

### **Books you need to Read**

- . Brand new.....November 2011 publication of *Teaching Critical Thinking: Using Seminars for 21<sup>st</sup> Century Literacy* by Terry Roberts and Laura Billings...from eye on Education Press.
- . *The Power of Paideia Schools; Defining Lives Through Learning* by Terry Roberts
- . *The Paideia Proposal an Educational Manifesto* by Mortimer Adler
- . *The Paideia Program* by Mortimer Adler

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## **Paideia Socratic Seminars**

- 1. Introductions**
- 2. In your opinion, what is a Socratic Seminar?**
- 3. Discuss Socratic Seminar Overview**
- 4. Look at Seminar Rules**
- 5. Participate in a Seminar.**
- 6. Divide into groups and practice developing questions and leading seminars.**
- 7. Look at my plan for the seminar we did together and a plan for an NCTM Math Seminar.**
- 8. Debrief**
- 9. The Three Paideia Columns**

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# SOCRATIC SEMINARS

## WHEN?

Anytime. Usually during school, teachers need two or three sessions to allow children to become familiar with the material that will be discussed.

## WHERE?

Seminars can be held anywhere. Preferably, they are held in a comfortable room with small groups. Seminar rules should be posted in clear view of the participants.

## HOW?

Participants sit in a circle or an arrangement where they are on an equal level to look at each other. The facilitator sits with the group and is considered an equal among participants.

## WHAT?

Socratic Seminars are formal discussions about a text facilitated by open-ended questions.

Seminar texts can be about a story, a poem, a song, a picture, a map, a word problem or an experiment description.

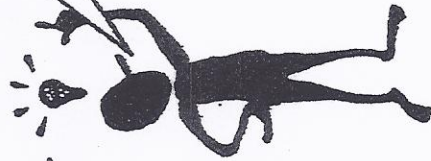
*Any subject*

*Eye Louse with history note*

Socratic Seminars foster respect, critical thinking, and success!

## WHY?

The questions that are asked are carefully planned to help participants better understand ideas and values, self and others, and the text.



## **PAIDEIA SOCRATIC SEMINAR RULES**

**We treat other people the way we want them to treat us.**

**We listen to one another.**

**We share our point of view.**

**We refer to the text.**

**We speak when no one else is speaking without raising our hands.**

**We avoid sarcasm or "put downs."**

**We sit so that we are facing each other.**

**We learn together.**



## Ideas and Values

Angel	History	Physics
Animal	Honor	Principle
Aristocracy	Hypothesis	Progress
Art	Immortality	Prophecy
Astronomy	Induction	Proportion
Beauty	Infinity	Prudence
Being	Judgment	Punishment
Cause	Justice	Purity
Chance	Knowledge	Quality
Citizen	Labor	Quantity
Constitution	Language	Reasoning
Courage	Law	Relation
Custom and Convention	Liberty	Religion
Compassion	Life and Death	Respect
Courtesy	Logic	Revolution
Deduction	Love	Rhetoric
Definition	Man	Same and Other
Democracy	Mathematics	Science
Desire	Matter	Sense
Dialectic	Mechanics	Sign and Symbol
Duty	Medicine	Sin
Education	Memory and Imagination	Slavery
Equality	Metaphysics	Soul
Element	Mind	Space
Emotion	Monarchy	State
Estimation	Nature	Strength
Eternity	Necessity and Contingency	Temperance
Evolution	Number	Theology
Experience	Oligarchy	Time
Faith	One and Many	Truth
Family	Opinion	Tyranny
Fate	Opposition	Universal and Particular
Form	Perseverance	Virtue and Vice
God	Philosophy	War and Peace
Good and Evil	Pleasure and Pain	Wealth
Government	Poetry	Will
Habit	Power	Wisdom
Happiness		World



## THE PIG AT THE CANDY STORE

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All night long, the sleeping Pig dreamed of candy. He sprouted wings of spun sugar. He flew up through marshmallow clouds to a glowing marzipan moon. The stars that twinkled in the sky were chocolate kisses wrapped in shiny foil.

The Pig woke up with his mouth watering.

"Candy!" he cried. "I must have some this minute!"

The Pig ran to the candy dish. It was empty. The box of chocolate creams in the cupboard contained nothing but paper wrappers.

"I will go to the candy store," said the Pig, as he put on his clothes and rushed out of his house.

"On second thought," said the Pig, "I must remember that candy is bad for me. It makes me fatter than I already am. It gives me gas and heartburn."

Then the Pig remembered his sweet dreams. He decided that since he was halfway to the candy store, he might as well finish the journey.

"Just a few peppermints will not hurt me," he said.

As the Pig came near the store, his mouth began to water again.

"Maybe I will buy a small bag of gumdrops as well," he said.

