

## SOCRATIC SEMINARS

*Where questions, not answers, are the driving force in thinking.*



### Socratic Seminar Overview

"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 thinking" (Adams).

"Socratic questioning recognizes that questions, not answers, are the driving force in thinking. Socratic seminars explore ideas, values, and issues drawn from readings or art works chosen for their richness. They also provide a forum to expand participants' familiarity with works drawn from many cultural sources. Leaders help participants to make sense of a text and of their own thinking by asking questions about reasoning, evidence, connections, examples, and other aspects of sound thinking. A good seminar is more devoted to making meaning than to mastering information. Seminars strengthen participants' learning by getting them actively engaged in rigorous critical thought. Practical activities are always followed by periods of reflection and discussion about what has been experienced. The goal here is to allow learners to create a community of inquiry for the purpose of making meaning cooperatively" (Raider).

### **Socratic seminars are aligned with the New York State Learning Standards for English Language Arts**

**Standard 1: Students will read, write, listen, and speak for information and understanding.** As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

**Standard 2: Students will read, write, listen and speak for literary response and expression.** Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature: relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

**Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.** As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. They will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences ideas, information and issues.

**Standard 4: Students will read, write, listen, and speak for social interaction.** Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

## ELEMENTS OF A SOCRATIC SEMINARS

A Socratic Seminar fosters active learning as participants explore and evaluate the ideas, issues, and values in a particular text. According to Paul Raider, a good seminar consists of four interdependent elements:

**The Text:** Socratic Seminars texts are chosen for their richness in ideas, issues, values and their ability to stimulate extended, thoughtful dialogue. A seminar text can be drawn from readings in literature, history, science, math, health, and philosophy or from works of art or music. A good text raises important questions in the participants' minds, questions for which there are no right or wrong answers. At the end of a successful Socratic Seminar, participants often leave with more questions than they brought with them.

**The Question:** A Socratic Seminar opens with a question either posed by the leader or solicited from participants as they acquire more experience in seminars. An opening question has no right answer; instead it reflects a genuine curiosity on the part of the questioner. A good opening question **leads participants back to the text** as they speculate, evaluate, define, and clarify the issues involved. Response to the opening question generates new questions from the leader and the participants, leading to new responses. In this way, the line of inquiry in a Socratic Seminar evolves on the spot rather than being predetermined by the leader.

**The Leader:** In a Socratic Seminar, the leader plays a dual role as leader and participant. The seminar leader consciously demonstrates habits of mind that lead to a thoughtful exploration of the ideas in the text by keeping the discussion focused on the text, asking follow-up questions, helping participants clarify their positions when arguments become confused, and involving reluctant participants while restraining their more vocal peers. As a seminar participant, the leader actively engages in the group's exploration of the text. To do this effectively, the leader must know the text well enough to anticipate varied interpretations and recognize important possibilities in each. *The leader must also be patient enough to allow participants' understandings to evolve and be willing to help participants explore non-traditional insights and unexpected interpretations.* Assuming this dual role of leader and participant is easier if the opening question is one that truly interests the leader as well as the participants.

**The Participants:** In a Socratic Seminar, participants carry the burden of responsibility for the quality of the seminar. Good seminars occur when participants study the texts closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas. Participants acquire good seminar behaviors through participating in seminars and reflecting on them afterward. After each seminar, the leader and participants discuss the experience and identify ways of improving the next seminar. Before each new seminar, the leader also offers coaching and practice in specific habits of mind that improve reading, thinking, and discussing. Eventually, when participants realize that the leader is not looking for right answers, but is encouraging them to think aloud and to exchange ideas openly, they discover the excitement of exploring important issues through shared inquiry. This excitement creates willing participants, eager to examine ideas in a rigorous, thoughtful manner.

## FAQS ABOUT SOCRATIC SEMINARS

### **What does Socratic mean?**

Socratic comes from the name Socrates (ca. 470-399 BC) who was a classical Greek philosopher; he developed a Theory of Knowledge.

### **What was Socrates' Theory of Knowledge?**

Socrates was convinced that the surest way to attain reliable knowledge was through the practice of disciplined conversation; he called this method *dialectic*.

### **What does dialectic mean?**

*Dialectic* (noun) means the art or practice of examining opinions or ideas logically, often by the method of questions and answer, so as to determine their validity.

### **How did Socrates use the dialectic?**

He would begin with a discussion of the obvious aspects of any problem. Socrates believed that through the process of dialogue, where all parties to the conversation were forced to clarify their ideas, the final outcome of the conversation would be a clear statement of what was meant. The technique appears simple, but it is intensely rigorous. Socrates would feign ignorance about a subject and try to draw out from the other person his fullest possible knowledge about it. His assumption was that by progressively correcting incomplete or inaccurate notions, one could coax the truth out of anyone. The basis for this assumption was an individual's capacity for recognizing lurking contradictions. If the human mind was incapable of knowing something, Socrates wanted to demonstrate that, too. Some dialogues, therefore, end inconclusively.

### **What is a Socratic Seminar?**

A Socratic Seminar is a method to try to understand information by creating an in-class dialogue based on a specific text. The participants seek deeper understanding of complex ideas through rigorously thoughtful dialogue, rather than by memorizing bits of information or meeting arbitrary demands for 'coverage.'

### **What are some of the benefits of using Socratic Seminars?**

- Provides opportunities for critical readings of texts
- Teaches respect for diverse ideas, people, and practices.
- Enhances students' knowledge and research base.
- Develops strategies for increasing success for *all* students.
- Potential for creating a positive learning environment for *all* students.
- Creates a community of inquiry.
- Develops strategies for critical thinking skills, building self-esteem, and problem solving.
- Quality time to engage in in-depth discussions, problem solving and clarification of one's ideas, ethics and values.
- Builds a strong, collaborative work culture.
- Puts the student right smack in the center of the learning as an active and engaged participant!

## CHOOSING A TEXT

The first step to a great Socratic Seminar is choosing the right text(s); it may be fiction or nonfiction, a piece of music, art or political cartoon, etc. Generally it is good to start with one short text, but once your students are comfortable with the process, you can combine a short prose text with a poem, photograph, or painting and have them draw connections between them. Some basic characteristics for text selection are:

- A relatively short text, 1-12 pages. In the beginning, keep them quite short so that students can read and annotate them at home and then re-read the text in class just before the seminar begins. This is a good way to encourage student engagement on the first few seminars. Usually after the first few successful seminars, you can move on to slightly longer texts and not have to re-read in class; students generally look forward to the seminars.
- The texts should be sufficiently complex to allow participants a variety of perspectives and/or reactions; the multiple viewpoints are what create a rich dialogue. If you are using two short texts, they may offer different perspectives on the same event, issue or idea.
- The texts should have relevance for your students and the unit of study; hooking them to your motifs, themes, or essential questions can only strengthen their understanding.
- The text should be at the independent reading level for the majority of your students, and in the cases where the text will prove to be more challenging, the teacher should use reading strategies to scaffold interactions with the text.
- Consider searching the Internet for short, thematically relevant texts. Several of the online databases that each library subscribes to can be searched by theme.

**DIALOGUE, DEBATE, & DISCUSSION**

What are the differences between and among dialogue, debate, and discussion?

DIALOGUE	DEBATE AND/OR DISCUSSION
Dialogue is collaborative; cooperative; multiple sides work toward a shared understanding	Debate is competitive and/or oppositional; two (or more) opposing sides try to prove each other wrong; sometimes Discussion can move in this direction as well
In dialogue, one listens to understand, to make meaning, and to find common ground	In debate, (and sometimes discussion) one listens to find flaws, to spot differences, and to counter arguments
Dialogue enlarges and possibly changes a participant's point of view	Debate defends assumptions as truth; in discussions, participants may tend to "dig in"
Dialogue creates an open-minded attitude; an openness to being wrong and an openness to change	Debate creates an close-minded attitude, a determination to be right; Discussion often tends to lead toward one "right" answer
In dialogue, one submits one's best thinking, expecting that other people's reflections will help improve it rather than threaten it	In debate, and often discussion, one submits one's best thinking and defends it against challenge to show that it is right
Dialogue calls for temporarily suspending of one's beliefs	Debate, and sometimes discussion, calls for investing wholeheartedly in one's beliefs
In dialogue, one searches for strengths in all positions	In debate, and sometimes discussion, one searches for weaknesses in the other positions
Dialogue respects all the other participants and seeks not to alienate or offend	Debate rebuts contrary positions and <i>may</i> belittle or deprecate other participants; a discussion gone awry <sup>1</sup> may end up this way as well
Dialogue assumes that many people have pieces of answers and that cooperation can lead to a greater understanding	Debate assumes a single right answer that somebody already has
Dialogue remains open-ended	Debate demands a conclusion
Dialogue is mutual inquiry; collective knowledge	Discussion is individual opinions; individual knowledge
Dialogue practices a product	Debate and discussion produce products
Dialogue is divergent	Debate, and often discussion, is convergent

Note:

The differences between and among dialogue, discussion, and debate should not imply that dialogue is "good" and that discussion and debate are "bad." There are certainly times when discussion and debate are useful instructional strategies. The chart above is simply intended to articulate the differences.

**FACILITATING THOUGHTFUL DIALOGUE**

Running a successful Socratic Seminar requires that we work to create a "cultural shift," that progression toward true dialogue with our students. This involves creating what Martin Nystrand (1999) calls a more dialogic, as opposed to monologic, classroom. In a very basic way, monologic and dialogic classrooms can be distinguished as follows:

**Monologic Classrooms**

- Teacher holds the knowledge
- Teacher poses all or most questions
- Students respond to teacher
- Teacher evaluates student responses

**Dialogic Classrooms**

- Teacher & students construct knowledge
- Teacher & students pose questions
- Students respond to each other
- Class evaluates ideas & reaches consensus

While a dialogic classroom is co-constructed by the entire learning community (the teacher as well as the students), the teacher plays an important role setting the tone and maintaining a classroom culture where learning is the product of shared inquiry.

Although questioning techniques are complicated and resist simple "formulas," teachers can consider certain strategies that may help to encourage thoughtful dialogue:

1. Ask an open-ended questions that resist obvious, simple, or "already-known" answers. (See [criteria for opening questions.](#))
2. Wait for replies (do not rephrase or ask another question; open-ended questions require time to think).
3. Whenever possible, encourage students to engage in "uptake" by responding or building upon the idea of the previous speaker.
4. As the facilitator of the seminar, the teacher may need to help facilitate the dialogue in one of the following ways:

Explore the Reply	OR	Move On
<ul style="list-style-type: none"> <li>• Ask the last speaker to clarify or explain an idea</li> <li>• Ask other students to respond or build upon the idea</li> <li>• Ask for support or evidence from the text</li> <li>• Deepen the discussion by asking students to consider:                             <ul style="list-style-type: none"> <li>• cause and effect</li> <li>• compare and contrast</li> <li>• benefits and burdens</li> <li>• take a different view</li> <li>• react to counter example</li> <li>• apply to different situation</li> <li>• relate to personal experience</li> </ul> </li> <li>• Invite new ideas</li> <li>• Solicit questions for the group to consider or to be considered later</li> </ul>		<ul style="list-style-type: none"> <li>• Ask a different question on new content</li> <li>• Consolidate ideas</li> <li>• Summarize discussion</li> <li>• Reintroduce an idea posed by a student earlier in the seminar</li> <li>• Shift to a discussion of the group process</li> </ul>

## OPENING & SUSTAINING QUESTIONS

A good opening question in a seminar:

- Arises from a genuine curiosity on the part of the leader
- Has no single "right" answer
- Is framed to generate discussion leading to greater understanding of the ideas of the text
- Can best be answered by references (explicit or implicit) to the text

The criteria for good opening questions resonate with the features of good *Essential Questions*:

- Open-ended questions that resist a simple or single right answer
- Deliberately thought-provoking, counterintuitive, and/or controversial
- Require students to draw upon content knowledge and personal experience
- Can be revisited throughout the unit/course to actively engage students
- Lead to other essential questions posed by students

### **Stem Questions that Facilitate & Sustain Dialogue**

These stem questions are not only for the leader of the seminar but for participant use as well. It is a great idea to post the list in your classroom as a reference tool for students. At first, when students use them, they may seem a bit artificial; however, the more you make them a regular practice in your classroom, the more comfortable and automatic they will become for both you and your students.

#### **Agree / Disagree**

- Has anyone else had a similar . . . ?
- Who has a different . . . ?

#### **Clarification**

- I'm not sure I understand . . . ?
- Tell me more about . . . ?
- Do you see gaps in my reasoning?
- Are you taking into account something different from what I have considered?

#### **Support Questions**

- Can you give us an example of . . . ?
- Where in the story . . . ?
- What would be a good reason for . . . ?
- What is some evidence for . . . ?

#### **Cause and Effect**

- Why do you think that happened?
- How could that have been prevented?
- Do you think that would happen that way again? Why?
- What are some reasons people . . . ?

## Compare / Contrast

- How are \_\_\_\_\_ and \_\_\_\_\_ alike? Different?
- What is that similar to?
- Can you think of why this feels different than . . . ?
- How does this (poem, book, incident, etc.) remind you of . . . ?

## Benefits / Burdens

- What are some of the reasons this wouldn't (would) be a good idea?
- Would anyone like to speak to the opposite side?
- Those are some reasons this would work; what reasons might it not work?

## Point of View / Perspective

- How might she/he have felt . . . ?
- What do you think he/she was thinking when . . . ?
- He might not like that, but can you think of someone who would?
- \_\_\_\_\_ has expressed a different opinion. Are there others?
  - Do you have a different interpretation?
  - Do you have different conclusions?
  - How did you arrive at your view?

## Structure / Function

- If that was the goal, what do you think about . . . (the action, reaction)?
- What were her/his choices of how to . . . ?
- Why was she/he doing that? (Reply gives reason) What do you think of that approach?
- What better choices could he/she have made?
- What rules would we need to make sure . . . ?

## Counterexample

- Would that still happen if . . . ?
- What might have made the difference?

## Different Situation

- Can you describe a situation that would . . . ?
- Suppose \_\_\_\_\_. Would that still be true? Why or why not?

## Solicit Questions

- What are some things that you wonder about?
- What would you like to know about?
- Are there questions we should remember now?

## Personal Experience

- What would you do in that situation?
- Has anything like that ever happened to you?
- In what way are you alike or different from . . . ?



## RESPONSIBILITIES: LEADER

“The goal of the seminar is to enhance participants’ understanding of issues by discussing selected texts. Rather than following a predetermined plan, the conversation flows in response to comments made by participants. Here are some of the tips for seminar leaders offered by Dennis Gray in the *American Educator* (Fall 1989) to keep your discussion running smoothly” (Paul Raider).

- To prepare, read the assigned texts carefully. Focus on formulating provocative questions while you are reading. Select short passages for special attention. At the start of each seminar, your role is to get the discussion moving by setting the stage. A few brief comments are in order, but remember, you’re not there to deliver a lecture.
- Choose an introductory question in advance that is broad, open-ended, and provocative. (Note: You may want to consult the list of essential questions in the *Appendices* in this booklet as a starting or jumping off point.)
- Listen carefully so that you can follow every response with a clarifying or sustaining question if need be.
- Stick with the subject at hand, and encourage the group to turn to the assigned texts frequently to support their ideas. Do not let the discussion wander or the participants pontificate.
- Neither praise nor put down comments. Your role is to press participants to clarify and amplify their ideas.
- Insist on standards of intellectual rigor. A good seminar is not a “bull session.”
- Remember that your role is to be a co-learner and discussion facilitator, not an authority on “correct” thinking.
- You may want to assign someone to be an observer and record keeper at each seminar. At the end of the session, you may ask that individual to sum up. Then give the group time for clarification or additions.
- Take time for the group to process the dialogue; use the feedback to guide future meetings.
- Design a reflective piece for each of the seminars you facilitate. Some samples are included in this booklet and can be easily modified for different content areas and grade levels. You should look for the teachable moments in each and every seminar and be flexible in revising the participants’ reflective piece if the seminar takes a different (but still valuable) path than expected.

Paul Raider suggests that you end the seminar with, “That’s a good place to stop,” instead of, “the seminar is over,” “or we have to end the seminar;” it’s a small touch, but it indicates that the thinking process continues long after the dialogue has ended. A great message for kids.

## RESPONSIBILITIES: PARTICIPANTS

As you first introduce Socratic Seminars, it is important to clearly communicate your expectations for the participants. Paul Raider offers the following responsibilities for seminar participants:

1. Refer to the text when needed during the discussion. A seminar is not a test of memory. You are not "learning a subject"; your goal is to understand the ideas, issues, and values reflected in the text.
2. It's okay to "pass" when asked to contribute.
3. Do not participate if you are not prepared. A seminar should not be a bull session.
4. Do not stay confused; ask for clarification.
5. Talk to the participants, not just the leader.
6. Stick to the point currently under discussion; make notes about ideas you want to come back to.
7. Don't raise hands; take turns speaking.
8. Listen carefully and respectfully.
9. Speak up so that everyone can hear you.
10. Talk to each other, not just to the teacher or the leader.
11. Discuss the ideas rather than each other's opinions.
12. You are responsible for the seminar, even if you don't know it or admit it.

With reinforcement and occasional reminders, these responsibilities should be internalized by students fairly quickly. They are not meant to be strict rules, but guidelines for a productive seminar dialogue. Teachers may find it helpful to have students add to or further refine this list of responsibilities.

## FAQS FROM STUDENTS

When Socratic Seminars are a new instructional strategy, students may have questions about the process that they may or may not want to ask. Teachers may find it useful to anticipate what some of these questions might be. Bena Kallick offers the following questions that her students have expressed about Socratic Seminars:

- Is there really a "right" answer, or am I just second-guessing what the teacher thinks?
- How will I be evaluated? Are the criteria going to be apparent, or will the teacher just "give me a grade"?
- Will judgments be made about me based on my race, religion, class, gender, etc. that will preclude my thinking from being accepted?
- In discussions, will the leader / teacher protect me if I take a risk and my idea gets shot down? How safe is the environment for me to say what is on my mind?
- Do I dare express what might be an irrational thought? One that might sound very different or off the mark to others? What will people think of me? Of my intellect? Will this affect my grade in this class? Will it affect what the teacher thinks of me? Will it affect the way my group acts toward me?
- Dare I express the negative? The dark side of the picture? Does the teacher and/or group allow for acceptance of the gloomy or pessimistic view? The critical negative judgment?
- Will I lose my peer group's respect if I participate seriously in a discussion? Suppose I disagree with another peer group member? What will that do to my relationship with him/her? With the whole group?
- Will I get my chance to talk if I listen, or will everything start to build on someone else's ideas and my ideas will never get heard?
- If there is no answer to the questions that we raise, where am I? What do I really know? How will this be tested? How can I trust that I am learning anything? How can I trust my decisions? Is there nothing that I can hold on to as certain?

