

The Great Gatsby

Summative Assessments: Socratic Seminar



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Learning Objectives: Students will...

1. Cite strong and through textual evidence to support an interpretation of the text (RI 1).
2. Write an argument to support a claim using valid reasoning and relevant evidence (W 1).
3. Organize an argument that logically sequences a claim, counterclaims, reasons, and evidence (W 1a).
4. Develop a claim and counterclaim fairly and thoroughly, supplying relevant evidence while pointing out the strengths and limitations of both (W 1b).
5. Come to discussion prepared, having read the material; refer to evidence from the text to stimulate a thoughtful, well-reasoned exchange of ideas (SL 1a).
6. Work with peers to promote civil, democratic discussions (SL 1b)
7. Propel conversation; pose and respond to questions that probe reasoning and evidence (SL 1c).

Grading

Socratic Seminar: 200 points

“So we beat on, boats against the current, borne back ceaselessly into the past.”

— [F. Scott Fitzgerald](#), [The Great Gatsby](#)

1. Essential Questions

1. What is the American Dream?
2. Who can achieve the American Dream, and how?
3. In today's world, is it easier or more difficult to achieve the American Dream? Why?
4. Is the American Dream a myth or a reality?
5. Do all Americans have an equal opportunity to achieve the American Dream?
6. Why do some people achieve the American Dream, while others fail to?
7. How important are money, power, connections, and socioeconomic status to achieving the American Dream?
8. Which individuals best represent the American Dream?
9. Can a person truly "reinvent" himself or herself? Why or why not?
10. Can money buy happiness? Can money buy love? What are the things that money cannot buy?

2. Introduction to Socratic Seminar

To know is to know that you know nothing. That is the meaning of true knowledge.—Socrates

The goal of a Socratic Seminar is to discuss a topic with other students without teacher involvement. Your personal goal is to analyze three essential questions and contribute your critical analysis to a scholarly discussion. I will split the class into four groups; groups will be assigned by quiz averages, so it is in your best interest to prepare for the quizzes (do the assigned reading, take notes, and pay attention in class) to be partnered with the strongest, most prepared students. Each group will be responsible for prompting a critical discussion in order to analyze the essential questions from the novel. Be sure to prepare carefully for the discussion as you will be assessed by your discussion prompts along with your responses to peers.

Preparation: 80 points, Seminar Participation: 80 points, Self-Reflection: 40 points

= **200 points total** (projects grade; 20%).

YOUR REQUIREMENTS:

1. Complete the graphic organizer prior to the seminar.
2. Find three quotations from the novel that shed light on your topic. For each of the three quotations:
 - 1) Construct an **assertion** (this should connect to your essential question)
 - 2) Provide **textual evidence** (for the sake of critical discussion, provide a brief summary of the quotation as well)
 - 3) **Elaborate** on the larger significance (what is the quotation saying about your assigned topic? You need at least three critical elaborations per assertion).
3. Create two critical, open-ended discussion questions related to your essential questions that also connect to the text. Write thoughtful answers to them. If you're stuck, look at the quotations you chose for inspiration.
4. Thoughtfully and purposefully participate in the Socratic Seminar.

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Essential Question # ____: Write the question here.

Assertion: **Your opinion**

Textual Evidence: **Back up your opinion with proof from the text**

Elaboration #1: **explain/defend your opinion**

Elaboration #2: **explain/defend your opinion**

Elaboration #3: **explain/defend your opinion**

Question #1: **Create a new question related to the essential question you chose on a new or related topic.**

Question #2: **Create a new question related to the essential question you chose on a new or related topic.**

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4. Socratic Seminar Sentence Frames

Frame your comments as a response to something that has already been said:

- I really liked _____'s point that _____. I'd add that _____.
- My observation is similar to _____ because _____.
- I agree with _____. I also think that _____.
- I respectfully disagree with _____'s point because _____.
- I interpreted that differently; the way I see it, _____.

To change the subject tactfully:

- So far we have been talking about _____. But isn't the real issue here _____?
- I'd like to change the subject to one that hasn't yet been addressed. I would like to spend some time discussing _____.

Be explicit about your train of thought:

- In other words, what I'm trying to get across here is _____.
- My point is this: _____.
 - My point, though, is not _____, but _____.

5. Socratic Seminar Reflection

Self-Evaluation: Rate yourself on the rubric below by placing a check in the appropriate box. In each box checked, write a comment that provides specific evidence supporting your evaluation. Be honest.

Socratic Seminar Rubric	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
I read the text thoroughly and felt I was prepared for the discussion.			
I engaged in discussion and kept in task.			
I supported my ideas with references to the text.			
I encouraged thinking and participation in others by asking insightful questions and building on others' ideas.			
I listened respectfully and presented ideas in a civil and proper manner; I accepted more than my own point of view.			

(over→)

Socratic Seminar Reflection, continued

1. What were the two pits (negatives) of this seminar? Explain using complete sentences.

○ **Pit #1:** _____

○ **Pit #2:** _____

2. What were the two peaks (positives) of this seminar? Explain.

○ **Peak #1:** _____

○ **Peak #2:** _____

3. Select one "**Wow, I never thought of it like that**" moment you had during the seminar (another student's analysis) and explain how it benefitted you to discuss alternative perspectives on a literary text.

4. **Give yourself a pat on the back!** Discuss one topic you contributed to the seminar of which you were exceedingly proud. Please be sure to explain the topic, why incorporating it into the seminar made you proud, and how it was perceived by the rest of the circle/what kind of discussion it initiated.

SELF-REFLECTION: _____/40 POINTS

6. Socratic Seminar Analytic Rubric

• The Narrative of Frederick Douglass

	Excellent-10	Proficient-7	Emerging-4	Unsatisfactory-2
Conduct	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.
Speaking & Reasoning	Understands questions before answering; cites evidence from text; expresses thoughts in complete sentences; moves 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; had 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.
Listening	Pays attention to details; writes down questions; responses take into account all participants; demonstrates that he/she had 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.
Reading	Thoroughly familiar with the text; has notions and questions; key words, phrases, and ideas are highlighted; possible contradictions identified;	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.	Appears to have read or skimmed the text but has not made meaningful notes or questions; shows difficulty with vocabulary; key concepts misunderstood; little	Student is unprepared for seminar; important words, phrases, ideas in the text are unfamiliar; no notes or questions marked; no attempt made to get help with difficult

	pronounces words correctly.		evidence of reflection prior to seminar.	material.
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