**LESSON PLAN: Passing Creative Writing Activity - Irena Sendler**

<table>
<thead>
<tr>
<th><strong>Title:</strong> Passing Creative Writing Activity - Irena Sendler</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Est. Time:</strong> 60-90 minutes</td>
</tr>
<tr>
<td><strong>Standards:</strong></td>
</tr>
<tr>
<td>National Core Arts Standards</td>
</tr>
<tr>
<td>Anchor Standard #11: Generate and conceptualize artistic ideas and work.</td>
</tr>
<tr>
<td>Common Core Standards</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.W.6-12.3</td>
</tr>
<tr>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
</tr>
<tr>
<td>- Texts/videos about passing <em>(provided)</em></td>
</tr>
<tr>
<td>- 5W’s and 1H prewriting template <em>(provided)</em></td>
</tr>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>1. Describe to students that the children Irena Sendler and others helped had to pass as Christians. Ask <em>What does it mean to pass? What did these children have to do to pass as Christians? Are there other ways people can pass?</em></td>
</tr>
<tr>
<td>2. <em>Purpose setting:</em> Explain that while the film did not shed considerable light on the experience of passing, it was a huge concern for many parents when deciding whether to give their children up to people of a different religion, language, and culture. This activity will help students consider the perspective of someone who feels the need to pass as a different identity.</td>
</tr>
<tr>
<td>3. Have students explore a story of passing. There are texts and videos below to choose from. Students can then complete the 5 W's and 1H graphic organizer for any text or video they choose.</td>
</tr>
<tr>
<td><a href="https://www.newyorker.com/books/page-turner/a-tale-of-racial-passing-and-the-u-s-mexico-border">https://www.newyorker.com/books/page-turner/a-tale-of-racial-passing-and-the-u-s-mexico-border</a></td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=ClulfoJPng0">https://www.youtube.com/watch?v=ClulfoJPng0</a></td>
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<tr>
<td>4. Tell students that they are going to write a creative piece from the perspective of someone who is passing. Help students focus their writing by asking students to describe the following: the reason why the narrator feels the need to pass (historical/social background), how the narrator passes, how it feels to pass, and the long-term effects of passing.</td>
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<tr>
<td>5. Have students use another 5 W’s and 1H graphic organizer as a prewriting exercise. Consider having students trade their papers to solicit feedback from a partner.</td>
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</table>
6. Allow students to write their piece using the prewriting organizer as a guide. Consider having students peer-edit these and/or present them to the class when finished.

**Extension:**
A 4-day extension activity with Nella Larsen’s book *Passing*.
[https://teachingpals.wordpress.com/2015/09/20/teaching-nella-larsens-passing/](https://teachingpals.wordpress.com/2015/09/20/teaching-nella-larsens-passing/)
<table>
<thead>
<tr>
<th>Rubric</th>
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<tr>
<td>Student:</td>
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<table>
<thead>
<tr>
<th>National Core Arts Standards Anchor Standard #1: Generate and conceptualize artistic ideas and work.</th>
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<tbody>
<tr>
<td>The student rarely clearly and creatively uses the topic of passing within the creative writing piece.</td>
</tr>
<tr>
<td>The student mostly clearly and creatively uses the topic of passing within the creative writing piece.</td>
</tr>
<tr>
<td>The student almost always clearly and creatively uses the topic of passing within the creative writing piece.</td>
</tr>
<tr>
<td>The student always clearly and creatively uses the topic of passing within the creative writing piece.</td>
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<table>
<thead>
<tr>
<th>CCSS.ELA-LITERACY. W.6-12.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Adapted from the website here: <a href="http://www.mswholeschools.org/files/Maharrey_Handout_Grades_7-8_Elkgrove_Rubrics.pdf">http://www.mswholeschools.org/files/Maharrey_Handout_Grades_7-8_Elkgrove_Rubrics.pdf</a>)</th>
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<tbody>
<tr>
<td>The narrative rarely addresses all aspects of the prompt, is organized with a clear event sequence, provides a conclusion that follows from and reflects on the narrated experiences or events, and uses correct and varied sentence structure.</td>
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<tr>
<td>The narrative mostly addresses all aspects of the prompt, is organized with a clear event sequence, provides a conclusion that follows from and reflects on the narrated experiences or events, and uses correct and varied sentence structure.</td>
</tr>
<tr>
<td>The narrative almost always addresses all aspects of the prompt, is organized with a clear event sequence, provides a conclusion that follows from and reflects on the narrated experiences or events, and uses correct and varied sentence structure.</td>
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<tr>
<td>The narrative always completely addresses all aspects of the prompt, is organized with a clear event sequence, provides a conclusion that follows from and reflects on the narrated experiences or events, and uses correct and varied sentence structure.</td>
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Teacher comments:
<table>
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<tr>
<th>Who?</th>
<th>TOPIC</th>
<th>When?</th>
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<td>What?</td>
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<td>Where?</td>
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<td>Why?</td>
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<td>How?</td>
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# LESSON PLAN: Socratic Seminar - Irena Sendler

