Harkness Discussion Training Materials

CLASSICAL
TEACHING

Take a Guess: Harkness Discussions

1. Harkness discussions are best conducted from the front of the room by the teacher.	T F
2. The text should be considered just a spring-board in Harkness discussions.	T F
3. Students should be encouraged to refer frequently to the text during discussions	T F
4. Making connections to previous learning is considered bad form in Harkness discussions.	T F
5. Nobody should be forced to do something that makes them uncomfortable. So, participation in discussions should be voluntary.	T F
6. Harkness discussions are essentially a means of checking for understanding.	T F
7. Benefits of Harkness discussions include improved student learning and retention, through more active engagement.	T F
8. Regular and specific feedback about their participation in discussions should be given to students.	T F
9. Harkness discussions should be made a big event just to increase student anxiety.	T F
10. When preparing for discussion, students should be encouraged to write questions about ideas they really wonder about.	T F

Harkness and *The Seven Laws of Teaching*

(The Seven Laws of Teaching, John Milton Gregory, 2004 Veritas Press (unabridged))

“The lecture is useful in its place, but its place is small in a school for children. It will be shown elsewhere that a too talkative teacher is rarely a good teacher.” (77)

“…the awakening and setting in action the learner’s mind, the arousing of his self-activities…knowledge cannot be passed from mind to mind like apples from one basket to another, but must in every case by re-cognized, rethought by the receiving mind.” (100)

“’Leave the pupil to discover the truth for himself—make him a truth-finder’”. (101)

“…the true and only function of a teacher is to stimulate and help the learner to do what he might otherwise do by himself and without a teacher.” (102)

“It may be said that he teaches best who teaches least; or, better still, he teaches most whose pupils learn most without his teaching.” (103)

“…to assist the mind to shape and put forth its own conceptions.” (103)

“The cautionary clause of our laws which forbids giving too much help to pupils will be needless to the teacher who clearly sees his proper work, and who is eager only to get his pupil’s mind into free and vigorous action…It is only the unskillful and self-seeking teacher who prefers to hear his own voice in endless talk, rather than watch the working of his pupil’s thoughts.” (114)

“Questioning is not, therefore, one of the modes of teaching, it is the whole of teaching; it is the excitation of the self-activities to their work of discovering truth, learning facts, knowing the unknown.” (115)

“It is to form in his own mind, by the use of his own powers, a complete and truthful conception or notion of the facts and truths in the lesson…” (124)

“His constant aim should be to rise from being a learner at other men’s feet, to become an independent searcher of truth for himself.” (125)

“The learner shows higher work still when he begins to seek the evidences of the statements which he studies. He who can give a reason for the faith which is in him is a much better learner, as well as a stronger believer, than the man who believes, he know not why. The true investigator seeks proofs, and a large part of the work of a student of nature is to prove the truths which he discovers.” (127)

Pre-discussion Reading and Reflection for Harkness Training

Pre-discussion readings

1. **Philips Exeter Principal Lisa MacFarlane on Harkness** (brief video transcript)
2. **Text from PEA web site**
3. **Text from PEA web site**
4. **Harkness Discussion and Self-Education** (Veritas School newsletter article)

Pre-discussion reflections

Compare and contrast the approaches to Harkness discussions found in the readings:

- What questions or comments do you have?
- What struck you as especially important?
- What did you strongly agree with?
- What did you strongly disagree with?
- What is true or not true? Why?
- What is Harkness, from the points of view of these documents? Where do they agree or disagree?
- What assumptions about truth are at work in each of these? What are the implications for students, teachers, curriculum, etc.?

Q1: Would a teacher from PEA fit at Veritas (and vice versa)? Why or why not?

Q2: How comfortable are you with how the author of the Veritas article describes a discussion when he says, “my entire contribution amounted to two questions”?

Philips Exeter Academy on Harkness

1. **Philips Exeter Academy Principal Lisa MacFarlane on Harkness**
   (transcript of video on PEA website)

“Harkness is a pedagogy of liberation. And by liberation I mean that we find freedom in its practice. We learn to listen to the voice inside of us. ‘Is this right?’ ‘Am I being the person I want to be?’ ‘Does this make me feel settled with myself?’ ‘Yes, it does.’ ‘No, it doesn’t.’ We learn to act on that in ways that keep us whole with ourselves and with each other. To know ourselves, our best selves, to be sure, but also our frailties, that is to be free.

So consider then, Harkness done well sits precisely at the pivot between your voice and the communal voice, between individual insight and community values. It mediates between the rules and the values that we aspire to foster when we create them.

This way of thinking about Harkness is at the center of the deed of gift, it is crucial to our democracy, and it is how we must live at Exeter."

2. From PEA web site

At Exeter, Harkness is not a pedagogy. It's a way of life. It begins in the classroom and extends beyond it, to field, stage and common room. It's about collaboration and respect, where every voice carries equal weight, even when you don't agree.

Exeter's Harkness method, established in 1930 with a gift from Edward Harkness, a man who believed learning should be a democratic affair, is a simple concept: Twelve students and one teacher sit around an oval table and discuss the subject at hand.

What happens at the table, however, is, as Harkness intended, a "real revolution." It's where you explore ideas as a group, developing the courage to speak, the compassion to listen and the empathy to understand.

It's not about being right or wrong.

It's a collaborative approach to problem solving and learning. We use it in every discipline and subject we teach at Exeter.

3. From PEA web site

What is Harkness?

You could say it's a table, oval, with enough room to seat 12 students and a teacher…

Or you could describe its impact: "Here at Exeter, we believe learning is best done collaboratively by as diverse a set of students as we can assemble, and while that learning experience is not all confined to our classrooms, there is no question that the quintessential example of 'youth from and for every quarter' is our signature Harkness tables. This is the academic heart of our institution and the best example of how we all learn to think more creatively, deeply and compassionately when we experience the various viewpoints of others." - Principal Tom Hassan

And it's more …

It's a way of learning: everyone comes to class prepared to share, discuss, and discover, whether the subject is a novel by William Faulkner or atomic and molecular structure. There are no lectures.

It's a way of being: interacting with other minds, listening carefully, speaking respectfully, accepting new ideas and questioning old ones, using new knowledge, and enjoying the richness of human interaction

4. Harkness Discussion and Self-Education

(*Verbatim,* Veritas School's newsletter, June, 2012)

During a discussion with William Buckley on Buckley's *Firing Line* program in 1988 Mortimer Adler said, "When the great books are well taught in a seminar, they are not taught as antiquities, they are not taught as objects of art, they are taught as raising moral and political and human problems which are just as pressing today as when they were written." Adler, one of the founders of the Great Books movement in the United States, and a promoter of the Paideia projects, was a tireless proponent of reading and discussing the great books of Western civilization. And while this search for meaning and understanding lacked a commitment to the foundational truth of the Christian faith, it has been an inspiration to many teachers whose own education, they have discovered, was woefully insufficient. Interestingly, at the same time Adler was helping to bring the great books seminar back to American universities in the late 1920s and early 1930s, the philanthropist Edward Harkness donated $5.9 million to Philips Exeter Academy in New Hampshire to fund a new seminar-approach to teaching and learning at the secondary level. The Harkness method and the Harkness table, named for Mr. Harkness and the teaching method he promoted, has emphasized the discussion of books and ideas around specially-designed tables in a growing number of schools ever since.

At Veritas School, Harkness discussions, used mainly (though not exclusively) in high school classes, are content-focused and teacher-led, but student-centered. That is, the students carry the load of learning how to ask, and of discussing, the questions raised by the content they are studying, whether this is *Paradise Lost* or a topic in ancient history. We've been most successful in implementing Harkness discussions in high school humanities classes—Humane Letters, Rhetoric, Theology—but the principles are being applied in languages, math and science classes, as well. (Middle-school level and elementary teachers have also successfully integrated beginning discussions using materials such as *Teaching the Classics*.) Student-driven but content-rich and teacher-led discussions of books and ideas are particularly well suited to classical and Christian schools, where the emphasis is on older students evaluating ideas and presenting their understanding to others clearly and persuasively, and, ultimately, taking responsibility for their own education.

Of course, there was nothing really new in either Adler's seminars or in the Harkness method of teaching. Excellent teachers have always discussed ideas with their students, requiring the students, as they are able, to increasingly do the heavy lifting, as the teacher questioned, encouraged, led the discussion. Students in our discussions are all expected to be able to articulate their understanding, and to ask questions both of the text and of each other. There is no hiding in a good seminar discussion—careful preparation and a thoughtful search for truth are critical. Ideally, these discussions occur around an oval-shaped table where all students can see and interact with each other. Since the architecture of a place (and a

classroom in no exception) significantly impacts what goes on in it, we are working to provide more of these tables for our classrooms.

Having students in rows is more efficient for certain tasks—organization, individual work, teacher access to students, group instruction—but the arrangement of the classroom environment highly influences intellectual habits and routines. The furniture becomes the lesson. The teacher speaking in front becomes the focus and the learning tends to flow one way, and the message to students is that efficient organization and passive compliance are what is really important. An excellent teacher, of course, will find ways to engage students whatever the arrangement. And there are times when a teacher *needs* to be at the center of the intellectual and organizational action in the classroom. However, if the teacher (rather than the student working with the content) is always at the center, then what may be the most important lesson students learn is that learning is directed by someone else, that it is something done for them, or *to* them, depending on their enthusiasm for it. Once away from this classroom they may find that learning is something they're just not interested in or aren't sure how to do on their own.

It's important to note, however, that we don't approach discussions as a kind of free-for-all sharing time during which anything goes. Rather, teachers guide students to prepare thoroughly and then discuss carefully and thoughtfully, applying both their content knowledge and their biblical worldview to the problems raised. But the bulk of the work in the discussion is placed squarely where it should be—on the students. This requires consistent training, for students and for teachers, in learning how to ask effective questions, what kinds of responses are most likely to get to meaning, even how to conduct a civil discussion. But the pay-off is rich, especially for those of us who teach older students. For example, in one of our last class periods of this school year, my 11th Grade Humane Letters class (all 18 of them) sat around our lone (for now) Harkness table and conducted a forty-five-minute challenging and thoughtful summary discussion of Gene Edward Veith's *Postmodern Times*. They asked questions about the meaning of passages and the truth of the concepts, made connections to previous learning, and encouraged reluctant speakers to be more involved. My entire contribution amounted to two questions. Of course, it has taken three years of practice and training to get to this point, and it isn't necessarily the ideal that the teacher would be so minimally involved—sometimes the teacher participates significantly, correcting misperceptions, adding connections to previous learning, even turning the discussion into a presentation, as needed. The point is that the seminar discussions have helped students reach a point where their education is largely their own. All education is essentially self-education, and the Harkness method requires students to make significant steps in their learning.

