

# TEACHING AMERICAN HISTORY 2005 CURRICULUM TEMPLATE

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UNIT TITLE: Fins, Fulfillment, and Foreign Makes	
TARGET GRADE LEVEL: 10-12	
APPROXIMATE TIME NEEDED: 4 weeks	
PREREQUISITE KNOWLEDGE: Cold War Era Civil Rights Movement	
<p>UNIT OVERVIEW (Abstract):</p> <p>Unit Question: What is the meaning of fulfillment in contemporary American life? We propose a unit that uses the automobile as a vehicle to explore the cultural and economic history of the United States since WWII. The intent of this unit is to provide a coherent and compelling series of lessons that address those trends and issues in the modern American experience not covered in commonly taught units on the Cold War and the Civil Rights Movement. In particular students will focus on trends in cultural history, consumerism, and economic history. A reoccurring theme we wish to explore is the role of changing technology in changing our social norms.</p> <p>The full unit is expected to take up to 4 weeks. A Unit Outline is provided below. In addition, three lesson plans are included here as examples of making a national to local historical connection, the use of GIS/spatial data, and the integration of primary source material.</p>	
<b>STANDARDS</b>	
NATIONAL HISTORY STANDARDS:	
<b>STANDARD 1</b>	
<b>The economic boom and social transformation of postwar United States.</b>	
<b>Standard 1A</b>	
The student understands the extent and impact of economic changes in the postwar period.	
<b>**NOTE:</b> Bracketed [] phrases indicate matching ' <a href="#">Historical Thinking Standards</a> .'	
<b>Grade Level</b>	<b>Therefore, the student is able to</b>
<b>5-12</b>	Explain the reasons for the sustained growth of the postwar consumer economy. [Analyze cause-and-effect relationships]
<b>7-12</b>	Explain the growth of the service, white collar, and professional sectors of the economy that led to the enlargement of the middle class. [Analyze cause-and-effect relationships]

9-12	Analyze the continued gap between poverty and the rising affluence of the middle class. [Consider multiple perspectives]
<b>Standard 1B</b>	
The student understands how the social changes of the postwar period affected various Americans.	
9-12	Explain the expansion of suburbanization and analyze how the “crabgrass frontier” affected American society. [Explain historical continuity and change]
7-12	Explain the reasons for the “return to domesticity” and how it affected family life and women’s careers. [Consider multiple perspectives]
9-12	Examine the place of religion in postwar American life. [Examine the influence of ideas]
5-12	Explore the influence of popular culture and analyze the role of the mass media in homogenizing American culture. [Analyze cause-and-effect relationships]
<b>Standard 4B</b>	
The student understands the women’s movement for civil rights and equal opportunities.	
<b>Grade Level</b>	<b>Therefore, the student is able to</b>
7-12	Analyze the factors contributing to modern feminism and compare the ideas, agendas, and strategies of feminist and counter-feminist organizations. [Marshal evidence of antecedent circumstances]
5-12	Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. [Formulate a position or course of action on an issue]

**PORTLAND PUBLIC SCHOOLS HISTORY STANDARDS:**

- Standard 1. Organization of Information
- Standard 3. Higher Order Thinking
- Standard 4. Disciplinary Content
- Standard 5. Disciplinary Process
- Standard 6. Elaborated Communication

**GEOGRAPHY STANDARDS:**

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
- Standard 4: How to use mental maps to organize information about people, places, and environments.
- Standard 6: How culture and experience influence people's perception of places and regions.
- Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.
- Standard 10: The characteristics, distributions, and complexity of Earth's cultural mosaics.
- Standard 11: The patterns and networks of economic interdependence on Earth's surface.
- Standard 12: The process, patterns, and functions of human settlement.
- Standard 14: How human actions modify the physical environment.
- Standard 17: How to apply geography to interpret the past.
- Standard 18: To apply geography to interpret the present and plan for the future.

UNIT OUTLINE:

*Section 1: Peace and Prosperity (1945-1960)*

- [Background – Auto in America] Film: “Job at Fords;” Geoffrey Perrett America in the 20’s, Ch. 15
- Automotive technology in WWII – Richard Overy Why the Allies Won Ch. 6; Peggy Terry’s story from Studds Terkle’s Hard Times
- Lecture: Peace and Prosperity in the America of the 50’s
  - Expansion of automotive production techniques to all areas of the economy;
  - Growth of suburbia;
  - GI Bill...
- GIS – Early suburban landscapes of postwar Portland
- Primary source activities: Suburban real-estate and living, analysis of media materials (Sunset Magazine, Real Estate sections of Oregonian etc.)
- Film “Driving Passions: Episode III”

*Section 2: Halcyon Days or Purple Haze: Conformity and Opposition in a Mass Society*

- Brief history of democracy and mass society from Jackson, mass press, public education, radio
- Happy Days: American culture in the 50’s seen on TV: family, sex, gender, class, politics
- Primary Sources: Television (Leave it to Beaver, Father Knows Best, Quiz Show); Documents: Peyton Place, Playboy Magazine, Redbook Magazine; Music: Elvis, Little Richard, Chuck Berry
- Liberalism’s High Tide: New Frontier and Great Society Matrix assignment
- Reading: Francis Fukuyama, “The Great Disruption” The Atlantic Monthly
- Primary Sources: Birth Control Pills, Betty Friedan The Feminine Mystique, Melva Reynolds “Little Boxes”, Country Joe and the Fish

*Section 3: To the Mall and Back: Consumer Society from the 70’s to Present*

- Film “Driving Passions Episode III” Oil crises and foreign competition
- Collapse of the American City: Issues of livability in urban environments and it's relation to transportation infrastructure
- Globalization and the auto industry locally and nationally
- Geography of a Consumer Society: mapping suburban property values relative to city housing, mapping the emergence of the mall
- Primary source documents: “Mall Madness” a Parker Bros. Children’s Game, “Valley Girl” Film
- Resignation and Reaction: History of neo-conservatism and religiosity in mass culture in high tech consumer society
- Criticisms of media in mass society: Film “Frontline: the Persuaders,” Television analysis contrasting ethos of the Fox networks entertainment and news programming
- Culminating Project: Museum Project on the Unit Question. See the following website for an example of a museum project on the rise of Islam  
<http://www.teachtci.com/connections/MWHconnections/MWHU2Pro.asp>

## **LESSON: GIS/Spatial Component**

*This lesson integrates GIS/spatial data component into the unit.*

*This lesson is not intended as in depth study of urban and suburban issues, but rather as in anticipatory set to a unit exploring these issues in depth. This lesson requires no formal knowledge of these issues, and is intended for students to use evidence and data to draw conclusions. After all, what is history if not the application of data and evidence as a way to draw truth and create meaning from our experiences?*

### **Lesson Objectives:**

- Enhance students' understanding of historical concepts through the use of spatial data.
- Encourage students' use and value of multiple intelligences by accessing information through visual and written sources.
- Examine how mass implementation of the automobile altered the urban and rural landscape.
- Apply national theme of post war suburbanization to a local landscape.

### **Time Needed:**

2 50-minute periods, or could be modified for a block period

### **Materials/Resources Needed:**

- Chapter 9, The Fifties / David Halberstam (New York: Villard Books, 1993)
- In Focus data projector
- Computer with GIS or Powerpoint (ArcView Project used for this lesson: Urbngrwth.apr)
- Student Handout on Dialogue Journals (see description)
- Optional: Photocopy of Slide 1 from Power Point Presentation

### **Procedures:**

#### **Day One or Homework**

1. Project a picture of a Levitt home and an aerial view of Levittown. Available from:  
<http://www.scc.rutgers.edu/njh/MassConsumerism/Suburb/Levittown%20pro%20con.htm>

Prompt students to describe the home in writing for a warm up.

2. Ask students to share their responses. Lead a discussion around the following questions:

**What do you see? What do you notice? How would you describe the homes? The aerial photograph? How do you think these homes were built? Why might a builder organize the home the way they did? How might living in this town be different than living in an urban city? How might living in Levittown change peoples' lives? How might their lives remain the same? How might society be different if all the neighborhoods were the same?**

3. Pass out a copy of Chapter 9 from The Fifties by David Halberstam and the student handout on dialogue journals. Review guidelines with students. Depending on student reading level you may: send the reading home for homework, allow students to individually read it in class, put students in small reading groups, or read out loud with the whole class.

**Day Two**

*Note: If you are using Powerpoint instead of GIS, each step is saved as a different slide. To move from layer to layer or view to view, simply move throughout the slides.*

1. Have students set up two column notes in their notebook with observations and inferences.  
Example:

What I Notice	What it could Mean

2. Turn on three layers at one time (each layer represents a decade change) and students record their observations and inferences after each set of layers are turned on. Briefly discuss with students.
3. After all layers are turned on, discuss overall map. Discussion should be centered on map in general, patterns of growth and possible reasons for this influence, and effect of the urban growth boundary on settlement patterns. While discussing, encourage students to walk up and turn various layers on and off (or toggle through the powerpoint slides) to illustrate points. Encourage students to take notes. See note below. Students should also be encouraged to come up to the screen and point about specific details. This will involve kinesthetic learners, encourage students to use evidence to illustrate points, and validate student responses. Possible discussion questions could include:

***Map of General and Patterns of Growth:***

**What do you notice about the map? What do you notice about the map throughout time? How does the map stay the same? How does it change? Why? Where are people settling in the late 1800s? Why? Where are people settling in more recent times? Why? Why might people begin to settle in some areas instead of others? How might changes to society or the world allow people to construct urban growth differently?**

***Urban Growth Boundary (UGB):***

**Do you notice any areas where growth seems to ‘stop?’ What might cause that? Why might a society choose to implement an UGB? What are some the disadvantages to the urban growth boundary? How might the choice to limit growth affect economic development? The environment? Transportation? Quality of life? What do you notice about the shape of the urban growth boundary? Why might it be shaped that way? What about this area? (Point to area in the west hills outside of the UGB, yet inside the Portland Metro Area) How would you describe the areas of the metro region that the urban growth boundary does not include? Why might these residents not want to be**

**included? How were they able to be excluded? Why might other residents want to live inside the UGB?**

Note taking options: Students vary widely in skill and ability in taking notes. Most students, even advanced ones, can benefit from an overarching structure to help them take notes. You may have already developed such a procedure that works well with your students. I would suggest passing out a photocopy of the map showing all the layers to write their notes, observations, and inferences on. Thus, each student would have a labeled copy of the map with meaning attached to specific geographic areas.

4. Zoom in on two areas of the map, one urban (showing grid structure) and one suburban (showing “cul-de-sac” structure). Hold a discussion with students comparing the two neighborhoods (see powerpoint slides for examples). Possible discussion questions:

***Urban v Suburban:***

**What do you notice about the two neighborhoods? What might it be like to live in the urban neighborhood? The Suburban? How are the two neighborhoods similar? How are they different? How are the lots different? The streets? The ages of the homes? What might have caused these differences? Why?**

***Linking to National Trends:***

**In what ways are the two neighborhoods similar and different to Levittown? How might the United States be changing during this time period to encourage this type of development?**

5. Have students divide an 8-1/2x11 piece of paper into fourths. Have students label their paper as follows:

Positive Suburbs	Negative Suburbs
Positive Urban	Negative Urban

6. Have students quickly sketch a visual portrayal of each perspective on urban and suburban living on their paper.

**Assessment Tools:**

Informal Assessment: Dialogue Journal, Discussion Notes

Formal Assessment: Final Culminating Project of Unit

**Extensions or Modifications:**

Since the lesson involves visual materials, written materials, and writing it addresses several different intelligences and ability levels and does not require further modification.

## **LESSON: Use of Primary Sources**

### ***Cultural History of the 1950's: Mass Values through Mass Media.***

*This lesson is an examination of mass media entertainment and the values and social norms they reflected and promoted. It uses a variety of Primary Sources including magazine articles and advertising and television programming to explore the mass culture in the "Happy Days" of the 1950's.*

### **Lesson Objectives:**

- Students will analyze primary source material critically.
- Students will identify the values and ethos promoted in mass market entertainment and media.
- Students will explore how the growth of the post-war economy and changing technology and ways of living and working were given meaning within the mass society.
- Students will enhance their skill in media criticism by analyzing the intended motives and audiences for various forms of mass media.

### **Outcomes/Goals:**

Upon completion of this lesson the student will be able to...

- Generalize attitudes, values, and social norms from primary sources to the culture at large;
- Understand the ways in which advertising reinforces consumer and material values;
- Compare post-war cultural gender and family norms to those in their own lives and those promoted in the mass media of today.

**Time Needed:** 1-3 Days

### **Materials/Resources Needed:**

- Magazines from the 1950's or copies of articles. Women's magazines like Ladies Home Journal and Redbook would be good picks here for gender and family social norms and women as consumers. Playboy magazine, Issue #1 Volume #1 with Marilyn Monroe on the cover. A copy of the cover and one or two of the non-sexual consumer and lifestyle articles in a copied packet for students to explore. Taped television programming available in Portland at "Movie Madness" (42nd and SE Belmont) such as "I Love Lucy," "Gunsmoke," "Amos and Andy," "Father Knows Best," "Quiz Show" and "the Ozzie and Harriet Show" would be good choices.
- Supplementary Document: Newton Minow's Speech to the National Association of Broadcasters, 9 May 1961. Non-copywrited text available at any number of websites (such as <http://www.janda.org/b20/News%20articles/vastwastland.htm>).

## **Procedures:**

### **Activity 1**

Make several copies of the cover, an article, and typical advertising from each magazine: Redbook, Playboy, Ladies Home Journal. For each packet have students respond in their journals to these prompts:

1. What is the title, date, and subject matter of this magazine?
2. Who is the intended audience for this magazine?
3. What desires or aspirations does the magazine speak to and how does it do so both implicitly and explicitly? For example, desire for status, for belonging, for strength and power, for glory or the admiration and love of others, for material ease and convenience.
4. Does the publication take anything for granted about its intended audience? What?
5. How does the content conform to cotemporary consumer attitudes, tastes, gender roles, family realities, and work?
6. Do you think the people in these magazines are fulfilled in their lives? What is the source of their fulfillment?
7. How would this magazine or its content be different today?

Students will examine the packets in pairs or groups of 3 and record their response to these prompts in their notebook. Give each group 10-15 minutes to look over the material from the three packets. After rotating through each packet debrief as a class the main findings regarding consumer values and gender and family social norms. Ask students 'who's left out?' Are there groups who are not present in the mass media? Are there vibrant and influential values and social norms that are not rehearsed and reinforced by the mass media?

### **Activity 2**

Screen a scene from each of the selected television shows? For each program have students respond in their journals to the following prompts?

1. What happened in this scene?
2. What are the roles of each of the major characters?
3. What are meant to be the appealing attributes of the characters?
4. What is important to these characters? What is important to the audience of this program?
5. Why do you think this was a popular program in the 1950's?
6. How does this program conform to contemporary attitudes, tastes, gender roles, family realities, and work?
7. Are the characters happy? What is the source of their fulfillment?
8. Are the shows like this on TV today? How are they different? How are they the same?

After viewing each segment discuss the prompts as a class or have students engage in a discussion group and report out.

### **Activity 3**

Read Newton Minow's Speech to the Association of Broadcasters with class and discuss:

1. What is Minow's main point?
2. Are his criticisms still valid today?
3. Does he find fault with the moral or social legitimacy of mass market values and attitudes or is he just frustrated with the production values?
4. Can or should we try to influence mass media so it enhances our social virtues in America?

#### **Assessment Tools:**

1. Students participation with their partners and discussion group as well as whole class discussion provide an informal assessment.
2. Students written responses in their notebooks provide individual assessment opportunities.
3. Students will apply their understanding of mass media consumer, gender, family, and work values in their museum project that is the culmination of this unit.

#### **Extensions & Modifications:**

A really great extension activity is contained in the History Alive! Contemporary American History high school curriculum Lesson V. #1.4 Titled "1950's Television Programs We Never Saw." This lesson examines information and short excerpts from primary source documents relating to the experiences of ethnic minorities and the feminist movement whose lives and aspirations are glaringly absent from the mass media of the 1950's. See [www.historyalive.com](http://www.historyalive.com)

Halberstam, David. America in the 50's. New York : Villard Books, 1993. Provides background and interpretations of the above television shows and the social significance of Playboy Magazine.

## **LESSON: National to Local Connection**

### **Lesson Objectives:**

*This unit looks at suburban development in the post-WWII era using the automobile as a “vehicle” to understand the cultural, economic and historic changes in the country. This lesson is designed to contrast the urban development of Portland proper to other urban areas using the proposed Mt. Hood Freeway plan (which would have dissected SE Portland). While other cities were building limited access highways through the urban core to assist suburban commuters, Portland was able to retain vibrant close-in neighborhoods in the eastern part of the city by blocking the building of these highways. Students will also have the opportunity to engage in discussion regarding the “livability” of cities and compare the development of Portland to that of Detroit and Los Angeles.*

### **Outcomes/Goals:**

Upon completion of this lesson the student will . . .