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<tr>
<th>Title:</th>
<th>Socratic Seminar - Irena Sendler</th>
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<tbody>
<tr>
<td>Est. Time:</td>
<td>90-120 minutes</td>
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<tr>
<td>Grade Levels:</td>
<td>6-12</td>
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<table>
<thead>
<tr>
<th>Standards:</th>
<th>Objectives:</th>
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<tbody>
<tr>
<td><em>National Core Arts Standards</em>&lt;br&gt;Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</td>
<td>Students will analyze the words of Holocaust survivors to answer the question “What is important about continuing to talk about the Holocaust?”&lt;br&gt;Students will facilitate Socratic Seminars using grade-level appropriate speaking and listening skills.</td>
</tr>
<tr>
<td><em>Common Core Standards</em>&lt;br&gt;CCSS.ELA-LITERACY.RI.6.6-12.6&lt;br&gt;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>&lt;br&gt;CCSS.ELA-LITERACY.SL.6.1-12.1&lt;br&gt;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>
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<th>Materials:</th>
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<tr>
<td>- Socratic Seminar formats and materials <em>(provided)</em></td>
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<td>- Videos <em>(linked below)</em></td>
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<tr>
<td>- Note-taking sheet <em>(provided)</em></td>
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<tr>
<th>Description:</th>
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<tr>
<td>1. Purpose-setting: Bring up the question that will guide the socratic seminar students will facilitate: What is important about continuing to talk about the Holocaust? This is the Seminar Question. Don’t discuss it now because that will happen later.</td>
<td></td>
</tr>
<tr>
<td>2. Have students watch 2-3 videos of Holocaust survivors <em>(linked below)</em> or watch them together as a class. While or after viewing, students will complete notes using the Holocaust Survivors - Notes page. Use the exemplar on the last page if needed as an example.</td>
<td></td>
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</tbody>
</table>

3. Based on the themes students created in their notes, split the class into 3-4 different themes. Have each student create a list of 3-4 discussion questions that relate to their theme. For example, if a student is assigned to the theme of racism, all questions should relate to that theme. Remind students that all questions should also help answer the Seminar Question: *What is important about continuing to talk about the Holocaust?*

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

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 will include a variety of questions, all of which will be generated by students, but remind students to stick to the Seminar Question. Use the video below to prep your students if needed.

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

**Extension:**
Now that your students are experts at facilitating Socratic Seminars, try partnering with a younger class to teach them the method. Get in touch with the teacher(s) of that room to learn about current topics of study. Have your students come up with a Seminar Question and relevant texts/videos for the younger students to prepare with. Also have your students plan a mock Socratic Seminar that can be used to model a Seminar for the younger students - like a fish bowl lesson. When it comes to the structure of the Seminar, have your students scale the requirements back so that they are appropriate for the younger class.
# 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.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.</td>
<td>The student rarely accurately determines the author's point of view or purpose in a text.</td>
<td>The student mostly accurately determines the author's point of view or purpose in a text.</td>
<td>The student almost always accurately determines the author's point of view or purpose in a text.</td>
<td>The student always accurately determines the author's point of view or purpose in a text.</td>
</tr>
<tr>
<td>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.</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: 
**Socratic Seminar: The Outer Circle**

