>Planned MLK tribute on 'Confederate Mount Rushmore' stirs controversy</i> is a resource for all three supporting questions. Source B: The <i>Los Angeles Times</i> article <i>NAACP wants Confederate carving removed from Georgia's Stone Mountain</i> can be used to gather information for both those offended by the

	<p>the monument and those defending the monument. Source C: The Video <i>Plans for MLK monument in Georgia sparks debate</i> provides history and reasons on both sides as to why the MLK monument should or should not be added. Source D: The four minute video <i>Outkast To Be Added To Confederacy Monument In Stone Mountain, Georgia?</i> is a discussion geared towards teenage viewers looking at racism.</p>	<p>monument and those defending the monument. Source C: The Video <i>Plans for MLK monument in Georgia sparks debate</i> provides history and reasons on both sides as to why MLK monument should or should not be added. Source D: <i>USA: Pro-Confederate protesters rally against proposed MLK monument</i> is a two minute video.</p>
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<p>Summative Performance Task</p>	<p>Argument</p>	<p>Using evidence from the featured sources, students find solutions for the controversy of the Stone Mountain monument by choosing one of three options: get rid of monument and propose an alternative monument, leave the monument as is, or develop an alternative to these choices. For each choice, they defend why that is the best choice through acknowledging the alternatives, explaining with evidence why the alternative choices are not as appropriate, and identifying how this choice could impact the community economically.</p>
	<p>Extension</p>	<p>Have students investigate controversial monuments in their state or region (see sidebar for possible ideas).</p>

<p>Taking Informed Action</p>	<p>Understand the various social and cultural perspectives that underlie reasons some find this monument offensive and others find it appropriate. Access weigh the extent to which perceptions have been impacted by the reasons that have led to finding the monument offensive or appropriate. Act write a newspaper editorial, make a school campus poster, or write a letter to the local district Congressional representative that supports the option the student choose for the Stone Mountain monument site (Get rid of the monument and propose an alternative monument, leave the monument as is, or develop an alternative to these two choices). In the chosen stance, the students should articulate the best choice through acknowledging the alternatives and explaining with evidence why the alternative choices are not as appropriate.</p>
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Inquiry Design Model (IDM) Blueprint™

Compelling Question			
Standards and Practices			
Staging the Question			
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Featured Sources	Featured Sources	Featured Sources	
Summative Performance Task	Argument		
	Extension		
Taking Informed Action			

Promoting Agency to Change the World

- Students need to see examples in history where people exercise agency to impact, alter, and sometimes completely change the social, cultural, political, and economic institutions in society.
- Agency refers to people's ability to take action and impact all aspects of the world around them.
- For example, the kids that participated in the Children's March in Birmingham had an impact on the Civil Rights Movement that helped lead to the 1965 Voting Rights Act.
- It is particularly powerful when the people being showed to exercise agency are also children. This enables students to better relate to the struggles and issues of people being explored.
- One trade book that can be used to explore the agency of teenagers is *The Boys Who Challenged Hitler*.
- Students in groups could first read chapter three of this trade book to examine the motivations of the members of the Churchill Club for leading a resistance cell against Nazi Germany in Denmark. They may also read the pamphlet *Denmark: Fight Follows Surrender*. While reading these texts, the teacher could provide questions for students to answer. Some examples include the following. What reasons are provided in the texts for why people in Denmark were motivated to resist Nazi Germany? What evidence do you have to support your conclusions?
- The teacher needs to guide a debriefing here where students share their responses to the prior reading pieces. She could ask questions like the following. How do the reasons provided in the text connect to events during the time period? Why did a person frame his or her arguments for resisting the Nazi regime in a certain manner?
- Students then in small groups read chapters from *The Boys Who Challenged Hitler* to explore ways that members of the Churchill Club resisted the Nazi regime in Denmark. These chapters are quick to read and can be finished easily within a lesson plan transition.
- Students should fill in the graphic organizer below while reading the short chapter in groups.

Chapters	Actions of the Churchill Club	How could these actions impact the Nazi regime in Denmark?

- There should be a class discussion where students share their findings here. Students need to fill in the graphic organizer from their peers' responses.
- Finally, the students need to construct an assessment where they convey the agency with members of the Churchill Club to resist the Nazi regime in Denmark.
- Some example assessments are provided below.
 1. Creating a leaflet for the Churchill Club like the British Royal Air Force (on page 128)
 2. Creating a radio broadcast for the Churchill Club like the March of Time (on page 128)
 3. Creating a comic book for the Churchill Club like True Comics (on page 180)
 4. Have the students create a letter as a member of the Churchill Club describing methods and reasons for action against the Nazi regime in Denmark.
- Students need to study historical examples of people positively impacting their communities.
- This shows that students can change a community.
- They can then generate a list of items that they feel need to be addressed in their local community.
- Students can then come up with plans for how they can attempt to address these issues.

