

Think Like Socrates: Using Questions to Invite Wonder and Empathy into the Classroom

Chapter One: "Creating Deeper Learning Experiences Framed Around Student Questions"

Setting the Stage

(From the introduction) Do you agree with William Damon's assessment that "the biggest problem growing up today is not actually stress; it's meaninglessness."?

Essay Questions (1 1/2 page response - 9% of course grade)

1. What are benefits of social learning?	2. Describe a lesson that ignited curiosity in your students?	3. Describe how "inquiry is like caffeine for kids' brains."
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Notes:

Reflection Questions

What is a teaching idea you have learned from this chapter?	What question(s) did you have regarding the ideas or information presented?	How could you apply what you learned to your teaching practices?
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<hr/> <p><i>Think Like Socrates: Using Questions to Invite Wonder and Empathy into the Classroom</i></p> <p>Chapter Two: "Designing for Engagement-Strategies that Lead to Academic Discussions"</p> <hr/>	<h3>Setting the Stage</h3> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> In what ways do students have a voice in your classroom? <input checked="" type="checkbox"/> How do students respond to having a voice?
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Design a Lesson Plan - (9% of course grade)		
<p>1. Use the lesson plan template (www.teacherspai.com/lessonplan) to design a lesson for a Socratic Circle.</p>	<p>2. In the Activity section of the lesson plan template, describe the student roles for the Socratic Circle.</p>	<p>3. Refer to the Lesson Plan Rubric for grading criteria.</p>

Notes:
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Reflection Questions		
<p>What is a teaching idea you have learned from this chapter?</p>	<p>What question(s) did you have regarding the ideas or information presented?</p>	<p>How could you apply what you learned to your teaching practices?</p>

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Chapter Three: "Composing a Classroom Climate to Encourage Inquiry"

Setting the Stage

How is classroom climate a factor in introducing a new practice?

Essay Questions (1 1/2 page response - 9% of course grade)

1. What does "Maslow eats Bloom's for lunch" mean? Do you have any examples of this?	2. How can choice motivate students?	3. Give an example of an activity that promotes teamwork or collaboration.
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Notes:

Reflection Questions

What is a teaching idea you have learned from this chapter?	What question(s) did you have regarding the ideas or information presented?	How could you apply what you learned to your teaching practices?
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Chapter Four: "Processes to Support Better Thinking Through Focused Attention"

Setting the Stage	
<input checked="" type="checkbox"/>	How carefully do your students listen to you?
<input checked="" type="checkbox"/>	How carefully do they listen to their classmates?

Essay Questions (1 page response - 9% or course grade)		
1. Describe a lesson that teaches listening skills.	2. What is reflective listening? Why is it important for teachers?	3. How can better listening skills benefit a teacher?

Notes:

Reflection Questions		
What is a teaching idea you have learned from this chapter?	What question(s) did you have regarding the ideas or information presented?	How could you apply what you learned to your teaching practices?

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Chapter Five: "Foundational Practices to Build Empathy, Belonging, and a Culture of Thinking"

Setting the Stage

- How can you build trust in your classroom?
- From a student's point of view, what makes education unsafe?

Essay Questions (1 1/2 page response - 9% of course grade)

1. Why are students in poverty "especially in need of affirmational language"?	2. What are some strategies for building trust, safety and empathy in the classroom?	3. Analyze this quote, "The brain is like Velcro for negative thoughts and like Teflon for positive ones."
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Notes:

Reflection Questions

What is a teaching idea you have learned from this chapter?	What question(s) did you have regarding the ideas or information presented?	How could you apply what you learned to your teaching practices?
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<p style="text-align: center;"><i>Think Like Socrates: Using Questions to Invite Wonder and Empathy into the Classroom</i></p> <p style="text-align: center;">Chapter Six through Twelve: "Using Questions in Multiple Disciplines and Grade Levels"</p>	<div style="background-color: #004a60; color: white; text-align: center; padding: 5px;">Setting the Stage</div> <p><input checked="" type="checkbox"/> What would school look like without "the bright lines between subjects"?</p>
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Design a Lesson Plan - (9% of course grade)		
<p>1. Use the lesson plan template (www.teacherspai.com/lessonplan) to design a lesson that is based on an idea presented in chapters 6-12.</p>	<p>2. Make this lesson relevant to your teaching. To help plan your lesson, examine the resources at the end of the chapter.</p>	<p>3. Refer to the Lesson Plan Rubric for grading criteria.</p>

Notes:

Reflection Questions		
<p>What is a teaching idea you have learned from this chapter?</p>	<p>What question(s) did you have regarding the ideas or information presented?</p>	<p>How could you apply what you learned to your teaching practices?</p>

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Chapter Six through Twelve (continued):
 "Using Questions in Multiple Disciplines and Grade Levels"

Setting the Stage

Create a list of the benefits of testing.

Design a Lesson Plan - (9% of course grade)

<p>1. Use the lesson plan template (www.teacherspai.com/lessonplan) to design a second lesson that is based on an idea presented in chapters 6-12.</p>	<p>2. Make this lesson relevant to your teaching. To help plan your lesson, examine the resources at the end of the chapter.</p>	<p>3. Refer to the Lesson Plan Rubric for grading criteria.</p>
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Notes:

Reflection Questions

<p>What is a teaching idea you have learned from this chapter?</p>	<p>What question(s) did you have regarding the ideas or information presented?</p>	<p>How could you apply what you learned to your teaching practices?</p>
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Chapter Six through Twelve (continued):
 "Using Questions in Multiple Disciplines and Grade Levels"

Setting the Stage

- What role does curiosity play in your classroom?
- How can curiosity impact student learning?

Essay Questions (1 1/2 page response - 9% of course grade)

1. Describe how you could include debates in a subject you teach.	2. Describe how you might use inquiry, or student questions in a lesson.	3. How do debates, inquiry and questions promote higher order thinking skills?
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Notes:

Reflection Questions

What is a teaching idea you have learned from this chapter?	What question(s) did you have regarding the ideas or information presented?	How could you apply what you learned to your teaching practices?
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Chapter Thirteen: "Using Student Questions for Project Ideas at All Levels"

Setting the Stage

If your class of students came back in 20 years to visit you, what qualities would you most wish to see in them?

Essay Questions (1 1/2 page response - 9% of course grade)

<p>1. How can you use student questions to drive learning?</p>	<p>2. What is the connection between classroom climate and content? What is your experience with this?</p>	<p>3. Describe an ideal classroom climate.</p>
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Notes:

Reflection Questions

<p>What is a teaching idea you have learned from this chapter?</p>	<p>What question(s) did you have regarding the ideas or information presented?</p>	<p>How could you apply what you learned to your teaching practices?</p>
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<hr/> <p><i>Think Like Socrates: Using Questions to Invite Wonder and Empathy into the Classroom</i></p> <p>End of Course Project</p> <hr/>	Setting the Stage
	<p>Choose one of the following (19% of course grade):</p> <p><input checked="" type="checkbox"/> Create a lesson plan using ideas or practices presented in this course, teach the lesson, and reflect on it.</p> <p style="text-align: center;">or</p> <p><input checked="" type="checkbox"/> Write an analysis/reflection of the book (1 1/2 pages) and complete the TED Talk assignment (see next page).</p>

Instructions for Lesson Plan:
<p>Create a lesson plan using ideas or activities you learned from this course.</p> <p>Choose a practice, methodology or activity you learned in this course and design your lesson plan around it. Describe the anticipatory set, activity/activities, differentiation, formative/summative assessments, etc., that are applicable to your lesson. Teach the lesson to your students and write a 1/2 page reflection on the lesson.</p> <p>Use the lesson plan template at: www.teacherspai.com/lessonplan. See the Lesson Plan Rubric for grading criteria.</p>

Questions to Consider for Analysis / Reflection		
<p>1. What are some practical teaching ideas you learned from this book?</p>	<p>2. How will you apply what you have learned to your teaching?</p>	<p>3. What are some ideas that you think will be the most difficult to implement in the classroom?</p>

See the Questions Response Rubric for grading criteria.

TED TALK
Three Rules to Spark Learning
 By: Ramsey Musallam

Setting the Stage

When is the last time you made a significant change in your teaching? What instigated this change?