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>
</tbody>
</table>
| Shadower              | Evaluates a member of the inner circle on the following criteria. DID THE MEMBER:  
  • Speak loudly and clearly?  
  • Cite reasons and evidence for our statements?  
  • Use the text to find support?  
  • Listen to others respectfully?  
  • Stick with the subject?  
  • Talk to the whole group and not as side conversation?  
  • Paraphrase accurately?  
  • Avoid inappropriate language?  
  • Ask for help to clear confusion?  
  • Support others?  
  • Avoid hostile exchanges?  
  • Questions in a civil manner?  
  • Seem prepared?  
  • Act as a positive role model? |
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>
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</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:
### AVID Socratic Seminar Questions

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

**EXAMPLES**

- What does the author mean when he says… “with torn and bleeding hearts we smile?”
- When do you wear a mask?
- When do masks “grin and lie?”
- What would make the author say “But let the world dream otherwise.”

**EXAMPLES**

- Is there a time when we can see below the mask people wear?
- What is the purpose of wearing a mask?
- What is your response to people who wear masks?
- Can masks belie the wearer?

**EXAMPLES**

- What do you think was the wisdom that the author was trying to impart to you?
- What in your thinking has changed about the way you treat people who wear masks?
# AVID Socratic Seminar Questions

Name: 

Title of Seminar: 

Date: 

<table>
<thead>
<tr>
<th></th>
<th>Opening Questions (Level 1)</th>
<th>Core Questions (Level 2)</th>
<th>Closing Questions (Level 3)</th>
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Reflections:

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**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
Inner-Outer Discussion Circle

Your Name:  

<table>
<thead>
<tr>
<th>DIRECTIONS: Each time your partner does one of the following, put a check in the box.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEAKS IN THE DISCUSSION:</td>
</tr>
<tr>
<td>LOOKS 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>
</tbody>
</table>

AFTER DISCUSSION: What is the most interesting thing your partner said?

AFTER DISCUSSION: What would you like to have said in the discussion?
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?
**Holocaust Survivors - Notes**

**Step 1:** Use the space below to take notes about the details of each video you watch.

<table>
<thead>
<tr>
<th>Video #1:</th>
<th>Video #2:</th>
<th>Video #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td>Notes:</td>
<td>Notes:</td>
</tr>
</tbody>
</table>

**Step 2:** Use the notes above to identify themes from the videos. Note: Themes are broad terms that can be applied to many contexts. For example, “liberating concentration camps” is not a theme but “freedom” can definitely be a theme.

<table>
<thead>
<tr>
<th>Themes</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Step 3: Spend time processing these themes by creating webs for each. The theme will go in the center of a web while the details mentioned in the videos will connect to that theme.
Step 4: In preparing for the Socratic Seminar, keep in mind the Seminar Question: What is important about continuing to talk about the Holocaust? In the space below, answer this question as it pertains to each of your themes. For example, if one of your themes is freedom, answer the Seminar question as it pertains to freedom.

Theme #1: __________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

Theme #2: __________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
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Theme #3: __________________________________________________________
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___________________________________________________________

Theme #4: __________________________________________________________
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___________________________________________________________
Exemplar Theme Web Notes (For Teachers)

