

There Are No Children Here

Socratic Seminar

What has changed?

- **Everyone** must come prepared with the following three types of questions **typed**:
 - What significant observations can you make about the characters?
 - Create at least three thought-provoking questions. These are literary analysis questions, real-world connection questions, and theme related questions.
 - Connect to personal experiences or events that help the class see the “big picture.”
- The **inner circle** members will need to choose a passage from the assigned chapters, and type it out at the top of the page **with their four questions**.
 - The inner circle members will then read their passages aloud and discuss their reasoning for choosing the specific passage.
 - It is okay if someone has chosen the same passage as you. Do not interrupt them, but wait until they are done reading to discuss the passage.
- The following are some theme topics I would like you to be on the lookout for as you read the novel:
 - **Friendship**
 - **Role Models**
 - **Ignorance**
 - **Poverty**
 - **Fear**
 - **Death**
 - **Family--- Roles/Responsibility**
 - **Self-confidence**
 - **Self-control**

These can be used to help you create some of your thought provoking questions.

Our Overall Purpose:

Our main objective in reading a non-fiction piece of literature is to explore author's purpose. Why did Alex Kotlowitz write There Are No Children Here? What was his motivation? What was his purpose?

Socratic Seminar # 1 Chapters 1-3

Name

Date

But though the isolation and the physical ruin of the area's stores and homes had discouraged LaJoe, it was her family that had most let her down. Not that she could separate the two. Sometimes she blamed her children's problems on the neighborhood; at other times she attributed the neighborhood's decline to the change in people, to the influx of drugs and violence. Her three oldest children, to whom she felt she'd given everything she could, had all disappointed her. (13)

Question # 1

Question # 2

Question # 3

Room for notes:

Task: Rubric for Socratic Seminar

Standards: Students will be able to discuss the purpose and effectiveness of non-fiction writing.

Students will be able to draw personal connections.

Students will be able to define causes of poverty/violence.

Students will be able to recognize different cultures through literatures.

Students will be able to contribute equally to small groups.

Students will be able to value the diversity of opinions and perspectives.

Students will be able to defend their position.

Criteria	Poor (1)	Good (2)	Excellent (3)
Offered significant observations about characters	Offered little or no observations about characters	Offered some observations about characters	Offered many observations about characters.
Created at least 3 thought-provoking questions.	Did not create 3 questions.	Created 2 thought-provoking questions	Created 3 or more thought-provoking questions.
Make personal connections	Made little or no personal connections	Made some personal connections.	Made many personal connections
Exhibited respect for fellow classmates	Was rude and disruptive during seminar to classmates.	Exhibited some respect for classmates while needing to be reminding to be quiet.	Exhibited full respect for classmates during entire Socratic Seminar.
DEFEND			

Comments: