

		Notes
Lesson Title and number:	United States Savior or Hometown Hero: Examining the Civil War Through a Socratic Seminar	
Know Understand Do	<p>Following this lesson students will....</p> <p><u>Know:</u></p> <ul style="list-style-type: none"> • How St. Louis citizens contributed to the outcome of the Civil War. • How the geographic location of St. Louis played a critical role in its history during the Civil War. <p><u>Understand:</u></p> <ul style="list-style-type: none"> • How geography and history are connected to define a particular area or region. • Ways in which ordinary events can lead to extraordinary actions by the people of a particular area. <p><u>Do</u></p> <ul style="list-style-type: none"> • Argue whether or not they feel that geography or history is more defining of a particular location using historical evidence from previous lessons. • Describe the characteristics of heroism according to historical examples. 	
Vocabulary	Socratic, Seminar (for students unfamiliar with the practice)	
Technology integration	No technology will be required for this unit.	
Preparation:	To prepare for this lesson, teachers should provide each student with a copy of the consideration questions and a Socratic Seminar Scoring guide. Students will also need to have access to all of the materials used throughout the unit, therefore extra copies may need to be provided to students who have misplaced previous lesson sheets.	
Equipment:	Student desks placed in two circles; A small circle of four to five desks needs to be placed inside the larger ring of desks.	
Materials:	<ul style="list-style-type: none"> • Student copies of Consideration Question Sheet. • A copy of the Socratic Seminar Scoring Guide. 	
Resources:	Previous lesson materials.	
	Teachers	Students
	<p>1. Begin this lesson by explaining to students that the concept of a Socratic Seminar, a method of learning by asking questions and debating the answers as a group. Students should also each be given a copy of the questions to consider for the Socratic Seminar and a scoring guide. Take a</p>	<p>Students should each receive a copy of the consideration questions and a scoring guide for the Socratic Seminar. Students should be encouraged to ask questions for clarification regarding how the Socratic</p>

<p>moment to explain how the scoring guide will work during the discussion.</p>	<p>seminar will be conducted.</p>	
<p>2. After explaining the concept of a Socratic Seminar to students unfamiliar with the process, explain to students that this activity will be a summation of the unit, prior to the trip to the cemetery, that will be using the materials and information they have learned throughout the unit.</p>	<p>Students should gather and have available previous material used during the unit to reference during their discussion.</p>	
<p>3. Instruct students to begin answering, individually, the questions for consideration that will be used in the Socratic Seminar discussion. Students should recognize that there is no right or wrong answer for the questions, but each question must be supported with at least two examples or references from material they have learned in this unit.</p>	<p>Students should begin answering the questions for consideration using material they have learned in this unit as a reference. At least two pieces of supporting information should be included for each answer.</p>	
<p>4. Place on the board numbers 1-5 with space underneath each one. As students complete their answers, ask them to come up and write their name under the question they feel they could answer the best. As numbers fill up it is a good idea to close them so that all of the questions have an even number of participants.</p>	<p>As students finish their questions, they should come up to the board to sign their name under the question they feel most comfortable answering.</p>	
<p>5. When all students have finished their questions, begin the Socratic seminar by starting with question one. Have the students who signed up for question one sit in the small circle in the center of the room, while the rest of the students sit in the outer circle. Begin by opening the question to just the inner circle for discussion. As students participate in the discussion, use the scoring guide to keep a record of student participation, questions asked, etc.</p>	<p>Students who have chosen question one should sit in the inner circle or "fish bowl". The beginning discussion of question one should be open only to the members of the fish bowl.</p>	
<p>6. After the inner circle has completed their discussion, open the conversation to students on the outside of the circle. Students may comment, ask questions, or argue for or against the points made by the inner circle. After dialogue has ended, proceed with the next four questions for discussion.</p>	<p>Students in the outer circle may begin participating in the discussion once the inner circle has been closed.</p>	
<p>7. After the discussion has been completed of the five questions, students should complete the question analysis portion at the bottom of their scoring guide to reflect on what they have learned from their peers during the Socratic Seminar discussion.</p>	<p>Students should complete the reflection portion of their Socratic Seminar at the bottom of their scoring guide.</p>	



Hometown Hero or United States Savior?

A St. Louis Civil War Socratic Seminar

Directions: A Socratic Seminar is a method of learning based on the idea of asking questions and analyzing the answers through debate and discussion. Before beginning the Socratic Seminar, answer the questions below regarding information you have learned through your Civil War St. Louis Unit. For each question you will need to support your answer with at least TWO pieces of supporting information from material covered throughout this unit. Your answers to these questions will be used during the discussion and debate.

What defines or shapes a particular place more; Its geography or its history?

Can a hero be a hero in any place at any time? For example, would James Eads have been a hero if he had lived anywhere else during the Civil War?

Can a person be considered a hero whether or not he or she is on the winning side of a conflict?

What is the most important characteristic or action that makes a person a hero?

Out of the St. Louis citizens we have studied who now rest in Bellefontaine Cemetery, who do YOU feel was the most heroic?

Socratic Seminar Scoring Sheet

How do you gain/lose your points for your Socratic Seminar participation?

Criteria	Point Value
*You could ask a new question. This question has to encourage more discussion and ideas and has to be relevant to the topic.	3
*You could use a quote from one of the sources or citizens to support your answer.	2
*You can use evidence from your sources/notes/documents to agree or disagree with one of your classmates.	2
*You can use a specific document/source to support one of your own points.	2
*You can agree/disagree with the statement of a classmate using your own ideas without supporting evidence.	1
*Failure to show respect or courtesy towards your peers during the discussion. This includes engaging in other activities/conversation while others are speaking.	-2
*Stating ideas/arguments without evidence, support or relevancy to the topic.	-1

Points	Below Expectations	Approaching Expectations	Meets/Exceeds Expectations
	0-5 Points (0%-60%)	6-8 Points (50%-60%)	9-12 + Points (70%-100%)

Socratic Seminar Written Reflection

1. Identify one classmate who made a point/argument during the seminar that helped you to better understand one of the questions. Be sure and include how their answer gave you better understanding. (2 points)

2. Identify one classmate who made a point/argument that you strongly agreed with. Explain why you agreed with his/her idea. (2 points)

3. Identify one classmate who made a point/argument you strongly disagreed with. Explain how your ideas/views were different from his/hers. (2 points)

4. After this Socratic Seminar, distinguish TWO things you now understand better? (2 points)