# LESSON PLAN: Undocumented Immigration Debate - A Better Life

<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>Undocumented Immigration Debate - A Better Life</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Est. Time:</strong></td>
<td>at least 120 minutes (and more depending how in-depth you go)</td>
</tr>
<tr>
<td><strong>Grade Levels:</strong></td>
<td>6th-12th</td>
</tr>
</tbody>
</table>
| **Standards:** | National Core Arts Standards  
Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  
Common Core Standards  
CCSS.ELA-LITERACY.W.6.1-12.1  
Write arguments to support claims with clear reasons and relevant evidence.  
CCSS.ELA-LITERACY.SL.6.4-12.4  
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. |
| **Objectives:** | Students will analyze the pros and cons of undocumented immigration from A Better Life and from online texts.  
Students will create written arguments that support one side of the undocumented immigration debate. |
| **Materials:** | - Pro/Con digital texts (provided - see links in Description below)  
- Lincoln-Douglas debate format (provided - see links in Description below)  
- Debate Prep page (provided)  
- Research Organizer (provided) |

## Description:

1. Ask students if they feel like Carlos should have been allowed to stay and work in the U.S. To those who say yes, ask them if they would prefer to go to a school that offered pizza/fries every day for lunch and had extended spring and winter breaks or a school that didn't. Assuming students mostly answer predictably, have a quick discussion about the problems that could lead to (overcrowding, a lack of school resources). While this is certainly not an exact comparison, discuss the obstacles the United States would face if it abolished its immigration quota.

2. Purpose-setting: Explain to students that they will be preparing for and participating in debates about undocumented immigration. Some teams will be in favor of placing more restrictions on undocumented immigration and some teams will be in favor of easing restrictions. Talk to students about how it is important to understand both sides of a debate and that compromise cannot be reached without it.
3. Have students do some preliminary research on the pros and cons of undocumented immigration. Use the websites below as resources and have students take notes they can refer back to. Recording data and quotes from experts will also prove to be valuable when writing arguments later on.

https://immigration.procon.org/


4. Go over the Lincoln-Douglas debate format with students, linked below.


5. If needed, use the videos linked below to provide students with a deeper understanding of the debate format.

https://vimeo.com/32549465

https://www.youtube.com/watch?v=zLh3pAkvXak

6. Split students into teams of 3-5. The prompt students will be debating is: The United States should have strict policies when it comes to undocumented immigration. Divide students so that half the teams will argue for the Affirmative while the other half will argue for the Negative. All students will participate in a debate pitting one Affirmative team against one Negative team so you will likely plan to hold numerous debates. (Note: To avoid similarities between debates, consider assigning different prompts to different debates. For example, one debate can use the prompt “The United States should increase the current level of border enforcement” while another can use the prompt “The United States should increase the annual immigration quota.”)

7. Students should divvy up roles amongst teammates. Each team at least has a lead debater, question asker, rebutter, and closer (timekeeper is optional). Give students the Debate Prep graphic organizer and have them complete these with the help of their research. If time, allow students to conduct more research to fill in any holes as needed. Again, a team’s use of evidence is extremely important.

8. Before debating, allow students time to practice and to go through the motions of the debate format. If possible, also allow teams to peer-edit the work of their teammates.

9. Conduct the debate between an Affirmative team and a Negative team. Teachers generally make the best moderators but you can also consider having a student the audience act as moderator. The rest of the audience should write feedback to debate participants. If possible, enlist non-partisan judges to rate the teams or individual debaters. Conduct debates until all teams have participated.

10. In any way you see fit, ask students the following reflection questions: Did your personal perspective change at all due to hearing both sides of the argument? How could your team have performed better? If you were in charge of involving members from both sides to create public policies that were compromises, what would you do?
Extension:
Create new student groups of 3-5 that are mixed between Affirmative and Negative team members. Have students discuss their original opinions about the subject of undocumented immigration, insights gained through the debate process, and how their opinions changed, if at all. Then, ask students to create public policies that are a compromise between the two sides. Have groups share and explain why they think these solutions will be more effective than other solutions.
Rubrics

Find rubrics for \textit{CCSS.ELA-LITERACY.W.6.1-12.1} at the links below.

6th/7th/8th: \url{http://blogs.egusd.net/ccss/files/2013/10/EGUSD-Rubric.7th.8th.-CCSS-W-1-9-25srqi6.pdf}
9th/10th: \url{http://blogs.egusd.net/ccss/files/2013/10/EGUSD-Rubric-9th.10th.-CCSS-W-1-9-2f3mwxq.pdf}
11th/12th: \url{http://blogs.egusd.net/ccss/files/2013/10/EGUSD.Rubric.11th.12th.CCSS-W-1.-9-24bzzag.pdf}

Find rubrics for \textit{CCSS.ELA-LITERACY.SL.6.4-12.4} at the link below.
\url{http://www.bie.org/object/document/9_12_presentation_rubric_ccss_aligned}
Research Organizer - Undocumented Immigration Debate

**Directions:** Use this research organizer to take notes as you research to prepare for the debate. Complete as many boxes as you can on both sides of the debate to be fully prepared. *Tip: Statistics and quotes from experts can be particularly helpful during the debate.*

**Debate Prompt:** The United States should have strict policies when it comes to undocumented immigration.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economy</td>
<td></td>
<td></td>
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<td>Resources</td>
<td></td>
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<tr>
<td>Deportation</td>
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<tr>
<td>Topics</td>
<td>Affirmative</td>
<td>Negative</td>
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<tr>
<td>Border Security</td>
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<td>Safety/Crime</td>
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<tr>
<td>American Society/Culture</td>
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<tr>
<td>Amnesty Programs</td>
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<tr>
<td>Other</td>
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</tbody>
</table>
Undocumented Immigration Debate Prep

Team Stance: ____________________________

Main reasons/arguments:

1) __________________________________________________________________________

2) __________________________________________________________________________

3) __________________________________________________________________________

4) __________________________________________________________________________

<table>
<thead>
<tr>
<th>Lead Debater</th>
<th>We stand affirmative/negative on the proposition that the United States should...</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Presents position and general reasons that support the position.)</td>
<td>This is our position because...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question Askers</th>
<th>Q1:</th>
<th>Q2:</th>
<th>Q3:</th>
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<tbody>
<tr>
<td>(Asks questions to the opposing side to try to poke holes in their argument.)</td>
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<tr>
<td><strong>Rebuttal</strong> (Comes prepared to respond to the opposing team’s questions - what are the potential weaknesses in your team’s argument?)</td>
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<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Weakness #1:</td>
<td>Response to weakness:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weakness #2:</td>
<td>Response to weakness:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weakness #3:</td>
<td>Response to weakness:</td>
<td></td>
<td></td>
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</table>

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<thead>
<tr>
<th><strong>Closer</strong> (sums up argument, including new issues raised during the debate)</th>
<th></th>
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<tbody>
<tr>
<td>We would like to close our argument by reiterating our team’s stance that</td>
<td>because…</td>
</tr>
<tr>
<td>We would also like to point the weaknesses in our opponent’s argument such as…</td>
<td></td>
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<tr>
<td>End with a catchy closing sentence:</td>
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</tbody>
</table>
**Title:** Poetry - A Better Life

<table>
<thead>
<tr>
<th>Est. Time:</th>
<th>90-120 minutes</th>
<th>Grade Levels:</th>
<th>6th-12th</th>
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**Standards:**
- Common Core Standards
  - CCSS.ELA-LITERACY.RL.6.2-12.2
  - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Students will analyze poems written by undocumented immigrants living in the U.S. using a poetry analysis template.</th>
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</thead>
</table>

- Students will create their own poems from the perspective of an undocumented immigrant or one of the characters from A Better Life.

**Materials:**
- Poetry Analysis template (*provided*)
- Poems (*provided via links to websites - see in Description below*)
- Lined paper

**Description:**

1. Start class by brainstorming a list of struggles undocumented immigrants face. Students can reference A Better Life for examples or can come up with their own if they already have background information on the subject. If not, try using one of the texts below. Have students ask one question or share one takeaway with a shoulder partner based on the list the class came up with.

   [link to article](http://nwasianweekly.com/2011/09/the-undocumented-immigrants-%E2%80%94their-daily-challenges-their-fears-and-their-hopes-for-the-future/)

   [link to article](http://everydayfeminism.com/2016/06/7-things-undocumented-worry-about/)

2. Purpose-setting: Explain to students that they'll be reading a couple of poems written by undocumented youth. This will help students better understand the experience of an undocumented immigrant and compare it to the experiences seen in A Better Life. They will then write a poem from the perspective of an undocumented immigrant or one of the characters from the film.

3. Assign students two poems from the list below. Provide the Poetry Analysis page (one per poem) and have students complete them individually.

Poems -

[link to poem](http://www.iyjl.org/because-this-is-a-revolution-a-slam-poem/)

[link to poem](http://dreamersadrift.com/all-submissions/i-feel-like-poetry)

[link to poem](http://dreamersadrift.com/all-submissions/look-at-us-poetryspoken-word)

[link to poem](http://dreamersadrift.com/all-submissions/dear-america-poetry)
4. Ask students the following questions: *Have you seen any common themes or moods between the poems? What about either of these poems especially grabbed you or reached you emotionally? If you were to write a poem like this, how would yours be different?*

5. Have students write their own poems either from the perspective of an undocumented immigrant or a character from A Better Life. Set expectations as you see fit but consider asking students to include poetry tools seen on the Poetry Analysis page (other than point-of-view, which is a given) such as metaphor and imagery.

6. Have students present their poems to the class.

**Extension:**
Introduce students to concerns about undocumented immigration. The following websites may be helpful.

https://immigration.procon.org/


Have students write a new poem, this time from the perspective of someone concerned about the negative effects of undocumented immigration. Have students interweave both poems into one so that the perspective changes after each stanza. They should now have a Two-Voice poem.
Rubric

Student:

<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.RL.6.2-12.2</td>
<td>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</td>
<td>A theme is not included. Very few details are included. If the student has provided a summary, it includes few details that do not fully summarize the text or some of the details are inaccurate.</td>
<td>A theme is not included. Instead, main ideas about the text are given. A very brief analysis about the development of the theme is included. Some details are provided but are not fully explained. If the student has provided a summary, the summary includes a few important details from the text.</td>
<td>The theme is stated but is partially supported with details from the text. An analysis is provided that includes some details that track the development over the course of the text. A few important details were not included in the analysis. If the student has provided a summary, most of the important details have been included.</td>
</tr>
</tbody>
</table>

**National Core Arts Standards**

Anchor Standard #1: Generate and conceptualize artistic ideas and work.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>The student rarely clearly and creatively uses ideas from the film and poems within the student’s own poem.</td>
<td>The student mostly clearly and creatively uses ideas from the film and poems within the student’s own poem.</td>
<td>The student almost always clearly and creatively uses ideas from the film and poems within the student’s own poem.</td>
<td>The student always clearly and creatively uses ideas from the film and poems within the student’s own poem.</td>
</tr>
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</table>

Teacher Comments:
For this project you will read and analyze a poem written by a Latino poet. The following instructions will help you uncover the meaning of the poem.

1. What does the title mean?
Take a look at the title and reflect on what it means: _____________________________________________
__________________________________________________________________________________________
(You will need this for the introductory paragraph.)

2. Put it in your own words
Read the poem two or three times. You will see something different each time you read the poem. Write a brief summary of the poem in your own words. Highlight or list some of the words (nouns, verbs, phrases) that are important to understanding the poem.
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

3. What do you think the poem means?
Now think about the meaning of the poem, not just the obvious meaning of each word but what they mean beyond the literal. Do these words suggest something else?
Answer these questions:
• Who is the subject of the poem? ________________________________________________________________
• What are they talking about? ____________________________________________________________________
• Why do you think the author wrote the poem? ______________________________________________________
• When is the poem happening? __________________________________________________________________
• Where is the poem happening? __________________________________________________________________
• What is the poet’s attitude? _____________________________________________________________________
• How does the poem shift from person to person or between different times or places? ________________

Most poems tell us about a poet’s understanding of an experience so the beginning will be different then the end. The change may be in feelings, language (slang to formal), or connotation (positive to negative). Explain how these shifts convey the poem’s message.
4. Poetic devices: Tools of the poet

Identify different poetic devices and how they convey the poem’s message.

- **Simile** – comparison using like or as ____________________________
- **Metaphor** – a direct comparison _________________________________
- **Personification** – giving human qualities to nonhuman things ______________________
- **Tone** – what emotion does the speaker use as he talks ______________
- **Point of view** – who is the telling the poem _________________________
- **Imagery** – creating pictures with words _____________________________
- **Alliteration** – repeating the same letter _____________________________

5. Theme

Identify the theme (central idea) of the poem. How does the theme convey the poem’s message?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

6. Look at the title again

Now look at the title again. Do you now have a different interpretation of the title?

7. Begin writing your analysis

Start with the introductory paragraph. It should contain the title, the author, and an explanation of the writer’s position as well as the significance of the title. Include a brief overall statement of the meaning of the poem. This will lead you into the body of the analysis. In the body of the analysis, discuss how the poem was written, which poetic devices were used, the tone, the poet’s attitude, and the shift of the poem from the beginning to the poet’s ultimate understanding of the experience in the end. Add your interpretation of the poem.

8. Historical and cultural context

Integrate the research you have done on your author into your poetry analysis. Explain how the author’s history and culture have influenced the poem.

List two important experiences that influenced the author:
1. _________________________________________________________________________________________
2. _________________________________________________________________________________________

List two conditions in the author’s country that influenced his/her life (poverty, political unrest, war, lack of opportunities, social constraints especially for women):
1. _________________________________________________________________________________________
2. _________________________________________________________________________________________
# LESSON PLAN: Socratic Seminar - A Better Life

**Title:** Socratic Seminar - A Better Life

<table>
<thead>
<tr>
<th>Est. Time:</th>
<th>90-120 minutes</th>
<th>Grade Levels:</th>
<th>8th-12th</th>
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</table>

<table>
<thead>
<tr>
<th>Standards:</th>
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</table>

National Core Arts Standards  
Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Common Core Standards  
CCSS.ELA-LITERACY.RI.8.6-12.6  
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.SL.8.1-12.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8-12 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<table>
<thead>
<tr>
<th>Objectives:</th>
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Students will compare the author’s purpose of A Better Life and an Op-Ed text and evaluate the effectiveness of both pieces to lead to change.

<table>
<thead>
<tr>
<th>Materials:</th>
<th></th>
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- Op-Ed texts (*provided* - see website links below in Description section)  
- Socratic Seminar formats and materials (*provided*)

<table>
<thead>
<tr>
<th>Description:</th>
<th></th>
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</table>

1. Ask students how they would get something changed at school. Maybe the lunch is terrible. Or there is a strict uniform policy. Or the administration has just started enforcing thorough bag checks each morning. What is the best way to change these policies? Would you use the same techniques if you were fighting for a community or city-wide issue? What about a national issue?

2. Purpose-setting: Explain to students that there are of course numerous ways to address a public policy concern. They will analyze the filmmaker's purpose and methods as well as the purpose and methods of an op-ed author to better understand different ways to try to foster societal change.

3. Have students read an op-ed text about undocumented immigration. Below are a couple of options.

   Have students annotate and/or take notes regarding strategies the author is using to argue her/his case.

4. Use any of the Socratic Seminar formats that are attached or the one linked below. Go over the format with your students and use it to prepare them for the Socratic Seminar. The Seminar can include a variety of questions, many of which can be generated by students, but consider starting with an umbrella question like: *What strategies do the filmmaker and author employ to make their arguments and which medium (narrative filmmaking or argumentative writing) is more convincing in terms of changing public policy?*

https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport

5. Once students are prepared, conduct the Socratic Seminar.

**Extension:** Have students write critiques of either the film or the op-ed. Critiques should focus on the effectiveness of either piece to impact a change in public policy. They should include the positives and negatives of the piece regarding its attempt to persuade the audience of a certain public policy concern.
### Rubric

**Student:**

<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>CCSS:ELA-LITERACY</strong></td>
<td><strong>RI.8.6-12.6</strong></td>
<td><strong>RI.8.6-12.6</strong></td>
<td><strong>RI.8.6-12.6</strong></td>
<td><strong>RI.8.6-12.6</strong></td>
</tr>
<tr>
<td>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
<td>The student is unable to determine the point of view of the author. An analysis is not provided.</td>
<td>The student determines the author's point of view but does not include details to show that the author acknowledges and responds to conflicting evidence or viewpoints.</td>
<td>The student determines the author's point of view in the text and identifies some instances where the author acknowledges and responds to conflicting evidence or viewpoints. A few important details are not included in the explanation.</td>
<td>The student determines the author's point of view or purpose in a text and identifies several instances where the author acknowledges and responds to conflicting evidence or viewpoints.</td>
</tr>
<tr>
<td><strong>CCSS:ELA-LITERACY</strong></td>
<td><strong>SL.8.1-12.1</strong></td>
<td><strong>SL.8.1-12.1</strong></td>
<td><strong>SL.8.1-12.1</strong></td>
<td><strong>SL.8.1-12.1</strong></td>
</tr>
<tr>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td>The student is rarely able to clearly build on others’ ideas while also expressing their own.</td>
<td>The student is mostly able to clearly build on others’ ideas while also expressing their own.</td>
<td>The student is almost always able to clearly build on others’ ideas while also expressing their own.</td>
<td>The student is always able to clearly build on others’ ideas while also expressing their own.</td>
</tr>
</tbody>
</table>

**Teacher Comments:**
For outer circle members the observation role is just as important as the members of the inner-circle. We must constantly be aware of how our conversation is going… and next round you will have a chance to be in the inner circle. Below is a list of possible outer circle roles and their assignments.

<table>
<thead>
<tr>
<th>Role</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporter</td>
<td>Takes notes and prepares a summary that discusses strengths and weakness of the dialogue</td>
</tr>
<tr>
<td>Silent Contributor</td>
<td>What would you say if you were in the inner circle?</td>
</tr>
<tr>
<td>Referencing Text Tallyer</td>
<td>Counts how many times each member references the text</td>
</tr>
<tr>
<td>Comment Tallyer</td>
<td>Records how many times each person speaks</td>
</tr>
<tr>
<td>Shadower</td>
<td>Evaluates a member of the inner circle on the following criteria. DID THE MEMBER:</td>
</tr>
<tr>
<td></td>
<td>• Speak loudly and clearly?</td>
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<tr>
<td></td>
<td>• Cite reasons and evidence for our statements?</td>
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<td></td>
<td>• Use the text to find support?</td>
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<tr>
<td></td>
<td>• Listen to others respectfully?</td>
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<td></td>
<td>• Stick with the subject?</td>
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<tr>
<td></td>
<td>• Talk to the whole group and not as side conversation?</td>
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<td></td>
<td>• Paraphrase accurately?</td>
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<tr>
<td></td>
<td>• Avoid inappropriate language?</td>
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<tr>
<td></td>
<td>• Ask for help to clear confusion?</td>
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<td></td>
<td>• Support others?</td>
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<td>• Avoid hostile exchanges?</td>
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<td>• Questions in a civil manner?</td>
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<td></td>
<td>• Seem prepared?</td>
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<td></td>
<td>• Act as a positive role model?</td>
</tr>
</tbody>
</table>
Inner/Outer Circle Discussion

How Does It Work?

- Each class member will come to class armed with a set of questions about the selection. (See handout)
- The class will be divided into two groups: An inner circle, and an outer circle, and each group will its own responsibilities.

Inner Circle Responsibilities:

- The inner circle does the discussing. They direct their conversation to each other, NOT the outer circle.
- The discussion is theirs, and covers their own ideas and questions that arise in response to questions offered by the outer circle.
- Be prepared to support your responses with examples/quotes from the text! Bring your annotated copy of the text with you to the discussion!

Outer Circle Responsibilities:

- The outer circle provides the questions for the inner circle to discuss.
- When the discussion of the inner circle “finishes” a question, another student tosses out another, and so on.
- If there is a lull in conversation, or a question was not addressed to an outer circle members’ satisfaction, they should prompt the inner circle to continue, but...
- Outer circle members MUST NOT take part in the discussion!!
- As the outer circle listens, they should take notes over the inner circle’s discussion, and write down ideas and commentary.
**Point-Winning Moves**

1. Initiating discussion
2. Giving information
3. Asking for information
4. Giving positive or negative reactions to opinions of others
5. Asking for positive or negative reactions to opinions of others
6. Courteously confronting or challenging others' opinions or incorrect facts
7. Restating another person's contribution for clarity or to show personal understanding
8. Asking others to restate their contributions
9. Giving or asking for examples
10. Giving or asking for clarification or summary
11. Encouraging, helping, or praising others
12. Relieving group tension

**Point-Losing Moves**

1. Being aggressive, disrespectful, or hostile
2. Making self-confessions (i.e. “Well, I didn’t read but...”)
3. Being defensive
4. Competing for attention
5. Refusing to participate
6. Seeking sympathy
7. Pleading for a “pet” idea (i.e. “My idea is better than anyone else’s.”)
8. Dominating the discussion.
9. Mocking or laughing at others.
AVID Socratic Seminar

Socrates, a Classical Greek philosopher, was convinced that the surest way to attain reliable knowledge was through the practice of disciplined conversation. He called this method *dialectic*, meaning the art or practice of examining opinions or ideas logically, often by the method of question and answer, so as to determine their validity.

The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. A Socratic Seminar is a method to try to understand information by creating a dialectic in class in regards to a specific text. In a Socratic Seminar, participants seek deeper understanding of complex ideas in the text through rigorously thoughtful dialogue. This process encourages divergent thinking rather than convergent.

Students are given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, or piece of music. After "reading" the common text "like a love letter", several questions are posed -- primarily open-ended, world connection, universal theme, and literary analysis questions. Such questions allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. After all, a certain degree of emotional safety is felt by participants when they understand that this format is based on dialogue and not discussion/debate.

Dialogue is exploratory and involves the suspension of biases and prejudices. Discussion/debate is a transfer of information designed to win an argument and bring closure. Americans are great at discussion/debate. We do not dialogue well. However, once teachers and students learn to dialogue, they find that the ability to ask meaningful questions that stimulate thoughtful interchanges of ideas is more important than "the answer."

Participants in a Socratic Seminar respond to one another with respect by carefully listening instead of interrupting. Students are encouraged to "paraphrase" essential elements of another's ideas before responding, either in support of or in disagreement. Members of the dialogue look each other in the "eyes" and use each other names. This simple act of socialization reinforces appropriate behaviors and promotes team building.

**BEFORE SOCRATIC SEMINAR**
1. Read the text and “Talk to the Text” (10 pts)
2. Fill out the Socratic Seminar Preparation Worksheet (10 pts)
3. Fill out the Socratic Seminar Questions Worksheet (10 pts)

**DURING SOCRATIC SEMINAR**
1. Have Text, Socratic Seminar Preparation Worksheet, and Socratic Seminar Questions Worksheet out on your desk.
2. If in the inner circle, you will participate in a dialogue during the Socratic Seminar. (30 pts)
3. If in the outer circle, you will be assigned a partner that you will observe when they are in the inner circle. Fill out the observation form. You must turn in the form that you filled out for your partner. (20 pts)

**AFTER SOCRATIC SEMINAR**
1. Socratic Seminar Debrief (10 pts)
2. Socratic Reflective Writing (10 pts)

Underlined papers must be stapled and turned in (in the order above). (100 pts total)
## Dialogue and Debate

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Debate and/or Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue is collaborative; multiple sides work toward a shared understanding.</td>
<td>Debate is competitive and/or oppositional; two opposing sides try to prove each other wrong.</td>
</tr>
<tr>
<td>In dialogue, one listens to understand, to make meaning, and to find common ground.</td>
<td>In debate, one listens to find flaws, to spot differences, and to counter arguments.</td>
</tr>
<tr>
<td>Dialogue enlarges and possibly changes a participant’s point of view.</td>
<td>Debate affirms a participant’s point of view.</td>
</tr>
<tr>
<td>Dialogue creates an open-minded attitude; an openness to being wrong and an openness to change.</td>
<td>Debate defends assumptions as truths.</td>
</tr>
<tr>
<td>In dialogue, one submits one’s best thinking, expecting that other people’s reflections will help improve it rather than threaten it.</td>
<td>In debate, one submits one’s best thinking and defends it against challenge to show that it is right.</td>
</tr>
<tr>
<td>Dialogue calls for temporarily suspending of one’s beliefs.</td>
<td>Debate, calls for investing wholeheartedly in one’s beliefs.</td>
</tr>
<tr>
<td>In dialogue, one searches for strengths in all positions.</td>
<td>In debate, one searches for weaknesses in the other positions.</td>
</tr>
<tr>
<td>Dialogue respects all the other participants and seeks not to alienate or offend.</td>
<td>Debate rebuts contrary positions and may belittle or deprecate other participants.</td>
</tr>
<tr>
<td>Dialogue assumes that many people have pieces of answers and that cooperation can lead to workable solutions.</td>
<td>Debate assumes a single right answer that somebody already has.</td>
</tr>
<tr>
<td>Dialogue remains open-ended.</td>
<td>Debate demands a conclusion.</td>
</tr>
<tr>
<td>Dialogue is mutual inquiry; collective knowledge.</td>
<td>Discussion is individual opinions; individual knowledge.</td>
</tr>
</tbody>
</table>
**BEFORE SOCRATIC SEMINAR**

**Reading the Text**
1. Read through the entire selection without stopping to think about any particular section. Pay attention to your first impression as to what the reading is about. Look for the main points and then go back and reread it.
2. The second time you read it, talk to the text.
   a. Underline major points or forceful statements.
   b. Put vertical lines at the margins to emphasize a statement already underlined or a passage too long to be underlined.
   c. Put an (*) to emphasize major points.
   d. Put numbers in margin to indicate sequence of points.
   e. Put numbers of other pages where point is also mentioned.
   f. Circle key words or phrases.
   g. Write in the margin questions that come to mind.

**Fill out the Socratic Seminar Preparation Worksheet**

**Fill out the Socratic Seminar Questions Worksheet**
I. Reading and Understanding

A. Read the prompt/article individually.

B. Highlight or underline at least one main idea per paragraph. Summarize main points below:

Paragraph #1:
Paragraph #2:
Paragraph #3:
Paragraph #4:
Paragraph #5:
Paragraph #6:
Paragraph #7:
Paragraph #8:
Paragraph #9:
Paragraph #10:

C. Circle or Highlight any unfamiliar words or phrases. Write them down below with definitions:

D. Summarize below the main points of the reading.

E. Write down a minimum of 6 questions about what you have read. (Use 2 level 1, 2, and 3’s)
   1. L1:
   2. L1:
   3. L2:
   4. L2:
   5. L3:
   6. L3:
<table>
<thead>
<tr>
<th>Opening Questions</th>
<th>Core Questions</th>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Level 1)</td>
<td>(Level 2)</td>
<td>(Level 3)</td>
</tr>
<tr>
<td>• Relates to text</td>
<td>• Develops theme</td>
<td>• Relates to self</td>
</tr>
<tr>
<td>• Uses concrete examples</td>
<td>• Leads into the abstract</td>
<td>• Relates to reality</td>
</tr>
<tr>
<td>• Open-ended</td>
<td>• Leads to further questions</td>
<td></td>
</tr>
<tr>
<td>• Is not a yes or no question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMPLES</td>
<td>EXAMPLES</td>
<td>EXAMPLES</td>
</tr>
<tr>
<td>• What does the author mean when he says… “with torn</td>
<td>• Is there a time when we</td>
<td>• What do you think was the wisdom that the</td>
</tr>
<tr>
<td>and bleeding hearts we smile?”</td>
<td>can see below the mask</td>
<td>author was trying to impart to you?</td>
</tr>
<tr>
<td>• When do you wear a mask?</td>
<td>people wear?</td>
<td>• What in your thinking has changed about</td>
</tr>
<tr>
<td>• When do masks “grin and lie?”</td>
<td>• What is the purpose of</td>
<td>the way you treat people who wear masks?</td>
</tr>
<tr>
<td>• What would make the author say “But let the world</td>
<td>what is your response to</td>
<td></td>
</tr>
<tr>
<td>dream otherwise.”</td>
<td>people who wear masks?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can masks belie the wearer?</td>
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</table>
# AVID Socratic Seminar Questions

