

Socratic Discussion

Adventures of Huckleberry Finn



Objectives:

- I can analyze the novel *Adventures of Huckleberry Finn* and argue its relevance today.
- I can share my ideas and pose my own critical-thinking questions in a constructive, effective discussion.
- I can use textual evidence from the narrative and my research to support my ideas.

Format:

You will prepare and take part in two Socratic Discussions before and after we study the novel together. Throughout the discussion you will answer each other's thought-provoking questions, as well as pose some of your own. There will be three rounds: inner group and outside observations, outer group becomes inner group, whole class.

During the discussion:

- Practice respectful, positive behavior.
- Listen to and respond to your peers.
- Aid in helping the discussion flow. Avoid repeating ideas.
- Do not talk to the teacher. I am merely an observer, a proverbial fly on the wall.

Preparation:

- Make sure you have **thoroughly read and understand** the events of the play.
- **Answer the discussion questions** over the assigned reading. Select **TEXTUAL EVIDENCE** to support for EACH of your responses. Be prepared to explain **HOW** your textual evidence supports your ideas.
- Plan to **comment at least ONCE and ask at least ONE question** during discussion. You may speak more, but be aware of your time. Do not dominate the conversation.

Assessment:

Your teachers will make note of your comments, participation, and preparation using the rubric.

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| ADVANCED (+5) | | | |
| PROFICIENT (+4) | <i>I can present an informed opinion on the relevance of Adventures of Huckleberry Finn and its place in the curriculum.</i> | <i>I can share my ideas and pose my own critical-thinking questions in a constructive, effective discussion.</i> | <i>I can use textual evidence from the novel or related scholarship to support my ideas.</i> |
| DEVELOPING (+3) | Student comments on the novel's relevance or others opinions' surrounding the novel. | Student asks a question and waits for peer feedback. | Student mentions or alludes to a specific scene or details in the novel or a scholarly article we read together. |
| BEGINNING (+2) | Student does not offer a comment during discussion. | Student does not pose a question to the class. | Student does not allude to or reference any text when they speak. |
| MINIMAL PREPARATION (+1) | <p>Question 1: Come up with an open-ended question about the conflicts and controversy surrounding reading <i>Adventures of Huckleberry Finn</i> as part of the curriculum. The question is one that encourages a variety of opinions or perspectives and connects the themes of the novel to application for our own lives.</p> <hr/> <p>Question 2: Identify a rhetorical (persuasive) device used in <i>Adventures of Huckleberry Finn</i>. Then ask a question that encourages your peers to consider how this technique persuaded Twain's audience to agree with his criticism of Southerners, slavery, and the ineffectiveness of Reconstruction once the Civil War came to an end.</p> <hr/> | | |

DATE: Monday, January 13
Monday, February 3

TOTAL POINTS: 20 points

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Discussion Preparation

Read: Closely read and annotate the two articles “Fight Over Huck Finn Continues: Ed School Professor Wages Battle for Twain Classic” and “Diversifying the Discussion.”

Consider:

Based on your reading, how should we approach texts that challenge our thinking or even include ideas/language that may offend us? What should be considered when determining whether or not a book should be banned?

Write a cohesive claim answering the above prompt.

Support: Provide three pieces of specific evidence from the articles that supports your claim.

Evidence 1: _____

Evidence 2: _____

Evidence 3: _____

Notes During Discussion: