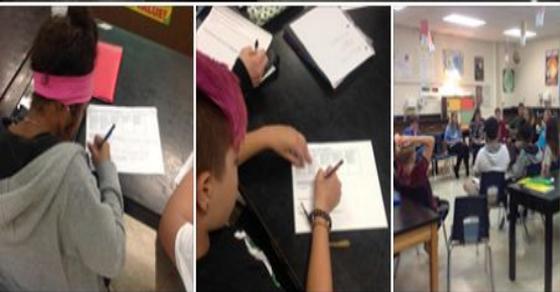
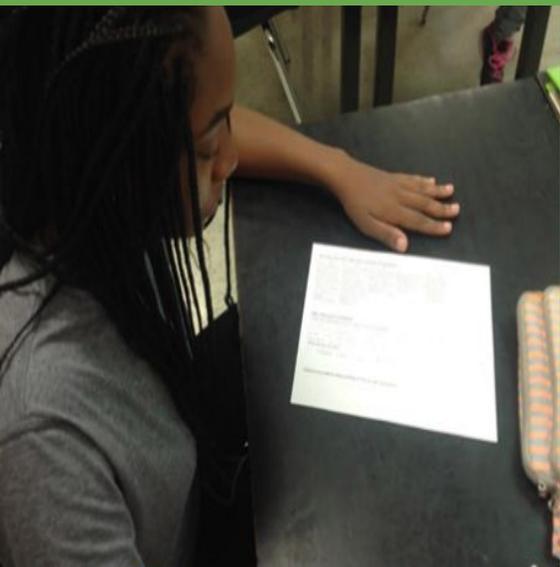
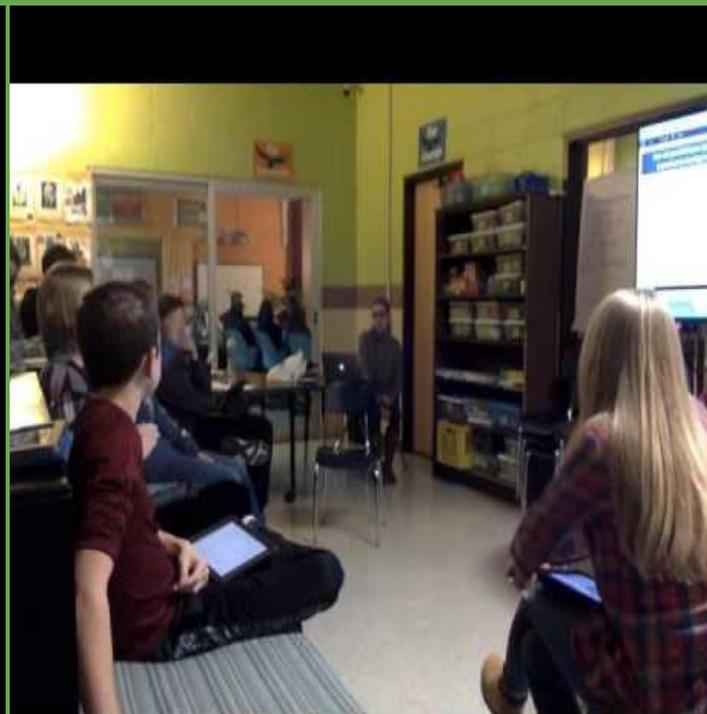


Socratic Seminars - Creating a Student-Led Community of Learners and Advocates



How are
purposeful
instruction and
student talk
critical to creating
independent
learners?



[Video](#) showcases Socratic Seminar
@ Horning Middle School

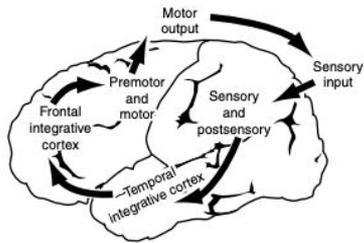
WSRA Conference app



Activate

Engage

Extend



Sense ⇒ Integrate ⇒ Act

[The Art of Changing the Brain](#)

Activate 	<p>Planning for Reading. Establish a purpose for reading. Then, intentionally identify strategies that are needed to successfully read the text. Both content and skill development play a role in planning as does identifying how a “content expert” would read the text.</p> <p>Selecting the Text. Select the texts, or portions of texts, that will be read. Educators will select texts initially, with the goal being that students will eventually play a role in the selection process. To maximize the effectiveness of texts, use the suggested text-selection criteria to identify the ideal text.</p> <p>Pre-Reading. Determine what work needs to be done prior to the successful reading of a text. Preview the text and connect to or build background knowledge by looking both inside and outside the text.</p>
Engage 	<p>Building Vocabulary. Understand and connect key academic and content-related vocabulary to aid in deeper comprehension of the text. While this is included within the “engage” portion of the critical reading process, vocabulary building can happen at any point.</p> <p>Interacting With the Text. Interact with the text to process information as it is read. This is done by numbering paragraphs or chunking texts, marking texts to isolate key information, writing in the margins, questioning, and visualizing texts. Usually, a deeper processing of a text occurs over multiple reads with varying purposes for each read.</p>
Extend 	<p>Extending Beyond the Text. Utilize the text to complete the assigned academic task. “Extend” strategies focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize.</p>

But when we lower our expectations about their ability to contribute to meaningful dialogue, they in turn lower their expectations about themselves. When we expect them to behave as silly beings, they oblige. And then they retreat from us. We pigeonhole them at our own peril when we don't provide for them the forums they need to be profound: to experiment with ideas, to be wrong and survive the experience, to be intellectually resilient.

