

Instructions

After each Socratic circle you will be responsible for turning in a 1 to 2 page typed, single-spaced reflection on the experience. This reflection will comprise three sections:

1. Strategies & Techniques Used
2. Reflection on Performance *
3. Reflection on Content

The information below will help you understand what content needs to be placed in each of the three sections. It is imperative that you keep these reflections in your Returned & Graded Papers section in your H.A.M.P.T.O.N binder. At the end of the semester they will be compiled into your Portfolio and used as evidence to document your growth in literary analysis through Socratic circles. Not keeping each of the reflections on our circles will result in a lower grade in your Portfolio. In addition, because your final Socratic circle reflection will ask you to show your growth over time, it is in your best interest to make sure you date each and every one of your Socratic circle reflections and identify the title of the text that served as the basis of discussion.

Section 1: Strategies & Techniques Used

In the section you will list at least two to three strategies or techniques that were used by either inner circle to comprehend and analyze the selection of text. Strive to identify new strategies that were used for the first time. For each identified strategy or technique listed, you will need to write a 2-3-sentence description of how it was used.

The list of possible strategies and techniques could go on forever. However, this may be a type of thinking with which you are unfamiliar. Here is a list of some possible strategies:

- Text-to-self, text-to-text, text-to-world connections
- Diction (author's word choice)
- Mood or tone
- Close reading (Formalist Criticism)
- Use of other literary criticisms (historical, feminist, psychological, etc.)
- Descriptive or figurative language (adjectives, adverbs, metaphors, similes, hyperbole, etc.)
- Fictional elements (plot, characterization, setting, theme, irony, etc.)

Section 2: Reflection on Performance *

This section will be divided into two paragraphs: (A) a description of how you performed as an individual in the Socratic circle and (B) a description of how your group performed in both the role of the inner circle and the role of the outer circle. Again, there is no right or wrong answer here, only well-expressed opinions. You might consider the following questions for each paragraph:

(A) Individual Performance

- How would you rate your preparation for this Socratic circle? Why?
- How would you rate your contributions (both the number of times you spoke and the quality of what you said) on the conversation of the inner circle? Why?
- How would you rate the level of teamwork you displayed in the inner circle? Why?
- How could you personally have improved what transpired during the Socratic circle?
- What goals do you have for your next Socratic circle performance?

** If absent for the Socratic Circle, skip Section 2. Make sure to complete Section 1 (explain those things you would have talked about, had you been in class) and Section 3.*

(B) Group Performance

- How would you rate your group's preparation for this Socratic circle? Why?
- How would you rate the quality of the overall conversation of your inner circle? Why?
- How would you rate the level of teamwork displayed by your inner circle? Why?

Section 3: Reflection on Content

This final section will comprise three items: (1) a thesis statement—see below—for an essay that you might write about the ideas expressed in the selection of text, (2) a paragraph in which you describe (in general terms) the main points you might make in that essay, and (3) a paragraph in which you make connections between the content of this selection of text and some element of your own experience. Elements you might consider connection this text to include: what we are currently learning in this class, learning that has occurred in other classes, personal experiences from your life outside of school, experiences of friends and family members with which you are familiar, current events, movies, literature, music, art, etc. Like the previous three sections, this last paragraph has no right or wrong answer, only opinions. Please note that you are not making an actual essay, but rather just a thesis statement and evidence you would use on that essay.

The Thesis Statement

The thesis statement is a quick 1-2 sentence summary that helps the reader generalize the ideas explored in the passage, chapter, or novel you are studying. The statement usually has three parts: a subject, a method, and a message. The subject portion identifies the title/author, the method identifies the literary technique or device the author uses, and the message conveys the idea or lesson the author seeks to have the reader consider. See below:

In _____,	
(title of piece)	(author's name)
Uses/employs _____ to reveal _____.	
(method)	(message)

Example Thesis Statement: In *Rabbit, Run*, John Updike uses biblical names to reveal deeper insight into his characters and their personalities.

Checklist

Before turning in a reflection, use the following checklist to ensure you have included all of the necessary requirements to receive full credit:

- ☐ Your name, the date of the Socratic circle, and the title of the selection of text
- ☐ Section 1: Two to three techniques used in your group
- ☐ Section 2a: One paragraph reflecting on your individual performance
- ☐ Section 2b: One paragraph reflecting on the performance of your group
- ☐ Section 3a: A thesis statement for an "imaginary" essay on this text
- ☐ Section 3b: One paragraph explaining the main points of that "imaginary" essay
- ☐ Section 3c: One paragraph explaining the connections you made between the text and your own life.

Socratic Circle Rubric & Scorecard

	Engagement	Use of Text	Conduct	Listening
	Asks questions	Support of ideas with text	Being civilized and respectful	Answers questions
A or $\sqrt{+}$	<ul style="list-style-type: none"> Demonstrates thoughtful and active participation throughout seminar by asking thoughtful, analytical and/or inductive questions. 	<ul style="list-style-type: none"> Initiates specific references to text to support and defend ideas without external prompting. 	<ul style="list-style-type: none"> Contributes to the success of the group and makes invitations by name to include and support all willing participants. Is consistently nonjudgmental and respectful. Body language is active and makes good eye contact. 	<ul style="list-style-type: none"> Answers questions unusually well. Frequently responds using names. Comments indicate accurate and perceptive listening and connect directly to what has been said.
B or $\sqrt{}$	<ul style="list-style-type: none"> Demonstrates active participation throughout seminar by asking questions, although questions are less thought-provoking than the "A" category. 	<ul style="list-style-type: none"> Makes specific references to text to support ideas. Uses text effectively when challenged to do so. 	<ul style="list-style-type: none"> Demonstrates respect and enthusiasm attempting to include and support all participants. May show favoritism to certain classmates. 	<ul style="list-style-type: none"> Listens and is able to respond to ideas and questions from others with little digression. May sometimes use names in responses.
C or $\sqrt{-}$	<ul style="list-style-type: none"> Demonstrates participation through most of seminar. Questions asked may be superficial and/or do not serve to further discussion. 	<ul style="list-style-type: none"> Occasionally makes references to text to support and defend ideas but may have to be challenged to do so. 	<ul style="list-style-type: none"> Demonstrates general respect for the group but is not always supportive and inclusive. May at times be judgmental or impatient of others. 	<ul style="list-style-type: none"> Generally listens but is not always attentive as evident in some unconnected responses. Frequently focuses on same people.
F or \sqrt{F}	<ul style="list-style-type: none"> Is a passive observer and does not ask questions. 	<ul style="list-style-type: none"> Makes no references to text to support and defend ideas. Ideas appear "off the cuff." 	<ul style="list-style-type: none"> Speech and manner suggest a lack of support and/or respect. Uses disrespectful language. Centers dialogue on self or specific classmates. Side conversations are frequent. 	<ul style="list-style-type: none"> Does not listen adequately; therefore, answers and comments are random and may be irrelevant.

Socratic Circle Rubric & Scorecard

A = Outstanding

B = Good

C = Average

F = Failure

Class: _____ Period: _____ Date: _____ Topic: _____

<u>Student Name</u>	<u>Engagement</u>	<u>Use of Text</u>	<u>Conduct</u>	<u>Listening</u>	<u>Instructor Comments</u>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					