- Describe the proposed Mt. Hood Freeway in Portland.
- Be able to draw conclusions regarding the outcomes of not building the proposed freeways.
- Make inferences regarding how Portland might be different if the Mt. Hood Freeway system was built.
- Understand how transportation arteries, as well as means of transportation, can impact livability within urban environments.
- Compare and contrast the urban and suburban development of three U.S. cities: Detroit, Portland, and Los Angeles.

**Time Needed:** 2 class periods

### **Materials/Resources Needed:**

- Map of proposed Mt. Hood Freeway in Portland:  
<http://www.wweek.com/photos/3118/map.jpg>
- Willamette Week article on the Mt. Hood Freeway:  
<http://www.wweek.com/story.php?story=6110>
- Chapter 11 “Three Cities” from The Geography of Nowhere by James Howard Kunstler (Free Press, reprinted July 1994).

### **Procedures:**

#### **Activity 1**

Have students read the Willamette Week article on the Mt. Hood Freeway. After students have finished reading the article, discuss and respond to student questions. Also share with students

the map of the proposed freeway system. Some possible questions for in-class discussion or writing prompts:

1. What makes a city “livable”?
2. Portland is often termed a “livable” city. What elements of Portland do you think make it livable? What elements do not?
3. How might the livability of Portland have been different if the Mt. Hood Freeway was actually built?
4. How is the idea of a livable urban landscape connected to the idea of fulfillment?

Possible elements of livability: schools, parks, environmental health, crime, civic engagement, community involvement, transportation and commuting, economic opportunity, etc.

## **Activity 2**

Socratic seminar (instructions included below) based on Chapter 11 “Three Cities” in The Geography of Nowhere. Have students read the material before class and prepare for the seminar by marking the text and recording questions.

A possible writing extension with this particular reading: Have students identify and describe five key events in the urban development of each of the three cities (Detroit, Portland, and Los Angeles).

### **Assessment Tools:**

- The Socratic seminar provides a very authentic opportunity to assess student understanding and knowledge acquisition. See instructions below.

### **Extensions or Modifications:**

- Possible extensions include an analysis of the Urban Growth Boundary (UGB) in metropolitan Portland and its relation to urban and suburban development.
- Independent research by more advanced students could incorporate the Mt. Hood Freeway Proposal (Report to Portland City Council, prepared by the Portland City Planning Commission, April, 1965) available at the Multnomah County Library. This report includes detailed maps and analysis of the proposed freeway project.

### **Research Resources:**

Abbott, Carl. 1997. The Portland Region: Where City and Suburbs Talk to Each Other – and Often Agree. Housing Policy Debate (Vol. 8, Issue 1) available at: [http://www.fanniemaefoundation.org/programs/hpd/pdf/hpd\\_0801\\_abbott.pdf](http://www.fanniemaefoundation.org/programs/hpd/pdf/hpd_0801_abbott.pdf). (An in-depth study of Portland’s Urban Growth Boundary with suggestions for other communities).

Information about Governors Straub (known for squashing the Mt. Hood Freeway Proposal) and McCall (campaigned on the issue of “livability”). Bios can be found at the Oregon Historical Society web page ([www.ohs.org](http://www.ohs.org)) under Gubernatorial Histories.

# Dialogue Journal

**Unit Question:** What is the meaning of fulfillment in contemporary American life?

**“Dialogue Journal” explanation:**

The Dialogue Journal is a method by which you will trace information and examination of the unit question. Focus on housing as a means for fulfillment. Although you may record any information you find interesting or insightful, focusing your notes on the unit question will assist you in writing your formal essay. You should aim to have six journal entries for this Dialogue Journal.

**What should the Dialogue Journal look like?**

- Draw a straight line down the center of several sheets of notebook paper and staple these sheets together. Or, create these sheets on your computer.
- The left side should have the heading “Note-Taking” and the right side should have the heading “Note-Making.”
- On the left side, you will be writing down passages directly from the reading. Include the page number where each passage appears.
- On the right side, you will write a response to or observation about the passage on the left side. This response must be AT LEAST 100 WORDS long.