“Checking In”

Name

School

Thoughts on paragraph/connections

Name

School

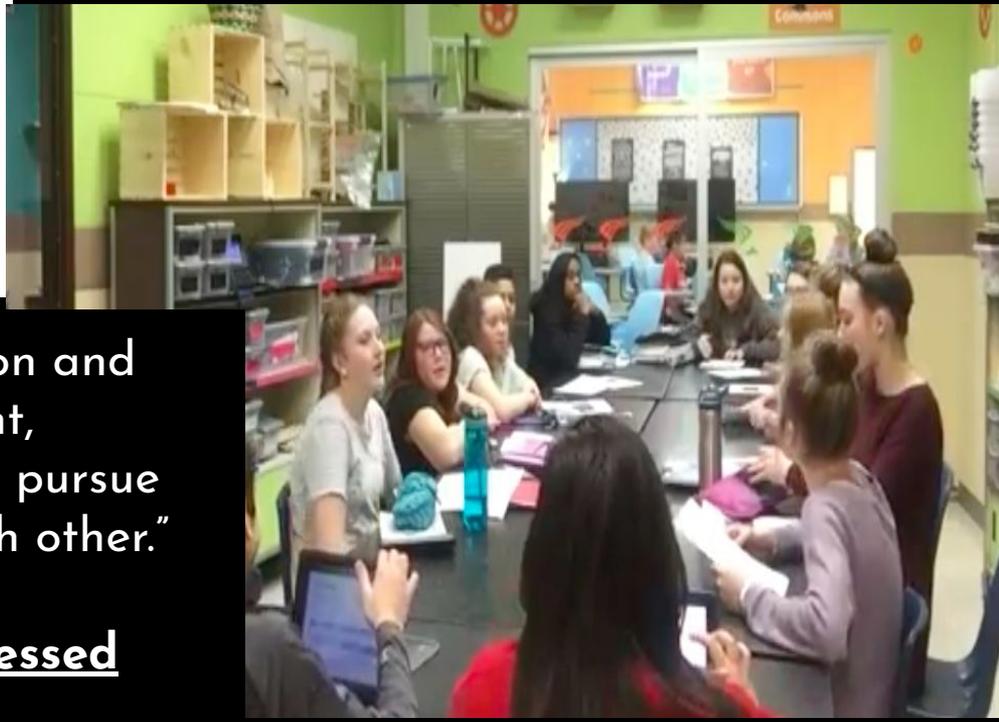
“Checking In”



We do not learn from
experience... we learn
from reflecting on
experience.

- John Dewey

Student-Led Discourse in Action..

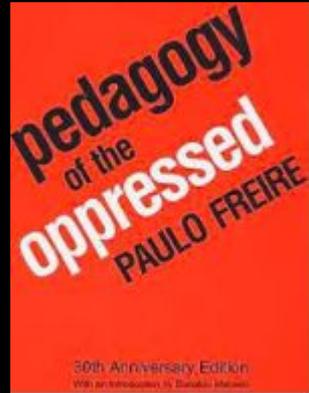


Knowledge emerges only through invention and reinvention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.”

— Paulo Freire, Pedagogy of the Oppressed

Mutual humanization =

Students also seen as teachers, people with important things to contribute and teach others.





- Importance of discussions in improving comprehension
- Student reading at or below grade level were most positively affected by student-led discussion approach

What **type of student discourse** makes a difference in **achievement**?



- Students building off of each other's thinking/responses
- Students asking questions of each other
- Authentic questions by instructors

Small glimpse at my research...from an 8th grade science classroom...

What do you notice? What inferences can you make? How might this impact your instruction?

Figure 4:
Student 1
(Reading below grade level)
Pre-Treatment Think Aloud Data

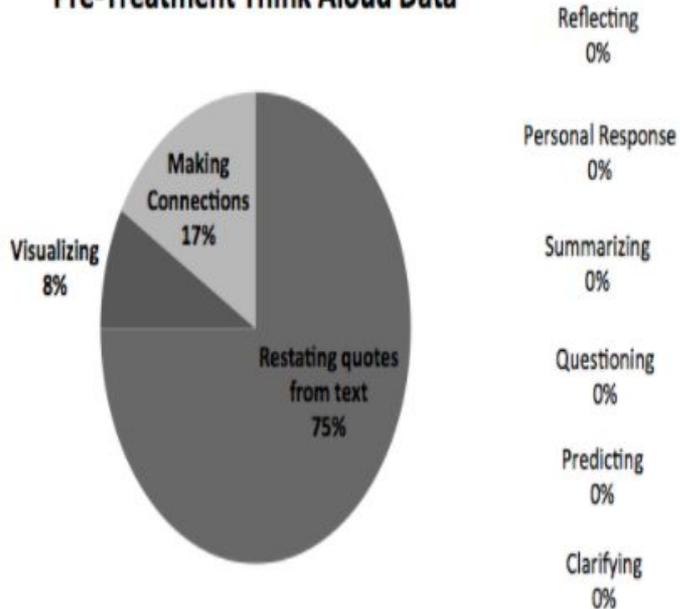
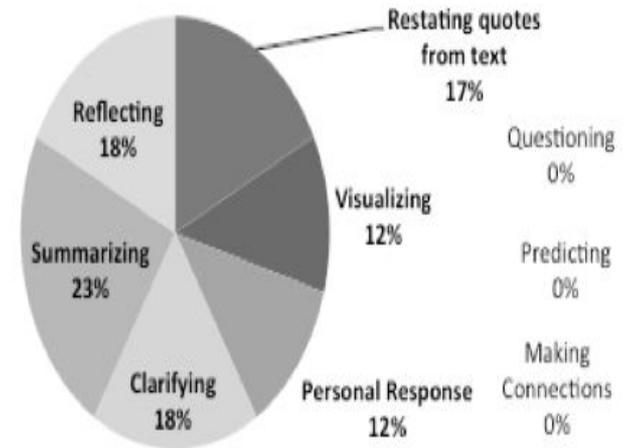
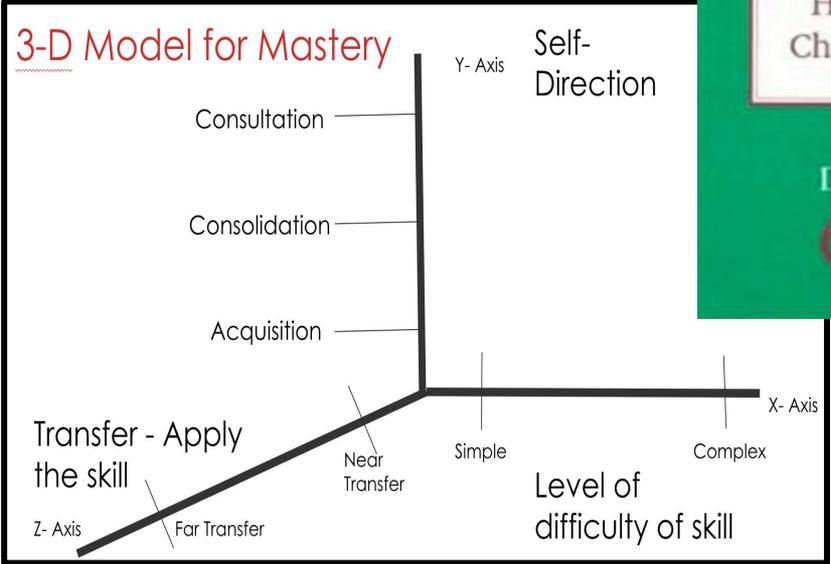
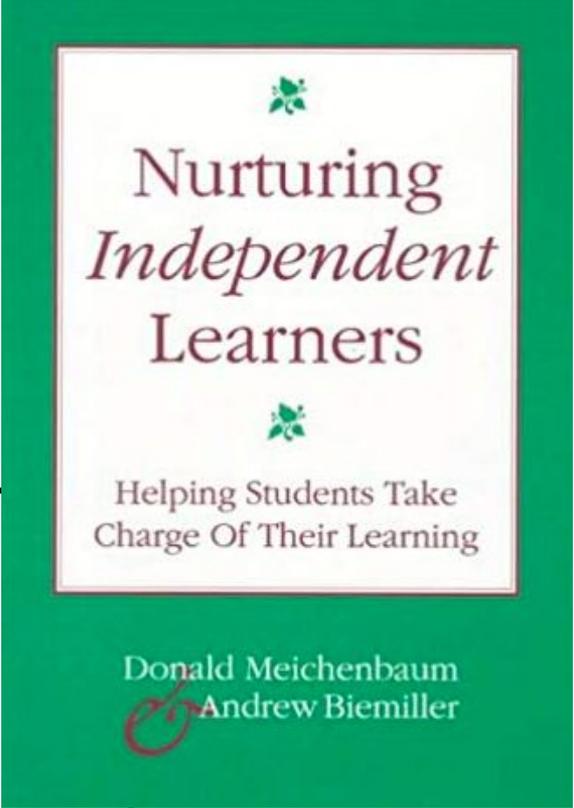
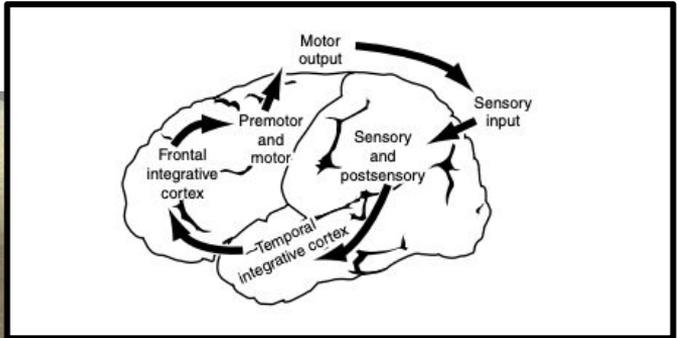
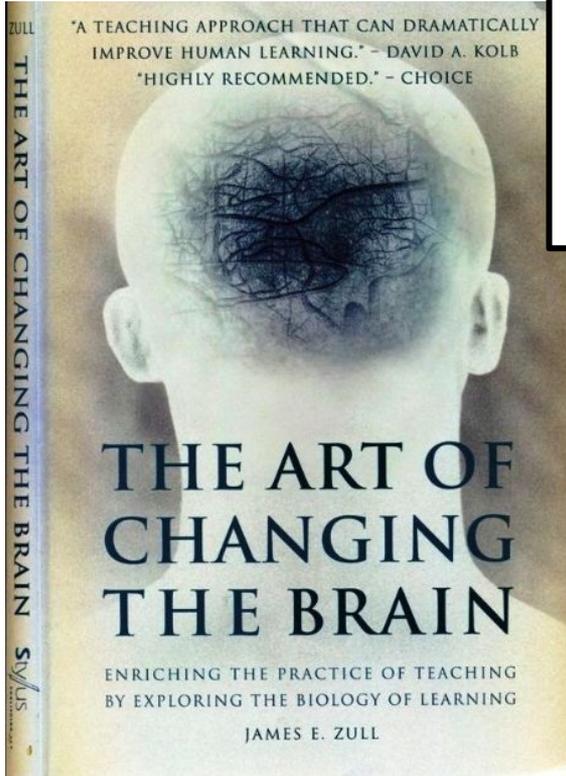


Figure 41:
Student 1
(Reading below grade level)
Post-Treatment Think Aloud Data





"We get what we model." (Culterize. Every Student. Every day. Whatever it takes.)



Peer to Peer Teaching





Third Graders - Student-Led
Literature Discussion



Second Graders - Student-Led
Literature Discussion



We ask questions as we work.

Math Talk: Second Grade Classroom

Kindness

Naomi Shihab Nye - 1952-

Before you know what kindness really is
you must lose things,
feel the future dissolve in a moment
like salt in a weakened broth.
What you held in your hand,
what you counted and carefully saved,
all this must go so you know
how desolate the landscape can be
between the regions of kindness.
How you ride and ride
thinking the bus will never stop,
the passengers eating maize and chicken
will stare out the window forever.

Before you learn the tender gravity of kindness
you must travel where the Indian in a white poncho
lies dead by the side of the road.
You must see how this could be you,
how he too was someone
who journeyed through the night with plans
and the simple breath that kept him alive.

Before you know kindness as the deepest thing inside,
you must know sorrow as the other deepest thing.
You must wake up with sorrow.
You must speak to it till your voice
catches the thread of all sorrows
and you see the size of the cloth.
Then it is only kindness that makes sense anymore,
only kindness that ties your shoes
and sends you out into the day to gaze at bread,
only kindness that raises its head
from the crowd of the world to say
It is I you have been looking for,
and then goes with you everywhere
like a shadow or a friend.

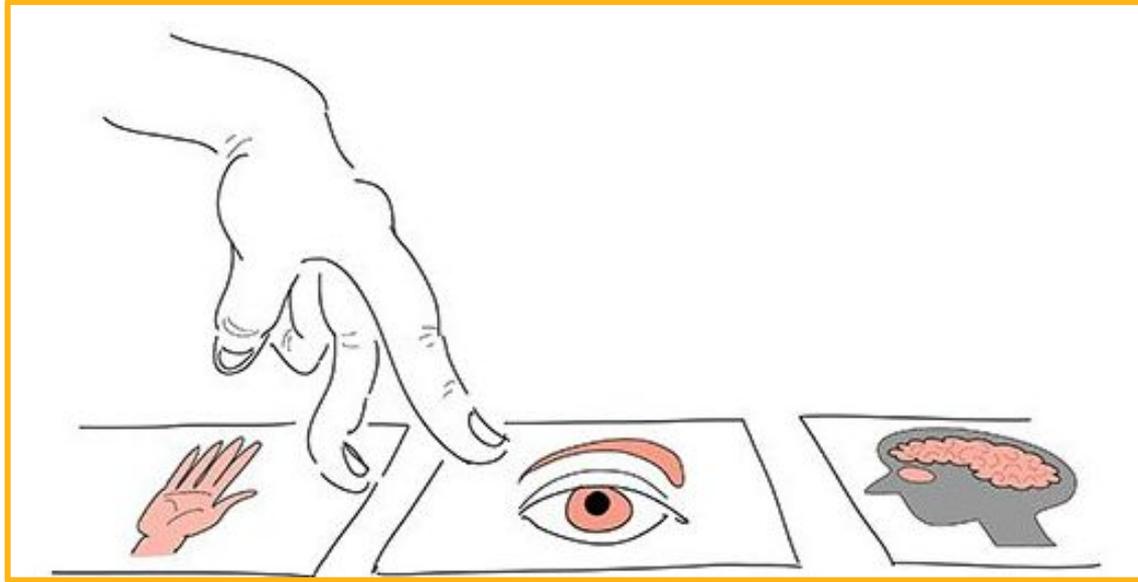
*And...How Kindness Changes Your
Brain, According To New Research*

<http://sdwone.us/ah>



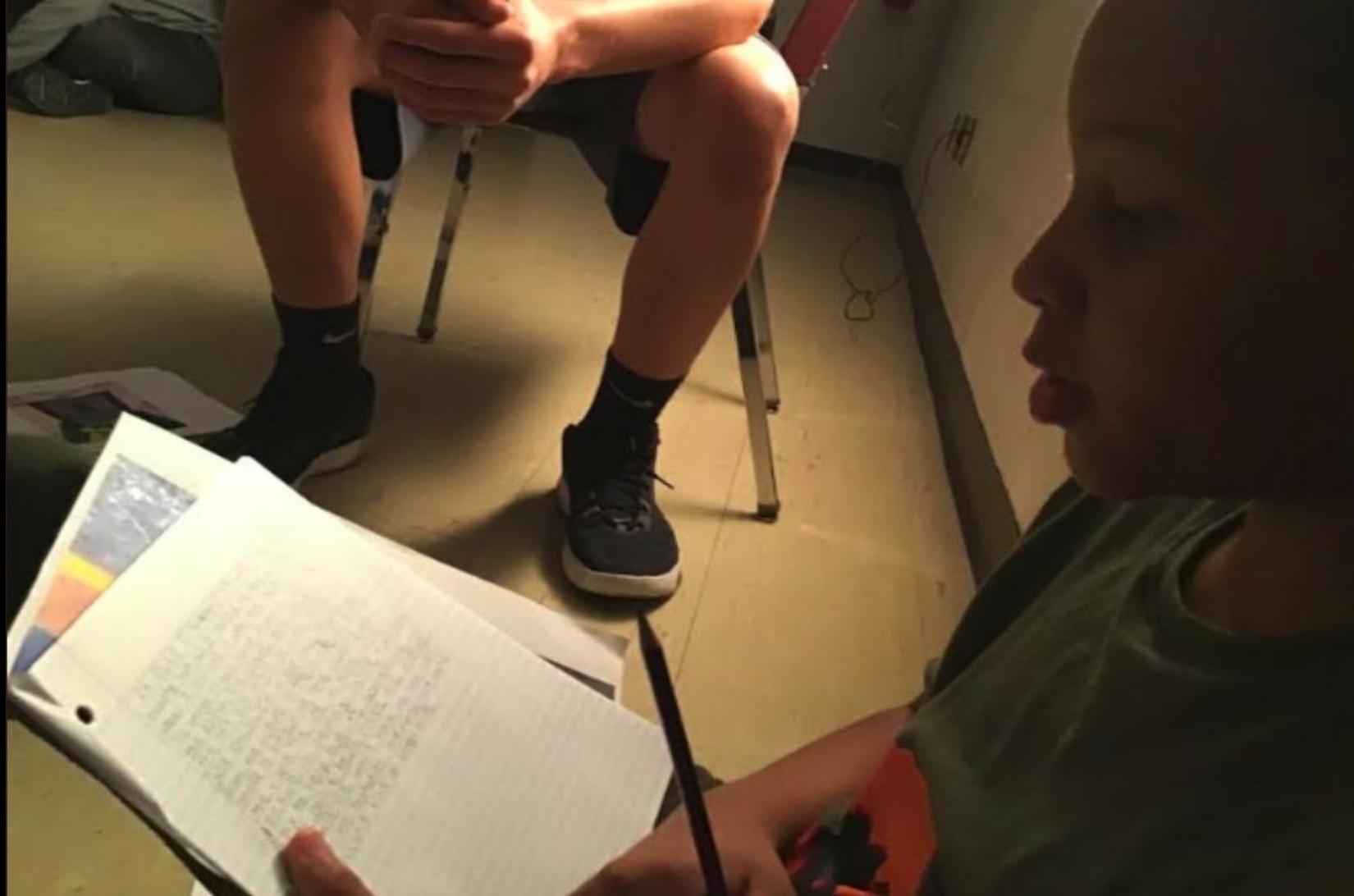
Naomi Shihab Nye gives voice to her experience as an Arab-American through poems about heritage and peace that overflow with a humanitarian spirit.

Image Walk



I SEE HUMANS
BUT NO HUMANITY





Anticipation Guides

Statements	What I think		What the text says		Evidence from the text
	True	False	True	False	
The earth travels around the sun once per year.	True	False	True	False	Text says that's the definition of a year.
The amount of energy the earth receives from the sun varies significantly at different points in the earth's orbit.	True	False	True	False	Text says earth gets the same energy from sun year round.
When it is summer in the northern hemisphere, it is winter in the southern hemisphere.	True	False	True	False	Say seasons north and south are opposite.
The axis of the earth's rotation is perpendicular to the plane of the earth's orbit around the sun.	True	False	True	False	Yes - text says earth is tilted 23.5 degrees.

Anticipation-Reaction Guide		
Before		After
	A polygon has more than two sides.	
	A polygon can be an open or closed shape.	
	A polygon has all right angles.	
	A polygon can have curved sides.	
	A polygon is a plane figure.	
	A square is a type of a polygon.	
	A polygon is 3-dimensional.	

Kindness

Naomi Shihab Nye - 1952-

Before you know what kindness really is
you must lose things,
feel the future dissolve in a moment
like salt in a weakened broth.
What you held in your hand,
what you counted and carefully saved,
all this must go so you know
how desolate the landscape can be
between the regions of kindness.
How you ride and ride
thinking the bus will never stop,
the passengers eating maize and chicken
will stare out the window forever.

Before you learn the tender gravity of kindness
you must travel where the Indian in a white poncho
lies dead by the side of the road.
You must see how this could be you,
how he too was someone
who journeyed through the night with plans
and the simple breath that kept him alive.

Before you know kindness as the deepest thing inside,
you must know sorrow as the other deepest thing.
You must wake up with sorrow.
You must speak to it till your voice
catches the thread of all sorrows
and you see the size of the cloth.
Then it is only kindness that makes sense anymore,
only kindness that ties your shoes
and sends you out into the day to gaze at bread,
only kindness that raises its head
from the crowd of the world to say
It is I you have been looking for,
and then goes with you everywhere
like a shadow or a friend.

*And...How Kindness Changes Your
Brain, According To New Research*

<http://sdwone.us/ah>



Naomi Shihab Nye gives voice to her experience as an Arab-American through poems about heritage and peace that overflow with a humanitarian spirit.

Assessment/Feedback?

Group Discussion Norms

Name: Anthony P.

Group Norm	Advanced	Proficient	Approaching	Beginning
speaking	clearly ^{gives} where student found information	Talks, is confident and puts in opinion	talks or makes comment	cannot speak in group
let others speak	makes good comments, let always give others a chance to speak	keeps the conversation relatively evened out	lets others speak occasionally	dominates the conversation, does not let anyone speak
body language	is always paying attention	mostly pays attention, seems knowledgeable about topic.	seems to sometimes pay attention and agree with others	does not pay attention, does not make eye contact

Peer Feedback:

Name of person you are observing:

Your name:

Record a check for each time your partner contributed in a meaningful way: _____

On a scale of 1-5, with 5 being the highest, how well did your partner do at the following:

Communication and Discussion Skills –

_____ Stay focused on the discussion?

_____ Invite other people into the discussion?

_____ Share airtime equally with others (didn't talk more than was fair to others)?

_____ Listen to others respectfully?

_____ Enter the discussion in a polite manner using a variety of sentence starters?

_____ Move the discussion to a deeper level using thoughtful questions?

Claim, Evidence, and Reasoning –

_____ *Cite reasons* and *evidence* to support his/her statements?

_____ Demonstrate that he/she had given thoughtful consideration to the topic and developed
a personal statement?

	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
2	Interpret information presented in diverse media and formats (visually, quantitatively, orally), and explain how the ideas clarify a topic, text, or issue under study.	Analyze the main ideas and supporting details presented in diverse media and formats (visually, quantitatively, orally), and explain how the ideas clarify a topic, text, or issue under study.	Analyze the purpose of information presented in diverse media and formats (visually, quantitatively, orally) and evaluate the motives (social, commercial, political) behind its presentation.	Integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	Integrate multiple sources of information presented in diverse formats and media (visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among data.

3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Literacy Discourse

	Teacher's Role	Prompting	Explaining Thinking	Building Student Responsibility Within the Community
Level 0	Teacher is at the front of the room and dominates conversation.	Teacher is the only questioner. Questions serve to keep students listening to the teacher. Students give short answers and respond to the teacher only.	Teacher questions focus on correctness. Students provide short answer-focused responses. Teacher may give answers.	Culture supports students keeping ideas to themselves or just providing answers when asked.
Level 1	Teacher encourages the sharing of ideas and directs speaker to talk to the class, not to the teacher only.	Teacher questions begin to focus on student thinking and less on answers. Only teacher asks questions.	Teacher probes student thinking somewhat. Teacher may fill in an explanation. Students provide brief descriptions of their thinking in response to teacher probing.	Students believe that their ideas are accepted by the classroom community. They begin to listen to one another supportively and to restate in their own words what another student has said.
Level 2	Teacher facilitates conversations between students, and encourages students to ask questions of one another.	Teacher uses intentional prompting and facilitates some student-to-student talk. Students ask questions of one another with prompting from teacher.	Teacher probes more deeply to learn about student thinking. Students respond to teacher probing and volunteer their thinking. Students begin to defend their thinking.	Students believe they are readers, learners, and thinkers and that their ideas and the ideas of their classmates are important. They listen actively so they can contribute significantly.
Level 3	Students carry the conversation themselves. Teacher only guides from the periphery of the conversation. Teacher waits for students to clarify thinking of others.	Student-to-student talk is student initiated. Students ask questions and listen to responses. Many questions call for justification. Teacher prompting may still guide discourse.	Teacher follows student thinking closely. Teacher asks students to talk about contrasting thoughts. Students defend and justify their thinking with little prompting from the teacher.	Students believe that they are reading and thinking leaders and can help shape the thinking of others. They help shape others' thinking in supportive, collegial ways and accept the same support from others.

Double-Entry Journal

Critical analysis of the text:

Who is telling us these facts?

What are the qualifications of this person to tell us this information? Explain.

What is he/she have to gain from telling us this information?

What the text says...	What I think...

My Name:

Below - My work that represents me and my thoughts....

What did I learn?	What questions do I have for myself and others?

These are my take-aways from today's student-led Socratic Seminar:

1.

2.

3.

Technology Integration - Cyber Outer Circle

What are you thinking? What connections are you making? What questions do you have?



Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **NANCYRONCKE167**
- 3 Respond to activity

Join by Text



- 1 Text **NANCYRONCKE167** to **37607**
- 2 Text in your message

Reflection



We do not learn from
experience... we learn
from reflecting on
experience.

- John Dewey

Important Literacy Resources

Click on the buttons below to access the live links.

<https://newsela.com/>

Newsela.com has free, leveled texts for all disciplines! Articles are updated daily! All HMS teachers have Newsela PRO accounts!

Newsela link to speeches: at various reading levels!

informationisbeautiful.net

Dedicated to distilling the world's data, information and knowledge into beautiful, interesting and, above all, useful visualizations, infographics and diagrams.

www.readworks.org

Readworks.org has free, leveled texts for all readers! Assessment and planning ideas are embedded within the site.

<http://www.commonlit.org/>

Commonlit.org has it all! Find free, high-quality reading materials to supplement many texts. Site is organized by texts and essential questions!

Scope Scholastic

Scope Scholastic Magazine is highly engaging for all readers!

Word Generation

Get ready to be blown away by this free site, created by professors at Harvard University! Interdisciplinary texts organized by content areas and Common Core State Standards. Many of our teachers are using these resources to help students prepare for interdisciplinary Socratic seminars. Click on tabs and then the triangle to download all the free texts/ideas!

www.textproject.org

Amazing site organized by renowned researcher, Freddy Hiebert. Look here for vocabulary resources, videos, webinars, free leveled texts, research....everything!!!

