



SAMPLE MATERIAL

Lesson Plan: Socratic Seminar Planning Form

Normal Park Museum Magnet Elementary School, Tennessee

Topic: How to Organize Your Teaching

Practice: Higher-Order Questions

While follow-up questions play an important part in eliciting student responses during Socratic Seminars, it is critical that teachers carefully prepare their introductions and prompts ahead of time. This planning form is used by Normal Park Museum Magnet Elementary School teachers in grade-level teams to prepare the necessary activities and questions for maximizing the effect of higher-order questions during the discussion.

Title of Seminar: *Her Pearls*

Date: *September 12, 2008*

Grade: *1*

Main Concepts or Issues	Preliminary Activities	Seminar	Post-Activities
<p>What is the piece about?</p> <p><i>Opinion</i></p> <p><i>Beauty</i></p> <p><i>Mind</i></p> <p><i>Perception</i></p> <p>Coaching Focus</p> <p><i>Rules</i></p>	<p>Background information, reading, basic comprehension and vocabulary</p> <p><i>Read the label to the point of talking about the dream.</i></p>	<p>Opening Question: open-ended, raises issues, refers to the text, has more than one correct answer</p> <p><i>What do you see?</i></p> <p>Core Question: focuses on specific section in text for examination</p> <p><i>Why are there so many pearls in this piece?</i></p> <p><i>What is the woman in the shell thinking?</i></p> <p>Extending Question: generically expands/relates ideas to students' lives</p> <p><i>What would you title this piece?</i></p> <p><i>Why are we looking at this piece?</i></p>	<p>Debriefing and activities to further develop ideas from the discussion: writing, art, etc. (give choices)</p> <p><i>Think of a recent dream.</i></p> <p><i>Draw a picture to show it and title it.</i></p>

Reflections – With students: How did we do? For facilitator: Would you use this piece again? How did the prep work? What other issues arose?

Title of Seminar: *MC Escher's Waterfall* Date: *March 10, 2008*

Grade: *4th*

Main Concepts or Issues	Preliminary Activities	Seminar	Post-Activities
<p>What is the piece about?</p> <p><i>Perspective</i></p> <p><i>Art as a representation of our view of the world</i></p> <p><i>Natural versus man-made elements</i></p> <p><i>Known reality versus imagination</i></p> <p><i>Laws of mathematics and physics</i></p> <p>Coaching Focus</p> <p><i>Evaluation</i></p> <p><i>Speculation</i></p>	<p>Background information, reading, basic comprehension and vocabulary</p> <p><i>This piece of art is called "graphic art." It is a woodcut, not a painting.</i></p> <p><i>Review seminar rules</i></p> <p><i>Review guidelines for observers</i></p>	<p>Opening Question: open-ended, raises issues, refers to the text, has more than one correct answer</p> <p><i>What do you notice? (observation)</i></p> <p><i>What does it remind you of? (compare)</i></p> <p>Core Question: focuses on specific section in text for examination</p> <p><i>What message does Escher want us to get from the waterfall? (Compare to watches in Dali's Persistence of Memory, if necessary)</i></p> <p>Extending Question: generically expands/relates ideas to students' lives</p> <p><i>Would you like to live here?</i></p>	<p>Debriefing and activities to further develop ideas from the discussion: writing, art, etc. (give choices)</p> <p><i>Write a journal entry as if you lived in this place</i></p> <p><i>Use your math template and see if you can create an "unreal" place</i></p> <p><i>Give this place a name and plan a commercial to entice people to live here</i></p>

Reflections – With students: How did we do? For facilitator: Would you use this piece again? How did the prep work? What other issues arose?