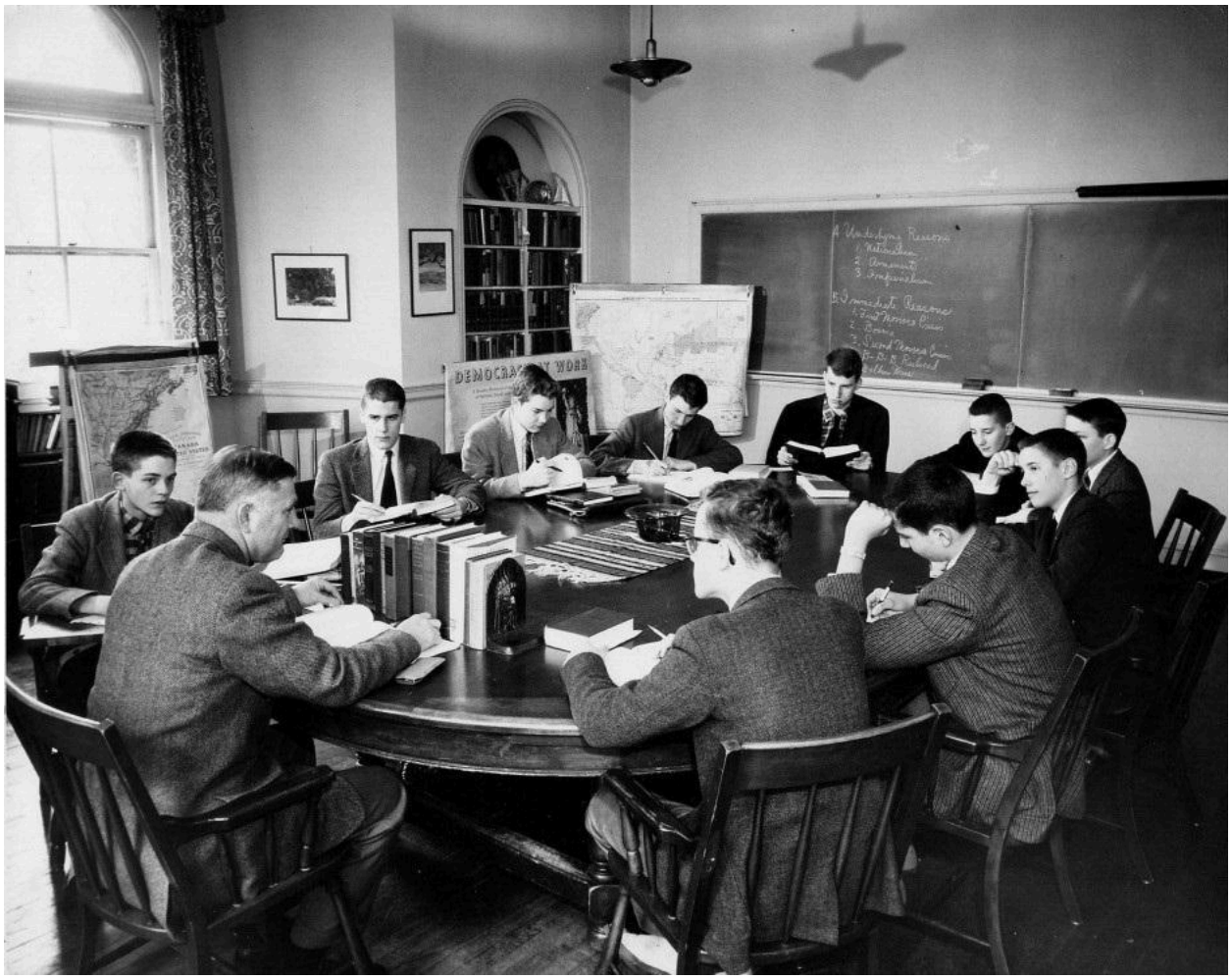
This emphasis on student responsibility in the discussion, by the way, is where we think our discussions deviate from 'socratic' ones, at least as that term is often applied. In some versions of the socratic discussion the teacher, through a series of questions, leads the students inevitably to the truth; when it's all over the students may be justifiably impressed at the wisdom and ability of the teacher, but may have very little idea of how they arrived where they did. Certainly they would be frequently unable to recreate the journey. In a Harkness discussion, the students are not following; they are required to help lead. This active engagement means that the students take more ownership of their learning, the result being that understanding is more fixed in their minds. These discussions are an outstanding method of checking for

understanding, and provide students with instant and descriptive feedback on their ideas, as other students either confirm or challenge them. And, of course, the teacher will offer corrective or encouraging comments, as needed. One of the unexpected benefits I have seen is that retention of understanding of the topics from our discussions is much better than when we used to merely ‘go over’ or even ‘discuss’ together in other ways. Harkness discussions require deep engagement and direct participation with the material in ways that lead to greater long-term retention. This helps most students make connections to previous learning very naturally, and others can be taught to do so.

Highly-engaged student discussions, with students required to not only answer questions but ask them, not only respond to teacher leading but to lead, develop in students a capacity for thoughtful, careful understanding of the text or subject at hand. Students improve their skills in presenting ideas effectively, but also in interacting with the ideas of others in a way that is collegial and respectful. The rhetoric stage does not always have to be about confronting and defeating error. It can be also be about working together in the search for, and application of, the truth of scripture in all areas of life. Harkness discussions provide students with wonderful opportunities to do all of this.

Harkness Handbook

Veritas School



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What are Harkness seminar discussions?

1. Harkness seminar discussion is an approach to student-driven classroom discussion. It is similar to other kinds of Socratic methods, with the major difference being that the teacher is not in the place of Socrates asking a series of leading questions taking the students to inevitable conclusions by a route they are unlikely to be able to later reproduce. Instead, the goal is for students to do the important work of thoroughly preparing to discuss and then taking the lead in carrying out the discussion.

2. Harkness seminar discussions are not free-flowing, anything-goes times of sharing thoughts or feelings. Rather, the teacher selects readings or other content that address the important curricular topics of that unit and provides students with discussion questions to guide their preparation. Once prepared, students then engage in a monitored and more or less guided discussion of those questions, and others that they bring to the discussion, as well.

3. Harkness seminar discussions were not originally developed within classical or Christian context, so the assumptions about education and reality in other schools lead their teachers to take a much more hands-off approach than we do. We are not asking students to construct their own version of reality (even if they can defend it from the text) but to engage in a thoughtful search for and discussion of truth. This is not constructivist, progressive education but equipping students with the ability to discuss important ideas.

Why have seminar discussions?

1. Improved student learning and content retention through more active engagement and involvement. There is no place to hide at the seminar table. Students learn more of what they have to explain to others, and having to explain exposes potential 'understanding by recognition'.

2. Students do more of the work during class. (Never work harder than your students!)

3. Improved development and application of tools of learning (focused and thoughtful reading, understanding, applying previous learning, evaluation, discussion, listening carefully, supporting position using evidence, presentation, etc.).

4. Reinforcement of school culture of student engagement, involvement, requirement to understand and take responsibility for learning, etc.

5. Promotion of Portrait of a Graduate preparation: What do you want them to be able to do ten or fifteen years from now? We're preparing students for life as reading and discussing adults by giving them the tools and practice in discussing ideas with others. This prepares them for life-long learning and engagement with others around ideas (university, home, church, vocation, citizenship).

6. Immediate opportunity for assessment and feedback. Seminar discussions are an outstanding means of checking for understanding.

Harkness discussion essentials

1. Harkness discussions should be a regular and routine part of all classes in the Veritas secondary.
2. Discussions are essentially a means of formative assessment. While we may give a grade and written feedback, Harkness discussions are not 'events' but just a routine means of students working through the knowledge, and teachers checking for understanding.
3. The purpose of Harkness is to shift the work of thinking and talking to the students.
4. The teacher is present, sometimes at the table and sometimes outside, depending on the needs of the class, and interjects as needed, but the purpose is to get students talking with each other toward gaining better understanding.
5. All kinds of texts and subjects—fiction, poetry, essays, textbooks, art, math problems, science principles, etc.—are excellent material for student discussions. Imaginative, expository, and factual texts may all be effectively discussed.

Basic Harkness discussion process

(These assume students have reviewed either in this class or others the guidelines for excellent discussions. Younger students will need explicit training in the guidelines and processes. Older students will need reminders early in the year and from time to time during the year.)

1. Students are assigned a section of reading, questions, artifact, or other 'text' to be discussed.
2. Students may be given a discussion prep guide which includes questions to be answered or solved.
3. Students are highly encouraged to ask their own questions that result of their study of the 'text'.
4. You may want to give a few minutes prior to discussion for students to write two-three questions of their own, then pair up to come up with two (or so) questions for the group discussion. Put these on the whiteboard.
5. (It may help some classes to have a 'pre-discussion' of the first few questions with a small group for a few minutes, just to get them warmed up.)
6. Keep the group discussing to around eight. Others will sit outside the table and track the discussion.
7. Begin with student questions, if appropriate (depending on group skill in Harkness.) Students should be in the habit of bringing their questions to the discussion. Teachers may want to require this if it doesn't happen naturally. Also, teachers may want to have students work in pairs or small groups to distill their questions down to two or three excellent questions.

8. Otherwise, have students begin discussing the questions on the preparation guide.
9. Give written, descriptive feedback to students regularly. Have them track their progress and set goals for future discussions.

Some suggestions for effective Harkness discussions

1. Make the students do the talking and thinking. Resist the temptation to interject, especially early in the discussion, unless absolutely necessary.
2. Wrong answers by students or comments that may lead the discussion along a fruitless path are usually corrected by other students—give them time.
3. Avoid eye contact with talking students. Take notes or pretend to. This will force them to talk to each other and not to you.
4. You may want or need to ask prompting questions of certain students, or make sure an important line of discussion is thoroughly discussed before moving on. But keep the focus on students talking.

How do we use assessment and feedback to improve student learning and discussion?

<u>Prepare students well, in advance, for discussions</u>

1. Provide modeling and guidance for students early in the process.

- develop and review with students a clear set of criteria for what makes an excellent discussion
- begin early (6th grade) with fishbowl, small-group mini-seminars, etc.
- perhaps role playing as a staff with students as observers
- practice with students how to connect comments
- teach students to *ask* good questions.

2. Provide pre-discussion preparations:

- guided note taking or review guide (or model: I Notice, I Wonder, It Reminds Me of…)
- small group mini-discussions (prime the pump)
- brief pre-discussion written responses

<u>Use discussions as a means of formative assessment</u>

1. Remember the purpose: students should do most of the thinking and talking. Feedback should guide them toward more focused participation (including preparation, as needed.)

2. Remember that seminar discussions are essentially extended formative assessments. We are merely checking for understanding—discussions should not be a crisis in the lives of our students. Nothing will kill the joy of interesting and thoughtful discussion like the pressure of performance. This is practice!

3. Student feedback should be timely—weekly is a good target, if using discussions frequently. Students should receive frequent feedback on their discussion progress.

4. Connect student feedback to the discussion criteria.

5. Student feedback should be specific and descriptive.

6. Students should track their progress and set goals for future discussions. We want them to take greater responsibility for their own learning.

7. Students should self-assess their participation and progress, as well.

8. Make sure students *not* in the discussion are actively engaged in following the discussion and are required to demonstrate this. Sometimes being able to observe a discussion without the pressure, or opportunity, to contribute can be as instructive to students as being in the discussion. Attentive listening is a skill that needs practice.

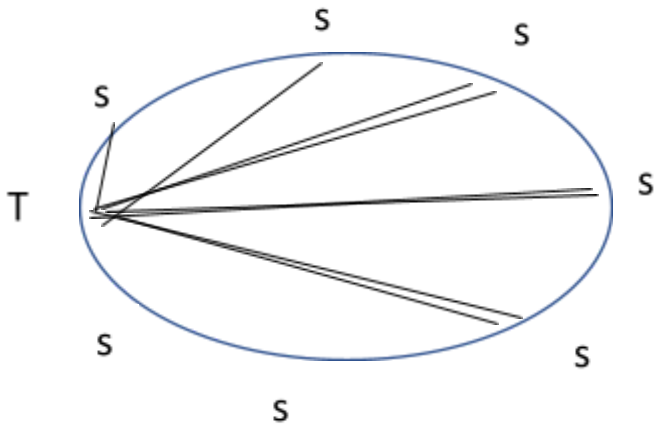
9. Don't neglect writing. Students (in humanities) should write frequently. Discussions should support the writing. Written assignments (generally summative) are another means of assessing the success of discussions.

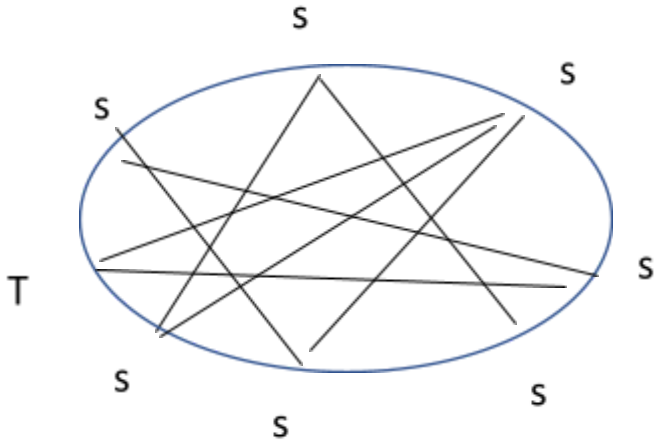
10. Seminar discussions are a means of formative assessment. And yet along with the feedback I give a small grade, as well—I know that this is heretical to some degree, but my defense is that the *focus* is on the specific, descriptive comments on the feedback form that students will track and set goals from. And the grade provides an incentive to prepare, as well as giving us the tangible gradebook items administrators crave—but perhaps one might object that this appeals to their lower nature.

Potential issues in assessment and grading

- It is important to keep clear records of the discussion in order to make grading as objective as possible. Track each discussion in some way (chart the table, speaking time, running commentary, etc.)
- I've used spiral-bound notebooks to track discussions and then later filled in the daily grading sheet. This provided me with a written record of the discussion in case there were questions later about the grades.
- I give frequent reading note quizzes, generally open-note to encourage keeping up with notes-taking and to provide a gradebook balance for those few students who do not do as well in discussions (yet).
- These provide a formative assessment opportunity, as well. I use frequent exit passes, admit slips, graphic organizers, etc. to check for understanding. Discussions are one of many ways to assess learning.

Diagrams of ineffective and effective Harkness discussions





Harkness discussion guidelines

1. Only those who have prepared (e.g., have done the background reading) may participate

2. Do not raise hands during the discussion

3. Direct comments and questions to other students, and not to the teacher (unless asked to do so)

4. Everyone at the table must participate, though not necessarily equally

5. Refer frequently to the source/text/problem

6. Support your comments by reference to the text

7. When you ask questions not on a reading guide (which you should!), be sure that they seek to get at the meaning of the text or the importance of the topic.

8. Ask clarifying questions, if needed

9. Connect your responses to previous comments whenever possible, rather than merely giving your own isolated opinion

10. Connect your responses to previous learning whenever possible

11. Summarize and restate frequently.

12. Take turns—allow everyone to have an opportunity to speak.

13. Keep the discussion on topic, but move on when it is clear the topic needs to change

Harkness discussion daily grading sheet

Date_____ Topic_____ In GB_____ FB given_____

	AH	AHb	ML	OL	NL	NO	EP	RS	MU	OV	AW
Total (10)											
Prepares: Comments reflect preparation and thought ***Knowledge*** *(define, recall, describe)* ***Comprehension*** *(explain, generalize, give example)* ***Application*** *(use, apply, predict)* ***Analysis*** *(compare and contrast, infer, break down into parts)* ***Synthesis*** *(combine, explain connections, revise)* ***Evaluation*** *(assess, critique, justify)*											
Supports: Refers frequently to the text or problem											
Wonders: Ask questions that seek to get at the meaning or importance of the topic Asks clarifying questions											
Connects: Connects discussion to previous learning/reading											
Reviews: Summarizes and restates frequently											
Invites: Allows others to have an opportunity to speak											
Collaborates: Connects responses to previous comments whenever possible (rather than merely giving an isolated opinion)											
Collaborates: Directs comments and questions to other students and not to the teacher											
Collaborates: Keeps discussion on topic but is willing to move on when it's clear the topic needs to change											
Collaborates: Tone and attitude is conducive to cooperative discussion											

Harkness seminar grading sheet explanation

	Definition	Strong Examples	Weak Examples	Assessment
Prepares	Completes the reading and note-taking as assigned; writes thoughtfully before discussing Comments reflect a full range of engagement with the text (i.e. Bloom's)	Asks questions or quotes text from several places throughout the assignment Clarifies factual information; synthesizes and evaluates as appropriate	Only asks about, or quotes, a limited portion of the assignment Comments limited to factual information	Context of discussion Open notes quiz Composition book notes check
Supports	Uses specific texts as the basis of answers	"On line 345 he says X, which means that…" "On pages 56 and 57 he defines Y as…"	"I think that he says somewhere…" "I think…" , "my view is that…", " I believe…"	Context of discussion
Wonders	Asks their own probing questions of the material	"Is it really true that…?" "Does the author mean we should…?"	"What page is that on?" "Which character said…?"	Context of discussion Index card (exit pass, admit slip, etc.)
Connects	Makes relevant connections to other texts, ideas, or classes (previous learning)	"We talked about a similar idea in science, when…" "We saw this theme in [author], where…"	"This is just like in Spiderman where…" "My dog does the funniest things when he…"	Context of discussion
Reviews	Summarizes what has been concluded about a topic	"So we would say that the answer to #5 is…?" "Do we agree that the definition of X is…? Are we ready to move on?"	"Well, I think that the answer is…" "Okay, we're done with that one."	Context of discussion
Invites	Allows others to have an opportunity to speak, and invites their specific contribution	"Jane, did you find a text about this?" "Bill, do you think this is a good definition? [wait for reply] I'm interested to hear your reasons for that…" "I'm sorry, go ahead, please."	"Bob, do you have anything to say?" "Jenny, what do you have to say about that?" "Wait, I want to give my opinion first!"	Context of discussion
Collaborates	Interacts substantively with other students	"I agree with Jane, because it says on page 27…" "I'm not sure what you mean by…Could you help me understand?"	"Yeah, the same as Bill." "I agree with Jenny."	Context of discussion

Harkness discussion student feedback sheet

Name_____

_____ _____ _____

Way to Go!	Ways to Improve
Consistent participation **Thoughtful participation** **-knowledge, comprehension, application, analysis, synthesis, evaluation** Consistent text references Frequent and thoughtful use of text Keep asking good questions Keep connecting responses to previous learning	**Silent much or all of the time:** **difficult to tell if you've prepared** **More frequent participation needed** Refer more frequently to the text Ask questions to get to meaning of the text or to clarify the discussion Connect responses to previous learning and reading Direct comments to other students Stay on topic Find a way to engage/involve quieter students

Harkness Discussion Feedback

Name_____

_____ _____ _____

Way to Go!	Ways to Improve
Consistent participation **Thoughtful participation** **-knowledge, comprehension, application, analysis, synthesis, evaluation** Consistent text references Frequent and thoughtful use of text Keep asking good questions Keep connecting responses to previous learning	**Silent much or all of the time:** **difficult to tell if you've prepared** **More frequent participation needed** Refer more frequently to the text Ask questions to get to meaning of the text or to clarify the discussion Connect responses to previous learning and reading Direct comments to other students Stay on topic Find a way to engage/involve quieter students

Harkness discussion self-assessment

Name_____
From_____ to _____
Text_____

Circle all that apply:
I was silent most or all of the time: it was impossible to tell if I prepared
I was minimally involved in discussion: it was difficult to tell if I prepared
I was consistently involved in discussion

I made frequent references to the text
I need to refer more frequently to the text

I connected my responses to previous learning and reading
I need to connect my responses to previous learning and reading

I asked questions to get to meaning of the text or to clarify the discussion
I need to ask more questions to get to meaning of the text or to clarify the discussion
Goals for the next discussion:

Harkness Discussion Self-Assessment

Name_____
From_____ to _____
Text_____

Circle all that apply:
I was silent most or all of the time: it was impossible to tell if I prepared
I was minimally involved in discussion: it was difficult to tell if I prepared
I was consistently involved in discussion

I made frequent references to the text
I need to refer more frequently to the text

I connected my responses to previous learning and reading
I need to connect my responses to previous learning and reading

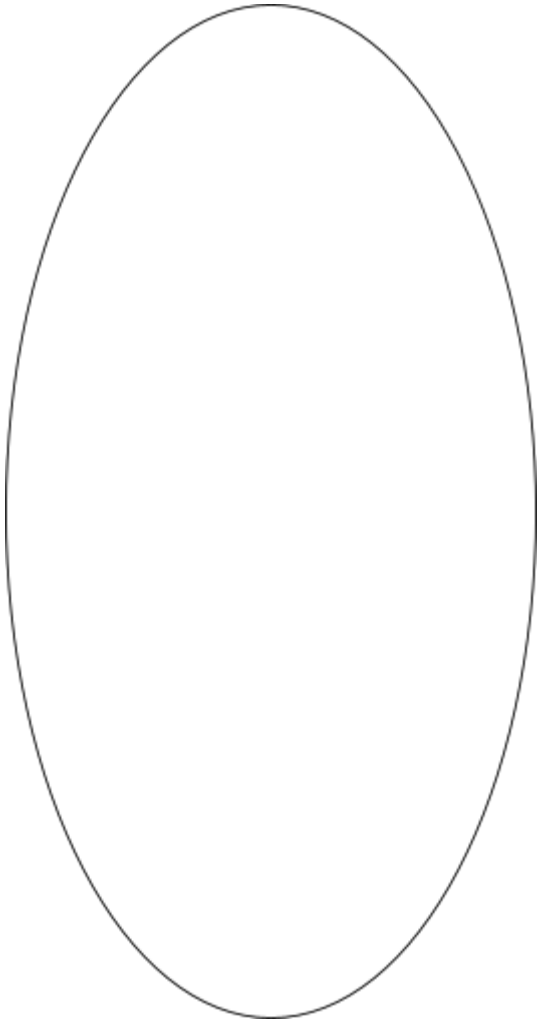
I asked questions to get to meaning of the text or to clarify the discussion
I need to ask more questions to get to meaning of the text or to clarify the discussion
Goals for the next discussion:

Harkness discussion goal tracking sheet

Date	Topic(s)	Grade	Key Rubric Phrases	Goal(s) for next time

Harkness discussion table diagram

Date_____ Subject _____



?- question that probed the important meaning or issues in the text; **T**- text reference;
C- connection made to previous learning; √- comment that probed the meaning of the text;
+- a particularly insightful question or comment

K: Knowledge *(define, recall, describe)* ***Cp: Comprehension*** *(explain, generalize, give example)* ***A: Application*** *(use, apply, predict)*	***Al: Analysis*** *(compare and contrast, infer, break down into parts)* ***S: Synthesis*** *(combine, explain connections, revise)* ***E: Evaluation*** *(assess, critique, justify)*

Assessing Harkness preparation outside of the discussion

1. Notes on discussion; transcript of discussion; with commentary, as able
2. Note each item as it is discussed, and fill in what may have been missed
3. Follow individuals and their contributions
4. Assess certain discussion areas
5. Chart the discussion—connections between speakers
6. Time the comments
7. Respond, react (in writing) to discussion as it's happening

Other means of assessing Harkness preparation and learning

1. Notes on discussion; graded weekly, with weekly, specific feedback
2. 'Quick quizzes' on reading notes; use to review previous notes, also; record last three composition book reading notes entries
3. Write brief summary of the discussion (paragraph), post-discussion
4. Student self-assessment and goal sheet
5. Write briefly on questions before discussion; then again after; revise before turning in
6. Give discussion questions ahead of time, students come with written answers
7. Students briefly discuss questions in small groups (to 'prime the pump')
8. Consider assigning one grade to entire group on occasion in order to encourage more balanced participation (alert students in advance)
9. Spend time coaching individuals and groups on improving discussion skills
10. Write regularly

Walkthrough Feedback of Algebra II Class Conducting a Harkness Discussion Review of Homework

Mrs. Johnson,

Here are a few observations from my walkthrough of Algebra 2 yesterday:

- Students were in a circle discussing solutions to problems, with partners and as a full group
- Students volunteered to work at the board, interacting with other students as they presented solutions
- The teacher asked clarifying questions and kept the discussion on track, but the students did the work both at the board and with each other
- There was frequent adjustment of student work based on the CFU going on at the board
- The students were highly engaged and engaging each other
- The ratio of student:teacher work was excellent–you were having them do the thinking
- It was gratifying to see Jessica volunteer to work (and successfully) at the board in front of the full group

Thanks for making this Harkness format work so smoothly and effectively!

Harkness for Math and Science Classes

Harkness Essentials

1. Method follows Mission. Harkness discussions shape students in ways that are consistent with our mission and our Portrait of a Graduate.
2. Harkness discussions require students to demonstrate their thinking, and therefore…
3. Harkness discussions are an outstanding means of checking for understanding
4. Harkness discussions require the students to do more of the intellectual work in the class
5. Harkness discussions prioritize engagement from all
6. Harkness discussions lead to deeper understanding as students explain their thinking to others
7. Harkness discussions foster greater content retention

Harkness and Math/Science Classes

1. The above goals are desirable in math and science classes
2. Since students are used to Harkness discussions in other classes, application to math and science classes ought to be fairly smooth
3. Implementation may require the usual adjustments to instruction: less teacher demonstration, more student-focused and student-led discussion; teachers pose some questions, students work to solve or to demonstrate how they solved. Students also learn to ask questions—the best questions often come from the students.
4. Harkness discussions would probably be best applied first in upper-level classes (Calculus, Precalculus, Physics, Chemistry), although Geometry should be a natural fit for Harkness classes.
5. Start with excellent, probing questions designed by the teacher, or created together. Students should develop their own questions, as well, to bring to discussions. In fact, I will almost always begin my discussions with student questions. These will often take a significant portion of the discussion time, as they lead the class through the problems or questions students were working on.
6. Students are encouraged to be ready to explain their thinking, not just supply their answers. This is about process and understanding.

Sample Process

1. Students are given a section of text, or other work as homework (or class work) to read and/or complete practice problems or questions.
2. Students record any questions they had while working through the problems/questions.
3. In class, students sit in an oval. The teacher begins by asking if they had any questions/problems.
4. If so, students take turns asking questions and other students discuss how they answered. Students discuss until resolving the issue. They should be encouraged to demonstrate on the board, as appropriate.
5. Once questions are addressed, the teacher can then assign students to take turns demonstrate remaining problems/questions at the board. The student explains his/her process toward arriving at a solution. Other students should ask questions, make

corrections if needed, probe for other ways to arrive at the solution, explain their thinking, etc. This shouldn't be just a student demonstration with a silent audience, but rather a student-led discussion of how to approach the problem or question.

6. The teacher may interject questions, corrections, or even a brief explanation, if needed, but the intent is for students to do the work of thinking, asking, refining, correcting, and demonstrating. The most difficult thing for teachers about using Harkness discussions is learning to be silent and giving the students the opportunity to think things through.
7. Discussions can range in length of time. The teacher adjusts this as needed, in order to move the class to the next set of questions or problems in time to begin working in class, or to receive a brief introduction, etc., as needed.
8. Process repeats!

Teaching students to ask good questions: some approaches to asking questions

A good question is one which you genuinely wonder about and that gets at the meaning of the text.

Notice/Wonder/Reminds
What do you notice? (observations)
What do you wonder about? (questions)
What does it remind you of? (connections)

Five general topics of discussion
What is x? (definition)
How is x like/different from y? (comparison)
How is x related to y? (relation)
What are the circumstances surrounding x? (circumstance)
Who says what about x? (testimony)

'Great Books'
Factual: What is happening? Who did what?
Interpretive: What does it mean? Why did they do it?
Evaluative: Is it true? Was it right?

Worldview questions
What is the *narratio*?
What is the problem?
What is the solution?
How do we know?

Bloom's Taxonomy

Knowledge
What do you remember about _____?
How would you define_____?
Can someone describe what happens when_____?
Why did_____?

Comprehension
How would you compare_____?
Contrast_____?
What can you infer from_____?
How can you describe_____?

Application
What other way would you choose to_____?
How would you change_____?
How would you alter _____ to _____?

Analysis
How is _____ connected to_____?
What are causes of _____?
What are the effects of _____?
What are the pros and cons of _____ ?
How would you explain _____?

Synthesis
What would happen if_____?
What alternatives would you suggest for_____?
What changes would you make to revise _____?

Evaluation
What is your opinion of _____?
What choice would you have made?
What criteria would you use to assess_____?
How could you verify_____?
Is _____ true or not true?
Is _____ right or good?

Critiquing the discussion

- What went well?
- What could have been done better?
- What should not have been done?
- Was there a clear learning target?
- How was the ratio of teacher talk to student talk?

Assess discussions in relation to the following laws of teaching:

3. The Law of the Language: The *language* used as a *medium* between teacher and learner must be *common* to both.

-"It is the pupil who must talk."
-"…a too talkative teacher is rarely a good teacher."
-"When it is necessary to teach a new word, give the idea before the word."
-"We must master truth by expressing it…"

5. **The Law of the Teaching Process:** *Teaching* is *arousing* and *using* the pupil's mind to grasp the desired thought or to master the desired art.

   -"Excite and direct the self-activities of the learner, and tell him nothing that he can learn himself."

6. **The Law of the Learning Process**: *Learning* is *thinking* into one's own *understanding* a new idea or truth or working into habit a new art or skill.

   -"The learner must reproduce in his own mind the truth to be acquired."

Class discussion model 1

Teacher: OK, well good morning. Let's take a few minutes to review the causes of the French Revolution we've been studying the past week or so. We had long-range causes and immediate causes, right? So, what were some of the long-range causes? Anybody? Yes—John?

John: Wasn't the enlightenment one?

Teacher: Right—good. The philosophy of the enlightenment focuses on autonomous human reason. Remember the 'motto' of the enlightenment—reason, natural law, progress? Great—what's another long-range cause? Come on, you know these. [*Emily's hand is up*.] Emily?

Emily: The American Civil War?

Teacher: Well, it *was* a civil war—but not the American. Think about the timeline on this. The American civil war was in the 19th century and the French Revolution was when? [*Joshua's hand is up*]. Joshua?

Joshua: 1789?

Teacher: Right—so it can't be the American civil war. But we *did* talk about the English Civil War as a cause, remember? The English example of holding a king responsible to the law, even to the point of trying and executing him was pretty revolutionary. Of course, kings had been assassinated or opposed on the battlefield, but putting one on trial for crimes was something new. Good—so what's another cause? Good—a couple of hands up—Isabell?

Isabell: I think the Glorious Revolution in England contributed, didn't it?

