**Questions for Socratic Seminar – Major Grade**

**Friday, Dec. 14**

For each of the following questions you need to provide:

1. A well thought out answer/opinion
2. Text evidence to support your answer/opinion
3. Explanation of why the text evidence supports your answer/opinion
4. Deeper questions
5. Is it ever ok to steal?  What does the author of the story say about stealing?  Do you agree or is there ever a time when stealing is ok?

2. Is Nick/Jack/Gullinda (choose one) a good person? They each have done both good and bad things. What makes a good person?

1. The author uses figurative language throughout the novel to help the reader understand the characters and the plot.  **Cite one example of figurative language from the novel that you felt was extremely important AND explain how it helps you understand the situation on a deeper level.**  Choose your example wisely - find a strong example.

4.  What is the most important message or **theme** you think the author is trying to convey in The Thief and the Beanstalk?  **Explain your answer AND support it with text evidence.**

5.Choices and their consequences is an important message in the novel.  Choose an example from the story where choices were important.   **Cite the text evidence AND explain the importance of the choice(s)in the novel AND in life.**

6**.**Compare one character from *Thief* to a character from *Seedfolks*.  **Support your connection with evidence from the text.**

7.   Some people believe that a person’s behavior is determined by his/her environment and others believe it is  determined by genetics and behavior is hard-wired in a person at birth. Jack believes that behavior is a choice, but Gullinda thinks that behavior is genetic. **Who do you agree with and why?** Support your answer with evidence from the text.

 8. Greeneyes says, “That’s a fine question coming from one who is not even sure who *he*

 is” (112). And Jack thinks, “A long time ago a boy climbed a beanstalk, and he came

 down a thief. Now a thief is climbing a beanstalk. And who knows what will come

 down?”(106). **How are these quotes related AND how do they apply to life?**

For each of the questions you need to **type**:

1. A well thought out answer/opinion
2. Text evidence to support your answer/opinion
3. Explanation of why the text evidence supports your answer/opinion
4. Deeper questions

**Example**- Is Nick more similar to Jack or Finch?

|  |  |
| --- | --- |
| A well thought out answer/opinion | Nick is more similar to Jack than to Finch because they both start out as thieves, but they change. Just like Jack, Nick has an understanding of right and wrong and they both have compassion and a desire to help others .  |
| Text evidence to support your answer/opinion (pg.) | Jack’s guilt and regret fills his life with “sadness” that is “deep and dark and endless” (143). → shows that Jack knows that his actions were wrong When the ogres invade, Jack says, “It is my fault alone, so I’m staying here to fight alone. If I die, all the better. I cannot live knowing this beast was unleashed because of my foolishness” (259). → Shows caring about others, that he knows he has done wrong and wants to fix itNick realized, “If he opened that door for Finch, death would visit this place. He had to think of something else, a plan of his own” (62). → Shows that Nick knows it is wrong to hurt othersAt the end of the story, Nick’s only focus is to do the right thing and earth. He says, “So many people will die if we don’t stop them [ogres]” (251). → shows that Nick is compassionate |
| Explanation of why the text evidence supports your answer/opinion | Nick and Jack both have a conscience that guides what they do.  They both feel compassion and show empathy for others. Despite their criminal pasts, deep down they both want to be good people and try to make up for their past bad deeds. |
| Deeper questions – what do you wonder about?  | Can people **really** change? I wonder if Nick will stay like Jack or become like Finch and return to his thieving ways since he has no one to take care of him? |

You will find this template in Google Classroom. Type your answers on the template. This is what you will use for the Socratic Seminar. PRINT for class on Friday, Dec. 14.

What is a Socratic Seminar?

**A Socratic seminar is a STUDENT-LEAD formal discussion, based on a text, in which the students talk about open-ended questions.  Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.  They learn to articulate their ideas and to question intelligently and civilly.**

**How does a Socratic Seminar work?**

1. Students prepare for the Socratic seminar by answering questions over the text.

2. On the day of the seminar, students are divided into two concentric circles: circles:

 an inner circle and an outer circle.

3. Students in the inner circle engage in a discussion of the text, while the outer circle

 observes and documents the performance of their partner in the inner circle **but does**

 **not talk!!!**

4. Students in the inner and outer circle now exchange roles and positions within the

 classroom.