KALICK, BENA. CHANGING SCHOOLS INTO COMMUNITIES FOR THINKING.  
NORTH DAKOTA STUDY GROUP, GRAND FORKS, ND.

## SOCRATIC SEMINAR ANALYTIC RUBRIC

	EXCELLENT	GOOD	FAIR	UNSATISFACTORY
<u>CONDUCT</u>	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.
<u>SPEAKING &amp; REASONING</u>	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.
<u>LISTENING</u>	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.
<u>READING</u>	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.

(ADAPTED WITH PERMISSION FROM PAUL RAIDER)

## **SOCRATIC SEMINAR: HOLISTIC *PARTICIPATION* RUBRIC**

<b>PARTICIPATION IS OUTSTANDING</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participant offers enough solid analysis, without prompting, to move the conversation forward</li> <li><input type="checkbox"/> Participant, through his/her comments, demonstrates a deep knowledge of the text and the question</li> <li><input type="checkbox"/> Participant has come to the seminar prepared, with notes and a marked/annotated text</li> <li><input type="checkbox"/> Participant, through his/her comments, shows that he/she is actively listening to other participants</li> <li><input type="checkbox"/> She/he offers clarification and/or follow-up that extends the conversation</li> <li><input type="checkbox"/> Participant's remarks often refer to specific parts of the text</li> </ul>
<b>PARTICIPATION IS VERY GOOD</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participant offers solid analysis without prompting</li> <li><input type="checkbox"/> Through his/her comments, participant demonstrates a good knowledge of the text and the question</li> <li><input type="checkbox"/> Participant has come to the seminar prepared with notes and/or a marked/annotated text</li> <li><input type="checkbox"/> Participant shows that he/she is actively listening to others. She/he offers clarification and/or follow-up</li> </ul>
<b>PARTICIPATION IS SATISFACTORY</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participant offers some analysis, but needs prompting from the seminar leader and/or others</li> <li><input type="checkbox"/> Through his/her comments, participant demonstrates a general knowledge of the text and the question</li> <li><input type="checkbox"/> Participant is less prepared, with few notes and no marked/annotated text</li> <li><input type="checkbox"/> Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments</li> <li><input type="checkbox"/> Participant relies more upon his/her opinion, and less on the text to drive his/her comments</li> </ul>
<b>PARTICIPATION IS NOT SATISFACTORY</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participant offers little commentary</li> <li><input type="checkbox"/> Participant comes to the seminar ill-prepared with little understanding of the text and question</li> <li><input type="checkbox"/> Participant does not listen to others, offers no commentary to further the discussion</li> </ul>

RECONFIGURED RUBRIC BASED ON [ADAMS@STUDYGUIDE.ORG](mailto:ADAMS@STUDYGUIDE.ORG)

**COMMENTS:**

## SOCRATIC SEMINAR REFLECTION

Name \_\_\_\_\_ Seminar # \_\_\_\_\_

Text Title: \_\_\_\_\_ Pages: \_\_\_\_\_

Author: \_\_\_\_\_

**OPENING QUESTION(S):**

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**1. Summary of key ideas:**

**2. Reaction: Identify what someone said; write down his/her comment. React to his/her statement.**

**3. Explain how the Seminar influenced your thinking about the topic or the text(s).**

**4. Socratic Connections: Identify and explain a connection to . . .**

another writer/poet	news article	movie	song
commercial	Photograph/painting	TV show	person you know
experience you had	observation	another culture	famous/infamous person
your choices . . . .			

Explain your connection fully:

**5. SELF ASSESSMENT**

Taking a position on a question	5	4	3	2	1
Using evidence to support a position or presenting factual information	5	4	3	2	1
Drawing another person into the discussion	5	4	3	2	1
Asking a clarifying question or moving the discussion along	5	4	3	2	1
Highlighting and marking the text with questions/commentary	5	4	3	2	1

Identify a personal goal for the next seminar:

Identify a group goal and how you would be willing to contribute to it:

