**Socratic Seminar Assignment**

To participate, you will first examine one of two court cases: *Tinker v. Des Moines Independent School District* or *Hazelwood School District v. Kulhmeier*. You will read a brief description of the case, as well as the majority and minority opinions. Then, you will complete a handout relating to your court case. After you complete the handout, you will generate open-ended questions for discussion of the court case. A “Socratic Seminar” is a motivating form of scholarly discourse based on “essential” open-ended questions. Essential questions are defined as questions that point to the heart of a topic and its controversies and that generate multiple answers and perspectives. Open-ended questions allow you to think critically, analyze multiple meanings in the text and express your ideas and opinions with clarity and confidence. You must write out your open-ended questions, as well as answer them.

During the seminar, listen attentively and respond to one another with respect. Before agreeing or disagreeing with a classmate, summarize that classmate’s ideas/opinions and then express your own with clarity and supporting evidence from the text.

**Socratic Seminar Grading Rubric**

1. Number of Comments

* No comments = 0 points
* 1 comment = 5 points
* 2 comments = 8 points
* 3 comments = 12 points
* 4 or more comments = 15 points

2. Quality of Points

* No comments = 0 points
* Just repeats others’ ideas = 5 points
* Expresses original ideas = 10 points
* Original, deep comments with new ideas = 15 points

3. References to text

* No references = 0 points
* 1-2 references = 8 points
* 3 references = 12 points
* 4 or more references = 15 points

4. Write a response to a comment that you didn’t get to respond to. (15 points)

5. Attach your handout and your open-ended questions. (30 points)

6. Write a reflection of your participation in the Socratic seminar. (10 points)

**\*This rubric is for my general class. In order to differentiate, my lower level students will be expected to generate and respond to questions from Bloom’s taxonomy levels of “Remembering” and “Understanding.” On an average level, the students should be generating application and analysis questions. My AIG students should be moving more into the evaluative questioning.**