

### 9-3 Socratic Seminar Evaluation

<p><b>0 POINTS</b></p> <p>Not prepared Packet not</p>	<p><b>30 POINTS</b></p> <p>Some questions in packet are complete</p>	<p><b>45 POINTS</b></p> <p>Questions in packet are completely answered</p>	<p><b>60 POINTS</b></p> <ul style="list-style-type: none"> <li>● Comes to seminar prepared</li> <li>● All questions answered thoroughly (packet is complete)</li> <li>● Reads text closely</li> <li>● Takes notes on text</li> <li>● Highlights or marks up text</li> <li>● Has additional high-level questions to be asked based on text to stimulate discussion</li> </ul>
---	--	--	--

**Socratic Seminar Evaluation : /80 Points**

	<b>Beginning – 0 pts</b>	<b>Developing –10 pts</b>	<b>Focused –15 pts</b>	<b>Exemplary –20 pts</b>
<b>Speaking/ Questions</b>	<input type="checkbox"/> Offers little commentary <input type="checkbox"/> Distracts the group by interrupting other speakers or by offering off topic questions and comments. <input type="checkbox"/> Ignores the discussion and its participants <input type="checkbox"/> Does not participate	<input type="checkbox"/> Participant demonstrates a general knowledge of the text <input type="checkbox"/> Relies more upon his or her opinion, and less on the text to drive comments <input type="checkbox"/> Emphasizes own ideas	<input type="checkbox"/> Demonstrates a good knowledge of the text <input type="checkbox"/> Remarks often refer back to general parts of the text.	<input type="checkbox"/> Demonstrates a deep knowledge of the text <input type="checkbox"/> Remarks often refer back to specific parts of the text. <input type="checkbox"/> Moves conversation forward <input type="checkbox"/> Asks probing questions <input type="checkbox"/> Speaks to all participants
<b>Listening/ Response</b>	<input type="checkbox"/> Does not listen to others, offers no commentary to further the discussion	<input type="checkbox"/> Is actively listening to others, but does not offer clarification and/or follow-up to others' comments <input type="checkbox"/> Loses track of conversation	<input type="checkbox"/> Shows that he/she is actively listening to others and offers clarification and/or follow-up <input type="checkbox"/> Offers no commentary to further the discussion <input type="checkbox"/> Pays attention	<input type="checkbox"/> Shows that he/she is actively listening to other participants offers clarification and/or follow-up that extends the conversation <input type="checkbox"/> Asks for clarification <input type="checkbox"/> Builds on others comments
<b>Preparation</b>	<input type="checkbox"/> Comes to the seminar ill-prepared with little understanding of the text <input type="checkbox"/> No notes <input type="checkbox"/> No marked text	<input type="checkbox"/> Is less prepared, with few notes and no marked text <input type="checkbox"/> Reads text, few notes and creates questions that do not encourage dialogue. (yes, no) <input type="checkbox"/> Comes with some text preparation	<input type="checkbox"/> Comes to the seminar prepared, with notes and a marked text <input type="checkbox"/> Reads closely, takes notes and develops few high level questions before seminar	<input type="checkbox"/> Comes to the seminar prepared, with notes and a marked text <input type="checkbox"/> Reads closely, takes notes and develops several high level questions before seminar
<b>Respectful Behavior</b>	<input type="checkbox"/> Acts disrespectful; inappropriate participation	<input type="checkbox"/> Judges others' ideas	<input type="checkbox"/> Demonstrates patience and respect toward others' opinions/ideas throughout majority of Seminar	<input type="checkbox"/> Demonstrates patience and respect toward others' opinions/ideas throughout entire Seminar

# 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**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Refers to the text**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Asks a new or follow-up question**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Responds to another speaker**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Paraphrases and adds to another speaker's ideas**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

~~Encourages another participant to speak~~

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Interrupts another speaker**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Engages in side conversation**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Dominates the conversation**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

<p><b>AFTER the discussion:</b> What is the most interesting thing your partner said?</p>          
<p><b>AFTER the discussion:</b> What would you like to have said in the discussion?</p>          

# 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**

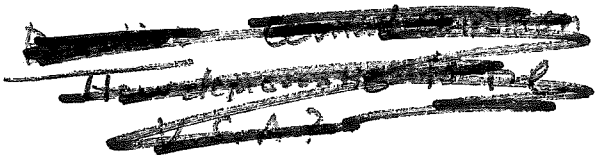
- \_\_\_\_\_ I read the text closely, marked the text, and took notes in advance.
- \_\_\_\_\_ I came prepared with higher level questions related to the text.
- \_\_\_\_\_ I contributed several relevant comments.
- \_\_\_\_\_ I cited specific evidence from the text to support an idea.
- \_\_\_\_\_ I 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

## Background

The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent.

Students are given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, or piece of music. After "reading" the common text open-ended questions are posed.

Open-ended questions allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. After all, a certain degree of emotional safety is felt by participants when they understand that this format is based on dialogue and not discussion/debate.

Dialogue is exploratory and involves the suspension of biases and prejudices. Discussion/debate is a transfer of information designed to win an argument and bring closure. Americans are great at discussion/debate. We do not dialogue well. However, once teachers and students learn to dialogue, they find that the ability to ask meaningful questions that stimulate thoughtful interchanges of ideas is more important than "the answer."

Participants in a Socratic Seminar respond to one another with respect by carefully listening instead of interrupting. Students are encouraged to "paraphrase" essential elements of another's ideas before responding, either in support of or in disagreement. Members of the dialogue look each other in the "eyes" and use each other's names. This simple act of socialization reinforces appropriate behaviors and promotes team building.

## Pre-Seminar Question-Writing

1. Before you come to a Socratic Seminar class, please read the assigned text and complete the assigned activity.
2. Once you receive the seminar text, allow yourself plenty of time to read, think, and annotate the text so you will be ready for the upcoming seminar. Here are some sentence starters for you to note as you read and prepare.

- |   |                                     |
|---|-------------------------------------|
| ❖ What puzzles me is...                   | ❖ I have questions about...         |
| ❖ I'd like to know more about...          | ❖ One way to use this idea is to... |
| ❖ This is similar to what I know about... | ❖ Another point of view is...       |
| ❖ This is very different from...          | ❖ What if it meant...               |
| ❖ The big idea seems to be...             | ❖ I have questions about...         |

3. You should circle, underline, or highlight the text and note, draw, or sketch in the margins of the text to record your preparation thinking. It will make it much, much easier for you to participate in the seminar.

## Guidelines for Participants in a Socratic Seminar

1. Refer to the text when needed during the discussion. A seminar is not a test of memory. You are not "learning the subject;" your goal is to understand the ideas, issues, and values reflected in the text.
2. A successful seminar is one in which the members work together to help each other understand the reading and the questions that develop out of the readings and conversations. Discuss what you want to find out, not what you know.
3. Help other participants build on other incomplete ideas.
4. Come to class with questions, thoughts, or feelings about the text.
5. Do not stay confused; ask for clarification. State incomplete thoughts, feelings, or questions. The seminar is about thinking out loud not about stating answers.
6. Direct your thoughts, questions to the other participants, not to the teacher.
7. Don't raise hands; take turns speaking (you must give others an opportunity to speak!)
8. Listen carefully.
9. Discuss ideas rather than each other's opinions.
10. You are responsible for the seminar, even if you don't know it or admit it.

## Expectations of Participants in a Socratic Seminar

When evaluating your Socratic Seminar participation, I ask the following questions. Did you...

- Speak loudly and clearly?
- Use the text/documents to find support?
- Listen to others respectfully?
- Stick with the subject?
- Talk to each other, not the teacher?
- Paraphrase accurately?
- Ask for help to clear up confusion?
- Cite reasons and evidence for their statements?
- Support each other?
- Avoid hostile exchanges?
- Question others in a civil manner?
- Seem prepared?

## What is the Difference between Dialogue and Debate?

- Dialogue is collaborative: multiple sides work toward shared understanding.
- In dialogue, one listens to understand, to make meaning, and to find common ground.
- Dialogue enlarges and possibly changes a participant's point of view.
- Dialogue creates an open-minded attitude: openness to being wrong and an openness to change.
- In dialogue, one submits one's best thinking, expecting that the other people's reflection will help improve it rather than threaten it.
- Dialogue calls for temporarily suspending one's beliefs.
- Dialogue remains open-ended.
- Debate is oppositional: two opposing sides try to prove each wrong.
- In debate, one listens to find flaws, to spot differences, and to counter arguments
- Debate defends assumptions as truth.
- Debate creates a close-minded attitude, a determination to be right.
- In debate, one submits one's best thinking and defends it against challenge to show that it is right.
- Debate call for strengths in one's beliefs.
- Debate demands a conclusion.