**FREEDOM**

- All freedoms were taken away from Jews while living in concentration camps.
- European Jews had to rely on the war effort from other countries (France, UK, Russia, USA, etc.) to obtain their freedom.
- The feeling of freedom after being liberated from concentration camps was an overwhelming feeling for all involved.
- One video showed that some survivors focus on and educate others about modern examples of people who are losing their freedom, especially religious freedom.
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Upstanders and PSA's - Irena Sendler</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Est. Time</strong></td>
<td>at least 90-120 minutes</td>
</tr>
<tr>
<td><strong>Grade Levels</strong></td>
<td>6-12</td>
</tr>
</tbody>
</table>
| **Standards** | *Common Core Standards*
CCSS.ELA-LITERACY.SL.6-12.4
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.
CCSS.ELA-LITERACY.SL.6-12.5
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
National Core Arts Standards
Anchor Standard #5: Develop and refine artistic work for presentation. |
| **Objectives** | Students will create persuasive public service announcements about a chosen topic.
Students will use grade-appropriate speaking and presentation skills to present public service announcements. |
| **Materials** | - *What Makes a Good PSA worksheet (provided)*
- Materials/equipment needed for creating public service announcements (recording/editing equipment, poster paper, blank paper, art materials, etc.)
- All videos are linked in the description below |
| **Description** | 1. To introduce the concepts of upstanders and bystanders, show your class a video from the list in the link below. Discuss as needed afterwards.
2. *Purpose Setting*: Talk about the effect of upstanders. In the case of *The Courageous Heart of Irena Sendler*, she and others were upstanders in the midst of literally millions of bystanders. In tables or partners, have students come up with examples of other upstanders.
3. Explain to students that they are going to select topics and create Public Service Announcements. *(Note: Decide if you want students completing this work in groups, pairs, or independently.)* The purpose of the PSA will be to convince viewers of a problem and inspire action. |
4. Show examples of PSAs using the link below or others you find that will be better fits for your classroom. After each, have students discuss what makes them effective. *How do these PSAs effectively convince people of a problem and/or inspire people to act?* Answers may involve aesthetics, slogans, twists/surprises, puns, catchiness, etc. Afterwards also ask *What argument can you make to help claim that The Courageous Heart of Irena Sendler is a PSA?* After or while observing PSAs, have students complete the first page of the *What Makes a Good Public Service Announcement?* page.

http://shortyawards.com/category/1st-socialgood/psa

5. Next, briefly teach the concepts of ethos, pathos, and logos when constructing a persuasive argument. To do this, introduce the words and show examples in videos like those linked below.

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

https://www.youtube.com/watch?v=wc1TrlAzAJM

6. Now have students complete the 2nd page of their *What Makes a Good PSA* classwork by rewatching/reobserving PSAs you already showed or by observing a new set of PSAs.

7. Have students select their PSA topic(s). *(Note: To keep topics relevant to the film, consider focusing on modern conflicts and areas under genocide watch. A list of these conflicts can be found toward the bottom of the Helpful Website Links page that is also provided here.) Students can create videos, flyers, songs, poems, raps, posters, etc. Allow them to plan out their PSA in whatever way is best for your classroom. This could be storyboards, sketches, or rough drafts. Tell students that they should include 3-6 traits of a strong PSA that were discussed earlier and/or all of ethos, pathos, and logos.*

8. Once plans have been completed, students can begin creating their fully developed PSAs.

9. Have students present their final PSAs when completed.

**Extension:**

After students present PSAs to the class or, if possible, to the grade-level or school, have them conduct a survey that asks viewers to rate how persuasive each PSA was at convincing the viewer of the importance of the issue and/or convincing the viewer to act in support of the PSA.

Students can then analyze survey data and create reflections that describe the strengths and weaknesses of their PSAs as well as how they could have been improved.
# Rubric

**Student:**

<table>
<thead>
<tr>
<th>National Core Arts Standards Anchor Standard #1: Develop and refine artistic work for presentation.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PSA is rarely clear and persuasive.</td>
<td>The PSA is mostly clear and persuasive.</td>
<td>The PSA is almost always clear and persuasive.</td>
<td>The PSA is always clear and persuasive.</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY SL.6-12.4 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.</strong></td>
<td>Student rarely selects information, develops ideas and uses a style appropriate to the purpose, task, and audience. Student rarely uses adequate eye contact and speaks clearly.</td>
<td>Student mostly selects information, develops ideas and uses a style appropriate to the purpose, task, and audience. Student mostly uses adequate eye contact and speaks clearly.</td>
<td>Student almost always selects information, develops ideas and uses a style appropriate to the purpose, task, and audience. Student almost always uses adequate eye contact and speaks clearly.</td>
<td>Student always selects information, develops ideas and uses a style appropriate to the purpose, task, and audience. Student always uses adequate eye contact and speaks clearly.</td>
</tr>
<tr>
<td><strong>Adapted from rubrics at the link below:</strong> <a href="https://www.bie.org/object/document/9_12_presentation_rubric_ccss_aligned">https://www.bie.org/object/document/9_12_presentation_rubric_ccss_aligned</a></td>
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<tr>
<td><strong>CCSS.ELA-LITERACY SL.6-12.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</strong></td>
<td>Student rarely uses well-produced audio/visual aids or media to enhance effectiveness of the presentation.</td>
<td>Student mostly uses well-produced audio/visual aids or media to enhance effectiveness of the presentation.</td>
<td>Student almost always uses well-produced audio/visual aids or media to enhance effectiveness of the presentation.</td>
<td>Student always uses well-produced audio/visual aids or media to enhance effectiveness of the presentation.</td>
</tr>
<tr>
<td><strong>Adapted from rubrics at the link below:</strong> <a href="https://www.bie.org/object/document/9_12_presentation_rubric_ccss_aligned">https://www.bie.org/object/document/9_12_presentation_rubric_ccss_aligned</a></td>
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**Teacher Comments:**
What Makes a Good Public Service Announcement?

**Directions:** Based on the public service announcements (PSAs) you observe, complete the table below.

<table>
<thead>
<tr>
<th>Effective PSA Traits</th>
<th>Why does this trait improve the PSA’s effectiveness?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Ex. A catchy song</em></td>
<td><em>Ex. A catchy song can make a PSA more memorable and music can grab a viewer’s attention.</em></td>
</tr>
</tbody>
</table>

<p>| | |</p>
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Ethos, Pathos, & Logos

Define these three terms:

Ethos: ___________________________________________________________

Pathos: __________________________________________________________

Logos: ___________________________________________________________

Explain where you saw ethos, pathos, and/or logos in any of the PSAs you observed.

PSA #1: ___________________________________________________________

PSA #2: ___________________________________________________________

PSA #3: ___________________________________________________________

PSA #4: ___________________________________________________________
Discussion Questions - The Courageous Heart of Irena Sendler

1. What is the purpose of a film like *The Courageous Heart of Irena Sendler* and what is the responsibility of the audience?

2. Why were many Polish Christian families hesitant to adopt Jewish children?

3. What does it mean to you that this story took place during the lifetime of many of your grandparents or great-grandparents?

4. Many Jews decided to stay in their home towns, cities, and countries rather than flee because they believed the Nazis were “cultured”. What does this mean?

5. In the film, Irena mentions the quote, “If you see a man drowning, you must save him even if you don’t know how to swim.” How did Irena exemplify this quote?

6. What concerns did many Jewish families have when deciding whether to give their children up for adoption outside the ghetto? What would you have done in this situation and why? *(Try to ignore what you know in hindsight.)*
Vocabulary Terms - The Courageous Heart of Irena Sendler

**Ghetto:** a part of a city in which members of a particular group or race live usually in poor conditions

**Star of David:** a six-pointed star that is used as a symbol of Judaism

**Occupation:** a situation in which the military of a foreign government goes into an area or country and takes control of it

**Typhus:** a serious disease that is carried by small insects that live on the bodies of people and animals and that causes high fever, headache, and a dark red rash

**Gestapo:** police officers that served the German Nazi Party

**Yiddish:** a language based on German that is written in Hebrew characters and that was originally spoken by Jews of central and eastern Europe

**Genocide:** the deliberate killing of people who belong to a particular racial, political, or cultural group

Definitions from Merriam-Webster
Helpful Website Links: The Courageous Heart of Irena Sendler

Film Synopsis/Review:
https://www.movieguide.org/reviews/the-courageous-heart-of-irena-sender.html

Lesson Planning:
http://www.irenasender.org/

http://www.pbs.org/program/irena-sender/


Maps:

http://www.freeworldmaps.net/europe/poland/poland-map-political.gif

World War II History:
http://www.history.com/topics/world-war-ii/world-war-ii-history

Connections to Modern Conflict/Genocide:
http://www.genocidewatch.org/alerts/newsalerts.html


http://endgenocide.org/learn/past-genocides/