

## Making Content Connections

Your Name: John Popham

Date: November 5, 2024

Lesson Goal:	Students will discuss the circumstances, contents, and consequences of Abraham Lincoln's Emancipation Proclamation		
Content Area:	US History 1	Specific Topic:	Civil War
Grade	11	Estimated Time:	90 minutes
Strategy	Socratic Seminar		
Describe how the strategy is used as a before-during-and/or after-reading activity  (List steps of strategy)	<p>The Socratic seminar requires students to engage with text(s) at a deep level through facilitated discussions that demand a thorough understanding of the material. As noted by Doug Fisher in the <i>How to Create Effective Collaborative Conversations</i> video, tasks should be rigorous, complex, and challenging so that valid efforts from all are required to complete the work (productive failure).</p> <p>The steps for the Socratic seminar strategy:</p> <ul style="list-style-type: none"> <li>- Student participants carefully read the assigned text(s) ahead of time, paying special attention to teacher-highlighted sections.</li> <li>- The students gather in a circle, facing each other.</li> <li>- The teacher (or an assigned student) facilitates the discussion, asking open-ended questions, encouraging shy speakers, and returning focus to the questions when the discussion wanders.</li> <li>- As the seminar proceeds, teacher-provided questions are supplemented by student-generated questions, with a goal of exploring multiple perspectives on the subject matter.</li> </ul>		
Describe how you would incorporate the strategy into a content lesson  (application of strategy)	<p>At an appropriate point during a unit covering the middle years of the U.S. civil war, students will be prepared for and led to a Socratic seminar focused on the Emancipation Proclamation. The proclamation is interesting and important in a number of ways (historical context, political, literary) and that complexity could best be explored through a longer discussion.</p> <p>Approach:</p> <ul style="list-style-type: none"> <li>- Students carefully read the Emancipation Proclamation, with the most relevant portions highlighted (ignoring the significant legalese).</li> <li>- Students will be encouraged to mark up their copies for later quick reference during the seminar.</li> <li>- The students gather in a circle, facing each other.</li> <li>- The teacher (or an assigned student) facilitates, asking open-ended questions, encouraging shy speakers, and returning focus to the questions when the discussion wanders.</li> <li>- Sample questions could include: <ul style="list-style-type: none"> <li>- What was Lincoln's purpose in issuing the Emancipation Proclamation?</li> <li>- Why did he decide to issue the proclamation at that particular time, rather than earlier or later?</li> <li>- What kinds of reactions might Lincoln have anticipated from the leaders of the confederacy?</li> </ul> </li> <li>- As the seminar proceeds, teacher-provided questions are supplemented by student-generated questions, with a goal of exploring multiple perspectives on the subject matter.</li> </ul>		

	- As the seminar approaches the end, the teacher asks participants to volunteer what ideas they have learned or have more questions about.
--	--------------------------------------------------------------------------------------------------------------------------------------------

| *Please attach any materials needed for explanation of the strategy.* |