FYI for Kids

Free site, found on textproject.org. Free, leveled interdisciplinary expository texts on almost any subject you can imagine!

Action Scholastic

Action Scholastic Magazine has differentiated texts on highly engaging topics. Short video clips, along with read-aloud components are embedded in many of the articles. Password (for students) = hawkpride1

My website of engaging literacy resources!

Checking Out



“Checking Out”

Name

One thing you learned and/or will try with your students.

Name

“Checking Out”

Purposeful Instruction + Student Talk = Independent Learners

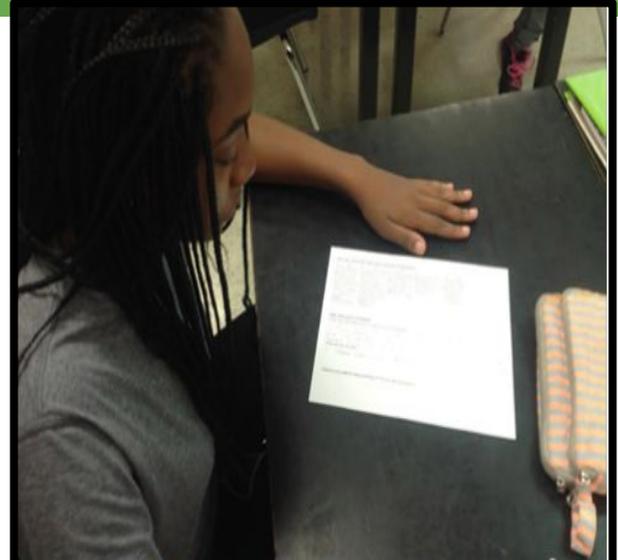
Nancy Roncke

nroncke@waukesha.k12.wi.us

262-970-3490



Other resources: <https://goo.gl/ocndRm>,
<http://jeffzwiers.org/tools>,
<http://hawkliteracy.weebly.com>.







**Strategy
Alert**

Goals:

1. Engaging and investing students in the reading/discussion
2. Turning the power over to the students

Today's Examples:

- Exploration Reports (Comprehension Processes - Main Idea, Questioning, Predicting). More Project GLAD strategies
- Anticipation Guide
- Save the Last Word for Me



- What is the human impact on the environment?
- How do photographs and/or stories of a moment in time increase our understanding of an event, person, or location?
- What roles should the federal government play in preventing or responding to economic or environmental crises?

Anticipation Guide

SA = Strongly Agree, **A** = Agree,

D = Disagree, **SD** = Strongly Disagree

1. _____ Humans have a huge impact on the environment.
2. _____ Handling the situations displayed in the images would be very difficult for me.
3. _____ The federal government should play a large role in preventing or responding to economic or environmental crises.



Link to [music](#) and [interview](#)

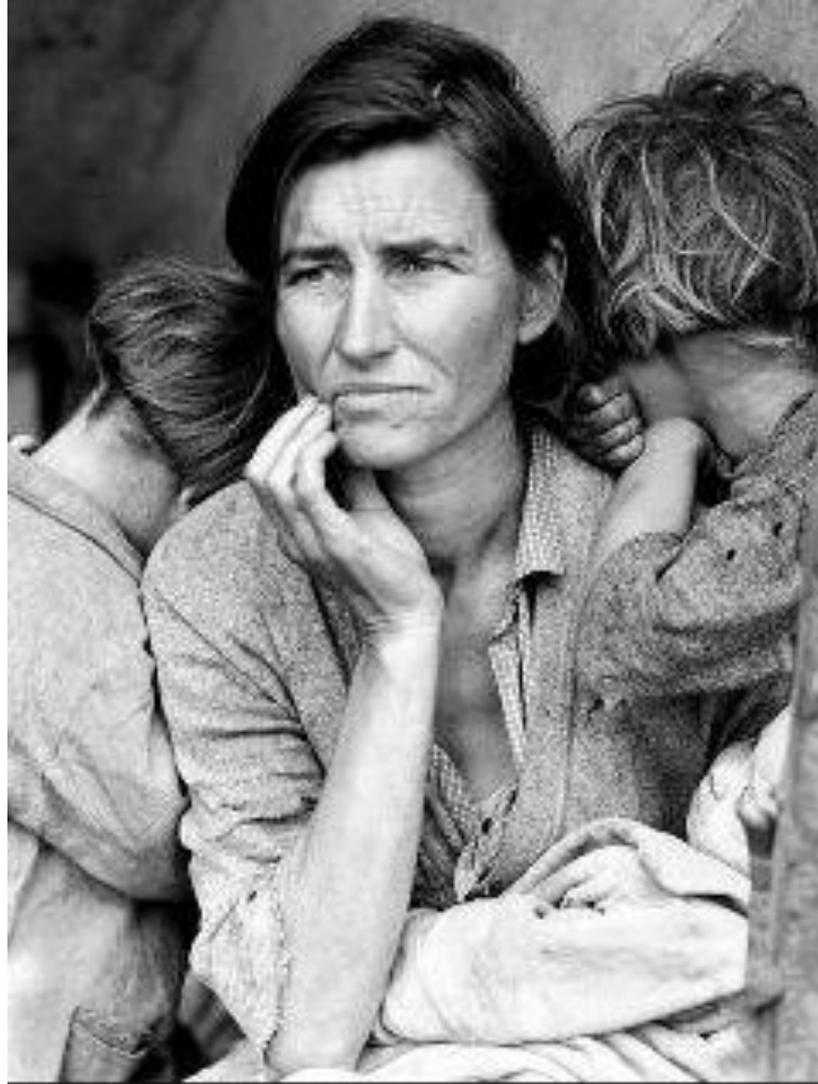












BLACK SUNDAY

The shocking story of the biggest dust storm in American history BY LAUREN TARSHIS



Catherine Hattrup, age 5

Catherine Hattrup was sure the world was coming to an end.