Here is an example:

NOTE-TAKING	NOTE-MAKING
<p><i>Levittown, he [critic Lewis Mumford] implied, represented the worst vision of the American future: bland people in bland houses leading bland lives. The houses were physically similar, theorized Mumford, so the people inside must be equally similar; an entire community was being made from a cookie cutter .... a multitude of uniform, unidentifiable houses, lined up inflexibly, at uniform distances on uniform roads, in a treeless common waste, inhabited by people of the same class, the same incomes, the same age group, witnessing the same television performances, eating the same tasteless prefabricated foods, from the same freezers" (Halberstam 141).</i></p>	<p>I know that this is a common theory of the suburbs, but I don't agree. Perhaps I am giving people too much credit, or else Mumford gives architecture too much credit. I understand the symbolic quality of the argument, but how can one actually pose that moving into similar homes will morph us into similar beings? As if moving into a house will erase our previous experiences, education experiences, genetics, and lives that have shaped us?</p>

(Adapted from Virginia Warfield, Portland Public Schools)

## *Bringing **Dialogue** to Today's Schools*

Socratic Seminars are a highly motivating form of intellectual and scholarly discourse conducted in K-12 classrooms. They usually range from 30-50 minutes--longer if time allows--once a week. An effective Socratic Seminar creates *dialogue* as opposed to *debate*. Dialogue creates "better conversation." As William Issacs states in **Dialogue and the Art of Thinking Together**, dialogue is a conversation in which people (students) think together in relationship. Thinking together implies that you no longer take your own position as final. You relax your grip on certainty and listen to the possibilities that result simply from being in a relationship with others--possibilities that might not otherwise have occurred."

The practice of Socratic Seminars teaches students to recognize the differences between dialogue and debate and to strive to increase the qualities of dialogue and reduce the qualities of debate in each Socratic Seminar. Some of the most significant differences between dialogue and debate are presented below.

### **DIALOGUE AND DEBATE**

- Dialogue is collaborative: multiple sides work toward shared understanding.  
Debate is oppositional: two opposing sides try to prove each other wrong.
- In dialogue, one listens to understand, to make meaning, and to find common ground.  
In debate, one listens to find flaws, to spot differences, and to counter arguments.
- Dialogue enlarges and possibly changes a participant's point of view.  
Debate affirms a participant's point of view.
- Dialogue reveals assumptions for examination and reevaluation.  
Debate defends assumptions as truth.
- Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change.  
Debate creates a close-minded attitude, a determination to be right.
- In dialogue, one submits one's best thinking, expecting that other people's reflections will help improve it rather than threaten it.  
In debate, one submits one's best thinking and defends it against challenge to show that it is right.
- Dialogue calls for temporarily suspending one's beliefs.  
Debate calls for investing wholeheartedly in one's beliefs.
- In dialogue, one searches for strengths in all positions.  
In debate, one searches for weaknesses in the other position.
- Dialogue respects all the other participants and seeks not to alienate or offend.  
Debate rebuts contrary positions and may belittle or deprecate other participants.
- Dialogue assumes that many people have pieces of answers and that cooperation can lead to a greater understanding.  
Debate assumes a single right answer that somebody already has.
- Dialogue remains open-ended.  
Debate demands a conclusion.

By creating dialogue, Socratic Seminars foster active learning, critical thinking, and close reading skills as participants explore and evaluate the ideas, issues, and values in a particular

text. An effective seminar consists of four interdependent elements: (1) the text being considered, (2) the questions raised, (3) the seminar leader, and (4) the participants.

- **The Text** - A seminar text can be drawn from readings in literature, history, science, math, health, and philosophy or from works of art or music.
- **The Question** - An opening question has no right answer; instead it reflects a genuine curiosity on the part of the leader. An effective opening question leads participants back to the text as they speculate, evaluate, define, and clarify the issues involved. Responses to the opening question generate new questions from the leader and participants, leading to new responses. In this way, the line of inquiry evolves on the spot rather than being predetermined by the leader.
- **The Leader** - In a Socratic Seminar, the leader plays a dual role as leader and participant. The seminar leader consciously demonstrates habits of mind that lead to a thoughtful exploration of the ideas in the text. As a seminar participant, the leader actively engages in the group's exploration of the text.
- **The Participants** - In a Socratic Seminar, participants share with the leader the responsibility for the quality of the seminar. Effective seminars occur when participants study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas.

### Socratic Seminar Outside Circle Tally Sheet

Discussion in General	Observation of _____
<u>Overall level of participation:</u>	<u># of times subject speaks:</u>
<u>Creation of Dialogue:</u>	<u># of questions:</u>
<u>Depth of Exploration of Topic:</u>	<u>Suggestions/Comments:</u>