

Lesson Guidance 18	
Grade	9
Unit	4
Selected Text(s)	Fences (entire text)
Duration	Approx 1-2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will be able to discuss and debate key themes from *Fences*.

Students will provide evidence to support argumentative claims on key themes from *Fences*.

Students will be able to pose high quality discussion questions.

Students will reflect on their own performance, specific contributions of others and the class as a whole at the conclusion of the discussion.

CCSS Alignment

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

End of lesson task *Formative assessment*

At the end of the socratic seminar, have students reflect on their participation and engagement in the seminar as well as the class' performance. Encourage



	students to shout-out specific comments that stood out to them or changed their perspective. 1. On a scale of 0-5 (with 5 being the highest), how would you rate your participation in socratic seminar today? Briefly justify why you gave yourself this rating. What did you do well? How could you improve for next time? 2. On a scale of 0-5 (with 5 being the highest), how would you rate the class as a whole in socratic seminar today? Briefly justify why you gave the class this rating. What did we do well? How could we improve for next time? 3. Shout-out one person AND their specific comment that either changed your perspective or made you think about the topic differently.
Knowledge Check <i>What do students need to know in order to access the text?</i>	Content terms: ● Socratic seminar: a method to try to understand information by creating a dialectic class in regards to a specific text. The goal of a socratic seminar is to seek deeper understanding complex ideas in the text through rigorously thoughtful dialogue. Key Terms (<i>domain specific terms to analyze the text</i>) ● N/a Vocabulary Words (<i>words found in the text</i>) ● N/A

Core Instruction

Text-centered questions and ways students will engage with the text

Note: [Lesson Guidance 10](#) includes directions to prepare students for socratic seminar at the halfway point through *Fences*. The second socratic seminar uses the same argumentative prompts as the argumentative summative essay to encourage students to consider different perspectives and arguments before the essay.

Introduction:

- Review goals of socratic seminar and norms (refer to lesson guidance 10)
- Introduce argumentative questions for socratic seminar
- Review aspects of a “strong” discussion question
- Review how to cite textual evidence using MLA in-text citations

Content Knowledge:

We have now completed the play, *Fences*. Today, we will give students the opportunity to think about the text in preparation for the culminating argumentative essay. Students will have had experience with socratic seminar discussion ([Lesson Guidance 10](#)). In the first day of this lesson, students will develop argumentative claims and practice finding appropriate text-evidence to support their claims in preparation for their socratic seminar. Students will also practice writing strong argumentative discussion questions to pose in tomorrow’s

socratic seminar. In the second day of the lesson, students will engage in the final socratic seminar discussing the questions they have responded to and posing their own. Finally, students will celebrate their classmates and reflect on their own engagement in our socratic seminar.

Independent Writing:

For each of the following statements, students should choose a side for the discussion and defend their perspective using textual evidence from *Fences*. It may be helpful to use a graphic organizer/handout included here:

[Fences Final Socratic Seminar Handout](#)

1. Agree or disagree: Our past experiences shape the person we become.
2. Agree or disagree: Social expectations of gender are one of the greatest factors in our interactions with others.
3. Agree or disagree: As a parent or guardian, it is your responsibility to put your child's happiness above your own.
4. Agree or disagree: It is important that we fulfill our dreams and attain the things we want for ourselves even at the expense of others.
5. Agree or disagree: Once a relationship is toxic, it is impossible to heal it.
 - a. *This question refers to all types of relationships, not just romantic ones*
6. Agree or disagree: All of the characters in *Fences*, ultimately get what they deserve.

Posing Discussion Questions

To fully prepare for the socratic seminar, students should pose at least two discussion questions from their reading on *Fences*. For reference to how to write a strong discussion question, please see Lesson Guidance 10. This might be necessary to quickly review with students by using examples from the last socratic seminar in class.

Create 2-3 discussion questions based on what you have read so far and what you would like to discuss with your peers during our in-class socratic seminar.

- **Note:** a quality discussion question...
 - Has no right or wrong answer
 - Allows for multiple interpretations/perspectives
 - Makes people think
 - Encourages detailed explanation
 - Allows for good controversy and is argumentative in nature
 - Can lead to follow up questions
 - Allows for connections
 - Can't be answered with a yes/no or a short answer
 - Begins with the words how and why rather than who, what, when, and where

Full Class Socratic seminar

- Encourage students to take notes on comments, questions or observations that stand out to them in terms of expanding their perspective
- Encourage students to take the lead in guiding and propelling the discussion further

- Make sure students keep track of what students contributed these comments

Formative Assessment: Reflection

At the end of the socratic seminar, have students reflect on their participation and engagement in the seminar as well as the class' performance. Encourage students to shout-out specific comments that stood out to them or changed their perspective.

1. On a scale of 0-5 (with 5 being the highest), how would you rate your participation in socratic seminar today? Briefly justify why you gave yourself this rating. What did you do well? How could you improve for next time?
2. On a scale of 0-5 (with 5 being the highest), how would you rate the class as a whole in socratic seminar today? Briefly justify why you gave the class this rating. What did we do well? How could we improve for next time?
3. Shout-out one person AND their specific comment that either changed your perspective or made you think about the topic differently.

Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence N/A
Writing	Pattan Writing Scope and Sequence N/A

Additional Supports	
ELD Practices	Practices to promote Tier 1 access
ELD ELA Tasks and Scaffolding Directions	Socratic Seminar with English Learners (ELs) - see "Scaffolding Considerations" pages 2 - 4
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access