5. The new inner circle (the students who began in the outer circle) holds a discussion

 while the new outer circle observes and documents  the inner circle.

**During**: **YOU guide the discussion**!

Good discussions occur when participants have read the text closely and answered questions beforehand, 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.   You are encouraged to think out loud and to exchange ideas openly while examining ideas in a rigorous, thoughtful, manner.  You may even change your mind based on the ideas of a classmate. The seminar discussion will be in class on Friday, December 14.

**Guidelines for Participating:**

* **Come prepared.**  Bring your typed answers, ideas, and information that is relevant to the discussion.
* **Participate, participate, participate!**
* Back up your comments with t**ext evidence/facts**.
* Try to **comment on someone else’s previous statement before you give yours.**
* Personal stories should have a direct connection to the text.
* Keep discussion alive by **asking open-ended, thought-provoking questions.**
* Disagree with comments, not individuals.  **NEVER put anyone down.**
* **Use your speaking time fairly** - contribute but do not control.  **Everyone must speak (share a thoughtful, complete comment or question) at least 3 times.  A record will be kept of the times you speak.**
* Be brave in presenting your own thoughts and reasoning, but also be willing to change your mind!

**You will be graded on your participation in the discussion, offering insightful, thoughtful commentary on the text, asking questions, and using evidence to back up your thinking. This is an exercise not only in thinking about the text but also in public speaking, being able to communicate your ideas clearly, and**

**This is a MAJOR grade!**

**Socratic Seminar Sentence Starters Directions:**

**During any Socratic seminar or discussion that we have in class, you are expected to use academic language when you speak. In turn, you also expected to apply good listening skills during the activity. Please utilize the following sentence frames while you speak in order to incorporate strong academic language structures into your natural vocabulary and deepen the level of intellectual discussion in an academic setting.**

**Sentence Frames for Clarification:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, could you please rephrase that?**

 **I did not understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, could you repeat that, please?**

 **I did not understand \_\_\_\_\_\_\_\_\_\_\_, do you mean \_\_\_\_\_\_\_\_\_\_? (here you rephrase what you think the group member said and wait for clarification)**

**It’s not quite clear. Can you explain what you said about \_\_\_\_\_\_\_\_?**

**Can you say more about that?  In other words, are you saying \_\_\_\_\_\_\_\_\_?**

 **I have a question about \_\_\_\_\_\_\_\_. State your question.**

**Sentence Frame for changing the subject:**

**I think we’ve exhausted the topic of \_\_\_\_\_\_\_\_, can we move on to \_\_\_\_\_\_?**

**Moving on to \_\_\_\_\_\_\_\_\_.  Does anyone have any final comments to add about \_\_\_\_\_\_ or shall we move on to a new subject?**

**Sentence Frames for affirming an idea and adding to it:**

**My idea is related to \_\_\_\_\_\_\_\_\_\_\_\_’s idea \_\_\_\_\_\_\_\_\_\_\_.**

 **I really liked \_\_\_\_\_\_’s idea about \_\_\_\_\_\_\_\_\_.**

**I agree with \_\_\_\_\_\_. Also, \_\_\_\_\_\_\_\_\_.**

**My idea builds on \_\_\_\_\_\_’s idea. I \_\_\_\_\_\_\_\_\_\_.**

**Presenting a different angle on a subject:  While I can see why you believe this, I see this differently. In my opinion \_\_\_\_\_\_\_.**

**I understand where you are coming from, but I see it a bit differently.**

**From my perspective, \_\_\_\_\_\_\_\_\_.**

**That’s a valid point, but I feel \_\_\_\_\_\_\_\_\_\_.**

**On the other hand, \_\_\_\_\_\_\_\_\_\_.**

**I do agree with the part about \_\_\_\_\_\_\_\_\_ but \_\_\_\_\_\_\_\_\_\_.**

**Expressing your opinion:**

**I believe that \_\_\_\_\_\_\_\_\_.**

**In my opinion \_\_\_\_\_\_\_\_\_\_.**

**I feel that \_\_\_\_\_\_\_\_\_\_\_.**

**I think that \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_.**

**To me, it seems obvious that \_\_\_\_\_\_\_\_\_.**