

Greek Philosophers Socratic Seminar

Content Standard:

- Students will be able to describe the evolution and impact of philosophy and art in the Greek world
- Students will illustrate the cultural impact of Ancient Greece's Golden Age.

Process Standard:

- Summarize a full reading or a portion of informational text
- Construct claims (of fact/value/cause and effect/problem or solution) on historical events and topics
- Expressed ideas clearly and effectively in collaborative work

Overall Task:

Students will read, summarize, and prepare for a Socratic Seminar using the primary sources of Sophocles, Plato, and Aristotle.

Formative Tasks:

For three days before the Socratic seminar, we will read, summarize, and create questions to analyze the three readings (One each day).

Day One: *Republic* - Plato

Day Two: *Antigone* - Sophocles

Day Three: *Ethics* - Aristotle

Day Four:

Students will prepare the Socratic Seminar packet that is provided. They will have time to ask questions, and prepare answers and questions regarding the three readings

Summative Task:

- 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.
- After they have created some of these open ended questions individually, they will be able to get feedback from students through groups
- 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.

Rubric

Category	15-10	9-5	4-1	0
Analysis	Participant offers enough solid analysis, without prompting, to move the conversation forward	Participant offers solid analysis without prompting	Participant offers some analysis, but needs prompting from the seminar leader	Participant offers no analysis,
Comments	Participant, through his/her comments, demonstrates a deep knowledge of the text and the question	Through comments, participant demonstrates a good knowledge of the text and the question	Through comments, participant demonstrates a general knowledge of the text and question	Participant distracts the group by interrupting other speakers or by offering topic questions and comments
Preparation	Participant has come to the seminar prepared with notes and a marked/annotated text	Participant has come to the seminar prepared, with notes and a marked/annotated text	Participant is less prepared, with few notes and no marked/annotated text	Participant comes to the seminar ill-prepared with little understanding of the text and question
Listening	Participant, through his/her comments shows that he/she is actively listening to other participants	Participant shows that he/she is actively listening to others and offers clarification and/or follow up	Participant is actively listening to others' comments	Participant does not listen to others, offers no commentary to further discussion