## Easy (and Important) Ways to Become More Involved in a Socratic Seminar

Ask a clarifying question.	<i>"I'm not sure I fully understand what you're saying? Can you restate what you just said?" "What do you think the author means in line 6?"</i>
Paraphrase another participant's ideas for clear understanding.	<i>"So what you're saying is..."</i>
Ask for specific illustrations.	<i>"Can you give us an example to illustrate your point?"</i>
Question the relevance of questions & comments.	<i>"Could you explain how that question or comment relates to the current point?"</i>
Search for possible alternate perspectives.	<i>"Are there some ways to interpret this? Or Think about how someone from a different perspective might view this."</i>
Question assertions and underlying assumptions.	<i>"Are we assuming that it's true that..."</i>
Identify common ground to move the dialogue forward.	<i>"Can we take it as a given that _____ is true?"</i>
Ask for specific textual support.	<i>"Is there a quote that reflects _____?"</i>
Identify connections to previous comments or questions.	<i>"Does this relate back to the earlier idea about...?"</i>

Which label (Dark Ages, Age of Feudalism, the Age of Faith, Golden Age of Europe) best describes the era between 500-1400 in Europe?

Document 1

In *The Middle Ages*, historian Frantz Funck-Brentano made use of previously published texts to describe Europe in the ninth and tenth centuries (Heinemann, 1922, pp. 1-3).

The barbarians have broken through the ramparts. The Saracen [Moors] invasions have spread in successive waves over the South. The Hungarians swarm over the Eastern provinces . . . they sacked town and village, and laid waste the fields. They burned down the churches and then departed with a crowd of captives. . . . There is no longer any trade, only unceasing terror. . . . The peasant has abandoned his ravaged fields to avoid the violence of anarchy. The people have gone to cower in the depths of the forests or in inaccessible regions, or have taken refuge in the high mountains. . . . Society has no longer any government. . . .

According to the author, what were conditions like in Europe during the 800's?

Document 2

This excerpt is from the Homage Oath taken by John of Toul.

"I, John of Toul, make known that I am the liege man of the [count and countess of Champagne]. . . . I will aid the count of Champagne in my own person, and will send to the count and countess of Champagne the knights whose service I owe to them for the fief which I hold of them. . . ."

What are the obligations John is promising to uphold?

Document 3

The Anglo-Saxon Chronicle tells of invasions of England.

842 In this year there was a great slaughter in London and Quentavic and in Rochester.  
846 According to their custom the Northmen plundered . . . and burned the town of Dordrecht. . . . the Northmen, with their boats filled with immense booty, including both men and goods, returned to their own country. . . .

According to this Chronicle, what is happening at this time (842-846)?

(continued)

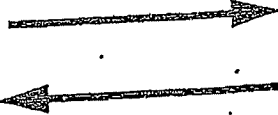
Document-Based Assessment  
Activities for Global History Classes

③ ①

FEUDAL OBLIGATIONS 4

Vassal to lord:

Obligation:  
 Loyalty  
 Military service  
 Ransom, if needed



Lord to vassal:

Obligation:  
 Protection  
 Land (fief)

Explain the mutual obligations as illustrated in this diagram.

---



---



---



---

Document 5

A Church council calls for the observance of the Truce of God, 1083:

... That from the first day of the Advent of our Lord through Epiphany . . . and throughout the year on every Sunday, Friday, and Saturday, and on the fast days of the four seasons . . . this decree of peace shall be observed . . . so that no one may commit murder, arson, robbery, or assault, no one may injure another with a sword, club, or any kind of weapon. . . . On . . . every day set aside, or to be set aside, for fasts or feasts, arms may be carried, but on this condition, that no injury shall be done in any way to any one . . . If it shall happen that any castle is besieged during the days which are included within the peace, the besiegers shall cease from attack unless they are set upon by the besieged and compelled to beat the latter back. . . .

According to this document, what is the Church trying to accomplish?

---



---



---



---

(continued)

Document-Based Assessment



Document 6

This excerpt describes the Middle Ages. (From Gray C. Boyce, "The Medieval Period" in *The 34th Yearbook of the National Council for the Social Studies*, 1964, pp. 69-70.)

... we learn that an age once traditionally described as "dark" had remarkable vitality and exuberance. Even at its worst it performed the function of guarding, frequently by accident and chance, the knowledge and treasures of what had come before, but even more it was creative and inventive, and transmitted to later ages great riches of its own.

What functions were provided during the Middle Ages according to this author?

---



---



---



---



This description of the positive aspects of the Middle Ages was taken from *Medieval Europe* by H. C. Davis, Oxford University Press, 1946, p. 79.

... Medieval culture was imperfect, was restricted to a narrow circle of superior minds. ... Measure it, however, by the memories and the achievements that it has bequeathed to the modern world, and it will be found not unworthy to rank with those of earlier and later Golden Ages. It flourished in the midst of rude surroundings, fierce passions, and material ambitions ... we must judge of them by their philosophy and law, by their poetry and architecture. ...

How does this author describe the era? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(continued)

Document 8

This excerpt is from the monastic vows of Brother Gerald.

I hereby renounce my parents, my brothers and relatives, my friends, my possessions, ... and the vain and empty glory and pleasure of this world. I also renounce my own will, for the will of God. I accept all the hardships of the monastic life, and take the vows of purity, chastity, and poverty, in the hope of heaven; and I promise to remain a monk in this monastery all the days of my life.

What is Gerald promising to do when he becomes a monk? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Document 9

In 1095, Pope Urban II issued a call for a holy crusade—a war to recapture the Holy Land.

... Your brethren who live in the [Middle] East are in urgent need of your help. ... For, as most of you have heard, the Turks and the Arabs have attacked them and have conquered the territory of Romania [the Byzantine Empire]. ... They have occupied more and more of the lands of those Christians. ... They have killed and captured many, and have destroyed the churches and devastated the Empire. ... All who die by the way, whether by land or sea, or in battle against the pagans, shall have immediate remission of sins.

How does this call for a crusade demonstrate the power of the Pope and the Catholic Church? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(continued)

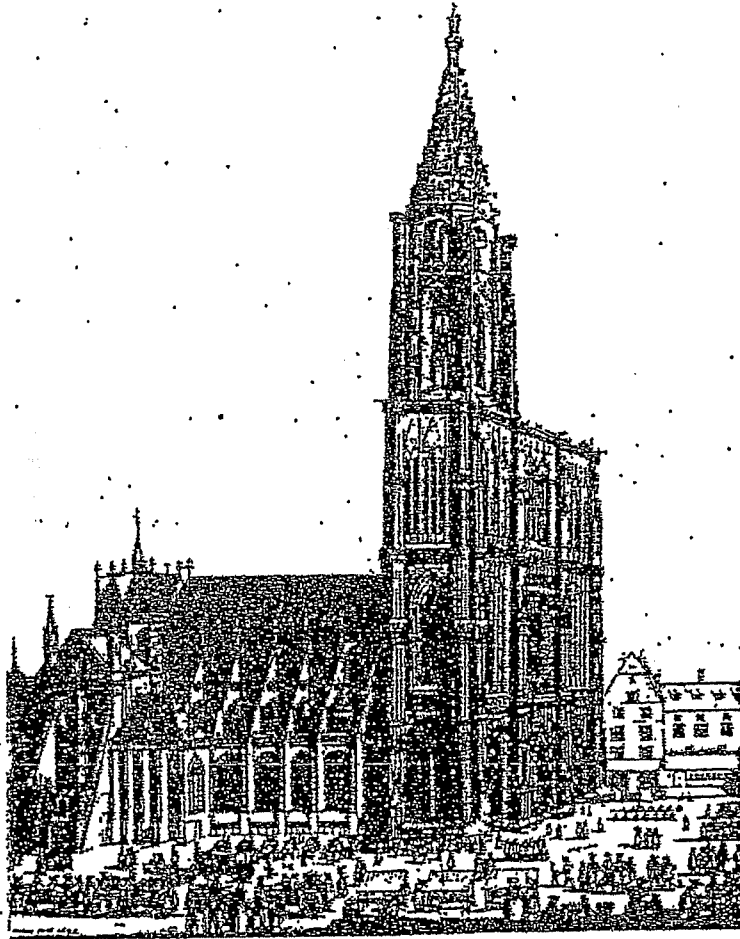
Document 10

Examine this picture of a Gothic cathedral. How does it illustrate the power of the Catholic Church?

---

---

---



4

◆ ~~Franklin D. Roosevelt~~