<table>
<thead>
<tr>
<th></th>
<th>Opening Questions (Level 1)</th>
<th>Core Questions (Level 2)</th>
<th>Closing Questions (Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<tr>
<td>5</td>
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</tr>
</tbody>
</table>

Reflections: ________________________________

________________________________________________________________________

________________________________________________________________________
DURING SOCRATIC SEMINAR

Socratic Seminar Rules

• Discuss, do not debate.
• Be courteous, NO PUTDOWNS.
• Goal is the pursuit of deeper understanding.
• Respect different thoughts and ideas.

Socratic Seminar Tips

Your Goal is to Understand…

• the ideas,
• issues,
• concepts,
• and values reflected in the text.

Protocol:

• Refer to the text when needed during the discussion. This is not a test of memory.
• Do not stay confused; as for clarification of both ideas and definitions.
• Discuss ideas, rather than other’s opinions.
• It’s OK to pass when your turn comes; participate at another time instead.
• Do not participate if you are not prepared.
• Stick to the point currently under discussion; write down inspirational ideas so you can bring them up at a more appropriate time in the conversation.
• Listen carefully, especially when you are waiting to speak, as they may be moving on to another point.
• Speak up so that all participants can hear you; don’t speak while others are.
• Remember that this is a conversation between students, not between student and teacher.

Basic steps to forming opinions:

1. What is it that I think I know? Or that the author thinks he/she knows? Can I restate his/her ideas in my own words? What needs clarification? Definition?
2. Is it true? Why do I think so? What else do I need to know or understand before deciding?
3. What inferences can be drawn from this? What are the implications of this? So what? How does this change things?
4. What are the underlying assumptions with this claim?
5. What are the reasons I believe this? How do I know what I think I know? Is the evidence credible?
6. How does this happen in other situations? In the world? How does this connect to other stuff?
7. Can I think of a counter example? When this doesn’t happen? Why doesn’t it happen? Are there internal contradictions?
Seminar Questioning Cheat Sheet

Clarification Questions:
• What do you mean by ________?
• What is your main point?
• How does ______ relate to ______?
• Could you put that another way?
• What do you think is the main issue here?
• Let me see if I understand you; do you mean ___ or ___?
• Jane, would you summarize in your own words what Juan has said?... Juan, is that what you meant?
• Could you give me an example?
• Would this be an example: __________________?
• Could you explain that further?
• Could you expand upon that?

Questions About the Initial Question or Issue:
• How can we find out?
• What does this question assume?
• Would ________ put the question differently?
• How could someone settle this question?
• Can we break this question down at all?
• Is the question clear? Do we understand it?
• Is this question easy or hard to answer? Why?
• Does this question ask us to evaluate something?
• Do we all agree that this is the question?
• To answer this question, what question would we have to answer first?
• I’m not sure I understand how you are interpreting the main question at issue.
• Is this the same issue as ______?
• How would _________ put this issue?
• Why is this question important?
• Does this question lead to other questions or issues?

Assumption Probes:
• What are you assuming?
• What is Erika assuming?
• What could we assume instead?
• You seem to be assuming _________. Do I understand you correctly?
• All of your reasoning depends on the idea that _______. Why have you based your reasoning on ___ ___ rather than ________?
• You seem to be assuming _________. How would you justify taking this for granted?
• Why would someone make this assumption?

Reason and Evidence Probes:
• What would be an example?
• How do you know?
• Why do you think that is true?
• Do you have any evidence for that?
• What difference does that make?
• What are your reasons for saying that?
• What other information do we need?
• Could you explain your reason to use?
Reason and Evidence Probes (continued):
- Are these reasons adequate?
- Can you explain how you logically got from ______ to ____?
- Do you see any difficulties with their reasoning here?
- Why did you say that?
- What led you to that belief?
- How does that apply to this case?
- What would change your mind?
- But is that good evidence to believe that?
- Is there a reason to doubt that evidence?
- Who is in a position to know if that is so?
- What would you say to someone who said ________?
- Can someone else give evidence to support that response?
- By what reasoning did you come to that conclusion?
- How could we find out whether that is true?

Origin or Source Questions:
- Where did you get this idea?
- Do your friends or family feel the same way?
- Has the media influenced you?
- Have you always felt this way?
- What caused you to feel this way?
- Did you originate this idea or get it from someone else?

Implication and Consequence Probes:
- What are you implying by that?
- When you say ________ are you implying ________?
- But if that happened, what else would happen as a result? Why?
- What effect would that have?
- Would that necessarily happen or only probably happen?
- What is the probability of this result?
- What is an alternative?
- If this and this are the case, then what else must also be true?
- If we say that this is unethical, how about that?

