

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## **The Crazy Horse Electric Game by Chris Crutcher**

### **Mini-Socratic Seminar Prep Sheet**



*The wisdom of  
Socrates: "All I  
know is I know  
nothing."*

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What is a Socratic Seminar? Socrates believed that students learned best when they had to think for themselves. Socrates would respond to student questions not with answers, but with more questions.



<p><b>Speaking and Listening 9.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
<p>S.L.9-10.1 (Peer Discussions)</p>	
<p>Grade 9-10</p>	
<p>Score 4</p>	<p>In addition to Score 3, in-depth inferences and applications that go beyond what was taught.</p>
	<p>3.5 In addition to Score 3, performance or attempt at Score 4 skills or expectations</p>
<p>Score 3</p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare for a discussion by reading a text or researching ideas</li> <li><input type="checkbox"/> Prepare for a discussion by creating engaging questions</li> <li><input type="checkbox"/> Refer to relevant evidence from a text or topic in a discussion</li> <li><input type="checkbox"/> Work with peers to set norms and roles for a group</li> <li><input type="checkbox"/> Propel conversations through thoughtful questions and exchanges</li> </ul> <p style="text-align: center;">I exhibit no errors or omissions from the above list.</p>
	<p>2.5 No errors or omissions regarding Score 2 content and some success at the Score 3 content</p>
<p>Score 2</p>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare for a discussion by reading a text</li> <li><input type="checkbox"/> Adhere to discussion norms</li> <li><input type="checkbox"/> Participate in a discussion by offering a question or a response</li> </ul> <p style="text-align: center;">However, I exhibit errors or omissions regarding the Score 3 content.</p>
	<p>1.5 Partial knowledge of the Score 2 content, but major errors or omissions regarding the Score 3 content.</p>
<p>Score 1</p>	<p>With help, I can partially display basic narrative skills.</p>
<p>Score 0</p>	<p>Even with help, no understanding or skill demonstrated.</p>

STEP 1:

Prepare and gather direct evidence about each theme from your Quote Catcher. Select the best quotes up that support the theme up to this point of the novel.

STEP 2:

Create five questions for each of the 3 Levels (review Reading Moves Handout in Class Notebook)

STEP 3: Be ready to speak and respond at least 2 times.

	<b>Opening Questions Level 1 Factual</b>	<b>Core Questions Level 2 Interpretive</b>	<b>Closing Questions Level 3 Global</b>
	1.		
	2.		
	3.		
	4.		
	5.		