Teacher: Excellent! Yes, the Glorious Revolution and the Bill of Rights had an impact on thinking about government and the limits of government in Europe. Again, we have the example of England limiting the power of monarchs, and England is just across a narrow channel, right? That's not very far away, yet their experience of government is very different by the end of the 17th century. Maybe some in France want something similar? OK—I think we need one more. Any ideas? [*James' hand is up.]* James?

James: The American Revolution was an influence, as well.

Teacher: Absolutely! The American experience of fighting a monarchy for their political rights as Englishmen, and the fact that France was helping in all of this defense of liberty made a big impact back in France. The Americans inspired a generation of Europeans to do the same. And by the way, remember that we talked about what happened in America is more a war for independence than a revolution—they weren't trying to over-throw a system or social arrangement, just to secure their traditional rights. So, in this way what happened in France was very different. Everybody got that? Great!

Alright, we've got the long-range causes. Let's move on to the immediate causes. We talked about four of these, also. There was the injustices in the Old Regime, the rise of the bourgeoisie, a financial crisis, then, finally, the meeting of the Estates General which turned into the radical

National Assembly. Any questions on those? Great. Maybe we should discuss these one at a time. Let's take the injustices of the Old Regime. What was this about? What was going on? Any thoughts? Remember the taxation issue? You know, how the upper classes were exempt from direct taxation, and this angered the bourgeoisie which tended to consider the aristocracy a burden on society. Right? What else? What about the bourgeoisie? [*John's hand is up.]* John?

John: Isn't that what we call the middle group?

Teacher: Yes—the middle *class.* The middle class was growing in wealth and it wanted its share of influence and power in the state—but remember that they tended to be locked out of the top positions in the state and army. OK—what else—the financial crisis. What was going on here? What was happening? There was a lot of debt, right? [*Jennifer's hand is up.]* Jennifer?

Jennifer: They were spending more than they made.

Teacher: Excellent! They were spending 50% of the national budgetary receipts of gross domestic product just to service the interest on the bonds of debt. That's huge! Just imagine! OK—last one. The Estates General. That's like their parliament, remember? Who knows something about this one? Yes, Patricia?

Patricia: Didn't the monarchy hope the Estates would solve the problem?

Teacher: Nice! The Estates General met to try to resolve the budgetary impasse between the monarchy and the aristocracy. The monarchy wanted more contribution from the upper class and they wanted the monarchy to restrain spending. Both groups gambled that the meeting would swing things in their favor, and, ironically, both lost in the resulting struggle. The Estates General ended up abolishing the Old Regime and turned into a revolutionary National Assembly, tasked with writing a new constitution.

OK, that's great. We need to move to the effects now.

[Teacher, John, Emily, Joshua, Isabell, James, Jennifer, Patricia]

Class discussion model 2

Teacher: OK, well, good morning. Let's take a few minutes to review the causes of the French Revolution we've been studying the past week or so. On the slip of paper at your place, please write as many of the long-range and immediate causes as you can recall. We'll take 60 seconds.

OK—John, give us one long-range cause—and go ahead, everyone, and add to your list if you need to.

John: Wasn't the enlightenment one?

Teacher: What do you think? Was it?

John: Yes—the enlightenment was a long-range cause.

Teacher: In what way?

John: Well, the enlightenment focused on human reason—autonomous human reason.

Teacher: Emily, do you agree with that?

Emily: Yes… the 'motto' of the enlightenment was 'reason, natural law' and something else, I can't remember.

Teacher: Joshua, can you help?

Joshua: Progress?

Teacher: Right—reason, natural law, and progress. What does that mean? [pause] Michael?

Michael: That using reason will lead to discovering the natural laws for everything, which will lead to progress.

Teacher: And how is that a cause of the Revolution?

Michael: The enlightenment thinkers—the philosophes—criticized traditional ways of doing things and Christianity, as well. They wanted everything to be more "reasonable", meaning human reason. They thought this would bring progress, would make things better.

Teacher: What's next—what do you have, Joe?

Joe: The civil war?

Teacher: Well, there *was* a civil war. Think about the timeline on this. What civil war are we talking about? The American civil war was in the 19th century and the French Revolution was when?

Joe: 1789?

Teacher: Right—so it can't be the American civil war. But we did talk about a civil war as a cause. What civil war—David?

David: The English civil war.

Teacher: Right—so how was the English civil war a cause of the French Revolution? Pair up and discuss—30 seconds.

Teacher: Joe and Lisa—what do you have?

Lisa: The English example of holding a king responsible to the law, even to the point of trying and executing him was pretty revolutionary.

Teacher: Anything else—Joshua and Jennifer?

Jennifer: Kings had been assassinated or opposed on the battlefield before, but putting one on trial for crimes was something new.

Jacob: This got people in France thinking.

Teacher: Good—so what's another cause? Isabell?

Isabell: I think the Glorious Revolution in England contributed, didn't it?

Teacher: Tell me about that—what was the Glorious Revolution?

Isabell: The parliament invited William and Mary to take the throne. They also signed the Bill of Rights.

Teacher: Yes, the Glorious Revolution and the Bill of Rights had an impact on thinking about government and the limits of government in Europe. What was the impact in France? Joe?

Joe: Well, it's another example of England limiting the power of monarchs, and England is just across the channel, right? That's not very far away.

Teacher: And?

Joe: Well, their experience of government is very different from France's. Maybe some in France want something similar. We saw that in Montesquieu.

Teacher: Montesquieu? Karen—how does Montesquieu fit in here?

Karen: He liked limited monarchy for moderate sized states like France.

Teacher: And was France a limited monarchy?

Karen: No. It was an absolute monarchy.

Teacher: And…?

Karen: So, some people compared France with England—and they weren't very happy about it.

James: The American Revolution was an influence, as well.

Teacher: John—do you agree?

John: Yes. The American experience of fighting a monarchy for their political rights as Englishmen, and the fact that France was helping in the defense of liberty, made a big impact back in France.

Teacher: The Americans inspired a generation of Europeans to do the same. And, by the way, remember that we talked about what happened in America is more a war for independence than a revolution—they weren't trying to over-throw a system or social arrangement, just to secure their traditional rights. So, in this way what happened in France was very different.

Alright, we've got the long-range causes. Let's move on to the immediate causes. We talked about four of these, also. I'll write them on the board. Emily, give us one. Jacob, another. David. Jennifer—last one. Emily, Tell us about yours, the injustices of the Old Regime.

Emily: The upper classes were exempt from direct taxation, and this angered the bourgeoisie which tended to consider the aristocracy a burden on society. Right?

Teacher: Bourgeoisie?

John: Isn't that what we call the middle group?

Emily: The middle class.

Teacher: Why were they important?

Emily: The middle class was growing in wealth and it wanted more influence and power—but that they were locked out of the top positions in the government and army.

Teacher: So they were happy?

Emily: No!

Teacher: Alright—next on the list is the financial crisis. What was this and why was it a cause? Patricia?

Patricia: They were spending half of their budget on the debt—right?

Teacher: Is that right, David?

David: I think it was 50% just on the interest on the debt.

Teacher: Patricia?

Patricia: That's right. 50% just on the interest, not to mention the debt itself.

Teacher: And that's a problem? Jacob?

Jacob: They were out of money. Something needed to change.

Patricia: Didn't the monarchy hope the Estates General would solve the problem?

Teacher: The Estates General met to try to resolve the budgetary impasse between the monarchy and the aristocracy. What did the monarchy want? Joshua?

Joshua: The king wanted more money—taxes-- from the upper classes.

Teacher: And they wanted…?

Joshua: …and they wanted the monarchy to cut back on spending. Both groups gambled that the meeting would swing things in their favor.

Teacher: And how did that work out? Karen?

Karen: Well, ironically, both lost. The Estates General ended up abolishing the Old Regime and turned itself into a revolutionary National Assembly.

Teacher: OK, that's great. We need to move to the effects now.

[Teacher, John, Emily, Joshua, Michael, Joe, David, Lisa, Jennifer, Jacob, Isabell, Karen, James, Patricia]

Class discussion model 3

Teacher: OK, good morning. Please take a look at the learning target for today. Joe, what's the target today?

Joe: The student will be able to explain the causes of the French Revolution.

Teacher: Thanks. So, let's take a few minutes to review the causes of the French Revolution that you read yesterday. Please have your notes out and your texts open to the reading.

As usual, let's start with your questions. All education is ultimately self-education, so what questions do you have?

John: I wasn't very clear how the enlightenment was a cause. It was just a group of—philosophers?—how did that start a revolution?

Emily: I think the term is 'philosophe'

Jennifer: Lover of wisdom. Not really philosophers but thinkers and writers. I think it was because the enlightenment tended to focus on human reason—the text says here on the top of page 480,"the enlightenment philosophes emphasized autonomous human reason, which led them to criticize traditional ways of organizing society, as well as the Christian church."

Karen: So, that meant that they thought human reason alone could make things better.

David: I agree with Karen. The enlightenment's motto was 'reason, natural law, and progress'. They thought humans could think their way to a better life, a better way, without the church and without a king.

Joshua: Have we answered John's question?

John: Yes.

Joshua: This sounds sort of like the Renaissance—man thinking he can solve everything without God.

Patricia: But did they say that in the Renaissance—didn't they still paint and write a lot about religious things?

Joshua: I guess that's true—but I remember Machiavelli talking about only appearing to be religious, and to trust your own thinking.

Lisa: So, we could say that the enlightenment philosophes were taking it a step further.

Jacob: Moving on to the next one, I have that the civil war in England was a long-range cause. On 481 Spielvogel says that "the civil war in England was seen as an example of holding a king responsible under the law, even to the point of putting him on trial." So, the French saw this as an option for dealing with a king.

Joe: That was pretty revolutionary! We've read about kings being murdered or defeated in battle, but I can't think of an example of a king being brought to trial.

Jacob: This got people in France thinking.

Michael: Didn't Boethius say something about absolute kings? He criticized the king at the time for trying to limit the power of the Senate. Not exactly the same thing, but limiting a king's authority isn't entirely new.

Isabell: Along those lines, I think the Glorious Revolution in England contributed, didn't it?

Karen: What was the Glorious Revolution again?

Isabell: The parliament invited William and Mary to take the throne. They also signed the Bill of Rights.

Jacob: The Glorious Revolution and the Bill of Rights had an impact on thinking about government and the limits of government in Europe. What was the impact in France? Joshua—do you have something on this one?

Joshua: Well, it's another example of England limiting the power of monarchs, and England is just across the channel, right? That's not very far away.

Karen: What do you mean?

