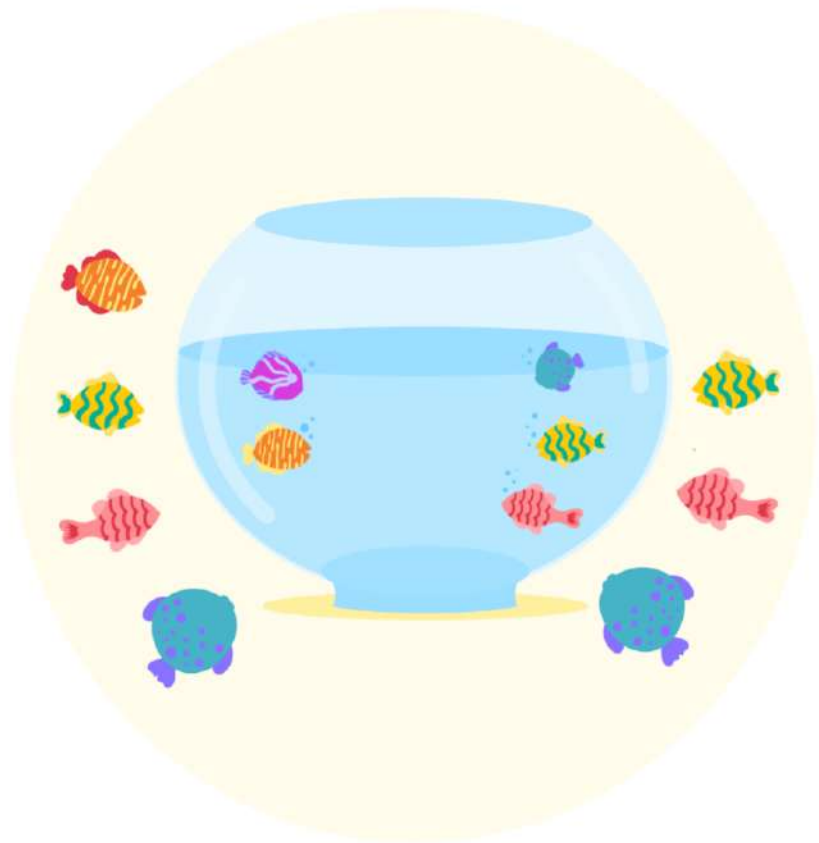


PROTOCOL

Fishbowl Discussion

1. Chairs are set up in two circles.
2. The outside circle is for **observers**.
 - Look and listen for things that went well or didn't work.
3. The inner circle is for **speakers**.
 - All voices will be heard.



What is a Socratic Seminar/Fishbowl Discussion?

Your Goals:

- Help one another understand the *ideas and connections* in a specific text.
- Lead a discussion on the *ideas and connections* to Rikki Tikki Tavi
- Work toward *understanding different ideas* rather than trying to prove a particular argument.

Inner Circle *will*:

1. Follow the ground rules
2. Practice dialogue with others
3. Wonder aloud and ask questions
4. Uses higher level thinking
5. **Don't just read what you wrote... *It is a discussion*... use your notes to start conversations!

Outer Circle

1. Listen and takes notes
2. Be ready to build on important comments, ideas, and questions for when they switch to the inner circle
3. Assess a designated inner circle member **you'll give them feedback after they finish their discussion*

Socratic Seminar Rules

1. Speak so all can hear you.
2. Listen closely.
3. Speak without raising hands.
4. Refer to the text with page numbers and evidence to support your ideas.
5. Talk to each other, not Mrs. Cannon or Mrs. B-C
6. Ask for clarification if you are confused! *Don't stay confused.*
7. Invite and allow others to speak. Consider all viewpoints and ideas.
8. **Know that you are responsible for the quality of the seminar.**

Generic Questions for Socratic Seminar

SETTING:

- How important is the setting of the story? Does it really matter? Why/Why not?
- How does it contribute to the overall meaning/message?

TONE/MOOD:

- What is the tone/mood of the story?
- How does the author convey that tone/mood?

CHARACTERS:

- What inferences can we draw about the characters, based on their actions?
- What major challenges do the characters face, and how do they deal with them?
- What major decisions do the characters make, and why? What do these decisions reveal about the characters?
- Can you relate to any of the characters? If so, explain how.

SYMBOLS/MOTIFS:

- What motifs/symbols recur in the text, and how do they add to the understanding of character, setting, or theme?
- What is the significance of the title, and how does it add to the understanding of the text?

STYLE/WRITER'S DECISIONS:

- How are sensory details used in this story, and to what effect?
- What passages in the story drew your attention the most, and why?

Rubric

● Mastery

● Proficient

● Developing

	M	P	D
	Mastery	Proficient	Developing
ation	Came to discussion fully prepared with material read and open-ended questions written	Came to discussion with evidence of having given the material a cursory read. Questions were written, but they may not stimulate further discussion.	Either the text was not read, or it was not understood. Either no questions or poor questions were written.
ng	This student participates regularly, offering ideas that push the discussion in new directions.	This student participates but only sometimes offers ideas that move the discussion in new directions. Some distracting speech.	This student is either distracting, overly quiet, or only makes remarks that do not advance the discussion.
ng	This student listens attentively, does not distract the other students in the seminar, and references points made by classmates when speaking.	This student listens, but he or she may be occasionally off task. Rarely or never refers to points made by classmates.	This student may fail to listen or may show no evidence of understanding his or her classmates. This student may also distract the other seminar participants.

Mid-Lesson Check-in

Socratic Seminar Exit Slips and Final Thoughts