Outline for an Informative Essay

I. Introduction Paragraph

A. Topic Sentence – organizes the essay’s first paragraph and introduces the essay’s Thesis, acting as a signpost for the essay’s overall argument.

B. Thesis Statement – the paper’s premise that is to be argued or maintained in the essay, generally a sentence or two explaining the meaning of a certain text and the criteria that can be used to analyze it and defend it.

(In the case of the Informative Essay, the Thesis is the notion or subject or topic the student-writer is informing about.)

Body Paragraphs

The Informative Essay’s Body Paragraphs directly follow the Introduction Paragraph and defend the Thesis and Thesis Statement. For this particular essay, each of the three main points that are to defend the essay’s argument are illustrated in each body paragraph one at a time; each body paragraph (each main, supporting point) marks the various criteria that the student-writer utilized to logically evidence their case for the text’s meaning, purpose, etc.

Each body paragraph should begin with a Transitional Phrase (Firstly, Secondly, Thirdly, Lastly, Next, Subsequently, Furthermore, etc.) indicating to the reader that a new point is being examined or put forth. Examples are appropriately demonstrated below.

Also, before each body paragraph’s main point is being expounded on and put forth, the student-writer must remember to restate their Essay’s Thesis – but not verbatim as it was stated originally in the Introduction Paragraph – in order to keep the reader focused and reminded of the essay’s original argument.

II. Body Paragraph No. 2

A. Transitional Phrase – First of all, Firstly, To start off with, To begin with

B. Restate Thesis

C. Point No. 1 (The first reason why the student’s Thesis is true)

III. Body Paragraph No. 3

A. Transitional Phrase – Secondly, Next, Then, Furthermore, Also, Moreover

B. Restate Thesis

C. Point No. 2 (The second reason why the student’s Thesis is true)

IV. Body Paragraph No. 4

A. Transitional Phrase – Next, Then, Furthermore, Also, Moreover, Thirdly, Lastly

B. Restate Thesis

C. Point No. 3 (The third and final reason why the student's Thesis is true)

(More paragraphs can be added to the Body-Paragraph section if another point needs or warrants further illustrating.)

V. Conclusion Paragraph – which ties the essay together to better the reader's understanding of its argument and to announce the essay has come to a close and the point has been made.

A. Transitional Phrase – Lastly, In conclusion, To sum it up, Ultimately

B. A Summary of the Essay, from the original Thesis Statement to its three main points of support that are illustrated in the body paragraphs.

Classroom Debate Rubric						
Criteria	5 points	4 points	3 points	2 points	1 point	Total Points
Respect for Other Team	All statements, body language, and responses were respectful and were inappropriate language	Statements and responses were respectful and used appropriate language, but once or twice body language was not	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks	Statements, responses and/or body language were consistently not respectful	
Information	All information presented in this debate was clear, accurate and thorough	Most information presented in this debate was clear, accurate and thorough	Most information presented in the debate was clear and accurate, but was not usually thorough	Some information was accurate, but there were some minor inaccuracies	Information had some major inaccuracies OR was usually not clear	
Rebuttal	All counter-arguments were accurate, relevant and strong	Most counter-arguments were accurate, relevant, and strong	Most counter-arguments were accurate and relevant, but several were weak	Some counter arguments were weak and irrelevant	Counter-arguments were not accurate and/or relevant	
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples	Every major point was adequately supported with relevant facts, statistics and/or examples	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable	Some points were supported well, others were not	All points were not supported	
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	
Understanding of Topic	The team clearly understood the topic in depth and presented their information forcefully and convincingly	The team clearly understood the topic in depth and presented their information with ease	The team seemed to understand the main points of the topic and presented those with ease	The team seemed to understand the main points of the topic, but didn't present with ease	The team did not show an adequate understanding of the topic	
Total Points:						
Comments:						

Debate Scoring Sheet

Debate Topic: _____

Date: _____ Pro or Con (circle one)

Team Member Names:

(1) _____

(2) _____

(3) _____

CLASSROOM DEBATE RUBRIC

Criteria	Levels of Performance			
	1	2	3	4
1. Organization and Clarity: viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Mostly clear and orderly in all parts	Completely clear and orderly presentation
2. Use of Arguments: reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Many reasons given: fairly relevant	Most relevant reasons given in support
3. Use of Examples and Facts: examples and facts are given to support reasons, with references	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: fairly relevant	Most relevant supporting examples and facts given
4. Use of Rebuttal: arguments made by the other teams are responded to and dealt with effectively.	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
5. Presentation Style: tone of voice, use of gestures, and level of enthusiasm are convincing to audience.	Few style features were used; not convincingly	Few style features were used but they were used convincingly	All style features were used, most convincingly	All style features were used convincingly

Total: _____

Score = Total x 5 = _____

Strategy: Say Something

Short, K. G., Harste, J., & Burke, C. (1996). *Creating classrooms for authors and inquirers* (2nd ed.). Portsmouth, NH: Heinemann.