Joshua: Well, their experience of government is very different from France's. Maybe some in France want something similar. We saw that in Montesquieu.

David: What about Montesquieu?

Karen: He liked limited monarchy for moderate-sized states like France.

Patricia: And was France a limited monarchy?

Karen: No. It was an absolute monarchy. So, some people compared France with England—and they weren't very happy about it.

James: The American Revolution was an influence, as well.

John: Yes. The American experience of fighting a monarchy for their political rights as Englishmen, and the fact that France was helping in the defense of liberty made a big impact back in France.

Teacher: The Americans inspired a generation of Europeans to do the same. And by the way, remember that we briefly talked about what happened in America as more a war for independence than a revolution. They were trying to secure their traditional rights. How is what happened in France different?

David: They were trying to over-throw a whole system and social arrangement, and start over.

Teacher: Good. For the sake of time, I'll interject here. We've got the long-range causes. Let's move on to the immediate causes.

Emily: The upper classes were exempt from direct taxation, and this angered the bourgeoisie which tended to consider the aristocracy a burden on society. Right?

Lisa: Bourgeoisie?

John: Isn't that what we call the middle group?

Karen: The middle *class*. Merchants, lawyers, factory owners were the important ones.

Emily: Spielvogel says, on page 486, "They were growing in wealth and wanted more influence and power—but they were locked out of the top positions in the government, the army, and the Church, the centers of both influence and advancement in France."

David: So they weren't happy?

Emily: No!

Joe: Next, I think, is the financial crisis. What was this and why was it a cause?

Patricia: They were spending half of their budget on the debt—right?

David: I think it was 50% just on the interest on the debt.

Patricia: That's right. 50% just on the interest, not to mention the debt itself. Page 488 has a nice graph on this.

Teacher: And that's a problem?

Jacob: They were out of money. Something needed to change.

Patricia: Didn't the monarchy hope the Estates General would solve the problem?

John: The Estates General met to try to resolve the budgetary impasse between the monarchy and the aristocracy. What did the monarchy want?

Joshua: The king wanted more money—taxes-- from the upper classes.

Isabell: And they wanted…?

Joshua: …and they wanted the monarchy to cut back on spending. Both groups thought that the meeting would swing things in their favor.

Teacher: And how did that work out?

Karen: Well, ironically, both lost. The Estates General ended up abolishing the Old Regime and turned itself into a revolutionary National Assembly.

Teacher: OK, this is great, but I'm afraid that's all we have time for. We need to move to the effects now, so please turn in your Spielvogels to page 491.

[Teacher, Joe, John, Emily, Jennifer, Karen, David, Joshua, Patricia, Lisa, Jacob, Michael, Isabell, Karen, James]

Classroom Harkness transcript

Harkness discussion: student transcript Discussion of Cicero's 'First Oration Against Catiline', *Rhetoric* I, 12.14.2016	
Thomas	Question #1 *(what is purpose of forensic speech?; why is Cicero's speech an example?)*
Will	Not sure; it means to win over a judge; ch. 1 of Aristotle
Jessica	Look at the Aristotle chart; purpose to attack or defend
Thomas	Aim of forensic speech is to establish justice or injustice of action
MeiLin	Not specific text about it
Jacob	Used in judicial situations to attack or defend, win over jury
Joel	Cicero is an example—Thomas?
Thomas	Cicero is trying to prove that actions of Catiline are wrong; pg 38 reference
Will	He addresses the Senate
Joel	Question #2 (*Define wrong doing; name four acts of wrong doing of Cat*.)?—MeiLin?
MeiLin	Voluntary injury contrary to law; wrongdoing consists in having an injury done to you by someone who intends to do it (references pg 37)—Madison?
Madison	Catiline planned to kill those in the senate; plotted against republic; pg 38 reference
Jessica	Pg. 38, Cicero accuses Cat. of wronging all Italy
Will	Cat. plundered cities
Joel	He planned a nocturnal attack
Thomas	Cat. sent assassin to kill Cicero; pg 38, Cicero watches out more for his safety
Joel	Summary of wrongdoing of Cat.
Mr. Lynch	Cicero says that everything done wrong was by Cat. Question #3? *(Causes of action)*
MeiLin	Jacob?
Jacob	Reasoned out his attacks
Joel	Anger or appetite for power
Thomas	Pg 40—Cat. has made a habit of wanting to kill
Will	How can it be habit? What's the argument?
Jessica	He is trying to make it seem worse—but according to Aristotle habit is not as bad as reason as cause of action
Jacob	What about appetite instead of habit?
Thomas	He seemed more reasonable about it
Jacob	Pg 42- Cat. has irrational cravings;
Jessica	So, appetite and reason; Question #4? (*State of mind)*
Joel	Cat. thought he wouldn't be found out
Will	That he could escape punishment because his victims would be dead
MeiLin	Cat. didn't know that he was found out, pg 38
Will	Cicero is almost trying to awaken emotions, pathos
MeiLin	Cicero's confident, shows ethos
Mr. Lynch	Cicero is attacking, trying to show injustice
Will	Cat. is breaking oaths and attacks the republic he is to protect. He is wronging everyone

Thomas	Audacity of the crime, pg 37
Joel	Also on pg 37—compares Cat to bad people in the past, shows that he is worse
Jessica	Crime against all Italy, against all community
Jacob	Can someone summarize?
Will	Makes Cat. look worse
Mr. Lynch	What is the divisio?
Thomas	Banish Cat. and get everyone at once rather than kill only Cat.; text reference
Mr. Lynch	Is this a political speech, as well?
Joel	Ingenious change in the middle of the speech
Jessica	Increases ethos by Cicero being just, taking a step down; he argues "higher" so that the 'jury' will feel merciful in their punishment; ceremonial aspects in the speech; a combination of all three types
Mr. Lynch	Cicero attacks character, connects it to unjust actions. Were you convinced?
Will	Did well to rally people against Cat.
Madison	Connection to 'Oath of Horatii', patriotism, love of fatherland
(Discussion was opened up to those outside the circle; a few questions and observations were offered)	

Notice Wonder Remind chart

Name _____ Source _____Date_____

I Notice…		I Wonder…
	<u>Knowledge</u>: Remembering or retrieving previously learned material. Can someone describe what happens when_____? How would we define_____? What is _____called? What does _____ mean?	
	<u>Comprehension</u>: The ability to grasp or construct meaning from material. What can we infer from_____? Why is_____? Why did_____? How would you explain_____?	
	<u>Application:</u> The ability to use learned material, or to implement material in new and concrete situations. What ways could _____? Could _____ change _____?	
	<u>Analysis:</u> The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. How is _____connected to_____? What are causes/effects of _____? How does __ compare/contrast with __? What are the pros and cons of ____ ___?	
	<u>Synthesis:</u> The ability to put parts together to form a coherent or unique new whole. What would happen if_____? What alternatives were there to_____?	
	<u>Evaluation:</u> The ability to judge, check, and even critique the value of material for a given purpose. Is _____true or not true? Is _____right, or good? What is our opinion of _____ ___? What criteria could we use to assess___? How could we verify_____?	
<u>Five general topics of discussion:</u> What is x? (definition) How is x like/different from y? (comparison) How is x related to y? (relation) What are the circumstances surrounding x? (circumstance) Who says what about x? (testimony)	**<u>'Great Books':</u>** Factual: What is happening? Who did what? Interpretive: What does it mean? Why did they do it? Evaluative: Is it true? Was it right?	**<u>Worldview questions:</u>** What is the *narratio*? What is the problem? What is the solution? How do we know?
This Reminds Me of…		

Discussion Two Reading

Winston Churchill's speech in the House of Commons upon the death of Neville Chamberlain
November 12, 1940

Since we last met, the House has suffered a very grievous loss in the death of one of its most distinguished Members, and of a statesman and public servant who, during the best part of three memorable years, was first Minister of the Crown.

The fierce and bitter controversies which hung around him in recent times were hushed by the news of his illness and are silenced by his death. In paying a tribute of respect and of regard to an eminent man who has been taken from us, no one is obliged to alter the opinions which he has formed or expressed upon issues which have become a part of history; but at the Lychgate we may all pass our own conduct and our own judgments under a searching review. It is not given to human beings, happily for them, for otherwise life would be intolerable, to foresee or to predict to any large extent the unfolding course of events. In one phase men seem to have been right, in another they seem to have been wrong. Then again, a few years later, when the perspective of time has lengthened, all stands in a different setting. There is a new proportion. There is another scale of values. History with its flickering lamp stumbles along the trail of the past, trying to reconstruct its scenes, to revive its echoes, and kindle with pale gleams the passion of former days. What is the worth of all this? The only guide to a man is his conscience; the only shield to his memory is the rectitude and sincerity of his actions. It is very imprudent to walk through life without this shield, because we are so often mocked by the failure of our hopes and the upsetting of our calculations; but with this shield, however the fates may play, we march always in the ranks of honour.

It fell to Neville Chamberlain in one of the supreme crises of the world to be contradicted by events, to be disappointed in his hopes, and to be deceived and cheated by a wicked man. But what were these hopes in which he was disappointed? What were these wishes in which he was frustrated? What was that faith that was abused? They were surely among the most noble and benevolent instincts of the human heart-the love of peace, the toil for peace, the strife for peace, the pursuit of peace, even at great peril, and certainly to the utter disdain of popularity or clamour. Whatever else history may or may not say about these

terrible, tremendous years, we can be sure that Neville Chamberlain acted with perfect sincerity according to his lights and strove to the utmost of his capacity and authority, which were powerful, to save the world from the awful, devastating struggle in which we are now engaged. This alone will stand him in good stead as far as what is called the verdict of history is concerned.

But it is also a help to our country and to our whole Empire, and to our decent faithful way of living that, however long the struggle may last, or however dark may be the clouds which overhang our path, no future generation of English-speaking folks-for that is the tribunal to which we appeal-will doubt that, even at a great cost to ourselves in technical preparation, we were guiltless of the bloodshed, terror and misery which have engulfed so many lands and peoples, and yet seek new victims still. Herr Hitler protests with frantic words and gestures that he has only desired peace. What do these ravings and outpourings count before the silence of Neville Chamberlain's tomb? Long, hard, and hazardous years lie before us, but at least we entered upon them united and with clean hearts.

I do not propose to give an appreciation of Neville Chamberlain's life and character, but there were certain qualities always admired in these Islands which he possessed in an altogether exceptional degree. He had a physical and moral toughness of fibre which enabled him all through his varied career to endure misfortune and disappointment without being unduly discouraged or wearied. He had a precision of mind and an aptitude for business which raised him far above the ordinary levels of our generation. He had a firmness of spirit which was not often elated by success, seldom downcast by failure, and never swayed by panic. when, contrary to all his hopes, beliefs and exertions, the war came upon him, and when, as he himself said, all that he had worked for was shattered, there was no man more resolved to pursue the unsought quarrel to the death. The same qualities which made him one of the last to enter the war, made him one of the last who would quit it before the full victory of a righteous cause was won.

I had the singular experience of passing in a day from being one of his most prominent opponents and critics to being one of his principal lieutenants, and on another day of passing from serving under him to become the head of a Government of which, with perfect loyalty, he was content to be a member. Such relationships are unusual in our public life. I have before told the House how on the morrow of the Debate which in the early days of May challenged his position, he declared to me and a few other friends that only a National Government could face the storm about to break upon us, and that if he were an obstacle to the formation of such a Government, he would instantly retire. Thereafter, he acted with that

singleness of purpose and simplicity of conduct which at all times, and especially in great times, ought to be the ideal of us all.

When he returned to duty a few weeks after a most severe operation, the bombardment of London and of the seat of Government had begun. I was a witness during that fortnight of his fortitude under the most grievous and painful bodily afflictions, and I can testify that, although physically only the wreck of a man, his nerve was unshaken and his remarkable mental faculties unimpaired.

After he left the Government he refused all honours. He would die like his father, plain Mr. Chamberlain. I sought permission of the King, however, to have him supplied with the Cabinet papers, and until a few days of his death he followed our affairs with keenness, interest and tenacity. He met the approach of death with a steady eye. If he grieved at all, it was that he could not be a spectator of our victory; but I think he died with the comfort of knowing that his country had, at least, turned the corner.

At this time our thoughts must pass to the gracious and charming lady who shared his days of triumph and adversity with a courage and quality the equal of his own. He was, like his father and his brother Austen before him, a famous Member of the House of Commons, and we here assembled this morning, Members of all parties, without a single exception, feel that we do ourselves and our country honour in saluting the memory of one whom Disraeli would have called an “English worthy

Daily Grading Sheet and Student Tracking Examples

Harkness Discussion Daily Grading Sheet 2024-25 Date 2.28.25 Topic Cons B2 In GB ✓ FB given ✓

In In Out

	GA	KB	ACh	ACl	ACr	JD	LG	JH	EJ	IK	LM	TM	CP	ES	ET
Total (10)	1.5	1.5	abs	10	9.5	9.5	10	9.5	9.5	9.5	abs	9.5	9.5	9.5	9.5
Prepares: Comments reflect preparation and thought *Knowledge (define, recall, describe)* *Comprehension (explain, generalize, give example)* *Application (use, apply, predict)* *Analysis (compare and contrast, infer, break down into parts)* *Synthesis (combine, explain connections, revise)* *Evaluation (assess, critique, justify)*				K					K						
Supports: Refers frequently to the text or problem										+					
Wonders: Ask questions that seek to get at the meaning or importance of the topic Asks clarifying questions															
Connects: Connects discussion to previous learning/reading															
Reviews: Summarizes and restates frequently															
Invites: Allows others to have an opportunity to speak															
Collaborates: Connects responses to previous comments whenever possible (rather than merely giving an isolated opinion)															
Collaborates: Directs comments and questions to other students and not to the teacher															
Collaborates: Keeps discussion on topic but is willing to move on when it's clear the topic needs to change															
Collaborates: Tone and attitude is conducive to cooperative discussion															

happiness

James 1

- good - bad

power

false

real

is 'happiness' the highest good?

what's ~~the~~ happiness —

Harkness Discussion Feedback

Name JH

Consolation Book 2 (2/28) 9.5

Way to Go!	Ways to Improve
Consistent participation	**Silent much or all of the time: difficult to tell if you've prepared**
Thoughtful participation -knowledge, comprehension, application, analysis, synthesis, evaluation	**More frequent participation needed**
	Refer more frequently to the text
Consistent text references	Ask questions to get to meaning of the text or to clarify the discussion
Frequent and thoughtful use of text	Connect responses to previous learning and reading
Keep asking good questions	Direct comments to other students
Keep connecting responses to previous learning	Stay on topic Find a way to engage/involve quieter students

Some very insightful comments – look to refer to text + ask questions –

Harkness Discussion Feedback

Name LG

Consolation Book 2 (2/28) 10

Way to Go!	Ways to Improve
Consistent participation	**Silent much or all of the time: difficult to tell if you've prepared**
Thoughtful participation -knowledge, comprehension, application, analysis, synthesis, evaluation	**More frequent participation needed**
	Refer more frequently to the text
Consistent text references	Ask questions to get to meaning of the text or to clarify the discussion
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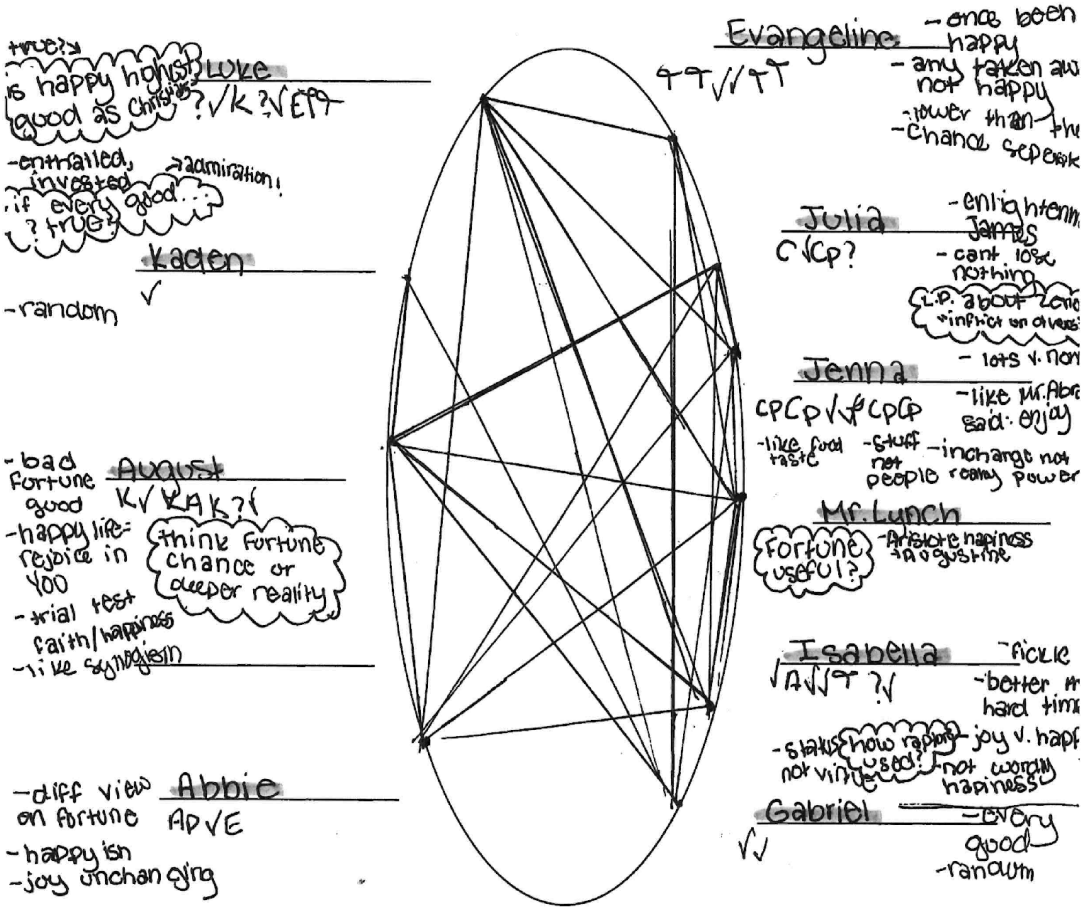
Harkness Discussion

Name _____ Date 2-27-25 Subject Boethius book 2

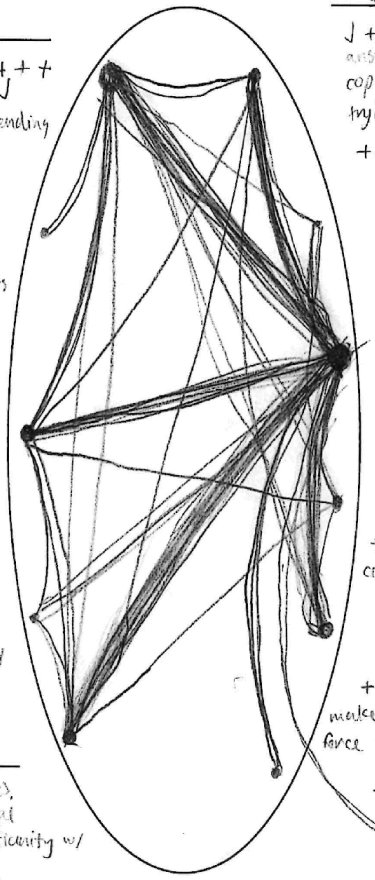


?- question that probed the important meaning or issues in the text; **T**- text reference;
C- connection made to previous learning; √- comment that probed the meaning of the text;
+- a particularly insightful question or comment

K: Knowledge *(define, recall, describe)* ***Cp: Comprehension*** *(explain, generalize, give example)* ***A: Application*** *(use, apply, predict)*	***Al: Analysis*** *(compare and contrast, infer, break down into parts)* ***S: Synthesis*** *(combine, explain connections, revise)* ***E: Evaluation*** *(assess, critique, justify)*

Harkness Discussion

Date 2/21 Subject Spielvogal



Jenna

old buildings associated with old religion instead of Christ building essential

? T Cp √√√ + + + + + +
recall text ref. explained √
answered L- question no depending on denomination
Boniface approval be official

Emma

+
could create heresies, blurs lines between Christianity and paganism

Luke

irish monasticism defined

+ √ C + + + + + √ +
just "another" religion, no real understanding of Christ pantheon! 2 main cons

Teagan

relics attract people to the church

+ ? Al qu. about missionary journeys diff structure √
+

Isabella

statues - leads to idolize the Saints
get rid of their gods could harden their hearts against the true one

T √ to strengthen churches, text ref 2 spielvogal
√ + +
no understanding of Christianity w/ quick conversions
+ + T +
+

Evangeline

√ + + + C Jonah! + lead to conflict between monasticisms?
answered Mr. L q
copy king, not deep
trying to bring them back to God
+ √

Lydia

+ √ +
? permission to be missionary now?
monk (St. Patrick)

Mr. Lynch

lots of very insightful things

Julia

√ monks thought conversions were their job, not God's ? √ √ T ? trying to think the cool guys wearing robes
+ wouldn't have charge too now

Lizzie

? + + might worship saints ? +
+ what abt. Mormon missions?
make them hate Christianity more if you force them C church Pastor Brett!!

