

Lesson Seed 7. Socratic Seminar on Perspectives
Advanced / Gifted and Talented (GT) English Language Arts
Grade: 7 GT Unit Title: The Sociological Approach to Literature: The Concept of Perspectives Length: 2 Days

Lesson Overview

Students will synthesize learning related to the essential question: “How do varying perspectives lead to multiple interpretations?” by preparing for, participating in, and reflecting upon a Socratic Seminar.

Teacher Planning, Preparation, and Materials

INTRODUCTION:
 This lesson models instructional approaches for differentiating the CCSS for advanced/gifted and talented students. Gifted and talented students are defined in Maryland law as having outstanding talent and performing, or showing the potential for performing, at remarkably high levels when compared with their peers (§8-201). State regulations require local school systems to provide different services beyond the regular program in order to develop gifted and talented students’ potential. Appropriately differentiated programs and services will accelerate, enrich, and extend instructional content, strategies, and products to apply learning (COMAR 13A.04.07 §03).

- **Differentiate the Content, Process, and Product for Advanced / Gifted and Talented (GT) Learners**

Content refers to the key concepts of the curriculum; what students should know, understand, and be able to do.

Content Differentiation for GT learners
 The goal is an optimal match: Each student is challenged at a level just beyond the comfort zone. Pre-assess students’ readiness to determine the appropriate starting point. Implement strategies for **acceleration**: Use more complex texts and materials, above grade-level standards, compacting; or move grade level content to an earlier grade. Implement strategies for **enrichment/extension**: Use overarching concepts, interdisciplinary connections, the study of differing perspectives, and exploration of patterns/relationships.

Content Differentiation in this Lesson:
Students discuss the overarching unit concept of perspectives in the Socratic Seminar, exploring the relationship between perspectives and interpretations. For acceleration and enrichment, students may create their own questions for the seminar without aid from the teacher facilitator. The teacher may also select a student to take the role of facilitator, responsible for monitoring the discussion.

Process refers to how students make sense of information. The teacher designs instructional activities that make learning meaningful to students based on their readiness levels, interests, or learning styles.

Process Differentiation for GT Learners
 Instructional processes incorporate flexible pacing and opportunities to engage in advanced problem-solving characteristic of professionals in the field. Activities focus on the higher level of each continuum: from simple to **complex**; from more practice to **less repetition**; and from dependent to **independent**. Activities deepen understanding through authentic **inquiry**, **research**, and **creative production**.

Process Differentiation in this Lesson:
Through the use of a Socratic Seminar, students deepen their understanding of the essential question through collaboration. Authentic inquiry occurs as students create their own higher-level questions for the Seminar.

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Products are culminating experiences that cause students to rethink, use, and extend what they have learned over a period of time.

Product Differentiation for GT Learners

Differentiated products or performance tasks require students to apply learning meaningfully to complex, authentic tasks that model the real-world application of knowledge characteristic of professionals in the field. Products have an authentic purpose and audience, and students participate in goal-setting, planning, and self-monitoring.

Product Differentiation in this Lesson:

Through collaboration, students develop their speaking and listening skills, a task highly appropriate for the real-world. Students monitor both themselves and their peers, setting goals and planning along the way.

- Apply the CCSS triangle for text complexity and the Maryland Qualitative and Reader and Task tools to determine appropriate placement. *The Socratic Seminar is an above-grade level strategy used to thoroughly analysis a text through the use of questioning and discussion.*
- Plan with UDL in mind: This lesson applies the Universal Design for Learning Guidelines to remove barriers for advanced/gifted and talented students. In particular, the lesson addresses
 - I. Multiple Means of Representation
 - 3.1 activate or supply background knowledge
 - 3.2 Highlight patterns, critical features, big ideas, and relationships
 - 3.4 Maximize transfer and generalization
 - II. Multiple Means of Action and Expression
 - 5.2 Use multiple tools for construction and composition
 - 6.3 Facilitate managing information and resources
 - 6.4 Enhance capacity for monitoring progress
 - III. Multiple Means of Engagement
 - 7.1 Optimize individual choice and autonomy
 - 7.2 Optimize relevance, value, and authenticity
 - 8.2 Vary demand and resources to optimize challenge
 - 9.1 Promote expectations and beliefs that optimize motivation
 - 9.3 Develop self-assessment and reflection

For more information about how UDL addresses the needs of gifted learners, go to http://www.udlcenter.org/screening_room/udlcenter/guidelines

- Consider the need for Accessible Instructional Materials (AIM) and/or for captioned/described video when selecting texts, novels, video and/or other media for this unit. See “Sources for Accessible Media” for suggestions on Maryland Learning Links: <http://marylandlearninglinks.org>.

IMPORTANT NOTE: No text model or website referenced in this unit has undergone a review. Before using any of these materials, local school systems should conduct a formal approval review of these materials to determine their appropriateness. Teacher should always adhere to any Acceptable Use Policy enforced by their local school system.



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Essential Question
How do varying perspectives lead to varying interpretations?
Unit Standards Applicable to This Lesson
<p>Reading Literature RL.9-10.2 Determine a theme or central idea of a text and analyze in detail the development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Reading Informational Text (N/A)</p> <p>Writing W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning relevant and sufficient evidence.</p> <p>Speaking and Listening SL.9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style and appropriate to purpose, audience, and task.</p> <p>Language L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>



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LESSON PROCEDURE

1. As facilitator, the teacher should prepare discussion questions related to the essential question “How do varying perspectives lead to multiple interpretations?” Examples of questions include the following: Are there different ways the audience can view Petruchio’s control of Katherine? What could be the playwright’s purpose for the many changes of identity in the play in addition to fooling other characters? Which character is most duplicitous: Petruchio, Katherine or Bianca? Discuss why certain characters do or do not change during the play. What are some of the effects on the reader/viewer of Katherine’s monologue in Act V? To what extent has Shakespeare created credible characters? Is the play meant to be farcical? What questions about 16th century society does the reader/viewer have? What are several different interpretations of beauty in the play? How would Petruchio, Katherine, Bianca, Lucentio, Hortensio, or the widow be described on a dating site? Although students will also create their own higher-level questions, these questions will be used as examples.
2. If using the coaching or fishbowl techniques, the teacher may want to conduct the class in two sessions of 15 to 30 minutes each to allow all students to discuss. For the second discussion, the teacher may suggest that students focus on different parts of the play, different relationships, different techniques Shakespeare uses to show varying perspectives in order to invite robust discussion in the second seminar.
3. Before the seminar, students will:
 - Read Socratic Seminar guidelines or information from a source such as <http://www.facinghistory.org/resources/strategies/socratic-seminar>. This step may be eliminated if students are familiar with the purpose and process of a Socratic Seminar. Suggested student guidelines for a Socratic Seminar are as follows:
 - Make sure you can see and hear all participants.
 - Discuss and make eye contact with peers; the facilitator is not in the discussion.
 - Use text support for your ideas.
 - A great discussion focuses on a topic until a depth of understanding or wealth of ideas is explored about the topic.
 - Respect others; disagree with ideas in an agreeable way.
 - Everyone needs to speak and listen.
 - Only one person speaks at a time; no side conversations.
 - Ask for clarification of ideas not understood.
 - No one needs to raise hands but each one needs to be aware how much he/she has spoken in relation to other students. If others have not yet spoken and you have spoken several times, you must wait, even if the waiting time seems awkward.
 - Don’t interrupt; don’t urge others to speak.
 - Review their notes from close analytical readings about varying perspectives from previous lesson seeds; review notes on the characterization of Kate and Bianca from previous lessons; reread the extended metaphor using a falcon in Act 4, scene 1; reread Act 4, scene 4 from the beginning to Katherine asking the old father’s pardon. **(RL.9-10.2, RL.9-10.3)**
 - Prepare an outline response including textual evidence to the essential question “How do varying perspectives lead to multiple interpretations?” **(RL.9-10-1, W.9-10.1)**
 - Prepare open-ended, text-based, analytical questions that they can offer for discussion. Give students examples, such as “How does Katherine’s monologue in Act 5 reflect her strengths and weaknesses?” “How might a modern audience view the role of servants in the play?”

Day Two

1. Before discussion begins, students will work in pairs to review their preparation from items 1 and 2. **(SL.9-10-1.a)** The teacher will give directions and make clarifications based on observations.



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2. If the teacher chooses to use the coaching or fishbowl models:
 - a. Half the class will participate in an inner circle and half in an outer circle, switching roles in the subsequent seminar. The inner circle will discuss; the outer circle will observe general interactions (coaching/fishbowl). Each will review the rubric for their circle. See Resource Sheet 1 “Socratic Seminar Rubrics.”
 - b. During the discussion, the observers will evaluate the discussion based on criteria set by the teacher who will provide a rubric for observers to use. See Resource Sheet 1 “Socratic Seminar Rubrics.” If the observers have access to the Internet, they may post their observations in an online forum called a backchannel, where participants can respond in real time with other observers. Students may backchannel on class wikis, Edmodo, or at a site such as www.chatzy.com. **(SL.9-10-3)**
 - c. During the discussion, the participants will self-monitor their progress and the teacher will facilitate only as necessary for the discussion content and process. For example, the teacher may want to intercede in the discussion in order to allow an opportunity for correction or re-direction. **(SL.9-10-1.c, SL.9-10-1.d, L.7-1)**
3. After the seminar, each student will reflect on the seminar’s effectiveness based on criteria in a rubric given by the teacher. See Resource Sheet 1 “Socratic Seminar Rubrics.” Students should reflect on what they learned from discussion to answer the essential question and student-developed questions, and also what they learned from the seminar process. The reflection can be in a list, a paragraph, or a graphic organizer. The reflection may be used as a formative assessment. **(W.9-10-1)**
4. In pairs or small groups, students will discuss positive findings and suggestions for improvement in their reflections and then share whole group. Students may offer general suggestions for improvements, balancing positive comments with improvement suggestions in both the small- and whole-group discussions. If using the coaching or fish bowl model, comments from the observer group, including those posted on the backchannel may also be shared. **(SL.9-10-3)**
5. If using the coaching or fishbowl models, repeat items 2 through 7 for the second discussion with the teacher refining directions and comments based on needs revealed in paired or small group reflection discussions.



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**Socratic Seminar Rubrics
Resource Sheet 1**

Socratic Seminar Discussion Rubric: Self-score the rubric by circling the description that matches your discussion performance. Then write a paragraph, list, or graphic organizer explaining your strengths and areas needing improvement.

3 points	2 points	1 point
Completely prepared for discussion and able to explicitly draw on text evidence to stimulate logical exchange of ideas	Prepared for discussion and able to explicitly draw on text evidence to stimulate logical exchange of ideas	Partly prepared for discussion and able to draw on some text evidence to exchange of ideas
Poses and responds to questions that relate to broader ideas and themes; actively engages others in discussion. Clarifies, verifies, or challenges discussion points.	Poses and responds to questions that relate to broader ideas and themes; actively engages others in discussion.	Poses and responds to questions that relate to broader ideas and themes.
Uses many general academic and domain-specific words and phrases; consistently demonstrates conventions of standard English grammar and usage	Uses some general academic and domain-specific words and phrases; mostly demonstrates the conventions of standard English grammar and usage	Uses few general academic and domain-specific words and phrases; sometimes demonstrates the conventions of standard English grammar and usage
Follows Socratic Seminar rules well throughout the discussion	Follows Socratic Seminar rules well throughout most of the discussion.	Follows Socratic Seminar rules throughout part of the discussion or engaged in an independent conversation.

Grading: A =11-12 points; B = 9-10 points; C =7- 8 points. D = 6 points.



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Socratic Seminar Observer Rubric: Review the rubric prior to writing your reflection. After writing your reflection, self-score the rubric by circling the description that matches your observation role and reflection piece.

3 points	2 points	1 point
Completely prepared for discussion and able to evaluate participants' use of text evidence to stimulate logical exchanges of ideas	Mostly prepared for discussion and able to evaluate participants' use of text evidence to stimulate logical exchanges of ideas	Partly prepared for discussion and able to evaluate participants' use of text evidence to stimulate logical exchanges of ideas
Evaluates a speaker's point of view and reasoning	Identifies a speaker's point of view and reasoning	Does not identify or evaluate a speaker's point of view and reasoning
Identifies all fallacious reasoning, exaggeration, or distorted evidence	Identifies some fallacious reasoning, exaggeration, or distorted evidence	Identifies little or no fallacious reasoning, exaggeration, or distorted evidence
Reflection focuses on content, text evidence, reasoning, false evidence, and following seminar discussion rules	Reflection considers some of the following: content, text evidence, reasoning, false evidence, and following seminar discussion rules	Reflection is limited to one or two of the following: on content, text evidence, reasoning, false evidence, and following seminar discussion rules

Grading: A =11-12 points; B = 9-10 points; C =7- 8 points. D = 6 points.

Socratic Seminar Discussion Rubric for the Teacher

3 points	2 points	1 point
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Text(s)/Materials:

Online sources are suggestions only. Please review your county materials of instruction requirements and obtain necessary approval.

The Taming of the Shrew by William Shakespeare

Socratic Seminars:

<http://www.facinghistory.org/resources/strategies/socratic-seminar>.

Students who have the coaching or observer role in the Socratic Seminar may backchannel on class wikis, Edmodo, or at a site such as www.chatzy.com.

