

Never Again: Recognizing Pre-Genocidal Stages in Literature and Our World Today

Content Area: Secondary English

Course: English 10 Honors

Grade: 10th grade

Lesson #6: Synthesis of Information

Time: About one hour (depends on how many students are in the class)

Overview of the Lesson: After studying about genocide, the Rwandan Genocide, “Eight Stages of Genocide,” *The Lord of the Flies*, and many current social/global issues, students will synthesize all of the information in a Socratic Seminar.

State Standards:

SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1c - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Essential Questions:

- Are people/is society inherently good or evil?
- What causes good people to commit immoral acts?
- What can we do to discourage people from making negative choices?
- How can even small actions make the world a better place?
- What can we do to become better global citizens?

Anticipated Misconceptions: Students will not always agree with the conclusions drawn by their peers.

Instructional Materials Needed:

Students need a worksheet and a pen

Instructional Tips:

This is the time for students to freely discuss and process all the new information. As a teacher, I try to stay out of the socratic seminar and allow students to go where they want the conversation to go. However, my guidance comes in the form of the guiding questions given to the students beforehand. I will also interrupt if a student is making inappropriate comments, dominating the conversation, or not being engaged during the discussion.

Anticipatory Set: Teacher will give clear instructions

Instructional Strategies: Socratic Seminar, Debate, and Self-Assessment

Lesson Closing: Remind students that even small actions matter. They can make a difference in the world!

Extension Ideas: Ask students to find a way to make the world a better place: practice kindness, donate to a charity, volunteer at a food pantry or animal shelter.

Name: _____ Hour: _____

Synthesis Socratic Seminar

Directions: Before our discussion, spend some time reflecting on our many lessons during this unit. Please answer the following questions:

- **Are people inherently good or evil?**
- **Is society inherently good or evil?**
- **What causes good people to commit immoral acts?**
- **What can we do to discourage people from making negative choices?**
- **How can even small actions make the world a better place?**
- **What can we do to become better global citizens?**
- **Any other thoughts or ideas you'd like to discuss**

Goals of the lesson:

- To practice what real readers do when they read – talk about what they have read
- To discuss the meaning that you are making out of what you have read
- To practice scholarly behavior by referring back to specifics of the book and real-world examples when you talk about how you made this meaning

The *tools* you will need are:

- Your book – *The Lord of the Flies*
- Your Socratic Seminar Questions – Socratic Seminar Question Writing handout
- Your Socratic Seminar Self-Evaluation Rubric
- YOU

Directions: Use the following points as a way to orient yourself to the scholarly behaviors that are valued in Socratic Seminar. Note which behaviors you use and those which you need to work on to improve. The goal of the seminar is to develop an understanding of the work you have read and researched, so the discussion should relate to that in some important way.

Scholarly Seminar Conduct/Discussion Habits:

- Frequently contributes meaningfully to the discussion
- Uses specific references to the work
- Builds on another's point
- Makes analytical comments as well as clarifying comments
- Explains ideas clearly
- Initiates new ideas
- Stays on topic
- Pays attention when others speak
- Makes direct references to points made by other students
- Includes others by talking directly to them or by inviting them into conversation
- Shares the floor with others
- Voluntarily responds to questions from others
- Has clearly read the work and is familiar with the story

Socratic Seminar Self-Evaluation Grading Rubric

_____/30

Name: _____ Period: _____ Date: _____

Total Points Possible = 30 POINTS (6 points possible in each category)

Rubric Categories:

- **Number of Comments:** Keep a tally here of how many comments you make throughout the seminar. Shoot for at least 3 comments. _____
- **Quality of Comments:** A quality comment will show that you have carefully considered the topic; demonstrate a deep understanding of the text; offer a new idea, not yet expressed, or take a new approach to previously stated ideas by connecting a new idea to ideas previously stated; and move the discussion forward, often to a deeper level.
- **Use of Text:** *Use the text for your evidence!* Cite reasons and evidence from the text as support for your statements. Be sure your textual references are *relevant* to the point you are trying to make and be sure that you *explain* how the reference supports your point.
- **Conduct/Good Discussion Habits:** All of the following demonstrate good discussion habits and conduct: Speaking loudly and clearly, staying on topic, talking directly to your peers rather than the teacher, inviting other people into the discussion, sharing time equally with others, taking turns speaking, listening to others respectfully, entering the discussion in a polite manner, avoiding inappropriate language and hostile exchanges, asking questions for clarification, and asking questions in a civil manner. Not following these guidelines will result in a loss of points.
- **Preparedness:** Coming prepared is critical. Being prepared means you 1) have read the text, 2) completed the Socratic Seminar Question Writing Worksheet by writing five questions of your own before coming to class, and 3) brought the book to reference.

Category	0	2	4	6
Number of Comments	No comments	1 comment	2 comments	3+ comments
Quality of Comments	Does not comment	Repeats others' comments	Expresses original ideas	Expresses original, deep comments & new ideas
Use of Text	No reference to the text	1 reference to the text	2 references to the text	3+ references to the text
Conduct/ Discussion Habits	Does not follow seminar guidelines	Follows some seminar guidelines, but not all.	n/a	Follows all seminar guidelines
Preparedness	Comes unprepared	Comes prepared: read OR created questions OR brought book (Comes prepared: read AND/OR created questions AND/OR brought book	Comes prepared: read AND created questions AND brought book

Comments: In the space provided below, please substantiate the scores you circled above. You may need to continue on the back of the paper.