Overview: This strategy provides students with opportunities to construct meaning and monitor their understanding. It establishes a very clear and simple method for helping students make clear connections to text, especially when the material is especially complex. A chart with possible topics to help conversations is beneficial.

Examples follow:

Narrative: plot, feelings, summarization, predictions, connections, mood, setting, character descriptions

Expository: summarization, connections, predictions, paraphrasing, exploring big ideas

Procedure:

1. Students are assigned a partner.
2. An assigned portion of the text is read either silently or orally. (It is particularly effective when used with pairings of lower readers with more accomplished ones.)
3. When they have finished, they turn to their partner and "say something" about what they have just read. This might involve summarizing the material, connecting with a character, or asking each other questions. One suggestion is to have a chart with the rules that follow hanging in the room so that the students can refer to it.
4. When the assigned material has been read and discussed, more text is assigned and the process is repeated.

Rules for Say Something:

Decide with your partner who will say something first.

When you say something, do one or more of the following:

- Make a prediction.
- Ask a question.
- Clarify something you had misunderstood.
- Make a comment.
- Make a connection.

If you can't do one of these five things, you need to reread.

Socratic Seminar Observation Checklist

Your Name: _____ Partner's Name: _____

Directions: Each time your partner does one of the following put a check in the box.

Speaks in the discussion

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Makes eye contact with other speakers or as she/he speaks

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Refers to the text

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Asks a new or follow-up question

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Responds to another speaker

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Paraphrases and adds to another speaker's ideas

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Encourages another participant to speak

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Interrupts another speaker

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Engages in side conversation

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Dominates the conversation

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AFTER the discussion: What is the most interesting thing your partner said?

--

AFTER the discussion: What would you like to have said in the discussion?

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Socratic Seminar Observation Notes

Name: _____

Directions: Choose three participants in the seminar to observe. Write examples of the behaviors listed below as you see or hear them occur.

Participant Name	Offers New Idea	Asks a Question	Refers to Text	Builds on Other's Idea	Distracting Behavior	Other Notes/Observations
1.						
2.						
3.						

Socratic Seminar Self-Assessment

Participant

Name: _____ Seminar Text: _____

Directions: *Score your performance in today's seminar using the following criteria:*
4 = Excellent 3 = Good 2 = Showing Progress 1 = Needs Improvement

- _____ I read the text closely, marked the text, and took notes in advance.
- _____ I came prepared with higher level questions related to the text.
- _____ I contributed several relevant comments.
- _____ I cited specific evidence from the text to support an idea.
- _____ I asked at least one thoughtful, probing question.
- _____ I questioned or asked someone to clarify their comment.
- _____ I built on another person's idea by restating, paraphrasing, or synthesizing.
- _____ I encouraged other participants to enter the conversation.
- _____ I treated all other participants with dignity and respect.

Overall Score (circle one): 1 1.5 2 2.5 3 3.5 4

Two goals I have for our next seminar are:

1.

2.

An area where I would like help:

Socratic Seminar Self-Assessment Leader

Name: _____ Seminar Text: _____

Group

Members: _____

**Directions: Score your performance in today's seminar using the following criteria:
4 = Excellent 3 = Good 2 = Showing Progress 1 = Needs Improvement**

- _____ I listened carefully and helped clear up confusion.
- _____ I asked questions to clarify or probe for higher-level thinking.
- _____ I helped the group get back on track if they strayed from the text or moved to debate.
- _____ I helped participants work together cooperatively.
- _____ I did not dominate the conversation.
- _____ I encouraged other participants to enter the conversation.
- _____ I treated all other participants with dignity and respect.
- _____ The group used the text as a reference throughout the Socratic Seminar.
- _____ Group members shared in the discussion of the topic.
- _____ The group asked in-depth questions.
- _____ Everyone in the group was respectful of other ideas.
- _____ The group was able to take the Socratic Seminar to a high level of understanding.

Overall Score (circle one): 1 1.5 2 2.5 3 3.5 4

Two goals I have for my leadership development:

1.

2.

An area where I would like help:

Socratic Seminar Rubric for Individual Participants

Name: _____ Seminar Text: _____

Exemplary

- reads closely, takes notes, and develops high-level questions before the seminar
 - uses prepared text, notes, and questions to contribute to the dialogue
 - moves the conversation forward
 - asks for clarification when needed
 - asks probing questions for higher level thinking
 - speaks to all participants and is heard clearly
 - thinks before answering
 - refers directly to the text
 - makes connections to other speakers
 - builds on others' comments
 - considers all opinions
 - writes down thoughts and questions
 - listens actively
 - demonstrates patience and respect toward others' opinions/ideas
-

Competent

- comes prepared with marked text, notes, and questions
 - contributes to the dialogue
 - responds to questions
 - refers to text
 - offers interesting ideas
 - asks questions
 - takes notes
 - pays attention
 - is respectful of others' ideas
-

Developing

- comes with some text preparation
 - emphasizes own ideas; may lean toward debate rather than dialogue
 - ideas not always connected
 - refers to text
 - repeats some ideas
 - asks a few questions and/or questions are lower level
 - takes some notes
 - loses track of conversation
 - judges others' ideas
-

Needs Improvement

- does not participate or participation is inappropriate
- repeats same ideas
- few or no notes taken
- no questions asked
- seems lost/overwhelmed with the seminar

Evaluating a Socratic Seminar as a Whole

Consider the following questions as you prepare to talk about the strengths of a seminar and the areas for growth.

Did the participants . . .

- seem prepared?
- speak loudly and clearly?
- cite reasons and evidence for their statements?
- use the text to find support?
- build on each other's ideas?
- paraphrase accurately?
- ask for help to clear up confusion?
- ask higher level questions to move the dialogue forward?
- stick with the subject?
- listen to others respectfully?
- talk to each other, not just the leader?
- encourage everyone's involvement and avoid dominating the conversation?
- avoid hostile exchanges and debate?
- question each other in a civil manner?

Did the leader . . .

- get participants engaged early? How?
- make sure that questions were understood?
- ask questions that led to further questions?
- draw out reasons and implications?
- keep attention on ideas in the text being discussed?
- question misreadings of the text?
- allow time (pauses) for thinking?
- draw in all participants?
- listen carefully to participants' statements?
- accept participants' answers without judgment?
- allow for discussion of disagreements?

Our class/seminar group demonstrated these major strengths:

Our class/seminar group can grow in the following ways:

Socratic Seminar Analytic Rubric

	Excellent	Good	Fair	Unsatisfactory
Conduct	Demonstrates respect for the learning process; has patience with different opinions and complexity; shows initiative by asking others 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; may make insightful comments but is either too forceful or too shy and does not contribute to the progress of 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; arrives unprepared without notes, pencil/pen or perhaps even without the text.
Speaking & Reasoning	Understands question before answering; cites evidence from text; expresses thoughts in complete sentences; move conversation forward; makes connections between ideas; resolves apparent contradictory ideas; considers others' viewpoints, not only his/her own; avoids bad logic.	Responds to questions voluntarily; comments show an appreciation for the text but not an appreciation for the subtler points within it; comments are logical but not connected to other speakers; ideas interesting enough that others respond to them.	Responds to questions but may have to be called upon by others; has read the text but not put much effort into preparing questions and ideas for the seminar; comments take details into account but may not flow logically in conversation.	Extremely reluctant to participate even when called upon; comments illogical and meaningless; may mumble or express incomplete ideas; little or no account taken of previous comments or important ideas in the text.

Listening	Pays attention to details; writes down questions; responses take into account all participants; demonstrates that he/she has kept up; points out faulty logic respectfully; overcomes distractions.	Generally pays attention and responds thoughtfully to ideas and questions of other participants and the leader; absorption in own ideas may distract the participant from the ideas of others.	Appears to find some ideas unimportant while responding to others; may have to have questions or confusions repeated due to inattention; takes few notes during the seminar in response to ideas and comments.	Appears uninvolved in the seminar; comments display complete misinterpretation of questions or comments of other participants.
Reading	Thoroughly familiar with the text; has notations and questions in the margins; key words, phrases, and ideas are highlighted; possible contradictions identified; pronounces words correctly.	Has read the text and comes with some ideas from it but these may not be written out in advance; good understanding of the vocabulary but may mispronounce some new or foreign words.	Appears to have read or skimmed the text but has not marked the text or made meaningful notes or questions; shows difficulty with vocabulary; mispronounces important words; key concepts misunderstood; little evidence of serious reflection prior to the seminar.	Student is unprepared for the seminar; important words, phrases, ideas in the text are unfamiliar; no notes or questions marked in the text; no attempt made to get help with difficult material.

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