But the candy store was closed. A sign on the door said "On Vacation."

The Pig went back home.

"What wonderful willpower I have!" he cried happily. "I did not eat a single piece of candy!"

That night the Pig had a vegetable salad for supper. He drank a glass of cold, fresh milk. He felt thin and had neither gas nor heartburn.

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## THE OSTRICH IN LOVE

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On Sunday the Ostrich saw a young lady walking in the park. He fell in love with her at once. He followed behind her at a distance, putting his feet in the very places where she had stepped.

On Monday the Ostrich gathered violets as a gift to his beloved. He was too shy to give them to her. He left them at her door and ran away, but there was a great joy in his heart.

On Tuesday the Ostrich composed a song for his beloved. He sang it over and over. He thought it was the most beautiful music he had ever heard.

On Wednesday the Ostrich watched his beloved dining in a restaurant. He forgot to order supper for himself. He was too happy to be hungry.

On Thursday the Ostrich wrote a poem to his beloved. It was the first poem he had ever written, but he did not have the courage to read it to her.

On Friday the Ostrich bought a new suit of clothes. He fluffed his feathers, feeling fine and handsome. He hoped that his beloved might notice.

On Saturday the Ostrich dreamed that he was waltzing with his beloved in a great ballroom. He held her tightly as they whirled around and around to the music. He awoke feeling wonderfully alive.

On Sunday the Ostrich returned to the park. When he saw the young lady walking there, his heart fluttered wildly, but he said to himself, "Alas, it seems that I am much too shy for love. Perhaps another time will come. Yet, surely, this has been a week well spent."

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## The Ostrich in Love

By

Arnold Lobel

### Pre-Seminar:

#### Content:

Read the fable.

What ideas and values are a part of this fable? Possible answers: Custom and Convention, Desire, Emotion, Love, Pleasure and Pain, Reasoning. Do a round robin to share answers.

#### Process:

Discuss goals

### Seminar:

#### Opening:

What line do you feel is the most important in this fable? Partner and discuss. Share with the group.

#### Core:

Why do you think the ostrich was in love?

Why do you think he was too shy to act?

Can love be its own reward?

#### Closing:

Vote on the question, "Can love be its own reward?"

Have you ever had similar experience?

### Post-Seminar:

#### Content:

Write your definition of love.

Create a moral and/or new title.

#### Process:

Did you accomplish your goal?

*What is more real?  
The ostrich's love or  
other love?  
Is perception better  
than reality?*

*The Sunday Times*



## Sample Paideia Seminar Plan: NCTM MATH WORD PROBLEM

Ideas, Values: Algorithm, Equivalence, Proportionality, Representation, Rational Numbers

### PRE-SEMINAR:

*Content - (Present relevant background information. Prepare participants to discuss selected text.):* Define Algorithm as "a step-by-step problem-solving procedure. With a partner (or two depending on size of group), instruct participants to solve the problem, writing the steps involved in employing their algorithm so that they can explain those steps to someone else. (Explain that such algorithms might employ numbers, fractions, pictures, graphs, etc.)

*Process - (Review seminar objectives and guidelines. Prepare participants to participate in seminar discussion, self assess, and set goal[s].):* Review roles and responsibilities. Facilitate establishment of a group process goal.

### SEMINAR:

*Opening - (Identify main ideas from the text.):* Ask a representative of each pair/triad to explain the process they followed to get their answer, using the board/overhead if necessary.

*Core - (Focus/ analyze textual details.):* Of the algorithms we've heard, which seems to be the easiest to apply? Why?

Which is the most difficult? Why?

Of the algorithms we've heard, would some be suitable in different situations?

Why/Why not? In what type of situations?

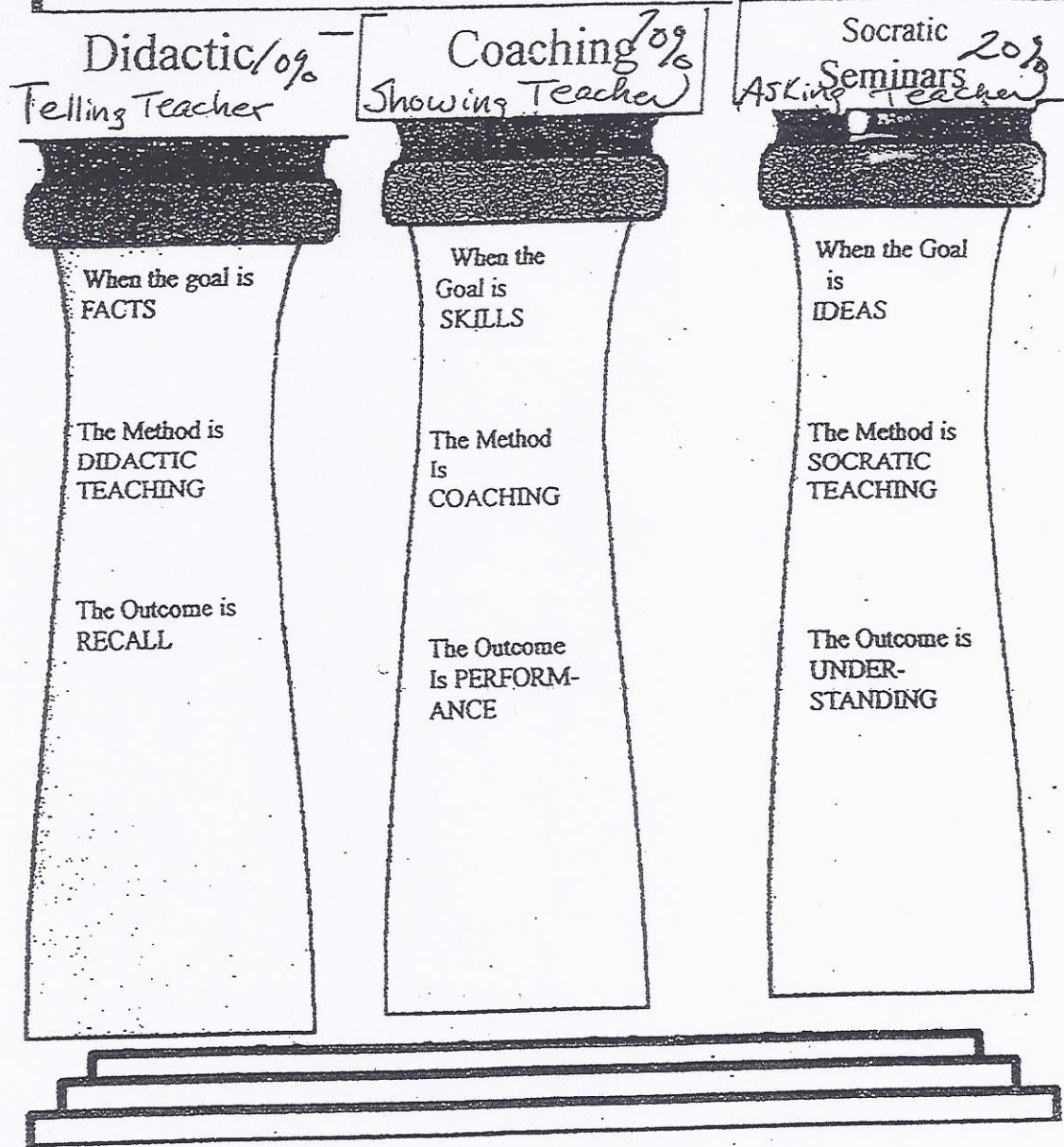
*Closing - (Personalize and apply the textual ideas.):* If you were given a similar problem in this class tomorrow, which type of algorithm would you employ? Why?

### POST-SEMINAR:

*Process - (Assess individual and group participation in seminar discussion, refer to recent past as well as future seminar discussion.):* Facilitate a whole-group discussion of group goal achievement.

*Content - (Extend application of textual and discussion ideas; continuation of pre-seminar.):* In pairs, participants compose a "user's guide" for the order of operations involved in the most efficient algorithm they learned in the seminar (theirs or someone else's). The guide should include step-by-step instructions and diagrams of examples.

*Paideia*  
The Three Columns





## **PAIDEIA PRINCIPLES**

- 1. that all children can learn;**
- 2. that, therefore, they all deserve the same quality of schooling, not just the same quantity;**
- 3. that the quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all;**
- 4. that schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;**
- 5. that the three callings for which schooling should prepare all Americans are, (a) to earn a decent livelihood, (b) to be a good citizen of the nation and the world, and (c) to make a good life for one's self;**
- 6. that the primary cause of genuine learning is the activity of the learner's own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause;**
- 7. that the three types of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion;**
- 8. that the results of these three types of teaching should be (a) the acquisition of organized knowledge, (b) the formation of habits of skill in the use of language and mathematics, and (c) the growth of the mind's understanding of basic ideas and issues;**
- 9. that each student's achievement of these results should be evaluated in terms of that student's competencies and not solely related to the achievements of other students;**
- 10. that the principal of the school should never be a mere administrator, but always a leading teacher who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing the school as an educational community;**
- 11. that the principal and faculty of a school should themselves be actively engaged in learning;**
- 12. that the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.**



# High math, reading test scores earn Paideia Academy plaudits

9-10

BY TERRY FLORES

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Student math and reading scores have again earned Paideia Academy an exemplary middle school honor from the Association of Wisconsin School Administrators this month.