Essay Questions (3/4-1 page response)

<p>1. According to Ramsey, what is a teacher's greatest tool? Do you agree?</p>	<p>2. Do you agree with Ramsey's "Three Rules" for lesson planning? Would you add any rules of your own?</p>	<p>3. Write about two things you agree with and one thing you question from the TED Talk.</p>
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Notes:

Reflection Questions

<p>What is one teaching idea you have learned from this TED Talk?</p>	<p>Is there anything you disagree with from what the speaker proposes?</p>	<p>How could you apply his ideas to your teaching practices?</p>
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Question Response Rubric for Think Like Socrates: Using Questions to Invite Wonder and Empathy into the Classroom

Teachers' Professional Advancement Institute

Rating Scale: **4-Exceeds** (exceptional demonstration); **3-Proficient** (consistent and satisfactory demonstration); **2-Basic** (elements of proficiency but below target level); **1-Unsatisfactory** (little or no proficiency); **N/A** (not applicable).

4 (100%)	3 (85%)	2 (70%)	1 (55%)
Knowledge and Understanding of Content and Ideas			
Responses are precise, well articulated and demonstrate a mastery of the topic. Responds effectively to all aspects of the questions.	Responses are accurate, well developed and demonstrate a clear understanding of the topic. Responds to all aspects of the questions.	Responses are competent but do not show a mastery of the topic. Responds to some, but not all, aspects of the questions.	Responses lack competence and reveal a flawed understanding of the topic. Does not respond effectively to the questions.
Analyzing and Interpretation of Teaching Practices			
Writer efficiently uses quotations and/or support from the book to highlight understanding. Relevant evidence is strong. A strong connection to personal teaching experiences is prevalent.	Writer uses quotations and/ or support from the book to highlight understanding. Relevant evidence is good. Connections to personal teaching experiences are identified.	Writer uses some support from the book to highlight understanding. Relevant evidence is incomplete. Connections to personal teaching experiences are inadequate or unclear.	Little or no support from the book is given. Relevant evidence is lacking. Connections to personal teaching experiences are unclear or nonexistent.
Written Communication Language, Style and Conventions			
Displays a mastery of effective writing. Has an effective fluent style and syntax. Responses show an exemplary command of language.	Displays effective writing. Has a good fluent style and syntax. Responses show a good command of language.	Shows adequate writing. Has some style and shows attention to syntax. Responses show a basic command of the language.	Writing is ineffective in its presentation. Style is lacking and attention to syntax and grammar is inadequate. Responses show little command of the language.

Lesson Plan Rubric for Think Like Socrates: Using Questions to Invite Wonder and Empathy into the Classroom

Teachers' Professional Advancement Institute

Rating Scale: **4-Exceeds** (exceptional demonstration); **3-Proficient** (consistent and satisfactory demonstration); **2-Basic** (elements of proficiency but below target level); **1-Unsatisfactory** (little or no proficiency); **N/A** (not applicable).

4 (100%)	3 (85%)	2 (70%)	1 (55%)
Objectives and Standards			
Lesson objective clearly connects to ideas or practices presented in the course. Common Core or State Standard(s) are listed and correlate with lesson objective.	Lesson objective connects to ideas or practices presented in the course. Common Core or State Standard(s) are listed and partially correlate with lesson objective.	Lesson objective doesn't clearly connect to ideas or practices presented in the course. Common Core or State Standard(s) are listed but do not explicitly correlate with lesson objective.	Lesson objective doesn't connect to ideas or practices presented in the course or is absent. Common Core or State Standard(s) do not match lesson objective or are absent from the lesson plan.
Formative / Summative Assessment			
A rationale for formative and/or summative assessment is provided. Assessment clearly measures whether instructional objectives have been met.	A formative and/or summative assessment is provided. Assessment measures whether instructional objectives have been met.	A formative and/or summative assessment is provided. Assessment does not clearly measure whether instructional objectives have been met.	A formative or summative assessment is missing from the lesson plan or does not measure whether instructional objectives have been met.
Description of Lesson			
All parts of the lesson plan are integrally connected. Learning activities and/or teacher instruction directly support(s) lesson objective.	All parts of the lesson plan are connected. Learning activities and/or teacher instruction support(s) lesson objective.	Most of the lesson plan is connected. Some learning activities and/or teacher instruction support(s) lesson objective.	The lesson plan is not cohesive. Learning activities and/or teacher instruction do/does not support lesson objective.
Learner Diversity			
Thoroughly analyzes the need for differentiation in lesson activities and/or instruction. Planning for all student learning is clearly evident.	Analyzes the need for differentiation in lesson activities and/or instruction. Planning for all student learning is evident.	Analyzes lesson activities and/or instruction in regard to student learning. Planning for student learning is evident.	Analysis of lesson activities and/or instruction in regard to student learning is weak or non-existent. Planning for student learning is not evident or is unclear.