Viewpoint Questions:
- You seem to be approaching this issue from ________ perspective. Why have you chosen this rather than that perspective?
- How would other groups/types of people respond? Why? What would influence them?
- How could you answer the objection that ________ would make?
- What might someone who believed ________ think?
- Can/did anyone see this another way?
- What would someone who disagrees say?
- What is an alternative?
- How are Hillary and Tom’s ideas alike? Different?
| Observation Form  
<table>
<thead>
<tr>
<th>Inner-Outer Discussion Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your Name:</strong></td>
</tr>
<tr>
<td>DIRECTIONS: Each time your partner does one of the following, put a check in the box.</td>
</tr>
<tr>
<td>SPEAKS IN THE DISCUSSION:</td>
</tr>
<tr>
<td>LOOPS AT THE PERSON WHO IS SPEAKING:</td>
</tr>
<tr>
<td>REFERS TO THE TEXT:</td>
</tr>
<tr>
<td>ASKS A QUESTION:</td>
</tr>
<tr>
<td>RESPONDS TO ANOTHER SPEAKER:</td>
</tr>
<tr>
<td>INTERRUPTS ANOTHER SPEAKER:</td>
</tr>
<tr>
<td>ENGAGES IN SIDE CONVERSATION:</td>
</tr>
<tr>
<td>AFTER DISCUSSION:  What is the most interesting thing your partner said?</td>
</tr>
<tr>
<td>AFTER DISCUSSION:  What would you like to have said in the discussion?</td>
</tr>
</tbody>
</table>
Name: __________________
Date: ___________ Period: ___

AFTER SOCRATIC SEMINAR

Directions: Answer the following questions in the Socratic Seminar Debrief using complete sentences. After the debriefing discussion, answer the Socratic Reflective Writing Questions using complete sentences.

Socratic Seminar Debrief

1. How did you feel about the seminar?

2. Reflect on your own experience.

3. If you changed your opinion during the discussion, what changed it?

4. Using your own knowledge on this topic or issue, create a question to start a seminar.

5. What was the best part of the seminar? The worst part?

6. What was your overall opinion of the Socratic Seminar?
Socratic Reflective Writing

1. What is one thing you liked that you said?

2. What is one point someone else said that you agree with?

3. What was the most interesting question?

4. What was the most interesting idea to come from a participant?

5. What was the best thing that you observed?

6. What was the most troubling thing that you observed?

7. What do you think should be done differently in the next seminar?

8. As a Socratic Seminar participant, what area of the process will you work on for next time?

9. What new questions arose as a result of the discussion and debrief?
Discussion Questions - A Better Life

1. What are some of the main differences between Carlos and his son Luis? How do those change throughout the film?

2. How does Carlos balance his personal life and his work? Do you dis/agree with this balance?

3. How does Luis struggle with cultural identity throughout the film?

4. At one point, Luis’ friend Facundo says a line about being able to “keep your head down” when it comes to gang initiation. How should Carlos and Luis apply Facundo’s advice to other parts of their lives? Why?

5. Why does Luis’ demeanor toward his father change throughout the film?

6. Do you think Carlos suffered setbacks because he was blinded by the opportunity the truck offered him? Why or why not?
Helpful Website Links - A Better Life

Lesson plans/materials:
http://www.teachwithmovies.org/guides/better-life.html
http://www.pbs.org/pov/sinpais/photo-gallery-in-context/
https://www.avemariapress.com/engagingfaith/2010/05/case-study-illegal-immigration/

Film Review:
http://www.npr.org/2011/06/24/137317620/among-illegals-a-poignant-struggle-for-life

Production Notes:

Infographics/Stats - Undocumented Immigration:
https://ww2.kqed.org/lowdown/2013/05/02/14-key-infographics-about-americas-immigrant-population/
http://www.statisticbrain.com/undocumented-student-statistics/
http://www.e4fc.org/images/Fact_Sheet.pdf
Vocabulary Terms - A Better Life

**Undocumented**: not having the official documents that are needed to enter, live in, or work in a country legally *(synonyms: illegal immigrants, illegal aliens)*

**Day Laborer**: a person who is hired for a day or more to do work that usually does not require special skills

**I.C.E.**: the government organization responsible for processing the deportation of undocumented immigrants *(ICE stands for Immigration and Customs Enforcement)*

**Deport**: to force a person who is not a citizen to leave a country

**Asylum**: protection given by a government to someone who has left another country in order to escape being harmed

**Coyote**: a guide who gets paid to sneak undocumented immigrants into the United States over the Mexican border

**Immigration Quota**: the official limit on the number or amount of people allowed to immigrate to a country each year

**Amnesty**: a decision that a group of undocumented people will not be punished or that a group of prisoners will be allowed to go free

Definitions from Merriam-Webster