It was Sunday, April 14, 1935. Nine-year-old Catherine was enjoying a quiet afternoon at her grandmother's house near Kinsley, Kansas. Suddenly, Catherine's grandmother rushed inside.

"Oh my!" her grandmother cried. "There's a terrible black cloud. And I have no idea what it is!"

For hundreds of miles around, people saw the same awful sight. The sky was black.

Was it a thunderstorm? Was it a tornado? No. It was a dust storm—the biggest in

U.S. history. A cloud of dust 200 miles wide sped across the land at 65 miles per hour.

What would happen when it hit?



PAUSE AND THINK: Why did Catherine's grandmother rush inside?

Changes to the Land

Parts of Kansas are in an area called the Southern Plains. This area is flat and treeless.

For thousands of years, the land was covered by **prairie** grass. Prairie grass was strong and sturdy. It could survive the area's harsh weather—frozen winters, roasting

summers, and terrible **drought**.

But by the late 1800s, the Southern Plains had changed.

The U.S. government was working to turn the American wilderness into towns, cities, and farms. The government took a lot of land from Native Americans. It gave that land to white **settlers** for free or for very little money.

The settlers ripped up the prairie grass and planted crops. Miles and miles of land were turned into wheat farms.



PAUSE AND THINK: What did the U.S. government do? Why?

CLICK WORDS FOR MORE!

VOCABULARY

prairie: a large, flat area with very few trees

drought: a long period of very dry weather

settlers: people who make a home in a new place

Great Depression: the time period from 1929 to 1939, when many people lost their jobs and their money

gritty: full of tiny pieces of

[Action Scholastic](#) -

An AMAZING differentiated resource! Students love it!

VIDEO

GO TO
WEB VIEW

Science example - GMOs/Biology

What do you notice?

How could your next Socratic Seminar be crafted? Why?



What is the deeper meaning for students/teacher?



- How are prejudice and racism similar and/or different?
- How do patriotic and loyal feelings impact our history?
- Is it ever acceptable to limit the rights of people in the name of national security? Why or why not?

Anticipation Guide

SA = Strongly Agree, **A** = Agree,

D = Disagree, **SD** = Strongly Disagree

1. _____ Prejudice and racism are identical.
2. _____ Good citizens are patriotic and loyal and do not question the government's authority.
3. _____ Showing loyal behavior is the same thing as loyalty.
4. _____ It is acceptable to limit the rights of people in the name of national security.

**WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION**
Presidio of San Francisco, California
April 1, 1942

**INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE
ANCESTRY**

Living in the Following Area:

All that portion of the City and County of San Francisco, State of California, lying generally west of the north-south line established by Junipero Serra Boulevard, Worcester Avenue, and Nineteenth Avenue, and lying generally north of the east-west line established by California Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 1200 o'clock noon Tuesday, April 7, 1942.

No Japanese person will be permitted to enter or leave the above described area after 8:00 a. m., Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station located at:

1701 Van Ness Avenue
San Francisco, California

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property including: real estate, business and professional equipment, buildings, household goods, boats, automobiles, livestock, etc.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence, as specified below.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 a. m. and 5:00 p. m., Thursday, April 2, 1942, or between 8:00 a. m. and

NOT

**Headquarters
Western Defense
and Fourth**

**Presidio of San Francisco
April 1, 1942**

Civilian Exclusion

1. Pursuant to the provisions of Public Proclamation No. 1333, dated March 16, 1942, respectively, it is hereby ordered that all persons of Japanese ancestry, be excluded from and after 12 o'clock noon, P. M. T., of Tuesday, April 7, 1942, from the area designated as follows:

All that portion of the City and County of San Francisco, State of California, lying generally west of the north-south line established by Junipero Serra Boulevard, Worcester Avenue, and Nineteenth Avenue, and lying generally north of the east-west line established by California Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.











Behind the Wire Fence

During World War II, the American government forced thousands of Japanese Americans into prison camps. This is the story of one boy who was there. BY KRISTIN LEWIS



VOCABULARY

internment: kept in prison, especially during a war

citizen: member of a country who has the rights and protection of that country

suspicion: belief that something is bad or wrong

remote: far away and hard to get to

dignity: pride, a feeling of being worthy of honor or respect



VIDEO 1

VIDEO 2

GO TO
WEB VIEW

Eleven-year-old William "Bill" Hiroshi Shishima was in prison. He was surrounded by barbed wire and soldiers with guns. Escape was impossible.

Just three months earlier, Bill had been a normal kid. He loved eating tacos and playing baseball after school with his friends.

Then his family was rounded up like criminals. They were forced to leave their home. Along with 120,000 other people, they were sent to live in **internment** camps.

But Bill and the others had not committed any crime.

They had not done anything wrong.

They were in prison because they were Japanese American.



PAUSE AND THINK: Why was Bill's family rounded up like criminals?

Action Scholastic -

An AMAZING differentiated resource! Students love it!