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| 1. TITLE OF THE LESSON- Socratic Seminar: Ethics | 2. CURRICULUM AREA & GRADE LEVEL- World History/Psychology 10-12 |
| 3A. STUDENT INFORMATION: English Language Learner- Brian    1.) Readiness Level- Brian is ready for this lesson. His CELDT score of intermediate and his progress so far in the course indicate that he will be able to comprehend the lesson and complete the assessment.    2.) Learning Profile- Strong Visual learner. Understands content more easily when oral, direct instruction is supplemented with visual aids.    3.) Interest- Enjoys P.E., History, learning about cars, and interacting with peers. | 3B. STUDENT INFORMATION: Students w/ Special Needs- Tyler has ADD.    1.) Readiness Level- This student is ready for the lesson. He is able to read and answer comprehension questions at grade level, comprehend direct instruction, and interpret visuals.             2.) Learning Profile-This student is shy and needs help socializing with peers. During class, Tyler is permitted to take breaks as needed to soothe anxiety. This student is also permitted extra time for tests and assignments and is permitted to use a manipulative during class to help focus his attention.             3.) Interest- Tyler enjoys math, video games, and electronics. |
| 4. RATIONALE  A. Enduring Understanding-  Ethical reasoning, decision-making and conduct are essential to a good personal life, a just society, and a sustainable living environment   B. Essential Questions- How do ethics of the individual and of the common good shape society? What are the ethical obligations of states and other organizations acting on the international stage?   C. Reason for Instructional Strategies and Student Activities- Students will examine the essential questions in a Socratic seminar because this forum will give them the opportunity to make connections, think critically, and arrive to conclusions together. |  |
| 5. CONTENT STANDARD(S)- Psychology **Development: Content Standard 2:** Theories of lifespan development Students are able to (performance standards):  2.1 Discuss theories of cognitive development.  2.2 Discuss theories of moral development.  2.3 Discuss theories of social development  **Emotion: Content Standard 1:** Perspectives on emotion Students are able to (performance standards):  1.1 Explain the biological and cognitive components of emotion.  1.2 Discuss psychological research on basic human emotions.  1.3 Differentiate among theories of emotional experience. | 6. ELD STANDARD(S) EA- Make oneself be understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may make random errors. |
| 7. LEARNING GOAL(S) - OBJECTIVE(S)  Cognitive- After participating in the Socratic seminar, students will be able to express their thinking about the essential questions in written and oral form. | 8. ASSESSMENT(S)   Formative-Progress Monitoring- During the Socratic seminar, students will express their ideas and questions about the unit. The teacher will use students’ comments and questions to assess their progress toward the learning goal.  Summative- After the Socratic seminar, the students will complete their journal entries, which will be used as informal, summative assessments. |
| 9A. EXPLANATION OF DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS  Process/Based on Readiness, Learning Profile or Interest- Prior to class, Brian will be given a copy of the article that will be discussed. Challenging vocabulary and concepts will be explained. This will allow him to be better prepared for the Socratic seminar and experience less anxiety. Brian will be grouped with supportive peers who will help him as needed. | 9B. EXPLANATION OF DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS  Process/Based on Readiness, Learning Profile or Interest- Prior to the Socratic seminar, Tyler will be given the article ahead of time with the most important sections highlighted. This will help him focus his attention and help him prepare for participating in the seminar. He will also be instructed to write down some questions to pose to the group. This will help Tyler because he can participate by asking questions, which is less nerve-wracking than stating an opinion. Tyler will be grouped with supportive, compassionate peers who will make him feel comfortable participating in a group. |
| 10. INSTRUCTIONAL STRATEGIES  Anticipatory Set: Quick write (journal) to controversial question, student centered   Instruction: The teacher will provide direct instruction to the students. The teacher will explain the purpose and objective of the lesson. The teacher will explain that after reading, students will form groups and discuss what they have read in context with the rest of the unit. The teacher will explain Socratic seminar protocols.  Guided Practice: The teacher will read the article to the students. During this time, students will follow along and annotate their own articles. The teacher will take breaks during the reading to ask comprehension check questions. After reading, the teacher will instruct students to write down at least five high-level discussion questions that can be posed to the group.  Independent Practice: The teacher will instruct students to break into assigned groups and follow the protocol, which will be left up on the board for the students to reference. The teacher will roam the room, listening to group discussions. The teacher will make notes of evidence of learning. The teacher will also pay attention to Tyler and Brian to make sure that they are able to participate.  Closure: The teacher will summarize the content that the students discussed during their seminar and  connect the content back to the learning goal of the lesson and the unit. Students will be instructed to add to their original journal entries and write whether their perspectives and beliefs have changed since the seminar. | 11. STUDENT ACTIVITIES    Anticipatory Set: The students will independently respond to the prompt by writing in their journals.  Instruction: The students will follow along while the teacher explains the purpose and objective of the lesson. The students will listen to the directions for the lesson and ask questions as appropriate. When the teacher explains the Socratic seminar protocol, students will listen, look at visual aides, and take notes.   Guided Practice:  As the teacher reads the article, the students will follow along on their own copies. Students will make annotations in the margins as prompted by the teacher and on their own. Students will answer comprehension check questions when prompted by the teacher. Students will write down five discussion questions to use during their seminars.   Independent Practice: The students will form groups and begin their seminars. Students will discuss the questions that they wrote down, their reactions to the article, and their learning from the unit. Students will refer back to the article and to lessons from earlier in the unit.     Closure: The students will listen to the teacher summarize the lesson. Students will follow up their original journal entries by explaining whether their ideas have changed due to the seminar. |
| RESOURCES- PowerPoint notes, articles, whiteboard markers. | NOTE: A variety of articles can be used for this Socratic seminar. Select the article based on students’ interests, progress toward the learning goals, and reading abilities. Some suggested articles include:  “Were the Atomic Bombings Necessary?” Source:<http://www.wagingpeace.org/articles/db_article.php?article_id=381>  “How Torture Helped Win WWII” Source: <http://www.thedailybeast.com/articles/2009/05/13/how-torture-helped-win-wwii.html>  This website contains links to a wide range of articles that may be used (though access to JSTOR is required for several):<http://ac-support.europe.umuc.edu/~bhull/war.html> |