Paideia, 5821 10th Ave., a Kenosha Unified charter school, was established in 1997 and has earned the honor for the fifth year in a row.

Paideia's reading and math scores were in the top 10 percent for students in the state. In addition, judges noted Paideia's achievement in light of its economic demographics.

This achievement also entitles the school to apply for the Middle School of Excellence Award. Recipients in the categories of large, medium, small, and high poverty will be announced in January.

Led by Director Ellen Becker, Paideia Academy serves up to 75 students in grades 6-8. Becker is also a language arts and social studies teacher at the academy.

According to the academy's philosophy, instruction is accomplished through three techniques — didactic, coaching and seminar — and aims to use Socratic questioning and critical thinking to link problem-solving strategies with real-life situations.

## Kudos for finance

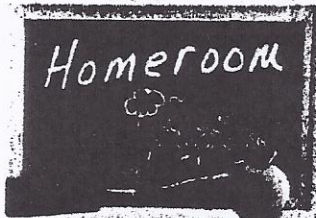
The Association of School Business Officials presented the Kenosha Unified School District a Certificate of Excellence in Financial Reporting Program.

The district was rec-



KENOSHA NEWS FILE PHOTO

Paideia Academy Director Ellen Becker shares a laugh with students. The school was recently honored for high scores in reading and math.



ognized for providing a high-quality comprehensive annual financial report for the fiscal year ending 2009, according to Gary Vaillancourt, Unified's spokesman.

The award is the highest recognition for school district financial operations offered by the association and is only conferred to school systems that have met or exceeded the standards of the program, he said.

According to the association, preparing such a report validated the credibility of the school district's operations, measured the integrity and technical competence of the business staff, assisted in strengthening the presen-

tations for bond issuance statements and provided professional recognition.

## Gold star of the Week

For the ninth year in a row, Bradford High School's DECA has raised the most money among student marketing organizations, garnering \$7,600 in recent fundraising efforts for the Muscular Dystrophy Association.

The school's marketing program also has placed in the top 10 organizations in international competitions and did so this year for the ninth year in a row, according to Kenosha Unified School Board member Gilbert Ostman, who reported the group's accolades to the board on Tuesday night.

**Homeroom** is a collection of school news from throughout the county and appears Thursday in the Kenosha News. E-mail [homeroom@kenoshanews.com](mailto:homeroom@kenoshanews.com)



## THE CAMEL DANCES

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The Camel had her heart set on becoming a ballet dancer. "To make every movement a thing of grace and beauty," said the Camel. "That is my one and only desire."

Again and again she practiced her pirouettes, her relevés, and her arabesques. She repeated the five basic positions a hundred times each day. She worked for long months under the hot desert sun. Her feet were blistered, and her body ached with fatigue, but not once did she think of stopping.

At last the Camel said, "Now I am a dancer." She announced a recital and danced before an invited group of camel friends and critics. When her dance was over, she made a deep bow.

There was no applause.

"I must tell you frankly," said a member of the audience, "as a critic and a spokesman for this group, that you are lumpy and humpy. You are baggy and bumpy. You are, like the rest of us, simply a camel. You are *not* and never will be a ballet dancer!"

Chuckling and laughing, the audience moved away across the sand.

"How very wrong they are!" said the Camel. "I have worked hard. There can be no doubt that I am a splendid dancer. I will dance and dance just for myself."

That is what she did. It gave her many years of pleasure.

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## THE HEN AND THE APPLE TREE

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One October day, a Hen looked out her window. She saw an apple tree growing in her backyard.

"Now that is odd," said the Hen. "I am certain that there was no tree standing in that spot yesterday."

"There are some of us that grow fast," said the tree.

The Hen looked at the bottom of the tree.

"I have never seen a tree," she said, "that has ten furry toes."

"There are some of us that do," said the tree. "Hen, come outside and enjoy the cool shade of my leafy branches."

The Hen looked at the top of the tree.

"I have never seen a tree," she said, "that has two long, pointed ears."

"There are some of us that have," said the tree. "Hen, come outside and eat one of my delicious apples."

"Come to think of it," said the Hen, "I have never heard a tree speak from a mouth that is full of sharp teeth."

"There are some of us that can," said the tree. "Hen, come outside and rest your back against the bark of my trunk."

"I have heard," said the Hen, "that some of you trees lose all of your leaves at this time of the year."

"Oh, yes," said the tree, "there are some of us that will." The tree began to quiver and shake. All of its leaves quickly dropped off.

The Hen was not surprised to see a large Wolf in the place where an apple tree had been standing just a moment before. She locked her shutters and slammed her window closed.

The Wolf knew that he had been outsmarted. He stormed away in a hungry rage.

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