Caleb

+ Pope Gregory

Me T
Text ref to Bible

?- question that probed the important meaning or issues in the text; **T**- text reference;
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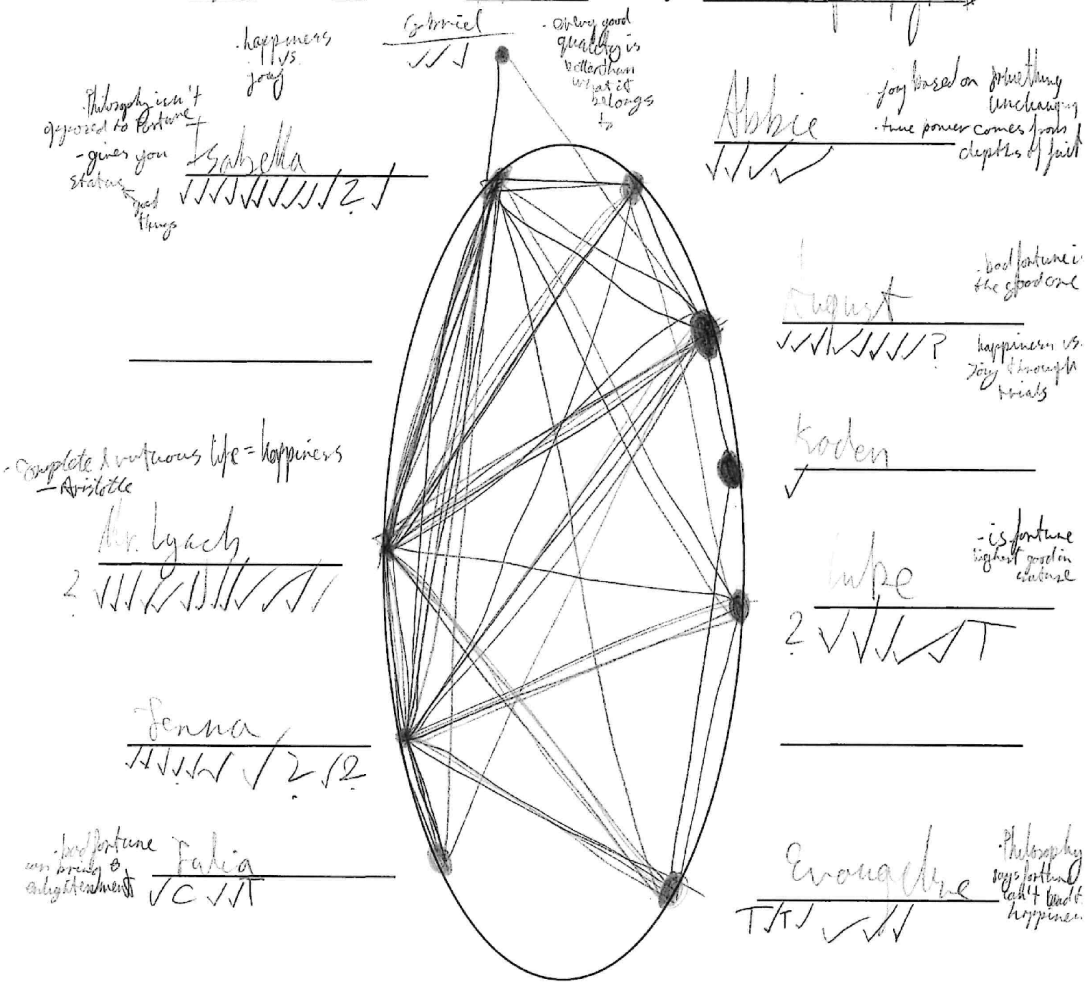
Harkness Discussion

Name _____ Date 2/2/23 Subject The Consolation of Philosophy Book II



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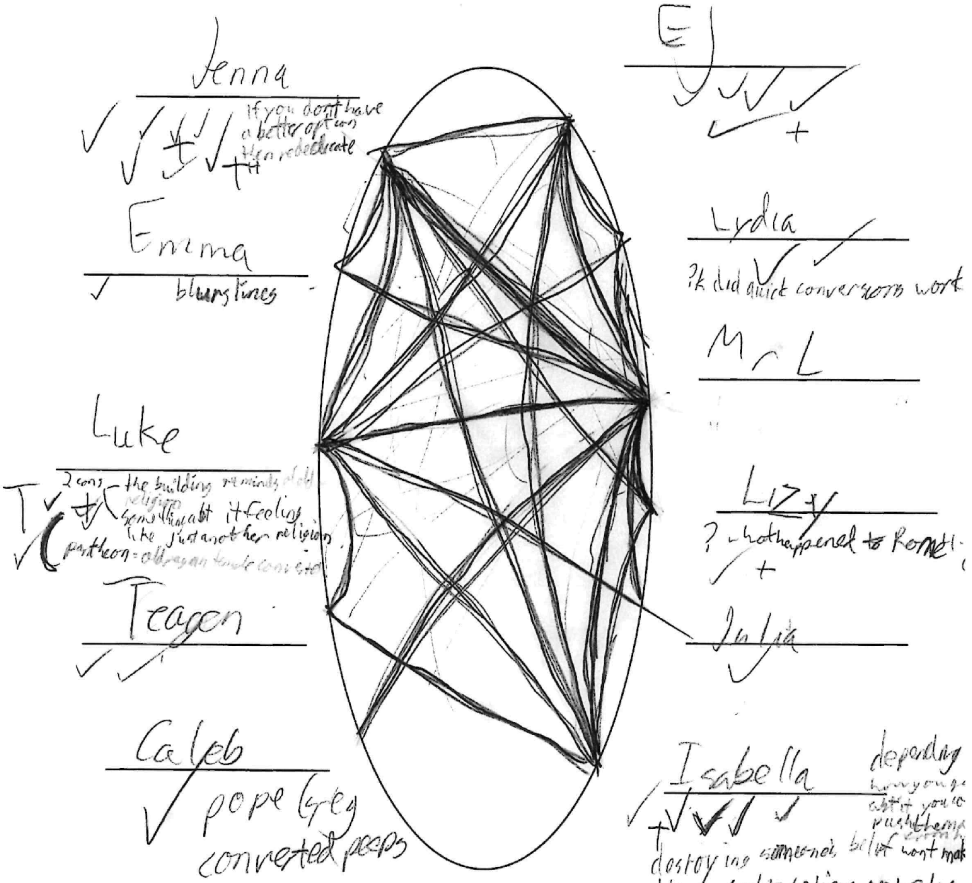
Harkness Discussion

Date 2/21 Subject Sycamore ch 7



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Harkness Tracking

Spiel. ch 7 5.3

2/21

? How does this mission work compare to early missions?
(Boniface asked approval, Paul/Peter did not
to keep order in the church? prevent hevesy
Paul's missions to the gentiles
do we need permission now?
Boniface needed approval to be heard
church has more structure at Boniface's time
? Pros an cons of the "quick conversions" and assimilation
People should fully understand christianity, the church is too hasty in conversion (Julia
Monks the new ideal, but Pagans dont understand (Jenna, Julia, Isabella)
People copying the Christian leader, not genuinely (Evangeline)
Hasty conversion may cause some to hate the faith (Lizzie)
Replacing saints with idols; people may worship saints instead of God (Lizzie)
You should greatly change the old pagan temples (Jenna, Emma)
Cons: They could associate the old building to idols, They could pass christianity
off as just another religion without understanding (Luke)
connection: Pantheon is a temple converted to a church (Luke)
relics: why display?
To attract people (+agan)
These could take peoples eyes off the core message (Isabella)
relics become a big problem in the future
cutting of sacred oak
could fester hatred in the people (Isabella)
Forcing is not as good as giving a choice (Luke)
we cant force someone to truly believe (Julia)
(Prophets of Baal vs Gods Prophets (Abigail)
is this the same as the oak cutting? Is this the missionary method?
Missionarys vs. God's people's brings different approach (Evangeline)

What does Paul do in Athens? His approach?
He uses their culture (Jenna, Isabella)
10 Plagues show dominion over Egyptian Gods (Lizzie)
Plagues were to make Egyptians free Israelites, not convert (Evangeli
Mission work can make or lose christians (Isabella)
What to do instead of cutting the tree?
Tell them God created the tree (Isabella)
Jonah was harsh; depends on situation (Evangeline, Lydia)
? Did their approach work in actually convincing? (Lydia)
In a sense, but personally it is up to the spirit.
Easter eggs bad for christians? lol
? Confused on what happened to Rome 4-6 century (Lizzie)
[summary of what happened] (Julia, Teagan)
Byzantine control of church, Lombard control (Jenna)
Pope Gregory (Caleb)
Irish monasticism vs continental
Different penance (Lizzie)
Irish love for learning (Luke)
? Conflic between continental + Irish difference? (Evangeline)
Calendar conflict (Jenna)
Dates must be accurate

Lightning Round ⚡

Why Theodoric execute Boethius? (Julia)
Spiel's answer?
accused of treason, spiel doesnt tell why
Credulity of Bede

Harkness Response Char

Date 2/27/25 Topic Boethius, Book 2 Name _____

Speaker	Comment	Your Comment/Response
Isabella	Philosophy not opposed to fortune, but there is a distinction between good & bad	
Julia	rarely good vs bad friends, Reminds of James 1	
August	Bad fortune good b/c it teaches	
Evangeline	worse going from good -> bad as opposed to only bad?	
August	Remembering the good makes you sad	
Abbie	~~Life elapsed~~ Your life controls your view on fortune, good or bad	
Luke	Is happiness the highest good?	Joy through bad times
Isabella	Happiness vs Joy : Temporary vs Permanent	
Abigail	Joy based on unchanging things	
Mr Lynch	2 Kinds of happiness, Worldly & True	
Isabella	You might have Joy through trials, but probably not happiness	
Jenna	real or fake power?	
Mr Lynch	You can make someone do something, but not want to do it	
Isabella	Xeno had power?	
Isabella	what does rapture mean on pg 59?	
Luke	invested in something	
Jenna	if a thing is good, is it higher than you? or is just the goodness of it higher?	